Lansing Community College
Academic Senate Meeting
November 9, 2018, 9-11 am, Administration Boardroom

**Senators Present:** Marvin Argersinger, Joe Barberio, Ed Bryant, Kevin Bubb, Christine Conner, Michelle Curtin, Tim Deines, Nancy Dietrich, Peggy Dutcher, Cheryl Garayta, William Gustin, Dawn Hardin, Jennifer Hilker, Andrea Hoagland, Jeff Janowick, Mark Kelland, Terrence King, Dylan Lack, Eliza Lee, Judy Leventhal, Megan Lin, Melissa Lucken, Zachary Macomber, Elaine Pogoncheff, Kari Richards (by phone), , TeAnna Taphouse, Ed Thomas, Pam Tobin, Denise Warner, Joe Werner, Cathy Wilhm Veronica Wilkerson-Johnson, Richard Williams

**Senators Absent:** James Allen, Suzanne Bernsten, Matt Boeve, Monica Del Castillo, Bo Garcia, Nikki Gruesbeck, David Mattson, Vern Mesler, Christopher Smelker, Tedd Sperling

I. Call to Order (9:04AM)
II. Roll Call (9:05AM)
III. Approval of Agenda
    a. Add to consent agenda from the curriculum committee
    b. Approved without objection
IV. Approval of Minutes
    a. Approved without objection
V. Public Comments
    a. Senator Denise Warner- Course Proposal Process. See Appendix I.
VI. President's Report
    a. Reminder that next meeting is Dec. 8th at West Campus. Gen ed assessment and student panel are on the agenda.
    b. Senator Suzanne Bernsten is running StarTalks again. We would like to see a lot of nominations this year. We also need people on the nomination committee.
    c. Vice President Peggy Dutcher is looking for volunteers for the By-Laws committee. It helps to learn the processes of the senate.
    d. Faculty Prioritization Process. There were was no mention in the minutes that it was approved. Discussed at the Provost Cabinet meeting. At the next meeting, we hope to have that on the consent agenda. We will write up a SOP on how/where everything is recorded. Make sure everyone is reading the notes, it's on all of us if things are missing.
    e. Senator Joe Werner - Under the bylaws, if there is a substantive motion a copy of it should be provided before the series of proposals before the senate. This helps the notes taker, and then there is a copy of the motion.
    f. Administrative Services Executive Director Chris MacKersie - TLC Building Revisions Update. Been busy on Summer infrastructure project. We are in the final process of formalize the contract with Granger construction. Our architect is

DLZ whose specialty is higher ed.  Over the next weeks we will be meeting with constituent groups and they want to listen to us.  Met with Kevin Bubb's team already.  Last big opportunity to work on facility and systems to further support retention and completion.  Don't want to miss the opportunity to look at what we've done in the past and what systems in the future are we going to need.  It will be different than what we have now.

      i. Provost Elaine Pogoncheff – In the Provost meeting they talked about the open forum sessions. They wanted input from the rest of the campus. What was suggested was the Senate host or sponsor these forums.  Maybe the senate have regular forums over different topics.  We were thinking twice a semester.  A good opportunity to start and do it in conjunction with TLC renovations.

      ii. Senator Richard Williams – Will the renovations include an abundance of electrical sockets?

      iii. Chris  MacKersie  – Yes, it will be going forward.

VII.    Provost's Report – Elaine Pogoncheff

    a. Some faculty members may be contacted to provide documentation for students who have withdrawn from all their classes.  We need the information of when the last academic activity is.  This is for the Department of Education.  Especially for students who receive financial aid.  You can access the gradebook of students who have dropped in D2L. [https://elearning.openlcc.net/grades-overview/accessing-dropped-student-grades-and-attendance/](https://elearning.openlcc.net/grades-overview/accessing-dropped-student-grades-and-attendance/).  Faculty will receive an email from the Registrar.  There is a form to fill out.  You will be asked to provide documentation as to their last grades.  The big take-away is that faculty can access students grades who have withdrawn from D2L and this letter will only be sent out for students who have dropped all their classes.

    b. Thank you for the accessibility recommendations.  We are sharing that with the committee.  We will also share the information with faculty supervisors.  Some issues have already been addressed with MAHE.

    c. There is an email going out to students from the provost.  HLC would like to know how students measure student success.  The survey should only take 15 minutes.  Should be completed by Friday Nov. 30th.  This was a letter that was sent to us by HLC and is part of our accrediting process.  Tell constituents so they can help guide students.  We will send a copy to faculty.

VIII.    Consent Agenda – Action Item

    a. Curriculum Committee Course Recommendations

    b. Approved without objection

IX. Action Items:  Embedded Academic Support Language for Curriculum Committee
   a. The process of amending documents is much easier than sending everything back to committee.  We want to bring back the modified language of Curriculum Committee reporting. "Entry-level courses with prerequisites of college-level skills in reading, writing, and/or mathematics will also allow enrollment of students participating in content-appropriate embedded academic support(s). Any exceptions must be justified in consideration of student success, and must be approved by the Provost."
   b. Senator Peggy Dutcher – The basic skills tool kit, what is it?
   c. Academic Affairs Project Manager Rafeeq McGiveron– There is a link right above it on the form that leads to the O-drive.   *O:\AA-Public\AA-Office\College-Wide-Instructional-Forms-Processes\Basic Skill Toolkit*
   d. Dean Andrea Hoagland - We don't call them directors of instruction, we call them senior instruction coordinator.
   e. Senator Megan Lin – Appreciates this language.  This is what faculty members want to see.  I'm on the EAS team.  We are in support of models other than co-req model.  The concern that is putting this on the form now seems like putting the cart before the horse.  The provost and Rafeeq have been going to programs and explaining.  But a lot of faculty don't know the options for academic embedded support.  Maybe we should have a list of embedded academic supports, who are involved, how does it work.
   f. Senator Mark Kelland – One of the main reasons for this language is to alert faculty to the issues.  Hopefully experts would then come in and offer them the options.  We did discuss this in EAST.  The data is an interesting question because it's sort of a moot point.  The data should guide what we do, not if we do this.  We don't have data yet but it's being collected.
   g. Senator Peggy Dutcher – CTE has an email out asking for proposals.  Maybe we should make a workshop.
   h. Senator Christine Conner – It would be imperative that the types of embedded academic support would be part of the Basic Skills Toolkit.  That information should go into it.
   i. Provost Elaine Pogoncheff– She and Rafeeq are going to every program so they should know what we consider embedded academic support.  They should go to the basic skills tool kit and see the options there.  There is no one definitive model for embedded academic support.  Rafeeq will be going around and getting an inventory of what people are doing.  Question marks are there because there isn't one way to do it.  We are asking people to experiment.  The program needs to discuss all of that stuff and decide do you want program embedded academic support or course embedded academic support.

j. Senator Jeff Janowick – We've started piloting and trying new things. But people are going to be pressured to scale up. Experimentation is important and appreciate that wording. It is uncomfortable to scale up when we don't know if the experiments work. We are concerned about pressure to scale up on things that we don't know works for students. As long as there is an openness to experiment and try new things.

k. Senator Richard Williams – The language may not be cart before the horse, but it is sort of field of dreams. If we put it up there, support will come.

l. Senator Veronica Wilkerson-Johnson – Going forward it will be good to look at the data. How is HHS doing so well and a head of us?

m. Provost Elaine Pogoncheff – Rafeeq is going to go to all the programs and see what they are doing now and what kind of ideas do they have in the future. The idea is to create an inventory across the board and then hook people up who are doing similar things.

n. Senator Peggy Dutcher – Process question. This is the form for new and revised courses. Does this section cause courses to not be approved? Could we pilot this form?

o. Senator Christine Conner – We are constantly looking at these forms and doing continuous quality improvement. It is vital that we improve these forms.

p. Senator Ed Thomas – The whole spirit of this is to start the conversation. If the person submitting the form doesn't know what embedded academic support is, we wouldn't leave them on their own. The CC would help them fill out that section of the form. This isn't punitive.

q. Senator Cheryl Garayta – Another process question. She likes the idea of putting a list of what we are doing in the toolkit. We need to update the reading/writing/math in the basic skills toolkit.

r. Senator Mark Kelland – The Toolkit seems to be owned by Academic Affairs so hopefully the provost can get someone to take of this.

s. Senator Eliza Lee – The executive committee motions to approve this language for the Curriculum Committee form and revisit the form at the first April meeting of 2019.
   i. Second Ed Bryant
   ii. Approved

X. Learning Commons/Writing Center/Brainfuse – Cindy Storie
   a. What is going on with Brainfuse? At EAST meeting, Cindy Storie is supposed to make a recommendation for Brainfuse and wants Senate input.
   b. Director of Learning Commons Cindy Storie – July 1 Brainfuse and the Writing Center were integrated into the Learning Commons. Integrating the Learning Commons into the Studio Model. Its inviting them into the space and having

them work in that space. They can come in for 5 min or 5 hours. The Studio model has been extended for the writing center. Going beyond meeting for appointments only. English and writing tutors are working side by side. Brainfuse also came over July 1<sup>st</sup>. We had a committee that included senators that reviewed Brainfuse. We want quality tutoring that meets the needs of an LCC student. We need to have a formal assessment and feel the Senate is the right body to do that. Are people willing to assess Brainfuse and see if it's meeting the LCC students' needs? We would like this group to report back by March. We need to make a recommendation for the next budget cycle.

    c. Senator Christine Conner – Can we get students involved in the process so we can see what their feedback is?

    d. Senator Peggy Dutcher – Are you asking the Senate to form a team or the Learning Commons?

    e. Cindy Storie – Asking the Senate to form a Team.

    f. Martine Rife – Would like to be a consultant on the team. The systems portfolio is interesting. One of the questions is about the complaint process at LCC. Brainfuse started because of students' complaints about the lack of tutoring or the lack of tutoring availability. We should look at whether the level of student complaints has gone down.

    g. Senator Marvin Argersinger – Studio model sounds great. Will this be implemented at West Campus and East Campus?

    h. Cindy Storie – Yes. There is a leaning commons on West campus. We are looking to expand as much as we can.

    i. Senator Peggy Dutcher – If this team says they want ABC data that is not required in the contract will that be an increase in cost? Is there a way to get the data?

    j. Senator Ed Bryant – Will chair this committee and wants to meet next week. Senators Christine Conner, Denise Warner, Melissa Lucken, Teanna Taphouse, and Dylan Lack will also be on the team.

    k. Senator Peggy Dutcher – Should we approach people from the original pilot courses?

    l. Martine Rife – Pre-calc 1, sociology, and CITP110. There were reports to the Board that have a lot of data.

    m. Senator Ed Bryant – We have meetings at the end of the semester. Do we have a schedule yet?

    n. Provost Elaine Pogoncheff – Those 16 hours will be on Accessibility. There is no other agenda.

XI.    Senate Discussion of Role of New Committee - President Mark Kelland

    a. First meeting is Tuesday, Board Room, at 1:00PM.

b. Will be working on a Charter and a name.  The purpose of the committee is to keep an eye on accreditation and compliance areas so the Senate can lead.  The other function will be to keep an eye on things that have been brought up but fall to the wayside.  For instance we never picked up OER initiative.  We want the Senate to have more of a roll on campus.

c. Senator Richard Williams – It's a shame we can't come up with a Steering Committee.  The name isn't the best.

d. Senator Christine Conner – IAS (Information Academic Senate ).

e. Vice President Lisa Webb Sharp – We discussed freeing up the Senate's time.  Having less presentation and more discussion time between Senators.  This group could set aside an agenda item "unfinished business."

f. Senator Mark Kelland – Maybe have an open time a couple times a semester where people can come and talk.

g. Senator Peggy Dutcher – Would like to revisit what faculty are experiencing with the new withdrawal procedure.  What are people seeing because of the procedure? How is it going?

h. Senator Pam Tobin – My emails are getting fuller and fuller.  Spending a lot of time reading those and not being compensated as an adjunct.

i. Senator Jeff Janowick – Senator Warner brought up some comments in the public comments that need to be addressed either in the full senate or in this committee.

XII.    Potential Future Agenda Items
    a. None

XIII.   Motion to adjourn
    a. Senator Zach Macomber motions.
    b. Senator Peggy Dutcher seconds.
    c. Adjourn (10:40AM)

*Purpose: The purpose of the Academic Senate will be to provide faculty input and advice to the administration concerning issues of College-wide educational philosophy, College-wide academic policy, and priorities in the College-wide deployment of capital or financial resources, except as covered by the scope of collective bargaining. The Senate will be proactive and collaborative in its approach, seeking consensus whenever possible, and will foster and support effective and transparent communication with the college community. Student learning is the ultimate goal of this body.*

Respectfully submitted by Academic Senate Secretary, Eliza Lee

# Appendix I

November 9, 2018

Dear Senators,

I take no pleasure in approaching the full Senate today as a follow-up to a letter I wrote to the Curriculum Committee and copied to the Senate's Executive Committee last April expressing my concerns with the Curriculum Committee's processes and procedures for course proposals.

I bring this matter to the attention of the full Senate because this issue has been ongoing since the Fall of 2016, and despite our best efforts, has yet to be resolved. Over the past two years, I along with members of the ESOL Team have gone back and forth with the Curriculum Committee in an attempt to update and revise our curriculum for English for Speakers of Other Languages in accordance with best practices in our field and with the Board's initiative to reform Developmental Education, and Guided Pathways. Although ESOL is not Developmental, we do reside in the same department.

During this time, we have waited as long as six months for feedback from the Curriculum Committee and have been repeatedly asked for more information and explanations, which we have provided.  In the meantime, we have been running pilot courses. The Provost allowed us to run our pilots for the last time this fall, and we again submitted revised proposals in September of this year. We have been waiting nearly three months for the committee to act in time for courses to be approved for Spring 2019.

The Curriculum Committee met on Tuesday, to once again discuss the ESOL courses, and in spite of the fact that our courses had successfully passed through the Provost's Cabinet, instead of moving the process forward, stalled the process once again.  After two years of questions and answers, I've been told that they now have more questions.

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I come to my fellow Senators today because ESOL students are being put at a disadvantage. ESOL students want classes designed for second language learners and taught by faculty who are experts in second language acquisition.  Many ESOL students are eager to register for spring classes, but have no ESOL classes to register for in Banner. Today would have been an opportunity for the Senate to approve our courses so that students could begin registering for spring semester before the end of fall.

Although I understand the responsibilities of the Curriculum Committee, I am deeply dismayed by the Committee's lack of respect for the content expertise of their colleagues. Our MAHE contract states that curriculum is the purview of faculty, and in that regard, program faculty are the experts in their areas and should be regarded as such. I know that my program is not the only one that has had some difficulty with getting course proposals through the Curriculum

Committee and many have been left feeling disregarded and disrespected. It may be time for new membership on the Curriculum Committee, faculty members who respect other faculty members, and I hope that some of you might consider this as a possibility.

Thank you for your attention today.

***Denise Warner***
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