

Lansing Community College
Academic Senate Meeting
July 17, 2020, 9-11 am, Virtual Via WebEx

Present via WebEx:

Present: Kabeer Ahammad Sahib, Marvin Argersinger, Alex Azima, Alandis Baker, Matt Boeve, Michelle Curtin, Tim Deines, Nancy Dietrich, Paige Dunckel, Bill Garlick, Courtney Geisel, Gerry Haddad, Shalonda James-Garza, Leslie Johnson, Mark Kelland, Lyndia Klasko, Frances Krempasky, Eliza Lee, Megan Lin, Melissa Lucken, Vern Mesler, Larissa Miller, Ronda Miller, Connie Smith, Tedd Sperling, Mark Stevens, TeAnna Taphouse, Jon Tenbrink, Matt Van Cleave, Denise Warner, Sally Welch, Cathy Wilhm, Veronica Wilkerson-Johnson Melinda Wilson

Absent: Joe Barberio, Jeremy Davis, Monica Del Castillo, Dawn Hardin, Joseph Long, Tamara McDiarmid, Joann Silsby, Carlotta Walker, Nancy Weatherwax, Richard Williams,

- I. Call to order – 9:04AM
- II. Roll call – 9:05AM
 - a. Distinction of Panelist and Attendee for meeting
- III. Approval of agenda – 9:05AM
 - a. Agenda approved as presented
- IV. Public comments – 9:06AM
 - a. None previously provided, but open for any comments/statements
- V. President's report – 9:06AM
 - a. First meeting Fall Semester August 28th, 9-11AM, via WebEx and continue every other week on payday Fridays.
 - b. Senator Tim Deines accepted position as CASL chair.
 - c. Senator Cathy Wilhm now Dean of Tech Careers. She will be stepping down from the academic and senate and Wendy Smith appointed Admin Senator seat for TC.
 - d. Senator Larissa Miller, HHS Senator, chair of CC, announced leaving college at end of month. Thank you and best of luck.
 - e. Senator Michelle Curtin will act as Chair for CC until filled.
 - f. Executive Vice President Lisa Webb Sharpe's last Academic Senate meeting as she is departing LCC.

- g. Summer meeting to talk about time sensitive business and plan for next year. Announce intention for Academic Senate to become more actively involved in Embedded Academic Support. Convene a group of Senators, on pedagogy. BOT raised issues and will be taking up immediately in fall. Interest in participating, contact Michelle immediately.

VI. Provost's report – 9:10AM

- a. No new information since May – just kidding
- b. Thank you to all for your time and dedication to LCC and the students.
- c. Business Resumption planning, bring back to campus. Difficult to complete with such a large group. Build the plan figure how to put landing gear on then how to move to runway. The challenges of various aspects, i.e. hallway movement, use of washer/dryer for supplies. To facilitate, main committee, Business resumption ask force, 31 members, sub committees involved-CIMT, AS president, admin, library, learning commons, all involved. Second large group, Emergency Operation Center and ELT members, information from Monday's meeting, discuss, and make a decision. Planning of physical distancing, technology use. Business Resumption Review committee, 8 members-review safety plans.
- d. To date, approved all Safety Plans for paused courses and are running. Be able to complete paused courses before fall start. This group will begin working on fall Hybrid courses. Fall receives CARES monies, college and institution, purchased laptops that have jet packs with Wi-Fi capability and (700 to loan out in fall, possibility up to 900 if more come out of circulation). Use parking ramp for pickup and drop off. Parking lots are Wi-Fi-able. If anyone hears from students that are having technology issues, let Provost Welch or your Division Admin know.
- e. Fall semester will offer three (3) course offerings: traditional online, online real time, hybrid-hands on classes. Date of knowing to offer hybrid option is August 3rd, depends on numbers in pandemic.
- f. Started to think about spring planning, very preliminary discussions using the same three types of classes and possible mix in some face to face classes, 25% face to face possibility. Can change in next couple months
- g. International Students and financial aid issues: MI and 25 other states sued the government and since the order was rescinded. Government may do an executive order to have new students not allowed in financial aid.

- h. New projects, working closely on EAS and Dev Ed. BOT is asking good questions and asking for data. Taking a deeper look and assistance with AS, will move forward in addressing Board's concerns.
- i. Adjusted to remote learning quickly in March, online summer and fall, for HLC purposes is systematically looking for student/faculty engagement and student engagement. HLC asks to make sure we are interacting with students, no correspondence courses. A site visit scheduled in the 24-25 academic year, suspect they will look back at this period to review online courses to make sure engagement is involved and not look like online courses. eLearning created presentation of how to engage students and faculty.
- j. Work will continue in spring to develop an online strategic plan, try an accelerate work, have a plan in place to have some metrics and goals prior to HLC coming. And have parallel with overall college plan
- k. Kickoff, working with SA, has been slowed to pandemic, by formulating plan. Do a modified plan that fits with COVID experience, more in-depth plan following
- l. Mark Kelland turned in Initiative to HLC and approved for quality in co-curricular assessment, CASL will be heavily involved.
- m. Academic programing, tried as a college to do a majors within a degree, calling them umbrella degrees, Cheryl Garayta worked with Mark Tesone and Gregg V to offer one degree with multiple concentrations or majors. Help students with transferring and tracking. Help with job placement and helping them in next steps. Cheryl G. worked on draft structure, worked with Business area. Cheryl has worked closely to make sure it makes sense, help students to transfer. Cheryl will present to the Senate in the fall. Will start to move toward umbrella degrees. Career clusters and umbrella degrees will work well and help get program advising back into place.

VII. Consent agenda – 9:28AM

- a. Curriculum Committee – comments?
- b. Senator Mark Kelland, point of order, consent of agenda is either approved complete or any objections to present now.
- c. No objections - All approved

VIII. Welcome Dr. Steve Robinson – 9:29AM

- a. From Owens College – welcome back
- b. Congratulation Dr. Webb Sharpe, sad leaving, but Peckham Inc. is receiving a great person.
- c. Honor to be joining LCC as President. Excited about future

- d. Optimistic about future. COVID 19 is very real, impact across world and very disruptive to learning environment and mission. Primary concern for safety for students, faculty, and staff. Impressed on work to keep all safe, business resumption plan. Need to be ready for a very disruptive fall and academic year. Very focused on future. As serious as the pandemic is, we will merge out and need to prepare now for after coronavirus. When thoughts of post-America pandemic, the need for 2-year colleges is now. Exciting time to live out our mission, be ready now to respond to need. Reflect on students in need, team members in need, responding to a need where you are uniquely designed is wonderful. Great time to live our mission. Honor to be joining you.
- e. Questions?
- f. Senator Mark Kelland, welcome, webinar last week by Chronical Education, panels more worried about the spring rather than fall as students will still hang in there with us, but if further disruptive will give up, any thought we might prioritize those students to hang on for spring?
 - i. President Steve Robinson, insightful question, start thinking now what happens beyond the fall. Predicates to question, enrollment go up when economy softens, at very beginning of pandemic, that this disruption was so sudden to expect trends to continue. Think about spring, the report that Provost Welch provided, ability to toggle to set a benchmark and review and possibly change. A drop date to make changes for the fall and may continue into future. How do we continue to reengage students, see later on agenda keeping students engaged, I think best we can do, very frequent and aggressive communication with students, do a great job. As disruption continues, quicker and more accurate information out to students, the better for students as they are waiting to hear. Question is important, not over when we start fall.
- g. Senator Eliza Lee: Welcome, what role do you see the Senate playing as your role as president and at the college. What previous experience have you had with an Academic Senate?
 - i. President Steve Robinson: Long experience with shared governance in community college. Impressed with LCC Academic Senate. Once I learn more about culture and mechanics of the Senate, I see I would interact with this body and the Provost office as role as President as the great shared governance of higher Ed, faculty being experts in the field of study. President working with faculty and learn dialog, academic senate teach him a lot about academic culture. Love about this work, primarily a learner, one of his favorite to do. Look forward to learning.

- h. Faculty Jim Luke: welcome. Given the current circumstances with pandemic and limited on face to face contact through fall. Curious what plans/ideas developed so far of how you are going to get, know, engage with faculty/staff when you are unable to walk around and talk to us? Out and beyond the meeting circle to find the rest of us?
 - i. President Steve Robinson: Duration of the pandemic, it's in our hands, wear a mask. Out of our control and may need to fit it fast and may need to be socially distant longer. Plan, doing a lot of WebEx, leveraging WebEx/Zoom, real time synchronous in online meetings. Great transition team are blocking out a plan of stake holder meetings. Would love to solicit meetings from any group and have dialog. Communication to meet economic leaders and politic leaders in Michigan. Style of communication is social media, comfortable with speaking. Creating a blog for LCC, ideas for podcasting for reading out externally and internally. Leveraging social media and new media with new tools to on board a new President, but safely.
- i. Senator Veronica Wilkerson-Johnson: Welcome, over last few months discussed about student leadership engagement, development or will be developing a student senate and how students direct our direction. Any thoughts about on-going student leadership engagement as we navigate through this challenging time and moving forward.
 - i. President Steve Robinson: Excited, talked to folks at LCC. Wonderful to hear about student activity and student groups. Unsure of current status of student leadership but very keenly interested in hearing more about. The pandemic has impact on student engagement, don't have residence life or on campus 24/7, referring to email thread, the attendance has gone up in the virtual environment and the presidential search process, may be have that as part of the future vision. Ways to do this type of meeting with student groups. As to leadership and very support to where we are at that and throw my help behind that and will need to be in this format for the foreseen future.

IX. Equity gap in student success- discussion – 9:52AM

- a. Senator Michelle Curtin on underrepresented students. Identify from our Program Review data. It's complex, multi-factorial, not sure what we can do about it. Statistics shows not a unique issue to LCC, but our responsibility. What can we do improve students success in students in this matter?

- b. Senator Mark Kelland: Important issues to raise in time and time again, students identified as dev ed students or in minority demographics facing unique challenges and students who are recognized as college ready, 20% student not being successful. While we should be paying particular attention to students in various ethnic groups challenged, economically and medially, we can target focus to certain groups, but in a way to spread out and support all students at the same time.
- c. Cheryl Garayta: Participated with Mark and others in RISE institute and two courageous conversations with Chief Diversity Officer Dr. Tonya Bailey. What struck me at LCC and overall we have not intentionally looked at curricula or courses where we, not intent, excluded all groups that make up LCC. Also haven't systematically looked at policies, what they say, but how we communicate to students. Phone call with Dr. Bailey, send out a request to faculty to those who wish to join and review those matters.
- d. Senator Veronica Wilkerson-Johnson: Appreciate Cheryl's comment. Notice ways which we need to psychologically ease transition to college, students coming into first time and especially during current challenges. More ways to be engage our students in early college. Those who are wanting to move through LCC and perhaps go on beyond, thinking initially grabbing their interest and retaining it for their success.
- e. Senator Paige Dunckel: Great addressing this. What programs/directives the college is currently doing? Anyways to upgrade, change, approve? Unsure who could answer.
- f. Senator Mark Kelland: Stepping outside of the academic side, curricular side. Co-curricular programs. Equality approved. Included TRiO and Lucero, ensuring those programs are meeting their goals to set out for students. Not just in curricular support, also in co-curricular areas.
- g. Chief Diversity Officer Dr. Tonya Bailey: Do what we are doing now, have the conversation. To be transparent and honest about where we are and what we need to do to become, key word is "to become". Our work has to center around really talking and unpacking about the colorization of education and how we are creating barriers unconsciously. Talk about how we perpetually, what our unit looks like about diversity, diverse perspectives, but more. More sensitive about learnings and their abilities. Begin to ensure all learners can succeed. Have to own our privileges, own our role in systemic and historic racial issues. Continue and applaud President Curtin to putting this on our agenda. We have work to do, BOT resolution June 15th to include an equity action plan. Require the entire college to start working more intentionally on efforts and not allow it not to be a

box we check, but work we do. Adapt a mindset of “me” to “we”, a collaborative. Be all in! We know that who the choir members, who attends are that come to performances. Do our own part to obtain those who have not been part of the conversations and also part of the barriers. Make tough decisions, but very confident in LCC. WE have an opportunity in this pandemic, what people of color and minorities have known for a long time, it’s a struggle. This pandemic has removed the fog from some individual’s glasses. When a student wants to fulfill their dreams, LCC has an opportunity to help them sore. Look at our curriculum, hiring processes. We are preparing students to become greater leaders for a greater world. The academic senate can champion and do more in this regard as courageously go into territories and have uncomfortable conversations. In getting comfortable with uncomfortable conversations.

- h. Senator Lyndia Klasko: From student perspective, great resources, very difficult to find, is there a way to make easy or make accessible for any student to find. Reaching out rather than sifting through, easier to access on website. Important to let these students they can still be successful, resources available.
- i. Senator Alex Azima: Concern goes back to mid-1980s when AAA published, an issue how do we get underrepresented in the classroom. If I could have in classroom, I think I know what I need to do. LCC use to have a program, Evelyn Green and I would ring HS students on campus for like 6 weeks for preparing taking college courses in the fall. If students had some introductory into college would not get “lost”. I feel that we need to move beyond that. AS community partners, need to reach out K-12, underrepresented communities to work with their children. Had multiple program levels to keep students interested, more of those recruiting efforts, in non-traditional experience. Two pronged approach, getting excited to come to us and then how do we keep them.
- j. Senator Matt VanCleave: Think about equity and justice problems in community, death by many cuts, appreciate being at a community college, I think we are in a position of triaging of social injustice. Appreciate the will to have difficult conversations. Can get derailed due to difficult conversations, an avoidance of what the issues really are. Harder conversation is a different kind of question, when we start talking about the things that are racist, sexist, then start getting disagreements. Need to recognize, moving forward. Let’s think about the different things we do know. Is listing out, get some sense of a list of things that we think do impact student success and then trying to figure out how to prioritize?
- k. Senator Megan Lin: Have students get and want what they need. Our dev ed courses, if our dev ed students don’t do better in those college courses, need to

get rid of, no specific plans to get rid of those. Let's please keep in mind that sometimes it looks like in a whole the dev ed do poorly as that is just where they are. If we didn't have courses for students with explicit subjects, they may not be able to be in a college level courses. Many groups, ethnicities and social economic matters, not all of those people are dev ed students or need remedial students, need help. Would like to never see those explicit courses go away.

- l. Senator Kabeer Ahammad Sahib: Hearing that the LCC is going to open, cutting 40% of sections for spring 20/21, don't understand the logic behind that? Why cut sections for students are still enrolling. Is this a higher level decision and what the reasoning behind it.
- m. Provost Sally Welch: No plan to cut sections. Section managing is based on enrollment. Spring is based on fall enrollment. For spike in enrollment in spring, they will be added. No mandate to cut sections by 40%. If 100 students in a course in fall, will set up spring to accommodate. It is all based on enrollment as to how many students are enrolled.
- n. Senator Kabeer Ahammad Sahib: Is LCC going to have face to face in spring 21?
- o. Provost Sally Welch: 25% of the sections offered would be offered, rough guess right now, and depends on flu season and current pandemic. We will be as flexible as we can and dates involved if we can't be on campus. Tentative right now at 25%
- p. Senator Denise Warner: Very glad having this conversation about equity. As Matt VanCleave stated, easy to have conversations, but hard to have specifics. Funding concern. College is in difficulty position with budget cuts, but fear that if we truly care about equity and inclusion we need to be very careful about where those budget cuts are coming from. Recently moved our programs for non-native speakers of English to a separate area of college, division of academic and non-credit courses. Non-native speakers of English courses were cut and then moved to non-credit. Then funding for program was cut and no longer funding the non-credit programs of non-native speakers of English. A marginalized group and further marginalized this group by cutting the funding at the lowest level of programs. Does exist a need in our community for English language instruction and LCC has provided that service for well over 20 years up until now. We have created a wider gap and services in community that teach very basic levels of English. No programs that get students ready for college English level. Cutting budget, could assist, but students will not be able to financially complete. If we want to continue this equity and inclusion, to keep these on ramps for these students, need to continue funding.

- q. Provost Sally Welch: Partially respond, difficult decision to make, Cheryl Garayta has been working on this matter.
- r. Cheryl Garayta: Believes worked out, funding for English program if long term choice is to move into college education. Majority of students want to be involved to continue. Provide a step-by-step process to students of how to get this assistance.
- s. Faculty Melinda Hernandez: As instructors are gate keepers our words match our actions, really look at the Academic Senate representation or faculty representation. Could increase representation of faculty in search committees not present a represented pool.
- t. Senator Jon Ten Brink: Only can speak music, how we have equitable success for students, building community and buy in and how do we foster in our students. Music is a great equalizer, working collaborative together, to find in our classrooms/community can be helpful. How can get students to bridge the achievements gap.
- u. Senator Sholanda James Garza: Academic success coaches are a great resource and listen to students and to be good, you have to be a good listener and understand what students are bringing to the table. You have to be able to hear their needs without being defending and jumping to problem solving. 1. Challenging our team to read the resolution and make a commitment to doing the work themselves. Doing something that will make a difference, be a part of the change. Having regular and on-going conversation in team meetings around uncomfortable subjects. Challenging coaches to be comfortable in the discomfort, if not, we won't grow as team. Won't be able to help students if support needed and to empower. Don't want to be a movement and want to make change and do our part. Are committed and will continue to do for the team, students, and the college. Plenty of resources in Lansing community and coaches are aware and connected, but individuals may not be willing to reach out. Coaches are not saviors, just a piece of it.
- v. Senator Veronica Wilkerson-Johnson: Discussion close to her heart. Immediate logistical questions, pre-COVID provided basic needs to students who were in need or economically challenged, food related needs, shelter and other basic needs and services. Now with COVID, not able to provide, over the next couple semesters, will this be available to those students facing same or new issues? Wonder about actual technology, most of students will be provided technology that need it, is that given? And what about those who need, but don't inquire.
- w. Provost Sally Welch: Technology-doing best we can to get them what students need. If we don't know what is needed, hard to help. Provide laptops, Public

Safety still has laptops available. If students are having technical issues, need to advise. Ordered additional jet packs and laptops, but have not been picked up. Until the supply we have is out, we won't know if we need to order more. Don may be able to help, the CARES money that linked to LCC, half went to students. Application needed, funds were provided to those students.

- x. Executive Vice President Lisa Webb Sharpe: \$2.9 million to students, little over half and had aggressive communication efforts with students. Complete a FAFSA form and were able to distribute amazing amounts of money to our students to help with COVID. We plan to do the same for the fall for students that need the extra support. They can contact their success coach, Fin Aid office, or even the foundation. Tried to leverage unspent child care scholarship dollars to students who might not be able to receive the CARES Act money to help with housing costs, travel expenses, child care expense, that makes life more difficult.
- y. Joe Esquibel: Learned other colleges did a Thriver studies in past. Found overall a rewarding to do, made changes and many success stories.
- z. Senator Leslie Johnson: part of a reading group and reading an anti-racial assessments. Occurs to me to create a space during PD days when programs can get together and discuss what areas are addressed in their areas for equity. Need focus discipline with faculty to address in their subject area.
- aa. President Curtin, Senate executive committee to meet with Dr. Bailey to help determine next steps in pursuing this initiative.

X. Helping students remain engaged in online courses– 10:47AM

- a. Moved to future agenda item due to time.

XI. Potential future agenda items – 10:47AM

- a. Senator Kabeer Ahammad Sahib: BIOL 201-202, 203 pre-reqs to reduce the number of courses to take. Now receiving students not prepared as we changed pre-reqs. Did not address the gap, how to address? Example: For BIOL 202, need BIOL 101, removed, getting students not prepared. Sections are full, but not prepared.
- b. Senator Michelle Curtin: Embedding academic success in other courses, adjust teaching in current classes, but maintain the criteria for those in current courses.
- c. Senator Eliza Lee: Great discussion topic on hearing what different departments are doing, for Academic Senate to get more involved in EAS. Different departments are processing differently. What is the subject doing to prepare their students for next level, share with divisions what is working for each department.

- d. Cheryl Garayta: Yes need to look at EAS to further assist our Dev Ed students, but also success gaps with college level classes coming in. Need to start looking at EAS across the board and make happen.
- e. Senator Paige Dunckel: Unfinished Academic Senate issues outstanding from last year to continue.
- f. Senator Michelle Curtin is working on the annual Academic Senate report, will review and include in this report.
- g. Senator Tim Deines: May need to discuss with Dr. Tonya Bailey, going forward don't want to lose sight of what was brought up by others, the need to say something of following through with the equity issues. Carts before the horse in terms of having that conversation of what equity entails. Interesting critiques of equity and need to be flushed out in some form of context. Create a college-wide study group to push through the equity thought and discuss. We could explore different ways to have conversations in public way.
- h. President Steve Robinson: Just wanted to thank you for involving him. Excited prior to this meeting, but more so now.

XII. Motion to adjourn

- a. Motion by Senator Mark Kelland.
- b. Second by Senator Kabeer Ahammad Sahib
- c. Approved without objection (10:59AM).

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, with special thanks to Penny Tucker.