



Lansing Community College
Academic Senate Meeting
March 29, 2019, 9-11 am, Administration Boardroom

Senators Present: James Allen, Joe Barberio, Ed Bryant, Kevin Bubb, Christine Conner, Michelle Curtin, Monica Del Castillo, Nancy Dietrich, Peggy Dutcher, Bo Garcia, William Gustin, Dawn Hardin, Mark Kelland, Jennifer Hilker, Jeff Janowick, Eliza Lee, Judy Leventhal, Megan Lin, Melissa Lucken, Zachary Macomber, Vern Mesler, Ronda Miller, Elaine Pogoncheff, Kari Richards (by phone), Christopher Smelker, Connie Smith, Tedd Sperling, TeAnna Taphouse, Ed Thomas, Pam Tobin, Denise Warner, Cathy Wilhm, Veronica Wilkerson-Johnson, Richard Williams, Alex Azima

Senators Absent: Marvin Argersinger, Suzanne Bernsten, Matt Boeve, Tim Deines, Nikki Gruesbeck, Andrea Hoagland, Terrence King, Dylan Lack,

- I. Call to Order (9:06am)
- II. Roll Call (9:07am)
- III. Approval of Agenda (9:09am)
 - a. Senator James Allen - 65% cutoff for section cancellation is only a Union issue and should be discussed in the Senate
 - b. Senator Eliza Lee – The Senate is a recommending body only. We are merely voicing our opinions to be heard. Even if it is a MAHE issue we should be able to give our recommendation to the Provost. It would also be nice to have clarification on certain areas.
 - c. Motion for item to remain on the agenda by Senator Mark Kelland
 - i. Motion approved.
- IV. Approval of Minutes (9:10am)
 - a. March 1st approved without objection
 - b. March 15th approved without objection
- V. Public Comments
 - a. Sally Pierce – I’m Sally Pierce—a professor in the Integrated English Department. I’ve taught developmental reading and writing here since 1988. I’m here to support my colleague Professor Denise Warner’s request to have the Senate endorse an alternative proposal to moving the English as a Second Language’s lower level students to the Community Education and Workforce Development Program, and instead offer them non-credit courses within our division. I am concerned about this other proposal for several reasons. Here are my two top concerns: 1. It doesn’t address how to support some of the neediest students in our communities’ tuition costs as they pursue education. Community Education students traditionally must pay for instruction themselves or courses

don't run. 2. It separates ESOL students from their current teachers and department. Some of you may not be aware, but years ago our department faced a similar problem when we realized we needed to change to serve our lowest level reading and writing students. We couldn't continue giving them credits, and some hadn't graduated from high school. Others couldn't demonstrate skills qualifying them to receive federal financial aid. We ended up developing the Foundations for Success program housed in the Arts and Sciences Division. This successful program has been supported by our LCC Board. Students pay \$25.00 to enroll for a semester, but the LCC Board supports these developmental students' efforts because there aren't other good community academic options available.

Numerous students in FOUNDATIONS for SUCCESS have been awarded GED's and some have subsequently enrolled at LCC. For others, a GED has helped them obtain productive jobs with-in our taxing district. I have taught in this program multiple times. We have reading, writing and math instruction and customize instruction as much as we can for each student. Last week I found myself inquiring about the progress of a developmental student with learning disabilities who had started at LCC in the Foundations program, (studying only reading and writing). She took my ENGL 099 and ENGL 121 courses concurrently the next semester, and is enrolled this Spring in ENGL 122. Her 122 teacher told me she is doing well, and expects her to pass. In **three** academic semesters this student passed two college writing courses. (An impossible academic feat without the Foundations and imbedded academic support option.) I am not here to present about FOUNDATIONS for SUCCESS. Denise will be summarizing it within her presentation, but I would be willing to share what I know about that program which might be relevant to this situation and these students. As aside, I would also tell you that while a few international students and traditional English as a Second Language students have taken Foundations, that isn't our first choice for them. Equal or Identical course work with native students isn't Equitable Education. This populations' needs deserve specialized instruction from specialized academic faculty. Please use your authority as Academic Senators to recommend a planned academic pathway and economic support for these students recommended by specialists. Thanks for your consideration and time.

- b. Chris Manning –Under the current proposal student will not have a StarCard, access to the library, free parking etc. They will not have the privileges of a student. In a time where our country is boasting anti-immigration we need to think carefully about the message we are sending to these young people. Please consider Denise Werner new proposal. See Appendix I.

VI. President's Report

- a. Next senate meeting will be out at West Campus, April 12th.
- b. We have a meeting May 10th. Large possibility it will be cancelled unless something important comes up.

- c. Entering gradebooks for last date of attendance may be over. It isn't officially confirmed but e-learning may have enough information without us entering in dates of each assignment. Look for an update.
- d. SOAR committee had its first official meeting. Anything that has been fallen to the wayside or needs to be brought up please bring to the committee. It is a big picture committee.
- e. When a student changes their name in the middle of the semester, there is no notification. The old name is dropped and a new name appears without notice. Perhaps TAC could discuss this?
- f. Is there a way for an enrollment verification to eliminate students' access immediately (not a few days later) so students don't get upset?

VII. Provost's Report

- a. Thank everyone for Nominations for Showcase awards. April 2nd breakfast please RSVP.
- b. Faculty appreciation day is Thursday April 4th from 11:00AM-6:00PM
- c. Eugene Comer, an instructor in the Aviation Maintenance Technology program, has received the Charles Taylor Master Mechanic Award from the Federal Aviation Administration (FAA) in recognition of more than 50 years of aviation maintenance experience. The Charles Taylor Award is the most prestigious award presented by the FAA to an aviation maintenance technician.
- d. Peeps Diorama is back. Request your box of Peeps from experiencestarpower@lcc.edu by the end of the day Wednesday, April 10.
- e. CTE is accepting proposals for PA days. Looking for 50 min presentations. Contact Megan Lin.

VIII. Consent Agenda – Curriculum Committee Course Recommendations

- a. NEW COURSE PROPOSALS: MATH 097 – Math 119 or Stat 170 Support
- b. DISCONTINUATION TRACKING FORM: Solar Technician Certificate of Achievement; Geothermal Technician Certificate of Achievement; Energy Auditor Certificate of Achievement; Alternative Energy Certificate of Completion
- c. Approved without objection.

IX. Election Update – Secretary Eliza Lee

- a. Elections are over. New Senators will begin April 12th, 2019.
 - i. Business and Economics – Carlotta Walker
 - ii. Business and Economics – Gerry Hadad
 - iii. Communication Media and the Arts – Paige Dunckel
 - iv. Counseling – Monica Del Castillo
 - v. Health and Human Services – Michelle Curtin
 - vi. Health and Human Services – Joseph Long
 - vii. Health and Human Services – Larissa Miller

- viii. Integrated English – Tim Deines
 - ix. Math and Computer Science – Eliza Lee
 - x. Public Service Careers – Mark Stevens
 - xi. Science – Melinda Wilson
 - xii. Social Sciences and Humanities – Matt Van Cleave
 - xiii. Social Sciences and Humanities – Nancy Weatherwax
 - xiv. Utilities and Energy Systems - None
 - xv. Member At-Large – Ed Bryant
 - xvi. Member At-Large – Leslie Johnson
 - xvii. Member At-Large – Tamara McDiarmid
- b. A very special Thank You to our outgoing senators! We appreciate all the hard work they have put into the Senate.
- i. Business and Economics – Zachary Macomber
 - ii. Community Education and Workforce Development – Pam Tobin
 - iii. Health and Human Services – James Allen
 - iv. Health and Human Services – Nikki Gruesbeck
 - v. Public Service Careers – Ed Thomas
 - vi. Science – William Gustin
 - vii. Social Sciences and Humanities – Mark Kelland
 - viii. Social Sciences and Humanities – Jeff Janowick
- X. Participation in Faculty Prioritization (Paul Jurczak)
- a. We have a process that we have been doing for a few years. Started 3 years ago. Looked through data and made decisions about where the most needy programs are. Have done this each year as people leave. This is an institutional process and hopefully will not get lost. Thank you very much and we have a process.
 - b. Senator Ed Bryant – Worked closely with the Center of Data Science. It’s almost a scientific process.
 - c. Senator Peggy Dutcher – What is the make up of the committee?
 - d. Paul Jurczak– It’s a small group of people. Which programs are most needed of new full time faculty. 2 faculty, dean, associate deans.
- XI. Co-Curricular Definition for HLC Systems Portfolio – Senator Michelle Curtin
- a. We need to define co-curricular versus extra-curricular. The definition we have is based on round table discussions we had previously. “Co-curricular refers to activities and events that enhance and complement the educational experience at LCC, relate to the Institutional student learning outcomes, and connects students to the college and community.”
 - b. Senator Peggy Dutcher – Institutional student learning outcomes should be institutional learning outcomes. Move to change wording to “related to the essential learning outcomes” from “Institutional student learning outcomes”.
 - i. Approved without objections

- c. Senator Denise Warner – Hard to define an adjective and have a verb problem. Motion that we change the word from “relate” to “relates”.
 - i. Approved without objections
- d. Senator Ed Bryant – Move to take out “Relates to the essential learning outcomes.”
 - i. Not approved.
- e. Senator Peggy Dutcher– Motion to postpone and send to committee
 - i. Count vote, 16 for to 16 against.
 - ii. Motion fails
- f. Motion to approve as amended.
 - i. “Co-curricular refers to activities and events that enhance and complement the educational experience at LCC, relates to the Essential Learning Outcomes (ELOs), and connects students to the college and community.”
 - ii. Approved without objection

XII. ESOL Proposal – Senator Denise Warner

- a. Dear Fellow Senators and guests, I am speaking to you today as Lead Faculty in the ESOL program on behalf of the immigrant, refugee, and international students served in our program. At the December 2019 Senate meeting at West Campus, the provost announced her decision to move the majority of the ESOL program to non-credit status and to remove the program from the A&S Division and place it in the Community Education and Workforce Development division of the college. I think it should concern the senate that this decision was announced without prior discussion with the ESOL faculty, the Integrated English Department, or the Academic Senate. Thank you for allowing me to bring this issue up for discussion today. First of all, I understand the concerns and reasons for moving the lower levels of the program to non-credit. However, I believe that moving the ESOL program to a separate division of the college will break the continuity of the overall program, weaken the connection to academic programs, and put up some barriers that will negatively impact our students. I would like the Academic Senate to consider recommending to the Provost that the ESOL non-credit program be kept in the A&S Division. Before discussing the proposal that you received with today’s Senate agenda, I would like to give you a little background information about our students and our program. First of all, our state recognizes the value of immigrants to our state and our communities. LCC has had a long history of supporting these new Americans; in fact, the ESOL program was first developed in the 1980’s and has served as a starting point for numerous immigrants and refugees starting their lives over in a new country. There continues to be a need for a strong ESOL program at LCC to assist newcomers in learning language, culture, and skills needed to pursue career and academic goals.

I believe that students will be best served in a program housed in one department where the transition to advanced levels of ESOL and co-enrollment opportunities can help them succeed in their goals rather than spread across two very separate and distinct divisions of the college.

- b. See Appendix I for Proposal
- c. Senator Richard Williams – Are these all legal immigrants or illegal immigrants?
- d. Executive Vice President Lisa Webb Sharp – We do not ask.
- e. Senator Ed Bryant – To enroll they would have to have some sort of identification which would be legal.
- f. Senator Monica Del Castillo – As an immigrant this is emotional. Wouldn't be here without a lot of support from a lot of people. The wrap around services that would no longer be available to these students. We are spending all our people and money on resources helping our students with disabilities have access. This population of students deserves the same. Once we move these students and give them non-student status they are no longer given advising. As a counselor, have seen a lot of the students struggling with PTSD and help would not be available. Tutoring and the library would no longer be available. We need to look at equality versus equitability. It's not a program that makes a lot of money for the college.
- g. Executive Vice President Lisa Webb Sharp – Called the registrar and we do not ask students to register their status.
- h. Senator Peggy Dutcher – If it goes to CEWD they don't get resources, and if it stays at A&S they do?
- i. Senator Nancy Dietrich – Assumptions are being made that CEWD is cut off from everything. Non-credit students are still students. Then CEWD would advocate to not take on a program that they could not support. It would be unconceivable to do otherwise.
- j. Senator Veronica Wilkerson-Johnson – What was the wisdom in us considering moving it?
- k. Senator Mark Kelland – ESOL proposed some new courses that came to the CC. Given the credits, the CC was concerned about the total debt that these students took on. Also concern if level 1, 2, and 3 were just looking to get enough English for the workforce which would not be eligible for financial aid. Top two levels have been approved. Now there are competing proposals from CEWD and Integrated English.
- l. Senator Nancy Dietrich – These are LCC students. We would make sure there is tutoring and other resources for the students.
- m. Senator Monica Del Castillo – We are talking about non-English speakers. We have students who struggle to use the resources here. /There may be community

resources but are they always available like on main campus. All services to banner students should be available to these students.

- n. Senator Megan Lin – If these courses move out of arts and sciences who will teach them?
- o. Senator Bo Garcia – Would turn to existing ESOL faculty. Greatly appreciates for the care everyone has for these students. This body clearly has the best interest in these students.
- p. Senator Denise Warner – Have nothing against the good people of the CEWD division. This was presented to Bo and Nancy and we've tried to work together to make sure wherever the program lands we do the best for this population. Surprised students in that division didn't have Starcards and access to all the programs that main campus students have. We have talked about working out those details for those students. Primary concern is to not set up more hurdles and more barriers. They have had a lot of trauma and they don't know how college works and they don't know how to navigate different services. Believe that the best way to serve this population is to have a cohesive program through levels 4 and 5. NCEL already has a blueprint for a non-credit program.
- q. Senator Nancy Dietrich – We have been working very hard together and it's not personal. Assumption is that they will be offered off campus but they would be offered on Main Campus. They need the bridge to the academics.
- r. Senator Peggy Dutcher – What is the rule? If they have a StarCard do they get counseling, advising, and tutoring, etc.
- s. Senator Teanna Taphouse – We try not to turn anyone away.
- t. Senator Ed Bryant – You still need a StarCard for textbooks and computers and parking, etc.
- u. Senator Monica Del Castillo – For counseling they have to give their student number. They don't necessarily have to have a star card. Have a guideline of only 10 session.
- v. Senator Peggy Dutcher - Noncredit students no matter where they are housed, do they get a student number.
- w. Senator Nancy Dietrich – Nothing prevents a student from getting a student number. They can have D2L sites. Concerns is getting resources to students. Don't make a bunch of assumptions about what would and wouldn't happen.
- x. Chief Financial Officer Don Wilske – These students should be registered in banner and will have an x number. From a student's side it shouldn't make any difference.
- y. Senator Michelle Curtin – Is there a way to address the credits issue without making a huge change? Also, if ESOL teachers are concerned, I am concerned. They are the experts.

- z. Senator Mark Kelland – Credits raised the issue. But there was the additional issue of students in level 1, 2, 3 were only interested in getting English for a job, which is a violation of financial aid.
- aa. Senator Denise Warner – We understand the move to non-credit. We also understand the financial aid concern. We do feel a program of language instruction should be housed in an academic area.
 - i. Motion to support Senator Warner’s Proposal
 - ii. Approved. Senate will recommend Senator Warner’s proposal to the provost who will also have the CEWD proposal to consider.

XIII. 65% Cutoff for Section Cancellations – Open Discussion

- a. Provost Elaine Pogoncheff - Not a policy. It is a criteria being used to plan courses in terms of scheduling. There is no hard and fast rule. It is not based on any kind of data and it isn’t written down anywhere. 12 students and it will run used to be the old rule, didn’t matter if you have 20 students or 50 students. 65% is a screening criteria. It does not mean that class is going to run or not, but rather that it needs further review. Asked Deans to look back 3 years at how many sections of a course ran at less than 65%. Looking at section management. Mostly looking at multi-section courses. If sections are not meeting 65%, what are the other criteria we use to run that section. Is it required for graduation, does it only run once a year, etc. Trying to get the most efficient use of our resources. Enrollment is dwindling. Billing hours are down 9% and our headcount is down 8% from last year. We will take into account our working students and variety of population. WE aren’t going to cancel night classes that are only options for some students. Need to meet our core customer’s needs.
- b. Senator Peggy Dutcher– When faculty were notified it was 65% period. This is very helpful that the 65% is the first flag and there is another process after that.
- c. Senator Tedd Sperling– We don’t have the same problem on West Campus. Concerned about the introductory courses that follow. Lose students when combine because of times and number of seats. Sometimes combining can have collateral damage.
- d. Senator James Allen– Thank you for explaining. There are programs on specific career pathways. Was there thought about that and delaying classes and causing delay of graduation.
- e. Provost Elaine Pogoncheff – Yes we look at that and the sequence. Talked with Margie Clark about that. You don’t have to worry about HHS because Margie is on top of that. Same in Tech Careers. Each division has its own criteria. Decisions are made based on program and number of students who have to complete, what is the course sequencing, etc.
- f. Senator James Allen– Last meeting in the Senate.

- g. Provost Elaine Pogoncheff – Also last meeting before retire. Will be a party.
- h. Senator Jeff Janowick – Appreciate the clarification. The explanation that the 65% is going to be used for planning. *Students are not toothpaste and we can't just squeeze them into courses.* We need to track and see what happens to them. See where they go to. If we stop selling what students want, they will find other places. Let's track students that were in classes that got cancelled.
- i. Senator Ed Thomas – At West Campus we may have a class that goes in the day and night, and we really consider cancelling the night class. We need to start a dialogue though because some students need that night classes. We need to meet the student where they are.
- j. Senator Peggy Dutcher – The bottom line for this criteria is that our enrollment is going down. It is not just the section management but what else is LCC doing? Especially for recruitment. Most program reviews had problems with outreach. See marketing for other “products” but maybe we need an update on what we are doing for outreach at LCC.
- k. Dean Rhonda Miller – Student affairs has a new recruitment plan that is very intentional. Working with tuents from the point they apply to when they enrollment. Work with career goals, campus visits, etc. Taking on 4 year college model. Need to partner with subject matter experts.
- l. Executive Vice President Lisa Webb Sharp – Students are not toothpaste. Equal pay day April 2nd (7:30am breakfast). It is a representation of how long it takes women to earn what mean earned in the previous year. LCC rate of equal pay is 98%. On our application we are no longer asking what you currently earned. Trying to equalize. Please wear Red to support this movement.

XIV. Motion to Adjourn

- a. Senator Zach Macomber
- b. Senator James Allen
- c. Adjourn (10:58PM)

***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 Eliza Lee, Academic Senate Secretary.

Appendix I

Proposal to keep non-credit English language instruction in Integrated English

English language instruction belongs in the Integrated English area in the Arts & Sciences Division where other English courses, developmental courses, Foundations for Success, and foreign language instruction are housed. English language instruction has parallels with both developmental and foreign language, but is unique in that it equips non-native speakers of English (refugees, immigrants, and international students) with cultural competence, language skills, and preparation for career programs and academic study.

Non-credit Program Model in A&S

- Use the course code NCEL for Non-credit English Language, which is already used for the ESOL Skills Labs (NCEL 101).
- Eliminate the following credit courses: ESOL 050, 055 (level 1), 070, 075 (level 2), and 090, 095 (level 3) and replace them with NCEL. Levels 1 and 2 could be cross listed as NCEL 050/070 Read/Speak/Listen (0 credits/96 hours of instruction), and NCEL 055/075 Grammar/Writing (0 credits/96 hours) to accommodate lower numbers of students at these levels to run the classes as close to 20 students as possible. Instructors will differentiate instruction for varying levels of students within each section.
- Offer ESOL Level 3 as NCEL 090 Read/Speak/Listen (0 credits/96 hours) and NCEL 095 Grammar/Writing (0 credits/96 hours).
- Use existing curriculum and OER materials.
- Courses could be offered in 8 week sessions.

Proposed Program Schedule

	M/W	Tu/TH
AM	NCEL 050/070 NCEL 090	NCEL 055/075 NCEL 095
PM	NCEL 050/070 NCEL 090	NCEL 055/075 NCEL 095

Comparison of NCEL to Foundations for Success

Would the College be willing to match funding for an ESOL program on a comparable level to the funding for the Foundations for Success program?

Foundations for Success fills the need in the community for adult basic education and GED education bridging into academic and technical postsecondary training. The proposed ESOL program would fill a similar gap in the community for intermediate level English language instruction bridging into academic and technical postsecondary training. Community ESOL partners (ESOL Alliance) offer basic English instruction and have stated they cannot fill the gap that eliminating a pre-academic language program would create. By keeping non-credit ESL in A&S, we maintain a strong connection with community programs as well as college programs.

Projected Costs for **NCEL Program (Non-credit English Language)** in Integrated English Area:

- **\$102,912 per year:** 8 sections per semester at 96 hours = 768 hours X 2 semesters (Fall and Spring) X \$50 (average adjunct rate) x 1.34 % (benefits)
- **Could serve up to 320 students** per year (20 students per section)
- Students could pay a fee of \$50-\$75, for example, to offset program costs and to support purchase of adaptive language learning software to facilitate learning outcomes.

Costs for **Foundations for Success (GED/College Prep)** Program in Integrated English Area

- \$150,000 annual budget
- Serves around 300 students per year
- Students pay a fee of \$25.00.

9 Advantages of Keeping Non-credit ESOL in A&S over CEWD Division

1. The curriculum already exists, so there would be **no costs for curriculum development**.
 - CEWD models all require time and money for curriculum development.
2. OER materials have already been created. There would be **no costs for development of materials**.
 - Materials for the CEWD program would have to be developed.
3. The NCEL program is **ready to go immediately**.
 - CEWD models may not be ready for fall 2019; they require time for curriculum development and creation of materials before they will be ready to go.
4. Housing the non-credit English program in A&S will **maintain continuity** of language skills being developed **and ease transition** into ESOL Levels 4 and 5 with co-enrollment in transfer-level courses and NCEL 101 ESOL Skills Lab.
 - CEWD models are disconnected from ESOL levels 4 and 5 in A&S.
5. Students receive **192 hours of instruction per level**, which facilitates faster language acquisition. Research indicates that it takes about 200 hours of guided instruction to increase one proficiency level on the CEFR scale (Common European Frame of Reference <https://support.cambridgeenglish.org/hc/en-gb/articles/202838506-Guided-learning-hours>), which is comparable to the NRS (National Reporting System) scale more commonly used in the U.S. Each scale has six proficiency levels from novice level to advanced proficiency (<https://www.nrsweb.org/sites/default/files/NRS-TA-January-2018-508.pdf>).
 - The proposed CEWD models all have fewer hours of instruction, so progress may take longer. For example, in a 5 week model, students may have to re-enroll multiple times to increase proficiency level.

6. Keeping the ESOL program in A&S maintains the established connection with community partners (ESOL Alliance). Community partners have stated that they cannot fill the gap that eliminating a pre-academic language program will create.
 - The CEWD program model focuses primarily on technical training, not pre-academic language acquisition and will not fill the gap in our community for a pre-academic ESOL program.
7. Both the A&S model for non-credit and the CEWD model could provide flexibility in terms of multiple entry points (5 week or 8 week classes), daytime and evening classes, competency-based approach, content-based learning incorporating career and technical information, etc.
8. Students in the A&S Division are admitted to the College and receive full benefits and privileges associated with student status, such as StarCards, free parking, use of the library, Learning Commons, Success Coaches, and other programs and services provided to students.
 - Students taking classes in CEWD are not admitted to the College and do not receive StarCards or any of the other benefits and services given to students.
9. Classes in the Arts & Sciences Division have D2L sites, and ESOL students, many of whom have interrupted educational backgrounds and lack technology skills in addition to language skills, need plenty of support and practice with D2L and all of the technology associated with becoming proficient in using it. Keeping this program in A&S gives the students more time to learn the technology and learn the culture of college.