

May 18, 2022

Dear Board Members,

We represent ESL and ABSE Departments and in this role, we advocate for and elevate the voices of Lane's most diverse student populations. We come to you today to discuss equity and enrollment issues in terms of space allocations at DCA.

Student Voice

In my country, I only completed the 5th grade because my family needed me to work. When I came to Eugene, I started ESL classes at the LCC downtown center. From these classes, I realized that I wanted more for my life, and I wanted a chance at a college degree. I completed ESL classes and started the GED program. I took both Spanish and English GED classes. I got my GED last year and will be walking at graduation in June. Thanks to all the help you provided to me, I entered my credit program, Business, and I'm doing well in my classes.

Student Voice

If it weren't for ESL and ABSE I am sure I would not be a college student. I remember when I told my teacher I was not ever going to be college material. I will never forget her words, she said, "You already are". Because of the ABSE and ESL programs and all the help you gave me, I am now able to see myself as a college student. Well as you see, if it wasn't for your programs, I may never have found a way to in college! Thank you so much for everything!

The purpose of this letter is two-fold. First, we ask that the Board wait to authorize the college to enter into any conversations with the City about a new lease or extension of a lease until the other requests have been met and a final and balanced report is presented. This includes a stakeholder's use and needs assessment for learning spaces, enrollment, and enrollment growth at DCA for current Lane programming.

Our second request is that the college uses the Equity Lens Toolkit as the guiding process for making resource and space allocations at DCA.

Why equity?

Equity, diversity, and access are embedded into the mission and values of LCC: In terms of racial, ethnic, linguistic, and socioeconomic diversity, ABSE and ESL are the flagships of this college.

- Virtually 100% of our student population is socioeconomically disadvantaged. Compared to 39.8% for the college at large.
- 81% of the ESL population and 44.5% of the ABSE population belong to a racially marginalized and historically underrepresented group. Compared to 28% for the college at large.

Our programming at DCA provides a critical bridging mechanism between the community and Lane in terms of access, inclusion, and equity:

- Spanish GED

- Evening, ESL, GED, and College Preparation for working adults
- Daytime ESL Classes Levels A and B for beginning ESL students
- Daytime ABSE/GED classes
- Lane's Adults with Special Needs Program

To provide some context, on October 21, 2020, the Board was asked to vote on a request to negotiate a lease with The City of Eugene to move part of City Hall functions into DCA. ABSE and ESL were told only days before this vote that this would involve an entire displacement of our learning spaces on the second floor.

These spaces were designed specifically for ABSE and ESL students and paid for in large part by voters who shared Lane's vision to expand learning opportunities for our student populations in the heart of the city. We felt this decision to lease out our learning spaces did not meet the fidelity of the bond and disproportionately and negatively impacted Lane's most diverse student populations. We appealed to you during this meeting and asked for an opportunity to discuss student impact.

The Board, in response, directed leadership to follow up with stakeholders prior to the next vote. However, we learned there wasn't to be another vote because the lease was immediately signed and as a result, we received a facilities notification to move all of our learning, faculty, and employee spaces within two weeks.

Our concerns about the limited learning spaces and classrooms, impeding enrollment and enrollment growth as well as a lack of tutoring, testing, and a computer lab, were never addressed. For the sake of our students, we have been trying to make the alternative space work with our current enrollment, but the lack of teaching and learning spaces is an impediment to equitable practices. What was jarring about this situation is that we were not provided adequate time or a platform to express our concerns. We were simply asked to move out of our learning spaces, spaces we fought for, spaces we advocated for, and spaces we helped get out the vote for.

Bringing us to the present, we were notified by our dean last week that we had a scheduled meeting with Paul Jarrell, that took place this Monday to discuss the City's interest in expanding its footprint at DCA. We appealed to Paul at this time to recenter this issue around equity and justice, and a sustainable future for Lane.

Student Voice

As a BIPOC student who speaks English as a second language, I wasn't sure that I would be able to attend college. I decided to take a chance on myself and enrolled in college preparation classes with ABSE. The ABSE program helped me believe in myself again, and with their encouragement and support, I was able to achieve my goal of entering college. This spring I will finish my first year of college and I am doing well in all of my classes.

The most important lesson I learned throughout my journey with ABSE was to believe in my abilities.

Student Voice

The ABSE program had a huge positive impact on my life. As a first-generation immigrant to the US and DACA student, I thought my dreams of achieving an education were impossible. I learned about LCC's GED program and enrolled. Not only did the program help me obtain my GED, but they taught me important information about how

to be successful in college. They encouraged me every day to believe in myself. And even though I'm now taking my credit classes, they continue to support me, all in an effort to help me earn a Business Management Degree. Therefore, I'm certain that with their support and encouragement I will be walking on Lane's graduation stage very soon and finally have the honor of becoming a first-generation college graduate.

We define *inequity* as an **unfair distribution of material** and non-material access and opportunity resulting in outcome and experience differences that are **predictable** by race, socioeconomic status, gender identity, home language, sexual orientation, religion, and other dimensions of identity.

It is then a reasonable expectation that the college uses Lane's core mission statement: access, equity, and inclusion, through the Equity Lens, to determine whether or not this decision, and future resource allocation decisions, align with the college's commitment to equity.

Therefore, we make these two requests, to pause movement on any lease agreements, especially any expansion agreements, formal or informal until we can fully commit to an equitable decision-making process utilizing the Equity Lens Toolkit.

Student Voice

I am disabled and fairly new to being a manual wheelchair user. In the ABSE department, I will say that my experience with LCC so far has literally been life-changing. I faced many barriers when it comes to my education even before becoming disabled. Until now, it has simply been impossible to obtain a GED on my own. Lane has been able to finally break down all of the barriers I've dealt with for decades.

While the program itself has been helpful, so have the staff implementing them! I have gotten more assistance than I could have ever dreamed of. Anything they can do to make the process easier, they have done and even gone above and beyond in some cases. It is only because of this program and the wonderful staff running it that I'll be able to jump right into a proper college experience, and beyond. I know that I'll have these instructors as a resource for years to come, and I'm sure there are many other students who feel the same way. I finally feel like I'm on the same playing field as everyone else in terms of access to education.

Student Voice

I am black and a person with a disability. When I came to LCC, I had recently graduated from high school, and getting into credit class at LCC was definitely a struggle. I wasn't able to pass Accuplacer despite having done well in school. I was told about the ABSE classes. Let's just say, I wouldn't have gotten into college without being in your program. Within one term of your classes, I entered my degree program. Being in your program I felt like I got the opportunity to learn about all the resources that I need to have before starting taking credit classes. I am now a student at the UO with a double major in Journalism and Disability Rights. I will graduate next year. I am forever thankful for all the support that I have had working with ABSE.

Student voices speak to equity, the importance of our programming, and to the future of Lane. We can be available for further discussion.

Sincerely,

Faculty, Staff, and others:

Indira Bakshi , ESL Faculty
Zara Pastos, ABSE Faculty
Nancy Wood, Career Pathways PASS Lane and ESL Faculty
Jen Sacklin, ESL Faculty, Career Pathways Faculty, and Instructional Designer
Aliscia Niles, ABSE Faculty
Colleen Shields, ESL Faculty
Judith Kelly, ABSE Faculty
Anna Gates Tapia, Ph.D., Dean, College and Career Foundations
Rosa Lopez, Faculty Coordinator for Career Pathways
Tricia Singleton, Administrative Coordinator for Career Pathways
Shannon Ball, ESL Faculty
Jacqui Whisler, ESL Faculty
Ted Adamson, ESL Faculty
Leah Claypool, ESL Faculty
Matthew Staples, ABSE Faculty
Maggie R. Mitteis, ESL Faculty
Minoo Marashi, ABSE Faculty
Rachel Shelly, ABSE Faculty
Monica Hatch, ESL Faculty
Jenn Kepka, Faculty Coordinator, Academic & Tutoring Services
Tracy Henninger, ESL Faculty and Faculty Coordinator, College and Career Foundations
Kelley McMinn, ESL/ABSE/LLC Faculty
Marcia Koenig, Career Pathways Program Specialist
Alexis Kielb, ABSE/ESL Advisor
Ann Walker, ABSE Faculty
Russell Yardley, ABSE Faculty
Sean MonDragon, Physical Education Faculty
Rachel Kim, Administrative Specialist for ESL
Adrienne Mitchell, on behalf of the faculty at LCC, LCCEA President & ALS Faculty
Maria Guerrero, ESL Faculty
Laurie Kinder STEP Coach, Career Pathways
Annie Alvarez, Quality Improvement Specialist - Quality Care Connections
Luda Kremers, ESL Faculty
Julie Pfaff, ABSE Faculty and Faculty Coordinator, College and Career Foundations
Jennifer DeRoss, STEP Coach, Career Pathways
Nadia Lutje-Tort, Admissions and Community Outreach Specialist, Office of Admissions

Leilani Pérez, ESL Department Operations & Student Services Coordinator
Scott Bell, ABSE Department Operations & Student Services Coordinator
Michael Woods, Arts & Humanities/Spanish Faculty
Stacey Morris, ESL Faculty
Brenda Williams, HSC Faculty and Advisor
Wynona Burks, Nursing Faculty
Maria Oloño, Administrative Specialist (CAR)
Judy Gates Academic Advisor
Zsuzsanna Malek, Administrative Specialist - ALS, S3
Nikki Li, Recruitment and Retention Systems Coordinator / Project Coordinator, International Programs
Tom Tasker, ESL Faculty
Tonya Mildon, Career Pathways/ICAP Coach
CAcademic Advisor
Georgia Bartlett, Specialized Support Services.
Alen Bahret, Information Technology and ABSE/ESL Data Analyst
Gerry Meenaghan, Cooperative Education Coordinator
Matt Rush, ABSE Faculty
Colin Vurek, Specialized Support Services
Randy Ware, Faculty Assessment Coordinator
Shamra Clark, Cooperative Education Coordinator
Stan Taylor, Social Science Faculty
Kathryn Calise, Non-Credit Health Professions Project Coordinator
Matthew Svoboda, Arts and Humanities Faculty
Cheryl Shaw, Academic Advisor
Anne McGrail Arts and Humanities Faculty
Sarah Lushia, Writing and Literature Faculty
Caroline Lundquist, Social Science Faculty
Lori Tapahonso, Native American Student Program Coordinator/Faculty
Sara Pittman, Academic and Tutoring Services Project Coordinator
Gary Mort, Science Faculty
Brian Bird, Computer Information Technology Faculty
Doug Young, Science Faculty
Roger Ebbage, Energy and Water Programs Coordinator
Darrah Wolfe, MSN, RN, TCRN, CNE, Nursing Faculty
Linnea Vose, Science faculty
Tamberly Powell, HPHPE faculty
Aoife Magee, Early Childhood Education Faculty and PASS instructor
Marge Helzer, Social Science Faculty
Paul Rea, Construction Faculty
Joy Crump, Administrative Specialist - Apprenticeship

Kate Sullivan, Writing/Media Arts–APROC Chair
Jen Ferro, Library Faculty
Edrees Nawabi, Writing Faculty
Mike Meyer, Mental Health and Wellness Center Faculty
Jennifer Baer, Science Faculty
Jim Salt, Sociology Faculty
Cybele Higgins, ESL Faculty
Jay Frasier, Communication Faculty
Kristie Potwora, Arts and Humanities/Visual Arts P/T Faculty
Kathy Faber, FNP, Health Clinic
Carly Policha, RN, Health Clinic
Mara Levin , Communication Faculty
Robin Seloover, Arts & Humanities/Visual Arts P/T Faculty
Gary E. Smith, SBDC, Faculty
Sheila Broderick, Social Science Faculty
Brian Nichols, Science Faculty
Meredith Keene, Faculty/ Instructional Designer
Jeffrey Nutting
Caoimhin OFearghail, Criminal Justice Program Coordinator
Amy Griffin, ESL Instructor
Anthony Hampton, Faculty/Counselor
Victoria Webb, ALS Instructor
Claire Dannenbaum, Faculty Librarian
Aryn Bartley, Writing and Literature Faculty
Jessica Alvarado, MS Counseling Faculty

Be sure to add in the Next Board update this afternoon:

Wendy Simmons, Health Professions Faculty
Wendy Rawlinson, Mathematics Faculty
Peter Lauf, High School Connections Faculty
Susie Cousar, Health Education Faculty
Peggy Oberstaller, Health Education Faculty, HPHPE
Stacey Kiser, Science Faculty
Christina Howard, Physical Therapist Assistant Coordinator
Armando Chavarin, Library Technology Services Coordinator
Andrea Goering, Science Faculty
Corey Murphy, Business Faculty

