1. Call to order 12:40pm
2. Approval of February 16, 2010 meeting minutes
   
   **MOTION TO ACCEPT MINUTES OF FEBRUARY 16, 2010 [UNANIMOUS]**

3. **Reports**

   A. **Senate Chairs’ Meeting with the Chancellor** (Ellen I-B.) No meeting last week

4. **Plans for Hawaiian Studies** (Kalawaia Moore)

   Kalawaia’s position came with $60,000 in general funds to develop and support Hawaiian Studies. He has spent much time listening to faculty, community, and students to assess interest in Hawaiian Studies. From a student survey he conducted, he developed a list of classes. They also plan to revise the Academic Subject Certificate (ASC) although they do not yet know how. Kalawaia distributed a 1/29/10 draft of Hawaiian Studies mission and goals (attached). It is being shaped by Ke Kumupali, the Hawaiian Studies Advisory Committee, and the Hawaiian Studies faculty. Kalawaia asks for feedback on this draft.

   The next step is to develop a solid set of academic plans including expansion of the ASC into an AA degree. They are also talking about collaborating on a sustainability certificate. The first classes, recently passed by CCAAC, are seen as core to the program, including a more academic (vs. recreational) hula class.

   Kalani Meinecke, Ron Loo, and Kalawaia have drafted an ASC in Hawaiian Music. Libby asked if this will be part of the Hawaiian Music Institute. Kalawaia said they plan for the HMI to evolve into an ASC. This would include revising current courses, creating new courses, and reviving old courses that haven’t been offered in years.

   In response to Johnny’s inquiry about research done on demand for the program, Kalawaia said that the HMS study indicates high demand, as does the student survey. **Kalawaia will send the Faculty Senate the link to the survey results.** Johnny asked if they are partnering with UH Hilo, which offers a PhD in Hawaiian Studies. Kalawaia said they are primarily focusing on linking with Manoa and facilitating student transfer to Manoa as juniors. The goal is to give a good 2-year grounding in Hawaiian Studies for both majors and non-majors at 4-year universities. No other campus offers an AA in Hawaiian Studies, only ASCs.

   Kalawaia noted that Hawaiian Studies has its own general funds for lecturers. Given the tight fiscal climate, they do not want their ASC money to take away from other ASCs. Dave Ringuette reminded Kalawaia that they must delete the HPER hula course.

3. **Reports** (continued)

   B. **CCAAC** (Dave R.)

   **ASTR250** (Observational Astronomy) and **ASTR250L** (Observational Astronomy Lab) additions. Dave reported that Joe has created these to help students move from WinCC to UH Hilo as Astronomy majors.
MOTION TO APPROVE THE ADDITION OF ASTR250 AND ASTR250L [1ST MALIA L-K., 2ND ELLEN N.; UNANIMOUS]

C. Task Force: Constitution Revisions (Pam D.)
   Pam reported that the ETC faculty met last Wednesday at HonCC and drafted a paragraph creating a Non-Credit Curriculum and Academic Affairs Committee (NCCAAC). They will vote on it this Friday. Once that passes, the Constitution will be ready to be put to a full faculty vote.

D. Subcommittee: Planning, Budget, and Accreditation (Tara S. is out sick – no report)

E. Subcommittee: New Initiatives (Robert B.)
   Robert is going to move the NI site from WordPress, a blog site, to space being donated by a private business belonging to a friend. This new software will allow us to do much more. Robert will continue to serve as administrator. This new software will be more automated and offer a range of security features. When it is up, Robert will send an email and ask for feedback.

   Several people noted that this is something we should be able to on our own server. Whatever resources we are lacking (skilled staff? adequate technology?) needs to be addressed. Jan reported that her office will be getting a programmer, Ivan Wu from ETC. He is officially being shared: He will assist the credit side, and Jan will assist the non-credit side. He will be working on program review, self-study, and assessment first, but Robert can put in a request to have him help with NI.

F. Task Force: AA Degree Graduation Requirements (Johnny S.)
   Johnny said that the Task Force is meeting with Paul Field today. Department feedback indicated that more discussion is necessary. Humanities passed a resolution calling for a forum on this topic. They have concerns about both the Math requirement and making students take an additional 3-credit course to graduate. Johnny agrees that there will be a forum. Student Services feels that the CIL requirement was passed by the faculty and must be supported by the College; requiring students to pay for credits by class or test is not student supportive. No other departments offered feedback at this time.

   Johnny will raise these concerns in the meeting with Paul Field today.

G. Subcommittee: Policies and Procedures (Toshi I.)
   Revised Sabbatical Leave Review Policy (eligibility of members)

   Natural Sciences and Language Arts both agreed that members must be tenured faculty. Language Arts also recommended that members be the most recent three recipients, or if they are not available, then the next most recent recipient(s). Student Services and Humanities felt that members must be tenured. Math and Business felt members should be tenured or tenure-track to get experience.

   MOTION TO RECOMMEND THE SABBATICAL COMMITTEE SHOULD BE COMPRISED OF THE MOST RECENT THREE AVAILABLE RECIPIENTS, PROVIDING ONE-YEAR SERVICE REPEATEABLE UP TO 3 YEARS. [1ST ROBERT B., 2ND JOHNNY S.; UNANIMOUS]

   Ellen I-B. spoke with Chancellor Dykstra yesterday and he requested that the committee make recommendations to the Chancellor as a three-tiered rank: high, middle, and no. In the case where there is not enough money to fund all requested sabbaticals, proposals not funded can be resubmitted the next year and will be considered first for funding.
H. **ACCFSC/CCCFSC (Libby)**

Libby distributed copies of the Student Conduct Policy by email and in hard copy (downloadable at http://studentaffairs.manoa.hawaii.edu/policies/). LeeCC faculty wants campuses to look particularly at II. Definitions. LeeCC questions whether any one person should have that kind of authority. P. 4 section 4 it talks about the scope of the conduct code. It includes learning about a student violation after the student has graduated. This may be standard legal­­­­ese, but Libby wants everyone to know this is the language and if anyone has a problem with it, we have a window of opportunity to revisit and discuss it now.

Libby also related that a KauCC faculty would like to see language included that states the binding nature of a faculty member’s course outline. Some discussion ensued about whether a course outline would trump the Student Conduct Code, for example, relating to plagiarism.

5. **Old Business**

A. **COMPASS retesting policy**

Ellen said there is a pilot study going on collecting information on students being allowed to retake the COMPASS test. Paul Field would like to try allowing unlimited COMPASS retakes for a fee of $25. Faculty related stories of students who did not try very hard or did not take the test seriously and were mis­placed into class. This will allow them to retest before classes begin and get into the most appropriate level.

Dave R. asked about using SAT scores now that more students take them. Mānoa doesn’t do COMPASS. Who is our COMPASS rep? **Johnny will find out and share this suggestion with him/her.**

B. **Language Arts Motion on MaPSAC**

Robert said Language Arts was discussing where people are going to end up in terms of space and facilities. The Master Plan shows Language Arts originally placed in La’akea. They would like MaPSAC to have a campus­wide dialogue on the use of facilities.  

**MOTION TO REQUEST MAPSAC TO INITIATE CAMPUS­WIDE DIALOG ON THE MASTER PLAN AS IT RELATES TO THE ALLOCATION OF SPACE FOR DEPARTMENTS AND CLASSES. [1ST ROBERT B.; 2ND ROSS L.; UNANIMOUS]**

C. **F/N grading: Is it an issue?** (per the Vice Chancellor for Student Services)

Ross said that Natural Sciences believes we should enforce the current wording for the N grade. Malia said that Humanities likes the N grade but would like to see instructors taught about proper use of the N grade. Pam reported that Social Sciences likes the N option, although a few would like to be able to offer the N for students who never show. There was much moaning among the Senators at this suggestion. Ellen and Libby believe Language Arts agrees with the N grade as is. Overall, it seems there is consensus that the policy is fine as is, but may need clarification so it is not abused.

6. **Adjourned 1:50pm**

The next meeting will be **March 16, 2010, 12:40pm,** in Palanakila 117.

Respectfully submitted by Pamela DaGrossa, Recording Chair

March 2, 2010

Approved March 16, 2010
Draft Vision, Mission and Values based on work through January 29, 2010

Our Vision:

_Ua ao Hawai‘i‘i ke ʻolino nei mālamalama_
_Hawai‘i is enlightened, for the brightness of day is here_
_Hawai‘i is in an era of education_

Aʻo Hawaiʻi will be the piko of Hawaiian knowledge and practices in post secondary learning for the Koʻolau communities of Oʻahu.

Our Kuleana: (Draft Mission Statement)

The Kuleana of Hawaiian Studies at Windward Community College is to advance Hawaiian students’, community’s and the college’s success by recognizing and reconnecting to the ancestral knowledge and culture of our kupuna

Draft of our values:

The values that help us live our mission, guide our vision, and direct our actions include:

_Aloha_ – Love, caring, compassion and peace are core Hawaiian values that we bring to all we do and create at Windward Community College. We live aloha by treating all with whom we work as part of our `Ohana.

_Mālama ʻAina_ – Our lands, waters and oceans are our living ancestors, our kupuna, and we love and care for them as such. We will promote and uphold the care of our interrelated land, water and ocean resources established by our kupuna in the ahupua`a management system. On our campus we advocate for a Hawaiian sense of place through the ways in which things are created, built and planted.

_Hoʻihi (respect)_ – Having respect for our Hawaiian kupuna, our cultural heritage and traditions, our students and communities, we will honor and serve them through the balance that we bring between tradition, college education and the application of our knowledge to today’s challenges. We will also advocate for empathetic respect for and between our students, administrators, faculty, staff, community members, and institutions.

_Po`okela (Excellence)_ – We strive for excellence in everything in which we take part, teach and create. We will always do our best and we expect the best from our students, community and coworkers.

_Kūpono (Honesty, reliability, fairness)_ - We achieve kūpono by supporting honesty, integrity, truth, having a good attitude and pa`ahana (good effort). We honor our word and commitments. We help others in finding and determining their personal kuleana, and support them in their best efforts to fulfillment.
Draft of HWST Goals, January 29, 2010

Present: Keliko Hoe, Lui Hokoana, Jaime Boyd, Jayne Bopp, Tommy Young, Loea Akiona, Kawai Pali, Kainoa Lily

1) To develop a strong Hawaiian Studies Program for our Koʻolau communities where Hawaiian traditions and perspectives are shared, taught, and deliberated
   a) (short term and ongoing) Develop innovative Hawaiian studies curriculum and classes
   b) Develop Hawaiian studies curriculum that incorporates community expertise in knowledge and practice
   c) Develop advanced degree and study opportunities for Hawaiian Studies majors
   d) Broaden the Hawaiian Studies Advisory Committee to reflect different Koʻolau constituencies
   e) Continue assessment and input from the Koʻolau communities and WCC students to see what their needs are and how we may best address those needs as Hawaiian Studies
   f) Be a repository and resource on Hawaiian knowledge and practices
      f.1 Continue to support Hawaiian studies resource acquisition for the WCC library Hawai`i Pacific collection
      f.2 Offer services and consultation on Hawaiian knowledge and practices
   g) Market Hawaiian Studies programs and courses
   h) Develop the Hawaiian Studies Center of Knowledge (new building)
   i) Promote cultural exchange and interchange between Pacific peoples

2) To influence Windward Community College to be a more Hawaiian focused institution
   a) (Short term) Redevelop the Windward Community College Strategic Plan more in line with System and Manoa plans which have a more Hawaiian centered focus (to include which specific language) responsive to specific language in the Manoa and system plan
   b) (short term) Increase the recruitment and retention of Hawaiian faculty and administrators
   c) (short term) To integrate Hawaiian culture, values and best practices into other disciplines, courses and programs
      c.1 (long term) Create training for current WCC faculty and staff on issues facing Hawaiians and how to be more sensitive/effective in working with Hawaiians and Hawaiian issues
   e) Develop a Hawaiian sense of `Ohana between communities, administrators, faculty, staff and students by creating Hawaiian events, presentations and activities across the campus and outreaching an open invitation

3) Increase the success of Hawaiian students
   a) (short term) Increase majors in Hawaiian Studies
   b) (ongoing) Increase enrollment, recruitment and graduation rates