1. Call to feast (potluck) at 12:35pm

2. Approval of April 20, 2010 meeting minutes
   **MOTION TO ACCEPT MINUTES OF APRIL 20, 2010 [UNANIMOUS]**

3. UHPA Update (Letty Colmenares)
   The joint teaching equivalency group met April 10. Their goal was to replace the teaching assignment policy, but they realized they were not able to do so without a matrix of current campus practices. They recommended a provisional arrangement. It was agreed to pro-rate the reduction to 27 credits/year. The next meeting is May 6 at which time they will tackle the provisional arrangement for non-instructional service activities.

4. Reports
   A. Senate Chairs’ Meeting with the Chancellor - none
   B. CCAAC (Dave R.)
      i. **HPER 124/125 deletion** (in lieu of the new Hawaiian Hula class)
         **MOTION TO APPROVE THE DELETION OF HPER 124 AND HPER 125 [1ST ROSS L.; 2ND ELLEN N.; UNANIMOUS]**
      ii. **Academic Subject Certificate in Drawing and Painting** modification
          Snowden Hodges submitted a memo describing a change to the certificate: as of fall 2010, either ART 224 (Painting from Life) or ART 223 (Intermediate Painting) will fulfill the requirements for the ASC. This was done because Manoa no longer accepts ART 224, which was made a 300-level course on their campus.
          **MOTION TO APPROVE ART 223 AS AN ALTERNATIVE TO ART 224 IN FULFILLING THE REQUIREMENT FOR THE ASC [1ST TARA S.; 2ND APRIL S.; UNANIMOUS]**
      iii. **GEOG 102** (World Regional Geography) modification
          This class inadvertently got archived. The description has been modified to conform more to the class as taught on other campuses.
          **MOTION TO APPROVE THE MODIFICATION OF GEOG 102 [1ST ROBERT B.; 2ND JOHNNY S.; UNANIMOUS]**
iv. **ICS 197 Web Applications addition (experimental)**

This course teaches things such as iPhone apps for mobile devices. It has been taught at HonCC. It will be run as an experimental course.

**MOTION TO APPROVE ICS 197 [1ST MALIA L-K., 2ND ELLEN N; UNANIMOUS]**

v. **CCAAC End of Year Report (Dave R.)**

Dave reported that in 2009-2010, the CCAAC’s activities included nine course deletions, eight course modifications, 13 new courses including two experimental courses, one added Certificate of Competence, and three certificate modifications.

Dave also noted Jean Shibuya’s Writing Advisory Board report (attached).

C. **CIL Vote Result (Tara S.)**

The result was 26 (59%) in agreement; 18 in disagreement (40%).

Study and discussion of this matter will continue in the fall.

Leslie Lyum submitted a suggestion that it may be possible for ETC faculty to assist in grading the CIL exams. The Chairs will follow up on this idea with the Chancellor.

Ellen I-B. circulated and read a draft memo (attached) to the Chancellor stating that the CIL exam will need to be offered to continuing students and suggesting equipment monies be used.

**MOTION TO ACCEPT MEMO TO THE CHANCELLOR REGARDING CIL FUNDING [1ST JOHNNY S., 2ND MALIA LK.; UNANIMOUS]**

D. **Subcommittee: Planning, Budget, and Accreditation (Tara S.)** none

E. **Subcommittee: New Initiatives (Robert B.)** none

F. **Subcommittee: Policies and Procedures**

   **Schedule of Classes/ Class Cancellation Policy**

   VC Richard Fulton submitted the revised SoC/Class Cancellation Policy. This policy will be sent to the appropriate administrators.

   **MOTION TO ACCEPT THE SCHEDULE OF CLASSES/CLASS CANCELLATION POLICY AS SUBMITTED BY VICE CHANCELLOR FULTON [1ST ROBERT B., 2ND ROSS L.; UNANIMOUS]**

G. **ACCFSC/CCCFSC (Libby Y.)** none

H. **Aloha Fund** - none

5. **Faculty Senate End of Year Report** was distributed (attached).

6. **Introduction of the New Senate**

7. Adjourned 1:30pm

   Respectfully submitted by Pamela DaGrossa, Recording Chair
   May 4, 2010
   Approved September 7, 2010
UH System-wide Standing Committee on Written Communication
Annual Writing-Intensive Report
Spring 2010

This form is based on the document “Procedures and Policies for University of Hawai‘i Writing-Intensive Programs to Provide for Inter-Campus Articulation of Writing-Intensive Course Designations, April 1988.”

According to the 1988 Inter-Campus Articulation agreement, each campus will annually submit to the System-wide Standing Committee on Written Communication a description of how its Writing-Intensive (WI) program addresses the concerns listed below. Campus WI Program Directors may provide supporting or qualifying details in the blank spaces provided or may append additional materials as needed.

Upon receipt of each description, the Committee will review, advise, and recommend action on inter-campus articulation of the campus’s WI courses.

Campus: Windward Community College

Writing-Intensive Program Director: Jean Shibuya

Report submitted by (name and title): Jean Shibuya, Writing Advisory Board Chair

Date: April 20, 2010

I. PROGRAM SUPPORT

Personnel

1. Is the program directed by a person who has been appropriately appointed and given appropriate released time to supervise the program? (Note: For the last few years, the Committee has interpreted “appropriate released time” as “support that is appropriate for the program’s current size and state of development”—TH)

The WI director does not receive reassigned time.

2. Who assists the director in supervising the program? (e.g., Faculty Board, student assistant)

The director relies on the Writing Advisory Board and student help from the Language Arts department.

3. Do the director and board members have adequate professional/secretarial/clerical assistance to support their work and maintain records necessary for articulation of WI courses? Yes.

4. Does a network of support exist for instructors of WI courses?

Our campus has relied on the WAC Summer Institute for training; we will have to explore other options since the institute will be not be offered every summer.

Overall Teaching Load and Class Size

5. Are classes designated as WI limited to 20 students so that effective interaction between instructor and student can occur? Yes.

6. Are teaching loads of instructors such that courses can be planned for and carried out in a way that is true to the spirit of the WI guidelines and that does not add unreasonably to the overall workload of the instructor? Yes.
7. Is the teaching of WI courses appropriately rewarded in review processes, including tenure and promotion? **Yes.**

**Student Needs**

8. Are enough WI courses offered so students can meet graduation or degree requirements? **Yes.**

9. Are WI courses clearly designated in class schedules? **Yes.**

10. Are students advised about the availability of and purpose for WI courses through regular campus publications? **Yes.**

11. Can students who need help on writing problems get help, either from instructors or from staff in a writing workshop or laboratory?

   **This year, with the closing of The Learning Center because of renovations, students are directed to go to the TRIO office for peer help.**

12. Are WI designations recorded and explained on student transcripts? **Yes.**

**Budget**

13. Have adequate funds been provided to support the program?

   **The WI program at Windward does not have a budget. The Office of the Vice Chancellor for Academic Affairs absorbs any expenses.**

### II. COURSE DESIGNATION PROCESS

1. Is the WI designation process reasonable, explained to faculty, and followed regularly by program administrators? **Yes**

2. Does the designation process include the following:
   
   a) Publicizing the hallmarks of writing-intensive courses **Yes, in the college catalog**
   
   b) Soliciting proposals from individual faculty members **Yes**
   
   c) Reviewing proposals **Yes**
   
   d) Approving the designation of courses as writing-intensive **Yes**
   
   e) Notifying appropriate personnel of such designations **Yes**

3. Does the program offer an option for WI designations that extend beyond a single semester? If yes, please add a brief description of the option. **[added Spring 1998]**

   **Yes. An instructor may teach a course for three years before reapplying for WI designation.**

### III. EVALUATION PROCEDURES

1. Is there a program of evaluation that assesses WI courses to see if they are doing what they are supposed to do—help students improve their writing?

   **Yes. The WI program is due for another campus-wide assessment.**

2. Do program supervisors monitor the progress of students as they move through WI courses? **No.**
IV. FACULTY TRAINING PROGRAM

1. Are training programs in WI course instruction required or provided for faculty who want to participate in them?
   Yes. Teachers of WI courses must attend the WAC Summer Institute for writing-across-the-curriculum training. However, our campus must plan for other ways of training our faculty.

2. Are orientation sessions provided at the beginning of each semester for instructors new to WI course instruction? No.

3. Are resources provided for instructors who want or need help in planning and teaching WI courses? Yes.

Writing Intensive Offerings 2009 to 2010
Windward Community College

Windward Community College concluded its twenty-first year of participating in the Writing Intensive program of the University of Hawaii System. WCC offered the following WI courses during the past summer and current academic year.

**Summer 2009: 1 section**
- ENG 250 Intro American Literature

**Fall 2009: 17 sections**
- BIOL 171L General Biology Lab I
- ECON 130 Principles of Economics: Microeconomics
- ENG 209 Business Writing (3 sections)
- ENG 271 Intro to Literature: Genre (Poetry and Drama (2 sections)
- ENG 272 Intro to Lit.: Culture & Lit. (Multiethnic Lit. of Hawaii) (3 sections)
- HIST 231 Modern European Civilization
- HIST 281 Intro to American History
- HIST 297 Environmental History of Hawaii
- JOUR 205 News Writing
- MATH 111 Math for Elementary Teachers
- REL 202 Understanding Indian Religions
- SP 251 Principles of Effective Speaking

**Spring 2010: 14 sections**
- ECON 131 Principles of Economics – Macroeconomics
- ENG 209 Business Writing (2 sections)
- ENG 271 Intro to Literature: Genre Topic: Fiction & Film (2 sections)
- ENG 272 Intro to Literature: Culture & Literature
- HIST 224 History of Hawai’i
- HIST 232 Modern European Civilization II
- HIST 282 Intro to American History II
- JOUR 205 News Writing
- JOUR 285V Newspaper Lab
- PHIL 100 Intro to Philosophy
- REL 207 Understanding Buddhism
- SP 231 Performance of Literature
April 23, 2010

Memorandum

To: Chancellor Doug Dykstra

From: Faculty Senate Chairs
Libby Young
Pamela DaGrossa
Ellen Ishida-Babineau

RE: CIL funding

Regardless of the vote outcome on the CIL proposal, current students will need to have the option of taking the CIL exam. Without someone employed to grade the exam, the task would fall on uncompensated faculty. In all fairness, the senate is requesting that two thousand dollars per semester be taken from the equipment budget to continue the employment of someone to grade CIL exams through the next academic year.

Cc: Richard Fulton, VCAA
Paul Field, Div II Dean
Ardis Eschenberg, Div I Dean
Faculty Senators
We are pleased to provide this summary of some of the highlights of WCC Faculty Senate activities and achievements over the past academic year (2009-2010):

- **Task Force: Constitution**
  The FS Constitution was updated and cleaned during Fall 2009. Spring 2010 focussed on two major revisions: redefining the ETC constituencies and the creation of the Non-Credit Curriculum and Academic Affairs Committee.

- **Task Force: AA Degree CIL and Math Requirements**
  After extensive discussion and some consultation with administration and faculty, the task force proposed a recommendation for revising the options for fulfilling the CIL and Math requirements. A campus-wide forum was held in April. The recommendations were passed by a general faculty vote (26-18). The discussion must be continued in Fall and must be broadened to address whether the requirements themselves should be revised.

- **Subcommittee: Policies and Procedures**
  - A **Policy on Policies** was passed in Senate last year, but requires following up as it does not appear on the website.
  - The **Assigned Time Policy** was revised and approved by the Senate and Chancellor. It does not appear on the website.
  - Directives for the **Excellence in Education** committee were established and approved by the Chancellor, but are not yet posted on the website.
  - **Sabbatical Committee** procedures were agreed upon with the Chancellor but are not yet available on the website.
  - **Schedule of Classes and Class Cancellation Policy and Procedures** is pending. It recently came back to the Senate from VC Fulton and will require Senate approval.

- **Subcommittee: New Initiatives**
  The blog-site was moved to a new location (http://www.wcc-initiatives.info/wccforum/). It is set up and is in regular use.

- **Subcommittee: Planning and Budget**

- **Task Force: Mission, Vision and Core Values**
  The Senate initiated review of the mission and referred names of committee members to the Chancellor. The committee will continue its work in the Fall.

- **System Issues**
  The Senate reviewed and endorsed the final draft of the General Education Core MOA for the UH system.

- **Additional thoughts**
  - The Chairs recommend attaching a routing slip to any kind of policy to ensure that it does not get dropped or misplaced along the way.
  - The GSIEC survey will need to be addressed as the results came in at the end of April. Ellen is willing to contribute to this endeavor.