Windward Community College  
**Faculty Senate Meeting**  
**October 5th, 2010 Tuesday**  
**Palanakila 117, 12:40-1:30 PM**

**Members present**  
Pam DaGrossa (SOC SCI), Ross Langston (Presiding Chair), Malia Lau-Kong (HUM), Floyd McCoy (NAT SCI), Peggy Regentine (MAT/BUS), Tara Severns (SUP), Pat Tamaye (ETC-SUP), Charles Whitten (Student Services), Libby Young (Off Campus Chair), Kathleen Zane (Recording Chair)  
Kathleen French (CCAAC Chair)  
excused  
April Sandobol (ETC – Instr 2) (Resigned)

**Guests**  
Navtej (Johnny) Singh (MAT)

1. **Call to Order 12:45 pm**

2. **Approval of Minutes of 21 September Meeting**  
   1st Malia L-K; 2nd Tara S; Unanimous

3. **Reports**  

   **A. Math Requirements**  
   (Navtej (Johnny) Singh)

   Johnny Singh presented a Power Point summary outlining the need for a revised math graduation requirement. A major reason for keeping the requirement is the increased marketability of students with a math background. The current math graduation requirement is 1) placement into Math 100 or higher, a student must have (1) completed Math 25 with a grade of “C” or higher (2) obtained a minimum SAT math score of 510 (3) obtained a minimum ACT math score of 22 (4) placed into Math 100 via the COMPASS test (5) placed into Math 100 via the Algebra II End of Course Exam given in Hawaii public high schools, with a grade of C or better in Algebra II End of Course Exam given in Hawaii public high schools, with a grade of C or better in Algebra II, and completion of a math course (Algebra II or higher) in the senior year of high school.

   Questions were raised regarding allowing students to graduate with minimal or no math skills. Singh referred the discussion to the guidelines of Accreditation for the ACCJC Standard 2A 4.B Instructional Programs, with emphasis on quantitative reasoning. The Math Department’s support is consistent with STEM courses and ACCJC Standard.

   The question of whether logical thinking qualifies as quantitative reasoning within the instructional programs was answered affirmatively, although it was pointed out that Philosophy 110 has no math requirement, and a course may employ only logical skills, but not quantitative or manipulative ones.

   As no action has been taken, and there has been a mixed reaction (objections from counselors may be anticipated), it was concluded that more research is required, along with a need to better educate the WCC community about Math 25. Ross L. requested a forum about the math requirement be planned for the beginning of November.

   **B. CIL** (Peggy Regentine)
Students may meet the CIL Graduation Requirement by completing one of the 4 courses (ICS 100, ICS 101, ICS 105, ICS 115) with a “C” or above grade. Students in past semesters who have completed any of the four courses will also be granted CIL completion.

Tara Severns is revising the CIL webpage to clarify this change.

Regarding the question of whether to keep the CIL requirement, it was recommended that there be two Forum speakers (one for and one against) with discussion following. The forum date was set for Thursday Oct. 21 at 3:00 pm in Akoakoa 105, with a vote the following week on October 25. The ballot will read: Should we keep the Computer Information Literacy (CIL) requirement? Yes or No. It was requested that notes from the forum be circulated before the vote. The senators agreed that the forum would be directed primarily to faculty.

C. Curriculum Central (Kathleen French)

Kathleen F. described the purpose of Curriculum Central as an electronic format so other campuses have access to others’ curricula (with the exception of LCC which requires permission for access). Questions arose as to whether this centralization moves us away from being an autonomous campus and if it is envisioned as a national data base. The importance of access to this information for articulation was discussed, as Curriculum Central would serve as a master inventory of courses in the system where one could see if a course number is being used and review current syllabi. The present focus is on moving current questions to electronic form and on choosing questions available through Curriculum Central. This is in response to a memorandum from John Morton that by the academic year 2011-12, all would have access. The deadline for a draft is the end of November.

Motion to delegate authority to Curriculum Committee to determine questions available through Curriculum Central:
1st Tara S., 2nd Malia L-K; unanimous

D. ACCFSC/CCCFSC (Libby Young)

1. Revising the Academic Calendar:

A packet of information on this question was distributed. Libby Y. reported that this committee has been asked to decide by Feb 2011 whether it was worth looking at revising the academic calendar, and then, if appropriate, to form a system-wide committee next year. Currently, Fall is 17 weeks and Spring is 18 weeks. It has been suggested that revising the semester length would affect the length of class periods. The questions of whether and when to have spring break would also be considered. Faculty Senators were asked to look at the Manoa report, to examine what a 15 week semester and a 14 week one would look like, and take these options back to their departments. Feedback is requested before the November 16 system-wide meeting, to help form a sense of the value of organizing a committee to look at this issue.
Peggy R. reported that a previous experiment at revising the semester had met with faculty approval but not that of the administration. The question was raised of how this impinges on anything else we are aware of. The reported loss of 200 students by no longer offering the 13-week course was mentioned, and how the late registrants performed in the class was questioned. It was suggested that it might not be worth looking at as a system-wide change. It was noted that because 13-week courses filled up right away, they may not serve late registrants, but may produce a shift in student behavior.

2. **Rubric for Quality CTE programs**

John Morton’s request for a Rubric of Standards for Quality CTE Programs was distributed. It will be forwarded specifically to CTE program heads. There was a discussion of whether it should be part of requirement to get certificate/license before graduating, or whether it would be used for assessment purposes.

4. Procedures for voting on a **Mission & Values** statement were discussed. Ross took a straw poll among faculty senators as representatives of their departments, which eliminated statement #1. Senators were advised to find out exactly what parts of statements #2 and #3 were favorably or negatively perceived and why. It was reported that the use of term “special commitment” changed views, while some were concerned about length with #3.

5. Questions for discussion with the Chancellor in the post-Faculty Senate meeting revolved around the discontinuation of 13-week course offerings, and how students were informed when the length of courses in which they were enrolled was changed from 13 to 15 weeks. There were also queries about how, if, and when students were registered for UH email addresses and how they might indicate a preferred email address.

Adjourned 1:44pm