Minutes

WCC Faculty Senate Meeting

Apr. 18 (W), 2007

12:40   Palanakila Conference Room

Present:   Floyd McCoy (Off-Campus Chair), Ron Loo (Presiding Chair), Paul Briggs (Recording Chair), Tara Severns, Letty Colmenares, Mari Nakamura, Emi Troeger, Winston Kong, Sarah Hadmack, Ryan Perreira, Ellen Nagaue, Kalani Meinecke, Toshi Ikagawa

Not Present: Patricia J. Chamberlin, Jean Shibuya,

Guests:   Mike Tom

I. Approval of Minutes
   a. Minutes approved unanimously

II. Council of Faculty Senate Report
   a. Will send out a report soon.

III. Committee Reports
   a. No business, nothing to report.

IV. Old Business
   a. Nomination of Faculty Senate Chairs
      i. Chair two (off-campus) - 2 year term
         1. Paul Nash has agreed to be the off-campus chair.
      ii. Chair three (presiding) - 1 year term
          1. Winston Kong and Dave Ringuette have been nominated for the Chair Three position.
      iii. Curriculum Chair
          1. Jean Shibuya has been nominated to be the Curriculum Chair.
      iv. Ron Loo will present a ballot to the faculty available at the DOI office and faculty will vote next week till 4 pm on Friday, April 27th.
1. Ballots will be in paper form and Bernadette Howard will drop off the ballots for ETC faculty.

b. Retiree Participation on Faculty Senate
   i. Retiree faculty who serve on the FS do not have voting rights, they must be Range 5 and above.
   ii. Floyd McCoy has a memo written by the UH Manoa Faculty Senate, it was suggested that it would rewritten incorporated WCC concerns.
   iii. Motion is tabled.

V. New Business
   a. Next Faculty Senate Meeting: May 02 (W)
      i. Meeting will be changed to May 3, which is a Thursday at 12:40 pm in Palanakila 117.
   b. A.D.O.P., Winston Kong
      i. Some FS Senators have suggested having an information forum on the ADOP/University Partners issue.
         1. Pros and cons of ADOP/University Partners., purpose of the ADOP position.
         2. Last mention of the ADOP issue was December 6, 2005, saying that perhaps there was a need for a forum for ADOP.
            a. But no motion was passed at that time.
      ii. Other FS Senators have suggested that ADOP be presented at the Fall 2007 Convocation, but would this be a presentation or a discussion and/or debate forum?
         1. Perhaps the discussion/debate can take place during the afternoon during Fall 2007 convocation.
      iii. Motion-That there be a FS presentation and a subsequent discussion of the ADOP program.
         1. Motion moved and seconded.
         2. Motion carried.
   c. Resolution on Communication
      i. Winston Kong presented the latest copy of the Communication Resolution to the FS-Appendix A
ii. Editorial comments were made on the Communications Resolution.

iii. Decision is to take the Resolution back to the Departments

D. Strategic Planning Committee (SPC) & Budget Committee (BC)

These are two very powerful committees that are still being defined. There is the question of whether membership in them might have a connection with workload issues. For example, how much time is invested in the preparation and the participation process?

The terms of some of faculty representatives on the Budget Committee are ending, and Chancellor Meixell is expecting the Faculty Senate to recommend the selection process for new faculty representatives. The five faculty representatives on the Budget Committee are currently Marvin Yoshida, Libby Young, Evelyn Sugihara, Lisa Gillis-Davis, and Michael Tom. Another faculty member, Liko Hoe, serves on the Budget Committee as a Pukoa representative.

Mike Tom has been a member of both the Strategic Plan Committee and the Budget Committee for the past two years, and since he was in attendance at the Senate meeting, he was invited to share his perspective. He notes that faculty representatives often have not had a chance to review proposals in advance and they may lack background information on the issues. To be effective, he feels faculty representatives must be prepared to devote substantial time outside of Budget Committee meetings, for example, to work with the Deans on the development of budget requests before they are submitted. This prior collaboration is particularly important since requests are often acted on at the same Budget Committee meeting that they are presented without time for lengthy discussion, and if there is a disagreement about needs, the Chancellor generally lends more credence to the position of the Deans/Directors.

Since Budget Committee members should be very familiar with the Strategic Plan, he suggests that it may be best for faculty representatives to serve simultaneously on both committees. This combined service may also make it easier to justify and obtain release time for the faculty representatives. To help new faculty representative come to understand the complicated budget cycles and legislative process, it is important to stagger the terms of faculty representatives and he suggests having the continuing reps periodically meet with and mentor new reps.
The following questions and issues were raised during discussion among the senators:

**Question 1:** How should the committee members be selected? Whose job is it? The faculty? Administration?
- There were more questions from the floor than anything else.
  - Should the selection process be similar to DPCs?
  - Can faculty decline membership?
  - Should membership be elected by vote?
  - What about ETC representation?

**Question 2:** How long should a member serve?
- One recommendation from the floor was “no more than 3 years.”

**Question 3:** How does the FS view the issue of membership in the BC?

**Question 4:** How much time is needed to be an effective member?
- Members of the BC should be familiar with the Strategic Plan because it determines where funds will go. The process involves the program reviews which goes to the Dean who adds to the Strategic Plan which then drives the budget. This means that a huge amount of reading and preparation are necessary before each meeting as well as after.

**Question 5:** How do we prioritize needs within our divisions? Then, how do we prioritize on a broader level?

**Question 6:** Should the Chancellor be asked to reorganize the BC?

**Question 7:** Is the BC too heavily laden with administration? If the function of the BC is simply to advise administration, then is this all right?

**Question 8:** Do we need a second Dean?

**Question 9:** Should we ask Angela about Assigned/Release Time & Overload?

**Question 10:** Should the FS invite the Division I, Division II, Student Services, Academic Support, & ETC BC members to the next FS meeting?
It seems that answering all the questions will take time. The willingness of the Deans to involve faculty early on and the willingness of faculty to prepare fully by reading all the materials seem essential to this committee. There needs to be a more elaborate process for establishing the functions of this committee. The general process seems to be set but is it up to the Dean to

The outcome of the FS discussion was that senators take these questions back to their departments.

E. Providing Academic Instruction for All ETC Programs
   ▪ The presiding chair handed out Mary Segura’s letter Letter of Clarification as well as the other ETC materials.
   ▪

F. Movement of 2 ETC Faculty Positions to WCC
The ETC faculty member/s who were slated to appear before the FS did not attend. In their absence, the FS representative from the ETC department in question handed out a packet with
   ▪ General Information on ETC and the ETC Mission
   ▪ A Description of The Essential Skills program
   ▪ A Brief History of ETC Concerns-Appendix B
   ▪ Resolution to Postpone Movement and Decision-Making Regarding Two WCC Faculty Positions Until FS Reconvenes in Fall 2007-Appendix C
   ▪ Resolution to Include General Education Requirements in All ETC Programs-Appendix D
   ▪ Copies of these materials are included in the back of these FS minutes as appendices

Senators were asked to review these materials and ask for clarification if necessary.

The floor asked ETC senators about the WCC/ETC arrangement since there were many obvious lines of separation. The following are not exact quotes but approximations of comments:

• If the merger wasn’t necessary, ETC could have stood on its own. ETC welcomed the merger and does contribute. The merger benefits both ETC and WCC. ETC’s enrollment was about the same as WCC’s and helped prevent WCC to remain a CC.

• It seems as if WCC was there to save ETC when Evan Dobelle was intent on ridding the small programs.
Joyce Tsunoda thought that the merger would be a good match. ETC is still somewhat separate. Administration change the name to Vocational and Continuing Education (VCE) but ETC still has recognition value.

VI. Adjournment: 2:00 PM
A Resolution to Foster Better Communication-Appendix A

Whereas, suggestions from diverse constituent groups within an institution promote a sense of inclusion, value, and productivity, and

Whereas, improving communication across constituent groups has been discussed previously,

Whereas, the Faculty Senate of Windward Community college wishes to comply with Recommendation 5 of the latest AACJC accreditation report,

Whereas, healthy, open communication empowers the campus community to promote and advance the college’s mission and whereas improvements in such communications are welcomed for their mutual benefit and enrichment of the college;

Be it resolved that the following items be presented to the Administration to ensure appropriate communication, participation, and input; that the Administration

A. Create written definitions of the roles and responsibilities for all constituent groups.

B. Formalize processes and structures for clear, effective communication; for reporting relationships; and for the implementation of any changes that will impact programs (for example, contact hours).

C. Implement an annual evaluation process to assess the effectiveness of leadership and decision-making which leads to institutional improvement.

D. Devise and implement strategies to improve internal communications, which may include, but should not be limited to, an employee handbook, a campus meeting calendar, a campus intranet, a site of minutes of committee meetings, a campus newsletter, a list of FAQs, and the institution of more consultations between administration and faculty.
E. Create introduction, orientation, and mentoring procedures for new and existing faculty to facilitate transfer of our policies, procedures, and our college culture.
A Brief History of ETC Concerns  
04/18/07-Appendix B

- on the Academic Instruction for all Trades and Vocational Programs Issue
- on Freezing the 2 ETC positions until the Faculty Senate Reconvenes in Fall 2007 Issue

Please refer to the 2 pages from the current ETC catalogue, included here for a background on ETC, TLC, and the ES program:
- the ETC Mission
- the ES program description

The ES program is housed under a division, called The Learning Center (TLC) [not to be confused with WCC’s TLC]. ETC’s TLC also houses the Integrated Academics (IA) for the trades and vocational programs at ETC. The IA delivers 4 hours of academic instruction per week to these programs. Hours may vary upwards or downwards, depending on the needs of the parent or primary program. The IA delivers Gen Ed and/or basic skills instruction in language, math, and life skills and is not to be confused with Applied Academics (AA) which instruction is trade- or vocation-specific and is delivered by the trades or vocational instructor within his or her program. AA refers to academics used specifically in a daily work environment within a trade or vocation. The fate of the IA—whether IA will become strictly AA and eliminated altogether or whether an instructor in developmental and remedial studies will continue the IA—is under review. ETC’s TLC is the only academic unit within ETC. One of the reasons for the existence of this unit is to provide the academic instruction and support for trades and vocational instructors unable to deliver such due to program structure or other reasons.

There are several issues concerning the TLC at this time. Enrollment data for the ES program over the past 3 years indicate that enrollment is falling. Last year at this time the ES program had 34 students; this year it is 36. There are 2 full-time instructors currently assigned to the ES program and 1 additional full-time instructor assigned to the IA for the Facilities Maintenance/Construction Occupations (FAMCO) and the Introduction to Culinary Arts (ICA) at WCC and HCC (joint IA). The ES program review has indicated high outcomes and low efficiency. The resulting assessment has been that enrollment needs to increase and the recommendation is that vigorous recruitment be pursued. As far as the IA is concerned, at this time a separate
program review is not created since the IA is not considered a separate program despite being housed under the academic unit, separate from Trades, within ETC.

The issue is what the director has proposed for the TLC:
1. remove the ES program and the TLC division due to low enrollment
2. reassign 1 tenure track but as yet untenured TLC instructor elsewhere within ETC or WCC or 50/50 in both to a 9-month position
3. reassign 1 tenure track but as yet untenured TLC instructor to coordinate the WCC TLC, an 11-month position
4. assign 1 tenured TLC instructor to continue a scaled down ES program and/or teach IA

Some faculty feel that other possible options have not been discussed or made available. While everyone involved in ETC’s programs is deemed responsible for recruitment, not everyone has been involved in recruitment for the last 3 years of the ES program. Involving a collaborative effort may or may not resolve the problem; however, a “vigorous” recruiting effort is worth a try.

Past enrollment has come from several agencies: Oahu Work Link (OWL), Vocational Rehabilitation, Workability, private insurance agencies, and workman’s comp agencies. If these agencies are no longer referring students to ETC, there is a need to find out the reasons for the change and work on solving the problem of falling enrollment. The Division of Vocational Rehabilitation, for example, is understaffed currently. The problem may be with the agencies and not a lack of continuing need for a basic skills program such as the ES.

During the first all-ETC meeting held during Convocation Week of January 2007, one ETC faculty member had asked, “Has anyone asked what the agencies want?” However, no answers have been forthcoming except that national and/or state trends predict that some of the services currently provided by ETC should be dismissed, especially in the developmental and remedial area. Administration has said that ETC’s focus needs to be on “high academic outcome, high demand and high pay in employment” in light of the changes in Perkins funding. Some faculty would like to point out that “high academic outcomes” may not be the best fit for ETC’s students severely at-risk. Administration has stated that ETC’s population will NOT change, only increase.
In late April or May, John Morton’s White Paper Committee on Remedial Education in the Community Colleges will be published. Some faculty feel that ETC should wait for this report before taking what appears to be drastic measures to “dismantle” the TLC, which has been servicing an exceptional clientele in for the past 15 years. Information affecting ETC may come to light.

WCC’s 504 counselor, Ann Lemke, has just scheduled the first meeting for a WCC Disability Advisory Committee on 04/18/07. ETC’s TLC instructors may be able to provide invaluable transitional secondary to postsecondary instruction, depending on the findings and resulting impetus from this committee. The prediction is that high school graduates will peak in 2008 (Linda Johnsrud). More and more individuals with disabilities, especially those with psychiatric disabilities and chronic illnesses, will comprise a greater percentage of the CC population. Students with hidden and learning disabilities are conservatively estimated to make up 25% of the population at this time; the number may be underreported. The point is that before ETC’s TLC unit falls victim to low enrollment, discussion and input from all WCC faculty would be invaluable. A hasty move may prove irreversible.

An argument is that these 3 positions in Developmental and Remedial instruction have been a part of ETC for a reason. Trends do reverse over time; no one can predict what will occur during the next 20 years. The assumption that these positions will no longer be viable because of current low enrollment is being questioned. There will be a future need for instructional positions in this area. The focus should be on how to best utilize the existing faculty. What has been unclear is whether the move of the positions is permanent. No meaningful discussion, dialogue, or collaboration has yet taken place. This needs to happen before moving on.

For these reasons, the TLC is asking that the WCC Faculty Senate consider a motion or a resolution for the following concerns:

- that a statement be made supporting the delivery of academic instruction within all ETC programs, trades and vocational, excluding those within the Office of Continuing Education (OCE)
- How this academic instruction will be delivered will become an issue:
  - Whether IA will continue
  - Whether IA will be replaced by AA
    - If so, who will deliver AA?
○ How will AA be assessed?

that the proposed move of 2 tenure-track positions be frozen until
  ▪ further dialogue and discussion can determine what is best for
    WCC and the instructors involved
  ▪ the Faculty Senate reconvenes in Fall 2007 to pursue any
    further movement

Should the Faculty Senate not have adequate time to resolve
these 2 concerns before the end of Spring 2007, a request is
herewith being made to call a special session of the Faculty
Senate, expressly to address these issues.
RESOLUTION TO POSTPONE MOVEMENT AND DECISION-MAKING REGARDING TWO WINDWARD COMMUNITY COLLEGE FACULTY POSITIONS UNTIL THE FACULTY SENATE RECONVENES IN FALL 2007—Appendix C

Whereas the Windward Community College (WCC) Constitution of the Faculty Senate (FS) states that “[t]he Senate shall provide advice and recommendations in the following areas….Priorities for position…allocation….”

Whereas WCC operates under the policy of “shared governance” as stated under Standard IV.A Decision-Making Roles and Processes of the WCC 2006 Accreditation Self-Study Report, pages 270 and 272 as follows:

Institutional Commitments: The leadership of the College is committed to ongoing campus-wide planning that fulfills the mission of the College and supports student learning. This commitment is reflected in the shared governance of the college through a strengthened committee and council structure that encourages participation in decision-making.…

The College practices shared governance involving faculty, staff, students, clerical staff and operations and maintenance staff. It has instituted two primary groups – committees and councils – to provide for the involvement of faculty, administrators, staff, and students in deliberations regarding day-to-day and long-range planning and policies for the College.

Whereas the proposed movement of two (2) non-credit instruction, tenure-track, G-funded positions—#0087395 and #0087013—from Employment Training Center (ETC) to WCC’s credit side requires additional time and input, resulting from further campus-wide deliberation, open discussion, and transparent dialogue between faculty and administration, to ensure that such movement will benefit the WCC community in the present, near, and distant future.

Be it resolved that aforementioned positions will remain where originally and currently assigned until the WCC Faculty Senate reconvenes in Fall 2007;

Be it further resolved that the WCC Faculty Senate will reconsider any reassignment or movement of these aforementioned positions when...
reconvening in Fall 2007 and make its recommendations to the WCC Chancellor.
Resolution to Include General Education Requirements in All ETC Programs
Appendix D

Whereas, the mission statement of Windward Community College (WCC) states that the college “is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community”; and

Whereas, the mission statement of the Employment Training Center (ETC) is “to serve the community by providing short-term, career-focused education and training in a flexible, learner-centered and supportive environment”; and

Whereas, ETC’s mission statement further indicates its commitment to “providing counseling services, hands-on employment, and basic skills training … to individuals who are economically disadvantaged, unemployed, underemployed, academically under-prepared, persons with disabilities, and alienated high school youth”; and

Whereas, the WCC Accreditation Self-Study states the college meets the requirement of Standard II.A.3 in its credit and non-credit programs; and

Whereas, the Self-Study indicates “remedial and developmental faculty members are required to have a relevant master’s degree (Self-Study 119); and

Whereas, basic academic skills are essential to successful employment and further education and training; now therefore

Be it resolved that ETC retain and support the Essential Skills program to meet the educational needs of its designated audience; and

Be it resolved that ETC will provide an academic component in all its vocational and technical programs, excluding the Office of Community Education and Training; and

Be it resolved that the academic component of the vocational and technical education will be clearly outlined in program course outlines, competencies, and records of training; and

Be it further resolved that copies of this resolution be forwarded to the WCC Chancellor, the Director of VCE, the WCC Dean of Instruction, the University of Hawai’i’s Vice President for Community colleges, and the University of Hawai’i’s Associate Vice President for Academic Affairs.
"The institution requires all of the academic and vocational degree programs a component of general education" (Self-Study 131).