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  
**Date:** April 23, 2007

**Writing-Intensive Program Director:** Jean Shibuya

**Report submitted by:** Jean Shibuya  
**Title:** WI Director

**Description of Writing-Intensive Program**

**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)*
Yes. There is no reassigned time, but the current director receives three credits each term as chair of the curriculum committee.

2. Who assists the director in supervising the program? (e.g., Faculty Board, student assistant)
   A faculty board assists the director. The WI board is a sub-committee of the Credit Curriculum and Academic Affairs Committee (CCAAC). Student help from The Learning Center is also available

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?
   Yes. Members of the Board are available for consultation. Instructors must have attended the Hawaii Writing Project “Writing Across the Curriculum Summer Institute” or a similar activity before teaching a WI course.

**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.

8. Are enough WI courses offered so students can meet graduation or degree requirements?
   Two WI courses are required for the A.A. degree. An average of seventeen courses are scheduled so day and evening students would have a variety of choices.

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. WI course hallmarks are published in the catalog and WI courses are flagged in the Schedule of Courses in print and on-line.

11. Can students who need help on writing problems get help, either from instructors or from staff in a writing workshop or laboratory? 
Conferencing over rough drafts is a requirement in WI courses. A resource teacher is available nineteen hours per week from midmorning until early afternoon.

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

Budget

13. Have adequate funds been provided to support the program? 
The administration provides clerical help and supplies when they are needed. The college also gives stipends to instructors who attend the “Writing Across the Curriculum Summer Institute” that is conducted by the Hawaii Writing Project.

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.
   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] Instructors may teach the same course three times before the course needs to be recertified.

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?
   Students are given an additional evaluation form for each WI course. The instructor also responds in a course self-evaluation form.

2. Do program supervisors monitor the progress of students as they move through WI courses?
   The college has done one assessment of student writing ability after taking at least one WI course.

IV. FACULTY TRAINING PROGRAM

1. Are training programs in WI course instruction required or provided for faculty who want to participate in them?
   Instructors are required to attend the HWP Writing Across the Curriculum Summer Institute or have some other equivalent training.

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.

The college offers an average of seventeen courses per semester:
Fall 2006
63109 ASTR110 WI Intro to Astro MWF
63240 ASTR110L WI Intro to Astro L M
63184 BIOL171L WI Gen Biology F
63137 ECON130 WI Princ of Eco MWF
63068 ENG209 WI Bus Writing TTh
63246 ENG209 WI Bus Writing ARR
63069 ENG250 WI Maj Wks Am Lit. MW
63247 ENG250 WI Maj Wks Am Lit. TTh
63070 ENG253 WI World Lit MWF
63071 ENG255 WI Types Lit. I MWF
63072 ENG255 WI Types Lit. I TTh
63073 ENG256 WI Types Lit. II MW
63028 HIST241 WI Civ of Asia MWF
63029 HIST281 WI Intro Am Hist. TTh
63075 JOUR205 WI Newswriting TTh
63261 PHIL101 WI Intro Phil TTh
63146 POLS130 WI Intro Amer Govt MWF
63298 SSCI293V WI Coop Arts Sci Edu S

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64194 ASTR 110 WI Intro to Astro. MWF
64318 ASTR 299V Archaeoastronomy Egypt
64172 ECON 131 WI Princ. of Econ. MW
64055 ENG 209 WI Bus. Writing TTH
64307 ENG 209 WI Bus. Writing TTh
64263 ENG 209 WI Bus. Writ ARR- DE
64056 ENG 250 WI Maj. Wks. Am. Lit. TTH
64057 ENG 250 WI Maj. Wks. Am. Lit. MW
64059 ENG 255 WI Types Lit. I TTH
64150 ENG 256 WI Types Lit. II MWF
64268 HIST 224 WI Hist. of Hawai‘i TTH
64072 HIST 282 WI Intro. Am. Hist. TTH
64083 JOUR 205 WI News Writing TTH
64284 PHIL 100 WI Intro Phil. MWF
64121 POLS 120 WI Intro World Pol. TTH
64289 POLS 297 WI Pol. & Film TTH
64140 SP 231 WI Perform. of Lit. TTH
A Resolution to Foster Better Communication—Appendix D

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 College

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.
Appendix E-Floyd McCoy’s Comments Concerning the Communication Resolution

Concerning the proposed resolution “...to Foster Better Communications” – A summary of my comments at the WCC faculty senate meeting on April 4, 2007.

1. Catalysts cited for crafting this resolution included the ADOP/Univ. Partners Office, the proposed agreement with Chaminade College, and the marketing office. The ADOP/UPO office is the continuation of the University Center, a concept that was widely discussed, has had former employees working in that office, and has been ongoing for many years on this campus – accordingly there has been much discussion concerning this office and it is difficult to see how the existence of this office represents a lack of communication.

   The agreement with Chaminade College was brought to faculty senate by me a few meetings back. I was your representative working on that agreement; our deans were very careful to see that faculty were represented. Faculty senate was informed. Accordingly there has been discussion concerning this agreement, and it is difficult to see how this represents a lack of communication. However, if it is felt that there has been a lack of communication, then I am the culprit and the resolution should be addressed to me.

   The marketing office has been functioning since former Pres. Dobelle disbanded the CC Chancellor’s Office, and Susan Lee moved to this campus. That was four or five years ago. We’ve all seen her efforts in advertising this campus – what better communication can exist? Susan has now been replaced with a new employee. The marketing strategies for the CC’s have been reorganized under the VPCC’s office, and that announcement was given to the CC senators at the last CCCFSC meeting. I passed that word on in my last “Notes...” and mentioned it at the last faculty senate meeting. Accordingly there has been discussion on this, as well, and it is difficult to see again how this represents a lack of communication. Yet, if my presentations were insufficient and provides a catalyst for this resolution, then the complaint should be addressed to me.

   To cite ancient problems as the basis for a current resolution makes no sense, especially when those prior problems were responded to.

2. The communication problem is within us (to paraphrase Pogo).
We need to address this first, then consider what other paths are not working. The examples I cited in my comments at the April 4th meeting included my annoyance that the “Notes...” and other memos, papers, documents, etc., that I either compose or receive concerning the System (and I spend many hours composing those “Notes...” to keep our faculty updated on System issues), are not forwarded by some senators to their constituencies (have you received copies of those “Notes...” lately or a draft of the resolution I refer to?). There lies a huge communication problem – and it is us, no one else.

3. This problem deserves discussion. Not resolutions. Resolutions simply stifle discussion; it is a last resort. I would have trouble supporting even a motion, which is gentler reminder of a perceived problem. Your faculty senate heads meet once a month with the administration for discussion of, among other things, problems. There is the best communication mechanism we could devise. We should use it. That communication mechanism is damaged with resolutions.

Quick query of a few FS colleagues on other campuses finds the same comment: better communication is needed. There is movement on this campus to see that need (April 13th). Contribute with positive action. Resolutions such as that proposed are negative. I elect to not support negative action nor such a resolution.

Floyd
Appendix F-
Recommendation for Membership and Selection for the Strategic Plan and Budget-DRAFT 2

Strategic Planning Membership

**Representation:** The committee will have a representative from each of the following: Administrative Services, APT/Civil Service, Academic Support, Student Services, the student body, Budget Committee. Two representatives are selected from Vocational and Community Education, and Credit instruction. One recommendation was that four representatives from Credit Instruction (2 from Unit I and 2 from Unit II) be selected. The chancellor will serve as an ex-officio member.

**Selection of faculty representatives:** Using a process similar to selecting membership for Division Personnel Committees on the credit side, all eligible faculty is contacted. Those who do not wish to serve are to submit their rationale in writing. The Chancellor selects representatives from the remaining faculty.

One faculty member will serve on both the Budget Committee and the Strategic Planning Committee.

**Reassigned Time:** Faculty representatives are given one credit of reassigned time/overload. for the fall, spring, and summer terms. The individual who sits on both the Strategic Plan and Budget committees will be given two credits of reassigned time/overload per semester.

**Terms:** Staggered terms of two years. To facilitate integration, new members will receive an orientation regarding the process, including the Committee’s charge and procedures.

**Minutes:** Minutes will be taken by someone other than the chancellor.

Budget Committee Membership

**Representation:** The committee will have a representative from each of the following: Administrative Services, APT/Civil Service, Academic Support + Student Services, Vocational and Community Education, Credit Instruction, a representative from the Strategic Planning Committee, and a student. All deans and directors are included. The chancellor will serve as an ex-officio member.

**Selection of faculty representatives:** Using a process similar to selecting membership for Division Personnel Committees on the credit side, all
eligible faculty are contacted. Those who do not wish to serve are to submit their rationale for not serving in writing. The Chancellor selects representatives from the remaining faculty.

One faculty member will serve on both the Budget Committee and the Strategic Planning Committee.

Reassigned Time: Faculty representatives are given one credit of reassigned time /overload during the fall, spring, and summer terms. The representative to both the Strategic Plan and Budget committees is given two credits per semester.

Terms: Staggered terms of two years. To facilitate integration, new members receive an orientation regarding the process, including the Committee’s charge and procedures.

Minutes: Minutes will be taken by someone other than the chancellor.