

FACULTY SENATE MEETING
Tuesday, February 4, 2014
1:00-2:00 pm, Palanakila 117

2013-2014 Senators Present:

Dave Krupp (Off-Campus Chair)
Deacon Hanson (Math/Business)
Ellen Nagaue (Academic Support)
Floyd McCoy (Natural Sciences)
Heipua Ka'ōpua (Recording Chair)
Jamie Boyd (OCCE)

MJ Lewis (Language Arts)
Ka'ala Carmack (Humanities)
Kathleen French (CC Chair) Ex-Officio
Kathleen French (Social Sciences)
Liko Hoe (Presiding Chair)
Lisa Gillis-Davis (Student Affairs)

Guests:

Patti Chong, UHCC Faculty Subgroup
Academic Policy Committee

1. Called to Order: 1:03 p.m.

2. Approval of January 21, 2014 minutes. Ellen Nagaue motioned to approve the minutes of January 21, 2014; seconded by MJ Lewis. Approval of the minutes passes via voce.

3. New Business

A. Acceptance of Credits in Transfer (ACT) Policy Draft Approval (Patti Chong). The impetus to updating the policy is to have WCC's policy in compliance with the UHCC system policies (5.208 Residency for Graduation and 5.302 Prior Learning Assessment Program).

- Reference Updates: Added #12 and #13.
- Procedures Modification:
 - #3: Added "*and/or Prior Learning Assessment policies.*" ACT policy added verbiage regarding students transferring credits from institutions that may be accredited by specialized or professional associations, stating that these students may seek credit for their work through the College's Credit-by-Examination and/or Prior Learning Assessment policies.
 - #3a: Removed "*No more than 50% of core credits for the degree may be transferred from another institution.*"
 - #7d. Reworded to indicate that all credits will be reviewed, not just the credits that pertain to the student's declared major.
 - #14: Removed

Discussion stemming from this modification:

- Reverse Transfer Credits (SZPARTI)—Patti explained that students taking classes in the UH System can have their credits transferred to WCC. In the past, WCC only accepted a maximum of 48 transfer credits and only those credits pertaining to students' major. The revised policy eliminates reference to those statements.
- Jamie Boyd asked if WCC would automatically grant a student the AA degree if the student doesn't request a graduation certification. Jamie felt that earning the AA degree might adversely impact a student's financial aid package. Patti explained the Reverse Transfer Process noting that A&R will send students an email asking if they would like to have their AA degree posted on their STAR transcript. If no response, it will be posted. Patti explained that KapCC has been doing this for 3 years with positive feedback.

- Ka'ala Carmack asked if this is about improving WCC's graduation statistics.
- Heipua pointed out there is no additional cost for students opting to receive their AA but not wanting the diploma or cover.

Motion to approve the revised *Acceptance of Credits in Transfer Policy* by Floyd McCoy; seconded by Kathleen French. Motion passes; Ka'ala Carmack abstained.

B. Selection of MC for WCC Commencement

Heipua Ka'ōpua motioned to approve Ryan Koo as the 2014 Commencement MC; Motion seconded by Ellen Nagaue. Motion passes via voce.

C. Curriculum Committee (CC) (Kathleen French)

Curriculum Committee Approved Curriculum from January 28, 2014

1. Modification of course description: **ICS 101, Digital Tools for the Information World** (see link below). Modifications are aligned with other colleges.
<http://windward.hawaii.edu/curriculum/Details.php?Alpha=ICS&Number=101>
2. Modification in course offerings: **COC in Plant-Food Production and Technology**. Added classes that are more frequently offered to help students complete in a more timely manner.
3. New Course: **EE 211, Basic Circuit Analysis** (see link below). A new course.
<http://windward.hawaii.edu/Curriculum/Details.php?Alpha=EE&Number=211>

Motion to approve new course and two course modifications by Floyd McCoy; seconded by Dave Krupp. Motion passes via voice.

4. Modification of sponsoring department: **IS 103 Introduction to College course** (see two attached documents for details). The Curriculum Committee approved the proposal to move the IS 103 course to Student Affairs. Some curriculum-related questions that came up were related to the curriculum approval process – i.e., who will be the Dept. Chair in Student Affairs? Will the course still fall under Academic Affairs? Which Dean will sign off on the proposal, and any future proposals related to this course? Academic Affairs and Student Affairs will figure out the answers to these questions. A lively discussion ensued:

- Dave Krupp mentioned that Academic Affairs should be involved in the decision-making
- Who is responsible for course modification?
- Kathleen French stated that the proposal was made by Student Affairs
- Heipua Ka'ōpua stated that counselors who teach IS 103 do not receive time off or compensation for teaching the class
- MJ Lewis stated that instructors who pair up with the IS103 course are paid for one additional credit.
- Kathleen French recommended that faculty be paid more than one credit; and that counselors get paid for teaching the course. If WCC values the Frosh Cohort, why aren't we compensating people for it?
- Dave Krupp recommended three credits of overload for teaching a 3-credit

class or hiring lecturers to teach IS103.

- Deacon Hanson recommended paying faculty three credits on a lecturer scale and counselors on an equivalent scale for teaching IS 103. Lisa Gillis-Davis recommended a bonus payment according to the faculty member's rank.
- Floyd recommended inviting VCAA Ardis Eschenberg to our next FS meeting.

Lisa Gillis-Davis motioned to approve moving IS103 from Social Science to Student Affairs and Jamie Boyd seconded. Motion passes. Ka'ala Carmack abstained.

D. ACCFSC (Off Campus Chair, Dave Krupp)

- Karen Lee presented the "55 by 25" program designed to increase to 55% the number of adults with college degrees by 2025. See <http://www.55by25.org/>
- Cost of Higher Ed Workshop on 11/1/13. Some of the ACCFSC faculty participants challenged the basic premise that we will not get more G-funds from the legislature. They believe that the assumption that we will have to do more with less is an incorrect starting point.
- Action item: Committee voted to ask UH administration to conduct a quality of work life study for faculty. WCC FS is requesting follow-up from the study. Will the survey lead to positive results?
- Concern was expressed over legislative initiatives that may affect UH faculty.
- PHIL 110: UH will no longer accept PHIL 110 as fulfilling the symbolic reasoning (FS) requirement; they will use PHIL 111 instead beginning in Fall 2014. This action is being mandated by WASC. No teacher has been hired yet to teach PHIL 111 at UHM.
- UHPA is filing a lawsuit for unfair labor practices against UH Administration because UH Administration contacted UH Mānoa Faculty Senate regarding faculty evaluation procedures. Some UH Mānoa FS chairs expressed their opinion that this UHPA action might have negative implications for how the Faculty Senate functions.
- UH President Search: BOR will take over the search process.

CCCFSC (Off Campus Chair, Dave Krupp)

- Concern was expressed over the growing lecturer pool at all CC campuses.
- Student Academic Grievance Committee Policy varies among campuses; WCC policy needs to be updated.

4. Old Business

none

5. Announcements:

- **2nd Annual Hawai'i Sustainability in Higher Education Summit:** March 13-15, 2014 at Windward Community College.
- Participants will come from the University of Hawai'i 10-campus System, Hawai'i, Pacific University, Brigham Young University–Hawai'i, Chaminade University, University of Phoenix–Hawai'i and other higher education institutions as well as invited politicians, state and federal officials, local and national sustainable business representatives, non-profit organizations leaders, and community members.

Floyd asked why two positions for a FT tenure track Anthropology instructor and a Librarian were retracted and then reopened. Kathleen French (who is on the hiring committee for the

Anthropology instructor) responded that WCC intended to hire for Fall 2014 rather than Spring 2014, so WCC had to readvertise the positions.

Meeting adjourned 2:12 pm

Next Meeting: Feb 18, 2014

2014 Meeting Schedule:

- Jan 21, 2014
- Feb 4, 2014
- Feb 18, 2014
- Mar 4, 2014
- Mar 18, 2014
- April 1, 2014
- Apr 15, 2014
- May 6, 2014

Minutes submitted by:
Heipua Ka'ōpua, PhD
Recording Chair

Attachments:

- Curriculum Modifications for IS 103
- Questions Regarding Proposed Changes to IS 103
- Summary of key legislative bills pending that threaten to have an impact on UH

Curriculum Modification: IS 103 - Introduction to College

History: In 1998, a counselor created this course with the rationale to meet the needs of new student "culture-shock," improve retention and graduation rates. Especially useful for "special" populations. ie: summer-bridge and early admits. The catalog description states that:

This course is designed to orient first-time students to a college setting. Students will learn (1) the tools, techniques, methods, procedures, processes, skills, resources, and attitudes for success; (2) the programs and services of a post-high institution of higher education; and (3) to design a personal, comprehensive, postsecondary academic plan. Student learning outcomes are in alignment with the intent of preparing students to succeed in college.

The UHCCs committed to the Achieving the Dream initiative with the goal to: Increase the education success of native Hawaiian students, as well as at-risk students, and low-income students.

http://www.hawaii.edu/offices/cc/docs/goal_a/UHCC_final_implementation_proposal_6-25-08.pdf

IS 103 is well-situated to contribute to the success of our students.

Modification Request: Change the Sponsoring Department for the IS 103, Introduction to College, from Social Sciences to Counseling/Student Affairs. It was initially placed in the Social Sciences Department because at the time, a social science professor sponsored the proposal. The course has since grown to be an integral part of the First Year Experience program which includes Recruitment/Outreach, New Student Orientation, Frosh Camp, Mandatory Counseling, and Freshman Cohorts for First-Time, Full-Time Freshman Students.

Rationale: In response to the Hawaii Graduation Initiative, Achieving the Dream and to the system's "15 to Finish" campaign, a WCC policy and procedure was approved by the Faculty Senate in April 2013 to form Freshman Cohorts for First-Time, Full-Time Freshman Students. Frosh Cohorts actually began in 2009 and were brought to scale Fall 2013. Priority is given by the Office of Academic Affairs to create block schedules which incorporate a thematic class, IS 103, math, and English sections to facilitate schedule building for first-time, full-time freshman students. Counselors, via mandatory advising for these students, place them in a cohort for that semester. Counseling/Student Affairs works closely with faculty to schedule effective course options which meet the needs of faculty as well as students. Data has been collected and reported by Student Affairs which show, compared to other freshmen, students in Frosh Cohorts were more likely to complete the semester successfully, more likely to re-enroll in spring semester, more likely to be enrolled in the following fall and had better average GPAs.

For the past five years, Student Affairs has driven course improvement and development through providing instructors, securing funding for national ON COURSE training (one of the textbooks used for IS 103), and IS 103 Learning Community "huis" have met for the past three summers for the purposes of curriculum development. Currently IS 103 classes are predominately being taught by faculty instructors/counselors.

CONCERNS VOICED:

Concern: Our academic structure is organized around departments. Is there an equivalent group in the Student Affairs area that could perform those functions? Otherwise, the move may cause significant confusion in the college's organization. Who, for instance, would function as the department and department chair for curriculum changes? Should that person become part of the Academic Affairs Advisory Committee?

The key issue is a broad policy question, which is whether some courses should reside outside of Academic Affairs (whose primary duty is to oversee the curriculum and scheduling).

Response: WCC's academic structure already includes Student Affairs/Counseling as a department. Student Affairs/Counseling is represented on Faculty Senate, Curriculum Committee and on many other

committees. Student Affairs/Counseling is an integral part of Curriculum and contributes with thoughtful, consistent, and fair comments.

Counseling/Student Affairs is a department. We have regular counselor meetings and a counselor coordinator who functions as the department chair. Counselors at WCC are faculty members.

UHPA's contract Article IV.B states: The primary professional responsibilities of Faculty Members are teaching, research, specialized educational services, and community service. Faculty Member also have professional responsibilities such as advising students; registration of students; participation in campus and University-System committees; keeping regularly posted office hours which are scheduled at times convenient for students; and participate in traditional functions which have unique academic significance. Their performance of teaching duties, research, and service extends beyond classroom responsibilities and other direct student contact duties.

Counseling/Student Affairs would be honored to have representation on the Academic Affairs Advisory Committee.

It should be noted that other colleges have similar courses such as this falling directly under Student Affairs. This would contradict any reasoning that Counseling/Student Affairs should not be responsible for instructional scheduling. The interim VCAA was consulted and there is no policy prohibiting a course from residing under Counseling/ Student Affairs. According to UHCC System Office, there is no policy addressing this issue of having a course under Counseling/Student Affairs. IS 103 and similar courses fall under non-instructional units, so it has been done.

Hawaii CC	UNIV 101	Freshman Exp Seminar	Counseling Division, University Department
Honolulu CC	IS 103	Introduction to College	Interdisciplinary Division, Interdisciplinary Studies Department
Kapiolani CC	IS 103	Introduction to College	Holomu Division, Holomua Department (Dev Ed and Counselors)
Kauai CC	IS 103	Intro to College	Math & Science Division, Interdisciplinary Studies Department
Leeward CC	IS 100	Freshman Year Seminar	Counseling Division, Interdisciplinary Studies Department
Windward CC	IS 103	Introduction to College	Liberal Arts Division, Social Science Department

Concern: Part of the question is how moving the courses affects things like reporting and also the procedures that are tied to courses, like student complaints, class scheduling, assessment, etc., which may be affected by moving the course out of the departmental structure.

Response: The reporting of the classes would be submitted by Student Affairs/Counseling. The other items mentioned, such as student complaints, class scheduling, assessment, etc are already handled by Student Affairs.

Concern: At CC, it was posed to the committee that moving IS 103 away from the Social Sciences department may be an issue that needed to be decided administratively.

Response: Discussion at CC was that these are courses and decisions which should be channeled through the faculty process via Curriculum Committee. A forum for wider discussion was suggested. It was decided that the CC (being a neutral party), would sponsor the Discussion Board posting.

Questions Regarding Proposed Changes to IS 103

Now that IS 103 has become more important to the college as we pilot the mandatory cohort system, it would be important to better clarify the course's status and the processes through which the course is offered, and in general how it fits into the college's curriculum, class scheduling, and assessment. The memo from May, 2013 that set up the pilot of the mandatory cohorts only says that scheduling would remain with Academic Affairs, but does not take into consideration any possible changes to the status of the IS 103 course. There are questions about what it would mean to shift IS 103 out of Social Sciences and to not move it to another academic department, which would shift the responsibilities and tasks tied to the course.

Before such a course change is instituted, then, it is important to work out what the implications might be. It is not just a question of moving a class from one department to another, but of moving a class from an academic department outside of any academic department and into a significantly different part of the college's organizational structure.

The details of the proposal need to be worked out beyond simply that the course will be transferred. There seem to be two basic scenarios: to create an academic department- like entity within Academic Affairs that handles IS 103, or set up a parallel structure where IS 103 is no longer even part of Academic Affairs. Given that both scenarios would change the college structure, the implications need to be studied and evaluated and the plan needs to provide more detail as to how the potential issues will be resolved.

Scenario 1: The counselors are organized to function like an academic department under the VCAA

If the Counselors, as a group, become equivalent to an academic department, it is not clear how they would function. When I look on the college website, for instance, I don't see the information I would expect for a department (like an identified chair, minutes, etc.). Also, when I look at the "Duties and Responsibilities of Department Chairs in Credit Instruction" (at http://windward.hawaii.edu/Academic_Affairs/Department_Chairs/duties.php), it is not clear that the lead counselor has performed those functions, although it is possible that he or she could.

Which Dean would they come under? Is the lead counselor appointed by the Chancellor the way that the department chairs are?

Would the counselor who is designated to act as the chair have the time to perform the duties of an academic chair? These would include:

- organize course assessments with the IEC - assess instructors
- participate as chair in the academic grievance process
- hire lecturers - organize textbook purchases with the bookstore - prepare a Program Review for IS 103 - More generally, how would IS 103 fit into the Academic Affairs reports?

Would that person receive release time and serve as a member on the committees typical for a department chair, including the IEC, the Academic Affairs Advisory Committee, and the PBC? The chairs of academic departments receive 12 credits of release time a year plus a stipend to perform these duties.

Finally, given that there are many non-counselors qualified to teach the class, how would the scheduling be determined? Would this be a "counselors only" course, or would it be open to others, and if so, under what conditions?

Would the counselor as department chair be evaluated alongside the other academic department chairs? The "Duties and Responsibilities of Department Chairs in Credit Instruction" calls for the chairs to be evaluated annually by the Dean of Academic Affairs and the Vice-Chancellor of Academic Affairs. Would the counselor acting as the chair of an academic department be subject to this or excluded from it?

The scenario where the lead counselor functions like the chair of an academic department in respect to IS103 could possibly work. However, it would require that the responsibilities tied to the lead counselor,

and the documentation tied to counseling, be formalized and significantly extended. These details should be worked out before the college discusses moving the course away from an academic department.

Scenario 2: The VCSA Establishes a Separate System for IS 103

If the Counselors remain separate and a parallel structure is set up for IS 103 and the VCSA takes on the role of VCAA, then IS 103 would be in a structure isolated from Academic Affairs. That would require many of our current policies and procedures to be changed. For instance:

What are the implications for the policies governing grievances? Grievances now go through the chair, the respective Dean, and the Vice Chancellor of Academic Affairs. Would the college have to redo the procedures so that IS 103 is an exception?

What are the implications for the curriculum process? Up until now, Academic Affairs has been responsible for curriculum. Would that basic policy change? Would the Dean and the VCAA still sign off on curriculum changes for IS 103 or would course changes occur outside the purview of Academic Affairs?

What are the implications for class scheduling? Academic Affairs has been ultimately responsible for the schedule of classes.

Would that basic policy change? The change here is not a change in who can give advice, as advice from counselors have always been welcomed and valued. The change here would be a change in the organizational structure in that it would move the class outside of Academic Affairs (and that would be the only class to have that status).

Who decides who can teach IS 103? Is the intention for only counselors to teach the class? What if someone else wanted to teach a section? The qualifications to teach a particular class are typically decided by whether or not the person meets the MQs, but with IS 103 there aren't any MQs. After that, decisions about who teaches which classes are based on scheduling needs and the requests from full-time faculty who meet the MQs who want to teach the class. In this case, which faculty would be allowed to request to teach IS 103? On what basis would they teach or not teach the class? Who would decide this?

Who decides when the classes are offered? If the VCAA and VCSA are in charge of separate parts of the schedule, how would significant scheduling conflicts get sorted out, if they could not be worked out through discussion? An obscure organizational structure would produce tension. Would the Chancellor then have to become the final arbiter?

Recommendations

Given the larger questions that involve scheduling, faculty selection, and assessment, this issue is not only a curriculum issue and the deliberations should include other elements of the college, such as the Faculty Senate and the Academic Affairs Advisory Committee. Some of the important questions to consider, as discussed above, include:

If the course is going to be transferred to Counselors acting as a department, what are the formal structures of the group and how are they related to the policies that refer to academic departments? Where is this information available?

- What are the procedures for selecting and scheduling IS 103?
- How does scheduling IS 103 relate to the overall scheduling process?
- How will the course and the instructors be assessed?
- Who will have the opportunity to make changes to the curriculum?
- Who will have authority to approve changes?

There are significant issues at stake in shifting IS 103 that may have long-term implications for the college. A more detailed proposal is needed to properly address these issues.

Summary Of Key Legislative Bills Pending That Threaten To Have An Impact On UH

From: **Ron Bontekoe** <bontekoe@hawaii.edu> □ □ □ □ □

Date: Tue, Feb 4, 2014 at 1:54 PM

Subject: revised list of legislative bills affecting UH

HB1069 (Choy), HB1727 (Choy), SB2555 (Taniguchi)

All of these bills would repeal the authority of UH to issue revenue bonds.

HB1492 (Choy) & SB2551 (Taniguchi)– These bills would repeal UH’s tuition and fees special fund and transfer the unencumbered balance to the general fund. (All the better to hide the continued shrinking of G-funds in comparison to tuition income.)

HB1833 (Mizuno) – This bill would charge the BoR with oversight of the University General Counsel. It would also allow the BoR, and prohibit UH, from contracting with attorneys. Finally, it would require the State Auditor to review all legal contracts entered into by UH. (So much for UH autonomy, which was supposedly granted after a plebiscite on the issue back in the Cayetano era!)

HB2077 (Belatti) & SB2498 (Baker)– These bills would prohibit smoking, including electronic smoking, on all UH premises.

HB1832 (Mizuno) – This bill would prohibit UH from raising tuition rates during 2014-15.