UNOFFICIAL Minutes of the February 22, 2012, Meeting

Paul Lococo, Chair
Susan Lum, Vice Chair
Melanie Van der Tuin, Secretary

Senators Present: William Albritton, Paula Asamoto, Michael Bauer, Eunice Brekke, Eileen Cain, Christian Ganne, Candace Hochstein, Helmut Kae, Roy Kamida, Keith Knuuti, Eiko Kosasa, Michael Lane, Paul Lococo, Tracie Losch, Susan Lum, Kabi Neupane, Kay Ono, Blanca Polo, Tara Rojas, Natalia Schmidt, Michael Scully, Melanie Van der Tuin, Greg Walker

Senators Absent: Erin Loo, David Millen

Guests: Laurie Lawrence (Leeward CC-Wai’anae Campus Coordinator), Tracey Imper (SG President)

Additional Document Links: Meeting Agenda

I. Call to order

The meeting was called to order at 3:17 p.m., with a quorum.

II. Approval of 11/30/11 Meeting Minutes

The December 14, 2011, minutes were approved (unanimously) as amended.

III. Campus Report

A. Update on Leeward CC Waianae Campus by Laurie Lawrence, Coordinator

Ms. Lawrence explained that this is her fifth year at the Leeward CC – Wai’anae campus, which has its own mission and goals aligned with the current and revised Leeward CC mission: to provide Wai’anae coast residents with higher education opportunities of the same quality and scope as those offered on the Pearl City campus. She shared the campus' vision of lifting up the socioeconomic conditions of Wai’anae, providing its students a learner-centered environment.
She emphasized the campus' focus on building relationships, and the faculty's and staff's purpose of building a sense of community and identity, which comes from the common values at the Leeward CC campus campus (e.g. “kuleana), which show up on syllabi and messages posted for students (for use of space, etc.). The campus motto is, “Help students succeed every step of the way.”

Leeward CC – Waiʻanae is offering over 60 class sections this semester, most of which have filled. A full range of courses are offered, from remedial- and developmental-level courses through the 200 level. The campus is also able to offer students comprehensive counseling and support services as well as student activities, math and writing labs, a study and testing center, and library services (brought out from the Pearl City campus). Courses are taught by the 12 full-time Leeward CC – Waiʻanae faculty members as well as 20 visiting instructors.

Laurie highlighted Leeward CC – Waiʻanae instructional initiatives like its cross-disciplinary Learning Communities, Problem-Based Learning projects, and its developmental math courses utilizing the emporium model. She also explained the campus' efforts to improve student engagement, though the creation of more student clubs and the establishment of a dedicated Student Government seat.

A huge jump in enrollment (to 1,000 students in Fall 2010 and over 1,100 in Fall 2011) made the campus crowded and in need of extra space, which came when space on the first floor of the building became available.

Ms. Lawrence ended her presentation with a discussion of how course success and persistence rates have improved steadily at Leeward CC – Waiʻanae, and how CCSSE survey data show increases in scores (which are among the highest in the UH system) indicating that students are happy with their school and each other. Family, faculty, and staff are a big part of campus life, she said, and the Leeward CC – Waiʻanae team was nominated for UH Team of the Year in 2011.

Laurie then addressed the following questions from senators.

**Q:** What is the writing lab like?
A: It is small, with five computers. Currently, students use the lab to work on papers, and the English instructor's offices are located there, as are writing tutors.

**Q:** How is the campus doing in terms of technology?
A: Three of the four classrooms are smart rooms, and there are 100 laptops and two COWs (classrooms on wheels).

**Q:** What are the campus' plans?
A: A priority is better space. The college is in the process of purchasing a building in Maʻili, but the purchase has not gone through yet. She noted that the UH system has never bought a
building before, and there are many steps to complete, many papers to be signed. The legislature has already approved funding for the building. The building will offer 38,000 square feet of space (versus the current 9,000) and enhance the campus’ ability to offer non-credit CTE courses.

B. Long-Range Development Plan (LRDP) meeting workshops

Senate Chair Lococo reported on the upcoming Long-Range Development Plan (LRDP) meeting/workshops. There will be a campus-wide “kickoff” discussion on March 7, location to be announced. Following that will be a workshop sometime in April. The LRDP involves work on the physical plant on campus and what we would like to plan for in 10-15 years.

IV. Faculty Senate Reports

A. Curriculum Committee (Lane)—Voting Item

1. COURSE MODIFICATIONS

Curriculum Committee Chair Lane presented several recommendations:

Motion 12-08:

To accept the course modifications, as recommended by the Curriculum Committee, for the following courses:

- DMED 140 Principles of Animation (3 credits),
- DMED 141 Introduction to 3D Animation (3 credits),
- DMED 242 Character Animation (3 credits),
- DMED 243 3D Modeling and Animation (3 credits),
- DRAM 170 Introduction to Children’s Theatre (3 credits),
- DRAM 262 Local Style Theatre (3 credits).

Motion was approved with 21 approvals, 0 disapprovals, 0 abstentions.
**Motion 12-09:**

To accept the course modifications, as recommended by the Curriculum Committee, for the following courses:

- ACC 134 Income Tax Preparation (3 credits),
- ACC 137 Business Income Taxes (3 credits),
- ACC 150 Using QuickBooks in Accounting (3 credits),
- ACC 255 Using Spreadsheets in Accounting (3 credits).

**Motion was approved with 20 approvals, 0 disapprovals, 0 abstentions.**

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**Motion 12-10:**

To accept the course modifications, as recommended by the Curriculum Committee, for the following courses:

- CHEM 161B General Chemistry I (4 credits),
- CHEM 162B General Chemistry II (4 credits),
- GG 103 Geology of the Hawaiian Islands (3 credits),
- MATH 18 Essential Mathematics for Algebra (3 credits),
- MATH 82 Accelerated Algebraic Foundations (4 credits),
- MATH 103 College Algebra (3 credits).

**Motion was approved with 20 approvals, 0 disapprovals, 0 abstentions.**

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**Motion 12-11:**

To accept the course modifications, as recommended by the Curriculum Committee, for the following courses:

- ICS 125 Personal Computer Maintenance and Repair (3 credits),
- ICS 184 Introduction to Networking (3 credits),
- ICS 185 Introduction to Local Area Networks (3 credits),
- ICS 186 Introduction to Wide Area Networks (3 credits),
- ICS 187 TCP/IP Network Architectures (3 credits).

**Motion was approved with 19 approvals, 0 disapprovals, 0 abstentions.**
**Motion 12-12:**

To accept the course modifications, as recommended by the Curriculum Committee, for the following courses:

- CHN 101 Elementary Chinese I (4 credits),
- HAW 101 Elementary Hawaiian I (4 credits),
- HAW 102 Elementary Hawaiian II (4 credits),
- HAW 201 Intermediate Hawaiian I (4 credits),
- HAW 202 Intermediate Hawaiian II (4 credits),
- KOR 101 Elementary Korean I (4 credits),
- KOR 102 Elementary Korean II (4 credits),
- SPAN 101 Elementary Spanish I (3 credits),
- TAG 101 Elementary Tagalog/Filipino I (4 credits),
- TAG 102 Elementary Tagalog/Filipino II (4 credits),
- TAG 201 Intermediate Tagalog/Filipino I (4 credits),
- TAG 202 Intermediate Tagalog/Filipino II (4 credits).

**Motion was approved with 20 approvals, 0 disapprovals, 0 abstentions.**

**Motion 12-13:**

To accept the course modifications, as recommended by the Curriculum Committee, for the following courses:

- ED 285 Classroom Management Within the Instructional Process (3 credits),
- GEOG 101 The Natural Environment (3 credits),
- GEOG 101L Natural Environment Lab (1 credit),
- GEOG 102 World Regional Geography (3 credits),
- HSER 268 Survey of Substance Abuse Problems (3 credits),
- REL 202 Understanding Indian Religions (3 credits),
- WS 151 Introduction to Women’s Studies (3 credits).

**Motion was approved with 20 approvals, 0 disapprovals, 0 abstentions.**

**FAMR 230 Human Development (3 credits)**

*Discussion:*
Sen. Ono asked what our Curriculum Committee needs to do [about the Math 73 prerequisite for this course] given the system's changes its math curriculum. Sen. Lane said it will find course equivalents.

Sen. Hochstein questioned whether an equivalent can be determined for Math 73—which succeeded Math 24 and is no longer being taught. She asked whether the prerequisite should be listed at all or whether it should read, “Math 73 OR Math 82” until all the math departments are on the same page.

Sen. Lane said that for clarity he will go ask the modification proposers whether they would like to list one of courses offered currently (in addition to Math 73, as suggested by Sen. Hochstein); he explained that Math 73 is still on the books, and the [math] division likely will want to keep it on the books for now.

Motion 12-14:

To accept the FAMR 230 course modification above as recommended (i.e., with clarification of the math prerequisite) by the Curriculum Committee.

Motion was approved with 21 approvals, 0 disapprovals, 0 abstentions.

2. PROGRAM MODIFICATIONS

Motion 12-15:

To accept the program modifications, as recommended by the Curriculum Committee, for the following programs:

- AS Information and Computer Science,
- ASC Philippine Studies,
- ASC Plant and Bioscience Technology, and
- CCP Web Architecture.

Motion was approved with 21 approvals, 0 disapprovals, 0 abstentions.

3. NEW PROGRAMS
AA Hawaiian Studies

Catalog Description: The Associate in Arts in Hawaiian Studies (AAHS) is a 60-credit degree program intended to either provide the first two years of a baccalaureate program in Hawaiian Studies or prepare the student for study in other, broader fields of science, humanities, arts, and social sciences.

Discussion:

Chair Lococo said the closest program analogy for this AA is the AAT program. Sen. Losch said that other campuses would like similar programs and were told that if they wish to be considered during this round, along with Windward CC as well, they need to submit proposals now (as the BOR seems predisposed to accept them at their April meeting if all proposals are submitted together). She explained that Leeward CC, Hawai‘i CC, and Kapi‘olani CC share the same core curriculum and prerequisites.

When asked whether funding for the program should be requested now (as there may be no guarantee for funding later), Sen. Losch responded that funding is not necessary at this point but may be when the program grows. Senators speculated that the program will be popular.

Motion 12-16:

To accept the new program above (AA Hawaiian Studies) as recommended by the Curriculum Committee.

Motion was approved with 21 approvals, 0 disapprovals, 0 abstentions.

CA Information and Computer Science

Catalog Description: The Certificate of Achievement in Information and Computer Science is designed to provide the student with entry-level skills or job upgrading for positions under direct supervision in computer support, cabling and basic networking, office application support, and database management. Student must earn a GPA of 2.0 or better for all courses required in this certificate.

CA Retail Management

Catalog Description: The Retail Management Certificate of Achievement will help to prepare
current and future retail employees for the challenges faced in the dynamic and fast-paced retail industry. It will also provide students with the insight needed to be successful as a retail manager.

**Motion 12-17:**

To accept the two new CA programs above as recommended by the Curriculum Committee.

Motion was approved with 20 approvals, 0 disapprovals, 0 abstentions.

**AS Health Information Technology**

**Catalog Description:** The Associate in Science (AS) Program of Study builds upon the Health Information Technology (HIT) foundation presented in the Certificate of Completion (CC) and Certificate of Achievement (CA) Programs of Study. Students will expand their records and information management skills in medical coding and medical records, including electronic records. Combined with the biological science, health statistics, and management courses, the students will be able to pursue careers as an Admissions Clerk, Cancer Registrar, Coder, Health Information Management (HIM) Technologist, Patient Access Supervisor, Privacy Officer, and/or Release of Information Technologist.

**CA Health Information Technology**

**Catalog Description:** The Certificate of Achievement Program builds upon the HIT foundation presented in the Certificate of Completion Program. Students will expand their records and information management skills in medical coding and medical records, including electronic records. Combined with the biological science and management courses, the students will be able to pursue careers as a registration supervisor, patient access supervisor, or an entry-level insurance coordinator.

**CC Health Information Technology**

**Catalog Description:** The Certificate of Completion (CC) in Health Information Technology (HIT) develops a foundation in records and information management for a medical facility and the health information technology profession. Students completing the CC will have the skills and knowledge necessary to assist in maintaining accurate and timely medical data in clinics, hospitals, and other healthcare organizations. The CC will lead to job opportunities as patient access clerks, physician office clerks, registrars, registration clerks, and ward clerks.
Motion 12-18:

To accept the three new Health Information Technology programs above as recommended by the Curriculum Committee.

Motion was approved with 20 approvals, 0 disapprovals, 0 abstentions.

4. NEW COURSES

(The following are courses needed for the [Health Information Technology] program above.)

BUSN 102 Introduction to Health Information Technology (3 credits)
BUSN 108 Introduction to Diagnosis (3 credits)
BUSN 109 Introduction to Procedure Coding (3 credits)
BUSN 115 Reimbursement Methodologies (3 credits)
BUSN 208 Advanced Diagnosis (3 credits)
BUSN 209 Advanced Procedure Coding (3 credits)

Motion 12-19:

To accept the six new [BUSN] courses above as recommended by the Curriculum Committee.

Motion was approved with 21 approvals, 0 disapprovals, 0 abstentions.

ED 279 Educational Media and Technology (3 credits)
ED 284 Foundations of Inclusion in Teaching (3 credits)
ED 295A Practicum I: Alternative Certification for CTE Teacher Licensure (1 credit)
ED 295B Practicum II: Alternative Certification for CTE Teacher Licensure (1 credit)

Discussion:

Sen. Lane will find the missing information for the ED 284 report.

Motion 12-20:

To accept the four new [ED] courses above as recommended by the Curriculum Committee.
The following are courses needed for the Computer Science program above.

ICS 136 Introduction to Mobile Device Application Development (3 credits)
ICS 170 Ethics for the Digital World (3 credits)
ICS 171 Introduction to Computer Security (3 credits)
ICS 172 Network Design and Administration (3 credits)
ICS 236 Mobile Device Management and Programming (3 credits)
ICS 281 Ethical Hacking (3 credits)
ICS 282 Computer Forensics (3 credits)
ICS 283 Advanced Network Routing and Optimization (3 credits)

**Motion 12-21:**

To accept the eight new ICS courses above as recommended by the Curriculum Committee.

**Motion was approved with 21 approvals, 0 disapprovals, 0 abstentions.**

ASAN 205 Contemporary Philippine Issues (3 credits)
DRAM 280 Beginning Playwriting (3 credits)
MGT 135 Agricultural Entrepreneurship (3 credits)

**Motion 12-22:**

To accept the three new courses above as recommended by the Curriculum Committee.

**Motion was approved with 21 approvals, 0 disapprovals, 0 abstentions.**

IS 16 Math Study Skills (1 credits)

*Discussion:*
Course is cross listed as a math course, enabling the math counselor to teach it.

Sen. Ono asked whether the instructor MQs require a master’s degree, and whether the MQ will change. She wondered whether the counseling MQs, with the addition of "and a background in math," may be used instead. Sen. Hochstein said that the current math counselor happens to have a math background but that she doesn’t know whether the math division will want to use the counseling MQs.

Sen. Lane said he will talk with Jennie Thompson to specify the instructor MQs, and that he and Chair Lococo will not sign off on the proposal if there is anything odd about it.

**Motion 12-23:**

To accept the new course above (IS 16) as recommended by the Curriculum Committee, with the stipulation that clear written clarification of the instructor MQs be provided.

Motion was approved with 21 approvals, 0 disapprovals, 0 abstentions.

Sen. Lane praised the Curriculum Committee for its hard work this year, and he invited senators to "Give your division's Curriculum Committee members a hug."

**B. Program Review Committee (Brekke)—Report**

The committee, in collaboration with the OPPA and the Dean of Arts and Sciences, has been analyzing the extent to which the AA degree's GenEd Learning Outcomes (GLOs) are being met. This was the first formal assessment for the AA degree conducted at Leeward CC. The group looked at a five-year period (2005-2010). The college's top 20 enrolled courses by students who had completed an AA degree were analyzed using course assessment data reported to OPPA.

The committee's strategy was to align GLOs with degree requirements. For the critical-thinking GLO, the SLOs of courses (self-identified) meeting the critical-thinking GLO were used. Course SLOs were then analyzed to determine whether 70% (or more) of students earned a "Yes" result (meaning they met course learning outcomes). These were then mapped to their respective GLOs. Analysis of whether or not the GLO was met was based on a majority of "Yes" results by course.
Although the results indicate that some GLOs have been met, much of the course data used was often based on one or two SLOs, thus not a strong measure. Overall, the committee found that the assessment process needs improvement so that future conclusions can be stronger.

Sen. Ono pointed out that other results reported have provided stronger data. Sen. Hochstein added that smaller programs can map more specifically to old and new SLOs. Sen. Brekke wanted to assure faculty that data from our course assessments is being used; however, no mechanisms are yet in place to include HAP and WI courses in this analysis.

Senator Brekke mentioned an option to look at other assessment strategies; for example, a capstone experience, standardized tests, or portfolios. While these all have merit, they will likely mean more work for faculty. (Several senators added, “For everyone.”) Therefore, using the current assessment strategy of mapping course data to GLOs is still an option if we can improve the quality of data.

Chair Lococo said it is important for assessment data to be reported to OPPA. Sen. Hochstein pointed out the need for a system to keep faculty informed of developments.

**C. Ad Hoc Committee on Mission Statement—Voting Item**

Vice Chair Lum presented the committee’s final version of the college mission. Her rationale for the Senate's approval of the mission included the following four issues having been addressed (at the Open Forum) and resolved in this revision:

1. the need to harden language to address achievement/rigor,
2. questions about a how-"we"-see-us versus how-"they"-see-us approach,
3. student comments on local/nation/world wording, and
4. students' desire for "chicken-skin" language to make the mission more appealing to students and differentiate Leeward CC us from other campuses.

Student Government did not approve initial draft but plans to approve this revised draft in its vote tomorrow:
**Vision:**  Leeward Community College is a learning-centered institution committed to student achievement.

**Mission:**  We work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. Leeward Community College has a special commitment to advancing the educational goals of Native Hawaiians.

**These core values shape Leeward Community College’s mission:**

- **Community**
  We value cooperation, collaboration, social responsibility, and concern for others as crucial elements in building a sense of community inside and outside of the institution.

- **Diversity and respect**
  We value individual differences and the contributions they bring to the learning process. We believe that our students are enriched through a diverse intellectual and social environment where learning occurs through exposure to world cultures and through interaction with peoples of diverse experiences, beliefs, and perspectives.

- **Integrity**
  We value personal and institutional integrity by fostering a culture of continuous improvement to open pathways to student success. We hold ourselves accountable for providing a high-quality academic experience.

- **Open access**
  We value all students. We seek to meet their needs, as well as those of the community, by offering a diversity of courses, degree and certificate programs, and training opportunities, through traditional and distance education modes of delivery.

Vice Chair Lum explained that requests for later revision from any other governing body will mean that new drafts will need to be brought back to the Faculty Senate, for final approval, so it is important to vote on this draft today.

Sen. Lane brought up the Curriculum Committee's concern that some course outlines (of which there are some 300) may not align with the current mission, and he asked whether approval can be postponed until after the accreditation visit. Chair Lococo responded that the accreditation team will look at the old mission statement for alignment but that it is important to show that we have looked at the mission and worked at revising it. Sen. Lane pointed out that we may
have to take the “correlate to mission statement” question out of Curriculum Central for the accreditation visit.

Vice Chair Lum reminded senators that the college mission drives everything we do, and that the committee felt there would be no trouble with alignment of courses with the new version. Additionally, every new outline going through Curriculum Committee will have to align with new mission.

**Motion 12-24 (Lum/Ganne):**

To accept the revised mission statement as proposed by the committee and edited by the Senate (i.e., the version above, which includes no comma after “career,” has an added “and” [to read, “liberal arts and career and technical”], and has a comma after "nationally" and hyphens in "high-quality" throughout).

**Motion was approved with 19 approvals, 0 disapprovals, 2 abstentions.**

Chair Lococo said that he will bring the revised mission draft back to the Senate for a new vote if Campus Council makes any substantive changes to it. If no changes are requested, it will go on to the Chancellor, and then the BOR in April, for use in Fall, provided it makes it onto the BOR agenda in April.

**D. GenEd Foundations (Hochstein/Millen)—Report**

Sen. Hochstein reported that six courses passed review, and the committee is currently reviewing ENG 100 and ENG 100E. FS questions about how changing a Hallmark may affect us were posed at the system level, but there has been no answer yet.

Chair Lococo said that changing ENG 100E to ESL 100 might be suggested at the system level, but the proposal will go through the GenEd committee first.

**E. Academic/Institutional Support (Cain)—Report**

Sen. Cain reported that in its discussion of the Student Government’s student success survey, Student Government representatives suggested that they might revise the survey to get more student input. Some suggested revisions were follow-up questions like, “Would you go to a tutor?” Student responses to such questions could provide data to support requests for more tutors/funding.
Sen. Cain suggested encouraging students to go to counseling to discuss resources and realistic course loads. She added that perhaps faculty can administer the survey in their classes and consider addressing issues of “teaching style” in follow-up questions (though we will need more information about the styles being discussed). She suggested that the Student Government can work with Guy Nishimoto on wording questions to solicit the kind of data it wants, and she posed the question, "How do we offer professional development opportunities for busy faculty?"

Cain also reported that the UHCC Student Sustainability Alliance administered a survey on sustainability. It was given in class to 367 students at the four O'ahu CCs, and results suggest that students are interested in learning in school about sustainability and would like sustainability information embedded into the classes they are taking (versus having to take separate sustainability-specific courses). The question now, said Cain, is, "How can we help faculty embed this information in their classes?" She pointed out that Shanah Trevenna will be here to offer workshops, and one area in which students may be brought in, for example, is the project in which meters will be installed to track our energy consumption.

**F. Chair’s Report (Lococo)**

1. **Curriculum Central Concern**
Senate Chair Lococo reported that at the last meeting of the Community College Council of Faculty Senate Chairs (CCCFSC) on February 17, representatives from Kapiolani CC and Maui College were expressing concerns regarding how Curriculum Central is maintained. They questioned whether reliance on a part-time hire for such a critical system was wise. Both representatives indicated that their campuses will not fully utilize Curriculum Central until this is resolved. This turned out to be a concern expressed by other UHCC Senate Chairs as well.

VP John Morton replied that he agrees that Curriculum Central as it is now is NOT a long-term solution. Kuali goes online soon, and apparently has a section that is exactly like Curriculum Central. UHCC VP’s office is examining to determine if this is the long-term replacement.

2. **Automatic Noting of Credentials Implementation**
Also from the CCCFSC meeting VP Morton announced that Automatic noting of credentials on transcripts is scheduled to begin Spring 2013. All DOSS’s have agreed with this implementation date. This is connected with the STAR system, and is partly intended to “drive students to degree destination.”

VP Morton explained that in large part this is response to Federal Government pressure to award degrees and not allow students on financial aid to keep accumulating credits not related to a program. He also responded to the concern that students at several of the campuses are
opposed. VP Morton noted that students right now do not have the right to not decide which course and grades are to be noted on transcripts. This appears no different.

Since the Leeward CC faculty senate voted to oppose this measure, Chair Lococo will seek out further explanation and a more formal explanation to our senate.

3. Matriculation Fee
On a much less controversial matter, the UHCC Vice-Chancellors are determining the specifics regarding implementation of the Matriculation Fee proposal. Once they are agreed, the proposal must go before the Board of Regents for approval.

4. Common Course Numbering Status
Chair Lococo presented the latest proposal from the ACCFSC, and asked Senators to review. We will take it up at our March 21 meeting to determine further action. The ACCFSC does expect a vote up or down by the end of April.

V. Unfinished Business: Faculty/Campus Information and Interaction (Ono)

Sen. Ono reported that she has not yet heard back from Chancellor Cabral but would like to go ahead and create a faculty/campus information and interaction committee. Senators Brekke, Asamoto, and Skully volunteered to serve on this committee.

VI. New Business

A. Final Exam Schedule and timely notification (Ono)

According to Sen. Ono, the final exam schedule was not posted along with the course schedule, which is a problem because some students choose their courses based in part on whether their final exams are all scheduled for the same day. At the last meeting of the Division Chairs, it was determined that the schedules need to be posted concurrently.

Sen. Hochstein pointed out that the final exam schedule, which used to come from the Dean of Instruction, is especially important as our (faculty) scheduling (of conferences, vacations, etc.) depends on it. Chair Lococo added that the college is supposed to have a three-year schedule in place.

B. Campus Curriculum Deadlines
Sen. Ono said that her division is concerned with the conflict between early curriculum proposal deadlines and the need for flexibility for CTE programs addressing workforce development needs (which do not necessarily present themselves in time for the meeting of such early deadlines). She asked whether the deadlines have been set so early for the publishing of course information in the course schedule or catalog, and she requested dialogue for finding alternative solutions. She would like to know whether we should ask Vice Chancellor Pecsok about his setting of this [early] deadline.

Sen. Lane said the early deadline is more a Banner issue. Sen. Hochstein suggested that the deadline was set to meet the [February] catalog-creation deadline. Chair Lococo pointed out that Kapi'olani CC has had in the past a very early (up to 1.5-years-prior) November deadline for changes to take effect the spring of the following academic year.

Sen. Hochstein explained that our deadline used to be in February to allow time for administration approval, but at some point it was extended for a specific program modification, and the deadline became "loose" and was never restored to February. Although the catalog is not done until May, she said, the BOR's last meeting is in June, and in order to make the BOR agenda for approval, administration needs the proposals two months in advance.

Chair Lococo said he would include this issue on the agenda for March and look at other campus' methods of aiming for flexibility while preventing last-minute problems. He emphasized the importance of this issue and said he will check on whether Kapi'olani CC has "loosened up" its deadlines.

VII. Announcements

Credit hour process (Ono / Lococo):
Recommendations for a system-wide "credit hour" definition are due soon. (WASC, DOE, and UHPA definitions exist already, but the system needs a consistent definition.)

UHPA elections (Cain):
The Leeward CC position on the Board of Directors is up for election nominations until Feb. 28'. UHPA will send information on the on election Web site (facultyvotes.org).

Faculty Satisfaction Survey (Cain):
940 faculty responded to the survey; Sen. Cain will send out the results. Salary, cost of living, and management are three areas of dissatisfaction, but follow up will be necessary to break down responses by group (i.e., two-year-college responses versus four-year-campus responses).
Reassigned/deferred time for new faculty (Bauer):
Administration has decided to grant reassigned time to all new faculty, for instruction on how to teach effectively. Chair Lococo indicated that the proposal for "reassigned" time was turned down by the chancellor; Sen. Kae added that it is now being granted as "deferred time."

Wo Foundation awards (Schmidt):
Awards available ($500, $300, and $200, and a one-day trip to another campus) for professional development and community building, and faculty are encouraged to apply. The requirement for multiple-campus implementation has been dropped. Sen. Schmidt has sent out E-mails about the award, and further information is available at http://goo.gl/VDexW.

Possibility of resurrecting EIE? (Hochstein):
Sen. Hochstein suggested reinstating the system-wide Excellence in Education conference at least every other year so that colleagues from all campuses may have an opportunity for dialogue. She recommended asking chancellors to pool funds for the conference and would like to know what problems are getting in the way of this event. Chair Lococo said that the event needs to be done at the CC-campus (not UH system) level; at his meeting next week, he will ask about specific guidelines.

Thank you to committees (Lococo):
Chair Lococo extended thanks to the Curriculum and Program Review committees for all their efforts which produced "very important work" during this extremely busy year.

VIII. Adjournment—5:47 p.m.

Next meeting is on March 21, 2012.