

2002-2003 Faculty Senate Motions

Chair: James Goodman

Motion #	Meeting Date	Motion	Vote	Follow-up (if any)
02-29	10/9/02	It is the Faculty Senate's sentiment to support the Student Services request to hold graduation once a year on a trial basis for the academic year 2003-04.	14-0-3	
02-30	11/27/02	Curriculum Committee Recommendation	unanimous	
02-31	11/27/02	Curriculum Committee Recommendation	unanimous	
02-32	11/27/02	Curriculum Committee Recommendation	unanimous	
02-33	11/27/02	Curriculum Committee Recommendation	unanimous	
02-34	11/27/02	Curriculum Committee Recommendation	unanimous	
02-35	11/27/02	Curriculum Committee Recommendation	unanimous	
02-36	11/27/02	Curriculum Committee Recommendation	unanimous	
02-37	11/27/02	Curriculum Committee Recommendation	unanimous	
02-38	11/27/02	Curriculum Committee Recommendation	unanimous	
02-39	11/27/02	Curriculum Committee Recommendation	unanimous	
02-40	11/27/02	Curriculum Committee Recommendation	unanimous	
02-41	11/27/02	<p>To accept the Shared Governance document as presented with the editorial changes recommended above.</p> <p>Shared Governance Proposal (w/changes):</p> <p>I. Definitions:</p> <ol style="list-style-type: none"> 1. Governance is the act of decision-making. 2. Shared governance is the act of collegial decision-making. 3. Collegial decision-making is the process of distributing authority, power and influence for decisions among campus constituencies. <p>II. Clarifications:</p> <ol style="list-style-type: none"> 1. Shared Governance does not take away the authority invested in decision makers to make decisions. 2. Collective Bargaining is a form of shared governance . Unions and Management negotiate to establish working conditions and salaries. 3. Shared Governance dictates that individuals will have an opportunity to participate in decision-making. Individuals may participate by voicing opinions, voting, making recommendations, investigating, writing reports, evaluating leaders, serving as consultants, leading forums, attending forums, serving on senates and councils and committees . This is 	10-0-4	

		<p>not an exclusive list.</p> <p>4. Committees, senates, councils, divisions and constituency groups are a mainstay of shared governance . These groups are empowered by shared governance to make formal recommendations on issues before them.</p> <p>The Shared Governance Policy:</p> <p>1. Any individual or group of individuals on campus has the right to provide their views on any issue important to them. The college shall educate the faculty and staff of this right and provide opportunities for faculty and staff to provide input.</p> <p>2. Administrators shall demonstrate a willingness to incorporate a large amount of faculty and staff input into decision-making especially relating to academic policies, academic procedures, and financial and budgetary matters.</p> <p>3. Administrators and other decision makers should provide reasons for decisions that are contrary to the wishes of constituency groups and other recommending bodies.</p> <p>Shared Governance Principles that follow from the Shared Governance Policy and seek to insure that the policy is successfully implemented at Leeward Community College :</p> <p>1. The Provost and the administration and all campus constituency leaders and representatives shall adhere to the shared governance policy.</p> <p>2. The college should provide on-going education regarding the agreed upon shared governance policy.</p> <p>3. The administration must solicit and consider Faculty Senate input before decisions are made that have a direct impact on the academic policy, the academic curriculum or the academic procedures of the college.</p> <p>4. A team approach to planning and problem solving should be employed.</p> <p>5. Committee members and constituency representatives are responsible for keeping the people they represent informed.</p> <p>6. Committee members on administrative and campus wide committees should be selected or nominated by the groups they represent or at least chosen from lists submitted by elected leaders of those groups.</p> <p>7. Decision-makers should communicate their actions and decisions with reasons appropriate to those decisions to those directly affected by the decision.</p> <p>8. The Campus Council's recommendations on budgetary priorities should be given heavy weight in administrative decisions relating to those matters.</p>		
02-42	11/27/02	<p>To accept the revised resolution on UH System Core Acceptance.</p> <p style="text-align: center;">FACULTY SENATE RESOLUTION #02-03 UH System Core Acceptance</p>	unanimous	

		<p>(Passed November 27, 2002)</p> <p>WHEREAS the University of Hawaii is in the final stages of drafting a Strategic Plan that will establish the direction of the system and campuses ; and</p> <p>WHEREAS articulation of core courses is a longstanding issue that has been cited as a major concern by virtually all of the groups involved in the development of the new Strategic Plan; and</p> <p>WHEREAS the students, Board of Regents, Legislature, and citizens of Hawaii expect the separate institutions of the University of Hawaii to operate in full partnership with coordinated courses and programs resulting in a seamless web of higher education in the State; and</p> <p>WHEREAS the Council of UH Community College Faculty Senate Chairs accepts responsibility to assist in the effort to simplify the transfer of credits from one UH institution to another; and</p> <p>WHEREAS this body endorses the development of core area criteria, competencies, and an assessment process that collects and analyzes transfer performance data ; and</p> <p>WHEREAS UH Community Colleges wish to contribute to the development of a UH culture characterized by trust, respect, fairness and honor for students and colleagues ; and</p> <p>WHEREAS this body has urged the replacement of the current unwieldy and sluggish articulation process (detailed in E5 .209) by granting individual campuses curriculum bodies the authority to assign UH-System accepted core area status to courses developed at their campuses (using system-endorsed core criteria);</p> <p>THEREFORE, be it resolved that the Leeward Community College Faculty Senate recommends that all UH Faculty Senates expedite the development/adoption of policies that guarantee the acceptance of core area course assignments for the Liberal Arts Degree (according to agreed upon core area criteria/competencies) by the individual curriculum bodies throughout the system thereby eliminating the need for further review by System Standing Committees or by curriculum bodies at UH receiving campuses.</p>		
02-44	12/11/02	Curriculum Committee Recommendation	unanimous	
02-45	12/11/02	Curriculum Committee Recommendation	unanimous	
02-46	12/11/02	Curriculum Committee Recommendation	unanimous	
02-47	12/11/02	Curriculum Committee Recommendation	unanimous	
02-48	12/11/02	Curriculum Committee Recommendation	unanimous	

02-49	12/11/02	Curriculum Committee Recommendation	unanimous	
02-50	12/11/02	Curriculum Committee Recommendation	unanimous	
02-51	12/11/02	Curriculum Committee Recommendation	TABLED	
02-52	12/11/02	Curriculum Committee Recommendation	TABLED	
03-01	2/5/03	<p>To accept the AIC report on Curriculum Revision and Review as amended.</p> <p style="text-align: center;">Curriculum Revision and Review</p> <p>Purpose: To establish policy and procedures for institutionalizing curriculum revision and review, and for the periodic review of core outlines and course syllabi with the goal of assuring academic rigor and integrity in all courses and programs and of assuring the continued appropriateness of curriculum content, instructional methods, course activities and objectives, and student competencies.</p> <p>Implementation:</p> <ol style="list-style-type: none"> 1. The division will be responsible for determining which courses will be reviewed each year, so long as all courses are reviewed over a six-year cycle. 2. Each discipline will review its own courses, ensuring the accuracy of the core outlines and the continued articulation of the courses with system colleges, should that be the case. 3. If the courses to be reviewed need no modification, the division chair will input approval into Curriculum Central. 4. If the core outlines that are reviewed need modification, normal curriculum procedures for course modifications as determined by the Chancellor for Community Colleges Memos (CCCM) will be followed within the current semester . The discipline representative will be present at the Curriculum Committee meeting to present the rationale, etc., for the changes. 5. Curriculum Central will be modified so that the essential elements needed for course syllabi are standardized with the same initial information . This standard information will become the first page(s) of each course syllabus to ensure that course alpha and number, title, credits, prerequisites, description, goals, and learning outcomes, are presented uniformly regardless of the instructor . Also on the first page (s) will be the fields for the instructor's personalized information : name, office, office hours, phone number, email address, course section number, classroom, course meeting days and times, and requisite textbooks and supplies. Additional pages of the syllabus will reflect the individuality, style, and creativity of the instructor. 6. Each discipline will compare the core outlines of the revised courses with the individual syllabi of the faculty. 7. If the syllabi do not reflect the required elements of the core outline, the discipline, along with the division chair, will work with the faculty to correct the discrepancies. 	unanimous	
03-01b	2/5/03	<p>FACULTY SENATE RESOLUTION #03-01b</p> <p>Leeward Community College Reorganization Proposal</p>	14-1-6	

		<p>WHEREAS the administration of Leeward Community college adheres to the philosophy of shared governance on the campus, it has requested the input of the Faculty Senate on the current reorganization proposal, and;</p> <p>WHEREAS the Senate considered input from several divisions/units and individuals in its deliberations;</p> <p>THEREFORE BE IT RESOLVED that the Faculty Senate of Leeward Community College requests that the administration provide a written response to the campus addressing the following issues:</p> <ul style="list-style-type: none"> ▪ A rationale for the reorganization that includes a statement of the problem and the proposed solution. ▪ A complete job description and listing of the functions of all new, redefined and continuing administrative positions. ▪ A clarification as to how each interim or acting position is to be made permanent. ▪ An identification of the cost and resources (office space, personnel, etc.) needed for implementation. 		
03-02	2/12/03	Curriculum Committee Recommendation	16-0-2	
03-03	2/12/03	Curriculum Committee Recommendation	unanimous	
03-04	2/12/03	Curriculum Committee Recommendation	unanimous	
03-05	2/12/03	Curriculum Committee Recommendation	unanimous	
03-06	2/12/03	Curriculum Committee Recommendation	unanimous	
03-07	2/12/03	Curriculum Committee Recommendation	18-0-1	
03-08	2/12/03	Curriculum Committee Recommendation	unanimous	
03-09	2/12/03	Curriculum Committee Recommendation	unanimous	
03-10	3/5/03	To endorse the proposed Organizational Chart dated 3/5/03 as presented provided a member of the Faculty Senate be involved in the development of the various job descriptions that are to be advertised.	15-0-4	
03-11	4/2/03	<p>To endorse the proposal to allow an amnesty period (April 28 to May 9) during which discipline coordinators may access Curriculum Central to input data into two fields—12) Course Objectives, and 13) Course Content— for all core outlines.</p> <p>Explanation as stated in the minutes:</p> <p>“Interim Dean of Instruction Doug Dykstra and Assistant Dean Bernadette Howard</p>	13-0-2	

		addressed the Senate on the issue of Curriculum Review. In order for the College to be in compliance with the 1994, 2000 and 2002 Commission recommendations and the ACCJC requirements, it is imperative that (1) all core outlines on Curriculum Central be completely filled out, and (2) the core outlines (of record) and the actual course syllabi (as distributed in classes) match. Therefore, as a first step in this alignment process, the deans have proposed allowing discipline coordinators to have access to limited fields in the core outlines on Curriculum Central (some of the data therein was lost in a previous data transfer) in order to input data without approval by the Curriculum Committee and the Senate. The two fields are 12) General Course Objectives (Outcomes), and 13) Course Content. This amnesty period, during which the coordinators would be allowed to enter this data, would be limited to April 28 through May 9.”		
03-12	4/2/03	Curriculum Committee Recommendation	13-0-1	
03-13	4/2/03	Curriculum Committee Recommendation	13-0-1	
03-14	4/2/03	Curriculum Committee Recommendation	unanimous	
03-15	4/2/03	Curriculum Committee Recommendation	unanimous	
03-16	4/2/03	Curriculum Committee Recommendation	unanimous	
03-17	4/2/03	Curriculum Committee Recommendation	unanimous	
03-18	4/2/03	To ask the Senate Secretary to request the Provost implement the addition of a second writing intensive course (to be effective fall, 2003) as passed by the Senate in March 2000 and approved by the Interim DOI on February 28, 2003. Explanation as stated in the minutes: “At its February 23, 2000 meeting the Senate passed a proposal to increase the writing intensive requirement for the AA degree from one to two courses. The Senate reaffirmed its action at its meeting on March 23, 2000. In fall 2002, the Provost requested data from the computer center to study the impact that such a degree requirement would have on course scheduling. The data revealed that the College can accommodate the new writing intensive requirement for A.A. students without substantially increasing the number of writing intensive sections that it offers. In addition, the Provost believes that adding to the writing intensive requirement “sends a message to students that reinforcement of writing skills is a significant outcome of a general education that this College supports.” (Memo from D. Dykstra to James Goodman dated February 28, 2002.) The question remains when implementation would occur. The Senate has two choices. One would be to implement the change effective Fall 2003. The other would be to wait until the A.A. degree undergoes a revision set to begin next year. It was felt that the delay would postpone implementation by as much as 2 years or more.”	unanimous	
03-19	4/9/03	To direct the Senate to deal with all aspects of the N grade.	unanimous	Moved to the Student Committee for review and recommendation in the next

				academic year.
03-20	4/30/03	Curriculum Committee Recommendation	unanimous	
03-21	4/30/03	Curriculum Committee Recommendation	unanimous	
03-22	4/30/03	Curriculum Committee Recommendation	unanimous	
03-23	4/30/03	Curriculum Committee Recommendation	unanimous	
03-24	4/30/03	Curriculum Committee Recommendation	unanimous	
03-25	4/30/03	Curriculum Committee Recommendation	unanimous	
03-26	4/30/03	Curriculum Committee Recommendation	unanimous	
03-27	4/30/03	Curriculum Committee Recommendation	unanimous	
03-27b	4/30/03	Curriculum Committee Recommendation	17-0-2	