
SENATORS EXCUSED: R. Pfeiffer.

GUESTS: James West, Andy Rossi, Blake Hunrick, Stan Uyemura, Eric Matsuoka.

CALL TO ORDER: The meeting was called to order at 3:30 p.m. with a quorum.

APPROVAL OF THE MINUTES: The minutes of the February 5, 2003 meeting were read and approved with the addition of the results of the voting on Senate Resolution 03-01 and minor corrections.

NEW BUSINESS:

Senator K. Hill presented the most recent draft (#9) of the AIC proposal for Program Review. In it, instructional units could be divided by division or on some other basis to be determined later; further subdivisions may be considered (Pearl City/Waianae, etc.). A subcommittee of the Faculty Senate will oversee the review process for the instructional area. Other units could be divided by the College's current organizational chart (pre-reorganization). Programs or activities that receive special funding through grants are excluded from this process. The proposal calls for yearly reviews. Outcome measures will be designed by each unit. To that end, a list of possible measures was submitted in Appendix C. Reporting will be done by completing a template. The proposal also includes objectives and procedures for the review process.

The Senate has a concern that the demand for setting program/unit outcomes and collecting and analyzing the data is time consuming and will eventually become a workload issue for faculty and unit members. The Senate is also concerned that whatever outcomes are established, they should meet the standards of ACCJC and be of value to faculty in helping to improve the delivery and quality of instruction.
REPORTS:

CURRICULUM – Curriculum Committee Chair Buchanan submitted several proposals for Senate review.

Three new courses were presented. PHIL 211 – History of Philosophy I, PHIL 212 – History of Philosophy II, and PHIL 213 – History of Philosophy III. All three courses are 3 credits and have ENG 21 or ENG 22 as prerequisites. These three courses will replace PHIL 200 and 201. The Senate recommended adding the term “Western” to the title.

Two courses were proposed for deletion. PHIL 200 and PHIL 201.

These changes will bring LCC in line with the recently revised UHM history of philosophy sequence.

Motion 03-02: To accept PHIL 211, 212, and 213, History of Western Philosophy I, II, and III as new courses and delete 200 and 201.

PASSED – Y=16; N=0; Ab=2

An additional proposal was presented to add PHIL 211, 212, 213 to the Arts and Humanities Core (AH3). The Senate wished to ensure that a returning student who had taken PHIL 200 or 201 would not be required to retake 211, 212, or 213 to fulfill the AH core since 200 and 201 were being replaced by 211, 212, and 213 as equivalents. The Senate therefore recommended a change to the Curriculum Committee’s report to read, “PHIL 200 will continue to fulfill the AH3 requirements for the AA degree” and “PHIL 201 will continue to fulfill the AH3 requirements for the AA degree.”

Motion 03-03: To add PHIL 211, 212, and 213 to the AH3 core

PASSED – Unanimously

Motion 03-04: To delete HAWST 321 (tabled from December 2002).

PASSED – Unanimously

IS 100 – College Experience and Success (2 cr) was proposed as a new course. The prerequisite is completion of ENG 8 or equivalent. The course aims to introduce students to college life and focus on essential transitional elements that promote academic success and personal goals and will replace SI 198. Senators Pond and Dobson questioned whether this course is not identical to SSCI 101 (a course of similar content that can be repeated twice for credit), and Senator Imada raised an issue from Business Tech. Division regarding apparent redundancy between IS 100 and BUS 114.
Motion 03-05: To approve IS 100 – College Experience and Success as a new course.  

PASSED – Y=14; N=0; Ab=5

MATH 135 – Pre-Calculus: Elementary Functions was modified to change the prerequisite from MATH 27 (deleted) to MATH 103 (tabled from December 2002).

Motion 03-06: To approve the modification of the prerequisites for MATH 135 from MATH 27 to MATH 103.  

PASSED – Unanimously

OLD BUSINESS:

Acting Dean of Instruction Doug Dykstra reported on the progress of LCC’s Hong Kong-Caritas distance education program. The program was conceived as a way of exporting products to attract international students. Caritas is a promising potential partner because it has the infrastructure and several sites around Hong Kong and Kowloon to accommodate a substantial continuing education option. The UH Distance Education A.A. degree would be the first full American A.A. degree offered in the SAR (Special Administrative Region—referring to Hong Kong’s special status in China). Caritas has a Guangzhou branch and would be eager to market the degree there after it has stabilized the Hong Kong venture. The project description included plans for recruitment, preparation and presentation of courses for Caritas. The Carnegie Institute of Education, with D.E. “campuses” worldwide, is a similar program based at Carnegie-Mellon University in Pittsburgh. A delegation from LCC has been sent there to explore that system. The Senate is encouraged to review the material and send comments to Acting DOI Dykstra or Jim Goodman.

ANNOUNCEMENTS:

A future meeting between the Campus Council and Faculty Senate will be scheduled for the near future to discuss the reorganization proposal.

Future Senate meeting dates: March 5, April 2, and April 30

RESPECTFULLY SUBMITTED: Jack Pond, Secretary.
I Approval of Minutes

II Reports
A. Standing Committee Chairs:
   1. Budget and Planning—Judy Kappenberg
   2. Faculty—Linda Currivan, Ruth Pfeiffer, Candy Hochstein.
   3. Elections—Candy Hochstein
   4. Academic/Institutional Support—Cindy Martin, Carleen Yokotake, Karim Khan, Pat Kennedy
   5. Legislative Relations—
   6. Program Review—Gail Levy
   7. Student Committee—Kathy Hill
   8. Curriculum—Nancy Buchanan

B. Ad Hoc Committees
   1. Senate Service Committee—Mimi Nakano

C. Chair’s Report

III Old Business
A. LCC Distance Education program at Caratis University, Hong Kong.
B. Nominations for Committee to Review LCC Mission Statement.
   1. Four names:

IV New Business
A. Formation of Committee on Committees.
B. AIC on Program Review.

VI Adjournment
*Spring 2003 future meetings: March 5, April 2, April 30.
I. Introduction

1. The overall purpose of the unit/area review process is to provide the College with a formal and systematic method for conducting ongoing assessment and the collection of data that provides valuable feedback to the campus community. The feedback or assessment process is instrumental to the decision-making for all units/areas and at all levels throughout the Campus and is an integral part of the College’s planning, implementation, and budgeting process.

2. The main focus of the unit/area review process is to provide evidence that each unit/area of the College is providing quality support of student learning and related student outcomes. Each individual unit/area has the integral responsibility for establishing this evidence.

3. This policy was developed to supplement the guidance provided by the University of Hawaii, Executive Policy – Administration, E5.202 Review of Established Programs, June 1987. The purpose of this document is to clarify and further define the existing UH program review policy to better fit the organizational structure, culture, and institutional programs of Leeward Community College.

4. For the purposes of this unit/area review process, a unit/area is defined as any one, or set of degree/certificate programs or areas of instruction, and/or administrative support activities that are deemed by the Campus to be sufficiently related in terms of objectives, clients served, resources used, or other common identification for the purposes of evaluating performance, determining accountability, and improving quality.

5. A list of review units, modeled after the approved organizational structure (Appendix A), is provided below.

   Units/Areas
   a. Office of the Provost (Provost responsible)
      i. Marketing
      ii. Fund Development
      iii. Institutional Research
   b. Academic Support (Asst. Dean of Instruction responsible)
      i. Educational Media Center
      ii. Grants Writing
      iii. Information Technology Group
      iv. International Education
      v. Learning Resource Center
      vi. Library
vii. Staff Development

c. Student Services (Dean of Student Services responsible)
   i. Admissions & Records
   ii. Counseling
   iii. Financial Aid
   iv. Job Placement
   v. Student Health Center
   vi. Student Life
   vii. Student Publications

d. Community Services (Director of OCET responsible)
   i. Contract Training
   ii. Facilities Use
   iii. Non-Credit Instruction
   iv. Theatre

e. Administrative Services (Director of Administrative Services responsible)
   i. Business Office
   ii. Human Resource Office
   iii. Operations & Maintenance
   iv. Security

f. Instruction (Dean of Instruction responsible)

Note: The approved organizational structure divides instruction into divisions, but the complexity of this unit/area may require other subdivisions according to location (Pearl City and Waianae), method of instruction (distance education and face-to-face), and degrees and certificates (AA & Gen Ed/AS/AAS). The subdivisions of this unit/area will be determined by the Faculty Senate and Dean of Instruction.

6. Several units may be included in one area. For example, the Business Office, Human Resources Office, Operations and Maintenance and Security are units in the Administrative Services area. These units will be reviewed at the same time and the Director of Administrative Services will be ultimately responsible. What happens in this area is determined by the units, the Dean of Administrative Services, and the Provost.

7. A subcommittee of the Faculty Senate will oversee the review process for the Instruction area because of its complexity. What happens in this area is determined by the units, the Faculty Senate, the Dean of Instruction, and the Provost.

8. Excluded from the purview of this policy are the programs or activities that receive special funding through grants. Examples of these are: Title III, Ka Hanauna Project (Native Hawaiian Program); the Carl Perkin's Vocational and Technical Education Act; and the Housing and Urban Development (HUD) Waianae Coast Telecommunications Institute. These grants/projects are unique in that they have different reporting/evaluation timetables, different reporting format requirements,
and have mandated outcomes measures. In effect, the assessment processes for these unique programs are mandated by the granting agency. This significantly hampers the College from modifying the review process in order to increase the efficiency and effectiveness of the assessment vehicle. While assessment of these programs is important, these reviews are viewed as separate initiatives and do not come under this policy.

II. Policy Objectives

1. To provide Program Managers, Administrators, Faculty, and Staff with important information that is used for “internal” control and assessment within units/areas and for the Campus’s integrated planning, implementation, and assessment process.

2. To establish a model or method for conducting unit/area reviews that facilitates the efficient evaluation of all units/areas (instructional programs and administrative support activities).

3. To identify key positions and specific responsibilities that are essential to the unit/area review assessment process.

4. To identify the organizational units/areas to be assessed and a time frame for conducting the reviews.

5. To prescribe an administrative reporting format that is prescriptive, yet generic enough, to accommodate the different organizational units/areas and the variety of data that will be collected.

6. To help assure that each functional unit/area of the College is providing quality support of student learning and related student outcomes.

III. Review Procedures: At a minimum, annual reviews will include the following information utilizing the template (Appendix B).

1. Develop a list of unit/area goals and/or objectives as they relate to the College’s mission statement and strategic plan.

2. Develop outcome measures based on unit/area goals and/or objectives.

   A. Each unit/area will have the option of selecting outcome measures that provide quantitative/qualitative data useful for managing the unit/area and evaluating student learning or related student learning outcomes. Appendix C is a list of potential outcome measures that may serve as a starting point from which to choose. However, each unit/area is not
restricted to this list but rather should select outcome measures that provide meaningful feedback.

B. The selection of outcome measures requires a joint perspective of all affected persons within the unit (in addition, include student input where appropriate) and the immediate supervisor as well as upper level supervisors of units/areas should be involved in the selection of outcome measures. Additionally, each level of the College hierarchy (Division Chairs, Deans, Directors, Provost) may select other quantitative measures that present them with valuable information relative to their perspective.

3. Review data annually. Data (based on outcome measures) will be collected and provided to Administrators, Division Chairs, Program Managers, and the unit/area so that frequent, on-going feedback and management of these units/areas can proceed efficiently. Data may be centrally collected by an Institutional Researcher or others depending on the specific outcome measures selected.

4. Assess whether or not the unit/area is meeting its goals and/or objectives.

5. Identify any present or potential problems plus a description of any action plans that may lead to unit/area improvement.

6. Follow up on results.

IV. Policy Change: In the event that a review unit/area requests a change or adjustment to this review policy, the Provost and the administrative team will become the Program Review Oversight Committee. Units/areas should contact their immediate supervisors through the College hierarchy until the request reaches the Dean/Director of the unit/area. The request for policy change would become an agenda item on the regularly scheduled meeting of the administrative team.
Leeward Community College
Organizational Structure

Provost's Office

Fund Development
Institutional Research
Marketing

Instruction

Academic Support

Student Services

Community Services

Administrative Services

Arts and Humanities Division
Business Technology Division
Language Arts Division
Math and Sciences Division
Social Sciences Division
Vocational Technology Division
LCC-Waianae

Dean's Office
Educational Media Center
Grants Writing
Information Technology Group
Institutional Education
Learning Resource Center
Library
Staff Development

Dean of Student Services
Admissions and Records
Counseling
Financial Aid
Job Placement
Student Health Center
Student Life
Student Publications

Director of the Office of Continuing Education and Training
Contract Training
Facilities Use
Non-Credit Instruction
Theatre

Director of Administrative Services
Business Office
Human Resources Office
Operations and Maintenance
## Area/Unit of Review: Title III Grant

### Goal 1: Improving the college enrollment figures of native Hawaiian students

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Definition</th>
<th>Method of Collection &amp; Source</th>
<th>Expected Level of Performance</th>
<th>Actual Level of Performance</th>
<th>Intended Use of Results</th>
<th>Previous Year’s Actual Results &amp; Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The percentage of Hawaiian students enrolled at LCC.</td>
<td>The total number of Hawaiian students enrolled at LCC at the end of the Fall semester, divided by the total number of students attending LCC during the same time period.</td>
<td>Data collected using the Banner System. <strong>Source:</strong> Title III Enrollment Report.</td>
<td>Using the previous 5-year average as a baseline, the percent of Hawaiian students will increase by ( \frac{1}{2} ) %, each succeeding year. <strong>Baseline:</strong> Fall 95 to Spring 00 (10 semesters) = 13% Hawaiians and 87% non-Hawaiians</td>
<td>Fall 2001: 13.7% Hawaiians and 86.3% non-Hawaiians</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EXAMPLE

| EXAMPLE |
Potential Outcome Measures

1. **Total Student Registrations**: The total number of students registered in all liberal arts classes. (Source: Aldrich)

2. **Percentage of Student Registrations by Academic Division**: The total number of student registrations by academic division, divided by total student registrations. (Source: Aldrich)

3. **Student Semester Hours**: The sum of the semester hours taken by all students registered in liberal arts classes. (Source: Aldrich)

4. **Number of Classes**: The total number of liberal arts classes offered by the college. (Source: Aldrich)

5. **Average Class Size**: Total Student Registrations divided by the total number of classes. (Source: Aldrich)

6. **Occupancy Rate**: The Total Student Registrations divided by the total seats available (class capacity). (Source: Aldrich)

7. **Student Faculty Ratio**: FTE Students divided by FTE Faculty. (FTE Students equals the Total Student Registrations divided by 15, and FTE Faculty equals the Number of Semester Hours Taught divided by 15). (Source: Aldrich)

8. **Number of Small Classes**: The number of classes taught with an enrollment lower than 10 students. (Source: Aldrich)

9. **Cost per Class**: Total program costs (Direct Instructional Costs) divided by the number of classes taught. (Source: Aldrich)

10. **Credits Earned Ratio**: Student registrations, which earned the credits attempted, divided by the total students registrations (% of Grades “D” and above). (Source: Aldrich)

11. **Number of Transfer Students**: The total number of students enrolling at another college or university having previously attended Leeward Community College. (Source: MAPS, Transfer Patterns of Undergraduate Students, UH, Fall 1999)

12. **GPA of Transfer Students**: The grade point average of students who attended LCC and transferred to UH-Manoa, and UH-West Oahu. Note: These data are not available as yet but action is being taken to obtain this information.
13. **Student Satisfaction**: Responses obtained through the administration of the LCC Student Satisfaction Survey.

14. **Faculty/Staff Satisfaction**: Responses obtained through the administration of the LCC Faculty/Staff Satisfaction Survey.

15. **Number of Degrees Awarded (A.A., A.S., A.A.S.)**: The total number of approved degrees awarded between July 1st and June 30th. (Source: MAPS, Degrees & Certificates Earned, UH Community Colleges)

More examples of potential outcome measures will be added as they are identified through unit/area reviews.
NOTE: PHIL 211, 212, and 213 are the final three courses that were proposed prior to Curriculum Central being modified to permit a course number change.

The following course proposals were reviewed by their respective subgroups and passed unanimously at the full Curriculum Committee meeting on January 30, 2003. We ask that the Faculty Senate accept our recommendations for the following:

PHIL 211 History of Philosophy I (3 credits) New Course
Prerequisites: ENG 21 or ENG 22 with a grade of C or better or equivalent

An introduction to the history of philosophy based on translation of texts originally written in classical Greek or Latin.

PHIL 212 History of Philosophy II (3 credits) New Course
Prerequisites: ENG 21 or ENG 22 with a grade of C or better or equivalent

An introduction to the history of philosophy based on translations of texts originally written in post-classical Latin or Arabic.

PHIL 213 History of Philosophy III (3 credits) New Course
Prerequisites: ENG 21 or ENG 22 with a grade of C or better or equivalent

An introduction to the history of philosophy based on translations of “modern” works, that is works originally written in a modern European language.

PHIL 200 History of Philosophy I (3 credits) Deletion
Prerequisites: ENG 21 or ENG 22 with a grade of C or better or equivalent

This course is being replaced by PHIL 211 in order to bring LCC philosophy offerings into alignment with the recently revised UHM history of philosophy sequence. PHIL 211 covers the same material as PHIL 200.

PHIL 201 History of Philosophy II (3 credits) Deletion
Prerequisites: ENG 21 or ENG 22 with a grade of C or better or equivalent

This course is being replaced by PHIL 213 in order to bring LCC philosophy offerings into alignment with the recently revised UHM history of philosophy sequence. PHIL 213 covers the same material as PHIL 201.
PHIL 211 History of Philosophy I (3 credits) Add to AH3 Core
PHIL 212 History of Philosophy II (3 credits) Add to AH3 Core
PHIL 213 History of Philosophy III (3 credits) Add to AH3 Core

This designation is appropriate because:

1. PHIL 211 replaces PHIL 200. PHIL 200 fulfills the AH3 requirement for the AA degree.
2. PHIL 212 is a new course that will expand LCC offerings in the history of philosophy.
3. PHIL 213 replaces PHIL 201. PHIL 201 fulfills the AH3 requirement for the AA degree.
4. PHIL 211, PHIL 212 and PHIL 213 are being taught at UHM.
5. PHIL 211, PHIL 212, and PHIL 213 fulfill the DH (Diversification/Humanities) core requirement at UHM.
6. These three courses address the Arts and Humanities Student AA Degree Level Competencies published in CCCM #6004. Examples of these competencies include:

   A. Examine critically and appreciate the values and attitudes of one's own culture and of other cultures.
   B. Listen and communicate with others and develop tolerance for opposing viewpoints.
   C. Foster a spirit of continuous inquiry in the pursuit of knowledge and wisdom.

The following course proposal was reviewed by its respective subgroup and passed with a vote of 9 approved, 3 disapproved and 1 abstention at the full Curriculum Committee meeting on December 5, 2002. We ask that the Faculty Senate accept our recommendation for the following:

IS 100 College Experience and Success (2 credits) New Course
Prerequisites: Completion of ENG 8 or equivalent or consent of instructor

This course will introduce students to college life and focus on essential transitional elements that promote academic success and personal goals. Students will have an opportunity to become familiar with college and community resources, acquire skills which support academic achievement and provide opportunities to develop personal goals, self confidence and personal responsibility for lifelong learning.

The following course proposals were reviewed by their respective subgroups and passed unanimously at the full Curriculum Committee meeting on December 5, 2002. We ask that the Faculty Senate accept our recommendation for the following:
MATH 135 Pre-Calculus: Elementary Functions (3 credits) Modification
Prerequisites: C or better in MATH 103 or equivalent

The modification changes the prerequisite from MATH 27 to MATH 103. The Math/Science Division will no longer be offered now that MATH 103 has been added to the mathematics curriculum.

HAWST 231 Hawaiian Culture (3 credits) Deletion

The Arts and Humanities Division will no longer offer this course.
Today's curriculum proposals should include a new course, IS 100. The OAT faculty of the Bus Tech division have raised the following issues:
- many of the IS 100 course objectives are a duplicate of Bus 144 (see att) which would result in essentially a duplicate course offering.
- although the curriculum committee stated, in a split 9 for, 3 against, 1 abstention vote, that although "the two courses have similarities, their audience is different." Aren't our students as a whole our audience? This duplication of offerings would consume scarce resources, especially at this particular time.
- the proposal's item #13 has as an objective "the value of liberal arts"; this is felt to be too limiting and should be changed to/expanded "...or career and technical programs"
- was this course offered as an experimental course? There is no indication of this yet the proposal lists, in the past tense, student evaluations in support of this course.
Note that Bus 144 is an articulated course with West Oahu & HPU.
<table>
<thead>
<tr>
<th>IS 100</th>
<th>BUS 144</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Understand the importance of becoming actively involved in college learning and education.</td>
<td>#11: Develop a strategy for life long learning. #13: Identify personal attributes needed for success.</td>
</tr>
<tr>
<td>#2: Develop Learning skills which support academic achievement.</td>
<td>#11: Develop a strategy for life long learning. #4: Improve communication skills and personal presentation techniques. #1: Identify work ethics and attitudes needed for successful career development. #13: Identify personal attributes needed for success.</td>
</tr>
<tr>
<td>#3: Design a personal time management plan.</td>
<td>#12: Identify effective self-management techniques</td>
</tr>
<tr>
<td>#4: Establish short and long term goals in personal, educational, and career areas.</td>
<td>#10: Recognize the importance of setting personal and professional goals. #1: Identify work ethics and attitudes needed for successful career development. #13: Identify personal attributes needed for success. #5: Evaluate the effect of a variety of employee attitudes applied to different work situations. #2: Define codes of conduct required in a corporate climate.</td>
</tr>
<tr>
<td>#6: Develop an awareness of the importance of informed decision making and critical thinking skills.</td>
<td>#1: Identify work ethics and attitudes needed for successful career development. #13: Identify personal attributes needed for success. #8: Identify intrinsic/extrinsic rewards related to effective work performance. #9: Evaluate the proper levels of job-related commitment and productivity.</td>
</tr>
<tr>
<td>#7: Understand the interrelationship between faculty, staff and students in a college environment.</td>
<td>#3: Describe organizational behavior. #7: Demonstrate appropriate behaviors needed to work successfully with individuals in a diverse workforce.</td>
</tr>
<tr>
<td>#10: Identify stressors in their life and stress management strategies.</td>
<td>#12: Identify effective self-management techniques. #6: Analyze conflict resolution methods.</td>
</tr>
</tbody>
</table>
Presented to LCC Faculty Senate, February 12, 2003

Caritas-Hong Kong Project:  

1. Conceived as a way of exporting products to attract international students.
2. Caritas has the infrastructure and several sites around Hong Kong and Kowloon to accommodate a substantial continuing education option.
3. The U.H. Distance Education A.A. degree would be the first full American A.A. degree offered in the SAR.
4. Caritas has a Guangzhou branch as well and would be eager to market the degree there after it has stabilized in Hong Kong.

Recruitment, Preparation and Presentation of Courses for Caritas:

1. Work with Asia Studies Development Program at East-West Center to provide cultural immersion seminar of 2-3 weeks to prepare for contextualizing course materials to a Hong Kong setting and improve prospects that teaching examples will resonate with students.
2. Build M.Q.'s and D.Q.'s for the professional profile of Supplemental Instructional Grad Asst's in concert with LCC Division & DPC leadership & Resident S.I. Coordinator Karla Phillips. The SI's to be hired in the Hong Kong job market. Salary paid by LCC, but administered by Caritas to assure compliance with all relevant Hong Kong labor laws.
3. LCC faculty recruited to teach will receive support for ASDP Seminar, 3 credits assigned time/overload for development (Internet ready, streaming video where appropriate, FAQ strategy for SI's, Rubrics for SI's) and contextualizing of the course material.
4. LCC faculty will receive 3 credits for putting course up as instructor of record.
5. LCC faculty will receive overload incrementally for every student above headcount of 25 (15 headcount for writing intensive courses) enrolled in course. At an enrollment of 125 the LCC instructor will receive 3 credits overload (paid in increments keyed to headcount, e.g. 1.5 credits overload if 60 students enrolled) in addition to the 3 credits already received for putting course up on the web and earlier one time only 3 credits overload/assigned time for course development.

OVER FOR CHART:
<table>
<thead>
<tr>
<th>Student Enrollment</th>
<th>Fac. Pay in Cr. Hrs.</th>
<th>Tuition €</th>
<th>SI Costs</th>
<th>Fac Costs*</th>
<th>Total Inst Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or 15 in WI Course</td>
<td>3 credits</td>
<td>$7500</td>
<td>$4500 WI</td>
<td>US$1300</td>
<td>$3825</td>
</tr>
<tr>
<td>50/30 WI</td>
<td>3 cr + 1.2 cr add'l. overload</td>
<td>$15,000</td>
<td>$9,000 WI</td>
<td>US$2600</td>
<td>$5355</td>
</tr>
<tr>
<td>75/45 WI</td>
<td>3 cr + 1.8 cr addl. ovld</td>
<td>$22,500</td>
<td>$13,500</td>
<td>US$3900</td>
<td>$6120</td>
</tr>
<tr>
<td>100/60 WI</td>
<td>3 cr + 2.4 cr addl. ovld</td>
<td>$30,000</td>
<td>$18,000</td>
<td>US$5200</td>
<td>$6885</td>
</tr>
<tr>
<td>125/75 WI</td>
<td>3 cr + 3 cr addl. ovld</td>
<td>$37,500</td>
<td>$22,500</td>
<td>U.S.$6500</td>
<td>$7650</td>
</tr>
<tr>
<td>150/90 WI</td>
<td>3 cr + 3.6 ovld. (AY workload draw down)</td>
<td>$45,000</td>
<td>$27,000</td>
<td>US$7800</td>
<td>$8415</td>
</tr>
<tr>
<td>175/105 WI</td>
<td>3 cr + 4.2 ovld.</td>
<td>$52,500</td>
<td>$31,500</td>
<td>US$9100</td>
<td>$9180</td>
</tr>
<tr>
<td>And so on....</td>
<td>And so on.....</td>
<td></td>
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</tr>
</tbody>
</table>

€ Assumes $100 per credit hour tuition
*Assumes $1,275 per credit hour overload rate for planning purposes
☐ A second SI would be added at this point rather than overload the SI

6. LCC faculty will draw down on regular load responsibilities if size of program ever grows so large that the contractually allowed 6 credits overload per academic year is exhausted.
7. LCC faculty will travel to Hong Kong prior to semester start along with SI trainer, and media specialist from LCC for two weeks training of the Hong Kong SI's, as well as conferences with Caritas admin and implementation team for the project.
8. SI will be paid equivalent of approximately U.S.$6,500 if 5 sections of an offered course enrolls. In other words, 125 students under the SI's direction will produce a fully loaded SI expected to manage one supplemental instructional meeting per week (60-75 minutes per) for each module of 25 students, answer FAQ's, grade all objective exams and quizzes, use rubrics to grade written work/portfolio assignments.
9. LCC faculty member will handle overflow questions from students not readily answerable using FAQ approach....anything requiring judgment calls goes to LCC prof.
10. LCC faculty member will handle oversight of the subjective grading done by the SI...recommended that 1 of every 3 papers be reviewed to begin with to determine if corrective action needs to be taken to further instruct the SI in expected grading standards. After suitable progress is made the ratio of paper grading oversight can be reduced to 1 of every 5 papers.
11. LCC faculty member will consult regularly with the SI to assure that necessary material and points are emphasized in the supplemental instructional face to face sessions that are held with each of the modules.

12. Students will be required to take the Michigan Placement Test for students of English as a second language, as well as the COMPASS Placement test.

13. Students who place at beginning and intermediate levels of English mastery will be referred to Caritas Adult and Higher Education Service which offers an extensive curriculum of English courses for remedial and developmental levels.

14. Since writing will be a crucial academic skill for an online degree program, Leeward Community College wishes to control the final link in the process of mastering English writing skills by requiring students with appropriate test scores or appropriate pre-requisites to take ENG 22 from LCC.

15. For the pilot semester to start in last week of September or first week of October 2003, Leeward Community College will offer a sampling of required courses for the A.A. degree to include ENG22, ENG 100, HIST 152. A professor for the HIST 152 course has been recruited and teamed with a technology mentor. The next step is to work with the Language Arts Division to recruit a professor or professors for ENG 22 & 100.

16. At a meeting on January 6, 2003, the Language Arts Division expressed serious reservations about the viability of a system that allows so much discretionary grading responsibility to a SI. The divisional representatives asked for a waiver of the requirement that SI’s be entrusted with grading of work requiring subjective judgments during the first semester of training these pivotal components of the system. The resulting arrangement will produce a model in which the writing instructor’s and their SI’s will teach cohorts of 20 students. A full load for s1.0 fte SI will be five cohorts of 20 students to receive the U.S.$6500 payment. The LCC writing instructor will grade every paper in tandem with the SI by way of training the SI. The LCC instructor will receive 3 credits for the first 20 students and 3 additional credits for each additional increment of 20 students. Recognizing that this places an insuperable economic burden on the model, the Language Arts representatives agreed that after the first semester when the SI is trained, the LCC writing instructors would thereafter accept compensation in line with the model illustrated in the foregoing chart which demonstrates headcount required for writing intensive courses.

17. After paying for the substantial start-up costs for such a program, as well as the ongoing costs of managing it (e.g., server facilities in Pearl City must be kept up and running as close to 24-7 as we can afford) the revenues that may be produced can go to:

- Distance Education Program
- International Education Program (perhaps for scholarship funds to send LCC students abroad)
- Instructional Division of the Instructor teaching the revenue producing course.
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;

WHEREAS the Senate considered input from several divisions/units and individuals in its deliberations;

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:

☐ 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.

James Goodman, Chair 2-11-03

Warren Imada, Vice Chair 2/11/03
Additional Information on the Proposed Restructuring of the Administration of Leeward Community College
(February 14, 2003)

The following is a response to the Faculty Senate for more information on the proposed restructuring of the administration of the College. The Faculty Senate requests are in bold type.

A rationale for the reorganization that includes a statement of the problem and the proposed solution.

Problem:
The College has since its 1994 accreditation been continually cited for administrative instability. The College has failed to adequately address this issue. The Evaluation Report from our 2000 WASC Accreditation stated that our self-study indicated that “the small number of administrators led to a depletion of ‘energy and will power (p. 6)’ in making its recommendation to the College that it stabilize its administrative staff. Currently, the College has been notified that it will undergo a focused midterm report and a visitation based, in part, on its failure to adequately address this issue. Come Fall, the College must show progress in this area or face further WASC mandates and sanctions.

The issue of administrative instability has been further aggravated by four factors. These workload issues are not related to the College’s enrollment.

The first issue is the reorganization of the UH System. With the elimination of the Office of the Chancellor for Community Colleges, the responsibilities of that office have devolved to the campus Chancellors (formerly Provosts). This has significantly increased the workload of the former Provost. The President has indicated that the duties of the new Chancellors will include significantly more external responsibilities further increasing workload. Hence many of the duties of the former Provost have and will devolve onto the Chief Academic Officer. This delegation process extends to the Assistant Deans, the Dean of Students, and the Director of Continuing Education and Training (the proposed deans in the reorganization proposal).

The second issue is the tremendous growth in external funding. In the last five years, the College has received $11,122,977 in grants. These funds have been essential in the College maintaining and growing all of its programs. They have countered the effect of continuous budget cuts during this time. Even programs not directly funded by these grants have benefited. For example, without Perkins funds, the College would have had to reallocate a significant portion of student help and supply funds from all other divisions to the vocational programs. Federal grant reporting and management responsibilities are detailed and extensive and carry with them institutional liability. Currently, the College has a binding commitment 0.65FTE of administrative time to these grants. There is no administrative overload or overtime for this work. The net effect is that more than half a position has been added to the administrative load.
The third issue is the increasing call for accountability by the federal and state
governments as well as accrediting organizations. The College is required to assess all of
its activities in terms of student learning outcomes. The College must show that it has
developed goals and objectives in strategic plans that direct funding that supports
activities to achieve these goals and objectives and that measures of success provide
feedback to evaluate, refine and revise goals and objectives. This mandate has increased
administrative workload since much of this process requires the authority and continuity
provided by administrative positions.

Two other managerial problems are addressed by the restructuring proposal. One issue is
the growing holistic approach of the learning centered college. In this model, all units
take responsibility for student learning. It is therefore important that the efforts of
continuing education, training, and student services be more closely coordinated with
other academic programs. The other problem arises from the current structure of the
Office of the Dean of Instruction. While the Assistant Dean for Academic Services is a
line position supervising the AS Coordinators, the Assistant Dean of Instruction is a staff
position with unclear reporting lines. This ambiguity leads to administrative
ineffectiveness. Division Chairs are not sure of who is responsible for what. Having all
Division Chairs report to the Dean of Instruction overloads the Dean. Hence every Dean
of Instruction since Dean St. James has informally assigned Division administrative
duties to each of the Assistant Deans.

Proposed Solution:
The creation of the Office of the Chancellor and the Office of the Chief Academic
Officer have been mandated at the UH system level. The remaining organization is the
responsibility of the Chancellor (Provost). The Chancellor proposed a restructuring plan
to the Faculty Senate and Campus Council with the purpose of securing widespread input
from the campus community.

The proposal addresses the workload issue by increasing the administrative staff by two
positions. The first position, Dean of Policy, Planning and Assessment has already been
approved by the campus through the Strategic Plan and addresses the issue of
accountability. This position, as well as the supporting personnel and supplies has been
requested in the College’s Biennium Budget request currently before the State
Legislature. The second position, Dean of Career and Technical Education, provides
additional administrative support where the heaviest workload increases have been
experienced. The Office of the Chief Academic Officer (formerly Dean of Instruction)
will now have line officers with direct advocacy and supervisory responsibilities to their
respective divisions and or units.

The proposal addresses the ambiguity of staffing issue by creating line positions with
direct responsibility for the units managed. This follows the principle that decisions
should be made as close to those affected by the decisions as possible. It also allows for
greater attention and advocacy to the instructional units by the administrative staff.
Having divisions and units report directly to the Chief Academic Officer would result in
significant work overload. The addition of Student Services and Continuing Education
under the Chief Academic Officer ensures coordination at a level below the Chief Executive Officer and closer to those units. This addition also ensures that these programs are recognized as academic in nature.

The retitling of those positions reporting to the Chief Academic Officer reflects both their line authority, as well as the academic nature of these positions.

**Complete job description and listing of functions of all new, redefined and continuing administrative positions.**

Note: The following descriptions are drafts based on existing position descriptions and University of Hawaii System class job descriptions for executive/managerial (E&M) personnel (http://www.hawaii.edu/ohr/bor/emcompp.htm). Classification and pricing of E&M personnel is based on comparisons with the College and University Professional Association for Human Resources (CUPA-HR) salary survey for equivalent positions (Managerial Plan and Compensation Policy, December 2001).

**Chancellor (formerly Provost)**

The Chancellor serves as Chief Executive Officer of the campus and is ultimately responsible for all that happens on the campus. Since this position reports directly to the President and has not yet been formally described by the President, it is inappropriate for the campus to describe this position at this time.

**Chief Academic Officer (formerly Dean of Instruction)**

Serves as the Chief Academic Officer for Leeward Community College responsible for the overall administration and management of the LCC instructional, academic services, student services, and continuing education and training programs. The position is directly responsible for the provision of instructional programs and courses, non-credit contract training, curriculum development and approval, and overall management of the credit and non-credit function of the instructional divisions. In addition, this position has general oversight responsibility for all academic support units and services. The CAO provides leadership in planning and setting priorities for the College's academic programs, managing resources, and ensuring implementation of statutes, regulations and policies.

Duties and responsibilities include but are not limited to:

- Plans and develops all academic programs at the College.
- Develops, reviews, and updates campus academic development plan and accreditation self-study.
- Supervises the administration of the academic programs of the College and is held accountable for decisions rendered by members of the College administration, faculty, staff and students.
- Allocates resources and works with the campus program managers and the various governing bodies which serve as the recommending and advisory body in matters relating to the priorities for the direction of the College.
- Primary decision making responsibility for credit and non-credit academic administration matters.
• Ensures that federal and state rules and regulations, and Board of Regents, Presidential, and Community College policies and procedures are enforced and applied appropriately on campus.

• Meets with Deans, faculty members, staff and/or students on a range of programmatic, service, personnel and other matters; and meets with businesses, nonprofit organizations, community leaders, and other groups to explore various educational alternatives to meet their needs in support of the Chancellor’s leadership in these areas.

• Fosters entrepreneurship within all units supervised. Assumes responsibility for revenue generation at each level/unit supervised, and ensures fiscal accountability.

• Oversees and coordinates grant writing.

• Reviews/approves new courses and course changes as submitted by the Faculty Senate through the Deans.

• Works with College administrative staff members to direct, manage and supervise personnel responsible for academic programs. Renders decisions on faculty contract renewal applications, faculty post tenure review evaluations, and delegated disciplinary actions.

• Makes recommendations to the Chancellor on BOR (faculty/APT) appointments, tenure and promotion applications, and merit pay requests.

• Conducts evaluations of administrators, faculty and staff.

• Serves as source of authority and assumes responsibility for student governance and participation in college affairs.

• Serves on various community boards to address the community's needs. Serves on national commissions and committees to network with other agencies to enhance the College.

• Meets regularly with the Vice President for Academic Affairs and the Council of Chief Academic Officers.

**Director of Administrative Services**
Serves as the chief administrative and fiscal officer of the College and is responsible for the planning, organization, and direction of all administrative support services including overall management process, budgetary and fiscal management, personnel administration, procurement and property management, facilities and grounds management, auxiliary services, campus security, environmental health and safety, facilities planning, and capital improvement.

Duties and responsibilities include but are not limited to:

• Supervises Human Resources, Business Office, and Auxiliary Services

• Assists other administrators in reviewing budgetary requests

• Prepares final budget for submission

• Administers the approved budget; fund receipts and disbursements

• Prepares and maintains fiscal and internal control systems

• Supervises all purchases, contracts, disbursements, and certification of availability of funds
• Assists in the preparation of the Capital Improvements Budget
• Controls any cash transactions made at the College level.
• Oversees the preparation, processing, and recording of all personnel and payroll actions as well as providing interpretation of personnel rules, policies, and procedures to administrators and employees.
• Ensures that proper maintenance and care is taken of all physical facilities and properties of the College including the provision of adequate security

**Director of Planning, Policy, and Assessment**
Coordinates the development and revision of collegewide long-range institutional plans, academic policies and procedures, and management analysis. Works with other administrators, faculty, and staff in the development of institutional master and strategic plans; translating long-range plans into phased implementation timelines and strategies; coordinating the development of college policies and procedures, coordinating for the Chancellor the review and system integration of new academic programs, coordination of transfer policies; through the supervision of the Office of Institutional Research, directing the preparation of executive decision support analysis and analytical studies, including institutional assessment and student progression and flow studies; etc. Directing the development of indices and models for the evaluation of program effectiveness and efficient resource utilization; developing planning scenarios and collegewide management strategies; and directing the development of collegewide indicators and cost analysis.

Duties and Responsibilities include but are not limited to:
• Coordinates, under the leadership of the Chancellor and Chief Academic Officer, the development of the campus Strategic Plan
• Coordinates with appropriate administrator the development of area and unit strategic plans (Information Technology, Enrollment, etc.)
• Staffs, in conjunction with the appropriate administrators, faculty, staff and campus governance bodies, the development campus policies.
• Administers the Office of Institutional Research
• Develops, coordinates, and implements a comprehensive and systematic assessment process for units of the College
• At the direction of the Chancellor, performs functional audits of units or programs
• Assesses and prepare reports on grants
• Coordinates fund development and marketing activities

*Dean of Student Services*
Directs and coordinates services for students and prospective students. Work involves planning, directing, and coordinating the College Student Services Program including such areas as student recruitment, admissions, registration and records, placement, financial aid, counseling and guidance, housing, and student activities and affairs.

Duties and responsibilities include but are not limited to:
• Plans, organizes and directs activities related to the recruitment, advising, counseling and selection of students for admission into the College,
• Supervises the student financial aid program and directs financial counseling services;
• Plans, organizes, directs and coordinates programs related to student government; providing career planning, counseling services and programs
• Organizes and directs student registration, the collection and maintenance of student records, the evaluation of such records for graduation
• Adjudicates student grievances

Dean of Continuing Education and Training
Plans, formulates, supervises and coordinates continuing education, training, and community services in the geographical area served by the College. Responsible for: community needs assessment; coordination, supervision, and direct administration of non-credit instructional programs; and supervision of public services and education programs, job experience programs, vocational training projects, apprenticeship/journey worker training programs, and cultural arts and theater programs.

Duties and responsibilities include but are not limited to:
• Develops self-supporting instructional and self-enrichment programs
• Assesses community needs and develops contract training programs for business and organizations
• Oversees theater and cultural programs
• Works with credit programs to pilot potential new instructional programs
• Assists other units in developing entrepreneurial programs

Dean of Academic Services
Plans, organizes, directs and evaluates of the academic services of the College. This involves duties and responsibilities that include the overall management process, oversight of instructional programs and courses, curriculum development and approval, academic support, and system-wide activities.

Duties and responsibilities include but are not limited to:
• Administers distance education, alternative instructional systems, and off-campus instructional programs
• Oversees the planning, implementation, and evaluation of curricula; and administers intellectual property and copyright policy.
• Administers Summer and Winter Sessions
• Provides leadership, direction and oversight of campus information technology services and infrastructure which include both academic and administrative computing. Administrative oversight includes directing the development of short- and long-term plans for information technology hardware and software systems, distance education, services and operations; and formulation and implementation of policy relating to the use and management of information technology.
• Provides administrative support and direction for overall operation of academic support units including the Library, Educational Media Center, Learning
Resource Center, Information Technology Group, Staff Development, and Student Assessment including, developing program plans and goals; providing comprehensive evaluation of services; developing and monitoring budgets and expenditure plans; responding to requests for information and problem solving; adjudicating disputes and grievances;

Dean of Arts and Sciences
Plans, organizes, and directs all the academic affairs of the College’s Arts and Sciences programs (A&S): Arts & Humanities, Language Arts, Math & Science, and Social Science. Specifically this position is directly responsible for the provision of instructional programs and courses, curriculum development and approval, and overall management of the credit functions of the A&S divisions.

Duties and responsibilities include but are not limited to:
• Supervises all staff in the A&S programs including the assignment of responsibilities, adjudication of disputes, and coordination and implementation of evaluation and staff development, organizational development and professional improvement activities.
• Evaluates performance objectives and outcomes.
• Provides vision and leadership for A&S planning.
• Directs the development of A&S programs
• Develops program targets, budgets, expenditure plans for all units within A&S and ensures fiscal accountability.
• Reviews/approves personnel transactions for all staff within the A&S programs supervised relating to selection, renewal and non-renewal of appointments, leaves, disciplinary actions, and evaluation.
• Establishes levels of courses to be offered; reviews/approves schedule of class offerings each semester
• Directs all long-term planning for A&S instructional programs;

Dean of Career and Technical Education
Plans, organizes, and directs all the academic affairs of the College’s Career and Technical Education programs (CTE): Business Technology and Vocational/Technical. Specifically this position is directly responsible for the provision of instructional programs and courses, curriculum development and approval, and overall management of the credit function of the CTE divisions.

Duties and responsibilities include but are not limited to:
• Supervises all staff in the CTE programs including the assignment of responsibilities, adjudication of disputes, and coordination and implementation of evaluation and staff development, organizational development and professional improvement activities.
• Evaluates performance objectives and outcomes.
• Provides vision and leadership for CTE planning.
• Directs the development of CTE programs
• Develops program targets, budgets, expenditure plans for all units within CTE and ensures fiscal accountability.
• Reviews/approves personnel transactions for all staff within the CTE programs supervised relating to selection, renewal and non-renewal of appointments, leaves, disciplinary actions, and evaluation.
• Establishes levels of courses to be offered; reviews/approves schedule of class offerings each semester
• Directs all long-term planning for CTE instructional programs;

A description of how each position is to be filled (whether by appointment or selection committee)

All administrative positions are by University policy appointed and serve on contracts which are renewed yearly based on satisfactory performance as determined by the supervisor. The supervisor uses input from an annual performance survey from more than 60 campus constituents.

New positions and those currently filled by Acting or Interim appointments will be filled using standard University procedures of advertisement and interview. Incumbents would continue to serve in retitled positions.

<table>
<thead>
<tr>
<th>Old Position</th>
<th>Proposed or Retitled Position</th>
<th>Vacant?</th>
<th>Incumbent</th>
<th>To be Advertised?</th>
</tr>
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<tr>
<td>Provost</td>
<td>Chancellor</td>
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<td>Silliman</td>
<td>No</td>
</tr>
<tr>
<td>Dean of Instruction</td>
<td>Chief Academic Officer</td>
<td>Yes</td>
<td>Interim (Dykstra)</td>
<td>Yes</td>
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<tr>
<td>Director of Administrative Services</td>
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<td>Togo</td>
<td>No</td>
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<tr>
<td>New</td>
<td>Director of Planning, Policy, and Assessment</td>
<td>Yes</td>
<td>New</td>
<td>Yes</td>
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<tr>
<td>Dean of Student Services</td>
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<td>Stella Ho-McGinnes (Acting Dean Stuart Uesato)</td>
<td>No</td>
</tr>
<tr>
<td>Assistant Dean for Academic Services</td>
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<td>Pecsok</td>
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<td>Dean of Arts &amp; Sciences</td>
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<td>Dykstra (Acting Assistant Dean Bernadette Howard)</td>
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<tr>
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<td>Yes</td>
</tr>
<tr>
<td>Director of Continuing Education and Training</td>
<td>Dean of Continuing Education and Training</td>
<td>Yes</td>
<td>Interim (Francisco)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

As in the past, the Chancellor may temporarily fill vacant positions with Acting or Interim personnel until permanent appointees are selected.

As pointed out in the FAQ on Reorganization, amended, retitled, and/or repriced administrative positions with incumbents are not typically re-advertised. The July 21, 2000 memo from the UH Office of Human Resources lists over 55 administrative positions (or approximately 25% of all administrative positions) that were “amended, retitled, and/or repriced” http://www.hawaii.edu/ohr/bor/classpdf/em0700.pdf, most with incumbents and not re-advertised. Nor is re-advertisement a typical practice with redescribed faculty, APT, and clerical positions with incumbents.

An identification of the cost and resources (office space, personnel, etc.) needed for implementation.

The Director of Planning, Policy and Assessment is non-cost to the College since the Biennium Budget request includes the salaries of the Director, APT, and clerical personnel as well as supplies. Should the legislature not fund the position, the College will then make a determination whether or not to re-apply for the position or reallocate funds for the position.

The position of Dean of Career and Technical Education would come from the campus pool of more than 20 vacant positions. The use of this position would not diminish the College’s ability to use positions for instruction should that be necessary. In the past five years, all requests from Divisions for additional faculty positions have been filled. Additionally, the College has established 7.50FTE temporary faculty positions for experimental programs (e.g. Digital Media). Planning figures for this position are approximately $60,000 annually for an 11 month position (approximately the pro-rated average pay of Range 5 faculty). Clerical support for the Dean of Career and Technical Education would come from the Office of the Chief Academic Officer with the intent to create a clerical position (approximately $21,200 annually). Office expenses are estimated at $5,000 for start-up, $2,000 continuing. Funding would come from salary savings from retirement, additional tuition revenue based on enrollment growth, and reallocated funds from grant covered expenses.

Office space for the additional administrative offices will be determined after a survey of resources. As with other new positions, lack of office space is not considered a sufficient reason to not fill a position.
Hello Senators,

This is just a reminder about tomorrow's Joint Campus Council/Faculty Senate Meeting in GT 105 from 3:00-5:00 pm. The subject will be the LCC Restructuring Proposal.

On that day, many of you will also bring questions or concerns from your own divisions.

One issue that your Chair has been approached on, by a number of faculty members since our last meeting, is whether such significant changes in the new and modified administrative positions should require that they all be advertised. Additionally, in spirit of Shared Governance, at least 80% of any the selection committee should be composed of people (respective faculty and/or staff) who will be most directly affected by that decision.

These are issues that the Senate should be aware of for tomorrow's meeting.

See You Then,

James Goodman
Faculty Senate Chair
UH-Leeward Community College
808-455-0613