
SENATORS EXCUSED: None

GUESTS: Shelly Ota, Mike Sagliano.

CALL TO ORDER: The meeting was called to order at 3:32 p.m. with a quorum.

APPROVAL OF THE MINUTES: The minutes of the February 12, 2003 meeting were read and approved with minor corrections.

COMMITTEE REPORTS:

CURRICULUM COMMITTEE – The Committee brought several items to the Senate for action.

The first was a revision to the ESL course offerings including one new course. The Committee approved one new course, ESL 17 Listening and Speaking for Speakers of Other Languages (3). Prerequisites: Completion of ESL 1A, 2A, and 3A, placement into ESL 8B and 9B or higher; or approval of the Language Arts Division. The Committee also approved the modification of three existing ESL courses. ESL 12C renumbered to ESL 18, ESL 13C to ESL 19, and ESL 14C to ESL 20. The purpose of renumbering is to make the ESL sequence more closely parallel the sequence of courses in the English curriculum.

Motion 03-07: To accept ESL 17 as a new course and approve the renumbering of ESL 12C, 13C, and 14C to ESL 18, 19, and 20.

PASSED – Y=18; N=0; Ab=1
The second proposal from the Curriculum Committee was to approve a modification to the Academic Subject Certificate in Pre-Business. The modification would add **BUS 101 or BUS 201** as alternatives to taking **ICS 101** as a requirement of the Certificate. It would also list **ACC 124, ACC125 and ACC 126** as alternatives to taking **ACC 201 and ACC 202** as a requirement of the Certificate. The later change would increase a student’s total credits from 24 to 27 for the program. The division believes the changes would greatly enhance the transfer process for LCC students.

**Motion 03-08: To approve the addition of BUS 101 or BUS 201 as options to ISC 101 and ACC 124, 125 and 126 as options to ACC 201 and 202 as alternative program requirements to the ASC in Pre-Business.**

**PASSED – Unanimously**

Finally, the Committee recommended the deletion of several experimental DMED courses that have already been replaced by permanent courses. The experimental courses are DMED 197B, 197C, 197D, 197E, 197F, 197G, 197I, 197J, 197K, DMED 297B, 297C, and 297D. These courses were replaced by DMED 121, 131, 122, 113, 139, 132, 200, 140, 120, 240 221, and 243 respectively.

**Motion 03-09: To approve the deletion of the abovementioned experimental DMED courses.**

**PASSED – Unanimously**

The Curriculum Committee also informed the Senate that the Social Science Division has decided to change the academic skills course prerequisites (English) to recommended preparations. This action was of concern to some Senators who questioned whether the decision to change prerequisites to recommended preparations in fact required Curriculum Committee and Senate approval. Senator Hochstein will research this.

**BUDGET AND PLANNING** – Senator Kappenberg reported on the status of the Strategic Plan. According to Bob Asato, action plans were a critical component of the planning process, and they are nearly finished for all non-general funded projects. They will be circulated once completed. The prospects are dim for general funding increases for next year’s plans. Work is ongoing to examine budget needs to fulfill these plans.

**FACULTY COMMITTEE** – Senator Curivan reported that they are looking at faculty evaluations that would be compatible with BANNER.

**PROGRAM REVIEW** – Senator Levy informed the Senate that the Program Review Process proposal is set to be reviewed by the Campus Council. She also presented the timeline for the Accrediting Mid Term Report.

**SENATE AD HOC SERVICE COMMITTEE** – Senator Nakano has sought the assistance of former Senator Ray Tanimoto as co-chair. She reported that they have spoken with the Provost who has committed funds for an awards ceremony for outstanding service. The
committee will work on procedures for service opportunities for Fall 2003. As part of the College’s Colloquia Series, a special session will be held on April 9 to determine service opportunities.

CHAIR’S REPORT:

Chair Goodman reported that the All Campus Council of Faculty Senate Chairs is still discussing its role and philosophy. In the meantime, the ACCFSC learned that the University of Hawaii gives 31 million dollars in tuition exemptions each year. The BOR was surprised to learn of this; at the same time, the BOR has been discussing the idea of raising tuition. Chair Goodman also reported that the 3.7 million dollar restriction was restored.

The visit with Peter Englert has been canceled/postponed until 4/30.

The Senate has been asked to recommend the name of someone to sit on the committee to select the recipient of the Regent’s Excellence in Teaching Award. Senator Palombo volunteered to serve and was subsequently appointed by the Senate.

OLD BUSINESS:

✓ The Senate discussed how it might incorporate a Committee on Committees. It could be a standing committee, an ad hoc committee, or part of the Faculty Committee. It could keep abreast of all campus committees and committee membership needs. For the time being, it was decided to place this under the Faculty Committee.

✓ Another name is needed for the Committee to Review the Mission Statement.

NEW BUSINESS:

✓ Approval of the College Restructuring Proposal. The discussion of the LCC Reorganization continued. The new Organizational Chart was presented after input from the joint meeting of the administration, the Campus Council and the Senate last week.

Motion 03-10 (Flegal/Pond): 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.

PASSED – Y=15; N=0; Ab=4
There is a need to determine the procedures to be used in selection the College’s Chief Academic Officer. Several ideas have been circulating via email. Senator Pond had a copy of the procedures used during the last two Provost searches and submitted them to the Senate Chair for consideration. Senator Pond will forward them to the entire Senate for review.

**ADJOURNMENT:** The meeting was adjourned at 5:55 pm. Future meetings are scheduled for April 2 and April 30.

**RESPECTFULLY SUBMITTED:** Jack Pond, Secretary
Leeward Community College
Senate Agenda
Wednesday, March 5, 2003
3:15 - 5:30 pm
FA 201

I Approval of Minutes

II Reports
A. Standing Committee Chairs:
   1. Budget and Planning—Judy Kappenberg
   2. Faculty—Linda Curriivan, 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
   1. ACCFSC Meetings at UH, HCC.
   2. ACCFSC Meeting at UH (03-20-03), LCC 03-21-03.
   3. Faculty Senate Representative to the 2003 Regents’ Medal Award for Excellence in Teaching Selection Committee.

III Old Business
A. Formation of Committee on Committees.
   1. One more member to Committee to Review the LCC Mission Statement.

IV New Business
A. Approval of LCC Restructuring Proposal.
   1. Notation of Corrections to Descriptions of Administrative Duties and Responsibilities.

B. Selection Committee for LCC CAO.
   1. Recommendation of Selection Procedures.

VI Adjournment
*Spring 2003 future meetings: April 2, April 30.
The following course proposals were reviewed by their respective subgroups and passed unanimously at the full Curriculum Committee on February 13, 2003. We ask that the Faculty Senate accept our recommendations for the following:

ESL 17 Listening and Speaking for Speakers of Other Languages (3 credits) New
Prerequisites: Completion of ESL 1A, 2A, and 3A with a grade of C or better; or placement into ESL 8B and 9B or higher; or approval from the Language Arts Division.

This course is designed to give non-native speakers of English at the intermediate or higher level practice in communicating and understanding English in an academic setting. It includes practice in pronunciation, group interactions, public speaking, and social skills. Only open to non-native speakers of English and may be repeated.

ESL 18 High Intermediate Reading for Speakers of Other Languages (3 credits)
Modification
Prerequisites: Completion of ESL 7B, 8B, 9B, and 10B with a grade of C or better; or placement into ESL 18; or approval from the Language Arts Division.

This modification involves only a number change from ESL 12C to ESL 18. The purpose is to make the numbering of this ESL course parallel the sequence of courses in the ENG curriculum, such as ENG 18 and ENG 19. This change will make it easier to explain the ESL curriculum to our students and prevent confusion.

ESL 19 High Intermediate Writing for Speakers of Other Languages (3 credits)
Modification
Prerequisites: Completion of ESL 8B and 9B with a grade of C or better; or placement into ESL 19; or approval from the Language Arts Division.

This modification involves only a number change from ESL 13C to ESL 18. The rationale is the same as that found in the explanation for ESL 18.

ESL 20 High Intermediate Grammar for Speakers of Other Languages (3 credits)
Modification
Prerequisites: Completion of ESL 8B and 9B with a grade of C or better; or placement into ESL 20; or approval from the Language Arts Division.

This modification involves only a number change from ESL 14C to ESL 20. The rationale is the same as that found in the explanation for ESL 18.
The following program/course proposals were reviewed by their respective subgroups and passed unanimously at the full Curriculum Committee on February 27, 2003. We ask that the Faculty Senate accept our recommendations for the following:

**Academic Subject Certificate in Pre-Business Modification**

Below you will find the current and proposed requirements for the Pre-Business ASC. These modifications evolved from discussions with the UHM CBA. The areas being modified are bolded.

In June 2001, the chairman of the Department of Information Technology Management in the College of Business Administration (CBA) at UH-Manoa approved the use of BUS 101 or BUS 201 from Leeward Community College to satisfy the computer competency requirement to the CBA, effective Fall 2000.

The completion of ACC 124, ACC 125, and ACC 126 has also been accepted by UH-Manoa CBA as satisfying the ACC 201 and ACC 202 accounting requirement.

The Academic Subject Certificate in Pre-Business needs to reflect these changes. This modification would list BUS 101, BUS 201, or ICS 101 as requirements of the Certificate. It would also list ACC 201, ACC 202 or completion of all three ACC 124, ACC 125, and ACC 126 as requirements of the Certificate. These changes greatly enhance the transfer process for Leeward Community College students and gives special recognition to students that have completed a specific program of study at the college.

<table>
<thead>
<tr>
<th>Current Requirements</th>
<th>Credits</th>
<th>Proposed Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>3</td>
<td>ENG 100</td>
<td>3</td>
</tr>
<tr>
<td>SP 151 or SP 251</td>
<td>3</td>
<td>SP 151 or SP 251</td>
<td>3</td>
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<tr>
<td>ACC 201(3) and</td>
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<td>ACC 201(3) and</td>
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<td>ACC 202(3)</td>
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<td>and ACC 126(3)</td>
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<td>ECON 130</td>
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<td>ECON 130</td>
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<td>ECON 131</td>
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<td>ICS 101</td>
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<td>BUS 101, BUS 201 or</td>
<td>3</td>
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<td>ICS 101</td>
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<tr>
<td>MATH*</td>
<td>3</td>
<td>MATH*</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL 24**

**TOTAL 24 or 27**

*Students need to check receiving institution (to which they are transferring) for specific math requirement or see an academic advisor for appropriate Math course. (See or higher)

1. UH-Manoa CBA requires QM 122 or MATH 205.
2. UH-West Oahu requires completion of Math 103, Math 115 or higher; or a passing grade on a UHWO administered test of basic math and elementary algebra.
Twelve DMED experimental courses proposed for deletion are listed in the left-hand column of the chart below. The corresponding new courses that have already been approved are listed in the right-hand column of the chart.

<table>
<thead>
<tr>
<th>Courses to be deleted</th>
<th>Approved Replacement Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMED 197B Web Page Design</td>
<td>DMED 121 NetPrep Web Site Design</td>
</tr>
<tr>
<td>DMED 197C Introduction to Digital Video</td>
<td>DMED 131 Introduction to Digital Video</td>
</tr>
<tr>
<td>DMED 197D Web Animation</td>
<td>DMED 122 NetPrep Web Animation</td>
</tr>
<tr>
<td>DMED 197E Desktop Publishing</td>
<td>DMED 113 Introduction to Layout Design</td>
</tr>
<tr>
<td>DMED 197F Digital Storyboard</td>
<td>DMED 130 Digital Storyboard</td>
</tr>
<tr>
<td>DMED 197G Introduction to Non-Linear Editing</td>
<td>DMED 132 Introduction to Non-Linear Video Editing</td>
</tr>
<tr>
<td>DMED 197I Electronic Portfolio</td>
<td>DMED 200 Electronic Portfolio</td>
</tr>
<tr>
<td>DMED 197J Introduction to Animation</td>
<td>DMED 140 Introduction to Motion Graphics</td>
</tr>
<tr>
<td>DMED 197K Introduction to Web Graphics</td>
<td>DMED 120 NetPrep Web Development</td>
</tr>
<tr>
<td>DMED 297B Advanced Animation</td>
<td>DMED 240 Motion Graphics</td>
</tr>
<tr>
<td>DMED 297C Advanced Web Page Design</td>
<td>DMED 221 NetPrep Dynamic Web Publishing</td>
</tr>
<tr>
<td>DMED 297D Desktop 3-D Modeling &amp; Animation</td>
<td>DMED 243 3-D Modeling and Animation</td>
</tr>
</tbody>
</table>

FYI The Social Science Division has decided to change the academic skills course prerequisites (English) to recommended preparation.
December 17, 2002

Memo to: Division Chairs
From: Doug Dykstra
Dean of Instruction (Interim)
Subject: Pre-requisites Survey & Recommendation

The following recommendation is based upon the results of a three-semester survey conducted in the aftermath of the pre-requisite suspension for approximately 70% of the classes offered at LCC. LCC experimentally suspended the academic skills course pre-requisites (i.e., English) in subject area disciplines to survey the effect the suspension may have had on a series of variables shown below.

SURVEY SHOWED: Either no change or statistically insignificant changes in:
- Enrollments
- Number of classes offered
- Add rates
- Drop rates
- Withdrawal rates
- Cumulative grade point averages

All of these variables were examined for three semesters before the suspension and three semesters after the suspension. These results suggest that pre-requisites are neither a help nor a hindrance. However the courses that experimentally suspended pre-requisites all retained the former pre-requisites as recommended preparations.

Given the results of this survey, the Academic Review Board* has met and determined that existing policy be maintained with respect to pre-requisites for courses. The foregoing policy calls for discipline faculty to collectively determine whether or not pre-requisites should be implemented for courses within their discipline. Pursuant to this recommendation, the ARB calls on Division Chairs to convene faculty members in their discipline groups where appropriate to determine how to proceed with respect to academic skills pre-requisites for their courses within their respective disciplines. In keeping with existing policy that the pre-requisites for courses be determined with the options being

1. keep the pre-requisites
2. keep only recommended preparations
3. jettison both pre-requisites and recommended preparation

* Academic Review Board consists of Dean of Instruction, Curriculum Committee Chair, Testing & Assessment Specialist, Reading Coordinator, Writing Coordinator, Math Coordinator, Counseling Chairperson.
Prerequisites Survey & Recommendations

In light of the aforementioned research survey, the ARB recommends that options 1 or 2 be the prime considerations when discipline faculty members meet to determine a course of action. The research survey seems to provide evidence that the variables are stable whether pre-requisites are maintained or they are dropped in favor of recommended preparations. The ARB in its deliberations felt that the retention of recommended preparations by those courses that suspended their pre-requisites may have played a role in keeping the variable factors in the survey stable. The theoretical assumption is that students either self-selected out of courses for which they were ill prepared according to their COMPASS results, or they challenged the course with the realization that they would be required to work with exceeding diligence to persevere. Hence, the ARB felt comfortable in recommending either option #1 or #2, however in keeping with the existing policy of allowing discipline faculty to make the determination of pre-requisites for their courses as a body, the ARB recognizes the possibility that faculty may select to include neither pre-requisites nor recommended preparations.

As Division Chairs, please bear in mind that the suspension of pre-requisites in many of our courses does not mean that the pre-requisites have been expunged in Curriculum Central. Discipline faculty groups that decide to remove their pre-requisites must take action via a “course modification” to complete the removal of the pre-requisite lest the next issue of the catalog is printed with the pre-requisites intact.

The Curriculum Committee chair has agreed that pre-requisite changes can be “fast-tracked” as action items in the upcoming semester by simply filling in the change requested in Items #8 & 10 for pre-requisites and/or recommended preparations, as well as describing the change in Item #30. Finally, in Item #31 the answer that explains the rationale for the change could simply be “The Rossi Survey (2002) shows that pre-requisites appear to have no impact on key student performance indicators.” Of course, faculty discipline groups that decide to take no action on the pre-requisites in force need to do nothing at all. However, those disciplines that wish to make a change must do so by the applicable Curriculum Committee deadlines for the Spring Semester (e.g., early March 2003).

Feb. 14, 2003
28

c. Academic Review Board
   Andy Rossi
   Mark Silliman
   Stu Uesato
Silliman, Mark

From: Silliman, Mark
Sent: Tuesday, March 04, 2003 4:37 PM
To: Imada, Warren; Pond, Jack; Cabral, Manuel; Togo, Clifford; Sunio, Dorothy; Goodman, James
Cc: Watanabe, Rae; Levy, Gail; Terry Ann Richter (trichter@hawaii.edu); Stuart Usato (uesato@hawaii.edu); Bernadette Howard (mbhoward@hawaii.edu); Douglas Dykstra (dykstra@hawaii.edu); Michael Pecsok (mpecsok@hawaii.edu); Randall Francisco (randallf@hawaii.edu); Togo, Clifford
Subject: Timetable for the Focused Midterm Report

Aloha Executive Committees of both the Faculty Senate and the Campus Council:

Attached is a copy (as a Word document) of the Timetable for LCC's Focused Midterm Report due to ACCJC by 10/15/03.

I note that the Faculty Senate is meeting on 3/5/03 and the Campus Council on 3/6/03.

Although the Timetable is subject to possible change, please share this e-mail and the attached Timetable with the members of your respective governance bodies. As you will note from the Timetable, and as was the case for the Interim Report, both the Faculty Senate and the Campus Council are being asked to take part in the review and input process for the Focused Midterm Report.

Although our Interim Report was accepted by ACCJC (the Accrediting Commission for Community and Junior Colleges), LCC is now subject to a Focused Midterm Report with Visit. This development, of course, is of great concern to me and the campus community. The responsiveness and quality of our Midterm Report will be critical, and the internal, LCC Fall 2003 timeline for review and comment on a draft of the Report and revising and finalizing that draft will be fairly tight and compressed. Therefore, I ask in advance for the understanding, support, and timely review and assistance of both the Faculty Senate and the Campus Council.

On the Timetable, please note the two points or time periods during which both the Faculty Senate and the Campus Council will be involved in review and input:

(1) 4/7/03 to 5/9/03: Review of the latest Progress Reports of the various Accreditation Implementation Committees (AICs); consolidated input and comment respectively due by 5/9/03 to the Provost from each body via one consolidated e-mail;* and

(2) 8/14/03 to 9/9/03: Review of Draft No. 2 of the Focused Midterm Report; consolidated input and comment respectively due by 9/9/03 to the Interim Dean of Instruction (with a copy to the Provost) from each body via one consolidated e-mail.*

*The reason for requesting a consolidated e-mail response (which may include attachments) is to enable the prompt, electronic transmittal of the Senate and Campus Council responses to those individuals who will quickly need to review those responses, e.g., the Editor of the Report and the various AIC Chairs. To facilitate a consolidated response from each body, I ask the Senate and the Campus Council to respectively select in advance a Recorder to take notes of, or to otherwise record or assemble and summarize, the "review and input" of your respective bodies.

On the Timetable, please note especially the entry for 8/14/03 relating to review of Draft No. 2 of the Focused Midterm Report. As you will note, paper copies of the Report draft will be distributed to members of the Faculty Senate and Campus Council by the time faculty report back to duty in the Fall on 8/18/03. However, review and input from both bodies will be due by 9/9/03, Tuesday, during the
third week of classes. This means that the Senate and the Campus Council will need to respectively meet during either the first week of classes—the week of August 25, or during the second week—the week of September 2, to discuss the Report draft.

In view of the foregoing, may I respectfully request the Faculty Senate and the Campus Council to respectively set in advance, during the current Spring 2003 semester, its first special or regular meeting for the Fall 2003 semester, and to notify all current and new members of that meeting date and time. New members of the Senate have already been elected.

In the case of the Campus Council, may I respectfully request, if this is not always done in advance, that any campus constituency represented on the Council (e.g., APT Group, Clerical Staff Council, O&M Staff, one faculty member from Academic Support, Lecturer designate, At Large Member, etc.)—which may or is scheduled to have a new or replacement representative for that constituency group for the coming academic year 2003-2004—be asked to select in advance, during this Spring 2003 semester, that new or replacement representative. The objective is to have that constituency group represented at the first Fall meeting of the Campus Council and to help ensure a quorum for that first meeting. (See the Campus Council Charter and By-laws, Article II, Terms of Office.)

Thank you in advance for your help.

To keep them informed, a copy of this e-mail is being transmitted to the Administrative team; Rae Watanabe, the Editor for the Midterm Report; and Gail Levy, Accreditation Liaison Officer.

Mahalo,
Mark Silliman
Provost

Attachment
Leeward CC’s Focused Midterm Report
Due 10/15/03 to ACCJC

INTERNAL REVIEW AND REPORT-DRAFTING TIMETABLE:
SPRING, SUMMER, AND FALL 2003*
(*subject to possible change)

4/1/03 AIC Progress Reports due to Gail Levy, Accreditation Liaison Officer.

4/3/03 Paper copies of AIC Progress Reports distributed to members of the Accreditation Implementation Oversight Committee, Report Editor, and all Administrators.

4/7/03 Paper copies of AIC Progress Reports distributed to all members of the Faculty Senate and Campus Council with a request for consolidated input and comment from each respective body (via one consolidated e-mail from each body) to the Provost by 5/9/03.

4/11/03 Oversight Committee meets to review the AIC Progress Reports.

5/9/03 Input and comment respectively due from Faculty Senate and Campus Council to the Provost (via e-mail).

6/6/03 As needed--based on input from the Oversight Committee, Faculty Senate, and Campus Council--revised or supplementary AIC Progress Reports are submitted to Gail Levy. Copies distributed to Oversight Committee members, Report Editor, and all Administrators.

6/7/03-7/18/03 Editor compiles Draft No. 1 of the Focused Midterm Report under the supervision of the Interim Dean of Instruction. Editor may complete other parts of the Draft before 6/7/03.

7/21/03 Paper and electronic copies* of Draft No. 1 distributed for review to members of the Oversight Committee; also to all Administrators. (*for the convenience of Oversight Committee members who may be out of town or not regularly on campus during the summer and who may still wish to review the draft and give input.)

8/1/03 Oversight Committee meets to discuss any necessary substantive revisions to Draft No. 1. Editor then works on Draft No. 2.

8/14/03 Electronic copies of Draft No. 2 transmitted to Oversight Committee members for their information.

8/14/03 Paper copies of Draft No. 2 distributed to all members of the Faculty Senate and Campus Council for consolidated input and comment from each respective body (via one consolidated e-mail from each body) to the Interim Dean of Instruction by 9/9/03 (with a copy to the Provost).

For this purpose, the Faculty Senate and Campus Council are asked to respectively meet during the week of August 25 or September 2 to review Draft No. 2.

9/9/03 Input and comment respectively due from the Faculty Senate and Campus Council (via e-mail) to the Interim Dean of Instruction (with a copy to the Provost).

9/10/03-9/19/03 Editor finalizes the Focused Midterm Report under the supervision of the Interim Dean of Instruction.

9/20/03-9/22/03 Provost reviews and signs off on the Report.

9/23/03 Report hand-delivered to the Office of the UH Vice President for Academic Affairs for approval by the Vice President and the BOR Chair.

10/8/03 Approved Focused Midterm Report returned to LCC for mailing to ACCJC by 10/15/03.

After 10/15/03 Focused Midterm Report posted on the LCC Accreditation website for the information of the campus community.
Accreditation Mid Term Report Timetable

(1) 4/7/03 to 5/9/03: Review of the latest Progress Reports of the various Accreditation Implementation Committees (AICs); consolidated input and comment respectively due by 5/9/03 to the Provost from each body via one consolidated e-mail;* and

(2) 8/14/03 to 9/9/03: Review of Draft No. 2 of the Focused Midterm Report; consolidated input and comment respectively due by 9/9/03 to the Interim Dean of Instruction (with a copy to the Provost) from each body via one consolidated e-mail.*

*The reason for requesting a consolidated e-mail response (which may include attachments) is to enable the prompt, electronic transmittal of the Senate and Campus Council responses to those individuals who will quickly need to review those responses, e.g., the Editor of the Report and the various AIC Chairs. To facilitate a consolidated response from each body, I ask the Senate and the Campus Council to respectively select in advance a Recorder to take notes of, or to otherwise record or assemble and summarize, the "review and input" of your respective bodies.

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To keep them informed, a copy of this e-mail is being transmitted to the Administrative team; Rae Watanabe, the Editor for the Midterm Report; and Gail Levy, Accreditation Liaison Officer.
Leeward Community College Proposed Organization Chart

Wednesday, March 05, 2003
Hello Senators,

I apologize for sending out the agenda late—but there are a few late-breaking stories.

The Executive Cttes of the Faculty Senate and Campus Council met on Friday and Provost Mark Silliman has asked the Faculty Senate to establish a procedure for the search and selection of the Leeward's Chief Academic Officer (CAO).

After discussions on that subject, your Chair suggested that, as a starting point, it might begin with a Senate Selection Committee of about 5 members that will sift through the applications and recommend the top three applicants. Those applicants will be presented at open campus forum where all faculty members will invited to attend as well as student government representatives. A survey sheet will be given to each attendee (is that a word?) and the response or ranking will be given to the administration for their part when the Administrative Committee interviews the three finalists and makes the final selection.

Mark Silliman has extended this invitation to us, to determine the means of the selection of the CAO. The posting of the position will be through the University Web, the Honolulu Star-Bulletin, and (depending on the time-line) the Chronicle of Higher Education. Interviews with mainland applicants may be accomplished through teleconference, if that applicant can not fly here.

Here is the rub: the CAO position cannot be advertised until the Senate approves the proposed LCC restructuring and if we do not have our applicants lined up within the next four weeks the College runs the risk of: (1) having the position frozen due to a budget restriction or reduction, (2) having to wait until next year to hire such a person (in which case our acting Dean of Instruction will have to continue in that capacity) and (3) due to the last situation—being cited by the Accrediting Commission for not filling the Dean’s position since our Provost left it 3 years ago.

I ask that we bring to our meeting this coming Wednesday, any corrections or deletions to the descriptions of administrative duties and responsibilities that were sent to us earlier. Certain positions such as the Chancellor and the CAO are still in the process of development and are mandated by the UH president and approved by the BOR, so there is not much point in wondering about them. Even our Provost isn’t fully sure what those positions will involve yet.

On other matters, please ask your peers if anyone is interested in serving on the Committee to Review LCC Mission Statement. We still need one more faculty member.

and recently I e-mailed UH Chancellor Peter Englert’ secretary and explained that due to ACCFSC obligations, that I could have lunch with him on that day, but I still left open the possibility of him having an open forum on that day, but I have yet to hear anything from his side yet.

See you on Wednesday,

James Goodman
Faculty Senate Chair
UH-Leeward Community College
808-455-0613
LCC Chief Academic Officer  
Position No. 89110  
Leeward Community College  

INTRODUCTION  

This position serves as the Chief Academic Officer for Leeward Community College. It is 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.  

The CAO reports to the LCC Chancellor.  

GENERAL/ACADEMIC ADMINISTRATION - 40%  

Responsible for the planning and development of all academic programs at the College. Directs the development, review, update of the campus academic development plan and works collaboratively with system administrators for the development of accreditation self-study reviews.  

This position is responsible for the administration of the academic programs of the College. This responsibility includes, but is not limited to, setting the broad institutional goals and mission, planning and forecasting course of action, determining performance objectives and desirable results, developing strategies to achieve goals, allocating resources, developing policies and setting procedures, developing the budget, etc. 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, especially in regard to budget planning and resource allocation. The CAO has the primary decision making responsibility for credit and non-credit academic administration matters and is held accountable for decisions rendered by members of the College administration, faculty, staff and students.  

Responsible for ensuring 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. As necessary, the CAO oversees and approves the development of campus procedures to implement these broader rules and policies as they apply to academic matters.
The CAO 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.

Delineates responsibilities and decision-making authority of administrative staff. Organizes College committees to address campus-wide problems and concerns. Meets with the administration staff to plan, control, and make decisions concerning the academic operation through budget preparation, resource allocation, development of performance standards, and continuing program evaluation. Organizational reviews are guided by Academic Development Plan (ADP) objectives, and UH System Strategic Plans. Directs all long-term planning for instructional programs; reviews need for new programs, program modification, or stop out/termination. Reviews/approves new courses and course changes as submitted by the Faculty Senate.

Oversees the timely submission of all reports related to grant activity. Supervises the production of the College catalog; ensures catalog conforms with approved College Curriculum and University policies. Directs the formulation and development of policies relating to instruction. Ensures all curriculum changes conform with University and Board of Regents policies.

FISCAL ADMINISTRATION - 20%

Directs periodic review and update of long-range educational development plan, and organizational plans. Develops parameters for program plans and budgets; reviews and approves programs plans and budgets, expenditure and travel plans for all program units, contracts, new program extramural grant proposals. Ensures the efficient and appropriate use of various funding streams, which supports compatible objectives and activities. Works with academic administrative staff to prepare the College academic budget, sets priorities, coordinates budget with short and long-range plans, and presents the budget to the Chancellor.

PERSONNEL ADMINISTRATION - 20%

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, and tenure and promotion applications. Participates in collective bargaining negotiations. Conducts evaluations of administrators, faculty and staff.
CAMPUS AND COMMUNITY DEVELOPMENT - 15%

Establishes internal campus communication processes to handle transmittal of information. Articulates College mission of Leeward CC to serve residents of the communities of Leeward and Central Oahu in particular, and the State in general, by providing a balanced and comprehensive offering of programs, services and educational opportunities at locations both on and off campus. Serves as source of authority and assumes responsibility for student governance and participation in college affairs.

Serves as the liaison to area high schools and principals for the purpose of building and maintaining mutually beneficial relationships to promote post-high school enrollment at LCC. Develops and executes plans to promote and increase the enrollment at LCC of Early Admit, Running Start, etc. from area high schools. Develops and executes plans to expand the delivery of LCC credit courses at or to feeder high schools. Represents and attends workshops, meetings, and conferences at the area high schools.

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.

OTHER-5%

Serves in staff capacity to the LCC Chancellor as needed.

Has the ability to develop a working relationship with the State of Hawai‘i Department of Education.

Has knowledge of, skills and experience in strategic enrollment management, educational marketing, grant writing, and public relationships.
Procedures for the Review and Search of the Provost
Leeward Community College

I. GUIDELINES

The procedure for the selection and appointment of the Provost, Leeward Community College, shall be in accordance with the Recruitment and Appointment of Executive/Managerial Personnel (Appendix 9-14, BOR Bylaws and Policies).

II. IN ADDITION TO THE PROVISIONS OF THE GUIDELINES, THE FOLLOWING SPECIFIC PROCEDURE SHALL BE FOLLOWED.

1. Chancellor's Coordinator:

   A. The Senior Vice President/Chancellor (SVP/C) will appoint a Coordinator from Leeward Community College who will assist her and the Committees to carry out the search process described below. The Coordinator may request technical assistance from the SVP/C staff designee.

   B. The Coordinator will attend all committee meetings and all interview sessions as a non-participating observer.

2. Provost Search Advisory Committee:

   A. Membership:

      The Provost Search Advisory Committee will be appointed by the Senior Vice President/Chancellor and shall consist of approximately 24 individuals from the following:

      (1) Six (6) faculty of 12 recommended by the Leeward Community College Faculty Senate.
      (2) Three (3) Leeward Community College students from 6 recommended.
      (3) Two (2) civil service employees from 4 recommended by the LCC Clerical Staff Council.
      (4) Two (2) APT employees from 2 recommended by the APT Group.
      (5) Three (3) Leeward Community College administrators.
      (6) Three (3) community representatives
      (7) Past two (2) LCC Excellence in Teaching Awardees (or if not
available, from previous years).

(8) One (1) lecturer from 2 recommended by the LCC Lecturer Organization.

(9) One (1) from LCC-Waianae from 2 recommended by the LCC-W Coordinator.

(9) One (1) from Operations & Maintenance from 2 recommended by the Auxiliary Services Officer.

**Functions:**

The Committee members shall:

(1) Select chairperson(s).

(2) Create interview questions. The Community Colleges’ Director of EEO/AA will review the questions.

(3) Independently study the applications of invited candidates, including recommendations of references.

(4) Interview candidates and evaluate them in accordance with selection criteria described in Section 5 below. Telephone or teleconference interviews will be offered to candidates who cannot travel. Any travel and lodging costs is borne by the candidate.

(5) If one or more of the recommended candidates did not have a live interview with the Search Committee, a second LIVE interview will be scheduled for ALL recommended candidates with the Search Committee, Executive Interview Committee and SVP/C. The Search Committee will submit to the SVP/C a list of at least three candidates in unranked order that are recommend for the next level of interviews. After their last round of interviews the Committee will prepare a summary report that describes how each candidate emerged as the committee's recommendation and how each rates against some common criteria. Also, each interviewer will prepare a written evaluation for each interviewed candidate. Each interviewer will seal his/her evaluations and notes in an envelope and they will be forwarded with the committee summary to the SVP/C via the Search Coordinator.

If desired, the Committee may be split into two groups to facilitate the scheduling of the interviews. Each group would then select a chairperson(s). The Coordinator will invite the recommended candidates and schedule the interviews.
B. **Sub-Committee for Initial Screening of Candidates:**

**Membership:**

Eight members of the Sub-Committee for Initial Screening of Candidates will be selected from the Provost Search Advisory Committee and shall consist of the following:

- 3 faculty
- 1 administrator
- 1 APT
- 1 civil servant
- 1 community member
- 1 student

**Functions:**

The Sub-Committee members shall:
1. Select a chairperson.
2. Establish definitions of equivalencies as mentioned in the ad.
3. Individually study all applications for minimum and desirable qualifications.
4. Discuss and select the outstanding candidates who should be invited for interviews.

The Sub-Committee may hold appropriate meetings with the SVP/C before and during the screening process, to discuss the procedures and criteria.

C. **Host Campus Visitations & Open Forums with Candidates (Optional)**

The recommended candidates will be invited to meet the college staff and students in an open forum. The Search Coordinator will collect any comments and forward them to the SVP/C.

3. **Executive Interview Committee:**
**Membership:**

The Executive Interview Committee will be appointed by the SVP/C and shall consist of:

1. **System Administration.** One UH system administrator.
2. Community Colleges’ Vice Chancellor for Administrative Affairs, Vice Chancellor for Academic Affairs and Vice Chancellor for Student and Community Affairs or any designated person.
3. Community College Provosts and Employment Training Center Director.
4. Leeward Community College Administrators who did not participate in the prior interview and initial screening.

The Coordinator will invite the recommended candidates and schedule the interviews. The College will pay for the candidates’ travel and lodging, if necessary.

**Functions:**

The Committee members shall:

1. Create interview questions. The Community Colleges’ Director of EEO/AA will review the questions.
2. Study the qualifications of invited candidates, including recommendations of references.
3. Interview candidates and evaluate them in accordance with selection criteria described in Section 5 below.
4. Prepare summary report that recommends at least three candidates in unranked order. The summary should describe how each candidate emerged as the committee's recommendation and how each rates against some common criteria. Also, each interviewer will prepare a written evaluation for each interviewed candidate. Each interviewer will seal his/her evaluations and notes in an envelope and they will be forwarded with the committee summary to the SVP/C via the Search Coordinator.

4. **Chancellor’s Recommendation for Provost:**

The SVP/C will review the evaluations and recommendations of the members of the Interview Committees and interview the finalists before making a recommendation to the Board of Regents via the President. The SVP/C may seek any additional advice and consultation that she deems appropriate. The SVP/C will inform the Provost Search Advisory Committee and the Executive Interview Committee of the candidate to be recommended for appointment to the position.

5. **Criteria For Selection:**
A. **Minimum Qualifications:**

(1) Possession of a Master’s Degree or equivalent (doctorate degree in lieu of Master’s).
(2) Administrative experience in a college at the deanship level or equivalent; or experience at the community college professorial (C5) level, or demonstrated comparable mid-management administrative experience in industry, government, or in an educational agency.
(3) Possession of management skills.
(4) Ability to relate to and skill in meeting people.
(5) Demonstrated leadership.

B. **Desirable Qualifications (subject to change):**

(1) Doctorate degree
(2) Teaching experience at college level.
(3) Demonstrated understanding of contemporary problems and issues in community college education.
(4) Familiarity with issues related to local community needs.
(5) Familiarity with academic program development and administration. (This includes programs in general education, vocational education, public service and non-credit).
(6) Knowledge of State fiscal operations and budget development.
(7) Knowledge of, skills, and experiences with educational marketing, institutional fundraising, and public relations.
(8) Ability to work with the various constituencies and policy-making bodies of the University of Hawai‘i System, State, Federal, and municipal/county governments.
(9) Knowledge of and ability to work well and relate to the various constituencies within the community.
6. **Applicants:**

   A. All persons applying for the position within the period set for applications and nominations shall be considered applicants.

   B. Procurement of travel, if any, will be arranged by the Search Coordinator.

   C. Recruitment. Announcement of the vacancy and the seeking of candidates will utilize advertisements in newspapers of general circulation in the State (Hawaii Newspaper Agency and the Hawaii State and County Public Notices—MidWeek) and University bulletin (Ku Lama). Additional recruitment will be facilitated by writing to national organizations including the League for Innovation in the Community College and e-mailing to presidents of members in the American Association of Community Colleges. The advertisement may also be accessed globally with the Internet website for UH position vacancies ([http://www.hawaii.edu/news/job.vacancies.html](http://www.hawaii.edu/news/job.vacancies.html)) and MidWeek’s website ([http://www.midweek.com/hscp/index.html](http://www.midweek.com/hscp/index.html)). Use of an appropriate consultant maybe retained in the recruitment process and funded by the campus.

7. **Confidentiality:**

   1. Names of candidates shall be kept confidential.
   2. Each Interview Committee member shall provide to the SVP/C his/her own written evaluation of the candidates interviewed.
   3. All public releases will be made through the SVP/C’s or President’s Office.