Leeward Community College  
Senate Agenda  
Wednesday, September 25, 2002  
3:15 - 5:30 pm  
FA 201

I Approval of Minutes

II Provost Mark Silliman  
A. Provost Silliman will answer questions regarding new faculty appointments etc..

III Reports  
A. Standing Committee Chairs:  
1. Budget and Planning—Judy Kappenberg, Ruth Pfeiffer  
2. Faculty—Linda Currivan  
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 Meeting at Manoa 09-13-02  
a. CAO Neubauer's Letter to the ACCFSC:  
   (1) All meet once a month, OVPAA will seek travel funds, President and any other officers will attend only at Council's invitation...  
   (2) President's Advisory Committee: Five Senate Chair Conveners: UHM, UHH, UHWO, UHCC (2).  
   (3) Manoa Representation: Ron Bontetoke (new A&S Chair).  
2. UH Gen Ed Core: Focus Requirements (300 & 400 O&E), History 151,152.  
3. HCC Resolution on CC Articulation—acceptance by all CC's.

IV Old Business  
A. Hites Foundation  
1. LCC Fundraising goal $30,000 to be matched, for CC student scholarships to transfer to 4 year institutions.

V New Business  
A. Replacement for Pat Nells Seat.  
B. Discussion of Faculty Involvement in Merit Pay Increase Review Ctte and New Faculty Appointments.

VI Adjournment  

SECTION 2: SENATORS EXCUSED: P. Neils.

SECTION 3: GUESTS: Mark Silliman, Provost, Cliff Togo, Dir. Administrative Services, Melissa Allen, Student.

SECTION 4: CALL TO ORDER: The meeting was called to order at 3:20 p.m. with a quorum.

SECTION 5: APPROVAL OF THE MINUTES: The minutes of the September 4, 2002 meeting were read and approved with one (spelling) correction.

SECTION 6: INTRODUCTIONS: The Chair introduced new Senator Mary Jane Dobson (from the Social Sciences Division) who will replace Paul Cravath for the year. Provost Silliman introduced Melissa Allen who is shadowing the Provost for the day.

SECTION 7: SPECIAL REPORT: The Provost addressed the Senate on several issues raised in a letter to the Senate Chair by Language Arts Professor Leslie Munro. The points were as follows:

1. The letter questions the high salary paid to one eleven-month, new-hire faculty member and raises the issue of a possible conflict of interest in his selection. The Provost assured the Senate that the appointment was made after the usual hiring practices had been closely followed and that the potential for a conflict of interest had been checked with Monica Morris of the State Commission on Ethics. The salary is commensurate with IT faculty brought on at the same time. Dr. Munro also challenged the low enrollments of the Internet-based courses offered as part of the e-commerce program. The Provost assured the Senate that the enrollments are being monitored for program viability as they are for all programs.
2. The second point raises a long-standing problem at the College. The Bookstore continues to reduce the number of textbooks ordered by faculty creating a need to air ship texts at costs that are charged to the divisions or to the publishers. Cliff Togo responded that the bookstore is an enterprise operation of the University of Hawaii Bookstore and that individual campus bookstore managers have some control over the practices of their respective bookstores. The UH Bookstore manager, Kaylene Mason, might be able to address some of the concerns raised in this letter.

3. Three issues were raised about Banner and registration. First, the current system does not have the capability to check for prerequisites. When will this feature be added to Banner? Second, the current practice of allowing faculty and the central system to add students during late registration creates a danger that classes will be over-enrolled. Is a policy needed concerning late registration? Finally, students register for classes then disappear for a number of reasons. Can we reinstate the procedure for dropping students who are “no shows” to our classes? On the first issue, the Provost responded that John Morton reports that Banner will have the capability to implement prerequisite checks in time for continuing student registration, which begins in November; however, the feature for verification of whether students passed pre/co requisite courses attempted during the semester immediately prior to the Spring 2003 registration most likely will not be ready. That feature will probably be available for Fall 2003 registration. On the second issue, the Senate was reminded that Central Registration will continue to enroll students until the capacity for that course is reached. Students who approach faculty about enrolling in a class should be directed to Central Registration. If the class is open, the student will be enrolled. If the course is closed, a faculty member can sign the Add/Drop form, but by so doing he or she then gives the College permission to enroll that student over the course cap. At no time does Central Registration enroll a student beyond the cap for the course without the instructor’s consent. The decision to do so rests solely with the faculty. On the last issue, the Provost reminded the Senate that several years ago, under the watch of Provost Polk, it was determined that neither the College nor its faculty can disenroll students from classes simply on the basis of attendance without incurring possible litigation.

4. Several years ago, math and English prerequisites for non-math and English courses were temporarily suspended while the College gathered data on their effectiveness. To date we have heard nothing, and prerequisites have not been reinstated. The Provost reminded the Senate that last year, it voted to extend the suspension of prerequisites to allow for further data collection and analysis. He reports that the preliminary report from the Academic Review Board is due soon and will allow the College to make a final determination on prerequisites.

5. Dr. Munro’s letter questioned the process for the selection of new hires for two new non-teaching faculty positions. Since position counts remain fairly stable, how can the College afford to convert teaching positions to non-instructional ones? The Provost stated that the positions in question came from a pool of dormant positions that belong to the College and have not been filled in many years (decades in some cases). Such positions are circulated throughout the College and allow us some degree of flexibility in meeting
immediate and special needs. These particular positions were filled using vacant academic support positions. One was the Educational Media Coordinator that had been unfilled for some time, and the other came from the library. The Provost also assured the Senate that all usual advertising and hiring procedures were followed in strict accordance to policy and that the College is not diminishing instructional capability in any way through this conversion. In addition, Senator Martin further clarified that in the most recent case, APT positions were not turned into faculty positions; rather, qualified applicants who had formerly been APTs filled those faculty positions.

6. The letter also expressed concern about the continued appearance of administrative instability, as two positions (Dean of Instruction and Assistant Dean of Instruction) have still not been filled on a permanent basis. The Accrediting Commission, in its last [two] review[s] of the College, expressed this concern. The Provost stated that the filling of these positions has been on hold awaiting a decision on UH restructuring from the President’s office. It is difficult to advertise for these positions due to the fact that all administrators in the UH system were given pink slips and that the new positions would have to be given termination notices immediately upon being filled. These two reasons make it nearly impossible to fill the vacancies on a permanent basis. It is, however, expected that we will be able to advertise for these positions by January or February when the restructuring is predicted to be complete.

7. Is it true we don’t have a catalog yet? The Provost had hoped to bring the new catalog with him to this meeting; it is expected from the printer by October 1. It is true that there was a delay in its publication due to the serious illness of one key staff member.

8. Why are we still receiving supplements of the Fall 2002 Schedule of Classes? Are there problems? The Provost replied that continued supplements this far into the semester are usual and reflect cancellations, room changes, faculty changes, and changes to modularized and accelerated classes. It may appear there are problems, but it is really a matter of better reporting of changes.

9. The letter also questions whether the curriculum for two new programs (Opticianary and Educational Assistant) ever went through the normal channels of authorization to plan and curriculum review as required by the College. Will the programs undergo regular procedures of review and analysis? The Provost assured the Senate that all usual processes for the development of new curriculum and programs were and will continue to be followed as required for other vocational programs.

10. Are low enrolled courses in e-commerce being allowed to continue without monitoring? Once again, the Provost assured Senate members that the Dean’s office and Division Chairs are watching these courses.

11. The “sudden appearance” of the two aforementioned, new programs is of concern. The letter questions whether there is Senate involvement and general campus-wide knowledge about them. The Provost responded by saying that the programs in question
were developed out of community need and interest and followed the regular processes of development and staffing. These were initiatives not promulgated by the administration.

12. The letter also queried why so much money was spent to refurbish the Provost’s Conference Room and office area when there is a great deal of broken furniture on campus and the restrooms are in deplorable condition. On the first issue, the renovations to the Provost’s Office were needed as that area is often the area where first contact is made between our administration and off campus visitors and potential new faculty. It was in need of a face-lift. Money for furniture for divisions needs to be budgeted at that level, usually through special funds. On the second issue, if faculty notices unclean conditions in the restrooms, these problems should be brought to the immediate attention of Derek or Aki in Auxiliary Services. It might be that a review or change in the cleaning schedule is needed.

13. The letter asked for an explanation of the delay in opening the smart classrooms on campus. It appears that hardware and software had been ordered but not the network components needed for installation. The Provost reported that the equipment and other necessary materials actually come from different vendors, and the delay can be attributed to differences in filling orders and scheduled shipment of the items.

14. With the change in administrative structure at the system level, Dr. Munro wonders who will review the portfolios after the TPRCs? The Provost declared that he is unable to answer this question at this time. In fact, no one knows; we must wait until the eventual restructuring “shakes out.”

15. The final point addressed the situation on the campus one weekend during which chairs were taken from Language Arts classrooms and replaced with chairs from another location. The use of a master key was involved. The Provost responded that this was indeed an unfortunate situation that has been resolved. The administration will settle the issue of the master keys.

The Senate thanks Provost Mark Silliman and Cliff Togo for providing clear and detailed answers to the points raised.

On another matter, the Provost also distributed and reviewed the LCC Strategic Plan Budget Request for FB 2003-2005 and the Operational Expenditure Plan for FY 2002-2003.

**ANNOUNCEMENTS:** Future meetings are scheduled for October 9, November 6 and 27, and December 11.

**ADJOURNMENT:** The meeting was adjourned at 5:45.

**RESPECTFULLY SUBMITTED:** Jack Pond, Secretary
Hello Senators,

I am enclosing the Senate minutes (below paste-up) for our next meeting that will be held in FA 201 on Wednesday, Sept. 25 at 3:15. I will also provide a more readable hard copy at our meeting. Please come around 3:00, so that we may be able to start at 3:15. We have a full agenda!

Our Provost Mark Silliman will also be attending at the very beginning of our session to answer questions that have been floating around. The questions were actually sent to me by a former Senator and I have pasted excerpts from the note below the Agenda.

Also, by your nomination and acclaim, we will welcome Mary Jane Dobson to the Senate, as a replacement for Paul Cravath.

I look forward to seeing you then,

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

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Thursday, September 19, 2002 America Online: GJMPond
6. Program Review: Gail Levy  
7. Student Committee: Kathy Hill  
8. Curriculum: Nancy Buchanan  

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QUESTIONS  

Is the following an ethical or a legal conflict of interest? According to the fall 2001 payroll figures, Michael Meyer was hired as of September 1, 1999, on an 11-month contract for a monthly salary of $4832.36 to teach the e-commerce curriculum. (This is the same salary I earned on a nine-month contract after 32 years at LCC.) I understand the need for higher salaries in some fields, and e-commerce might seem to be such a field. However, Mark's wife is listed in the #2 position of Mike's private business. (The applicable web page for this information is ) The program persists despite apparently low enrollments in all of the Internet-based courses; the traditional courses were cancelled in spring 2002 because of low enrollments.  

It is a challenge to determine enrollments in Internet courses as one course is listed several times with different codes for different campuses. If you combine all the codes to create one class and add up the available seats, you can figure out how low the enrollment is.  

Jim  

Here are some issues that I would like to see the Senate put on its action  

Thursday, September 19, 2002 America Online: GJMPond
agenda:

1. Bookstore: The September 1, 2002, Honolulu Advertiser has a front-page article on the UH Bookstore. Their main sources of information were the Bookstore and a publisher’s representative, with a few comments by one professor and a student. The situation at LCC is MUCH WORSE than that article would have us believe.

At LCC, the Bookstore routinely under-orders books. If more texts are needed, either the divisions or the publishers pay for air shipping the texts. Publishers’ reps have told me they know the Bookstore does this. Indeed, often the Bookstore simply orders extra books and charges the divisions for the air postage even though every publisher has an emergency late order policy that allows the publisher to pick up the cost.

The Bookstore pushes used books, regardless of their condition, because they can charge up to 80% of the cover price even if they sell the same book more than once.

The Bookstore is careless about getting orders correct. This semester, in one of my classes, two of the four books the students purchased were incorrect. In one case, every copy of the incorrect book the students purchased was a used copy. Our secretary and I checked my book order; it appeared to be correct. Of course, I also have to admit that I may owe Sylvia an apology, blaming her for an error that may have been mine (the incorrect used text; I may have written the wrong ISBN although all other information was correct).

For a book PRINTED ON CAMPUS, the Bookstore did not stock enough copies even though all sections of the course had been full since the end of July. Wouldn’t you think that the Bookstore would keep track of enrollment data?

2. Registration: I understand that Banner has added work and stress for the Counselors, but simply passing the problems to the teaching faculty, who are focused on getting the students started on the semester of study, does not solve any problems. The students have been the ones to suffer. Three issues are of primary concern to me:

Prerequisites: The new system does not yet have the capability of checking for prerequisites, and the Counselors are unwilling to do so manually or even ask students how they have met the prerequisites. In a meeting with Language Arts, it was made clear that faculty would have to check. However, even when we try, we get little assistance. We send students to get a student transcript ($10 for immediate transcript) or a clearance from Counseling. We get a note that tells what course the student took—but not the GRADE. Frank Sherry has been helpful with COMPASS scores.

Adding courses: Although the central add-drop location adds a student to a class whenever an opening occurs due to a drop, the Counselors have been sending DOZENS of students to teaching faculty, telling them to “beg” to be admitted. Sometimes the Counselor accompanies the student. However, if both faculty and the central system are adding students, we are in danger of significantly over-enrolling our classes, thus significantly increasing faculty workload throughout the semester while adding stress at the beginning of the semester. Can the Senate work with Counseling and the Divisions to develop a policy? If faculty have control over adds and drops, fine. If the central add-drop system controls it, fine. But we can’t have it happening at both places, especially since the lack of coordination leaves the student uncertain of what to do.
English, for which there are multiple sections, students shop around for a nice teacher. They don't bother attending the class for which they were registered even though they show up on the class list. We used to be able to drop students who missed two classes. Can't we reinstate that procedure?

3. Prerequisites: When I was on the Senate a few semesters ago, we voted for a TEMPORARY (two to three semesters, max) suspension of prerequisites. We are well past the time (into the third year, I believe) when the prerequisites should have been reinstated, yet nothing has been said. What is the hold up? It's time to refuse to accept excuses and demand some action.

4. New faculty positions, point one: At Convocation, we were told that we have two new non-teaching faculty positions. Since position counts remain fairly stable, from where did these positions come? Were teaching positions converted? Which divisions lost positions, if any? With the increase in enrollment, don't we need the teaching positions? After all, in his welcome back message, the Provost indicated that the teacher-student experience is the reason we are here. How can we reduce the positions that meet the College's mission?

5. New faculty positions, point two: While the people in positions are both obviously qualified, I must ask how the positions were filled. I understand that under EEO guidelines (which we must follow or we endanger receiving federal funds), every new position must be advertised. Did I miss the ads for these two new positions? Were hiring committees formed and interviews conducted? Surely an APT position cannot simply be converted; surely the faculty positions are NEW positions and therefore must be advertised. Can you find out the story?

In Language Arts, as I am sure as in other divisions, when any new position is created, even by converting a variable (non-tenure-track FT) position to a tenure-track position, the people hired for the variable position must apply for and go through the interview/hiring process for the tenure-track position. Most recently, two English positions and a Japanese position were handled this way, and this coming year, the Tagalog position will also be advertised. In two of the three past cases, a person in a variable position was hired for the tenure-track position. In one case, an exceptional but unknown candidate surfaced; that person was hired. Surely the same process must be followed if an APT position (NON-faculty) is converted to a faculty position.

6. Administrative positions: Two of our administrative positions, the Interim DOI and the Acting Assistant DOI, have been temporarily filled for two years. One concern of the WASC Visiting Team was the instability of our administration. When will these positions be advertised?

7. Catalog: Is it true we don't have one this year?

8. Scheduling: What's the problem? We are now on the 17th supplement!

9. Program viability: In looking through last year's catalog, I came upon opticianry classes. As these had never been mentioned by anyone, I checked Curriculum Central, where I found a whole certificate program of courses with experimental numbers. In the past, Vo-Tech courses required not just a plan but an authorization to plan! Judging by the information in Curriculum Central, authorization had not been granted. What is going on here? Are programs being instituted without going through approved procedures? Who is analyzing this program? Does it have an advisory committee, as other vocational programs do? How many students are in the program?
10. Program viability #2: Because of the push to overload my own classes, I looked at enrollments in others. Once I had deciphered the code for online classes, I realized that the e-commerce program has maybe eight students total. This has been a pattern over the last few semesters. Again, who is analyzing this data? We gave Honolulu CC two successful programs, graphic arts and CAD, developed our own successful CADD and lost it, but we continue to fund programs that have few students. How do we justify this when we need more basic classes?

11. Program development: The sudden appearance of an opticianry program and the rumor that we are developing some kind of pre-education program make me wonder whether the Senate, especially the Curriculum Committee, has been involved at all. How is the hiring for these experimental classes being handled? Where is the information dispersal to the faculty at large?

12. Restrooms: Did you notice in Andy Rossi's Fact Book that the condition of the restrooms is of primary concern? In 1986-87, when I did a weekly column in the Bulletin that found answers to questions, the number one concern was the condition of the restrooms. Why wasn't some of the money spent on the Admin's plush surroundings spent on restrooms and on furniture for us peons? We have chairs that are dangerous if you lean back, chairs that snag clothes, tables with wobbly legs, etc. And divisions don't have the resources to order any because our supply money goes for things to help us teach or to pay for postage for books!

13. Smart classrooms: Who is responsible for the fiasco of ordering all the equipment but forgetting to order what is needed for installation? When will we see the use of these classrooms? The Admin wants us to use technology to teach, but storing it somewhere as it grows obsolete doesn't help us much.

14. Tenure and Promotion: With the change in administrative structure (still uncertain), does anyone know who will review the portfolios after the TPRC? Our faculty need to know! I assume this problem exists in all the community colleges.

15. Master keys, etc.: (1) In my classroom in Language Arts, I no longer have the tables that made teaching easier for group work as art students needed them more. I accepted the switch although I wish some of the Admin redecorating money had been used for basic tables and chairs. Okay, I made that point earlier. (2) However, the desks that replaced the tables have been further replaced. Lucy Gay, using a master key to which she no longer has a right, simply switched furniture over a weekend! Our O&M head said he had no orders to the contrary, so it let it happen (how? is that for backward thinking?). Kay Caldwell, the LA Chair had signed in at Security and was in her office; no one bothered to ask her.
### Summary

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<th>Acad Sppt</th>
<th>Std Svc</th>
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<td>(25,172)</td>
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| B- Other Curr Exp | 239,011 | 9,450 | 288,555 | 29,099 | 1,490,609 | 2,056,724|
| C- Equipment | 0 | 263,883 | 0 | 0 | 263,883 | 2,320,807|
| Total O | 239,011 | 9,450 | 552,438 | 29,099 | 1,490,609 | 2,320,807|
| Total | 8,987,786 | 241,091 | 2,532,988 | 1,383,549 | 3,235,657 | 16,381,071|

### Resources

#### General Fund

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<td>Add Approp for Faculty Release Time</td>
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<td>Coll Barg Appropriation Shortfall</td>
<td>10% shortfall (FY 2002 &amp; 2003)</td>
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<td>UH Systemwide Marketing(1% of TF)</td>
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<td>Sabb Leave Replacement from UHCC</td>
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<td>EIF Awards</td>
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<td>Diversity &amp; Equity Awards</td>
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#### Tuition and Fee Special Fund

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<td>Carry Over Cash Reserves</td>
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#### Other Revenue Sources

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#### Total Source of Revenues

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<td><strong>Special Assigned Time Allocation</strong></td>
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<td><strong>Sabbatical Replacement</strong></td>
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<td>Office of Planning, Policy and Assessment</td>
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Meeting Minutes
The fourth meeting of this committee was convened on Wednesday, April 3, 2002 at 3:00 p.m. in the Staff Development Office.

Committee members present included:

- Zeny Estrada, Social Sciences
- Jennie Thompson, Math & Sciences
- Barry Nakamura, Arts & Humanities representative
- Ralph Toyama, Academic Support
- Cindy Martin, Academic Support
- Christian Ganne, Vocational Technology
- Mike Fujita, Business Technology
- Flo Abara, Student Services

Special Guest: Sylvia Hirata, Bookstore Manager

Discussion included the following:
Special guest speaker Sylvia Hirata answered the concerns brought up at our first meeting:

**Cost of Books:**
The bookstore mark-up is 25% from net price. Example: $40 book will be marked up to $53.35. Divide cost of book by .75. The bookstore does not tack on any shipping charge. Some paperback books are sold at its list price. Years ago, the mark-up was 20%. It was raised to 25% and there are no plans for future increases.

**Book Buy Back:**
To get the top dollar, books must be used again on campus. The bookstore will give students 1/2 of the price and sell it with a 25% mark-up. If the book is not used again, students will get whatever the demand is as set by book buyers, maybe $5.00, $2.00 or nothing.

**Why do books cost so much?**
Publishers add on free items to books (pass codes, CDs, disks) which raises the cost of books. Publishers need to keep their audience of new books. They also send out free desk copies, which increases the cost of books.

Prices of books have gone up dramatically. Price increases occur two times a year and we don't know how to control it. The trend is for students not to buy the book, or put off buying their books until they really need it. Students are not buying study guides. Bookstore is moving to used books—bookstore makes more money because there is no shipping cost and the cost is lower to the students. Note: If the CD is missing from the book and the faculty requires it, the bookstore cannot buy back the book.
Question was asked about book packages (e.g. books and working papers). From the students' perspective, it is better to get non-packaged goods. Students can't sell back the book without the working papers.

Book returns to the publisher:
If the bookstore has to return books to the publisher—it is at the bookstore's cost. If the bookstore plans to send books back due to overstock, they wait to get the faculty's order first before sending it back. When a new edition is pending—the bookstore will return the books.

Can students go on-line and get cheaper books?
Yes they can. The bookstore did a survey of 20 books used at LCC and didn't find it cheaper on-line. You cannot force students to go to the bookstore. They can go to Borders, the Internet.

Why are there not enough books in the bookstore for a class?
There have been times that the book orders are for 35, however, the bookstore does not sell 35 books. The bookstore manager reviews past sales history (looks up to 4 previous semesters) and estimates the number of books that will be sold. (Since any books leftover are returned to publisher at bookstore's expense.)
If a book is sold out—bookstore will bring in the book at whatever cost at the bookstore's expense, with no additional charge to the student.
Sometimes instructors don't use the textbook much—student wait to see whether or not they need to purchase it.
If there is an added section or if classes are overenrolled, the bookstore will bring in the books.

Is it possible for students to buy the instructor's manual?
NO. There is buy-back for instructor's manuals.

Why are there no books for five-week classes?
The bookstore probably didn't know it was a modular class (and would start after the beginning of the semester) and could have returned the books. If there were no books for the student, the bookstore will bring it in at no extra cost to students. Let the bookstore know if you have a five-week modular class with the book order.

Scantrons rolled up in the machine do not always work properly:
The Scantron machine is for customer service—to provide scantrons after hours. The machine takes a quarter (which is more than the 15 cents cost. Even if the store is open, students still go to the machine. Encourage faculty to tell students to buy their scantrons ahead of time. Bookstore sells 30,000 scantrons—and would gladly give it to anyone who would want to take it over. Schedules and pencils are also in demand after hours.

How do distance education students get their books?
They go to our bookstore, UH bookstore or order on-line from stores on the web.
**Bookstore move:**
The bookstore move has been axed. Food Service did not have enough money for all the renovations.

If there is a late order or added sections, the division pays the shipping. If all sections are using the same book, it usually evens out—one class purchases more while another class purchases less.

Idea to save money—Eng 100 has 30 classes and 20 different teachers and every teacher uses a different book. If they could agree on a book, this could save money.

Idea—order books on time. If you order one-two weeks before school, division must pay shipping costs.

**Why do we request book orders so soon?**
Bookstore research books. They need to know what books to buy back from current students. They order in bulk and consolidate orders all together to save on shipping charge. There are classes offered every semester that are cancelled and books need to be returned.

**Promotional shipping?**
We order it usually the same day—the publisher doesn't have to fill it that day. Three-five days to package order and ship it plus mail time.
Sometimes we place orders and the books are not published until June. From the time they ship it out it takes four-six weeks to get to us.
Bookstore is self-supporting. Pays for their own phone, personnel. They make money on other merchandise where there is a 40% markup (pens, clothes, etc.).

**How can we order computers, etc.?**
Wednesday is the set delivery date from Manoa.

**New issues?**
**Merit pay?**

This is the last meeting of the semester. The next meeting will be held in September from 2-3 p.m. in the Staff Development Office where we will brainstorm issues.

Follow-up questions from Gail Levy. Code work with Dimpna from McGraw Hill. Says rush reorders—say giddyup—and we are not charged shipping for late orders even if it is our fault.

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Hi flo,

Here are some of the comments from my campus regarding CC restructuring. I told our faculty and staff that this was their last chance to tell us what they would like to see in the new UH restructuring of the CCs. I have purposelessly removed their names for anonymity.

I feel very strongly about this...because the job descriptions will be changing significantly for these new positions of "Chancellor" and "Chief Academic Officer" they must be re-advertised. This is critical in order to get the right people in the right positions. Faculty should have some say in filling these new positions via Selection Committees. I know everyone agrees that this is obvious, but I think it is critical that it appears in print.

I speak for all the Human Resources Office Staff for the community colleges regarding the Director of EEO/AA at the CC Chancellor's Office. This position is under the supervision of CC Chancellor. I have grave concern about not having to include the Director of EEO/AA position as part of Mike Unebasami unit. We have many issues and concerns that require the assistance of the Director of EEO/AA. This position advises us on matters such as grievances, both on employees and the public (in my case recruitment for faculty and APT positions); this office prepares the stats on EEO/AA reporting which is mandated by the President as well as used as a guide when recruiting and selecting our faculty and staff. This position also prepares the goals and objectives for each campus re: ethnicity, race, gender, underutilized groups, etc. With the delegation of personnel activities to the Campus level, Personnel Officer on each campus cannot afford the time to handle all what the EEO/AA Office does. The Personnel Officer must constantly be cognizant of all these requirements when announcing a faculty or APT position and when finalizing an
appointment. Having to delegate the appointment authority to the Provost is fine, however, we must adhere to all these EEO/AA rules and regulations to prevent from having grievances or complaints which might be the cause in delaying the appointment. Furthermore, this is a federal requirement, one that cannot be taken lightly. Please support the Human Resources Offices by retaining the EEO/AA Office situated at the CC Chancellor's Office to be with Mike Unebasami's Section. This action will certainly benefit all of the faculty and staff for the community colleges, otherwise these activities may be assigned to a faculty. We at HRO do not have a staff other than myself to handle these matters.

I do not think that the heavy praise given Joyce is good for the CCs. In the long run, I think it is important to get her high level flunkies out the way of us in the CCs.

...the report doesn't appear to address a number of functions currently handled by the chancellor's office, e.g., policies and procedures. Will there be a corresponding series to the present CCCM's? After they leave an individual campus, who signs off on applications for contract renewal, tenure and promotion, faculty hiring, etc.? Or will functions like faculty hiring or applications for contract renewal be approved at the campus level by the provost?

This looks generally o.k. to me, but something which stood out is that under "Principles" there was no real mention about the importance of maintaining a good faculty. If students are the "most important" then, we are next to or equally important and I think that should be stated more explicitly -- that we are entitled to and need a certain level of support. Perhaps this is implicit but I would like to see it said more directly.

Maybe this is not the place to say this, but I don't see anything about the importance of faculty input to the governance of the individual campuses. I think that we at Leeward have seen the erosion of influence of the instructional faculty
in certain important matters of governance and decision-making. We need to re-establish that in principle. This seems to be the time to do that.

(end)
MEMORANDUM

February 20, 2002

TO: Sandra Sakaguchi, Provost, Hawai‘i CC
    Ramsey Pedersen, Provost, Honolulu CC
    Leon Richards, Acting Provost, Kapi‘olani CC
    Peggy Cha, Provost, Kauai CC
    Mark Silliman, Provost, Leeward CC
    Florence Wiger, Acting Provost, Maui CC
    Angela Meixell, Interim Provost, Windward CC

FROM: Joyce Tsunoda, SVP/Chancellor

RE: Hites Community College Scholarship Foundation

The Hites Community College Scholarship Foundation has accepted our proposal to participate in its Challenge Grant program. Attached is a Q&A document that identifies the possible questions you and your faculty, staff, and donors may have about the scholarship challenge.

This is a timely opportunity for the UH Community Colleges to be involved in a scholarship program that has multiple benefits to our students and our institutions. Our collective efforts in engaging our various constituents in this worthy cause will have lasting impact on our students in the quality of their experiences at our community colleges and at the baccalaureate-degree granting institutions they choose to attend. I look forward to celebrating our success with our friends, supporters, students, and our communities.

Please do not hesitate to contact Mariko Miho should you have any questions about this Challenge Grant opportunity.

cc: Dan Ishii
    Mike Rota
    Mariko Miho
1. Who was Robert F. Hites?

Robert F. Hites, former Division Vice President and Controller of the Ralston Purina Division and an Assistant Professor of Accounting at St. Louis Community College, St. Louis, Missouri, established the Hites Family Community College Scholarship Foundation in 1990. In ten years, the Foundation has awarded over $875,000 in scholarships to some 73 students at 40 community colleges in 33 states and one province in Canada. Through Mr. Hites generosity, these academically high-achieving students have had the opportunity to pursue their last two years of work toward baccalaureate degrees. Mr. Hites passed away in 1995 and to perpetuate his memory and his love for students, the board of Directors of the Hites Foundation has decided to expand the opportunities for graduates of two-year institutions.

2. What does the Hites Family Community College Scholarship Foundation (HFCCSF) hope to accomplish through its Challenge Grant?

The purpose of the Challenge Grant is to increase the number of community college transfer students who perform at a high level of academic excellence and who continue their studies at baccalaureate degree-granting colleges or universities. In keeping with this purpose, expenditures from the fund must be used for scholarships for students transferring from a community college to a baccalaureate degree-granting university.

3. What Is the challenge to the University of Hawai'i Community Colleges?

The Hites Family Community College Scholarship Foundation has accepted a proposal from the University of Hawai'i Community Colleges to raise $100,000 in private funds to be used to provide scholarships for high-achieving community college students.

For each dollar raised by the University of Hawai'i Community Colleges (UHCCs) in response to the offer of the Challenge Grant, the HFCCSF will
provide one dollar to the UHCCs, up to a maximum of $100,000 payable in the form of cash and/or mutual fund shares by the HFCCSF. Challenge grants will be paid in increments of no less than $25,000. However, if at the expiration of the two-year period for raising matching funds, the UHCCs have raised an amount of matching funds greater than $25,000, but that is not a multiple of $25,000, a final grant for the amount of matching funds raised, minus the amount already granted by the HFCCSF, will be issued to the UHCCs for the Fund.

In other words, the HFCCSF will provide up to $100,000 in matching funds over a two-year period. Any additional matches from the HFCCSF will be made at the discretion of the HFCCSF Board of Directors. The UH Foundation has agreed not to charge an administrative fee on the Hites matching funds.

The University of Hawai‘i Community Colleges have pledged to raise a total of $200,000 in private gifts for this Challenge Grant between February 2002 and February 2004.

4. How does the University of Hawai‘i Community Colleges propose to raise the matching funds?

Each community college campus will be expected to raise a portion of the $200,000 in each of their respective communities.

The non-matching and matching scenario would look like this:

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<tr>
<th>Campus</th>
<th>Fundraising goal</th>
<th>Hites Match</th>
<th>Leadership Match</th>
<th>Total</th>
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<tbody>
<tr>
<td>Hawai‘i CC</td>
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<td>$14,286</td>
<td>$58,572</td>
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Each UHCC campus would establish a scholarship selection committee to ensure that a consistent and proper selection criteria and student award process be followed in accordance to the criteria set forth by the Hites Family Community College Scholarship Foundation.
5. **What is the Leadership Match?**

A leadership donor to the UHCC has expressed his interest to form a “hui” to raise an additional $100,000 to match the $100,000 from the Hites Family Foundation. These matching funds would raise the total amount of private gifts and matching gifts to $400,000.

6. **What are the benefits to the UHCCs for participating in this Challenge Grant program?**

This scholarship program will:

a. Raise the level of public awareness of high-achieving community college students who continue with their studies at baccalaureate degree levels;

b. Raise the level of public awareness of the University of Hawai‘i Community Colleges’ role and function as accessible, open-door institutions of the University of Hawai‘i system;

c. Improve our ability to recognize and support high-achieving community college students in their aspirations to earn their baccalaureate degrees and to achieve their academic goals;

d. Improve our ability to attract high-achieving high school students in making the UH Community Colleges their choice of institution to attend; and,

e. Enhance the perception of quality of community college transfer programs among our various constituencies.

7. **What are the conditions for investing the funds from the Hites Family Community College Scholarship Foundation?**

Private gifts and matching funds will be used to establish a scholarship endowment fund named the Hites Family Higher Education Scholarship Fund of Excellence at the University of Hawai‘i Foundation.

The Fund will be treated as a perpetual endowment fund to be used for the sole use and purpose for funding scholarships for UH Community College transfer students who meet the selection and performance criteria set forth by the Hites Family Higher Education grant. At no time may the Fund be expended, in whole or in part, for capital assets or administrative expenses.

The Funds will be invested according to the investment policies and regulations of the University of Hawai‘i Foundation pertaining to endowment funds and any applicable federal and state laws governing the UH Foundation or governing endowment funds.

8. **What are the number, amount and frequency of the scholarships to be awarded?**
The number and amount of the scholarships to be awarded will be at the discretion of each UH Community College campus in accordance to the policies and practices established by the University of Hawai‘i Foundation.

The UH Community Colleges will use only the expendable portion of the interest earned on the endowment fund to cover tuition-based scholarships awarded to UH Community College transfer students. Awards will be made on a semester basis. The UH Community Colleges will monitor and evaluate student performance from the time of their transferring to a baccalaureate-degree institution in accordance to the criteria set forth by the Hites Family Higher Education Challenge Grant.

Each scholarship will be payable over four semesters in equal amounts to the recipient student.

Example For example, current full-time tuition for undergraduate students at UH Manoa runs $1,500 a semester. Based on a $300,000 investment, establishing the Hites Family Higher Education Fund for Excellence, the UHCC system can expect the endowment to generate about $15,000 during its first year. This amount would make it possible for the UHCCs to award scholarships in the following manner:
- ten (10) $1,500 scholarships to UH Community College transfer students who enter the baccalaureate degree program at UH Manoa for a period of a semester;
- ten (10) $750 scholarships to UH Community College transfer students who enter into baccalaureate degree program at UH Manoa for a period of a year;

9. What are the conditions for awarding scholarships from the Fund?

Scholarships must be awarded based on academic excellence at the community college. Each student considered for a scholarship must have accumulated a minimum of 50 semester hours (or its equivalent) at the time of transferring to a baccalaureate-degree granting institution. Each candidate for a scholarship must have a cumulative grade point average of 3.5 or better on a 4.0 system at the community college. Each recipient must have been accepted and enrolled as a full-time student in a regionally accredited four-year educational institution leading to a baccalaureate degree.

During the first and second years of the scholarship award, the student must be classified as a full-time student and must maintain that status throughout the semester to be eligible for renewal. Students must maintain a 2.75 grade point average during the first semester of the first year and a 3.00 cumulative grade point average during each of the following semesters. If the student
attends an institution that operates on other than a semester basis or other than a 4.0 system, the equivalent institutional definitions would prevail.

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10. About the University of Hawai'i Foundation

The University of Hawai'i Foundation is a private, non-profit corporation designated by the IRS as a 501(c) (3) organization, legally separate from the University of Hawai'i, the UH Alumni Association, and all other UH affiliates. However, the Foundation works in close partnership with all of these and leaders of the community exclusively for the benefit of the University. The University of Hawai'i Foundation has agreed not to charge an administrative fee on the matching funds received by the Hites Family Community College Scholarship Foundation.

11. What recognition will be provided to the Hites Family Community College Scholarship Fund?

The Community College System office will provide the seven community colleges promotional scholarship materials to distribute to prospective donors. Individual campuses will be expected to produce additional promotional flyers and news articles in internal and external publications as appropriate.

Additionally, the system office will work with the individual campuses to coordinate donor cultivation and stewardship events to promote and recognize the Hites Family Community College Scholarship Foundation matching program. System wide marketing efforts will be made to announce the campaign.

The University of Hawai'i Community Colleges propose to recognize the Hites Family Community College for its matching gift in numerous ways.

1. Through press announcements distributed to the general media, University of Hawai'i publications, community newspapers, nationally distributed higher education publications, and community college campus bulletins.
2. Through the coordination of annual student awards ceremonies concurrently held on campuses at the end of either the fall or spring semesters.
3. Through the University of Hawai'i Foundation's annual report, featuring special donors and student recipients in the University of Hawai'i system.
To promote the scholarship challenge, the Community College system office proposes to produce a scholarship brochure promoting the Hites Family Community College Scholarship Foundation and the matching gift opportunity. Brochures would be distributed to all community college campuses throughout the state.

Additionally, the Community College System office will work with a major newspaper to create a special human interest story on featuring the first student recipients of the Hites Family Community College Scholarship.

12. About the University of Hawaiʻi Community Colleges

Established in 1964, the University of Hawaiʻi Community Colleges (UHCCs) are important and growing institutions of the ten campus University of Hawaiʻi system. The UH Community Colleges serve as major access points and the open door institutions to the University of Hawaiʻi system, traditionally enrolling more than half of the total credit enrollments of the entire University of Hawaiʻi system (24,809 credit students out of 45,994 total systemwide enrollments in Fall 2001).

With a combined credit and non-credit enrollment of more than 98,000, the UH Community Colleges touch more people’s lives than any other higher education institution in Hawaiʻi. Furthermore, since many of the 350,000 alumni continue to work and live in Hawaiʻi, the UH Community Colleges are major contributors of Hawaiʻi’s educated workforce and the State’s economic development plans.

There are seven community colleges located on the Big Island of Hawaiʻi, Maui, Oʻahu, and Kauaʻi. Each campus offers a unique experience, holding special strengths in its own programs, facilities, and communities. When combined, these distinctive college campuses form the most comprehensive liberal arts and career occupational institutions in the Asia Pacific region.

The UH Community College system is quite unique in that it is part of the University of Hawaiʻi system, the single public higher education system of Hawaiʻi, that serves the entire State of Hawaiʻi. Thus, the system goes to benefit not only a particular constituency or community, but the entire State of Hawaiʻi. The impact of such a system of higher education has major significance in the development of academic programs, student services, and community outreach programs.

The UH Community Colleges’ liberal arts curriculum and some of the occupational, technical, and professional courses are designed to enable students to transfer to the four-year campuses of University of Hawaiʻi at Manoa, Hilo, and West Oʻahu, and the private four-year institutions. Students can prepare for a bachelor’s degree in liberal arts disciplines or business and
science-related disciplines at any one of the seven UH Community College campuses.

The *University of Hawai'i Benchmark and Performance Indicators Report, 2000 Update*, reported on the status of access to quality and service to the state. The report highlights the following indicators:

- UH Community College students who transfer to UH Manoa graduate at higher rates than their non-UH Community College transfer counterparts.
- In Fall 2000, the UH Community Colleges transferred more than 2,000 to four-year campuses within the UH System, based on self-reported information.
- The UH transfer and articulation policy was updated in 1998 to reinforce the University's commitment to improve all aspects of transfer and allow students to plan their course of study without unexpected changes.
- UH Manoa revised its general education core in a way that provides more flexibility for transfer students. UH Manoa reached an agreement with the UH Community Colleges and UH West O'ahu on guidelines for the award and transfer of prior learning credit.
- In a Spring 1999 UH Community College survey of former students, over 83 percent of UH Community College graduates and leavers rated the overall quality of their educational experience as being either Good or Excellent.
- A 1999 survey of graduating seniors from UH Manoa reported that 39 percent of the graduating seniors reported transferring credits from a UH Community College.