I  Approval of Minutes

II  Reports
A. Standing Committee Chairs:
   1. Budget and Planning—Joe Chernisky, Frank Sherry
   2. Faculty (also Ctte on Cttes)—Linda Currivan, Ruth Pfeiffer
   3. Elections—Stephanie Palombo
   4. Academic/Institutional Support—Cindy Martin
   5. Legislative Relations—Joe Chernisky, Frank Sherry
   6. Student Committee (also ODE Coordinator)—Ron Flegal
   7. Program Review—Kathy Hill
   8. Curriculum (also AA Revision Ctte)—Paul Lococo

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

C. Chair’s Report
   1. BOR Meeting/ACCFSC Meeting. LCC 3/19/04.

III  New Business
A. AIC for the Strategic Planning of Information Technology and Learning Resources.

IV  Announcements

V  Adjournment
*Future Senate Meetings: April 21, May 5.
LEEWARD COMMUNITY COLLEGE
2003 – 2004 Faculty Senate

APPROVED Minutes of the March 31, 2004 Meeting

James Goodman, Chair
Nancy Buchanan, Vice Chair
Candace Hochstein, Secretary


SENATORS EXCUSED: R. Pfeiffer, M. Reese, W. Teraoka, S. Wood

GUESTS: D. J. Danner (Student Government), J. Espinosa (Student Government), Eli Tsukayama (Student Government), Daniel Chun (Student Government), Steven Boun (Student Government), Kaz Chambers, Leanne Chun, Judy Kappenberg.

CALL TO ORDER: The meeting was called to order at 3:22 p.m. with a quorum.

APPROVAL OF THE MINUTES: The minutes were approved with minor amendments. It should have included Steven Boun (Student Government) under the Guests section.

COMMITTEE REPORTS:

BUDGET AND PLANNING – No report at this time.

FACULTY COMMITTEE – No report at this time.

ELECTIONS COMMITTEE – No report at this time.

ACADEMIC/INSTITUTIONAL SUPPORT COMMITTEE – No report at this time.

LEGISLATIVE RELATIONS COMMITTEE – No report at this time

STUDENT COMMITTEE – No report at this time

PROGRAM REVIEW COMMITTEE – Senator Hill reported that the Program Review Committee met on Tuesday, March 30, 2004 and approved 13 templates. She will present them to the Senate at the April 21, 2004 meeting as there were a few minor corrections that needed to be made.
CURRICULUM COMMITTEE - No report at this time.

SERVICE COMMITTEE - No report at this time.

CHAIR'S REPORT:

Board of Regents
- Chair Goodman reported that the All Community College Faculty Senate Chairs (ACCFC) and Board of Regents (BOR) met at Leeward Community College (LCC) on March 19, 2004. The faculty demonstrations which greeted the BOR when they arrived at LCC, and lasted during the breakfast appeared to affect the BOR. The faculty presence during the BOR meeting was also visible. Chair Patricia Lee announced that the BOR would do everything in their power to avert a strike.

- The LCC Progress Report to the ACCJC was submitted to and accepted by the BOR

- The LCC Strategic Plan 2002-2010 and the LCC College Mission Statement was approved by the BOR.

All Community College Faculty Senate Chairs (ACCFC)
- The ACCFSC proposed and passed the following resolution:

  Be it resolved that the ACCFSC:
  1. opposes any suggestion that an interim appointee to an administrative position should be made permanent simply on the ground that they have served adequately in their interim capacity; and
  2. requests that all non-interim appointments to administrative positions be made only after an appropriate search accompanied by adequate consultation (including faculty consultation for academic administrators) has occurred.

- Chair Goodman shared a draft of the new University Council on Articulation (UCA). The draft contains language which reflects the students' desire for participation and reorganization. The ACCFSC recommended that chancellors consult with appropriate faculty governance body regarding membership and that they have a non-voting liaison from the ACCFSC. It was further recommended that there be a three-year appointment for all faculty and that the terms be staggered.

In the proposed UCA, members will be appointed by the Vice President for Academic Affairs in consultation with the Chancellors and CCAO's. The Council will be comprised of four members from the community colleges, one member each from UH Hilo and UH West Oahu, four members from UH Manoa, two members from the CCAO, and two undergraduate members representing the University Student Caucus. Staff from the Office of the Vice President for Academic Affairs shall serve as the Convener for the UCA. The Chancellors are encouraged to identify and recommend members from among faculty and academic administrators. UCA meets a minimum of twice each academic year.
The current UCA is as follows: Members of the UCA are appointed by the President in consultation with senior executives and SAAC. The Council is comprised of two members from the Community Colleges, one member each from UH Hilo and UH West Oahu, and four members from UH Manoa. The UHM academic affairs, UHCC, UHH and UHWO SAAC members are routinely members of the UCA and chair it on a rotating basis. The Unit Senior Vice Presidents are encouraged to identify and recommend as the remaining members faculty/deans/provosts. UCA meets a minimum of twice each academic year.

Biennium Budget Initiatives occurring Systemwide

-Chair Goodman next shared a document from David McClain, Vice President for Academic Affairs, regarding the Budget process. This document contained six Biennium Budget Initiatives that are underway:

1. October, 2003: Council of Chancellors reviews flow diagram for biennium budget development process that will reflect, inter alia, enrollment considerations.

2. November, 2003, continuing through the present: Linda Johnsrud presents to the Council of Chancellors alternative criteria for considering budget appropriations and allocations, both in external presentations to the Legislature, and in internal decisions about where resources should flow.

3. January, 2004: Testimony to Legislature promising an Integrated Financial Plan for the Biennium Budget (2005-2007) and the four years thereafter, through mid-2011. State informed we will be “checking the ‘workload increase’ box,” so that enrollment is a part of the criteria for funding from the state.

4. February 2004 continuing through April 2004: Chancellors and selected systemwide initiative (e.g., Nursing, Pokua Council) asked to make “stocktaking” presentations to the Council of Chancellors. Such presentations, which align a unit’s strategic plan, its academic plan and its budget plans, ask the unit to answer four questions: What is it doing, and how is that being funded? and What would it like to do, and how does it propose to be funded? Members of ACCFSC and Student Caucus, along with chancellors and CCAOs, invited to observe presentations, ask questions.


6. Next Steps:

-After the conclusion of Stocktaking April 7, the President’s Council on Programs and Priorities will convene to review (1) the progress made on implementing the strategic plan and (2) the presentations made as part of
the stocktaking process, and to advise on criteria for considering budget appropriations and allocations.

-Council of Chancellors, ACCFSC, Student Caucus each review results of stocktaking budget proposals, and advise on criterion for considering budget appropriations and allocations.

-VPAA, Chief of Staff, on Chancellor from a senior college, one Chancellor from a community college, and the Director of the Budget formulate a draft systemwide biennium budget proposal, conduct further systemwide consultations on the proposal, submit to President for his consideration, and upon approval submit to BOR and post to VPAA website)

NEW BUSINESS:

-Kaz Chambers, Leanne Chun and Judy Kappenberg represented the Accreditation Implementation Committee (AIC) on Recommendation 5: "The team recommends the college formalize its planning procedures in the areas of technology and informational and learning resources to address needs in the following areas: determining the sufficiency of information and learning resources, providing professionally qualified staff, ensuring sufficient and consistent financial support, forging outside agreements, and evaluating the adequacy and effectiveness of learning and information resources and services." made the following proposal to the Senate: that the Senate approve the AIC’s recommendation in how to meet this recommendation. The proposal is as follows:

Introduction – The AIC for Strategic Planning and Information/Learning Resources developed an outline of planning procedures for Academic Support in the areas of technology and information and learning resources. The outline maps the procedures for determining the sufficiency of information and learning resources, acquiring and maintaining educational equipment and materials, providing professionally qualified staff, ensuring sufficient and consistent financial support, ensuring accessibility of information and learning resources and forging outside agreements. A timeline for establishing these procedures is also included. Underlying these procedures is a cycle of planning, assessment, and implementation based on the mission and functional statements of each Academic Support unit along with Academic Support as a whole. Each Academic Support unit will independently develop a 3-year plan to project its needs for additional learning resources, equipment and staff. A Council of Academic Support Coordinators will be formed and will collaboratively develop a master 3-year plan for Academic Support. This plan will be tied to the College’s Strategic Plan, and will be updated annually. Currently each unit is undertaking a formal Program Review, and this will be incorporated in the planning process. (Please see hard copy in Senate files for the Outline of Planning Procedures for Information and Learning Resources.)

This recommendation will formalize how Academic Support (Library, Educational Media Center and Computer Services) budget, prioritize and work under the Dean for Academic Support in addressing funding and equipment.
Discussion centered on the fact that Recommendation 5, in addressing “areas of technology and information and learning resources,” was not limited to Academic Support. Technology also existed in divisions, Business Technology, Computer Science, Automotive Technology, Television Production, Food Service, Computer Science, Arts and Humanities, and more. Senator Sakai pointed out that she co-chaired the original Self-Study report addressing this area. The recommendation of the Self-Study was to develop plans for identification and acquisition of information and learning resources including equipment and budget for the entire campus, not just Academic Support.

Understanding this, the AIC representatives for the committee stated that they choose to limit the scope of the committee to Academic Support only, not the entire campus. They did not feel that they could make determinations for the rest of the campus/divisions. That they could only address the area of Academic Support.

**Motion:** 04-11(Imada/Buchanan) Move to accept the proposal from the AIC committee as presented.

Yes – 7; No – 4; Ab - 4
Motion Passed

**ANNOUNCEMENTS:**
Senator Currivan clarified information on the contract proposal before the faculty for ratification. Some of the key points she highlighted were
- A six year contract is legal and enforceable regardless if there is a different governor or Legislature inheriting it.
- President Dobelle was talking about multiple revenue streams to pay for UH’s portion of the salary increases. These multiple revenue streams could be from tuition and/or fund raising. Increased revenues from tuition would amount to approximately $700 additional for UH Manoa and $200 additional for community college Students. The president anticipated a 10% tuition increase.
- Faculty will be receiving retroactive pay for 2003-2004. DAGS will be working on a payment schedule in consultation with UHPA.
- The Governor did not want to entertain the proposal of a two year contract because she anticipated that the state could not offer enough to keep faculty off the picket line.
- If the Tentative Agreement were not ratified, then a strike vote would have been taken. It was unclear if UHPA did choose to strike whether there was time left in the legislative session to approve a new agreement.

**ADJOURNMENT:** The meeting was adjourned at 5:12 PM.

**RESPECTFULLY SUBMITTED:** Candace Hochstein, Secretary
Hello Senators,

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For those who did not hang around the Board of Regents meeting yesterday, the Chair Patricia Lee stated that the Board will do “all in their power to avert a faculty strike.” According to what I have heard from other sources, Governor Lingle is optimistic that a resolution will be arrived at—Dobelle seems to be in our corner—but who knows? It now comes down to the negotiators and what the approval bodies do after that. The way it works is no matter what the contract is, the Board has two votes, Governor Lingle has three votes and President Dobelle has one vote. Everyone is waiting to see what the binding arbitration between the State and the HGEA will be (released on Tuesday?) as a weathervane as to the direction of what the UHPA contract might look like.

I’ll send more info when I get it.

James Goodman
Faculty Senate Chair

UH--Leeward Community College
Arts & Humanities Division
96-045 Ala Ike
Pearl City, Hawaii 96782-3393
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Proposed:

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Recommendation 5: "The team recommends the college formalize its planning procedures in the areas of technology and information and learning resources to address needs in the following areas: determining the sufficiency of information and learning resources, planning for the acquisition and maintenance of educational equipment and materials, ensuring accessibility of information and learning resources, providing professionally qualified staff, ensuring sufficient and consistent financial support, forging outside agreements, and evaluating the adequacy and effectiveness of learning and information resources and services."

Introduction
The AIC for Strategic Planning and Information/Learning Resources developed an outline of planning procedures for Academic Support in the areas of technology and information and learning resources. The outline maps the procedures for determining the sufficiency of information and learning resources, acquiring and maintaining educational equipment and materials, providing professionally qualified staff, ensuring sufficient and consistent financial support, ensuring accessibility of information and learning resources and forging outside agreements. A timeline for establishing these procedures is also included.

Underlying these procedures is a cycle of planning, assessment, and implementation based on the mission and functional statements of each Academic Support unit along with Academic Support as a whole. Each Academic Support unit will independently develop a 3-year plan to project its needs for additional learning resources, equipment and staff. A Council of Academic Support Coordinators will be formed and will collaboratively develop a master 3-year plan for Academic Support. This plan will be tied to the College’s Strategic Plan, and will be updated annually. Currently each unit is undertaking a formal Program Review, and this will be incorporated in the planning process.

Outline of Planning Procedures for Information and Learning Resources

I. Identifying, acquiring and maintaining information and learning resources.
   A. Information and learning resources
      Academic Support units currently maintain an inventory of equipment and learning resource materials for their respective areas of responsibility. Sufficiency will be evaluated using input from such sources as user surveys, usage statistics, advisory boards, focus groups, and open forums. National standards and University of Hawaii system-wide standards for comparable organizations will be consulted where appropriate.
   
   B. Staffing
      Based on an assessment of usage statistics, staff workloads and plans for program expansion, each unit will determine the adequacy of staffing levels. Staffing standards established by national organizations such as the Association of College and Research Libraries, the Standards for Community, Junior, and Technical College Learning Resource Programs, and IBM Corp.
and Digital Equipment Corp working with Massachusetts Institute of Technology will be consulted where appropriate. Requests for additional staff will follow procedures outlined in section C.2 below.

C. **Financial support.**

1. **Annual budget request**
   
   Prior to the start of the fiscal year on July 1st, and after assessing data on the previous year’s operations and reviewing the 3-year plan for the unit, each Academic Support unit will submit an annual budget request to the Dean of Academic Services. The Council of Academic Support Coordinators will then meet with the Dean to discuss these requests in light of the mission and functional statements of the individual units and the overall statements for Academic Support. The Dean will make allocations after input from the coordinators.

2. **Request for funding beyond annual base allocation.**
   
   Based on the individual unit 3-year plan for information and learning resources, the procedure found in Figure 1 will be followed for the acquisition of educational information and learning resources not covered by the annual base allocation.
   
   a. Requests for funds will be submitted to the unit coordinator.
   
   b. If a request is determined to be above and beyond the allocated budget for the unit, the request will be forwarded to the Council of Academic Support Coordinators.
   
   c. If the request meets priorities set by the council, the request is forwarded to the Dean of Academic Services.
   
   d. If the request is urgent, or minor it could go directly to the Dean of Academic Services.
   
   e. If necessary, the Dean of Academic Services and the Council of Academic Support Coordinators will consult with people who have expertise in the area of the proposed purchase. In addition, decisions will be made with the consultation by those affected.
   
   f. If the Dean of Academic Services determines that it is appropriate, the request will be submitted to the Administrative Staff and follow the campus procedure for funding requests.

II. **Accessibility of information and learning resources**

The procedures will address accessibility in terms of hours of operation, services to distance education students and ADA compliance.

A. **Hours of operation.**

   Hours of operation provided to student and faculty will be assessed routinely and revised based on usage data, feedback from surveys, user suggestions, and available resources.
B. **Distance Education**
Procedures have been established to ensure that Distance Education students have access to basic campus services.

C. **ADA Compliance**
In September 2003, the Faculty Senate approved policies and procedures that established standards for campus compliance with Federal ADA requirements for people with disabilities. No later than Fall 2004 a campus-wide Disabilities Accommodations and Access Committee will be established to ensure that these policies are followed.

III. **Forging outside agreements**
Each unit plans to maintain any current outside agreements and seek additional opportunities. Each unit will be responsible for creating and updating a master list of outside agreements. This list will be presented to the Council of Academic Support Coordinators and will be kept by the Dean of Academic Services.

IV. **Evaluating the adequacy and effectiveness of learning and information resources and services.**
Each Academic Support Unit has established different methods to assess the adequacy and effectiveness of its learning and information resources and services. This information will be analyzed annually to adjust priorities in the 3-year plan. Each unit is responsible for collecting this data, analyzing it, and making appropriate changes to the direction, goals and objectives for that organization. This will ensure a cycle of evaluation, analysis, planning, and revision on a cyclical basis.

V. **Timetable for development of the plan:**
The 3-year plan for each Academic Support Unit will be created in July 2004. The 3-year master plan for Academic Support developed by the Council of Academic Support will be created in December 2004.
Figure 1: Process for Technology and Information and Learning Resources Purchasing

KEY:

- - - when applicable
• Other duties as assigned.

Academic Service Programs
There are currently seven Academic Service Divisions charged with supporting the academic operations of the College. It is their primary function to provide a broad range of services to the academic programs of the College. The divisions also provide, where appropriate, services to all units of the College.

Educational Media Center (EMC)
Provides support for teaching and student learning through the integration and use of technology
• Plans, organizes and administers the educational media services for the College.
• Produces programming for the college including but not limited to distance education and other instructional materials.
• Coordinates distance education for the College
• Conducts in-service training services for faculty and staff.
• Coordinates the use and maintenance of media facilities and resources.
• Assesses EMC services and programs

Learning Resource Center (LRC)
Provides assistance and support to students for the promotion of student learning.
• Provides learning support including but not limited to tutoring, workshops and Supplemental Instruction to promote development of writing, technology, and learning skills as well as mastery of academic subjects.
• Provides students with study materials, educational technology, and other resources
• Offers academic testing services for courses offered by the College and Distance Education courses offered by other institutions
• Develops and implements a full range of services for students with disabilities through the Kako’o Ike (KI) program.
• Assesses LRC services and programs

Information Technology Group
Provides a supportive information technology environment for enrichment of student learning
• Manages and maintains College computer classrooms and laboratories
• Plans, designs, implements, and maintains the college networking infrastructure
• Provides desktop and software support services for faculty, staff, and students
• Maintains computers, servers and peripherals
• Inventories College software and licenses
OFFICE OF THE DEAN OF ACADEMIC SERVICES

Introduction
This office is charged with the responsibility for overseeing the academic service operations of the College and insuring that all academic service programs, including those undertaken by the Educational Media Center, Learning Resource Center, Library, the Information Technology Group, Staff Development Office, Assessment Office, and Grants Office, are in accord with the approved education plans, university and government regulations, and provisions of employee contracts.

The Dean for Academic Services is a line position responsible for providing administrative support and supervising the operation of all Academic Service operations offered at the College. The Dean reports to the Chief Academic Officer, and is assigned with a staff of appointed Division Chairs to assist in carrying out assigned functions.

Specifically, the Office of the Dean of Academic Services is charged with the responsibility for the following functions:

- Develops program plans and targets
- Provides for the scheduled assessment and evaluation of all activities in Academic Services.
- Develops a budget and expenditure plan for approved activities (including staffing plans, equipment acquisition plans, etc.) and supervises the expenditures of funds allocated to the operating units.
- Responds to requests for information, problems, adjudicating disputes and grievances.
- Represents the College at meetings on matters related to Academic Services.
- Supervises the recruitment, hiring and evaluation of staff.
- Assigns workload.
- Plans and implements a program of staff development for a faculty and staff assigned to unit.
- Informs College, University, and the community on programs and services of the unit.
- Represents Academic Services at system-wide activities as necessary
- Assists in the coordination and implementation of system-wide activities.
- Responds to the requests from University offices.
- Serves as staff for special assignments for the Chief Academic Officer.
Leeward Community College
Functional Statements
Page 6

- Provides network services and applications
- Assesses information technology services

Library
Provides access to information resources that support student learning
- Acquires, catalogs, circulates, and maintains library resources such as books, periodicals, and recordings
- Provides instruction to students and other patrons on finding, accessing, and evaluating information resources and research strategies
- Develops local and/or specialized information resources including print collections and databases.
- Provides research assistance and services to students and other patrons.
- Assesses library collection and services

Grants Office
Seeks extramural funding to support and enhance programs promoting student learning
- Researches and writes grants from government and private agencies
- Provides assistance and training in grant writing for faculty and staff
- Maintains a resource of grant information for the College
- Assesses grant services

Assessment Office
Insures students are placed at an appropriate level within College programs to maximize their learning.
- Provides a comprehensive program of assessment and placement testing for all incoming students
- Provides interpretation, counseling and advice to students on placement scores
- Serves as an adjudicator on appeals of placement decisions.
- Makes recommendations on placement instruments and services to the College administration
- Assesses placement services

Staff Development Office
Provides comprehensive training and professional development programs for faculty and staff enabling the College to provide the best possible environment for student learning.
- Develops, organizes and implements workshops, classes, colloquia, and other forums of professional and personal development for faculty and staff.
- Serves as resource center for materials on professional and personal development
• Advises and assists faculty and staff on external professional and personal development resources
• Assesses staff development services.