I  Approval of Minutes

II  Reports
   A. Standing Committee Chairs:
      1. Budget and Planning—Joe Chernisky
      2. Faculty (also Ctte on Cttes)—Linda Currivan
      3. Elections—Stephanie Palumbo
      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—Paul Lococo
   
   B. Ad Hoc Committee
      1. Senate Service Committee—Mimi Nakano
   
   C. Chair’s Report
      1. ACCFSC Meeting at HCC 9/26/03.
         a. Informal meeting with Dobelle, McLain, Kaleo, and five Regents.
         b. Linda Johnsrud, UH Administration Liaison to ACCFSC.

III  Old Business
   A. Faculty Poll on use of F and N grade.
   B. Formation of a Committee to revise LCC’s A.A. degree.

IV  Adjournment
*Future Senate Meetings: November 5 and 26, December 10.
LEEWARD COMMUNITY COLLEGE
2003 – 2004 Faculty Senate

APPROVED Minutes of the October 15, 2003 Meeting

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


SENATORS EXCUSED: M. Nakano, R. Pfeiffer

CALL TO ORDER: The meeting was called to order at 3:15 p.m. with a quorum.

APPROVAL OF THE MINUTES: The minutes of the September 24, 2003 meeting were read and approved with minor corrections: inclusion of Senator C. Yokotake as excused, clarification of RTRF as Research & Training Revolving Fund under Special Reports, and clarification of UHM resistant to housing the System Banner office under its IT office under Chair’s report.

COMMITTEE REPORTS:

BUDGET AND PLANNING – Senator Chernisky reported that Raymond Liongson (BT) and Michael Nester (AH) joined the committee, making its membership 4 and thereby fulfilling the requirements that a committee be comprised of a minimum of 3 individuals.

Senator Chernisky then stated that he believed that the Senate needed to have a copy of the College’s budget information on file. This file should be located with the past Senate minutes, which are currently located in the LCC library. As there is no such file currently in existence, Senator Chernisky asked the Senate members to look in their files to share past budget items.

Senator Chernisky informed the Senate that the budget was shared with the Campus Council in September 2003, yet none of the budgetary information was shared with the Faculty Senate. He stated that he would like to begin having budgetary meetings on a regular basis with Administration in order to keep the Senate abreast of current information. This was a high concern point as issues such as course reduction, enrollment caps, the new 70% cut off percentage to cancel classes, System assessments taxes and others continue to occur.

Due to these concerns, the Budget and Planning committee did present four possible alternatives to System Assessments. They were as follows:
1. No action.
2. Dialogue with BOR; Campus; Admin.
3. Request for Study Resolution:
   "That the UH-LCC FS request that the BOR require the UH System Central Admin. to immediately institute an impact and feasibility study of UH System assessments, reorganizing costs, mandates and taxes. During the completion of this two week study, all FacSenates will have due process & be duly notified.
4. Request for Study & Rescission (add)
   "UH-LCC FS also requests that collection of such assessments be rescinded until all alternatives have been studied and the study completed."
No action was taken on any of the suggestions mentioned.

FACULTY COMMITTEE – The Committee on Committees (a sub-committee under the Faculty Committee), met on October 5, 2003 and made a list of faculty members whose names could be submitted to write the position description for the Vice Chancellor/Chief Academic Officer. The names submitted to administration were James West, Lenore Maruyama, and Jake De Ste Croix.

The Faculty Committee sent the results of the faculty survey to the Division Secretaries, to forward to the faculty in their divisions. There will be 2 open forums held on the two issues which generated strong negative responses (faculty participation and budgeting). The forums will be held on Wednesday, October 22, 2003 from 2:00-3:00, and Thursday, October 23, 2003 from 12:30 to 1:30. Both meetings will be in the Language Arts Green Room.

ELECTIONS COMMITTEE – Senator Palombo asked for 2 volunteers to assist her in distributing and collecting ballots. Senators Imada, Martin, Pfeiffer and Wood volunteered.

She then informed the Senate that she had put the ballots in the Bulletin and faculty’s boxes. She encouraged outgoing Senators to consider resubmitting their names and running for another term.

ACADEMIC/INSTITUTIONAL SUPPORT COMMITTEE – Senator Martin reported that Senator Yokotake will be co-chairing this committee with her. They were working on soliciting a list of concerns from the campus from which to begin working. Senator Levy informed the committee that some of the concerns from the previous years were still issues. One such example was the bookstore.

LEGISLATIVE COMMITTEE – Senator Chernisky informed the Senate that this committee was still looking for additional members as a committee needs at least three members to be official.

He informed the Senate that there was to be a Town Meeting on October 22, 2003 at Pearl Ridge Elementary School Cafeteria. The topic of the meeting would be the H-1 freeway widening project.
Senator Chernisky did urge the Senators to review the Special Memorandum for Community College Faculty by UHPA. He emphasized the section on Reorganization Part II: A New Opportunity for Faculty Governance.

STUDENT COMMITTEE – Senator Flegal reported that the Student Committee was still working on resolving one outstanding issue—a student grievance. He had just finished checking the correct procedures and committee composition requirements for the process to continue.

He thanked Senator Hill for sharing information regarding Opening Day Experience.

PROGRAM REVIEW COMMITTEE – Senator Hill reported that she was in the process of forming the committee. During this formation period, she was looking at having 2 representatives from each Division, perhaps calling on the Discipline Coordinators. She would like the members’ terms be staggered like the Curriculum Committees so that there would always be some continuity. Senator Hill would be contacting the Dean of Arts and Sciences and Dean of Career and Technical Education to discuss these issues.

CURRICULUM COMMITTEE – Senator Lococo presented the Senate with four curriculum modification proposals. They were:

- ANTH 200 Cultural Anthropology (3 credits) Modification – Delete the recommended preparation of ENG 21 or 22. Replace this deletion with a Prerequisite of ENG 21 or 22 with a grade of C or better or equivalent.
- ANTH 210 Archaeology (3 credits) Modification – Delete the recommended preparation of ENG 21 or 22. Replace this deletion with a Prerequisite of ENG 21 or 22 with a grade of C or better or equivalent.
- ANTH 215 Physical Anthropology (3 credits) Modification – Delete the recommended preparation of ENG 21 or 22. Replace this deletion with a Prerequisite of ENG 21 or 22 with a grade of C or better or equivalent. ADD a co-requisite of concurrent enrollment in ANTH 215L.
- ANTH 215L Physical Anthropology Lab (1 credit) – Delete the recommended preparation of ENG 21 or 22. Replace this deletion with a Prerequisite of ENG 21 or 22 with a grade of C or better or equivalent. ADD a co-requisite of concurrent enrollment in ANTH 215. It was noted that ANTH 215L was taught under the experimental course number ANTH 297L at one time.

Motion 03-33: To approve the Anthropology Discipline’s request to have prerequisites of ENG 21 or 22 with a grade of C or better or equivalent be added ANTH 200 and 210.

PASSED – Unanimously
Motion 03-34: To approve the Anthropology Discipline’s request to have prerequisites of ENG 21 or 22 with a grade of C or better or equivalent AND that ANTH 215 and 215L become corequisites.

Passed - Unanimously

SERVICE COMMITTEE – No report given.

CHAIR’S REPORT: Chair Goodman reported that at the All Campus Council of Faculty Senate Chairs Retreat held at Honolulu Community College on September 26, 2003, Linda Johnsrud was appointed to be the UH Administration liaison to the ACCFSC. Former Manoa Senate Chair Tom Bopp shared an historical piece of information regarding the ACCFSC. This body was formed under the University President and Manoa Chancellor Albert Simone. The tradition of regular meetings between the Faculty Senate Chairs and the President started when the Manoa Senate Chairs met with their Chancellor. This led to Faculty Senate Chairs from the other campuses seeking regular meetings with the President as well.

Chair Goodman reported that a few Chairs felt that the UH had an image problem with the media. This image problem manifested itself by the media not going to the Manoa or System faculty for expert analysis of situations. The media have a habit of asking faculty from Hawaii Pacific University or Chaminade.

Chair Goodman next clarified the following information from previous reports:

- Sam Callejo’s position was questioned during the summer BOR meeting. Senator Goodman reported that the BOR felt that they needed to provide President Dobelle with the necessary staffing he requested so that he could provide the level of services he believed could be done.

- Due to the limitation of the supplemental budget for 2005, new programs can only be considered if they bring in more money than they receive in funding. If the programs were not currently in place, the ability of the programs to generate revenue would be a large part of the decision making process. This would be a system wide concern affecting the community colleges as well as the baccalaureate granting institutions.

- Transparency in budgeting – That the information on the budget would be more accessible to the University constituencies and members of the State legislature to aid in their decision making process and in setting priorities. Dobelle was working with the Council of Chancellors to implement this.

The following issues were shared with the Senate. No further action was taken on them.

- Workload – The issues of decreasing workload at the community college’s and the underfunding of the community college’s by general funds were mentioned.
-E5.209 – That this document needed to be revised. An ad hoc committee needed to be formed. It was hoped that E5.209 could be revised by the end of the year. It was felt that this should be a bottom-up process.

-Articulation issues – a question of whether or not the University Council on Articulation was still in effect to deal with other than Manoa issues. Or at least function until new articulation procedures were in place. Also, there was a concern that the Banner computer system was driving academic issues.

OLD BUSINESS:

-F and N grade issue –The issue of the F/N grade was raised again. Senator Flegal, chair of the Student Committee, was asked to address the issue. He planned on creating a set of questions to use in a poll for the faculty. He wanted the Senators to give him any questions that would be included in the poll. Much discussion on the issue ensued. Issues such as the following were mentioned:
  -What was the objective for the results?
  -How were the results going to be used?
  -That statements should be made in the catalog that universities outside of the UH System may recalculated the N to be an F.
  -Who would make the final decision regarding the policy?
  -What is the history of the N grade? What results did other committees that researched the N grade come up with?

-Formation of a committee to revise the AA degree. Senator Lococo reported that he believed that this committee should be broad based. He wanted to gather background information first, then form the committee. He believed that he would be able to begin forming the committee sometime next week.

It was suggested that Senator Lococo should contact Doug Dykststra on information regarding the history on the review of the AA degree. He was also referred to Dave Cleveland (HCC) and Louise Pagotto (KCC) to obtain information on their rationale and how they revised their AA degrees.

A few Senators believed that this committee should work closely with the Program Review committee. This point was made as it was their belief that the results of a revised AA will affect the Program Review process. This point was noted, and more information was needed.

Senator Buchanan volunteered to be a member of this committee.

The next Senate meeting was set for November 5, 2003.

ADJOURNMENT: The meeting was adjourned at 5:00 PM.

RESPECTFULLY SUBMITTED: Candace Hochstein, Secretary
**UH-LCC Faculty Senate 03-04 Budget & Planning Committee**

**Agenda Report #1 October 15, 2003**

**Notes**
- Call for members; call for documents
  
  - R. Liongson, M. Nester
- A workload issue, not a workload reduction
- A course reduction, not a workload reduction
- Sept. 9, Discussion of process, Need to study content
- System assessments, salaries, hiring, student enrollment cap, Wai'anae, scheduling, data on class cuts, 70% cut off rate, fees
- Discussion of system assessments, mandates, taxes, and how to proceed

**Agenda**
- Organization
- FYI Clarification: 15/12 TAR
- Campus Council Budget Approval
- Identify B & P Issues
- Assessment Resolution

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**System Assessments — Alternatives**

FacSen B&P Committee Oct. 15, 2003

- #1 No action.
- #2 Dialogue with BOR, Campus, Admin.
- #3 Request for Study Resolution:
  
  "That the UH-LCC FS request that the BOR require the UH System Central Admin. to immediately institute an impact and feasibility study of UH System assessments, reorganizing costs, mandates and taxes. During the completion of this two week study, all FacSenates will have due process & be duly notified.

- #4 Request for Study & Rescission (add)
  
  "UH-LCC FS also requests that collection of such assessments be rescinded until all alternatives have been studied and the study completed."

- #5 ???
### Operational Expenditure Plan FY 2003-2004

#### Summary

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<td>223,333</td>
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<td>Total O</td>
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<td>8,504</td>
<td>465,304</td>
<td>26,189</td>
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#### Resources

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<td>Collective Bargaining Adjust. (90%)</td>
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<td>Sabbatical (UHCC Transfer In)</td>
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<td>Electricity (UHCC Transfer In)</td>
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<td>Add Approp for Faculty Release Time</td>
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<td>Rev Decline, Less Classes $368,550</td>
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<td>Tuition Waiver Reduction</td>
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<td>Banner Assessment</td>
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<td>Governor's Executive Restriction</td>
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<td>UH Enrollment Mgt Assessment</td>
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<td>UH Systemwide Marketing Assessment</td>
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<td>UH Foundation Assessment</td>
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<td>UH Alumni Affairs Assessment</td>
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<td>Risk Management Assessment</td>
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<th>Other Fund</th>
<th>Other Fund 50,000</th>
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| Total Resources                     | 16,835,355         |

| Balance (Deficit)                   | 0                  |

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## 2003 – 2004 Faculty Senate

### Continuing Senators:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Currivan</td>
<td>Language Arts</td>
<td>334</td>
<td><a href="mailto:currivanp001@hawaii.rr.com">currivanp001@hawaii.rr.com</a></td>
</tr>
<tr>
<td>Christian Ganne</td>
<td>Voc. Tech.</td>
<td>513</td>
<td><a href="mailto:ganne@hawaii.edu">ganne@hawaii.edu</a></td>
</tr>
<tr>
<td>Candy Hochstein</td>
<td>Student Services</td>
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<td><a href="mailto:candyhochstein@aol.com">candyhochstein@aol.com</a></td>
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<tr>
<td>Warren Imada</td>
<td>Business Tech.</td>
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<td><a href="mailto:wimada@yahoo.com">wimada@yahoo.com</a></td>
</tr>
<tr>
<td>Pat Kennedy</td>
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<td>257</td>
<td><a href="mailto:pkennedy@hawaii.edu">pkennedy@hawaii.edu</a></td>
</tr>
<tr>
<td>Karim Kahn</td>
<td>Arts &amp; Humanities</td>
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<td><a href="mailto:khana@hawaii.edu">khana@hawaii.edu</a></td>
</tr>
<tr>
<td>Gail Levy</td>
<td>Language Arts</td>
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<tr>
<td>Mimi Nakano</td>
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</tr>
<tr>
<td>Stephanie Palombo</td>
<td>Arts &amp; Humanities</td>
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</tr>
<tr>
<td>Ruth Pfeiffer</td>
<td>Arts &amp; Humanities</td>
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<tr>
<td>Carlene Yokotake</td>
<td>Language Arts</td>
<td>338</td>
<td><a href="mailto:cyoko@hawaii.edu">cyoko@hawaii.edu</a></td>
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### New Senators:

<table>
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<tr>
<th>Name</th>
<th>Department</th>
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<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Buchanan</td>
<td>Student Services</td>
<td>293</td>
<td><a href="mailto:nbuchana@hawaii.edu">nbuchana@hawaii.edu</a></td>
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<tr>
<td>Joe Chernisky</td>
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<tr>
<td>Ron Flegal</td>
<td>Math &amp; Science</td>
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<tr>
<td>James Goodman</td>
<td>Arts &amp; Humanities</td>
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<tr>
<td>Susan H. Wood</td>
<td>Language Arts</td>
<td>334</td>
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<tr>
<td>Kathy Hill</td>
<td>Business Tech.</td>
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<tr>
<td>Paul Lococo</td>
<td>Arts &amp; Humanities</td>
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<tr>
<td>Cindy Martin</td>
<td>Academic Support</td>
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<tr>
<td>Jack Pond</td>
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<tr>
<td>Frank Sherry</td>
<td>Academic Support</td>
<td>482</td>
<td><a href="mailto:fsherry@hawaii.edu">fsherry@hawaii.edu</a></td>
</tr>
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</table>
The following course proposals were reviewed by their respective subgroups and passed at the full Curriculum Committee meeting on October 9, 2003. We ask that the Faculty Senate accept our recommendations for the following:

**ANTH 200 Cultural Anthropology (3 credits) Modification**
Prerequisites: ENG 21 or ENG 22 with a grade of C or better or equivalent
Deleting Recommended Preparation
Vote: 14-0-1

**ANTH 210 Archaeology (3 credits) Modification**
Prerequisites: ENG 21 or ENG 22 with a grade of C or better or equivalent
Deleting Recommended Preparation
Vote: 14-0-1

**ANTH 215 Physical Anthropology (3 credits) Modification**
Prerequisites: ENG 21 or ENG 22 with a grade of C or better or equivalent
Deleting Recommended Preparation
Adding Co-Requisite: Concurrent enrollment in ANTH 215L, to conform with practice at UH-Manoa
Vote: 14-0-1

**ANTH 215L Physical Anthropology (3 credits) New Course**
Prerequisites: ENG 21 or ENG 22 with a grade of C or better or equivalent
Deleting Recommended Preparation
Adding Co-Requisite: Concurrent enrollment in ANTH 215. Previously this was taught as an experimental course.
Vote: 14-0-1
Candy:

The ANTH 215L course is replacing an experimental course— ANTH 297L

This was the question people had and you suggested should be included in the minutes. This is a good idea, and in the future I will be sure to include such information in my reports to the Faculty Senate. Also, I want to clarify again that I had an error on my report, and the ANTH 215L course is only 1 credit, not 3.

Paul
ALL CAMPUS COUNCIL OF FACULTY SENATORS RETREAT
September 26, 2003 Honolulu Community College

Present: Nina Buchanan (UHH-Congress), Nancy Bushnell (Kauai CC), Jerry Calton (UHH), Hong-Mei Chen (UHM College of Business), Kyungmi Chun (UHM), Mike Forman (UHM Faculty Senate Chair), Robert Fox (UHH-College of Arts & Sciences), Mary Goya (Hawaii CC), Lynn Hodgson (UH-West Oahu), James Goodman, (Leeward CC) Marge Kelm (Maui CC), Barbara Klemm (UH Hilo), Marilyn McCubbin (UH Nursing & Dental Hygiene), Neghin Modavi (Kapiolani CC), Rick Paterson (Honolulu Community College), Jerry Saviano (Honolulu CC), Tom Schroeder (UHM Faculty Senate), Beppie Shapiro (UHM C&DS), Al Spencer (Kauai CC), Mary Tiles (UHM Faculty Senate), Francis-Dean Uchima (Hawaii CC), Kelly Withy (UHM JABSOM), Halina Zaleski (UHM CTAHR) (UHM-Libraries)

• Arthur Harvey presented "A Creative Beginning" used music as a metaphor for process to get us started.
• Tom Bopp gave a brief history of the ACCFSC
• Nina Buchanan reviewed the past years of changes and challenges with additional comments by Neghin Modavai and Marge Kelm

Guests: Evan Dobelle (President), Linda Johnsrud (Liaison to the ACCFSC), David McClain (VPAA), Sam Kaleo (Chief of Staff), David Iha (Secretary of the BOR)

Conversation with Evan Dobelle, David McClain and Sam Kaleo [Faculty comments are in brackets]

• Sam will manage non-instructional, non-academic matters. He has 20 years of experience in highly visible, complex positions in the state. Budget restrictions started out at 22 million the first quarter, reduced to 10 million and then eliminated. Supplemental budget for 05 will be considering new programs only if it brings in more money.
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- Suggested Polycom be made available for ACCFSC members who may be unable to travel to meetings. Next meeting is in Hilo Oct. 17. Will have formal meeting on Fridays only.
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- Committee nominations for system level committees: 1) how many people, 2) who is on committee already, 3) purpose of committee, 4) why coming to ACCFSC with request, 5) balance over time (equal distribution from campuses)
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Charter Goals

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- Advise president
- Promote discussion of issues of system wide concern
- Promote faculty involvement in governance
- Share information

Issues

- Image problem with name recognition - the media is going to HPU and Chaminade more than UH.
- Land grant system should be system wide and not just Manoa based
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Minutes submitted by Marge Kelm
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I just received the minutes from the ACCFSC Secretary Marge Kelm, which highlights the events of the last ACCFSC meeting at HCC. Rather than repeat what is written below at our meeting tomorrow (3:00 in AM 209) I will expand on some items and of course, answer any questions that you might have.

Thank You,

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

ALL CAMPUS COUNCIL OF FACULTY SENATE CHAIRS RETREAT
 September 26, 2003 Honolulu Community College

Present: Nina Buchanan (UHH-Congress), Nancy Bushnell (Kauai CC), Jerry Calton (UHH), Hong-Mei Chen (UHM College of Business), Kyungmi Chun (UHH), Mike Forman (UHM Faculty Senate Chair), Robert Fox (UHH-College of Arts & Sciences), Mary Goya (Hawaii CC), Lynn Hodgson (UH - West Oahu), James Goodman, (Leeward CC) Marge Kelm (Maui CC), Barbara Klemm (UHM COR), Beverly McCready (UMH), Marilyn McCubbin (UHM Nursing & Dental Hygiene), Neghin Modavi (Kapiolani CC), Rick Paterson (Honolulu Community College), Jerry Saviano (Honolulu CC), Tom Schroeder (UHM Faculty Senate), Beppie Shapiro (UMH C&DS), Al Spencer (Kauai CC), Mary Tiles (UHM Faculty Senate), Francis-Dean Uchima (Hawaii CC), Kelly Withy (UHM JABSOM), Halina Zaleski (UHM CTAHR) (UHM-Libraries)

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Minutes submitted by Marge Kelm
Thank you for those that assisted with the edits. The memo below is being reproduced and will be mailed to the CC faculty.

Special Memorandum for Community College Faculty

October 10, 2003

Implementation of the 2003-2005 contract

Although UHPA continues to negotiate salaries for all faculty members, including lecturers, we did achieve a new two-year contract that contains many new language provisions that should improve faculty rights and working conditions.

Since the contract language changes are extensive, and they occurred in the middle of a major reorganization of the community colleges, there have been many questions and some confusion over how the language will be implemented.

In a historic meeting, UHPA Executive Director and Chief Negotiator J. N. Musto met with all the community college chancellors earlier this month to discuss various aspects of the new contract language. Also attending this meeting were Ed Yuen, the UH Director of Collective Bargaining (who represented the administration in negotiating this language), David McClain, the Vice President for Academic Affairs, and Sam Callejo, UH system administration Chief of Staff. Most of the meeting was spent discussing the implementation of the new language that limits the teaching aspect of workload to 15 and 12 semester credit hours (SCH,) or equivalent, for a total of 27 SCH per academic year. They also discussed contract renewals and the new language on limited term contracts for non-tenure track faculty members.

This memorandum is intended to answer some of the questions that have already been raised and to eliminate as much ambiguity as possible. The following statements have been made to the UH administration, at all levels, concerning the implementation of the contract. This summary focuses on issues that have raised some unique or specific concerns with respect to the community colleges.
The First Big Issue: Reorganization of the Community Colleges

Throughout the new contract the reorganization of the UH system is reflected in what is more than just title changes. There are no longer any provosts, and each community college is now an autonomous campus with its own chancellor. This change is having a profound impact on the implementation of the contract because it allows for variations among the community college campuses where they never existed under the rule of one chancellor and a single community college system. In this respect, the contract does not differentiate between the chancellor of UH-Manoa, UH-Hilo, or Kauai Community College. The administrative authority that rests with chancellors is now uniform throughout the UH system.

The contract provides some general conditions and standards that must be met, but it does not require that every campus take an identical approach in meeting the requirements of the contract. Therefore, there may be different administrative "forms" created on each campus to meet reporting requirements or even different formulas used in establishing teaching equivalencies pursuant to BOR policy 9-16 since it is stated that such criteria are within the administrative purview of each chancellor. Perhaps the unrecognized consequence of the community college reorganization was the elimination of a unified community college approach to all issues. Certainly, this is one of the reasons why the chancellors of the community colleges have continued to meet as a group. The chancellors are grappling with how much they want to behave in the same manner and how much they would like to act differently with respect to many issues, both mundane and fundamental.

The contract does not require every substantive issue to be treated identically on every community college campus, any more than it requires uniform approaches between UH-Manoa, UH-Hilo, and UH-West Oahu.

The challenge for UHPA is now having to work individually with each community college campus chancellor, rather than just one chancellor, with respect to the implementation and potential negotiations over conditions of employment. However, the contract does still require that certain standards are met and if they are not, the faculty members have every right to file a grievance, which is now processed through the chancellor of the faculty member's respective campus.

Reorganization Part II: A New Opportunity for Faculty Governance

Under the old single office of the chancellor for the community colleges, campus faculty senates had a very limited role in addressing community college system-wide issues such as the Guidelines for Tenure and Promotion. Just as the new chancellors are now responsible for their own contract administration and human resource issues, the campus faculty senates can assert more authority in determining the substance of the academic principles that are the foundation upon which the contract language procedures are built. This is particularly true with respect to department or division based personnel recommendations. The contract does establish certain standards for actual voting but it does not require any particular procedure for reaching these decisions. It is up to the faculty to determine how they will make recommendations and what will be sufficient evidence to support questions such as contract renewals.

If there has been dissatisfaction in the past with how the "chancellor's office" approached certain issues, for example the size of tenure dossiers, then now is the time for the campus-level governance structure to jump into the conversation. The BOR policies accept the right of faculty to participate directly in the substantive determination of academic expectations and policies. The new organization of your community college campus opens a door for direct conversations between the faculty and the new chancellor over a whole host of issues. The contract recognizes this reorganized structure and supports campus by campus decisions, while acknowledging that all the answers no longer must be the same, as long as they are consistent with the language of the Agreement.

Friday, October 10, 2003 America Online: CandyHochstein
Workload

The contract contains a new article titled "Faculty Professional Responsibilities and Workload." This new article applies to all faculty members, from librarians, counselors, and technology specialists, to instructional faculty. For the first time in the history of the faculty members' contractual relationship with the administration, there is language that covers the scope and nature of faculty work. Faculty members with individual "workload issues" should read the new Article IV, on pages 3 and 4 of the Agreement.

The workload language, in addition to other references, states, "It is understood that Faculty Members are not hourly employees." [Article IV, Section B.1.] This applies to counselors, librarians, etc., not just those teaching classes.

The new language also makes it clear that the primary determination of workload, including the assignment of individuals to teach classes, resides with the departments or divisions.

In addition, UHPA negotiated a limitation on the amount of an individual's workload that can be assigned to direct instructional duties. The Reference Section of the contract includes part of the old CCCM#2250 first distributed by Chancellor Tsunoda in July 2001. This section was included in the last contract, but in the current contract an amendment was made in the Appendix 1 [the other old Appendices 2 and 3 are not included] of section V, Other Teaching Load Reductions (Agreement, p. 57.) This amended language states in part, "A Faculty Member who teaches 15 or more SCH in fall 2003 semester thereafter shall be granted a minimum (emphasis added) three SCH teaching reduction the following semester..."

With respect to this new language, it has been the objective of UHPA to have the BOR policy 9-16, Teaching Assignments for Instructional Faculty, implemented in a similar manner throughout the UH system. Although the policy states that the standard teaching assignment for instructional faculty members is 24 SCH per year at UH-Manoa, UH-Hilo, and UH-West Oahu, in reality the faculty members on these campuses teach between 12 and 18 SCH per year, with some noticeable exceptions. At the community colleges, not only was the standard 30 SCH per year higher, the majority of the faculty actually taught 30 SCH per year.

The title of BOR policy 9-16 relates to teaching assignments, and not general workload provisions for faculty members engaged in other service or research activities. When the policy speaks of "equivalents for specific non-instructional activities," it refers to the expectation that instructional faculty members will also be engaged in scholarly endeavors or advising students in addition to their primary instructional activities. This is the justification used at UH-Manoa and Hilo for teaching assignments less than 24 SCH per year.

UHPA originally proposed that the workload of the instructional community college faculty member consist of no more than 12 SCH per semester, or a total of 24 SCH per year, in the form of classroom instruction. UHPA compromised with the UH administration and settled on lowering the total to 27 SCH per year over the life of this Agreement. For vocational programs, laboratory and clinical instruction, and other contact hour based curricula that replaced a portion of the SCH, a new formula for equating contact hours plus SCH will be adopted to reflect the 27 SCH cap.

This compromise in the instructional workload component to 27 SCH, rather than 24 SCH, reflected the UH system administration's stated ability to fund this new teaching assignment level under their current budget. The UH system administration calculated the additional costs of the proposed reassignment of instructional workload and felt that there were sufficient UH budgeted funds to agree to the new contract language. In the meeting with the community college chancellors in September, Executive Director J. N. Musto challenged the assertion made by some community college administrators the "budget crisis" facing the community colleges was the result or fault of the new contract language that offered a 3 SCH teaching assignment reduction to community college faculty members.

By the administration's own calculations, the average number of SCH taught per community college faculty member only totaled 12.6 SCH per semester. They used these figures to argue there was no need for a reduction. The 3 SCH reduction in classroom teaching is being made, in part, through the redistribution of existing "re-assigned time." At most, the additional lecturer costs for covering courses was estimated by the administration at about $1 million. This was not an expense reduction, even if all the courses were taught.
The real "budget crisis" for the community colleges was the result of the general fund budget restrictions that were placed on the university by the state Office of Budget & Finance (B & F,) in addition to the other budget cuts that UH system sought to fund such things as the reorganization, public relations, and the new Banner software. The B & F restrictions were lifted by the Governor, but it is unclear if the "savings" have been passed back to the community college campuses. There should be no reason for community college campus administrators to cancel classes next semester as a result of the new contract language on teaching assignments.

Some Important Points about the "Other Teaching Load Reductions"

1. This is not a "workload" reduction for instructional faculty but it limits that portion of the instructional workload to no more than 27 SCH per year. However, faculty members who have taught 15 SCH during fall semester must request the 3 SCH teaching reduction in the spring. (Note: In some cases faculty members are currently teaching 12 SCH and will therefore teach 15 SCH next semester. If it is not possible to reduce a faculty member's teaching schedule this 2003-2004 academic year, the reduction can be "banked" and used to schedule a 12 and 12 SCH teaching assignment next academic year.) Since this is not a workload reduction, faculty members must reach an agreement with their department chairs to engage in other work in lieu of teaching the 3 credit hours in the spring. This is not an automatic reduction in an individual's teaching assignment.

2. If you are already receiving a reduced teaching assignment as the result of other assignments, e.g., department or division chair, then you are under the 27 SCH "cap" the contract places on the assignment of teaching and you would not be eligible for a further reduction under the provision of Section V.

3. The administration may further reduce your teaching assignment below 27 SCH per year for other work assignments such as work on a campus curriculum committee. If you are already receiving a reduction in your teaching assignment this semester to 12 SCH or below, the contract does not require that your teaching assignment be reduced to 12 SCH in the spring semester, but the contract also does not prevent the campus administration from reducing your teaching to 12 SCH if you agreed to other assignments.

4. The determination of the non-instructional work-related activities for an individual when the teaching assignment is reduced to 12 SCH is between the department or division chair and the faculty member, unless no agreement can be reached.

5. The activities listed in Appendix 1, V. (p. 57) are considered part of the faculty member's workload and qualify for reduced teaching assignment. Other work may be used where there is mutual agreement between the faculty member and the department or division chair.

6. There is no contractually mandated form upon which the department or division chair must document the "agreed-upon activities." A simple memo between the faculty member and the chair should suffice.

7. The concept of reducing the community college faculty member's teaching assignment is to give credit to the workload that they have been conducting in addition to direct instruction.

8. The purpose of reducing teaching assignments is to improve the quality of the instructional activity that the faculty member can provide to the students. Less instructional time provides more time for preparation and interaction with students.

9. The idea of being paid to teach "overload" is directly counter to the purpose underlying the reduction in the community college teaching assignment from 30 SCH per year to 27 SCH. Although there may be extraordinary reasons for having to pay for overload teaching during the regular academic year, e.g., limited expertise in finding a replacement when certain courses must be offered, this should be the exception and not the rule. UH-Manoa, UH-Hilo, and UH-West Oahu have never been allowed under the contract to be paid an "overload" for teaching "extra courses" during the academic year. Overload payments have been limited to work in the Outreach College and for Summer Session.

10. This provision applies to faculty members engaged in direct instructional activities since it is related to BOR policy 9-16. It does not apply to counselors, librarians, or instructional media/technology specialists. However, Article IV, Faculty Professional Responsibilities and Workload applies to all faculty members in Bargaining Unit 7 and is inclusive of all workload assignments.

Contractual Standards for Department or Division Personnel Procedures

Friday, October 10, 2003 America Online: CandyHochstein
The contract has required that all departments and divisions establish written procedures governing tenure, promotion, and contract renewals. These must be submitted for approval, "which shall not be unreasonably withheld."

The procedures can include, but do not require, a provision for individuals to exclude participation of other department members from personnel recommendations where the candidate believes a "conflict exists that would prevent the Faculty Member's fair evaluation" of the applicant.

When the Department/Division Personnel Committee (DPC) reviews tenure, promotion, and contract renewal recommendations, the department or division chair is specifically excluded by the contract from participating or influencing the decision of the DPC.

Article X also requires that the DPC procedure only allow "Faculty Members of equal or higher rank" to vote on promotion applications. This means faculty members voting on the DPC must hold the rank of the individual applying for promotion, but not necessarily be at the higher rank to which the individual is applying. The procedures may allow others of lesser rank voice without vote in the discussions of the DPC.

New Timelines for Probationary Contracts

In a historic change in the Agreement, probationary faculty members are initially hired on a two-year contract. Those faculty members in ranks 2 and 3 (where the probationary period is normally 5 years) are re-appointed to another two-year contract, followed by one-year contracts up to the limit of 7 years. This means that the first contract renewal will be conducted in the second year of employment. The next contract renewal is conducted in the fourth year of employment. After the fourth year, the faculty is given a one-year contract, followed by the right to apply for tenure in the fall of the fifth year of employment, assuming that the probationary period has not been extended.

After two full academic years of employment, the faculty member must be given at least 12 months notification prior to the termination of a probationary contract.

The date for notification by the administration to the individual faculty member of non-renewal of her/his contract is January 15 of each year. If the faculty member is notified of termination by January 15th, her/his employment will end the following July 31. If notification of termination of the probationary contract occurs after January 15, the following academic year will be the terminal year of employment.

Each campus may have different dates for the submission of tenure and probation dossiers, although for 2003 all the chancellors agreed to use October 17 as the deadline. The date for submission of contract renewals may also be different campus to campus, but the assessments from the department or divisions must be sent to the dean or director by December 20th of each year.

The probationary period may be as long as 7 years, but normally those hired at C 2 or C 3 will submit a tenure application at the beginning of their fifth year of employment and be granted tenure by the BOR, if successful, the following June.

An example:

A faculty member is hired August 1, 2003 and given a two year probationary contract. The first contract renewal will be conducted during the fall semester of 2004, with the campus administration notifying the faculty member by January 15, 2005 if the contract will not be renewed.

If the faculty member does not receive a notice of non-renewal, then he/she will be issued another two-year contract beginning in August 1, 2005.

The next contract renewal is then conducted during the fall semester of 2006. Again, the administration must notify the faculty member by January 15, 2007 if the contract will not be renewed. If the individual is non-renewed, the faculty member is given at least 12 months notification since he/she will have been employed more
than two years.

Assuming that the faculty member is given a contract renewal, it will be for one year beginning August 1, 2007.

In the fall of 2007, the faculty member may apply for tenure and promotion. If there are any negative recommendations as the dossier moves from the department through the administration and the TPRC, the chancellor will send a notification and the faculty member is allowed to see those comments and given an opportunity to respond. In every case (and this is new in this contract), faculty members will be notified of the recommendation of the TPRC, including those that recommend tenure be granted.

The process ends with granting of tenure by the Regents, or a negative action by the chancellor to deny tenure. Denials of tenure are subject to review by a Hearing Officer, as set forth in the Agreement (p. 24). If tenure is denied, the following year, beginning August 1, 2008, would be the faculty member's terminal year of UH employment, subject to review by the Hearing Officer.

However, if granted tenure, the chancellor would inform the faculty member of the action taken by the Regents in June 2008.

In this case, the individual would have undergone two contract renewals and submitted an application for tenure.

A Word about Contract Renewals

The process of contract renewals refers to the employment procedures applied to probationary, tenure track faculty members, although there has been a practice on many campuses to use the same forms in evaluating lecturers and temporary, non-tenure track faculty. There is no contractual requirement to conduct contract renewals for lecturers or temporary faculty, since they are hired semester by semester or on limited term contracts. In both cases, there is no expectation on the part of the faculty member that he/she will be employed beyond the term of her/his contract.

Often, the contract renewal process becomes overly burdensome, especially when it is applied to faculty members other than those holding probationary positions. Evaluations of classroom teaching and instruction can be conducted without utilizing "dossier-like" contract renewal forms.

Remember that successful contract renewals do not build a case for tenure. Tenure is granted based on the dossier the individual submits and there is no expectation that tenure will be granted as the result of having a contract renewed.

When will the UH convert long term temporary faculty positions to tenure track?

The contract requires the employer to review all temporary positions and to consider them for tenure track status when, a) the position has a permanent designation and b) when at least 75% of the position's funding comes from State of Hawaii general funding. The chancellors were asked to submit all the positions that qualify under these criteria to the UH system office for review. As of this writing, the "data collection" is not complete.

The contract does not set a deadline for such conversions, but it is expected that action will be taken this academic year, effective in fall 2004.

Some departments have said that if a temporary position were changed to be on tenure track, they would want to advertise the position and not just hire the incumbent. Under the terms of the Agreement, the employer can convert a current temporary faculty member to a tenure track position without having to "post the position.” This would not violate any civil rights laws since the action would be taken under the authority of the contract. However, nothing requires the UH administration to hire temporary employees into tenure track positions.

UHPA has been working cooperatively with the administration to see that this process proceeds forward and is done with fairness. We are certain that persons currently working as temporary faculty members will be converted, but it may not happen in all cases.
Still, if you're a long-term temporary faculty member you will have some job security under the new terms of the contract.

The new contract Article XIII (p. 28) provides rolling three-year contracts for faculty members who have held bargaining unit positions for five consecutive years. These contracts will begin on July 1, 2004.

If you have been both a lecturer and held a temporary, non-tenure track position, there may be some question of whether you have enough service time to qualify. If that is the case, contact UHPA, but generally the administration should be sending out limited term contracts without faculty members having to make a request.

Job Security and Medical Benefits through the Summer for Lecturers

UHPA has had a long-term goal of providing lecturers with some expectation of future employment and also providing lecturers with health insurance over the summer. This contract achieved both of those goals.

If you have been a lecturer on a campus for eight semesters over the last seven years, the administration will be offering you a one to three-year contract. This means that you can expect to teach enough classes each semester to qualify for inclusion in the bargaining unit which brings both health premium payments made by the employer and credit in the Employee Retirement System (ERS).

The UH will continue to pay 60% of the premiums of the health plan you select, although you will still need to pay the other 40% of the premium by check over the summer months (your pay is not "lagged" over the summer.) This is the same benefit provided to full-time faculty members.

For some, there may be a "down side" to the annual contracts since a contract for employment in the fall disqualifies you for unemployment over the summer months, just like other 9-month full time faculty members and DOE teachers. Still, the employer will be paying a majority of your health premiums and you will have an expectation that you will have classes to teach.

Please Read the Agreement

This document has only highlighted sections of the new contract that are of special interest to community college faculty members. There are many other changes in the contract that desire your attention, including tuition waivers and family leave. Any questions you have about the Agreement can be directed to the staff at UHPA. Just send your e-mail to feedback@uhpa.org.

Salary Negotiations Continue

Although the current Agreement will not expire until June 30, 2005, we have not completed bargaining over general faculty salary increases. The Negotiating Team's goal is to achieve salary increases that will bring the average salaries for all the UH faculty up to at least the 50th percentile of peer institutions in the next two years. This will require a substantial increase in the general fund appropriations to the UH from the State of Hawaii since the collective UH faculty salaries are currently at about the 30th percentile.

We may find ourselves in a unique position of having a contract in place but calling for a strike on or after January 2, 2004 for lack of agreement with the state and UH administrations over salary increases. The Negotiating Team will do all in its power to work towards a settlement that will preclude the need for calling a strike.

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

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Conversation with Evan Dobelle, David McClain and Sam Kaleo

*Sam will manage non-instructional, non-academic matters. He has 20 years of experience in highly visible, complex positions in the state. Budget restrictions started out at 22 million the first quarter, reduced to 10 million and then eliminated. Supplemental budget for 05 will be considering new programs only if it brings in more money.

*Change is constant but driven by strategic plan and organized. Looking at bottom up parity. Currently in implementation mode. Building community with Council of Chancellors. Have framework in place for transparency in budgeting. System needs to be more efficient. Campaign with small c: What does state need? What does UH provide? Identify workforce development. New regents are dealing with 900 million operation.

*UH-WO has accreditation concerns. Hilo needs funding for Hawaiian programs. Looking at decreasing workload at CCs and under funding of CCs by general funds.

*Articulation fast tracking was successful and activities to follow with 7 committees staffed from units relevant. Need to revise E5209 – ad hoc group. Bottom up process has evolved.

*[Concern that Banner is driving some academic decisions. Is the University Council on Articulation (UCA) in effect to deal with other than Manoa issues?] It will meet – don’t mean for it to be in eclipse. [Suggest E5209 revision by end of year] David hopes it could be.

*[Possible further investment in infrastructure?] Additional funding must go to faculty salary. Lingle will give budget for CIP & UH decides where the money goes. Biennium budget request of 660 million reduced to 500 and then to 29 by legislature & governor. With 1.6 billion dollar infrastructure, we need 2-4% replacement cost annually and are much under funded. We are working on being more efficient. Manoa has one million dollar per month electricity cost. Looking at water conservation and other ways of funding repair and maintenance.

* Program review: Kauai and UH WO were cited in accreditation. Barbara Beano (WASC) informed us that the CCs have lots of data but are not utilizing data for program review. [Thanks for mentioning efficiency and returning 75% RTF to units. Is there system level research start up funding?] RTF should be used for start up – David will check. Oversight of Chancellors but reluctant to intervene. [Groups being formed at UHM to determine how RTF money is being spent. Every level of system needs consultation in a reasonable fashion.]

*Informal conversations took place over lunch with Regents Patricia Lee, Byron Bender, Trent Kakuda, Walter Nunokawa and Jane Tatibouet.

Post lunch ACCFSC Meeting
* Suggested Polycom be made available for ACCFSC members who may be unable to travel to meetings. Next meeting is in Hilo Oct. 17. Will have formal meeting on Fridays only.

*Need mechanism/standard procedure to appoint faculty reps to system committees

Goals

http://us.f403.mail.yahoo.com/ym/ShowLetter?YY=32424&order=down&sort=date&pos... 10/15/2003
* Committee nominations for system level committees: 1) how many people, 2) who is on committee already, 3) purpose of committee, 4) why coming to ACCFSC with request, 5) balance over time (equal distribution from campuses)

* Examine system wide issues: need update on articulation. Where are we heading as a system?

* Process for having discussion in timely manner before we meet with administration

* Deal with issues and then process will be obvious

* Explore collaboration and reward cross campus cooperation

**Charter Goals**
* Communicate and coordinate
* Advise president
* Promote discussion of issues of system wide concern
* Promote faculty involvement in governance
* Share information

**Issues**
* Image problem with name recognition – the media is going to HPU and Chaminade more than UH.
* Land grant system should be system wide and not just Manoa based.
* What does it mean to be a system?

Minutes submitted by Marge Kelm