

Academic Senate Meeting Minutes 2014-15

<p>Date: Friday, 03/20/2015 Time: 12:00pm Location: 388-103 EH, West Hawaii B3, ACR</p>	<p>Members Present: Marilyn Bader, Annie Brown, Gayle Cho, Malcolm Chun, Toni Cravens, Erick Cremer, Sharon Dansereau, Kenoa Dela Cruz, Renee Dela Cruz, Harold Fujii, Garrett Fujioka, Chris Jacobson, Gabe James, Robyn Kalauli, Colby Koreyasu, Larissa Leslie, Jim Lightner, Pua Lincoln Maielua, Darrell Miyashiro, Donna Moore, Carrie Mospens, Caroline Naguwa, Helen Nishimoto, Joel Peralto (Chair) Michelle Phillips, Noelie Rodriguez, Jeanne Ryan, Deseree Salvador, Jill Savage, James Schumaker, Kenneth Shimizu, Janet Smith, Wane Sugikawa, Joel Tanabe, David Tsugawa, Claudia Wilcox-Boucher, NoeNoe Wong-Wilson, Bobby Yamane</p>
<p>Call to Order: 12:03 pm By: Joel Peralto Mins: Carrie B. Mospens</p>	<p>Guests: None</p>

TOPIC	DISCUSSION	ACTION / PERSON RESPONSIBLE	TARGET DATE
1. Ascertain quorum	Meeting called to order by the Chair at 12:03 pm with 23 senators (including 4 Executive Committee members) present.		
2. Approval of February 27, 2015 Minutes	<p>Motion to accept the February 27, 2015 minutes. (Fujii/Wilcox-Boucher) Motion carried unanimously by voice vote</p> <p>Discussion: Noted by Chair Peralto that pages 3 and 4 have additional comments pertaining to the proceedings of the February 27, 2015 meeting.</p>	Motion Carried	
3. Report from Administration	Attachment 3		
4. Chair's Report	No report		
5. Standing and ad hoc			

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Committee Reports a. Curriculum Committee b. Faculty Policy Committee c. Educational Policy Committee d. ad hoc Writing Intensive Committee e. ad hoc General Education Committee 5e (rev) f. ad hoc Distance Learning Committee g. ad hoc Curriculum Central Committee	No Report No Report No report No report See attachment 5e (rev) No report No Report		
6. Old Business b. Administration Eval/Assess Proposal Draft (FPC) 6b	Administration Assessment Survey presented to the Senate assembly. Document reviewed and explained that survey responses will be anonymous and collected via Survey Monkey. Question posed: How were the job descriptions obtained and were the descriptions vetted by the administration? The descriptions were obtained from public sources (i.e.: West Hawai'i Today)		

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	<p>Noted that ACCJC specified college level action (tenure process = system). Suggestion made that our APO, Kalani Flores, ask ACCJC 1) whether the recommendation indeed requires college level and system level measurements of the student attainment of outcomes, and 2) whether they are flexible regarding indirect vs direct measures - or do they want to see direct. FPC to bring the aforementioned questions to ALO (K. Flores). Suggestion made that the FPC not ask the aforementioned questions of ACCJC so that the college has more flexibility.</p> <p>Noted that the bottom line is that students don't understand the question as Faculty and Administration do and that it will not necessarily provide meaningful data.</p> <p>Question posed: In regards to the ACCJC requirement: What is "effectiveness in producing learning outcomes"? Could we consider tasking Faculty with a more comprehensive student survey as proposed in attachment 6g-i? Noted that these self-studies are important but that this question is ineffectual. Also noted that Faculty should already be explaining in their documents how they know their students are learning.</p> <p>Motion to have the Faculty Policy Committee explore other options to eCafe. (Fujii/Wilcox-Boucher) Motion carried unanimously by voice vote. (Post discussion it was mentioned that while eCafe generally has poor student participation, paper and pencil versions of the past had much higher completion rates.)</p>	<p>Motion Carried</p>	

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h. HAW 5.503 Credit/No credit policy (EPC) 6h	<p>The EPC recommends deleting the following statements from the HAW 5.503 policy that would allow CR designated grades to satisfy graduation requirements:</p> <p>-“4. Liberal Arts (AA Degree) majors may utilize the CR/NC option to satisfy area and elective requirements.” (Page 30)</p> <p>-“4. CR/NC option may be used to satisfy area and general” (Page 58)</p> <p>Motion to eliminate “4. Liberal Arts (AA Degree) majors may utilize the CR/NC option to satisfy area and elective requirements.” (Page 30) and “4. CR/NC option may be used to satisfy area and general” (Page 58) from the college catalog. (Recommendation from EPC) Motion carried unanimously by voice vote.</p>	Motion Carried	
7. New Business a. Curriculum Proposals 7a	<p>Motion to move new business to the top of the order. (Fujii/Cremer)</p> <p>Motion to accept new course proposal for ENG 106 Technical English for CTE Students. (Salvador/Fujii) Motion carried unanimously by voice vote.</p> <p>Motion to accept program modifications for HwSt 260 to 1) change course title, 2) change description 3) replace prerequisites and 4) add HwSt 260 to program requirements to replace HwSt 240 and HwSt 250. (Salvador/Fujii) Motion carried by voice vote. Two abstentions</p>	<p>Motion Carried</p> <p>Motion Carried</p> <p>Motion Carried</p>	

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	<p>Motion to accept program modifications for HwSt 261 to 1) change course title, 2) change description 3) replace prerequisites and 4) add HwSt 261 to program requirements to replace HwSt 241 and HwSt 251. (Salvador/Fujii) Motion carried by voice vote. Two abstentions</p> <p>Motion to accept program modifications to delete Math 50 and English 21 requirements from the Diesel Mechanics Certificate of Achievement. (Salvador/Fujii) Motion carried by voice vote. One abstention</p> <p>Motion to accept program modifications to delete English and Math requirements from the Carpentry Certificate of Achievement. (Salvador/Fujii) Motion carried by voice vote. Two abstentions</p> <p>Motion to combine course modification proposals for CARP 22, 41, and 42. (Salvador/Tanabe) Motion carried unanimously by voice vote.</p> <p>Motion to accept course modification for CARP 22, 41, and 42 to add "C grade or higher" in CARP 20A and Carp 21A; CARP 22 and CARP 41; respectively. (Salvador/Fujii) Motion carried unanimously by voice vote. Noted that this is a formality to add requirements to the college catalog, for it was discovered that these requirements had been removed at some point. Similar modifications are forthcoming.</p>	<p>Motion Carried</p> <p>Motion Carried</p> <p>Motion Carried</p> <p>Motion Carried</p> <p>Motion Carried</p>	

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<p>b. GE Designation for AAS Degree Proposal – Bobby Yamane 7b</p> <p>i. Motion to Affirm – GEC 7b-i</p>	<p>Handout provided at Senate meeting – “GE Designation for AAS Degree Proposal”. Senator Yamane states that the results of the general education (GE) designation process have had a negative effect on AAS degree seeking students and maintains that there is a need to create a new method of meeting the GE requirements, ensuring that they are meaningful and applicable to the needs of the community’s industries.</p> <p>Motion to allow CTE programs to include GE designated courses applicable to the AAS degree only. The GEC will be charged with establishing the AAS degree GE process in consultation with the AAS degree program representatives and come up with a recommendation at the April Senate meeting. (Yamane/Fujii) 30 votes in favor, 4 votes against, 0 abstentions (secret ballot).</p> <p>Motion for secret ballot (Nishimoto/Savage) Point of clarification: this vote is on the motion only, not the proposal.</p> <p>Discussion ensued. Clarification requested as to what the problem is: Many students have completed program requirements but they are getting stuck at the Math and English requirements resulting in many incomplete degrees and certificates. A different process is wanted because the current process is not applicable to the needs of the industry and accreditation. These bodies do not require the requirements of the AAS. Also, the needed skills are embedded in the programs. Plus students have to take additional credits for</p>	<p>Motion Carried</p> <p>Motion Carried</p>	

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	<p>skills that are already being addressed in the program.</p> <p>Question posed: Are there other campuses that have embraced this similar philosophy? Other campuses do not have this problem. In California, for transfer they have different courses and criteria to transfer depending on the major.</p> <p>Point of clarification: The motion is to turn this over to the GEC to come up with an alternate way to determine courses? What is the purpose of the motion? To agree and establish a process that applies only to the AAS degree. And GEC can address the process of determining how courses meet the benchmarks.</p> <p>Question posed: Are the prerequisites the same as 100? No.</p> <p>Question posed: What prevents the program from doing this now? Now all courses approved by GEC have to apply to all degrees. Clarified that since GEC is a college wide committee, it is simply evaluating courses in terms of appropriateness to meeting GE requirements, and making recommendations. Question posed: What about other programs? Are they banned from GE designation? They all have to go through the current GEC process to meet benchmarks. Noted that it would be helpful to have the GEC work with the AAS stakeholders and other constituencies to determine implications of creating a separate GE process for the AAS degree. Explained that there is a sense of urgency for students who are “stuck” at the Math and English requirements. Point of clarification: So you want the Ad Hoc GEC to review the proposal and determine a process and come back to the Senate? I want</p>		

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	<p>approval of this AAS degree.</p> <p>Friendly amendment offered: Motion to “review the proposal to” allow CTE programs to include GE designated courses applicable to the AAS degree only. (Ryan/Savage) 13 votes in favor, 21 against, and 1 abstention (secret ballot). Motion for secret ballot. (Ryan/Savage)</p> <p>In discussing the friendly amendment, the proposer stipulated that he does not want the proposal to go to the GEC. He wants a vote of confidence from the Academic Senate.</p> <p>Question posed: What exactly would we be approving? To give CTE the option of determining its own GE designated courses. CTE can currently choose from the GE pool, but CTE wants another pool just for the AAS degree. The current criteria do not make exceptions based on type of degree (i.e.: AAS vs. AA/AS).</p> <p>Noted that the GEC made an internal motion requesting that the CTE GE proposal be routed through the GEC prior to senate action. Point of clarification: Are we adding a third option? No. Reiterated that the GEC makes recommendations about which GE courses fit.</p> <p>In response to remaining confusion regarding the meaning of the motion’s first sentence, the proposer stated that the proposal is to allow the AAS or programs to have a second list of GE courses that are more applicable to AAS degree students. In example, ENG 106 may not be applicable as GE for the AA, but it could be applied to</p>	<p>Amendment Defeated</p> <p>Motion Carried</p>	

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<p>c. Course Outline (Listing) Proposal – Deseree Salvador 7c</p> <p>d. UHPA Update – David Tsugawa 7d</p>	<p>the AAS. Similarly, Math 100 could be AA, whereas the AAS would allow an applied math option. The GEC will work with the AAS degree programs to come up with a process to address this path.</p> <p>Withdrawn 3/19/15</p> <p>As our UHPA representative, Senator Tsugawa reported that UHPA has a new Executive Director: Kristeen Hanselman. Senator Tsugawa also urged fellow senators to be aware of the “Right to work” law. His report outlines the arguments for and against it. Also noted were open enrollment for the Island Flex Spending Program and JN Musto’s retirement.</p>		
<p>8. For the Good of the Order</p>	<p>Please save the date for Earth Day on Friday, April 17, 2015 from 9am – 1pm at the UH Hilo campus. Volunteers get a T-shirt!</p> <p>Have a great spring break!</p>		
<p>9. Adjourn</p>	<p>Motion to adjourn. (Ryan/Wilcox-Boucher) Motion carried unanimously by voice vote. Meeting adjourned at 2:50 pm by Chair Joel Peralto Next meeting Friday, April 24, 2015 12:00 – 2:00 pm, Bldg. 388, Room 103 and Polycom to West HI B3, ACR</p>	<p>Motion Carried</p>	