FACULTY SENATE MEETING
Tuesday, October 6, 2015
1:00-2:00 pm Palanakila 117

Senators Present:

FLOYD MCCOY (PRESIDING CHAIR)
DAVE KRUPP (OFF-CAMPUS CHAIR)
JENNY WEBSTER (RECORDING CHAIR)
Laura Sue (Math/Business)
Mariko Kershaw (Academic Support)
Jamie Boyd (OCCE)
Jenny Webster (Language Arts)
Lance Uyeda (CC Chair) Ex-Officio
Christian Palmer (Social Sciences)
Kate Zane (Student Affairs)
Samantha Geiling (Natural Sciences)
Kaʻala Carmack (Humanities)

Senators Absent: none

Guests Present: Johnny Singh and Jane Uyetake.

I. The meeting was opened at 1:04 pm

II. Approval of 9.15.15 minutes

III. Reports

A. Faculty Senate Boards/Committees

1) Aloha Committee (Jane Uyetake)

2) Curriculum Committee (Lance Uyeda)

The following curriculum proposals were approved:

1. SP 151, Personal and Public Speech (modification proposal on SLOs)
   https://windward.hawaii.edu/discussions/2015/Curriculum-SP151

2. SP 251, Principles of Effective Speaking (modification proposal on SLOs)
   https://windward.hawaii.edu/discussions/2015/Curriculum-SP251

3. SP 253, Argumentation and Debate (New Course)
   https://windward.hawaii.edu/discussions/2015/Curriculum-SP253

4. Pre-engineering concentration modification
   https://windward.hawaii.edu/discussions/2015/Curriculum-ASNS_Pre-
   Engineering_Concentration/

5. Formation of group to work on special topics course designation
   Members: Christian Palmer, Patti Chong, Lance Uyeda, Ryan Koo, Kevin Morimatsu
Motion to approve Jenny Webster; seconded by Sam Geiling. Motion passed via voce.

3) **Foundations Board** (Jean Okumura)
   no report

4) **Writing Advisory Board** (Susan St. John)
   no report

**B. Campus Boards/Committees**

1) **Accreditation and Strategic Planning** - no report

2) **Aesthetics** - no report

3) **MapSAC** - no report

4) **PBC** - no report

5) **PRC (Master Plan)** - no report

6) **Sustainability** (Christian Palmer)

Christian asked the Senators to read the Guiding Document for the Sustainability Curriculum Committee and Sustainability Designation and seek feedback from their departments. Lance will get this up on the discussion board and all senators are asked to get this on their department meeting agenda or email their constituents in order to get feedback by October 15, 2015.

Also, we’re asked to find volunteers who are interested in sitting on the committee. A training at convocation will likely occur and some meetings at the end of the semester to get everyone on board.

Because UH Manoa and West Oahu have majors in sustainability, these courses could feed into those programs. We currently have no sustainability program or certificate at WCC.

A new Sustainability Task Force will also be formed and will create a sustainability plan that will be introduced at convocation in Spring. A few of the five focus areas are: curriculum, research, connections to local culture, and operations.

**C. System Committees**

1) **ACCFSC/CCCFSC** (Dave Krupp)

The ACCFSC requests feedback regarding research involving humans or doing biological research that could lead to gaining knowledge on how to do harm to others. If any of the Senators’ constituents are concerned with these issues, please bring their questions, comments and concerns to Dave Krupp.

**IV. Old Business** - no old business
V. New Business

A. The New Math and English Remedial Models

Ardis introduced the Faculty Senate to the memo from John Morton regarding the new strategic plans directives for remedial math and English.

- 75% of students testing one level below college level English or math will complete college level English or math in one semester.
- 70% of students testing two levels below college level English or math will complete college level English or math in one year.

The reason behind the remedial redesign is because for students who test into two levels below in math and English and go through the traditional pipeline, our data shows that their likelihood of ever getting a degree has been very low, as seen in the data compiled at WCC and across the system. Studies from Tennessee, however, have shown that students who take co-requisites with college-level math or English, rather than take multiple semesters of math or English, experience much more success in the college-level courses; plus, there is less attrition in general.

Students are currently placed by their COMPASS score. However, COMPASS is being fazed out and students in the future will be placed with the SmarterBalance assessments, ACT scores and high school grades/GPA in math.

The New Math Model.

In Fall 2016, the math requirement will change to a two-semester model to complete college-level math. The following 2 courses will be the starting point for all students.

**Math 82 or 82 X = algebra.**
Placement score is required. (25 student maximum/remedial class)
If a student passes with a C or better, that student can move onto STEM related math courses (Math 103, 135, 140, 203, 205, 206, 231, 232).

**Math 75 or 75X = basic math, non-algebra, critical thinking.**
No placement requirement. (25 student maximum/remedial class)
If a student pass with a C or better, that student can place into any non-algebra, non-STEM related math course (Math 100, 101, 111, 112, 115).

The changes to the math classes are likely to affect pre-requisites for courses across campus.
The current math graduation requirement will be some version of the following: “pass Math 100 or higher.”

Math courses will continue to be in the traditional lecture format along with some sections of the self-paced, emporium-style, classes. These self-paced classes will designated in the schedule.

**SPRING ADVISING ISSUES:** For the spring semester, the math department will not offer Math 24 because Math 25 will not be offered in the fall. Thus, the math department recommends that those students take 26 or 28.

The New English Model

The English model will largely stay the same except for a few changes. It too will be changed to a two-semester model to complete college-level English.
English 100 or English 100+Lab, which will replace English 22, for those students who test one level below college level. Students who test two levels below will take English 23, similar to what they do now. Below that will be LSK 35 which will be a learning skills course and will still require that they test into English 23. These classes are limited to 20 students.

There was a question concerning what guidance we should give to students who want to enter programs with Math 100 and English 100 pre-requisites. COMPASS will still be around during the spring (until December 16), and it will be phased out and unusable by January 1, 2017. Johnnie also said in the worst case scenario, we can send a student to him and he can test them individually and determine their placement.

B._assigned Time
In order to cut down on paperwork, rather than having 13 separate applications for those people whose assigned time projects are consistently requested and granted, Ardis created a list of people who will simply be compiled into a memo for approval. All approvals are pending available funds. There will still be an annual review. It does not remove the requirement to write a completion report. The fall applications will be submitted in January.

C. Volunteers for the WCC Grievance Committee: tabled until 10.20.15

VI. Announcements- none

VII. The meeting was adjourned at 2:35 pm

Next Meeting: Tuesday, 10.20.15

Faculty Senate Meeting Schedule:
FALL 2015:

October 20
November 3
November 17
December 1

SPRING 2016:

January 19
February 2
February 16
March 1
March 15
April 5
April 19
May 3

Minutes submitted by: Jenny Webster
Recording Chair
Guiding Document for Sustainability Curriculum Committee and Sustainability Designation

This document outlines a model for the implementation of s-designation courses, defining terms, policies, procedures for approval, and assessment of these courses. The S-designation is meant to encourage students and faculty to include elements of environmental sustainability into the curriculum in a meaningful way. The designation is meant to mark a course that deals with some aspect of environmental sustainability.

Hallmarks for S-Designation Courses:

· A significant component of readings, assignments, and other course materials address environmental topics.
· The course teaches students to think critically and examine environmental challenges and debates on an international, national, and local level.
· Students learn the underlying causes of environmental challenges and explore ways to address these challenges.

Formation of the Sustainability Curriculum Committee:

The committee would potentially include a volunteer representative from each of the academic departments (Humanities, Language Arts, Mathematics and Business, Natural Sciences, Social Sciences), Office of Academic Support, Office of Students Affairs, and possibly the Office of Career and Continuing Education with a chair selected from among the members by a simple majority. The Chair shall serve for two years with the possibility of renewal by a vote. Members shall serve for one academic year or as determined by their respective departments.

The committee will meet monthly or bi-monthly as the need arises. Their primary responsibility is to encourage, support, and train faculty in increasing the focus on teaching students about sustainability across the curriculum at Windward Community College. These responsibilities include 1. Creating and periodically reviewing and revising an efficient and transparent process for creating and assessing s-designated courses, 2. Encouraging, training, and recruiting faculty to propose and teach these courses, 3. Developing other initiatives to increase instruction in sustainability at Windward Community College.

Procedures and Policies for Creating, Approving, and Assessing S-designation courses

These are the steps to creating a S-Designation course. The approval is for a specific course taught by a specific instructor. Approval is good for five years after which a course should be assessed sometime during the fifth year to re-certify the course and ensure that the course is still meeting the S-
designation Hallmarks. S-designation course will articulate with s-designation courses across the UH system and the Sustainability programs at UH-Manoa. If a new course is being developed, it may be submitted simultaneously to both the Curriculum Committee and the Sustainability Curriculum Committee, but the Committee will wait for a Curriculum decision by Faculty Senate before acting.

1. Fill out the S-designation application form and submit it to the S-designated committee at least one week before the next meeting to give committee members time to look over the application material.

2. The course proposer is then required to attend the next Sustainability Curriculum meeting where the proposal will be discussed and voted on by all present. If the course needs revisions, the proposer can make the necessary changes and resubmit the proposal for the next meeting.

3. Once approved by the Sustainability Curriculum Committee the course will be forwarded to the Faculty Senate which will then vote to approve the S-Designation.

4. Once approved by all relevant parties, the course may be taught the next semester with the S-designation.

Additional Documents to be Created:
Application form for S-designated courses