

Academic Senate Meeting  
Thursday, January 10, 2008  
Ka'a'ike 105  
1:30 p.m.- 3:30 p.m.

### MINUTES

**Present:** David Telhan, Julie Clark-McGee, Larry Janik, Lillian Mangum, David Grooms, Bud Clark, Dorothy Pyle, Bernie McPherson, Feliciano Sales, Charles Carletta, Patricia Duckworth, Catherine Thompson, Julie Powers, Elaine Yamashita, Lois Kimmel, Kathleen Hagan, Lee Stein, Jennifer Owen, Kate Acks, Donna Harbin, Kathy Fletcher, Kiope Raymond, Eric Engh, Mary Farmer, Constance Williams, Rosemary Perreira, Ann Pitcaithly, Richard Hill, Daniel Kruse, Joyce, Yamada, Bruce Butler, Dorothy Tolliver, Sean Calder, Cyrilla Pascual, Malia Johnson, Lorelle Peros, Doris Casey, Margaret Christensen, Lisa Deneen, Jan Moore, Maggie Bruck, Dean Louie, Carol Petith-Zbiciak, Ann Emmsley, Elisabeth Armstrong, Cynthia Foreman, Michael Takemoto, Renée Riley, Emerson Timmins, Ryan Daniels, Walette Pellegrino, Malia Davidson, Cathy Bio, Nancy Johnson, Mary Franci, Carlton Atay, Laura Lees, Tim Marmack, Ron St. John, Juli Umetsu, Tom Lelli, Teresa Shurilla, Conrad Hornick, Chris Speere, Ben Marquez, Ben Guerrero, Denise L. Cohen, Gayle Early, and BK Griesemer.

**Meeting called to order at 1:33 p.m.**

II. BK Griesemer moved to accept the December 2007 minutes with one correction (change Curriculum Proposal 2007.17 vote from 54 yes and 3 no to 55 yes to 2 no). Kate Acks seconded the motion, and the motion passed.

### **V.Unfinished Business**

Michele Katsutani reported the following from Donna Haytko-Paoa's update email: UH did an appraisal for the 3.21 acres of land for Moloka'i expansion and it came out to be under the original \$500,000 estimation, meaning a huge return for the investment. Right now, Moloka'i Ranch is struggling since their EIS for Laau was withdrawn and their water rights for use of homestead water are being reviewed. Chancellor Clyde Sakamoto is still working on extending the agreement to purchase, which ends on March 2, 2008.

Michele Katsutani added senate members will be asked to vote for either in-person or email UHPA updates from Josh Cooper. Email with more information to come.

### **III. Discussion with Chancellor Sakamoto on additional 2 and 4 year degrees**

Clyde Sakamoto began with the following acknowledgments:

1) Clyde thanked Michele Katsutani for her work as senate chair. Her work has been active, productive, and highly collaborative with the executive process.

2) He shared the 2007 Partnership Award presented by the Department of Education to Maui Community College in "honor of your outstanding contributions to Hawai'i's public schools." And also indicated the MCC was the only institution within the UH System that was recognized.

3) He announced MCC has been nominated as a finalist for a Bellwether Award (awards presented at the Community College Futures Assembly) Chris Speere, Alex de Roode, and Clyde Sakamoto will attend the event. County of Maui Mayor has identified sustainability as her top priority.

Clyde Sakamoto answered the following 20 questions presented by the Academic Senate:

1. *How does the campus expect to support more 2 & 4 year degrees when everyone is stretched thin and the state economy will probably see a downturn since the national economy will more than likely be declining due to a number of factors coupled with an increase in the cost of living that the outlook may not look very promising?*

Clyde reported the following:

- MCC has actually increased its resources 25% in the past two years; however, enrollment has been even for the past eight years.
- MCC is far and away ahead in technology.
- If economy falls, positions approved by legislature last year may not be released by Governor.
- To prepare our students for near term economic and social change, the college should understand the emerging needs and opportunities in our County. If you have ideas of these possibilities, please share them . 10,000 people left Maui and Hawaii because they were unable to make their way and had to move to where cost of living was less.
- New proposed programs will connect with careers such as Sustainable Sciences (renewable energy, sustainable construction and materials, and possibly organic agriculture, long term care, Information Technology. These areas respond to community interest and community support.
- Resources for additional degrees include investors along the way—legislature, County of Maui, gift and interest from IBM (supercomputer) and 8A defense contracting companies in Kihei Tech Park, and prospective RDP award of \$3.2 million.

Discussion: In the long term, offering classes with low enrollment (such as 6 students) is a problem. With a new program this is expected. Are you in support of this? What does applied research look like in the humanities?

Clyde added:

- Skills that are valued in Maui County should show growth and be able to evolve. Faculty leadership in programs must show promise and progress of program potential.
  - We're supporting Bob Wehrman in the development of a possible Institute for Music that might examine entertainment-related careers, such as teaching music and teaching musicians to be commercially successful in our communities.
2. *It seems that many departments, are under funded and under staffed, yet we continue to take on increasing support for current programs. We can expect to run on soft monies, yet that has been an answer to the question in the past. However, if we want to be a sustainable campus, there needs to be serious consideration of stable on-going funding. Also we cannot expect the enrollment to increase if more programs are added. Or is this the perspective??? We also need to look at our first four year degree, ABIT. What is the enrollment like? How successful is the program? Where is the data to support the financial needs of the program? Has this been looked at?*

Clyde reported the following:

- Remember that enrollments have been relatively unchanged for eight years while resources have increased substantially. Program reviews indicate many opportunities for improvement including managing program: resources, retention, and persistence. There might be feeling of under resourced, so we're asking for more information—what exactly is needed? Cannot continue to increase stream of new people and positions with current economy and stable levels of program numbers.
- We have senator and representatives who understand our needs, and we need to be realistic about competing community needs and demands.

- Students will gravitate to quality and opportunity. There's huge interest in nursing and culinary. We want to place students in work positions with sufficient compensation so students can stay on Maui.
  - With strong, quality programs, we can be competitive statewide.
  - Maui Land and Pineapple has made a \$35,000 commitment to supporting ABIT for scholarships. This adds to \$70,000 already contributed.
3. *If we are looking at recruiting non resident students, has an analysis been done on our previous recruiting efforts?*

Clyde reported:

- There is continual attention to recruitment. The challenge is that more mainland American institutions recruit more actively everywhere. However, the current dollar exchange rates make it easier for international students to come to Maui. Our strategies are still being developed and refined.
- One asset is our 400-bed student housing. The housing has not yet completed. One challenge is if the facility is finished by March/April, there will be no students ready to enroll then.

Discussion: How much money has been spent on foreign recruiting? How many students have attended as a result? Where does this money come from?

Clyde agreed to get this information from Alvin Tagomori and Katie McMillan. He added the following:

- If we invest \$145,000 in the whole marketing effort this year, the predicted impact takes about 2-3 years for pay-off.
  - Money for recruiting comes out of the tuition fee special and Research and Training Revolving fund.
  - We've made initial investments in creating research project. For example, Katie McMillan is working on a research project to understand what is going on here and future funds depend on this research project's success.
  - We're using former international students as ambassadors. For example, in Hong Kong a former student has been assisting in recruiting.
  - We've also asked alum to develop focus groups and get in touch with alums.
4. *Has consideration been given to the UH Center brokering in additional programs rather than MCC developing new ones??? If not, why not???*

Clyde reported we are continuing exploration. One major preference for students is to interact with live faculty and it can be a problem getting faculty from other institutions to do research here. Many faculty and staff are already consultants to community agencies. There are many questions that deserve research. For example, "We need to ask questions about why we're not making better progress in student achievement at all levels."

5. *How many of the degrees or course offerings will be offered via distance ed.?*

Clyde reported course offerings to be offered live first and then via distance ed in County of Maui first and then across the state as the program matures..

Discussion: If one reason not to put emphasis in UH Center is for live faculty, is it illogical to offer distance? If there are enough students, they hire our faculty to teach live courses, which provides the best of both worlds.

Clyde added those degrees won't go away. West Oahu has a huge agenda to further develop a multi-million dollar campus with a West Oahu focus. We're not about duplicating West Oahu programs. However, we have not been successful in getting other faculty from the upper division campuses to help Maui County research its environmental, social, educational, health, financial and other issues.

6. *What kind of budget or financial resources are we looking at for these additional 2 & 4 year degrees??? What kind of planning is going on???*

Clyde reported there is about \$300,000-\$500,000 for each new program effort depending on the needs and how quickly things can materialize. US Department of Labor, RDP, and county help have been very helpful in getting started with \$500,000 for Allied Health. We're currently proposing \$300,000 for Mayor and County Council support for Renewable Energy initiatives. Where there's promise and potential, there are resources

7. *When we add more 4 year degrees, do we drop our CC classification?*
  - a. *Will we then be considered a 4 year college on the same as or similar to U.H. West Oahu and U.H/Hilo? Or*
  - b. *Will we be two colleges? A community college and a 4 year...with different instructional personnel and different salary schedules?*

Clyde reported we're on cusp of making a decision. It's up to all to provide input.

- WASC Senior would support either option either University of Hawaii Maui with a UH-Maui College that would encompass all lower and upper division programs or
- Create a separate entity to support 4 year programs, UH Center, and a separate CC entity.
- WASC Junior and WASC Senior originally said if 4-year degree we'd be under WASC Senior, now not so clear. If we separate, there would be possibly 2 self-studies, 2 visits and 2 fees.

Discussion: Would there be change in open door policy? Hilo and Hawai'i CC have not always had a happy relationship. We need to study one school unified versus separate models in great detail, one school unified. Separate CC and 4-year seem to have great negative impacts. Would we have to duplicate personnel? We need more information. Do we have more models to look at?

Clyde added:

- No, there would be no change in the open door policy. However we need to continue to develop and assess entry requirements into ABIT program. Clyde is interested in hearing from college faculty and staff about our structure. He expressed no preference between separating or keeping a CC entity. This could negatively impact the international student perception. He's anxious to hear more from the senate with realistic considerations related to financial impact.
- Unfortunately, we do not have a lot of time to make this decision of separate or unified. Clyde agrees one institution seems to make sense. The upper division faculty could have  $\frac{3}{4}$  class load and applied research that relates to needs and opportunities that would impact community.
- If there are strong sentiments to keep CC separate, let's hear them now.
- WASC Senior has pledged to assess the institution's AA degrees if we're a single institution.
- WASC Senior is interested not in the metrics that Junior is interested in, but how the institution changes student life. How and why is public money being used to benefit our student and communities? What are the key areas and steps for improvement
- Changing the name is not an issue with WASC Senior. For WASC Junior, we must apply for approval through a Substantive Change Application.
- We must continue to seek the Board of Regents (BOR) approval BOR has been very supportive of MCC becoming an institution and impressed with our direction.

- Florida has a number of CC's offering Bachelor's in Health and Teacher preparation as obvious areas.

Discussion: 4-year and graduate school institutions often have a research focus. I can imagine institutional research, but our campus does not have resources to be a pure research institution with faculty and research labs.

Clyde added that expanding institutional and applied research capability will rely on community resources

Discussion: What is your idea of MCC in 5 years?

Clyde stated he envisioned MCC in 5-10 years to be the following:

- Dominated by associates degree programs and also with bachelors programs that would allow us to look at health, community, and environmental needs.
- Known worldwide for quality of programs focused in health, visitors industry, technology, and business communication.
- Caring for our kuleana. Recognizing a unique approach, people will come to study and visit.

Discussion: Science Building will be core of many of these programs.

Clyde added we're in a position to make a case for our facility. We'll need to actively communicate our view of legislative choices; we need to discuss critical implications of science building to STEM careers for our graduates.

Discussions: Some folks are concerned that students often arrive unprepared at college level. The White Paper Group reported about developmental math and English and we're looking at revising developmental curriculum, requiring a more robust TLC so we can be open door and offer resources to support our students in successful learning. Do you commit to support these initiatives such as reading courses and a TLC full-time position, all which will help retention?

Clyde suggested that we might need to revisit our ideas and attitudes about our relationships with our high schools. If we want high school students to attend MCC, we may need to consider increasing our time and effort to support our prospective students from the DOE and other private high schools. To expect success without any significant investment in readying these students for college, may not be realistic. We need to get all the way down through to Middle School students. Young learners are not acquiring college-ready skill sets in math and reading. The Construction Academy is a successful example of our MCC faculty teaching alongside DOE teachers and experiencing interested, engaged, and successful students.

Discussion: When they arrive here unprepared I want to be able to tell students they have the resources here to succeed.

Clyde added we must collectively and collaboratively design a better strategy. We must see high schools as the invaluable future student resource that they are. Many high school students don't seem aware of what it takes to be a successful MCC student. They only hear that it is easy to get in. We're currently working on aligning with the high schools' math and English curricula through the HI Pass initiative.

8. *If we are to be considered as a 4 year college, does this change the tenure/promotion requirements regarding publication, double masters or PhDs as required by the four year colleges?*

Clyde stated yes for upper division faculty who must be involved in community-based applied research whose value is assessed by external evaluators. Some fields/disciplines identify master's degrees as the terminal or final degree available.

9. *If we are to be considered a 4 year college, does this change the salary schedule?*
- a. *The community college salary schedule C is higher than U.H. Manoa, U.H. Hilo and UH/West Oahu's Instructional faculty schedule I for ranks 2 & 3 and lower for ranks 4 & 5.*

Clyde reported at present, we have applied one UHCC-based classification schedule and believe that this single schedule approach would be more effective for a single institutional approach to offering two- and four-year degrees. The workload for upper division faculty will differ.

- b. *The university salary schedule is divided into classifications with different salary schedules for instructional personnel, research and specialist personnel, and others.*

Clyde added only one faculty schedule will be utilized. "Research and Specialist Personnel" are not contemplated at this time. If there are 2 classifications, it gets more complicated.

10. *Is there a list of possible degrees? What is the status of development of each degree?*

Clyde reported a list of possible degrees was sent out earlier and will be sent out again in email. This will be an opportunity to hear from you. The list has been made on the basis of community support, student interest, and prospect of financial support. The health/nursing/long term care, Informational Technology, Renewable Energy, Teacher Preparation (esp. for math and science) coincide with community expectations indicated in various venues including our earlier MCC community survey 2002, 2007 Community Forum, Chancellor's Advisory Council Retreat, Focus Nui's Report, and County State's needs, expressing a strong education program including 4-year programs. The mayor, council expect and hope for this. There are a number of other degrees under active exploration including an eventual degree in applied ocean sciences resulting from a current NSF Application to collaborate with an Existing Center of Ocean Science Education.

Discussion: A need of community is education, but it never seems to make the list.

Clyde added the area in greatest need in teacher preparation is for teachers of Science and Math who need Bachelor's degree in the science or math field in order to be classified as "highly qualified" by the DOE. An Applied Ocean of Science Bachelor's degree for folks in Maui County may generate stronger interest. A number of institutions are providing elementary ed teacher preparation. If there's a critical mass of student interest, the College of Education will respond by adding a cohort to address Elementary Education teacher prep interest.

11. *Are these degrees based on a needs assessment and was that the foundation for their consideration?*
12. *Previously answered. Keys to feasibility include an indication of employer or industry support, acquired or contributed resources to start program, and faculty leadership.*
13. *Who is actually working on developing these degrees?*

Clyde reported there is a range of folks: Frannie Coopersmith for Ocean Science; Margaret Christensen, Dan Kruse, Mark Hoffman, and Stuart Zinner discussing IT development with IBM, Akimeka, MHPCC and will eventually include Federal Network partners at the Maui Research and Tech Park; Nancy Johnson, Patricia Duckworth, Julie McGee, Malia Johnson, and Marge Kelm to discuss long term care; Andy Carson, Steve Johnson, and Larry Janik, Richard Allen and Stuart Zinner reviewing Sustainable Science (Renewable Energy); Mark Hoffman also leading Adaptive Optics, Electro Optics and Applied Engineering possibilities. There are also a number others in various stages.

14. *When will there be additional and open discussions throughout the campus about these degrees?*

Clyde reported discussions will be continual. There will be college wide meetings, Departmental, Department Chair and Executive Committee meetings over the next years. The priorities may need to be identified for potential Biennium Budget support.

15. *What impact do you see if the Senate supports and approves of the selection of degrees? What will the impact if the senate does not support or approve of the degrees?*

Clyde reported that Academic Senate involvement, support, and approval are important to offer our graduates access to living wage careers. If the Academic Senate does not approve these options, we'll have to come up with something else for our institution to respond to student and community needs.

Discussion: We appreciate your asking for our feedback. Some of us would like to hear immediately when you hear from the community. It sounds as though you're hearing from the community and telling us the decisions.

Clyde added that the process invites many sources and does not exclude members of the senate. The information is available to anyone who would take the time to attend our Community Forums, review County and State developments and information, access the Focus Maui Nui website, etc. It is also expected that executive members and department chairs are disseminating information on a timely basis. . As a community-based institution, we're guided by community leaders, sector representatives, and their indications of needs and opportunities. Our collective responsibility is to design a response to address these needs and opportunities, leveraging our comparative advantages. While consultation might feel intermittent, rather than continuous, it should be strengthened and hopefully result in a consensus.

16. *Where will the financial resources come from to support these degrees?*

The most feasible possibilities have already secured start up contributions from grants, County and State support, and/or private sector contributions.

17. *Has consideration been given to the impact of adding additional degrees on existing programs?*

Existing programs are being continually and increasingly assessed for their effectiveness. If they are not effective, annual improvement plans must strengthen their performance. The question of the impact between additional and current degrees may not be the most important issue. Perhaps we should address their prospective and current effectiveness. If they're effective, the resources and community support will materialize or could be acquired. If they aren't effective, the impact will be on our students who may not be prepared to compete and succeed in a rapidly changing community.

18. *Who will monitor the research components for the upper division faculty?*

Clyde reported we're currently examining all options but will clearly need to initially include some external reviewers.

Suzette Robinson added that after asking campuses such as Hilo and West Oahu for the criteria by which assessing research as practical, useful, this is difficult to pinpoint. She is working on putting together a draft for review. We have agreed on the process, but the content areas will be working on the rest.

19. *How can we look at the entire community's present and future needs?*

Clyde replied "Actively." We also need to be creative and realistic. To the extent that our creativity will attract community and employer support, we'll experience some traction. Finding the community connections is a challenge for all of us.

20. *How do we educate all segments of our community, not only focused on "high demand, high wages" sectors? How is the UH system looking at itself as a whole and how it educates all sectors of the community? Are there any conversations and collaboration at the four-year UH institutions or is it a competitive climate? If it's not collaborative, what steps can be taken to take it in that direction?*

Clyde reported we just created non-credit response for long-term care needs to address marketplace ability to provide wages and match them with professionals who may be interested in providing these services that will not require credit certificates or degrees.

Frankly it's collaborative and competitive. Through MCC grants we cooperate to support students on all islands in the state. However, we do need to be aware that other campuses are actively recruiting our students in Maui County. There will also be focus on West Hawai'i and West Oahu's development. We'll continue to reach out to our sister institutions within our ten campus system. We may also need to recognize that there may be other students from other parts of the state who may be interested in accessing some of our great programs while meeting their needs to leave the nest.

21. *In looking over the positions that are a part of the 2009 supplemental budget and plans that include 8 additional instructional positions. Of course there are other instructional positions that were recently funded and yet we also need to look at other non instructional needs as staffing in some of these areas has not changed. Case in point... a transcript evaluator in Admission & Records, a counselor designated to provide mental health counselor and wellness services, and if we continue to recruit internationally, an office to provide services to population. Have any of these needs been given consideration???*

Clyde stated these needs have absolutely been given consideration, but they did not make the budget. We've been told if enrollments grow, we could get these types of positions. We were able to fund 45 positions with electricity replacement, RTRF and other funds. Senate is the most significant advisor to the Executive Committee. These proposals are fully vetted and challenged. Not everyone is in attendance in all the meetings. Take a look at the continual information that David sends out about the Supplemental process and the budget. The decision making process should ask what makes sense? What can we fund from where? What will the Legislature support our requests? We must also align with the system priorities to be realistic.

Discussion: After looking at the memo with legislature funded positions, we were surprised to see the Optics program. They were not on the top of our list. We understand the legislature is its own entity, but we want priorities to be considered. It is important to hear that the Mental Health Coordinator helps retention when we keep putting it in high priority.

Clyde indicated that if campus requests don't fall within UHCC or UH System priorities, they will probably not be funded. The College, the VP for UHCC, the UH System Budget Committee, the President, BOR, Governor and legislature all influence what gets funded. Can the mental health position could be further defined. What are the concerns? The skill sets? Are there existing and available resources? Perhaps these skills should be distributed around the campus rather than residing in one person? Could the expertise be contracted out? We need to look at various strategies to implement solutions that will help faculty and also assist our students who will have serious mental health challenges.



### **VIII. Announcements**

Michele Katsutani reported that information on most agenda issues unaddressed today will be sent out via email. According to the charter, several positions are up for reelection. Julie Powers will send out more information via email.

BK. Griesemer reported that if you want to teach a topics course—you need to fill out procedures forms.

Ron St. John reported the Hawaii Speech League will be at MCC campus January 18-19. If you are interested in judging, please contact me.

Dorothy Pyle reported the next Liberal Arts meeting will be Friday, January 25 at noon. We will center on ethics and consider assessment of ethical knowledge. All are invited to attend, not just liberal arts faculty. An email with more information will be sent out.

Cyrilla Pascual announced the Business Hospitality department meeting will be noon in KaLama 107.

Maggie Bruck announced the Capricorn Birthday party will be later this month.

**Meeting adjourned at 3:25 p.m.**