

## Minutes for the Academic Senate Meeting September 14, 2007

**Present:** Michele Katsutani, Kyle Takushi, Thomas Hussey, Renee Riley, Dorothy Pyle, Chuck Carletta, Ann Coopersmith, David Grooms, Tim Marmack, Cyrilla Pascual, Alf Wolf, Anne Schaunhorst, Alex de Roode, Debra Nakama, Bert Kikuchi, Jan Moore, Cynthia Foreman, Diane Meyer, Lee Stein, Maggie Bruck, Sally Irwin, Daniel Kruse, Carol Petith-Zbiciak, Bruce Butler, Ann Emmsley, Colleen Shishido, Kathleen Hagan, Vinnie Linares, Kate Acks, Donna Harbin, Julie Powers, Elaine Yamashita, Gayle Early, Elisabeth Armstrong, Pat Adams, Lisa Deneen, Sean Calder, Eric Engh, Walette Pellegrino, Mike Takemoto, Ryan Daniels, Ron St. John, Kulamanu Ishihara, Kaleikoa Ka'eo, Laura Lees, Richard Hill, Lois Kimmel, Susan Nartatez, and Donna Haytko-Paoa

**Meeting called to order at 1:36 p.m.**

### I. Introductions

### II. Approval of Minutes

Kate Acks moved to accept the August 2007 minutes with the three name corrections. Debbie Winkler seconded the motion. The motion was passed unanimously.

### III. Remedial/Developmental White Paper Group Presentation

flo wiger reported the following background information:

Roughly one year ago the chancellors and vice chancellors of academic affairs along with John Morton established the White Paper Group to examine remedial and developmental issues such as how *developmental* and *remedial* are defined across different campuses or how developmental courses should be taught. The task force attended the NADE conference in Memphis, and now is a NADE chapter, with Kristine Korey-Smith as head of chapter. Maui is well represented by Debbie Winkler, Michele Katsutani, and Thomas Hussey. The committee looks at nationwide issues.

Achieving the Dream initiatives deal with institution transformation and change. The focus is on unrepresented students in Hawaii, Native Hawaiians. Working with this population will benefit the rest of the campus population.

Kristine Korey-Smith presented a PowerPoint report of the White Paper Group findings.

(This report can be accessed at the following website:

[http://www.hawaii.edu/vpaa/system\\_aa/strategic%20plan/activities/remedial-dev%20task%20force/Remedial\\_Dev\\_Ed\\_Paper.pdf](http://www.hawaii.edu/vpaa/system_aa/strategic%20plan/activities/remedial-dev%20task%20force/Remedial_Dev_Ed_Paper.pdf))

Some of the issues Kristine presented included the following:

- There are six data sheets
- Studies showed number of first time enrolled students (Fall 2003 semester) who tested into developmental/remedial English levels and developmental/ remedial Math levels and where they enrolled. There was a large number of "unknown."
- There are issues with the data as this "unknown" information appears to be way off, the unknown represented the unenrolled. Banner and COMPASS are storage programs, not retrieval programs.

Discussion: What is successful? C or higher? What is the assumption about students' goals? Why are remedial and developmental courses lumped together? Some programs consider students exiting at developmental levels to be successful. Continual issues of long road ahead

flo wiger reported colleges that are more successful in persistence and graduation rates are institutions that have mode away from semester long developmental/ remedial courses.

Kristine Korey-Smith added the following:

- All 7 UH community colleges provide remedial/ developmental Reading, Writing, and Math courses.
- Persistence chart shows remedial/developmental courses are not the only ones to lose students. (Of the remedial/developmental students starting Fall 2004, after first year we lost about 50% and UH system data confirms 49% of CC students in general didn't return.)
- Information about Remedial/ Developmental programs at the CC's
  - o 7 CC's have tutoring and some counseling, although not necessarily mandatory
  - o 1 CC (KCC) has supplemental instruction, course-based learning assistance, targeting high-risk courses with peer study leaders
  - o Peer mentoring considered a best practice
  - o Class size 20-28 students at CC's, the national 20-25 students
  - o Organization and structure: 6 CC's have decentralized programs and 1CC has centralized developmental program. There is no recommendation yet as to whether one is more effective than the other, only that each program should be heavily coordinated and system coordinators should meet.
  - o The only developmental course that is across the system is English 22.

Recommendations:

1. To the Department of Education: preparation needed in high school, family and community support needed
2. UHCC's: create learner-centered culture, help post-secondary student to attain educational goals, keep learning as center of developing policies.
3. Remedial and developmental program to be coordinated
4. Mandatory assessment and placement. Recognize no placement is 100% accurate, use pre-post test counseling, diagnostics, and identify ed plans and goals.
5. UHCC do everything possible to help students such as mandatory advising sessions, learning communities with remedial/developmental +content; tri-mesters for developmental courses, accelerated courses
6. High quality learning supplemental instruction systems across campus, not just developmental or remedial courses
7. system evaluation to set benchmarks
8. Exterior and interior partnerships as essential part of remedial/developmental
9. Encourage and support professional development for faculty who teach remedial and developmental education
10. Provide finances and human resources to provide learning assistance to all post-secondary students who need learning assistance to succeed and reach educational goals.

flo wiger added that to succeed, initiatives must be grounded in the strategic plan. Legislature has given money for program improvement.

Discussion: Where is this money going? Does campus give input? There needs to be a communication system that involves faculty leadership, senate, and chancellors. Strategic Plan meetings should be starting point. If the validity of this data is questionable, do these recommendations have teeth? What are the next steps?

Kristine Korey-Smith added implementation should be now to align with budgeting deadlines. Achieving the Dreams is also creating priorities.

Discussion: Many of these recommendations were initiatives several years ago. Lack of education is the one commonality across all prison systems, more so than race, gender, or age comparisons.

I. Introduction continued

Pat Adams introduced Alex de Roode, the new Executive Director of Sustainable Living Institute of Maui. He was born in France and attended St. Anthony's, Seabury Hall, and McGill University.

Alex added he finished his Masters in Bio Research Engineering. His role at MCC is to promote sustainability in any way he can and help students and faculty with this. He has been approached to help design the Science Building. His job is two-fold: 1) keep us alive by raising funds by applying for grants and getting contributions from the community and 2) community outreach as well as partnerships

#### IV. Standing Committee Reports/ Updates

##### A. Planning and Budget

Cindy Foreman reported the following:

- 1) Good news for revolving funds: only a few accounts are in red
- 2) Overall budget carried over positive balance from last year.
- 3) Merit Increases for APT are available. Supervisors should write up requests in the fall. Money is set aside for these criteria. Contact Debbie Brown for paperwork
- 4) General Funds: Legislature is not giving 54 million requested. However, we need a science building now, so let's not get dragged in the fight for 54 million and risk losing building all together. We might have to compromise with one less lab.
- 5) The items left on the Supplemental budget are the following:
  - 2 campus security officers (with more needs such as TLC open on Sundays and students in housing)
  - Funding for equipment
  - 3 positions Business office

The items dropped from the supplemental budget are the following:

- TLC position has been dropped, so we will continue to work for that.
  - Instructional designer position has been dropped, but the position will advance with electricity money
  - Clerical support
- 6) Biennium Budget: July 1, 2008: G-funded tenure track positions: 1 Hotel, 1 art, 1 Math, 1 dental, 2 electrical optical, 2 sustainable science

##### B. Policy and Procedures

Vinnie Linares reported the following:

- Monkey Survey on CR grade as C or higher will be sent out
- Executive Committee will review the N Grade policy drafted by the committee and the AS Executive Committee will bring this to Senate in October.
- Revision of charter will begin. Sections of the charter will be emailed for feedback. Every two weeks a new section will be sent out. This will last for about 6 months.
- Suzette Robinson will come to next meeting to discuss degree requirements for teaching
- The committee will be looking at aligning grades with other campuses

##### C. Curriculum

Frannie Coopersmith reported the Curriculum Committee moves to adopt curriculum changes 2006.48, 2006.49, and 2006.56

Bert Kikuchi seconded the motion. The motion passed unanimously.

Maggie added the new deadline for Curriculum changes is October 15.

##### D. Teaching Improvement Committee

Ron St. John reported Bud Clark is working on securing speakers and will email more information later.

##### E. Elections

Michele Katsutani reported Julie Powers will be chair of the committee.

#### V. Ad Hoc Committees Reports/ Updates

A. Service Learning/ Civic Engagement

Laura Lees reported Molli Fleming would like to add Service Learning identifiers, much like WI or CI, for the schedule of classes.

Discussion: It was agreed this sounded like a good idea although because of Spring 2008 deadlines, this will have to begin for Fall 2008.

B. Social Committee

Sally Irwin reported there will be more information about the Silent Auction.

VI. A.S. Executive Committee Reports/ Updates

Michele Katsutani reported the Academic Senate Executive Committee will be meeting on September 19. They will discuss remaining committees without chairs.

VII. Unfinished Business

Michele Katsutani reported the following:

- Maggie Bruck's name has been forwarded for the Additional Baccalaureate Degree Committee. There is still a possibility of meshing the current committees.
- Faculty Leadership Retreat: about 28-30 people attended the Leadership Retreat to discuss campus issues, leadership qualities, and participate in activities.
- Michele Katsutani will follow up on Emeritus status for Dee Frederickson and Steve George

VIII. New Business

Michele Katsutani reported the following:

- ACCFSC has an email survey on living wage and teaching load. She will forward this survey to Senate members
- Katie McMillan will email announcements about Strategic Planning Meetings

Discussion: It was requested that Alvin Tagomori be invited to discuss status of student housing.

IX. Announcements

Frannie Coopersmith passed around a sign-in for Maui County Fair volunteers.

Donna Haytko-Paoa asked if there is still opportunity for Moloka'i Ed Center to change its name to University of Hawaii- Maui College on Moloka'i or University of Hawaii- Maui College- Moloka'i Campus. Because the land is owned, not rented, the campus can officially lose the "Ed Center" title.

Michele Katsutani reported she will follow up on this and report next steps at the next meeting.

Discussion: Should the Baccalaureate committees be combined? Is there a benefit to having a committee without administration members? Do we have the opportunity to nominate Maui representatives for UH BOR? Are nominees for advisory boards?

Ron St. John, United Way Coordinator, reported there will be campaign donation cards in mailboxes, also there will be a Tommy Bahamas Golf Ball drop event fundraiser. He distributed brochures with more information.

**Meeting adjourned at 3:11p.m.**