



Budget decisions loom for Honolulu Community College

Mike Rota, Interim Chancellor, and Ken Kato, Vice Chancellor of Administrative Services, made presentations on the changing state fiscal realities to a joint meeting of the Planning Council and Campus Leadership Team held Friday, October 10. At the meeting Vice Chancellor Kato also outlined how he had already taken the lion's share of the cuts from support services to cover budget shortfalls for this fiscal year, July 1, 2008, to June 30, 2009, but that \$50,000 in cuts remained. The joint group voted to delay hiring of four newly approved

positions to cover the remaining amount needed.

The Planning Council and Campus Leadership Team are looking for ways to respond to Gov. Linda Lingle's request for budget reductions of 10 percent, 15 percent, and 20 percent. Any budget reductions will be determined using the Honolulu Community College Budget Principles developed by Chancellor Rota and ratified by the Planning Council and Campus Leadership Team. The principles include:

- Maintain priorities established through

UHCC system and HCC strategic planning

- Eliminate unnecessary redundancy
- Increase operational efficiency
- Make maximum use of available sources of non-general fund dollars
- Establish a process that incorporates the use of official institutional data, open communication and collaboration, transparency and the use of campus email and intranet to share information. The 2010-2011 biennial budget will be proposed to the Hawaii state legislature in January 2009.

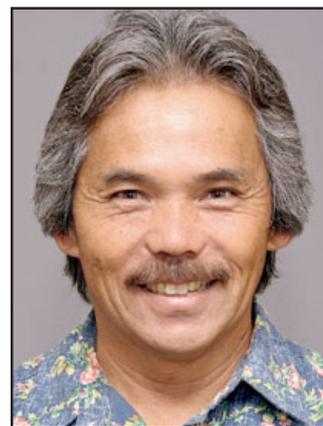
2 Faculty Members honored at Fall Convocation

Two Honolulu Community College faculty members were honored at the Fall Convocation held at Kennedy Theatre at the University of Hawaii at Manoa. James Niino won the prestigious Masaki and Momoe Kunimoto Memorial Award for Outstanding Contributions to Vocational Education. Established by Tadashi and Elizabeth Nakaeda Kunimoto in honor of their parents' role in developing the Hawai'i food industry, this award recognizes a community college faculty member or student from one of the UH community colleges for outstanding achievement and contribution to vocational and technical education. Niino is responsible for the extraordinary growth of the construction industry through his expansion of the Apprenticeship division over the last eight years. As the coordinator, he has managed the largest Apprenticeship program in the state of Hawai'i with over 3,500 students. Niino was also involved in planning HCC's Construction Initiative, which provided funds for the develop-

ment of a Construction Academy taught to high school students by community college instructors. He is frequently praised by colleagues for his willing spirit and extraordinary leadership abilities.

The board of Regents awarded Sheila Yoder the Regents' Medal for Excellence in Teaching, awarded by the Board of Regents as tribute to faculty members who exhibit an extraordinary level of subject mastery and scholarship, teaching effectiveness and creativity and personal values that benefit students. An associate professor of mathematics and UH faculty member for more than 30 years, Sheila Yoder makes a discipline that most students find very challenging "fun and interesting."

In addition to bringing in models to help visualize complex mathematical concepts, she provides the big picture on the relationship of mathematics to daily life. Her students praise her tremendous patience and skill in simplifying often hard-to-understand topics.



Faculty Development

MIDDLES ARE IMPORTANT, TOO

We all know that beginnings are important. Whether the class is a large introductory course for freshmen, an advanced course in the major field, a remedial or developmental course, or a capstone course in your program, it makes good sense to start each course off well. Students will decide very early – some say the first day of class; others say in the first ten minutes of the first class – whether they will like the course, its contents, the teacher, and their fellow students. At this time in the semester, unless you are teaching a modular course which has yet to begin, we don't need to put much time and energy into worrying about the beginnings of our courses. On the other hand, it would be a good time to begin to think about the beginnings of our upcoming spring semester courses. The First Day section of the Faculty Development Website contains many good resources to give you tips to help you begin your spring semester courses off well.

However, now is a good time to administer a quick and easy mid-semester survey. This survey was developed by the members of the Faculty Development Committee several years ago and has been successfully used by a large number of our colleagues. Below is the survey. Feel free to format it as you see fit, using all or part of it, or adding additional items. Let the Faculty Development Committee members know how it went after you use it.

MID-SEMESTER SURVEY

THESE STATEMENTS are OPEN ENDED - you don't have to answer every one, but if something comes to mind, fill in a response. There is no need to write your name on this survey.

- I think it would help me if we did MORE:
- The thing I like doing best/is most helpful is:
- If there is one thing I could change about this course, it would be:
- If there is one thing I would want the instructor to know it would be:
- In this class I thought we were going to:
- One thing I hope we have time to cover is:
- In the last half, the thing I'd like MOST to concentrate on is:
- In the last half, the thing I'd like LEAST to concentrate on is:
- OTHER COMMENTS:

Finally, our skills and attitudes toward our duties as teachers often reflect, for those of us who are parents, our skills and attitudes about being a parent. We want to be perfect. I contend, we can't and don't have to be perfect; we just have to be ourselves. We may hold the expectation that as a college teacher we should know all the answers. Once we accept the fact that we as successful teachers emphasize the roles of learner, presenter, guide, coach, facilitator, designer, evaluator, manager and leader and minimize the role of expert, we unburden ourselves from unrealistic expectations. Then teaching becomes much easier and more enjoyable. Your students will appreciate knowing that they and we are on the same learning path. We have just proceeded farther than our students.

As the Thanksgiving holiday, followed by the semester break, quickly approaches, keep working hard to meet the needs of your students, but don't forget about your needs that keep your enthusiasm high and your spirit young!

Jerry Cerny, Faculty Development Coordinator

David Cleveland named emeritus professor

David Cleveland, retired professor of sociology at Honolulu Community College, has been awarded the title Professor Emeritus, Community Colleges, in recognition of his 33 years of dedicated and faithful service to the college. The emeritus designation is conferred for distinguished service, and it carries certain privileges and courtesies of regular faculty status.

Honolulu CC Interim Chancellor Michael Rota said, "I have known and respected David and his work for more than 25 years and this recognition is well deserved. As a respected faculty leader, we hope to call upon David to share his knowledge, expertise and passion for many years to come."

Cleveland's colleagues noted that he is "a teacher and mentor of extraordinary proportions who can bring out the best in others. He maintains high standards and demands much of his students, requiring independent research projects and a substantial amount of writing. His commitment to making more than 100 undergraduate students think and write every semester sets the benchmark for other classes."

One of his former students said, "It was through his support and encouragement that I found myself actually believing that I could succeed in college. The idea that I was 'good enough' helped me pursue a bachelor's degree in education."

Cleveland, who retired in 2005, received the Frances Davis Award for Excellence in Undergraduate Teaching in 2003.

HCC and UH- West Oahu Sign Pact On New CENT Degree

The Computing, Electronics, and Networking Technology (CENT) Program at Honolulu Community College has established an agreement with the University of Hawai'i-West O'ahu, which will allow students in the Associate in Science and Advanced Professional Certificate Programs in CENT at HCC to complete the Bachelor of Applied Science Program at University of Hawai'i-West O'ahu in the newly developed area of concentration in CENT.

Students will have the option of being dual-enrolled at both Honolulu Community College and the University of Hawai'i-West O'ahu campuses. A dual-enrolled student would take CENT and general education courses at Honolulu Community College for the first three years of the program. During the fourth year at UH West Oahu, a student would take courses that satisfy requirements for the bachelor's degree including courses in business, upper division ethics, public administration and statistics. Students will have multiple degree options including a two-year Associate in Science degree in CENT at HCC, a third-year Advanced Professional Certificate in CENT at HCC, and a Bachelor of Applied Science in CENT at the University of Hawai'i-West O'ahu. Students who transfer to UH West O'ahu under the terms of the agreement should consult a faculty advisor or a student services advisor prior to beginning their program.

For more information about the course sequence, contact Aaron Tanaka, CENT department chair, at aarontan@hcc.hawaii.edu or (808) 845-9109 or Rona Wong, program counselor, at ronawong@hcc.hawaii.edu or (808) 845-9228.

The History of Honolulu Community College



NEW CHINESE HOSPITAL IN PALAMA.

Birth Pangs

(Part 1 of a 10 part series)

When the state gave birth to the school that would eventually become Honolulu Community College, it did so at a hospital. The original location of the first increment of today's campus was what people in 1920 called the Old Chinese Hospital in Palama. The property comprised today sits under the buildings now housing the Electrical Installation and Maintenance and Computing, Electronics & Networking Technology programs.

The Old Chinese Hospital was not old in 1897 when local Chinese business leaders persuaded the legislature to grant them land in exchange for building a hospital on the site. The \$6,000 in funds for the hospital was raised from the Chinese business community and the Chinese Hospital was built in Palama, nestled between the Reform School (then on Kaulani School grounds) and the Oahu Railway and Land train tracks. The soon-to-be-demolished Kokea Apartments buildings sit in the original railroad right of way. The property Ewa of the campus was planted in sugar cane, hence the even-

tual names of the streets on either side of the Kapalama Canal (Kōkea, used in making medicine, and Kohou, another variety of sugar cane). Because of the train tracks, access to the campus came by driving down Robello Lane off of King Street. Indeed, people praised the peacefulness of the location because it was off the busy King Street, but still easily accessible. Today the path is still followed to reach faculty and staff parking fronting buildings 12, 13, 16 and 18. The grounds, by 1920 were referred to on maps as "Kaulani Public School (Formerly Old Chinese Hospital)."

KA LONO

Ka Lono (The News) Monthly is published every Month for the faculty, staff and students of Honolulu Community College. To submit items for the monthly newsletter, send an email to kam@hawaii.edu and include NEWSLETTER in your subject line.

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Faculty Profile

Ka'iulani Murphy: *A kuleana* to share

One Ka'iulani marked the end of an era—the Hawaiian monarchy; Another Ka'iulani is playing a crucial role in another era—the Hawaiian Renaissance. As a navigator on the Polynesian voyaging canoe, Hōkūle'a, Ka'iulani Moanike'ala Murphy has taken on a key responsibility in preserving the skills that Hawaiian voyagers perfected in their voyages throughout Polynesia. Fortunately, her voyage has taken her to Honolulu Community College as instructor of Ocean/Hawaiian studies.

Although she was fascinated when she first stepped foot on the Hōkūle'a when she was in elementary school on the Big Island, it was a talk by Nainoa Thompson during her freshman year at University of Hawai'i at Mānoa that rekindled her interest in Hawaiian voyaging. She was so impressed by his message that she wanted to sign up for a course taught by him. The schedule of classes listed Thompson as the instructor of the Ho'okele (sailing) course. As often happens between the schedule and the classroom, Thompson was not the eventual instructor, but Murphy would have a chance to learn from Lilikala Kame'eleihiwa, a future director of the Kamakakūokalani Center for Hawaiian Studies. That Hawaiian studies course was part of what would eventually become a bachelor of arts degree in Hawaiian studies with distinction. During that year the Hōkūle'a was in dry dock, so Murphy spent her weekends getting to know the canoe and its crew members. During her first inter-island voyage on the Hōkūle'a, the seas were rough, but Murphy was too excited to feel seasick and enjoyed steering across the channel. Nainoa Thompson then asked her if she'd be interested in working on the summer program at the Polynesian



Ka'iulani Murphy sails on the Polynesian voyaging canoe Hōkūle'a.

Voyaging Society. Her part-time job grew to a full-time position and passion, where she coordinated volunteers and crewmembers for maintenance of the voyaging canoes, oversaw educational sails and shared her experiences with school children. She participated in three deep-sea voyages with the Hōkūle'a, starting as a crew member, and subsequently serving as educator, quartermaster, watch captain and assistant navigator. On the Hōkūle'a's voyage to Rapa Nui in 1999, Murphy sailed on the 22-day leg between Tahiti and Hawai'i. She sailed the roundtrip from Kaua'i to Kure atoll during the voyage of the Hōkūle'a to the Northwestern Hawaiian Islands in 2004. Most recently, for six months in 2007, she sailed from Hawai'i through Micronesia and on to Japan. It's the mentoring of Nainoa Thompson that she's most thankful for.

Ka'iulani Murphy has taken her experiences and applied them in A Teacher's Guide to Navigating Change. She says it is her "*kuleana* to share what I have had the privilege to learn, both in the classroom and out in the environment that nurtures us." She now has taken on the task of applying her experience to community college students. She is no stranger of Honolulu Community College. She actually taught voyaging at the college when it first introduced the courses on an experimental basis several years ago. Now she

teaches the permanent versions of the voyaging courses, which are currently being articulated with the courses at UH Mānoa. The first course, HWST 281, Ho'okele I: Hawaiian Astronomy and Weather and its accompanying lab, is being taught this semester. The companion course, HWST 282, Ho'okele II: Hawaiian Navigation, Weather, Canoe Design & Sail, will be taught for the first time at Honolulu Community College during Spring 2009. In addition, Murphy teaches sections of HWST 107 Hawai'i: Center of the Pacific, a popular course that satisfies the H-focus requirement of both Honolulu Community College and UH Mānoa. "I love it," says Murphy, "when I see their faces light up and the canoe gets them excited to learn. It's not just the voyaging, but you see they have the desire to learn who and where they come from." The Hawaiian studies courses she teaches have a special focus on the environment. She wants students to make the connection between themselves and their environment. "As we learn about our world, we learn to mālama it: living well on an island and living well on island earth. Our kupuna have shown us that with healthy islands we have healthy people," says Murphy. "I hope to share the inspiration with people—children, adults, all walks of life—through voyaging, to have that desire to take care of our special island home."