Participatory Governance at Kapi‘olani Community College (Senate DRAFT 11-1-10)

I. Introduction:

The purpose of this document is to describe the various avenues available to all personnel at Kapi‘olani Community College to participate in the governance of the college. The mechanisms for this participation include working through: (1) chartered governance advisory groups that represent constituent groups (hereafter referred to as chartered groups or chartered governance groups) as defined by University Board of Regents (BOR) policies and/or Kapi‘olani Community College (Kapi‘olani) guidelines, where applicable; (2) standing councils that advise the administration and/or specific administrators; (3) ad hoc committees and task forces, and (4) campus-wide input opportunities that provide for the broadest possible individual participation of faculty, staff, and students.

There are four chartered groups on campus that have formal standing in the college’s governance processes as representatives of specific constituents, and through their charters have a prescribed responsibility for representing their constituents and providing advice in the specific areas denoted. Chartered groups include the Faculty Senate, the Student Congress, Kalāualani, and the Staff Council. Constituents of these groups have the opportunity to address their representatives on issues they deem important, while those serving on the groups have the ability and responsibility to provide avenues of participation for their respective constituents, and to advise the Chancellor in areas as defined by their charters, either formally by reporting the results of their internal decision-making processes in writing, or informally through other forms of communication. The Board of Regents defines the role of three of the chartered groups, i.e., those representing faculty, students, and Native Hawaiians, as advisors to the Chancellor; and allows for the establishment of organizations for each group in order to assure regular, organized and systematized participation in the governance of the college. In addition, Kapi‘olani CC has established a fourth group to represent its staff personnel, i.e. the Staff Council. Each of the four groups has a charter that explains the parameters of its responsibilities, its decision making process, and the roles of committees in that process. The Administration communicates with the chartered groups before making decisions that have a direct impact on their specified areas of responsibility.

In addition to the participation of the chartered groups in the college’s governance, the college gathers information and advice concerning issues affecting policy and operations through other avenues that allow for a variety of opportunities for the participation of faculty, staff, and students. While these modes of participation do not have the formal responsibilities and procedures of a BOR or college chartered group, the college recognizes them as invaluable means of gathering information and advice that informs decisions on policy and operations issues. For example, various administrators utilize standing councils for advice, such as, the Chancellor’s Policy, Planning, and Assessment Council (PPAC), the Chancellor’s Administrative Staff Council, the Vice Chancellors’ Advisory Council (VCAC), and the Counseling and Academic Advising Council (CAAC). Also, there are numerous ad hoc committees and task forces that increase opportunities for direct participation in decision-making, such as when the college is developing its plans for strategic or long range development, reorganization, or emergency preparedness. Finally, opportunities are created for members of the entire college community to offer insights and advice on specific matters, in addition to the processes mentioned above, through direct input in campus-wide meetings, open forums, and communication through computer technology.

See the attached figure, Kapi‘olani Community College Participatory Governance Processes.
II. Participation Processes for College Governance

A. Chartered Governance Groups

Chartered governance groups are advisory groups established either through official University of Hawai‘i Board of Regents policies or, in the case of Staff Council, through the college, and represent the interests and expertise of specific segments of the college community. Groups denoted in this category, as stated above, include the faculty, the students, Native Hawaiians (both students and faculty), and staff personnel. Below is a summary of the roles each of these organizations plays in the governance of the college, as defined by BOR policies and/or their charters. Aside from their areas of primary responsibilities, the Kapi'olani CC Chancellor seeks the advice of the four chartered organizations in decisions such as those concerning general education policy, the development and implementation of organizational structure, program review, tactical plans, strategic and long range plans, budgeting, and other areas.

Faculty Senate

Note: Quoted references in the Faculty Senate section are from the Board of Regents Policy, Chapter 1, General Provisions, Section 1-10, entitled Regents’ Policy on Faculty Involvement in Academic Decision Making and Academic Policy.

The Faculty Senate is a decision-making body, not an advisory body.

“The faculty has primary responsibility for such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research. On these matters the power of review and concurrence or final decision lodged in the Board of Regents or delegated to administrative officers should be exercised adversely only in exceptional circumstances and for reasons communicated to the faculty.”

The Board of Regents further directs that this power of the faculty is to be exercised through the Faculty Senate and cannot be delegated by the Senate (or anyone else) to any other body or individual. Pursuant to BOR policies, the faculty at KCC have adopted a Faculty Senate Constitution which enumerates the specific areas of Faculty Senate responsibility at KCC. This Constitution has been approved by Faculty, the Chancellor and the Board of Regents.

The Board has reserved unto itself final decision-making authority and this reservation can be delegated by the Board to administrative officers, but the Board has specifically limited its own authority (and the authority of administrative officers) to override Faculty Senate decisions to instances of exceptional circumstances.

The Senate meets at least monthly during the academic year and utilizes several committees to assist it in the performance of its work. It maintains a public web site (facultysenate.kcc.hawaii.edu). This site includes official Senate documents and work product, including Meeting Agendas, approved minutes, the Faculty Senate Constitution, and other documents and reports.

The Board of Regents Policy, Chapter 1, General Provisions, Section 1-10, entitled Regents’ Policy on Faculty Involvement in Academic Decision Making and Academic Policy Development states, “The role of a university faculty governance organization is to advise the administration (primarily at the campus and unit level) on matters impacting and/or relating to the development and maintenance of academic policy and standards to the end that quality education is provided, preserved, and improved.” Section 1-10 also asserts, “The Chancellors have the leadership responsibility for the immediate operational management and
governance of their respective organizational units within Board governing and Presidential administrative policy.” With this relationship established, the Policy, as stated in Section 1-10, seeks “to maintain and strengthen organized and systematic involvement by faculty in academic decision making and policy development.” Thus, the Faculty Senate, according to BOR Policy, Chapter 1, General Provisions, Section 1-10 has …“the responsibility to speak for the faculty on academic policy matters such as: (a) policy determining the initiation, review, and evaluation of proposed or authorized research, instructional, and academic programs; (b) budget planning and implementation policy; (c) student-faculty relations policy; (d) policy for the evaluation of faculty and campus academic administrators; (e) the improvement and establishment of a canon of professional ethics and an effective means of professional maintenance of those ethics, including faculty self-discipline; and (f) other subjects affecting academic policy subjects referred to it or them by the chancellor, or by request of the appropriate faculty organization.”

Section 1-10 authorizes faculty organizations on each campus for the purpose of “regular and organized faculty involvement” of the faculty in “carrying out their collective responsibilities with their administrative colleagues in matters of academic policy to make recommendations or provide advice on academic policy for the particular campus, major organization unit headed by a Chancellor, and the University, and to make such determinations as set forth” in the Section.

In addition, Section 1-10 stipulates that “the faculty has primary responsibility for such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research. On these matters the power of review and concurrence or final decision lodged in the Board of Regents or delegated to administrative officers should be exercised adversely only in exceptional circumstances and for reasons communicated to the faculty.”

Student Congress

The Board of Regents Policies, Chapter 7, Student Affairs, states that the BOR encourages the establishment of a robust student life program, including the establishment of student organizations, and recognizes two types of student organizations: Chartered Student Organizations and Registered Independent Organizations. The Policies, Chapter 7, Section 7-2, a.(1), define Chartered Student Organizations (CSO) as “those campus-wide student associations organized to carry out functions or operations on behalf of the University for the purpose of serving the entire student body on each campus. CSOs shall serve as the out-of-classroom opportunities for students to learn to: (a) participate in institutional governance; (b) advocate for constituent needs; (c) satisfy constituent needs and interests through planned programs, services and activities; and (d) work effectively within organizational or group settings.

CSOs are recognized by the University as part of the student life co-curricular program that complements the regular instructional program but is not a department of the University. At Kapi'olani CC, the Student Congress serves as the CSO representing the student body. The other two CSOs at the College are the Board of Student Activities and the Board of Student Publications. The purpose of the Student Congress, according to the Associated Students of Kapi'olani Community College Charter, Article II, is to “develop and implement plans for programs and activities sensitive to the needs and interests of the students; and to promote active student interest and participation within the college community.” Student Congress advises and participates, through established communication channels, in college governance in matters relating to student life, programs, and activities which, according to BOR Section 7-1. a., includes such items relevant to Kapi'olani CC as student governance, organizations that support social life or leisure activities, and support and involvement in honor societies, referred to in the policy as “co-curriculum activities” or “student life programs and activities.”
On June 23, 2009 the Charter of the Puko’ a Council was approved by the BOR. The purpose of the Puko’ a Council is to provide a formal, independent voice and organization through which the Native Hawaiian faculty, administrators, and students of the University of Hawai‘i System can participate in the development and interpretation of system-wide policy and practices as it relates to Native Hawaiian programs, activities, initiatives, and issues. The primary role of the council is to provide advice and information to the President of the University on issues that have particular relevance for Native Hawaiians and for Native Hawaiian culture, language, and history. The Charter states that its Executive Council is made up of two representatives “from each campus of the University of Hawai‘i’s 10-campus system chosen by each campus council representing Kanaka Maoli on that campus according to each council’s internal procedures.” At Kapi‘olani CC this council is called Kalāualani and serves as an advisor to the Chancellor on matters of the same nature as delineated above in describing the purview of the Puko’ a Council.
Staff Council

In order to include personnel functioning as the college’s staff in the participatory governance of the College, the Staff Council was established in 2000, and its Bylaws approved by the Chancellor. As the By-Laws state, the Staff Council represents and is comprised of members and non-members of HGEA/UPW, units 1, 3, and 8; these include staff personnel that are full/part time employees of the college.

The Staff Council Bylaws include a mission statement that states the Staff Council “…will provide a formal voice and organization representing the staff in the administration of the campus, while offering avenues to enhance the professionalism, skills and competencies of our staff members, creating a working atmosphere of respect, dignity, equality and cooperation.” The Bylaws further explain that, “The paramount aim of the Staff Council is to serve as an advisory body to the Chancellor of the college on any and all matters concerning staff.”

According to the Bylaws, the responsibility of the duly selected representatives of the council “shall be dedicated to the active involvement of all Staff Council members in the undertakings of the council and shall solicit and consider recommendations, suggestions, and inquiries from its members,” thus institutionalizing a mechanism for participation in the governance of the college specifically for all staff personnel in the college community. To further staff participation, the Staff Council has established committees comprised of representatives from each unit.

B. Standing Councils

In addition to the charter-established roles of constituent groups in governance, as noted above, the college increases opportunities for campus leaders, faculty, staff, and students to participate in the governance process by utilizing standing councils that deal with long-term and/or on-going college wide issues as advisors to executive administrative personnel. Of primary importance, as it advises the Chancellor directly, is the Policy, Planning and Assessment Council.

Chancellor’s Policy, Planning, and Assessment Council (PPAC)

The PPAC was created to implement key components of the UH System-wide Executive Policy E4.201 Integrated Long Range Planning Framework (see http://www.hawaii.edu/apis/ep/e4/e4201.pdf). The council is composed of administrative leaders of Academic Programs and Administrative and Educational Support Units, the Counseling and Academic Advising Council, and representatives from the four chartered groups, Faculty Senate, Kalāualani, Student Congress, and Staff Council.
The PPAC functions as the Chancellor’s mechanism for presenting and discussing issues, concerns, and ideas with campus leaders in all areas of campus life and serves as a forum for the open exchange of ideas of individual members and formally invited guests; and for discussions concerning the decisions made by the chartered groups and/or other advisory groups. As the PPAC is the only campus body to include a cross section of academic, support, chartered governance, and management personnel, it serves as an integrative and centralized mechanism for discussion, analysis, and recommendation related to matters of policy, planning (i.e., program review, tactical plans, strategic and long range plans), budgeting, and program assessment. The PPAC is a direct avenue through which the Chancellor can gather and disseminate information and is an essential element in the administrative decision making process for the Chancellor. The PPAC is utilized by the Chancellor as a forum for the exchange of ideas through direct interaction and communication of its members; i.e., the PPAC affords members the opportunity to debate issues, collaborate with a variety of colleagues and co-workers, and discuss, enumerate, elucidate, analyze, and evaluate ideas and policy issues of college-wide importance. In addition, PPAC disseminates information and discusses issues with members of the groups, programs, and units it represents, in order to better inform PPAC and college decision making.

The PPAC has the responsibility for review and recommendation to the Chancellor concerning: (a) policies related to planning, assessment, and program review; (b) the college mission statement; (c) the college strategic plan and periodic assessment of progress toward the goals of that plan; (d) the college long-range development plan, and periodic assessment of progress toward the goals of the plan; (e) constructing the college budget and setting priorities; (f) the tactical plans and periodic assessment of progress toward the goals of the plans; and (f) the review of the results of program reviews for Academic Programs and Administrative and Educational Support Units (Reference; Kapi‘olani Community College, “Quill, Documents, Campus Policies, K1.120: Policy, Planning, and Assessment Council;” see http://quill.kcc.hawaii.edu/object/IO_500html).

Other standing councils that advise either the Chancellor directly or the Chancellor’s administrative team include the Administrative Staff Council, the Vice Chancellors’ Advisory Council, the Counseling and Academic Advising Council, and various ad hoc committees and task forces.

Administrative Staff Council

The Administrative Staff Council meets on a weekly basis and advises the Chancellor. This group includes the Vice Chancellors for Academic Affairs, Student Services, Administrative Services, the three Academic Program Deans, the Dean for the Office for Continuing and Community Education, the Title III Coordinator, the Chairperson of Kalaualani, the Director of the Culinary Institute of the Pacific, the Director of the Office for Institutional Effectiveness, the Chancellor, and the Chancellor’s Executive Assistant. In addition, when appropriate, guests are invited to inform the council on specific topics. Any and all issues concerning the college are discussed at the Administrative Staff Council, and members are responsible for the two-way flow of information so that the College community is informed of administrative decisions, and so that these decisions are informed by the needs, ideas, and visions of the college community members. Minutes of the council’s meetings are posted on Quill, the College’s intranet system, weekly.
Vice Chancellors’ Advisory Council (VCAC)

The VCAC [formerly the Deans’ Advisory Council, DAC] makes recommendations to the Vice Chancellors for Academic Affairs and for Student Services, and the Dean for Community Relations and Continuing Education. The VCAC serves as a forum for discussions on the impact of policy, and for problem-solving for operational matters in the areas of instructional activities, student services, workforce development and continuing education. This council consists of the Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Services, the Dean for Community Relations and Continuing Education, the academic program deans, department chairs, academic support unit heads, and the college curriculum specialist.

Counseling and Academic Advising Council (CAAC)

The CAAC makes recommendations to the Vice Chancellor for Student Services, as well as the Vice Chancellor for Academic Affairs, and has representation on the PPAC. The purpose of the CAAC, according to its General Guidelines, is to “improve the counseling and academic advising process for current and potential students at Kapi‘olani Community College.” The CAAC is responsible for discussion, analysis and recommendations on issues related to: (a) academic advising; (b) counseling, such as student engagement, development, and success; and (c) college-wide counseling and academic advising, and professional standards and practice. Counselors and related student services personnel can be members of the CAAC.

C. Ad Hoc Committees and Task Forces

From time to time, special areas of need arise that call for the concentrated effort of a group of individuals to advise the college on the best course of action. In such times, the college creates ad hoc committees and task forces and utilizes appropriate members of the college community. These project-specific committees and task forces offer direct opportunities for faculty, staff, and students to participate in the college’s governance process, e.g., in such areas as strategic planning, long-range development planning, and budgeting. These opportunities are in addition to the standing committees and task forces created within each of the chartered groups, which also offer avenues for participation in the governance of the college to all members specific to these groups.

D. Campus-wide Input

The mechanisms for participation outlined above afford myriad opportunities for members of the college community to advise the college Administration at a variety of levels. Administrators may receive solicited or unsolicited advice from chartered governance groups and/or standing councils, as well as receive the results or findings of ad hoc committees or task forces on specific issues. In addition, the Administration at times solicits input from all members of the campus for the purpose of directly involving as many faculty, staff, and/or students as possible in the information gathering, processing, and decision-making related to issues with campus-wide importance, e.g., the long range development plan and the college’s reorganization proposal. This campus-wide process is the most inclusive form of participatory governance and affords decision makers the opportunity to utilize the broadest range of knowledge and expertise in the college community through the use of presentations, meetings, open forums, and electronic communication technology before decisions are made.
III. Summary

The purpose of this document is to describe the various means available to all personnel at Kapiʻōlani Community College to participate in the governance of the college. The avenues for participation include: the four constituent groups that have specific areas of responsibility as chartered by the Board of Regents or the college; the standing councils that advise college executive administrators on a variety of issues; and/or the ad hoc committees and task forces that are created for specific purposes. In addition, with issues of campus-wide importance, the opportunity for direct participation in the college’s governance is made available to all college personnel through a variety of face-to-face and electronic technology formats.

Figure: Participatory Governance at Kapiʻōlani Community College