

Participatory Governance at Kapi'olani CC :

Review of Final ***DRAFT***

presented to the

Policy, Planning, and Assessment Committee

by
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June/1/2010

Participatory Governance at Kapi'olani CC

Prologue

- Representing the findings of the ACCJC evaluation team, Dr. Marie B. Smith, Chair, stated in the *Kapi'olani CC Confidential Report Prepared for ACCJC* (p. 21), received by the Kapi'olani on 12/11/06 :

“While the college evidences a commitment to **participatory governance** processes, this commitment is not formalized in written documents. Nor are there written records of many of the college's **participatory governance** structures.....”

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Review Process

- The task of developing “a written description of the college’s governance structure that defines the roles of constituent groups in governance” began in February 2008. The various drafts and iterations have been reviewed by members of the Administrative Staff Council, both individually and collectively, and others since that time.
- The first draft document and/or powerpoint to:
 - **Chartered advisory group representatives** on 3/6/09;
 - **Faculty Senate Executive Committee** on 3/24/09;
 - **PPAC** on 4/7/09, and
 - Sent to the **chartered advisory bodies** on that 4/7/09 for comments;
 - **Staff Council** on 4/20/09.
- The present document was submitted to the college’s chartered **advisory bodies** on 4/5/10 for comment; and **posted** on the college’s website for faculty, staff, and student feedback on 4/9/10.
- All groups and individuals were asked to submit comments by 5/5/10.

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Draft Document - 4/5/10

- I. Introduction
- II. Participation Processes for College Governance
- III. Summary

Participatory Governance at Kapi'olani CC

I. *Introduction*

Purpose

- To summarize the various avenues available to all personnel at Kapi'olani to participate in the governance of the college.

Participatory Governance at Kapi'olani CC

II. *Participation Processes for College Governance*

- A. Chartered Governance Groups
- B. Standing Councils
- C. Ad Hoc Committees and Task Forces
- D. Campus-wide Input

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II. *Participation Processes for College Governance*

- A. Chartered Groups: Faculty Senate (page 2)
 - 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 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.”

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II. *Participation Processes for College Governance*

- A. Chartered Groups: Student Congress (page 3)
 - 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, Chap7, 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.
 - 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.”

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II. *Participation Processes for College Governance*

- A. Chartered Groups: Kalāualani (page 3)
 - 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.

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II. *Participation Processes for College Governance*

- A. Chartered Groups: Staff Council (pages 3,4)
 - 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. 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.”
 - The Staff Council includes personnel from Administrative, Professional, and Technical (APT) support, clerical support and UPW bargaining unit 1 blue-collar non-supervisor personnel. 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.

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II. *Participation Processes for College Governance*

- B. Standing Councils: Policy, Planning, & Assessment Council
(pages 4,5)
- The PPAC was created to implement key components of the UH System-wide Executive Policy E4.201 Integrated Long Range Planning Framework. 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.
- 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

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II. *Participation Processes for College Governance*

- B. Standing Councils: Administrative Staff Council (p.5)
 - 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 Kalaulani, 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.

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II. *Participation Processes for College Governance*

- B. Standing Councils: Vice Chancellors' Advisory Council (page 5,6)
 - 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.

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II. *Participation Processes for College Governance*

- B. Standing Councils: Counseling and Academic Advising Council
(page 6)
 - 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.

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II. *Participation Processes for College Governance*

- C. Ad Hoc Committees and Task Forces (page 6)
 - 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.

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II. *Participation Processes for College Governance*

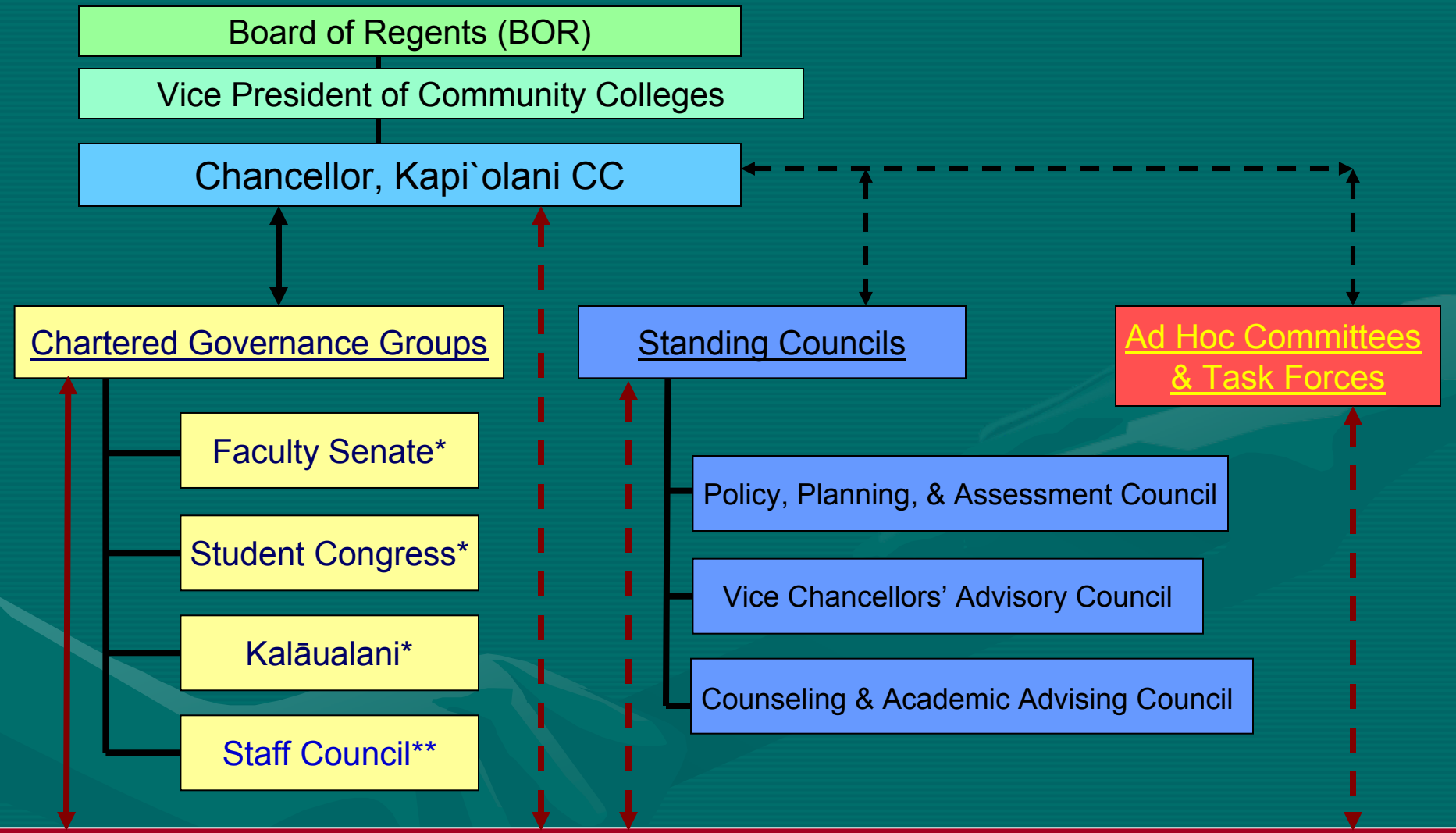
- **D. Campus-wide Input** (page 6)
 - The mechanisms for participation outlined above afford myriad opportunities for members of the college community to advise the college Administration at a variety of levels. Administrators may receive solicited or unsolicited advice from chartered governance groups 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.

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III. *Summary*

- The purpose of this document is to delineate the various avenues available to all personnel at Kapi‘olani Community College to participate in the governance of the college.
- The opportunities for participation are enumerated through specific roles of various constituent groups in the governance of the college either based on the Board of Regents policies and/or college-level charters, the mission of standing councils, or the purpose of individual ad hoc committees and task forces.
- In addition, opportunity for direct participation in the college’s governance related to issues of campus-wide importance is made available to all college personnel through a variety of face-to-face and electronic technology formats.

Kapi`olani Community College Participatory Governance Processes



Individual faculty, staff, students, & administrators participate in governance processes by giving input to and receiving information from appropriate Governance Group, Standing Council and/or Ad Hoc Committee or Task Force, and/or by participating in requests for information and opinion through meetings, open forums, and electronic media.

*organization chartered by the BOR ** organization chartered by Kapi`olani CC

QUESTIONS

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