**5-Governance-Communications-Partnerships**

Participatory governance is the broadest form of inclusion in the governance of the college and includes all opportunities available for faculty, staff, and students to provide information in the decision making process.

Shared governance within the UH system is defined by the *Board of Regents Reference Guide (August 2009)* in which it quotes the “standard institutional reference for desirable governance is the Statement on Government of Colleges and Universities,” which calls for “governance based on a community of interdependent parties – the governing board, administration, faculty, students, and others. The statement recognizes that the governing board has final institutional authority, and recommends sharing authority with the understanding that some areas of decision making require joint endeavor and that others are essentially separate jurisdictions in which one constituency has primary, but not exclusive, responsibility.” (p. 16)

The section goes on to state, “A few examples illustrate the concept of shared governance. The BOR has the responsibility to appoint and assess the performance of chief executive, husband the endowment, and obtain needed capital and operating funds. Long-range planning is usually considered an area for joint efforts. The faculty have primary responsibility for the curriculum, methods of instruction, research, and faculty status.”

You can refer to BOR policy for the stated jurisdictions and/or consultative relationships established for faculty, staff, and Hawaiian participation in governance. At KCC level BOR has chartered or authorized organizations include Student Congress, Faculty Senate, and Kalāualani. Staff Council is chartered by KCC . Refer to Governance at Kapi‘olani Community College (12/1/10). Basically, the KCC guidelines describes the participatory governance environment at KCC which allows for the widest participation in decision making. Within this participative environment the “authorized governance organizations,” as referred to above, represent the interests of their respective constituencies, and the full functioning of these organizations ensures, as was the BOR intent, participation of those constituencies in decisions that directly affect the areas assigned to the organizations by the BOR, as either primary jurisdiction or as areas that the organization is to be consulted before policy decisions are made. Direct participation of faculty, staff, and students through task forces, committees, general forums, and other opportunities allows for the broadest opportunities for and best use of the human resources of the college to affect its decision making process.

Document 20 presents a good overview of the initial principles guiding the development of the Participatory Governance Document. Recommended to read this first.

**Document 1:** (2006 KCC org full set4LR 11-22-06)

November 22, 2006 organizational charts are marked up showing the initial suggestions for KCC reorganization.

**Document 2:** (2006 Lr to ssl re R Umihiro Fwd Proposed Org Chart Memo by DC’s 12-29-06.pdf)

Leon Richards, Chancellor forwarded to his executive assistant, Sal Lanzilotti, the proposed organization charts and memo by the department chairs. Ron Umihiro refers to meeting with the Chancellor to discuss the department chairs’ proposal.

**Document 3:** (2007 KCC orgGenF\_S 1\_4\_07.pdf)

A January 4, 2007 presentation of the main concepts in the Reorganization of the college to the General Faculty/Staff meeting. Information was presented by the Administration to the KCC community in order to solicit and obtain feedback. This presentation discusses the purpose of the Reorganization, e.g., consolidation of alike functions (see **slides 2-3**). Also, it breaks the Reorganization into individual units and displays initial thoughts of what would go where. Changes over the next two and a half years were the direct result of participatory decision-making at the college and through consultative processes with the authorized governance organizations.

**Document 4: (**2007 KCC org StudentCongress1\_26\_07)

January 2007 the draft reorganization proposal is presented to Student Congress for comments and discussion.

**Document 5:** (2007 KCC orgFacSenate resp 2\_12\_07.pdf)

The draft reorganization proposal is presented in February 2007 to faculty senate. This presentation has more background information regarding why the reorganization needs to occur, including the 2006 comments of the ACCJC Evaluation Team Report **(slides 3-9).** An outline of the reorg proposal is on **Slide 13** in which boxes outlined in red indicate proposed changes. As you can see, at this time Holomua Program, FYE and Mālama Hawai‘i, three programs working together were not slotted for reorganization. The merging of these programs into Kahikoluamea was a result of faculty initiative to improve developmental education by consolidating these resources.

**Document 6:** (2007 KCC Reorg college-w discuss 6-13-07.pdf)

College-wide presentation by Chancellor on the Reorganization so as to solicit feedback. Changes have begun to occur in the proposed Reorganization based on faculty/staff participation, e.g., document 5, 2-12-07, slide 14, Special Programs & Projects in the Office of Chancellor has changed in this 6-13-07 presentation, see slide 14.

**Document 7:**  (2007 LR to KCC GenFacStaff 8-16-07.pdf)

Fall 2007 General faculty and staff presentation. The discussions of the Reorganization continue as is evident in **slide 5** in which there are organization changes to a simplified Office for Community and Continuing Education. The reorganization is a vehicle for the college’s effort to establish integrated purposeful pathways and a Student Engagement & Success Model through the use of pathways by consolidating resources, establishing the Office for Institutional Effectiveness, filling key administrative positions.

**Document 8:** (2007 KCC Health and Nurse Education Satellite ProgramsLR3 9-12-07.pdf)

This ppt, presented to the Wai‘anae Health Academy Advisory Board is an example of the college communicating with an external partner and addresses the Standard IV.A.4 requirement for the college to demonstrate “honesty and integrity in its relationships with external agencies.” This ppt starts with an overview of how KCC develops academic programs via needs assessment and curriculum mapping and how the various programs in nursing have been developed as a pathway in response to the problems highlighted in Linda Johnsrud’s 2007 Second Decade presentation (see Group 4, Document 1, slides 57-61). Here, **Slide 11** shows coherent pathway established by the nursing program in response to these needs. **Slide 13** is a visual presentation of the organizational structure of the Academy for Pre-Baccalaureate Nursing Education. The yellow portion of the org chart is the new Nurse Education Satellite Program (NESP) initiative. KCC obtained support for NESP by successfully obtaining 10 faculty positions from the Legislature and funding from the UHCC Systems office for renovations at Windward and a new temporary building at Leeward CC. The ppt also outlines responsibilities for the different colleges.

**Document 9**: (2007 Partnerships Community Eve ivLR 9-20-07.pdf)

Community outreach presentation communicating KCC’s initiatives, tying to mission statement and values and vision to its programs and planning processes. Getting community feedback in relation to LRDP and other programs occurring on campus.

**Document 10:** (2007 Student Forum IVb 10-31-07.pdf)

Student forum in which Chancellor presents updates to students on reorganization, LRDP, pathways. Student Engagement & Success Pathway Model, transfer possibilities, e.g., Ka‘ie‘ie, and safety issues. The overall purpose is to generate student participation in the decision making process by informing them of college priorities and actions and to obtain feedback from students in general as well as to inform and obtain feedback from the members of student congress. Admin worked with Student Congress to organize the forum.

**Document 11:** (2007 Planning at KCC-HOST ADVBD LR 11-15-07.pdf)

Demonstrates example of addressing the Standard IV.2.e. requirement for the chancellor to communicate “effectively with communities served by the institution.” This ppt presents to the Hospitality and Tourism Advisory Board the planning process for the reorganization, the strategic and long range development plans and Ka‘ie‘ie and how these efforts are part of the college’s academic and student services planning for student engagement and success. Shows how we communicate this to our community advisory boards so we keep them informed of what is in process and what we are planning.

**Document 12:** (2008 Staff Council 1-8-08.pdf)

Update presented to Staff Council on college priorities that specifically illustrates how the college’s academic and support services programs relate to its mission statement. For example, shows how STEM, ASNS, New Media Arts, Creative Academies, and Ka‘ie‘ie are the college priorities and connected to the mission statement items. **Slide 11** sets up the mission statement regarding access, learning and success with low tuition and high quality programs, student development and support services. **Slides 12 and 13** show how student services personnel and programs affect access and success and are related to the Student Engagement and Success Pathway efforts of the college. Admin is soliciting feedback from Staff Council as it assists the development of these programs.

**Document 13:** (2008 KCC Reorganization PlanIIa CEconsultation 2-5-08.pdf)

The Chancellor’s *consultation* with continuing education faculty as related to the college’s reorganization. As this area of the college was directly affected by the reorganization, a consultation process was essential to the process.

**Document 14:** (2008 Strategic Planning – FAC and Staff 2-14-08.pdf)

Presentation to General Faculty & Staff meeting by Bob Franco . This is an example of a discussion of the process of strategic and long range planning with the KCC community. **Slide 3** shows that governance groups were/are invited. Bob is showing how the strategic plan is integrated with the LRDP and the UH and UHCC strategic plans. **Slide 4:** Explanation of how Strategic Planning is linked to accreditation recommendations, UH and UHCC strategic outcomes, and Long Range Development Planning process cycles.

**Document 15:** (2008 KCC Student Congress update 3-20-08.pdf)

Information sharing with Student Congress concerning the college’s priorities, e.g., Reorganization proposal, Strategic and Long Range Development Planning, alignment of the colleges goals with UH and UHCC Strategic Outcomes, 2008-2015, as well as concerns for student safety. Presenting PROPOSED revised reorganization structure to Student Congress and student guests as a follow-up to a 11/07 presentation. This iteration shows dean positions are being re-titled; is more definitive in the planning; shows academic support services (Library & CELTT) going under Academic Affairs; shows Kahikoluamea in Student Services. Also request for feedback and participation in the planning processes.

**Slide 13** plans resulted from questions about how the reorganization was going to affect registration function of continuing education.

**Slide 16** shows proposal was delivered to VP of Community Colleges, March 20, 2008 and outlines the next steps in the reorganization process.

(*N.B.* Due to unanticipated HR issues at the VPCC Systems office related to position counts and the need to align position numbers and counts with the actual usage of the positions at the college, the reorganization process was halted until these issues were resolved and official approved counts, positions, and numbers were aligned with actual use).

**Document 16**: (2008 Reorganization Open Forum10-22-08.pdf)

Once the reorganization proposal returned from the Vice Chancellor’s office there were many practical questions from faculty and staff, especially related to how they were individually affected. Open forums were held led by HR Section Head, Eileen Torigoe. All faculty were invited. HR talked about how the reorganization affects personnel and collected questions and comments which she answered in subsequent presentations and when necessary, individually. Questions related to position numbers arose mainly due to the fact that when the proposal returned from the VP’s office the aligned organization charts were posted on Quill and distributed to the authorized governance organizations. This was the first time many personnel had ever seen the charts and questions resulted as some could not find their number or it was in the “wrong” place. Slide 6 was helpful as it summarizes the reorganization process; at this point in time the campus was at the third bullet. The VP approved the reorganization on April 30, 2009.

**Slide 6** is an overview of the reorg process. Eileen and admin wrote down everyone’s questions and used them as a basis for further meetings and responses. Eileen also followed-up on an individual basis.

**Document 17:** (2008 Reorganization Open Forum ET 10-23-08.pdf)

Same as Document 16, Eileen presenting on a different day to reach more people.

**Document 18:** (2008 Reorg to Purposeful Path and Success StudServb11-20-08.pdf)

Presented to Student Services Personnel (SSP). HR section head Eileen Torigoe present to answer personnel related issues concerning reorganization. The Chancellor presented how reorganization is intended to improve the use of our resources for student success and asks the SSP for their input and further planning concerning how they can help KCC meet the goals set by the UHCC system, legislature, and KCC’s strategic outcomes. Specifically SSP asked: What can/will you do to meet the above stated needs by utilizing the new College structure. For example, “What ideas do you have for the best use of the new College structure in relation to collaboration and coordination within Student Services, within Kahikoluamea, within Academic Academies, within Academic Clusters; between Academic Advisers and Counselors and Instructional Faculty; with support services, with community resources; with outside funding agencies? What opportunities do you see in the College’s reorganized structure that can help you improve student success? Within the student engagement & success model how will you help each student be successful in creating and navigating his/her own pathway with persistence and success? How will you best help students make successful decisions & choices? How will you integrate institutional research into your area of expertise, i.e., teaching, counseling, support service, etc. to improve student success?” At a later date the tool *‘Imiloa* was developed to help with student engagement, learning, and success model in Kahikoluamea.

**Document 19:** (Elevating DevEd at KCC 1-08-09.pdf)

Presentation to Faculty and Staff explaining the evidence based need to elevate developmental education at KCC. Based on data from Holomua and the college’s CCSSE report, it was evident that KCC had to elevate its efforts in the area of developmental education in order to improve student persistence, learning, and success. Kahikoluamea was developed with this goal in mind. The presentation explains the *Student Engagement and Success model* in terms of Kahikoluamea and academic academies. It shows the integration of academic and student support resources to support student engagement and success. Feedback and ideas were sought from faculty and staff on the issues presented.

**Document 20:** (2009 Participatory Governance DRAFT to HDavis-GPhillips-StCongRep 3-6-09.pdf)

Presentation to representatives from the four authorized governance organizations of the draft of the Participatory Governance Guidelines. Feedback was sought, notes taken, and revisions were made.

**Document 21:** (2009 Counselor Pres LR 3-19-09.pdf)

Presented to student services personnel as ongoing effort to provide forum for discussion concerning *“The Role of Student Services Personnel (SSP) as Pathways Champions.”* Presents data concerning student outcomes and needs (e.g., persistence rates). Enumerates KCC’s efforts to elevate student engagement and support to increase student success, e.g., participation in AtD, CCSSE, Reorganization, Integrated Purposeful Student Pathway, engagement and success through Kahikoluamea and academies. Given these efforts, SSP are asked to be “Pathways Champions.” Roles and Core Functions of SSP at KCC are discussed (see **slides 34 to 47**). Model is presented showing SSP role as connected to KCC mission, plans, goals and outcomes, etc – **slide 48**. Input and feedback from SSP sought at the meeting and invited to send feedback afterward.

**Document 22:** (2009 Participatory Governance DRAFT to FS ExecCommittee 3-24-09.pdf)

Presentation of draft Participatory Governance Guidelines to Faculty Senate Executive Committee. Shows some development from document 20. The presentation maintains communication with authorized governance organizations and provides opportunities for dialogue and feedback in developing the governance guidelines.

**Document 23:** (2009 Participatory Governance DRAFT to PPAC4-7-09.pdf)

Presentation of draft Participatory Governance Guidelines to PPAC. Shows some development from document 20. Makes reference to 2006 ACCJC recommendations regarding participatory governance. Through open discussion member input received.

**Document 24:** (2009 Participatory Governance DRAFT to StudCong 4-17-09 STCong.pdf)

Presentation of draft Participatory Governance Guidelines to Student Congress. Shows some development from document 20. Through open discussion input from Student Congress members was received.

**Document 25:** (2009 Participatory Governance DRAFT to Staff Council; 4-20-09.pdf)

Presentation of draft Participatory Governance Guidelines to Staff Council. Shows some development from document 20.

**Document 26:** (2009 Some Preliminary Thoughts for the Implement Reorg PPAC 6-2-09.pdf)

VC of Admin Services, on behalf of Chancellor, briefed PPAC about initial steps in implementing the newly approved reorganization.

**Document 27:** (PPAC minutes rev LRDP 9-1-09.pdf)

This document shows the members of PPAC participating in the LRDP planning process led by PBR consultants.

**Document 28:** (2009 Elevating Developmental Ed at Kapi‘olani CC\_Thoughts JADE.pdf)

Journal of Japanese Association of Developmental Education discusses from a historical perspective the planning that led to Kahikoluamea as an effort to improve coordination and alignment of resources and services at KCC. Shows the coordination of instructional and counseling faculty and the planning and implementation of academic pathway academies. Provides data from Holomua as the basis for decisions in planning and academic programming.

**Document 29:** (2010 Participatory Governance final DRAFT PPAC 6-1-10.pdf)

Presentation to PPAC about Governance Guidelines. **Slide 3** shows process of involving the chartered governance groups in developing the governance guidelines and a call for “all groups and individuals” to submit comments by 5/5/10. Shows it was distributed to entire campus community. Shows separation of chartered governance groups from standing councils. This new document has a different focus. The guidelines include language directly from the BOR charters, incorporate feedback from the chartered governance groups, and clarifies the different ways people can participate.

**Document 30:** (2010 KCC Participatory and Shared Gov Sturcture final 12-1-10.pdf)

Current and official chart of participatory and shared governance.

**Document 31:** (2011 LR Discuss w-SSP Promote STUELS 1-18-11.pdf)

Shows communication and dialogue about the background of and context in which decisions are being made. Presentation to and discussion with student support personnel concerning student engagement, learning and success through college degree pathways. Presents the plan for realigning of student support personnel, based on data presented, to better meet the needs of the students. **Slides 23 through 39** describe the plan for how student services personnel will support student learning, engagement, and success. The presentation proposes 3 counseling support units (**starting with slide 35**) as well as staffing changes. (These staffing proposals are later changed to accommodate feedback in discussions about staffing, **see doc 33:** *2011 Increase StuELS via Pathways to PPAC Final-s 2-15-11.pdf*, slides 33-35.)

**Document 32:** (2011 01-06 Convocation CompleteIV finb-rev 1-24-11.pdf)

Presented to General Faculty Staff meeting January 2011. **Slide 3** ties in all levels of planning and the presentation ties these to all of the college’s initiatives and priorities and relates them to the college’s primary focus - student engagement, learning, and success. The presentation shows how the use of the college’s resources and budget (e.g. sabbaticals, C-4ward) will be and are being used to promote student engagement, learning, and success. Presentation solicited feedback from KCC faculty and staff community concerning the focus and use of resources as described.

**Document 33:** (2011 Increase StuELS via Pathways to PPAC Final-s 2-15-11.pdf)

Presentation the PPAC concerning for input and comment concerning the realignment of student service personnel concerning student engagement, learning and success through college degree pathways. Topics covered include statewide goals and outcomes (Hawai‘i Graduation Initiative), data based evidence for need to improve outcomes, listed student support personnel duties and responsibilities, and a proposed realignment of student support personnel to meet student and state educational outcomes/needs. Budgeting (HR positions) discussed - **Slides 33 to 35** show budget changes from document 31 based on feedback from student support personnel. **Slide 17** shows all the environmental forces that affect our planning around student engagement, learning and success.

**Slide 16** illustrates how UHCC’s outcome-based budgeting is implemented for KCC. Slide shows baseline numbers and strategic targets. The college receives funding depending on whether we meet the targets listed under FY2012 and FY2013, i.e., we will get a percentage of that allotment based on the weights listed in the WT column. Purpose of this info is to illustrate that it is everyone’s responsibility to help the college meet its outcome goals as it affects college funding. Discussion on these issues followed.

**Document 34:** (2011 Pathways Overview and Update KGoya to PPAC 2-15-11.ppt)

Presented to PPAC by Kelli Goya. This presentation illustrates the development of practical program in relation to the conceptual framework suggested in Group 4, Academic Progarm Plannning and Budgeting, Document 7 (2008 Purposeful Pathways JC 8-25-08.pdf), i.e., it shows how the developmental model as applied to the Pathway program was designed for student engagement, learning and success. **Slides 5 & 6** show programs and performance indicators for each stage of pathways (developmental model). **Slide 24** shows one example of planning to support student success and engagement by implementing 3 levels of orientation during registration. The programs, activities, and models outlined in this presentation were developed through the collaboration of Kahikoluamea faculty (teaching and student services personnel).

**Slides 5 and 6** shows how the Pathways Program, through Kahikoluamea, implements the integration of student services with academic learning and “coherent curricular infrastructure” for the purpose of increasing student engagement, learning, and success (see Group 4, **document 7** (as above)**, slides 5 and 7**).

**Document 35:** (2011 Reorg Structure rev 7-18-2011.jpg)

July 18 2011 revised org chart showing relationship between Kahikoluamea Academic Pathways Academies and the academic clusters in Arts & Sciences, Health Academic Programs, and Hospitality, Business, & Legal Education. This structure is the result of the participatory and shared governance process of dialogue and change that exists on the KCC campus.

5-Governance-Communication-Partnerships 8-11-10.docx