

Governance at Kapi‘olani Community College

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.

As a member of the University of Hawai‘i system, the governance of Kapi‘olani Community College is based on policies set forth by the University’s Board of Regents. *The University of Hawai‘i Board of Regents Reference Guide, August 2009*, provides an overview of its governance structure for the university and its constituent parts. In the section “Faculty Participation in Shared Governance” the *Reference Guide* states that in the academic world “..... important policy decisions are the result of consultation among the Board of Regents (BOR), the chief executive, and the faculty, among others. This decision making process is referred to under the rubric of shared governance” (ibid, p.16). The *Reference Guide* explains that “there are different views about the meaning of shared governance, depending on the emphasis placed on fully collaborative/joint decision making, consultative decision making, or a separation of decision making jurisdiction.” To clarify what it means by shared governance the *Reference Guide* refers to what it identifies as “the standard institutional reference for desirable academic governance,” i.e., the *Statement on Government of Colleges and Universities*. The *Reference Guide* explains, “This statement 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 essential separate jurisdictions in which one constituency has primary, but not exclusive, responsibility” (ibid, p.16). The *Reference Guide* then provides examples of shared governance, such as, “The BOR has the responsibility to appoint and assess the performance of the 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 has primary responsibility for the curriculum, methods of instruction, research, and faculty status” (ibid, p.16).

The shared governance policy of the BOR is implemented at Kapi‘olani CC through the activities of its four authorized, constituent-based organizations, i.e., Kalāualani, the Faculty Senate, the Student Congress, and the Staff Council (see Figure 1. Authorized Governance Organizations). According to the aforementioned BOR *Reference Guide*: 1. the Puko‘a Council is “a system wide council that provides consultation to the president on programs and services to Native Hawaiians” (ibid, p.15); 2. through BOR policy, section 1-10, and Executive policy E1.201 “the BOR has authorized the development of formal faculty organizations on each campus and charged these organizations with the responsibility for making recommendations or providing advice on academic policy for the particular campus” (ibid, p.16); and 3. “The purpose of UH student governments is to ensure and regularize the advice and participation by student organizations in matters relating to student life. By policy, campus heads are encouraged to be open to student recommendations and advice” (ibid, p.18). In addition, Kapi‘olani CC has established a fourth group to represent its staff personnel. Consequently, Native Hawaiians, faculty, students, and staff have the opportunity to address their representative organizations on issues they deem important, while those serving in these organizations have the ability and

responsibility to provide avenues of participation for, and make decisions representative of their respective constituents, and to advise the Chancellor accordingly 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 four authorized governance organizations assure regular, organized and systematized participation in the governance of the college (ibid, p.18). Each 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 authorized organizations before making decisions that have a direct impact on their specified areas of responsibility.

In addition to the organizations that are authorized to share in the governance of the college in specified areas of responsibility, the college increases opportunities for campus leaders, faculty, staff, and students to participate in the governance process by utilizing standing councils that deal with a wide variety of long-term and/or on-going college wide issues as advisors to executive administrative personnel. While these modes of participation do not have the formal, authorized 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. These additional avenues available for participating in the governance of Kapi'olani CC include working through: (1) standing councils; (2) ad hoc committees and task forces, and (3) campus-wide input opportunities that provide for the broadest possible direct individual participation of faculty, staff, and students (see Figure 2. Standing Councils, Ad Hoc Committees & Task Forces, and Campus-wide Input). For example, various administrators utilize standing councils for advice and consultative purposes, 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 processes, 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.

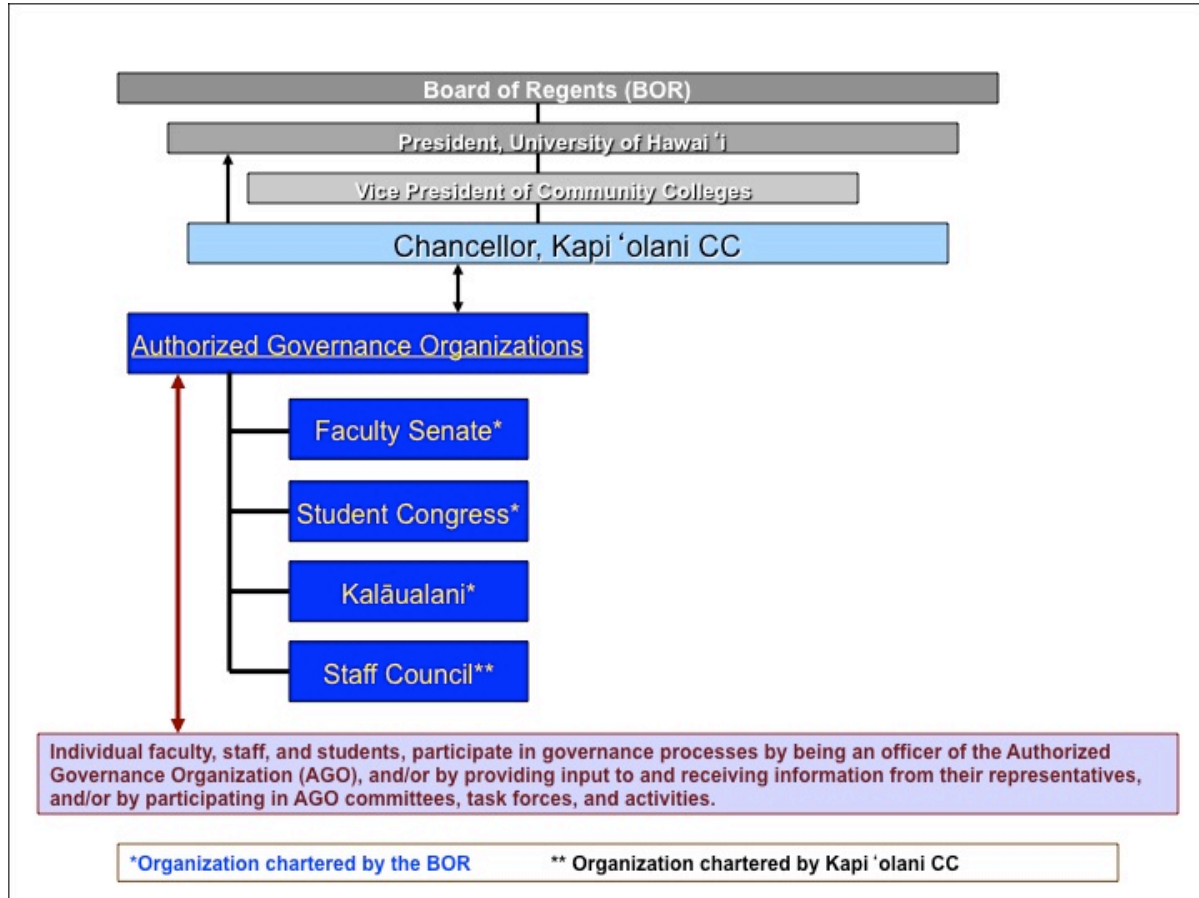
II. Avenues for Participation in College Governance

A. Authorized Governance Organizations (see Figure 1.)

Constituent-based governance organizations are authorized 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. Organizations denoted in this category, as stated above, include Kalāualani, the Faculty Senate, Student Congress, and Staff Council. Below is a summary of the roles each of these organizations plays in the shared 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 authorized 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.

Figure 1. Authorized Governance Organizations (AGOs)



Kalāualani

The Kalāualani Council at Kapi'olani Community College is one of the ten branches making up the Pūko'a Council of the University of Hawai'i system approved by the BOR. Each of the ten campuses has an Executive Council that represents the Kanaka Maoli from the respective campus. Kalāualani Council provides a formal, independent organization through which all native Hawaiian and native Hawaiian serving employees of Kapi'olani participate in the governance of the campus as it relates to Native Hawaiian programs, activities, initiatives and issues in alignment with the Pūko'a Council.

On June 23, 2009 the Charter of the Pūko'a Council was approved by the BOR. The purpose of the Pūko'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.

On December 5, 2011, the Chancellor of Kapi‘olani Community College approved the By-Laws of Kalāualani. The Kalāualani Council serves as an advisor to the Chancellor on matters of the same nature as delineated above in describing the purview of the Pūko‘a Council. The council will: (a) advise the Chancellor and Administrative Team regularly on the concerns of Hawaiians at Kapi‘olani Community College; (b) define Kapi‘olani Community College’s kuleana to Hawaiians and the ‘āina; (c) guide Kapi‘olani Community College’s broader efforts to better serve Native Hawaiians in the areas of teaching, curriculum development, long-range planning, policy development, and implementation; (d) identify Native Hawaiian issues that influence curriculum and instruction and provide recommendations for training in culturally appropriate curriculum development and instruction; (e) advocate for fairness and equity in all decisions and resource allocations related to Native Hawaiian programs and services; and (f) assist in educating administration, faculty and staff at Kapi‘olani Community College about issues important to Native Hawaiians including self-determination, intellectual and cultural property rights, sanctity of land, proper pronunciation and usage of the Hawaiian language.”

Faculty Senate

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 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 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 Provost and/or Chancellor, or by request of the appropriate faculty organization.”

Furthermore, Chapter 1, Section 1-10 states, “the role of the faculty as set forth herein shall not be delegated to any other entity by the faculty organization or organizations established pursuant to this policy.” Pursuant to BOR policies, the faculty members at Kapi‘olani CC have adopted a Faculty Senate Constitution, which enumerates the specific areas of Faculty Senate responsibility at Kapi‘olani CC. Faculty, the Chancellor, and the Board of Regents have approved this Constitution.

The Faculty 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.

Student Congress

The Student Congress is a University of Hawai‘i Board of Regents chartered student organization and abides by the rules, responsibilities, and obligations set forth by the Associated Students of Kapi‘olani Community College (ASKCC) Student Charter. 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 ASKCC 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 ASKCC 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.” ASKCC 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.”

Staff Council

In order to include personnel functioning as the college’s staff in the shared 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

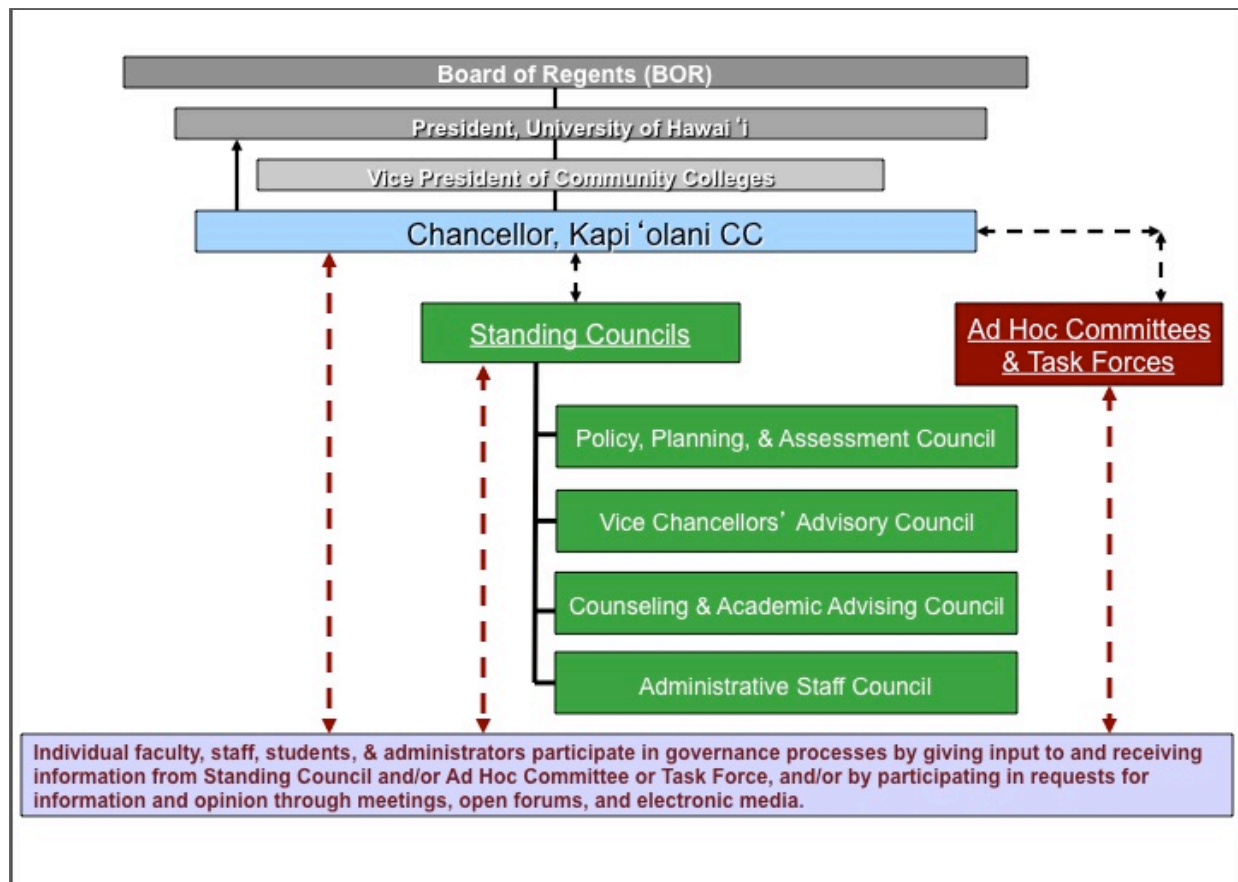
Bylaws further explain that, “The paramount aim of the Staff Council is to serve as an advisory body to the Chancellor of the college on any and all matters concerning staff.”

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 (see Figure 2.)

In addition to the constituent-based organizations that are authorized to share in the governance of the college in specific areas of responsibility, as noted above, the college has expanded the opportunities for campus leaders, faculty, staff, and students to participate in the governance process through the use of standing councils that deal with a wide variety of 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.

Figure 2. Standing Councils, Ad Hoc Committees & Task Forces, and Campus-wide Input



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 and faculty of Academic Programs and Administrative and Educational Support Units, the Counseling and Academic Advising Council, and representatives from the four authorized, constituent-based organizations (see section II.A. above).

The PPAC functions as the Chancellor's mechanism for presenting and discussing issues, concerns, and ideas for the purpose of consulting 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 authorized organizations and/or other advisory groups. As the PPAC is the only campus body to include a cross section of academic, support, authorized organizations, 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 (g) 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 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 weekly on Quill, the college's intranet system.

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 (see Figure 2.)

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 four authorized

organizations, which also offer avenues for participation in the governance of the college to all members specific to these groups.

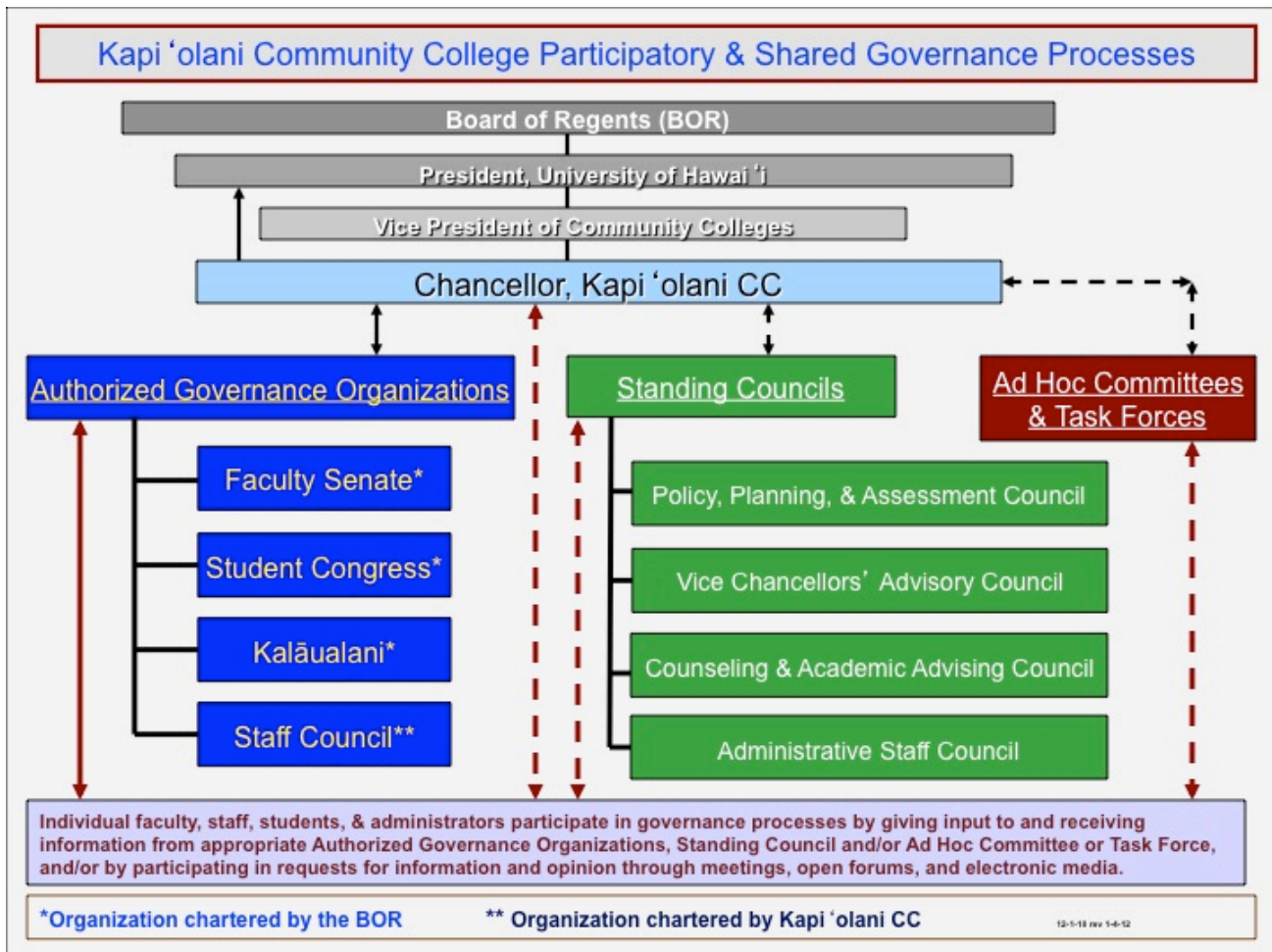
D. Campus-wide Input (see Figure 2.)

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 the four authorized organizations and/or the 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 opportunity for participation in the college's 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 Kapi'olani Community College to participate in the governance of the college (see Figure 3: Governance at Kapi'olani Community College). The BOR has established a system of shared governance that authorizes the forming of constituent-based organizations and charges these organizations with the responsibility for making recommendations or providing advice on the specific areas of responsibility (see the *Board of Regents Reference Guide, August 2009*). Furthermore, Kapi'olani CC provides additional avenues for participation in the college's governance through: standing councils that college executive administrators consult on a variety of issues; ad hoc committees and task forces that are created for specific purposes; and the opportunity for direct participation, with issues of campus wide importance, for all college personnel through a variety of face-to-face and electronic media formats.

Figure 3: Governance at Kapi‘olani Community College



Reference:

University of Hawai'i, Board of Regents Reference Guide, August 2009, prepared for the Board of Regents by the Office of the Vice President for Academic Planning and Policy.