

INTERIM REPORT


Prepared for the Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

by

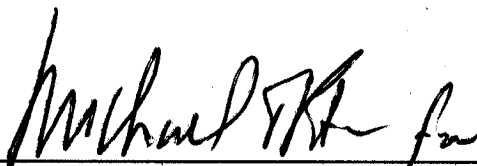
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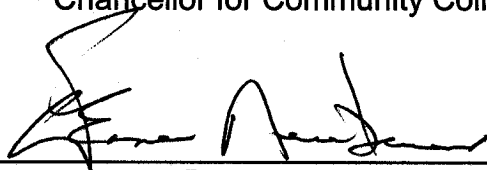
October 7, 2002



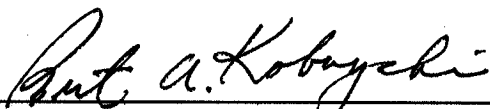
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INTERIM REPORT

Leeward Community College, University of Hawaii

TABLE OF CONTENTS

Statement on Report Preparation	1
Response to the Request of the Commission in the Action Letter.....	4
Curriculum Revision and Review.....	4
Campus Council Constituency Roles and Governance.....	6
Administrative Instability and Turnover.....	7
Supporting Documents.....	12

STATEMENT ON REPORT PREPARATION

Background. By letter dated January 19, 2001, the Accrediting Commission for Community and Junior Colleges (ACCJC) reaffirmed the accreditation of Leeward Community College, University of Hawaii, with a requirement that the College submit an Interim Report by November 1, 2002. The action to reaffirm accreditation was taken by the Commission after it had reviewed the College's Institutional Self Study and the report of the accreditation evaluation team which had visited the College in October 2000.

The next comprehensive accreditation evaluation of the College is scheduled for academic year 2006-2007. The Midterm Report required of all ACCJC-accredited colleges is due by November 1, 2003.

Although the visiting team's Evaluation Report contained eight recommendations, the Interim Report is to focus on the three recommendations enumerated later in this report.

Preparation of Interim Report. The preparation, review, and approval of the Interim Report has had broad-based campus participation.

During Spring 2001, to ensure broad-based involvement from the outset, Provost Mark Silliman (then Interim Provost) took the following actions to establish a structure and process to implement the eight formal recommendations made by the accreditation evaluation team, as well as the related concerns and action plans identified by the College in our own Institutional Self Study.

In February 2001, the Provost proposed the establishment of eight Accreditation Implementation Committees (AICs) to respectively address the eight accreditation recommendations and the related College-identified concerns. He sought input on that proposal from his administrative staff, the then Accreditation Liaison Officer, and the Executive Committees of both the Faculty Senate and the Campus Council, a governance body comprised of representatives from all major campus constituencies.

One of the proposed AICs was deemed unnecessary. The recommendation relating to the safety and storage of student records has been addressed by the Dean of Student Services and the Registrar without a special committee.

The memberships of the proposed AICs differed according to the nature and substance of the accreditation recommendation each AIC was to review and implement. However, their memberships were intentionally constituted so as to ensure broad-based involvement and representation from all applicable campus units and constituencies.*

In March 2001, the Provost disseminated campus-wide the list of the AICs and their proposed memberships through a mass e-mail and the electronic weekly campus Bulletin. The announcement also solicited volunteers for the membership slots not restricted to particular positions or offices.

After some delay following the faculty strike in April, the membership appointments and the charges to each AIC were finalized by the Provost over the summer. On August 27, 2001, the Provost issued the official "appointment-and-charge memo" to each AIC. A sample memorandum, the one issued to the Accreditation Implementation Committee on Curriculum Revision and Review, is included in the "Supporting Documents" section of this report.

The seven Accreditation Implementation Committees are as follows: Curriculum Revision and Review, Campus Council Constituency Roles and Governance, Administrative Instability and Turnover, Degrees and Certificates (Learning Outcomes and General Education Component), Program Reviews/Program Health Indicators, Placement Testing Impacts, and Strategic Planning for Technology and Information/Learning Resources.

To help oversee, monitor, and coordinate the timely addressing and implementation of the accreditation recommendations, the Provost established the Accreditation Implementation Oversight Committee in Fall 2001 and called its first meeting on November 26, 2001. Chaired by the Provost, the Oversight Committee is comprised of the Chairs or Co-Chairs and Vice Chairs of the seven Accreditation Implementation Committees, together with the College's Accreditation Liaison Officer, Institutional Research Analyst, and (as an ex-officio member) the Leeward CC faculty member who is an ACCJC Commissioner.

*A number of membership slots were designated for the holders or occupiers of particular positions or offices (such as Curriculum Committee Chair, Division Chair, Discipline or Program Coordinator, or Dean of Instruction). Other slots were intended to ensure expertise in more specific areas helpful or necessary to the AIC's work (such as Curriculum Central specialist or Information Technology Specialist). A number of slots were assigned to ensure representation from applicable campus constituency groups (such as the Faculty Senate, Campus Council, Clerical Staff Council, Administrative, Professional and Technical (APT Employee) Group, and Student Government), or from particular organizational units (such as the Student Services Division). Appointments to such "representation slots" were made after requesting nominations or recommendations from the affected constituency groups or organizational units.

The Interim Report was compiled and edited by Clement Fujimoto, a part-time assistant to the Provost. A retired faculty member, Mr. Fujimoto is knowledgeable about the College and the accreditation process.

The content of this Interim Report is based largely on the latest "Progress Reports" (included in the "Supporting Documents" section) issued by the following three Accreditation Implementation Committees (AICs) charged with reviewing and implementing the three recommendations required to be reported on in this report: Curriculum Revision and Review, Campus Council Constituency Roles and Governance, and Administrative Instability and Turnover. As a result, these Committees in effect have played an important and substantial role in the preparation of the Interim Report. The memberships of these three AICs are therefore included in the "Supporting Documents" section and illustrate the broad-based representation on these Committees.

Notwithstanding that the content of the Interim Report necessarily draws heavily from the reports of the three AICs cited above, where applicable, this report also incorporates facts, developments, observations, and analyses gleaned from other sources on campus and within the University of Hawaii system (e.g., actions taken by the UH President and the UH Board of Regents). This is particularly evident in the section below relating to administrative instability and turnover where significant information about changed circumstances and developments since the last accreditation visit is reported.

With respect to the review and approval of the Interim Report, the following campus entities were involved in that review:

1. In late Spring 2002, the members of the Faculty Senate and the Campus Council were sent electronic copies of the then latest Progress Reports of the three above-cited AICs for their respective collective review and comment.
2. In late August 2002, the Accreditation Implementation Oversight Committee reviewed and gave revision input on the first draft of the Interim Report.
3. At the end of August 2002, the members of the Faculty Senate and the Campus Council were sent electronic copies of the second draft of the Interim Report for their respective collective review and comment.
4. In early October, the final draft from the campus of the Interim Report was transmitted to the Chancellor for Community Colleges, University of Hawaii (UH), and then from the Chancellor to the UH Interim Vice President for Academic Affairs and the Chairperson of the UH Board of Regents for their respective approval signatures which appear on the cover sheet of this Report.

Additionally, the members of the administrative staff were also transmitted copies of each Progress Report and each draft of the Interim Report and were also invited to give their input to the Provost.

To keep the entire campus community informed about the progress and developments in addressing and implementing the various accreditation recommendations, the minutes and the periodic progress reports of the seven Accreditation Implementation Committees are being posted on the College's accreditation website. Also posted are key accreditation documents, such as the College's Institutional Self Study and the visiting team's Evaluation Report.

RESPONSE TO THE REQUEST OF THE COMMISSION IN THE ACTION LETTER

In its action letter dated January 19, 2001, which reaffirmed the College's accreditation, the Accrediting Commission indicated that the Interim Report should focus on the following three recommendations made by the October 2000 visiting team in its accreditation Evaluation Report:

1. That curriculum review and revision be made a systematic and cyclical process with the goal of assuring academic rigor and integrity in all courses and programs.
2. That the College clearly define the role of all constituencies on the Campus Council.
3. That the College analyze factors that may be contributing to administrative instability and turnover and develop appropriate local responses.

In accordance with the ACCJC guidelines relating to the format and content of Interim Reports, the College will identify and discuss below each of the recommendations or concerns identified by the Commission in its action letter. For each recommendation or area of concern, the College will describe the progress in each area, analyze the results obtained to date, and indicate what additional plans or action the College will take. As applicable, information about changes since the last accreditation visit will be provided as context for understanding the specific areas about which the report has been requested.

Curriculum Revision and Review

In this area, the visiting team expressed the following concerns in its Evaluation Report:

"The process of documenting the development of curriculum appears to have been made more consistent and systematic with the creation of a Curriculum Central [on-line] database, [which enables the creation—in a more uniform way per a standardized, programmed template—of new core outlines for new courses and the modification or deletion of existing courses and core outlines, and] which permits [the] viewing of outlines as well as tracking the course approval process. However, the College's written response states that while courses are reviewed as they are developed and modified, there is no systematic review of courses once they are taught repeatedly. A comparative review of sample Core Outlines and corresponding [instructor course] syllabi suggests that there are substantive inconsistencies between the outline (as the

prescriptive document) and the syllabus (as the descriptive document). The recommendation of the previous [1994] team that curriculum documentation *and review* be made systematic and consistent is still valid with respect to the regular review of both established Core Outlines and individual course syllabi.”

Related concerns in the area of curriculum review and revision were expressed by the visiting team as follows:

“critical curriculum information was not consistently described in the Core Outlines”; “there continues to be no formal system, policy, or practice to ensure consistency of course content, objectives, and standards from the time it is approved to the present”; “...division chairs should ensure that all syllabi are regularly compared with their relevant [Core] Outline to provide assurance that the objectives and student competencies for all sections of a given course, wherever and by whomever offered, are consistent with the outline of record for that course”; and “Periodic review of established Core Outlines should be formalized and institutionalized to assure the currency and continued appropriateness of curriculum content, instructional methods, course activities and objectives, and student competencies.”

The College’s Accreditation Implementation Committee on Curriculum Revision and Review has made significant progress in addressing the above cited concerns and implementing the visiting team’s recommendation that curriculum review and revision be made a systematic and cyclical process. See the Committee’s attached September 2002 Progress Report. As indicated in that section of its report headed “Proposal of a solution”:

“The college will establish a policy and procedures that institutionalizes a process for the systematic and cyclical review of core outlines and course syllabi and that centers on the role of the faculty in examining and maintaining the courses in their disciplines.

“At the end of the review, all core outlines will be complete, all individual course syllabi will have as their focus measurable student outcomes, the college will have a written Curriculum Review process that will include a system for refining and evaluating the process, and the college will have established timelines for ongoing curriculum review.”

Attached to the Committee’s Progress Report is a draft of proposed policy and procedures to institutionalize and formalize curriculum revision and review at the College. As of this writing, the Committee is somewhat behind schedule and did not refine and revise the proposed policy and procedures during Summer 2002. However, it is doing so this Fall 2002, and also plans to hold campus forums on the proposed policy and procedures during the Fall semester and to thereafter present the proposed policy to the Curriculum Committee and Faculty Senate for review and approval. The College is working towards having the policy fully approved by the end of Spring 2003 or during Fall 2003.

Once approved, the College believes that the good-faith and consistent implementation of the policy and procedures will be an important factor in assuring academic rigor and integrity in our courses and programs. The policy and procedures should promote

useful and necessary dialogue among discipline and Division faculty on such issues as course content and objectives, student competencies and learning outcomes, course activities, and instructional methods.

Campus Council Constituency Roles and Governance

In this area, the October 2000 visiting team first cited the recommendation of the 1994 visiting team relating to governance and then made a follow-up recommendation relating to the roles of the various constituencies on the Campus Council.

The 1994 team had recommended “that the college develop and implement a written policy which articulates a decision making process which includes persons in the process who will be affected by the decisions and clearly states the role and participation of faculty, support staff and students on College governing, policy making, planning, staff budgeting, and special purpose bodies.”

In this regard, the October 2000 visiting team stated as follows:

“The college set up the Campus Council, a representative governance body in response, and established a Charter and By-laws for the body. This was a major effort, and the college should be commended for its work. However, at the time of the team visit, there was considerable tension on campus regarding the roles of constituent groups in the Campus Council. The Faculty Senate was circulating a policy [shared governance policy draft] that would put all academic matters, as well as budgeting and planning, under their purview. Other segments of the college felt that this change would be tantamount to excluding them from college governance. This issue dominated college meetings at the time of the accreditation review, and it was clear to the team that the problem that led to the 1994 recommendation has not yet been put to rest.”

In another part of its report, the 2000 visiting team indicated that “...the role of the faculty in governance has been contentious. Some on the Faculty Senate view their roles as guardian of academic issues to include personnel, budget and planning decisions. This view is in conflict with the representative organization of the Campus Council. This issue, which must be addressed internally, was a major point of discussion during the team visit.”

In the context of the foregoing, the 2000 visiting team indicated that it was therefore recommending “that the college clearly define the role of all constituencies on the Campus Council.”

To address this recommendation, the Accreditation Implementation Committee on Campus Council Constituency Roles and Governance has completed proposed drafts of the following shared governance documents: Leeward CC Shared Governance Policy, Leeward CC Principles of Shared Governance, and a description of the respective roles of the various constituencies on the Leeward CC Campus Council and how the Campus Council and the Faculty Senate relate to each other. See the Committee’s attached April 12, 2002 Progress Report to which are attached the three proposed draft documents.

As indicated in its Progress Report, the Committee, during Fall 2002, will present the three proposed documents to the various campus constituencies for their review and approval. During Spring 2003, the Committee is hopeful that the three documents will be approved by the Faculty Senate, the Campus Council, and Provost by May 2003.

As stated by the Committee in its report, “Shared governance becomes a reality when individuals both understand the decision-making processes and engage themselves in those processes in a creative, meaningful, and collegial manner. Once approved, the College will publicize and promote the shared governance policy and shared governance principles....”

As of this writing, it remains to be seen whether the three shared governance documents will be approved as proposed or in amended form and by May 2003 as projected above. The nature and intensity of campus discussion and debate on the proposals and the relevant issues are also difficult to predict. However, the College is making a good-faith effort to address the subject recommendation and is hopeful that the dialogue on the issues will be collegial, mutually informative, and beneficial to the various constituencies and the College as a whole.

It should be noted that the attached, proposed Shared Governance Policy is different from the policy draft mentioned in the report of the October 2000 visiting team (as being circulated by the Faculty Senate) and is differently authored. The attached draft is not being proposed by just one constituency or governance group. Rather, it is the product of a broad-based committee—the Accreditation Implementation Committee on Campus Council Constituency Roles and Governance—which is comprised of representatives from all of the major campus constituencies.

Administrative Instability and Turnover

The October 2000 visiting team recommended “that the college analyze factors that may be contributing to administrative instability and turnover and develop appropriate local responses.”

In making this recommendation, the visiting team first made reference to the following related recommendation made by the 1994 visiting team: “The team recommends that the College and System stabilize the administrative staff of the College to insure the continuity and effectiveness of leadership, as well as limiting the disruption to the operating and planning procedures caused by the frequent changes in the administrative staff.”

In the College’s own response to the 1994 recommendation in our Institutional Self Study for Reaffirmation of Accreditation, September 2000, at page 39, we stated in pertinent part as follows:

“...The current vacancy in this position [of Provost after Sharon Narimatsu had vacated the position on June 16, 2000] is as disturbing to the campus community as it no doubt is to the University System administrators. Exogenous factors, including budget

constraints, declining enrollments, and the uncertain prospects for the health of Hawaii's economy and the State government's return to fiscal well being all have contributed to the pressures that impinge upon administrators. Internal factors that deplete the energy and will power of the administration may be most closely related to the small number of administrative positions at the LCC campus. **Whatever the case, the College's response to this recommendation at this time is that the problems that prompted it have apparently not been adequately addressed.**" [Emphasis added.]

In its report, the 2000 visiting team noted in part as follows:

"The past few years have seen continued instability and consistent administrative turnover at Leeward Community College. Presently [Fall 2000] there is an Interim Provost [Dr. Mark Silliman], Acting Dean of Instruction, and Acting Assistant Dean of Instruction. In the last few years, the College has had three provosts."

In another part of its report, as preface to its recommendation quoted above, the October 2000 visiting team indicated as follows:

"...While the college was asked to take steps to stabilize the administrative staff, the college still suffers from the effects of frequent turnover. While the team recognizes that colleges are human organizations, and no one can guarantee that people will remain in administrative positions for extended periods of time, the self study indicated awareness that the small number of administrators led to a depletion of 'energy and will power.' The team also noted that the administrative evaluation system is unclear, and administrators typically do not receive any information or documentation regarding their evaluation once it is completed which suggests a lack of constructive feedback that would assist in their professional growth. External factors, which are often beyond the college's control (including systemwide budget constraints, declining enrollments, and the uncertain state economy) may also play a role in administrative instability. However, the college cannot ignore this disturbing trend. It has had three provosts in three years, and many top administrative positions are held by interim appointments. The team felt that it would be in the college's interests to analyze the local factors that lead to high administrative turnover, and develop constructive strategies in response."

In a later part of its report, the visiting team reiterated, "...the self study identified that there may be factors within the control of the college that contribute to 'a loss of willpower' and burnout. It is clear that the college should address those local issues."

In its Progress Report of September 2002 (copy included in the "Supporting Documents" section), the Accreditation Implementation Committee on Administrative Instability and Turnover has made a number of recommendations or proposed a number of solutions intended to alleviate the problem of administrative turnover and to address the concerns of the visiting team as described above. Not all of the recommendations are within the control or the sole control of the College.

The proposed solutions or recommendations relate to providing administrators with the following: pay increases; insurance coverage for professional liability; appropriate on-

the-job training or administrative internships for would-be administrators from the faculty or staff; more meaningful and helpful evaluations and feedback for professional growth and improvement; opportunities and funding to attend conferences which will benefit the College as well as the administrator; and relief from heavy workloads and stressful working conditions through additional staffing, permanent or temporary, such as the ones mentioned in the Committee's report.

Although outside the College's control, two of the recommendations above are being implemented at the University of Hawaii system level. At its meeting on October 19, 2001, the UH Board of Regents approved UH President Evan Dobbelle's proposal for an amended executive compensation plan and policy which would index the salaries of executive employees in the UH System to a national benchmark, the annual College and University Professional Association for Human Resources (CUPA-HR) Administration Compensation Survey, or other appropriate equivalent salary survey.

Over a five-year period, effective July 1, 2002, the salaries of executive employees who are underpaid in relation to the national salary benchmark will have their pay increased incrementally (as applicable) to the 20th percentile salary amount and thereafter to the 40th percentile level and thereafter to the median salary level, "provided they have been evaluated above the fully satisfactory level."

Executive personnel includes community college provosts, but does not include the managerial classification of community college deans, assistant deans, and directors. However, on February 22, 2002, the UH Board of Regents also approved a new compensation plan and policy for managerial employees. Under the plan, the salaries of managerial personnel would also be indexed to the same national benchmark and would also be incrementally increased or adjusted (as applicable), effective July 1, 2002.

Recently, it was also announced that UH employees, including executive and managerial employees, will be covered under UH-purchased liability insurance. However, details as to what is covered and not covered under the policy have yet to be provided.

Relevant to the issue of providing relief from heavy administrative workloads through additional staffing or positions, the College's Strategic Plan, 2002-2007, includes goals and objectives the implementation of which requires the establishment of new administrative positions. For example, under the goal of "Improve educational effectiveness," and the objective thereunder to "Improve, broaden scope of assessment," an Office of Assessment and Strategic Planning would be established. It would be headed by a Director who would be responsible for institutional research, program assessment, student outcomes assessment, and strategic planning. However, it remains to be seen whether the College will be successful in having such positions established and funded through the budget process and where such positions would be assigned or accommodated in any potential reorganization or restructuring of the College.

Regarding opportunities and funding for administrators to attend conferences which will benefit both the College and the administrator, the Provost has been encouraging current administrators to attend one conference each year related to their professional development goals. However, such attendance is subject to the availability of travel funds and any travel restrictions which may be imposed by the UH system.

With respect to improving the evaluation process for administrators, the Provost in the last two years has improved the usefulness of the annual evaluations of his administrative staff by providing them with written assessments of their strengths and weaknesses and by sharing with each administrator more specifics from the evaluations submitted on that administrator. Likewise, it would be helpful to the Provost in the future if he receives similarly useful annual evaluations with sufficient, constructive feedback for professional growth and improvement.

On a related matter, the Accreditation Implementation Committee on Administrative Instability and Turnover believes that the evaluation of all campus administrators, whether of the Provost by the executive to whom he reports or of the deans, assistant deans, and directors by the Provost to whom they report, could be made more meaningful and helpful if the administrators being evaluated are informed as to the general composition of the evaluator group and the rationale for that composition.

It should be noted that, since the time of the accreditation team's visit in October 2000, UH President Evan Dobbelle has taken some actions which may have significant impact, as yet not fully known or realized, on the issue of administrative turnover at the various UH campuses and in administrative offices such as the Office of the Chancellor for Community Colleges. On December 10, 2001, President Dobbelle mailed a notice of termination letter to all 205 UH employees in executive and managerial positions. The key sentence read as follows: "...unless you receive notice to the contrary from now until the close of business December 16, 2002, your Executive/Managerial (E/M) appointment will end effective the close of business December 16, 2002." In a separate statement, the President indicated that he "needs the flexibility to restructure and realign personnel to best meet the needs of the institution." The letter indicated that "There may be reorganizations within or across the academic and administrative units,...early retirement incentives, or direct elimination of certain positions..." or a combination of alternatives. He has given indications that community college Provosts may be redesignated as Chancellors and may report directly to him.

As of this writing, out of seven total administrators at Leeward CC, three hold "permanent" appointments (the Provost [the former Dean of Instruction], Assistant Dean for Academic Services, and Director of Administrative Services); two serve in acting capacities (the Assistant Dean of Instruction and Dean of Student Services), substituting for the permanent appointee or incumbent who is temporarily serving in another position or on temporary special assignment); and two serve in interim capacities (the Dean of Instruction, who is the permanent Assistant Dean of Instruction, and the Director of the Office of Continuing Education and Training) where the genuine vacancy in each of those positions has not yet been filled. The latter Director's position became vacant fairly recently on 6/1/02.

However, because of the uncertainty over executive-managerial appointments beyond December 16, 2002, and the fact that recent executive-managerial appointments--with isolated exceptions for executives at the highest level (e.g., the new UH Manoa Chancellor)--have been approved but with an ending or termination date of December 16, 2002, the Provost has been reluctant to advertise and fill the two interim positions on a "permanent" basis until the UH President has taken the personnel and related actions which resolve the uncertainty.

In some respects, the local factors that may be contributing to, or which may have contributed to administrative instability and turnover in the past, are being overshadowed at least temporarily by the initiatives, changes, and potential changes emanating from the University President.

During Fall 2002, the Accreditation Implementation Committee on Administrative Instability and Turnover will be reconvened by the committee chair to determine any additional issues that the Committee may wish to address and to assess the UH System situation with respect to personnel actions taken or to be taken by the UH President regarding executive-managerial staff and any organizational or administrative restructurings that may be undertaken by the UH President.

SUPPORTING DOCUMENTS

1. Sample appointment-and-charge memorandum, dated August 27, 2001, to the AIC on Curriculum Revision and Review, one of the seven Accreditation Implementation Committees established to address and implement the formal recommendations made by the ACCJC accreditation evaluation team which visited Leeward Community College in October 2000.
2. Membership listing of the three Accreditation Implementation Committees on Curriculum Revision and Review; Campus Council Constituency Roles and Governance; and Administrative Instability and Turnover.
3. September 10, 2002 Progress Report of the Accreditation Implementation Committee on Curriculum Revision and Review, including the attachment to that Report: Policy and Procedures Proposal for Curriculum Revision and Review (DRAFT)
4. April 12, 2002 Progress Report of the Accreditation Implementation Committee on Campus Council Constituency Roles and Governance, including the three attachments to that Report:
 - a. Leeward CC Shared Governance Policy (DRAFT)
 - b. Leeward CC Principles of Shared Governance (DRAFT)
 - c. Description of the respective roles of the various constituencies on the Leeward CC Campus Council (DRAFT)
5. September 18, 2002 Progress Report of the Accreditation Implementation Committee on Administrative Instability and Turnover.

August 27, 2001

MEMORANDUM

TO: Members of the Accreditation Implementation Committee on Curriculum Revision and Review

Acting Dean of Instruction: Douglas Dykstra; CONVENOR
Curriculum Committee Chair: Nancy Buchanan
2nd Curriculum Committee representative: Paul Lococo
Curriculum Central specialist: Barbara Hotta
Division Chairs of all 6 instructional Divisions (or their designees):
Arts & Humanities: James West
Business Technology: Shelley Ota
Language Arts: Kay Caldwell
Mathematics & Natural Sciences: Manny Cabral
Social Sciences: Donald Thomson
Vocational-Technical: Robert Hochstein
Student Services Division Chair (or designee): Stuart Uesato
Selected Discipline or Program Representatives or Coordinators (one from each of the 6 instructional Divisions):
Arts & Humanities: Patricia Kennedy
Business Technology: Jean Hara
Mathematics & Natural Sciences: Michael Bauer
Language Arts: Gail Levy
Social Sciences: Grace Miller
Vocational Technology: Fern Tomisato

FROM: Mark Silliman, Provost

SUBJECT: **ACCREDITATION IMPLEMENTATION COMMITTEE ON CURRICULUM REVISION AND REVIEW**

Thank you for serving on this Committee.

Principal charge. The principal charge to this Committee on Curriculum Revision and Review is to review and implement the recommendation quoted below made in the report of the accreditation evaluation team which visited Leeward Community College in October 2000. That report in effect was ratified in January 2001 by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, when it reaffirmed the College's accreditation.

The applicable accreditation recommendation reads:

"The team recommends that curriculum review and revision be made a systematic and cyclical process with the goal of assuring academic rigor and integrity in all courses and programs (Standards 4D.2, 4D.6)."

For a discussion of the concerns and issues relating to this recommendation, see the visiting team's Evaluation Report at pages 5-6, 18, 21, and 22. The related recommendation of the earlier, 1994 visiting team is quoted on page 18: "The team recommends that curriculum documentation and review become systematic and consistent in order to ensure that variations are in the realm of professional latitude rather than substantive and qualitative in nature as at present."

In assessing the College's written response to the above-quoted previous team's recommendation, the October 2000 visiting team indicated, on page 18, as follows:

"The process of documenting the development of curriculum appears to have been made more consistent and systematic with the creation of a Curriculum Central database, which permits viewing of outlines and instructors' syllabi as well as tracking the course approval process. However, the College's written response states that while courses are reviewed as they are developed and modified, there is no systematic review of courses once they are taught repeatedly. A comparative review of sample Core Outlines and corresponding syllabi suggests that there are substantive inconsistencies between the outline (as the prescriptive document) and the syllabus (as the descriptive document). The recommendation of the previous team that curriculum document[ation] and review be made systematic and consistent is still valid with respect to the regular review of both established Core Outlines and individual course syllabi."

While commending the College for the development of Core Outlines and the establishment of an on-line database for such outlines (Curriculum Central), the October 2000 visiting team was concerned, among other things, with the following: "critical curriculum information was not consistently described in the Core Outlines"; "there continues to be no formal system, policy, or practice to ensure consistency of course content, objectives, and standards from the time it is approved to the present"; "...division chairs should ensure that all syllabi are regularly compared with their relevant [Core] Outline to provide assurance that the objectives and student competencies for all sections of a given course, wherever and by whomever offered, are consistent with the outline of record for that course"; and "Periodic review of established Core Outlines should be formalized and institutionalized to assure the currency and continued appropriateness of curriculum content, instructional methods, course activities and objectives, and student competencies."

Secondary charge. The secondary charge to this Committee is to address those concerns, action plans, and directions for the future identified by the College in our own Institutional Self Study which relate to the recommendation above and/or to Standards 4D.2 and 4D.6.* The Committee is asked to review the Self Study to determine if there are applicable College-identified concerns, action plans, and directions for the future.

(*Standard 4 relates to Educational Programs, and Standard 4D relates to Curriculum and Instruction. Standard 4D.2 provides: "The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method." Standard 4D.6 provides: "The institution provides evidence that all courses and programs--both credit and non-credit--whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.")

Interim Report. As indicated in the letter of January 19, 2001 from the Accrediting Commission (ACCJC) to the College, an Interim Report on this recommendation (and two other follow-up recommendations stemming from the 1994 accreditation evaluation report) is due by November 1, 2002. The October 2000 visiting team felt that "these [three follow-up or carryover] recommendations, which are being reinforced in this report, should be considered major issues at the college and should receive priority attention."

Midterm Report. In addition, a Midterm Report is due the year following by November 1, 2003. The Midterm Report must "indicate progress toward meeting the evaluation team's recommendations and forecast where the college expects to be by the time of the next comprehensive evaluation" in Fall 2006. Additionally, the Midterm Report "also includes a summary of progress on college identified concerns as expressed in the self study" which did not result in team recommendations.

Timetable; Committee plan of action. To avoid a deadline rush and to allow time for review and revision, my goal is to have a draft of the College's Interim Report and the Midterm Report written during the respective summer preceding each November deadline. Although the recommendation relating to curriculum revision and review need not be fully resolved or implemented by November 1, 2002, the goal is to have made substantial progress by that time, or by the end of the Spring 2002 semester.

With these goals and due dates in mind, the Committee is asked to develop a plan of action and timetable for its own work. If the Committee decides to recommend a "formal system, policy, or practice" to more permanently address the visiting team's concerns and to "formalize and institutionalize" the "periodic review of established Core Outlines," it would be helpful and to the College's credit if such a draft policy and procedure could be included in the Interim Report.

Progress reports; final report. I would appreciate periodic progress reports or a copy of Committee minutes or notes which I will share with the Accreditation Implementation Oversight Committee (to consist mainly of the chairs of the seven Accreditation Implementation Committees) and/or the College community. Please submit to the Provost the final report of the Committee--to include its principal findings, recommendations, and/or implementation actions taken on both the primary and secondary charges to the Committee--with due regard to the timetable above and the submission deadlines for the Interim and Midterm Reports to the Accrediting Commission. The final report will be shared with the campus community.

Election of Committee officers. At its first meeting, each Accreditation Implementation Committee should elect its own Chair, at least one Vice Chair, and at least one Recorder. If there are any problems which arise in the course of the Committee's work, I would be happy to confer with and assist the Committee Chair.

Thank you for your service to the College. The broader goal of addressing and implementing or resolving accreditation recommendations is to improve the College's programs, services, policies, and processes.

MEMBERSHIP LISTING

(as of academic year 2001-2002)

Accreditation Implementation Committee on Curriculum Revision and Review

Acting Assistant Dean of Instruction: Bernadette Howard, **Co-Chair**

Curriculum Committee Chair: Nancy Buchanan

2nd Curriculum Committee representative: Paul Lococo

Curriculum Central specialist: Barbara Hotta

Division Chairs of all 6 instructional Divisions (or their designees):

Arts & Humanities: James West

Business Technology: Shelley Ota

Language Arts: Kay Caldwell

Mathematics & Natural Sciences: Manny Cabral

Social Sciences: Donald Thomson

Vocational-Technical: Robert Hochstein

Student Services Division Chair (or designee): Stuart Uesato

Selected Discipline or Program Representatives or Coordinators

(one from each of the 6 instructional Divisions):

Arts & Humanities: Patricia Kennedy, **Co-Chair**

Business Technology: Jean Hara, **Recorder**

Mathematics & Natural Sciences: Michael Bauer

Language Arts: Gail Levy

Social Sciences: Grace Miller, **Second Recorder**

Vocational Technology: Fern Tomisato

Language Arts: Leslie Munro

Accreditation Implementation Committee on Campus Council Constituency Roles and Governance

Administration Representative: Clifford Togo

Faculty Senate Chair: James Goodman

Clerical Staff Council representative: Terry Richter; **Vice Chair**

APT Group representative: Dale Hood; **Chair**

Auxiliary Services Officer: Derrick Uyeda

ASLCC President (or designee): David Donaldson

Division Chair representative: James West; **Co-Recorder**

Academic Support/Services faculty representative: Ralph Toyama

Lecturer designate on Campus Council: Dorothy Sunio; **Co-Recorder**

Accreditation Implementation Committee on Administrative Instability and Turnover

Institutional Research Analyst: Andrew Rossi

Senior Personnel Officer: Takako Desaki

Acting Dean of Instruction: Douglas Dykstra

Acting Dean of Student Services: Stuart Uesato

Provost: Mark Silliman

Director of Administrative Services: Clifford Togo

OCET Director: Lucy Gay

Campus Council Chair: Manny Cabral

Two Faculty Senate representatives: Ronald Flegal; Jack Pond

APT Representative: Kathleen Cabral

Secretary to the Dean of Instruction: Cheryl Mokuau, **Vice Chair**

Secretary to the Provost: Terry Richter, **Vice Chair**

Chair of the Phase 1 Reorganization Planning Committee: Donald Thomson, **Chair**

Head Librarian (representing Academic Support): Diane Sakai, **Recorder**

Two Division Chairs: Kay Caldwell; Robert Hochstein

**REPORT OF THE AIC ON CURRICULUM REVISION AND
REVIEW
Sept. 10, 2002**

1. Summary of the original problem:

The team was concerned that there continues to be no formal system, policy, or practice to ensure consistency of course content, objectives, and standards from the time curriculum is approved until the present. Their recommendations: 1) Periodic review of established core outlines should be formalized and institutionalized to assure the currency and continued appropriateness of curriculum content, instructional methods, course activities and objectives, and student competencies. 2) Division chairs should ensure that all syllabi are regularly compared to the core outlines to provide assurance that objectives and competencies for all sections of a given course, wherever and by whomever offered, are consistent with the outline of record for that course.

2. Present status of the problem:

The college has established a curriculum review process, developed core outlines, and set up an online Curriculum Central database, but the review of curriculum is not systematic and cyclical as recommended by the visiting team. There is still no policy or procedure set up to make it so. Also, critical curriculum information is not consistently described in the core outlines, though progress has been made in “filling-in-the-blanks” in Curriculum Central.

3. Proposal of a solution:

The college will establish a policy and procedures that institutionalizes a process for the systematic and cyclical review of core outlines and course syllabi and that centers on the role of the faculty in examining and maintaining the courses in their disciplines.

At the end of the review, all core outlines will be complete, all individual course syllabi will have as their focus measurable student outcomes, the college will have a written Curriculum Review process that will include a system for refining and evaluating the process, and the college will have established timelines for ongoing curriculum review.

4. Review by the campus community:

See the steps for review listed in (5) below.

5. Shift from plan to implementation:

- a. The report will be presented to the Faculty Senate and the Campus Council in April 2002.
- b. The draft will be on the website in September 2002.
- c. Campus forums will be held in October on the policy and procedures.
- d. In November, the refined draft policy and procedures will be sent to the Faculty Senate/Curriculum Committee for discussion and debate.
- e. If approved by the Faculty Senate, the DOI and Provost review and approve it.
- f. At this point, the policy is adopted by the college and will be implemented under the direction of the Dean of Instruction.

DRAFT of POLICY
For
Curriculum Revision and Review
Sept. 10, 2002

Purpose: To establish policy and procedures for institutionalizing curriculum revision and review, and for the periodic review of core outlines and course syllabi with the goal of assuring academic rigor and integrity in all courses and programs and of assuring the continued appropriateness of curriculum content, instructional methods, course activities and objectives, and student competencies.

Implementation:

1. The division chair will be responsible for determining which courses will be reviewed each year, so long as they review 20% of the courses per year over a five year cycle.
2. Each discipline will review its own courses, ensuring the accuracy of the core outlines and the continued articulation of the courses with system colleges, should that be the case.
3. If the courses to be reviewed need no modification, the division chair will input approval into Curriculum Central.
4. If the courses that are reviewed need modification, normal curriculum procedures for course modifications will be followed within the current semester. The discipline representative will be present at the Curriculum Committee meeting to present the rationale, etc., for the changes.
5. Curriculum Central will be modified so that the essential elements needed for course syllabi are standardized with the same initial information. This standard information will become the first page(s) of each course syllabus to ensure that course alpha and number, title, credits, prerequisites, description, goals, and learning outcomes, are presented uniformly regardless of the instructor. Also on the first page(s) will be the fields for the instructor's personalized information: name, office, office hours, phone number, email address, course section number, classroom, course meeting days and times, and requisite textbooks and supplies. Additional pages of the syllabus will reflect the individuality, style, and creativity of the instructor.
6. Each discipline will compare the core outlines of the revised courses with the individual syllabi of the faculty.
7. If the syllabi do not reflect the required elements of the core outline, the discipline, along with the division chair, will work with the faculty to correct the discrepancies.

Progress Report of the AIC on Campus Council Constituency Roles and Governance

April 12, 2002

1. Summary of the original problem:

In response to a recommendation in the 1994 accreditation report, a representative governance body called the Campus Council was created with its own Charter and By-Laws. All campus constituencies were represented on the Faculty Senate sponsored committee that recommended the establishment of this Campus Council and the Faculty Senate and Administration subsequently gave their approval to the Campus Council.

Per its Charter, the Campus Council “shall function as the recommending and advisory body of the college in matters relating to the priorities of the college.” “Priorities” is defined in the Charter as “establishing preferences, for the direction of the college, especially in regard to budget planning and resource allocation.

The Evaluation Report of the Accrediting Commission for Community and Junior Colleges dated January 19, 2001 commended the college for “organizing the Campus Council” but noted that the college needed to “define the roles of all constituencies in governance.” Also, the report mentions that the role of faculty in governance has been contentious: “Some on the Faculty Senate view their roles as guardian of academic issues to include personnel, budget and planning decisions. This view is in conflict with the representational organization of the Campus Council.”

The Evaluation report made the following recommendations:

- 1) “The team recommends that the college clearly define the role of all constituencies on the Campus Council. (Standards 10B.8, 10B.9, 10B.10)”
- 2) “The team recommends that the college develop and implement a written policy which articulates a decision making process which includes persons who will be affected by the decisions and clearly states the role and participation of faculty, support staff, and students on College governing, policy making, planning, staff budgeting and special purpose bodies.”

Applicable Standards

Standard 10B.8 states: “The institution has a written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.”

Standard 10B.9 states: “The institution clearly states and publicizes the role of staff in institutional governance.”

Standard 10B.10 states: “The institution clearly states and publicizes the role of students in institutional governance.”

2. Present status of the problem:

The AIC on Campus Council Constituency Roles has completed drafts of the following three proposed documents that address the visiting team’s concerns: LCC Shared Governance Policy, Principles of Shared Governance, and a description of the respective roles of the various constituencies on the Campus Council.

As indicated in the sections below, these draft documents will be presented, during Fall 2002, to the various campus constituencies for review and approval. However, these draft documents have already been posted on the LCC accreditation website.

3. Proposal of a solution:

Each of the Campus Council constituencies will have the opportunity to discuss and vote on the three draft documents prepared by the Committee. Upon approval by all campus constituencies, the three documents will be sent to the Provost for official approval.

Shared governance becomes a reality when individuals both understand the decision-making processes and engage themselves in those processes in a creative, meaningful, and collegial manner. Once approved, the College will publicize and promote the shared governance policy and shared governance principles which shall remain in effect unless modified or replaced by a successor policy statement that is approved by the Faculty Senate, and Campus Council, and the Provost.

The timeline for establishing the policy:

- 1) AIC committee collects campus and constituency feedback and publishes its progress report by April 15, 2002.
- 2) During Fall 2002, each campus constituency reviews and approves the proposed Shared Governance Policy, the Statement of Shared Governance Principles, and the descriptions of the roles of the various Campus Council constituencies by February 28, 2003.
- 3) In Spring 2003, the Faculty Senate, the Campus Council and the Provost formally approve the Shared Governance Policy, the Statement of Shared Governance Principles, and the descriptions of the Campus Council constituency roles by May 1, 2003.

- 4) The College shall publish and promote the shared governance policy and shared governance principles on the College's website and in its "For Your Information" handbook for faculty and staff by September 2003.

4. Review of the campus community:

During the Spring Convocation on January 8, 2002, the Accreditation Implementation Committee on Campus Council Constituency Roles held open forums (3 breakout sessions) on the draft documents. The Committee reviewed that input and, as appropriate, adjusted the language of the Shared Governance Policy and the Principles of Shared Governance. The documents are now ready for review and approval by the various campus constituencies.

5. Shift from plan to implementation:

During Fall 2002, representatives from the Committee will present the proposed Shared Governance Policy, the Principles of Shared Governance, and the descriptions of Campus Council constituency roles to the various campus constituencies.

During the Spring 2003, representatives from the Committee will seek the approvals of the Faculty Senate, Campus Council and Provost to the proposed Shared Governance Policy, The Principles of Shared Governance and the description of Campus Council constituency roles.

DRAFT: Leeward Community College's Shared Governance Policy

April 12, 2002

The Proposed Policy: (The draft numbers the sentences for the convenience of commentators. The numbers will be removed in the final approved form of the policy, which will appear as one paragraph.)

1. All campus constituencies and stakeholders shall have an opportunity to provide input as appropriate in matters they deem important on all levels of decision making.
2. Administrators shall demonstrate a willingness to incorporate a large amount of that input into decision-making especially relating to academic policies, academic procedures and financial and budgetary matters.
3. The entire campus shall commit itself to providing opportunities for input and recognizing, rewarding and appreciating both those who provide input and the input provided.
4. All decision makers shall acknowledge input provided wherever appropriate and provide rationales for decisions that deviate from consensual input.
5. Decision makers and constituency leaders must report back to their constituencies and provide them an opportunity to participate and provide clear rationales for decisions and or votes made.

The Reason for the Policy:

Many constituencies of the college interrelate in order to accomplish the mission of the college. Shared Governance allows each of the campus constituencies or stakeholders to provide input as appropriate and especially in matters they deem important. It is the aspiration of UH Leeward Community College to include all constituencies in decision making. The policy is intended to empower individuals to make changes, to create opportunities for people to know and understand each other better and to create an environment where people trust each other and work together to fulfill the college's mission with excellence.

Success of the Policy:

Our shared governance commitment is realized when all members of the college community have an opportunity to provide input into the decision-making processes and when administrators demonstrate the willingness to incorporate a large amount of that input into policy and procedures at the college. While final decisions on matters of policy, procedures and budgetary matters must rest with vested authorities – such as the Provost of the college, it is the essence of successful shared governance that members of the college community and especially those most affected by decisions also feel that their input while not always incorporated into policy, procedure or priority was at least seriously considered. In the end success at shared governance recognizes that we are committed to a people system not merely a paper system. Shared Governance empowers people. We empower people when opportunities are provided for them to make meaningful input and where administrators are adept at incorporating worthwhile input wherever possible while also appreciating the members who provide input.

DRAFT: Principles of Shared Governance

April 12, 2002

1. The Provost and the administration and all campus constituency leaders and representatives shall adhere to the shared governance policy until or unless these are formally modified by The Campus Council, The Faculty Senate and the Provost.
2. All participants must work to improve the communication environment in order to build mutual trust.
3. The administration must solicit and consider faculty input before decisions are made that have a direct impact on the academic area of the college.
4. Committee members and constituency representatives are responsible for informing their respective constituencies to ensure a representative voice from each represented group.
5. A team approach to planning and problem solving should be employed.
6. All college-wide, long range planning and advisory groups should include faculty, staff and students elected by their constituencies or recommended by elected representatives of their constituencies.
7. Committee members on administrative and campus wide committees should be selected or nominated by the groups they represent or at least chosen from lists submitted by elected leaders of those groups.
8. Decision-makers should communicate their actions and decisions with rationales that are directly related to the mission of the college.
9. The college should provide on-going education regarding the agreed upon shared governance and decision making policies and procedures.
10. The Faculty Senate's recommendations on curriculum, academic policy or academic procedure should be given heavy weight in administrative decisions relating to those matters.
11. The Campus Council's recommendations on budgetary priorities should be given heavy weight in administrative decisions relating to those matters.

Draft: The Constituencies in decision-making at Leeward Community College are listed below along with a description of their roles.

April 12, 2002

The University of Hawaii System

The University of Hawaii is composed of a research university, two baccalaureate-granting institutions and seven community colleges. To understand the shared governance system in place it is necessary to first understand the existing structure in which participation takes place.

Board of Regents

The Governor of the State of Hawaii appoints the Board of Regents (BOR) of the University of Hawaii. The Constitution of the State of Hawaii gives the Board of Regents constitutional authority and autonomy in establishing University policies, directions, and priorities and in all other matters relating to University Governance except those matters of “statewide concern.” The Regents appoint the executive staff of the University and the Executive staff of the respective college units.

System Wide Administration

The Regents appoint the President of the University who is the chief operating officer of the University of Hawaii System. Beneath the President are the Chancellors of the University of Hawaii at Manoa, University of Hawaii at Hilo, University of Hawaii at West Oahu and the Chancellor of Community Colleges. The Chancellor of Community Colleges supervises the Provost of each of the seven community colleges. The seven Provosts are members of the Chancellor’s Executive Council.

The Provost

The Chief Executive Officer and The Chief Academic Officer of the College is the Provost. The administrative function of the college is hierarchical with the Provost at the top. The Provost manages Leeward Community College’s daily operations including its fiscal, physical, human and academic resources. The Provost is responsible for fundraising, marketing the college, community relations, and communications with the other colleges of the University of Hawaii System. The Provost represents the college in its dealing with the State Legislature and other State Agencies. The Provost serves along with the other six provosts on the Chancellor’s Executive Council. The Provost receives recommendations from the Campus Administration, the Faculty Senate, the Campus Council as well as other duly authorized groups, committees and campus constituencies on matters that concern the college. The Provost is a nonvoting member of the Campus Council.

Campus Administration

The administration of the college is functionally organized into four broad areas needed to operate the college: Instruction, Student Services, Administrative Services and the Office of Continuing Education and Training. The leaders of Instruction and of Student Services are the Dean of Instruction and the Dean of Student Services, while the leaders of Administrative Services and the Office of Continuing Education and Community Services are called Directors. Each of these four administrative leaders represents their administration and administrative constituencies on the Campus Council.

The Faculty Senate

The Board of Regents chartered the Faculty Senate to be the primary voice of faculty in the academic governance of the college. All faculty with Board of Regents' appointments are eligible to serve on the Faculty Senate. The faculty elects twenty-one members at large with half of the Senate elected each year. The Faculty Senate also allows two nonvoting guests to participate but not vote at its meetings – one representing Lecturers, who are ineligible to serve on the Senate and another representing students who are also ineligible to serve on the Faculty Senate.

The Faculty Senate is the chief academic policy recommending and advisory body of the Faculty. It remains the primary vehicle for maintaining and developing the curriculum of the college and advising the Provost on academic policies. The Faculty Senate is also charged with conveying to the Provost a unique faculty view on budgetary matters, planning issues, financial expenditures and campus priorities.

The Faculty Senate elects its own leadership and these leaders represent the Faculty on broad based system policy recommending bodies such as the All Campus Faculty Senate Chairs, which brings together the many Senate chairs from across the system. In addition to providing its own input to the Provost, Chancellor of Community Colleges, President of the University of Hawaii or Board of Regents of the University of Hawaii, the Faculty Senate is also one of the constituency groups represented on the Campus Council.

The Campus Council

The Faculty Senate, the administration and all other identifiable campus interest groups established the Campus Council in 1995. The Campus Council is a constituency advisory group whose twenty-one members represent all organized constituencies on campus.

The Campus Council functions as a recommending and advisory body of the college in matters relating to the budgetary priorities of the college. The primary purpose of the Campus Council is make recommendations in matters relating to budget planning and resource allocation. Unlike the Faculty Senate, the campus council does not involve itself in matters relating to curricular development or academic policy except insofar as these raise substantial budgetary issues.

The Campus Council members have the responsibility of insuring that the flow of information upon which priority or preference decisions are made includes the input and the feedback of the constituencies they represent. Through the Campus Council all constituencies on campus are given a chance to provide input and have their input passed on to the Provost.

The Joint Executive Committees of the Faculty Senate and the Campus Council

The Campus Council and Faculty Senate each have an executive committee. The Faculty Senate Executive Committee consists of three people: the Chair, the Vice-Chair and the Secretary. The Campus Council Executive Committee also consists of three people: the Chair and two Vice-Chairs. These two executive committees meet as the Joint Executive Committee to insure better communication between the Campus Council and the Faculty Senate.

Student Government

The Board of Regents chartered The Associated Students of the University of Hawaii at Leeward Community College (ASUH-LCC) to be the primary voice of students in matters of student interest. All credit students of Leeward Community College are members of ASUH-LCC. Students elect their own leaders, including a President, Vice-President, Secretary and Treasurer as well as a Senate with up to fourteen members. Student Government has one representative on the Campus Council.

The Clerical Staff Council

The Clerical Staff Council has been organized since 1975. It is one of the oldest staff constituency groups on campus. All clerical staff at the college are eligible to join the Clerical Staff Council. The purpose of the Clerical Staff Council is to promote and improve communication and mutual understanding among the clerical staff, faculty, staff, students, administration and the community. The Clerical Staff Council has one member on the Campus Council.

The APT Group

The Administrative, Professional and Technical staff of the college established the APT Group in 1994. During the 2001-2002 school year there were thirty-four members in this group. The APT membership serves the college in a wide variety of roles such as: lab managers, education specialists, student services specialists, media specialists, theatre personnel, human resources workers and fiscal officers. The APT Group has one member on the Campus Council.

The Operations & Maintenance Group

The Operations and Maintenance Staff Development Group has been meeting since Fall 1999 to discuss staff development needs and issues. This group is in the process of transitioning into a formal Operations and Maintenance group. The O & M membership serves the college in a wide variety of roles such as: security workers, maintenance workers, grounds keepers and janitors. The O & M Group has one member on the Campus Council.

The Division Chairs

The seven instructional divisions at Leeward Community College each have a Chair. The Chair is usually a member of the faculty of that division who has been elected by their peers to the post of Chair. However, the Chair is not made Chair by election but by the willingness of the administration to input the results of the election. The election and appointment of Division Chairs is one of the clearest examples of successful shared governance since it illustrates the delicate interaction of input to administration, i.e., election results, and administrations willingness to listen to and implement that input when the division's choice is named Chair. The Division Chairs, in addition to teaching some classes, coordinate the teaching assignments, schedules, and workload of the faculty in their respective divisions. The Chair also oversees the division budget and personnel and evaluates the performance of faculty. Every Division Chair is a member to the Campus Council.

The Lecturer Group

The Leeward Community College Lecturer Group organized in 1998. Lecturers, also known as adjunct faculty, are teachers who teach on soft money and do not, as do full-time and half time faculty, have Board of Regents appointments. The Lecturer Group is diverse and includes those who teach as few as one section to those who may teach as many as five sections. There are approximately 60 lecturers hired each semester at Leeward Community College. This group is organized to bring concerns germane to lecturers to the attention of the college. They have solved numerous issues over the past few years. The lecturers of the college elect a voting member to the Campus Council and a nonvoting member to the Faculty Senate.

The Academic Support Personnel

The Academic Support staff includes the college staff that work in the Library, in the Media center, in the Assessment Office, in the Computer Center, in the Learning Resource Center, in the Paʻa Program, in Electronic Repair, in Duplicating Services, in Graphics, in Video Production and in the College's computer labs. These workers may be classified as Faculty or Administrative, Technical and Professional Staff. They are organized under the leadership of the Assistant Dean of Instruction. Those who are faculty may be elected to serve on the Faculty Senate. Those who are APTs may join the APT Group. As a group, they have one seat on the Campus Council.

Leeward Community College – Waianae (LCCW)

Leeward Community College operates a branch campus in Waianae. This satellite campus serves approximately four hundred students each semester. Its facilities house a computer lab, several classrooms, a small library and a learning lab. Due to its unique role as Leeward Community College's outreach college its director serves as a representative of the Campus Council.

Committees

Faculty and staff participate in governance by serving on committees. There are system committees, college committees, division committees, department committees and discipline committees, at large committees, planning committees, hiring committees and many other kinds of committees. The purpose of almost all committees is to provide recommendations. Committees may be the ultimate heart of the shared governance process for here more than in any other place is crucial input provided to decision makers on a myriad of issues. Both the willingness of individuals to serve on committees of advisement and the willingness of administration to incorporate input into policy is crucial for success of Leeward Community College's success at shared governance.

Personnel Committees

The seven instructional divisions at Leeward Community College each have a personnel committee. The personnel committees are formed and guided by procedures that were created in the unit but approved by the administration and the Faculty union. The Personnel committees evaluate existing faculty and make recommendations regarding the retention and promotion of the faculty. The personnel committees may also oversee division elections and in many cases the formation of hiring committees.

Hiring Committees

Hiring Committees are formed on an ad hoc basis to fill major positions at the college. These committees allow for various campus and community constituencies to have representation in major hiring decisions. In some units hiring committees are identical to personnel committees, while in other units hiring committees are convened to serve each hiring act in the most representative manner. Hiring committees generally screen candidates, provide strength and weakness descriptions of candidates and rank candidates. This input is considered by administration in making hiring decisions.

Campus Wide Forums

The college holds campus wide forums on issues of importance. Campus Forums are open to all faculty and staff. At Campus wide forums administrative decisions may be explained or information and feedback may be solicited. Policies under review may be discussed at such forums.

**AIC on Administrative Instability & Turnover
Progress Report (September 18, 2002)**

1. Summary of the original problem:

The committee on administrative instability has determined the following based on the findings of the committee reports in 1994 and 2000. The 1994 report states

8.2 The team recommends that the College and System stabilize the administrative staff of the College to insure the continuity and effectiveness of leadership, as well as limiting the disruption to the operating and planning procedures caused by frequent changes in the administrative staff. (8C)

The committee honestly feels that the 1994 report overstated the problem and that had it not been included in the report, the 2000 report may not have mentioned it as a problem.

The committee recognizes that administrative turnover can produce disruption but if the incoming provost understands that major changes made in a hurry make matters difficult for many faculty and staff members major problems can be avoided.

The 2000 report recommended:

8. The team recommends that the college analyze factors that may be contributing to administrative instability and turnover and develop appropriate local responses. (Standard 10B.4)

The 2000 report, however, has some validity because several administrative positions had temporary occupants due to unusual conditions. The provost left suddenly for reasons not internal to Leeward Community College after holding her position for one year. The Dean of Instruction became Interim Provost and the Assistant Dean became an Acting Dean of Instruction. To add to the impression of administrative instability our Dean of Students accepted a position on the Manoa campus which meant that a counselor was serving as an Acting Dean. The assistant dean positions by their very nature are likely to be occupied for a shorter period of time than other administrative positions due to the ambitions of those occupants to advance as well as their desires to go back to the classrooms.

2. Present status of the problem:

Because the University of Hawaii and Leeward Community College are going through needed changes, it is necessary that even more acting administrators occupied positions, a problem which should be resolved soon.

The committee believes that administrators are under paid and less prepared than they should be for the position and they do not receive appropriate feedback on their performances.

Further, administrators are over worked and are too confined to their offices, which interferes with keeping in touch with the campus.

Various disparate duties side track them in accomplishing needed tasks.

Necessarily, the composite of these problems, affect the morale of the administrators.

3. Proposal of a solution:

We proposed the following solutions.

That all administrators should be paid a salary equal to or higher than the highest paid faculty member. However, this is a concept and not a rigid formula to aid in determining appropriate administrative pay.

As previously indicated in the report, the committee believes the job may be more attractive if the college offers administrators professional liability insurance.

Problems of inexperience should be addressed. First, internships to faculty and staff interested in becoming administrators should be provided and secondly, on the job training for administrators once they have accepted their positions should be an integral part of the position.

Ongoing evaluations by other administrators and relevant faculty members with feedback to those being evaluated might add to administrative stability. There is now an evaluation process, however, administrators don't appear to receive enough feedback from the process.

Previously the policy was for the Provost to discuss in some small degree with each administrator his or her evaluations without showing those evaluations to the administrators.

The Provost is still treated in a similar manner by the Chancellor and he is not aware of who his evaluatee group is.

Some pressures relating to working conditions have been minimized for administrators by the hiring of a grant writer and creating temporary positions for publications specialist and a person to make catalog changes and help with related subject matter. Further, a person has been hired as Fund Development Officer.

The President of the University has instituted a recommendation that all administrators are expected to follow, which requires that they spend at least one day a week out of their offices. They may attend meetings, visit various parts of the campus or catch up on needed work at home among other things.

We further recommend that the college make every effort to send administrators to conferences which 1) may be a benefit to the college, and 2) may benefit them individually.

4. Review by the campus community:

The committee plans to share its recommendations with the campus community by individual email or by hardcopy if requested. The nature of the subject, in the opinion of the committee, does not warrant a campus wide meeting.

5. Shift from planning to implementation:

The University is in a state of change and cannot make promises at this time. We are faced with budget crisis, administrator uncertainty and a new president which makes implementation of these recommendations difficult or uncertain.

It is essential that the evaluation process continue and be expanded to include the provost. He has the same rights as other administrators to received proper feedback.

It is recommended that the college provide professional liability insurance for administrators. The expense of such insurance could be incurred even in times of austerity.

The chair of the committee will be scheduling a committee meeting during Fall 2002 to assess the UH System situation with respect to personnel actions taken or to be taken by the UH President regarding executive-managerial staff and any organizational or administrative restructurings that may be initiated by the UH President, and to determine any additional issues that the committee may wish to address.