Title: Chancellor’s Advisory Council Meeting Agenda
Place: Tamarind Room, ‘Ōhelo Building
Date: Tuesday, March 29, 2016
Time: 2:30 p.m. – 4:30 p.m.


Not Present: Krista Hiser, Gordon Man, Michaelyn Nakoa and Conrad Nonaka

Guests: Maile Singson, Speech Pathologist, VA Hospital, Virginia Merkel, LPN, support and Alissa Kashiwada

The meeting was called to order at 2:35 p.m. by Chancellor Leon Richards.

BOR/KCC Authorized Governance Orgs (AGO) Reports

Student Congress: William Arenivas
- Student Congress elections will be held soon for President, Vice President and Treasurer. Vice Chair Charessa Fryc has been working with the faculty advisor on the election.
- Four students had breakfast with the UH Board of Regents on March 24. The Regents spoke about providing incentives for Community College students to transfer to UH. Also discussed was the best way to work with and communicate with the Regents.
- There will be additional water bubbling stations installed.
- Chancellor Richards was thanked for addressing the study hub resolution and mission statement letter. The Chancellor and several administrators have been attending Student Congress meetings to increase the dialogue between administration and Student Congress.
- Students are being asked to participate in many committees. The issue for students is the lack of time. A request was made to attend Student Congress meetings instead of asking students to attend campus meetings.

Faculty Senate: Veronica Ogata
- A Faculty Senate forum will take place on April 20 at 2:30-4:30 in Ohia 118. The topic will be teaching equivalencies.
- The process to select a faculty senate representative from each department and unit starts May 2.

Kalāualani: Nawa’a Napoleon
What should the Native Hawaiian Council be doing that they are not doing at this time?
What role can the Council play in moving the College forward?
What does it look like to be a model Indigenous serving institution?
Staff Council: Brandon Higa
- 20-25 staff members attended the Hawaii Strategy Institute on March 4-5. There was a staff series thanks to the participation of Alissa Kashiwada at the system wide task force.
- On either July 15 or July 29, there will be a staff professional development day at Windward CC. There was a request to relieve staff from their duties, if they want to attend. Staff Council will pay the $35 registration fee.
- The 2015 outstanding staff member award winner was Keolani Noa.
- Lee Ann Demello attended the sustainability summit.
- Esben Borsting and Lehua Gaison-Tyler attended the Native Hawaiian Education Association (NHEA) conference.

Military Veterans Concerns: Brenda Ivelisse and Maile Singson, Speech Pathologist, VA Hospital (See Appendix A)
Who are our veterans? What kind of support would you like to see on campus? Their commitment is to get the veteran students in school. They measure their outcomes and successes in terms of how many graduate, get employed and stay employed. Veterans especially combat veterans experience many challenges. How do we partner with the VA to support our Veteran students?

KCC is considering offering shorter-term classes such as 8-week classes but it makes it difficult for veterans to show they are full time students. Creating cohorts of veterans for mutual support is helpful. Another suggestion is to provide college courses on military bases.

Mission Statement and Sustainability Plan Update: Bob Franco (Appendix B and C)

Operations Update: Brian Furuto
- April 22, 2016 – purchasing deadline for the business office
- June 17 (or possible June 3) – Deadline for updating the 5-year operating budget
- March 30 or April 1 – Deadline for fall lecture list
- April 18 – Deadline for summer session 1 lecture list, May 20 – Deadline to make changes for summer session 1
- June 1 – Deadline for summer session 2 lecture list, July 5 – Deadline to make changes to summer session 2
- April 25 – Deadline for 9-month employees to inform their department chairs when they are taking their floating holiday.
- The sustainability goals outlined in EP 4.202 will change the way we teach. The college will need to operate on 30-40% renewable energy.

ARF Town Hall and Process Update: AGOs
Student Congress
Observations from the Town Hall meeting were that the process pitted one department against another in fighting for resources, which is disheartening. A request was made to know the amount of the possible funding available for the ARFs. Accreditation fees should be paid by the College. Some of the ARFs had recurring annual costs. How can that be funded? If two-thirds of the student body are in liberal arts, should more resources be allocated there?

Staff Council
The challenge was to designate high, middle and low priority ratings to the ARFs as all are priorities to their departments. A meeting was convened with the vice chancellors to
target areas that benefit staff and students. If there are ARF requests over $100,000, they would be perfect for a grant. As the funding amount was not known ahead of time, it was difficult to prioritize the requests. There were many personnel requests. It would be useful to see how the personnel need ties into larger efforts. A possibility would be to have categories for the requests: position requests, program requests, and accreditation requests.

Faculty Senate
The Faculty Senate Chair enjoyed the town hall as more information is received in the 3-minute explanation versus the application. A request was made to simplify the application. Faculty asked for things that should have been taken out of their operating budget. How do we educate the faculty when to use the ARF instead of the operating budget? More clarity is needed as to what should be an ARF.

Kalāualani
How do we provide a venue for the Department Chairs to describe goals and needs of their department? Time should be given at the CAC meeting. The ARFs are not in context. It is necessary for the AGOs to know the background of the need. Is there a historical context to the ask?

Draft Reorganization: Leon Richards (Appendix D)
The discussion on the current organization chart started in 2007 and it was finalized in 2009. It was a 2-year process. This reorganization will be similar in length. Many received the Staff Council draft document, summarizing the AGO meeting. As there were errors in the document, a subsequent document was sent to the CAC with corrections. Since then, there was a meeting with CELTT and Library where more changes are being considered. More meetings with other departments are going to be planned. This is a rough draft and many more changes will take place.

Once consensus is reached across the campus, functional statements will be developed. Once that is finished, it is submitted to Vice President Morton. As there are supervisory changes, the unions will be consulted with feedback going to VP Morton. Finally, the Board of Regents will vote on it.

Comments and questions from the CAC:
- A suggestion was made to change the Student Engagement Unit’s name. Student engagement is part of CCSSE and is an institution-wide objective, not only housed in student services.
- A vision and timeline for the process is needed. All faculty, staff and students will have a chance to weigh in through meetings and open forums. The goal will be to submit the reorganization to VP John Morton by the beginning of Spring 2017 in preparation for the 2018 ACCJC Self Study.
- In the draft reorganization, CELTT is combined with LLR and the Learning Commons to report to a unit head or a Dean. As CELTT has an institutional reach, a recommendation was made that CELTT report directly to a Vice Chancellor.
- Any suggestions for changes to the draft should be sent to the Chancellor and his Executive Assistant.
- Updated drafts of the reorganization plan will be disseminated from the Chancellor’s Office only to minimize the dissemination of erroneous information.
- A rationale will be needed for any change. What impact will it have on the college? Will it improve student success or student achievement?
* For accompanying documents and/or access to all Chancellor’s Advisory Council minutes and documents, please go to the Ohana website, https://ohana.kapiolani.hawaii.edu/groups/chancellors-advisory-council-cac/under Groups, Chancellor’s Advisory Council (CAC).

Submitted by: Joanne Whitaker
2016.3.29_Chancellor's_Advisory_Council_Minutes
Appendix A

objectives

- Increase understanding about combat veterans and the common challenges they face
  share some of their recommendations

- Learn information on KCC's unique vocational position to introduce to our veterans as they select majors
Moving from a regimented military life to a college culture

<table>
<thead>
<tr>
<th>Military Environment: Controlled Environment</th>
<th>Academic Environment: Uncontrolled Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Minds of leader to lead, commanding&quot;</td>
<td>Teacher's voice often淹没script and easy to tune out</td>
</tr>
<tr>
<td>&quot;Learner tends to feel the atmosphere of control in the environment&quot;</td>
<td>Teacher doesn't control environment, lack of respect, not aware of what's going on or consequence information</td>
</tr>
<tr>
<td>&quot;Lack of specific, sequenced thought is ACTION oriented&quot;</td>
<td>Of a different purpose, teacher, specific, THEORY</td>
</tr>
<tr>
<td>&quot;Lack of equal focus&quot;</td>
<td>Focus not on equal - age, training, this is older experience, anticipate about college</td>
</tr>
</tbody>
</table>

Challenges on Campus

- Hyper vigilance
- Anxiety: being on guard (possible triggers driving, walking campus, classroom setting, crowds)
- Attention FOCUS and Concentration
  - Delayed speed of processing at times
- Irritability
- Poor sleep (4-6 hr/night)
- Pain: injuries to knees, lower back, neck, shoulder, ankles, feet
- Tinnitus (ringing in the ears) as well as Hearing problems
- Not wanting to socialize (different age/experiences)

What is transition to academics like?

"I read it and get lost in the words... nothing is sticking and I don't know what I just read. It's so frustrating that I sometimes don't even try. I have to re-read things about 4 x to get it."

"I take 4-5 hours to do what should take only 2 hrs. I study for tests for hours then I can't remember anything."

Academic challenges

"Staying on track. I zone out. Either I get distracted by a thought or sound, then I cannot understand what the teacher is talking about. It's only words. I just overload."

"I understand what is said, then I try to write something then focus on how to format it then lose everything being said and I'm lost."

"I start one thing then get distracted, then start another. I have nothing completed."

"I have to have my wife text me or call me to remind me of appointments and sometimes even to pick up the kids."

Academic challenges
### High Impact Interventions

- Training in Strategies for
  - reading retention, note taking,
  - organization of information,
  - writing papers,
  - memorizing new information
- Accommodations in classroom (ADA/AA)
- Cognitive Prosthetic Devices – Tools
- Forming a community/VA based team
- Help with Social issues
- Trauma work (mental health program)

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### Feedback from Combat Veterans

- In-depth orientation
- Veteran buddy
- Veteran center large enough to accommodate
- Academic advisor for veterans
- Faculty understand why they need extra structure

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### Measuring outcomes and Success

- Combat to Career
  - Resilient
  - Serious focus on career & desire to succeed
  - Determined
  - Eager for help
  - Maturity, worldly not complaining about small things

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“I feel like I am paddling out against waves, being pushed back over and over again, all alone.”

“I have so many different projects or things to do that I just get overwhelmed, I get anxious then I don’t know where to start and I go blank.”

“I miss information in the class and meetings, and then I have to cover up that I don’t remember things so I don’t look stupid.”
Appendix B

Ala Nu'ukia (Mission Statement):

He puka hāmana ko Kapi'olani Kula Nui Kāʻau, no nā ‘ano kaiāulu like ‘ole e hiki aku i ka pahuho'pū 'imi na'auso, 'imi 'oīhana, a ho'oalaula 'ike. Na ka Nu'ukia like, ka lawena like, me ka 'olelo pa'a i ka hana me ka lima, ke a'o, a me ka ho'okē e alaka'i i ke Kula Nui. A ma o ia mea i loa'a ai nā palapala a'o kilohana, nā kēkeleʻe mua puka kilohana, me nā polokalamu ho'ii lā kula kilohana e ho'omākaukau i nā haumāna no ka mua he lāko.

Kapi'olani Community College provides students from Hawai'i's diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to student success through engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.

ʻŌlelo Nu'ukia (Vision Statement):

He keu nō 'o Kapi'olani Kula Nui Kāʻau, o nā Kula Nui Kāko'o ʻÔiwi a i loko nō o ka lo'i mau o nēia honua nei, na kā lākou haumāna puka e ho'oika i ke kaiāulu o ko Hawai'i mau kaʻau like ʻole.

Kapi'olani Community College is a leading indigenous-serving institution whose graduates strengthen the social, economic and sustainable advancement of Hawai'i's diverse communities in an evolving global community.
Where is OUR Sustainability Plan after the Sustainability Summit?

Bob Franco and I participated in the “Sustainability Planning” sessions on both days. Faculty and Facilities Management Staff from all campuses attended. One Chancellor attended and a few other administrators. No one from KCC Administration or Facilities Management attended.

Each campus presented their plans, but only in a general sense—not much detail. It was designed to show how each campus approached plan formation and what support and resources were available to create a plan. UHM has a well-developed plan as they have the most resources.

Some campus plans are way behind KCC, while a few are way ahead of us. Some campuses have dedicated sustainability positions, but most campus plans were created by volunteer faculty who were provided limited resources. KCC ranks at the bottom of the later in terms of resources.

There seemed to be good to excellent cooperation between faculty and facilities management at most campuses. Facilities management at these campuses understand that saving energy is the right thing to do and will save money, and they are eager to get to work. This is especially true at the system level. There was some frustration in Facilities Management personnel when working with faculty. Faculty don’t understand what facilities personnel can actually do, compared to what the faculty want them to do.

While the Summit provided some new information, it was mostly about sharing. Personally, I wanted to learn about real tools to actuate sustainability. I noted a lot of frustration, especially from Facilities Management personnel, about how to actually get things moving instead of more academic and cultural activities.

What Happens Next?

Since there has not been another meeting of the Work Group, the following represents only my views about OUR plan and what needs to be done.

1. KCC needs to decide on how OUR plan should look; do we want the plan to focus on sustainability in culture and academics, or do we want the plan to be facilities orientated and focus on energy efficiency? The latest version has plenty of the former, but lacks science and technology, and the authority to get anything changed. The final plan should include all of these attributes. If we can reduce OUR energy bill, there is more money for academics and culture, in addition to reducing damage to the environment.

2. Unlike many campus plans, OUR plan is excellent because it was created with broad input from the campus. We did not copy another plan; it was created internally and uniquely. KCC has a very strong Sustainability Committee, and a very strong cultural representation by Kalaulani. We have many groups actually doing sustainability such as in Culinary and by student groups such as the Ecology Club and Engineers for a
Appendix D

This is an excerpt from the AGO meeting on March 1, 2016 at 9:30 a.m.

Draft Reorganization: Leon Richards and Salvatore Lanzilotti
The discussion on the current organization chart started in 2007 and it was finalized in 2009. The structure of the college is being reviewed in light of the change in environment and the internal and external forces affecting the College such as accreditation.

From spring 2015, meetings have been convened with the groups that may be directly impacted by the reorganization. Once the campus has thoroughly vetted the reorganization and the AGOs and CAC approve, the reorganization will go to the Vice President for Community Colleges (VPCC). The VPCC will ask the unions for approval before requesting approval from the University of Hawaii President and the Board of Regents.

An overview of the possible changes was shared with the AGOs. However, this is a very rough draft. More meetings will be convened to collect feedback and many changes are anticipated.

- **Dissolve Community and Continuing Education (from the 2009 organization chart).** This office is currently divided into two offices: Office for College and Community Relations (OCCR) and the Office of Continuing Education and Training (OCET). OCCR will be dissolved and a new Office for College Affairs and Community Relations will be created and it will report to the Executive Assistant to the Chancellor.
- All instruction will be under the Vice Chancellor for Academic Affairs (VCAA). Therefore, OCET, headed by a Dean, will go under the VCAA.
- **Academic Learning Resources and Support Program will be under the VCAA.** This area will include academic support (Library and Learning Resources and CELTT), and the learning support unit. The learning support unit will include Learning Commons, Pathways, Learning Assessment Coordinator and Curriculum Resources. This area will report to a unit head.
- *Kahikoluama* will be dissolved. English and math faculty from Kahikoluama will go to LLL and Math and Sciences Departments respectively, under the Dean of Arts and Sciences and the VCAA.
- **All Health Academic Continuing Education programs will be in the Health Academic programs.**
- **Culinary Continuing Education programs will move to the Culinary Institute of the Pacific Dept.**

**Student Services**
- Create a student engagement unit to include distance learning counselor, student life, single parent program, Career Center/job placement, first year experience, and Kapo'oloku Native Hawaiian program under a Student Engagement Coordinator.
- Organize Native Hawaiian CTE program, DSSO, TriC, Military Veteran, Outreach & Transition, and Mental Health within the Student Services unit.