Chancellor’s Advisory Council Meeting Minutes

Date: Tuesday, November 12, 2019
Time: 2:30-4:30 p.m.
Place: Kōpiko 126/127A

Chancellor’s Advisory Council Members: Lisa Aganon, Maria Bautista, Candy Branson, Sarah Bremser, Laure Burke, Angela Coloretti-McGough, Darsh Dave, Jennifer Bradley for Jerilynn Enokawa, Dave Evans, Bob Franco, Shirl Fujihara, Brian Furuto, Carl Hefner, Carol Hoshiko, Grant Itomitsu, Lisa Kanae, Justin Kashiwada, Linda Katsuda, Deneen Kawamoto, No’eau Keopuhiwa, Sheila Kitamura, Kapulani Landgraf, Anne Matute, Dessa Lyn Millon, Karl Naito, Melissa Nakamura, Nāwa’a Napoleon, Sean Nathan, Veronica Ogata, Joe Overton, Louise Pagotto, Devon Ishii Peterson, Lisa Radak, John Richards, John Ridgeway, Shannon Sakaue, Craig Spurrier, Annie Thomas, Don Westover, Joanne Whitaker, Amy Patz Yamashiro, and Jeff Zuckernick.

Members Absent: Lisa Aganon, Carl Hefner, Sheila Kitamura, and Joe Overton
Guests: Lisa Yamamoto

Call to Order

Chancellor Pagotto called the meeting to order at 2:30 p.m.

Approval of CAC Minutes from October 8, 2019 meeting

Dave Evans motioned to approve, Annie Thomas seconded.
Action: The minutes were unanimously approved with amendments to correct the spelling of Native Hawaiian words.

AGO Updates

Student Congress – Dessa Lyn Millon

• The Executive Team has a new secretary. There are four people on the Executive Team with a vacancy for a PR person.
• A high percentage of the students who answered the spring 2019 survey experience food insecurity. Student Congress is providing Thanksgiving boxes for students. BOSP is sponsoring a poetry contest and the winning poem will be placed on the box for something nice to read. A question was asked whether they are in need of help. They will reach out if they need help.

Staff Council

• CPK fundraiser is today, Nov. 12th. Pick up a flyer and bring it with you. Staff Council receives 20% of the check, excluding tax and tip. Funds are used for general membership meetings and activities.
• Appreciation Station on November 13th to thank instructors, co-workers, students, etc.
• General membership meeting was held on Halloween.
Faculty Senate

- No report.
- The Chair is bringing academic matters to the AAC meeting next week.

ʻAha Kalāualani

- Neʻepapa Kalāhū - Dec. 12 at 4:30-7:30. Please buy tickets. Christmas theme, games, donations to the Kapiʻolani CC food pantry. Lots of prizes. Pay Derek in ʻIlima 202C.
- Makahiki - Dec. 6 at 9-10am is the procession and at 10am-12pm, the Makahiki games on the great lawn. On Nov 20-21, ʻUmi Kai will be teaching the games.
- E kū ka paia with Kaleikoa Kaʻeo – Nov. 14 at 4:15-5:15pm at ʻŌhiʻa 118.

Spotlight – Ignite Internship

Dean John Richards stated that instead of siloed internships, the BLT, HOST, Culinary Academics, Commercial Enterprise, DOE Academies, and training program are creating student-run internships.

- It is a work-based learning internship experience.
- A student-centered culinary operations program with 6 faculty and 40 students supported by the Perkins grant to hire a fulltime Ignite Coordinator, 2 part-time casual hire Ignite counselors, 2 part-time casual hire curriculum support, and 1 part-time Ignite industry liaison consultant.
- HOST will support events planning, CIP special events, and Culinarium.
- Goals for Culinary are to provide real-life business opportunities for students such as selling products at the Farmer’s market.
- BLT – In the summer, the marketing student interns helped to survey folks on the cafeteria. Moving forward, will be working with IT faculty to see if there are internship possibilities in areas such as database management or app development. Accounting and Legal interns are required to work at firms (based on program accreditation requirements). Instead of internships, we will explore if faculty can incorporate smaller assignments/projects in areas such as HR law, or other areas connected to the accounting and paralegal courses.

ADA Compliance – Karl Naito and Mitchell Ochi

University of Hawaiʻi and Civil Rights agreed on a process to move the university forward for ADA compliance for our websites and instructional materials. Kapiʻolani CC needs to develop our own procedures on how to move forward.

Proposed Implementation plan (See draft – Appendix A)

Prompt interim accommodations upon request

- If someone requests access to an item on the website, we need to provide the content in an accessible format in a timely manner.
- What can CELTT do? If you have an issue on the website, contact the web and mobile app group. If it is an instructional issue, contact the instructional design group.
Why don’t you make the content accessible for us? **Response:** We don’t have the staffing to do it. Documents need to be made accessible. We will help you with the tools.

**Question:** Faculty members in Health and EMS have 70-110 documents to be converted. What financial resources are going to be provided to us?

**Response:** From CELTT, we can point you to the resources for help. We can’t make all the documents compliant overnight but we need to be aware of what we need to do. We need to figure out the process on how we are going to move forward. If a student is taking a course and needs accessibility, we need to make it accessible for the individual.

- Faculty members feel it is the college’s responsibility to make the documents accessible.
- DSSO will work with the faculty to address the students’ needs.
- The website is a bigger issue. It is a cultural shift for the college. This is something we have to do. When you create a new document, start making it compliant today. We all need to start making it a part of our work.

**Question:** OFIE has 10 research briefs. We can say that we will provide accommodation upon request. How will we know if the document is accessible?

**Response:** Some documents, such as for accreditation, may not be totally ADA compliant. The CELTT Coordinator will be the arbiter on what goes up on the website or not.

- We use tables but they may not be good for a screen reader. The information needs to be readable by the screen reader.

**Compliance with federal guidelines can happen in 2 ways:**

1. Make documents accessible, or
2. Provide an alternate version as long as it is equal to what a non-disabled person receives. A contact person, who is responsible for creating the accessible version, must be identified. That person will work with the requester to assure the document is accessible.

- This is a hard mandate but we do not need to be 100% compliant now. We need to make sure everyone understands what accessibility is. How do we start to meet our obligation to be complaint?
- 2-pronged approach – Move forward making the new documents accessible and determine the best way to fix the existing documents.
- Adobe Acrobat licenses are available for anyone across the system. We can author accessible PDF documents from the beginning. The program has an accessibility check.
- If the next electronic document is 90% accessible, we are getting closer to being compliant.

**Question:** Will a deadline be imposed by our accreditors?

**Response:** This is not from accreditation. If we continue to receive complaints, we will be out of compliance with the Office of Civil Rights.

- There are a lot of online resources. The Instructional Design group does regular training on accessibility.
• ITS manages a website - Hawaii.edu/access. Links to web training, self-service and past training sessions are available. ITS also has licenses for all faculty and staff – linkedin learning accounts, in addition to accessibility training.
• Videos must include closed captioning. If it is a Hawaiian language class, should the captions be in Hawaiian? The video needs to be narrated as well. It is a complicated topic.
• Color blindness also needs to be addressed. Text needs to have contrast.
• Can there be a more structured checklist?
• If you’re in charge of department websites, ITS has a tool called Siteimprove to scan the website for accessibility. It identifies the compliance issues. CELTT can set up a Siteimprove scan. It is not just an accessibility tool but it will also show broken links.
• CELTT will send a list of resources to help understand ADA compliance.

Question: When checking Adobe Acrobat for accessibility, what do I do with the warnings?
Response: Warnings are for possible problems that you need to check yourself. For instance, for an image that needs alternate text, make sure you create meaningful alternate text.

This is a campaign of awareness. We first need to understand what compliance means. Secondly, we need to learn how to make documents compliant. CELTT will provide the tools and information.

Policies
EP 1.207 – Service Animals and Emotional Support Animals Policy will be sent to the system by Wednesday, November 27, 2019.

KOP 1.112 – Participation in College Decision-Making Processes
• Staff Council requested to omit section 4. The reasons for the omission are:
  o The policy sets a list of responsibilities and should be in another policy.
  o No group is compliant with the entire list.
  o Some of the required elements are not clear on all the documents.
  o There are no written rules that govern order for CAC.
  o There are a lot of obligations that distract from what is in the policy.
  o The Governance Policy should be revised to include the information in this policy.
• The vote will be between version 1 or version 2. Version 1 will include all the small changes with section 4 and version 2 will include all the small changes without section 4.
• Which version provides the structure for participation in decision-making?

K 9.104 – Lecturer Evaluation Procedures, presented by the Task Force (see K 9.104 Recommended Revisions – Appendix B)

Questions for CAC discussion.
1. In VI. A. 3. “Lecturers who have taught in the fall semester but who do not have spring assignments are responsible for submitting a self-assessment document by the submission deadline.” Should this be removed? Evaluations are scheduled by year, not semester.
• If a class is only offered in the fall, how do the lecturers provide a self-assessment? Can they use the last year’s student assessments or peer evaluations? A lecturer cannot be reassigned without a self-assessment. How do we handle this? What happens if a lecturer only teaches in spring?
• The Lecturer Evaluation Policy should go through faculty senate. A Google doc was provided for feedback.
• HR added that a self-evaluation is needed to hire. If a lecturer B or C has a year-long contract and s/he is not hired, it can be a problem. Are there any guidelines on whether someone is hired or not? Submitting a self-evaluation is a condition of rehire. However, performance is evaluated by the department chair with the program coordinator using peer observations and student evaluations.
• Are the dates published in the UHCC 9.104 policy? Yes, the deadline to submit an evaluation document is April 1st. HR expects Form 20s in March without evaluations.

PAIR process – Brian Furuto

• Accreditors want to see that there are budget priorities even though there is no funding available.
• Changes to the process:
  o Received ARPD data on Oct. 15
  o Program leads submit ARPD to VCAA.
  o CI + ARPD “Plan” section completed by Dec. 1st.
  o ARPD uploaded to system website by Dec. 15.
• PAIR process begins
  o Student Success Plans (SSP), ARPD, Comprehensive Program Review (CPR), Program review/annual report need to be referenced to submit an ARF.
  o ARFs are due to department chairs by Dec. 20 (ARF discussion to properly vet and prioritize should be ongoing)
  o ARFs are due to Deans or Vice Chancellors by Jan. 17, 2020.
  o ARFs are due to the Vice Chancellor for Administrative Services on Jan. 29.
  o ARFs go to the AGOs on Feb. 12.
  o Administrators will present the priorities to the CAC on Feb. 20.
  o AGOs rank ARFs by March 6.
  o Budget committee makes a recommendation to CAC on March 20.
  o CAC votes on April 16.
  o Chancellor makes final decision on May 8.
• New ARF (form) will be electronic this year.

Question: Where is the close the loop to show what happened after the funding is received?
Question: What was not included in this form?
Response: Health and safety concerns will be funded. Accreditation fees are included in the department’s base funding. Do not include lecturer requests.
• A Resource Prioritization Rubric will be used by the AGOs.
• There are 4 main sections: Planning, Mission, Outcome Measures, Assessment Measures, and Implementation Plan. The highest priorities will receive 30 points.
• AGOs will have an additional 7 points each. Each AGO will determine the criteria for the 7 points.

Question: Does the ARF form align with the rubric?
Response: No direct relationship.
Question: Can we comment on the rubric? What does it mean? Are you giving the same weight to all the questions?
Response: Let’s go through the process and then evaluate the rubric.
Question: If there is no available funding, is this just an exercise?
Response: Every year, we get funds from the UH System and sometimes the Legislature. Priorities must be in place in case funding is available.

Renovations – Brian Furuto
• We are breaking ground on our parking lots for photovoltaic panels. The College will be 74% off the grid. Work starts in Lot D on December 16. Parking will be disrupted in Lot E. Landscaping will be added as well.
• The Lē‘ahi lot will be available for overflow parking. Diamond Head Theater is starting on their new theater in February.

Chancellor’s Updates – Louise Pagotto
• Department Chairs are to ensure that 20% of courses have been identified to be assessed this year.
• Budget update
  o Marketing efforts are in process.
  o Looking for efficiencies in how the college is structured. A task force is being identified to recommend a process to look at the structure of the institution.

Announcements
• A Hawai‘i team consisting of Chef Hayashi from Senia, Chef Jason Peel (the team coach) and a Culinary student (the commis, assistant) won firsts place to represent the USA and a opportunity to compete to be one of 12 teams from the Americas for the Bocuse D’OR 2021 competition in Lyon, France.
Kapiolani Community College

ADA Compliance for Electronic Resources
Procedure and Practice

References
https://www.hawaii.edu/access/uh-guidelines-for-accessibility/
https://www.hawaii.edu/access/resources/computer-resources/

Implementation Plan

Kapiolani Community College needs to develop priorities, taking into account feasibility, funding, technical capacity and staff training needs. Priority will be given to creating accessible web pages and resources for core institutional information such as the main campus website, admissions, and student services information. The following are the priorities:

Priority 1

- All new or revised web pages and other digital media resources (e.g., newsletter, campus announcements, etc.) published, hosted, provided by or otherwise representing the university should be made accessible at the time of creation or revision.
- The top 20% of existing web pages and resources most frequently used (e.g., that get the largest number of hits) are a top priority for modification.
- “Critical path” applications or functions (e.g., Admissions and Records, student services and employee policies and benefits, etc.) should be also placed in the first priority for review. These should be identified in consultation with knowledgeable members of the campus community.
- Pages and resources required for participation, funding, disability-related services and other key information or functions needed by people with disabilities, not already in the top 20% should be reviewed.
- Corrective action will be based on priorities, feasibility and resources.
- Create a process for reporting complaints of web and Information Communication Technology accessibility barriers.
- All new videos must include effective captioning of content.

Priority 2

- Any remaining pages and resources providing core institutional information and/or functions should be reviewed and made accessible in accordance with the campus plan.
- Provide training to all levels of faculty and staff who modify websites or use information and communication technology in their instruction (e.g. how to prepare accessible PDF and Word files).
- Review procurement practices; develop procurement and RFP criteria and procedures.
• Review electronic equipment that serves the public (e.g. information kiosks, public use library terminals, security call boxes, ATMs, etc.).

• Schedule and conduct regular accessibility audits of electronic and information technology.

**Priority 3**

• All other web pages and resources, including social media, should be reviewed and included in the plan.
• Include ADA accessibility knowledge and skills as a “Desirable Qualification” in information technology, communications and related job descriptions.
• Encourage faculty members in computer science, business administration, education technology, etc. to cover accessible design in their teaching.

**Prompt Interim Accommodations Upon Request**

• Upon specific request, information on legacy web pages and digital media resources is to be made available to any individual needing access to such content, by revision or otherwise. The department or unit responsible for the creation of the information on the web is responsible for providing alternate formats.
• Web pages or digital media resources specifically requested to be made accessible as part of a formal accommodation request shall be made accessible as soon as possible, or an equally effective alternative shall be provided when it is technically, financially, and administratively unfeasible. Equally effective means that the format communicates the same information and provides the equivalent functions in as timely a fashion as does the web pages or digital media resources without negatively impacting student success or employee effectiveness.

**UH ITS Technical Assistance**

[UH ITS Accessibility](mailto:itsada@hawaii.edu) or call the ITS Help Desk at (808) 956-8883.

**Campus Support**

• [Campus Website](#) – Inquiries should be directed to the CELTT Web & Mobile App Group.
• [Instructional Material](#) – Inquiries should be directed to the CELTT Instructional Design Group.
• Assistance will consist of pointing individuals to appropriate online resources that will guide users on how to make documents and content ADA accessible.
K9.104 Lecturer Evaluation Procedures

I. Purpose
Kapi‘olani Community College is committed to effective teaching and successful learning. Successful student learning is measured, in part, by ongoing assessment of faculty, including lecturers, who provide direct instruction. Given that commitment, and in accordance with University of Hawai‘i Community College policy, the College has established the procedure herein.

II. Related University Policies
These lecturer evaluation procedures are created as a means to implement key components of the University of Hawai‘i Community Colleges UHCCP 9.104 Lecturer Evaluation, effective date December 2013 and amended April 2018.

III. Responsibilities
The Chancellor or designee shall establish campus procedures and evaluation schedules for the lecturer evaluation process in accordance with this policy.

IV. Definition
Lecturer is defined as a person employed to teach individual credit classes to meet demands that cannot be met by regular faculty or because of special expertise that the lecturer may bring to a class. The lecturer appointment is for the duration of the semester.

A. Lecturers must meet the same academic qualifications as faculty members.

B. The job responsibility for lecturers is limited to teaching the class, assessing student learning in the class, and providing one hour per week per section taught or other communication means.

C. The lecturer responsibility does not include curriculum development, development of student learning outcomes, college service, or other professional duties expected of faculty members.

D. Lecturers are expected to follow course, program, and institutional learning outcomes and use assessment methods as adopted by the discipline.

V. Self-Assessment Document Guidelines

A. Lecturer Self-Assessment Schedule According to Step Level:
   1. Lecturers at Step A shall submit a self-assessment once each year;
   2. Lecturers at Step B submit a self-assessment once every two years; and
   3. Lecturers at Step C shall submit a self-assessment once every four years.

B. Self Assessment Requirements
The lecturer self-assessment must include one peer evaluation, student evaluation results for all classes taught, and a self-analysis that includes the following;
1. A teaching philosophy that will serve as the foundation of their assessment throughout the document;
2. Instructional strategies and their effectiveness in the class;
3. Attainment of student learning outcomes and program learning outcomes;
4. Assessment of CES student course evaluations on comparisons such as: course to course, semester to semester, factor to factor, as well as in comparison to college and departmental results;
5. Assessment of the peer evaluation and any planned actions as a result of the comments received. Peer evaluation schedule according to step level are;
   a) Lecturers at Step A shall be peer evaluated once each year;
   b) Lecturers at Step B shall be peer evaluated once every two years; and
   c) Lecturers at Step C shall be peer evaluated once every four years.
   d) The frequency of teaching evaluations for lecturers at Steps B and C may be reduced if the lecturer has a demonstrated track record of teaching proficiency - or - required at more frequent intervals if there are concerns with the lecturer’s performance.
6. Evidence of progress on any suggestions or plans of action developed in consultation with the department chair.

VI. Submission

A. Submission Date: April 1
   1. The lecturer shall submit the self-assessment to the department chair.
   2. Submittal of the self-assessment by the due date is a condition for rehire in subsequent semesters.
   3. Lecturers who have taught in the fall semester but who do not have spring assignments are responsible for submitting a self-assessment document by the submission deadline
   4. Step-A lecturers who have only started to teach in the spring semester are expected to submit a modified (e.g. limited to a peer evaluation and mid-semester classroom assessment technique) assessment of their teaching.

B. Decision Date: April 30
   1. The department chair will provide feedback to the lecturer, including strengths and weaknesses, and make a recommendation on hire/rehire to the program administrator.

C. In situations where a lecturer is employed by more than one community college, the department chair may consult with colleagues on the other campus(es) on the lecturer's evaluation.
Recommended Revisions of K9.104

According to the Policy Review Ad Hoc Committee’s Charter, the objectives for the Policy Review are:

I. Update the text for I, III, IV, and V, if necessary
   A. Sections I, II, and III were not revised with the acceptance of the corrected effective date for UHCCP 9/104, which is December 2013 with an April 2018 amendment.
   B. Sections IV was revised to include items A, B, C, and D, which were embedded in the section V in the previous version of the policy.
   C. Section V was revised to contain information specific to the self-assessment guidelines.
   D. Section V 1, 2, 3, 4, and 5 were items revised to give more specific information on the expectations of the self-assessment document. This brief outline provides a clearer criteria from which to create a rubric for Dept Chair review of the document.
   E. Section V 5 d - added the phrase “may be reduced if the lecturer has a demonstrated track record of teaching proficiency.”
   F. Section VI revisions are simply reorganizing information and due dates for easier reading.
   G. Section VI. C. the word “will” was changed to “may.”

II. Ensure the information in K9.104 aligns with UHCC Policy 9.104 and the correct policy is listed.
   A. Done

III. Bring any revisions to the CAC for discussion. 11/12/2019 CAC

IV. Present the final version to CAC for vote of approval.

Question for CAC discussion.
1. VI. A. 3. Lecturers who have taught in the fall semester but who do not have spring assignments are responsible for submitting a self-assessment document by the submission deadline.
   Question: Should this item be removed? Evaluations are scheduled according to year - not semester. See V.5.a, b, c