Draft Portfolio
Kapi‘olani Community College
Hawaiian, Asian and Pacific (HAP)
Multi-campus Articulation Agreement

Support

I. Statements from the Chief Academic Officer and Faculty Senate President on the adequacy of campus support for the HAP program:

A. From the CAO, Attachment 02: KCC-VCAA HAP Memo.pdf

B. From the Faculty Senate, Attachment 03: KCC FS minutes 20051003.pdf

II. Documentation of the official establishment of a campus HAP Faculty Board that will approve HAP designations: KCC established a HAP Focus Board in Fall 2005 as an ad hoc committee of our Faculty Senate.

The Chair of the Committee is chosen from within the Committee and will be known as the "HAP Coordinator" for the campus. Please refer to the minutes from the Faculty Senate meeting on 10/3/05 (Attachment 03 referenced above)

III. Brief description of:

A. the extent to which faculty show a willingness to serve on a HAP Faculty Board and to teach HAP classes: The three role-designated positions on the HAP Board are filled by faculty who have a vested interest in and are committed to the promotion of courses teaching students about Hawaiian, Asian, and Pacific Islands content. The other two positions are filled by faculty who are committed to broadening the perspectives of their students.

There are currently 11 instructors at KCC who are teaching HAP-designated courses.

B. the campus’ ability to meet student demand for HAP classes, and: In Fall 2006, 18 classes were designated as HAP (14 of which were HWST 107). In Spring 2007, 23 classes were designated as HAP (17 of which were HWST 107). Currently (Spring 2008), 21 classes are designated as HAP (16 of which are HWST 107).

C. the staff who will record HAP classes correctly in the student registration system (Banner): Once a KCC faculty member’s course has received HAP designation (currently this is done by UHM’s HAP Board) then that faculty member
alerts his/her department chair and the departmental secretaries have the capabilities to input the HAP designation in Banner. Once in Banner, the HAP code is displayed on the “Check Class Availability” website for students to see.

**Course Designation and Approval**

I. Description of the HAP course proposal review and designation procedures:
Each semester the HAP Coordinator posts an announcement on the KCC online campus bulletin stating that HAP proposals are being accepted for the upcoming semester. The proposals are submitted electronically and in hard copy to the HAP Coordinator, who disseminates them to the whole Committee. The Committee meets to discuss the proposals. If an instructor’s proposal falls short of the Hallmarks or does not include the necessary elements (e.g., annotated syllabus), a Board member contacts the instructor. Negotiations with the instructor result in a revised proposal or a withdrawal from consideration. If the revised proposal does not meet the Hallmarks, the Board denies the instructor’s request for HAP designation.

II. Copy of the campus’ actual HAP proposal form used to designate courses (or a draft of an HAP proposal form):
Attachment 04: KCC-HAP Application.pdf

III. Statements regarding:
A. what the HAP designation will be attached to (i.e. section, course, instructor, or some combination thereof): The HAP designation will continue to be attached to a course + instructor combination. Each instructor completes and submits the proposal form for his/her section(s). No blanket designations to all sections of a course are given.

B. the duration of the HAP designation: The initial approval will be for three years. Subsequent renewals of approval will be for five years.

C. number of members on the campus’ HAP Faculty Board, length of their service, and board composition: The board consists of five people: (1) the Asian Studies Pre-Transfer Advisor, (2) the Pacific Islands Studies Pre-Transfer Advisor, (3) the Malama Hawai‘i Coordinator, (4) an Arts and Sciences Counselor, and (5) a faculty member from an Arts & Sciences Department not already represented on the Committee. The first three members of the board will be filled by the faculty members currently filling the roles described. Each role has its own schedule for replacement. The latter two roles will be for three years each.
D. the voting process to grant HAP approval (i.e. majority rule, consensus): Decision-making will be via majority rule.

Assessment

I. Statement that the campus will agree to accept the HAP system-wide committee’s set of HAP student learning outcomes and participate in any revisions: Kapi‘olani Community College is committed to participating in the collaborative development of HAP student learning outcomes.

II. Campuses whose WASC [ACCJC] guidelines mandate that they assess the HAP requirement should include a statement of intent to create an assessment plan: KCC remains committed to the development and implementation of HAP assessment activities on campus and at system level. In Fall 2006, KCC adopted UH-Manoa’s Questionnaire for Students in Hawaiian, Asian, and Pacific Issues (H) Focus Classes. To facilitate the collation of the resulting data, the survey was converted in to an online format. A screen shot of the survey is available at http://iro2.kcc.hawaii.edu/hap.html

Additionally, KCC’s Malama Hawai‘i program utilizes a Na Wa‘a e-portfolio assessment tool. The KCC HAP board will look into the possibility of expanding this tool to other HAP designated courses to assess the four hallmarks.
May 31, 2007

To Whom It May Concern:

Since Fall 2004, students at Kapi‘olani Community College have been required to successfully complete one “H” focus course to graduate with an Associate in Arts degree. We have maintained our commitment to this requirement by offering enough sections of courses designated as meeting the “H” focus requirement, including increasing numbers of online classes to better meet the needs of all students. We have maintained our commitment, too, by providing reassigned time for the faculty who established and managed the initial year of the implementation of the “H” focus requirement and will support faculty in subsequent semesters when activities warrant a teaching load reduction. The faculty who teach “H” focus classes have access to resources available at the Center for Excellence in Learning, Teaching, and Technology. The CELTT faculty and staff will assist those who teach “H” focus classes by providing training in instructional and assessment pedagogy, including the use of eportfolios to assess student learning outcomes.

Sincerely,

[Signature]
Louise Pagotto
Acting Vice Chancellor for Academic Affairs
Approval of minutes for August 29, 2005 meeting deferred to next meeting

Action Items

Action Requests

1. Action requests from Don Voyce and Barbara Ross regarding personnel problems in the Arts and Sciences Office.

The Faculty Senate undertook an active discussion of the ongoing problems in the Arts and Sciences office regarding the duties and responsibilities of the secretarial staff. It was brought up that the administration had a plan to restructure the staff in the Arts and Sciences office yet there has been no action thus far nor any clear timetable for any changes. Though much of the debate centered on issues of just what the proper role of Faculty Senate should be in such a matter, the end result was a letter to administration calling on them to handle the matter expeditiously.

Motion: That Faculty Senate write a letter to the Dean of Art and Sciences and the Chancellor calling attention to the problems outlined in the two separate Action Requests Forms and
requesting that the administration investigate and address the problems in an expedient manner. Faculty Senate requests that the administration send this body an update on the administration’s plan to resolve the conflict. Further Faculty Senate invites Acting Chancellor Leon Richards or Acting Vice-Chancellor Louise Pagotto to attend our next meeting should they like to discuss this issue.

Passed: 8 in favor
0 opposed
2 abstentions

2. Action Request from Sharon Rowe regarding Student Learning Outcomes in Symbolic Reasoning.

After a brief discussion this issue was redirected to the Curriculum Committee.

3. Action Request from Kealalokahi Losch regarding the formation of an “H-Focus Committee”

After a discussion of the history of the issue and the need for a committee to oversee the approval of the H-Focus it was decided that the Faculty Senate should endorse the creation of such a committee.

Motion: Faculty Senate endorses the formation of a Kapiolani H-Focus Committee to function in a manner similar to the Writing Intensive model.

Passed unanimously


Motion: Faculty Senate supports Marcia Armstrong’s request to waive the MLT Program’s math prerequisites on an experimental basis.

Passed unanimously

Reports:

Karl Naito, Faculty Senate Representative on the Budget Task Force reported the year’s objectives established by the committee. The first objective is for the Budget Task Force to map out the structural units of budget and funding. The second objective is to establish timelines or critical paths of revenue and costs for the campus level, the department level, and the tactical plan level. The third objective is to use the data from the first two objectives to address budget issues and problems.

Faculty Senate adjourned at 1:50 PM.
Kapi‘olani Community College
Hawaiian, Asian, and Pacific Issues (H)
Focus Designation Proposal

Because approval is given to an instructor+course combination, each instructor teaching a course must submit a proposal. Once approved, your section(s) will be designated as satisfying the H Focus requirement for three years. At the end of the approval period, the designation can be renewed. Currently approved courses can be looked up at:<http://www.hawaii.edu/ovcaa/academics/html/articulation_kapiolani.htm>.

**Spring 2009 deadline: September 15, 2008.**

1. What type of application is this?
   - [ ] New designation: See page 3 for required documents
   - [ ] Renewal of designation: See page 3 for required documents
   - [ ] Approved on other UH campus: If a faculty member has “active” approval to teach the course at another UH campus with the H Focus designation, the requested information on pages 2-3 is required only if his or her syllabus and responses to questions will be different from what was submitted previously. Page 1 of this form is always required.

2. Please provide class information.

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<th>Course #</th>
<th>Spring 09 CRN(s)</th>
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<td>If cross-listed: Alpha</td>
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<tr>
<td>Department chair’s printed name</td>
<td>Department chair’s signature</td>
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Send this form and the requested information to:
Chair, H Focus Committee
Kalia 101
Fax: 734-9151
HAWAIIAN, ASIAN, AND PACIFIC ISSUES

**Hallmarks**
To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a class must satisfy the following Hallmarks:

A. The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.

B. A class can use any disciplinary or multi-disciplinary approach provided that a component of the class uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai‘i, the Pacific, and Asia.

C. A class should include at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions; for example, the relationships of societal structures to the natural environment.

D. A class should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

**Explanatory Notes**
- When requesting an H designation, the applicant should submit a set of statements on a separate page, pointing out how the course specifically addresses the Hallmarks. A single, focused paragraph with some specific examples for each Hallmark is usually sufficient.
- The concept of intersection of Native Hawaiian culture with either or both of the other two regions is key. A course exclusively about Hawai‘i, the Pacific Islands, or Asia is not eligible for an H designation. A course that does not include relationships with Native Hawaiian culture is not eligible for an H designation.
- The course design must include native voices and perspectives from all areas of intersection. These could be represented through publications, videos, guest speakers, or field trips, for example.
- The syllabus is to be annotated and detailed. It must show the weekly distribution of topics, readings, and other features, e.g., videos, guest speakers, field trips. Although we realize that some of the activities or their chronology may change as the semester progresses, the Committee wants a sense of the overall design of the course and the distribution of the various Hallmark components within it.

**Before you submit your HAP proposal, make sure the following are included:**

| Signatures—instructor and department chairperson (all applications) |
| Answers to the HAP Focus questions (new applications only) |
| Annotated syllabus (new and renewal applications) |
| Bibliography, if not provided in the syllabus (new and renewal applications) |

**Continued on next page**
New Designation:

Please answer the questions below for a new H Focus designation (i.e., you have never submitted a proposal and received approval to teach the class with an H Focus). The information will allow the H Focus Board to determine whether your class meets the H Focus Hallmarks (above). You will be contacted if clarification is needed. Please include your name and course on each page that you submit to the Committee.

1. Show how, collectively, at least two-thirds of the course will meet a combination of the Hallmarks (listed above). There is no prescribed percentage for each Hallmark, but some of the course must address each of the Hallmarks. (A single, focused paragraph with some specific examples for each Hallmark is usually sufficient.)

2. Explain what native voices and perspectives are included in the course design. (These can be represented through publications, videos, guest speakers, or field trips, for example.)

3. To give the Committee a sense of the overall design of your course and the distribution of the Hallmark components within it, provide an annotated, detailed syllabus that shows week by week the topics, required readings, assignments, and other activities. The syllabus should also contain a statement of the course philosophy that shows its relevance to the H Focus.

Renew a Designation:

Please provide the requested information to renew your H Focus designation (i.e., you previously submitted a proposal and received H Focus approval). The information will allow the H Focus Committee to determine whether your class meets the H Focus Hallmarks (listed above). You will be contacted if clarification is needed. Please include your name and course on each page that you submit to the Committee.

1. Submit a syllabus that clearly indicates how the course fulfilled the HAP Hallmarks.

2. Describe the teaching strategies you used to accomplish the course objective of learning the cultural perspectives, values, and world views rooted in the experiences of peoples indigenous to Hawai‘i, the Pacific, and/or Asia.