

College of Micronesia-FSM Governance Summit National Campus Practice GYM January 4-5, 2016

Overview

The College of Micronesia-FSM conducted a Governance Summit on January 4-5, 2016, at its National Campus in Palikir, Pohnpei. Participants included faculty, staff, and administrators from all campuses, and members of the Board of Regents.

A key feature of the summit was to bring together committee members from National and State campuses. In a number of cases, committee members had been working together for years, but knew each other only by the sound of their voices. The Governance summit discussion groups (grouped by committee) provided an opportunity for committee members to set down at a single table, dialogue with other committee members, and develop relationships at a more personal level.



There were 132 participants on Day 1 and 128 participants on Day 2 of the National Campus Summit. The participants engaged in training and reviewing the COM-FSM participatory governance system, developing strategies for improvement, reviewing COM-FSM core values in association with the Core Values Working Group. Vice President of Institutional Effectiveness and Quality Assurance (VPIEQA), Frankie Harriss facilitated the discussions and group work throughout the two-day summit at the National Campus. Campus deans and state campus participants from the National Campus summit then facilitated discussions and group work at their respective campuses as *Mini-Summits*. A continual focus was on student success and the college's Quality Focus Essay.

Governance Mini-Summits were conducted at Chuuk, Kosrae, and Yap campuses to ensure broad participation across the four island states composing the Federated States of Micronesia.

The Governance Summit report is structured to provide expected outcomes for each day of the summit, agenda with activities, summaries of the report-backs of the discussion committees, other discussion groups, and summary evaluations for days one and two. A listing of participants to the National Campus Summit is at the end of the report and State Mini-Summit participants are available in the individual campus reports.

Summit documents including Chuuk, Kosrae and Yap Campus' Mini-Summits reports, PowerPoint presentations, full evaluation of the summit, and *the [Handbook for Strengthening Purposeful Dialogue](#)* are available at <http://www.comfsm.fm/?q=irpo-summits>.

The Outcomes of the Governance Summit:

Targeted outcomes were provided for both days of the summit to structure discussions and evaluation.

Outcomes of the Governance Summit	
<p>Day 1</p> <ol style="list-style-type: none"> 1. Demonstrate understanding as to why committees must go through a formal administrative approval in order to change a committee's meeting date, time, and name. 2. Demonstrate awareness of Standard IV.A Decision Making Roles and Processes. 3. Discuss <i>Participatory Governance Board Policy 2200</i> and <i>Administrative Procedure 2200</i> and offer recommendations towards improvement. 4. Discuss and recommend <i>alternative pathways</i> for faculty service to the college in lieu of committee service. 5. Demonstrate knowledge of the committee appointment process. 6. Demonstrate awareness of committee's assigned <i>Ex Officio</i> officer and that officer's role. 7. Define <i>participatory governance</i> and discuss ways to improve individual, committee, and institutional efforts. 8. Define purposeful dialogue. 9. Locate and apply the <i>Strengthening Purposeful Dialogue</i> handbook. 10. Articulate institutional priorities that should drive committee decisions. 11. Demonstrate awareness of where to locate the college mission, strategic plan, Integrated Educational Master Plan (IEMP), policies, and administrative procedures. 12. Articulate to whom committee decisions and recommendations should be communicated for informational purposes and for administrative consideration, action, and feedback. 13. Discuss and recommend ways to improve board and administrative feedback to the college community. 14. Explain the role of the chairperson. 15. Articulate strategies for the chairperson to run effective meetings. 16. Discuss and recommend strategies for improving and for communicating committee minutes. 17. Articulate the importance of posting minutes to the COM-FSM wiki in a timely manner. 	<p>Day 2</p> <ol style="list-style-type: none"> 1. Demonstrate awareness of the college priority and strategic direction to Focus on Student Success. 2. Demonstrate awareness of the <i>Quality Focus Essay</i> presented in our <i>Self Evaluation Report</i> that is also focused on student success. 3. Demonstrate awareness of the Mini-Work Plan. 4. Demonstrate awareness of the Foundations of Excellence (FoE). 5. Discuss and commit to ways in which you can improve student success over the next three years. 6. Discuss ways in which your committee can play a role to improve student success. 7. Demonstrate awareness of the work conducted by the Core Values Working Group. 8. Discuss COM-FSM Core Values, their meaning, and their purpose. 9. Provide constructive input to the final Core Values to be presented to the Board of Regents and implemented March 2016.

18. Commit to improving practices for more efficient, effective, enjoyable meetings.	
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Governance Summit Agenda and Activities

The following shows the outline of the major activities that took place during the summit.

Agenda and Activities of the Governance Summit	
<p>Day 1</p> <ol style="list-style-type: none"> 1. Welcome, recitation of the college mission, and opening remarks by President Joseph M. Daisy. 2. Activity 1: What is Participatory (Shared) Governance? <ul style="list-style-type: none"> ○ Open discussion and group presentation 3. Activity 2: Questions to discuss on BP2200 and AP2200, how do you recommend they be improved? <ul style="list-style-type: none"> ○ Group discussion and presentation 4. Activity 3: Overview of the College's Purposeful Dialogue. <ul style="list-style-type: none"> ○ Presentation on the 9 guiding principles by Frankie Harriss. ○ Group discussion and reflection on Building Communication Relationships. <ul style="list-style-type: none"> ▪ Group discussion and presentation 5. Activity 4: Decision Making <ul style="list-style-type: none"> ○ What should be driving committee decision making? <ul style="list-style-type: none"> ▪ Group discussion and presentation 6. Activity 5: Discuss and recommend strategies for improving and for communicating committee minutes and why it is important to post minutes to the COM-FSM wiki in a timely manner. Group discussion and presentation. 	<p>Day 2</p> <ol style="list-style-type: none"> 1. Recitation of the college mission. 2. Activity 6: Strategic Directive - Focus on student success. <ol style="list-style-type: none"> a. Group discussions and recommendations b. Quality focus Essay (QFE) presentation by VPIEQA, Frankie Harriss. <ol style="list-style-type: none"> i. QFE AP Outcomes 3. Activity 7: Presentation by VPEMSS, Joey Oducado. <ol style="list-style-type: none"> a. Overview of a Mini-Work Plan <ol style="list-style-type: none"> i. Course Completion ii. Retention, and iii. Degree Audit b. Overview of the Eye Contact Partners 4. Activity 8: Core Values Working Group <ol style="list-style-type: none"> a. Introduction by VPIEQA, Frankie Harriss. <ol style="list-style-type: none"> i. Final core value preparation by working groups

Report backs/Results from the standing committees, non-committee participants, Cabinet group (included BOR participants), and Management Team

The following section provides both a summary of presentation and breakout session report backs by the standing committees, non-committee participants, Cabinet group, and Management Team.

Activities – Summit Results	Report back
<p>1. What is Participatory (Shared) Governance?</p>	<p>Key Points:</p> <ul style="list-style-type: none"> ● “committees cannot be held accountable” ● “certain constituencies are given primary responsibility over decision making in certain areas” ● “a committee vote is not the final word...must be approved by an accountable officer” ● “True shared governance attempts to balance maximum participation in decision making with clear accountability” ● “key to genuine shared governance is broad and unending communication” <p>Inputs from Standing Committees and working groups:</p> <p>ICT</p> <ul style="list-style-type: none"> ● Influence ● Decision making against limitation <p>CAC</p> <ul style="list-style-type: none"> ● Teamwork ● Measured accountability ● System wide collaboration ● Lack of feedback <p>FC</p> <ul style="list-style-type: none"> ● Uses of endless discussions – unclear ● Necessary discussions ● Time spent on discussions <p>RAR</p> <ul style="list-style-type: none"> ● Understanding the committee ● Decision making ● Representing committee ● Preparation ● Students’ success <p>SSC</p> <ul style="list-style-type: none"> ● Understanding of the committee ● Providing recommendations that matters

Activities – Summit Results	Report back
	<ul style="list-style-type: none"> ● Responsibilities <p>M-Team</p> <ul style="list-style-type: none"> ● Decision making ● Recommendations made by committee <ul style="list-style-type: none"> ○ Should be clear and efficient ● Communication <p>Non-committee</p> <ul style="list-style-type: none"> ● Accountability ● Reviewing process ● Communication <p>President’s Office/BOR/Cabinet</p> <ul style="list-style-type: none"> ● Reviewing process <ul style="list-style-type: none"> ○ No accountability to Staff/Faculty ● Communication <ul style="list-style-type: none"> ○ Everyone is responsible for communication.
<p>2. Questions to discuss on BP2200 and AP2200, how do you recommend they be improved?</p>	<p>1. Does BP 2200 and AP 2200 help us meet the Standard IV.A? How?</p> <ul style="list-style-type: none"> ● All the Committee answered “yes” except for CAC. <ul style="list-style-type: none"> ○ CAC believes that the policies needs improvement. <p>2. Can we improve BP 2200 and AP 2200, how do you recommend they be improved?</p> <ul style="list-style-type: none"> ● Committee’s responses: <ul style="list-style-type: none"> ○ Similar comments – recommended that both policies should be revised. Comments from Committees are: <ul style="list-style-type: none"> ▪ Need improvement ▪ Need to rephrase ▪ Need to update ▪ Missing protocols ▪ Vague language ▪ Need to insert a diagram/flowchart ○ Other comments: <ul style="list-style-type: none"> ▪ “BP 2200 is OK, but AP 2200, the implementation needs to be improved by adding detailed and transparent procedures. i.e. Student participation – reevaluate and better implementations.

Activities – Summit Results	Report back
	<p style="text-align: center;">It is in writing, but where are the students today?”</p> <p>3. How are committee members assigned? Faculty? Staff?</p> <ul style="list-style-type: none"> ● Committee’s responses: <ul style="list-style-type: none"> ○ By Supervisors/Division Heads ○ By Department Heads ○ Refer to policy ○ Voluntary <p>4. On how many committees are faculty required to serve? Staff?</p> <ul style="list-style-type: none"> ● Committee’s responses: <ul style="list-style-type: none"> ○ Evenly distributed ○ 1 for Faculty/Staff <p>5. Do new faculty serve on committees?</p> <ul style="list-style-type: none"> ● Committee’s responses: <ul style="list-style-type: none"> ○ Yes, follow policy ○ Yes, 2nd semester of 1st contract ○ Yes, first experience is always to best approach in adopting into a new working environment ○ No, refer to AP.1a <p>6. Can you recommend alternative pathways for faculty service to the college in lieu of committee service?</p> <ul style="list-style-type: none"> ● Committee’s responses <ul style="list-style-type: none"> ○ Assist in student organizations ○ Tutoring ○ Coordinating grants <p>7. How frequently can one switch their committee of service?</p> <ul style="list-style-type: none"> ● Committee’s responses: <ul style="list-style-type: none"> ○ Minimum one year ○ After one year ○ After two years – serve first and train newcomers the second year. <p>8. Who has responsibility for monitoring attendance?</p> <ul style="list-style-type: none"> ● Committee’s responses: <ul style="list-style-type: none"> ○ Chairperson should be responsible for monitoring attendance. ○ Committee secretary should be responsible. <p>9. How do we determine who has/has not been attending?</p> <ul style="list-style-type: none"> ● Committee’s responses: <ul style="list-style-type: none"> ○ All committees – Refer to minutes

Activities – Summit Results	Report back
	<p>10. What is the maximum recommended number of division (unit) representatives to a committee?</p> <ul style="list-style-type: none"> ● Committee’s responses: <ul style="list-style-type: none"> ○ 1 person from unit ○ 2 from unit – 1 for backup in case the other member is sick/on leave. <p>11. How are divisions (units) supposed to communicate committee work?</p> <ul style="list-style-type: none"> ● Committee’s responses: <ul style="list-style-type: none"> ○ Through Management-Team, and unit leaders. ○ Shared communication ○ Through emails (Personal and/or work)
<p>3. Strengthening Purposeful Dialogue</p> <p style="padding-left: 20px;">a. Presentation by VPIEQA</p>	<p>COM-FSM Definition of Purposeful Dialogue</p> <ul style="list-style-type: none"> ● Purposeful dialogue is a model of institutional communication characterized by the following: <ul style="list-style-type: none"> ○ Being genuinely participatory, ○ Multi-directional and ongoing, ○ Professional in tone, ○ Centered on use of evidence, ○ and focused on achieving published mission and goals. <p>Nine Guiding Principles:</p> <ul style="list-style-type: none"> ● Have a goal for your communication. ● You may need more than one mode of communication. ● Be sure you understand the situation before your respond ● Exercise patience and be sure that all voices have their chance to be heard. ● Be aware of how working in a multicultural setting can affect communications. ● Take responsibility and ownership for what you communicate. ● Provide opportunities for communication as a way to improve institutional effectiveness. ● Think before you press “send” ● Planning ahead means thinking about the big picture.

Activities – Summit Results	Report back
	<p>Activities:</p> <p>After selecting one story from the Strengthening Purposeful Dialogue Handbook, paired participants reflected and discussed that story, “off the top of their head.” Committees then discussed:</p> <ul style="list-style-type: none"> ● Which of these strategies will you utilize to improve purposeful dialogue in your committees? ● Have you thought of other strategies you might use that were not provided? ● Upon whom do your strategies rely? ● How will you remind yourself to embed purposeful dialogue to improve communications? ● Do these strategies apply to your division/unit?
<p>4. Decision Making</p> <p style="padding-left: 40px;">b. Presentation by VPIEQA, Frankie Harriss</p>	<p>Presentation focused on “What should be driving committee decision making?”</p> <ul style="list-style-type: none"> ● Mission ● Strategic Plan ● IEMP – Integrated Educational Master Plan ● Student learning and achievement = success ● Academic Quality ● Policies and Procedures ● Data (quantitative and qualitative) ● Improving Institutional Effectiveness
<p>5. Do your committee minutes reflect discussions and decisions grounded in institutional priorities and data?</p>	<p>Participants discussed:</p> <ul style="list-style-type: none"> ● How ideal committee minutes should be written. ● What are your committee rules or timeframe for circulating minutes? ● What is your timeframe for approving minutes? ● Do you use a Draft watermark for draft minutes? ● What is your timeframe for posting approved minutes? ● Where do we post minutes? ● Why it is important to post minutes to the COM-FSM wiki in a timely manner. ● How do folks know when you post minutes? ● Strategies for improvements for communicating minutes?

Activities – Summit Results	Report back
<p>6. Strategic Directive - Focus on student success</p> <ul style="list-style-type: none"> a. Group discussions and recommendations b. Quality focus Essay (QFE) presentation by VPIEQA, Frankie Harriss. 	<p>Focus on student success discussion outcomes provided by standing committees, and working groups</p> <ul style="list-style-type: none"> ● Provide recommendations to administrators that are dealing with Foundations of Excellence (FoE) and etc. ● Collaborate with other committee and officers to address student success issues. ● “Surface” existing data on factors that contribute to student success such as CCSSE data, foundations survey data. ● Finding resources to support student success effort such as providing faculty professional development. ● Serving as ambassadors to external stakeholders as advocates for student success. ● Ensure the safety and cleanliness of the college’s facilities for the student’s learning environment. ● Developing facilities, infrastructure, and communication. ● Continue to strengthen the understanding and commitment to accreditation as it is a leverage for student success. ● Provide more computers especially at the state campuses (At the state campuses, some students rarely or have never touched a computer). ● Encouragement of critical thinking ● Proper advising in course selection ● Creating the course outline clear and understandable to both instructors and students to ensure they progress through their programs without sacrificing standards/quality that is expected of us by WASC/ACCJC. ● Need a separate Assessment Committee, CAC is currently not evaluate program assessments. ● Uniformity at all campuses/Trainings <ul style="list-style-type: none"> ● Forms, access, processes, and responsibility needs to be standardized. ● Course Outlines and Program reviews should be clear or understandable without sacrificing quality and standards <ul style="list-style-type: none"> ○ Assessment strategies should be measurable and achievable within a reasonable timeframe.

Activities – Summit Results	Report back
	<ul style="list-style-type: none"> ● Assessment Strategies on course outlines <ul style="list-style-type: none"> ○ Measure student performance better, not just student learning with tests and quizzes but alternative assessment strategies. ● ISLOs: fewer but more meaningful in measuring student performance ● Look at the big picture – redesign programs so that they are doable and achievable in the time frame that we have them – i.e. credit load requirement. ● Ensure that changes/revisions of the course outlines are a result of data/evidence base on our student’s performance, and more collaboration with other instructors of the same course. ● Make sure that when we recommend for the adoption of the budget, all items there are linked with student success. ● Evaluate fund requests (to be taken out of the fund balance) that these requests are for student success. ● Make sure that Human Resources policies emphasize the necessary standards, qualities and support to promote student success. ● Recommend policies to improve/upgrade human resources through conduct of faculty and staff development programs and provision of incentives, to promote student success. ● Improve data and communication <ul style="list-style-type: none"> ○ Improve placement of students by program ○ (Possibly use an instrument such as Navigator and Career Game) ○ Revisit the Entrance Test to go beyond just English and Math ○ Improve communication to Chairs of Program so they can recruit appropriate students ○ Provide feedback of COMET to high school leadership ○ Register certificate students in courses that will help them to pass COMET ○ Articulate certificate programs into degree programs ● Improve our approach and reach out to incoming students

Activities – Summit Results	Report back
	<ul style="list-style-type: none"> ○ Bridge the gap, providing free college courses to high schools ○ Pretest COMET in their Junior Year 11th Grader ○ Dual Enrollment ● Issue - communication and clarifying assumptions ● Improving communication and clarifying assumption by improving documentations and impacts ● Framing – Diverse cultures and the way we frame issues can have major impact on addressing the issue of student success. ● Effective practices (people tend to remember only 20% of what they hear). <p>Quality focus Essay (QFE) presentation by VPIEQA, Frankie Harriss covers</p> <ul style="list-style-type: none"> ● Outcomes: <ul style="list-style-type: none"> ○ Student success is in everyone’s best interest ○ Student completion and success ○ QFE AP Outcomes: <ul style="list-style-type: none"> ▪ Increase course completion rate, ▪ Increase retention rates, ▪ Improve degree audit, ▪ Increase persistence rates, ▪ Increase student learning, ▪ Improve first-year student experience, ▪ Improve passing grade (A, B, C, or pass), ▪ Increase graduation rates and decrease time to completion, ▪ Increase faculty and staff involvement in student success efforts, and ▪ Redesigned gateway courses.
<p>7. Presentation by VPEMSS, Joey Oducado.</p>	<p>Presentation covers:</p> <ul style="list-style-type: none"> ● Overview of a Mini-Work Plan <ul style="list-style-type: none"> ○ Course Completion ○ Retention, and ○ Degree Audit

Activities – Summit Results	Report back
	<p>Activity (VPIEQA):</p> <p>Overview of the Eye Contact Partners, refer to power point presentation Day 2 (p. 15). <i>Take turns sharing your thinking about improving student success, and what you can and will commit to over the next three years.</i></p> <p>Committee roles in student success:</p> <ul style="list-style-type: none"> ● Discuss ways in which your committee can play a role to improve student success. ● Select top 1 or 2 ideas upon which the committee has consensus and are willing to commit. ● Report out. <p>Airplanes (anonymous sharing)</p> <ul style="list-style-type: none"> ● On a sheet of paper, 1. List a barrier to student success and 2. Articulate how that barrier can be eliminated. ● Fold paper into an airplane shape that can fly. Toss (fly) the airplane to someone. Catch an airplane from someone else. Repeat. After second toss (to ensure anonymity) you can begin reading what others have listed. ● Follow up with dialogue in groups to share thoughts.
<p>8. Activity 8: Core Values Working Group presentation by Frankie Harriss, Campus Deans Kind Kanto, Nena Mike, and Lourdes Roboman, and Director Grilly Jack</p>	<p>Core values dialogue by working groups</p> <p>Activities by working groups:</p> <ul style="list-style-type: none"> ● Reviewed existing values and values articulated in 2013 to consider what has previously been expressed as important values. ● Examined models for how values are used and presented and Dartmouth’s model of best practices was supported (See Table 4 below). ● Solicited input from constituents (See Table 3 below). ● Decided we wanted to see these values in our ideal graduate and our ideal college employee. ● Each Campus submitted their top 15 core values (refer to powerpoint presentation (p. 21) at IRPO Website)

Core Values

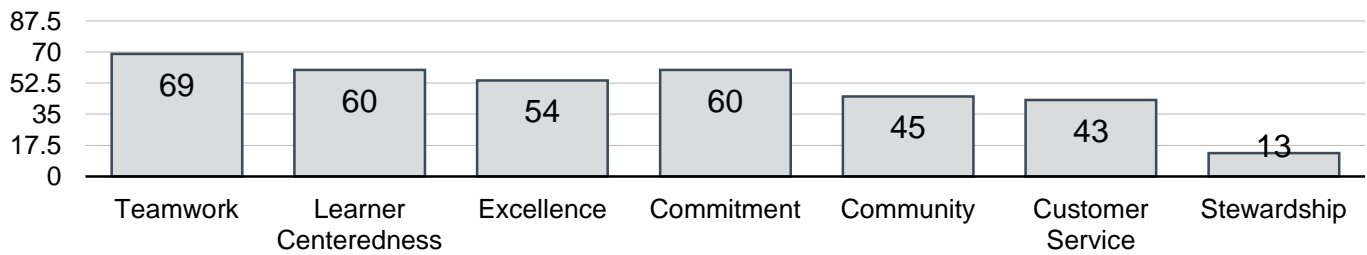
The Core Values Working Group (CVWG) has been tasked to review the college’s core values and to make a recommendation to the Executive Committee for endorsement and presentation to the Board of Regents. After reviewing core values articulated by college personnel in 2013 and the pre-existing core values, each campus reviewed, discussed, and then submitted their top fifteen core values to the Core Values Working Group (CVWG). The CVWG examined those campus submissions and identified three over-arching themes or categories of *excellence*, *learner-centeredness*, and *teamwork* (see Table 1). The values listed under these three represent possible best practices that a student or employee should demonstrate in order to evidence *excellence*, *learner-centeredness*, and *teamwork*.

There were four additional core values that did not fit as readily under the three themes and they were, in no particular order, *stewardship*, *commitment*, *customer service*, and *community*. The CVWG had different opinions on the important of these four additional core values. In order to determine which of those seven were most important to college employees, an assessment was conducted during the sign-in process on Day 1 (January 4, 2016) of the summit. Each participant was tasked to indicate their top three Core Values by sticking a post-it note under each of those three selected Core Values and the results are presented in Table 2.

Table 1. COM-FSM core value themes or categories identified by the Core Values Working Group.

Excellence	Learner-Centeredness	Teamwork	Others	
Professionalism	Life-long learning	Diversity	Stewardship	
Ethical	Continuous Improvement	Collaboration	Commitment	
Accountability	Nurturing	Cohesion	Customer Service	
Confide	Safe environment	Participatory Governance	Community	
Respect	Results oriented	Communication		
Balanced	High educational standards	Empowerment		
Transparency	High educational goals	Advocacy		
Leadership	Innovation ?	Consensus		
Competence	Creativity ?			
Best practices				
Honesty				
Confidentiality				

Table 2. National Governance Summit Core Values Working Group Results



Teamwork, *learner-centeredness*, and *excellence* did rank among the top choices helping the CVWG affirm these are important. However, *commitment* was selected more frequently than *excellence*. Though *community* and *customer service* were ranked nearly equally by the “top three choices activity”, customer service did not feature in team poster presentations; whereas community did feature often. *Stewardship* was the least popular and also only featured in one team poster presentation. Many great graphic ideas for representing the core values were put forward, however, the graphical ideas were not deemed essential to articulating and using the core values and best practices.

The CVWG adopted the model used by Dartmouth (<http://www.dartmouth.edu/~rpd/corevalues/list.html>) where a core value is not merely presented by a definition, but instead comes with clearly articulated best practices that guide both the employee and the student on ways to demonstrate that core value (Table 4). The CVWG solicited input from the working groups on whether or not this model was acceptable, and the model was unanimously supported with no objections articulated.

Groups were asked to analyze the categories of *Teamwork*, *learner-centeredness*, and *excellence* and discuss whether or not the other core values grouped under each category would form a reasonable basis for articulated best practices. For example, to demonstrate *excellence*, one might meet or exceed standards of *best practices* at all times. To demonstrate teamwork, one might work to build *consensus* with team members for decisions. The most commonly referenced change by groups was that one might demonstrate excellence without necessarily being professional, and one might be professional without necessarily demonstrating excellence. Professionalism was considered important by many groups, thus the CVWG will need to consider *professionalism* as a separate core value.

The CVWG has taken input received from the summit to inform a refined set of core values and their articulated best practices. The near final results will be evaluated through a college-wide survey in March, and from those results, the CVWG will make a presentation to the Executive Committee for formal endorsement.

Table 3. Posters from Working Groups that indicates their own views and unique designs regarding the selected core values.

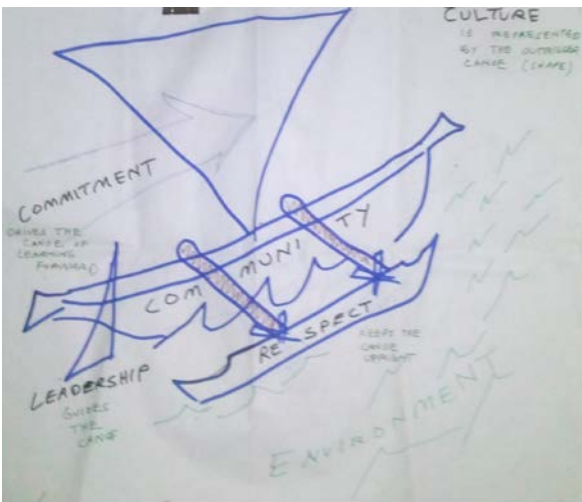
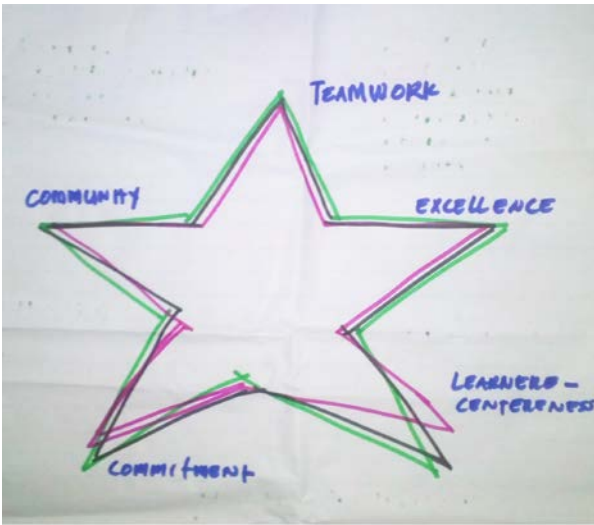


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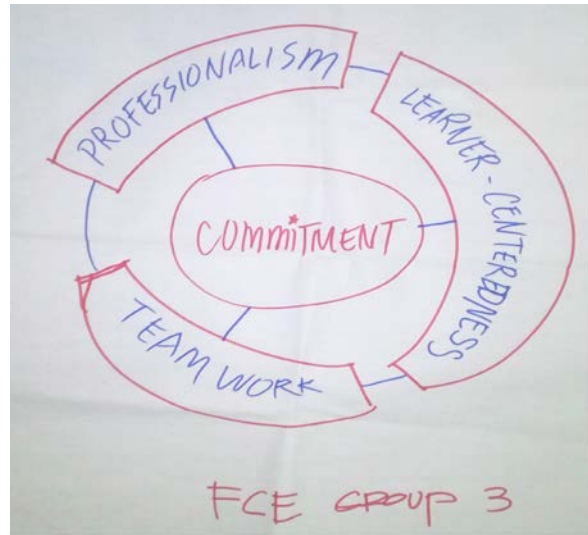


Table 4. Adopted Dartmouth's model (<http://www.dartmouth.edu/~rpd/corevalues/list.html>).

Core Values Working Group

Group Adopted this model

Best Practices

Each of these core values and principles embodies a set of best practices. These are presented in the following table.

Results Orientation	Excellence	Teamwork
<ol style="list-style-type: none"> 1. Set clear objectives for yourself and your job. 2. Prioritize work to achieve goals. 3. Evaluate progress toward the objectives. 4. Complete tasks and meet deadlines. 5. Get the job done despite obstacles and difficulties. 6. Accept responsibility with a "can do" attitude. 	<ol style="list-style-type: none"> 1. Prepare thoroughly for each task. 2. Plan your work and anticipate potential problems. 3. Follow through on tasks and assignments. 4. Hold yourself to high standards of performance. 5. Strive to exceed goals. 6. Push yourself and others to excel. 	<ol style="list-style-type: none"> 1. Contribute fully to the activities of the team. 2. Step in and help out other team members when needed. 3. Share information and resources with team members. 4. Work out conflicts directly with the person involved. 5. Build a wide network of relationships throughout D&AR and the college.
Professionalism	Donor Focus	Diversity
<ol style="list-style-type: none"> 1. Maintain confidentiality. 2. Speak the truth. 3. Limit personal business on the job. 4. Stay focused on work rather than getting distracted by gossip. 	<ol style="list-style-type: none"> 1. Ask what the customer needs. 2. Listen attentively to what others are communicating. 3. Respond in a timely manner to customer requests. 4. Handle even difficult customer situations. 	<ol style="list-style-type: none"> 1. Respect personal differences and values. 2. Actively seek to understand others' point of view. 3. Consider other ideas open-mindedly. 4. Acknowledge the needs of others.

Evaluation of the Governance Summit

At the end of each day of the workshop, anonymous evaluation forms were passed out to participants to complete. Ninety - nine participants took part on Day 1 and 103 participants took part on Day 2. Below are the results.

Governance Summit Evaluation Results							
Assessment of Governance Summit Day 1 Outcomes Achieved							
Next to each outcome, place an "X" in the box to indicate how well you feel you have achieved each outcome after today's session.							
Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Demonstrate understanding as to why committees	54	40	5	0	0	1.51	99
Demonstrate awareness of Standard IV.A Decision	38	49	10	1	0	1.73	98
Discuss Participatory Governance Board Policy 2200	37	51	7	2	0	1.73	97
Discuss and recommend alternative pathways for	37	48	10	4	0	1.81	99
Demonstrate knowledge of the committee	35	42	16	2	0	1.84	95
Demonstrate awareness of committee's assigned Ex	42	44	9	0	0	1.65	95
Define participatory governance and discuss ways to	41	48	7	1	1	1.70	98
Define purposeful dialogue.	41	48	8	1	1	1.72	99
Locate and apply the Strengthening Purposeful	34	42	14	4	0	1.87	94
Articulate institutional priorities that should drive	27	53	11	2	1	1.90	94
Demonstrate awareness of where to locate the	43	47	6	0	1	1.65	97
Articulate to whom committee decisions and	30	52	13	4	0	1.91	99
Discuss and recommend ways to improve board and	29	47	15	5	0	1.96	96
Explain the role of the chairperson.	41	41	11	2	0	1.73	95
Articulate strategies for the chairperson to run effective	39	47	6	2	0	1.69	94
Discuss and recommend strategies for improving and	36	55	6	0	0	1.69	97
Articulate the importance of posting minutes to the	45	48	5	1	0	1.62	99
Commit to improving practices for more efficient,	34	49	8	3	1	1.82	95
						<i>answered question</i>	99
						<i>skipped question</i>	0

Governance Summit Evaluation Results

Assessment of Governance Summit Day 2 Outcomes Achieved

Next to each outcome, place an "X" in the box to indicate how well you feel you have achieved that outcome after today's session.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Demonstrate awareness of the college priority and	37	55	7	0	1	1.73	100
Demonstrate awareness of the Quality Focus Essay	22	50	22	5	0	2.10	99
Demonstrate awareness of the Mini-Work Plan	12	57	25	3	1	2.22	98
Demonstrate awareness of the Foundations of	16	60	14	3	1	2.07	94
Discuss and commit to ways in which you can improve	42	47	8	1	0	1.67	98
Discuss ways in which your committee can play a role	53	40	3	0	0	1.48	96
Demonstrate awareness of the work conducted by the	40	49	6	0	2	1.71	97
Discuss COM-FSM Core Values, their meaning, and	40	45	10	0	3	1.79	98
Provide constructive input to the final Core Values to	30	52	10	1	3	1.91	96
<i>answered question</i>							100
<i>skipped question</i>							3

Assessment of Governance Summit Day 2 (January 5, 2016) comments from participants

Participant's comments from Day 2 Evaluation

<p>1. What did you enjoy the most about the Governance Summit?</p>	<ol style="list-style-type: none"> 1. Listening and sharing more ideas from other staffs and faculties. And Learned a lot from them 2. Hands on activities 3. All team (small group) activities and discussions. Gave an opportunity to team from and share with others. 4. Paper airplanes part 5. Meet new people, have fun and educational games and also free food. 6. Face to face meeting with all members of our committee 7. Group discussion, sharing different ideas from different group members. The rain and the food 8. Teamwork 9. Networking opportunities 10. Teamwork and info sharing 11. Meeting our sister-campus colleagues in person 12. Meeting committee members that we only know by voice 13. Each committee discussion Student Success Sharing w/ a partner for student access 14. Committee role to improve student success 15. Discussion about the core values 16. Meeting faculty/ staff from others staffs 17. Seeing familiar faces and meeting new faces/making friendships 18. Informatively sharing of different campuses 19. The group discussion 20. The discussion that we had in our committee. I learned a lot from the members 21. Governance can help to improve as a faculty to understand how it is important to the college.
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Participant's comments from Day 2 Evaluation

22. The committee discussion and reporting out
23. Discussions on barriers to student success
24. I enjoyed and working with my committee as working group
25. As a new employee of the college, I think that all of the things discussed in the summit I've learned a lot
26. Sharing and discussions of ideas/inputs about share governance
27. The activities (group discussions) seemed enlightening and educational
28. Meet and dialog with faculty and staff of all campuses
29. Games and Sharing Fellowship
30. I enjoyed meeting and dialoguing with faculty and staff of all campuses
31. Listening and participating in the committee dialogue on ways to improve student success.
32. Sharing of information; enabling every one's opinions and expertise.
33. Working in groups and meeting new person or people
34. Group work presented throughout those two days
35. Folding airplanes and being able to see and read other issues similar to mine and provide my 02 cents
36. Knowing more on BP 2200
37. Discuss ways in which your committee
38. I got to meet most of my colleagues who before I can only hear their voices.
39. Working face to face with off- island colleagues
40. The information sharing (awareness)
41. Working with committee members
42. Meeting with colleagues and discussing/ sharing ideas on improving program delivery
43. Lunch
44. Group activities
45. Group Discussion/ Sharing
46. Food and Coffee
47. Everything!
48. Group work
49. Focusing on how to improve student success.
50. Group discussion
51. Student success
52. Core values
53. The group activities, constructing discussion and sharing of ideas.
54. Group sharing of perspective, concerns, recommendations for improvement
55. The discussion within the group
56. Full of learning outcome

Participant's comments from Day 2 Evaluation

	<p>57. The activities 58. I like the way things were done: group discussion and presentation at least, it wasn't boring 59. Trying to find solutions to practical problem such as VOIP, transportation, and student's study space. 60. Socializing 61. Reading strengthening purposeful dialogue 62. Interaction with colleagues whom i seldom see 63. activities that were presented 64. sharing info. from all com-fsm sites 65. Team work 66. Interaction of staff and faculty from all campuses. 67. The knowledge learned 68. Group activity 69. The funny and the cooperating participant of our committee 70. Improvement on students success 71. MVG 72. Understanding participatory 73. Paper airplane 74. Meeting new people and working with my committee members. 75. Sharing ideas with co-workers 76. Interaction with the co-worker 77. Meeting with everyone face-to-face, listening to the different viewpoints. The activities that had us get up move. 78. They diverse activities used to present the information. 79. Discussion on "students success" how different challenges students face and how we should go about improving them. 80. Well organized, great participation.</p>
<p>2. What did you enjoy the least about the Governance Summit?</p>	<p>1. Flying the paper airplanes 2. Late notification of the summit 3. The sharing of information of small groups tend to be boring. Sharing per committee is OK 4. Nothing, everything were well presented and satisfy. 5. Too long 6. Group reporting out gets too long after a while 7. Venue 8. Ideas on improving student success 9. Too much information on power-point presentation 10. a.) Poor discussion on FoE b.) Too much talk from the VPIEQA - Not enough "Think Time" to do what is being asked of us. 11. Participating from the participant 12. Refreshment 13. So much time spent on icebreaker activities</p>

Participant's comments from Day 2 Evaluation

14. n/a
15. Tune down mic volume for some speakers who speak loudly
16. The facilitation most at least have a second speaker
17. None
18. No comments all good
19. The lunch
20. Presentations of the core values
21. The games should be more exciting
22. Nothing
23. The coordination and procession needs to be modified/
well-planned
24. Trying to fit student success models tailored for American
students to Micronesian Students
25. So close to the holidays
26. I don't like discussing student success that tailored for
American students, which we are trying to fit Micronesian
students
27. How to strengthen student success
28. Core values and student success
29. Sharing of barriers existing at state campuses and in different
division
30. Being aware of what's going on! Especially ACCJC stuff
31. Core Values
32. 1. teamwork in community 2. communication with
community
33. Reflection on respective roles, and then looking for ways of
improving
34. How to exemplify core values
35. Committee attendance and participation
36. Some ways to promote student success e.g. commitment on
part of faculty and staff etc.
37. Core values, student success, and governance.
38. Core Values
39. Teamwork
40. Role of committee in student success
41. My role as an individual to improve/help student's success!
42. Core values and ways to assist student success
43. Core value and its importance
44. Plane tossing
45. I was a bit long and most of us were tired and not really
paying too much attention
46. All good, thank you, well done
47. Everything was great
48. It would be better to have different presenters or speakers
from each group during or for presentation
49. I would like to learn more about effective students advising

Participant's comments from Day 2 Evaluation

	<p>to help them graduate on time.</p> <p>50. Too long and too much talking</p> <p>51. It is freezing in here</p> <p>52. The back to back lectures</p> <p>53. The presentation were not too clear, the text too small, the audio is echoing too much.</p> <p>54. The ways in which committee can play a role to improve student's success</p> <p>55. Discussion on feedback from admin to groups units.</p> <p>56. A) core value b) categorization</p> <p>57. None</p> <p>58. 8:00am, story, games to long!</p> <p>59. one day is enough</p> <p>60. Loud microphone speakers, long, group-by-group presentation.</p> <p>61. Spent too long on one activity, distraction by loud voice while doing activities.</p> <p>62. Sitting for long period.</p> <p>63. Well done</p> <p>64. Students need to be involved more.</p>
<p>3. What did you learn that you feel will be most useful to you in your college responsibilities?</p>	<p>1. Communication in a simplest way</p> <p>2. The core values</p> <p>3. Finding practical ways to influence student success and contribute to.</p> <p>4. Shared governance and the need for transparency in communications.</p> <p>5. Teamwork</p> <p>6. Student success</p> <p>7. *Team collaboration equally *Information sharing</p> <p>8. *Be active *Be proud of being a member of COM-FSM *Commitment</p> <p>9. Awareness of roles and responsibilities a difficult committee</p> <p>10. All</p> <p>11. To communicate and collaborate more.</p> <p>12. Small-text power point presentations w/ too much</p> <p>13. Meeting w/ sister campuses; now know who I am talking to</p> <p>14. Challenge administrative dictatorship, lack of real participatory governance</p> <p>15. Commitment to the works and means of the works</p> <p>16. Protocol</p> <p>17. Challenges we have at the moment and the plans to improve</p> <p>18. Not sure</p> <p>19. The student's success</p> <p>20. It is an instrument that can motivate all the involved in</p>

Participant's comments from Day 2 Evaluation

- COM-FSM to enhance more creativity and improvement
21. Ways to improve student success
 22. The core value
 23. My commitment to work is very important and useful to the college
 24. Commitment and teamwork
 25. My responsibilities/ duties to a certain "student success"
 26. Student success, but still have a lot of questions in my mind unanswered
 27. Communication: Look for information to be involved : That the receiver shouldn't be passive
 28. Not having the opportunity to present
 29. No formal breaks
 30. Committee members never interact with other committee members
 31. None!
 32. Everything
 33. Able to interact more with other committees
 34. Some of the "talks" were too long.
 35. Nothing
 36. The food
 37. Some of the power point presentation were too small to read and were too much on one screen
 38. Lunch
 39. Nothing!
 40. None
 41. Commitment
 42. Student's success and commitment method
 43. Student's success
 44. To be committed to the success of the college
 45. Everyone is responsible for student's success
 46. Teamwork and commitment
 47. Student's success
 48. Mutual understanding of issues regarding COM
 49. We strive towards one common goal, student's success
 50. I am just encourage to do better do anything to improve to meet the core value
 51. Trying to find new ways in which I can mentor students outside of class
 52. Focus on student success
 53. each committees face each other talk as teams(make a bond among committee members
 54. values of activities:
 1. under chair
 2. sticky notes on chart
 3. sticky story

Participant's comments from Day 2 Evaluation

	<ul style="list-style-type: none"> 4. airplanes 5. prices 55. the core value 56. foundation of excellence- as a student's learning center. we need this 57. core values 58. general identity 59. I learned that commitment is a driving force in everything 60. committee's role for students success 61. the concept of participatory governance 62. improve awareness shared governance 63. participatory governance and core value 64. the concept of participating governance and the core value of COM-FSM 65. unsure 66. focus on students success 67. Core value 68. Core value 69. Finding out what is important to faculty and staff to achieve student's success, what they are willing to do. 70. Students success 71. Knowing and hearing different challenges on how we feel about "student success." 72. Purposeful dialogue/communication.
<p>4. What would you improve for future summits?</p>	<ul style="list-style-type: none"> 1. Listening to more ideas and learn more from it 2. Design t-shirts, the core values discussions 3. *Some student representation at the summit. *The core value of learner-contentedness; should be a "Student" commitment. 4. All committee members should attend. 5. Give participants a clear idea of what will be discussed during the summit. 6. * To have agenda for each day. Time for each session. *Send to each campus theme for summit and make sure stipend are send before arriving so we don't have to be at the bank during lunch break. 7. Keep up the good work! 8. More time to focus on specific issues. 9. Rotation of venues and healthier snacks and assorted drinks. 10. - Send out documents ahead of time - Have the summit at yap campus. 11. Survey to select topics that best fit each year summit and have a summit at Yap campus. 12. More airplanes 13. Coordination and information sharing 14. Change venue to the other states 15. Department level summit annually

Participant's comments from Day 2 Evaluation

16. Presentation slides with very small font are useless. Conduct training on this for presenters
17. Most have topics relating to issues (major) of the college
18. The time is too short, needs more times. But the summit was good
19. More clear, more interesting task, and meaningful that can help our college
20. Second day was good with more breathing room
21. No suggested recommendation. Thank you
22. The power point slider must be visible and readable to the attention
23. Provide information in advance of the plan/ program to be undertaken
24. Have programs and schedule of whole group and break up sessions sent in advance
25. The ones where in which were discussed briefly such as FoE, QFE, Mini-work plan, but that doesn't mean that I will just wait to learn more about these.
26. We have a good summit presentation nothing to improve
27. Should be move from campus to campus, so more participation from all campuses.
28. More food and snack!
29. All documents in a package (Registration package)
30. Hope COM-FSM improving! and developing.
31. The groups should be mixed so that each table will have at least one fun each committee
32. clear indication of objectives
33. more activities
34. none in particular
35. Change the venue, preferably Yap campus
36. Communication
37. Involve student participation
38. More days
39. Nothing!
40. design t-shirts and core value
41. breaks should be included
42. more participation of the attendances
43. Agenda of the summit schedule of event printed advance feedback
44. Have students participate could be SBA officers or officers from active student club
45. Different group each time to give members the opportunity to meet many people as possible esp. for the off campus participant
46. 1. Identity our greatest weakness as a college.

Participant's comments from Day 2 Evaluation

- 2. Specifically concentrate on our most urgent problems
- 47. More people to attend
- 48. Less text in PPT
- 49. This has been great improvement over past. Not sure if impossible to top it.
- 50. limited discussion and the activities that needs to be discussed that's important for the college.
- 51. More interactive activities
- 52. 1. Inform expected participant at national campuses of event and of their participation; 2. Email invitation or information of event and agenda ahead of time; 3. Provide healthy snacks and drink coffee; 4. Share summery of these 2 day assessment with participants.
- 53. For future summits, program and what is expected of each participant to be sent out way ahead of time so all participants can be prepared to participants in discussions.
- 54. Less distraction from side discussions
- 55. Provide summit materials/contents to participants prior to the summit to allow participants to read materials and be prepared to share, discuss and etc...
- 56. Program assessment
- 57. The program schedule should be posted ahead
- 58. Turn down the AC, agenda
- 59. Bring students from different campuses
- 60. More short assignment, short waits in between them.
- 61. More food! Student's involvement!!
- 62. Keep it up. Very well organized.
- 63. Have it in yap next.

COM-FSM Governance Summit 2016 Invited Participants

Committee/Working Group	Title/Representative	Name
Management Team	Director of Institutional Research and Planning	Jimmy Hicks (Chair)
Management Team	Director of Maintenance and Campus Security	Francisco Mendiola (Vice-chair)
Management Team	Dean of Academic Programs	Maria Dison (Secretary)
Management Team	Comptroller	Roselle Togonon
Management Team	Lead Counselor	Penselynn Etse Sam
Management Team	Chuuk Campus Dean	Kind Kanto
Management Team	Kosrae Campus Dean	Nena Mike (Acting)
Management Team	Pohnpei Campus/CTEC Director	Grilly Jack
Management Team	FSM-FMI/Yap Campus Dean	Lourdes Roboman
Management Team	Director of Financial Aid	Arinda Halbert (Acting)
Management Team	Director of Human Resources	Rencelly Nelson
Management Team	Director of Learning Resource Center	Jennifer Helieisar
Management Team	Cooperative Research & Extension Coordinator	Engly Ioanis
Management Team	Director Information Technology	Gordon Segal
Management Team	Director of Student Life	Castro Joab (Acting)
Finance Committee	Chairperson (national campus fac. rep)	Marian Medalla marian_gratia@comfsm.fm
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Finance Committee	Kosrae Campus Faculty Rep	Skipper Ittu
Finance Committee	National Campus Staff Rep	William Haglegam whagle@comfsm.fm
Finance Committee	National Campus Staff Rep	Julius Cecilio
Finance Committee	National Campus Staff Rep	Hadleen Hadley hadi@comfsm.fm
Finance Committee	National Campus Staff Rep	Eugene Edmund
Finance Committee	National Faculty Rep. (Social Science)	John Haglegam johnh@comfsm.fm
Finance Committee	National Faculty Rep. (Educ. Div.)	Scott Snaden scottsnaden@comfsm.fm
Finance Committee	Pohnpei Campus Faculty Rep.	Cirilo Recana

Committee/Working Group	Title/Representative	Name
Finance Committee	Yap Campus	Clotilda Dugwen
Finance Committee	National Campus Staff Rep	Paul Sonden
Human Resources Committee	Chairperson (National Fac.Rep)	George Mangonon gmangonon@comfsm.fm
Human Resources Committee	Vice Chairperson (Kosrae Fac Rep)	Tara Y. Tara
Human Resources Committee	Secretary (National Staff Rep)	Julia Martin
Human Resources Committee	Chuuk Campus Faculty Rep	Genevy Samuel gsamuel@comfsm.fm
Human Resources Committee	National Campus Staff Rep.	Norma Edwin nedwin@comfsm.fm
Human Resources Committee	National Campus Staff Rep/ CRE	Julieta Mix
Human Resources Committee	National Camus Staff Rep	Alfred Olter
Human Resources Committee	National Campus Staff Rep./FSS	Martin Mingii
Human Resources Committee	National Campus Staff Rep	Benina Ilon beninai@comfsm.fm
Human Resources Committee	National Campus Faculty Rep	Robert Andreas andreas@comfsm.fm
Human Resources Committee	National Campus Faculty Rep	Jazmin Gonzales
Human Resources Committee	Pohnpei Campus Staff Rep	Albert Amson
Human Resources Committee	Pohnpei Campus Staff Rep	Maureen Mendiola
Human Resources Committee	Pohnpei Campus Faculty Rep	Bertoldo Esteban bert@comfsm.fm
Human Resources Committee	Pohnpei Campus Faculty Rep	Emmanuela Garcia epgarcia@comfsm.fm
Human Resources Committee	Yap	Regina Faimau
Information Communication and Technology	Chairperson (nat'l staff/IT rep)	Shaun Suliol suliols@comfsm.fm
Information Communication and Technology	Vice Chairperson (pnicamus faculty rep)	Nelchor Permitez
Information Communication and Technology	Secretary (nat'l campus faculty rep)	Dennis Gearhart
Information Communication and Technology	Chuuk Campus Faculty Rep	Atkin Buliche abuliche@comfsm.fm
Information Communication and Technology	Kosrae Campus Staff Rep.	Renton Isaac
Information Communication and Technology	National Campus Staff Rep.	Juvelina Rempis
Information Communication and Technology	National Campus Staff Rep.	Twyla Poll
Information Communication and Technology	National Campus Faculty Rep.	Snyther Biza

Committee/Working Group	Title/Representative	Name
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Information Communication and Technology	National Campus Faculty Rep	Edper Castro
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Information Communication and Technology	Pohnpei Campus Staff Rep.	Winter George
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Information Communication and Technology	Pohnpei Campus Faculty Rep.	David Schelter
Information Communication and Technology	Pohnpei Campus Faculty Rep.	Phyllis Silbanuz
Information Communication and Technology	Yap Campus Staff Rep.	Pius Mirey
Information Communication and Technology	Yap Campus Staff Rep.	Ezra Yoror
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Recruitment Admissions and Retention	Vice Chairperson (Pohnpei Campus Fac. Rep)	Xavier Yarofmal
Recruitment Admissions and Retention	Secretary (Pohnpei Campus Fac. Rep)	Joyce Roby
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Recruitment Admissions and Retention	National Campus Faculty Rep.	Deva Senerathgoda
Recruitment Admissions and Retention	National Campus Faculty Rep.	Brian Lynch

Committee/Working Group	Title/Representative	Name
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Student Success Committee	Secretary (National Campus Fac. Rep)	Dana Lee Ling
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Committee/Working Group	Title/Representative	Name
Curriculum and Assessment Committee	Chairperson	Susan Moses
Curriculum and Assessment Committee	Vice Chairperson	Joseph Felix Jr.
Curriculum and Assessment Committee	Secretary	Debra Perman
Curriculum and Assessment Committee	Chuuk Campus Instructional Coordinator -Acting	Sr. Erencia Saipweirik esaipwerik@comfsm.fm
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Curriculum and Assessment Committee	Chuuk Campus Faculty Rep	Alton Higashi ahigashi@comfsm.fm
Curriculum and Assessment Committee	Nat'l Campus Math & Science Division Chair	Peltin Olter Pelep
Curriculum and Assessment Committee	Nat'l Campus Public Health Division Chair	Paul Dacanay
Curriculum and Assessment Committee	Nat'l Campus Lang. /Lit. Division	Resida Keller
Curriculum and Assessment Committee	Nat'l Campus Social Science Division Chair	Delihna Ehmes
Curriculum and Assessment Committee	Nat'l Campus Education Division Chair	Sylvia Henry shenry@comfsm.fm
Curriculum and Assessment Committee	PNI Campus Trade & Technology Chair	Gardner Edgar
Curriculum and Assessment Committee	Pohnpei Campus Faculty Rep.	Charles Aiseam
Curriculum and Assessment Committee	Pohnpei Campus Faculty Rep.	Shirley Jano
Curriculum and Assessment Committee	Yap Campus Faculty Rep	Joy Guarin
Curriculum and Assessment Committee	Kosrae	Sharon Oviedo
Curriculum and Assessment Committee	Yap Campus Instructional Coordinator	Denise Oen
Facilities and Campus Environment	Chair (National Campus Faculty)	Michael Mueller
Facilities and Campus Environment	Chuuk Maintenance	Benjamin Akkin akkinb@comfsm.fm
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Facilities and Campus Environment	National Campus Faculty	Don Buden
Facilities and Campus Environment	National Campus Faculty	Reynaldo Garcia

Committee/Working Group	Title/Representative	Name
Facilities and Campus Environment	National Campus Faculty	Roldan Laquerta
Facilities and Campus Environment	National Campus Faculty	Ikoli Ilongo
Facilities and Campus Environment	National Campus Faculty	Paul Gallen
Facilities and Campus Environment	National Campus Faculty	Rafael Pulmano
Facilities and Campus Environment	National Campus Security	Warren Ching
Facilities and Campus Environment	National Staff LRC	Bruce Robert
Facilities and Campus Environment	National Maintenance	Alfred Olter
Facilities and Campus Environment	National Campus Residence Hall	Marlou Gorospe gomar@comfsm.fm
Facilities and Campus Environment	Pohnpei Faculty	Cindy Pastor
Facilities and Campus Environment	Pohnpei Faculty	Nestor Mangubat
Facilities and Campus Environment	Pohnpei Faculty	Romino Victor
Facilities and Campus Environment	Pohnpei Faculty	Jean Ranahan
Facilities and Campus Environment	Pohnpei Campus Faculty Rep.	Salba Silbanuz
Facilities and Campus Environment	Pohnpei Campus Maintenance	Bruno Barnabas
Facilities and Campus Environment	National Campus Faculty	Ringlen Ringlen
Facilities and Campus Environment	National Campus Rep	Christopher Gilmete
Facilities and Campus Environment	National Campus Rep	Loatis Seneres
Other: Cabinet, Department's Non Committee Participants	President	Joseph M. Daisy
Other: Cabinet, Department's Non Committee Participants	BOR	Tulensru Waguk
Other: Cabinet, Department's Non Committee Participants	BOR	Johannes Berdon
Other: Cabinet, Department's Non Committee Participants	VPAS	Joe Habuchmai
Other: Cabinet, Department's Non Committee Participants	VPEMSS	Joey Oducado

Committee/Working Group	Title/Representative	Name
Other: Cabinet, Department's Non Committee Participants	VPIA	Karen Simion
Other: Cabinet, Department's Non Committee Participants	VPCRE	Jim Currie
Other: Cabinet, Department's Non Committee Participants	Executive Director	Manny Mori
Other: Cabinet, Department's Non Committee Participants	Executive Director	Mason Wiley
Other: Cabinet, Department's Non Committee Participants	Chief of Staff	Universe Yamase
Other: Cabinet, Department's Non Committee Participants	PC Rep	Adleen Shed
Other: Cabinet, Department's Non Committee Participants	PC Rep	Rita Harris-Hadley
Other: Cabinet, Department's Non Committee Participants	PC Rep	Diaz Joseph
Other: Cabinet, Department's Non Committee Participants	PC Rep	Menoleen Jacob
Other: Cabinet, Department's Non Committee Participants	PC Rep	Leyolany Anson
Other: Cabinet, Department's Non Committee Participants	PC Rep	Rita Hinga
Other: Cabinet, Department's Non Committee Participants	PC Rep	Sebastian Tairuwepiy
Other: Cabinet, Department's Non Committee Participants	PC Rep	Edwin Sione
Other: Cabinet, Department's Non Committee Participants	Administrative Services Rep	Rudolfo Romero
Other: Cabinet, Department's Non Committee Participants	Administrative Services Rep	Doman Daoas
Other: Cabinet, Department's Non Committee Participants	EMSS Rep	Ermine Walliby
Other: Cabinet, Department's Non Committee Participants	National Instruction Rep	Alipherta Benjamin
Other: Cabinet, Department's Non Committee Participants	National Instruction Rep	Mayliza Ariote
Other: Cabinet, Department's Non Committee Participants	National Instruction Rep	Julie Nimea
Other: Cabinet, Department's Non Committee Participants	National Instruction Rep	Richard Andrew
Other: Cabinet, Department's Non Committee Participants	National Instruction Rep	Lucia Donre
Other: Cabinet, Department's Non Committee Participants	National Instruction Rep	Kasiano Paul

Committee/Working Group	Title/Representative	Name
Other: Cabinet, Department's Non Committee Participants	CRE Rep	Jackson Philip
Other: Cabinet, Department's Non Committee Participants	PC Rep	Salba Silbanuz
Other: Cabinet, Department's Non Committee Participants	Administrative Services Rep	Pearl H Olter-Pelep

January 16, 2016

COM-FSM, Chuuk Campus Minutes.		
Committee or Working Group	<i>Mini-Summit, Chuuk Campus</i>	
Date:	Time:	Location:
January 16, 2016	9am to	Multi-Purpose Building
<p>Attendance: <i>Morning Session: 29 participants</i> <i>Afternoon Session: 25 participants</i></p> <p>*See Appendix A for full details</p>		
Additional Attendees:		
Agenda/Major Topics of Discussion:		
<ol style="list-style-type: none"> 1. Call to order and review of agenda by Chair Dean Kanto 2. Minutes of previous meetings -N/A 3. Old business <ol style="list-style-type: none"> a. Those who attended the summit in Pohnpei need to turn in your Travel Vouchers. 4. New business <ol style="list-style-type: none"> a. Theme of the first day: Participatory Governance. Kind lead discussion, others to support. Some subtopics were outlined, others discussed in detail. <ul style="list-style-type: none"> • What is Participatory (Shared) Governance? <ol style="list-style-type: none"> 1. Alton summarized and led the group’s discussion of the <i>Gary Olson article</i>. The first paragraph of the introduction states that administrators use this term and often misunderstood by others. If we try to relate this definition to our <i>system-wide</i> committees, it was noted that only one committee-EC- has the right to vote on decisions. None of the other committees do. The intent of the system-wide committees is to have members from each campus. Members should bring to their meetings the ideas of the campus they represent. This is one way to solicit opinions from everyone. Opinions/ideas then go to the Executive Committee for approval. Questions included: If we give our opinions, then are we really a part of the decision-making? What happens if we share information and opinions and then the leadership do not approve? Is this really participatory? How often do the committees share what has been happening in the committees? (This was debated, with the consensus being that committee members did not really share enough. Nor did they consistently receive feedbacks and/or inputs from their colleagues.) Another issue was raised on the difference between shared governance and participatory governance: shared governance is <i>real</i>, while participatory is <i>theory</i>. • Demonstrate understanding as to why committees must go through a formal administrative approval in order to change a committee’s meeting date, time, and name. This was explained to the group that this is for two basic reasons: 1st because most of the state campuses have only 1 VOIP line so they cannot participate in two meetings at the same time; 2nd faculty serving on these committees may end up with conflict between their class schedules and committee’s meeting time. Since committees are secondary to classes, faculty will go to their classes and miss committee meetings. In the past this has happened to members from our Chuuk Campus. 		

 January 16, 2016

- Discuss and recommend **alternative pathways** for faculty service to the college in lieu of only serving on committees.
- **Define participatory governance and discuss ways to improve individual, committee, and institutional efforts and responsibilities to the college.** —Group discussion led by Dean Kanto, assisted by other national summit participants.

We need committees, but what can we do to make them work? Are there alternatives?

Comments and other questions: During faculty meetings, we need to be more involved and proactively participate. It really is up to each campus to decide how they can best improve. It is often assumed (erroneously) that everyone knows things but the truth is, they don't; this is especially true for our new employees on campus.

Suggestions: Committee members need to share information and solicit input, bring updates to meetings for others to be informed. Send out emails, and make posters. We need to answer emails, at least to acknowledge that we received it. We need to do things together. Each of us should ask if we are doing our jobs. We need to keep everyone accountable.

How can we improve the system approach and find alternative pathways to serving on a system-wide committee?

Part of this discussion went back to BP 2200 and AP 2200, specifically the part that says that the SBA president at the National Campus is expected to attend the Executive Committee meetings and when unable to attend, should send a proxy to attend. Now, if he is to represent all of the SBAs, then they should meet (VOIP) before the system-wide meetings to solicit inputs from the state campus' SBAs. AP2200 should say that the SBA president will attend, not simply is invited. The SBA at Chuuk Campus is required to attend Management Council meetings. SBA president is a member of Chuuk Campus' Management Council.

The policy states that students shall be encouraged to participate and their viewpoints sought in matters for which they have direct, reasonable interest. General experience has shown SBA members are not as interested in regularly attending these meetings, and they are not required to do so.

Suggestion 1: Get students, such as Divine Aier involved. Find a way to get him to represent the students. Staff and faculty will have to get more involved; perhaps our student services people can support greater student involvement. AP 2200 says that students "are expected" to participate on committees, but for the most part they don't come.

Note: Students cannot be on HR as it deals with confidential information about employees.

Question: Does the National Campus SBA represent the Chuuk SBA? Do the SBAs have any system-wide meetings? There used to be, when Silfred Robert was our SBA president, but not since then.

Faculty/Staff Senate: Has agendas and minutes for their meetings. This committee takes care of complaints, grudges of teachers against administration. IC is a member, so as everyone is except for the Dean. They are to have meetings here on campus and the officers take the outcome to the system-wide committee meetings.

January 16, 2016

Question: If we think that our committees are not effective, whose responsibility is it to oversee all of the committees to see if they are doing their jobs?

Action: *During our meetings, chairs/committee members will make reports on what their committee has done. Our solution is to communicate better and more effectively. Change some of the chairs to have responsible and active chairs.*

- **Define purposeful dialogue / Communication:** Discussion leaders: Alton, Wilson, Kind
COM-FSM Definition of Purposeful Dialogue
 - *Purposeful dialogue is a model of institutional communication characterized by the following:*
 - being genuinely participatory,
 - multi-directional and ongoing,
 - professional in tone,
 - centered on use of evidence and
 - focused on achieving published mission and goals.

Discussion: The communication diagram showing that communication should be Up-Down and Side-to-Side was drawn and discussed. Also brought up was the right and responsibility issue where if one thinks one has a right, then that person must also accept responsibility. To complain, one must be there; one must listen before talking. Respect for each other is a key part of effective communication. Communication needs to be top-down, bottom-up, and side-to-side.

So, for example, if both Instruction Committee and Student Services have monthly meetings, what about a way to deal with issues that cross over both? The Dean, IC, and the new Student Services Coordinator are responsible for overseeing the committees.

Concern/Question: We keep saying “want everyone’s ideas,” but this is impossible. Most of us here are not sharing. Supported with comment on emails not always responded to. *Response: At least you are here and listening. You have the right to be silent, but then you have the responsibility to do what is decided. Remember the 3Rs: right, responsibility, and respect. Discussion should be based on the issue, not on personalities. Respect means to act in a well-mannered way.*

Note: Alternative pathways: Join and participate in a state campus committee. We do have Chuuk Campus committees: Fundraising Committee [no activities], Beautification [basically only 2 members], Management Council, Emergency Committee, ChAWG, Meseiset [presently inactive], Instructional, Student Services. The problem seems to be that they depended on only a few people, and while they started in earnest after a while, the group dies out. ChAWG is an example. It did assessment work and the results are sent to counterparts at the National Campus. Thus, there is a linkage. We need to find a way to link relevant state campus committees to relevant system-wide committees.

Suggestions: Assign campus committees to an appropriate person (IC, Dean, etc.). For example: Instructional Committee can be assigned to IC; while Facilities would be assigned to the dean.
Question: If Fundraising Committee raises money, do we have to report it and send it to the National Campus? *In the past, Yes, it went directly to the endowment. We got none. Only the profit from the snack bar. The Endowment Fund is receiving funds from some Chuuk Campus employees through payroll deduction in the amount of \$1,183 a year.*

 January 16, 2016

Notes: Discussions/decisions should be data driven, use evidence.

- **Be able to locate and apply the Strengthening Purposeful Dialogue handbook** -Demonstrated
- **Articulate institutional priorities that should drive committee decisions.**
Everything we do should be focused on the college's mission & 6 goals: dialogue should be aimed towards fulfilling these. We broke into 4 groups: administration / instructional (2) / student services to work on how each group would fulfill our guiding principles, first focus is student success, all 9 guiding principles to be focused on over time.

6 strategic directions

- focus on student success
- emphasize academic offering in service to national needs.
- be financially sound, fiscally responsible, and build resources in anticipation of future needs
- invest in and build a strong capacity in human capital
- become a learning organization through development of a learning culture guided by learning leaders
- invoke an image of quality

Ideas from groups: use the Purposeful Dialogue handout

Relate all 9 guiding principles to student success:

Guiding principle 2: you may need more than one mode of communication to achieve your goal.

RAR committee has had discussions on how COMET blocks students from college. Can we come to a consensus on whether or not we want open enrollment? Don't just use old data; more is needed. One participant shared a personal experience of having chosen an open enrollment college, where they studied, passed their courses, and graduated.

COMET test discussion: Another questioned whether or not the entrance test is a true measurement on how well students will do in college? We should also use transcripts, recommendations, etc. Several valedictorians did not pass the COMET. We should not base student evaluation on just 1 test. We don't believe that using only one method to measure student capability is the best. There is need for a study on students who didn't pass the COMET but went on to successfully graduate from college.

Response: : Only the Board of Regent can approve to change the COMET or to try a new test. Many of our students are not ready or prepared for college level courses. We need to improve what happens once we get students; we must prove that can help them be successful in college. We need to focus on retaining those few we have. Students often don't know what they want. Just want to get a degree. Some don't know what they really want to do with their lives. Thus, we need to help them set goals and work toward achieving those goals.

We are no longer allowed to offer the few courses for the AA degree in business that we used to offer here at Chuuk Campus. Our purpose for offering them was to keep/retain the Chuukese students, who are interested in majoring in Business, at COM-FSM. Once they started here, they can then go on to the National Campus to complete the program there.

Actions to take: We should take an initiative to find out how many of the students who didn't pass the COMET but attended and graduated from other institutions.

January 16, 2016

Note1: Success here depends on passing the COMET.

Devil's Advocate: Why do we think we can be successful with students who don't pass the COMET, if we are not successful with the few who passed and are at the college?

Response/Discussion: We need to work with the problems that our students have. We need to identify the problems and find solutions before we can evaluate. We also need to look at how we are assisting them. We need to assist with what is/are actually needed by them but not simply what is available to offer. We need to show that we are capable of assisting the few we have to prove that we are also capable of retaining and successfully graduating more. If we cannot do it with the few we have, then there is really no need to recruit more because we will fail miserably in retaining and graduating them.

Most students want to get into the degree programs but are in the certificate programs because they score low on the COMET. However, the certificate programs do not have the necessary courses to prepare them to pass the COMET, and enroll in the degree programs. The students will soon lose interest, and/or lose Pell grant eligibility.

Summary: Triangulation: Maybe we need three sources of information to make a decision for admission. But presently we use only 1 source- the COMET- as basis of admitting students. They don't have data on the COMET.

Actions: 1st get students to come to us, 2nd keep them. We have both a Recruitment problem and a retention problem.

#1 Replace the COMET. Want a placement test. Try experimental ones in English / math.

#2 Retention: we are responsible for student success. Recruitment is part of student success; encourage DOE to do their job. Administration & student services & instruction & CRE are all responsible for retaining our students. We will do our jobs!!!!

Share with Johannes Berdon, our Board Representative.

Now we need to get data. Do we have % data on schools passing comet? Example: Faichuuk 0 passed, it is our responsibility to train their teachers. Xavier students pass but don't come.

Question: We spoke of the need for triangulation of data; what are other 2 sources???

Lunch break

- Completed Assessment form for Day 1 of the Governance Summit

Afternoon Session: Decision making

Mission

- Strategic Plan – the group was shown where to find this on the website.
- IEMP - Integrated Educational Master Plan –the group was shown where to find this on the website.
- Student learning and achievement = success
- Academic Quality
- Policies & Procedures

 January 16, 2016

- Data (quantitative & qualitative)
- Improving Institutional Effectiveness (all of the above)
- **Decision Making and Data Discussion** - Led by Alton

Consensus #3 sought

How can we make good decisions without good data? Dr. Mary Allen's book talks of the need for data for self-improvement. How do we do it so we can improve?

Instructional has sources of data: G.P.A., student evaluations of instructors, course level evaluation. We send to Palikir; but we get back no data. During the original TracDat training here in Chuuk, we asked why TracDat was asking for course level data (CLSOs) since we normally calculate only SLO data. The answer was that to find Course Learning Outcomes, we should take our data for the specific SLOs under a given CLSO, average them, and then put that in as your GSLOs (general learning outcomes). Our worry was that this recalculating was not giving us usable information that we could use to improve our teaching and classes. We feel that we should be doing pre-post testing so we can see where we are weak and improve upon. This also shows us how much learning takes place. For example, if pre-test score was 25%, and post 50%, we know that there is 25% improvement in learning due to teaching. With 25% improvement, it is fair, but we may need to try to improve next semester. If the students scored 90% on the pre-test SLO, we may need to change the course outline because we know the course is too easy and there is not much room for improvement in student learning from the course. By doing item analysis on the test questions, we can identify if the questions are too easy, or there is need to increase lecture on certain SLOs. We may even need three sources of data (triangulation): pre-post test results, item analysis, and textbook readability scores (should be 65% or higher) to assess validity of materials and quality of learning.

Notes: Assessment of courses is not yet uniform. We are required to use post-test (exam results) with at least 75% passed in any given CSLO as successful. MS100 instructors have put together a common assessment test to be used at all campuses and it has been used every semester. However, for the other courses, there is evidence that the assessment forms used at the different campuses were different. We found out during the summit that we all have different forms to fill out for assessment, and we don't know why we all were given different forms to fill out.

Staff & Administration Data: We need to change staff and administration outcomes to show student learning. Need to see what students are learning in each of those areas. Need to finish work, which former SSC Maika Tuala began. Maika started by asking each office under student services to come up with 5 criteria, 5 goals that you will work on. For example: recruitment and student relationship. Business Office might want to make sure receipts and expenditures are all appropriate and filed. Once you have your goals, you can hopefully assess them on a 1 to 5 scale. If one comes out with a score of 2.5, one knows what one's weaknesses are. The nurse may see 20 students / day, is this good or bad? Suppose you want to see 100 students/day, and then you must market your services. Suppose Counseling wants 40% of the student body to come to Time Management workshop, going to have to improve it. If you go from 5% to 30%, this is good, but you will want to make it higher next semester. FAFSA : 70% have filled them out, and you feel that is good enough and you are happy with that; but can you improve that? What are your best practices?

Idea: What about cross-training? Then we would be able to keep things going during a long

 January 16, 2016

illness/absence.

Consensus Action to Take: ChAWG will come up with criteria and training on how to assess/evaluate staff and administrators.

- **Demonstrate awareness of where to locate the college mission, strategic plan, Integrated Educational Master Plan (IEMP), policies, and procedures.** – demonstrated
- Demonstrate awareness of the college priority and strategic direction to Focus on Student Success.
- **Demonstrate awareness of the Quality Focus Essay presented in our Self Evaluation Report that is also focused on student success.**
Copies of these were made and given to all instructors by IC.

Note: Pages 310-315 of the Self Evaluation Report contain the Quality Focus Essay.

Comment: There needs to be a balance between access and success for learners

- **Demonstrate awareness of the Foundations of Excellence (FoE).** This was briefly discussed as only a few of us had joined any of the working committees. The First Year Experience group did meet several times. One idea repeatedly kept popping up in that group's discussions, and that was the students' need for a study skills class. This comment has been raised here several times, and though Counseling is trying to help, many students, faculty, & staff believe the study skills class should be taken by everyone.
- **Discuss and commit to ways in which you can improve student success over the next three years.**
Define student success: According to the COM-FSM self-evaluation study: Course completion, retention, and graduation. However, *certificate students moving to a degree program are not measured; only those who graduate in the certificate program. They are considered as having failed, even though they might have either passed the COMET and moved into a degree program, or transferred to another institution.*
Many of these are institutional data that are sent for WASC purposes; degree audit, persistence rates, etc. Did they tell us how to get data? *Do* they take all or just some of the following into account? *Student* learning, 1st year student experience, improved grade passing rates; course completion, accountability, tracking, higher graduation rates & less time to completion, greater faculty & staff involvement in student success efforts, and redesigning gateway courses. All of these things can have an impact.
- **Discuss ways in which your ~~committee~~¹ division/office can play a role to improve student success.** We divided into groups and came up with the following ideas:

Instructional: a Checklist containing:

1. Knowledge- teaching in your field, knowledge of content;
2. Methods –lesson delivery, lesson plan, bloom's taxonomy, technology, visual aids;

¹ We replaced "committee" with office/division to make it more applicable to the entire group.

 January 16, 2016

3. Skills – communication and advising;
4. Disposition- attitudes, motivation; and
5. Practice- just do it, attendance.

Student Services: We believe that student service refers to the broad range of supports that COM provides to help students navigate through college successfully.

1. Help students complete their FAFSA on a timely manner.
2. Provide mock interview sessions and resume writing workshops to graduating students.
3. Educate and announcing to students the due dates for documents.
4. Orient students to college life and how to be successful in college.
5. Help students on deficiency list get back into good standing.
6. Integrating student services into a learning community.
7. Providing workshops on a variety of topics to enhance students' success.
8. Teamwork with faculty to prevent students on deficiency list from failing.
9. Balancing academic and recreation life of students providing sports activities for them.
10. Provide medical assistance for their well being to stay healthy.
11. Availability of time to help students when they need help not only during office hours.
12. Provide hands on activities for students such as sewing, cooking and making handcrafts to help them learn other ways to provide for themselves in the future.

Administration:

1. Provide a safe and healthy environment conducive to learning.
2. Enforce policies.
3. Repair and maintain facilities and equipment.
4. Ensure that there is always Imprest Fund available.
5. Make sure school supplies are available.
6. Ensure there is sufficient funding for smooth operation.
7. Refund checks are available in time for those who are eligible.
8. Communication technology is working properly.
9. Resources are available and equipment in good condition.
10. Employees' annual evaluations are updated.
11. Recruit and retain qualified personnel
12. Ensure that all divisions/offices are functioning properly.

- **Completed Assessment form for Day 2 of the Governance Summit**

5. Adjournment: 4 p.m.

Looking ahead:

- **Staff development day.** IC Erenca and Dean Kind will look for a day during the week of Easter Break. Alton will do a ½ hour session on how to take minutes, as everything needs to be documented.
- **Board of Education Meeting today.** They want us to provide training on multi-level instruction. Alton is the only one currently certified to do this. Many questions were raised but postponed until more is known.

Discussion of Agenda/Information Sharing:

January 16, 2016

<ul style="list-style-type: none"> Meeting adjourned at 4 p.m. 			
College Web Site Link:			
Prepared by:	<i>Lynn Sipenuk</i>	Date Distributed:	2/5/2016
Approval of Minutes Process & Responses:			
➤			
Submitted by: Lynn Sipenuk		Date Submitted:	
<p>Summary Decisions/Recommendations/Action Steps/Motions with Timeline & Responsibilities:</p> <ul style="list-style-type: none"> ➤ Assign campus committees to an appropriate person (IC, Dean, etc.) to help ensure that the committees are effective. ➤ Fiscal Officer is to ask Palikir if we can fundraise for our own contingencies. ➤ During our meetings, chairs/committee members will make reports on what their committee has done. ➤ Recruitment and Retention of students will be a key focus for Chuuk campus. 			
<p>#1 Replace the COMET with a placement test. Try experimental ones in English / math.</p>			
<p>#2 Retention: We need to retain and graduate the few students we have.</p>			
<ul style="list-style-type: none"> ➤ ChAIWAG will come out with criteria and training for staff and administration accountability. They will have a draft checklist by March 2016 for evaluating Staff and Administrators. ➤ Other sessions to be presented at the upcoming Staff Development Day before mid-March. 			

January 16, 2016

Appendix A
Attendance

Morning Session:	Afternoon Session:
<p>Name:</p> <ol style="list-style-type: none"> 1. Marylene Bisalen 2. Benjamin Akkin 3. Memorina Yesiki 4. Roger Arnold 5. Cecilia Oliveros 6. Andita Meyshine 7. Genevy S. Ifenuk 8. Sr. Erencia Saipweirik 9. Danilo Mamangon 10. Abraham S. Rayphand 11. Richardson Chiwi 12. Reagan Repen 13. Marie Mori Pitioi 14. Kersweet Eria 15. Alton Higashi 16. Wilson Bisalen 17. Lynn Sipenuk 18. Divine Lokopwe 19. Merly Nelson 20. Marcelly Mariano 21. John Dungawin 22. Jefferson Teruo 23. Sosiro Adolif 24. Kind Kanto 25. Miuty Nokar 26. Edson Asito 27. Herner S. Braiel 28. Hattie Raisom 29. Calvin Assito 	<p>Name:</p> <ol style="list-style-type: none"> 1. Jefferson Teruo 2. Marcelly Mariano 3. Divine Lokopwe 4. Lynn Sipenuk 5. Merly Nelson 6. Wilson Bisalen 7. Alton Higashi 8. Kersweet Eria 9. Marie Mori Pitioi 10. Abraham S. Rayphand 11. Danilo Mamangon 12. Herner S. Braiel 13. Calvin Assito 14. Sr. Erencia Saipweirik 15. Genevy Samuel 16. Andita Meyshine 17. Cecilia Oliveros 18. Marylene Bisalen 19. Memorina Yesiki 20. Benjamin Akkin 21. Roger Arnold 22. Miuty Nokar 23. Kind Kanto 24. John Dungawin 25. Reagan Repen

Note: Those in blue ink participated in the Jan 04-05, 2016 Governance Summit in Pohnpei.

January 16, 2016

Appendix B

Assessment of Governance Summit Morning Session. N=29

Next to each outcome, place an "X" in the box to indicate how well you feel you have achieved each outcome after today's session.

Scale: Strongly disagree- 0.1-1; Disagree 1.1-2; Neutral 2.1-3; Agree 3.1-4; 4.1-5 Strongly Agree.

Outcomes. You can:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	WEIGHTED MEAN	DESCRIPTION
1. Demonstrate understanding as to why committees must go through a formal administrative approval in order to change a committee's meeting date, time, and name.	5	14	3	1		3.17	Agree
2. Demonstrate awareness of Standard IV.A Decision Making Roles and Processes.	4	10	6			2.69	Neutral
3. Discuss <i>Participatory Governance Board Policy 2200</i> and <i>Administrative Procedure 2200</i> and offer recommendations towards improvement.	3	13	6	1		3.00	Agree
4. Discuss and recommend <i>alternative pathways</i> for faculty service to the college in lieu of committee service.	5	14	4	1		3.27	Agree
5. Demonstrate knowledge of the committee appointment process.	3	8	10	1		2.72	Neutral
6. Demonstrate awareness of committee's assigned <i>Ex Officio</i> officer and that officer's role.	2	6	10	3	3	2.52	Neutral
7. Define <i>participatory governance</i> and discuss ways to improve individual, committee, and institutional efforts.	5	14	4			3.21	Agree

January 16, 2016

8. Define purposeful dialogue.	9	7	6			3.14	Agree
9. Locate and apply the <i>Strengthening Purposeful Dialogue</i> handbook.	2	9	8	2		2.55	Neutral
10. Articulate institutional priorities that should drive committee decisions.	3	8	9	2		2.69	Neutral
11. Demonstrate awareness of where to locate the college mission, strategic plan, Integrated Educational Master Plan (IEMP), policies, and administrative procedures.	1	7	4	11		2.31	Neutral
12. Articulate to whom committee decisions and recommendations should be communicated for informational purposes and for administrative consideration, action, and feedback.	1	5	10	4	1	2.21	Neutral
13. Discuss and recommend ways to improve board and administrative feedback to the college community.	3	7	7	4	1	2.52	Neutral
14. Explain the role of the chairperson.		4	11	4	2	2.03	Neutral
15. Articulate strategies for the chairperson to run effective meetings.	4	2	11	3	1	2.34	Neutral
16. Discuss and recommend strategies for improving and for communicating committee minutes.	4	5	10	4		2.69	Neutral
17. Articulate the importance of posting minutes to the COM-FSM wiki in a timely manner.	2	4	9	4	1	2.14	Neutral
18. Commit to	1	6	7	4	1	2.03	Neutral

January 16, 2016

improving practices for more efficient, effective, enjoyable meetings.							
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Assessment of Governance Summit Afternoon session N=25

Next to each outcome, place an “X” in the box to indicate how well you feel you have achieved that outcome after today’s session.
 Scale: Strongly disagree- 0.1-1; Disagree 1.1-2; Neutral 2.1-3; Agree 3.1-4; 4.1-5 Strongly Agree.

Outcomes. You can:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	WEIGTED MEAN	DESCRIPTION
1. Demonstrate awareness of the college priority and strategic direction to <i>Focus on Student Success</i> .	7	12	1			3.44	Agree
2. Demonstrate awareness of the <i>Quality Focus Essay</i> presented in our Self Evaluation Report that is also focused on student success.	2	8	6	3	1	2.68	Neutral
3. Demonstrate awareness of the Mini-Work Plan	1	5	8	4	1	2.32	Neutral
4. Demonstrate awareness of the Foundations of Excellence (FoE).	2	5	8	3	3	2.52	Neutral
5. Discuss and commit to ways in which you can improve student success over the next three years.	7	6	2	2	1	2.80	Neutral
6. Discuss ways in which your committee can play a role to improve student success.	13	5	2			3.64	Agree
7. Demonstrate awareness of the work conducted by the Core Values Working Group.	3	3	10	3		2.52	Neutral
8. Discuss COM-FSM Core Values, their meaning,	4	2	9	4		2.52	Neutral

January 16, 2016

and their purpose.							
9. Provide constructive input to the final Core Values to be presented to the Board of Regents and implemented March 2016.	2	5	8	3		2.40	Neutral

<p>10. What did you enjoy <u>the most</u> about the Governance Summit?</p> <ul style="list-style-type: none"> - I enjoy the sharing of ideas, especially the one when we shared and participatory is distinct and differentiated. - Those who spoke and share done with honesty and sincerity - Communicating with other members of Chuuk Campus - Enjoy listening to the difference between participatory governance and that is to participate in order to share ideas from each division's, committee and COM wide. - The discussion on how to improve and meaning of shared and participatory governance - The morning session and working group - Group discussions and sharing ideas - Healthy discussion on issues - Getting into group and do discussion - Sharing information with friends - Purposeful dialogue - Student success 	<p>12. What did you learn that you feel will be most useful to you in your college responsibilities?</p> <ul style="list-style-type: none"> - Press forward for self- improvement student success is my highest priority here at the college - What these three words mean: respect, responsibilities and right - My commitment toward improvement - To consider student who wants to attend COM-FSM, but did not pass the COMET - Keep on improving on the quality of my responsibility and job description - Student success - What each department/division are encountering with work - Focus on student success - Sharing ideas on student success - Improve student success and committee minute, communication governance -
<p>11. What did you enjoy <u>the least</u> about the Governance Summit?</p> <ul style="list-style-type: none"> - Too fast and unclear presentation - The fact that we did not have enough break - None, as all areas are useful - Irrelevant discussion - We did not talk about any other issues - How we seem to start late - Too much sitting, not enough time sometimes of topic, but were important - Alton talking too much not allowing everyone to share opinion very demanded in discussion driving almost everyone into 	<p>13. What would you improve for future summits?</p> <ul style="list-style-type: none"> - Provide more activities for each units - Layout plans to involve everyone's input and ideas, encourage everyone especially lead speakers to stay on topic discussed. We cannot learn anything by wondering and side tract - Time to add comment, ideas and problem we have - More faculty and staff presentation - More valuable thoughts - Be on time so we start on time - Less agenda and more meaningful

January 16, 2016

<p>chaos</p> <ul style="list-style-type: none">- The fact that is held on a Saturday	<ul style="list-style-type: none">- Continue with the strategic goals at summits emphasis- More time for the mini summit- Have 2 mini summit at Chuuk Campus twice a semester before and after each semester- Continue share information about improvement about the college- Need more than one day
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Governance Mini Summit

February 4-5, 2016

Lecture Room 1 & 2

College of Micronesia-FSM

Tofol, Kosrae FSM



Kosrae Campus

Outcomes

Day 1 (February 4, 2016)

- Demonstrate understanding as to why committees must go through a formal administrative approval in order to change a committee's meeting date, time, and name.
- Demonstrate awareness of Standard IV.A Decision Making Roles and Processes.
- Discuss Participatory Governance Board Policy 2200 and Administrative Procedure 2200 and offer recommendations towards improvement.
- Discuss and recommend alternative pathways for faculty service to the college in lieu of committee service.
- Demonstrate knowledge of the committee appointment process.
- Demonstrate awareness of committee's assigned Ex Officio officer and that officer's role.
- Define Participatory governance and discuss ways to improve individual, committee, and institutional efforts.
- Explain the role of the chairperson.

Day 2 (February 5, 2016)

- Demonstrate awareness of the college priority and strategic direction to Focus on Student Success.
- Demonstrate awareness of the Quality Focus Essay presented in our Self Evaluation Report that is also focused on student success.
- Demonstrate and commit to ways in which you can improve student success over the next three years.
- Discuss ways in which your committee can play a role to improve student success.
- Demonstrate awareness of the work conducted by the Core Values Working Group.
- Discuss COM-FSM Core Values, their meaning and their purpose.
- Locate and apply the Strengthening Purposeful Dialogue handbook
- Articulate institutional priorities that should drive committee decisions.
- Demonstrate awareness of where to locate the college mission, strategic plan, Integrated Educational Master Plan (IEMP), policies

and administrative procedures.

- Articulate to whom committee decisions and recommendations should be communicated for informational purposes and for administrative consideration, action and feedback.
- Discuss and recommend ways to improve board and administrative feedback to the college community.
- Articulate strategies for the chairperson to run effective meetings.
- Discuss and recommend strategies for improving and for communicating committee minutes.
- Articulate the importance of posting minutes to the COM-FSM wiki in a timely manner.
- Commit to improving practices for more efficient, effective, enjoyable meetings.

Participants

A total of (42) participants consist of staff and faculty of COM-FSM Kosrae Campus. Participants were divided into 7 groups according to the Kosrae Standing Committees.

Mini Governance Summit Activities

Day 1

1. Recitation of the college mission and opening remarks by Acting Dean of Kosrae Campus
Mr. Nena Mike.
2. *Session 1*: What is shared governance and why should I be involved?
Presenter: Ms. Sharon C.Oviedo
Group Presentation
3. *Session 2*: BP 2200 and AP 2200
Presenter: Mr.Skipper Ittu
Group Presentation
4. Mini-summit assessment and announcement of activities for Day 2.

Day 2

5. Recitation of the college mission.
6. *Session 3: Purposeful Dialogue*
Presenter: Mr. Tara Tara
Group Presentation
7. Mr. Renton Isaac presented an update on the COM-FSM Core Values.
8. *Session 4: Committee Minutes*
Presenter: Mr. George Dokowe
Group Presentation
9. Ms. Sharon Oviedo discussed the Quality Focus Essay, why the college prioritizes student success and the mini-work plan for student success.
10. Acting Dean Mr. Nena Mike gave an update on the mock accreditation visit and possible questions for the actual accreditation visit on March 2016.
11. Mini-summit assessment for day 2, distribution of certificate of participation and raffle draw.

SUMMIT RESULTS

QUESTIONS <i>Session 1: Shared Governance</i>	KOSRAE CAMPUS RESPONSES (Standing Committees)
<p>What is shared governance and why should I be involved?</p>	<p><i>Records , Admission and Retention Committee</i></p> <ul style="list-style-type: none"> ➤ Input from everyone ➤ Everybody feels responsible(equally important) ➤ Creating self-motivation(no conflicts) ➤ Team work ➤ Active Participation ➤ Clear Accountability and Transparency <p><i>Illustration: wood, knife and match</i></p> <p><i>Curriculum and Assessment Committee</i></p> <p>Shared Governance</p> <ul style="list-style-type: none"> ➤ Giving various groups of people a share in key decision-making processes ➤ Everyone has a role(ex IC, Faculty, LRC,) <p>Not Shared Governance</p> <ul style="list-style-type: none"> ➤ One person makes decision ➤ No participation at all stages <hr/> <p><i>Human Resources Committee</i></p> <ul style="list-style-type: none"> ➤ Shared Governance means everyone has a role in decision making ➤ Departmentalized participation.

	<p><i>Information Technology Committee</i></p> <ul style="list-style-type: none"> ➤ Shared governance gives everyone a role and a voice (includes staff, faculty, students, administration) ➤ Each expert in their field is a part of the appropriate committee ➤ Advice from all members is used for decision-making with one person accountable for final decision ➤ Maximum participation ➤ Continuous communication
	<p><i>Student Success Committee</i></p> <ul style="list-style-type: none"> ➤ At our Campus, doesn't the student have a role in shared governance? ➤ What are the parameters of our role in planning and decision making because everything seems to be defined by National Campus?
	<p><i>Facilities and Campus Environment Committee</i></p> <ul style="list-style-type: none"> ➤ Ability to provide information and updated data to supervisors for reference on decision making that directly/indirectly affect student learning condition. ➤ Does not have total control or possession on facilities. We do not own it, we manage. We are not the owners, we are plain stewards.

	<p><i>Finance Committee</i></p> <ul style="list-style-type: none"> ➤ A governing body where everyone has a duty for a decision making ➤ Shared governance is a messy word ➤ Everyone has a voice/role ➤ What is shared governance in your committee?
<p style="text-align: center;">QUESTIONS <i>Session 2: BP 2200 and AP 2200</i></p>	<p style="text-align: center;">KOSRAE CAMPUS RESPONSES (Standing Committees)</p>
<p>Does BP 2200 and AP 2200 help us meet standard IV .A? How?</p>	<p><i>Finance Committee</i></p> <ul style="list-style-type: none"> ➤ It's not ➤ Immeasurable <p><i>Facilities and Campus Environment Committee</i></p> <ul style="list-style-type: none"> ➤ Yes, It identifies specific persons responsibility <p><i>Human Resource Committee</i></p> <ul style="list-style-type: none"> ➤ Strengthening of Purposeful Dialogue ➤ Strengthening of Participatory Governance <p><i>Curriculum and Assessment Committee</i></p> <ul style="list-style-type: none"> ➤ Yes for BP2200 no for AP 2200 <p><i>Information and Technology Committee</i></p> <ul style="list-style-type: none"> ➤ Yes both AP 2200 and BP 2200 provide protocols.

<p>Can we improve BP 2200 and AP 2200, and how do you recommend they be improved?</p>	<p><i>Finance Committee</i></p> <ul style="list-style-type: none"> ➤ Make it measurable and doable by revising terms / words <p><i>Facilities and Campus Environment Committee</i></p> <ul style="list-style-type: none"> ➤ Yes, consistently update according to its effectiveness <p><i>Human Resource Committee</i></p> <ul style="list-style-type: none"> ➤ Yes of course <p><i>Curriculum and Assessment Committee</i></p> <ul style="list-style-type: none"> ➤ Yes, more on the procedure not on the definition <p><i>Information and Technology Committee</i></p> <ul style="list-style-type: none"> ➤ Fine , but we should evaluate ourselves if were applying these procedures
<p>How are committee members assigned? Faculty? Staff?</p>	<p><i>Finance Committee</i></p> <ul style="list-style-type: none"> ➤ assigned by Campus Dean <p><i>Facilities and Campus Environment Committee</i></p> <ul style="list-style-type: none"> ➤ Faculty- Immediate supervisor/ Staff- Dean/CTE <p><i>Human Resource Committee</i></p> <ul style="list-style-type: none"> ➤ Campus Dean <p><i>Curriculum and Assessment Committee</i></p> <ul style="list-style-type: none"> ➤ Yes, more on the procedure not on the definition <p><i>Information and Technology Committee</i></p> <ol style="list-style-type: none"> 1. assigned by immediate supervisor or w/ recommendation by division chair <p>Staff: assigned by Directors/Dean through their VPs Student: SBA president is expected to participate EC meetings; SBA President should assign; is invited to appoint SBA reps to system wide committee.</p>

<p>On how many committee members are faculty required to serve? Staff?</p>	<p><i>Finance Committee</i></p> <ul style="list-style-type: none"> ➤ faculty and staff should serve at least one committee <p><i>Facilities and Campus Environment Committee</i></p> <ul style="list-style-type: none"> ➤ At least one/staff „It does not say but implied one committee. <p><i>Human Resource Committee</i></p> <ul style="list-style-type: none"> ➤ College wide(1) Campus (1+) <p><i>Curriculum and Assessment Committee</i></p> <ul style="list-style-type: none"> ➤ Page 3 of 6(1) Staff (none) <p><i>Information and Technology Committee</i></p> <ul style="list-style-type: none"> ➤ At least 1 committee
<p>Do new faculty serve on committees</p>	<p><i>Finance Committee</i></p> <ul style="list-style-type: none"> ➤ faculty and staff should serve at least one committee <p><i>Facilities and Campus Environment Committee</i></p> <ul style="list-style-type: none"> ➤ At least one/staff „It does not say but implied one committee. <p><i>Human Resource Committee</i></p> <ul style="list-style-type: none"> ➤ College wide(1) Campus (1+) <p><i>Curriculum and Assessment Committee</i></p> <ul style="list-style-type: none"> ➤ Page 3 of 6(1) Staff (none) <p><i>Information and Technology Committee</i></p> <ul style="list-style-type: none"> ➤ At least 1 committee

<p>Can you recommend alternative pathways for faculty service to the college in lieu of committee service?</p>	<p><i>Finance Committee</i></p> <ul style="list-style-type: none"> ➤ Coaches, committee members at the community <p><i>Facilities and Campus Environment Committee</i></p> <ul style="list-style-type: none"> ➤ Supervision/advisorship/coach to acad or non-academic club organization <p><i>Human Resource Committee</i></p> <ul style="list-style-type: none"> ➤ Tutoring and Recruitment <p><i>Curriculum and Assessment Committee</i></p> <ul style="list-style-type: none"> ➤ Tutoring Services and Trainings <p><i>Information and Technology Committee</i></p> <ul style="list-style-type: none"> ➤ No
<p>How frequently can one switch their committee of service?</p>	<p><i>Finance Committee</i></p> <ul style="list-style-type: none"> ➤ Every two years <p><i>Facilities and Campus Environment Committee</i></p> <ul style="list-style-type: none"> ➤ It does not say, we recommend according to skills and ability <p><i>Human Resource Committee</i></p> <ul style="list-style-type: none"> ➤ 2 academic years <p><i>Curriculum and Assessment Committee</i></p> <ul style="list-style-type: none"> ➤ Page 4 of 6 letter h (min 1 year before switching <p><i>Information and Technology Committee</i></p> <ul style="list-style-type: none"> ➤ Must serve at least one year on a committee before switching to another committee (AP h. page 4)

<p>Who has responsibility for monitoring attendance</p>	<p><i>Finance Committee</i></p> <ul style="list-style-type: none"> ➤ Dean, SSC and IC <p><i>Facilities and Campus Environment Committee</i></p> <ul style="list-style-type: none"> ➤ It does not say/it should be committee chair <p><i>Human Resource Committee</i></p> <ul style="list-style-type: none"> ➤ Officers of committee <p><i>Curriculum and Assessment Committee</i></p> <ul style="list-style-type: none"> ➤ Chair page 4 of 6 (ex officio) <p><i>Information and Technology Committee</i></p> <ul style="list-style-type: none"> ➤ Immediate supervisors. The VPIA and DAP will also monitor issues of attendance.
<p>How do we determine who has /has not been attending?</p>	<p><i>Finance Committee</i></p> <ul style="list-style-type: none"> ➤ Minutes and sign up sheets <p><i>Facilities and Campus Environment Committee</i></p> <ul style="list-style-type: none"> ➤ It does not say/attendance record <p><i>Human Resource Committee</i></p> <ul style="list-style-type: none"> ➤ minutes <p><i>Curriculum and Assessment Committee</i></p> <ul style="list-style-type: none"> ➤ page 4 of 6 (i) Staff page 5 of 6 (d) <p><i>Information and Technology Committee</i></p> <ul style="list-style-type: none"> ➤ Minutes

<p>What is the maximum recommended number of division (unit) representatives to a committee?</p>	<p><i>Finance Committee</i></p> <ul style="list-style-type: none"> ➤ 1 representative of each unit <p><i>Facilities and Campus Environment Committee</i></p> <ul style="list-style-type: none"> ➤ 2 <p><i>Human Resource Committee</i></p> <ul style="list-style-type: none"> ➤ 1 representative <p><i>Curriculum and Assessment Committee</i></p> <ul style="list-style-type: none"> ➤ Faculty at least 1 and staff (2) page 5 of 6 (d) <p><i>Information and Technology Committee</i></p> <ul style="list-style-type: none"> ➤ No more than 2 reps (page 5, (2.c))
<p>How are divisions (Unit) supposed to communicate committee work?</p>	<p><i>Finance Committee</i></p> <ul style="list-style-type: none"> ➤ Personal email, minutes, monthly meeting <p><i>Facilities and Campus Environment Committee</i></p> <ul style="list-style-type: none"> ➤ Personal email <p><i>Human Resource Committee</i></p> <ul style="list-style-type: none"> ➤ Post minute on wiki site <p><i>Curriculum and Assessment Committee</i></p> <ul style="list-style-type: none"> ➤ Ex officio(VP's/DAP)Executive Comm. <p><i>Information and Technology Committee</i></p> <p>Minutes posted on Wiki; committee to report during monthly meetings/All Campus Meetings</p>

<p style="text-align: center;">QUESTIONS <i>Session 3: Purposeful Dialogue</i></p>	<p style="text-align: center;">KOSRAE CAMPUS RESPONSES (Standing Committees)</p>
<p>Guiding Principle2: You may need more than one mode of communication to achieve your goal</p> <p>Story: “An email maybe not be enough”</p>	<p><i>Finance Committee</i></p> <p>“No Purposeful Dialogue”</p> <p>Protocol:</p> <ul style="list-style-type: none"> ➤ Send email and call for follow up ➤ Contact immediate supervisor in regards to delayed response(action) ➤ Resend email(documents) cc immediate supervisor ➤ Face to face meeting <p>Strategies:</p> <ul style="list-style-type: none"> ➤ Email, phone, voip, skype, FB, Dropbox, Mini-conference

Story: “Think before you press”

Human Resource Committee

- Avoid using the reply all or cc
- If you feel yourself reacting to a message with anger or resentment “do not respond immediately”
- Consider whether you need to wait and determine the best way to drain the negative emotions.
- Remember that people tend to communicate more professionally and respectfully
- Remember that email is never really private especially in the workplace.
- Sending an email without reviewing or thinking can make people behave badly
- So think before you press SEND

Guiding Principle 4: Exercise patience and be sure that all voices have their chance to be heard

Story: A voice not heard

Records, Admission and Retention Committee

Problems

- Distance
- Low Bandwith
- Technical problems
- Without video

Recommendation

- Video conference
- Skype
- Face to face
- Chairmanship (rotation among campus)
- Direct control of speakers

Meeting Coordination

- No proper time given to each
- Interruption/message not clear
- No respect/no patience
- No recognition on individual member
- No introduction of members

Guiding Principle # 5 Be aware of how working in a multi-cultural setting can affect communications.

Curriculum and Assessment Committee

- Classroom Setting: We have different kinds of students.
- Everyone has its own view (micro, American, Filipino)

Solutions:

- Before the meeting the chairman should know the members of the committee
- The chairman should meet the members before the meeting.
- The Agenda should be given before the meeting.
- The chairman should know how to conduct meeting, manage, direct communications in cross cultural setting.
- How to manage emotional intelligence.

Guiding Principle # 1: Have a Goal for your Communication

Story: Disaster Response at COM-FSM

Facilities and Campus Environment Committee

The story from the Handbook is messy, it created panic,

APPLICATION: (Kosrae Island)

1 identify a safe place

- Tofol upper
- Kuhplup malem
- Finkol utwe
- Mutente, tafunsak
- Pihkusrik, lelu

2. Coordinate other agencies

- Disaster Control Dept.
- Kosrae Radio Broadcast

3. Mobilize people/and minimize panic

- Information drive
- Drill
- Emergency (Management Group)

Guiding Principle # 3 Be sure you understand the situation before you respond

Information Communication Technology Committee

Story Overview:

Faculty member complaining about administration lack of information communication.. In reality admin doing a good job, division chair was not sharing. Faculty members did not take initiative and responsibility to seek information.. No meetings was set.

Tips for Success

Set up plan(meeting, communication etc) to share info
Decide on best time
Determine best type of communication
Priorize your communication
Follow through actions

Try to avoid

Casting blame
Making arguments on insufficient evidence/info
Disconnecting yourself

Story: Seven Blind men and the Elephant

Student Success Committee

Be sure you understand the situation before you respond

7th man understood the other 6 as used the COM-FSM definition of Purposeful Dialogue

*Question
Committee Minutes*

KOSRAE CAMPUS RESPONSES
(Standing Committees)

<p>8 Reasons why we have committee meetings</p>	<p><i>Finance Committee</i> Accountability, Transparency, Data collection Information Sharing Best Practices Continuous Improvement Shared Governance Purposeful Dialogue Keep the Clock Running</p> <p><i>Records, Admission, and Retention Committee</i> Documentary Evidences Refer back to ideas approved previously To identify attendance/participation To complete unfinished business To follow up the implementation of approved ideas/projects in the meeting agenda. Information agrees by all involved members To follow up on the approval of minutes by the superiors For public awareness</p> <p><i>Human Resource Committee</i> Attendance Documentation Progress Record Evidence Decision Making Tracking of Communication Compensation</p>
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	<p><i>Curriculum and Assessment Committee</i></p> <ul style="list-style-type: none"> Evidence History Updates Reflection Attendance Accreditation Accountability Transparency <p><i>Student Success Committee</i></p> <ul style="list-style-type: none"> For compliance of Regulation Used as reminder of the previous meetings Keep a record of attendance Records of topics so it can be shared. Evidence and result of what was discussed Justification Record of who said what Evidence of collaborations To keep records of what was done before Connects previous discussion Performance Evaluation Proof Shows history and progress of the committee over time Keeps the agenda moving forward. <p><i>Information and Communication Technology</i></p> <ul style="list-style-type: none"> Accountability Attendance Communicate to non-members Keep Track/record (reference back to...) Evidence Stay on task for next meeting Transparency
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	To judge progress (measuring stick)
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Evaluation

College of Micronesia-FSM
Kosrae Campus
Assessment of Mini-Governance Summit Day 1

Next to each outcome, place an “X” in the box to indicate how well you feel you have achieved each outcome after today’s session. N = 26

Outcomes. You can:	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (DA)	Strongly Disagree (SDA)	No Response (NR)	Weighted Mean (WM)	Descriptive Equivalent
1. Demonstrate understanding as to why committees must go through a formal administrative approval in order to change a committee’s meeting date, time, and name.	16	9	1	0	0	0	5.58	Strongly Agree
2. Demonstrate awareness of Standard IV.A Decision Making Roles and Processes.	13	11	1	0	0	1	5.31	Strongly Agree
3. Discuss <i>Participatory Governance Board Policy 2200</i> and <i>Administrative Procedure 2200</i> and offer recommendations towards improvement.	15	11	0	0	0	0	5.58	Strongly Agree
4. Discuss and recommend <i>alternative pathways</i> for faculty service to the college in lieu of committee service.	12	8	6	0	0	0	5.23	Strongly Agree
5. Demonstrate knowledge of the committee appointment process.	15	9	1	0	0	1	5.38	Strongly Agree
6. Demonstrate awareness of committee’s assigned <i>Ex Officio</i> officer and that officer’s role.	12	11	2	0	0	1	5.23	Strongly Agree
7. Define <i>participatory governance</i> and discuss ways to improve individual, committee, and institutional efforts.	15	9	2	0	0	0	5.5	Strongly Agree
8. Explain the role of the chairperson.	9	14	2	0	0	1	5.12	Agree
OVERALL WEIGHTED MEAN							5.37	Strongly Agree

No Response = 1-1.83, Strongly Disagree= 1.84-2.66, Disagree = 2.67- 3.49, Neutral = 3.50-4.32, Agree = 4.33- 5.15, Strongly Agree = 5.16-6.00

College of Micronesia-FSM
Kosrae Campus
Assessment of Mini Governance Summit Day 2

Next to each outcome, place an “X” in the box to indicate how well you feel you have achieved that outcome after today’s session. (N=26)

Outcomes. You can:	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (DA)	Strongly Disagree (SDA)	No Response (NR)	Weighted Mean (WM)	Descriptive Equivalent
1. Demonstrate awareness of the college priority and strategic direction to <i>Focus on Student Success</i> .	11	11	2	0	0	2	5.04	Agree
2. Demonstrate awareness of the <i>Quality Focus Essay</i> presented in our Self Evaluation Report that is also focused on student success.	9	13	2	0	0	2	4.96	Agree
3. Demonstrate awareness of the Mini-Work Plan	9	11	3	0	0	3	4.77	Agree
4. Discuss and commit to ways in which you can improve student success over the next three years.	8	11	6	0	0	1	4.92	Agree
5. Discuss ways in which your committee can play a role to improve student success.	10	11	3	0	0	2	4.96	Agree
6. Demonstrate awareness of the work conducted by the Core Values Working Group.	10	11	4	1	0	0	5.15	Agree
7. Discuss COM-FSM Core Values, their meaning, and their purpose.	10	10	4	1	0	1	5	Agree
8. Locate and apply the <i>Strengthening Purposeful Dialogue</i> handbook.	14	9	1	1	0	1	5.27	Strongly Agree
9. Articulate institutional priorities that should drive committee decisions.	9	12	3	0	0	2	4.92	Agree
10. Demonstrate awareness of where to locate the college mission, strategic plan, Integrated Educational Master Plan (IEMP), policies, and administrative procedures.	11	12	2	0	0	1	5.19	Strongly Agree
11. Articulate to whom committee decisions and recommendations should be communicated for informational purposes and for administrative consideration, action, and feedback.	9	15	1	0	0	1	5.15	Strongly Agree
12. Discuss and recommend ways to improve board and administrative feedback to the college community.	12	9	4	0	0	1	5.15	Strongly Agree
13. Articulate strategies for the chairperson to run effective meetings.	11	10	4	0	0	1	5.11	Agree
14. Discuss and recommend strategies for improving and for communicating committee minutes.	15	9	0	0	0	2	5.27	Strongly Agree
15. Articulate the importance of posting minutes to the COM-FSM wiki in a timely manner.	15	8	1	0	0	2	5.23	Strongly Agree
16. Commit to improving practices for more efficient, effective, enjoyable meetings.	13	11	0	1	0	1	5.27	Strongly Agree
OVERALL WEIGHTED MEAN							5.09	Agree

No Response = 1-1.83, Strongly Disagree = 1.84-2.66, Disagree = 2.67- 3.49, Neutral = 3.50-4.32, Agree = 4.33- 5.15, Strongly Agree = 5.16-6.00

17. What did you enjoy the most about the Governance Summit?

- *Story writing*
- *Connecting Stories*
- *Group Interaction and presentation*
- *To work close with each other*
- *Everyone had the chance to participate in the group work. Wish those who attended other workshops could share also.*
- *I enjoyed the each standing committee's viewpoints as reflection of their experiences in regards to governance and institution*
- *Everything*
- *The camaraderie*
- *Working together with colleagues*
- *Learning the Roles and responsibilities of other committee teams*
- *Information sharing and questions during presentation*
- *Teamwork*
- *Help to prepare for upcoming accreditation*
- *Group activities/ Discussion*
- *Good food ,good sharing*
- *Shared Governance*
- *The topic purposeful dialogue and of course the food/refreshment were good too.*
- *Strengthening Purposeful Dialogue*
- *Strengthening Purposeful Dialogue, the group work activities*
- *Shared Governance issue*
- *Process of sharing information*

19.. What did you learn that you feel will be most useful to you in your college responsibilities?

- *Shared Governance*
- *Shared Governance and dialogue – a must for everyone, success means working as one.*
- *Consider students success in the workplace , improve more*
- *I had learned the importance of purposeful dialogue as a necessary component in developing positive results to maintain and enhance student success.*
- *Purposeful Dialogue and accreditation standards*
- *That I have a role to play and that it is significant to student success*
- *Everything was useful especially dialogue stories*
- *Core Values*
- *Importance of Shared governance and purposeful dialogue point of view.*
- *My role and responsibility*
- *Communication is very important*
- *To do assessment and program review*
- *Involvement, voice out*
- *Communication / Participation*
- *Purposeful Dialogue*
- *Every topic were interesting and guiding / leading the college to provide quality services and instruction for student success*
- *Do assessment and conduct program review*
- *Most of the information's shared are all important*
- *Point where meeting be realistic to all campuses in terms of audio and video*
- *Focusing on outcomes and working toward student success*

18. What did you enjoy the least about the Governance Summit?

- *Why do we have minutes*
- *Core Values*
- *Time- not all members come on time thus affecting the session.*
- *Aware of each other's responsibility*
- *The issue on eliminating prayer in COMFSM programs and activities*
- *The length of group presentation could have been effectively conducted through precise instruction to allow effective use of time.*
- *No complaints*
- *Long afternoons*
- *Enjoy everything*
- *Some of the activities used a lot of time and were repetitive after 1st few groups enjoyable though*
- *Long response by each group*
- *Getting individual line item ideas to each committee members and combined and forms a title.*
- *The long break(Lunch break)*
- *The point where religion is not regarded as part of core values*
- *Long presentation*

20.. What would you improve for future summits?

- *Purposeful dialogue*
- *More presentations on a variety of programs and topics*
- *Enforce ways to improve attendance(Participants punctuality)*
- *Focus more on student success*
- *Some speakers have low tone, the way they talk is not clear, Therefore next time have microphone or system in case for those who have soft voices.*
- *I would recommend cooler environment.*
- *Shorter presentations and hands on group activities*
- *Time management*
- *To be more specific on some presentations*

- *Make the slides easier to read from back-larger print*
- *Follow schedule*
- *Punctuality, more participatory in sharing ideas*
- *Full Participation*
- *Keep doing this consistently It's a thumbs up*
- *Direct personnel to conduct the summit*
- *Pick more from each committee from off campus to join and share ideas.*

Kosrae Governance Mini Summit
 College of Micronesia-FSM Kosrae Campus
 February 4 & 5 2016
 Lecture Room 1 & 2

REGISTRATION

Day 1 (February 4, 2016)		AM	PM
FINANCE COMMITTEE			
Eileen Nena		<i>[Signature]</i>	A1?tt;-</
Skippor Itta			
r Al k J. Pip			
Elsa J. Cornelius		1>	!.....f.A
Wiggfln Sigrah		l:C.)	\,t-V.P
Samuel Palik		<i>[Signature]</i>	<i>[Signature]</i>
HUMAN RESOURCE COMMITTEE			
Tara Y. Tara		<i>[Signature]</i>	<i>[Signature]</i>
Kenye Killin		X	X
Srue-Miako Sahn		<i>[Signature]</i>	<i>[Signature]</i>
Pallknoah Sigrah			
Sailk Cornelius		X	
Beaker Kun		<i>[Signature]</i>	<i>[Signature]</i>
INFORMATION COMMUNICATION AND TECHNOLOGY COMMITTEE			
Renton Isaac			J!;-<itd
Miguel Sanchez		- .A.. r-	n.V. O.L..
Hiraki Noda		Lot' ...0	u
Spencer Salik		.A	
Srue R. Charley)/. !h..J. 1'	JA.I /
Derickson Langu		/. J	
RECRUITMENT, ADMISSION and RETENTION COMMITTEE			
Dokowe GPorgp		b uti;n	1
Robert Ionas			<i>[Signature]</i>
Dr. Virendra Verma		l.mi..-	
JulieN. Timothy			c;rwli OWJ_ffk'-I
Nicky Lonna		// X	v
Jesse Jokade		/.	

Day 1 (February 4, 2016)		AM	PM
STUDENT SUCCESS COMMITTEE			
Arthur Jonas		<i>[Signature]</i>	<i>[Signature]</i>
Rosalinda Bueno		<i>[Signature]</i>	<i>[Signature]</i>
Murphy Rbauw		<i>[Signature]</i>	<i>[Signature]</i>
Mary K. Sigrah		<i>[Signature]</i>	<i>[Signature]</i>
Mixon Jonas		<i>[Signature]</i>	<i>[Signature]</i>
Shirley S. Jackson		<i>[Signature]</i>	<i>[Signature]</i>
Henry J. Alokoa		<i>[Signature]</i>	<i>[Signature]</i>
CURRICULUM and ASSESSMENT COMMITTEE			
Nena Mike		<i>[Signature]</i>	<i>[Signature]</i>
Sharon Oviedo		<i>[Signature]</i>	<i>[Signature]</i>
Michael Williams		<i>[Signature]</i>	<i>[Signature]</i>
Maver Jonathan		<i>[Signature]</i>	<i>[Signature]</i>
Jackson Albert		<i>[Signature]</i>	<i>[Signature]</i>
Meryulyn Livae		<i>[Signature]</i>	<i>[Signature]</i>
FACILITIES AND CAPUS ENVIRONMENT COMMITTEE			
Teodoro Bueno		<i>[Signature]</i>	<i>[Signature]</i>
Lyte Chapap		<i>[Signature]</i>	<i>[Signature]</i>
Lanson alik		<i>[Signature]</i>	<i>[Signature]</i>
John Johnnyboy		<i>[Signature]</i>	<i>[Signature]</i>
Teolinda M. Tolonia		<i>[Signature]</i>	<i>[Signature]</i>
arlene kephas		<i>[Signature]</i>	<i>[Signature]</i>
Nixon Dohses		<i>[Signature]</i>	<i>[Signature]</i>

Kosrae Governance Mini Summit

College of Micronesia-FSM Kosrae Campus

February 4 & 5 2016

Lecture Room 1&2

REGISTRATION

Day 2 (February 5, 2016)	AM	PM
FINANCE COMMITTEE		
Eileen Nena	<i>[Signature]</i>	<i>[Signature]</i>
Skipper Ittuø		<i>[Signature]</i>
Alilik J. Philip		<i>[Signature]</i>
Esa J. Cornelius		<i>[Signature]</i>
Wiggen Sigrah		<i>[Signature]</i>
Samuel Palik		
HUMAN RESOURCE COMMITTEE		
Tara Y. Tara	<i>[Signature]</i>	<i>[Signature]</i>
Kenye Kilin	<i>[Signature]</i>	<i>[Signature]</i>
Srue-Miako Sahn	<i>[Signature]</i>	<i>[Signature]</i>
Paliknoah Sigrah	X	
Salik Cornelius	X	
Beaker Kun	X	
INFORMATION COMMUNICATION AND TECHNOLOGY COMMITTEE		
Renton Isaac	<i>[Signature]</i>	<i>[Signature]</i>
Miguel Sanchez		
Hiroki Noda		
Spencer Sali J		<i>[Signature]</i>
Srue R. Charley		<i>[Signature]</i> WJA
Derickson Langu	(<	{
RECRUITMENT, ADMISSION and RETENTION COMMITTEE		
Dokowe George	((A-1	(/f:1
Robert Jonas	((- \ (...9)	
Dr. Virendra Verma YV	v 'h/
Julie N. Timothy	K	"
Nicky Lonna) (
Jesse Jokade	y	

Day 2 (February 5, 2016)	AM	PM
STUDENT SUCCESS COMMITTEE		
Arthur Jonas		<i>[Signature]</i>
Rosalinda Bueno	<i>[Signature]</i>	<i>[Signature]</i>
Murphy Kibadw	<i>[Signature]</i>	<i>[Signature]</i>
Mary K. Sigrah		<i>[Signature]</i>
Mixon Jonas	<i>[Signature]</i>	<i>[Signature]</i>
Shirley S. Jackson	<i>[Signature]</i>	<i>[Signature]</i>
Henry J. Alokua	<i>[Signature]</i>	<i>[Signature]</i>
CURRICULUM and ASSESSMENT COMMITTEE		
Nena Mike	<i>[Signature]</i>	<i>[Signature]</i>
Sharon Oviedo	<i>[Signature]</i>	<i>[Signature]</i>
Michael Wi	<i>[Signature]</i>	<i>[Signature]</i>
Iliams Maver	<i>[Signature]</i>	<i>[Signature]</i>
Jonathan Jackson		<i>[Signature]</i>
Albert Meryulyn	<i>[Signature]</i>	<i>[Signature]</i>
Livae		<i>[Signature]</i>
FACILITIES AND CAPUS ENVIRONMENT COMMITTEE		
Teodoro Bueno	<i>[Signature]</i>	<i>[Signature]</i>
Lyte Chapap	<i>[Signature]</i>	<i>[Signature]</i>
Lanson alik	<i>[Signature]</i>	<i>[Signature]</i>
John Johnnyboy		
Tolenna M. Tolenna	<i>[Signature]</i>	<i>[Signature]</i>
Marlene kephas		<i>[Signature]</i>
Nixon Dohses		





Mini Governance Summit

MINI GOVERNANCE SUMMIT

January 22, 2016

Yap Campus

COLLEGE OF MICRONESIA-FSM

YAP CAMPUS

&

FSM FISHERIES AND MARITIME INSTITUTE

Outcomes of the mini governance summit:

Morning session:

1. Demonstrate understanding as to why committees must go through a formal administrative approval in order to change a committee's meeting date, time, and name.
2. Demonstrate awareness of Standard IV.A Decision Making Roles and Processes.
3. Discuss <i>Participatory Governance Board Policy 2200</i> and <i>Administrative Procedure 2200</i> and offer recommendations towards improvement.
4. Discuss and recommend <i>alternative pathways</i> for faculty service to the college in lieu of committee service.
5. Demonstrate knowledge of the committee appointment process.
6. Demonstrate awareness of committee's assigned <i>Ex Officio</i> officer and that officer's role.
7. Define <i>participatory governance</i> and discuss ways to improve individual, committee, and institutional efforts.
8. Define purposeful dialogue.
9. Locate and apply the <i>Strengthening Purposeful Dialogue</i> handbook.
10. Articulate institutional priorities that should drive committee decisions.
11. Demonstrate awareness of where to locate the college mission, strategic plan, Integrated Educational Master Plan (IEMP), policies, and administrative procedures.
12. Articulate to whom committee decisions and recommendations should be communicated for informational purposes and for administrative consideration, action, and feedback.
13. Discuss and recommend ways to improve board and administrative feedback to the college community.
14. Explain the role of the chairperson.
15. Articulate strategies for the chairperson to run effective meetings.
16. Discuss and recommend strategies for improving and for communicating committee minutes.
17. Articulate the importance of posting minutes to the COM-FSM wiki in a timely manner.
18. Commit to improving practices for more efficient, effective, enjoyable meetings.

Afternoon session:

1. Demonstrate awareness of the college priority and strategic direction to <i>Focus on Student Success</i> .
2. Demonstrate awareness of the <i>Quality Focus Essay</i> presented in our Self Evaluation Report that is also focused on student success.
3. Demonstrate awareness of the Mini-Work Plan
4. Demonstrate awareness of the Foundations of Excellence (FoE).
5. Discuss and commit to ways in which you can improve student success over the next three years.
6. Discuss ways in which your committee can play a role to improve student success.
7. Demonstrate awareness of the work conducted by the Core Values Working Group.
8. Discuss COM-FSM Core Values, their meaning, and their purpose.
9. Provide constructive input to the final Core Values to be presented to the Board of Regents and implemented March 2016.

Participants

A total of 44 participants comprised of staff and faculty from Yap Campus and FSM FMI Campus. A total of 28 participants from Yap campus including Dean and IC and 16 from FSM FM (Appendices 2 and 3). Participants were divided into 7 groups (appendix 2).

Governance Mini Summit process

Agenda of the mini summit is included in Appendix 1. The event consisted of the following:

1. Registration - participants signed in and picked up meeting agenda, summit handouts and an evaluation form
2. Opening remarks Campus Dean, Ms. Lourdes Roboman.
3. Four main topics: (1) BP/AP 2200 and Standard IV; (2) Strengthening purposeful dialogue; (3) Student success; and (4) Core values.
4. A reporting sessions group representatives presented their responses to all summit participants.
5. Info sharing on accreditation, COM FSM Governance & Organizational Structures, Yap campus data/info on tutoring program and achievement of SLOs.
6. Evaluation of governance summit outcomes by all participants.

Guiding principles

Participants followed certain guiding principles for the entire summit process to be successful. The mini summit ground rules were:

- Everyone participates
- Active questioning and dialogue is encouraged
- Facilitators retain the right to move along
- Start on time
- Engage, share, explore, dialogue
- Listen, learn, consider
- Respect, support, encourage, validate
- Follow directions, ask for clarification
- Agree to disagree
- Create, inspire, and hope
- Silence means agreement
- Have some fun

Summit results

What is and what is not Shared Governance?

What is?

- A complex, delicate work between all concerned
- BOR is authority of all matters (Final decision) concerning the college
- Gives various groups of people a share in key decision-making
 - Everyone has a role
- Balance maximum participation in decision-making and accountability.
- Share- everyone has a role in decision making.
 - Collaborate
 - Accountability
 - Is not individualism
 - Input/participants
 - Collaboration
 - Commitment
 - Evaluation
 - Decision making
 - Accountability
 - Everyone has a role .
 - Begins with a Governing Board .
 - Include more and more representation in decision- making process.
 - Collaborative venture .
 - Key is broad and unending communication .
 - Process between faculty/staff in planning and decision-making processes and administrative accountability .
 - Gives various groups of people a share in key decision –making process.
 - Everybody has a role and they participate in all parts of the process .
 - Attempts to balance maximum participation in decision-making and accountability .
 - Broad and unending communication.
 - Share roles/ of collaborative.
 - Contribute knowledge and ideas.
 - Delicate balance between planning decision-making processes, and administrative accountability on the other.
 - Strengthen our community .
 - Continuous communication .
 - Everyone plays a role.
 - Equality and respect.
 - Communicate and get the participation of everybody and based on their ideas, we make decisions.
 - Collaboration between the higher-ups and those below.
 - Trust in the committee assigned to do a task.
 - Delicate balance between planning decision-making processes, and administrative accountability on the other.
 - Strengthen our community .

What is not?

- No committee or group is held responsible for any final decision.
- It is not a simple matter of a committee making a decision .
- Doesn't mean that any particular group or particular group or participant complete control over the process.
- A committee vote is not final.
- Not every constituency gets to participate at every stage.
- Not Faculty alone .
- Not administration alone
- Shared governance gives us responsibility but not the authority.

BP 2200 & AP 2200 – Policy on Governance & Standard IV

Guiding Questions	Yap Campus responses
1. Does BP 2200 and AP 2200 help us meet Standard IV A? How?	<ul style="list-style-type: none"> • It gives broad based governance • Delegates decision making processes • Yes. If we know our roles/responsibilities and do our job, we will meet Standard IV A. BP 2200/AP 2200 help us. • Yes. Implementation of BP and AP 2200. • Yes. Standing committees are tasked to meet and discuss specific issues and must report. • Yes. Policy addresses the leadership/decision making roles of each stakeholders. • Yes. Policies, procedures, and instructions on shared governance and purposeful dialogue and compositions of committees and their roles in participatory Governance. • Yes. Both policy and Administrative Procedure state procedures and protocols t be implemented regularly in order to come up with a decision.

<p>2. Can we improve BP 2200, and how do you recommend they be improved?</p>	<ul style="list-style-type: none"> • Implementation • Don't know to improve it yet. Are the policy realistic? • Minutes to be posted on a timely basis. • Accountability?? • Policy needs to be reviewed periodically reflect any changes in Standard IV as suggested by ACCJC. • Continuous evaluation, communication, and participation. • At this moment , we don't have recommendation for change
<p>3. How are committee members assigned? Faculty? Staff?</p>	<ul style="list-style-type: none"> • By the Dean based on roles/responsibility. • Faculty- IC/DAP; Staff- Dean. CTE • Any unit member of the college • Faculty- IC, or Division Chairs; Staff-Campus Dean, CTE Director • Members are assigned based on their expertise and line of work. • Faculty assigned by Dean. Transmitted through VPIA.; Staff- assigned based on their position or title. • Assigned by Dean and/or based on their position in the college. For example: Fiscal office to Finance committee.
<p>4. On how many committees are faculty required to serve? Staff?</p>	<ul style="list-style-type: none"> • Not more than 2. • One • 1 especially for our campus. • Faculty – at least 1 and staff can be at least 2 • At least one. • Faculty and staff- one each per standing committee • 1 faculty and 1 staff
<p>5. Do new faculty serve on committees?</p>	<ul style="list-style-type: none"> • Yes after the first semester. • No. after 1 semester. • Oh yes! Possibly of bringing new ideas. • Yes. After a year. They need to learn and be familiar with the system and important issues. • Yes. • No. they serve after the first semester of hiring. • No new faculty will serve on committee
<p>6. Can you recommend alternative pathways for faculty service to the college in lieu of committee service?</p>	<ul style="list-style-type: none"> • Recruitment. • Faculty are overloaded. • Recommend changes, new courses, obsolete courses/programs, hold tutorials/lecture on topics/skills for campus wide. • Tutoring, guidance and counseling, recruitment, community • Through community leadership liaison and through student body advisor. • Yes, through ADHOC committees, recruitment, program review,

<p>7. How frequently can one switch their committee of service?</p>	<p>extension work in villages, recruitment of students.</p> <ul style="list-style-type: none"> • Yes. Community service outside institution. Serve as advisors. Assign other tasks like do research, design course, etc. • One year. • After 1 year. • Once a year. • At least a year. • Based on Policy/TOR. One school year, • Yearly basis. • After serving a year, they can switch their committee service.
<p>8. Who has responsibility for monitoring attendance?</p>	<ul style="list-style-type: none"> • Chairperson. • Immediate supervisor. • Chair to designate. • Staff. Ex-officio member will notify immediate supervisor. • Based on TOR- Secretary of the committee. • Chairman and secretary of the committee. Campus level- Administrative assistant. • VPIA and DAP, Instructional supervisors.
<p>9. How do we determine who has/has not been attending?</p>	<p>Meeting attendance. Attendance sheet, minutes/report on wiki.</p> <p>Through wiki/website.</p>
<p>10. How are divisions (units) supposed to communicate committee work?</p>	

Strengthening Purposeful dialogue

According to the feedback, this was a very engaging session for most of the participants. Faculty and staff felt that the stories resonated with their own experiences here at the College of Micronesia. The participants enjoyed sharing their own similar stories and, and perhaps more importantly, leveraged the opportunity to problem solve with colleagues for when similar incidents happen in the future.

Role or ways to improve student success. What is a barrier to student success? How can that barrier be eliminated?

- Broaden the recruitment which include awareness, for example the parents.
- Alignment of courses.
- Advisement by advisors/awareness by student . Student to see the whole picture of their educational career.
- Instructors come up with more ways to catch students attention/- different ways of teaching.

- Make lesson delivery more interesting. Multiple ways of teaching/learning
- Bridging the Gap,
- Tutoring.
- Personal responsibility with advice.
- English and Math Labs to augment tutoring.
- Extra curricular activities.
- Spelling-Math-Science competition.
- Appropriate textbooks for courses.
- Stakeholder collaboration (knowledge/ skills of employer for real application right away).
- Innovative/improve best teaching practices.
- Advisors to have "free period"/ "available hours" for students.
- Tutors.
- Peer counselors.
- COMET.
- Provide continued support on things that they need in their classes /courses.
- Provide activities that will catch their interests while studying at COM FSM./ FSM FMI.
- Provide counseling and guidance.

Barriers

- Poor delivery of textbooks needed by students.
- Limited Budget for activities.
- Gap between high school standard and the college level standard (readiness).
- Motivation by student to learn.
- Cultural background, very shy, not ask questions.
- Class availability.

Appendix -1
Summit Program and Agenda

January 22, 2016, 8 am – 430 pm

Yap Campus Classrooms

8 am - 825 am	Coffee, refreshments
830 am – 835 am	Reading Mission Statement by Jovita Masiwemai
	Opening Remarks – Dean Lourdes Roboman
840 am – 930 am	Marshmallow Challenge, IC Denise Oen & Clotilda Dugwen
<i>930 am – 935 am</i>	<i>5 minutes break</i>
940 am – 950 am	Mini-summit Outcomes – Lourdes & Joy Guarin
950 am – 1030 am	BP 2200 & AP 2200 – Policy on Governance & Standard IV – Lourdes/Joy
1030 am – 1045 am	Group report
1045 am – 1115 am	Strengthening Purposeful dialogue – Denise Oen
1115 am – 1135 am	Group report
1135 am – 12 pm	Communication Activity (15 min-Discussion; 10 min – group report)
	Regina & Gertrude
<i>12 pm – 1 pm</i>	<i>LUNCH (to be provided)</i>
1 pm – 3 pm	Student Success – Joy Guarin, Cecilia Dibay, & Pius Mirey
1 pm – 130 pm	Presentation of data & info, Joy Guarin & Cecilia Dibay Tutoring Program
140 pm – 230 pm	Group Discussion
230 pm – 3 pm	Group report
<i>3 pm – 310 pm</i>	<i>Break</i>
310 pm - 340 pm	Core Values Presentation, by working group – Lourdes & Alvin
340 pm – 440 pm	Accreditation – Need to know
440 pm – 450 pm	Wrap Up - Evaluation

NOTE: Attendance will be taken in the morning and afternoon.

Appendix -2 Groupings

Group 1

1. Cecilia Dibay -YC
2. Rosemary Manna-YC
3. Ezra Yoror-YC
4. Matthias Ewarmai- FMI
5. Semesa Senikuraciri-FMI
6. Mark Googag -YC

Group 3

1. Serphin Ilesiyalo-YC
2. Jovita Masiwemai-YC
3. Louis Kobab-YC
4. Angela Figir-YC
5. Edmund Wogthuth-FMI

Group 5

1. Dr. Muru-YC
2. Raymond Permitez -YC
3. Monica Rogon -YC
4. Patrick Gechig-FMI
5. Alex Rauiklur -FMI

Group 7

1. Rhoda Velasques-YC
2. Sarah Mooteb-YC
3. Joe Falmed-FMI
4. John Gimem-FMI
5. John Berry-FMI

Group 2

1. Rosa Tacheliol- YC
2. Rufus Yaisolug-FMI
3. Julie Waathan-FMI
4. Moses Namnag-YC
5. Alvin Sinem-FMI
6. Martin Ruwniyol-YC

Group 4

1. Steven Young-Uhk-YC
2. Robert Yangerlou- YC
3. Constance Ruliyag-YC
4. Michael Mailiuw FMI
5. Benjamin Spour-FMI

Group 6

1. Susan Guarin-YC
2. Elijah Tarofalmal-YC
3. George Chuwmai-YC
4. Sharon Ourun-YC
5. Francis Lubumad-FMI

Attended the Governance Summit at National Campus

1. Lourdes Roboman- Campus Dean, YC/FMI
2. Denise Oen- Instructional Coordinator, YC/FMI
3. Gertrude Mangarwen- Student Services Specialist II, YC
4. Clotilda Dugwen- Fiscal Officer, FMI
5. Regina Faimau- Secretary I, FMI
6. Pius Mirey- Information System Specialist I, YC
7. Joy Guarin- Science Professor, YC

Total Yap Campus- **28** (including Dean Lourdes and IC Denise)

Total FSM FMI-**16**

Total - **44**

Appendix -3 Attendance

Group 1

1. Cecilia Dibay -AM,PM
2. Rosemary Manna- AM,PM
3. Ezra Yoror-AM,PM
4. Matthias Ewarmai- AM,PM
5. Semesa Senikuraciri- AM,PM
6. Mark Googag - AM,PM

Group 3

1. Serphin Ilesiyalo- AM,PM
2. Jovita Masiwemai- AM,PM
3. Louis Kobab- AM,PM
4. Angela Figir- AM ,PM
5. Edmund Wogthuth-AM ,PM

Group 5

1. Dr. Muru- AM,PM
2. Raymond Permitez- AM ,PM
3. Monica Rogon - AM,PM
4. Patrick Gechig- AM,PM
5. Alex Rauiklur -AM,PM

Group 7

1. Rhoda Velasquez – AM,PM
2. Sarah Mooteb - AM ,PM
3. Joseph Falmed-AM,PM
4. John Gimem- Giltamngin- AM,PM
5. John Berry-AM,PM

Total for AM- 44, for PM- 44

Group 2

1. Rosa Tacheliol-AM,PM
2. Rufus Yaisolug- AM,PM
3. Julie Waathan- AM,PM
4. Moses Namnag Faimau-AM,PM
5. Alvin Sinem- AM,PM
6. Martin Ruwniyol- AM,PM

Group 4

1. Steven Young-Uhk- AM,PM
2. Robert Yangerlou- AM,PM
3. Constance Ruliyag- AM,PM
4. Michael Mailiuw-absent/ no excuse
5. Benjamin Spour- AM,PM
6. Kevina Bergun- AM,PM

Group 6

1. Susan Guarin-AM,PM
2. Elijah Tarofalmal-AM,PM
3. George Chuwmai-AM,PM
4. Sharon Ourun-AM, PM
5. Francis Lubumad-AM,PM

Appendix 4

Assessment of Governance Summit Morning Session. N=38

Next to each outcome, place an “X” in the box to indicate how well you feel you have achieved each outcome after today’s session.

Scale: Strongly disagree- 0.1-1; Disagree 1.1-2; Neutral 2.1-3; Agree 3.1-4; 4.1-5 Strongly Agree.

Outcomes. You can:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	WEIGHTED MEAN	DESCRIPTION
1. Demonstrate understanding as to why committees must go through a formal administrative approval in order to change a committee’s meeting date, time, and name.	22	14	2			4.53	STRONGLY AGREE
2. Demonstrate awareness of Standard IV.A Decision Making Roles and Processes.	18	19	1			4.5	STRONGLY AGREE
3. Discuss <i>Participatory Governance Board Policy 2200</i> and <i>Administrative Procedure 2200</i> and offer recommendations towards improvement.	26	11	1			4.7	STRONGLY AGREE
4. Discuss and recommend <i>alternative pathways</i> for faculty service to the college in lieu of committee service.	15	22	1			4.4	STRONGLY AGREE
5. Demonstrate knowledge of the committee appointment process.	16	18	3		1	4.3	STRONGLY AGREE
6. Demonstrate awareness of committee’s assigned <i>Ex Officio</i> officer and	19	16	3			4.4	STRONGLY AGREE

that officer's role.							
7. Define <i>participatory governance</i> and discuss ways to improve individual, committee, and institutional efforts.	19	18	1			4.5	STRONGLY AGREE
8. Define purposeful dialogue.	15	20	3			4.3	STRONGLY AGREE
9. Locate and apply the <i>Strengthening Purposeful Dialogue</i> handbook.	14	22	2			4.3	STRONGLY AGREE
10. Articulate institutional priorities that should drive committee decisions.	12	22	4			4.2	STRONGLY AGREE
11. Demonstrate awareness of where to locate the college mission, strategic plan, Integrated Educational Master Plan (IEMP), policies, and administrative procedures.	20	15	3			4.5	STRONGLY AGREE
12. Articulate to whom committee decisions and recommendations should be communicated for informational purposes and for administrative consideration, action, and feedback.	17	20	1			4.2	STRONGLY AGREE
13. Discuss and recommend ways to improve board and administrative feedback to the college community.	15	19	4			4.3	STRONGLY AGREE
14. Explain the role	13	22	3			4.3	STRONGLY

of the chairperson.							AGREE
15. Articulate strategies for the chairperson to run effective meetings.	13	20	5			4.2	STRONGLY AGREE
16. Discuss and recommend strategies for improving and for communicating committee minutes.	19	17	2			4.5	STRONGLY AGREE
17. Articulate the importance of posting minutes to the COM-FSM wiki in a timely manner.	18	18	2			4.4	STRONGLY AGREE
18. Commit to improving practices for more efficient, effective, enjoyable meetings.	17	18	3			4.4	STRONGLY AGREE

Assessment of Governance Summit Afternoon session N=38

Next to each outcome, place an "X" in the box to indicate how well you feel you have achieved that outcome after today's session.

Scale: Strongly disagree- 0.1-1; Disagree 1.1-2; Neutral 2.1-3; Agree 3.1-4; 4.1-5 Strongly Agree.

Outcomes. You can:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	WEIGHTED MEAN	DESCRIPTION
1. Demonstrate awareness of the college priority and strategic direction to <i>Focus on Student Success.</i>	25	13				4.7	STRONGLY AGREE
2. Demonstrate awareness of the <i>Quality Focus Essay</i> presented in our Self Evaluation Report that is also focused on	21	15	2			4.5	STRONGLY AGREE

student success.							
3. Demonstrate awareness of the Mini-Work Plan	14	19	5			4.2	STRONGLY AGREE
4. Demonstrate awareness of the Foundations of Excellence (FoE).	13	17	8			4.13	STRONGLY AGREE
5. Discuss and commit to ways in which you can improve student success over the next three years.	21	15	2	1		4.5	STRONGLY AGREE
6. Discuss ways in which your committee can play a role to improve student success.	23	14	1			4.6	STRONGLY AGREE
7. Demonstrate awareness of the work conducted by the Core Values Working Group.	22	13	3			4.5	STRONGLY AGREE
8. Discuss COM-FSM Core Values, their meaning, and their purpose.	19	16	3			4.4	STRONGLY AGREE
9. Provide constructive input to the final Core Values to be	16	19	3			4.34	STRONGLY AGREE

presented to the Board of Regents and implemented March 2016.							
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<p>10. What did you enjoy <u>the most</u> about the Governance Summit?</p> <ul style="list-style-type: none"> -group discussion and participation -sharing of ideas and togetherness -arrangement of meeting -get to understand more -new ice-breakers! -group work -exercises conducted in the participatory governance -group work with refreshment -marshmallow challenge -sharing ideas -the important group discussion and have learned a lot about governance -the part of governance summit interesting to know the meaning -the games and the fact that the system has equality among the employees. -the information shared during summit were very good and I wish these kind of info. should be shared more often. -learned a lot about core values of the college working in group and sharing of information -what was discussed was put to practice during the summit. -the story problem and how to come up with solutions of the problem. -the presentations -group discussion -the awareness of the college wide operation and mission -the presenters are organized. The food – thanks! -discussion and ideas. -sharing and discussing with group peers -sharing information, participate in activities, sharing ideas get to know your institution. -group ideas- group work, some were really creative. -group presentations on specific issues -participate in the discussion and listening to others. -discussions -update on accreditations procedures, BP/AP -discussion about participatory governance policy and process 	<p>12. What did you learn that you feel will be most useful to you in your college responsibilities?</p> <ul style="list-style-type: none"> -Knowing more of college’s stuff -shared governance -shared (participatory) governance -I know more about shared governance -my role in student success. The statistics presented are a good start to work on strategies -about up coming accreditation preparation -policy on governance and Standard IV - commitment -to improve our college with most things that will be good for our student -unending communication -student success -shared governance -that I have a say in things about the college. -all are useful -shared governance -roles and responsibilities -way of communication methods and its effectiveness -ideas for student success -shared governance, communicating through proper channel -know more about my college -awareness is important -everything that was discussed especially how we would improve student success and retention -the fact that we can voice our opinion. -policies and procedures -student success -individual roles in shared governance -commitment - I will improve my responsibilities as an instructor in involving more with students to improve student success.
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<ul style="list-style-type: none"> -presentations, organized, cleared, and meaningful -group discussion on shared governance and student success. 	
<p>11. What did you enjoy <u>the least</u> about the Governance Summit?</p> <ul style="list-style-type: none"> -sitting longer -everything was well done -too long. I was very tired and exhausted at the end of the day. -to me, every topic is important. -strengthening purposeful dialogue -none -not at all. I enjoy it to the end. -the thing is, I needed more explanations/clarifications to understand more. -none- -nothing, all topics are interesting.-none -core values -nothing really. All good. -none. I was wide awake the whole time! -nothing -too much information deliver in one day -none -I enjoyed all aspects of the summit except that time was short. - we needed more time. -too long -data and discussion on tutoring program -all presentations -I enjoyed the discussion and the importance of attending committee meeting. 	<p>13. What would you improve for future summits?</p> <ul style="list-style-type: none"> -location is fine, the set up is fine, maybe more creative games -no comment at this time. -be on time -allot more time -more time -fun activities to keep the blood flowing -more games- educational games -participating more in standing up and explain what my group came up with -to have of this type of summits in the future. -allow more time for discussions and presentations -more activities(games) -be prepared -none -more time to really get one ideas down on paper if you value our input. -more time -need to do more summit not just one day or when needed but more times in a year 3 or 4 or once each quarter so information can be shared to everyone in campus as a whole. -time limits (improve) -allow more time with short breaks. - open to other departments in Yap Government to listen to what they have to say about us. -separate into several days and shorter sessions. -focus on topics of non-compliance. -my participation in committee meeting

