

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

