IV. Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

[This Section refers to campus-based processes]

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

In 1907, the University of Hawai’i was established on the model of the American system of land-grant universities created initially by the Morrill Act of 1862. In the 1960s and 1970s, the University was developed into a system of accessible and affordable campuses.

These institutions currently include:

A research university at Manoa offering a comprehensive array of undergraduate, graduate, and professional degrees through the doctoral level, including law and medicine.

A comprehensive, primarily baccalaureate institution at Hilo, offering professional programs based on a liberal arts foundation and selected graduate degrees.

An upper division institution at West O`ahu, offering liberal arts and selected professional studies.

A system of seven open-door community colleges spread across the islands of Kaua`i, O`ahu, Maui, and Hawai`i, offering quality liberal arts and workforce programs. In addition to the seven colleges, outreach centers are located on the islands of Molokai and Lanai (administered by Maui CC), on the island of...
Standard IV: Leadership and Governance

Hawai`i in Captain Cook (administered by Hawai`i CC), and in the Waianae/Nanakuli area of O`ahu (administered by Leeward CC).

The University of Hawaii Community College system, led by the Vice President for Community Colleges, is located on the UH Manoa campus on O`ahu.

The University of Hawaii System has undergone several administrative reorganizations since the 2000 comprehensive visit. The following briefly outline the major events:

University System Reorganization - 2002

As part of a University system administrative reorganization, the University of Hawai`i Board of Regents (BOR) received a proposal in November 2002 that included the elimination of the Office of the Chancellor for Community Colleges and reassigned the functions of the office to various system-level vice presidential offices and to the community colleges. This reorganization proposal was approved by the BOR in December 2002. The reorganization changed the title of the college chief executive officer (CEO) and the reporting relationship between the CEOs of the individually accredited community colleges and the University system. Each newly titled community college chancellor assumed the responsibility and authority previously delegated to the Chancellor for Community Colleges including, within the scope of BOR and University Executive policies: making faculty and staff appointments, approving faculty promotions and tenure, approving out-of-state travel, approving campus budge requests and external grant applications, executing the campus annual expenditure plan, approving Certificates of Completion, approving internal staff and fiscal re-allocations, etc. UH Community College coordination was facilitated through designated Community College Associate Vice Presidents reporting to the UH System Vice Presidents for Academic Affairs and Administration.

The reorganization created Council of Chancellors reporting directly to the President. The council included the chancellors of each of the ten individual campuses within the UH system. Four additional key decision making/consultative groups were established: President’s senior staff, The University Executive Council, the President’s Advisory Council, and the Council of Chief Academic Officers. Existing policy guidance provided to the campuses through the Community Colleges Chancellor’s Memorandum (CCCM) were to be evaluated by the Community Colleges Executive Council (composed of CC Chancellors, Vice Chancellors and Deans, and Associate Vice Presidents) to determine which to continue so as to provide a core of common practices across the community college campuses.

The BOR approved reorganization was sent forward to the Accrediting Commission for Community and Junior Colleges (ACCJC) in compliance with the Commission’s Substantive Change approval process in January 2003. In spring 2003, the ACCJC gave conditional approval to a Substantive Change Request.

Standard IVB—Board and Administrative Organization

UHCC Standard IVB Working Group May 2006
Change in University System Leadership - 2004

As noted in the Accrediting Commission for Senior Colleges and Universities Special Visit (March 2004) to the UH System Office, the “relationship between the Board and the President had deteriorated significantly, and in turn, had affected other elements of the University.” The BOR rescinded authority to the President in several areas related to budget and personnel. In the summer of 2004 the President resigned from the University and an Interim President was named by the BOR.

University System Reorganization - 2004

The Interim President requested and the BOR approved a reorganization of the President’s office reducing the number of direct executive reports and re-describing other executive positions. The UH Council of Chancellors, which is not an administrative unit, continued to report directly to the President and met on a regular basis to provide advice on strategic planning, program development and other matters of concern. The Vice President Academic Planning and Policy convened the Council of Chief Academic Officers, and the agenda included items of system-wide academic concern. The delegation of authority from the BOR to the President and the President’s designees that began immediately after the appointment of the Interim President has continued.

Community Colleges System Reestablished - 2005

In granting its approval with reservations to the 2002 reorganization of the University of Hawai`i system, the ACCJC acted to require the UH Community Colleges to provide reports to the Commission in August and November 2003, and in April 2004. The November and April reports were followed by a team visit to validate the reports and examine the degree to which the University of Hawaii Community Colleges had developed effective administrative systems to allow it to meet accreditation standards, and to insure the University of Hawaii system had adequate means to support the mission and operation of the community colleges.

As a result of the series of reports and visits from the ACCJC, it became increasingly clear that the new organization presented significant challenges in the colleges’ ability to continue to meet the Commission’s standards in a number of areas.

Following a review of several alternative organizational models and discussion and consultation, the Interim President recommended a reorganization that reestablished a community colleges system administration.

In June 2005 the BOR approved a reorganization of the community colleges including the creation of a Vice President for Community Colleges who is responsible for executive leadership, policy decision-making, resource allocation, development of appropriate support services for the seven community colleges, and also called for the re-consolidation of the academic and administrative support units for the community...
colleges (June 2005 President's System Level Reorganization -- Community Colleges). A dual reporting relationship was created whereby the community college chancellors report to the Vice President for Community Colleges for leadership and coordination of community college matters, and concurrently report to the President for University systemwide policymaking and decisions impacting the campuses. The dual reporting relationship preserves previous BOR action which promoted and facilitated campus autonomy in balance with systemwide academic and administrative functions and operations. College chancellors retained responsibility and control over campus operations, administration, and management.

The June 2005 reorganization created no other organizational or functional changes to the system wide offices. All ten chancellors continue to report to the President and collectively meet as the Council of Chancellors to advise the President on strategic planning, program development, and other matters of concern. The community college chancellors meet as the Council of Community College Chancellors to provide advice to the President and Vice President for Community Colleges on community college policy issues and other matters of community college interest.

BOR Committee Reorganization - 2005

At its September 16, 2005 meeting, the BOR enlarged the community college standing committee and clarified its duties to allow the BOR to address ACCJC standards without impacting the other business of the BOR in its governance of the University system and the baccalaureate campuses. The newly reorganized committee increased the number of members to six and adopted quarterly meetings independent of the full BOR meetings.
Standard IV: Leadership and Governance

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

Governance of the University of Hawaii is vested in a 12-member BOR appointed by the Governor of Hawaii, with the approval of the State Legislature. Membership on the BOR is controlled by State Law (Chapter 304-3, Hawaii Revised Statutes - §304-3). That statute states that the “affairs of the university shall be under the general management and control of the Board of Regents.” That statute indicates that the members of the BOR are appointed by the Governor of the State of Hawaii, and also indicates the size of the BOR, how the members are selected, their terms of office, when the BOR is expected to meet, and how they are compensated.

Board of Regents By-Laws and Policies define the duties and responsibilities of the Board and its officers and committees. The BOR is responsible for the internal organization and management of the University, including, but not limited to, establishing the general mission and goals of the system and approving any changes to them; adopting academic and facilities planning documents for the system and the campuses; adopting broad policy that guides all aspects of University governance; appointing and evaluating the President; establishing the administrative structure and approving major administrative appointments; approving all major contractual obligations of the University; approving new academic and other programs and major organizational changes; reviewing all fiscal audits of University operations; and approving the University budget, long-range financial plans, and budget requests for state funding.

The BOR appoints and evaluates the President of the University and approves other executive appointments, including vice presidents, chancellors, and deans. In November 2000, the citizens of Hawai‘i approved a constitutional amendment to give greater autonomy to the University of Hawai‘i. Although the Constitution had previously granted the BOR of the University authority to manage the University, a clause “in accordance with law” had been interpreted to mean that the BOR could not take action unless legislation specifically permitted the action. The constitutional amendment removed that clause. (Powers of the BOR) The BOR and administration are currently
Standard IV: Leadership and Governance

working with external and internal constituents to establish and carry out the principles that will guide the changed relationship the University seeks with the State.

The BOR elects its own officers and hires its own staff. Currently, the BOR has two professional staff members (the Executive Administrator and Secretary to the BOR and the Executive Assistant) and three secretaries. System administrative staff also provides support to the BOR as needed.

BOR Policy Chapter 9, Part III, addresses recruitment and appointment of Executive and Managerial personnel. BOR Policy Chapter 2 details the evaluation of the President. BOR Policies

In accord with the State’s Sunshine Law (Sunshine Law), all meetings are public, except those involving discussion of personnel and legal matters. Board of Regents By-Laws and Policies—as well as agenda and minutes of meetings—are publicly available at the BOR’s website. BOR

Self Evaluation

The college meets the standard.

Hawaii CC has forwarded the following as part of their self evaluation for this standard. Please evaluate if appropriate for your self study.

From the BOR website it is impossible to determine when minutes and notices of agenda were posted; however, anecdotal evidence suggests the time between the posting and the actual meeting is not always enough time for neighbor-island people to plan for and attend important meetings.

This short lead-time is also a problem when the BOR schedules “special meetings,” as was the case when the BOR, as its last item of business on Friday, February 17, 2006 decided to review a task force proposal to cancel a search for a System president at special meeting to be held “at the earliest possible date” (BOR Minutes).

The special meeting was held eleven days later (February 28), on a Tuesday, a day when faculty, and not only those on the neighbor islands, are teaching (BOR Minutes). At this meeting, the Board voted to cancel the search for a new President and pursue the current Interim President as his own replacement. One week later, at another special meeting and another Tuesday, the BOR agreed to terms with the President (BOR Minutes). In less that a month, the BOR had concluded a selection process that many in the community had assumed would take a year. (HAW)
An alternate self evaluation:

The posting of BOR notices of agendas for the regular scheduled meetings is well in advance of the meetings. Lack of sufficient advance notice of special meetings posted to the website presents scheduling and logistical challenges to the neighbor islands and instructional faculty. Posting dates for documents posted to the BOR website would also be of help to the college.

Planning Agenda

This submission from Hawaii CC was received after our May 11th meeting when we had determined that there would not be a planning agenda for this item. As a system of colleges, planning agendas in this standard dealing with the BOR should be consistent across the system. Recommend the following be included (this will also require a self evaluation that results in this planning agenda):

- The College and the Office of the Vice President for Community Colleges (OVPCC) will work with the BOR to include a posting date for website documents.
- The College and the OVPCC will work with the BOR to make every effort to post agendas of special meetings well in advance, at least a week, to allow for the logistical challenges faced by the neighbor islands and instructional faculty schedules.

**IV.B.1.b.** The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

BOR policies are implemented through administrative policies and procedures and delegations of authority published and promulgated by means of the University of Hawai‘i System-wide Executive Policies and the University of Hawai‘i System-wide Administrative Procedures Manual. These documents are available on the Web at: Systemwide Administrative Procedures.

BOR Policy Chapters 4 and 5 detail BOR planning and evaluation policies BOR Programs. At the September 2005 BOR meeting, the BOR changed its committee structure to more fully address ACCJC’s concerns raised during the series of reports and visits from Commission staff following the 2002 reorganization. The reorganized and expanded Community College Standing Committee BOR CC Committee conducts quarterly meetings in addition to the full BOR meetings. The meetings are designed to focus on the following areas:
The broad community college mission (November 4, 2005)
• The financial health of the community colleges (April 21, 2006)
• Program review and assessment (July 21, 2006)
• Planning directions for the next year (August 25, 2006)

The University of Hawai`i Community Colleges Strategic Plan 2002-2010, adopted by the BOR November 22, 2002, BOR Meeting Minutes Nov 2002 Strategic Plan states that within the overall mission of the University of Hawai`i, the Community College, have as their special mission:

• Access: To broaden access to postsecondary education in Hawai`i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.
• Learning and Teaching: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.
• Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.
• Personal Development: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.
• Community Development: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.
• Diversity: By building upon Hawai`i’s unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts in Asia and the Pacific, UHCC students’ learning experiences will prepare them for the global workplace.
Self Evaluation

The college meets the standard.

Planning Agenda

No action required

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The descriptive summary for Standard IV.B.1.b. above described the BOR’s responsibility for educational quality. Regarding legal matters and financial integrity, the BOR is responsible for the internal organization and management of the University. Increased autonomy granted to the University by the Legislature over the past decade guarantees that the University has the right to determine where budgets will be cut or reallocated when state appropriations are reduced. Implementation of BOR policies is the responsibility of the President and the Executive and Managerial team.

Upon approval by the BOR, the University’s operating and Capital Improvement Projects (CIP) budget requests are submitted simultaneously to the Governor for review and incorporation into the executive budget request for the State and to the Legislature for informational purposes. The executive budget request for the State is submitted to the Legislature in December for consideration in the regular session of the Legislature in January. Appropriations by the Legislature (General or Supplemental Appropriations Act) are usually passed in May and transmitted to the Governor for approval. Upon approval by the Governor in June, allocation notices are transmitted to all state agencies, including any restrictions imposed on Legislative appropriations. The Governor can impose restrictions at any time of the year based on economic conditions.

Legislative appropriations for operating funds are specifically designated by fund type for major organizational units (UH-Mānoa, UH-Hilo, West O‘ahu, Community Colleges, Systemwide Programs, etc.). State law allows the Governor to withhold or restrict Legislative appropriations. General fund allocations are made to each major organizational unit less any restrictions imposed by the Governor. The President is authorized to determine distributions of general fund restrictions as well as reallocations between major organizational units. The Vice President for Community Colleges and the Community College Chancellors determine the general fund allocations to the individual Community Colleges, normally maintaining established levels of current service funding.
Due to declining levels of State funding support, it has become necessary to assess each campus a pro rata share of certain unfunded costs that are administered on a systemwide basis. These costs include the risk management program costs (including legal settlements), private fundraising costs, and workers’ compensation/unemployment insurance premiums.

In terms of financial integrity, external auditors audit the University of Hawai’i annually. The University’s financial statements are prepared in accordance with generally accepted auditing standards and Government Accounting Standards (GASB) principles. In July of 2005, with changing auditing standards, the ACCJC accepted “…the presentation of a combined balance sheet and income statement of the community college system as supplemental information to the University’s consolidated financial statements with an opinion on such supplemental information in relation to the University’s consolidated financial statements taken as a whole …” as documentation of audit requirements for the University of Hawai’i Community Colleges.

Self Evaluation

The college meets the standard.

Planning Agenda

No action required

**IV.B.1.d.** The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The BOR maintains a web site on which the bylaws, policies, and meeting minutes are regularly posted. All of the policies mentioned in this Standard are published on this site. **BOR**

Self Evaluation

The college meets the standard.

Planning Agenda

No action required.
Standard IV: Leadership and Governance

**IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

Descriptive Summary

The BOR conducts meetings and administers the business of the University System in accordance with the State Sunshine Law. BOR minutes are maintained and published following each meeting and are available on the web site. BOR. BOR policy does not include a system for evaluating and revising its policies on a regular basis. The administration submits recommendation for policy and policy revisions as necessary. The most recent comprehensive BOR policy review was conducted in October 2002. In the October 2004 BOR self study workshop, the BOR suggested regular review of its own performance.

There are many instances of BOR actions that conform to this standard. Following are a few examples of such situations:

- In October 2002 the BOR approved an amendment to its policies “in light of the University’s autonomy and to add clarity as well as to update the current BOR policies following the separation of the President and Manoa Chancellor’s office.” BOR 10/18/2002

- In May 2005 the BOR approved a change in its policy regarding University employees working at the Legislature. In particular, this new policy “provides that University employees working at the Legislature shall comply with applicable Executive Branch policies.” BOR 5/19/2005

When the BOR decides not to follow its own policies, they identify it as an exception to policy.

- For example, on October 22, 2004 the BOR approved, as an exception to policy on graduate programs, the establishment of a College of Pharmacy at University of Hawai’i at Hilo. BOR 10/22/2004

Self Evaluation

[Colleges insert self evaluation which will result in the planning agenda]

Planning Agenda

The work group is in agreement that each college’s planning agenda make reference to BOR regular review of policies and procedures. Two options follow:
Standard IV: Leadership and Governance

- The College and the OVPCC will work with the BOR to establish regular review of BOR policies and procedures.

- The College and the OVPCC will work with the BOR to develop and distribute guidelines concerning evaluation and revision of BOR policies and practices.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

Governance of the University of Hawaii is vested in a 12-member BOR appointed by the Governor of Hawaii, with the approval of the State Legislature. Hawaii Revised Statutes - §304-3 *Hawai`i Statutes* sets the term of office as four years for all members (except the student member, whose term is two years). The statute does not specifically provide for “staggered terms of office” but it does ensure that new BOR members will be selected whenever a term expires.

That statue does not describe a program for “BOR development” or “new member orientation.” The President conducts an annual briefing for new Regents. The briefing involves the UH System Vice Presidents and uses the BOR Orientation Manual, Nov 1, 2004, as the foundation.

At the September 2, 2004 regular meeting, the BOR were presented an overview of an “Orientation Manual.” *BOR 9/2/2004* The developer of the manual explained to the BOR that the manual is primarily designed for new Regents.

Self Evaluation

[Colleges insert self evaluation which results in the following planning agenda]

Planning Agenda

The work group is in agreement that each college’s planning agenda make reference to a formalized BOR program for BOR development and new member orientation. Two suggested wordings follow:

- The College and the OVPCC will work with the BOR to formalize its orientation procedures for new regents.
Standard IV: Leadership and Governance

- The BOR and the OVPCC, with faculty from each college, will develop an appropriate program for BOR development and new member orientation.

- The College and the OVPCC will work with the BOR to make public on its website the Training and Orientation Manual and other operating procedure documents as they arise.

**IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

**Descriptive Summary**

Although BOR policy does not appear to call for regular self-evaluation, at its October 2004, self-study workshop, the BOR agreed to self-study on a three-or-four year cycle.

**Self Evaluation**

Honolulu’s chosen format will include a “met/does not meet” statement at the beginning of each section. This format is not required. The college self-evaluation should be congruent with the planning agenda.

- The College does not meet the standard

**Planning Agenda**

The work group is in agreement that each college’s planning agenda make reference to development of BOR policy for self-evaluation. A suggested wording follows:

- The College and the OVPCC will work with the BOR to develop and implement a clearly defined process for evaluation and assessment of BOR performance.

**IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

**Descriptive Summary**

BOR Policy, Article X, and HRS Chapter 84 address the BOR’s stated process for dealing with unethical behavior.
At the November 4, 2005 meeting, the University’s General Counsel stated that there may have been examples but related to personnel matters and conducted in executive session. The General Counsel stated that he would need to review the minutes for releaseability. Additionally he stated that BOR members recuse themselves as required.

**Self Evaluation**

The college meets the standard.

**Planning Agenda**

No action required.

**IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

**Descriptive Summary**

In response to ACCJC Recommendation No. 7 the BOR expanded the Community College Standing Committee and adopted quarterly meetings. The Standing Committee will include training and information about the accreditation process at their quarterly meetings (see IV.B.1.c). At the November 4, 2005 meeting the BOR was provided a binder and presentations on the accreditation process. In addition, the Standard IVB workgroup (composed of representatives from all seven colleges and staff from the Office of the VPCC) in attendance at the meeting reviewed the standards and engaged in discussion with the BOR on the accreditation process.

**Self Evaluation**

Although the BOR Community College Standing Committee has held its first two quarterly meetings further evidence is required to fully evaluate BOR involvement in the community college accreditation process.

From the meeting held in November 2005, it was evident that members of the BOR did not have a full appreciation of ACCJC standards and issues facing the community colleges. At this point, it is difficult to gauge the commitment to becoming informed as required by the current ACCJC accreditation standards.

**Planning Agenda**

The work group is in agreement that each college’s planning agenda make reference to BOR informed and involved in the accreditation process. A suggested wording follow:
The College and the OVPCC will work with the BOR to assist the BOR in becoming more involved and informed with the accreditation process.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

The President University of Hawaii System has full responsibility and authority for execution of the policies authorized and established by the BOR. BOR Policy Chapter 2 provides for the duties and evaluation of the President of the University of Hawaii System.

The BOR approves the appointment of the Vice President for Community Colleges who is evaluated by the President of the University System.

The BOR approves the appointment of each college Chancellor who is evaluated by the Vice President for Community Colleges. As the Chancellors have dual reporting to the President of the University of Hawaii, the President will also evaluate the Chancellors.

Self Evaluation

The College meets the standard.

Planning Agenda

No action required.
IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

[The college is responsible for the descriptive summary, self evaluation, and planning agenda for IVB.2. In this standard, “president” refers to the Chancellor of a community college.]
Standard IV: Leadership and Governance

IVB.3. In multi-college districts or systems the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IVB.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the college and consistently adheres to this delineation in practice.

Descriptive Summary

The University of Hawaii Community College system (UHCC) includes the seven community colleges. Colleges are located on the main Hawaiian islands of Hawaii, Kauai, Maui, and Oahu. The islands of Lanai and Molokai are served by Education Centers staffed and operated by Maui Community College. The UHCC office is located on Oahu at a central site independent of the seven colleges. The seven colleges of the system form an interdependent network that is nested within the ten institution University of Hawaii system.

The BOR approved a reorganization of the University of Hawaii system-wide administration on June 21, 2005 creating the position of Vice President for Community Colleges (VPCC) and outlining the roles and responsibilities of the President of the University of Hawaii, the Vice President for Community Colleges, and the community college Chancellors. Community College Chancellors have dual reporting to the President for Community Colleges for leadership and coordinating of community college matters. The dual reporting relationship is designed to preserve BOR actions promoting and facilitating campus autonomy in balance with system-wide policy making and decisions impacting the campuses. The reorganization responded to ACCJC concerns regarding the substantive change in 2002.

The Office of the VPCC functional statement and the position description for the VPCC include descriptions of the executive leadership work of the Vice President who provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the community college system and assures support for the effective operation of the community colleges with staff support. The functional statement also makes clear that the Community College Chancellor has full responsibility and authority to implement and administer delegated system policies and is accountable for the operation of the college. The 2005 organization expands the authority and responsibility of the Chancellor (e.g. personnel decisions).
Through a series of meetings in Spring 2006, the VPCC, the seven Community College Chancellors, and senior staff from the VPCC Office developed and agreed upon a functional roadmap delineating the operational responsibilities and functions of the University of Hawaii System Offices, the UHCC System Office, the BOR, the State of Hawaii, and the colleges. Functional Roadmap

There also exists a number of UH system-wide committees/workgroups and UHCC system-wide committees/workgroups where discussion, information sharing, and consultation take place to advise/inform/recommend to the Chancellors and Vice President and the leaders of the system as appropriate.

[Depending upon the college’s “snapshot/cutoff date” for currency, this paragraph may not be applicable and the self evaluation will need to be reviewed.]

At the February 2006 BOR meeting and in testimony presented before the Hawaii legislative Higher Education Committee March 30, 2006, the President outlined his Devolution Initiative, in which the System will work with the campuses to site more resources at the campuses, closer to the students we serve. As part of that initiative, all System level positions and functions are being reviewed, from vice-presidents on down, to assess which functions should be conducted at the system level, and which at the campus level. Devolution Initiative In April 7, 2006 comments to the Council of Chief Academic Officers the Associate Vice President Academic Planning and Policy provided an update on the activity to evaluate the roles/functions and number of personnel at the system level in terms of cost effectiveness, efficiency and consideration of system versus campus operations. UH system VPs were asked to review their own units and Chancellors were asked to provide feedback to the system about the system VPs responses by early May 2006.

Self Evaluation

The UH system 2005 organization supported by the functional statement of the UH President, the Vice President for Community Colleges and the Chancellors are more in line with current ACCJC standards. The 2005 organization is an improvement over the 2002 organization which did not give full responsibility and authority to the college Chancellor to provide campus implementation. The Vice President for Community Colleges allows the community colleges to be heard as one voice rather than seven separate campuses. This one voice creates a united front for community colleges within the University of Hawaii System.

What remains to be seen is how the University of Hawaii System, the University of Hawaii Community College System, and the individual Colleges follow the roles and responsibilities outlined in the functional roadmap. As the organization is new, an assessment of its effectiveness has not occurred.
Planning Agenda

The work group is in agreement that each college’s planning agenda make reference to defining/refining the organization. A suggested wording follows:

- The College and the OVPCC will continue to refine the functional responsibilities of the system and make public the information.

Colleges differed on their “snapshot/cutoff” date for currency of the self description. If your college is using an earlier cutoff date, omit the paragraph on the Devolution Initiative and the associated planning agenda.

- The College and the OVPCC will work with the UH System concerning the UH System Devolution Initiative so that it reflects planning agenda items identified through the self study process as well as administrative review. Implementation should support all major units of the University system.

IV.B.3.b. **The district/system provides effective services that support the colleges in their missions and functions.**

Descriptive Summary

The Office of the Vice President for Community Colleges provides centralized support services in the areas of Administrative Affairs and Academic Affairs. The Associate Vice President for Community Colleges Academic Affairs (AVPCCCAA) is responsible for providing leadership in internal operational policy making that has impact on the development and implementation of community college systemwide academic plans, goals, objectives, and assessments. The office provides leadership, assistance, and coordination in the areas of 1) Academic Support Services, 2) Academic Planning, Assessment, and Policy Analysis, 3) Career and Technical Education, 4) Student Affairs, and 5) Workforce Development. June 2005 Reorganization Functional Statement

The Office of the Associate Vice President for Community Colleges Administrative Affairs (AVPCCADA) is responsible for facilitation and coordination in all aspects of administrative affairs for community colleges including budget, human resources, facilities planning and management, and equal opportunity employment/affirmative action. The office provides leadership, assistance, and coordination in the areas of 1) Physical Facilities, Planning and Construction, 2) Budget and Planning, 3) Finance and Operations, 4) Human Resources, and 5) Equal Employment Opportunities/Affirmative Action. The University of Hawaii Capital Improvements Projects (CIP) is managed at the System level by the Office of Capital Improvements. The BOR established the Office of Capital Improvements in 2002 to manage major CIP projects on University campuses. Overall community college repair and maintenance and capital improvement are under
the AVPCCADA. Colleges have responsibility for routine maintenance, and health and safety issues. Colleges work with consultants to develop Long Range Development Plans (LRDP) which are used by the system to develop capital improvement plans. June 2005 Reorganization Functional Statement

The VPCC is codifying best working practices into policy which are posted to the newly created a community college website with links to meeting minutes, systemwide initiatives and other resources. UHCC system homepage

Self Evaluation

The creation of the Office of the VPCC is viewed as a hopeful step in the right direction in terms of creating a system that can effectively provide services to support the Community Colleges in their missions and functions while maintaining the responsibility and accountability for institutional effectiveness and student learning outcomes at the college.

Currently, there are no systematic assessments, other than individual personnel evaluations of administrators, that measure the effectiveness of office in meeting their functional responsibilities. Findings from the current UH system Devolution Initiative have not yet been made public or acted upon.

Planning Agenda

The work group is in agreement that each college’s planning agenda make reference to methods of evaluating the Office of the VPCC. One suggested wording follow:

- The College will work with the OVPCC to develop methods for evaluating the UHCC System

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

In accordance with State law, the University submits a biennial budget request, program, and financial plan, and program performance reports to the Governor and Legislature for consideration by the Legislature when it convenes in regular session in every odd-numbered year. A supplemental budget request to amend any appropriation for the current fiscal biennium may also be submitted to the Legislature for approval when it convenes in regular session in even-numbered years. Operating and Capital Improvement Projects (CIP) funds for the University are appropriated by major
The UHCC system office coordinates the budget development and request process for the UHCC system which is viewed as a single unit in the University of Hawaii budget. The budget process is grounded in the strategic plans of the University of Hawaii system, the UH Community College System, and the individual College strategic plan. The Community College Strategic Planning Council (SPC) is the primary body for assuring systemwide participation in the UHCC strategic planning process. The membership of the SPC consists of the Chancellor, Faculty Senate Chair, and Student Government chair from each college, and the Vice President and Associate Vice Presidents for the community college. The SPC develops a planning context which identifies system budget request categories/clusters by UHCC Strategic Plan goals and objectives. The Community College Strategic Academic Planning Process is codified in UHCCP 4.101.

The development process of the college budget request is described earlier in the self study [college insert link if desired]. At the UHCC system level, the seven Community College Chancellors with support from the Associate Vice Presidents and their staff collaboratively review, categorize, and prioritize the individual college budget requests. Although budget details are maintained at the individual college level, the Community College budget is summarized and consolidated at the University of Hawaii Community College system level.

All major organizational units participate in the University’s Stocktaking process and present budget proposals to the UH System Biennium Budget Advisory Committee. UH Biennium Budget Committee The “Stock-Taking” process provides periodic status and progress reports on the community colleges planning and budget development process. The VPCC and Chancellors give a Stock-Taking presentation that is designed to explain how the UHCC system/college is aligning their mission and strategic, academic, and budget plans The presentations were requested to address four questions: How can you better meet State needs? How can you increase student participation and success? How will you know when you have succeeded? How will you fund new initiatives? 2007-2009 presentations are posted at Stocktaking Presentations. The Biennium Budget Advisory Committee formulates and submits recommendations to the University Executive Budget Committee. The University Executive Budget Committee formulates a draft systemwide budget proposal, subject to consultation on a systemwide basis, and then submits a recommended biennium budget proposal to the President for consideration. The President reviews the budget proposal, and then submits the recommended budget proposal to the BOR for final approval. The University’s final BOR approved budget is presented to the Governor and Legislature for consideration and
approval. At their discretion, the Governor and Legislature may add budget items to address high priority areas of concern of the State.

Although position counts and funding are appropriated by the Legislature at the University’s major organizational level (Community College System), details on decisions related to individual campus budget requests are provided on Legislative worksheets. The practice of the UHCC system has been to appropriate college funds in accordance with Legislative Intent. While State general funds provide the most significant funding resource for the colleges, other funding resources (e.g. Special funds, Revolving funds, Extramural Funds, UH Foundation, etc.) are also generated and retained by each college.

The VPCC, in consultation with the Council of Community College Chancellors, has begun discussions on how to allocate UHCC system resources based on program review. In the current legislative session, the University of Hawaii Community Colleges requested funds and positions to directly support accreditation program review/assessment process at the campuses as well as flexible resources to differentially allocate across the colleges according to the needs identified in the program review process. Although the request was only partially funded, it provided resources to consider a limited allocation of resources at the UHCC system level that will be based on a systemwide program review process.

The Vice President for Community Colleges has functional responsibility for providing a fair distribution of resources that are adequate to support the effective operations of the community colleges. The Vice President’s work is reviewed by the President for results and effectiveness.

Self Evaluation

The UHCC planning and resource allocation process has broad systemwide participation and is grounded in the various levels of strategic planning. While maintaining campus appropriations based Legislative intent, the UHCC system is considering equitable process and alternatives for the allocation of limited resources based upon program review.

Planning Agenda

The work group is in agreement that each college’s planning agenda make reference developing polices and procedures for allocating program review resources. One suggested wording follows:

- The Office of the VPCC, working with the Community Colleges Council of Chancellors, will develop a documented process for allocating specified resources based upon program review at the UHCC system level.
**IV.B.3.d. The district/system effectively controls its expenditures.**

**Descriptive Summary**

The statutes governing the State of Hawaii budget execution process are primarily reflected under Chapter 37 of the Hawaii Revised Statutes. As required by State law, the University implements the budget execution process as provided in the Governor’s Budget Execution Policies (available in the Office of the VPCC). While the University is exempt from some of the special requirements set forth in the instructions, the primary fund allocation and control processes are maintained as required. The maintenance of allocations, ceilings, quarterly allotments, Form A-19 approval process, etc., provide appropriate monitoring, controls, and safeguards in the budget executive process.

The Financial Management Information System (FMIS) of the University of Hawaii was implemented on July 1, 1996 and provides the basic mechanism to monitor and control the financial resources of the University of Hawaii. FMIS assures observance of legal requirements, aids in the exercise of budgetary and management controls, and provides financial information pertaining to the various functions of the University FMIS is designed to adhere to Federal, State, and University requirements, address management information needs, and comply with accounting principles for colleges and universities. (UH Administrative Procedures A8.600 Accounting). The quarterly allotment (Form A-19) monitoring and control requirements are programmed in FMIS with transactions edit rejections currently maintained at the campus/fund level. A separate project based, expenditure category, contracts and grants module is in place to administer these types of funds. Other funds (e.g. endowments, agency, bond, financial aid, etc.) are also maintained and controlled as appropriate under FMIS.

The VPCC has functional responsibility for ensuring that the community college system effectively controls its expenditures. June 2005 Reorganization Functional Statement

The Vice President’s work is reviewed by the President for results and effectiveness.

**Self Evaluation**

The college meets the standard. The financial system and the policies and procedures in place sufficiently ensure that the system controls its expenditures

**Planning Agenda**

No action required.
IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without the chancellor’s interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The 2005 reorganization of the President’s office, the creation of the Office of the Vice President for Community Colleges, and the realigning of functions established a new organizational infrastructure for the University of Hawaii system of community colleges while retaining the integrity of the individually accredited colleges. In the June 2005 presentation to the BOR the President stated, “that the new Vice President for Community Colleges will be responsible for community college-related system policies, resource allocation within the community colleges, and central service and support for the seven community colleges.” When asked who would control the funding at each of the community colleges, the President responded that, “funding would be influenced by the Vice President’s decision but campus operations and management would be the responsibility of the Chancellors. The decision as to how the money is distributed to each of the campuses ultimately would rest with the University President.” BOR Minutes June 2005

Community College Chancellors have authority and leadership responsibility for the immediate operation, management, administration, and governance of their campuses within BOR governing and Presidential administrative policy. BOR Policy Chapter 4

The position description of a Chancellor (GE102) gives full responsibility and authority to the chancellor for all administrative and academic matters of the campus. Chancellor Position Description

The Vice President for Community Colleges has functional responsibility ensuring that community college chancellors have full responsibility and authority to implement and administer delegated system policies without interference and holds the chancellors accountable for the operation of the colleges. The Vice President evaluates Community College Chancellors. June 2005 Reorganization Functional Statement The Vice President’s work is reviewed by the President for results and effectiveness.

Self Evaluation

The polices and procedures of the university give full responsibility and authority to the chancellor to implement and administer delegated district/system polices without his/her interference and holds them accountable for the operation of the college.

The current (2003) Chancellor description (GE102) does not include the dual reporting to the President and VPCC reflecting the June 2005 Reorganization.
Planning Agenda

The work group is in agreement that each college’s planning agenda make reference to positions descriptions reflecting current organization. One suggested wording follows:

- The College will work with the OVPCC to review and revise the Chancellor position description to reflect the dual reporting to the President and VPCC.

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The Office of the Vice President for Community Colleges acts as liaison between the community colleges and the BOR. VPCC Position Description and June 2005 Reorganization Functional Statement The VPCC serves as an Administrative Representative to the BOR Community College Standing Committee. When presentations regarding the community college system are made to the standing committee or to the full BOR, it is the VPCC who speaks for the system (November 2005 and April 2006 BOR Standing Committee minutes, full BOR minutes). Items forwarded to the BOR for approval, such as College Strategic Plans and College Self Study are forwarded under the signature of the VPCC. The functional road map provides more detail. Functional Roadmap

The VPCC is a member of the President’s executive council as well as a member on the 10-campus Council of Chancellors. The VPCC convenes regular meetings of the seven campus Council of Community College Chancellors. UHCC Council Chancellors Minutes

Self Evaluation

By position description and functional organization, the Office of the VPCC acts as liaison between the community colleges and the BOR. The July 2005 organization is not reflected in all University policies and procedures

Planning Agenda

The work group is in agreement that each college’s planning agenda make reference to University policies and procedures updated to reflect the 2005 organization. One suggested wording follows:
The College will work with the OVPCC and UH system to review and revise written policies and procedures to reflect the 2005 Reorganization.

**IV.B.3.g.** The district/system regularly evaluates district/system role-delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

**Descriptive Summary**

The newly reorganized community college system is compiling best practices and processes into policies which are posted to the community college website. Written policies are aligned with BOR and system executive level polices and provide for regular review and assessment of the policies.

The VPCC and the Chancellors have agreed to and made public a functional roadmap. One of the system’s first polices (UHCCP 1.102 Community College Council of Faculty Senate Chairs) delineates the role of faculty governance and defines its advisory role to the VPCC. **UHCCP 1.102**

A draft policy on Strategic Academic Planning (4.101) is under review by the Chancellors with final approval by the VPCC expected in June 2006. The policy provides for a process and establishes the community colleges Strategic Planning Council (SPC) as the primary body for assuring systemwide participation in the UHCC strategic planning process. The policy identifies roles and responsibilities and includes the relationship to and responsibility of campus academic planning.

**Self Evaluation**

The current system is in the early stages of developing and defining role-delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in meeting educational goals.

The development of systemwide policies, making the policies public, and the provisions for regular review and assessment of the policies are seen as good progress toward meeting the standard.

**Planning Agenda**

The work group is in agreement that each college’s planning agenda make reference to continued development of polices and procedures, making them public, and regular review. One suggested wording follows:

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**Standard IVB—Board and Administrative Organization**

*UHCC Standard IVB Working Group May 2006*
• The College and the OVPCC will continue to develop, make public, and regularly review structures, policies, and procedures for improvement.