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SYSTEM

University of Hawai'i Community Colleges
UNIV. OF HAWAII
UH BUDGET OFFICE
Administrative Affairs

09 FEB -5 P2:36

February 5, 2009

TO: The Honorable James Duke Aiona, Jr.
Lieutenant Governor, State of Hawai'i

SUBJECT: NOTIFICATION OF APPROVED REORGANIZATION
UNIVERSITY OF HAWAII - LEEWARD COMMUNITY COLLEGE

Attached for your files is a copy of the reorganization of the University of Hawai'i, Leeward Community College, which was approved on December 12, 2008. The purpose of the reorganization is explained in the attached documents.

Should you have any questions, please contact Director Sandra Uyeno at 956-3874.

A handwritten signature in black ink, appearing to read "M. T. Unebasami".

Michael T. Unebasami
Associate Vice President for Administrative Affairs

Attachments

- c Vice President John Morton
- ✓ University Budget Office
- UH System Office of Human Resources
- Chancellor Manuel Cabral
- UHCC Budget Office
- UHCC Human Resources Office

2327 Dole Street
Honolulu, Hawai'i 96822
Telephone: (808) 956-6023
Fax: (808) 956-3763

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University of Hawai'i Community Colleges
Administrative Affairs

February 5, 2009

Mr. Randy Perreira, Executive Director
Hawai'i Government Employees Association
888 Mililani Street
Honolulu, HI 96813

Dear Mr. Perreira:

SUBJECT: NOTIFICATION OF APPROVED REORGANIZATION,
UNIVERSITY OF HAWAII - LEEWARD COMMUNITY COLLEGE

Upon completion of the consultation process with HGEA, attached for your files is a copy of the reorganization for the University of Hawai'i, Leeward Community College, which was approved on December 12, 2008.

Should you have any questions, please contact Director Sandra Uyeno at 956-3874.

Michael T. Unebasami
Associate Vice President for Administrative Affairs

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February 5, 2009

Dr. J. N. Musto, Executive Director
University of Hawai'i Professional Assembly
1017 Palm Drive
Honolulu, HI 96814

Dear Dr. Musto:

SUBJECT: NOTIFICATION OF APPROVED REORGANIZATION,
UNIVERSITY OF HAWAII - LEEWARD COMMUNITY COLLEGE

Upon completion of the consultation process with UHPA, attached for your files is a copy of the reorganization for the University of Hawai'i, Leeward Community College, which was approved on December 12, 2008.

Should you have any questions, please contact Director Sandra Uyeno at 956-3874.

A handwritten signature in black ink, appearing to read "M.T. Unebasami".

Michael T. Unebasami
Associate Vice President for Administrative Affairs

Attachments

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University Budget Office
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UHCC Human Resources

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EXECUTIVE SUMMARY REORGANIZATION PROPOSAL

Establishment of a Director of Planning, Policy, and Assessment and Restructuring of the Office of Continuing Education and Workforce Development Leeward Community College

In October 2006, the University of Hawaii's Board of Regents approved an Administrative Reorganization that enabled Leeward Community College to more effectively focus on and promote student learning. To effectuate the needed "institutional culture of evidence,"¹ the College conceptually established the Office of Planning, Policy, and Assessment (OPPA) to head the College's effort "to accurately assess needs and challenges, to strategically plan, and to develop implementing policies and directives is critical to the College's efforts to maximize the learning opportunities and student success."²

The OPPA is the staff office that is responsible for "college-wide planning efforts, developing and coordinating policy, and coordinating institutional assessment and analysis."³ The concept of the OPPA called for a Director or executive position to provide the much needed leadership to the College's faculty and staff in the areas of program review, student learning outcomes, and accreditation. However, at the time of the administrative reorganization proposal's submission, the College was not able to obtain the executive resource needed and opted to leave as much flexibility as possible. This was done by substituting in the proposal the term "Director" which implies an executive resource with the term "Unit Head" which was described as "a faculty member or other qualified individual from within the College..."⁴

The proposed reorganization would complete the 2006 Administrative Reorganization by:

- Reallocating the vacant executive position (#89151) from the Office of Continuing Education and Workforce Development (OCEWD) to the Office of Planning, Policy, and Assessment (OPPA).
- Reclassifying the executive position (#89151) from that of Director of Continuing Education and Training to that of Director of Planning, Policy, and Assessment which will serve in lieu of the OPPA Unit Head.
- Restructuring the existing OCEWD from a stand-alone program to a non-credit academic unit headed by a Unit Head selected from the faculty of the unit.
- Organizationally assigning the restructured Continuing Education and Workforce Development unit under the College's Office of Career and Technical Education.

No additional financial resources will be required to implement this reorganization.

¹Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges, *Self Study Manual*, July 2003.

²University of Hawaii, Leeward Community College, *Executive Summary, Reorganization Proposal Request*, October 20, 2006.

³University of Hawaii, Leeward Community College, *Reorganization Proposal Request, Approved Organizational Charts and Functional Statements*, October 20, 2006.

⁴University of Hawaii, Leeward Community College, *Reorganization Proposal Request, Approved Organizational Charts and Functional Statements*, October 20, 2006.

REORGANIZATION PROPOSAL

Establishment of a Director of Planning, Policy, and Assessment and Restructuring of the Office of Continuing Education and Workforce Development Leeward Community College

Present Organization

As approved by the University of Hawaii's Board of Regents, the 2006 Administrative Reorganization of Leeward Community College consolidated under the College's Vice Chancellor for Academic Affairs (VCAA) all instructional programs, credit and non-credit, academic support services, and student services and activities. Two components of the 2006 reorganization were the Office of Continuing Education and Workforce Development (OCEWD) and the Office of Planning, Policy, and Assessment (OPPA).

Office of Continuing Education and Workforce Development

In the 2006 Administrative Reorganization, the name of this academic program was changed to reflect the greater integration between credit and non-credit instruction, and the increasing demand for workforce development. This conceptual evolution of OCEWD was further enhanced with the inclusion of tenured faculty coordinators into the instructional ranks; workforce development focusing on initial training, retraining, and on-going skill refreshment and training; and programmatic initiatives such as nursing and medical assistants, and commercial driver training.

OCEWD is managed by a Director of Continuing Education and Training (#89151), which reports directly to the VCAA. The executive position is directly supported by 3.00 FTE general funded positions, a Secretary II (#21639) and 2 faculty coordinator positions (#86825, #88044) and 10.00 FTE special funded positions (5 faculty, 1 APT, and 4 civil service). In addition, the College's Theatre is organizationally assigned to OCEWD with a staff of 2.50 FTE general funded positions (2.5 APTs). The Director of CET position has been vacant since January 2006.

Office of Career and Technical Education

The Office of Career and Technical Education (OCTE) is headed by a line executive position, Dean of Career and Technical Education (#89454), and supported by a Secretary II (#30961). The Dean has oversight over the Division Chairs of Business Education and Vocational-Technical, and supervises the Coordinator of the Waianae-Nanakuli Education Center. The various Federal grants associated with the assigned academic programs are also under the administrative purview of the Dean of CTE.

Office of Planning, Policy, and Assessment

The 2006 Administrative Reorganization established the OPPA to provide a staff office that would centralize and coordinate the College's planning cycle of evaluation, goal setting, resource distribution, implementation, and reevaluation.

As proposed in the approved 2006 Administrative Reorganization, the OPPA unit consisted of two Institutional Analysts (#80462 and #78334), and was headed by a "Unit Head" which was defined as an individual appointed from the faculty ranks or other qualified individual from within the College. Subsequent to the 2006 reorganization, the College has augmented the OPPA with the addition of a faculty Institutional Effectiveness Officer (#82400) and an Information Technology Specialist (#81531) who splits her time and services between the University's Banner System and the OPPA. The fiscal biennium 2007 – 2009 budget added an Institutional Analyst (#78824) in fiscal year 2008 and a clerical position (#99163F) in fiscal year 2009.

Background/Nature of the Proposed Reorganization

In January 2004, Leeward Community College found itself being placed on warning as a result of its Midterm Report to its accrediting agency, the Accrediting Commission for Community and Junior Colleges (ACCJC). The cited issues for the warning was the failure to resolve the "N" grade, the incorporation of Program review into planning and resource distribution, and the lack of formalized planning in technology, information, and learning resources of the College.

The College actively pursued a variety of activities that resulted in an established culture and practices of institutional assessment and programmatic improvement which would eventually lead to being taken off of accreditation warning status three years later. However, it was realized that more was needed if the momentum of continued improvement was to be perpetuated. For one, the continued use of faculty members alone performing program review and accreditation requirements on a temporary assignment or overload basis, while effective in getting the College off accreditation warning, could not provide the sustained effort to take the College to the next level of integrating assessment, planning, and resource distribution.

The need for a sustained, progressive, and concerted effort was further emphasized. While the College had been removed from warning status, the ACCJC evaluation team did note areas for improvement and make specific recommendations. A Midterm Report was to be submitted by the College by October 2009 summarizing the College-identified plans for improvement and progress in meeting the ACCJC's evaluating team's recommendation. The ACCJC informed the College that its next comprehensive evaluation of the College's continuing development would take place during Fall 2012.

Key to this institutional paradigm shift to enhancing student learning through sound decision making based on assessment, planning, and accountability was the establishment of the OPPA. While the College has invested personnel resources to create a robust staff office, it was soon realized that the full potential of the OPPA would not be achieved until leadership of the unit

was determined. In this regard, the College's administration and governance bodies long debated the leadership of the OPPA.

As seen in a Leeward Community College 2005 Faculty Senate resolution⁵ and which was subsequently adopted by the Campus Council and endorsed the general campus community in two open forums, the College's administration was to establish a permanent executive position for the Director of Planning, Policy, and Assessment (DPPA) by pursuing the reallocation of an executive resource to fill first the Dean of Career and Technical Education (CTE) and then the DPPA. While the College administration was able to secure an abolished executive resource from the System and have it reclassified to the Dean of CTE, it was unable to obtain another for the DPPA in 2005.

Because the College administration was unable to secure an executive resource from the System, the College administration proposed that a vacant faculty position be converted to an executive resource and used towards the DPPA. While agreed upon by a vast majority of the College's faculty, the University of Hawaii Professional Assembly, the union representing faculty members strongly objected to the removal of any faculty resource when first consulted in 2005 when the administrative reorganization was first proposed and later in 2006 prior to the approval by the Board of Regents. The College administration opted not to further pursue this course of action.

Since the College was not able to provide an executive resource by the time the proposed administrative reorganization was sent to the BOR for approval, the DPPA was described as "a faculty member or other qualified individual from within the College..." This particular wording was inserted into the 2006 Administrative Reorganization proposal and the placeholder term of "Unit Head" used in lieu of DPPA implying an executive position.

After the approval of the College's Administrative Reorganization in October 2006, the College increased the staffing of the OPPA through internal reassignment and legislative appropriated positions. However, the leadership of the OPPA remained an unresolved dilemma. The College's administration, as well as faculty leadership in the Assessment and Accreditation Teams, were convinced that a faculty member or Administrative-Professional-Technical (APT) staff member would not, no matter how qualified, be able to provide the needed full-time direction and coordination, and convincingly demonstrate the College's commitment to systematic assessment, planning, and direction. It was the conclusion of the College's administration after vetting with campus governance bodies that the Unit Head of the OPPA would be best served as an executive position.

⁵ 2004-2005 Leeward Community College Faculty Senate, *Approved Minutes of the March 2, 2005 Special Meeting*, March 2005.

In keeping with the intent of the 2005 faculty senate resolution, the College continued to search for a vacant executive position. However, after over a year of seeking a vacant executive resource at the System level did not yield the much sought after resource, the College administration analyzed the internal resources and gave serious consideration to the reallocation and conversion of an existing vacant executive position to give much needed direction to the institutional support activities of the OPPA.

The College currently has two administrative units that address career and workforce development: Office of Career and Technical Education (OCTE) which houses the Vocational/Technical and Business Technology divisions and the Office Continuing Education and Workforce Development (OCEWD). Please refer to the current organizational charts III B and III E, respectively. In January 2006, the Director of OCEWD resigned. The College, however, did not fill this vacancy for two reasons: (1) the potential need to reallocate an executive position as discussed above, and (2) a growing realization that having career, technical, and workforce development programs organized into separate college-level entities based on credit and non credit programs was unproductive.

There are inherent strengths and weaknesses in both credit and noncredit programs addressing Hawaii's workforce needs. Credit programs are subsidized and thus more affordable to students and have a greater stability associated with them. Students are also assured that the programs have academic rigor and standing and often are a foundation that can be built upon for further education and career advancement. Noncredit programs on the other hand may be established and developed more quickly and often more responsive to the community, industry, and the State as a whole. In addition, they can be easily terminated once the need has been met or redirected to economic changes or anticipated requirements.

In recent years there has been a greater integration between credit and non-credit instruction. The College has developed and will continue to develop workforce development programs that have both credit and noncredit elements. Programs such as Process Technology start with strong base of liberal arts credit classes and finish with specialized noncredit training. In order for this educational experience to be seamless, a high level of integration and coordination is required. For the past two years, the College has been testing and evaluating this credit/noncredit concept by having the Dean of CTE oversee OCEWD and its operations in the absence of a new OCEWD Director.

Having all of the College's career and workforce development programs under one administrator has benefited the College's efforts in addressing community needs in STEM (science-technology-engineering-mathematics) and health education. The College intends to continue and expand its integrated approach. As noted in the 2006 Administrative Reorganization, "...there is a growing demand for convertibility between credit and non-credit instruction. The result is the line between credit and non-credit is becoming less defined and greater coordination is needed."⁶

⁶ University of Hawaii, Leeward Community College, *Executive Summary, Reorganization Proposal Request*, October 20, 2006.

Specific Actions Requested

1. **Reclassification of the Director of Continuing Education and Training (#89151) to Director of Planning, Policy, and Assessment (see current organizational chart III-E now reflected on proposed organizational chart III-B).**

The position of the Director of Continuing Education and Training which has been vacant since January 2006, is to be reallocated from OCEWD and reclassified to serve as the Director of Planning, Policy, and Assessment. The DPPA will serve as the immediate supervisor of all faculty and staff positions assigned to the OPPA.

2. **Reorganize Office of Continuing Education and Workforce Development (see current organizational chart III-E, now reflected on proposed organizational chart III-B-4).**

OCEWD is to be reorganized into a non-credit academic unit. The new unit is to be placed organizationally under the Office of Career and Technical Education, and headed by a Unit Head to be appointed from the unit's faculty who will report to the CTE Dean.

Reason for Proposing the Reorganization

Continuous Institutional Improvement

The OPPA is the College's proponent that is responsible for and facilitates "an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation."⁷ As clearly stated in the College Strategic Plan⁸ the hiring of a position to head the Office of Planning, Policy, and Assessment was the Priority One activity. This proposed reorganization satisfies this College strategic imperative.

The OPPA was established in clear recognition of the emphasis of learning outcomes to gauge student learning and achievement, to better employ limited resources to the maximum extent possible, and to base policy, programs, and resource allocation on unbiased data and sound decision making. The movement of the College's only vacant executive personnel resource from the OCEWD to the OPPA is indicative of the College's commitment toward continuous institutional improvement and to the promotion of student learning and achievement.

Greater Institutional Flexibility

The Office of Career and Technical Education with two credit divisions, Business and Vocational-Technical, and a noncredit unit, Continuing Education and Workforce Development, gives the College greater organizational flexibility. The integration of credit and non-credit instruction enables creative academic approaches that can be tailored to successfully address State's

⁷ University of Hawaii, Leeward Community College, *Executive Summary, Reorganization Proposal Request*, October 20, 2006.

⁸ Leeward Community College Strategic Plan 2002-2010, p.40

workforce requirements, to offer a range of entry-level training programs, career change initiatives, and career enhancement opportunities, and to promote community economic initiatives and development.

The proposed reorganization will enable the College to better provide business and vocational programs which support the State's workforce, promote entrepreneurial enterprises, and work with industry, unions, and professional associations to develop the State's workforce through entry-level training programs, career change initiatives, and career enhancement. The OCTE is structured to take maximum advantage of available revenues which range from State general funds to tuition and fees to grants (Federal, State, private), to contractual arrangements with private and public sector organizations.

In addition, the College's economic and workforce development initiatives will be offered through the College's satellite campus, the Waianae-Nanakuli Education Center, which would continue to be organizationally under the OCTE. Besides expanding the College's academic offerings to the Waianae Coast, the Center would become a primary venue in the promotion of community economic initiatives and development.

Other Alternative Considered

As noted in the Background/Nature of the Proposed Reorganization section of this reorganization proposed the College administration and community took years to explore a variety of ways to bring the OPPA concept into fruition, and to provide critical leadership in the systematic and cyclical evaluation, determination of goals and objectives, distribution of limited resources, implementation and testing, and reevaluation to improve student learning and affect institutional improvement.

Additional Annual Resourcing Required

There are no additional costs or resources anticipated at this time to implement the proposed reorganization. The lynch pin of the contemplated action is the reallocation of the executive resource currently assigned to the Director of the Office of Continuing Education and Training to the proposed Director of Planning, Policy, and Assessment. The former was a full-funded position and the annual compensation of the former would be applied to that of the latter.

Summary

The proposed reorganization completes the 2006 Administrative Reorganization of the College. It positions the College to better focus on continuous improvement of student learning and success, to be prepared for upcoming accreditation requirements, and to gain the organizational capabilities to address evolving State, industry, and community needs.

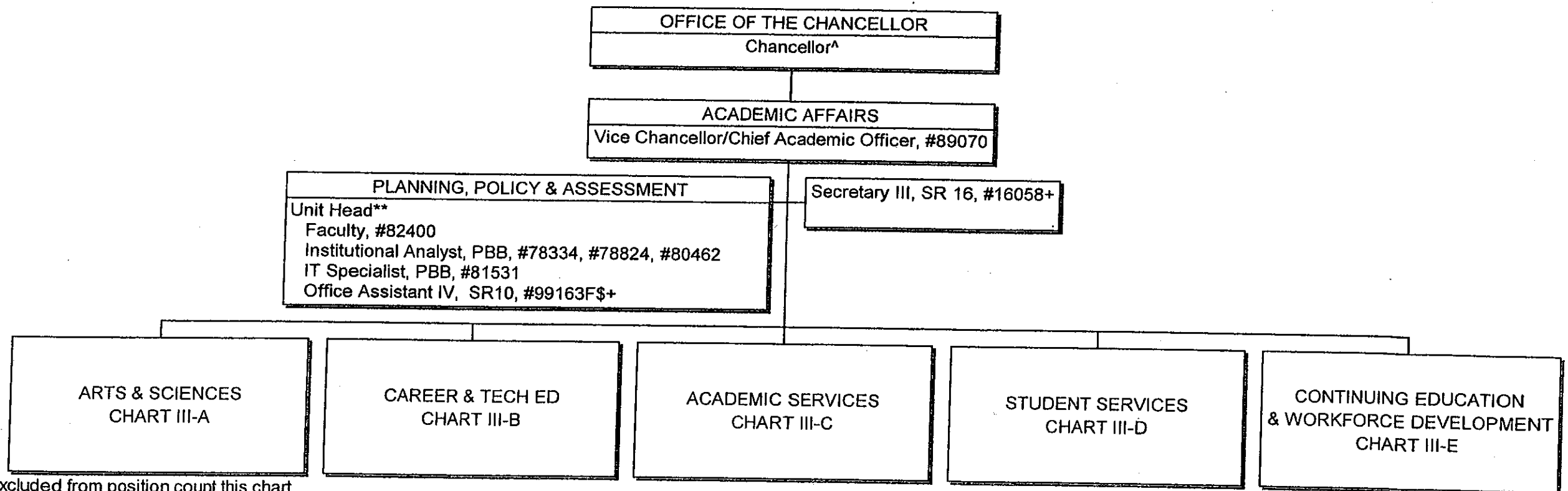
PREVIOUS

ORGANIZATIONAL CHARTS
AND
FUNCTIONAL STATEMENTS

STATE OF HAWAII
UNIVERSITY OF HAWAII
COMMUNITY COLLEGES
LEEWARD COMMUNITY COLLEGE
ACADEMIC AFFAIRS

POSITION ORGANIZATION CHART

CHART III



^Excluded from position count this chart

+Position to be redescribed

**Unit Head is appointed from faculty or other qualified individual from within college

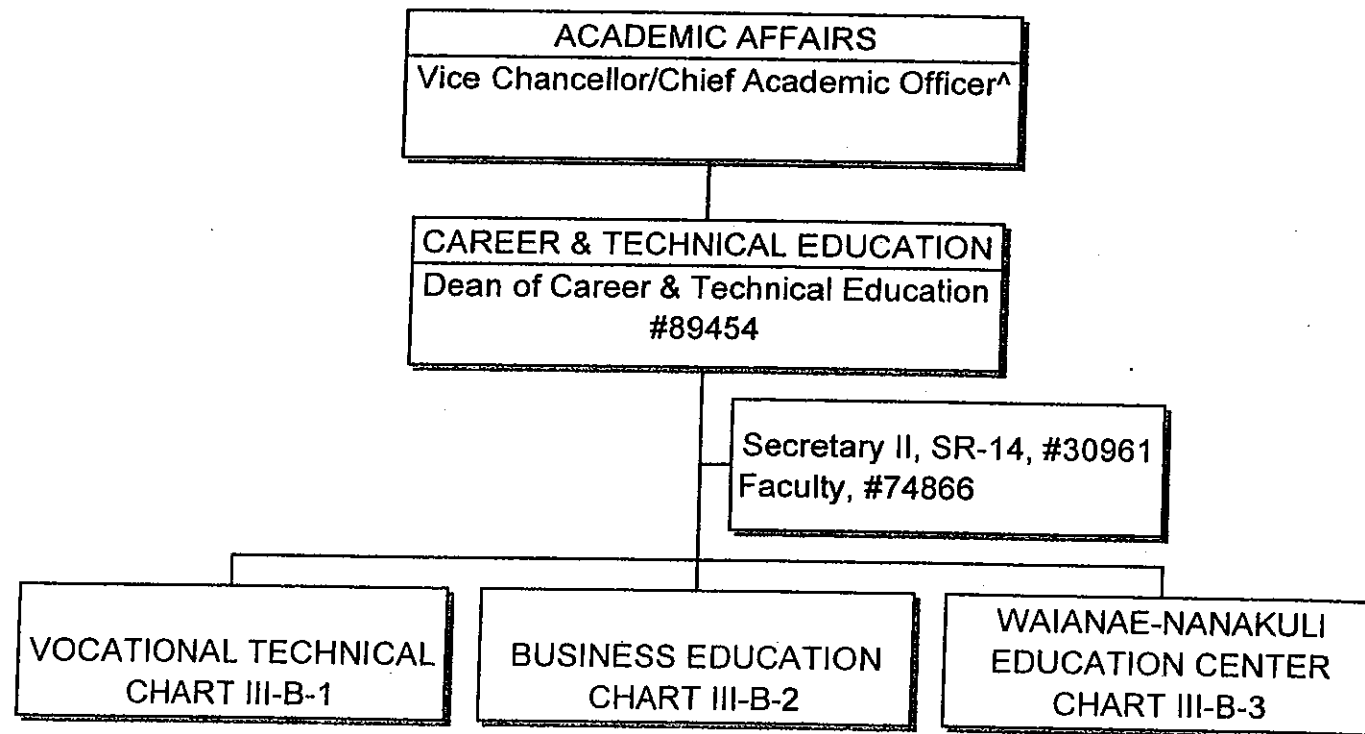
\$Position to be established

+Retitling of class

PERM
GENERAL FUND 8.00

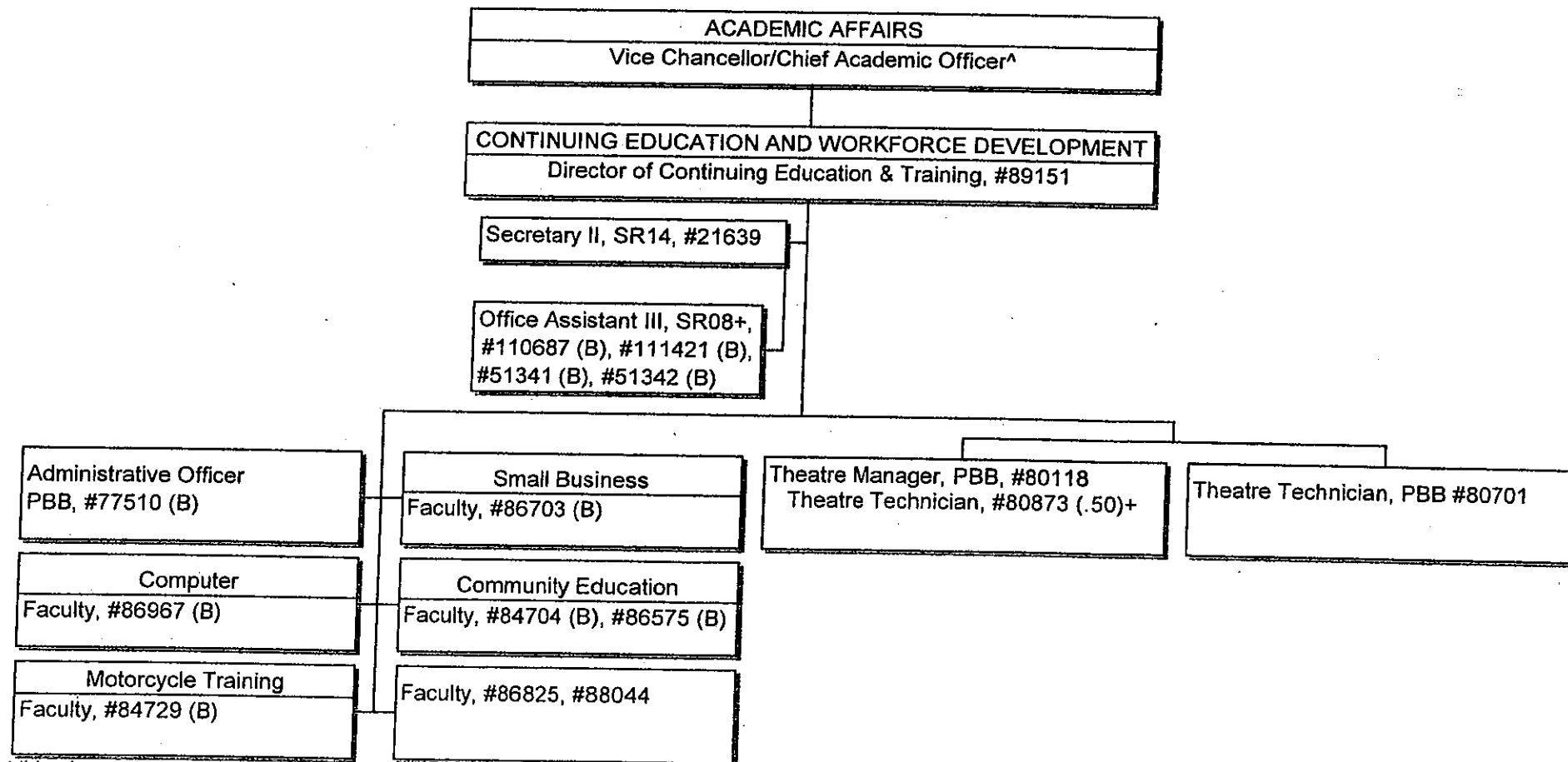
STATE OF HAWAII
UNIVERSITY OF HAWAII
COMMUNITY COLLEGES
LEEWARD COMMUNITY COLLEGE
ACADEMIC AFFAIRS
CAREER & TECHNICAL EDUCATION

ORGANIZATION CHART
CHART III-B



^ Excluded from position count this chart

STATE OF HAWAII
 UNIVERSITY OF HAWAII
 COMMUNITY COLLEGES
 LEEWARD COMMUNITY COLLEGE
 ACADEMIC AFFAIRS
 CONTINUING EDUCATION & WORKFORCE DEVELOPMENT
 POSITION ORGANIZATION CHART
 CHART III-E



^Excluded from position count this chart
 +Retitling of class

GENERAL FUND	PERM
(B) SPECIAL FUND	6.50
	10.00

CURRENT FUNCTIONAL STATEMENT

Office of Planning, Policy, and Assessment

This office is responsible for college-wide planning efforts, developing and coordinating policy, and coordinating institutional assessment and analysis. The Office of Planning, Policy and Assessment reports directly to the Office of the VCAA/CAO.

Specific functions assigned include the following:

- Conducts instructional research activities; oversees the scheduled evaluation of all programs and services offered at the College.
- Develops, in consultation with the College leadership and campus community, the College's:
 - Strategic Plan
 - Educational development plan
 - Self-study and accreditation process
 - Other long range planning documents
- Establishes processes and procedures for annual program plans and provides support to the program units in creation of those plans.
- Prepares management information reports and other institutional research.
- Conducts organizational assessments and develops, in consultation with the College leadership and campus community, innovative strategies for improving overall institutional effectiveness and efficiency.

CURRENT FUNCTIONAL STATEMENT

Office of Career & Technical Education

The Office of Career & Technical Education is charged with the responsibility for overseeing the career and technical education degree and certificate programs. The Office provides administrative support and supervises the operation of all Career & Technical Education instructional activities offered at the College.

The Office provides leadership in planning and setting priorities for the career and technical education instructional divisions, managing resources, and ensuring implementation of statutes, regulations and policies. This Office is also charged with the responsibility of providing administrative support for the Waianae-Nanakuli Education Center. The Office reports to the Office of the VCAA/CAO and is assigned a staff of Division Chairs appointed by the Chancellor's Office to assist in carrying out assigned functions.

Specific functions assigned include the following:

- Responsible for the administration, supervision, assessment, development and improvement of the faculty and curriculum.
- Coordinates teaching assignments and the scheduling of courses.
- Provides for the scheduled evaluation of all activities in these program units.
- Develops a budget and expenditure plan for all approved activities (including staffing plans, equipment acquisition plans, etc.) and supervises the expenditure of funds allocated to operating units.
- Responds to requests for information, problems, adjudicating disputes and grievances, within established guidelines.
- Supervises the recruitment, hiring and evaluation of staff; also, assigns workload.
- Plans and implements a program of staff development for faculty and staff assigned to the unit.
- Secures instructional materials for division personnel and prepares divisional budgets.
- Assists in the development of new courses and programs and facilitates in-service training as necessary.
- Makes recommendations to the VCAA/CAO regarding faculty evaluation and the selection of new personnel.

Waianae-Nanakuli Education Center

Provides for the planning, evaluation and implementation of all instructional and support services provided at Waianae-Nanakuli Education Center.

CURRENT FUNCTIONAL STATEMENT

Office of Continuing Education and Workforce Development

The Office performs all educational activities and special programs that are not part of the regular instructional credit program of the college. The Office of Continuing Education and Workforce Development reports directly to the Office of the VCAA/CAO.

Specific functions assigned include the following:

- Manages and coordinates educational and related programs not part of the regular credit instructional program of the College.
- Develops, coordinates, and solicits external sources of funding for non-credit courses and programs.
- Oversees the college's public service mission in continuing education workforce development and extension service.
- Oversees the use of college facilities for non-credit programs and events and for community users, exclusive of credit instructional programs.
- Oversees the operations of the college theatre. Works closely with theater staff and community users in implementing and administering theater events and programs.
- Assesses and reviews current programs and services, budget, new programs and outreach.
- Works in close partnership with credit instructional departments in the co-sponsorship of non-credit programs including program and budget administration, marketing and related activities.

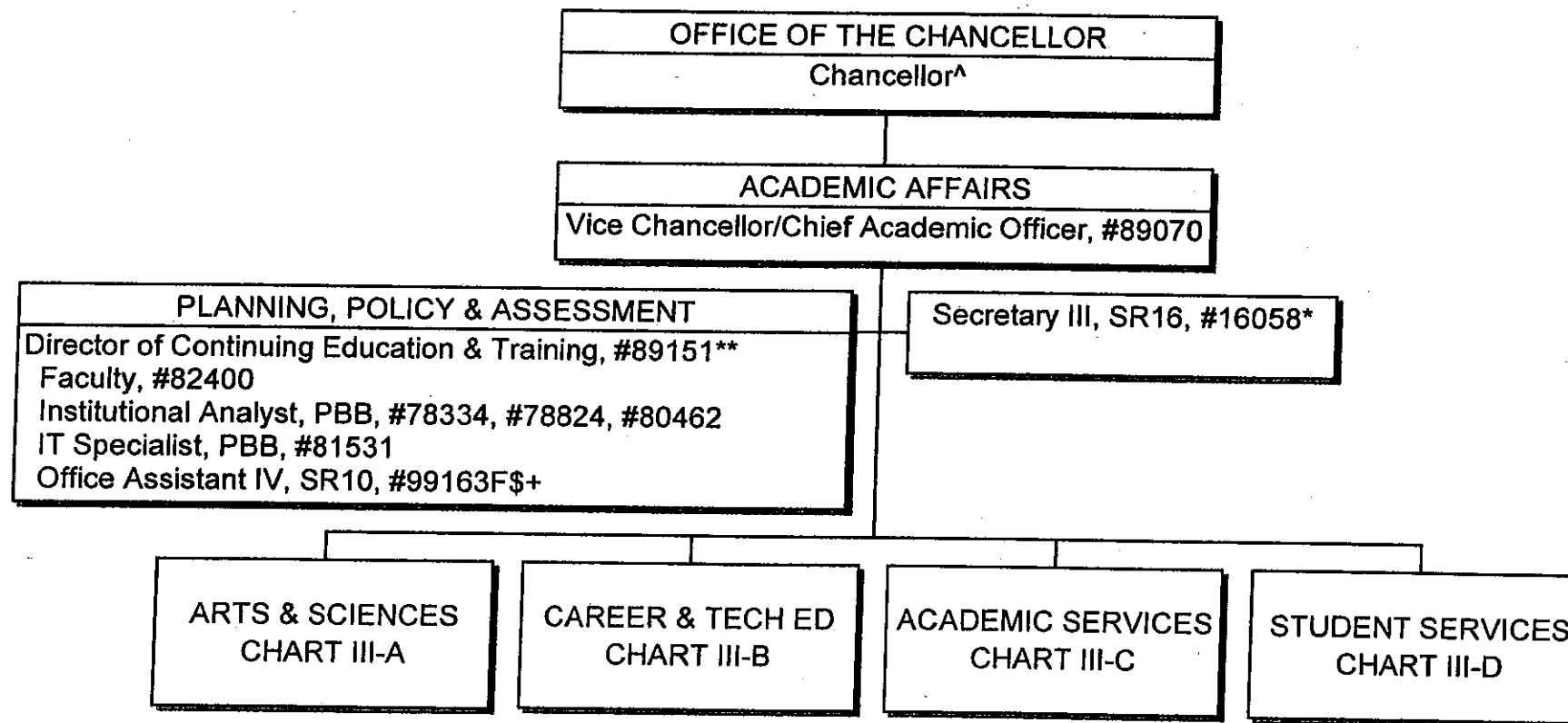
APPROVED

**ORGANIZATIONAL CHARTS
AND
FUNCTIONAL STATEMENTS**

STATE OF HAWAII
UNIVERSITY OF HAWAII
COMMUNITY COLLEGES
LEEWARD COMMUNITY COLLEGE
ACADEMIC AFFAIRS

POSITION ORGANIZATION CHART
CHART III

PROPOSED ORGANIZATION CHART



^Excluded from position count this chart

*Position to be redescribed

**To be redescribed and submitted for reclassification

\$Position to be established

+Retitling of class

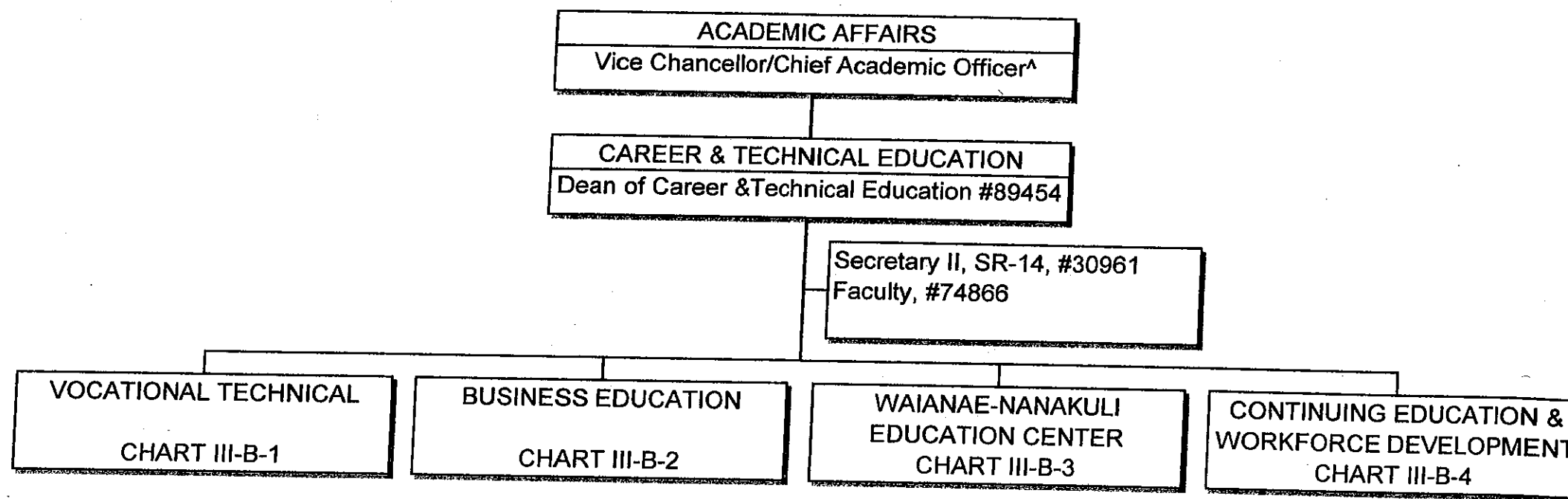
APPROVED: Manuel J. Cabral 12/12/08
Manuel J. Cabral Date
Chancellor

GENERAL FUND PERM
9.00

STATE OF HAWAII
UNIVERSITY OF HAWAII
COMMUNITY COLLEGE
LEEWARD COMMUNITY COLLEGE
ACADEMIC AFFAIRS
CAREER & TECHNICAL EDUCATION

ORGANIZATION CHART
CHART III-B

PROPOSED ORGANIZATION CHART



^Excluded from position count this chart

APPROVED:

Manuel J. Cabral
Manuel J. Cabral
Chancellor

10/12/08
Date

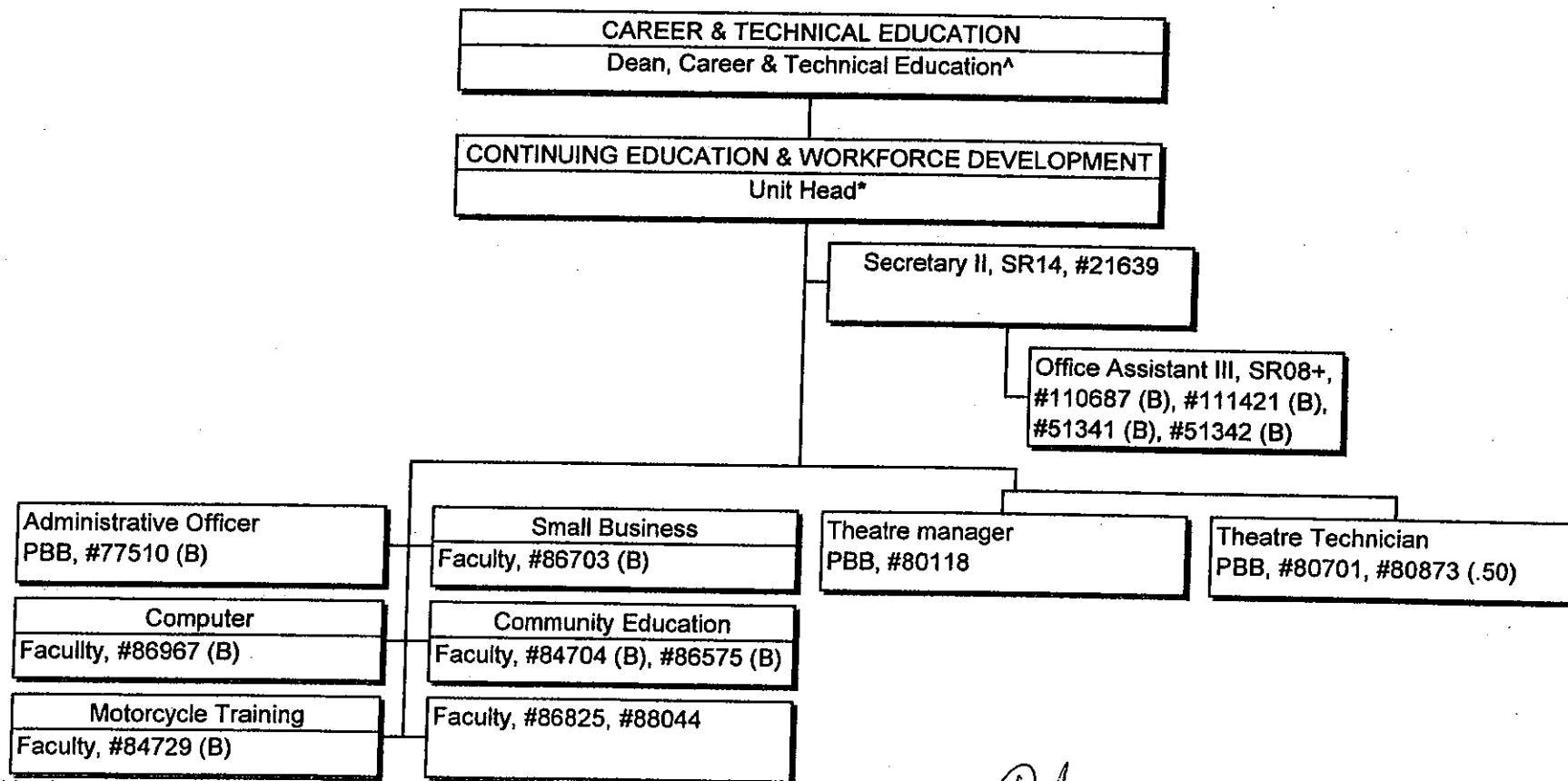
PERM
GENERAL FUND 3.00

STATE OF HAWAII
UNIVERSITY OF HAWAII
COMMUNITY COLLEGES
LEEWARD COMMUNITY COLLEGE
ACADEMIC AFFAIRS
CONTINUING EDUCATION & WORKFORCE DEVELOPMENT

POSITION ORGANIZATION CHART

CHART III-B-4

PROPOSED ORGANIZATION CHART



^Excluded from position count this chart

+Retitling of class

*Appointed from faculty of unit

APPROVED:

Manuel J. Cabral 12/12/08
Manuel J. Cabral Date
Chancellor

	PERM
GENERAL FUND	5.50
(B) SPECIAL FUND	10.00

Office of Continuing Education and Workforce Development

The Office performs all educational activities and special programs that are not part of the regular instructional credit program of the college, and which contribute to and meet workforce needs, current and projected, and to promote economic development within its area of responsibility. The Office of Continuing Education and Workforce Development reports directly to the Office of the Career and Technical Education.

Specific functions assigned include the following:

- Manages and coordinates educational and related programs not part of the regular credit instructional program of the College but which support the State's workforce, promote the entrepreneurial enterprises, work with industry, unions, and professional associations in the development of the State's workforce initiatives through entry-level training programs, career change initiatives, and, career enhancement.
- Takes maximum advantage of available revenues ranging from State general funds to tuition and fees to grants (Federal, State, private), to contractual arrangements with private and public sector organizations in the development and coordination of non-credit courses and programs, continuing education workforce development and extension services.
- Oversees the operations of the college theatre. Works closely with theater staff and community users in implementing and administering theater events and programs.
- Serve as a research and development arm of the College through which to test and evaluate instructional projects (credit, non-credit, or a blending) that address future needs and which may become a permanent part of the College's instructional offerings, that promote community economic initiatives and entrepreneurial enterprises, and support community development services.
- Works in close partnership with credit instructional departments in the co-sponsorship of non-credit programs including program and budget administration, marketing and related activities.

Office of Career and Technical Education

The Office of Career and Technical Education (OCTE) is charged with the responsibility of overseeing the career and technical education degree and certificate programs. The Office provides executive leadership in planning and setting priorities for the credit instructional divisions of Business Education and of Vocational-Technical Education; administrative guidance and support in the operation of all CTE instructional activities offered at the College; secures and manages program resources; and ensures implementation and compliance with applicable statutes, regulations and policies.

The OCTE is also responsible for executive leadership in ensuring that the College continues to meet the current and projected workforce needs of the State and to promote economic development within its area of responsibility. The Office provides administrative oversight of programs with those non-credit course offerings that work with government, industry, unions, and professional associations on workforce initiatives such as entry-level training programs and career change initiatives, that promote the entrepreneurial enterprises, and which enhance career development and community enrichment.

Through operational guidance and resource management, the OCTE is structured to take maximum advantage of available revenues for the College. These fund sources include, but are not limited to, State general funds, tuition and fees, grants (Federal, State, private), and contractual arrangements with private and public sector organizations. The Office is also structured through its non-credit unit to serve as a research and development arm of the College through which to test and evaluate instructional projects (credit, non-credit, or a blending) that address future needs and which may become a permanent part of the College's instructional offerings and community service.

In addition, this Office is also charged with the responsibility of providing administrative support for the Waianae-Nanakuli Education Center, a satellite campus of the College. The College's commitment to Native Hawaiian/Part-Hawaiian residents of the area of responsibility will be evident through expanded community-based academic offerings on the Waianae Coast, promotion of economic and workforce development initiatives, and serving as a primary venue in the support of programs and services that promote the access of Native Hawaiians to higher education opportunity and career exploration.

The Office reports to the Office of the VCAA/CAO and is assigned a staff of Division Chairs and Unit Head appointed by the Chancellor's Office to assist in carrying out assigned functions.

Specific functions assigned include the following:

For all programs and activities:

- Oversees the recruitment, hiring and evaluation of faculty and staff.
- Develops a budget and expenditure plan for all approved activities (including staffing plans, equipment acquisition plans, etc.) and oversees the expenditure of funds allocated to operating divisions/units.
- Assesses and reviews current programs and services, budget, new programs and outreach.
- Makes recommendations to the VCAA/CAO regarding faculty evaluation and the selection of new personnel.

- Responds to requests for information, problems, adjudicating disputes and grievances, within established guidelines.
- Actively seeks available and alternate revenue sources for the College which may be used to support current instructional programs, to research and develop instructional projects (credit, non-credit, or a blending), promote workforce development initiatives, and enhance community enrichment.

For credit degree programs and divisions:

- Responsible for the administration, supervision, assessment, development and improvement of the faculty, curriculum, and degree/certificate programs.
- Coordinates teaching assignments, workload, and the scheduling of courses.
- Provides for the scheduled evaluation of all activities in these program divisions.
- Plans and implements a program of staff development for faculty and staff assigned to the unit.
- Assists in the development of new courses and programs and facilitates in-service training as necessary.

For noncredit programs and workforce development initiatives:

- Coordinates educational and related programs not part of the regular credit instructional program of the College.
- Develops, coordinates, and solicits external sources of funding for non-credit courses and programs.
- Oversees the college's public service mission in continuing education workforce development and extension service.
- Works in close partnership with credit instructional departments in the co-sponsorship of non-credit programs including program and budget administration, marketing and related activities.

For Waianae-Nanakuli Education Center and Native Hawaiian Initiatives

- Responsible for the administration, supervision, assessment, development and improvement of the faculty, curriculum, and relationship with the Pearl City campus and other offices/campuses of the University of Hawaii System.
- Through credit course offering, non-credit workforce development activities, and expanded student support services, promote the access of Native Hawaiians to higher education opportunity and career exploration.