The following document was developed by a systemwide Standard IVB working group of the six UH community colleges undergoing comprehensive review in 2012. The group developed the Description identified evidence and links required by the standard. Institutional self-evaluation is the domain of each college and each college had the authority to use the document/information from as best fit their evaluation. As Standard IVB deals with Board and System, the working group agreed to the need for consensus on the conclusions in the Self Evaluation and the Actionable Improvement Plans. The document is not prescriptive but is presented for use by the colleges in developing their institutional Self Evaluation of Educational Quality and Institutional Effectiveness.

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 college-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.
Standard IV: Leadership and Governance

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 UH Maui College), on the island of Hawai`i in Kealakekua (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.

**University System**

The current UH System organization is a result of the June 2005 BOR approved reorganization of the community colleges which included the creation of a Vice President for Community Colleges, responsible for executive leadership, policy decision-making, resource allocation, development of appropriate support services for the seven community colleges, and re-consolidated 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 retain responsibility and control over campus operations, administration, and management.

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.
Standard IV: Leadership and Governance

The Regents Candidate Advisory Council of the University of Hawai‘i - 2007

The advisory council was created by Act 56, 2007 Hawai‘i Legislature, in conformity with the amendment to Article X, Section 6 of the Hawai‘i State Constitution ratified by the voters on Nov. 7, 2006. The council is tied to the University of Hawai‘i for administrative purposes. The Council identifies candidates for the university system’s governing Board of Regents. The council presents pools of qualified candidates to the governor of Hawai‘i from which candidates are nominated and, with the consent of the state senate, appointed by the governor.

The Regents Candidate Advisory Council of the University of Hawai‘i Amended 2008, 2010

Seven members comprise the advisory council. They establish the criteria for qualifying, screening and forwarding candidates for membership on the UH Board of Regents. The council advertises pending vacancies and solicits and accepts applications from potential candidates.

Act 56 was amended by Act 9 in 2008 which, in part, established residency within the county and. In 2010, Act was amended by Act 58 which, in part, ensured student involvement by the creation a student advisory group.

Change in Board of Regents Structure

As a result of changes in State law, the BOR was increased to fifteen members with all Regents nominated by a Regents Selection Advisory Committee, selected from this nominee list by the Governor, and confirmed by the State Senate.

While the Community College Committee of the BOR continues in existence, community college actions requiring Board approval are discussed and acted upon by the full Board through the regular Board meetings. There have been no difficulties in moving items to the Board or in getting timely approval of action items. The VPCC remains the principal liaison with the full BOR and the standing Community Colleges Committee on all community college matters. The standing committee met as a separate committee March, April, and November 2010 (Community College Committee 2010), and January 18, 2012. A report from the standing committee chair to the full BOR is included in the November 19, 2010 meeting. The BOR intentionally holds meetings on all campuses within the UH system.

The main agenda items for the standing committee meetings were listed as “Campus Issues and Concerns – Information Only and Campus Tour. Within “Issues and Concerns,” the standing committee’s schedule is structured to include an open comment period for the community, meetings with student leaders, faculty leaders, and administration.

Standard IVB—Board and Administrative Organization

As of May 1, 2012 3
Achieving the Dream – 2006

In Fall 2006, the then interim Vice President for Community Colleges (VPCC), on behalf of the UHCCs, filed a letter of intent to join the national initiative, Achieving the Dream (AtD). Implementation began in July 2006 and will continue through June 2012. A Core Team and a Data Team were set up under the VPCC. Members include an Initiative Director representatives from each of the community colleges, and staff from the OVPCC. The five AtD Goals for student success were adopted with particular focus on the success gaps for native Hawaiian students. Although the UHCC focus is on increasing Native Hawaiian student success and achievement, because of the evidence-based strategies implemented, all students benefit from the initiative. The commitment to the initiative is evidenced by the inclusion of many AtD goals within the UHCC Strategic Plan, thus ensuring a life beyond the time frame of AtD.

Achieving the Dream Goals for University of Hawaii Community Colleges

Act 188 Task Force (2008)

Act 188 was adopted by the 2008 State Legislature to establish a task force that would make recommendations on a budgetary system that, “includes an equitable, consistent, and responsive funding formula for the distribution of fiscal resources to the various University of Hawaii campuses.”

UHCC Strategic Planning Council (2008)

In Spring 2008, the Planning Council began to evaluate and report performance data that contributes to UHCC Strategic Outcomes and Performance Measures 2008-2015 Appendix B. The Vice President for Community Colleges visited each college to review benchmarks, baseline data, and suggested targets. The colleges were asked to review the proposal and agree to the proposals or suggest new targets. Each college was starting from a different point and had different capacity – all of which were taken into account in establishing UHCC System Strategic Outcomes and Performance Measures, 2008-2015. Underlying the system goals and outcomes are college-level goals and outcomes. In Fall 2008, the Planning council finalized the strategic outcomes, performance measures (definitions and sources), and expected levels of performance and made public the results of their work. The Office of the Vice President for Community Colleges (OVPCC) distributes updated annual performance data in the spring of each year and the VPCC holds forums at each college to discuss the UHCC system and college-level performance.

Assessment of the strategic planning process is conducted regularly using the Community College Inventory survey. Survey data are used for determining progress for Goal E performance measures in the Strategic Plan: “Develop and sustain an institutional environment that promotes transparency, and a culture of evidence that links institutional assessment, planning, resource acquisition, and resource allocation.”
UH Community College Enrollment Growth Funding (2008)

Beginning with the FB-2007-09, general funds have been appropriated by the Legislature to the University of Hawaii Community Colleges (UOH 800) to cover the differential cost (additional costs net of tuition revenue) for additional credit classes/credits required to meet student demands. These general funds are to be used only to defray the cost of additional credit classes/credits with any remaining funds not used for this specific purpose lapsing to the State general fund at the end of each fiscal year.

Enrollment Growth 2011

Change in Accreditation Status and Name Maui Community College (2009)

Effective August 2009, Maui Community College’s accreditation was transferred from the WASC Junior to the WASC Senior Commission and renamed, University of Hawaii Maui College. The college remains part of the University of Hawaii Community College System for administrative and organizational reporting and funding.

Change in University of Hawaii System Presidency (2009)

On August 1, 2009, Dr. M.R.C. Greenwood became the 14th president of the University of Hawai‘i. Dr. Greenwood previously served as Chancellor of the University of California Santa Cruz and Vice Chancellor for Academic Affairs within the University of California System. During her tenure with the UC system, Dr. Greenwood had close working relationships with area community colleges and is very familiar with WASC and the accrediting requirements.

Dr. Greenwood highlighted the work of the UH Community Colleges in her inaugural speeches focusing on both the extraordinary enrollment increases and the emphasis that the community colleges have placed on student success through the Achieving the Dream (AtD) and National Association of System Heads (NASH) Access to Success initiatives. Dr. Greenwood is firmly committed to the establishment of measurable outcomes and effective planning and budgeting to reach those decisions. There are no immediate plans to change the current organizational structure as it relates to the Community Colleges.

Hawaii Graduation Initiative and Complete College America (2010)

Hawaii Graduation Initiative aimed at increasing the number of college degrees awarded by 25 percent by the year 2015.

Hawai‘i, along with 16 other states, form the Complete College Alliance of states, a select group of leading states committed to significantly increasing the number of students successfully completing college and closing attainment gaps for traditionally underserved populations. As part of the initiative, the University of Hawaii President will lead a team of leaders to advance the Complete College America policy agenda and to coordinate local initiatives within the Complete College America agenda. The Hawai‘i team members include: the Vice President for Community Colleges, University of
Hawai‘i; President, Chaminade University; Director, Hawai‘i Department of Business, Economic Development and Tourism; Chair, Hawai‘i State Senate Committee on Higher Education; Chair, Hawai‘i House of Representatives Committee on Higher Education; Superintendent of schools, Hawai‘i Department of Education; Executive director, Hawai‘i Workforce Development Council; and Executive director, Hawai‘i P-20. Complete College America University of Hawaii System

Amendments to Board of Regents’ Bylaws (2011)

Section 304A-104 of the Hawaii Revised Statutes changed to read that Officers of the Board of Regents shall consist of a Chairperson and up to two Vice Chairpersons. The Chairperson and up to two Vice Chairpersons shall now be elected by the Board at a meeting preceding July 1 of each year. Hawaii Revised Statutes 304a-104 (2010)
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 15-member Board of Regents nominated by a Regents Selection Advisory Committee, selected from this nominee list by the Governor, and confirmed by the State Senate. Membership on the BOR is controlled by State Law (Chapter 304A-104-3, Hawaii Statutes §304A-104 Regents; appointment; tenure; qualifications; meetings. Hawaii Statutes 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 membership of the BOR 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. Evidence of the BOR as an independent policy-making body that reflects the public interest in board activities and decisions can be traced to a constitutional amendment that gave 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
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removed that clause [Powers of the BOR ] The BOR and administration are currently 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 website

Self Evaluation

The College meets the standard.

Actionable Improvement Plans

None.

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.

The issues of the community colleges are being addressed appropriately by the Board of Regents. The BOR minutes BOR Meeting Agenda and Minutes show many agenda items focused on the needs and issues of the community colleges. The BOR practice of meeting at the colleges was designed to give Regents a better understanding of each college’s climate and culture. The Regents have had a long-standing practice of annually
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holding its meetings on each of the University’s campuses. BOR Meeting Agenda and Minutes

The University of Hawai`i Community Colleges Strategic Plan 2002-2010, adopted by the BOR November 22, 2002, BOR Meeting Minutes Nov 2002. UHCC 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.

In 2008, the UHCC System updated the Strategic Planning Context UHCC Strategic Planning Context Appendix A and developed Strategic Outcomes and Performance Measures 2008 2015 Appendix B that provide a more uniform method with which to evaluate progress. The plans and performance measures are in line with the University of Hawaii System Strategic Plan. UHCC Strategic Planning is overseen by the Community College Strategic Planning Council. The roles and responsibilities of the Strategic Planning Council are codified in UHCCP 4.101. The Council is made up of chancellors, faculty senate chairs, and student body presidents from each college, and the Vice President and Associate Vice Presidents for the CC system. Each college has a college strategic plan that is integrated in the UHCC Strategic Plan.

Standard IVB—Board and Administrative Organization

As of May 1, 2012
Self Evaluation

The College meets the standard.

Actionable Improvement Plans

None.

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, addressed 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 Managerial team.

The University of Hawaii System President prepares a budget which includes all elements of the university. When approved by the BOR, the budget is submitted to the state legislature. Allocation of resources is system wide after the appropriation from the legislature is known. The community college allocations are determined through a budget process overseen by the Strategic Planning Council and submitted to the president for inclusion in the larger university budget. The UHCC Strategic Plan set benchmarks and numeric goals. The colleges set local goals, relying on program review data. In this way the colleges planning aligns with the overall goals set by the strategic planning council. The president’s final budget recommendation is communicated to the community college chancellors.

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 incorporated 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.
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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.

Actionable Improvement Plans

None.
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 website

Self Evaluation

The College meets the standard.

Actionable Improvement Plans

None.
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 Chapter 2, Administration, Section 2-4 references BOR Policy on Board Self Evaluation. In addition, the administration submits recommendation for policy and policy revisions as necessary.

During 2010/2011, the BOR initiated and completed a review of all BOR policies to ensure they followed best practices and to meet the intent of revisions in 3 areas: “readily apparent changes that are long overdue; convert prescriptive statements to broader policy statements; and propose delegations of authority to enhance operational efficiency and effectiveness.” Vice Presidents were assigned specific chapters for review and revision. The University of Hawaii All Campus Council of Faculty Senate Chairs (ACCFSC) was advised about the proposed amendments as a result of the review via a Memo from the BOR Chair on Feb. 3, 2011. At the Feb. 25, 2011, ACCFSC meeting concern was raised about the short turn-around time for faculty consultation. In response to the request by the ACCFSC co-chair to the BOR, the deadline for feedback was extended. Individual Senates reviewed the proposed amendments and the respective Senate Chairs sent faculty feedback to the ACCFSC co-chairs. Proposed amendments to BOR Policies, Chapters 1-8 and 10-12, were approved by the BOR at its March 17, 2011 meeting. Language clarification through additional amendments occurred at the BOR meeting on April 21, 2011 for Chapters 1-8 and 10-12, as well as in-depth discussion of Chapter 9. All amendments and revisions were approved at this meeting.

BOR Policy Chapter 2 Administration, Section 4, Policy on Board Self Evaluation requires that the BOR shall conduct a self-study of its stewardship every two years. The policy includes the responsibility, process, and outcomes. Minutes from the BOR Briefings and Workshop on Best Practices by the AGB's Dr. MacTaggart (January 20, 2011), Briefing and Workshop Conducted by WASC Executives (April 1, 2010). There was another meeting of Briefing and Workshop on Best Practices conducted by the AGB's Dr. MacTaggart on September 29 2011.

Self Evaluation

The College meets the standard.
Standard IV: Leadership and Governance

Actionable Improvement Plans

None.

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 15-member Board of Regents nominated by a Regents Selection Advisory Committee, selected from this nominee list by the Governor, and confirmed by the State Senate. Hawaii Revised Statutes - §304A-104 Hawaii Statutes sets the term of office as five years except for the student member whose term is two years. The statute provides for staggered terms. Every member may serve beyond the expiration date of the member’s term of appointment until the member’s successor has been appointed by the governor and confirmed by the senate. Members may serve no more than two consecutive five-year terms.

The President facilitates an annual briefing and workshop on Best Practices for all regents (conducted by Association Governing Boards). BOR minutes January 20, 2011 AGB Workshop. New Regent Orientation has been conducted by the UH EVP Provost. Orientations were conducted on September 21, 2011, May 20, 2011 and August 24, 2010. At the BOR February 23, 2012 Meeting, the BOR adopted changes in their bylaws to reflect the obligation to conduct timely orientation of new members. The action is reflected in the March 23 2012 BOR Minutes.

The University has developed the Board of Regents Reference Guide as the foundation. An updated copy was released May 2011.

Self Evaluation

The College meets the standard.

Actionable Improvement Plans

None.
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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

BOR Policy Chapter 2, Administration, Section 2-4 Policy on Board Self Evaluation Chapter 2, Section 2-4 details the purpose, policy, responsibility, process, and outcomes for BOR self evaluation.

Self Evaluation

The College meets the standard.

Actionable Improvement Plans

None.

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. By-Laws of the Board of Regents

Self Evaluation

The College meets the standard.

Actionable Improvement Plans

None.
Standard IV: Leadership and Governance

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

Descriptive Summary

Accreditation is part of the training for new BOR members. BOR Reference Guide The Vice President for Community Colleges keeps the BOR informed about the accreditation process. BOR meeting minutes April 15, 2010

evidence a three-hour workshop presented by the WASC president and executive director and the ACCJC president. The OVPCC coordinates the schedule of college self-evaluations submitted to the BOR. The BOR approves the self-evaluations in the August or September meeting. BOR Minutes August 24, 2006

Self Evaluation

The College meets the standard.

Actionable Improvement Plans

None.

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 Administration provides for the duties and evaluation of the President of the University of Hawaii System. Minutes from the BOR January 20, 2011 BOR meeting minutes January 20, 2011 show approval of the President’s goals for the academic year and approval extending the President’s contract with the university.
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.

Within the time frame of this self evaluation, the University completed successful searches for two community college chancellors and the president of the University of Hawaii system. BOR policies and procedures were followed in conducting the searches.

Self Evaluation

The College meets the standard.

Actionable Improvement Plans

None.
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 Actionable Improvement Plans for IVB.2. In this standard, “president” refers to the Chancellor of a community college.]
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 (UH Maui College now accredited by WASC Senior). 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 University of Hawaii Maui 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.

Community College Chancellors have dual reporting to the President of the University of Hawaii system for university system-wide policy making and decisions impacting the campuses and to the Vice 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 systemwide academic and administrative functions and operations. June 2005

Reorganization Functional Statement

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 expanded 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. The functions are regularly reviewed by the Council
Standard IV: Leadership and Governance

Community College Chancellors and updated as needed. Following a major review of BOR policies in the spring of 2011, and the delegation of some functions to the President, Vice President, and Chancellors, UHCC Chancellors reviewed and revised the **UHCC Functional Road Map** in 2011-2012.

A number of UH system-wide committees/workgroups and UHCC system-wide committees/workgroups exist 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. Several UHCC faculty and administration groups continue to work on developing new UHCC Policies and converting the former Chancellor for Community College Memoranda (CCCMs) **CCCM Conversion** to UH Community College Policies, as appropriate. The conversion begun in 2005 is on going.

**Self Evaluation**

The college meets the standard.

**Actionable Improvement Plans**

None.

**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 (AVPCCAA) 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 Services (AVPCCAS) is responsible for facilitation and coordination in all aspects of administrative services for community colleges. The office provides leadership, assistance, and coordination in the areas of 1) Budget and Planning, 2) Equal Employment Opportunity and Affirmative Action (EEO/AA), 3) Facilities and Environmental Health, Human Resources, 4) Marketing Communications, and 5) Research, Training, Commercial Enterprises and Emergency Management. The **Standard IVB—Board and Administrative Organization**

As of May 1, 2012
University of Hawaii Capital Improvements Projects (CIP) is managed at the System level by the Office of Capital Improvements. The BOR established the UH Office of Capital Improvements to manage major CIP projects on University campuses. Overall community college repair and maintenance and capital improvement are under the AVPCCAS. 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

Self Evaluation

The College meets the standard.

Actionable Improvement Plans

None.

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 organizational units (UH Manoa, UH Hilo, UH West O’ahu, UH Community Colleges, Systemwide Support, etc). The statutes governing the State of Hawaii budget preparation process are primarily reflected under Chapter 37 of the Hawaii Revised Statutes. Hawaii Budget Preparation Statutes

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 colleges. The SPC develops a planning context which identifies system budget request categories and priorities to ensure consistency with UHCC Strategic Plan goals and objectives. SPC oversight ensures that strategic planning and budget development remain closely linked processes. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the Strategic Planning Council (SPC), are codified in UHCCP 4.101. The development process of the college budget request is described earlier in this report and available on-line at http://uhcc.hawaii.edu/OVPCC/budget/budgetPrep.php. 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. A key determinant in approving budget requests are quantifiable and measurable goals supporting the achievement and advancement of strategic planning goals. 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 Budget Preparation Process and present budget proposals to the UH System Biennium Budget Advisory Committee. The UH Biennium Budget Committee is composed of representatives from the baccalaureate campuses, the Community College System, the All Campus Council of Faculty Senate Chairs, the Pukoa (Native Hawaiian) Council, the UH Student Caucus, and members of the UH System Senior Management Team. The Biennium Budget Advisory Committee formulates and submits recommendations to the University Executive Budget Committee. The recommendations are made in accordance with the FB 2011-13 Biennium Budget Policy Paper issued by the President, and sets forth the process, strategic priorities, and timeline for the biennium budget process. 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, tuition revenues are a critical and growing component of college revenue streams. Tuition revenues have risen considerably over the past few years both as a result of higher tuition rates and the rapid growth in the student population. The Fall 2011 credit...
headcount enrollment for the Community Colleges was 34,100 students a slight decrease from Fall 2010. Other non-general 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, implemented a series of measures to differentially allocate resources across the colleges to meet strategic planning outcomes and address the needs identified in the program review process.

Act 188 Task Force (2008)

Act 188 was adopted by the 2008 State Legislature to establish a task force that would make recommendations on a budgetary system that, “includes an equitable, consistent, and responsive funding formula for the distribution of fiscal resources to the various University of Hawaii campuses.” The formula would be linked to enrollment, assign different weights in recognition of the varying costs and revenues relating to educating different categories of students and include an incentive and performance component.

Act 188 2011 Report to the Legislature

After deliberation and consultation with the University President and the Board of Regents, the Act 188 Task Force recommended to the Hawaii State Legislature that the University FB 2011-13 biennium budget include

a) an outcomes component that provides funds to the University based on actual strategic outcomes related to graduation, Native Hawaiian graduation, Science Technology Engineering and Math (STEM) graduation, enrollment of low income students and student transfer

b) an enrollment component that provides funds to the University based on actual enrollment increases.

Due to the downturn in the State economy, funding for the requested components were not approved in the FB 2011-13. However, in FY 2012, the UHCC’s, internally reallocated $3.5 million to provide incentive funding for meeting the goals contained in the UHCC Strategic Outcomes and Performance Measures, 2008 - 2015 and $1.5 million to supplement $1.7 million in general funds (total $3.2 million) for enrollment growth. Enrollment growth allocations are based on the increase in the number of credit hours taught over a FY 2007 baseline, and include a differential calculation to recognize the different resource requirements for remedial and non-remedial instruction. Enrollment Growth 2011

An additional $2 million was also identified for system wide reallocation to expand financial aid programs, improve remedial/developmental education, augment the
Achieving the Dream initiative and address other Strategic Planning related requirements. Examples of other initiatives designed to ensure adequate resources system wide include internal reallocations to support different need based financial aid scholarship requirements at each college, Financial Aid Scholarship Allocations, and differential repairs and maintenance allocations to ensure that high priority repairs are addressed at each campus on a timely basis FY 2012 Repairs and Maintenance Plan.

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. 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.

Actionable Improvement Plans

None.

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. Hawaii Budget Execution Statutes As required by State law, the University implements the budget execution process as provided in the Governor’s Budget Execution Policies (FY 2012 Budget Execution Policies). 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). UH Admin Procedures Accounting General 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.

Fund management is accomplished through the Budget Level Summary System (BLS). The BLS system is a management tool designed to provide campus administrators with relevant data with which to appropriately manage available resources as well as a reporting mechanism to inform central administration, the Board of Regents, and the Legislature of the financial status of individual campus funds throughout the fiscal year. The BLS system projects the current fiscal year end financial status of each fund based upon the consideration of current cash balances, projected current year expenditures/encumbrances (allotments), projected current year revenues, projected transfers/loans, and other relevant factors. The BLS system is integrated with the formal budget execution and control process established under FMIS and the State budget allocation system. The BLS system is updated on a quarterly basis (BLS reports are available at each campus).  

The BLS system is used to monitor the status of Special and Revolving fund cash reserves as compared with the standards set by the Community College Unrestricted Fund Reserve Policy. The UHCC’s Unrestricted Reserve Policy UHCCP 8.201 was established to ensure financial stability through the maintenance of adequate reserves for unforeseen or emergency situations. The status of Special and Revolving fund cash reserves is provided with BLS system information on a quarterly basis.

The University of Hawaii is in the process of developing and testing a replacement to FMIS. The new system, Kuali Financial System (KFS) is scheduled to go online on July 1, 2012. KFS is an open source financial system, collaboratively designed among partner schools to meet the needs of all Carnegie Class Institutions by integrating best practice processes into its core design. The new system will improve efficiency, bring business practices up to date and provide improved data driven decision-making. The new system will also provide the mechanism to ensure compliance with all applicable Federal, State and University requirements.  

The VPCC has functional responsibility for ensuring that the community college system effectively controls its expenditures.  

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

An independent audit is conducted annually for the entire University system. The independent audits include a combined balance sheet and income statement of the community college system as supplemental information to the University’s consolidated financial statements.  

Standard IVB—Board and Administrative Organization

As of May 1, 2012
The audits are prepared in accordance with Governmental Accounting Standards Board (GASB) principles, which establish the standards for external financial reporting for public colleges and universities. The audits provide external, independent reviews of the University’s financial information and are key indicators of fiscal health and sound financial management.

Self Evaluation

The College meets the standard.

Actionable Improvement Plans

None.

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 University of Hawaii System has a single president, a Vice President for Community Colleges, and college Chancellors. Within the University of Hawaii System, IV.B.3.e refers to the UH President and the Vice President for Community Colleges giving full responsibility and authority to the Chancellors of the colleges. The BOR approved organization of the University of Hawaii President’s office, the creation of the Office of the Vice President for Community Colleges, and the realigning of functions established an organizational infrastructure for the University of Hawaii system of community colleges while retaining the integrity of the individually accredited colleges. When approving the structure and positions, 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
Standard IV: Leadership and Governance

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 College meets the standard.

Actionable Improvement Plans

None.

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 Institutional Self Evaluation Report 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.

The VPCC visits each campus at least twice a year. During the Spring Campus Visits he holds an open campus forum to discuss the UHCC system and college-level performance. In the fall, he reviews major initiatives and budget for the upcoming year.

Standard IVB—Board and Administrative Organization

As of May 1, 2012 27
These regular opportunities to meet with the VPCC and to discuss campus issues and concerns are well received and appreciated.

Self Evaluation

The College meets the standard.

Actionable Improvement Plans

None.

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 community college system is compiling best practices and processes into polices which are posted to the community college website. UHCC Policies Written policies are aligned with BOR and system executive level polices and provide for regular review and assessment of the policies. Bi-annually, the system assesses the extent to which the system’s policies and practices are aligned with the best available experience and evidence about how to genuinely, effectively focus the institution on student success. Systemwide leadership (Chancellors and Vice Chancellors, Faculty Senate Chairs, and Student Leaders) are surveyed. The results are made public (2011 Community College Inventory Survey Results).

The VPCC and the Chancellors have made public a UHCC Campus - System Functions Map 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

UHCC Strategic Planning is codified UHCCP 4.101 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 College meets the standard as a result of the 2010-2011 review, revision, and approval by the BOR of all BOR policies, in consultation with system administration and faculty.

Actionable Improvement Plans

None.