

Standard 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.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Leeward Community College (Leeward CC) leaders strive to encourage innovation and excellence throughout the college in a variety of ways. The Annual Program Review (APR) process is the primary method for recommending and implementing new innovations and improvements within the divisions and units. Examples include the development of a learning commons among several of the Academic Services units ([IVA-1](#)) and the deployment of program counselors to divisions ([IVA-2](#)). Other innovations have developed more directly from the faculty such as the implementation of the math emporium model ([IV-3](#)) and accelerated learning in the writing discipline ([IVA-4](#)).

Faculty and staff are given opportunities to experiment with new teaching strategies or student support delivery services through The Carl D. Perkins Vocational and Technical Education Act (Perkins) grants. These grant awards are specific to Career and Technical Education (CTE) programs; however, they encourage innovative pilot programs and strategies with initial grant funding. Recent Perkins awards have included a financial aid outreach and financial literacy program, applying scenario-based learning in CTE courses, and creating an opportunity for students to earn credit for prior learning through the development of a portfolio of assessable work ([IV-5](#)). Faculty and staff also have the opportunity to receive funding for mini-grants through the Student Success Committee (SSC) ([IVA-6](#)). These mini-grants are targeted to achieving the four goals of the committee, which include increasing graduation and transfer rates, increasing student success rates of all courses, reducing time spent in developmental education coursework, and eliminating gatekeeper courses. Recent SSC mini-grant awards include support of peer mentors for the College Success Seminars, support for math tutors in MATH 103, and funding for a professional learning team for instructors of gatekeeper courses.

Leeward CC also rewards innovation and excellence through its diverse campus and system awards. The college sponsors the Outstanding Service Award for civil service or administrative, professional, and technical (APT) employees; the Outstanding Lecturer Award; and the Lualima Innovation Award for DE instructors. The UH system sponsors the UH Board of Regents' Excellence in Teaching Award for faculty, the Willard Wilson Distinguished Service Award, the President's Award for Excellence in Building and Grounds Maintenance, the Masaki and Momoe Kunimoto Memorial Award for CTE faculty, and The Frances Davis Teaching Award for faculty ([IVA-7](#)). The Wo Learning Champions, a UHCC system initiative, also presents the Wo Change Agent award annually to UHCC programs that implement innovative programs at UHCC campuses ([IVA-8](#)).

There are also examples of cooperative policy development. In the 2008-2009 academic year, the vice chancellor for academic affairs (VCAA) coordinated with the then-Faculty Senate chair to turn over a previously administrative function, making determinations on student academic grievances, to the faculty under the auspices of the senate chair of the Student Committee. Following the policy documents and reports of the American Association of University Professors (AAUP), which recommends that “the review of a student complaint over a grade should be by faculty, under procedures adopted by faculty, and any resulting change in a grade should be by faculty authorization,” the VCAA agreed to designate the determination of an academic grievance as falling under the province of the Faculty Senate ([IVA-9](#)). In practice, this policy has now been in effect for three years and has worked well for both faculty and administration.

Campus Perception

The college has taken steps to evaluate the effectiveness to which its institutional leaders have created an environment for empowerment, innovation, and excellence. According to the 2011 Leeward CC Employee Satisfaction Survey, 69 percent of those who responded said that the chancellor and administrative team create an environment for empowerment, innovation, and institutional excellence ([IVA-10](#)).

According to the Leeward CC Faculty Senate Survey, 51 percent of those faculty members who responded viewed the senate as providing an effective forum for controversial issues or being an agent for necessary institutional change ([IVA-11](#)).

According to the Survey on Campus Council Effectiveness, 31 percent of its members who responded thought that they included input and feedback from members of their constituents to insure the flow of information upon which decisions are made ([IVA-12](#)). As a result of these surveys, both the Faculty Senate and the Campus Council drafted recommendations for improvement, which include improving communication on campus.

In 2006, the college identified two items for **Planning Agenda 35** indicating the administrative team would document and share information so that campus members could see the effect of planning and policy making, and the college would monitor the budget allocations that were based on assessment and Annual Program Review (APR) in order to determine the integrity of the process.

The Office of Planning, Policy, and Assessment (OPPA) posts documents related to institutional performance as well as assessment and the APR process on the college’s intranet, such as regular SLO assessment status reports ([IVA-13](#), [IVA-14](#)). Other documents, such as completed APR templates, planning lists, and institutional plans are available for the campus to view on the OPPA webpage of Leeward CC’s website ([IVA-15](#)) and in the college planning folder in DocuShare ([IVA-16](#)). Additional data is communicated to the campus via email ([IVA-17](#)). Lastly, the 2011-2012 College Effectiveness Report provides information on funding of institutional priorities ([IVA-18](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The college has established systematic processes to ensure that all members are able to contribute to the continuous improvement of its programs and services.

Actionable Improvement Plans

The members of Campus Council will submit a plan to disseminate information to their respective constituencies by December 2012.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Clear Voice

Leeward CC's "Shared Governance Policy" allows individuals or groups on campus the right to provide views on issues important to them and ensures that administrators demonstrate a willingness to incorporate faculty and staff input into decision making, especially as it relates to academic policies, procedures, and budgetary matters (IVA-19). Faculty, staff, students, and administrators are strongly committed to the ideal of a shared governance structure that is in compliance with ACCJC Standards, the education code, and Title 5 regulations. As a result, the college clearly defines the roles of those groups who provide this systematic input for the institutional governance of the college. These roles are explained and shared with employees new to the college during their orientation session.

In addition to the campus governance groups, faculty, staff, and administrators participate in institutional planning and allocation of resources as part of the Leeward CC planning process described in [Standard I.B.3](#). The planning process institutionalizes broad campus participation and dialogue in planning efforts and decision making on resource allocations. Assessment processes and the APR templates document discussions and decisions on program initiatives and plans ([Recommendation #1: Improving Institutional Effectiveness](#)).

Faculty, staff, students, and administrators have another mechanism for providing input into institutional decisions through the SSC (IVA-6). When the SSC was given its charge from the vice chancellor of academic affairs, invited members included division chairs, representatives from Student Services, Academic Services, Leeward CC Wai'anae, and the four deans. Since its inception, additional members have joined from Faculty Senate, faculty at-large, and student government. The SSC has a focus on improving student success through instructional strategies, student support initiatives, and policy changes.

Clear Roles

Faculty, staff, administrators, and students have clearly defined roles in institutional governance, which is described in depth in Appendix IVA-A (Organizational Structure of Leadership and Governance) and organized by administration and campus groups and governance committees ([IVA-20](#)).

In addition to administrative level positions, the college provides numerous venues to gather input and recommendations for college wide decision making in the areas of policy, planning, and budget. These include approximately eight committees and councils, which are also described in Appendix IVA-A.

At the college, the three main components of its participatory governance structure include the Faculty Senate, the Campus Council, and the Associated Students of the University of Hawai'i – Leeward CC (ASUH-Leeward CC).

The Faculty Senate's charter and bylaws begins with a preamble that states that the "Faculty Senate provides a formal, independent voice and organization, and through its Bylaws, establishes formal procedures by which the Faculty of the College can work in a collegial manner with their administrative colleagues in developing and implementing policies that will provide a favorable environment for learning within the University of Hawai'i system" ([IVA-21](#)). Article I of the charter goes on to identify the function of the Faculty Senate, which serves as "the policy recommending and advisory body of the Faculty," responsible for making recommendations to the [chancellor], the vice president for community colleges, the University of Hawai'i (UH) president, and the UH Board of Regents (UH BOR).

Campus Council serves as "a recommending body to the Chancellor for finalizing planning and budgetary matters," particularly "establishing preferences for the direction of the College . . . in regard to budget planning and resource allocation" ([IVA-22](#)). Members of the Campus Council include division chairs of the instructional divisions, Student Services unit head, and representatives of Nā 'Ewa Council, Leeward CC at Wai'anae, the Office of Continuing Education and Workforce Development (OCEWD), Academic Services unit, Operations and Management Group, Faculty Senate (chair and vice chair), Administrative Support Group (clerical staff), APT Group, Lecturers' Group, and the student association, ASUH-Leeward CC. Administrators are also members in a non-voting capacity.

Minutes of the meetings of both groups are published in the Campus Bulletin or uploaded to their respective websites in order to keep the various constituencies current on the business being considered ([IVA-23 through IVA-26](#)).

The ASUH-Leeward CC Constitution ([IVA-27](#)) begins with a preamble that states that the ASUH-Leeward CC exists to "serve the needs, promote the welfare, encourage the active participation, and democratically represent a body of students within a curricular atmosphere." The Student Government is the governing body, legislative assembly, and administration of ASUH-Leeward CC and is governed by an executive board comprised of the president, vice president, secretary, and treasurer. They oversee five elected senators. The Student Government represents the ASUH of Leeward CC to administration and the UH system. They advocate for students' concerns and needs, and student representatives serve on a range of campus committees to ensure student input on institutional policies and plans. Their major responsibilities include the budgeting and management of the student activities fees, advocating student needs at the campus and system level, and the establishing of policies and programs for students (Recommendation #3: Student Leadership).

An ad-hoc committee of the Student Government is the Budget and Finance committee. This committee allocates funding for student organizations and events. Members of this committee train over the summer and review the guidelines for requesting and granting funds. During the academic year, this committee meets weekly to review funding requests. Since its inauguration in fall 2009, the Budget and Finance committee funded approximately 25 events for a total of \$9,000 (IVA-28).

The UH system and Leeward CC are committed to servicing the Hawaiian community. In order to facilitate this mission, an advisory group at the UH system, Pūko‘a Council, was created. As stated on the UH system’s website:

The Kanaka Maoli within the University of Hawai‘i system are Native people of this land, unique by virtue of their ancestral ties to the ‘āina and their history, language, culture, knowledge and spirituality. Pūko‘a Council is dedicated to increasing the number of Native Hawaiian students, faculty, staff and administrators in the University system to a percentage that mirrors the percentage of Hawaiians in Hawai‘i’s general population. Envisioning a University of Hawai‘i committed to the empowerment, advancement and self-determination of Kanaka Maoli through distinctly Hawaiian instruction, research and service, Pūko‘a Council promotes the superior development of all aspects of Kanaka Maoli identity, including a pono spiritual, intellectual, cultural, economic and social well being. (IVA-29)

In order to facilitate Leeward CC’s participation in Pūko‘a Council, Nā ‘Ewa Council was established. Nā ‘Ewa Council’s charter states that it will “provide advocacy, leadership and support for Native Hawaiians through higher education.” Since 2002, Leeward CC’s Native Hawaiian interests and needs have been represented by Nā ‘Ewa members at Pūko‘a Council’s meetings.

Nā ‘Ewa invites all faculty and staff members who are interested in Native Hawaiian issues and advocacy to participate in meetings where position statements and program designs are drafted. Once Nā ‘Ewa Council members reach consensus, these statements are taken to the college’s governing bodies and administration as well as the Pūko‘a Council, which serves as an advisory board to the university president, for their support on Native Hawaiian issues.

Campus Perception

The 2011 Leeward CC Employee Satisfaction Survey included questions about the defined roles of particular campus groups in institutional governance (IVA-10). Of those who responded, 67 percent agreed that faculty have a substantive and clearly defined role in institutional governance, 75 percent agreed that administrators have a substantive and clearly defined role in institutional governance, and 59 percent agreed that staff have a substantive and clearly defined role in institutional governance.

During the roundtable discussions at convocation in the spring of 2012, faculty and staff talked about how the college was “thriving” and “struggling” in terms of governance and decision-making processes (IVA-30). For this topic, participants felt that there is participatory governance on campus. Through discipline and division meetings, campus groups, committees, Campus Council, and Faculty Senate, there are opportunities to participate in decision-making processes. People also believed that committees and groups have input through the planning process of the college for needs (for example, space, funds for repair, maintenance, and so forth). While opportunities to participate are available, there was a feeling that people “opt out” because they are too busy or not interested, and more effort to communicate and encourage participation is needed.

There were also some participants who were unclear as to how decisions are made with the input received. The need for transparency and improved communication was stressed. In terms of

communication, participants felt that there is a lot of information on the college website and the campus intranet. Other vehicles for communication that exist are the campus bulletin, faculty and staff emails, convocation, and campus bulletin boards. In terms of ways to improve communication, participants suggested more training on the use of the intranet, improved organization of the content on the college's website, and more frequent communication between administrators, governance groups, and all campus constituents.

As a response to the feedback given at the spring convocation, a survey was distributed in the spring of 2012 to find out from faculty and staff what kinds of resources, functions, and services they would like to see on the college's website and intranet ([IVA-31](#)). The results of this survey will be used to structure training sessions in the fall of 2012.

Responses to the ACCJC's 2006 Recommendations

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college maintain and evaluate its assessment, program review, and planning processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #1: Improving Institutional Effectiveness](#), for further discussion of the college's response to this recommendation.

The evaluation team also recommended that the college implement a program for developing student leadership participation in decision-making processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #3: Student Support Services](#), for further discussion on the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

In this standard, the college has demonstrated that its organizational structure for institutional governance clearly supports and encourages campus wide participation and input from faculty, staff, students, and administrators. Roles for contributing groups are clearly defined and it is evident that especially through the Campus Council and Faculty Senate, Leeward CC constituencies have a substantial voice in institutional policies, planning, and budget issues that relate to their areas of expertise.

Actionable Improvement Plans

None.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Leeward CC depends upon faculty, specifically through the Faculty Senate and its relevant subcommittees (for example, Curriculum Committee) as well as division chairs and program coordinators, for recommendations about student learning programs and services. In addition, the newly established Student Success Committee (see [Standard I.B.1.](#) for a detailed discussion on this committee's impact) is also taking a prominent role in making recommendations in order to improve student learning at the college.

Faculty Senate serves as the policy-recommending and advisory body of the faculty. As per its Charter and Bylaws, Article I, Section 2, the senate makes recommendations on issues pertaining to the operation of the college and the conduct of its faculty, students, and administrators, specifically in regards to general education and academic matters; instructional, academic, and student support programs; budget and finances; faculty member and campus administrator evaluations; faculty relations with administrators, staff, and students; and professional membership ethics and conduct standards ([IVA-21](#)).

In addition to the senate-at-large, several senate standing committees work directly with the administration, but report to the senate, to ensure appropriate faculty input. Two standing committees directly impact student learning programs and services.

The Program Review, Institutional Research, and Assessment Committee maintains a continuing overview of the instructional programs for quality and content, recommends policies and procedures related to program reviews, evaluates program reviews for acceptance, revision, or rejection and makes recommendations for academic programs developed outside of the traditional framework of classroom activity.

The Curriculum Committee is responsible for the development, review, recommendation, and approval of new and revised programs and courses. This committee suggests ways to strengthen the college's curriculum, serves as the voice of the faculty on matters relating to curriculum and educational resource allocations, and supports faculty members in the review of new approaches to instruction and cross-discipline articulations. Information regarding the Curriculum Committee is made available on the committee's website ([IVA-32](#)).

See [Appendix IVA-C](#) (Faculty Senate Committees) for a detailed description of all Faculty Senate committees. Some of these committees regularly work with administration, student services, and/or student government to directly influence student learning programs and services. Through these venues, the senate is presented with recommendations and relays resolutions to the relevant administrators via the senate chair. There are formal procedures by which program, course, and other curricular matters are sent to the administration via the Curriculum Committee and the full Faculty Senate ([IVA-33](#) and [IVA-34](#)). The details of the Curriculum Committee are discussed in [Standard II.A.2.c](#).

The vice chancellor of academic affairs, dean of arts and sciences, dean of career and technical education, dean of student services, dean of academic services, and director of planning, policy, and assessment meet with the division chairs on a regular basis to discuss issues and concerns from their respective units. In addition, the academic coordinator of the Leeward CC Wai'anae campus attends these meetings. Together, this group is able to serve as the liaison between their

units and administration and make recommendations that directly affect Leeward CC student learning programs and initiatives.

The Student Success Committee is a campus initiative to consolidate multiple projects focused on increasing student success under one umbrella for planning and cohesion (IVA-6). The goals for this committee come from the Leeward and UH System strategic plan and goals. For a detailed discussion on the impact that this committee has had on institutional dialogue, see [Standard I.B.1](#). Also refer to the “Executive Summary Report to the Faculty Senate on the Student Success Committee” for a detailed discussion of the recommendations and resulting actions that this committee has accomplished ([IVA-35](#)), such as the establishment of the campus wide Keymasters program ([IVA-36](#)).

Self Evaluation

The college is performing at expectations in this standard.

In this standard, the college has demonstrated that it relies on faculty, staff, and administrators, division chairs, Faculty Senate, and the Curriculum Committee for recommendations regarding student learning programs and services. The Student Success Committee has also promulgated its objectives and proposed action plans that support student learning and achievement. Appropriate policies are in place to support these efforts.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III because decision making includes dialogue about the results of assessment and program review and is purposely directed toward aligning college wide practices improve student learning.

Actionable Improvement Plans

None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary

The governance structures, processes, and practices of the colleges have been described in [Standard IV.A.2.a](#). In addition, Leeward CC adheres to the UH BOR policies in regard to collaboration among constituencies ([IVA-37](#)).

The Leeward CC planning process facilitates broad-based dialogue among the campus constituencies. The planning process begins with a leadership retreat to communicate the college’s focus for the year and provide an opportunity for dialogue on strategies to pursue. Ongoing assessment in programs and units enables discussion of assessment results and future plans. These assessments are included in the APR template. The APR template also includes questions to stimulate discussions, which are then documented within the template. Once the institutional plan is developed, it is approved through the Campus Council and communicated to the campus at large ([Recommendation #1: Improving Institutional Effectiveness](#)).

Campus Council has the broadest representation of all governance groups, and it provides a structure for dialogue and collaboration among constituents. Administration communicates institutional policies and budget plans to Campus Council for dissemination to appropriate campus constituencies.

Students are represented on the Campus Council as well as on the Information Technology Standing Committee to ensure student input into institutional policies and planning (Recommendation #3: Student Leadership).

Announcements to the campus are made through the weekly Campus Bulletin, which is published on the Leeward CC intranet (IVA-23). The monthly College Colloquia series, distributed both in print and electronically by the Innovation Center for Teaching and Learning, also announces campus events and professional development activities (IVA-38). During the start of each semester, the college holds convocation, at which time a detailed handout is distributed with updates and announcements. This handout is also distributed electronically to faculty and staff (IVA-39). Each semester, the UH vice president for community colleges gives a presentation to the campus on the status of system and college goals and achievements, which is posted to the college's website (IVA-40).

Communication is extended to students through the student publication *Ka Mana'o*, which is published in print and online (IVA-41), and through weekly email and text announcements sent by the Office of Student Life (IVA-42). In addition, the college has implemented a mandatory New Student Orientation (NSO) (IVA-43).

Campus Perception

The 2011 Leeward CC Employee Satisfaction Survey had a question about the college's processes and practices. In the survey results, 58 percent agreed that the college has clearly defined processes and practices allowing for all constituencies to discuss ideas, work together, and communicate effectively (IVA-10).

Responses to the ACCJC's 2006 Recommendations

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college maintain and evaluate its assessment, program review, and planning processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #1: Improving Institutional Effectiveness](#), for further discussion on the college's response to this recommendation.

The evaluation team also recommended that the college implement a program for developing student leadership participation in decision-making processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #3: Student Support Services](#), for further discussion of the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

For this standard, the college has demonstrated that there are governing structures, processes, and practices set in place to ensure that all campus members work together for the good of the college, and these processes involve communication at many levels and through many means. To further enhance communication, the chancellor and the vice chancellor of academic affairs could make separate visits to the divisions and the units at least once a year to communicate the campus initiatives, goals, vision, encourage responses, and provide increased visibility on campus.

Actionable Improvement Plans

None.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Leeward CC complies with ACCJC Accreditation Standards, policies, and guidelines. On January 31, 2007, the commission reaffirmed the accreditation of Leeward CC, with one requirement, that the college submit a Midterm Report in 2009. The college's Midterm Report submitted in October 16, 2009, documented the progress made in addressing each recommendation and described the plan of action to be completed before the next comprehensive visit.

All communications between the college and the commission are made available to the campus community in the accreditation folder on DocuShare ([IVA-44](#)). Since 2012, annual reports submitted to ACCJC are shared with the campus via email and are posted on the intranet.

Leeward CC has also reached out to local high schools, private schools, and other colleges to develop stronger relationships. The dean of student services is currently developing stronger connections with the local high schools that provide a majority of our incoming students. Leeward CC Wai'anae has been working with Kamehameha Schools to develop partnerships that support Native Hawaiian students. And, the instructional deans reach out to other colleges to provide transfer opportunities for our students.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

In this standard, the college has demonstrated that it has consistently responded to the commission's requirements. The college continues to place key accreditation-related documents on its website for easy access and for availability to the college community.

Actionable Improvement Plans

None.

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Leeward CC evaluates its decision-making structures through an evaluation of the planning process. See [Standard I.B.7.](#) for a thorough analysis of the campus process and discussion of improvements made since 2006.

In addition to the planning process, Leeward CC evaluates the integrity and effectiveness of its leadership through satisfaction surveys. The Faculty Senate conducted two campus wide surveys in 2009 and 2011. Members of the Campus Council evaluated its organization in 2011 through a similar survey method. Additionally, select faculty and staff participated in the Community College Inventory in 2009 and 2011, a survey with two questions about leadership.

For broader campus input, the college conducted an Employee Satisfaction Survey in 2011, which included two questions on leadership and governance. The Student Government distributes surveys to students on campus through a variety of methods, including online surveys during the NSO and at commencement ceremonies. Lastly, administrators are evaluated through a "360 assessment" survey conducted by the UH Office of Human Resources (see [Standard III.A.1.b.](#) for a discussion of this process).

In 2006, the college identified **Planning Agenda 36** stating that the college would formulate evaluative processes for the Faculty Senate and the Campus Council. This agenda item also specified that the college would develop a process that informed the campus of improvements made by these governing bodies and by administrators in response to assessments of their performance.

In response to this planning agenda item, the Faculty Senate conducted two online campus wide satisfaction surveys, one in 2009 and the other in 2011, using questions based on the AAUP's list of traits of effective senates.

Survey Results – Faculty Senate

For the 2009 Faculty Senate survey ([IVA-11](#)), three main strengths emerged when the categories of strongly agree and agree were combined:

- 75 percent of faculty who responded viewed the senate as defending the core values of academic freedom
- 73 percent indicated that the senate widely published records of its actions
- 71 percent agreed the senate grounded its practices in endorsed principles of governance

When the two categories of disagree and strongly disagree were combined, three relative weaknesses were identified:

- 67 percent of faculty who responded did not view the administration as relying upon the senate in the creation of all non-senate committees.
- 51 percent of faculty who responded did not view the senate as providing an effective forum for controversial issues or being an agent for necessary institutional change.
- 47 percent of faculty did not view the senate as composed of junior and senior faculty who are esteemed as academic leaders.

In response to identified weaknesses in the actual survey as well as the additional comments section, the Faculty Senate proposed that, for the 2009-2010 academic year, prior to each monthly senate meeting, agenda highlights would be distributed to the faculty-at-large advising them that all meetings of the senate are open and invite them to attend the upcoming meeting if they see an item of interest. Also, prior to the annual election of senators held in the fall each year, faculty members would be encouraged to identify junior and senior faculty whom they esteem as academic leaders and exhort them to run for senate seats. Lastly, senators would be reminded of their responsibility to advise the faculty in their units about actions taken by the senate as soon as possible after the monthly meetings.

In April 2011, the same Faculty Senate survey was repeated. When the two categories of strongly agree and agree were combined, several main strengths emerged from the 2009 and 2011 results.

Area of improvement	2009 Result	2011 Result
Is regarded by the campus as dealing with crucial issues	55 percent	66 percent
Advertises meetings and activities in advance	60 percent	86 percent
Determines curriculum	58 percent	69 percent

Several concerns emerged from the 2011 survey results.

- Nearly a quarter of the respondents did not see the Senate as an agent for necessary institutional change.
- Looking at the “Don’t Know” responses, 61 percent did not know or understand the purpose of senate decisions as specified in its charter and bylaws.
- Lastly, 58 percent did not know if the Senate was consulted by the administration on the creation of all non-senate committees ([IVA-11](#)).

In October 2011, the Faculty Senate chair emailed a report to all faculty with the comparative survey results and the senate’s recommendations for improvement.

Survey Results – Campus Council

In 2011, the Campus Council conducted an online survey to evaluate the effectiveness of its organization ([IVA-12](#)). The council's structure and responsibilities changed in 2009 when it assumed the responsibilities of the Executive Planning Council, resulting in revised bylaws, which is why an evaluation of its effectiveness was not conducted until 2011. The Campus Council, however, intends to conduct the survey annually.

Unlike the Faculty Senate survey, the Campus Council's survey was distributed to members of the Campus Council and not the campus at large. Campus Council reviewed and analyzed the survey data at its meeting on December 5, 2011. A majority of members agreed that the Campus Council was effective in its roles of advising the chancellor on budgetary matters, recommending college priorities to the chancellor, and evaluating the planning process and making recommendations for improvements. A slight majority of members agreed that the Campus Council dealt with crucial issues to the campus and that it provided an effective forum for dealing with those issues.

A slight majority of members disagreed that council members insured that the flow of information upon which decisions are made includes the input and feedback from members of their constituencies.

In general, there was not an overwhelming majority agreeing or disagreeing about overall Campus Council effectiveness, indicating that there is room for improvement in all areas. The following is a summary of the recommendations made by the Campus Council for improvement during 2011-2012:

- Continue to post agendas on the intranet one week in advance of the meeting. Indicate on the agenda which issues to be discussed are considered important in terms of member feedback and participation in decision making.
- Publish the Campus Council minutes in the Campus Bulletin.
- Send out a faculty and staff announcement prior to each Campus Council meeting with a link to the Leeward intranet.
- Annually administer the Campus Council Effectiveness survey at the last meeting of the year.

Survey Results – Community College Inventory (CCI)

The CCI was distributed to select members of the college in 2009 and 2011 ([IVA-45](#)). For each item on the inventory, respondents were asked to indicate the college's level of implementation. One item asked whether institutional leaders demonstrate a commitment to strengthening student persistence, learning, and attainment and clarifying that that commitment should extend beyond rhetoric to actions in resource allocation, policy making, and data-driven decision making. In 2009, respondents rated the level as 2.5 for this item, with 2.0 being marginal implementation, and in 2011, respondents rated the level for this item as 2.7, with 3.0 being partial implementation. The other item on the inventory asked whether the CEO (chancellor) and other institutional leaders frequently used data about persistence and learning to drive decisions. The results for 2009 and 2011 were 2.4 and 2.6, respectively, also placing implementation as "marginal."

Campus Perception

In 2011, the Leeward CC Employee Satisfaction Survey was distributed to all faculty and staff. The results indicated the following regarding governance:

- 48.5 percent of those who responded agreed to the statement, “Faculty and staff understand the Campus Council’s role in college governance.”
- 70.7 percent of those who responded agreed to the statement, “Faculty understand Faculty Senate’s role in college governance” ([IVA-10](#)).

Lastly, the Student Government distributes surveys to students at various times in the semester and at various venues, such as during commencement and elections, as a way to evaluate the effectiveness of its leadership and governance ([IVA-46](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The college has created several mechanisms to evaluate the effectiveness of its leadership and governance. In addition, results have been used to make improvements. The Faculty Senate and the Campus Council will send out a satisfaction survey every two years as a matter of policy followed by action plans to address low ratings.

The expectation in this standard is that results of these surveys are communicated widely to the campus community, which has not always been the case. Another expectation is that these evaluations are conducted regularly.

Actionable Improvement Plans

None.

Standard IV.A. Appendices

Appendix IVA-A (Organizational Structure of Leadership and Governance)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26688/Appendix%20IVA-A.pdf>

Appendix IVA-B (Student Government Representation)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26689/Appendix%20IVA-B.pdf>

Appendix IVA-C (Faculty Senate Committees)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26723/Appendix%20IVA-C.pdf>

Standard IV.A. Evidence

- IVA-1 **Learning Commons 2012**
<http://lcc.hawaii.libguides.com/learningcommons2012>
- IVA-2 **Program Counselor Memo, July 21, 2010**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27198/Prog_Counselor_Memo_2010_7_21.pdf
- IVA-3 **Achieving the Dream Math Redesign Presentation**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27197/AtD_2011_Math_Redesign.pdf
- IVA-4 **Accelerated Learning Program at Leeward CC**
<http://www.leeward.hawaii.edu/ALP>
- IVA-5 **Carl D. Perkins Grant, Dean of Career and Technical Education**
<http://www.leeward.hawaii.edu/dean-cte>
- IVA-6 **Student Success Committee Group, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/student-success-committee>
- IVA-7 **Faculty and Staff Awards**
<http://www.leeward.hawaii.edu/facstaff-awards>
- IVA-8 **Wo Learning Champions Awards**
<http://wolc.hawaii.edu/xhtml/awardWinners.html>
- IVA-9 **AAUP Policy Documents and Reports, 10th Edition, 2006**
<http://www.aup.org/AAUP/pubsres/>
- IVA-10 **Leeward CC Employee Satisfaction Survey, 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26550/Leeward%20Campus%20Employee%20Satisfaction%20Survey%202011%2005%2026.pdf>
- IVA-11 **Report on the Leeward CC Faculty Senate Surveys, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26690/FacSen%20Survey_4%202011.pdf
- IVA-12 **Results of the Survey on Campus Council Effectiveness, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26694/Recommendations%20to%20Improve%20CC%20Effectiveness_Dec%202011.pdf
- IVA-13 **SLO Assessment Status Report, May 1, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27199/48_SLO_Assessment_Status_Report_2012_05_01.pdf

- IVA-14 **OPPA Group, Leeward Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/oppa>
- IVA-15 **OPPA, Leeward CC Website**
<http://www.leeward.hawaii.edu/oppa>
- IVA-16 **Planning Folder, DocuShare**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-92>
- IVA-17 **DPPA Email, April 12, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27200/DDPA_Email_to_Campus_2012_04_12.pdf
- IVA-18 **2011-2012 College Effectiveness Report**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27201/38_College_Effectiveness_Report_v6.pdf
- IVA-19 **Shared Governance Policy**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27202/Shared_Governance_Policy_and_Principles.pdf
- IVA-20 **Leeward CC Administration**
<http://www.leeward.hawaii.edu/administration>
- IVA-21 **Faculty Senate Charter and Bylaws**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27203/Faculty_Senate_Charter_Bylaws.pdf
- IVA-22 **Campus Council Charter and Bylaws**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27204/Campus_Council_Charter_Bylaws.pdf
- IVA-23 **Campus Bulletin, Leeward CC Intranet (Login Needed)**
<http://www.leeward.hawaii.edu/bulletin>
- IVA-24 **Faculty Senate Minutes**
<http://emedia.leeward.hawaii.edu/senate/minutes.html>
- IVA-25 **Campus Council Minutes, Leeward CC Website**
<http://www.leeward.hawaii.edu/campuscouncil-minutes>
- IVA-26 **Campus Council Minutes, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/411>
- IVA-27 **ASUH-Leeward CC Constitution**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27205/ASUH-Leeward_CC_Final_Constitution_090520.pdf
- IVA-28 **Budget and Finance Committee**
<http://emedia.leeward.hawaii.edu/studentlife/bf/budget-and-finance-committee>
- IVA-29 **UH System Mission**
<http://www.hawaii.edu/ovppp/stratplan/stratplan2002.html#mission>
- IVA-30 **Convocation Roundtable Summaries, Spring 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27206/Convocation_Roundtable_Summaries_Spring_2012.pdf

- IVA-31** **Survey on Intranet Training**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26978/Survey%20on%20Intranet%20Training.pdf>
- IVA-32** **Curriculum Committee**
<http://emedia.leeward.hawaii.edu/facsenate-cc/home>
- IVA-33** **UH Chancellor for Community Colleges Memo, CCCM #6100, Policies and Procedures for Approval of New and Modified Courses**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27207/CCCM_6100_082891.pdf
- IVA-34** **Policy on Curricular Revision and Review, L5.201**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27208/20_Policy_on_CurriculumReview_and_Revision_L5.201.pdf
- IVA-35** **Executive Summary Report to the Faculty Senate on the Student Success Committee"**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26693/Report_to_faculty_senate_on_SSC_DA.pdf
- IVA-36** **Student Success Committee, Keymasters Program Handout**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26691/Keymaster%20program.pdf>
- IVA-37** **UH BOR Policies, Administrative Procedures Information System**
<http://www.hawaii.edu/offices/bor/policy/index.html>
- IVA-38** **College Colloquia, Innovation Center for Teaching and Learning**
<http://www.leeward.hawaii.edu/ictl-colloquia>
- IVA-39** **Fall 2011 Convocation Recap, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/story/502>
- IVA-40** **UHCC VP John Morton, Presentation to the Campus**
<http://www.leeward.hawaii.edu/chancellor>
- IVA-41** *Ka Mana'o: The Thought*
<http://emedia.leeward.hawaii.edu/kamanao/>
- IVA-42** **Office of Student Life Announcements (Email)**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26695/Student%20Life%20and%20Student%20Government%20%20Announcement.pdf>
- IVA-43** **New Student Orientation**
<https://emedia.leeward.hawaii.edu/nso/>
- IVA-44** **Accreditation Folder, DocuShare**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2845>
- IV-45** **Community College Inventory, 2009 and 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27209/Community_College_Inventory_2011.pdf
- IVA-46** **Student Government Election Results Survey, 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26687/2011%20Student%20Government%20Election%20Results%20Final.pdf>

Standard 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 (UH) was established on the model of the American system of land-grant universities created initially by the Morrill Act of 1862. In the 1960s and 1970s, the university was developed into a system of accessible and affordable campuses.

These institutions currently include:

A research university at Mānoa 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 Moloka'i and Lāna'i (administered by UH Maui College), on the island of Hawai'i in Kealahou (administered by Hawai'i CC), and in the Wai'anae/Nānākuli area of O'ahu (administered by Leeward CC).

The University of Hawai'i Community College (UHCC) system, led by the vice president for community colleges, is located on the UH Mānoa campus on O'ahu.

University System

The current UH system organization is a result of the June 2005 UH Board of Regents (UH BOR)- approved reorganization of the community colleges, which included the creation of a vice president for community colleges (VPCC) 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 ([IVB-1](#)). A dual reporting relationship was created whereby the community college chancellors report to the VPCC for leadership and coordination of community college matters and concurrently report to the president for university system wide policymaking and decisions impacting the campuses. The dual reporting relationship preserves previous UH BOR action, which promoted and facilitated campus autonomy in balance with system wide 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 VPCC on community college policy issues and other matters of community college interest.

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

The advisory council was created by Act 56, 2007 Hawai‘i State 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 UH for administrative purposes. The council identifies candidates for the university system’s governing BOR ([IVB-2](#)). 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 ([IVB-3](#)). They establish the criteria for qualifying, screening, and forwarding candidates for membership on the UH BOR. 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 the act was amended by Act 58 which, in part, ensured student involvement by the creation a student advisory group ([IVB-4](#), [IVB-5](#)).

Change in Board of Regents Structure

As a result of changes in state law, the UH BOR was increased to 15 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 UH 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 UH BOR and the standing Community Colleges committee on all community college matters. The standing committee met as a separate committee in March, April, and November 2010 ([IVB-6](#)). A report from the standing committee chair to the full UH BOR is included in the November 19, 2010, minutes. The UH 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.”

Achieving the Dream – 2006

In fall 2006, the then interim 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 representative from each of the community colleges and staff from the Office of the Vice President for Community Colleges (OVPC). The five AtD goals for student success were adopted with particular focus on the success gaps for Native Hawaiian students ([IVB-7](#)). 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.

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 respon-

sive funding formula for the distribution of fiscal resources to the various University of Hawai‘i 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 ([IVB-8](#)). The VPCC 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 ([IVB-9](#)). 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. OVPCC distributes updated annual performance data ([IVB-10](#)) 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 fiscal budget for 2007-09, general funds have been appropriated by the legislature to the UHCCs (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 ([IVB-11](#)).

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, UH Maui College. The college remains part of the UHCC system for administrative and organizational reporting and funding.

Change in University of Hawai‘i System Presidency (2009)

On August 1, 2009, Dr. M.R.C. Greenwood became the 14th president of UH. Dr. Greenwood previously served as chancellor of the University of California Santa Cruz and vice chancellor for academic affairs within the University of California (UC) 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 UHCCs in her inaugural speeches focusing on both the extraordinary enrollment increases and the emphasis that the community colleges have placed on student success through AtD and National Association of System Heads 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.

Hawai'i Graduation Initiative and Complete College America (2010)

Hawai'i Graduation Initiative is 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 UH 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 VPCC, UH; 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 ([IVB-12](#)).

Amendments to Board of Regents' Bylaws (2011)

Section 304A-104 of the Hawai'i Revised Statutes were changed to read that officers of the UH BOR 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 before July 1 of each year ([IVB-13](#)).

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 UH is vested in a 15-member BOR nominated by a Regents Selection Advisory Committee, selected from a nominee list by the governor and confirmed by the State Senate. State law controls membership on the UH BOR ([IVB-13](#)). 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 the membership of the UH BOR and also indicates the size of the UH BOR, how the members are selected, their terms of office, when the UH BOR is expected to meet, and how they are compensated.

UH BOR bylaws and policies define the duties and responsibilities of the board and its officers and committees. The UH 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 UH BOR appoints and evaluates the president of the university and approves other executive appointments, including vice presidents, chancellors, and deans. Evidence of the UH 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 UH. Although the constitution had previously granted the UH BOR of the university authority to manage the university, a clause “in accordance with law” had been interpreted to mean that the UH BOR could not take action unless legislation specifically permitted the action. The constitutional amendment removed that clause ([IVB-13](#)). The UH 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 UH BOR elects its own officers and hires its own staff. Currently, the UH BOR has two professional staff members (the executive administrator and secretary to the UH BOR and the executive assistant) and three secretaries. System administrative staff also provides support to the UH BOR as needed.

UH BOR Policy Chapter 9, Part III, addresses recruitment and appointment of executive and managerial personnel. UH BOR Policy Chapter 2 details the evaluation of the president ([IVB-14](#)).

In accord with the state’s Sunshine Law ([IVB-15](#)), meetings are public, except those involving discussion of personnel and legal matters. UH BOR bylaws and policies—as well as agenda and minutes of meetings—are publicly available at the UH BOR’s website ([IVB-16](#)).

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

The members of the governing board are selected according to the policies of the state constitution and represent all constituents. The board acts as a group to effectively manage and direct the ten campuses of the UH system.

According to the Leeward CC Employee Satisfaction Survey, 79 percent of the respondents agree with the following statement: “University of Hawai‘i System policies support the quality, integrity and effectiveness of student learning programs and services” ([IVB-15](#)).

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

UH 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 ([IVB-17](#)).

The issues of the community colleges are being addressed appropriately by the UH BOR. The UH BOR minutes show many agenda items focused on the needs and issues of the community colleges. The UH 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 holding its meetings on each of the university's campuses ([IVB-6](#)).

The *UHCC Strategic Plan 2002-2010*, adopted by the UH BOR on November 22, 2002 ([IVB-18](#), [IVB-19](#)), states that within the overall mission of the University of Hawai'i, the community colleges have 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 ([IVB-8](#), [IVB-20](#)). The plans and performance measures are in line with the UH system strategic plan. The Community College Strategic Planning Council oversees UHCC strategic planning. The roles and responsibilities of the Strategic Planning Council (SPC) are codified in UHCCP

4.101 ([IVB-21](#)). 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 UHCC system. Each college has a college strategic plan that is integrated in the UHCC strategic plan.

Self Evaluation

The college and its overarching system are performing at expectations in this 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.](#) addresses the UH BOR's responsibility for educational quality. Regarding legal matters and financial integrity, the UH BOR is responsible for the internal organization and management of the university. Increased autonomy granted to the university by the state 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 UH BOR policies is the responsibility of the president and the executive/managerial team.

The UH system president prepares a budget that includes all elements of the university. When approved by the UH 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 SPC 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 college's 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 UH BOR, the university's operating and capital improvement projects budget requests are submitted simultaneously to the governor for review and incorporation into the executive budget request for the state and to the state legislature for informational purposes. The executive budget request for the state is submitted to the legislature in December for consideration in the regular session of the legislature in January. Appropriations by the legislature (General or Supplemental Appropriations Act) are usually passed in May and transmitted to the governor for approval. Upon approval by the governor in June, allocation notices are transmitted to all state agencies, including any restrictions imposed on legislative appropriations. The governor can impose restrictions at any time of the year based on economic conditions.

Legislative appropriations for operating funds are specifically designated by fund type for major organizational units (UH-Mānoa, UH-Hilo, West O'ahu, community colleges, system wide programs, and so forth). 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 VPCC 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 system wide 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 UH annually. The university's financial statements are prepared in accordance with generally accepted auditing standards and government accounting standards. 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 UHCCs.

Self Evaluation

The college and its overarching system are performing at expectations in this 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 UH BOR maintains a website on which the bylaws, policies, and meeting minutes are regularly posted. All of the policies mentioned in this standard are published on the UH BOR website ([IVB-16](#)).

Self Evaluation

The college and its overarching system are performing at expectations in this 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 UH BOR conducts meetings and administers the business of the university system in accordance with the state Sunshine Law. UH BOR minutes are maintained and published following each meeting and are available on the website ([IVB-16](#)). UH BOR policy Chapter 2, Administration, Section 2-4 references UH BOR Policy on Board Self Evaluation ([IVB-22](#)). In addition, the administration submits recommendation for policy and policy revisions as necessary.

During 2010-2011, the UH BOR initiated and completed a review of all UH BOR policies to ensure they followed best practices and to meet the intent of revisions in three 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 ([IVB-23](#)). The UH 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 UH 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 ([IVB-24](#)). In response to the request by the ACCFSC co-chair to the UH 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 UH BOR Policies, Chapters 1-8 and 10-12, were approved by the UH BOR at its March 17, 2011, meeting ([IVB-25](#)). Language clarification through additional amendments occurred at the UH BOR meeting on April 21, 2011 for Chapters 1-8 and 10-12, as well as in-depth discussion of Chapter 9 ([IVB-26](#)). All amendments and revisions were approved at this meeting.

BOR Policy Chapter 2 Administration, Section 4, Policy on Board Self Evaluation requires that the UH BOR shall conduct a self-study of its stewardship every two years ([IVB-22](#)). The policy includes the responsibility, process, and outcomes.

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

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.

Governance of UH is vested in a 15-member UH BOR nominated by a Regents Selection Advisory Committee, selected from this nominee list by the governor, and confirmed by the state senate. Hawai'i Revised Statutes - §304A-104 sets the term of office as five years except for the student member whose term is two years ([IVB-13](#)). 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 (AGB). Recently, AGB's Dr. MacTaggart conducted AGB workshops on January 20, 2011, and September 29, 2011 ([IVB-27](#) and [IVB-28](#)). WASC executives also conducted a briefing and workshop on April 1, 2010 ([IVB-29](#)).

The UH executive vice president/provost conducted new regent orientations on September 21, 2011, May 20, 2011, and August 24, 2010. At the UH BOR February 23, 2012, meeting, the UH BOR adopted changes in their bylaws to reflect the obligation to conduct timely orientation of new members ([IVB-30](#)).

The university has developed the UH BOR reference guide as the foundation ([IVB-31](#)). An updated copy was released May 2011.

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

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

UH BOR Policy Chapter 2, Administration, Section 2-4 Policy on Board Self Evaluation details the purpose, policy, responsibility, process, and outcomes for UH BOR self evaluation ([IVB-22](#)).

Self Evaluation

The college and its overarching system are performing at expectations in this 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

UH BOR Policy, Article X, and HRS Chapter 84 address the UH BOR's stated process for dealing with unethical behavior ([IVB-32](#)).

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

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 UH BOR members ([IVB-31](#)). The VPCC keeps the UH BOR informed about the accreditation process. UH BOR meeting minutes for the April 1, 2010, meeting evidence a three-hour workshop presented by the WASC president and executive director and the ACCJC president ([IVB-29](#)). The OVPCC coordinates the schedule of college self evaluations submitted to the UH BOR. The UH BOR approves the self evaluations in the July or August meeting ([IVB-33](#)).

Self Evaluation

The college and its overarching system are performing at expectations in this 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 of the UH system has full responsibility and authority for execution of the policies authorized and established by the UH BOR. UH BOR Policy, Chapter 2 Administration provides for the duties and evaluation of the president of the UH system ([IVB-22](#)). Minutes from the UH BOR January 20, 2011, show approval of the president's goals for the academic year and approval extending the president's contract with the university ([IVB-27](#)).

The UH BOR approves the appointment of the VPCC who is evaluated by the president of the university system.

The UH BOR approves the appointment of each college chancellor who is evaluated by VPCC. As the chancellors have dual reporting to the president of UH, 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 UH system. UH BOR policies and procedures were followed in conducting the searches.

Self Evaluation

The college and its overarching system are performing at expectations in this 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.

Descriptive Summary

At Leeward CC, the chancellor occupies the role of a president. The current chancellor first assumed the position of interim chancellor in March 2007 when the previous chancellor chose to take another administrative position in the UH System. In June 2008, the interim chancellor was appointed to the position of chancellor. He is the first faculty member of a Hawai'i community college to assume the position of chancellor at his home campus, and the first Native Hawaiian chancellor of the college ([IVB-34](#)). During his tenure, seven out of eight administrative positions have become permanent administrators, and the remaining position was filled with another interim in March 2012. This is a substantial change since the college's comprehensive evaluation in 2006 when the majority of administrative positions were filled on an interim basis.

Response to the ACCJC's 2006 Recommendation

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college fully implement its administrative reorganization and, after several years of full operation, assess the effectiveness of addressing the college's prior problems with administrative instability. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #5: Administrative Reorganization](#), for further discussion on the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The chancellor manages a team of seven executive/managerial positions and the Marketing and Public Relations Office ([IVB-35](#)). The chancellor has weekly scheduled meetings with the vice chancellor of administrative services (VCAS) and the vice chancellor of academic affairs (VCAA) and meets informally to discuss pressing issues with them on a daily basis. The chancellor has regularly scheduled monthly meetings with his entire administrative team. The chancellor delegates authority for academic initiatives to VCAA and the administrative resources to the VCAS.

The college has instituted a planning process, described in [Standard I.B.3.](#), that incorporates assessment results into the APR template from all units, programs, and divisions to evaluate its programs and activities. Planning lists are generated through this process, and once prioritized,

an institutional plan is established for the college. Campus Council makes the final recommendation to the chancellor; however, the chancellor has final decision-making authority on campus resource allocations.

It was with the chancellor's support that the Office of Planning, Policy, and Assessment (OPPA) was created. The creation of the OPPA indicates the chancellor's commitment to using data in a systematic and ongoing manner for planning and resource allocation. The use of data in the planning process is institutionalized in the APR process. The director of planning, policy, and assessment (DPPA) reports to the VCAA but meets regularly with the chancellor on matters of importance. This position was changed from a faculty to executive/managerial position as evidence of the commitment to institutional effectiveness in 2009 ([IVB-36](#)). The OPPA was also provided with five positions (one faculty, four APT) to support the campus efforts in the area of institutional research and data collection. The OPPA creates an annual College Effectiveness Report to evaluate the institutional planning process.

The chancellor maintains an open door policy to his office and is often in communication either face to face, via phone, or via email on issues of importance with all of his administrative team. He believes in delegation of authority to his administrative team but intercedes when circumstances warrant a higher-level decision.

Self Evaluation

The college is meeting expectations in this standard.

Actionable Improvement Plans

None.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

Establish a Collegial Process

The chancellor ensures a collegial process occurs in the annual Leeward CC planning process. This process is described in detail in [Standard I.B.3.](#) and begins with a review of the mission statement and strategic plan. In addition to long-range goals of the strategic plan, the college is pursuing mid-range goals of the student success initiative (see [Standard I.B.2.](#)). At the leadership retreat held in the summer, the chancellor sets the focus for the coming year to kick-off the APR process.

Rely on High Quality Research and Analysis

The chancellor institutionalized the campus commitment to the use of data and analysis in decision making with the creation of the OPPA. This office includes an institutional effectiveness officer and two institutional research analysts in addition to the director, policy analyst, and grants coordinator. The OPPA communicates the results of research and analysis to individual requestors and to the campus-at-large as appropriate. Examples of research and analysis provided to the campus can be found on the OPPA website and include the annual Fact Sheet and 2011-2012 College Effectiveness Report ([IVB-37](#), [IVB-38](#)).

The current and previous chancellors of Leeward CC have made a commitment to address assessment of student learning outcomes. Experts in assessment conducted workshops for the faculty. In 2008, a campus assessment team started as a pilot project to evaluate the effectiveness of the course and program assessment process. This pilot program continued for two years; then the assessment responsibilities were redeployed to the divisions. Each division selects at least one assessment coordinator who receives additional funding. It is the responsibility of the DPPA to oversee the assessment activities and collection of data.

Integrate Educational Planning with Resource Allocations

The Leeward CC planning process directly connects the planning lists from the APR process to resource allocations. In 2010-2011, the Campus Council and the chancellor approved the institutional plan. For the 2011-2012 fiscal year, recommendations for new funding were made based on the institutional plan ([IVB-39](#)). The newly funded items were selected from the prioritized institutional plan and can be connected back to the instructional and unit APR templates.

Evaluate Overall Institutional Planning

The chancellor has responsibility for institutional planning, and he has provided his support to continually improve the planning process. In addition, the OPPA is now providing an annual College Effectiveness Report at the request of administration to track progress toward campus goals and summarize the results of campus planning efforts.

Self Evaluation

The college is performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The chancellor is responsible for the college compliance and implementation of statutes, regulations, and governing board policies. The chancellor participates in UH and UHCC administrative meetings where UH policies and procedures are established. The chancellor assures that

institutional policies such as the UH BOR policies, UH System wide Administrative Procedures, UH System wide Executive Policies, State of Hawai'i Civil Service Policies and Procedures, and UH Administrative Rules are followed. System wide Administrative Policies and Procedures undergo review and update by the system offices and are approved by the UH BOR to ensure that they are consistent with the requirements of statutes.

Self Evaluation

The college is performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The chancellor oversees the budget and ensures expenditures are appropriate and within UH and state guidelines. Leeward CC has maintained a cash reserve of three to four percent of the unrestricted fund expenditures and encumbrances, excluding the dormitory special fund and the student activities revolving fund, as per the UHCC's reserve policy. See [Standard III.D.2.c.](#) for reserve balances. This cash reserve balance is sufficient to meet unplanned contingencies, emergency response and repair requests, and to ensure financial stability.

The chancellor regularly discusses the budget with the vice chancellors, deans, and the Business Office. He actively participates in the Campus Council, which reviews budget planning and recommends resource allocations to the chancellor. In addition, budget updates are communicated to the college as a whole through the Campus Bulletin, the Leeward intranet, convocations, and the faculty and staff listserv. Each semester, budget updates are provided to the campus at convocation ([IVB-40](#)) and are also shared with campus governance groups as requested, as indicated in the October 3, 2011, minutes of the Campus Council ([IVB-41](#)).

The college obtains its funds through two main sources: general funds allocated by the state legislature on a biennial basis, which is the major source of funds for salaries and other fixed costs, and tuition receipts based upon enrollment. Financial requirements not covered by the general fund are met with these monies.

The chancellor takes an active role in budget and expenditures. Every year, he stresses the importance of using the APR process to determine the college's budget priorities and allocations. The APR process is a comprehensive mechanism that integrates assessment, planning, and budgeting and includes input from the entire campus community. The APR process is described in detail in [Standard I.B.3](#). The chancellor determines the college's needs and makes his request to the state legislature through the UH president's office.

The college's annual spending plan is determined by the operational expenditure plan, which provides budget allocation details for each tuition and fee account. Divisions and units use these accounts for their student help, supplies, travel, and equipment expenditures.

An A-133 audit is performed on the UH system each year. The vice chancellor of administrative services provides the ACCJC with this system audit report. The Office of Internal Auditor performs an audit of the UH system occasionally. This report is sent directly to the UH BOR.

In 2006, the college identified **Planning Agenda 38** that indicated the college would implement the second phase of the Annual [Program] Review process. The full cycle of the planning process was implemented and modifications made based on a review of its effectiveness. The planning process continues to be evaluated and improved upon.

Self Evaluation

The college is performing at expectations in this standard.

The chancellor works closely with the vice chancellors, deans, and DPPA to discuss budget controls.

Actionable Improvement Plans

None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The chancellor uses the resources of the faculty/staff listserv, the college's website and other social media, convocation events, and presentations to the campus as necessary. The chancellor represents UH and acts on behalf of Leeward CC within the community. The chancellor seeks every opportunity to be visible in the community for Leeward CC and posts pictures on Leeward CC's website ([IVB-42](#)).

The chancellor

- encourages the community to engage with the campus by hosting special events: Discovery Fair, Department of Education's Robotics competition, Ka Mole o Nā Pua Festival, L'ulu (culinary arts fundraising event), the International Festival, and the Hawai'i State Science Olympiad.
- is a member of the Ka Lama Education Academy Advisory Board and Kululā'au, which is an initiative to provide teachers for the Leeward coast of O'ahu.
- speaks with local organizations and business: Lion's Club, Rotary and Business Clubs, and the Kaua'i Filipino Chamber of Commerce.
- presents at the American Association of Community College conferences.
- supports the principals of local high schools by hosting an annual principal's lunch (AAT program).
- meets regularly with local institutions, such as the Kamehameha Schools Education Council.
- meets regularly with members of the state legislature.

- actively seeks to create new relationships and cultivate existing relationships with business, institutions, and member of the community.
- regularly attends the Leeward CC Employers' Appreciation Dinner organized by the Business Division Cooperative Education class to thank employers for allowing students to connect their educational goals with their jobs.

The chancellor also regularly meets with a representative from the UH Foundation to work on connecting with possible donors for scholarship opportunities. A few recent donations follow.

On January 25, 2012, Leeward CC received \$100,000 from Kalaeloa Partners L. P. to establish the Kalaeloa Partners Scholarship, which will help part-time and full-time students who graduate from Leeward O'ahu high schools—Campbell, Kapolei, Nānākuli, Waipahu, and Wai'anae ([IVB-43](#)).

Servco Auto Windward “donated factory specialty tools and automotive parts ([IVB-44](#)), valued at more than \$204,000 to support the hands-on learning experience offered to students enrolled in Leeward CC's automotive program” in September 2011. Earlier, the automotive program received a donation of 15 new General Motors cars and trucks.

In March 2011, Leeward CC and UH West O'ahu received a pledge of \$300,000 to establish two endowments and corresponding expendable funds for scholarships. The Delta Construction Corporation Endowed Scholarship ([IVB-45](#)) “will support part-time or full-time students with cumulative grade point averages of 2.5 or above. Preference will be given to students intending to pursue a degree in engineering and who reside in the West O'ahu region.”

It is through the continuing efforts of the chancellor and the UH Foundation that Leeward CC has been receiving donations to support the campus' mission.

Self Evaluation

The college is performing above expectations in this standard.

The college commends the chancellor for being the ambassador for Leeward CC.

Actionable Improvement Plans

None.

IV.B.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.

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

Descriptive Summary

The UHCC system includes the seven community colleges (UH Maui College is now accredited by WASC Senior). Colleges are located on the main Hawaiian islands of Hawai'i, Kaua'i, Maui, and O'ahu. The islands of Lāna'i and Moloka'i are served by education centers staffed and operated by UH Maui College. The UHCC office is located on O'ahu 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 UH system.

Community college chancellors have dual reporting to the president of the UH system for university system wide policy making and decisions impacting the campuses and to the VPCC for leadership and coordinating of community college matters. The dual reporting relationship is designed to preserve UH BOR actions promoting and facilitating campus autonomy in balance with system wide academic and administrative functions and operations ([IVB-46](#)).

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 (for example, 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 UH system offices, the UHCC system office, the UH BOR, the state of Hawai'i, and the colleges. The functions are regularly reviewed by the Council of Community College Chancellors and updated as needed. Following a major review of UH 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 ([IVB-47](#)).

A number of UH system wide and UHCC system wide committees and workgroups exist where discussion, information sharing, and consultation take place to advise, inform, and recommend to the chancellors, vice president, and the leaders of the system, as appropriate. Several UHCC faculty and administration groups are working on converting the former Chancellor for Community College Memoranda (CCCMs) to UH Community College Policies, as appropriate ([IVB-48](#)). The conversion, begun in 2005, is not yet complete.

Self Evaluation

The college and its overarching system are performing at expectations in this 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 academic affairs and student affairs. The associate vice president for community colleges academic affairs is responsible for providing leadership in internal operational policy-making that has impact on the development and implementation of community college system wide 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) CTE, 4) student affairs, and 5) workforce development ([IVB-46](#)).

The Office of the Associate Vice President for Community Colleges Administrative Services 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 and human resources, 4) marketing communications, and 5) research, training, commercial enterprises and emergency management. The Office of Capital Improvements ([IVB-49](#)) manages the UH CIP projects at the system level. The UH 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 Office of the Associate Vice President for Community Colleges Administrative Services. Colleges have responsibility for routine maintenance and health and safety issues. Colleges work with consultants to develop long-range development plans, which are used by the system to develop capital improvement plans ([IVB-46](#)).

Self Evaluation

The college and its overarching system are performing at expectations in this 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, a 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 CIP funds for the university are appropriated by major organizational units (UH Mānoa, UH Hilo, UH West O‘ahu, UHCCs, system wide support, and so forth). The statutes governing the state of Hawai‘i budget preparation process are primarily reflected under Chapter 37 of the Hawai‘i Revised Statutes ([IVB-50](#)).

The UHCC system office coordinates the budget development and request process for the UHCC system, which is viewed as a single unit in the UH budget. The budget process is grounded in the strategic plans of the UH system, the UHCC system, and the individual college strategic plan. The Community College SPC is the primary body for assuring system wide 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 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 SPC, are codified in UHCCP 4.101 ([IVB-21](#)). The development process of the college budget request is described earlier in this report. 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 is 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 UHCC 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 ([IVB-51](#)) is composed of representatives from the baccalaureate campuses, the community college system, the All Campus Council of Faculty Senate Chairs, the Pūko‘a (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 ([IVB-52](#)) issued by the president and set forth the process, strategic priorities, and timeline for the biennium budget process. The University Executive Budget Committee formulates a draft system wide budget proposal, subject to consultation on a system wide 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 UH BOR for final approval. The university’s final UH 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 levels, 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 of 2011 credit headcount enrollment for the community colleges was 34,100 students, a slight decrease from the fall of 2010. Other non-general funding resources (that is, special funds, revolving funds, extramural funds, UH Foundation, and so forth) 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 UH 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 ([IVB-53](#)).

After deliberation and consultation with the university president and the UH BOR, the Act 188 Task Force recommended to the Hawai'i state legislature that the university FB 2011-13 biennium budget include the following:

- 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 UHCCs internally reallocated \$3.5 million to provide incentive funding for meeting the goals contained in the UH Strategic Outcomes and Performance Measures, 2008-2015 ([IVB-9](#)) 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 ([IVB-11](#)).

An additional \$2 million was also identified for system wide reallocation to expand financial aid programs, improve remedial/developmental education, augment the AtD 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 ([IVB-54](#)), and differential repairs and maintenance allocations to ensure that high priority repairs are addressed at each campus on a timely basis ([IVB-55](#)).

The VPCC has functional responsibility for providing a fair distribution of resources that are adequate to support the effective operations of the community colleges ([IVB-46](#)). The president reviews the vice president's work for results and effectiveness.

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary

The statutes governing the state of Hawai'i budget execution process are primarily reflected under Chapter 37 of the Hawai'i Revised Statutes ([IVB-13](#)). As required by state law, the university implements the budget execution process as provided in the governor's Budget Execution Policies ([IVB-56](#)). 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, and so forth, provide appropriate monitoring, controls, and safeguards in the budget execution process.

The Financial Management Information System (FMIS) of UH was implemented on July 1, 1996, and provides the basic mechanism to monitor and control the financial resources of UH. 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 ([IVB-57](#)). The quarterly allotment (Form A-19) monitoring and control requirements are programmed in FMIS with transactions and 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 (i.e., endowments, agency, bond, financial aid, and so forth) 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 UH BOR, 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 ([IVB-58](#)). BLS reports are available at each campus.

The BLS system is also 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 ([IVB-59](#)) 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.

UH 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 ([IVB-60](#)). 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 ([IVB-46](#)). The president reviews the vice president's work 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 ([IVB-61](#)).

The audits are prepared in accordance with Governmental Accounting Standards Board 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 and its overarching system are performing at expectations in this 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 his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The UH system has a single president, a vice president for community colleges, and college chancellors. Within the UH system, IV.B.3.e refers to the UH president and the VPCC giving full responsibility and authority to the chancellors of the colleges. The UH BOR approved organization of the UH 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 UH 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” (IVB-62).

Community college chancellors have authority and leadership responsibility for the immediate operation, management, administration, and governance of their campuses within UH BOR governing and presidential administrative policy (IVB-63).

The position description of a chancellor (GE102) gives full responsibility and authority to the chancellor for all administrative and academic matters of the campus (IVB-64).

The VPCC 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 (IVB-46). The president reviews the vice president’s work for results and effectiveness.

Self Evaluation

The college and its overarching system are performing at expectations in this 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 a liaison between the community colleges and the UH BOR (IVB-65 and IVB-46). The VPCC serves as an administrative representative to the UH BOR Community College Committee. When presentations regarding the community college system are made to the standing committee or to the full UH BOR, it is the VPCC who speaks for the system (IVB-66 and IVB-67). Items forwarded to the UH BOR for approval, such as college strategic plans and college institutional self evaluation reports are forwarded under the signature of the VPCC. The functional road map provides more detail (IVB-47).

The VPCC is a member of the president’s executive council as well as a member on the ten-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 (IVB-68). In the fall, he reviews major initiatives and budget for the upcoming year. These regular opportunities to meet with the VPCC and to discuss campus issues and concerns are well received and appreciated.

Self Evaluation

The college and its overarching system are performing at expectations in this 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 policies which are posted to the community college website ([IVB-69](#)). Written policies are aligned with UH BOR and system executive level policies and provide for regular review and assessment of the policies. Bi-annually, the system assesses the extent to which system policies and practices are aligned with the best available experience and evidence about how to genuinely and effectively focus the institution on student success. System wide leadership, including chancellors, vice chancellors, Faculty Senate chairs, and student leaders, are surveyed using the Community College Inventory survey. The survey results are made public on the UHCC system website ([IVB-70](#)).

The VPCC and the chancellors have agreed to and made public a functional roadmap ([IVB-47](#)). One of the system's first policies (UHCCP 1.102 Community College Council of Faculty Senate Chairs) delineates the role of faculty governance and defines its advisory role to the VPCC ([IVB-71](#)).

UHCC strategic planning is codified in UHCCP 4.101 ([IVB-21](#)). The policy provides for a process and establishes the community colleges SPC as the primary body for assuring system wide 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 and its overarching system are performing at expectations in this standard.

The College meets the standard as a result of the 2010-2011 review, revision, and approval by the UH BOR of all UH BOR policies, in consultation with system administration and faculty.

Actionable Improvement Plans

None.

Standard IV.B. Evidence

- IVB-1 **June 2005 President's System Level Reorganization—Community Colleges**
<http://www.hawaii.edu/vpaa/posts/053105-signed-cc-reorg.pdf>
- IVB-2 **Community College Committee of the UH BOR**
<http://www.hawaii.edu/offices/bor/cc/>
- IVB-3 **Members of the Regents Candidate Advisory Council of the UH**
<https://www.hawaii.edu/rcac/members.php>
- IVB-4 **Act 9**
<https://www.hawaii.edu/rcac/docs/Act9.pdf>
- IVB-5 **Act 58**
<https://www.hawaii.edu/rcac/docs/Act58.pdf>
- IVB-6 **UH Board of Regents Meeting Minutes and Agendas**
<http://www.hawaii.edu/offices/bor/archive/>
- IVB-7 **Achieving the Dream Goals for the UHCCs**
http://www.hawaii.edu/offices/cc/achieving_the_dream_goals.php
- IVB-8 **UHCC System Strategic Outcomes and Performance Measures, 2008-2015, Appendix B**
http://www.hawaii.edu/offices/cc/strategicplan/Appendix_B_UHCC_Strategic_Outcomes_and_Performance_Measures_2008_2015%20.pdf
- IVB-9 **UHCC System Strategic Outcomes and Performance Measures, 2008-2015**
http://www.hawaii.edu/offices/cc/strategicplan/Update_2008_2015.pdf
- IVB-10 **UHCC Annual Performance Data**
http://www.hawaii.edu/offices/cc/strategicplan/2011_Actuals.html
- IVB-11 **CC Enrollment Growth Cost Differential Funding—Final FY 2011**
http://www.hawaii.edu/offices/cc/downloads/FY2011_Enrollment_Growth.pdf
- IVB-12 **Complete College America University of Hawai'i System**
<https://www.hawaii.edu/institutionalresearch/CCA.action>
- IVB-13 **Hawai'i Revised Statutes – §304A-104**
http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304A/HRS_0304A-0104.htm
- IVB-14 **UH Board of Regents Policies**
<http://www.hawaii.edu/offices/bor/policy/index.html>
- IVB-15 **Sunshine Law**
http://www.capitol.hawaii.gov/hrscurrent/Vol02_Ch0046-0115/HRS0092/HRS_0092-.HTM
- IVB-16 **UH Board of Regents**
<http://www.hawaii.edu/offices/bor/>
- IVB-17 **UH Systemwide Administrative Procedures**
<http://www.hawaii.edu/apis/apm/sysap.html>
- IVB-18 **UH Board of Regents Meeting Minutes, November 22, 2002**
<http://www.hawaii.edu/offices/bor/regular/minute/20021122.regular.html>

- IVB-19 **UHCC Strategic Plan, 2002-2010**
http://www.hawaii.edu/offices/cc/strategicplan_2002-2010.html
- IVB-20 **UHCC Strategic Planning Context Appendix A**
[http://www.hawaii.edu/offices/cc/strategicplan/Appendix A The Hawaii Planning Context Fall 2007.pdf](http://www.hawaii.edu/offices/cc/strategicplan/Appendix_A_The_Hawaii_Planning_Context_Fall_2007.pdf)
- IVB-21 **UHCC Policy 4.101**
<http://www.hawaii.edu/offices/cc/docs/policies/4.101.pdf>
- IVB-22 **Board of Regents Policy, Chapter 2 Administration**
<http://www.hawaii.edu/offices/bor/policy/borpch2.pdf>
- IVB-23 **UH BOR Meeting Minutes, January 20, 2011**
<http://www.hawaii.edu/offices/bor/regular/minute/20110120.special.pdf>
- IVB-24 **All Campus Council of Faculty Senate Chairs Meeting Minutes, February 25, 2011**
http://www.hawaii.edu/acfcsc/minutes/acfcsc_min_20110225.doc
- IVB-25 **Board of Regents Meeting Minutes, March 17, 2011**
<http://www.hawaii.edu/offices/bor/regular/minute/20110317.regular.pdf>
- IVB-26 **Board of Regents Meeting Minutes, April 21, 2011**
<http://www.hawaii.edu/offices/bor/regular/minute/20110421.regular.pdf>
- IVB-27 **Board of Regents Briefing and Workshop on Best Practices, January 20, 2011**
<http://www.hawaii.edu/offices/bor/regular/minute/20110120.special.pdf>
- IVB-28 **Board of Regents Briefing and Workshop on Best Practices, September 29, 2011**
<http://www.hawaii.edu/offices/bor/regular/minute/20110929.regular.pdf>
- IVB-29 **Board of Regents Briefing and Workshop Conducted by WASC, April 1, 2010**
<http://www.hawaii.edu/offices/bor/regular/minute/20100401.special.pdf>
- IVB-30 **Board of Regents Meeting Minutes, February 23, 2012**
<http://www.hawaii.edu/offices/bor/regular/notice/20120223.regular.pdf>
- IVB-31 **Board of Regents Reference Guide**
http://www.hawaii.edu/offices/app/bor/Reference_Guide_08_2009.pdf
- IVB-32 **Board of Regents Bylaws**
<http://www.hawaii.edu/offices/bor/policy/bylaws.pdf>
- IVB-33 **Board of Regents Meeting Minutes, August 24, 2006**
<http://www.hawaii.edu/offices/bor/regular/minute/20060824.regular.pdf>
- IVB-34 **Leeward CC Chancellor's Welcome**
<http://www.leeward.hawaii.edu/chancellor-welcome>
- IVB-35 **Leeward CC Organization Charts**
[http://www.leeward.hawaii.edu/files/org/01-31-11_Appr_Org%20Chrts\(01-26-11\).pdf](http://www.leeward.hawaii.edu/files/org/01-31-11_Appr_Org%20Chrts(01-26-11).pdf)
- IVB-36 **Executive Summary, Reorganizational Proposal: Establishment of a Director of Planning, Policy, and Assessment and Restructuring of the Office of Continuing Education and Workforce Development**
http://www.leeward.hawaii.edu/files/org/reorg/ocewd-oppa_reorg_narrative_02-05-09.pdf
- IVB-37 **Leeward Fact Sheets, 2006-2010 on Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/436>

- IVB-38 **2011-2012 College Effectiveness Report**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26977/IE_Reportv4_Draft.pdf
- IVB-39 **New Funding Recommendations, 2011-2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26976/FY2012_New_Funding_Recommendations.pdf
- IVB-40 **Fall 2011 Budget and Facilities Update at Convocation**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26974/Fall2011_Convocation_Budget_and_Facilities.pdf
- IVB-41 **Campus Council Meeting Minutes, October 3, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26975/CC-Minutes_10-03-2011_approved.pdf
- IVB-42 **Chancellor's Photos of Community Events**
<http://www.flickr.com/photos/leewardcc/sets/72157629486565393/>
- IBV-43 **Kalaeloa Partners Donation**
http://www.uhfoundation.org/news/articles/2012/20120203_civilbeat_lcc.pdf
- IBV-44 **Servco Donation**
http://www.uhfoundation.org/news/press_releases/2011/press_release-110922c.aspx
- IBV-45 **Delta Construction Corporation Endowed Scholarship**
http://www.uhfoundation.org/news/press_releases/2011/press_release-110302.aspx
- IVB-46 **June 2005 Reorganization Functional Statement**
http://www.hawaii.edu/vpaa/system_aa/accreditation/reorg.pdf
- IVB-47 **UHCC Functional Road Map**
http://www.hawaii.edu/offices/cc/docs/policies/UHCC_Map_of_College-System_Functions_Jan_27_2012.pdf
- IVB-48 **UHCC Policy Conversion Analysis**
http://www.hawaii.edu/offices/cc/docs/policies/UHCC_Policy_Conversion_Analysis.pdf
- IVB-49 **UH Office of Capital Improvements**
<http://www.hawaii.edu/oci/main.html>
- IVB-50 **Hawai'i Budget Preparation Statutes**
http://www.capitol.hawaii.gov/hrscurrent/Vol01_Ch0001-0042F/HRS0037/
- IVB-51 **UH Biennium Budget Committee**
http://www.hawaii.edu/vpaa/vpaa_memo/042106_BienniumBudget.pdf
- IVB-52 **FB-2011-13 Biennium Budget Policy Paper**
<http://www.hawaii.edu/budget/pdfs/2011-2013BIBudgetpolicypaper.pdf>
- IVB-53 **Act 188 2011 Report to the Legislature**
http://www.hawaii.edu/offices/eaar/govrel/reports/2011/act188-slh2008_2011_funding-formula-tf_report.pdf
- IVB-54 **Financial Aid Scholarship Allocations**
http://www.hawaii.edu/offices/cc/downloads/FY12_Need_Based_Scholarship_Allocations.pdf
- IVB-55 **FY 2012 Repairs and Maintenance Plan**
http://www.hawaii.edu/offices/cc/downloads/FY2012_R&M_Plan.pdf

- IVB-56 **FY 2012 Budget Execution Policies**
<http://hawaii.gov/budget/executivememorandums/2011/em-11-10-september-9-2011>
- IVB-57 **UH General Procedures A8.600 Accounting**
<http://www.hawaii.edu/apis/apm/a8600.html>
- IVB-58 **Budget Level Summary Information**
http://www.hawaii.edu/offices/cc/downloads/BLS_FY11_Closing_and_FY12_Allocations.pdf
- IVB-59 **UHCCP 8.201**
http://www.hawaii.edu/offices/cc/docs/policies/UHCCP_8.201.pdf
- IVB-60 **Kuali Financial Systems Information**
<http://www.hawaii.edu/kualifinancial/?page=home>
- IVB-61 **Consolidated Financial Statements**
http://www.hawaii.edu/offices/cc/ccadminbp_budgetDevelopment.html
- IVB-62 **Board of Regents Meeting Minutes, June 21, 2005**
<http://www.hawaii.edu/offices/bor/regular/minute/20050621.regular.pdf>
- IVB-63 **Board of Regents Policy, Chapter 4**
<http://www.hawaii.edu/offices/bor/policy/borpch4.pdf>
- IVB-64 **Chancellor Position Description**
<http://www.hawaii.edu/ohr/bor/classpdf/ge102.pdf>
- IVB-65 **Vice President of Community Colleges Position Description**
<http://www.hawaii.edu/ohr/bor/classpdf/cc100.pdf>
- IVB-66 **UH BOR Committee on the Community Colleges Minutes, November 4, 2005**
<http://www.hawaii.edu/offices/bor/cc/minute/20051104.committee.pdf>
- IVB-67 **UH BOR Committee on the Community Colleges Minutes, April 20, 2006**
<http://www.hawaii.edu/offices/bor/cc/minute/20060420.committee.pdf>
- IVB-68 **VPCC Spring Campus Visits**
http://www.hawaii.edu/offices/cc/strategicplan/Quick_Look_At_Strategic_Plan_March_31_2011.pdf
- IVB-69 **UHCC Policies**
<http://www.hawaii.edu/offices/cc/policies.html>
- IVB-70 **UHCC 2011 Community College Inventory Survey Results**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27259/70%20UHCC%202011%20Community%20College%20Inventory%20Survey%20Results.pdf>
- IVB-71 **UHCC Policy 1.102**
http://www.hawaii.edu/offices/cc/docs/policies/UHCCP_1.102_CC_Council_Fac_Sen_Chairs.pdf