III.A. Human Resources

Chair

Eileen Torigoe Personnel Officer, Human Resources

Members

Janet Garcia Faculty, Library
Pat Gooch Faculty, Human Services/Early Childhood
Gregg Gruwell Media Specialist, Educational Media Center
Evelyn Lockwood Green Faculty, Aeronautics
Jean Maslowski Faculty, Admissions & Counseling
Bob Vericker Faculty, Administration of Justice
Preshess Willets-Vaquilar Student

III.A. The institution employs qualified personnel to support student learning outcomes and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human Resources planning is integrated with institutional planning.

III. A. 1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support those programs and services.

III. A., III. A.1. Descriptive Summary

The process of assuring employment of qualified personnel begins with a department or program providing justification of a need to fill a newly budgeted position or a position vacancy due to a separation. Once notified, the Human Resources Office assists the supervisor in developing new and updated position descriptions to meet applicable State, University, and Civil Service policies and procedures to include established minimum qualifications and program needs. The Human Resources Office provides guidance and consultation to ensure that all position descriptions are reviewed and approved by the appropriate authorities and assists in preparing the necessary documentation including supporting documents.

The College is required to provide a certification statement that there are sufficient funds to support the position request and that the position description is current. For faculty positions, minimum qualifications are reviewed at least annually or upon request for review by other Community Colleges or for the University. Broad band specifications for Administrative, Professional, & Technical (APT) and class specifications for Civil Service positions are provided and reviewed at the University’s system level.
Upon establishment and approval of the position description, advertisements are prepared in accordance with Board of Regents policies, University Administrative procedures, EEO/AA requirements, collective bargaining agreements and State and Federal nondiscrimination laws.

The hiring process is well defined and developed. The Human Resources Office is very involved in overseeing the process, serving as a resource and approving critical steps. Prior to the commencement of the interview process, a screening committee, in consultation with the EEO/AA Officer, is charged with the responsibility of reviewing and documenting each applicant’s qualifications. Candidates who do not meet the minimum qualifications or who do not submit the required documents are not considered.

An EEO/AA balanced screening committee is recommended by the hiring supervisor and approved by the EEO/AA Coordinator for the campus. The screening committee reviews the minimum and desirable qualifications which were established in the position description and formulates questions, interviews the qualified applicants, assesses the strengths and weaknesses of each candidate, and forwards their recommendations to the hiring supervisor. The hiring supervisor interviews the recommended applicants, conducts reference checks, and recommends the selectee to the Chancellor for final review and appointment.

As a continuation of the review of the qualifications, newly appointed employees are required to serve probationary periods in accordance with University policies, and Civil Service rules. Performance evaluations are either written or electronically submitted for all classifications including Executive/Managerial, Faculty, Administrative Professional Technical (APT), and Civil Service employees at regular intervals annually thereafter or upon changes in supervision or appointment to new positions.

III.A., III. A.1. Self Evaluation

The College meets the Standard.

The College is subject to various system requirements with respect to qualifications for each position. Board of Regent’s policies, University System and Civil Service rules and requirements are examples. In addition, the College in this review period, continues its transitioning to decentralization in some areas such as faculty minimum qualifications.

The recruiting, screening, and selection processes are very well defined and developed, and are supervised carefully throughout the process. This provides some assurance that personnel hired by the College are sufficiently qualified to guarantee the integrity of its programs and services.

The College has reinstated a critical hire review process which at a basic level addresses decision making on hiring priorities.

III. A., III. A.1. Action Plan

- Develop comprehensive and regular staffing review and methods to analyze staffing requirements based on program needs and the College’s mission.
III. A. 1. a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of subject matter or service performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutionalized faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

III. A. 1. a. Descriptive Summary

All regular positions are advertised on the University’s World Wide Website in accordance with EEO/AA commitments, the University’s policies and procedures, and collective bargaining agreements. In addition, all positions, unless specifically exempted from recruitment also appear on the local newspaper. Additional advertisements or extended recruitments are conducted as prescribed in order to obtain a sufficient and balanced pool of applicants. Advertisements are prepared utilizing the reviewed and updated position descriptions which include minimum and desirable qualifications.

Filling of most position vacancies involve screening committees. Screening committee members are recommended by the hiring supervisor and may be composed of members of administration, faculty, staff, and in some cases students. Screening committees must represent a gender, age, and ethnically balanced composition. For faculty positions, faculty member participation is further encouraged through the faculty evaluation process.

The screening process includes a detailed review of each candidate’s qualifications against the approved minimum and desirable qualifications. Applicants with foreign degrees are required to provide certification of equivalency by organizations which perform such certifications and are approved by the College. All candidates who meet the minimum qualifications are interviewed and candidates who have the greatest strengths are recommended for further interviews, utilizing pre-approved interview questions which are developed by each screening committee. The EEO/AA Coordinator reviews and approves all interview questions and practical exercises which may be developed by the committee to ascertain each candidate’s knowledge, skills and abilities. The EEO/AA Coordinator works with each screening committee closely and provides suggestions to questions to elicit meaningful information. For example, faculty candidates may be asked to present a lesson plan to assist the screening committee in evaluating effectiveness in teaching.

Applicants are provided with specific and detailed instructions in the advertisements regarding the application process which includes instructions regarding transcripts and other documents necessary to establish the applicant’s qualifications. The final recommended candidate is required to provide all necessary original documents which are required to be sent directly to the College. The hiring supervisor is charged with contacting references and verifying the applicant’s background as appropriate. References are included in each employee’s file and
maintained in a confidential manner. The Human Resources Office performs a final check of documents for the appointee.

The EEO/AA Coordinator is responsible for overseeing the hiring and screening process. Prior to conducting interviews, the policies and procedures are reviewed at the initial meeting. All minutes, documents, screening committee compositions, interview questions, must be authorized and approved before proceeding to the next phase. The EEO/AA Coordinator takes appropriate action when the hiring and screening process does not meet the policies and procedures.

III.A.1.a. Self Evaluation

The College meets the Standard.

The College’s screening and hiring process is well defined. A review of recruitment files support the conclusion of a systematic and well-documented process. The College has enjoyed a relatively stable workforce and there is no evidence that the current process is ineffective.

III. A. 1.a. Action Plan

- Provide training to new employees who may be involved in the screening process.
- Provide training to new hiring supervisors.

III. A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely and documented.

III. A.1.b. Descriptive Summary

The method, timing, and presentation of performance evaluations is set forth by Board of Regent’s policies, University Administrative Procedures for Administrative, Technical, and Professional (APT) employees, and the State’s Department of Human Resources Development for Civil Service employees. The Human Resources Office for the College oversees performance evaluations for APT’s and Civil Service employees. The University administration is responsible for annually evaluating all Executive and Managerial (E/M) employees. The Chancellor submits to the President the results of evaluations of Managerial employees and recommendations on salaries, classification, and terms of appointment. The University through its Office of Human Resources provides the E/M staff feedback of their performance from peers, constituents, and subordinates through a voluntary and confidential survey which supplements each E/M’s review by the Chancellor.

Executive and Managerial employees are subject to annual reviews and re-appointments. Newly appointed APT’s serve a three year probationary period and are reviewed annually during the
period November 1st through October 31st of the following year. Performance evaluations are completed electronically and the employee and approving authorities are notified via email concerning goals and objectives for the year. At the end of the evaluation period for APT’s, ratings are also entered electronically. An APT appointee who is appointed to a new position serves a new six month probationary period. Civil Service employees serve an initial probationary period of six months and are reviewed minimally annually thereafter. Civil Service and APT employees may also be subject to partial evaluation periods due to an extension of an initial evaluation or appointment of a new supervisor. The Vice Chancellor of Academic Affairs and Chancellor are responsible for the evaluation of instructional and non-instructional faculty and follow a prescribed process for contract renewal, tenure and promotion, and post-tenure review actions.

Performance factors for APT and Civil Service employees are provided by the University and the State’s Department of Human Resources Development. Each employee’s supervisor, however, establishes goals and objectives for the employee.

APT and Civil Service employees who do not meet the performance factors of their position during their initial probationary period may either be recommended for an extension or be informed of their termination of employment without recourse.

The Human Resources Office is responsible for promoting, facilitating, and encouraging a fair, timely, and constructive performance evaluation process. Performance evaluations for all APT and Civil Service employees provide for a Human Resources review.

Management information tools such as turnover rates, absenteeism, injury claims, grievances and other complaints may be utilized to connect personnel evaluations and institutional effectiveness and improvement.

III. A. 1.b. Self Evaluation

The College meets the Standard.

III. A. 1.b. Action Plan

- Improve the Civil Service’s Performance Appraisal System (PAS) response rate from supervisors

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing these outcomes.

III.A1.c. Descriptive Summary

Faculty applying for reappointment, tenure, and promotion are evaluated according to the University of Hawaii Community Colleges Faculty Classification Plan. The Classification Plan
clearly delineates the primary responsibilities of instructional faculty and resource professionals, as well as the faculty classification ranks. All faculty are responsible for the learning and academic growth of students.

The Faculty Development Coordinator and Faculty Development Committee present frequent workshops on instructional improvement, coordinate discussions and symposiums (e.g. Teachers Talking to Teachers), and sponsor professional development opportunities.

The College is actively involved in identifying student learning outcomes, and in developing and implementing program review for all programs and services.

III.A.1.c. Self Evaluation

The College is working to meet the Standard.

Faculty applying for reappointment, tenure, and promotion are evaluated on their performance of instruction or academic support. The process requires evaluations by students and peer reviews. An application for reappointment, tenure, or promotion must include self-examination of teaching effectiveness, students' response, goals for development or improvement, and activities and results experienced since the previous application.

At this writing, many of the College's instructional programs have identified their student learning outcomes (SLO's) for their courses and programs. All course and program SLO's will be completed by the end of the Fall 2005 semester, and will be included in all syllabi beginning in the Spring 2006 semester. The Deans designed a common system template to use for program review. Automotive Technology (AMT), Fire and Environmental Emergency Response (FIRE), and Sheet Metal and Plastics Technology (SMP) have completed their first program review reports. The Financial Aids Office and the Library are the first support units to complete program review reports. The College is following the Assessment Plan - Overall Campus Plan and the 5 Year Program Review Schedule.

In addition, there will be an annual assessment report template. All programs will conduct annual assessment reports.

Faculty and staff have participated in professional development activities about assessment and planning. There will be workshops and other assistance in measuring SLO's in Spring 2006. Instructors are learning about and trying methods of assessment, and applying their findings to improve teaching and learning effectiveness. For example, some faculty will be using the Knowledge Survey, a pre- and post-test approach.

III A.1.c. Action Plan

Continue to identify student learning outcomes, and to develop guidelines, procedures, and measures for program review. Utilize the 5 Year Program Review Schedule, and implement annual reviews.
III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

III.A.1.d. Descriptive Summary

Professional ethics are addressed in the Chancellor for Community Colleges Memo (CCCM) #2600, "Statement on Professional Ethics (Faculty)". The faculty senates of the Community Colleges adopted the "American Association of University Professors Statement on Professional Ethics" in 1989. Subsequently, the University of Hawaii Community College System adopted the "Statement on Professional Ethics, University of Hawaii - Community Colleges" in 1991.

The Statement includes intellectual honesty, academic freedom, honest academic conduct, respect for colleagues, respect for students, and commitment to teaching and scholarship.

III.A.1.d. Self Evaluation

The College meets the Standard.

However, while there are written codes of professional ethics in effect, activities to develop and further ethical awareness and understanding are recommended.

III.A.1.d. Action Plan

- Propose that the Faculty Senate Executive Council (FSEC) and Faculty Development Committee present the "Statement on Professional Ethics" to the College and encourage discussion.
- Consult with the Staff Senate Executive Council (SSEC) and Staff Development Committee regarding the creation of a statement on ethics for College staff.

IN PROGRESS:

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

III.A.2. Descriptive Summary

Criteria for personnel qualifications and the selection process meet the Standard, as do procedures for application for contract renewal, reappointment, promotion and tenure. Criteria for selection of faculty and administrators can be found in the Human Resources Manual.

III.A.2. Self Evaluation

Does the College meet the Standard?
Faculty staffing is sufficient to achieve the mission of the College, but there is an ongoing shortage of administrative personnel. There is a need to plan and implement systematic and ongoing Leadership Training to assist in retention of administrators.

Procedures exist for the formal, systematic, and timely evaluations of personnel as established by the different collective bargaining units.

III.A.2. Action Plan

- Incorporate evaluation of staffing needs and human resources planning into the College Planning Council.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

III.A.3., III.A.3.a. Descriptive Summary

The College's policies and procedures for human resources reflect the applicable laws, codes, memorandum, and collective bargaining agreements. New policies are the result of a collaborative decision-making process, with participation and consultation, as appropriate. The College develops personnel policies and procedures which are readily accessible on the College’s website or through the various University of Hawaii (UH) Human Resources Offices (HRO). There are reviews of complaints which are required to be reported to the UH System. Mechanisms, both internal and external, are in place for investigation.

To ensure fairness and consistency in adherence to policies and procedures, the Human Resources Office utilizes the various system-wide administrative procedures and policies, executive policies, Board of Regents policies, and the Chancellor for Community College Memos (CCCM’s), which are currently being reviewed and rewritten by Honolulu Community College Deans. It should be noted that in December 2002, a system-wide reorganization was approved by the Board of Regents (BOR), which eliminated the position of Chancellor for the Community Colleges, the developer of personnel policies for all Community Colleges at that time. The CCCM’s that promulgated those policies are being utilized until the rewriting is completed.

III.A.3., III.A.3.a. Self Evaluation

The College meets the Standard.

III.A.3., III.A.3.a. Action Plan
III.A.3.b. The institution makes provisions for the security and confidentiality of personnel Records. Each employee has access to his/her personnel records in accordance with the law.

III.A.3.b. Descriptive Summary

Personnel files for each employee are kept in confidence and maintained in secure files by the Office of Human Resources (OHR). Files are locked and secured at the close of the business day. Further, there is always a personnel staff member present during the workday. Employees have access to their records by contacting the Office of Human Resources. Personnel files for faculty and Administrative, Professional, and Technical (APT) employees are maintained at the College, while Executive, Managerial, and Civil Service personnel records are maintained at OHR at the University of Hawaii at Manoa. Confidential information is disclosed with the employee’s consent or following Hawaii Office of Information Practices guidelines.

III.A.3.b. Self Evaluation

The College meets the Standard.

Confidentiality and security of personnel records are assured. Each employee has ready access to his or her personnel information.

III.A.3.b. Action Plan

No action required.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4. Descriptive Summary

Honolulu Community College as a part of the University of Hawaii system values the diversity of its students, faculty, staff and administrators. There are both federal and state laws, which govern employment practices to ensure an equitable and diverse workforce. Conversely there are federal and state laws, which assure that students are treated fairly and equitably. The College has both an Affirmative Action Plan and an Affirmative Action Program Statement of Policy.

The Fall 2004 Student Profile best demonstrates the ethic and gender diversity of the students at Honolulu Community College. Male students attending the college account for 53% of the student population and females 47%. The largest number of Honolulu Community College students, 45.7%, identified themselves as Asian and Pacific Islanders, which includes Chinese,
Japanese, Filipinos and Koreans. Hawaiian and Pacific Islanders account for 19.5% of the student population. Honolulu Community College also enrolled 37 International students during Fall 2004 with students coming from Australia, New Zealand, Eastern Asia, Oceania, South America and Western Europe. [Demographic Data Report]

A commitment to diversity in employment begins with the Honolulu Community College employment advertisement, which states, “the University of Hawai‘i is an equal opportunity/affirmative action institution. All qualified applicants will be considered, regardless of race, sex, age, religion, color, national origin, ancestry, disability, marital status, sexual orientation, or status as disabled veteran or veteran of Vietnam era”. Employment is contingent on satisfying employment eligibility verification requirements of the Immigration Reform and Control Act of 1986. Appointments to positions are subject to campus recruitment guidelines (Screening Committee memo rev. 07/01/04) and the collective bargaining agreements.”

The EEO/AA coordinator is instrumental in the oversight of every aspect of the employment process beginning with the selection of screening committee members, and assistance with creating the interview criteria, including the approval of the interview questions before applications are even reviewed. Each and every aspect of the interview and hiring cycle takes into account the Affirmative Action Plan to ensure that equity is achieved and maintained. The University of Hawaii also requires the "University of Hawaii Form 27 (PERS) Ethnic Background Form" to be completed. This form addresses the applicants who were interviewed. Employee processes comply with the University of Hawaii Board Of Regents Policy: Chapter 9 Administrative Procedures.

III.A.4. Self Evaluation

The College meets the Standard.

The campus of Honolulu Community College is diverse in students, faculty, staff and administrators as evidenced in the [Demographic Data Report].

As with most institutions of higher learning the goal to employ more minorities in administrative and faculty positions is often a challenge. The college does encourage members of underutilized or underrepresented groups to apply. The best qualified applicants are considered for employment, should that include a member of an underrepresented group that would be a favorable addition to the applicant's standing.

The Committee on Gender Issues, a faculty committee, restructured itself two years ago to become the proactive Committee on Social Equity with the stated purpose to “address existing and potential bias issues; present varied forums for issues to be discussed; provide a clearinghouse/non-structured platform for students, faculty and staff to voice concern(s) about biases within the college sphere whether real or potential; become a "weather-vane" on campus for changes in attitude or increase in a potential bias amongst the population as a whole; act as a vehicle to pro-actively disseminate information on diversity”. Some of the recent presentations they have sponsored either singly or in conjunction with other campus groups such as the Native Hawaiian Center include:
• “Once Were Warriors” – film and discussion
• Presentation by a legal scholar and speaker on “Critical Race Theory and Public Schools”
• “Counting on Democracy” – film and discussion Mark Burch (HCC lecturer)
• “Social Equity and Immigrant Workers” – presentation and Q & A with Ah Quon McElrath a pioneer in Hawaii social work and a retired member of the University of Hawaii Board of Regents.

[Description of the Committee on Social Equity]

In conjunction with the University of Hawaii, Honolulu Community College participated in a Student Equity, Excellence and Diversity (SEED) grant that provided funds to digitize Hawaiian language newspapers for inclusion onto the worldwide web to promote student and faculty research. [Hawaiian Language Newspaper Project]. In addition, funds from the University of Hawaii President’s Diversity and Equity are available for purchasing resources relating to diversity and anti-bias issues.

Campus activities, which celebrate diversity, have been sponsored by various segments of the campus community including Staff and Faculty Development, Student Services, and Administration.

Students are recruited from almost every high school on Oahu, which translates to a very diverse student body population. There is an effort underway to also actively recruit students from the neighbor islands, an often-underserved population.

Scholarships and tuition assistance for minorities or underrepresented groups are offered to attract these students to our college. Once they are enrolled there are a variety of clubs, and activities to celebrate the diversity of our campus. One successful tuition assistance program is geared to assist males or females wishing to enter non-traditional careers, such as women in the Auto Body Repair or Carpentry programs, and males in Early Childhood Education or Cosmetology programs.

The College is extremely fortunate to have Hulilili Ke Kukui, a Native Hawaiian Program, to help one of the most disadvantaged groups of students, Native Hawaiians. The Center offers advising, tutoring, financial aid information, computer labs, and ongoing cultural activities and presentations.

There are a variety of ethnic clubs which do not limit membership to students of that ethnicity these clubs include the Filipino Club, Native Hawaiian Club Hui ‘Oiwi, the Polynesian Club, and the Afro-American Club. There are clubs as well that base membership on interest of specific career goals such as the Administration of Justice Club, Early Childhood club and Human Resources club. [Student Clubs and Organizations]

III.A.4. Action Plan

No action required.
III.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

III.4.a. Descriptive Summary

Honolulu Community College has programs and services to support its students, staff, and faculty. Many College departments serve students both directly and indirectly. The Office of Student Services, the Dean of Student Services, College Skills Center, Native Hawaiian Center, Computer Lab, Library, and the Health Center are some of the providers of these services.

The Staff Development Council is a group of proactive staff members from various departments on campus that plans workshops, conferences, social gatherings, and fund-raisers. Information regarding the mission and objectives of the group can be found at the [Staff Development Council’s website].

The Faculty Development Committee primarily handles professional development opportunities for the faculty. The Faculty Development charter was approved by the Faculty Development Committee (FDC) and the Faculty Senate Executive Committee (FSEC) on Sept. 2004 and reapproved by FSEC on Sept. 7, 2005.

By virtue of state employment Honolulu Community College employees enjoy a host of benefits including medical, dental, vision, and life insurance. State employees are eligible to utilize no-cost counseling for workplace or personal problems through the Resource for Employees Assistance and Counseling Help (REACH). Union membership brings additional benefits as well. [Collective Bargaining Documents, University of Hawaii Office of Human Resources]

All Honolulu Community College personnel are eligible to apply for tuition waivers. These waivers allow qualified employees to take classes at any of the University of Hawaii campuses, up to six credits per semester. This practice encourages administrators, staff, and faculty to remain “Life long learners”. [Employee Benefits: Tuition Waivers Information]

Some of the other services for personnel include:
- Campus child care center – available to students, staff and faculty for a fee
- Health Office – health-related information and workshops, flu shots
- University of Hawaii (UH) Credit Union – representative provides services on campus each week
- Cafeteria – by the Employment Training (ETC) program
- Book Store – branch of the University of Hawaii Bookstore
- Business Cards – printed at no cost for all Honolulu Community College employees

Information is available on the College’s [Services website].

III.4.a. Self Evaluation

The College meets the Standard.
The Staff Development Committee (SDC) has a Professional Development component, which is "to improve the professional competency levels of support staff". SDC members conduct various fundraising activities to fund these activities.

Money raised allows staff members to attend conferences or workshops to improve their professional development. Three thousand dollars was set aside for the 2004-2005 fiscal year for staff use. The maximum amount given to any member is five hundred dollars per employee per fiscal year. Questions and answers regarding the procedure and criteria for funding can be found online at the [Staff Development Fund site].

Another goal of the Staff Development Committee is to enhance the Personal Development of the College’s staff. Members are surveyed to find topics of interest. Recent workshops include:

- Violence in the Workplace Workshop
- Domestic Violence Seminar
- Sexual Harassment/Hate-Free Workshop
- Office Safety Awareness
- Taking Care of Life’s Disasters

After presentations, which are open to the entire campus, a questionnaire is given to participants to gauge the success of the program. Future presentations are based on the results of these questionnaires.

The Faculty Development Committee (FDC) is composed of faculty members representing each College division, along with a Faculty Development Coordinator and a liaison from the Administration. The FDC “…supports the ongoing personal and professional growth of all faculty”. A variety of information, training, forums and networking sessions are presented throughout the year.

Every year during the spring semester, the Faculty Development Committee, along with the Staff Council, is responsible for creating and promoting Excellence in Education Day. This non-instructional day is set aside to bring the campus community together to attend various workshops and lectures relating to current issues in education.

The Staff Development Council and Faculty Development Committee often co-sponsor events which allows a greater level of participation, as well as a division of costs. Professional development is further described and evaluated in section III.A.5.

Honolulu Community College’s registered professional nurse and the Disability Coordinator coordinate disability services for students, more information regarding policies and procedures can be found at the College’s [Disability Access website].

The College’s registered professional nurse in conjunction with the Equal Opportunity/Affirmative Action personnel officer handles disability services for staff and faculty. The College adheres to the non-discrimination policy and makes reasonable accommodations for employees with documented disabilities.
Results of the 2005 Faculty/Staff Survey of the Institutional Environment indicate that Honolulu Community College is successfully supporting the needs of its personnel. The mean score of “overall satisfaction with respect to your work at HCC” was 7.38 (on a scale of 1-10, from low to high). More than 59% of the respondents agreed/strongly agreed that “this is a fair campus”, approximately 57% agreed/strongly agreed that “there is a sense of community,” and over 76% rated the College as “a good place to work.” The Survey report summarized findings regarding communication and collaboration: “Overall, respondents gave items in this section high marks.” Items rating communication with Division Chairs, Deans, or supervisors received mean scores of 3.55 or higher (on a scale of 1-5, from low to high); items querying about positive collaboration within divisions or across the campus were rated 3.81 and above. More than 72% of the respondents agreed/strongly agreed that “fringe benefits (e.g. health insurance, sick and vacation leave)” meet their needs and over 65% were of the opinion that the College supports opportunities for professional development.

III.4.a. Action Plan

No action required.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.4.b. Descriptive Summary

The College has as its mission statement the goal to “maintain a multicultural environment where ethnic and gender diversity is appreciated, respected and promoted”. This environment includes all of the stakeholders of the College: students, faculty, staff and administrators. As shown in the following report [Demographic Data Report] HCC does have a diverse group of stakeholders.

Former Honolulu Community College Personnel Officer, Lorry Suehiro, in her interview with the Standard Committees stated that the “tracking, analyzing and utilizing of (sic) employment equity records” are done through various sections of the Affirmative Action Plan. Some of the sections she mentioned include the Workforce Analysis, Job Group Analysis, Availability Analysis, Utilization Analysis and Goal Setting, and Personnel Activity Information, “to track and analyze employment records, and to help identify areas that can be improved.”

III.A.4.b. Self Evaluation

The College meets the standard.

Personnel records are subject to intense scrutiny by various entities including the University of Hawaii Equal Employment Office/AA and other state and federal agencies. Employment grievances may be subject to legal ramifications. Therefore, the personnel department of
Honolulu Community College takes its responsibility to be the watch guards of equity and diversity on this campus seriously. Their oversight helps keep the College consistent with its mission as well as in compliance with personnel rules and regulations.

In the Faculty/Staff Institutional Environment Survey conducted in Spring 2005, there was a general satisfaction of the faculty and staff with their employment at the College. On a scale of 0 – 5, faculty and staff gave the campus an overall value of 3.90 as a “good place to work,” while 3.46 thought that this is a “fair campus”. An implicit correlation between the results and the issue of equity can be assumed.

III.A.4.b. Action Plan

No action required.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

III.A.4.c. Descriptive Summary

The University of Hawaii and Honolulu Community College has labor union contracts with a majority of their employees. These contracts define and formalize working relations between the parties. The Hawaii Government Employees Association (HGEA) represents white-collar Civil service employees and the United Public Workers (UPW) represents civil service blue-collar workers. The University of Hawaii Professional Assembly (UHPA) represents faculty. Executive and Management employees serve at the pleasure of the Chancellor. Although the Chancellor does not enjoy a union contract, he serves at the pleasure of the Board of Regents; he is entitled to a grievance procedure through the Governor of the State of Hawaii.

All employees as well as students are subject to federal and state laws including the Sexual Assault and Harassment Policy. The EEO/AA Coordinator and Personnel Officers for each campus are charged with addressing any complaints. There is also a formal complaint process, which addresses other types of discrimination. The EEO/AA Personnel Officer would explain the process and direct any complaints to the appropriate person or office.

Student Regulations, also known as the-Student Conduct Code), explain the rights and responsibilities of students. They are included in the Course Catalog and on the World Wide Web. The full-text of the Student Conduct Code is accessible on the Web. [Student Conduct Code]

The Office of the Dean of Student Services is responsible for enforcement of the Student Conduct Code. Students have several avenues of recourse when they have complaints or questions. These include but are not limited to discussions with their instructors, counselors, Division Chairs, Dean of Students, and the Chancellor regarding any unfair treatment they believe they have been subjected to. All students filing a complaint are expected to be treated with respect and confidentiality.
III.A.4.c. Self Evaluation

The College meets the Standard.

There are avenues to address grievances of personnel at the College. Personnel may bring up any problems to their supervisor or they may choose to register either an informal or formal complaint with the EEO officer who also serves as the personnel officer. If the problem cannot be addressed to the satisfaction of the parties involved, the union of the complaining party can become officially involved.

Faculty may consult their Division Chair or program Dean with any problems. They also may request the assistance of their faculty union. One professional responsibility of faculty is to serve on campus committees, which is also a requirement to achieve tenure. Faculty has a more flexible schedule than civil service and APT personnel allowing them a greater opportunity to serve on committees.

Staff, civil service as well as APT, are encouraged to serve on campus committees to establish a broad representation of all stakeholders of the college. In October of 2004 the former Staff Advisory Council became the Staff Senate Executive Committee (SSEC). [SSEC Bylaws] In a recently conducted survey 60% of Honolulu Community College staff felt that SSEC plays a significant role of determining campus priorities. [SSEC Minutes, 8/8/2005]

A situation arose when staff members who wished to serve on various committees felt they were being discouraged by their supervisors because of perceived job constraints. In an effort to encourage more staff participation the Chancellor sent out an email explaining the importance of participation from all sectors of the college.

The SSEC committee constructed a form - the Staff Committee Assignment Approval letter - which lists the committee the person was selected or elected to serve on, dates of service, parameters of service, and a contact person for any questions or concerns. This information allows supervisors to plan shifts and work flow to allow for staff participation. This was implemented in the Fall 2005 semester and appears to be successful, as there are many staff members serving on a variety of campus committees as evidenced on this Staff Committee Assignments web page. [Staff Committee Assignments]

III.A.4.c. Action Plan

- Continue to monitor staff's participation in College/campus activities to assure that staff are allowed reasonable time to participate on committees.

II.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.
III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

III.A.5., III.A.5.a. Descriptive Summary

The college has two professional development committees, a Faculty Development Committee and a Staff Development Council, for faculty and staff members, respectively. A faculty member heads the Faculty Development Committee (FDC), and the Personnel Officer heads the Staff Development Council (SDC).

The Faculty Development Committee has representatives from each academic division of the College and an administrative liaison. The FDC conducts a needs assessment survey at the beginning of each school year. The Committee members discuss and plan activities to address these requests and identified needs. The administrative liaison can also provide input on teaching and learning needs. The FDC receives training requests from other campus committees and programs, e.g. the Committee on Social Equity, the Information Technology Center, the Native Hawaiian Center, etc., and co-sponsors professional development activities with these groups. The FDC also surveys the faculty, asking members what information they are willing to share and sessions they could present to the College. In addition, the Committee establishes criteria and procedures, solicits applications, and distributes the allotted College funding for other faculty professional development activities, such as participation in local and national workshops and conferences, and attendance at the annual Hawaii National Great Teachers Seminar.

In support of the educational mission of the College, the Staff Development Council strives to provide a staff development program that will enhance the professional and personal talents, skills, and competency of civil service and APT (Administrative, Professional, and Technical) employees. As an advisory group, the SDC plans, develops, and evaluates the staff development activities. It also provides monetary support for institutional, professional, and personal development activities that are not otherwise funded by the College.

In addition, all employees of the College are eligible for tuition waivers and can submit training requests to attend University of Hawaii and Department of Human Resources Development training sessions. These forms are readily available online and announcements on training sessions are made via campus email. Training requests are screened for employee eligibility and job relatedness (current or promotion) along with equal employment opportunity considerations.

III.A.5., III.A.5.a. Self Evaluation

The College meets the Standard.

The faculty and staff are provided with various means and a wide range of professional development. The Faculty Development Committee and Staff Development Council offer numerous workshops and training opportunities throughout the year and provide monetary support for faculty and staff to attend outside professional development activities.
The FDC plans and presents faculty development activities based on identified needs and requests expressed by faculty, and in support of the College’s goals. For example, the Teachers Talking to Teachers series has addressed retention of students and service learning. Faculty Development has also been active in assisting faculty with drafting student learning objectives and program review guidelines. The FDC sponsors sessions in information technology as well, such as using WebMail effectively, and introductory series in Microsoft Excel, Microsoft PowerPoint, and Adobe Photoshop. Presentations co-sponsored by the FDC and the Native Hawaiian Center have been very well received. In addition, the Faculty Development Coordinator maintains a nationally recognized website of faculty development resources.

The Staff Development Council’s activities are inclusive, including all segments of the College whenever possible. The SDC seeks to advance team-building and to develop cross-department relationships. The Council plans a variety of activities to fulfill the diverse needs and interests of the staff. Workshops have included office ergonomics, the culture and craft of Hawaiian leis, and instruction in using library resources. The SDC has sponsored Excellence in Education Day annually for staff for many years. Topics have included customer service, telephone etiquette, and computer skills. Excellence in Education features a field trip to enhance understanding of the surrounding community and cultures.

Wo Learning Day is presented annually at Honolulu Community College each Spring Semester. All staff and faculty are invited. The topic is determined by the College’s goals and needs. In 2005, for example, presentations and discussions focused on assessment.

III.A.5., III.A.5.a. Action Plan

- Continue to plan and support professional development activities of faculty and staff.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

III.A.5.b. Descriptive Summary

After each Faculty Development activity, an evaluation is conducted, and the results are shared with the presenter(s) and are also discussed at the Faculty Development Committee meetings. The evaluation references the core values and the mission of the College.

In Fall 2002, the Staff Development Council conducted a staff development survey for the purposes of identifying, developing and offering relevant staff development activities. Results were shared at the 2003 Excellence in Education conference for the College’s support staff. The SDC was also instrumental in establishing a separate staff council, currently known as the Staff Senate Executive Council (SSEC) to provide staff members with an opportunity to participate in College decision-making processes. The SDC also requests that employees who receive professional development funding submit letters that explain how they are applying the training to their jobs.
III.A.5.b. Self Evaluation

The College meets the Standard.

The Faculty Development Committee regularly uses training evaluations and committee input for planning purposes. The FDC has scheduled follow-up workshops for College participants of past Hawaii National Great Teachers Seminars and participants of a recent Knowledge Survey for assessment and student learning. Participants will give feedback on how these professional development activities have improved their teaching and student learning.

The Staff Development Council has planned and presented activities based on their survey results (2002). The SDC is seeking to formalize this process and is investigating how to incorporate the survey results into a strategic plan for professional development.

III.A.5.b. Action Plan

In Spring 2006, the Staff Development Council will review the 2002 survey results, as well as the results of the recent campus-wide Faculty/Staff Institutional Environment Survey. The SDC will determine if there are needs and interests that can be addressed in a strategic plan. In Fall 2006, the SDC will begin to develop a strategic plan that will be tied to the goals and mission of the College.

IN PROGRESS:

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

III.A.6. Descriptive Summary

Honolulu Community College utilizes a staffing plan which is included in the strategic planning and budgeting process. The Vice Chancellor of Administrative Services maintains a personnel inventory that accounts for and justifies all of the College's positions. Before a vacancy can be filled, the "Request to Fill Critical Position/Amendment to Staffing Plan" form must be completed. This form examines the position's duties and responsibilities, description and number of similar positions within the department, and justification (e.g. consequences if the position is not filled). Requests for new positions also require completion of the form. An action statement based on program review data and/or enrollment and impact measures must be submitted for approval by the Deans and the Chancellor. Proposed new positions must be included in the Honolulu Community College Strategic Plan. The Office of Human Resources contributes to the planning process by providing information as requested.

The Deans and the Vice Chancellor of Administrative Services have the primary responsibility for evaluating the adequacy and effectiveness of the College's human resources. The Office of
Human Resources participates in a consultative capacity, such as in providing position
descriptions, classifications, and cost data.

III.A.6. Self Evaluation

The College meets the Standard.

Human resources planning is part of the College's strategic planning process, which includes
participation by and input from administrators, faculty, staff, and students.

The role of the Office of Human Resources in institutional planning is informal and largely
informational. It has been suggested that the College's Personnel Officer attend meetings of the
Campus Leadership Team (CLT) to learn about campus concerns and to participate in planning
and decision-making. With the recent formation of the Planning Council, participation by the
Personnel Officer in Planning Council discussions might also be considered.

The evaluation of human resource needs is being incorporated in guidelines and procedures for
program review and assessment. Human resources decisions will be tied to the results of
program reviews.

III.A.6. Action Plan

- Continue to develop guidelines, procedures, and objectives for program review, and
  implement the program review and annual review cycles. Use the results for human
  resources planning and improvement.

III.A. Supporting Documents

III.A.1.

Executive Policy E9.205
Administrative Procedure A9.260
Administrative Procedure A9.620
Administrative Procedure A9.540
Minimum Qualifications for Faculty positions
APT Broadband Classification
Civil Service Class Specifications
Request for Position Action (SF-1)
Hiring Flow Charts (E/M, APT, Civil Service)
Screening Committee Memo
Executive Policy E.9.202
Administrative Procedure A9.170
DHRD Performance Appraisal System
Faculty Evaluation Schedule
Lecturer Evaluation Schedule
Faculty Hiring Calendars
Lecturer Hiring Calendars
[Workatuh]
E9.202 Management Development and Evaluation
A9.170 Performance Evaluation of Administrative, Professional, and Technical (APT)
Department of Human Resources Development Performance Appraisal System Supervisory Manual

III.A.1.c.

[5 Year Program Review Schedule]
[Assessment Committee Minutes, 08/25/05]
[Assessment Committee Minutes, 09/08/05]
[Assessment Plan - Overall Campus Plan]
[Instructional Activities Policy]
[Program Review Information]
[University of Hawaii Community Colleges Faculty Classification Plan]
[Workshop and Conference Information]

III. A.1.d.

[American Association of University Professors (AAUP): Statement on Professional Ethics]
[Chancellor for Community Colleges Memo (CCCM) (#2600)]

III.A.2.

Administrative Procedure A9.540
Administrative Procedure A9.620
E9.202 Management Development and Evaluation
Evaluations of Administrators Through OHR (360 performance evaluation)
Department of Human Resources Development Appraisal System
Human Resources Manual
Minimum Qualifications for Faculty
Qualifications of Personnel

III.A.3., III.A.3.a.

Board of Regents Policies (Chapter 9 – 123 pages)
III.A.3.b.

Hawaii Office of Information Practices (OIP) guidelines (maintained in HCC Office of Human Resources)
Uniform Information Practices Act

III.A.4.a.

[Collective Bargaining Documents, University of Hawaii Office of Human Resources]
[Disability Access]
[Faculty Development Committee]
Faculty/Staff Institutional Environment Survey
Jerry Cerny’s evidence file
[Services at Honolulu Community College]
[Staff Development Council]
[Staff Development Fund]
[Tuition Waivers - Employee Benefits, University of Hawaii Office of Human Resources]

III.A.4.b.

The Campus Pulse: Gauging Faculty/Staff Perspectives of the Institutional Environment – Spring 2005 Honolulu Community College
[Demographic Data Report]
[Honolulu Community College Mission Statement]
[Interview with Lorry Suehiro, Personnel Officer, Honolulu Community College, 12/03/04]

III.A.4.c.

[Staff Committee Assignments]
[Staff Senate Executive Committee (SSEC) Bylaws]
[Staff Senate Executive Committee (SSEC) Minutes, 8/8/2005]
[Student Conduct Code]

III.A.5., III.A.5.a.

2004-2005 Faculty Development Committee Annual Report
III.A.5.b.

A9.160 University Employee Training
[Staff Development Council Intranet Site]
Faculty Development Committee Activity Evaluation
Faculty/Staff Institutional Environment Survey
Fall 2002 Staff Development Survey
Knowledge Survey – HCC Faculty Professional Development Program:
  • Hawaii National Great Teachers Seminar
  • Other major professional development activities

III.A.6.

[Flow Chart - HCC Strategic Planning and Budgeting Process]
[Flow Chart - Request to Fill a Position]
[Interview with Lorry Suehiro (former Personnel Officer), 12/03/04]
[Request to Fill Critical Position/Amendment to Staffing Plan]