

**STANDARD IIIA:  
RESOURCES:  
HUMAN RESOURCES**

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## *Standard IIIA. Human Resources*

*The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.*

### *III.A. Human Resources*

*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.*

### **Descriptive Summary**

The process of assuring employment of qualifying personnel begins with a department or program providing justification of a need to fill either a newly appropriated position or an established budgeted position vacancy by completing the Form *Request to Fill a Critical Need Position* and a Form *Request for Position Action (SF-1)* for Board of Regents (BOR) position. For newly appropriated civil service positions, a request Form HRD1 is prepared and submitted to University of Hawaii Office of Human Resource for establishment and classification of positions. For BOR faculty positions, establishment and classification of position is delegated to the respective campus administration.

For Administrative, Professional and Technical (APT) positions there are four levels or bands. Approvals to establish and classify APT positions are delegated to the respective campus administration. However, position descriptions are categorized by four different levels or bands. Band A (Entry/Intermediate/Independent Worker) and Band B (Journey Worker/Senior Worker/Working Supervisor) are delegated to the respective campus administration. Position descriptions reflective of Band C (Supervisor/Subject Matter Expert) or Band D (Program Administrator/Manager/Foremost Subject Matter Expert in a Highly Specialized Technical field) are delegated to the Office of the Vice President of Community Colleges. For civil service positions recruitment, a UH Form 13 is prepared and sent to the University of Hawaii Office of Human Resources for internal recruitment as required by collective bargaining agreement. If internal recruitment is unsuccessful in attracting qualified applicants, the State of Hawaii Department of Human Resources and Development conducts an open competitive recruitment program.

The College is required to provide a certification statement that there are sufficient funds to support the establishment and filling of a position request, and that the position description is current or requires updating. For faculty positions, minimum qualifications are continuously reviewed by Honolulu Community College (HCC) to meet the needs of the programs. Any changes to the minimum qualifications being requested must have general consensus of all the seven community colleges' Deans of Instruction and approval from the Vice President for Community Colleges' (VPCC) office. For the Administrative, Professional and Technical (APT) classes, the UH Office of Human Resource reviews and develops the generic class specifications. Each Band level has its own generic minimum qualification requirements. Civil service class specifications together with the minimum qualification requirements are developed and established by the State of Hawaii Department of Human Resources and Development.

The recruiting, screening and selection processes are well defined and developed and are meticulously reviewed and approved by the HCC Human Resources EEO/AA Coordinator for the BOR positions. For civil service positions, applications are screened and qualified by the UH Office of Human Resources and/or Department of Human Resources and Development. All advertisements are prepared in accordance with Chapter 9: Personnel, Board of Regents policies, UH Administrative procedures, EEO/AA requirements, collective bargaining agreements and State and Federal non-discrimination laws. These procedures, policies, agreements, rules and regulations provide assurance that personnel hired by the College are qualified to guarantee the integrity of its programs and services.

In compliance with the EEO/AA standards, the screening committee is comprised of members with a balance of ethnicity and gender, is recommended by the hiring deans and directors, and approved by the EEO/AA coordinator of the campus. Based on the established policies and procedures prepared by HCC, the screening committee is provided with these guidelines to insure compliance. A committee Chair is selected to oversee the committee, and minutes are prepared and approved by the EEO/AA Coordinator.

The committee recommends the best-qualified applicants to the respective Dean for a second interview. For selection of a civil service respective appointee, a second interview by the supervisor is generally in order. The final approval to hire is done by UH Office of Human Resources. For the BOR positions, filling of positions is done by the respective campus administration.

## **Self Evaluation**

The College meets the Standard.

The College is subject to various system requirements with respect to qualifications for each position. Board policies, University System, and civil service rules and requirements are examples. It should be noted that there have been changes to System Level Offices/Positions as well as HCC's Offices/Positions. The Office of the

Chancellor for Community Colleges in now called the VPCC's Office. At the community colleges level, the provost is now titled Chancellor. In addition to the terminology, the VPCC's Office delegated additional personnel responsibilities to the campus level administration. However, for Executive/Managerial positions the delegation of authority continues to be responsibility of the VPCC's office.

The College reinstated a critical hire review process in July 2005, which addresses decision-making on hiring priorities. A *Request to Fill Critical Position* form and *Request for Position Action* form, which serve as the first step in a formal request to fill vacancies, are required, and provide a basis for personnel hiring decisions. In addition, the *Planning Council* and other governing bodies on campus are actively involved in the process of prioritizing allocation and funding of new and vacant positions as the members set priorities in the *Strategic Plan*, which includes planning for personnel.

The Planning Council and administration have strived to implement a systematic budgetary *flowchart* and *timeline* that is transparent. Various budget requests and justification for the different areas of the campus is posted on the HCC intranet. According to the 2012 Institutional survey, 51.5 percent of respondents felt that the decisions, rationale and allocation of resources by administration were systematic and fair. Additionally, 62.1 percent of the respondents felt that there was sufficient level of participation in campus wide decision-making; 53 percent understood that the Program Review process is directly related to the budget allocation of this campus.

As part of cost-cutting measures, budget holds, and budget restrictions, the Planning Council is also involved in assisting the College in determining areas to be cut back, including areas involving hiring personnel. The criteria of the decision-making process were presented at *Town Hall Meetings* and at *Planning Council* meetings, which are open to all employees.

## **Actionable Improvement Plans**

The College should continue to educate the campus about the importance of Program Review in the budgetary process to ensure that it is systematic and transparent.

The Planning Council should ensure that the timeline for budget and planning is adhered to, and that the information regarding the budget flowchart and timeline is communicated to the campus at the beginning of the budgetary process.

[[Hiring guidelines chart-BOR pdf.](#)] [[Hiring guidelines chart-Civil Service pdf.](#)] [[Hiring policies and procedures for BOR appointment pdf.](#)] [[Hiring policies and procedures for APT and Civil Service pdf.](#)] [[Request to Fill Critical Position Form](#)] [[Request for Position Action](#)] [ [[Executive Policy E9.112 - Delegation of Authority for Personnel Actions](#)] [[Collective Bargaining Unit: 1\(UPW\), 2 \(HGEA\), 3 \(HGEA\), 4 \(HGEA\), 7 \(UHPA\), 8 \(APT's\), 9 \(HGEA\) pdf.](#)] [[Planning Council](#)] [[Strategic Plan](#)] [[Town Hall Meetings](#)] [[Board of Regents Policies and Bylaws](#)] [[UH Systemwide Administrative Procedures](#)] [[EEO/AA requirements](#)] [[Collective Bargaining agreements](#)] [[State and Federal Non-](#)

[discrimination Laws](#)] [[Board of Regents Policies and Bylaws - Chapter 9 Personnel](#)] [[Staff Survey](#)] [[Standard IV: Governance survey 2012](#)] [[Budget Flowchart](#)] [[Annual Budget Development Cycle and Timeline](#)]

*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 plays 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.*

## **Descriptive Summary**

When new positions are planned they are first listed in the College's budget priority list via the implementation plan or identified through the Program Review process. The purpose of the budget priority list is to explain how the position relates to the mission and goals of the College, the justification, and any supporting data indicating the need and the possible consequences if the position is not approved. The *Planning Council* oversees the annual review and update of the College's budget priority list, thus ensuring further review of positions before they are created and filled.

All regular positions are advertised on the University's Web site 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 in 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.

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, and 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.

Filling of 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 diversity in gender, classification, and ethnicity. 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 in

relation to the approved minimum and desirable qualifications. Applicants with foreign degrees are required to provide certification of equivalency by organizations that perform such certifications and are approved by the College. All candidates who are recommended for interviews are asked a series of pre-approved interview questions, which are developed by each screening committee. The EEO/AA Coordinator reviews and approves all interview questions and practical exercises. Submitted with the questions and practical exercises are expected responses, which are rated against range finders related to the position's MQs and DQs. Through this process the committee is able to ascertain each candidate's knowledge, skills and abilities as they relate to the position duties and responsibilities. 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 sent directly to the College. The hiring supervisor is charged with contacting references, while the EEO/AA Coordinator is charged with verifying the applicant's background as appropriate. References and background checks are included in each employee's file and maintained in a confidential manner. OHR performs a final check of documents for the appointee.

## **Self Evaluation**

The College meets the Standard.

The recruiting, screening, and selection processes are well defined and developed, and are supervised carefully throughout the process. A review of recruitment files can be requested to support the conclusion of a systematic and well-documented process. The College has enjoyed a relatively stable workforce and there is no hard evidence that the current process of employing personnel is ineffective. However, although there is a systematic process regarding hiring committees, according to *Staff surveys* and the *Standard IV survey on governance* done in 2012, there appears to be a concern with the inconsistency of this process that has caused some to question to overall integrity of HR programs and services. This perceived lack of consistency has caused some to avoid screening committee service. [[Staff Survey](#)] [[2012 Standard IV: Leadership and Governance Survey](#)]

## **Actionable Improvement Plans**

The Office of Human Resources should ensure that there is a clear, transparent, and consistent hiring process regardless of which position is being filled.

[[Planning Council](#)] [[Strategic Plan](#)] [[Collective Bargaining Unit: 1\(UPW\), 2 \(HGEA\), 3](#)]

(HGEA), 4 (HGEA), 7 (UHPA), 8 (APT's), 9 (HGEA) pdf.] [Staff Survey] [2012 Standard IV: Leadership and Governance Survey]

*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.*

## **Descriptive Summary**

The method, timing, and presentation of performance evaluations is set forth by Board policies, University of Hawai'i Administrative Procedures for APT employees, the State's Department of Human Resources Development for civil service employees, and respective *collective bargaining agreements and contracts*. The University administration is responsible for the annual evaluation of all Executive and Managerial (E/M) employees. Pursuant to Board Policies *Chapter 9-14*, E/M personnel are to be evaluated annually between March and June.

In April 2010, *UHCCP# 9.202 (Executive Employees Performance Evaluation)* was adopted. This policy establishes the procedures for Executive employees to establish professional and administrative goals and objectives on an annual basis. At the end of the evaluation year, the Executive employee provides to the supervisor a self-assessment based on fulfillment of these objectives. This process is supplemented by survey results from an E/M employee's subordinates, peers, and constituent groups, who are given the opportunity to comment and provide input about the E/M's performance. This feedback process—the 360° Performance Assessment—supplements the E/M employee's supervisory review by the Chancellor. Evaluators' participation in the 360° Performance Assessment survey is voluntary, and the process is confidential for the E/M and the evaluators. The Chancellor determines whether this supplemental method of evaluation will be utilized for any given year. The Chancellor submits to the President the results of evaluations of E/M employees and recommendations on salaries, classification, and terms of appointment. E/M employees are subject to annual reviews and re-appointments.

Faculty reviews for purposes of reappointment during the probationary period are done by the Division Personnel Committees (DPC) comprised of tenured faculty within the individual's respective division or unit, with subsequent review by the Division Chair. Additionally, reviews for purposes of tenure and promotion go on to the Tenure and Promotion Review Committee (TPRC) level, with committees the members of which are appointed system-wide. After these levels of review and feedback, the dossier is forwarded to the appropriate Dean; the document is ultimately reviewed and a recommendation is made by both the Vice Chancellor for Academic Affairs (VCAA) and the Chancellor, who are responsible for the evaluation of instructional and non-instructional faculty and follow a prescribed process for contract renewal, tenure, promotion, and Continuing Review actions. Reappointment, tenure, and promotion are

evaluated according to the *University of Hawai'i Community Colleges Faculty Classification Plan*. This classification plan was updated in 2009. In addition to their primary responsibilities of teaching or institutional support, faculty members are evaluated based on their participation in college and community service and professional development activities. The timing and procedures for faculty evaluation follow established guidelines posted on the *Honolulu Community College Faculty Evaluation Schedule 2011-12*.

The OHR for the College oversees performance evaluations for APT and civil service employees. Newly appointed APT employees serve a three-year probationary period and are reviewed annually during the period of November 1 through October 31 of the following year. Performance evaluations, conducted for the APTs by their direct supervisors, are entered electronically into the University Hawaii APT evaluation system. The employee and supervisor are notified by email to inform each individual of web links to access previously discussed performance evaluations as well as goals and objectives to be evaluated in the next performance review cycle. Upon completion of the three-year probationary period, should an APT be appointed to another APT position, the probationary period will then be six months per the *Collective Bargaining Unit 8 Contract Agreement*.

Civil service employees serve an initial probationary period of six months and are reviewed minimally annually thereafter. Each employee's supervisor, however, establishes goals and objectives for the employee. 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. Evaluations are conducted in person and in a confidential setting. APT and civil service employees who do not meet the performance expectations 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. Performance factors for APT and civil service employees are provided by the University and the State of Hawai'i Department of Human Resources Development.

OHR 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 the evidentiary basis for an OHR 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. For instance, OHR is responsible for looking at everything from job market trends and program or department ratios, to any tool listed above when assessing the effectiveness of an employee during their individual evaluation period.

## **Self Evaluation**

The College meets the Standard.



Evaluations of E/M, APT, Civil Service, and Faculty members are conducted at regularly scheduled intervals.

The College has utilized the 360° Performance Assessment for supplemental performance review of E/M employees on an annual basis. The College's Secretary to the Chancellor is the Chancellor's designee for updating information, implementing the Chancellor's method of selecting evaluators, communicating to each of the E/M personnel the method of selecting evaluators for the given evaluation year, and inputting the information. Based on *UHCCP #9.202*, there are established steps for the selection of 360° evaluators in place across the system. The Executive level employees are asked to update their 360 evaluators list on an annual basis and provide that list to the Chancellor's office for review and approval.

A survey was conducted in Spring 2011 to assess Executive employee evaluations of the current *UHCCP #9.202* process, including the 360° evaluations, of which, per OHR, the results are strictly confidential.

Civil service employees are evaluated by the OHR at the University of Hawai'i during their initial probationary period; thereafter they are evaluated by their supervisors through the Civil Service Performance Appraisal System (PAS). Civil service employees should be evaluated yearly after their initial evaluation. A *Performance Appraisal System Memo to Supervisors* is sent out by OHR to all supervisors requesting follow through. To date, the increase in PAS responses have gone up from 10 percent in 2006 to 46 percent in 2011. OHR is intent on increasing the response rate in accordance with civil service rules. A memo dated March 7, 2006 and emailed to all civil service supervisors, stated that "pre-printed performance evaluations for every civil service employee of HCC will be sent to their supervisors prior to the employees anniversary month. These PAS evaluations must be completed within 30 days of the end of the appraisal period or 30 days upon receipt". Monitoring of non-compliance will rest with the campus OHR. Over the past years, there has been a slight increase in the response rate. The PAS rate of completed evaluations is minimally acceptable; however, there continues to be needed attention in the matter.

## **Actionable Improvement Plans**

OHR should continue to develop new strategies to improve the Civil Service PAS response rate from the supervisors of civil service and APT employees.

[[Collective Bargaining Unit: 1\(UPW\), 2 \(HGEA\), 3 \(HGEA\), 4 \(HGEA\), 7 \(UHPA\), 8 \(APT's\), 9 \(HGEA\) pdf.](#)] [[Board of Regents Policies and Bylaws - Chapter 9 Personnel](#)] [[Executive Employees Performance Evaluation - #9.202](#)] [[UHCC Faculty Classification Plan](#)] [[Faculty Evaluation Schedule 2011-12](#)] [[Performance Appraisal System Memo to 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.*

## **Descriptive Summary**

Faculty applying for reappointment, tenure, and promotion are evaluated according to the *University of Hawai'i Community Colleges Faculty Classification Plan*. The Classification Plan clearly delineates the primary responsibilities of instructional faculty and non-instructional faculty. All faculty members are responsible for the learning and academic growth of students. This Classification Plan was revised in November 2007 to include explicit language making it clear that identification and assessment of student learning outcomes is a required part of a Faculty member's primary duties (instruction and academic support.) Since 2007, UHPA has updated the faculty contract to state instructional and non-instructional faculty additional duties and service to include active participation in the program review process.

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

The College has identified student learning outcomes (SLOs), and is actively developing and implementing Program Review for all programs and services.

In addition, curricular processes for certifying and recertifying individual faculty for courses meeting *General Education* categories explicitly require identification of and assessment of student learning outcomes to meet the General Education category hallmarks.

Faculty members, with assistance from Division Chairs, develop measurable learning objectives for the courses and their respective programs. Various training and discussion sessions have been organized campus-wide to allow the exchange of ideas, especially on the design of effective learning objectives, assessment methods, and ways to improve learning based on assessment results. In addition, both program and course learning objectives are part of the Program Review process. In each review cycle, faculty members are required to address how information from course assessment is used to improve students' learning outcomes.

## **Self Evaluation**

The College meets the Standard.

Honolulu Community College has made significant progress in this area. Faculty applying for reappointment, tenure and promotion are evaluated on their performance of instruction or academic support services. Instructional and support faculty are instructed to address assessment of student learning as part of contract renewal documentation. All

the College's instruction programs have identified these competencies, now called student learning outcomes.

Faculty have participated in professional development activities relating to assessment and planning. Faculty members are utilizing methods of assessment, and applying their findings to improve teaching and learning effectiveness, including use of the Knowledge Survey, a pre- and post-test method of assessment and student evaluations. Focus area courses (e.g., WI, E, O and H focus) are required to administer evaluations that ask students to assess the extent to which they feel they have met the hallmarks for those courses. This is a shift from course-content specific to focus-area specific assessment of SLOs. Faculty members are provided the results of these evaluations, which are expected to be included in their dossiers for contract renewal, tenure, and promotion.

### **Actionable Improvement Plans**

The College should ensure that every division and or department across campus posts their 5 year program review on the intranet.

[\[UHCC Faculty Classification Plan\]](#) [\[Faculty Development Committee\]](#) [\[General Education Working Group Documents\]](#)

*III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.*

### **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 Hawai'i Community College System adopted the "Statement on Professional Ethics, University of Hawai'i—Community Colleges" in 1991. It was revised in 1998.

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

The Staff Senate approved a statement of ethics in 2009. *The staff code of ethics* includes conducting and behaving with integrity, honesty, respects, fairness, and civility in a work setting while dealing with others. Additionally, staff will remain current and competent within their areas of expertise.

E/M positions fall under the Hawaii *State Commission Ethics Guide for State Elected Official, State Employees and Commission Members*. Per The State Ethics Code, Chapter 84 applies if you are a legislator or employee of the State of Hawaii. "Employee" is defined as an appointed or elected officer, employee of the State, including a civil service

or an exempt employee.

In addition to the various code of ethics statements, the College collaboratively identified its institutional core values: student-centered philosophy, respect, quality/excellence, and community. It is transparent and serves as a reminder to employees of the college to treat others with respect, and value the reasons why we all work for a higher educational institution.

## **Self Evaluation**

The College meets the Standard.

*CCCM # 2600*, the “Statement on Professional Ethics, University of Hawai`i–Community Colleges” is available online on the Community Colleges Web site. The College's *Faculty Development Website* links to the professional code of ethics for faculty from its “Teaching Tips” link. The “Tutor Code of Ethics” can be found at the same website under the "Policies and Procedures Directory." The Staff code of ethics is transparent and posted online under the *Staff Senate Committee*.

While there are written codes of professional ethics in effect, on-going, annual activities to develop and further ethical awareness and understanding are recommended to ensure the continuation of the College’s commitment to principles and fairness.

The institutional core values appear at the top of each page of the College's Intranet, and are explained in detail in the *Core Values* section. “Our institutional core values are at the heart of everything we do.” The core value of “Respect,” in particular, addresses ethical behavior:

- Conduct all communication with honesty, integrity and openness
- Support pluralism, diversity and equity in all College practices and activities
- Commitment to providing a safe, nurturing and inclusive environment based on fairness, trust, and mutual respect

All employees of the State of Hawaii including faculty, staff (APT, Civil Service), and EMs fall under the *Hawaii State Commission Ethics Guide for State Elected Official, State Employees and Commission Members*.

## **Actionable Improvement Plans**

OHR should develop and systematize procedures for ensuring the dissemination and awareness of the “Statement on Professional Ethics” for faculty and staff and the Hawaii State Commission Ethics Guide for State Elected Official, State Employees and Commission Members to all employees.

[\[CCCM #2600 - Statement on Professional Ethics \(Faculty\)\]](#) [\[Faculty Development Committee\]](#) [\[Core Values\]](#) [\[State Commission Ethics Guide for State Elected Official,](#)

## State Employees and Commission Members] [Staff Code of Ethics]

*III.A.2. The institution maintains a sufficient number of 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.*

### **Descriptive Summary**

Generally each program head reviews his/her programs to determine the staffing needs, and brings to the attention of the Vice Chancellor of Academic Affairs, Vice Chancellor of Administrative Services, and the Chancellor requests for any program changes. Staffing needs are also determined by reviewing the Critical to Fill Positions Form and the data provided by the programs heads. For instance, if a division identifies a class that is needed beyond what is being offered, then the respective Dean can take it into consideration.

Honolulu Community College employs a total of 425 individuals, according HCC Human Resources as of April 20, 2012. Of these individuals, eight are employed in E/M positions, fifty-six in APT positions, seventy-nine in civil service positions, one hundred thirty-three are Instructional Faculty, and Other Faculty account for eleven positions. Lecturers, because of their transient nature, are not included in this report but number about one hundred.

The collective bargaining agreement between the University of Hawai'i Professional Assembly (UHPA) and the Board of Regents of the University of Hawai'i addresses the responsibilities and workload of faculty. For example, since 2009, in the *UHPA 2009-2015 Collective Bargaining Unit Agreement* updated the community college teaching faculty workload amount to reflect 30 credit hours total teaching load: 27 of which relates to instructional time and 3 credit hours of which is non-instructional time. In addition to the primary responsibilities of "teaching, research, specialized educational services, and community service," faculty have professional responsibilities of "advising students; registration of students; participation in campus and University-System committees; keeping regularly posted office hours which are scheduled at times convenient for students; and participation in traditional functions which have unique academic significance."

Applicants for employment must supply credentials, including documentation of education and experience, which are subject to verification by the Dean, Vice Chancellor of Academic Affairs, and/or OHR before being hired. Final decisions on hiring are made at the Vice Chancellor and Chancellor level.

When a position is vacated by a retirement, termination or resignation, the Executive level employee (Dean or Director) determines if the position should be recruited for replacement. If so, the Executive level employee completes the *Critical Need Form* and the *Position Action Form* to be approved by the VCAA and/or VCAS and ultimately the

Chancellor. The justification for filling the position must supply data and other supporting evidence that make the case to fill the position after it has been vacated. Once that approval process takes place, the position goes out for recruitment and follows the standard recruitment procedures and processes. When a division plans to fill a newly formed position, it is introduced into the budget prioritization process by the Dean or Director, who identifies the position as a new position request. The justification for new positions can originate through three different venues: 1) the position is identified as a need through the program review process; 2) the position is identified as a need through the implementation plan, which supports the activities needed to meet strategic outcomes; or 3) the position is identified as a health and safety need, which rises to the top of the prioritization process. The division must explain how the position is related to the mission and goals of the College as stated in the Strategic Plan. Justification and the need of the position shall be clearly stated, as well as the consequences of not filling the position in relation to the impact on the College's Strategic Plan.

A comprehensive list of all these requests, as well as non-personnel budget requests, go first to the Budget Planning Committee. Then the PC distributes the list for voting prioritization by four governing committees, which are the following: Faculty Senate Executive Committee, Staff Senate Executive Committee, Kupa Ka Wai, and ASUH. After each governing committee has reviewed and ranked the list of requests, it then goes back to the PC Budget Subcommittee for one final approval before sending it back to the Planning Council. Lastly, the Planning Council makes its final recommendations to the Chancellor.

In December 2010 a reorganizational plan was executed by the Chancellor and VCAAs office after an intensive and transparent process of identifying personnel needs to increase effectiveness and efficiency of the delivery of necessary instructional and non-instructional services. Since then, open town hall meetings provided the campus at large an opportunity to discuss their concerns and or support for various reorganizational plans. Furthermore, the VCAA set numerous meetings with specific departments and divisions to further discuss changes that may occur in their division. The VCAA solicited feedback and took into consideration justifiable requests and made the changes as appropriate with the overall direction of the college's direction.

Through the reorganizational and budgetary planning process, there continues to be discussion of areas of need in relation to positions. Divisions and Departments continue to have meetings to work out their areas' staffing needs to fulfill institutional mission and goals.

## **Self Evaluation**

The College meets the Standard.

However, there are significant concerns. Although the institution maintains a comparable number of faculty members based on the full-time equivalent (FTE), there are some other conditions that should be taken into consideration. Some full-time tenured faculty

members work in one-person departments and have the added responsibility to mentor lecturers. Writing SLOs may fall to the tenured faculty member, since the success of the students and ultimately the department depends on these outcomes. These faculty members are often responsible for the department budget requests and other administrative duties, duties other full-time faculty may not have unless they serve as Division Chairs, which would then afford them release time. Although most do find the time to fulfill their contractual and professional responsibilities to the College, these conditions may severely limit their ability to serve on campus committees, or as members of screening or personnel committees.

The majority of faculty participates in campus activities. However, based on an examination of the membership of College committees, it is evident that some faculty members do not participate, even though it is both a professional and a contractual requirement.

There are times in the career of a faculty member where participation in campus activities including committee membership is thoroughly examined such as when a faculty member applies for promotion and/or tenure. Reviewing committees (DPC and/or TPRC) make decisions based in part on the value and substance of the faculty member's contribution to the campus and the system based on committee membership. Thereafter unless a faculty member applies for promotion or is asked to submit a Post-tenure Continuing Review, which is not mandatory, campus participation is not questioned.

Ideally all faculty members would adhere to their contract and professional ethics by serving on campus committees. According to the "*Statement on Professional Ethics*" for the Community Colleges, "Faculty members accept their share of faculty responsibilities for the governance of their institutions."

Honolulu Community College employs many lecturers who typically do not serve on committees, since their main responsibility to the College is to teach. Therefore the "pool" of faculty members who do serve on campus committees and have a responsibility to the institution is further limited. Although the College may have, at least on paper, an adequate number of full-time faculty members, the responsibility to the College for many of them begins and ends with teaching.

HCC employs a number of staff, which includes both APT and Civil Service positions, many of which are deemed essential to the college's function. Often times they work at the front line with students and the campus at large. Many APT's are found in supervisory positions managing various departments such as Records, Health Office, Financial Aid, and the Business office. Many of the staff hold very unique, specialized, and perform specific duties to their position, which limits their ability to participate in campus committees, professional development activities, to volunteer at various events, and or participate in campus wide events. In trying to promote and encourage supervisors to allow their staff members to actively participate in the governance of this institution, the Chancellor sent out a memorandum in 2008. The Participation of Staff in Campus Governance Activities was distributed to all Deans, Directors, Faculty and Staff

Supervisors of APT and Civil Service and Operations and Maintenance Employees. Since the inception of this memo, there has been no increase in Staff participation to serve on the Staff Senate (SSEC) and Staff Development Committee (SDC). According to the 2012 Institutional survey, 25 percent of staff felt that SSEC did not adequately represent Staff in campus wide committees. Additionally, employees still feel that they were not supported by their supervisors to attend governance and campus-wide committees. (2012 Leadership & Governance Survey, Standard III A committee meeting dated 04/17/12)

Administratively, HCC currently has 8 Executive/Managerial (E/M) positions, several of which are currently in interim status, including the Vice Chancellor of Administrative Services, the Dean of Student Services and the academic Deans. As individuals sit in these interim positions, their primary job is to help keep the division personnel, projects, and communication moving forward. Advertisements for the Dean of Students and Dean of Tech I ads have closed and the selection committees are reviewing applications. Other searches will take place in Fall 2012. All of the executive/managerial personnel participate in both professional development and campus-wide committees.

### **Actionable Improvement Plans**

Although the College meets the Standard, the Human Resources committee suggests it would significantly improve the morale of faculty, staff and administrators if the following actions were implemented:

The College should develop and implement a review process to ensure equitable treatment as it relates to professional responsibilities and workload for all personnel.

The College should continue to develop a more transparent assessment system to determine whether the College's staffing level is adequate and effective, and use the results to make improvements.

The College should create a more transparent policy and disseminate the information campus-wide regarding the filling of new and vacant positions utilizing the Program Review Process.

The College should continue to plan and implement systematic and ongoing leadership training to assist in the retention of administrators.

The College should ensure that the code of ethics statement, which governs Staff, Faculty, and E/Ms, is clear and posted on the intranet.

The college should develop a strategy for supervisors of staff employees to encourage and promote staff participation in campus governance committees.

[\[UHPA 2009-2015 Collective Bargaining Unit Agreement\]](#) [\[Request to Fill Critical Position Form\]](#) [\[Request For Position Action\]](#) [\[Committee Assignments\]](#) [\[CCCM #2600 -](#)



[Statement on Professional Ethics \(Faculty\)](#) [[Chancellors Memo: Participation of Staff in Campus Governance Activities](#)] [[Standard III A meeting 04/17/2012](#)] [[Budget Flowchart](#)] [[Annual Budget Development Cycle and Timeline](#)]

*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.*

## **Descriptive Summary**

The College's policies and procedures for human resources are based on *Board of Regents policies*, and the historical practices based upon the previously used *Chancellor for Community Colleges Memos (CCCMs)*, and 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 that are readily accessible on the College's Web site or through the various University OHR. There are reviews of complaints, which are required to be reported to the University System. Mechanisms, both internal and external, are in place for investigation.

To ensure fairness and consistency in adherence to policies and procedures, OHR utilizes the various system-wide administrative procedures and policies, executive policies, Board policies, and the *CCCMs*. It should be noted that in December 2002, a system-wide reorganization was approved by the Board, which eliminated the position of Chancellor for the Community Colleges, the developer of personnel policies for all Community Colleges at that time. The *UHCCP #8.102A Policy* dated June 2007, clearly defines the delegation of authority for the Vice President for Community Colleges as well as the Chancellors at the respected Community Colleges.

## **Self Evaluation**

The College meets the Standard.

The Chancellor has actively created and re-established many HCC policies on campus. The policies can be accessed online at the Honolulu Community College Intranet. Fairness is one of the core values of the College. The University of Hawai'i's Community College Policy of nondiscrimination and equal opportunity emanates a sense of fairness. Honolulu Community College's Philosophy and Mission statement embraces nondiscrimination and Affirmative Action. Faculty, staff and administrators agree to support the concept of nondiscrimination of anyone regardless of sex, race, sexual orientation, age, religion, political affiliation, disability or marital status.

## **Actionable Improvement Plans**

No action is required.

[\[Board of Regents Policies and Bylaws\]](#) [\[CCCM #2600 - Statement on Professional Ethics \(Faculty\)\]](#) [\[Executive Policy E9.112 - Delegation of Authority for Personnel Actions\]](#)

*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.*

## **Descriptive Summary**

Personnel files for each employee are kept in confidence and maintained in secure files by 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 OHR, and making an appointment. Personnel files for faculty and APT employees are maintained at the College, while E/M and civil service personnel records are maintained at System OHR at the University of Hawai'i at Manoa. Confidential information is disclosed with the employee's consent or following *Hawai'i Office of Information Practices guidelines*. HCC houses "shadow" files for easy access; however, any official authority with proper identification requesting review of files is referred to UH OHR.

## **Self Evaluation**

The College meets the Standard.

Confidentiality and security of personnel records are assured. Employees can make a request to view their record with an OHR employee present in order to ensure integrity and confidentiality. Additionally, if an employee requests to meet with Human Resources, they have the option to meet either in the employee's work area or the conference room. This is to ensure that the employee feels safe to address their concerns and or questions with HR staff members and or the EEO/AA officer. However, as shown in the *Standard IV: Governance Survey 2012 and Staff Survey 2011*, there is a concern for employees to communicate with HR. Many employees have expressed concerns regarding lack of confidentiality.

## **Actionable Improvement Plans**

VCAS needs to assess the overall communication concerns regarding HR and the campus. From there an Action Plan should be created to ensure that communication challenges thus identified are resolved.

[\[Hawaii Office of Information Practices\]](#) [\[Staff Survey\]](#) [\[Standard IV: Governance Survey 2012\]](#) [\[Personnel Records-BOR appointees\]](#)

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

## **Descriptive Summary**

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

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 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 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 Hawai`i also requires the *University of Hawai`i Form 27* (PERS) Ethnic Background to be completed. This form addresses the applicants who were interviewed. Employee processes comply with the *University of Hawai`i Board Of Regents Policy: Chapter 9 Administrative Procedures*.

The purpose of the College's *Committee on Social Equity* is 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 and or individuals such as the Mental Health Counselor:

- \* Dr. Jaye Cee Whitehead (Assistant Professor at Pacific University), Guest Speaker on same-sex marriage
- Awarded SEED Grant for two consecutive years in 2007-2008
- "Diversity and Equity Library" for DVDs at HCC
- LGBTI Conference 2009

- LGBTI Movie Showing
- LGBTI Safe Zone Training (2009-2010)

The College is extremely fortunate to have Hulili Ke Kui, the Native Hawaiian Center and Po`i Na Nalu 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 that are co-hosted by Student Services departments and TRIO-SSS.

- Malama Aina Day
- Kumu Kahua Theater
- Polynesian Cultural Center
- Life Skills Workshops: Financial Aid Process and Scholarships
- Imi Na'auao: Uhane Tales with Lopaka, Makahiki Games with Laakea, Lomi with Alva
- Wahi Pana: Ku Kani Loko: Birthing Stones, Kanikapupu: Kamehameha IV Summer House, Moku o Lo'e: Coconut Island, Kapalama Walking Tour

There are a variety of clubs that do not limit membership to students of a specific ethnicity or orientation. These clubs include the Hui `Oiwī, Suzume No Kai and Righteous Rainbow. There are clubs as well that base membership on an interest in specific career goals such as the Administration of Justice club, Early Childhood club, and Human Resources club.

## **Self Evaluation**

The College meets the Standard.

Honolulu Community College strives to promote an equitable and diversified faculty, staff and student population. This is evident in our own institution's mission statement. HCC's campus mission has been reviewed and approved by every governing committee on campus which including, Students, Staff, Faculty and Administration. Our mission is in direct support of the UH SYSTEM's Mission, which also promotes diversity. Thus, HCC is committed through its actions to encourage a supportive and understanding working and learning environment for our diversified population.

The campus of Honolulu Community College is diverse in students, faculty, staff and administrators as evidenced in the Demographic Report given by HCC Human Resources, which identifies the following ethnic/cultural affiliations: African-American, American Indian, Caucasian, Chinese, Filipino, Hispanic, Native Hawaiian, Indian/SE Asian, Japanese, Korean, Laotian, Samoan, Thai, Vietnamese, and others.

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.

Campus activities, which celebrate diversity, have been sponsored by various segments of the campus community including Staff Development Council (SDC), FDC, Student Services, International Affairs and Development, 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.

Scholarships and tuition assistance for minorities or underrepresented groups are offered to attract these students to the College. Once they are enrolled there are a variety of clubs and activities to celebrate the diversity of the campus. One successful tuition assistance program called the Non-Traditional Scholarship 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 men in Early Childhood Education or Cosmetology.

## **Actionable Improvement Plans**

No action is required.

[\[UH Form 27\]](#) [\[Board of Regents Policies and Bylaws - Chapter 9 Personnel\]](#) [\[Committee on Social Equity\]](#)

*III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

## **Descriptive Summary**

Honolulu Community College provides 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* (SDC) is a group of proactive staff members from various departments on campus that plans workshops, conferences, social gatherings, and fundraisers. The Council's mission and objectives are to support the educational mission of the College and to provide a staff development program that will enhance the professional and personal talents, skills, and competency of Civil Service and APT employees. By respecting the dignity and work of all staff members, the SDC supports their inherent potential for growth and celebrates their accomplishments and contribution. The Council's purpose includes the following:

- Encourage openness to new ideas and foster a spirit of cooperation.
- Support self-initiated programs of professional development by all staff members.

- Provide opportunities to develop skills and enhance career development.
- Promote life-long learning.
- Provide social events to build camaraderie among College employees.
- Provide financial and other resources to accomplish staff development goals.
- Support College-wide fund raising activities.
- Plan workshops and activities in the areas of Organizational and Management Development, and Professional and Personal Development.

The SDC has a professional development component, “to improve the professional competency levels of support staff.” SDC members conduct various fund-raising activities to fund these activities. The purpose of these fundraising events is to provide monetary support for institutional, professional, and personal development activities. Sources of funding include College funds in addition to contributions by College employees and members of the community, and funds raised by the Staff Development Council for this purpose. Types of activities that may be funded include conference registration fees, tuition for short-term classes, travel assistance, community service activities, and special projects that support the mission of the Staff Development Council at Honolulu Community College. A maximum amount of \$3,000 may be spent on staff development awards for each fiscal year. The maximum amount of an award shall not exceed \$500. Staff members may apply for one or more grants, the total of which shall not exceed \$500 per fiscal year. Applications are considered on a first-come, first-served basis as long as the maximum annual amount has not been awarded. Procedures and criteria for funding are on the *Staff Development Fund Web site*. Some of the professional activities that SDC has funded in the past include: Records: Retention and Destruction, Communication at Work, How to Handle Conflict and Confirmation, Conflict Management, and Adobe Photoshop Workshops.

In addition to SDC ensuring professional development activities are funded, HCCs Human Resources as well as the Chief Personnel Officer is responsible to also provide information on various professional development activities for employees as stated in the *Human Resources 5 year program review* and the Chief Personnel Officer’s job description.

The *Faculty Development Committee* (FDC) primarily presents and coordinates professional development opportunities for the faculty. The Faculty Development charter was approved by the FDC and the *Faculty Senate Executive Committee* (FSEC) in September 2004 and re-approved by the FDC on September 7, 2005. FDC has supported workshops, campus events, and professional development for the HCC campus on topics such as:

- Hawaii Great Teachers Seminar
- High School to HCC (HS2HCC)
- WILD and WO Day: Excellence in Teaching day
- “Teaching Abstract Concepts to Concrete Learners”
- “Laulima Development Series”: Technology Integration Series, The

Digital Millennium, Copyright laws and University of Hawaii

- Brown Bag Session on “Battle of Gettysburg”
- “Caring and Sharing for Collectors”
- “Celebrate what’s Right with the World”

All Honolulu Community College personnel are eligible to apply for *University of Hawaii tuition waivers*. These waivers allow qualified employees to take classes at any of the University of Hawai`i campuses, up to six credits per semester. This practice encourages administrators, staff, and faculty to remain “life-long learners.”

By virtue of state employment the College’s 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. [[Human Resources](#)]

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, blood drives
- University of Hawai`i Federal Credit Union – a representative provides services on campus each week
- Book Store – branch of the University of Hawai`i Bookstore
- Business Cards – printed at no cost for all College employees by the Print Shop
- IT Department – Laulima, Google Suite: gmail, documents and calendars, MS: Excel, PowerPoint, Word, Safe browsing Listserv, MYUH Portal, Thunderbird, Webmail

## **Self Evaluation**

The College meets the Standard, but should continue to make improvements in the area of staff development and training.

The College’s employees have opportunities for professional development and continuing education. The FDC present a variety of workshops throughout the academic year, and offer funding to support participation in off-campus training and conferences. SDC and FDC often co-sponsor events, which allows a greater level of participation, as well as a division of costs. For example during the spring semesters, the FDC and SDC are responsible for creating and promoting Excellence in Education Day. This non-instructional day is set aside to enable the campus community to attend various workshops and lectures relating to current issues in education.

As stated in the SDC Charter, the SDC was an advisory body to the Personnel Officer who was responsible for coordinating staff development activities and handled most

aspects such as correspondence, meetings (agenda/minutes), disseminating info to campus, liaison to Community College re: staff development in identifying, designing and implementing workshops and activities for the campus/system, assist in coordinating and arranging presenters. The SDC members assisted in an advisory capacity to assess interests and needs of the campus, liaison to their departments, approved requests for funding, promoted the mission and objects and encourage staff participation in workshops/events.

However, since 2007, when the former Personnel Officer left, the responsibilities of this position as stated in the charter shifted, and members of the committee began to take on some of the duties of SDC coordination. Given the change in committee functions, the SDC is only able to provide a limited number of professional development activities to improve social relations among HCC staff, faculty and administration.

While SDC members have been more active than they were in the past, in June 2010 the governance of the SDC was asked to move under the aegis of the SSEC, comparable to the relationship between the FSEC and the FDC. Since then, SDC and SSEC have been reviewing their respective charters and working towards a more coordinated and collaborative arrangement.

In an effort to address some of these concerns, the Chancellor has delegated the responsibility of helping to identify staff training and development opportunities to Chancellor's Executive Assistant. In turn, the SDC has been tasked with identifying the areas of training they desire for their constituents, and to work with the Executive Assistant in the coordination of such training. It is expected that this arrangement will help clarify the responsibilities of the SSEC and SDC. Since the College has identified in its Strategic Plan the need for professional development for both faculty and staff, it will align the necessary and appropriate resources for such activities, once training opportunities are identified by the SDC.

Services such as the Health Office, Child Care Center, and Credit Union make it possible for employees to receive assistance and support on campus. The Equal opportunity/Affirmative Action Personnel Officer handles disability and work place accommodations for staff and faculty members. The College adheres to the non-discrimination policy and makes reasonable accommodations for employees with documented disabilities.

### **Actionable Improvement Plans**

SDC should continue to work towards aligning their committee under the governance of the SSEC, similar to the relationship between FDC and the FSEC.

SDC should be given an annual allocation to help fund staff professional development activities, similar to the support provided the FDC.

The College and the SSEC/SDC should work together to ensure that there is effective



management and assessment of staff development and training, with equitable access to both in-house and extramural opportunities.

[\[Staff Development Council\]](#) [\[Staff Development Council Funding\]](#) [\[Faculty Development Committee\]](#) [\[Faculty Senate Executive Committee\]](#) [\[University of Hawaii Employee Tuition Waiver\]](#)

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

## **Descriptive Summary**

In its *Mission Statement* the College has 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 Demographic Data Report, Honolulu Community College does have a diverse group of stakeholders.

The College’s Personnel Officer explained that the “tracking, analyzing and utilizing of employment equity records” are achieved through various means, including the Affirmative Action Plan. The Affirmative Action Plan includes information “to track and analyze employment records, and to help identify areas that can be improved.” The College uses the Workforce Analysis, Job Group Analysis, Availability Analysis, Utilization Analysis and Goal Setting, and Personnel Activity Information sections of the Affirmative Action Plan to assess employment equity and diversity.

## **Self Evaluation**

The College meets the Standard.

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

## **Actionable Improvement Plans**

No action is required.

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

## **Descriptive Summary**

The University and the College have labor union contracts with a majority of their employees. These contracts define and formalize working relations between the parties. The *Hawai'i Government Employees Association (HGEA)* represents civil service and APT employees and the *United Public Workers (UPW)* represents blue-collar employees. The *University of Hawai'i Professional Assembly (UHPA)* represents faculty. E/M employees serve at the discretion and appointment of the Chancellor. The Board of Regents selects a Chancellor after being forwarded a list of selectees by the campus screening committee. Although he does not have a union contract, he is entitled to a grievance procedure through the Governor of the State of Hawai'i.

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.

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 who file complaints can expect to be treated with respect and confidentiality.

## **Self Evaluation**

The College meets the Standard.

There are avenues to address grievances of personnel at the College. Regardless of which union the employee works under, employees 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. At any level of the complaint process, the complaint is welcome to bring union representation.

OHR also provides mandatory sexual harassment workshops for all new employees once a year as part of the New Employee Orientation program.

There is also a formal complaint process for students who feel their rights as students have been violated. Students would seek consultation with the EEO/AA Personnel Officer who would explain the process and direct any complaints to the appropriate person or office.

Due to an increase in student conduct issues on campus, proactive measures have been implemented. Previously the college did not have a transparent procedure for handling reported incidents on campus. Thus, on September 1, 2011 the Chancellor sent out a campus wide memo, *HCCP #9.730: Workplace Non-Violence*, regarding the development of the Crisis Management Team and the procedures that faculty and staff need to adhere by. Since the inception of the crisis management team, incidents have been reported dealt with according to procedures outline in the policy document. Files are kept in a confidential and housed with the Vice Chancellor of Administrative Services. From the time of the reported incident, all parties involved are given updates until an incident is brought to closure.

## **Actionable Improvement Plans**

The College should continue to identify in a timely manner the issues affecting campus employee morale and other challenges, and make the appropriate resources available to help employees deal with these issues.

The College should continue to provide adequate training and/or workshops in managing and handling disruptive students. Training should include what employees' legal and professional obligations are in managing and handling incidents of disruption and/or violations of the Student Code of Conduct.

The HCC Crisis Management Team should develop a transparent systematic flow chart, to be shared with the campus at large, including steps and timelines for handling formal reported incidents. The process should be inclusive, including procedures for notifying all those that are and/or could be involved (i.e.. administration, division chairs, faculty, staff, and students.)

The Office of Human Resources (OHR) should refine, update and make transparent its new employee orientation program, and ensure that the following areas are covered: medical benefits, investment benefits, general employment, grievance policy, union information, sexual harassment and non-work place violence, employee and or faculty code of ethics, setting up user names and email, internet responsibilities, tuition waivers, faculty workload issues, sabbaticals, parking regulations, payment schedule and distribution methods, holiday schedules, probationary periods associated with position held, performance evaluation process and procedures, incident report process and procedures, EEO/AA and disability compliance rules and regulations, and other employment benefits and regulations such as FMLA, TDI, Workers Compensation, and familiarity with various *online personnel forms and policies and procedures* found on the HCC intranet.

[[Collective Bargaining Unit: 1\(UPW\), 2 \(HGEA\), 3 \(HGEA\), 4 \(HGEA\), 7 \(UHPA\), 8 \(APT's\), 9 \(HGEA\) pdf.](#)] [[UH Systemwide Student Conduct Code](#)] [[Workplace Non-Violence - HCCP #9.730](#)] [[Human Resources Policies and Procedures](#)] [[Personnel Forms](#)]

*III.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.*

## **Descriptive Summary**

As previously noted (see III.A.4.a), the College has two professional development committees, the *Faculty Development Committee (FDC)* and the *Staff Development Council (SDC)*, for faculty and staff members, respectively.

The FDC 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 academic 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, and the Native Hawaiian Center, 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 Hawai`i National Great Teachers Seminar.

In support of the educational mission of the College, the SDC strives to provide a staff development program that will enhance the professional and personal talents, skills, and competency of civil service and APT 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 who work more than half time for the College are eligible for tuition waivers and can submit training requests to attend University of Hawaii and State of Hawai`i Department of Human Resources Development training sessions. These forms are readily available on-line and announcements on training sessions are made via campus e-mail. Training requests are screened for employee eligibility and job relatedness (current or promotion) along with equal employment opportunity considerations.

## **Self Evaluation**

The College meets the Standard.

The faculty and staff are provided with various means for and a wide range of professional development opportunities. The FDC and SDC 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. The Committee 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 Web site of faculty development resources.

The SDC'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. The SDC has sponsored Excellence in Education Day for staff annually 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.

The "Wo Innovation in Learning Day" and "Excellence in Education" conferences are presented at the College in alternate spring semesters. All staff and faculty are invited. The topic is determined by the College's goals and needs at the time of the event. FDC, SDC, and the WO champions group sponsored events such as:

- A Journey to Hawaii's Future, Hawaii Research Center for Future Studies
- Millennial Learners and Educational Technology
- Economic, Environmental and social sustainability
- Faculty Authors Reading
- Hydroponic and Wiki Gardens

### **Actionable Improvement Plans**

The FDC and SDC should continue to research and evaluate various sponsored events.

SDC should develop a systematic way of identifying the professional development needs of staff employees.

[\[Faculty Development Committee\]](#) [\[Staff Development Council\]](#)

*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.*

## **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 FDC meetings. The evaluation references the core values and the mission of the College.

Applications by faculty for contract renewal, tenure, and promotion must include a personal evaluation of professional development activities. During these post-evaluation assessments, faculty are encouraged to show how the various professional development activities enriched their primary responsibility to the students and overall institution.

For professional development opportunities provided for staff, the SDC also requests that employees who receive professional development funding submit letters that explain how they are applying the training to their jobs.

## **Self Evaluation**

While the College meets the Standard, more could be done in the context of assessing professional development for staff.

The FDC regularly uses training evaluations and committee input for planning purposes. FDC encourages faculty upon return from a sponsored event to present workshops on various professional development activities. The FDC has scheduled follow-up workshops for College participants of past Hawai'i National Great Teachers Seminars. Participants will give feedback on how these professional development activities have improved their teaching and student learning outcomes.

## **Actionable Improvement Plans**

The SDC should institute a systematic way to develop an evaluation program and use the results for basis for improvement.

[\[Staff Senate Executive Committee\]](#) [\[Faculty Development Committee\]](#) [\[Staff Development Council\]](#)

*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.*

## **Descriptive Summary**

Honolulu Community College utilizes a staffing plan that is included in the strategic

planning and budgeting process. The Vice Chancellor of Administrative Services (VCAS) 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* and *Position Action Form* must be completed. These forms examine the position's duties and responsibilities, description of 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 or enrollment and impact measures must be submitted for the Deans' and the Chancellor's approval. Proposed new positions must be included in the Honolulu Community College Strategic Plan. OHR contributes to the planning process by providing information as requested.

HCC is currently awaiting the approval of the reorganizational plan which shows newly created departments, a change in the supervision and role of the IT department, among other personnel changes. The VCAA has hosted various Town Hall meetings since December 2010. Since then, the VCAA has created and attended many division meetings to discuss how the reorganization will affect each area. Currently HCC has submitted the reorganizational draft to the UHCC's office awaiting union approval.

In the meantime, while the institution is going through a reorganization process, there have been areas and/or departments that have been able to maintain adequate staffing, while other areas have not. In some cases, there has been no movement to fill the vacancies in which the employee had left due to retirement or for other jobs. The Deans and the VCAS are responsible for evaluating the adequacy and effectiveness of the College's human resources. More information is progressively being gained through systematic reviews conducted by programs and units through the program review process; however at times the decisions to not fill positions have been seen as less than transparent. OHR also participates in a consultative capacity, such as in providing position descriptions, classifications, and cost data.

It is the right of management to reassign faculty personnel, relative to the needs of the programs. Faculty is subject to "retrenchment" which is defined in "Article XVI. Retrenchment" of the *2009-2015 Agreement Between the University of Hawai'i Professional Assembly and the Board of Regents*. While many personnel decisions are campus driven there are some policies which are mandated by the Board. Chapter Nine of the Board of Regents Policies delineates personnel status and conditions under which all University employees ultimately serve.

## **Self Evaluation**

The College meets the Standard.

Human resources planning is a significant part of the College's strategic planning process, which includes participation by and input from administrators, faculty, staff, and students. The College's Strategic Plan is reviewed and updated annually. The planning schedule and descriptions of how all members of the College participate are outlined in

the Timeline for Annual Review of Strategic Plan through the *Integrated Planning Budget Cycle*, which is posted on the Intranet. In addition, there are open meetings for administrators, faculty, and staff to discuss the contents and proposals of the Strategic Plan. The Strategic Plan is the basis for College budgeting. The relationship of planning and budgeting is delineated in the Strategic Planning and Integrated Planning Budget Cycle.

Proposed new positions must be included in the departmental program review in relation to the HCC Strategic Plan. Each proposal requires a written justification for the position, an explanation of its relationship to the College's mission and goals, and a description of the potential consequences if the position is not developed and funded. Supporting documents and data, such as findings from Program Reviews and Annual Assessments, and recommendations from advisory boards and industry, are required.

The evaluation of human resources needs and effectiveness are being incorporated in the College's guidelines and procedures for Program Review. Human resources decisions are tied to the results of these evaluations. The Annual Assessment Reports and Program Review Reports examine the number of full-time equivalent (FTE) faculty, the percentage of credits and classes taught by lecturers, the number of students per FTE faculty, and the workload per FTE, in the evaluation of program efficiency and health. Program effectiveness, including the effective use of human resources, is evaluated through the analysis of student learning and resource sufficiency required by the Reports. Human resources needs are identified through the Annual Assessments or Program Reviews that are submitted to the Deans, are addressed in the recommendations and action plans of the Reports. Potential funding needs are also described. All programs and service units are undertaking Annual Assessment and Program Review.

As employers, the Board of Regents has the authority to designate changes that define where campuses can choose to emphasize hiring needs. An example is the "high demand discipline" designation, which allows salaries in some disciplines to have a higher starting salary range in relation to other disciplines. The following have been identified as high demand disciplines, which will be reviewed once every three years to determine whether they should be continued to be identified as such: Computer Sciences, Aeronautics Maintenance Technology, Advanced Automotive Technology and Nursing.

While the Chancellor has the authority to shift positions between departments, there does not seem to be a well-defined policy regarding how this authority was derived, and how, and under what circumstances, it is exercised. Nevertheless, should the Chancellor decide to make changes in the institutions positions, a justification is recommended in the event that his or her decision goes against the recommendation of the planning council and budgetary process.

### **Actionable Improvement Plans**

The College should explore systemic ways to include the Personnel Officer in planning activities.



The College should create a written policy and the appropriate transparent procedures for the shifting of positions between departments.

### IIIC. EVIDENCE

[Request to Fill Critical Position/Amendment to Staffing Plan Form](#)

[Request for Position Action](#)

[UHPA 2009-2015 Collective Bargaining Unit Agreement](#)

[Board of Regents Policies and Bylaws](#)

[HCC Integrated Planning and Budgeting Cycle](#)

[Executive Policy E9.112 - Delegation of Authority for Personnel Actions](#)

[Budget Flowchart](#)

[Annual Budget Development Cycle and Timeline](#)

[Board of Regents Policies and Bylaws](#)

[Board of Regents Policies and Bylaws - Chapter 9 Personnel](#)

[CCCM #2600 - Statement on Professional Ethics \(Faculty\)](#)

[Committee on Social Equity](#)

[Core Values](#)

[Executive Employees Performance Evaluation - #9.202](#)

[Executive Policy E9.112 - Delegation of Authority for Personnel Actions](#)

[Faculty Development Committee](#)

[Faculty Evaluation Schedule 2011-2012](#)

[Faculty Senate Executive Committee](#)

[General Education Working Group Documents](#)

[HCC Integrated Planning and Budgeting Cycle](#)

[Personnel Forms](#)

[Planning Council](#)

[Request for Position Action](#)

[Request to Fill Critical Position/Amendment to Staffing Plan Form](#)

[Staff Development Council](#)

[Staff Development Council Funding](#)

[Staff Senate Executive Committee](#)

[Strategic Plan](#)

[Town Hall Meetings](#)

[UH Form 27](#)

[UH Systemwide Administrative Procedures](#)

[UH Systemwide Student Conduct Code](#)

[UHCC Faculty Classification Plan](#)

[UHPA 2009-2015 Collective Bargaining Unit Agreement](#)

[Workplace Non-Violence - HCCP #9.730](#)