Leeward Community College
Senate Agenda
Wednesday, November 27, 2002
3:15 5:30 pm
FA 201

I Approval of Minutes

II Reports
A. Standing Committee Chairs:
   1. Budget and Planning: Judy Kappenberg
   2. Faculty: Linda Currivan, Ruth Pfeiffer
   3. Elections: Candy Hochstein
   4. Academic/Institutional Support: Cindy Martin, Carleen Yokotake, Karim Khan, Pat Kennedy
   5. Legislative Relations:
   6. Program Review: Gail Levy
   7. Student Committee: Kathy Hill
   8. Curriculum: Nancy Buchanan

B. Ad Hoc Committees
   1. Senate Service Committee: Mimi Nakano

C Chair’s Report
   1. Dr. Peter Englert’s visit 01-22-03.
   2. ACCFSC Meeting at Kauai CC 11-22-02.

III Old Business
   A. Revision of Senate Charter & By-Laws.
   B. Faculty Involvement in Merit Pay Increase Review, ELF grants.

IV New Business
   A. AIC Shared Governance Document
   B. Student Evaluation Forms
   C. Resolution on CC Articulation Policy.

VI Adjournment
   Future meeting: Dec 11.
LEEWARD COMMUNITY COLLEGE
2002 – 2003 Faculty Senate

APPROVED Minutes of the November 27, 2002 Meeting

James Goodman, Chair
Warren Imada, Vice Chair
Jack Pond, Secretary


SENATORS EXCUSED: K. Khan, R. Pfeiffer.

GUESTS: Kabi Neupane, James West, Mike Bauer, and Jean Hara

CALL TO ORDER: The meeting was called to order at 3:22 p.m. with a quorum.

APPROVAL OF THE MINUTES: The minutes of the October 9, 2002 meeting were read and approved with one minor addition (the comment at the end of the Elections Committee Report was attributed to Senator Lococo).

REPORTS:

CURRICULUM COMMITTEE – Chair Buchanan distributed the Committee’s report and introduced the following:

BUS 270, Business Presentations Technology (3). Modification. Add to the list of prerequisites OAT 121, OAT 123, BUS 101 or BUS 127. Add material from OAT 131 to the content of the course. The course will now require presentations using PowerPoint slides as well as the creation of brochures, newsletters, flyers, Web pages and other desktop publishing documents.

Motion 02-30: To approve the modification (change of prerequisites and content) of BUS 270.

PASSED - Unanimously

OAT 131, Creative Computer Techniques. Deletion. Some of the content of this course has been added to BUS 270.

Motion 02-31: To approve the deletion of OAT 131.

PASSED – Unanimously

Office Administration and Technology Program Modification. The Curriculum Committee unanimously supported the OAT program faculty proposal to add BUS 270,
Business Presentations Technology, to the list of specialization courses from which students may choose 15 credits to earn their AAS degree.

**Motion 02-32: To add BUS 270 to the list of courses from which students may select courses for the AAS Degree.**

**PASSED – Unanimously**

Office Administration and Technology Program Name Change. The Curriculum Committee unanimously supported the OAT faculty recommendation to change the program name to Business Technology. The OAT Advisory Committee and the Program Coordination Council also supported this change. The change would improve marketability, reflect the technological content of the program’s curriculum, and attract more students to better fill employment needs of the state. The Senate requests the Curriculum Committee Chair follow up to determine if BOR approval is needed for the change of the name of a College program and report back to the Senate at the next meeting.

**Motion 02-33: To approve the change of name for the OAT Program to the Business Technology Program.**

**PASSED – Unanimously**

BIOL 201, Biotechnology and Society (3) New Prerequisites: At least one, 3-credit, 100-level biological science course or consent of instructor and a grade of C or better in ENG 21 or 22. The course is an introduction to the basic concepts, goals and practical impacts of biotechnology. Real-life case studies are used to explore socio-ethical, economic and environmental issues raised by cloning, DNA testing, gene therapy and genetically engineered food, medicines and vaccines using microbes, plants and animals. Senator Dobson raised the concern that social/ethical issues might not be discussed in this course as much as they should. Mr. Neupane responded that as this is an introductory biotechnology course, the scientific content will have to be emphasized; however, the social/ethical issues that flow from the scientific base are part of the content.

**Motion 02-34: To approve the new BIOL 201 Biotechnology and Society course.**

**PASSED – Unanimously**

The Curriculum Committee is also recommending Senate approval of the addition of BIOL 201 to the Natural Science Core (NS1). The Committee feels the designation is appropriate because it benefits students, it satisfies the DB (Diversification/Biological Science) requirement for the UHM General Education Diversification Core, it is equivalent to BIOL 201 (cross-listed as MBBE 201, Molecular Biosciences and Biosystems Engineering) at UHM, and it is a required course for the bachelor’s degree in Plant and Environment Biotechnology in the College of Tropical Agriculture and Human Resources at UHM.
Motion 02-35: To approve the addition of BIOL 201 to the NS1 Core.

**PASSED – Unanimously**

ICS 197E, Introduction to Computer Graphics (3) Deletion  This course was previously replaced with ART 112, Digital Art, in the Digital Media program.

ICS 197G, NetPrep Local Area Networks (3) Deletion  This course has been approved as a regular course in the ICS program under the alpha/number ICS 185.

ICS 286, Applied Systems Analysis and Design (3) Deletion  This course has been replaced by ICS 293D, Cooperative Education.

Motion 02-36: To delete ICS 197E, ICS 197G and ICS 286.

**PASSED – Unanimously**

ICS 141, Discrete Math for Computer Science I (3) Modification  The proposal is made to reflect a change in the content of the course taught at UHM. This course was split into two courses, ICS141 and ICS 241 (new). ICS 241 now presents the material formerly taught in the second half of ICS 141. The rationale for the change is presented in the UHM’s course proposal (available in Senate notes and from the Curriculum Committee). Senator Flegal, who is familiar with the course both here and at UHM, spoke in favor of approving the change.

Motion 02-37: To modify ICS 141 by moving some of the content of the course to a new course (ICS 241).

**PASSED – Unanimously**

ICS 241, Discrete Mathematics for Computer Science II (3) New  Prerequisites: ICS 111 and ICS 141. The course presents material that was formerly a part of ICS 141 to reflect a similar change made at UHM. The course covers recursive algorithms, program correctness, structured programs, graph theory, trees and their applications, probability theory, Boolean algebra, introduction to formal languages and automata theory.

Motion 02-38: To accept ICS 241 Discrete Mathematics for Computer Science II as a new course.

**PASSED – Unanimously**

ART 175, Survey of Global Art I (3) New  Prerequisites: ENG 21 or 22 with a grade of C or better or equivalent. This course is an introduction to the major developments in Global Art from prehistory to 1500. The course will replace ART 171, Western Art History I, as it is no longer being taught at UHM. Add the course to the Arts and Humanities Core AH1.
ART 176, Survey of Global Art II (3) New. Prerequisites: ENG 21 or 22 with a grade of C or better or equivalent. This course will examine artistic production of major societies from 1500 to the present. The course will replace ART 172, Western Art History II, as it is no longer being taught at UHM. Add the course to the (AH1) Core.

The addition of ART 175 and ART 176 to the AH1 Core is appropriate because the two courses are replacing ART 171 and ART 172, the two courses are being taught at UHM, and they satisfy GMP (Global and Multicultural Perspectives) Foundations Core requirement at UHM.

Motion 02-39: To accept ART 175 and ART 176 as new courses to replace ART 171 and 172 and to add ART 175 and 176 to the Arts and Humanities Core, area 1.

PASSED – Unanimously

ART 113D, Introduction to Computer Drawing (3) New. This course will replace ART 111 because that number is already being used elsewhere in the system to identify other courses (Introduction to Watercolor Painting at KCC).

Motion 02-40: To accept ART 113D as a new course.

PASSED – Unanimously

The Curriculum Committee also informed the Senate of other curricular decisions that did not require Senate approval.

MUS 265 and MUS 266. Items in course outlines lost in the conversion to Curriculum Central have been restored.

The Committee, with the Division Chair and the Acting Dean of Instruction, also approved the following courses on an experimental basis. This designation will be active for two years.

- ART 197J (3) Introduction to Digital Photography
- ECOM 197P (1) E-Commerce Wireless Services
- ECOM 197Q (1) Understanding Streaming Media
- ED 197E (3) Introduction to Classroom Management
- ED 197F (1) Educational Assistant Roles and Responsibilities
- HORT 198 (3) Hawaiian Horticulture/Nutrition

ELECTIONS COMMITTEE - Senator Hochstein reported on the results of the recent Senate elections. The following faculty were elected to two-year terms (2003-2005).

- Nancy Buchanan (Student Services)
- Ron Flegal (Math and Science)
- Susan Hamilton (Language Arts)
- Joe Chernisky (Arts and Humanities)
- James Goodman (Arts and Humanities)
- Kathy Hill (Business Technology)
PROGRAM REVIEW – Senator Levy reported that the AIC on Program Review (chaired by Senator Hill) is exploring the role of the Faculty Senate in the review of all academic programs and degrees on campus.

STUDENT COMMITTEE – Senator Hill reported that the Opening Day Experience is scheduled for January 9 for the Spring 2003 Semester and that planning is currently taking place. She also reported that one common comment from the students who attended the Fall 2002 Opening Day was that the campus tour was uneven. Some students did not even have such an opportunity. Senator Hill felt that a review of Opening Day was due. Senator Pond echoed that sentiment.

NEW BUSINESS:

✓ James West, a member of the AIC on Shared Governance, presented the latest Shared Governance Policy draft to members of the Senate. The policy is affirmed in 3 statements found on page one.

1) Any individual or group of individuals on campus has the right to provide their views on any issue important to them. The college shall educate the faculty and staff of this right and provide opportunities for faculty and staff to provide input.

2) Administrators shall demonstrate a willingness to incorporate a large amount of faculty and staff input into decision-making especially relating to academic policies, academic procedures, and financial and budgetary matters.

3) Administrators and other decision makers should provide reasons for decisions that are contrary to the wishes of constituency groups and other recommending bodies.

The balance of the draft defines terms, clarifies points, establishes eight principles, specifies and describes system-wide and college-wide constituencies in the decision making process at the college, and compares the Faculty Senate with the Campus Council.

Senators Flegal, Palombo and Pond questioned the term “should” in the policy (item 3, page 1) and elsewhere in the list of principles. Most senators felt “shall” was a stronger term and should be used in the policy section on page one. Elsewhere, “should” is acceptable.

Senators Dobson and Levy questioned the disparity in the roles of the Senate and Council in budget and resource allocation on page five in the descriptions of the Faculty Senate and the Campus Council. (“The Faculty Senate also charged with conveying to the Provost a unique faculty view on budgetary matters, planning issues, financial expenditures and campus priorities.” “The primary purpose of the Campus Council is [to] make recommendations in matters relating to budget planning and resource allocation.”) Professor West explained that the intent is to give both bodies a voice in such matters, but that the Senate’s role extends far beyond matters relating to budget.
Senator Nakano recommended a rewording of the definition of Collegial Decision-Making (page 1, #3) where it describes the process as “...the process of distributing authority, power and influence for decisions among campus constituencies” so that it sounds less threatening and more positive. She recommended the following: Collegial decision-making is the process of enabling constituents, through consultation, to participate in giving input to affect decisions made at Leeward Community College.

Senator Nakano also suggested adding Faculty Senate to item 8 on page 2 giving both the Senate and the Campus Council input in the budget prioritization process in response to Senators Dobson and Levy (much as it is implied in the last sentence in third paragraph of page 5 and in the chart on page 3).

It was also noted that the words “might” and “must” are interchanged in the last item on the chart on page 3. (“The Senate must be consulted” and “The Council might be consulted.”

Motion 02-42 (Flegal/Palombo): To accept the Shared Governance document as presented with the editorial changes recommended above.

PASSED – Y=10; N=0, Ab=4

✓ Senator Pond distributed the revised Resolution 02-03 on UH System Core Acceptance that was presented at the October 9 meeting.

The Senate recommended one addition. In the last paragraph, the words “for the Liberal Arts Degree” were added.

Motion 02-43 (Pond/Palombo): To accept the revised resolution on UH System Core Acceptance.

PASSED – Unanimously

ANNOUNCEMENTS:

✓ Senator Buchanan has volunteered to serve on the Travel Grant Committee.
✓ The Chair distributed copies of amendments to the system reorganization proposal.
✓ The Chair previously distributed the Chair’s Report via email.
✓ The next meeting is scheduled for December 11, 2002.

ADJOURNMENT: The meeting was adjourned at 5:50 pm.

RESPECTFULLY SUBMITTED: Jack Pond, Secretary
The following course proposals were reviewed by their respective subgroups and passed unanimously at the full Curriculum Committee meeting on October 31, 2002. We ask that the Faculty Senate accept our recommendations for the following:

**BUS 270** Business Presentations Technology (3 credits) **(Modification)**
Prerequisites: ENG 100 and SP 151 both with a grade of C or better or equivalent and OAT 121, OAT 123, BUS 101, or BUS 127 with a grade of C or better or equivalent or instructor's approval.

This modification added OAT 121, OAT 123, BUS 101 or BUS 127 with a grade of C or better to the prerequisites. Also, in the past the course focused primarily on Microsoft® PowerPoint presentations. The modified course will incorporate some of the course content from OAT 131. BUS 270 will now require presentations to audiences using PowerPoint slides as well as creating brochures, newsletters, flyers, Web pages, and other desktop publishing documents that are often required for presentations. BUS 270 will also be added to the list of specialization courses from which OA&T majors can choose 15 required credits for the AAS degree.

**OAT 131** Creative Computer Techniques (3 credits) **(Deletion)**

Some of the content of OAT 131 will be incorporated into BUS 270.

**Office Administration and Technology Program Modification**

The Curriculum Committee unanimously supported the OAT program faculty proposal to add BUS 270, Business Presentations Technology, to the list of specialization courses from which students may choose 15 credits to earn their Associate in Applied Science degree.

**Office and Administration Technology Program Name Change**

The Curriculum Committee unanimously supported the OAT faculty recommendation to change the program name to Business Technology. The OAT Advisory Committee also unanimously supported this change. The justification for the change includes the following:

- To shorten the program name and improve marketability.
- To reflect the technological content of the program's curriculum and better represent current trends in the profession.
- To attract more students and better fill the employment needs of the state.
• To increase the number of male students, thus improving the gender balance among majors in the field.

The following course proposals were reviewed by their respective subgroups and passed unanimously at the full Curriculum Committee on November 14, 2002. We ask that the Faculty Senate accept our recommendations for the following:

**BIOL 201 Biotechnology and Society (3 credits) New Course**
Prerequisites: At least one 3 credit 100-level biological sciences course or consent of instructor and a grade of C or better in ENG 21 or ENG 22.

Introduction to the basic concepts, goals and practical impacts of biotechnology. Real-life case studies are used to explore socio-ethical, economic and environmental issues raised by cloning, DNA testing, gene therapy and genetically engineered food, medicines and vaccines using microbes, plants and animals.

**BIOL 201 Biotechnology and Society (3 credits) Add to NS1 Core**

This designation is appropriate because:

1. The course will enable students to acquire the following AA degree level competencies in the Natural Sciences area as specified in CCCM #6004:
   - Understand scientific laws, theories, concepts, and data sufficiently well to evaluate information in the media; use and apply them appropriately and understand their limitations; determine the validity of experimental procedures; devise experiments to test hypotheses; and relate cause and effect and recognize when no such relationship exists.

2. BIOL 201 is equivalent to BIOL 201 at UHM (cross-listed as MBBE, Molecular Biosciences and Biosystems Engineering, 201). It satisfies the DB Biological Science requirement for the UHM General Education Diversification Core.

3. BIOL 201 is a required course for the bachelor's degree in Plant and Environment Biotechnology in the College of Tropical Agriculture and Human Resources at UHM.

**ICS 197E Introduction to Computer Graphics (3 credits) Deletion**
Prerequisites: ICS 100, ENG 21, 22, Math 24 or consent of instructor.

This course was replaced with ART 112, Digital Art, in the Digital Media program.

**ICS 197G NetPrep Local Area Networks (3 credits) Deletion**
Prerequisites: ICS 184 or consent of instructor.

This course has been approved as a regular course in the ICS program under the alpha and number of ICS 185, NetPrep Local Area Networks.
ICS 286  Applied Systems Analysis and Design  (3 credits)  Deletion
Prerequisites:  ICS 270

This course has been replaced by ICS 293D, Cooperative Education.

The following course proposals were reviewed by their respective subgroups and passed unanimously at the full Curriculum Committee on November 21, 2002. We ask that the Faculty Senate accept our recommendations for the following:

ART 175  Survey of Global Art I  (3 credits)  New Course
Prerequisites:  ENG 21 or ENG 22 with a grade of C or better or equivalent

This course is an introduction to the major developments in Global Art from prehistory to 1500.

This course will replace ART 171, Western Art History I, as it is no longer being taught at UHM.

ART 176  Survey of Global Art II  (3 credits)  New Course
Prerequisites:  ENG 21 or ENG 22 with a grade of C or better or equivalent

This course will examine artistic production of major societies from 1500 to the present.

This course will replace ART 172, Western Art History II, as it is no longer being taught at UHM.

ART 175  Survey of Global Art I  (3 credits)  Add to AH1 Core
ART 176  Survey of Global Art II  (3 credits)  Add to AH1 Core

This designation is appropriate because:

1. These two courses are replacing ART 171, Introduction to Western Art I and ART 172, Introduction to Western Art II and ART 180, Introduction to Eastern Art.
2. ART 175 and ART 176 are being taught at UHM.
3. ART 175 and ART 176 satisfy the Global and Multicultural Perspectives Foundations Core requirement at UHM.

ART 113D  Introduction to Computer Drawing  (3 credits)  New Course

This course replaces ART 111 because ART 111 is already used elsewhere in the system to identify other courses (i.e. Introduction to Watercolor Painting at KCC).

ICS 141  Discrete Math for Computer Science I  (3 credits)  Modification

The changed course content reflects the content in the course taught at UHM. Thus, the course will maintain articulation with UHM. This course was split into two courses, ICS
141 and ICS 241. ICS 241 now presents the material formerly taught in the second half of this course. The rationale for the change is presented in the following paragraph as it appears in UH-Manoa's course proposal:

"Discrete Mathematics was the 3 credit ICS 320 course until the F87 semester. (It is a 3 credit course in the Mathematics Department, Math 301.) In time for F87, the numbering of almost all ICS courses was revised and ICS 320 was renumbered as ICS 241. That course was ultimately felt to be too severe for our students as a single course and in time for F95, ICS 241 was split into ICS 141 and ICS 241. In time for F97, ICS 241 was dropped and some of the subject material that had been in ICS 241 was added to the course content of ICS 141. Our recent experience is that the current version of ICS 141 is too severe for our students. Typically less than 50% of the students who enroll in ICS 141 actually pass the course. Discrete mathematics is not intended to be a "weeding out" course, our first two programming courses ICS 111 and ICS 211 are weeding out courses. As a result, the ICS department curriculum committee recommended and the ICS department voted to require that ICS 241 be added to the curriculum. Some of the material now in ICS 141 would be moved into ICS 241 making it easier for students to pass that course. Also, the actual coverage of the current subject material of discrete mathematics would be extended (in ICS 241) to give our students a broader background in the theory of computer science."

ICS 241 Discrete Mathematics for Computer Science II (3 credits) New Course
Prerequisites: ICS 111 and ICS 141

Recursive algorithms, program correctness, structured programs, graph theory, trees and their applications, probability theory, Boolean algebra, introduction to formal languages and automata theory.

Two core outline completions were reviewed by a subgroup and passed at the full Curriculum Committee on November 21 with the vote: Yes-13, No-0, Abstain-2. We ask that the Faculty Senate accept our recommendations for the following:

MUS 265 History of Western Music to 1750 (3 credits)
MUS 266 History of Western Music After 1750 (3 credits)

Items in core outlines lost in the conversion to Curriculum Central have been restored.

Experimental Courses

The Division Chair, the Curriculum Committee Chair, and the Acting Dean of Instruction have approved the courses listed below on an experimental basis. This designation will be active for two years. At that time, these courses will need to be proposed as regular courses and proceed through the curriculum review process if they are to be offered in the future.

ART 197J (3 credits) Introduction to Digital Photography
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECOM 197P</td>
<td>1</td>
<td>E-Commerce Wireless Services</td>
</tr>
<tr>
<td>ECOM 197Q</td>
<td>1</td>
<td>Understanding Streaming Media</td>
</tr>
<tr>
<td>ED 197E</td>
<td>3</td>
<td>Introduction to Classroom Management</td>
</tr>
<tr>
<td>ED 197F</td>
<td>1</td>
<td>Educational Assistant Roles and Responsibilities</td>
</tr>
<tr>
<td>HORT 198</td>
<td>3</td>
<td>Hawaiian Horticulture/Nutrition</td>
</tr>
</tbody>
</table>
Elected Senators for 2003-2005

Nancy Buchanan (Student Services)
Joe Chernisky (Arts and Humanities)
Ron Flegal (Math and Science)
James Goodman (Arts and Humanities)
Susan Hamilton (Language Arts)
Kathy Hill (Business Education)
Paul Lococo (Arts and Humanities)
Cindy Martin (Academic Support)
Jack Pond (Language Arts)
Frank Sherry (Academic Support)
Dear Senators,

The AIC on Campus Council Constituencies and Governance submits for your approval: The proposed Shared Governance Policy, the proposed Principles of Shared Governance, and the descriptions of constituencies with particular attention to the comparison of the Faculty Senate to the Campus Council. This document is nine pages long. Please review before the 11/21/2002 meeting.

I. Definitions:

1. Governance is the act of decision-making.
2. Shared governance is the act of collegial decision-making.
3. Collegial decision-making is the process of distributing authority, power and influence for decisions among campus constituencies.

II. Clarifications:

1. Shared Governance does not take away the authority invested in decision-makers to make decisions.
2. Collective Bargaining is a form of shared governance. Unions and Management negotiate to establish working conditions and salaries.
3. Shared Governance dictates that individuals will have an opportunity to participate in decision-making. Individuals may participate by voicing opinions, voting, making recommendations, investigating, writing reports, evaluating leaders, serving as consultants, leading forums, attending forums, serving on senates and councils and committees. This is not an exclusive list.
4. Committees, senates, councils, divisions and constituency groups are a mainstay of shared governance. These groups are empowered by shared governance to make formal recommendations on issues before them.

The Shared Governance Policy:

1. Any individual or group of individuals on campus has the right to provide their views on any issue important to them. The college shall educate the faculty and staff of this right and provide opportunities for faculty and staff to provide input.
2. Administrators shall demonstrate a willingness to incorporate a large amount of faculty and staff input into decision-making especially relating to academic policies, academic procedures, and financial and budgetary matters.
3. Administrators and other decision makers should provide reasons for decisions that are contrary to the wishes of constituency groups and other recommending bodies.
Shared Governance Principles that follow from the Shared Governance Policy and seek to insure that the policy is successfully implemented at Leeward Community College:

1. The Provost and the administration and all campus constituency leaders and representatives shall adhere to the shared governance policy.

2. The college should provide on-going education regarding the agreed upon shared governance policy.

3. The administration must solicit and consider Faculty Senate input before decisions are made that have a direct impact on the academic policy, the academic curriculum or the academic procedures of the college.

4. A team approach to planning and problem solving should be employed.

5. Committee members and constituency representatives are responsible for keeping the people they represent informed.

6. Committee members on administrative and campus wide committees should be selected or nominated by the groups they represent or at least chosen from lists submitted by elected leaders of those groups.

7. Decision-makers should communicate their actions and decisions with reasons appropriate to those decisions to those directly affected by the decision.

8. The Campus Council’s recommendations on budgetary priorities should be given heavy weight in administrative decisions relating to those matters.
The Faculty Senate and Campus Council Compared

Faculty Senate has twenty-one members, all of whom are elected faculty.*

Campus Council has twenty-one members: ten faculty, five administrators – one of whom is nonvoting, and six non-faculty constituency representatives

<table>
<thead>
<tr>
<th>Item</th>
<th>Faculty Senate</th>
<th>Campus Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorized by</td>
<td>Board of Regents</td>
<td>LCC Constituencies</td>
</tr>
<tr>
<td>Composition</td>
<td>Faculty</td>
<td>LCC Constituencies</td>
</tr>
<tr>
<td>Members selected</td>
<td>Elected at large</td>
<td>LCC Constituencies</td>
</tr>
<tr>
<td>Change in Charter</td>
<td>Requires BOR</td>
<td>Campus Council</td>
</tr>
<tr>
<td>Dissolution</td>
<td>By BOR</td>
<td>By CC/FS and Provost</td>
</tr>
<tr>
<td>Larger UH role</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Primary Role</td>
<td>Curriculum/Academic Policies/Budget Overview</td>
<td>Budget Overview and setting Budget Priorities</td>
</tr>
<tr>
<td>Academic Divisions</td>
<td>Yes- by at large election winners (21)</td>
<td>Yes- Division Chairs (7) &amp; Faculty at large (1)</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Yes-nonvoting</td>
<td>Yes-voting (1)</td>
</tr>
<tr>
<td>Academic Support</td>
<td>Yes</td>
<td>Yes (1) Faculty</td>
</tr>
<tr>
<td>Student Services</td>
<td>Yes</td>
<td>Yes (1) Faculty/1 Admin</td>
</tr>
<tr>
<td>Student Government C 1</td>
<td>Yes- nonvoting</td>
<td>Yes-voting (1)</td>
</tr>
<tr>
<td>Clerical Staff C 2</td>
<td>No</td>
<td>Yes-voting (1)</td>
</tr>
<tr>
<td>APT Staff C3</td>
<td>No</td>
<td>Yes-voting (1)</td>
</tr>
<tr>
<td>O &amp; M C4</td>
<td>No</td>
<td>Yes-voting (1)</td>
</tr>
<tr>
<td>OCET C 5</td>
<td>No</td>
<td>Yes voting (1)</td>
</tr>
<tr>
<td>LCC - Waianae C6</td>
<td>No</td>
<td>Yes (1)</td>
</tr>
<tr>
<td>Administration 4</td>
<td>No</td>
<td>Yes-voting (4)</td>
</tr>
<tr>
<td>Provost 1</td>
<td>No</td>
<td>Nonvoting (1)</td>
</tr>
<tr>
<td>New program</td>
<td>Must be consulted</td>
<td>Must be consulted</td>
</tr>
<tr>
<td>Setting Budget Priorities</td>
<td>Must be consulted</td>
<td>Must be consulted</td>
</tr>
<tr>
<td>Changing academic policies</td>
<td>Might be consulted</td>
<td>Must be consulted</td>
</tr>
</tbody>
</table>
The Constituencies in decision-making at Leeward Community College are listed below along with a description of their roles.

April 12, 2002

**The University of Hawaii System**

The University of Hawaii is composed of a research university, two baccalaureate-granting institutions and seven community colleges. To understand the shared governance system in place it is necessary to first understand the existing structure in which participation takes place.

**Board of Regents**

The Governor of the State of Hawaii appoints the Board of Regents (BOR) of the University of Hawaii. The Constitution of the State of Hawaii gives the Board of Regents constitutional authority and autonomy in establishing University policies, directions, and priorities and in all other matters relating to University Governance except those matters of "statewide concern." The Regents appoint the executive staff of the University and the Executive staff of the respective college units.

**System Wide Administration**

The Regents appoint the President of the University who is the chief operating officer of the University of Hawaii System. Beneath the President are the Chancellor’s of the University of Hawaii at Manoa, University of Hawaii at Hilo, University of Hawaii at West Oahu and the Chancellor of Community Colleges. The Chancellor of Community Colleges supervises the Provost of each of the seven community colleges. The seven Provosts are members of the Chancellor’s Executive Council.

**The Provost**

The Chief Executive Officer and The Chief Academic Officer of the College is the Provost. The administrative function of the college is hierarchical with the Provost at the top. The Provost manages Leeward Community College’s daily operations including its fiscal, physical, human and academic resources. The Provost is responsible for fundraising, marketing the college, community relations, and communications with the other colleges of the University of Hawaii System. The Provost represents the college in its dealing with the State Legislature and other State Agencies. The Provost serves along with the other six provosts on the Chancellor’s Executive Council. The Provost receives recommendations from the Campus Administration, the Faculty Senate, the Campus Council as well as other duly authorized groups, committees and campus constituencies on matters that concern the college. The Provost is a nonvoting member of the Campus Council.
Campus Administration

The administration of the college is functionally organized into four broad areas needed to operate the college: Instruction, Student Services, Administrative Services and the Office of Continuing Education and Training. The leaders of Instruction and of Student Services are the Dean of Instruction and the Dean of Student Services, while the leaders of Administrative Services and the Office of Continuing Education and Community Services are called Directors. Each of these four administrative leaders represents their administration and administrative constituencies on the Campus Council.

The Faculty Senate

The Board of Regents chartered the Faculty Senate to be the primary voice of faculty in the academic governance of the college. All faculty with Board of Regent's appointments are eligible to serve on the Faculty Senate. The faculty elects twenty-one members at large with half of the Senate elected each year. The Faculty Senate also allows two nonvoting guests to participate but not vote at its meetings - one representing Lecturers, who are ineligible to serve on the Senate and another representing students who are also ineligible to serve on the Faculty Senate.

The Faculty Senate is the chief academic policy recommending and advisory body of the Faculty. It remains the primary vehicle for maintaining and developing the curriculum of the college and advising the Provost on academic policies. The Faculty Senate is also charged with conveying to the Provost a unique faculty view on budgetary matters, planning issues, financial expenditures and campus priorities.

The Faculty Senate elects its own leadership and these leaders represent the Faculty on broad based system policy recommending bodies such as the All Campus Faculty Senate Chair, which brings together the many Senate chairs from across the system. In addition to providing its own input to the Provost, Chancellor of Community Colleges, President of the University of Hawaii or Board of Regents of the University of Hawaii, the Faculty Senate is also one of the constituency groups represented on the Campus Council.

The Campus Council

The Faculty Senate, the administration and all other identifiable campus interest groups established the Campus Council in 1995. The Campus Council is a constituency advisory group whose twenty-one members represent all organized constituencies on campus.

The Campus Council functions as a recommending and advisory body of the college in matters relating to the budgetary priorities of the college. The primary purpose of the Campus Council is make recommendations in matters relating to budget planning and resource allocation. Unlike the Faculty Senate, the campus council does not involve itself in matters relating to curricular development or academic policy except insofar as these raise substantial budgetary issues.
The Campus Council members have the responsibility of insuring that the flow of information upon which priority or preference decisions are made includes the input and the feedback of the constituencies they represent. Through the Campus Council all constituencies on campus are given a chance to provide input and have their input passed on to the Provost.

**The Joint Executive Committees of the Faculty Senate and the Campus Council**

The Campus Council and Faculty Senate each have an executive committee. The Faculty Senate Executive Committee consists of three people: the Chair, the Vice-Chair and the Secretary. The Campus Council Executive Committee also consists of three people: the Chair and two Vice-Chairs. These two executive committees meet as the Joint Executive Committee to insure better communication between the Campus Council and the Faculty Senate.

**Student Government**

The Board of Regents chartered The Associates Students of the University of Hawaii at Leeward Community College (ASUH-LCC) to be the primary voice of students in matters of student interest. All credit students of Leeward Community College are members of ASUH-LCC. Students elect their own leaders, including a President, Vice-President, Secretary and Treasurer as well as a Senate with up to fourteen members. Student Government has one representative on the Campus Council.

**The Clerical Staff Council**

The Clerical Staff Council has been organized since 1975. It is one of the oldest staff constituency groups on campus. All clerical staff at the college are eligible to join the Clerical Staff Council. The purpose of the Clerical Staff Council is to promote and improve communication and mutual understanding among the clerical staff, faculty, staff, students, administration and the community. The Clerical Staff Council has one member on the Campus Council.

**The APT Group**

The Administrative, Professional and Technical staff of the college established the APT Group in 1994. During the 2001-2002 school year there were thirty-four members in this group. The APT membership serves the college in a wide variety of roles such as: lab managers, education specialists, student services specialists, media specialists, theatre personnel, human resources workers and fiscal officers. The APT Group has one member on the Campus Council.
The Operations & Maintenance Group

The Operations and Maintenance Staff Development Group has been meeting since Fall 1999 to discuss staff development needs and issues. This group is in the process of transitioning into a formal Operations and Maintenance group. The O & M membership serves the college in a wide variety of roles such as: security workers, maintenance workers, grounds keepers and janitors. The O & M Group has one member on the Campus Council.

The Division Chairs

The seven instructional divisions at Leeward Community College each have a Chair. The Chair is usually a member of the faculty of that division who has been elected by their peers to the post of Chair. However, the Chair is not made Chair by election but by the willingness of the administration to input the results of the election. The election and appointment of Division Chairs is one of the clearest examples of successful shared governance since it illustrates the delicate interaction of input to administration, i.e., election results, and administrations willingness to listen to and implement that input when the division’s choice is named Chair. The Division Chairs, in addition to teaching some classes, coordinate the teaching assignments, schedules, and workload of the faculty in their respective divisions. The Chair also oversees the division budget and personnel and evaluates the performance of faculty. Every Division Chair is a member to the Campus Council.

The Lecturer Group

The Leeward Community College Lecturer Group organized in 1998. Lecturers, also known as adjunct faculty, are teachers who teach on soft money and do not, as do full-time and half-time faculty, have Board of Regents appointments. The Lecturer Group is diverse and includes those who teach as few as one section to those who may teach as many as five sections. There are approximately 60 lecturers hired each semester at Leeward Community College. This group is organized to bring concerns germane to lecturers to the attention of the college. They have solved numerous issues over the past few years. The lecturers of the college elect a voting member to the Campus Council and a nonvoting member to the Faculty Senate.

The Academic Support Personnel

The Academic Support staff includes the college staff that work in the Library, in the Media center, in the Assessment Office, in the Computer Center, in the Learning Resource Center, in the Paʻa Program, in Electronic Repair, in Duplicating Services, in Graphics, in Video Production and in the College’s computer labs. These workers may be classified as Faculty or Administrative, Technical and Professional Staff. They are organized under the leadership of the Assistant Dean of Instruction. Those who are faculty may be elected to serve on the Faculty Senate. Those who are APT’s may join the APT Group. As a group, they have one seat on the Campus Council.
Leeward Community College – Waianae (LCCW)

Leeward Community College operates a branch campus in Waianae. This satellite campus serves approximately four hundred students each semester. Its facilities house a computer lab, several classrooms, a small library and a learning lab. Due to its unique role as Leeward Community College’s outreach college its director serves as a representative of the Campus Council.

Committees

Faculty and staff participate in governance by serving on committees. There are system committees, college committees, division committees, department committees and discipline committees, at large committees, planning committees, hiring committees and many other kinds of committees. The purpose of almost all committees is to provide recommendations. Committees may be the ultimate heart of the shared governance process for here more than in any other place is crucial input provided to decision makers on a myriad of issues. Both the willingness of individuals to serve on committees of advisement and the willingness of administration to incorporate input into policy is crucial for success of Leeward Community College’s success at shared governance.

Personnel Committees

The seven instructional divisions at Leeward Community College each have a personnel committee. The personnel committees are formed and guided by procedures that were created in the unit but approved by the administration and the Faculty union. The Personnel committees evaluate existing faculty and make recommendations regarding the retention and promotion of the faculty. The personnel committees may also oversee division elections and in many cases the formation of hiring committees.

Hiring Committees

Hiring Committees are formed on an ad hoc basis to fill major positions at the college. These committees allow for various campus and community constituencies to have representation in major hiring decisions. In some units hiring committees are identical to personnel committees, while in other units hiring committees are convened to serve each hiring act in the most representative manner. Hiring committees generally screen candidates, provide strength and weakness descriptions of candidates and rank candidates. This input is considered by administration in making hiring decisions.

Campus Wide Forums

The college holds campus wide forums on issues of importance. Campus Forums are open to all faculty and staff. At Campus wide forums administrative decisions may be explained or information and feedback may be solicited. Policies under review may be discussed at such forums.
WHEREAS the University of Hawaii is in the final stages of drafting a Strategic Plan that will establish the direction of the system and campuses; and

WHEREAS articulation of core courses is a longstanding issue that has been cited as a major concern by virtually all of the groups involved in the development of the new Strategic Plan; and

WHEREAS the students, Board of Regents, Legislature, and citizens of Hawaii expect the separate institutions of the University of Hawaii to operate in full partnership with coordinated courses and programs resulting in a seamless web of higher education in the State; and

WHEREAS the Council of UH Community College Faculty Senate Chairs accepts responsibility to assist in the effort to simplify the transfer of credits from one UH institution to another; and

WHEREAS this body endorses the development of core area criteria, competencies, and an assessment process that collects and analyzes transfer performance data; and

WHEREAS UH Community Colleges wish to contribute to the development of a UH culture characterized by trust, respect, fairness and honor for students and colleagues; and

WHEREAS this body has urged the replacement of the current unwieldy and sluggish articulation process (detailed in E5.209) by granting individual campuses curriculum bodies the authority to assign UH-System accepted core area status to courses developed at their campuses (using system-endorsed core criteria);

THEREFORE, be it resolved that the Leeward Community College Faculty Senate recommends that all UH Faculty Senates expedite the development/adoption of policies that guarantee the acceptance of core area course assignments for the Liberal Arts Degree (according to agreed upon core area criteria/competencies) by the individual curriculum bodies throughout the system thereby eliminating the need for further review by System Standing Committees or by curriculum bodies at UH receiving campuses.
November 20, 2002

TO: Bert Kobayashi, BOR Chair

FROM: Evan S. Dobelle, President

VIA: Deane Neubauer, Interim Vice President for Academic Affairs

Subject: Amendments to the system reorganization proposal

Subsequent to consultations with the student and faculty representatives, the following revisions have been made to the system-wide reorganization proposal since the November 14, 2002 BOR meeting.

1. Addition of a consultative line from President to the UH Student Caucus
2. Revision of the executive summary for the proposal narrative to include planning of consultations with faculty and students.
3. Revision of narrative section II to describe consultative lines from President to faculty senates and student caucus.
4. Addition of Section V to the narrative to describe the Office of the President's commitment to consultation with faculty senates and student groups during implementation.
5. Revision of organizational placement of the Vice President for Student Affairs, creating a dual reporting line to the VPAA and President.
6. Stylistic changes to narrative at the request of faculty senates.
7. Revision of the functional statement for the Office of the Vice President for International Education to emphasize coordinative and facilitative role as well as transition office.
8. Indication on the proposed organization chart for the OVPIE of those positions temporarily transferred for transition.
9. Revision of the solid line from The Vice President for Legal Affairs & University General Counsel to the President to a dotted line (informal).
EXECUTIVE SUMMARY
REORGANIZATIONAL PROPOSAL
UNIVERSITY OF HAWAI'I
SYSTEM ADMINISTRATION

The purpose of this reorganization is to realign lines of reporting and responsibilities for established functions and create new offices for a Chief of Staff, Vice President for Research, and Vice President for International Education. This reorganization proposal provides a rationale for every line of reporting affected by the creation and revision of positions within the University of Hawai'i system-wide administration, as well as affected administrative functions at each campus.

This proposed reorganization calls for the creation of a Council of Chancellors reporting directly to the President. Represented in this proposed council will be chancellors of each individual campus throughout the UH system, including a chancellor for each community college. The creation of this council eliminates the Office of the Senior Vice President and Chancellor for Community Colleges and reassigns the functions of system community college staff to various system-level vice presidential offices.

Consistent with the newly created strategic plan, which calls for a system based on functionality, this reorganization will move UH toward higher levels of functional integration while enhancing the quality of our programs for the benefit of our students. It is expected that the proposed structure reflects organizational dynamics common among several systems of post-secondary education in the United States, while simultaneously acknowledging the unique character of the University of Hawai'i system in its embrace of two-year institutions, baccalaureate institutions, and a complex doctoral institution. The proposed system-level office defines and organizes a limited number of functions reporting directly to the President of the system, and will be funded through a systemic reallocation.

The President will establish policies and procedures to ensure full collegial consultation with faculty and students during the reorganization process.
I. Present Organization

The January 2001 reorganization separated the positions of Mānoa Chancellor and President. UH System administration is currently composed of twelve senior executives: Vice President for External Affairs and University Relations, Vice President for Academic Affairs, Vice President for Administration and Chief Financial Officer, Vice President for Planning and Policy, Senior Vice President and Chancellor for Community Colleges, University of Hawai‘i at Mānoa Chancellor, University of Hawai‘i at Hilo Chancellor, University of Hawai‘i at West O‘ahu Chancellor, Vice President for Student Affairs, Senior Vice President for Legal Affairs & University General Counsel, and Director of Capital Improvement.

The following summarizes the results of the January 2001 reorganization:

a. The Vice President for Academic Affairs is the senior academic officer of the UH system, currently with no reporting units.

b. The Office of Student Affairs is housed on the Mānoa campus, with the Vice President for Student Affairs reporting directly to the Mānoa Chancellor.

c. After abolishing the Office of the Senior Vice President for Research and Dean of Graduate Education, day-to-day operations of the Office of Research Services and the Office of Technology Transfer & Economic Development were absorbed by the Mānoa Chancellor’s Office.

d. Distance learning is a program within the Office of the Vice President for Policy and Planning, with the Vice President for Policy and Planning reporting directly to the President.

e. The Senior Vice President and Chancellor for Community Colleges coordinates and promotes international education within the ten-campus system University of Hawai‘i system.

f. The Senior Vice President and Chancellor for Community Colleges reports directly to the President, overseeing the administration of the community college system.
II. Proposed Organization

In the proposed reorganization process, three new positions reporting directly to the President are established: Chief of Staff, Vice President for Research, and Vice President for International Education. This proposal establishes a Council of Chancellors reporting directly to the President with consultative communication lines to both the Vice President for Academic Affairs and Chief of Staff. This proposal re-titles the positions of Provost for the seven community colleges to Chancellor. Current positions within the Office of the Senior Vice President and Chancellor for Community Colleges are redistributed to various offices within the system administration. Finally, the President will establish an informal consultative line of communication to the Senior Advisor for Native Hawaiian Affairs.

Pending Board of Regents approval, the proposed organizational structure will be effective January 1, 2003.

The following functions are affected in the reorganization:

The Chief of Staff is the organizing agent for the senior administration, the President’s chief coordinating agent with particular attention to non-academic matters (the General Counsel previously served in this capacity in addition to her/his other duties).

The Office of the Vice President for International Education is established, with responsibility for system-wide leadership for international educational programs for the University of Hawai‘i.

The Office of the Vice President for Research holds responsibility for system-wide research policies and procedures of the University of Hawai‘i. The Vice President for Research serves as chief research policy advisor to the President and other university executives.

A formal line of communication from the President to the Senior Advisor to the President for Native Hawaiian Affairs will be created.

An informal, consultative line of communication between the President and a representative body of faculty senate chairs (currently the All-Campus Council of Faculty Senate Chairs ACCFSC) will be created. This acknowledges current and past informal practice of the President meeting regularly with the ACCFSC. In this reorganization proposal, the President will meet with this group on a monthly basis. Additional comments on President and faculty senate consultation is specified in Section V. below.
The Vice President for Student Affairs is relocated from Mānoa to the system level, acknowledging the commitment of the administration to the student centered nature of the university. This position reports directly to the President and the Vice President for Academic Affairs.

The following functional and staffing changes will be made (lettering corresponds to above present organization section):

a. As noted above, the Vice President for Academic Affairs coordinates all academic functions throughout the system. An informal consultative and coordinating line is created from this office to the Council of Chancellors, the Vice President for International Education, and the Vice President for Research. Two vice presidents, the Vice President for Student Affairs (see “b”) and Vice President for Planning and Policy (see “d”), will report to the Vice President for Academic Affairs. The Associate Vice President for Academic Affairs for Community Colleges (see “e”) will report to the Vice President for Academic Affairs. Furthermore, Information Technology Services will remain intact and will have a dual reporting line to the Office of the Vice President for Academic Affairs and to the Vice President for Administration and Chief Financial Officer. Finally, the Vice President for Academic Affairs will act with presidential authority during absences of the President from the University.

b. The Vice President for Student Affairs (89103) and secretary (100054) will relocate from the Mānoa Chancellor’s Office to the presidential system level.

c. The Office of Research Services, Office of Technology Transfer and Economic Development, and University Connections are relocated to the Office of the Vice President for Research. These offices are reassigned intact.

d. The function and position (89059) for distance learning will separate from the Office of the Vice President for Planning and Policy, and will report directly to the Vice President for Academic Affairs. The Office of the Vice President for Planning and Policy will relocate to the Office of the Vice President for Academic Affairs intact, with the noted exception above.

e. The Office of International Affairs is relocated to the Office of the Vice President for International Education. Four permanent positions will be transferred with this office (89380, 51355, 81158, and 81015). The Senior Vice President and Chancellor for Community Colleges will become Vice President for International Education (89001). Three additional positions will be transferred from the Office of the Senior Vice President and Chancellor for Community Colleges to support this movement (100041, 89341, and 47688).
f. With the Office of the Senior Vice President and Chancellor for Community Colleges eliminated, the community college academic affairs function and currently assigned staff relocate intact, with the exception of position 80019, to the Office of the Vice President for Academic Affairs from community college Administrative Affairs. In addition, three positions (89342, 80447, and 81038, last position listed did not previously appear on any community college organization chart) will relocate to community college Administrative Affairs. Position number 80447 is from the community college Office of Student and Community Affairs and position number 89342 is from the community college Chancellor’s Office. The remaining positions in the Office of Administrative Affairs relocate intact to the Vice President for Administration and Chief Financial Officer with the exception of position number 80019, noted above.

The staff of the community college Office of Student and Community Affairs will transfer intact to the Office of the Vice President for International Education with the exception of position number 80447, discussed above.

III. Background and Reasons for the Reorganization

The reorganization promulgated by the Board of Regents’ in January 2001 separating the Mānoa Chancellor from the President established that office and abolished other positions (e.g., the Office of the Senior Vice President and Executive Vice Chancellor, and that of Senior Vice President for Research and Dean of the Graduate Division) but remained silent on other aspects of system-wide administration. Subsequently in July 2001, the Board of Regents approved the positions of Vice President for Academic Affairs, Vice President for Administration and Chief Financial Officer, and Vice President for External Affairs and University Relations. This proposal further defines the composition of those positions, locates them in the system’s administrative organization, and indicates the overall reporting relationship of other positions brought forward from the previous system organization.

This reorganization reflects organizational dynamics common among several systems of post secondary education in the United States, while simultaneously acknowledging the unique character of the University of Hawai‘i system in its embrace of two-year institutions, baccalaureate institutions, and a complex doctoral institution. In each campus, a mechanism is provided to link the President directly to the chief operating officer of the campus through the Council of Chancellors.

The proposed organizational schematic creates direct lines of authority to the President in an effort to promote clear delineations and specifications of accountability, and increase the autonomy of campuses with regard to mission
and direction. Specifically, the creation of the Chief of Staff and the supervisory role of the Vice President for Academic Affairs at the system level indicate the offices' responsibilities as leadership agents for system-wide non-academic and academic matters, respectively. The creation of the Office of the Vice President for International Education reflects the imperative of a concentrated global vision for the University. Likewise, the creation of a Council of Chancellors reflects a movement toward equitable presidential access for each campus in the system. The creation of an Office of the Vice President for Research anticipates the increased importance and level of research and training grant activity for each campus. The addition of a dual reporting line for Information Technology Services to the Vice President for Academic Affairs and the Vice President for Administration and Chief Financial Officer reflects the increased importance of technology in the delivery of all education. Finally, the co-location of previously discrete administrative functions within the Office of the Vice President for Administration and Chief Financial Officer reflects the desire to centralize and streamline these functions to ensure consistency and efficiency in their oversight.

IV. Impact on Staffing and Resources

 Positions will be re-described as necessary, commensurate with new functional statements. This proposal creates four positions—Chief of Staff with private secretary and Vice President for Research with private secretary. These four positions will be obtained through reallocation from four vacant positions within the university system, with the exception of one-half of the position of Vice President for Research, which will be funded (separate from position counts) by the Research Corporation of the University of Hawai‘i. Funding for this reorganization will come from systemic reallocation.

V. Consultation during the Reorganization Process

Because these administrative changes at the University of Hawai‘i System level will have direct or indirect impacts on academic programs and policies, and on budget policies and priorities, the President will set up systems of consultation with faculty during the process of implementing the reorganization. Faculty senates will be consulted in the process of defining the specific roles and functions and operational plans of the system level administrative offices and their initiatives to ascertain their potential impact on academic and budgetary policy. Such consultation is mandated by BOR policy 1.10 and Executive Order E1.201 and by the charters and by-laws of the respective faculty senates. It is anticipated that these policies and procedures will need to be revised in light of the reorganization. The President will consult with the campus faculty senates, the UH Student Caucus, and the unions in formulating proposals for revised consultative structures for presentation to the Board of Regents.
VI. Alternatives Considered

The administration reviewed and integrated several organizational models for other similar university systems in the United States in the development of this proposed reorganization.
<table>
<thead>
<tr>
<th>Position</th>
<th>Classification</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for International Education**</td>
<td>89001</td>
<td></td>
</tr>
<tr>
<td>Private Secretary**</td>
<td>100041</td>
<td></td>
</tr>
<tr>
<td>Assistant to the Vice President**+</td>
<td>89341</td>
<td></td>
</tr>
<tr>
<td>Secretary**+</td>
<td>47688</td>
<td></td>
</tr>
<tr>
<td>Director of International Affairs*</td>
<td>M04 89380</td>
<td></td>
</tr>
<tr>
<td>Secretary II*</td>
<td>SR-14 51355</td>
<td></td>
</tr>
<tr>
<td>Educational Specialist*</td>
<td>PBB 81158</td>
<td></td>
</tr>
<tr>
<td>Educational Specialist*</td>
<td>PBB 81015</td>
<td></td>
</tr>
<tr>
<td>Associate Vice President for International</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education - Partnerships and Entrepreneurship**+</td>
<td>89266</td>
<td></td>
</tr>
<tr>
<td>Secretary IV*</td>
<td>SR-18 39274</td>
<td></td>
</tr>
<tr>
<td>Program Development Director**+</td>
<td>89031</td>
<td></td>
</tr>
<tr>
<td>Community Affairs and Special Programs Coordinator*</td>
<td>PBB 77248</td>
<td></td>
</tr>
<tr>
<td>Public Information Officer*+</td>
<td>PBB 80122</td>
<td></td>
</tr>
<tr>
<td>Educational Specialist*+</td>
<td>PBB 80447</td>
<td></td>
</tr>
</tbody>
</table>

* To be redescribed.
** Proposed position classification.
(+) Temporary assignment from Office of the Chancellor for Community Colleges to create transitional capacity for the Office of International Education until 12/31/03
THURSDAY, NOVEMBER 21, 2002

The chairs from HCC, KCC, WCC, and I arrived on early Thursday afternoon to observe the proceedings of the Board of Regents meeting. Most items ran smoothly, below are some of the highlights:

€The 2003-2005 Biennium Budget paper was approved.
€Provisional status was changed to established status for the BS Degree in Astronomy in the College of Arts & Sciences at UH-Hilo
€Establishment of a BA Degree in Performing Arts in the College of Arts and Sciences at UH-Hilo (effective Spring 2003, subject to BOR policy on provisional academic programs).
€Establishment of the HMSA Chair in Health Care Services Quality Research at the Burns School of Medicine.
€Establishment of AAS Degree in Opticianary at LCC (effective Fall 2003, subject to BOR policy on provisional academic programs).

Authorization was granted to proceed with developing Four-year Degree Programs at KCC (Culinary Arts, Science and Management Degree), HCC (Computer, Electronics, and Networking Technology Degree), and MCC (Applied Business and Information Technology).

However, the reason why we were there was to see how the UH System Reorganization would proceed (*See below UH Reorganization Highlights, found at: http://www.hawaii.edu/cgi-bin/uhnews?20021120074913).

In short, the Reorg was stalled due to the testimony of three ASUH student leaders from UHM, MCC, and Kauai Community College. Each of them reminded the Board that president Dobelle had stated that this Reorganization would be "broad-based" and involve all campus constituents. Each objected that they were never consulted on the reorganization plan (like any of the Faculty Senates!). Therefore they could not approve the plan (although like the Faculty Senates, I don't think they were even asked to approve it).

Some went even further responding to rumors that they were going to lose their Provosts (as the rumor went, the renamed Chancellors would be hired through a national search and only Ph.Ds would be eligible). The ASUH-Manoa Rep had even protested on the elimination of the CC Chancellor's office as he felt that she was an important arbiter in disputes when he was an neighbor-island CC student. One student representative even impugned the character and expertise of the top administrators that President Dobelle brought in with questions like "Has anybody done background checks on these people...?" We all marveled at what "customers" of this institution could say with abandon as opposed to the "employees."

Next a representative from HGEA spoke against the Reorg based on the proposal to place the Research Corporation of the University of Hawaii (RCUH) under the Vice-president for Research as it would leave the University legally liable (which was why it was a separate corporation to begin with). This matter was deferred until the administration can consult with the HGEA.

Then the Senate Chair from the UHM Student Affairs objected to placing Student Affairs under the Vice-President of Academic Affairs.

Although some of the concerns expressed by the students were naive or uninformed, it was apparent that after all of the speakers, there didn't seem any way that the Reorganization Plan was going to be approved on that day without the Board appearing to be totally callous.

Maui CC Provost flowiger spoke in favor of the plan and recounted on the broad participation in the development of the Strategic Plan, and the UHPA representative spoke briefly on how it was the President's right and authority to devise a reorganization plan.
Deane Neubauer responded to the concerns by stating that the UH Reorganization was part of the inclusive Strategic Plan: the Strategic Plan lead to the budget and the budget lead to the Reorganization Plan. Deane accepted responsibility for not giving timely response to the Reorganization Plan by certain college constituents (I don't remember anyone but the UHPA being given the plan for review).

Of course what Deane didn't mention was that although the first step was very inclusive, the successive steps involved fewer campus constituents and less consultation. All of this, taken with the previous day's near Censure by the UHM Faculty Senate of Dobelle* over the Reorganization, reveals one major flaw in the process--that very few people affected by the reorganization plan itself were given any chance to review and comment on it.

*Which was averted only when the following was agreed to by the administration: (1) A one-year limit to Joyce Tsunoda's term as vice president for international education, followed by an international search for a successor, (2) An international search beginning this month for a vice president for academic affairs, the position held by Neubauer on an interim basis, (3) Language in the plan ensuring consultation with faculty as the reorganization goes into effect.

I understand that the administration had been warned of this--but despite President Dobelle's offer to discuss the issues with the student leaders during a short recess, the leaders said that it would not be right to agree to anything without their Senate's consent.

So, the reorganization decision by the BOR will be postponed to a special meeting on December 12, after President Dobelle meets with student leaders.

FRIDAY, NOVEMBER 22, 2002

At the ACCFSC meeting, Evan Dobelle spoke on the System Reorganization and insisted that it should be called organization--as a new structure headed by a President was being formed. He then mentioned that he "...didn't have problem..." with the postponement of the approval of the System Reorganization by the BOR. He also said that he is planning routine visits to the campuses, so that as President of the university, he will be on the various campuses more than he will be at Manoa.

Evan Dobelle dismissed the rumor of the Provost-turned Chancellors will be held to a different standard (see above rumor)--he said that according to the Union only the Provost-turned Chancellor's secretary's status would change--an 8% salary raise to be a Chancellor's secretary versus being a Provost's secretary! Evan Dobelle would also like Faculty input on the Search Committee for the Chief Academic Officer(which Deane will leave after one year), Chief of Staff (new position), and Vice President of International Affairs (which Joyce will leave after one year).

Regarding Evan Dobelle's relationship with Linda Lingle, he stressed that "...she did not hang up on me...it was very business-like...I don't know why that was reported..." He does not feel that his endorsement of Mazie Hirono has damaged the University's relationship with the incoming administration. He continued (I paraphrase what I remember) "...despite what you may have heard or read, nobody asked me to do it--I asked her what I could do. The Union's commercials made it look like all the faculty from all the islands were supporting Linda. If Mazie were elected, she would have been the first University of Hawaii graduate to be elected Governor..." He also mentioned that UH Law Professor Randy Roth will serve as as a chief policy advisor to Governor Lingle at the University's expense.

Later after president Dobelle left the meeting, the ACCFSC discussed how Sabbatical Leaves and Instructional Substitute Policies were inconsistent across campuses. The most extreme examples involved faculty members being told that they could not take sabbaticals unless they found their own replacements and substitutes to be paid by ill faculty members.
Next we discussed and were given a presentation on the Quality of Faculty Worklife Survey by Kauai Community College’s Faculty Senate Chair Nancy Bushnell (for a look at the Quality of Faculty Worklife Survey, check out http://www.hawaii.edu/ovppp/inter/interfaculty.html).

Related to this was an issue about the composition of Faculty Committees. At the next ACCFSC meeting the following resolution will be voted on by the Chairs: "Any committee requiring faculty representation, such as administration search committees, shall be appointed only through the appropriate Faculty Governing Body." We all agreed to take this back to our Senates and report the responses, so let me know what you think at our next meeting.

I look forward to seeing you this Wednesday at 3:15 in FA 201.

James Goodman
Faculty Senate Chair
UH–Leeward Community College
808-455-0613

*UH Reorganization Highlights

- Creates Office of the President  Approved by the Board of Regents in July 2001. For the first time in 20 years, the dual function of President of the system and Chancellor of Manoa is eliminated.

Creates or changes the following positions:

- Vice President for Research  responsible for system-wide coordination of research and training, policy compliance, and economic development.

- Chief of Staff  chief organizing agent for senior administration with particular attention to non-academic issues.

- Vice President for International Education  responsible for increasing emphasis on international experience and education through international partnerships, programs and international student enrollment.

- Community College Chancellors  redefines Community College Provosts as Chancellors and eliminates the Office of the Senior Vice President and Chancellor for Community Colleges.

- Council of Chancellors  reports directly to the President, with consultative lines of communication to the Chief of Staff and Vice President for Academic Affairs.

- Vice President of Student Affairs  relocates from Manoa to the university system.

- Vice President for Policy and Planning  relocates from Manoa to university system.
November 26, 2001

To: AIC Chairs
From: Gail Levy, Accreditation Liaison Officer
Re: **Self-Study Recommendations and Action Plans**

Leeward Community College is responsible for addressing the following recommendations and implementing the following action plans in the next five years. The College's progress towards reaching its goals and objectives will be reported on in its 2002 Interim Report, its 2003 Midterm Report, and/or its 2006 Self-Study Report to the Accrediting Commission for Community and Junior Colleges (ACCJC), one of the commissions of the Western Association of Schools and Colleges (WASC).

The recommendations and action plans in bold italics are found in the ACCJC Evaluation Report received by the College on 12/1/00, and the others are found in the 2000 Self-Study Report written by the College's members. I know that the seven Accreditation Implementation Committees (AICs) have memorized the ACCJC's recommendations, which are naturally our primary concern; however, we must also pay attention to the promises we made to ourselves in the Self-Study Report. The specific recommendations and action plans are grouped under the individual AICs that seem most closely related to them. The clustering of the Self-Study Action Plans under the specific AICs may, however, be discussed and changed by the Oversight Committee. If some of the recommendations and action plans have already been accomplished, will the responsible AIC give me a written explanation of what has already been done.

**Administrative Instability and Turnover**
1. Analyze the factors that may be contributing to administrative instability and turnover.
2. Develop responses to local issues, such as loss of willpower and burnout.
3. Give administrators annual written evaluations of their strengths and weaknesses and hold them accountable for making changes in the areas of weaknesses.
4. Give faculty and staff a significant opportunity to comment on the job performance of administrators with whom they work.
5. On a regular basis, evaluate the process for evaluating administrators for its effectiveness and fairness.
6. Develop a systematic leadership training program for future division/unit heads and administrators.

**Campus Council Constituency Roles and Governance**
1. Clearly define the roles of all the constituencies on the Campus Council.
2. Clearly define the roles of all campus constituencies in governance, specifically the relationship between Campus Council and Faculty Senate in advising the administration on personnel, budget and planning decisions.
3. Formalize in writing and communicate the process for shared decision-making so that it is clearly and more fully understood by all the constituencies on campus.
4. Widely publicize the roles and responsibilities of the Campus Council.
5. Communicate to all faculty and staff the decisions and actions of the Campus Council.
6. Have the Faculty Senate put into effect its revised Charter and By-Laws.
7. Develop a formal organization for the Operations and Maintenance group with formal by-laws.

Curriculum Revision and Review
1. Make curriculum review and revision a systematic and cyclical process with the goal of assuring academic rigor and integrity in all courses and programs.
2. Describe critical curriculum information consistently in the Core Outlines on Curriculum Central.
3. Establish a formalized and institutionalized process to periodically review established Core Outlines to assure the currency and continued appropriateness of curriculum content, instructional methods, course activities and objectives, and student competencies.
4. Regularly compare all Course Outlines and syllabi with their relevant Core Outlines to provide assurance that the objectives and student competencies for all sections of a given course, wherever and by whomever offered, are consistent with the outline of record for that course.
5. Gather random samples of Course Outlines and syllabi for specific courses taught at the College and at other institutions in the System, compare them, and determine if they show the same academic rigor.
6. Give instructors the final grades of all sections of the courses they teach so that they can compare the grades they give with the aggregate grades of all the other sections of the same course.
7. Determine how the F and N grades should be used across all courses and clearly communicate their meanings to faculty and students.
8. Identify the minimum passing letter grade for each prerequisite and state it in the description of the affected courses in the Catalog.
9. Evaluate the long-term need for alternative delivery systems, e.g., distance education, learning communities, cooperative education, and provide funding for those deemed important to the College's mission.
10. Resolve the credit-non-credit differences and integrate various evaluation components and processes into its overall institutional evaluation and planning.

Degrees and Certificates/General Education and Student Learning Outcomes
1. Identify and make public expected student learning outcomes for all of its degree and certificate programs.
2. In the Catalog, publish in clear and complete terms the general education component of all degree programs.
3. Make sure that the general education component is based on a philosophy and rationale that are clearly stated and publicized.
4. Provide the criteria by which the appropriateness of each course in the general education component is determined.
5. Evaluate the Liberal Arts AA degree program and integrate this evaluation with those of all the other established academic programs as part of the overall institutional evaluation and planning.

6. Establish the Academic Assessment Committee to develop instruments to measure student competence in specific skill areas, e.g., oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

7. Establish formalized and institutionalized policies and procedures to use such instruments to assess student learning outcomes across the disciplines and to effect changes.

Placement Testing Impacts
1. Review the changes in placement scores that have resulted from the use of the COMPASS tests.

2. Develop appropriate response strategies in the student services and instructional areas to ensure that student achieve their educational goals in as timely and efficient a manner as possible.

Program Review/Program Health Indicators
1. Reexamine and adapt the application of the Program Health Indicators (PHI) modal or another program review instrument to all its programs, and especially to student services, so that a structure, process, and culture are developed for its effective use in decision making and program performance improvement.

2. Review of the PHI model by the Student Services Division to determine appropriate measures and criteria for each service and improvement in delivery of services.

3. Investigate the present Program Health Indicators in relationship to the College's mission and institutional evaluation and planning.

4. Establish an Institutional Assessment Committee to develop methods to measure and document the achievement of intended outcomes in academic and non-academic areas.

5. Identify the time frames for conducting reviews, identifying specific offices of responsibility, and developing outcome measures for the systematic review of programs and services for all of the College's activities.

6. Make sure that all affected constituencies are informed about and participate in the assessment of these academic and non-academic areas and activities.

7. Develop methods to measure and document the achievement of the intended institutional outcomes in areas outside of academics. (The Academic Assessment Committee under the Degrees and Certificates AIC could focus on the achievement in academic areas, while the Institutional Assessment Committee could focus on achievement in non-academic areas, as a way to divide the work. In the same way, there could be a division of labor for the review of academic programs and review of services.)

Strategic Planning For Technology and Information/Learning Resources
1. Develop formal planning procedures in the areas of technology and information and learning resources.

2. Determine the sufficiency of information and learning resources.
3. Plan for the acquisition and maintenance of educational equipment and materials.
4. Ensure accessibility of information and learning resources.
5. Provide professionally qualified staff.
6. Ensure sufficient and consistent financial support.
7. Forge outside agreements.
8. Evaluate the adequacy and effectiveness of learning and information resources and services.
9. Reconvene the Strategic Planning for Information Technology (SPIT) Committee to develop goals and recommendations regarding technology on campus.
10. Clearly communicate plans regarding information and learning resources to faculty and staff.
11. Have all Learning Resource units conduct surveys of users to assess the effectiveness and currency of their services and resources.
12. Insure that the appropriate resources are provided to the distance education courses as the number of sections offered and student enrollment change.
13. Reassess learning resource needs based on demands from winter and three summer sessions.
14. Assign responsibility for the College's Website to a staff member or hire a webmaster to maintain the Website.

Recommendations and Action Plans Not Addressed by the Present AICs

Storage of Student Records
1. Review the practices related to storage and safety of student records, paying particular attention to ensuring that the files are protected from fire and other disasters.
2. Look into purchasing fire-resistant containers especially designed to protect tapes and film.
3. Re-locate the back-up tapes that are currently in the Admissions and Records Office to another building on campus that is at a distance from the computers where the hard disk resides.

Mission Statement
4. Give the campus at large, including faculty, staff, students, and administration, the opportunity to review the mission statement before any additional changes are made by any one group.
5. Develop a better survey mechanism to collect data about the educational needs and wants of its students and the community-at-large.

Faculty and Staff
6. Improve communication and consultation about faculty position advertisements between initiating units and higher levels of review.
7. Evaluate the new APT evaluation procedures for effectiveness and fairness.
8. Allow time for all categories of staff to learn and improve skills.
9. Develop an ongoing faculty-run teaching forum to exchange ideas on campus.
10. Implement a supervisory skills training program open to all supervisors, including staff members who supervise student assistants.

Physical Resources
11. Justify the expansion of the College and examine ways to redesign and reallocate current space according to changing needs and functions.
12. Revisit the College's Long Range Development Plan.
13. Look into fire safety codes to insure that the College is in compliance.
14. Improve entry access to the LRC and Library.
15. Study options to provide covered parking or a covered drop-off and pick-up area and a Handi-van phone line for persons with disabilities.
16. Vigorously pursue construction of a second access road for the campus.
Aloha all faculty and staff,

As you may recall, last December by letter dated 12/10/01, UH President Evan Dobelle, pending "a system-wide evaluation of administrative and non-instructional practices to determine the efficiency of the system in meeting its mission", informed all 205 employees in executive and managerial positions throughout the UH System as follows:

"...I am formally notifying you that the University is exercising its prerogative to not renew your appointment. ...unless you receive notice to the contrary from now until the close of business December 16, 2002, your Executive/Managerial (E/M) appointment will end effective the close of business December 16, 2002."

This is to inform you that, on Thursday, 11/14/02, President Dobelle mailed a letter to the affected executive and managerial employees, myself included, in which he informs us in the main as follows:

"This is to inform you that I hereby rescind my non-renewal letter to you dated December 10, 2001. You will be continuing in your position, subject to renewal thereafter, pursuant to the usual and normal university procedures and Board of Regents' policies."

The full text of the letter is included below.

I hope that this e-mail and the letter below help allay concerns that a number of you have been expressing regarding the continuity of the current administrative positions at LCC and/or the continuity of the administrators serving in those positions.

As you will note, the standardized letter below is silent on the issue of whether the position of Provost of each UH Community College campus will be retitled to Chancellor, and if yes when that will take effect. As you know, the Board of Regents (BOR) has been reviewing President Dobelle's proposal for UH system-level administrative reorganization and, following a special BOR session on 11/14/02, is scheduled to act on the proposed reorganization at the Board's regular monthly meeting to be held at Kauai CC on Friday, 11/22/02.

You may access the Board's meeting agenda through its website at:

Mark Silliman
Provost

(TEXT OF PRESIDENT DOBELLE'S LETTER):

This is to inform you that I hereby rescind my non-renewal letter to you dated December 10, 2001. You will be continuing in your position, subject to renewal thereafter, pursuant to the usual and normal university procedures and Board of Regents' policies.

Last December, I stated the need to engage in a system-wide evaluation of the administrative and non-
instructional practices to determine the efficiency of the system in meeting its mission. My initial charge from the Board was to create an Office of the President separate from the Office of the Mānoa Chancellor for the first time in almost twenty (20) years. The process has now been completed and, as a result of that review, a reorganization of the President's office has been submitted to the Board of Regents for its deliberation and action. This reorganization will be discussed at a special session of the Board on November 14 and acted upon later in the month at the Board's regular monthly meeting.

During the past year we have made some significant changes at the university.

- Forty-one (41) positions as of last December were vacant. Sixteen (16) were filled during the past year while twenty-five (25) remain vacant and are scheduled to be reviewed for operational necessity.

- Twenty-one (21) individuals in executive/managerial positions retired, transferred to the faculty or left the University during the past year. Of these positions, eleven (11) were filled, ten (10) remain vacant of which four (4) positions are not expected to be filled.

- Twenty (20) executive/managerial positions were reclassified to administrative staff (17) and faculty (3) categories.

- Twelve (12) executive/managerial community college positions will be relocated to system offices and appropriately redescribed.

This evaluation has resulted in a reduction of at least twenty-four (24) executive/managerial positions with twenty-five (25) additional positions slated for review.

I realize that this has been a lengthy process that has frustrated all of us. Reviewing the structure and operations of the University system was critical in determining what is best for the University of Hawai‘i and its future.

Please know that I deeply appreciate your personal patience and professionalism during this past year. My very best wishes.

Thank you.

Sincerely,

Evan S. Dobelle
President

Tuesday, November 26, 2002 America Online: GJMPond
Hello Senators,

I am forwarding this information to you from Deane Neubauer (which I just received the other day) regarding the UH reorganization and our requested feedback. I invite any Senator to respond directly to Deane, as outlined in this message. Due to the short timeline of next Tuesday (Nov. 12), we all have a bit of reading to do, if we wish to respond.

Because of the importance of this reorganization, I will also send a brief of this message to the faculty for their feedback as well.

Chairs, Faculty Senate:

Over the past year the president has been developing a plan for the reorganization of the system level administration, made necessary by the BOR action that separated the administration of the Mahe`a`ula campus from the president.

While various proposals have been shared in an informal way for feedback with the Chancellors, the development of the formal presentation for the reorganization has just been made public, as it has been necessary to develop proposals for the regents. The reorganization can be accessed on the web at http://www.hawaii.edu/ur/systemreorg for information and review.

I am asking for your feedback on the proposed reorganization. If your desire is to share this proposal with all your senate members, please feel free to do so by circulating this message or one of your own to them. Responses can be made to me at deane@hawaii.edu, evan.dobele@hawaii.edu, or toliver@hawaii.edu.

We have also sent the proposal to both HGEA and UHPA as required by contract, and have received and responded to their concerns.

The rationale for the reorganization is contained in the narrative. The presentation of the proposed reorganization to the BOR is scheduled for its special session on November 14, 2002. Please have feedback responses reach us by 12 November 2002.

Thanks,

Deane Neubauer
The proposed organizational structure for the UH System administration was presented to the Board of Regents on Nov. 14. Regents deferred action to allow for additional input and will take up the proposal at a special board meeting on Dec. 12.

For the meeting notice, check the
To comment on the proposal, e-mail the UH president at

Links:

Executive Summary

The purpose of this reorganization is to realign lines of reporting and responsibilities for established functions and create new offices for a Chief of Staff, Vice President for Research, and Vice President for International Education. This reorganization proposal provides a rationale for every line of reporting affected by the creation and revision of positions within the University of Hawai‘i system-wide administration, as well as affected administrative functions at each campus.

This proposed reorganization calls for the creation of a Council of Chancellors reporting directly to the President. Represented in this proposed council will be chancellors of each individual campus throughout the UH system, including a chancellor for each community college. The creation of this council eliminates the Office of the Senior Vice President and Chancellor for Community Colleges and reassigns the functions of system community college staff to various system-level vice presidential offices.

Consistent with the newly created strategic plan, which calls for a system based on functionality, this reorganization will move UH toward higher levels of functional integration while enhancing the quality of our programs for the benefit of our students. It is expected that the proposed structure reflects organizational dynamics common among several systems of post-secondary education in the United States, while simultaneously acknowledging the unique character of the University of Hawai‘i system in its embrace of two-year institutions, baccalaureate institutions,

http://www.hawaii.edu/ur/systemreorg/
and a complex doctoral institution. The proposed system-level office defines and organizes a limited number of functions reporting directly to the President of the system, and will be funded through a systemic reallocation.

The President will establish policies and procedures to ensure full collegial consultation with faculty and students during the reorganization process.

Present Organization

The January 2001 reorganization separated the positions of Manoa Chancellor and President. UH System administration is currently composed of 12 senior executives: Vice President for External Affairs and University Relations, Vice President for Academic Affairs, Vice President for Administration and Chief Financial Officer, Vice President for Planning and Policy, Senior Vice President and Chancellor for Community Colleges, University of Hawai‘i at Manoa Chancellor, University of Hawai‘i at Hilo Chancellor, University of Hawai‘i-West O‘ahu Chancellor, Vice President for Student Affairs, Senior Vice President for Legal Affairs/University General Counsel, and Director of Capital Improvement.

The following summarizes the results of the January 2001 reorganization:

a. The Vice President for Academic Affairs is the senior academic officer of the UH system, currently with no reporting units.

b. The Office of Student Affairs is housed on the Manoa campus, with the Vice President for Student Affairs reporting directly to the Manoa Chancellor.

c. After abolishing the Office of the Senior Vice President for Research and Dean of Graduate Education, day-to-day operations of the Office of Research Services and the Office of Technology Transfer & Economic Development were absorbed by the Manoa Chancellor’s Office.

d. Distance learning is a program within the Office of the Vice President for Policy and Planning, with the Vice President for Policy and Planning reporting directly to the President.

e. The Senior Vice President and Chancellor for Community Colleges coordinates and promotes international education within the ten-campus system University of Hawai‘i system.

f. The Senior Vice President and Chancellor for Community Colleges reports directly to the President, overseeing the administration of the community college system.

Proposed Organization

http://www.hawaii.edu/ur/systemreorg/ 11/26/02
In the proposed reorganization process, three new positions reporting directly to the President are established: Chief of Staff, Vice President for Research, and Vice President for International Education. This proposal establishes a Council of Chancellors reporting directly to the President with consultative communication lines to both the Vice President for Academic Affairs and Chief of Staff. This proposal re-titles the positions of Provost for the seven community colleges to Chancellor. Current positions within the Office of the Senior Vice President and Chancellor for Community Colleges are redistributed to various offices within the system administration. Finally, the President will establish an informal consultative line of communication to the Senior Advisor for Native Hawaiian Affairs.

Pending Board of Regents approval, the proposed organizational structure will be effective January 1, 2003.

The following functions are affected in the reorganization:

The Chief of Staff is the organizing agent for the senior administration, the President's chief coordinating agent with particular attention to non-academic matters (the General Counsel previously served in this capacity in addition to her/his other duties).

The Office of the Vice President for International Education is established, with responsibility for system-wide leadership for international educational programs for the University of Hawai'i.

The Office of the Vice President for Research holds responsibility for system-wide research policies and procedures of the University of Hawai'i. The Vice President for Research serves as chief research policy advisor to the President and other university executives.

A formal line of communication from the President to the Senior Advisor to the President for Native Hawaiian Affairs will be created.

An informal, consultative line of communication between the President and a representative body of faculty senate chairs (currently the All-Campus Council of Faculty Senate Chairs ACCFSC) will be created. This acknowledges current and past informal practice of the President meeting regularly with the ACCFSC. In this reorganization proposal, the President will meet with this group on a monthly basis. Additional comments on President and faculty senate consultation is specified in Section below.

The Vice President for Student Affairs is relocated from Manoa to the system level, acknowledging the commitment of the administration to the student-centered nature of the university. This position reports directly to the President and the Vice President for Academic Affairs.

The following functional and staffing changes will be made (lettering corresponds to above present organization section):

a. As noted above, the Vice President for Academic Affairs coordinates all
academic functions throughout the system. An informal consultative and coordinating line is created from this office to the Council of Chancellors, the Vice President for International Education, and the Vice President for Research. Two vice presidents, the Vice President for Student Affairs (see "b") and Vice President for Planning and Policy (see "d"), will report to the Vice President for Academic Affairs. The Associate Vice President for Academic Affairs for Community Colleges (see "e") will report to the Vice President for Academic Affairs. Furthermore, Information Technology Services will remain intact and will have a dual reporting line to the Office of the Vice President for Academic Affairs and to the Vice President for Administration and Chief Financial Officer. Finally, the Vice President for Academic Affairs will act with presidential authority during absences of the President from the university.

b. The Vice President for Student Affairs (89103) and secretary (100054) will relocate from the Manoa Chancellor's Office to the presidential system level.

c. The Office of Research Services, Office of Technology Transfer and Economic Development, and University Connections are relocated to the Office of the Vice President for Research. These offices are reassigned intact.

d. The function and position (89059) for distance learning will separate from the Office of the Vice President for Planning and Policy and will report directly to the Vice President for Academic Affairs. The Office of the Vice President for Planning and Policy will relocate to the Office of the Vice President for Academic Affairs intact, with the noted exception above.

e. The Office of International Affairs is relocated to the Office of the Vice President for International Education. Four permanent positions will be transferred with this office (89380, 51355, 81158, and 81015). The Senior Vice President and Chancellor for Community Colleges will become Vice President for International Education (89001). Three additional positions will be transferred from the Office of the Senior Vice President and Chancellor for Community Colleges to support this movement (100041, 89341, 47688).

f. With the Office of the Senior Vice President and Chancellor for Community Colleges eliminated, the community college academic affairs function and currently assigned staff relocate intact, with the exception of position 80019, to the Office of the Vice President for Academic Affairs from community college Administrative Affairs. In addition, three positions (89342, 80447, 81038, last position listed did not previously appear on any community college organization chart) will relocate to community college Administrative Affairs. Position number 80447 is from the community college Office of Student and Community Affairs and position number 89342 is from the community college Chancellor's Office. The remaining positions in the Office of Administrative Affairs relocate intact to the Vice President for Administration and Chief Financial Officer with the exception of position number 80019, noted above.

The staff of the community college Office of Student and Community Affairs will transfer intact to the Office of the Vice President for International Education with the exception of position number 80447, discussed above.

http://www.hawaii.edu/ur/systemreorg/ 11/26/02
Background and Reasons for the Reorganization

The reorganization promulgated by the Board of Regents' in January 2001 separating the Manoa Chancellor from the President established that office and abolished other positions (e.g., the Office of the Senior Vice President and Executive Vice Chancellor and that of Senior Vice President for Research and Dean of the Graduate Division) but remained silent on other aspects of system-wide administration. Subsequently in July 2001, the Board of Regents approved the positions of Vice President for Academic Affairs, Vice President for Administration and Chief Financial Officer, and Vice President for External Affairs and University Relations. This proposal further defines the composition of those positions, locates them in the system's administrative organization, and indicates the overall reporting relationship of other positions brought forward from the previous system organization.

This reorganization reflects organizational dynamics common among several systems of post secondary education in the United States, while simultaneously acknowledging the unique character of the University of Hawai'i system in its embrace of two-year institutions, baccalaureate institutions, and a complex doctoral institution. In each campus, a mechanism is provided to link the President directly to the chief operating officer of the campus through the Council of Chancellors.

The proposed organizational schematic creates direct lines of authority to the President in an effort to promote clear delineations and specifications of accountability, and increase the autonomy of campuses with regard to mission and direction. Specifically, the creation of the Chief of Staff and the supervisory role of the Vice President for Academic Affairs at the system level indicate the offices' responsibilities as leadership agents for system-wide non-academic and academic matters, respectively. The creation of the Office of the Vice President for International Education reflects the imperative of a concentrated global vision for the University. Likewise, the creation of a Council of Chancellors reflects a movement toward equitable presidential access for each campus in the system. The creation of an Office of the Vice President for Research anticipates the increased importance and level of research and training grant activity for each campus. The addition of a dual reporting line for Information Technology Services to the Vice President for Academic Affairs and the Vice President for Administration and Chief Financial Officer reflects the increased importance of technology in the delivery of all education. Finally, the co-location of previously discrete administrative functions within the Office of the Vice President for Administration and Chief Financial Officer reflects the desire to centralize and streamline these functions to ensure consistency and efficiency in their oversight.

Impact on Staffing and Resources

Positions will be re-described as necessary, commensurate with new functional

http://www.hawaii.edu/ur/systemreorg/ 11/26/02
statements. This proposal creates four positions—Chief of Staff with private secretary and Vice President for Research with private secretary. These four positions will be obtained through reallocation from four vacant positions within the university system, with the exception of one-half of the position of Vice President for Research, which will be funded (separate from position counts) by the Research Corporation of the University of Hawai‘i. Funding for this reorganization will come from systemic reallocation.

**Consultation during the Reorganization Process**

Because these administrative changes at the University of Hawai‘i System level will have direct or indirect impacts on academic programs and policies, and on budget policies and priorities, the President will set up systems of consultation with faculty during the process of implementing the reorganization. Faculty senates will be consulted in the process of defining the specific roles and functions and operational plans of the system level administrative offices and their initiatives to ascertain their potential impact on academic and budgetary policy. Such consultation is mandated by BOR policy 1.10 and Executive Order E1.201 and by the charters and by-laws of the respective faculty senate. It is anticipated that these policies and procedures will need to be revised in light of the reorganization. The President will consult with the campus faculty senates, the UH Student Caucus, and the unions in formulating proposals for revised consultative structures for presentation to the Board of Regents.

**Alternatives Considered**

The administration reviewed and integrated several organizational models for other similar university systems in the United States in the development of this proposed reorganization.

http://www.hawaii.edu/ur/systemreorg/