CENTER FOR TEACHING AND LEARNING EXCELLENCE 2013-2014 ASSESSMENT REPORT

MISSION

The CTLE serves as a resource for faculty to develop effective, innovative teaching through learning. The Center promotes classroom research and assessment driven by faculty interests and motivated by faculty desires. On the principle that to teach is to learn, the Center provides support for the sharing of ideas, the evolution of existing teaching methods, and the exploration of new pedagogical strategies.

Three focal areas

1. New Full-Time Faculty, Lecturers, and All Faculty

The concerns related to new faculty include:

(1) Consistent information disseminated (well informed faculty can better inform and refer students);
(2) Need to feel connected to place (esp. because it is a defining feature of local identity);
(3) Understanding of UHWO student population and culture;
(4) Peer and collegial support with challenges of first years of teaching.

Proposals:

(1) Pre-PDD Orientation and formation of faculty learning community for first semester (pilot) with follow-up of regularly scheduled meetings under a faculty learning community model;
(2) Programming with follow-up that addresses particularities of student demographics;
(3) Establish buddy (personal) and mentoring (professional) programs;
(4) Survey summer/early fall 2013 to assess existing programming and plan for future.

The concerns related to lecturers (new and continuing) include:

(1) Consistent information disseminated (well informed faculty can better inform and refer students);
(2) Feeling part of the UHWO faculty community;
(3) Addressing of logistical needs (access, office space, computers, codes, etc.)
(4) Understanding of UHWO student population and culture;
(5) Peer and collegial support with challenges of part-time teaching.

Proposals:
Pre-PDD Orientation, held in the evening and/or on Saturday, to include welcome and introduction by administrators, campus tours, technology overview, and cohort/potential faculty learning community;

(2) Programming with follow-up that addresses lecture-specific issues;

(3) Survey Summer/early Fall 2013 to determine lecturers’ perceived needs and requests.

The concerns related to all faculty include:

(1) Increased participation in CTLE events and activities because of perceived value and connection to teaching and professional development;

(2) Faculty-driven and faculty “owned” initiatives supported by (but not directly operated by) the Office of the VCAA and CTLE;

(3) Assessing the effectiveness of CTLE programming and its direct and indirect effect on teaching, student performance, and retention (and correlated to funding of various activities and events).

Proposals:

(1) CTLE needs a clearer place within the university administration and participation in CTLE activities needs to be recognized as significant in the contract renewal and tenure/promotion process; a new policy of sending thank-you emails to all participants in CTLE events will be implemented in Fall 2013. Presenters have always received a thank you note, but these will be formalized to letters appropriate for inclusion in a dossier.

(2) A faculty learning community program will be piloted in Spring 2014, tentatively titled “West O’ahu Wa’a,” with a Hawaiian reference to the canoe, and the need for each paddler to contribute individually and for the canoe to work together as a unit. FLCs will operate autonomously but existing under the umbrella of the CTLE, which will provide logistical and funding support. FLCs have been shown to improve morale and increase faculty engagement with the campus community. Note: Faculty Specialist Stephanie Kamai and the CTLE Coordinator (Brenda Machosky) attended facilitator training for FLCs in May 2013, held at KCC, which has developed a successful and thriving program known as C4ward. Second-year cohort faculty have also expressed interest in developing a publishing FLC and a contract renewal/tenure and promotion FLC.

(3) Conduct a Faculty Confidence and Engagement Survey (based on the KCC FaCES model) to establish a baseline of faculty morale and involvement; repeat survey after two years to assess effectiveness of FLC and other CTLE programming (working with Office of Institutional Research). Pilot program of 3-4 West O’ahu Wa’a (FLC) will begin in Fall 2013, with improvement and growth over ensuing years as faculty needs and interest drive the program.

(4) General survey of CTLE events, program and structure (Fall 2013).

The concerns related to faculty interaction and relationships with other staff and administration include:

(1) Effective communication of programs, actions, and ideas;

(2) Integration of faculty, staff and administrators both directly and indirectly academic activities.

Proposals:
2. Growth and Change

The concerns related to growth include:

(1) Loss of ‘ohana feeling for faculty, staff, and students;
(2) Need to feel connected to place;
(3) Balance between traditional and non-traditional students.

Proposals:

(1) Develop faculty-led communities focused on personal and professional areas of interest
(2) Create opportunities to share and talk story
   Thirsty Third Thursdays – social hour (celebrating faculty achievements)
   15-Minute Fridays (once a month) – sharing quick teaching tips;
(3) Develop and conduct Faculty Confidence and Engagement survey; repeat 2 years post (work with Office of Institutional Research).
(4) Consider ways to assess connections between these issues for faculty and student perceptions, experiences.

3. Distance Education (As of September 2013, this category has been transferred to the Office of the VCAA and the CTLE is not providing direct support for distance education.)

The concerns related to distance education include:

(1) Consistent course equivalency per university policy;
(2) Pedagogical challenges related to online and hybrid/blended courses;
(3) Maintaining student interest and increasing retention in online courses.

Proposals:

(1) Hire one Instructional Designer with responsibilities to include:
   - providing course design and revision on request for faculty;
   - working with Distance Education Committee and online faculty to create a standard of quality; providing analysis and support to achieve that quality;
   - working with IT on instructional needs;
   - supporting faculty who seek national accreditation as master DE teachers.
(2) Work with local technology representatives to provide workshops with technology.
(3) Consider DE and/or tech-based FLCs
(4) Work with DE Committee to consider ways to assess student perceptions about and suggestions for DE courses.