



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.

Executive Summary

The following report reflects the operations of the CTLE for the academic years 2012-13 and 2013-14.

Since August 2012 and the move to its new headquarters in E-127 at the Kapolei campus, the Center for Teaching and Learning Excellence (CTLE) has been steadily increasing its role on campus as a resource for teaching and research. Further, the CTLE originates and cooperates with other campus units to provide professional development opportunities. The CTLE is moving away from its previous model of mostly single events to a sequential model in which a follow-up activity is integrally planned with events. The CTLE is also evolving from a centrally organized structure (with the Coordinator planning most events and activities) to a facilitation structure that encourages faculty to initiate events and self-structure their involvement with logistical, financial and administrative support from the CTLE.

CTLE's institutional funding has also been increased during this time (although in October 2014 Title III funding ended). In 2012-13, the CTLE continued its Title III funding for certain activities (\$13,000). In addition, the Coordinator was compensated at one course release and a monthly stipend (equivalent to approximately \$13,500) by the Office of the Vice Chancellor for Academic Affairs (VCAA). In 2013-14, the Title III funding (\$13,000) ended with the conclusion of the federal grant (9/30/13). Despite a tight fiscal environment, the VCAA established a budget of \$5,000 for the academic year 13-14 in addition to the compensation for the Coordinator position (approximately \$13,500) and a student assistant (\$2700), for a total, institutionalized budget of \$20,700 for AY13-14.

The following report reflects the increased activities, products and programs that the additional compensation and institutionalized funding have made possible. Assessment is built into most of the programming, at the minimum with a follow-up survey and reflective evaluation, but whenever possible, with a follow-up event. In addition to the success of particular programs over the past two years, the CTLE has definitely increased its visibility and outreach to its constituents, particularly junior faculty and part-time lecturers, and also increased its cooperative endeavors with other academic and student services units across campus.

The CTLE has three focal areas under development and subject to ongoing assessment, as established in the 5-year Review and Strategic Plan submitted to the University Administration in June 2013.

1. New Full-Time Faculty, Lecturers, and All Faculty
2. Growth and Change with the University's Expansion and Permanent Home
3. Distance Education, including Blended Learning and Teaching with Technology

Summary of Activities and Current Status

- Teaching Talk Story* Newsletter for CTLE activities, stories about faculty, distance education, faculty accomplishments, and announcements. First issue Spring 2013 (ongoing, with 3 issues per semester).
- New Faculty and All Lecturer Orientation* August 2013, see appendix A for assessment. Becoming institutionalized with Title III funding for planning with increased basis in Native Hawaiian culture. Shorter night/weekend orientation for lecturers (planned Fall 2014). Follow-up with a Hawaiian-learning style series in Fall 2014. (Ongoing)
- Lecturer and New Faculty Outreach.* Beginning with Orientation and continuing through academic year, CTLE and CTLE Coordinator offered as “go to” resources to help find answers. Also, organization of Lecturer Office Space (schedule, package housekeeping, posting announcements, etc.). Via list-serve, making sure lecturers are informed about activities and academic calendar deadlines. (Ongoing)
- Pili`aina* All campus, staff and faculty event preceding Orientation and Professional Development Day, with follow-up series planned for Fall 2014 and action group for Spring 2015. (Pilot)
- Teaching Squares* Piloted Fall 2013. Changed to “Triangles” (3 people) Spring 2014 in response to feedback. Successful program. See appendix B for assessment. (Ongoing)
- Surveys of CTLE events and activities* Most CTLE events include a survey to assess perceptions of value, usefulness, and quality; and to solicit suggestions for improvement and new activities. (Ongoing)
- Tenure, Promotion & Contract Renewal Workshop.* Annual since 2009. Through Fall 2013, offered first week of Fall semester. With feedback from faculty, shifted to late Spring 2014 with a planned brief follow-up session for Fall. New configuration will be assessed Fall 2014. This is one of CTLE’s most well-attended events every year. (Ongoing)
- Events with Follow-up* CTLE is moving to a model of sequential events over single activities, when possible and appropriate. Examples include Teaching Squares (initiated Fall 2013) and the Joe Cuseo workshops and one-month follow-up discussions. (Ongoing)
- Certificates of Professional Development & Acknowledgement Letters*
To recognize the additional engagement and time commitment for sequential events, participants receive a certificate or letter acknowledging participation. Initiated with *Teaching Squares* and *Joe Cuseo Workshops with follow-up*. (Ongoing)
- Travel Grant to attend Hawai`i National Great Teachers Seminar* in August each year. The CTLE, with funding through Title III has sponsored at least one faculty member per year to attend HGTS. Lecturers are eligible, and two have been sponsored so far. (2009-present, Ongoing)
- Pau Hana/Social Events* Informal gatherings, began with first-year teaching cohorts (2012, 2013); changed to all faculty (including lecturer) Pau Hana events. In development. (Ongoing)
- Distinguished Visiting Scholar and Event Support* CTLE provides color copying for posters and logistical support (student assistant) as needed for various faculty-initiated activities. (2013, ongoing).

Increased Visibility of CTLE Open House Fall 2013. Newsletter (*Teaching Talk Story*). CTLE icon on letterhead and sticky-note pads for distribution. Outreach. (Ongoing)

Cooperative Events

With Title III: Travel Grants to Pedagogical Conferences. Suspended AY13-14 with end of grant. Previous years, sponsored 4-5 faculty per year to attend conferences focused on teaching, and also supported CTLE Coordinator attendance at POD or AAC&U annually. (2010-2013, ongoing pending institutionalized funds).

First-Year Experience Presentation by Ashby Butnor (Spring 2013)
Joe Cuseo Faculty & Staff Workshops, with optional follow-up (Spring 2014)
Pili`aina, faculty and staff field day, with Kealaikahiki along with
Pre-Professional Development Day Orientation (Fall 2014)

Communications Committee Chancellor-appointed special committee. CTLE Coordinator serves as a faculty representative on this committee and has specifically worked on issues related to faculty communication. (Spring 2013, ongoing)

With Distance Education: CTLE sponsoring faculty certifications in online and blended teaching. Pilot program (Summer 2014, planned evaluation/assessment by participants).
Column by Instructional Designer in *Teaching Talk Story* (CTLE Newsletter) – (Fall 2014, ongoing)

With Library & Bookstore: Faculty Author Series (March 2014, April 2014, ongoing)

Detailed Analysis of CTLE's Three focal areas

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

The most critical time for faculty to receive support is during their first years of teaching, whether as a full-time tenure track assistant professor, a short-term instructor or lecturer, perhaps as an advanced graduate student. Therefore the CTLE has invested much time and energy into this important and growing cohort of faculty members at UHWO. In 2013, 11 full-time faculty (including specialists) began work at UHWO, some with decades of experience and others fresh out of graduate school. This cohort is markedly increased from the past five years in which only 2-3 full-time faculty were hired each year. Since 2011, the number of lecturers (part-time faculty) has dramatically increased, reflecting the burgeoning enrollment of students and the financial restrictions of the university's budget (which precluded tenure track lines during those lean years). This situation is changing, with an anticipated new faculty cohort of 16 full-time tenure and non-tenure track hires (including faculty specialists) by Fall 2014.

Given the rapidly expanding services and student population of UHWO, the CTLE anticipates that upcoming years will have double-digit growth in full-time faculty and continuing expansion (and rotation) of part-time lecturers. The CTLE advocated for a new faculty and all lecturer orientation to be held in the one-week of duty period prior to the start of classes in August 2013. This initial event provided an opportunity to develop an orientation program and then to assess its value in order to refine and improve the program the following year as the incoming cohort became larger and more diverse.

In addition to this major event, the CTLE Coordinator has pursued outreach to junior faculty and lecturers, who can often feel left out of campus events (at any university) in part because of their own schedules (teaching at various campuses), but in part because they can easily become "invisible faculty" with no real home on campus and little opportunity for collegial exchange with other faculty and staff. The VCAA Office worked with Facilities to provide a large lecturers' office this year, the first time that all lecturers had a guaranteed space to prepare for class and meet with students (E-238) that is equipped with computers, a printer, a phone, and divided meeting spaces. This room hosts their mail delivery and is also a central place for posting information about campus events and policies.

The CTLE has also been seeking faculty-driven initiatives for programming and events. This initiative has had a sluggish start, but is beginning to evolve on its own terms, as it should. Student Services and Title III reached out to CTLE and the VCAA to coordinate a major professional development event with a 3-day series of workshops by renown educational consultant Joe Cuseo (February 2014). The library initiated a faculty author series in conjunction with the CTLE with two events in the Spring 2014 semester and plans for continuing the series in Fall 2014. The success of the cooperative project with Student Services has led to a new initiative for Fall 2014, a campus-wide Pili`aina, a day to visit sites relevant to UHWO on the west side of O`ahu and an opportunity for faculty and staff to socialize informally in a fun environment. Further, the CTLE will work with the Hawaiian programming unit of VCSA, Kealaikahiki, to revise the Orientation for new faculty and all lecturers to have a more locally aware focus.

An identified area of concern (through informal perceptions, then articulated by both faculty and staff during the Joe Cuseo events) is the lack of effective communication between staff and faculty, at both an informal and professional level. The CTLE continues to work with the Office of Student Services, which employs many staff with direct relationships with students and focused on student retention and success, to develop cooperative programs that will foster collegiality, the sharing of experiences and ideas, and ultimately lead to improved communication and more effective programming in service of student success.

The concerns related to new faculty include:

- (1) Consistent information disseminated (well informed faculty can better inform and refer students);
- (2) A 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.

Existing Programs and Proposals:

- (1) Pre-PDD Orientation (existing) that provides practical information and social bonding of the cohort;
- (2) Addition of Hawaiian-focused and place-based theme to the entire orientation session (**planned**, Fall 2014) and Title III supported gift book of *You Know You're In Hawai'i When . . .* ;
- (3) Formation of faculty learning community for first semester (**pilot**) with follow-up of regularly scheduled meetings under a faculty learning community model (**proposed**);
- (4) Programming with follow-up that addresses particularities of student demographics (**proposed** in connection with Fall 2014 Orientation);
- (5) Establish buddy (personal) and mentoring (professional) programs (**proposed major initiative for 2014-15**);
- (6) Survey to assess existing programming and plan for future (**Fall 2013, repeat Fall 2014**).

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.

Existing Programs and Proposals:

- (1) Pre-PDD Orientation, combined with New Faculty Orientation (**Fall 2013, repeat Fall 2014**);
- (2) Additional shorter Orientation, held in the evening and/or on Saturday, to include welcome and introduction by administrators, campus tours, technology overview, and cohort collegiality (**proposed for Fall 2014**);
- (3) Programming with follow-up that addresses lecturer-specific issues (**evolving**);
- (4) Survey Summer/early Fall 2013 to determine lecturers' perceived needs and requests; end-of-year survey (June 2014); repeat post-orientation survey (**Fall 2014**).

The concerns related to all faculty include:

- (1) Increased participation in CTLE events and activities with perceived value and connection to teaching and professional development (ongoing, evolving);
- (2) Faculty-driven and faculty "owned" initiatives supported by (but not directly operated by) the Office of the VCAA and CTLE (slowly evolving);
- (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 (proposed 2014-15 or 2015-16).

Existing Programs and Proposals Related to Overall Faculty Support

- (1) CTLE needs a clearer place within the university administration, particularly within the Office of the Vice Chancellor for Academic Affairs. The Coordinator currently reports to the Associate VCAA, and integration and institutionalization of the CTLE continues to **evolve**.
- (2) Participation in CTLE activities needs to be recognized university-wide as significant in the contract renewal and tenure/promotion process. CTLE is providing letters acknowledging participation (e.g. speaking, participating in Teaching Squares) and certificate of participation in particular events as appropriate, including Joe Cuseo workshops with 1-month post follow-up discussion (**2013-14, continuing**).
- (3) Teaching Squares program (adapted from Leeward Community College) will continue, modified to Teaching Triangles (more suitable for UHWO faculty schedules). Participation doubled from Fall 2013 to Spring 2014, from 8 participants to 16. Response has been extremely positive, fostering collegial support, social opportunities, and contributing to “that ohana feeling.” With discretionary funds, CTLE is provides lunch vouchers for a concluding conversation over a meal. Teaching Squares has a follow-up component built in with class observations followed by the group conversation, and a survey assesses the success and possible adaptations to the program at the end of each semester (**Fall 2013, Spring 2014, ongoing**).
- (4) A faculty learning community program will be encouraged gradually so that the program can be organic. 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 Kapiolani Community College (KCC), which has developed a successful and thriving program known as C4ward. The CTLE will solicit faculty participation for the next facilitator training session in May 2015 at KCC (**evolving**).
- (5) Request results from the Faculty Confidence and Engagement Survey administered by UH system (April 2014) and from a UHWO-faculty job satisfaction survey to establish a baseline of faculty morale and involvement, and then develop appropriate responsive programming (**evolving**);
- (6) General survey of CTLE events, program and structure (**Fall 2014**);
- (7) With results of various assessments and evaluations as above, and input from recent new faculty, senior faculty, staff, and other resources, develop a multipurpose New Faculty Handbook (**proposed, contingent on approval**).

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 with academic activities;
- (3) Programming that facilitates collegiality and sharing of ideas between faculty and staff.

Existing Programs and Proposals

- (1) CTLE Newsletter to include information about activities of faculty, programs available on campus, potentially guest columns from non-faculty sources (**Spring 2013**, Volume 1, 2 issues; **AY2013-14**, Volume 2, 5 issues, with increasingly varied articles contributed by faculty and occasionally staff);
- (2) CTLE Coordinator will continue to serve on the Communications Committee and to work with other units within the university to communicate relevant information to faculty effectively and efficiently;
- (3) Provide at least one faculty-staff cooperative event each year (**Spring 2013**, Joe Cuseo; **Fall 2014**, Pili`aina).

2. Growth and Change

In 2007, UHWO hired 27 full-time faculty, almost doubling the number of faculty at the cramped “temporary” campus in Pearl City. In 2012, UHWO moved to a permanent home for the first time in its 30 years of existence. While the beautiful new campus offered spacious offices with windows, functioning air conditioning, state-of-the-art classrooms, and a home, the dramatic increase in physical size, facilities, and an exploding enrollment have also caused legitimate anxiety among a faculty and staff that have prided themselves on a community-based feeling of ohana (family) at UHWO. The concerns related to growth are real and significant, and the CTLE should take a proactive role in the preservation and concurrent adaptation of an ohana-feeling and `aina-based whole-campus community.

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; between Native Hawaiian, local, and recently moved to Hawai`i students, including military and spouses.

Existing Programs and Proposals

- (1) Develop faculty-led communities focused on personal and professional areas of interest (**evolving**);
- (2) Pau Hana – so far, most successful at the beginning of the semester (**Sept 12; January 24**); additional social or mixed profession/social events (**evolving**);
- (3) Faculty Author Showcase. Initiated by Library Director Sarah Gilman and coordinated by librarian Sara Aiello, promoting the research, writing, and creative works of UHWO faculty, open to students and faculty (**March 12; April 15** with goal to attract a wider audience of both faculty colleagues and students);
- (4) *Teaching Talk Story* CTLE newsletter, continue to encourage faculty contributions (most recent issues of TTS contain almost exclusively stories not written by the CTLE Coordinator, **ongoing**); ALSO, faculty accomplishments (specifically including our part-time lecturers) are now posted on the back page of the newsletter (**ongoing**);
- (5) Use Faculty Confidence and Engagement survey (UH) and UHWO faculty job satisfaction survey; repeat 2 years post (work with Office of Institutional Research) – see “Proposals for Overall Faculty Support” - #4.

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.) However, the CTLE remains committed to this significant teaching commitment among UHWO faculty.

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.

Existing Programs and Proposals

- (1) Hire additional Instructional Designer to work with the CTLE Coordinator more directly (**VCAA Instructional Designed at 50% time hired Fall 2013**; recommend additional full-time instructional designer(s) appropriate to the number of online, blended, and technology-used courses through UHWO, **proposed** in budget);
- (2) Work with local technology representatives to provide workshops with technology (**Apple workshops, 2014-15**);
- (3) Train faculty through outside agencies including Magna, Sloan-C, and other trusted resources; when funding available, support faculty travel to technology-pedagogy conferences; (**Pilot Summer 2014**, one faculty member enrolled in Sloan-C Blended Learning Mastery Series; one faculty member enrolled in Online Course design for pilot and assessment);

ATTACHMENTS

forthcoming

Evaluation of New Faculty and All Lecturer Orientation – August 20, 2013

On August 20, 2013, the CTLE planned and sponsored an official Orientation for New Faculty and all lecturers (regardless of how long they have taught at UHWO). A total of 33 faculty participated, including 12 full-time non-tenure track, tenure-track, librarian, and faculty specialists; and 21 adjunct lecturers. Of note, while faculty were in the “duty period” and thus compensated, lecturers attended voluntarily and “on their own time.” There was minimal time allotted for planning, and this was the first official pre-semester Orientation offered in many years. Nonetheless, the Orientation received stellar reviews along with some constructive comments for improvement, which will be taken into account for August 19, 2014 Orientation.

No comparative data is available, and thus the following evaluation is based on analysis of a survey taken three weeks into the Fall semester. NOTE: The lecturer survey was open to all lecturers (not just those who attended Orientation, with special questions designated for Orientation attendees).

Agenda appears at the end of this document. This was a full-day orientation, beginning with a light breakfast, a catered lunch with time to socialize, a scavenger hunt in lieu of a “campus tour,” and logistical as well as practical information.

PURPOSE: As the number of new full-time faculty and part-time lecturers has increased significantly over the past few years, especially since the move to the new campus and its concurrent increased enrollments, The Center for Teaching and Learning Excellence recognized the need for an orientation session that would not only provide information but also foster a sense of community and collegiality.

Participation

Conditions of participation:

- New full-time faculty of all ranks (including Instructors) were required to attend, and the Orientation fell within the duty period for full-time faculty.
- Lecturers were not specifically compensated for their time (however very appreciative of being included)

Goals and Objectives

The Orientation had two overarching goals:

- (1) to provide logistical and factual information about teaching and working at UHWO;
- (2) to foster a collegial atmosphere, especially among newer faculty and lecturers, as part of providing a supportive environment.

The objectives of the Orientation included:

- providing information about facilities and services at UHWO
- creating a cohort of new faculty and lecturers
- integrating lecturers with the faculty and UHWO community
- familiarizing participants with the campus
- providing start-up materials (keys, parking pass, codes, etc.)
- assessing the perceived value of the event through an extensive survey

RESULTS:

- 12 newly hired full-time faculty attended.
- 21 part-time lecturers attended with 11 completing the survey; an additional 10 lecturers responded to the survey (as applicable)

CTLE Appendix A

Overall, the Orientation was a tremendous success and achieved its general goals along with constructive information for improvement. (Note that separate surveys were submitted to faculty and lecturers in order to address particular concerns of lecturers; however, in the future, the survey will be combined and focused exclusively on Orientation.)

The overall rating of the agenda was 4.82 (Lecturers) and 4.75 (New Faculty). [See Question 2] This is an extremely high rating for a mandatory (for full-time faculty) Orientation, and an encouraging result for voluntary participation (lecturers). Subjective comments on this overall evaluation question included the following.

The need and benefit of such an orientation was made clear by the following comments:

“Being new to the UHWO system last year, this orientation was a breath of fresh air. The program was well organized, helpful, and informative.” (Lecturer)

“This was the best orientation I’ve ever been to. It was welcoming, friendly, informative and extremely, impressively organized. The healthy lunch and snacks were especially appreciated.” (Lecturer)

“Although this is my third semester teaching at UHWO, I still learned many new things and had others clarified. Overall, the New Faculty and Lecturer Orientation was very informative and useful, and I hope it will be offered again next year.” (Lecturer)

“A day well spent. Good to hear about the values and resources of UHWO.” (Lecturer)

“This orientation was a great idea, and well executed.” (Lecturer)

“I believe that the orientation was very helpful to not only new faculty but also to us new to the island (and the culture). After hearing all the information segments with presenters, I felt much more prepared to begin a successful year.” (New Faculty)

The goal of generating collegial relationships was also met, as demonstrated by this comment specifically, as well as the general tenor of comments noting that the orientation was “welcoming” and “friendly.”

“The day was very well planned and allowed for people to meet each other and have time to make new connections.”

One respondent also offered helpful (and accurate) suggestions for improving the overall organization and restructuring the time more effectively.

Outcomes and Modifications

Identification of Areas for Improvement

When asked to evaluate specific activities on the Orientation agenda, using a 1-5 rating scale (1 – strongly disagree / 3 – neutral / 5 – strongly agree), the average of responses **exceeded 4.0 in every category, and many categories, were 4.7 or higher**. Overall, the Orientation was a tremendous success and met all of its goals. Even the constructive comments were framed in a positive light. However, there is always room for improvement and enhancement.

(1) The main segment of the agenda needing improvement was the rapid speaker series. The intent of a quick succession of speakers, given a limited time, was to provide just enough information for attendees to learn the most essential information, and to know who to ask and where to go for specific kinds of questions. The rapid succession of speakers was designed to avoid long drawn out “talking head” presentations that are subconsciously (or consciously) tuned out. This worked to an extent but was also too rushed and needs adjustment. However, even this “weak link” in the agenda received rather high evaluations, with a 4.7 ranking overall by lecturers (Q4) and 4.13 by new faculty (Q3).

Comments revealed that the attempted balance of “too long and dragged out” (which the rapid style was meant to avoid) and the “too rushed and not enough information” demonstrated that the intent was understood and appreciated, but it did not quite achieve the right balance.

REVISION: This “rapid speaker” segment of the Orientation will be adjusted to maintain positive effects and address weaknesses of the organization.

(2) Afternoon sessions (after lunch and scavenger hunt) need a stronger sense of purpose. The later afternoon sessions received mediocre evaluations (3.0-3.71). These activities were intended to foster community building and ideally to develop ideas leading to follow-up events for the coming academic year. A “silent discussion” technique was used and then a larger discussion. Upon reflection, there was not a clear enough purpose for these events, and the timing for such an activity was problematic (at the end of the day).

REVISIONS:

(a) For 2014, the afternoon sessions (along with the entire agenda) are being revamped with a major initiative sponsored by Title III and the Kealaikahiki team within Student Services. Title III is providing a 2-credit equivalent of reassigned time for the CTLE Coordinator to work with Kealaikahiki on a two-day program, with the first day (August 19) being a Pili`aina for the entire campus, faculty *and* staff, with an emphasis on our local place and off-campus programs (which is voluntary but which new faculty will be strongly encouraged to attend) and the second day being an Orientation similar to 2013, but with even more Hawaiian/Local approaches and features. We will also develop 1-2 follow-through programs into the fall semester or potentially through the academic year, with more intentionality, from the afternoon sessions of 2013.

(b) The IT sessions with Laulima will also be improved with a co-presentation by the Laulima trainer (Linda Maeno) and the part-time Instructional Designer (Sharla Hanaoka) that will take place in the computer lab, with more of a hands-on component.

CTLE Appendix A

(3) Choice and effectiveness of speakers was generally appreciated, but again, there were some issues with the “quick” presentation. There were also suggestions for “follow-up” activities for certain areas, and this is an idea that will be considered and pursued, as appropriate, for post-Orientation Fall 2014.

REVISION:

The speaker list has been culled, with some information moved to other parts of the program, and the time for each speaker will be expanded from 5 minutes to 8-10 minutes.

ADDITIONAL FOLLOW-UP/NEXT STEPS

See specific action items above.

For 2014, the CTLE is working with Kealaikahiki, the Native Hawaiian support unit on campus, to revise and present the New Faculty and Lecturer Orientation, and also to present an all-campus (faculty and staff) *Pili`aina*, a field day to connect to the land and communities surrounding UHWO and to facilitate closer professional relationships among faculty and staff.

The CTLE will also offer a night or weekend abbreviated Orientation for lecturers who are unable to attend a full weekday event because of other commitments.

Events will continue to be taped and made available through “CTLE On Demand,” an online feature through the Lulima site for CTLE.

Respectfully submitted

Brenda Machosky, Ph.D.
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Raw data of surveys, administered through Survey Monkey are available upon request to the CTLE.

CTLE Appendix A

ATTACHMENT: Agenda

New Faculty & Lecturer Orientation
August 20, 2013 – Room E-243 (Lab Bldg)
Agenda

- 8:30am Checking in
Breakfast snacks with juice and some coffee
- 9:00am Welcome by Eun Ahn, Associate Vice Chancellor for Academic Affairs
& Brenda Machosky, Coordinator, Center for Teaching and Learning Excellence
- 9:15am Introduce Yourself Hawaiian Style
- 10:00am Break meet a new colleague or two
- 10:15am Teaching in Hawaii
Presentation by UHWO Alumni of Kealaikahiki

10:45am Speaker series (there will be a quiz later today ☺)

Presenters (subject to change)

CTLE	Brenda Machosky, Coordinator
Library	Sarah Gilman, Head Librarian
No`eau Center	Lokelani Kenolio, Director
Service Learning	Michael Hayes, Faculty Education
Technology	Linda Maeno, Information Technology
Facilities	Kimo Yamaguchi, Facilities
Roster, Waitlists, etc.	James Cromwell, Enrollment Services
Advising	Leslie Opulauoho, Student Services
Human Resources	Nancy Nakasone, Director
UHPA (faculty union)	J.N. Musto, Executive Director

12:00-12:45	e komo mai by Chancellor Rockne Freitas Lunch provided
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- 12:45-1:45 Campus Tour . . . with a twist
- 2:00-2:30 Classroom Basic Technology and Lualaba Overview Demonstration
- 2:30-4:00 Cohort Activities for F/T Faculty and Lecturers

Attachment B

Evaluation of Teaching Squares

2013-14 was the inaugural year for this program at UHWO, adapted from the program offered at Leeward Community College (adapted from elsewhere). Two full cycles completed: Fall 2013, Spring 2014.

The Teaching Squares Program is designed to enrich teaching and build community through a structured, non-threatening process of classroom observations and shared reflections. This is not an evaluation.

A Teaching Square is a group of three to four faculty from different disciplines who engage in reciprocal classroom or online visits; share teaching material; reflect on classroom or online teaching activities; chat with colleagues at a lunch meeting

Teaching Squares are designed to create a safe, mutually-supportive, energizing environment for sharing the joys and challenges of teaching.

PURPOSE: The Teaching Squares program was piloted at UHWO because of its potential benefits for teaching, collegiality, and moral building. The faculty has expanded rapidly, including an increased number of adjuncts. In addition to the pedagogical benefits of observing and sharing teaching strategies, Teaching Squares offers an opportunity for faculty to get to know 2-3 other faculty on a personal level, forming an informal mini-cohort. Formal letters acknowledging participation can be used by participants in contract renewal and dossiers, also increasing the visibility of the program specifically and CTLE generally. (See sample letter attached.)

RESULTS: Overall, extremely positive as demonstrated by end-project evaluations from both Fall and Spring semesters, and by unsolicited, informal feedback from participants.

Participation doubled from 8 in Fall 2013 to 16 in Spring 2014.

Based on feedback from Fall 2013, configuration changed (in majority) to "Teaching Triangles" (groups of three) in order to better accommodate the more spread-out schedules of UHWO faculty.

The overall rating for the criteria: "Teaching Squares is a valuable program" the average for Fall 2013 was 4.5 (6 of 8 participants) and for Spring 2014 4.77 (13 of 16 participants). 5-point scale, with 5 = "strongly agree" (see raw data).

Rating criteria about various elements of Teaching Squares all increased from Fall 13 to Spring 14.

<u>Criteria</u>	<u>Fall 13</u>	<u>Spring 14</u>
Observing my partners' classes enhanced my teaching	4.17	4.38
Having my partners observe my classes enhanced my teaching	4.33	4.46
My partners seemed to appreciate my comments and perspective	4.00	4.46
I would recommend this program to others at UHWO	4.50	4.85
I would participate in this program again.	4.60	4.67
I appreciated receiving a lunch voucher for a meal with my Square	4.67	4.85

Attachment B

Subjective comments also improved significantly from Fall to Spring. In the Fall, there were clearly some logistical issues with the squares and inconsistent participation. Representative comments from Fall 2013:

“I went to three square members’ classes, but no one came to mine. That was a bit disappointing.”

“Something the program can’t control for, unfortunately, is the flakiness/inattentiveness of one’s group members. The only impediment to Teaching Squares I experienced as half my group being irresponsible, unresponsive, or offerings lots of criticism when that is not what the program is supposed to be about.”

RESPONSE (prior to Spring 2014): In the publicity materials for the Spring Teaching Squares program and in the initial email for the group assignment, the commitment to participation and the positive focus of the program were emphasized. The shift from squares to triangles (for all but one group), also made scheduling and coordination easier within the group. The issues noted above seem to have improved in the second run of the program. The complaints about lax participation were not as strong, and there was more emphasis on the overall benefits of the program.

“I like the idea that [we] were to focus on the positive aspects of our teaching. In many ways I think this a better method [of] critique for fomenting change.”

“Wonderful program! I enjoyed observing my partners as well as receiving feedback.”

The shift to “Teaching Triangles” was also evaluated in Spring 2014, and as a result, UHWO will continue to use triangles (and an occasional square as needed based on number of participants).

One concern was the limitation of receiving feedback from only two peers, and a question was added to the end-project survey for those who participated in triangles (Q=12). This was assessed in both a positive and negative rating question, and the results were consistent.

<u>Criteria</u>	Strongly Agree	Agree	Neutral
I received enough feedback from two colleagues	66.67% [6]	22.22% [2]	11.11% [1]
There was not enough diversity of opinion with only two colleagues observing my teaching	11.11% [1]	66.67% [6]	22.22% [2]

Scheduling also was easier, with 88.89% “Strongly Agree” that “scheduling only two class visits made it easier to complete the project.” Other comments on the “Triangle” adaptation included:

“I think the triangle of just two others worked well, and is probably better for UHWO and faculty schedules.”

“I think the triangle made it easier to connect and get to know my colleagues.”

“The difficulty of scheduling is probably minimized by having less participants. Seeing what others on campus are doing was great. Would like to also observe senior faculty members.”

Attachment B

RESPONSE: UHWO will continue to favor “Teaching Triangles” and also encourage more senior and tenure-track/tenured faculty to participate. In Spring 2014, the participants were overwhelmingly part-time lecturers, which speaks well to adjuncts feeling included in UHWO activities; however, participation by full-time faculty should be higher.

Participants were also asked an open subjective question: **What did you most like about the Teaching Squares Activities?**

In Fall 2013, despite the small number of participants, and some group participation issues, the comments were still largely positive, and concentrated on specific objectives of the Teaching Squares program, including interdisciplinary observations, collegial sharing of experience without evaluation, and observing a variety of teaching styles. For example:

“Recognizing that even teachers in other disciplines struggle with some of the same things I try multiple ways to deal with – and seeing new methods for addressing some of these things.”

“I enjoyed observing different teaching styles in different subject areas! I also loved seeing that other teachers use similar techniques that I use in class. It reassures that my efforts are worthwhile!”

These kinds of responses were repeated and enhanced in the Spring 2014 survey, with an emphasis on the lunch discussion after the class observations. The CTLE provides \$9/person lunch vouchers to facilitate this experience (replicated from LCC’s program) and it really does seem to enhance the collegiality and the morale of the participants.

“The lunch afterwards. It was such a positive, invigorating experience, and such a rare opportunity to talk about teaching with colleagues.”

“I liked watching classes taught in different disciplines. I found it rounded out my perspective and made me want to try new things.”

“I enjoyed sitting in on my colleague’s classes and learning. We all have our own ways to create a safe environment and it was apparent that in each of the classes that I visited, the students felt very comfortable sharing their stories with the class.”

“I think that participation in TS makes it easier to get peer involvement (observation) and it broadens our interaction with faculty that we might not otherwise engage with.”

“I really enjoyed meeting new friends and attending their classes . . .”

Suggestions for Improvement were also solicited in the surveys each semester.

As noted, the Fall 2013 semester included many comments about making participants more accountable and avoiding scheduling conflicts. Both of these were addressed (as noted above) with noticeable success in Spring 2014, although a few complaints still surfaced in the “improvement” section of the Spring 2014 survey (although they seemed less frustrated than in Fall 2013).

Participants also suggested encouraging wider participation (achieved with a doubling of participants in Spring 2014) and one suggestion of creating a more targeted observation.

Attachment B

One comment remarked that the “format was pretty good” because “**it put the control (once the squares were created) of the group in the group’s hands.** Keep with this.” This is a vital element of the Teaching Squares program, and structure will be kept to a minimum. However, suggestions might be incorporated for groups to consider. The participant control is also an important element of the CTLE’s overall goal of providing programs that are “by and for faculty” with a cooperative rather than an administrative structure.

For Spring 2014, one person pointed out (rightly) that the program needed to get started and concluded earlier, to avoid extending over Spring Break (though only the lunch portion was optionally extended across Break). However, this is valuable feedback and will be incorporated in future Spring semesters. Another person also suggested, similar to feedback from Fall 2013, that maybe a “suggested list of things to focus on and/or give feedback on” might be helpful, though also realizing “maybe that is the point to not have a list to go from.” CTLE will consider providing a very-much-optional things to consider list to at least give people ideas. Again there were comments about lack of participation, which CTLE will continue to address by reminding people of their commitment to their colleagues by participating.

Conclusion

Teaching Squares/Triangles has become a successful program and is already largely institutionalized. Spring participants are already planning to participate again in the Fall. As semesters of the program accumulate, CTLE will analyze the demographics of participants, repeat participants, and other factors. After a few years, CTLE will evaluate the program in aggregate.

For AY2014-15, the program will continue as structured, with minor changes as noted in this report. A follow-up survey will be taken, but the next assessment is likely to take place no earlier than 2016.

Respectfully submitted

Brenda Machosky, Ph.D.
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Raw data of surveys, administered through Survey Monkey are available upon request to the CTLE.

Attachment B

SAMPLE RECOGNITION LETTER



UNIVERSITY
of HAWAI'I®
WEST O'AHU

Center
FOR Teaching
AND Learning
Excellence

27 May 2014

MEMORANDUM

TO:

FROM: Brenda Machosky, Coordinator, Center for Teaching and Learning Excellence

SUBJECT: Participation in Spring 2014 Teaching Squares

Mahalo for participating in this semester's Teaching Squares (and Triangles) program at UHWO.

I hope that you enjoyed working with colleagues and that your teaching has benefitted from the opportunity to visit their classes and focus on the positive and effective things we do as teachers. In addition to visiting classes, you were able to meet with colleagues afterwards and discuss both the your observations of each other and the ideas that you collected for use in your own teaching.

Your participation in this program during its inaugural year at UHWO is particularly appreciated, and you have distinctly contributed to its success. The program started with 8 faculty taking part in Fall 2013 and progressed to 16 participants in Spring 2014! Thank you! And please consider joining a Teaching Triangle again.

If you have any questions or suggestions for Teaching Squares/Triangles, or any other professional development ideas, please contact me at machosky@hawaii.edu.

cc: Division Chair __

Evaluation of Lecturer Experience and CTLE Outreach – AY 2013-14

This is a preliminary evaluation of the adjunct lecturer experience at UHWO. The survey data upon which this report is based was collected three weeks into the Fall 2013 term, and therefore does not reflect the efforts of the CTLE (beyond Orientation) to reach out to lecturers and help them to feel a part of the UHWO community. Follow-up studies are proposed and planned for 2014-15.

PURPOSE: The number of part-time lecturers has increased significantly over the past few years, especially since the move to the new campus and its concurrent increased enrollments. The Center for Teaching and Learning Excellence recognizes the following needs for lecturers to be productive and effective members of the UHWO faculty:

- consistent and accurate information about university policies, procedures and expectations
- inclusion in all faculty-related activities (on a voluntary basis)
- fostering a sense that they are an integral and important part of the UHWO `ohana.

Process of Evaluation: Survey September 2013

A Survey was distributed to all part-time lecturers, even if they did not attend the New Faculty and All Lecturer Orientation. This survey should have been conducted separately, and this will be done in Fall 2014. However, the results are still valuable and help CTLE and UHWO to set a course for effectively supporting our lecturers.

Goals and Objectives

The objectives of the Lecturer Survey included:

- assessing how well lecturers were integrated with the faculty and UHWO community
- assessing the comfort level and inclusion of lecturers teaching at UHWO
- assessing the perceived value of newly introduced services for lecturers
- determining what support services were most important to lecturers

RESULTS:

21 part-time lecturers completed the survey, including 11 who attended Orientation.

The lecturer experience at UHWO has a positive foundation upon which to build. Almost 50% of respondents in all categories do feel included in the UHWO community and feel treated like a colleague by other faculty. However, there were also some “strongly disagree” responses in these categories. The **goal** therefore will be consistency across all disciplines.

Lecturers feel that students treat them with respect (average response of 4.3, strongly agree=5). Concentrations and Divisions seem to provide the most support for lecturers, with respondents agreeing that they are included in appropriate ways in the concentration (4.05), with a feeling of the division (3.9), and that they are treated like a colleague by faculty in their concentration and/or division (4.10).

The overall feeling of inclusion in the UHWO community generally indicated an area for improvement with a rating of 3.65 to feeling “like a member of the UHWO community” and 3.7 to “faculty around campus treat me like a colleague” with strong “neutral” ratings (3.0) in both categories, and 2 disagree or strongly disagree evaluations. This is an area that needs improvement.

Subjective comments to the survey were overall positive, suggesting that UHWO can build on what already exists, striving for consistency across disciplines and ranges of experience. UHWO is clearly not perceived as a hostile or unfriendly work place, although the atmosphere can generally be improved (for both lecturers and full-time faculty).

CTLE Appendix C

There is also a lot of optimism. To questions related to “Do you think this semester will be different?” lecturers responded as follows:

After the Orientation session I feel optimistic about this semester [12 respondents other than “N/A” with an average of 4.50]	10 agree/strongly agree
Receiving handouts and instructions about logistical things . . . made me feel better prepared to start the school year [18 respondents other than “N/A” with an average of 4.61]	17 agree/strongly agree

Unrelated to Orientation, but also considering that some lecturers conduct online office hours:

Having a shared office will enhance my job satisfaction at UHWO [18 respondents other than “N/A” with an average of 3.89]	17 agree/strongly agree
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RESPONSE: This issue was addressed during the academic year by inviting and encouraging lecturers to all CTLE events, including the Joe Cuseo Workshops and events (February 2014) and workshops like the Tenure, Promotion and Contract Renewal Workshop (April 2014), highlighting achievements on equal footing with faculty in the CTLE newsletter *Teaching Talk Story*, and inviting them to participate in Pau Hana social events. In 2013 and 2014, a lecturer was sponsored by the CTLE to attend the Hawai'i National Great Teachers Seminar on the Island of Hawai'i.

Assessment of the effectiveness of CTLE's efforts during the 2013-14 academic year is **pending**.

Baseline of Lecturer Experience – September 2013

Those who attended Orientation were appreciative of being included and found the information provided valuable. The Orientation was open to all lecturers, because there has not been a lecturer orientation over the past few years. Many lecturers were new to UHWO but several who attended have been teaching at UHWO for a year or more. One such lecturer wrote:

“Although this is my third semester teaching at UHWO, I still learned many new things and had others clarified. Overall, the New Faculty and Lecturer Orientation was very informative and useful, and I hope it will be offered again next year.” (Lecturer)

It is likely that the 8 respondents who “strongly agree” that the orientation session was helpful were among the 11 who attended orientation while the 7 “neutral” respondents likely did not attend Orientation. Surveys will be more discrete in its assessments in the future.

The logistical aspects of Orientation were most appreciated with 63% (12 respondents) saying that these “really helped.”

Overall, the things most important to lecturers seem to be (out of a maximum of 4.0):

Having office space to meet with students confidentially - highest ranking	3.40
Having office space to prepare for class and meet with students	3.35
Having office space with access to a printer	3.20
Having office space with access to a computer	3.10

Meeting with colleagues who teach the same or similar courses	8 “essential”	9 “would like”
Desire for professional interactions with other faculty on campus	4	14
Being invited to and/or made aware of special events on campus	4	12

CTLE Appendix C

Treatment of lecturers by the administration and course coordination within divisions seems to be done well with lecturers feeling that they receive enough notice about teaching classes (3.45/4.0); are able to negotiate class times (3.70); and that the division or concentration works with them on scheduling (3.70).

RESPONSE: This result will be reported to Division Chairs and encouraged to continue.

Comfort level approaching Division Chair or “go-to” person is high (3.75) with specific mention of two senior faculty.

RESPONSE: Senior faculty named will be interviewed by CTLE Coordinator to learn how they approach lecturers and results will be incorporated in a Best Practices document.

Awareness of Policies seems adequate but there are several comments that indicate areas that could be improved. (3.15/4.0)

RESPONSE: CTLE Coordinator will meet with VCAA Office staff to draft checklists and information guides for pilot use in Fall 2014.

CTLE visibility could be increased among lecturers. 40% were “neutral” to CTLE being a resource. This will be a definite item of assessment in Fall 2014, to see if the efforts of CTLE to include lecturers has registered an increase in this statistic.

In general, there needs to be more consistency of information supplied to lecturers, whether or not they attend Orientation.

RESPONSE: Develop Best Practices document(s) with respect to Lecturers.

Respectfully submitted

Brenda Machosky, Ph.D.
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Raw data of surveys, administered through Survey Monkey are available upon request to the CTLE.