

**University of Hawai`i West O`ahu
Center for Teaching and Learning Excellence (CTLE)**

Strategic Plan

Submitted to:

The Office of the Chancellor
and
The Office of the Vice Chancellor for Academic Affairs

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MISSION STATEMENT

The Center for Teaching and Learning Excellence (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 CTLE provides support for the sharing of ideas, the evolution of existing teaching methods, and the exploration of new pedagogical strategies. [created 2009, rev. planned for 2013]

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Executive Summary

After five years operating primarily as part of a federal Title III grant (ending 30 September 2013), the CTLE needs to become institutionalized at the University of Hawai'i West O'ahu. During the WASC CPR visit of April 2012, the visiting accreditation team recommended that there be: "Institutionalization and [an] adequately supported CTLE to provide a sustained and coherent approach to faculty growth and improvement" (Report, p.9). The first step towards institutionalization was the compensation of the CTLE Coordinator beginning in August 2012. Institutionalization needs to be continued in two general areas, and these areas respond to the CPR report recommendation that by the time of the EER review, the campus will have "created and provided funding for a planned, coherent faculty development program including new faculty support and mentoring of teaching, learning, and assessment in support of academic excellence" (p.9, and reiterated from the 2008 Special Visit Report):

- (1) The activities of the CTLE should be integrated into the overall academic programming of UHWO as part of the university's commitment to its students, its culture, and its accreditation. In order to provide a coherent faculty development program, activities of the CTLE need to be coordinated and integrated with the Office of the Vice Chancellor for Academic Affairs. This integration should proceed at a pace commensurate with (and in advance of) the expansion of the student population and related increases in the number of faculty and lecturers so that CTLE can provide support and mentoring that promote and maintain "teaching, learning, and assessment in support of academic excellence."
- (2) Institutionalization of the CTLE requires increased university funding of the staff, an annual budget that covers the acquisition of resources, continued financial support for faculty professional development (including occasional outside speakers and conferences), and new funding for faculty-driven and administration-initiated projects related to teaching and learning.

This strategic plan outlines the foundation for institutionalizing the CTLE and offers a 5-year plan of development.

Mission

The CTLE is a much-needed support system at UHWO, essential and integral for the success of its students as well as its faculty, especially for newly hired faculty and lecturers. The mission of the CTLE is to be a program that is designed by the faculty and for the faculty, to be voluntary but desirable, and to evolve in response to faculty and administrative needs. Founded on the principal that teaching is learning, the CTLE promotes an open environment for faculty to share, to evolve, and to explore in pursuit of effective and positive classroom practices.

Vision

Engaged faculty members who share teaching strategies, work cooperatively to reach pedagogical goals, and celebrate professional accomplishments. A faculty community that feels confident in and supported by the university administration.

Values

To be driven by the evolving needs of faculty at the university;
To be a resource for pedagogical development and experimentation;
To be a trusted and transparent resource for faculty.

Objectives [Outcomes]

To increase faculty confidence and engagement in the classroom and other career aspects;
To provide learning opportunities for faculty related to pedagogy and course development;
To support quality online and blended (hybrid) instruction equivalent to in-person classes;
To foster and support an "ohana feeling" (especially in this time of rapid growth and change);
To provide the diverse student population of UHWO with successful learning environments by supporting faculty development and incorporation of best practices.

Purpose of the CTLE

The CTLE currently serves three main purposes:

- ongoing campus learning opportunities, e.g. panel discussions, events, resource library
- supporting new faculty and lecturers with information, events, resources, and cohort support relevant to their teaching, professional development as scholars, and service to the campus and larger community
- funding faculty travel directly related to teaching (including one professional development-focused conference for the Coordinator);

Proposed Expansion of Purpose

The CTLE should expand services to include:

- high quality support for design, implementation and improvement of distance education and blended (hybrid) courses;
- new faculty orientation with 1-2 semesters of programming and systematic support;
- mentoring program(s) for all faculty, especially junior tenure-track faculty;
- Lecturer orientation, programming and systematic, consistent support for lecturers;
- the development of faculty learning communities and other faculty-focused initiatives

Assessment of Needs and Purposes

History

The CTLE completed its fifth year of operations in 2012-13. UHWO's CTLE was founded in 2008, at the suggestion of Brenda Machosky, Assistant Professor of English, with the support of Chancellor Gene Awakuni. Prof. Machosky proposed creating a CTLE as a means of supporting faculty as teachers, providing a venue for pedagogical discussions, and developing classroom-focused research on teaching. Each year the CTLE has offered faculty-based panels about various teaching topics, with a particular focus on distance learning issues. Under the auspices of Title III, the CTLE has annually funded faculty members' attendance at conferences with a pedagogical focus. As the Coordinator of the CTLE, Prof. Machosky has attended a faculty-development conference each year, continuing research into the possibilities for the CTLE.

As of August 2012, the UHWO Administration provided funding to the coordinator of the CTLE in the form of one course release per academic semester and a monthly stipend. The CTLE now has a physical presence on the campus with its own room and workspace for faculty consultations, CTLE library collections, and space for small meetings or gatherings. A large-format monitor and computer work station will be installed in Summer 2013 (provided by Title III funds), providing all faculty with a high quality work environment for distance education and other professional purposes.

Table 1: Attendance at CTLE events during the AY2012-13

AY 2012-13	Attended at Least 1 event	Attended 2+ events	Indiv. Consults
Full-time Faculty (incl. Specialists)	31	17	1
Lecturers (Part-time)	7	1	3
Administration	2	1	n/a
Staff	11	3	n/a

The number of faculty attending CTLE events has increased and diversified [Table 1]. Detailed statistics were not kept prior to 2012, but they will now be a routine part of all CTLE activities and events. "CTLE" has also gained name recognition with faculty and staff, and as a result, it is being solicited for events and activities. It is becoming a "go to" place for faculty issues related to teaching, scholarship, and career support. In Spring 2013, the CTLE began publishing a newsletter, *Teaching Talk Story*, and has produced two issues. The CTLE maintains a Laulima

site, with 50 voluntary faculty participants (mostly full time but including a few lecturers). The Coordinator is working with the web master to re-install its public web site.

In five years, CTLE has supported travel (with Title III funding) for 17 different faculty members, including 11 non-tenured full-time faculty (at time of award) and 1 lecturer. Opportunities to attend pedagogically focused conferences have been especially beneficial to junior faculty. Travel funded through CTLE (and provided by Title III) include conferences focused on teaching first-year students, distance and blended education, critical thinking, and teaching self-improvement/motivation through the Hawaii Great Teachers Seminar (to which CTLE has sent a total of 6 faculty over the past 5 years).

As a condition of funding, travel grant recipients must present information about the conference at a CTLE-sponsored event in order to disseminate the benefits of conference attendance to a larger group of faculty. The ideas from the conferences then become part of the classroom experience of UWHO students. Brief abstracts will also be included in future issues of *Teaching Talk Story*, which will extend the knowledge from these conferences to a wider audience among the faculty.

For the past three years, CTLE has partnered with Linda Maeno to sponsor Laulima Showcase workshops each semester. Teaching with technology is a primary focus for CTLE planning, and the hiring of a co-coordinator with expertise in online course design (Instructional Designer) is a high priority. The new computer work station in the CTLE (E-127) will serve as a demonstration tool and also be available for faculty to use for distance education teaching or virtual student meetings.

With a dedicated space, the CTLE is also open for browsing and serving as a quiet place to work. It is now open several hours a week with a student assistant and is also accessible during business hours with a key graciously held by the Human Resources staff located across the hall. This space has been used for small meetings, including the CTLE meeting with the NCATE accreditation team.

Demographic Trends and Analysis

1. Increased enrollment; increased faculty (full and part time)

The anticipated year-to-year overall enrollment at UHWO is expected to increase by 10-15% from Fall 2012 to Fall 2013. This will lead to an even more dramatic increase in the number of part-time lecturers hired to meet immediate needs, and an increasing demand for full-time positions. The number of part-time lecturers has tripled in just two years, from 2011-12 to 2013-14. The full-time faculty at UHWO has increased only slightly, approximately 7% from 2012-13 (1 year period) and a total of 18% since 2011-12 (2-year period). The faculty was relatively stable from 2007-2011 with 43-48 F/T faculty and 27-34 part-time faculty. Lecturers now outnumber full-time faculty. This indicates that there is already a dramatic need for hiring new full-time faculty, many of whom will be hired at an entry level with limited autonomous teaching experience. Retaining faculty hires over the next few years will be crucial not only to the stability and morale of the faculty but also to retention of students.

Table 2 Showing increasing numbers of faculty hires (F/T and P/T), growing faculty, and number of faculty at lower ranks (usually with less experience and more need for resources and support).

	TT/non-TT F/T Hires	Lecturers*	F/T Instructors	Assistant Prof/Spec	Associate Prof/Spec	Full Prof/Spec	Total F/T Faculty	Not tenured	Tenured
2011-12	3 / 0	25	3	23	9	17	52	26	26
2012-13	8 / 4	60	6	16	18	19	59	22	37
2013-14	6 / 4	75	8	15	21	20	64	23	41

*Lecturers are counted for Fall Semester each year. (Statistics supplied by UHWO Human Resources).

The large increase in tenured faculty in 2012-13 and 2013-14 represents the last year in which a large number of faculty were hired (2007). The tenure and retention rate of faculty at UHWO is high (statistics not available).

The CTLE has anticipated faculty growth as well as the changing needs of the faculty based on enrollment increases. The foundation already established by the CTLE over the past five years has made it a go-to resource for many faculty, and especially junior faculty (through the junior-faculty cohort program). Active outreach to part-time faculty began in Spring 2013.

New Faculty

Beginning in Fall 2011, the CTLE Coordinator supported hire-year cohorts. Currently there are two cohorts in existence (1st and 2nd year). Cohort faculty are encouraged to share any questions or concerns in strict confidence with the Coordinator, who will find answers and report back, protecting the anonymity of the untenured faculty (who can feel vulnerable about asking questions or creating perceptions). The 2nd year cohort has decided to continue to meet in the third year, and the members have expressed a desire to start a faculty learning community focused on contract renewal (Spring 2014), continuing towards the tenure and promotion dossier (AY 2014-15, due October 2015). The cohort members also volunteered to begin a writing group (perhaps a different faculty learning community) in Fall 2013 to provide peer support for publication, an essential element of the tenure and promotion requirements. The first year cohort also plans to continue meeting and receiving more specific opportunities for training. Members of this cohort are reviewing “first year of teaching” books and advising the CTLE Coordinator of their opinion about the value of such a book for incoming cohorts of faculty. Both cohorts agreed that a specific new faculty orientation would be a benefit, with a first meeting prior to the all-faculty Professional Development Day, and then a more consistent support structure throughout the semester. The first-year cohort suggested that the new faculty cohort decide its own agenda for the Fall and then the Spring semesters, which the CTLE Coordinator would simply facilitate. This structure follows the model of faculty learning communities that the CTLE

Coordinator advocates as a future path. (See Proposed Responses for information on faculty learning community pilot for 2013-14.)

A survey is being created for these two cohorts to determine the most effective activities thus far, and especially to plan and develop new faculty programming.

Full-time Faculty

As demonstrated in Table 2 above, full-time hires (both tenure-track and not) were minimal over the past several years. Therefore, divisions, concentrations, and other units have been providing ad hoc mentoring and support. The CTLE Coordinator created first and second year cohorts, beginning in 2010-11, with informal group meetings to discuss pedagogical, academic, administrative, and other professional issues arising in the first year, along with promoting a social cohort. As the number of new faculty increases, as it is bound to do in each (or most) of the next several years, a consistent, dependable, and well-planned orientation and mentoring system needs to be in place. See the section on proposed projects for specific plans to develop a new faculty support program. WASC has identified faculty mentoring as a necessary element of a supportive professional development program at UHWO (Team Report, p.9).

In 2012-13 at least 31 full-time faculty attended at least 1 CTLE event (see Table 1 above). This represents just over 50% of the full-time faculty. However, only about 17 faculty attended more than one event (approximately 25% of the faculty). This shows promise but also indicates that participation needs to increase. In Spring 2013, the Coordinator conducted a “listening tour” and visited all division meetings to hear from faculty about concerns and expectations for future CTLE development. The number one concern across all disciplines was consistent support for lecturers. (Scheduling difficulties prevented a direct meeting with the Public Administration division; therefore, an email was sent with an overview of CTLE’s purpose and activities, and comments were solicited.)

Lecturers

For Fall 2013, there will be at least 75 lecturers across all disciplines. All Academic Divisions at UHWO specifically expressed the desire (and concern) that these part-time faculty members be treated fairly and equitably as members of the faculty community. Lecturers need office space (shared) on campus with access to a phone, computer, printer, and the ability to set office hours. At a meeting in Spring 2013, lecturers agreed that an orientation session at which they met key administrators, faculty and staff; were given a tour of the facilities; and received information and tangibles (like keys and copy codes) would make them feel welcome. They also appreciate being invited to campus events, having access to CTLE resources, and feeling like they are an appreciated part of the faculty. See the section on proposed projects for specific plans to develop a lecturer support program.

In 2012-13, approximately 7 part-time lecturers attended CTLE events, and only 1 attended more than one event. While the professional situations of lecturers varies such that some lecturers do not desire or cannot find the time to participate, this group needs more outreach and promotion of increased participation. To this end, one lecturer served as a panelist for the Writing Workshop in Spring 2013, and a different lecturer was awarded a travel grant to attend the Hawai’i Great Teachers Seminar in August 2013. Following the lead of other UH campuses, the CTLE would like to initiate a Lecturer Teaching Award in 2013-14.

Staff and Administration

Although not the primary target demographic of CTLE activities, staff members and administration are also served by the CTLE, and communication between faculty, staff, and administration is essential to developing an effective culture of learning. This participation should also be increased with events that promote discussion between these units of the university. One event was geared towards both faculty and student services staff at which 11 staff, 2 student staff, and 2 Vice Chancellors attended. Five staff members have attended more than one CTLE event in 2012-13. Vice Chancellor of Student Affairs Jan Javinar has expressed a willingness to partner with the Office of the VCAA and the CTLE on relevant activities.

2. Increased Distance Education Offerings

Support for online teaching remains the number one topic of interest to faculty overall. An increasing number of faculty are delivering courses fully online or in a blended (hybrid) format. The CTLE events devoted to online instruction methodologies have been among the most well-attended. Distance Education has come under increased scrutiny from accrediting bodies (including WASC), seeking assurances that online courses are meeting the same standards of practice and expectations of excellence as traditional in-person classes. The 2012 WASC CPR report notes that the “two themes and five goals” proposed by UHWO in the 2010 proposal were not addressed with sufficient “specificity” (Team Report, p.3-4). The fifth goal specifies the expansion of “Instructional Information Technology to Accommodate Growth.” This constitutes one of the CTLE’s most immediate objectives, the hiring of an Instructional Designer (Faculty Specialist) to support faculty development of engaging online courses (beyond effective use of Lulima) and to work with the Distance Education Committee and online teaching faculty to develop a consistent quality standard for UHWO online courses. The report erroneously notes that “Faculty receive released time or overload for preparing each new distance education course, as per Senate minutes 2000” (Team Report, p.26). This practice has been discontinued for many years. This “resource support” seems important to WASC, and a program supporting quality development of new online courses as well as establishing quality standards for all online and blended (hybrid) courses should be developed as part of the professional development programming at UHWO. This would include implementation and quality assurance of the Credit Hour Review policy recently developed by the Academic Affairs Committee.

Table 3 showing increasing numbers of courses offered fully online, in a blended (hybrid) format, and via HITS television; and full degree programs offered entirely online.

	Online Courses*	Blended/Hybrid Courses*	HITS courses*
2008-09	103	16	3
2009-10	131	18	6
2010-11	161	16	6
2011-12	180	29	7
2012-13	204 (not incl summer)	36 (not incl summer)	5 (not incl summer)

*statistics supplied by Linda Maeno of IT

As shown Table 3, the number of online course offerings and blended (hybrid) courses has doubled over the past five years. An even greater proportion of summer courses are offered online. At present, faculty receive little support or guidance for the development of these courses, other than the invaluable Lulima instruction and support from Linda Maeno, informal coaching from colleagues, and occasional CTLE workshops (and the once-per-semester Lulima Showcase). The WASC report specifically notes that the existing conditions for online teaching support are inadequate. “These workshops, based on best practices for pedagogical effectiveness, are encouraged but not required in order to teach online. With some exceptions, generally low attendance at these workshops was reported and no evidence was provided if these workshops have been evaluated for effectiveness of content or alternative delivery methods” (Team Report, p.27). Qualified and focused support on distance education *pedagogy* needs to be addressed with a specific, consistent program, a program best developed and maintained by a staff of Instructional Designers who specialize in course design and quality assessment. More immediately, the CTLE has instituted a survey process following each event (begun in Spring 2013) and will work towards a faculty learning community (or more than one) with a distance education focus.

3. Rapid Growth and Change

Since admitting first-year students in Fall 2007, with only a few dozen students, the entering class for Fall 2012 was over 300, with anticipated enrollment of first-year students estimated at 345 or more in Fall 2013, a 15% increase in just one year. The number of transfer students has also been steadily increasing, with an anticipated 11% increase in Fall 2013 compared to fall 2012.

The CTLE has become an established and stable resource for faculty. Increasingly, the coordinator receives specific requests for workshops or activities from faculty, referrals for special events or guest speakers related to professional development, and individual requests for personal consultations related to university policies, class practices, and evaluations. A series of surveys will be conducted in Summer/Early Fall 2013 to further ascertain the specific needs and suggestions of faculty. The CTLE is poised to modify existing programs in response to this feedback, to increase programming and services, and to provide outreach in areas deemed important by faculty and administration.

The rapid annual increases in enrollment, especially of first-year students, have created specific needs for faculty development. Traditional college students, recently graduated from high school, are still a relatively new phenomenon at UHWO, and the numbers of these students is increasing most rapidly. The retention and 4-year graduation of these students is a priority for the university (Theme 1, Goal 1). UHWO has long served non-traditional students who are returning to school after a hiatus of many years, work full time (or more), and/or have family or other personal responsibilities.

In the face of this growth, maintaining the friendly, ohana-like atmosphere (which has been one of UHWO's greatest strengths as a smaller campus) is vitally important to the faculty and staff (anecdotally and as noted in recent focus groups about communication and the school's "brand" characteristics). The ohana feeling has also been one of the students' most positive perceptions about UHWO. The faculty are a key element in creating and maintaining this feeling both in and out of the classroom.

A central feature of a stable, comfortable learning and working environment is transparent and open communication among all members of the community. The move to a larger campus, the increasing number of students, and the changes in the Administration have created conditions in which communication can easily break down. The WASC CPR Visit Team Report specifies that communication is critical and yet deficient. The Administration formed a Communications Committee to address related issues, and the CTLE Coordinator volunteered to serve on this committee, beginning in January 2013. The Coordinator has also initiated discussions with the Vice Chancellor for Student Affairs to work cooperatively on issues related to communication between faculty and the various components of student affairs, particularly the academic advisors, first-year experience, and course planning staff. The Coordinator has also reached out to the staff of Kealaikahiki (the Native Hawaiian Program within Student Affairs) and members of the staff have attended CTLE events.

The wide range of student demographics at UHWO indicates that faculty need to develop a corresponding variety of teaching strategies, and learn how to incorporate several styles into a single classroom or online environment. The current trend in higher education is towards learning-centered pedagogies, which are quite different in practice and philosophy from traditional teacher-centered methods. WASC noted in their letter of July 12, 2012, that: "The Commission expects the Institution . . . to more fully actualize its commitment to a student-centered infrastructure" (p.2). The programming of the CTLE must play an essential part in the overall institutional move towards student-centered learning.

While the transition to learner-centered pedagogy might be desired, it requires exposure to new methods, peer and institutional support for experimentation, assessment of learning goals on a learner-centered basis, and revised evaluation procedures that account for a learner-focused classroom environment. The CTLE has a strong collection of publications about learner-centered teaching strategies, and should develop workshops and faculty learning communities that move towards learner-centered practices that include assessment strategies for continuous evolution and improvement.

Proposed Responses to Demographic Trends

1. New Full-Time Faculty and Lecturers

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:

- (1) 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 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 Fall 2013, tentatively titled "West O'hau 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:

- (1) 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;
- (2) Provide at least one faculty-staff cooperative event each semester;
- (3) As appropriate, include staff and administration in faculty learning communities;

2. 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.

3. 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.

Five Year Action and Activity Plan

2013-14

Establish Advisory Board
Hire instructional designer
Faculty Development Community Program (Pilot, based on KCC and LCC models)
Teaching Squares (Pilot, based on LCC model)
Targeted Events, with follow-up whenever possible
Newsletter, *Teaching Talk Story* (continued, increased contributions from faculty)
New Faculty Orientation with FLC/Wa`a Fall Semester, reduced Spring Semester, including continuous assessment
Lecturer Orientation and Checklist, including continuous assessment
Develop Faculty Engagement and Confidence Survey (administer Spring 2014?)
Work with UH Foundation to solicit funds for CTLE activities.

2014-15

Distance Education Focus with continuous assessment
Faculty Development Program – Continue/Expand
 2-3 faculty to Facilitator Training at KCC (with stipend, late May 2014)
Teaching Squares (Follow-up, continue and/or modify)
Targeted Events, with follow-up whenever possible
Newsletter, *Teaching Talk Story* (continued, increased contributions from faculty)
(Revised) New Faculty Orientation
(Revised) Lecturer Orientation
Develop responses to Faculty Engagement and Confidence Survey
Work with UHF to solicit funds for CTLE activities.

2015-16

Distance Education Focus
Faculty Development Program – Continue/Expand
 2-3 faculty to Facilitator Training at KCC (with stipend, late May 2015)
Targeted Events, with follow-up whenever possible
Newsletter, *Teaching Talk Story* (continued, increased contributions from faculty)
Continue Teaching Squares (if applicable); continue other programs as appropriate
Consider adding a new development strategy
(Revised) New Faculty Orientation
(Revised) Lecturer Orientation
Faculty Engagement and Confidence Survey (repeat Spring 2016)

2016-17

Focus: To be determined, with relevant programming
Faculty Development Program – Continue/Expand
 2-3 faculty to Facilitatory Training at KCC (with stipend)
Continue Teaching Squares (if applicable); continue other programs as appropriate;
Targeted Events, with follow-up whenever possible; continue newsletter;
(Revised) New Faculty Orientation
(Revised) Lecturer Orientation

2017-18

FOCUS: Review of All Programs
Continue all programs as appropriate
5-year Review / 5-year Strategic Plan

Funding History

Note: Because of funding from Title III, years are according to the federal fiscal year, which runs 1 October thru 30 September each year. Yearly operating budgets through Title III (federal fiscal year). 2012-13 also includes VCAA funding of CTLE Coordinator position through reassigned time and stipend.

Seed money approved by the Chancellor supported summer research into the development of a CTLE in 2008.

Year 1: 2008-09. The CTLE received funding in the amount of \$13,000 under the Title III grant. Of this total, \$7322 supported faculty travel (7 faculty), \$930 for books, and \$2672 on staffing. (A student was hired in August 2009 (\$632) and a summer stipend was approved for the Coordinator (\$2040).) Of \$13,000 in allocated Title III funds, \$10,924 was expended.

Year 2: 2009-10. The CTLE continued support for faculty travel (6 faculty, \$7182), employed a student assistant (\$1038), and expended \$966 for books and other materials. Of \$13,000 in allocated Title III funds, \$9,141 was expended.

Year 3: 2010-11. The CTLE continued support for faculty travel (6 faculty, \$7682), employed a student assistant (\$326), and expended \$813 for books and other materials. Of \$13,000 in allocated Title III funds, \$8,821 was expended.

Year 4: 2011-12. CTLE expended \$9,999 of funds allocated for faculty travel (7 faculty, \$10,000), employed a student assistant at \$623 (of \$2000 budgeted), and expended \$718 (of \$1000 budgeted) for books and other materials. Of \$13,000 in allocated Title III funds, just over \$11,222 was expended.

Year 5: 2012-13. (Fiscal Year ongoing) CTLE will expend \$9,300 of funds allocated for faculty travel, employ a student assistant with increasing hours (expended \$631.20 as of April, of \$2000 allocated), and expended \$687.02 for books and other materials, with remaining funds towards a CTLE computer station (total \$1000). Of \$13,000 in allocated Title III funds, approximately \$12,500 expected to be expended. [data pending – FY ends 9/30/13].
NOTE: Student hours are increasing to have open hours for CTLE and to fulfill additional duties with the increased activity of the CTLE. Student employee is working Summer 2013 on organization and processing.

2012-13: Compensation for CTLE Coordinator, paid through Office of the Vice Chancellor for Academic Affairs:

CTLE Coordinator	6 units course release @ \$1770 per unit (rank 4)	\$10,620
	Stipend @ \$500/mo / 9 mos	\$4,500

UH Foundation Funds

The CTLE has also received a total of \$10,000 from an anonymous donor (in two separate donations of \$5000 each). This money has been used to provide refreshments at various CTLE events and to provide meals for the junior faculty cohorts each semester for the past two years. Funds are being reserved for faculty learning community support beginning in Fall 2013. Balance as of May 15, 2013: **\$6,454.60.**

Financial Projections (by fiscal year, beginning 7/1/13)

2013-2014

CTLE Coordinator (continuing)	6 units course release @ \$1770 per unit (rank 4) Annual Stipend @ \$500/mo / 9 mos	\$10,620 \$4,500
<i>Additional Requested</i>	<i>1 unit course release @ \$1770 per unit orientation, PDD involvement, advance planning</i>	<i>\$1,770</i>
Transfer of Title III Budget to UHWO funds		\$13,000
<i>figure is negotiable – existing budget as follows:</i>		
	\$10,000 Faculty Travel (incl. PD for Coordinator)	
	\$2000 Student Assistant	
	\$1000 Books, materials, supplies	

Requested Budget for 2013-14

\$29,890

Minimum required funding of \$20,000 (reduction in travel and/or materials budget)

*Instructional Designer Faculty Specialist 3 or 4 (\$60,000-\$70,000)
+ fringe (?)
prorated to date of hire
possibly cost-shared*

2014-2015

CTLE Coordinator (continuing)	6 units course release @ \$1770 per unit Annual Stipend @ \$500/mo / 9 mos	\$10,620 \$4,500
<i>Additional Requested</i>	<i>3 unit summer course release @ \$1770 per unit orientation, PDD involvement, advance planning</i>	<i>\$5,310</i>
Instructional Designer	Faculty Specialist 2 or 3 (estimated)	\$65,000
Increase of operational Budget to UHWO funds		\$16,500
	\$12,000 Faculty Travel (incl. PD for Coordinator)	
	\$3,000 Student Assistant	
	\$1,500 Books, materials, supplies	

Operational Budget for 2014-15 (estimated)

\$101,930

Budget to be revisited in 2014-15

Appendix A

CTLE Coordinator – Job Description

Develop and facilitate faculty professional development opportunities.

Meet monthly (min.) with the VCAA or designated representative.

Supervise CTLE student assistant.

Assist in planning and presentation of each semester's professional development day.

Publish and maintain communications: Lulima site, web page, newsletter.

Offer consultations (by voluntary request only) to faculty on any aspect of teaching and/or professional development, including but not limited to review of evaluations, peer evaluations, syllabus review, assignment review. Also consult regarding scholarship and service, dossier preparation.

Develop and maintain New Faculty Orientation and pre-tenure cohort programming.

Develop and maintain support for lecturers, including FAQ, Lecturer Orientation, and programming.

Write project and annual reports that meet requirements of university administration, WASC, applicable grants and other units as needed.

Manage budget, includes reporting to various university units and grants as needed.

Facilitate Faculty Learning Communities of faculty beyond the first year and based on other interests.

Develop and maintain faculty-led and administration-promoted initiatives related to professional development.

Be aware of all activities at university involved the faculty and attend committee meetings as appropriate, including but not limited to:

- VCAA staff meetings;
- Division Chairs meeting, as appropriate;
- Administrative Council, as appropriate;
- Communication Committee.

Confer with Faculty Senate and ad hoc committee chairs at least once per year; attend meetings as appropriate and upon request.

Work with Division Chairs re: specific division needs, especially outreach to new faculty and all lecturers.

NOTE: A minimum of 160 hours per semester dedicated to CTLE responsibilities.

Appendix B

Summary of CTLE Activities 2008-2013

General Activities of the CTLE 2008-2013

Workshop-style presentations by and for faculty at UHWO, 2-4 per semester:
30 by-faculty/for-faculty workshops over 10 semesters.

Fulbright Scholar visits, hosted and managed by CTLE for UHWO and other campuses of the UH system (Fall 2009, Spring 2013).

Teaching Related Conferences – travel support provided for 17 different faculty to attend 26 conferences over 5 years; plus, annual POD or AAC&U Conference attendance by the CTLE Coordinator for faculty development training and information (total of 31 travel grants). Note: Through 2012-13, no travel request has been denied if it met criteria of the Title III grant.

Resource Library with LibraryThing catalogue and honor system borrowing. Library includes books specific to online instruction; classroom research and assessment; best practices for group projects, blended or hybrid classes, group discussion, and learner-centered teaching; academic publishing; general teaching advice and support; and also a few DVDs with transcripts of online webinars.

Laulima Resource site with listings for conferences eligible for CTLE funding; LibraryThing Catalogue of CTLE materials; online resources (links) related to teaching and pedagogy; CTLE on Demand (new in 2013, with recordings of CTLE workshops); space for online discussion and blogs. Currently 50 faculty have voluntarily registered on the CTLE Laulima site, including a few lecturers and administrative staff.

CTLE Activities initiated 2012-13 (with assigned time for CTLE Coordinator)

CTLE Meeting and Resource Room E-127, established with library, to host meetings

Computer work station to be installed summer 2013

CTLE Outreach “Listening Tour” to all Divisions and Student Affairs

Monthly meeting with Vice Chancellor for Academic Affairs

Meetings with other UH System professional development personnel; research into existing programs

Professional Development Day Jan 2013 – organization, programming (team leader), event day management

Post-event surveys (PDD, and Spring 2013 events)

Teaching Talk Story - newsletter (two issues, Spring 2013)

Campus Communications Committee, member

Consultations with individual faculty, on request

First and Second Year Faculty cohort meetings and support (expanded from 2011-12)

NCATE Certification Team meeting, Spring 2013

Workshop presentation events, Fulbright scholar visits

Facilitator Training – Kapiolani Community College, 13-15 May

Hawaii Community College Professional Development Conference, Windward Community College, 24 May

Surveys assessing CTLE effectiveness and purpose

(Faculty, New Faculty, Lecturers, Summer, Early Fall 2013)

Strategic Plan and Assessment Plan developed (Spring-Summer 2013, initiate Fall 2013)

Research of Fulbright Visiting Scholars program for more programmatic future planning