1. Program or Unit Description

The Innovation Center for Teaching and Learning (i.e., ICTL or Center) has been in existence at Leeward Community College for 30 years. The ICTL plans, organizes, implements, supports, and evaluates professional development at Leeward Community College. With one full-time coordinator (i.e., 1.0 FTE tenured faculty) and one half-time staff member (i.e., .50FTE temporary Administrative, Professional, Technical or APT position), this office works with 400+ faculty, staff, and lecturers to plan and coordinate professional development and funding programs. In June 2020, the half-time support position was permanently eliminated from ICTL and so the office currently consists of only one full-time coordinator position.

The vision, mission, and goals of the Innovation Center for Teaching and Learning were revised in late Spring 2020 to refocus the purpose of the Center, especially in light of a dynamic, COVID-impacted educational landscape. They are as follows:

![Vision, Mission, Goals (SAOs) Diagram]

The vision was created with an idyllic perspective of what the Leeward campus strives to be, especially given its roots of being known for its innovative and forward-thinking practices. The ICTL mission was revised for clarity and to include the idea that the Center primarily exists to support student success, albeit in an indirect way. The goals or Support Area Outcomes (SAOs) of the Innovation Center were reduced from eight (8) previous to three (3) manageable and focused items that emphasize community building as a catalyst for progress, leadership growth and development, and providing dynamic, responsive professional development based on the trends and
needs in higher education. Revision of vision, mission, and support areas outcomes was vetted through the ICTL Advisory Board and the Dean of Academic Services.

In addition, ICTL’s vision, mission, and SAOs align with that of the College by including reference to professional learning community and supporting student achievement. The purpose and goals of the Center are grounded in the same institutional values of building community and collaboration, enriching the learning environment through the promotion of diversity and respect, and “fostering a culture of continuous improvement” (Leeward Catalog, 2020, p. 1).

2. Analysis of the Program/Unit

Currently, there is no operational or program data available for this unit. However, the following is a summary of the unit’s history and scope of responsibility.

A full-time, tenured faculty Innovation Center Coordinator provides strong support, stability, and growth for the professional development programs impacting 300+ employees at Leeward Community College. In 2013, a part-time temporary APT position was secured to provide critical administrative support for this office. Due to the retirement of the full-time, tenured faculty member in December 2018, an Interim Staff Development Coordinator was appointed effective January 1, 2019 to continue services. On August 1, 2019, the incumbent was permanently reassigned to serve as the Innovation Center Coordinator, providing the necessary stability needed for this office and campus function. In June 2020, the part-time temporary APT position was permanently cut due to cost-savings measures necessitated by the impacts of the COVID pandemic.

An Innovation Center for Teaching and Learning Advisory Committee, consisting of 17 faculty and staff members representing divisions and employee categories throughout the campus, advises the Coordinator in professional development funding, awards, and program development. In Fall 2019, the ICTL Coordinator updated and revised the Advisory Board charter. One of the changes was the permanent addition of a student representative from Leeward’s Student Government in order to provide the student perspective in the development of campus professional development activities.

The Center Coordinator works directly with over 50 faculty and staff members who serve as project coordinators or committee chairs with no additional compensation (all compensation for project leads were cut in Summer 2020). Under the general guidance and supervision of the Center Coordinator, these project leads oversee programs like Teaching Squares, Mid-Semester Assessments, Power Mentors, Creativi-tea, Book Club, and TGIF workshops. Staff groups (i.e., Administrative Support Group, Operations and Maintenance Group,
Lecturer Mentor Group) also work with the Center’s Coordinator to plan, organize, and deliver professional development programs and activities for their constituencies. The Center Coordinator also serves as a project lead for other ICTL programming such as the Teaching Excellence Program, Leadership Excellence Program, Social Justice League, Ka Waimanomano, TeacherTalk series, New Hire Orientations, and more.

Evaluations and feedback are gathered for workshops, programs, and events coordinated by the Center, however, there has not been any comprehensive campus-wide user feedback survey for the variety and quality of professional development services provided by the Innovation Center unit itself. Assessments per employee group were previously done on rotating year basis, however, in 2020, a new campus-wide survey was developed and distributed to the campus at large with the purpose to assess ICTL services and areas of improvement as well as solicit ideas and needs for professional development programming in the upcoming academic year. Of the 302 employees who received the survey, 112 employees completed the professional development survey, yielding an acceptable 37% return rate. Result highlights are as follows:

1. Please select your EMPLOYEE TYPE.
   - Civil Service (Admin Support Group/O&M)
   - APT
   - Faculty
   - Lecturer
   - Administration (Div Chairs, Deans, Executives)
   112 responses

2. Years of Service in the UH System
   - 0 to 2 years
   - 3 to 5 years
   - 6 to 10 years
   - 10+ years
   112 responses
4. How would you rate the VARIETY of professional development programs available to you (e.g., Student Employee Supervisor Workshop Series, TGIF, TeacherTalk, LEP, Ka Waimanomano, Lecturer Mentor Group, New Hire Orientation, ASG Institutes, Book Club, etc.)?  
112 responses

5. How would you rate the QUALITY of professional development programs available to you (e.g., Student Employee Supervisor Workshop Series, TGIF, TeacherTalk, LEP, Ka Waimanomano, Lecturer Mentor Group, New Hire Orientation, ASG Institutes, Book Club, etc.)?  
112 responses

7. Please rate the impact that professional development activities have had on the way your approach your work at Leeward.  
112 responses
This survey will serve as the baseline of data to be used to measure ICTL progress in subsequent years. All employee types participated in this survey with the majority identifying as faculty and lecturers. Approximately 70% of the respondents have been employed for more than five years at Leeward. When asked about their perceptions of the variety of ICTL programming, 93% rated the variety as excellent or good and 92% of respondents rated the quality of programming as excellent or good. Overall, 95% of respondents indicated that professional development has had a positive impact on the way they approach their work at Leeward.

Currently access to professional development programming is open to all employees and notifications are done primarily via email and the campus bulletin (both venues of which the survey respondents favored most). However, targeted professional development summer and semester institutes are also developed for specific employee groups like the Administrative Support Group and Operations and Maintenance.

In the last year, there has also been an increase in faculty and staff requesting meetings with the Center Coordinator to brainstorm and/or critique new ideas and discuss strategies for implementation. The updated vision, mission, and goals of the Center provide the necessary parameters to determine if requests fall within the scope of the Center. Those that clearly do not are referred to appropriate resources and offered auxiliary support from the Center.
3. Program Student Learning Outcomes or Unit/Service Outcomes

The Center provides two major functions: support for professional development activities and support for innovation on campus. Support for professional development initiatives (at both campus and system levels) has been the primary focus of the Center since its origination three decades ago. Innovation has been a secondary function with the creation of recognition awards and opportunities for individual mentoring and ideation development with the Center’s coordinator. With a broad mission that impacts all employees, the Center created three (3) Support Area Outcomes to help focus the efforts and programming to areas that are most critical to effectively supporting students and fostering individual and collective growth. The Center’s SAOs are as follows:

1) The Center builds community throughout the campus as a catalyst for progress.

Findings:

- The following ICTL-sponsored programs specifically focus on building community with the intent to further progress in thought, action, or practice at the college.
  - Book Club – 100% Strongly Agree/Agree it is a worthwhile prof dev event; over 50 participants during academic year (at capacity) with summer reading supporting the largest number of participants for one book (~ 50 participants).
  - Teaching Squares – 100% Strongly Agree that they would recommend the program to others, participate in the program again, and state the program is valuable. Comments focus on community building and learning from others.
  - Ka Waimanomano – 100% agree this was a valuable, impactful professional development. Comments focus on strong community building, self-awareness, and sense of pride in place.
  - Social Justice League – new program, evaluation to be done in next review
  - Creativi-tea – new program, evaluation to be done in next review

Results: Important to continue to provide opportunities for community building among employees. Opportunities that provide cross-discipline and interactions among various employee groups provide deep sense of belonging to the college and the respective roles that all team members play. Homogenous group professional development helps individuals learn from one another and enhances their craft.
2) **The Center supports leadership growth and development.**

Findings:

- The following ICTL-sponsored programs specifically focus on developing leadership skills within the context of individual and collective contributions to Leeward CC.
  - Innovation Award Program (Kosasa and Narimatsu) – award $1000 to 1-3 individuals each year to implement innovative ideas in teaching and learning.
  - Power Mentors – Program evaluations show 100% strongly agree ratings for comfort level, satisfaction, respectful treatment, benefit to work contribution, and overall value of program. Service is sorely underutilized though with only 6 ratings collected in the academic year.
  - O & M Advisory Board – Advisory Board members represent their peers and take an active role in planning a Summer Institute resulted in 100% strongly agree and agree ratings for overall value of the 2019 summer institute. No summer institute in 2020 due to COVID.
  - Administrative Support Group – Advisory Board members represent the interests of their peers and play an active role in leading and planning professional development events. All ASG institutes received 100% strongly agree and agree ratings for quality of programming, usefulness of skills learned, and over value of program.
  - Leadership Excellence Program – Cohort 4 completed program evaluations that provided 100% strongly agree and agree ratings for gaining skills and experiences needed for leadership positions, increased professional network, and overall value of the program experience.

Results: There are several varied leadership growth opportunities that are afforded to various employee groups. Quality of the leadership experience and skills learned are highly rated and valued by participants. The Power Mentor program is a quality program but underutilized. Attempts to advertise more frequently in the campus bulletin and via emails took place in Fall 2020, but has not seemed to increase participation. It is suspected that more informal peer mentoring is taking place, especially since the pandemic has occurred. Targeted use of peer mentors or referral systems through Division Chairs may be explored to increase support and participation.

3) **The Center provides dynamic, fluid, and trending professional development.**

Findings:
The following ICTL-sponsored programs specifically focus on providing relevant, timely professional development opportunities to help Leeward faculty and staff better serve our students.

- **Teaching Excellence Program** – Fall 2019 graduated 16 participants. Program evaluations reveal 100% Strongly Agree or Agree that they learned strategies to improve their teaching and learning and that the overall program was valuable. Funding to support the Teaching Excellence Program was cut in 2020.

- **TGIF Workshop Series** – Individual workshop evaluations reveal that topics covered were relevant and guest speakers and topics were timely and valuable.

- **Travel Grant & On-island Professional Development Funding (Pre-COVID)** – Travel awards and on-island professional development funding only provided in the first two quarters of the 2019-2020 academic year due to COVID impacts and moratorium on travel and professional development spending.

- **Place-based Educational Resources and Teaching** – Creation of place-based resources about Pu‘uloa include a video, story map, and libguide happened over the course of the 2019-2020 academic year. The video, released in late August 2020 received over 500 views in less than 3 months and the story map and libguides are used by Leeward faculty and community partners to educate the community about the place. Project success has shown the necessity to build additional resources on the mo‘olelo of Pu‘uloa and overview of Wai‘anae moku along with accompanying workshops to assist newcomers in how to use resources in their own classrooms.

- **HICARES** – In late Spring and Summer 2020, ICTL partnered with OCEWD to create a series of just-in-time statewide webinars open to the public and focused on skill development in post-COVID teaching, learning, and work environments.

- **TeacherTalk Series** – This series of workshops was developed to address trending, relevant, and timely professional development needs in higher education. The series focused on Online Engagement Strategies in response to the pandemic-impacted educational landscape. All four workshops in the series were well attended, averaging approximately 20-25 participants per session. All workshops received high ratings for quality and applicability.

Results: Demand for timely workshops that address teaching and learning and other workplace skill building is very high. The ICTL prides itself on being inclusive, encouraging innovation by all employee groups, and being responsive to professional
development suggestions that address employee needs. The only concern is the ability to sustain this level of professional development support with a reduced staff and increased professional development needs as we enter a new post-COVID age of teaching and working.

The willingness of faculty and staff to volunteer time to sustain these programs is another indication of the support and demand for these initiatives among Leeward faculty and staff. However, the heavy reliance on volunteer program coordinators threatens the consistency and continuation of these valuable programs.

4. Action Plan

In the 2018-2019 ARPD, the following goals were set. Each goal has been met or is in on-going development.

Goal #1: With a revised vision, mission, and unit goals in place, the Center intends to develop Service Area Outcomes in the upcoming year. Status: Completed and ongoing. Vision, mission, and SAOs have been established, vetted, and approved and will continue to be annually reviewed for relevancy.

Goal #2: The Center intends to enhance services pertaining to innovation thought and action for continuous work improvements. Status: Completed and ongoing. The Center has provided guidance, funding, and coordination support new and innovative programs and committees, such as Ka Waimanomano, Creativi-tea, Social Justice League, and College Indigenization/Place-Based Group, to the extent allowable based on available Center funds, staffing, and alignment with Center SAOs. Development of guidelines, endorsed by Leeward’s Executive Leadership, will further help to encourage and guide employee ideation to implementation.

Goal #3: With the help of an assessment specialist and/or OPPA, the Center would like to develop a formalized assessment practice for the various established professional development programs associated with this office. Status: Completed and ongoing. ICTL programs have been consistently receiving positive evaluations validating their quality. The Center developed a perception survey to evaluate for effectiveness and adjust program offerings, marketing, and/or methods of delivery to maximize participation.

Goal #4: With the help of an assessment specialist and/or OPPA, the Center would like to review and update the current method of data collection used as an employee needs assessment and determine if there is a more systematic, comprehensive, purposeful approach to this data collection. Status: Ongoing. In a post-COVID learning
environment, finding a way to encourage a greater number of completed evaluations has become a challenge that needs further exploration in the upcoming year.

The Innovation Center for Teaching and Learning wants to implement the following actions in the upcoming year.

**Action Item #1:** The Center needs to develop a comprehensive professional development program focused on supporting Native Hawaiian students, our largest demographic. This will take shape in the form of seeking funding and/or personnel support in order to explore and develop a Native Hawaiian Professional Development track of the Innovation Center’s professional development offerings, which will ultimately assist in the indigenization of the College.

**Action Item #2:** The Center needs to develop a college website interface that is organized, aesthetically creative, and allows for an easy access to professional development opportunities, services, and resources. Once the website is created, it can provide a one-stop shop for Leeward employees to be aware of how they can effectively grow within the organization.

**Action Item #3:** With the help of an assessment specialist and/or OPPA, the Center would like to develop a formalized assessment practice for the various established professional development programs associated with this office. ICTL programs have been consistently receiving positive evaluations validating their quality and the Center will continue to evaluate for effectiveness and adjust program offerings, marketing, and/or methods of delivery to maximize participation.

### 5. Resource Implications

Resources needed for the Innovation Center are primarily centered around building a team that can support the vision of Leeward’s leadership and provide guidance and support in moving the campus forward in innovation and professional development. Although partnerships with faculty have allowed certain programs to continue running, the partners are not consistent and rotate to new faculty, and are not guaranteed to be funded by the college. Having a permanent team of professionals stabilizes the functions and programs offered by the Innovation Center.

The closest comparison that can be made is with the Educational Media Center (EMC), which has three dedicated Educational Technologists (tenure-track faculty positions), one of which serves as the EMC Coordinator, to support 192 faculty. The Innovation Center currently has 1.0FTE tenure-track position to support 443 employees. Therefore, this office is charged with supporting more than double the number of Leeward employees with approximately a third of the staff. With limited staffing comes limited and/or unstable programming and the ability to add innovative programs without jeopardizing current programming is extremely difficult.
The vision includes building a team that will eventually include four positions (i.e., three tenure track faculty to be the Innovation Center Coordinator which is currently filled, Cultural Educational Specialist, and Innovation Development Specialist and one full-time APT).

The **Innovation Center Coordinator** will focus on coordination, supervision, professional development, innovation, and communications. There will be an additional 1.0FTE tenure-track faculty position (i.e., **Innovation Development Specialist**) to focus primarily on developing additional programs specifically focused on innovations in teaching and learning, action-based research, and other higher education trends in professional development that specifically address the goals of the college and the Service Area Outcomes of the Center. The **Cultural Educational Specialist** position will be charged with partnering with resources on and off campus to further the efforts to indigenize the college, promote place-based teaching, and address equity and diversity issues both in and outside of the classroom. A full-time APT position will also allow more leverage in this position to be able to develop programs and support individuals in APT, civil service, and operations and maintenance positions, an area that is only minimally served due to staffing limitations. An Innovation Center team could further come together to provide campus-wide retreats, organized convocations, symposiums, and/or comprehensive, targeted professional development opportunities that would have the ability to move the campus forward in a much more effective, purposeful way than the varied professional development programs currently offered.

**Personnel Resource Request #1:** Request a 1.0FTE tenure-track faculty position to serve as the Cultural Educational Specialist, a Native Hawaiian cultural expert who focuses on developing, coordinating, executing, and sustaining professional development activities that support Native Hawaiian student success as well as help to fulfill the system’s mission to indigenize the college. This position would provide coordination and support to all Leeward employees in the development of materials, programs, and instructional strategies that support the advancement of the culturally-sustaining and place-based practices, especially within the teaching and learning context. It would also serve as the diversity and equity specialist in terms of educating all Leeward employees on issues such as microaggressions and stereotype threats, which are some of the hottest topics in higher education today.

**Personnel Resource Request #2:** Request a 1.0FTE tenure-track faculty position to serve as the Innovation Development Specialist who will focus on the innovation portion of the Center’s mission as well as provide professional development support and program planning. If the Innovation Center is to truly grow into being a hub of professional development and continuous improvement on campus, the Center needs a position to help stabilize this function. This would take the place of all the assigned time being paid for faculty outside of the Center. In addition, there are many areas of professional development that have not yet been tapped into due to staffing shortages. Areas for further development include
comprehensive campus-wide leadership development, targeted customer service strategies for supporting students, and sustained professional development in areas such as action-research and teaching innovation cohorts.

**Personnel Resource Request #3: Request a 1.0FTE APT position.** In an effort to reach out to and support the APT, Civil Service, and Operations and Maintenance groups, a full-time APT professional development staff person would help the office better connect with these groups and determine targeted ways of support. This position would also provide office and administrative support at a journeyworker level.

**Personnel Resource Request #4: Request student help to provide office, event, and administrative support.** With only 1.0FTE in the office and with the number of events that occur and the level of support needed for each, student employee assistance is needed to provide the basic-level clerical duties necessary and keep a presence open in the office. These positions could also serve as providing “student voice” in program development, events like new hire orientation, and committee work like the ICTL Advisory Board.

**Personnel Resource Request #5: Request funding for Lecturer Mentor Program.** Based on UHPA contract, lecturers are not compensated for any work other than strictly teaching. The Lecturer Mentor Program provides critical support to lecturers in terms of professional development workshops on HR issues and evaluation processes as well as one-on-one mentoring. Approximate cost: $5400 ($45/hr X 20 hours per academic year X 6 lecturer mentors).

**Financial Resource Request #1:** Stable funding for the Hawaii National Great Teachers Seminar in order to support the UHCC participants. On average, 50 of the 60 participants who go to HNGTS are from the UHCC system. Every year, extramural funding from Perkins and UHPA and Wo Learning Champions must be secured with the verbal promise and hope that campuses will also contribute matching funds to support faculty in attending this event. For more than three decades, the HNGTS has proven to enhance teaching and learning at the UHCC campuses. Having stable funding will ensure continuation of this long-standing and impactful system event, should the campus decide to continue it post-COVID.

Note: If additional staffing is granted, then space and furniture in order to house the additional staff members would be needed, along with technological tools. However, it is difficult to solidly request any additional physical or technological resources without confirmation of additional staff.

☐ I am NOT requesting additional resources for my program/unit.