Program Name: Innovation Center for Teaching and Learning (Academic Services)

Assessment Period: Fall 2015 to Spring 2019

College Mission:
At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Part I. Brief Description
The vision, mission, and goals of the Innovation Center for Teaching and Learning were revised in Summer 2019. It is the following: “We envision a safe, supportive, inclusive professional learning community that embraces innovation and the pursuit of continuous improvement in our contributions to the College.” The mission of the Center is “to support student success by providing Leeward’s faculty and staff with opportunities for innovation, professional growth, collaboration, and excellence.” The goals of the Innovation Center are to provide professional, cultural, and personal development opportunities that support student success; serve as the incubator hub to promote social and intellectual connectivity; inspire passion for continuous improvement; facilitate innovations in teaching and learning; house a repository of resources that promote excellence in teaching and learning; nurture purposeful collaborations and partnerships; and encourage the pursuit of excellence.

There are currently no Service Area Outcomes developed at this time, but they will be developed based on the Center’s goals and aligned to Division (pending development) and Institutional outcomes.

Part II. Analysis of Program/Unit Data
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 all levels and types of employees. In 2013, a part-time temporary assistant was secured providing 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.
An Innovation Center for Teaching and Learning Advisory Committee, consisting of 17 faculty and staff members from across the campus, advises the Coordinator in professional development funding, awards, and program development.

Volunteer faculty project coordinators (some who are paid overload) oversee programs like Teaching Squares, Mid-Semester Assessment, Power Mentors, and TGIF workshops. Staff groups (i.e., Administrative Support Group, APT Group, Operations and Maintenance Group, Lecturer Mentor Group, etc.) also work with the Center’s Coordinator to plan, organize, and request professional development programs and activities for their constituencies. Evaluations and feedback are gathered for individual workshops, programs, and events coordinated by the Center, however, there has not been any user feedback survey for the quality of services provided by the Innovation Center unit itself. This is something that we would like to work on developing in 2020 and distributing on an annual basis to ICTL program coordinators, ICTL advisory board members, and other direct consumers of ICTL services.

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 Center has provided guidance, funding, and coordination support to the extent allowable based on available Center funds and staff workload and availability. An infrastructure to address ideation to implementation is needed in order to institutionalize the support of innovative thoughts and actions on campus.

**Part III. Analysis of Major Functions/Services**

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 nearly three decades ago. Innovation has been a secondary function with the creation of recognition awards such as the Kosasa Innovation Award and Narimatsu Awards. Mentoring programs have also been a part of this office’s goals such as the Power Mentor program or Leadership Excellence Program.

The following is data from Fall 2015 to present on some of the most consistent professional development activities from the office.

**Hawaii National Great Teachers Seminar** has averaged 50 participants with 10-11 facilitators. Evaluations are given at the conclusion of the event. Ratings of effectiveness have consistently been 4.9 and higher on a 5.0 scale. Participation and feedback on the event is strong.

**On-island Professional Development Awards** have been declining over the past four years. In 2015, there were 27 awardees and by 2018 there were less than 10. All submitted applications have been awarded but there is a decline in applications. This could be the result of Divisions having their own funding for professional development, lack of available on-island opportunities, more campus wide funding like Co-Requisite funds, or decreased interest due to marketing. Communications is within control of the Center and in the upcoming year more targeted efforts to promote this training fund benefit will be made.
Travel Grant Awards have been increasing in the last four years from 19 awardees to nearly 30 awardees, however the total dollar amounts awarded have remained in the range of $30,000 – $36,000. This indicates more people getting partial funds. This is the result of the philosophy of the different chairs (rotating Division Chairs serve as Travel Grant Chairs) where some believed that they should only award partial and have Divisions pay the difference. Whereas, in the past, some Travel Grant Committees would award full travel costs regardless if Divisions could pay or not. The program is still successful, however, more funding allotted to the program would allow more generous sponsorship.

Staff Development Funding remains an integral part and benefit of the Innovation Center. The number of requests and awards has steadily increased over the past four years from 17 requests to 30 requests and doubled in award amounts from approximately $2700 to over $5000. This is an indication of an increase in professional development activity on campus as well.

New Hire Orientation remains a strong, viable program with an average of 30 participants every year. Evaluation ratings for the experience is consistently high and partnerships with other personnel and departments on campus make this program an important step in the employee onboarding process. The online New Hire Orientation, however, is less popular and has decreased in usage from 10 to 1 person per year. Possible future mandates from Human Resources requiring orientations to be available on a monthly basis may be met by the online orientation experience and therefore, keeping this program for now is recommended.

Mid-Semester Assessment, Teaching Squares, and Teaching Excellence Programs remain important teaching, learning, and feedback mechanisms for faculty. All have sustained or increased participant usage in the past four years and all have consistently received high evaluation scores ranging in 4.8-5.0 ratings in terms of effectiveness and value. Programs are recommended to continue. Mid-Semester Assessment and Teaching Excellence Programs required assigned time for one faculty member to assist with program execution. Continuity of funds is not guaranteed year to year.

Power Mentor, Leadership Excellence Program, and Lecturer Mentor Program are all mechanisms for mentorship to faculty, APT, and lecturers. Evaluations have been in place but need to be updated and more aggressive data collection is needed to ensure comprehensive feedback. However, of the data that has been collected on each program, ratings are consistently high ranging from 4.8-5.0 ratings for overall value and program effectiveness.

Demand for each of these programs remains consistent validating the need to continue these programs. Participation in most professional development programs provided by the Center has remained consistent. When a decrease in participation occurs, changes are made (e.g., increasing marketing or targeted marketing, modifying the program, etc.). Evaluations are carefully reviewed for all programs. Information from the evaluations are used to modify and improve program(s) effectiveness. Over the years this process of review and revision has resulted in improved ratings and consistently strong evaluations.
In order to conduct the multiple number of programs with only a 1.5 FTE in the Center, some of the more time-consuming programs have been given to faculty in the form of assigned time. Over the course of the year, the Center has provided assigned time credit for Mid-Semester Assessments (6 credits) and Teaching Excellence Program (3 credits). This assigned time is not a regular part of the Center’s budget and may be withheld at any time in the future. In addition, faculty and staff members volunteer to help with the coordination of some of the other programs (without assigned time) such as Teaching Squares, Power Mentor Program, TGIF, Admin Support Group, and Communication Workshop Series. 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.

Trending areas in professional development that the Center can further explore include equity and diversity trainings, microaggressions, action-research inquiry and evidence-based innovations in teaching, indigenizing the college, place-based teaching and learning, classroom management and dealing with disruptive students, Early College instructor training, BIT (Behavior Intervention Team) coaching strategies, Customer Service training, serving special student populations (i.e., Native Hawaiian, Filipino, Military and Veteran, etc.) and effective assessment of course, program, student, and unit learning outcomes. Developing trainings in these areas, however, will require additional resources and staffing.

Part IV. Overview Analysis of Program/Unit

Overall, the Innovation Center for Teaching and Learning has provided quality and varied professional development support at both the campus and system levels for the past four years (i.e., the evaluation period). The development of Service Area Outcomes will help to focus assessment efforts for each of the programs sponsored by the Innovation Center. A review of the assessment methods for each of the programs in order to maximize participation will also aid the Center in relevant data collection. Developing an end-user survey of the experiences that colleagues have had with the Center’s services (not an evaluation of the individual events) would provide additional information to help improve services and address campus expectations.

Due to limited staffing and resources, providing additional professional development opportunities for higher education trends in teaching and learning will require a shift in priorities (i.e., discontinuing programs), more assigned time requests, or additional staffing. With new campus leadership, determining what are the priorities of the campus and how professional development can support those priorities will be a key component guiding the direction of the Center in the upcoming years.

Developing the innovation thread in teaching and learning is another area that the Center should explore. As with the requirements for additional professional development trainings, creating programs that foster and empower innovation and self-directed improvements in work contributions will require additional resources or the discontinuance of current programming.
Part V. Action Plan
The Innovation Center for Teaching and Learning wants to implement the following actions in the upcoming year.

Action Item #1: With a revised vision, mission, and unit goals in place, the Center intends to develop Service Area Outcomes in the upcoming year. Once Service Area Outcomes are established and aligned with Division and Institutional Outcomes, the Center intends to develop a mapping process to ensure that all current and proposed unit activities align with established goals.

Action Item #2: The Center intends to enhance services pertaining to innovation thought and action for continuous work improvements. This includes developing an infrastructure in partnership with Leeward’s Executive Leadership team to guide employee ideation to implementation.

Action Item #3: Established professional development programs have been consistently receiving positive evaluations validating their quality. The Center will continue to evaluate for effectiveness and adjust program offerings, marketing, and/or methods of delivery to maximize participation.

Action Item #4: With the help of an assessment specialist and OPPA, the Center would like to review and update the current method of data collection used as a needs assessment and determine if there is a more systematic, comprehensive, purposeful approach to this data collection.

The long-term vision for the Innovation Center for Teaching and Learning is primarily centered around building a team that can support the vision of Leeward’s leadership and provide guidance and action in moving the campus forward in innovation and professional development. Although partnerships with faculty have allowed certain programs to continuing running, the partners are not consistent and rotate to new faculty and are not guaranteed to be funded by the college. Having a stable 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, which has four dedicated Educational Technologists (tenure-track faculty) to support 192 faculty. The Innovation Center currently has 1.5FTE (i.e., 1.0FTE faculty and .5FTE APT) to support 443 employees and therefore, this office is expected to support more than double the number of Leeward employees with approximately a quarter of the staff. With limited staffing comes limited and/or unstable programming and the ability to add on innovative programs without jeopardizing current programming is extremely difficult.

The vision of building a team is to have the Innovation Center Coordinator focus on coordination, supervision, professional development, innovation, and communications. There will be an additional 1.0FTE tenure-track faculty position to focus primarily on developing additional professional development programs that specifically address the goals of the college.
and the Service Area Outcomes of the Center. Increasing the APT position to be full-time 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. A 1.0FTE tenure-track faculty assessment coordinator position will be able to further develop the innovation practices, action-research and evidence-based practices of teaching and learning at the campus as well as provide necessary assessment and accreditation support and training to all employees. Student help will be able to provide critical clerical and event support for the increased functions of the office. An Innovation Center team could further come together to provide campus-wide retreats, 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.

Part VI. Resource and Budget Implications

The following are requested personnel and financial resources for the long-term vision and planning of the Innovation Center for Teaching and Learning. Physical and technological resources would be dependent on needs of any additional approved staff.

Personnel Resource Request #1: Request a 1.0FTE tenure-track faculty position to 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, equity and diversity sensitivity training, targeted customer service strategies for supporting students, and sustained professional development in indigenizing the college. Approximate cost: $63,276

Personnel Resource Request #2: Request an increase in the .5FTE APT position to 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. Approximate cost: $53,772

Personnel Resource Request #3: Request 1-2 student help to provide office, event, and administrative support. With only 1.5FTE 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. Approximate cost: $9000 - $18,000 ($10/hr x 20 hours x 45 weeks per student employee hired)

Personnel Resource Request #4: Request for a 1.0FTE tenure-track faculty position to serve as an Assessment Coordinator. This position would be able to provide campus wide support, training, and guidance in teaching and learning assessments for the purpose of continuous improvements as well as accreditation requirements. This position will conduct needs
assessments that inform the Center’s development of new and ongoing services as well as provide supports for campus wide professional development initiatives and pilot projects. Approximate cost: $63,276

**Personnel Resource Request #5:** In lieu of additional staffing, request for support of 15 credits of assigned time or overload to coordinate Innovation Center programs including the Mid-Semester Assessment (6 credits), Teaching Excellence Program (3 credits), Leadership Excellence Program (3 credits), and providing coordination assistance to the Innovation Center Coordinator with the planning and execution of the Hawaii National Great Teachers Seminar (3 credits). Approximate cost: Rate dependent on Rank of faculty asked to provide service, not to exceed $37,500 ($2500 x 15 credits)

**Personnel Resource Request #6:** 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.

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.