

STATE OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS
OFFICE OF THE DIRECTOR OF FACULTY DEVELOPMENT
AND ACADEMIC SUPPORT

MAJOR FUNCTIONS

- Provides supervision, support, counsel, and infrastructure to the directors and coordinators of the Center for Teaching Excellence, the Center for the Study of Multicultural Higher Education, and the Center for Instructional Support (formerly IRSC) as components of the Manoa Faculty Development Program
- Plans and coordinates development and training programs for instructional personnel engaging in non-instructional and administrative duties, and faculty in related areas: department chairs, specialists, researchers, graduate assistants, etc.
- Plans and supports campus-wide orientations and in-service training activities for new faculty, department chairs, etc.
- Coordinates the production of instructional publications, such as orientation and resource manuals, annual reports on faculty teaching, awards, and scholarship; teaching awards and initiatives, and educational improvement fund projects
- Develops and directs faculty recognition and incentive programs (travel grants, conferences, exchange programs, etc.) and coordinates the selection of excellence in teaching award winners
- Assists the Vice President with policy development in the areas of faculty and staff development. Conducts instructional program planning and needs assessments, and establishes new directions and priorities to meet University goals and objectives in supporting teaching and instructional research.

The Director provides staff support to the Vice President

- by carrying out projects and special assignments made by the Vice President in the area of academic support,
- by serving on or chairing various University committees, and
- by serving as the Vice President's representative with a variety of groups and agencies within the University, e.g., academic administrators, faculty, faculty senate, students, etc.; and outside the University, e.g., federal and State agencies, other faculty and teaching development research centers, the general public, etc.

In all of these cases, the Director has responsibility for initiating appropriate actions which reflect priorities established by the Vice President and which enhance the University's Faculty Development programs and capabilities.

- Serves as chair of the University Educational Improvement Fund Committee to make instructional development and research funds available across the University and to advise the Vice President on allocation of project development funds
- Clarifies, supports, and articulates the relationship between the teaching and research efforts at the University of Hawaii
- Advises the Vice President during the budgetary process on allocation of human and physical resources which can strengthen teaching and faculty development

STATE OF HAWAII
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OFFICE OF FACULTY DEVELOPMENT AND ACADEMIC SUPPORT
Center for Teaching Excellence

MAJOR FUNCTIONS

The establishment of the Center for Teaching Excellence is based on the institutional values expressed in the Strategic Plan and the academic priorities of the Office of the Senior Vice President for Academic Affairs. The following assumptions support the establishment of the unit:

1. The cost of the instruction is the major budget item at the University of Hawaii, and it makes good sense to protect this investment. One means is to provide concrete support for individual teachers wanting to improve instruction.
2. The majority of university teaching faculty received scant pre-service training in teaching and learning as part of their graduate study. Thus it is appropriate to view the development of faculty excellence in teaching as an in-service developmental process, especially for less experienced teachers. This view further suggests that a university teacher is expected to grow in capability as a teacher throughout a career (just as he or she is expected to grow as a scholar, researcher, or artist).
3. Faculty are likely to devote the time and energy to improving their instructional abilities when they see that incentives are available to reward their efforts. An institution that requires quality teaching must simultaneously support its development and reward its achievement.
4. Values, expectations, and support services for teaching must be aligned throughout the University if teaching excellence is to be achieved and maintained. It becomes appropriate for the leaders of the University -- both administrators and faculty -- to honor teaching both by precept and example. Specifically, University policies and guidelines for hiring, retention, and promotion of teaching faculty need to articulate clear expectations of excellence in teaching and also of continued professional growth as a teacher. Evidence from studies of other large public universities shows that in an institutional context of positive valuing and high expectations for teaching, a center for teaching can flourish and have a large impact. On the other hand, in a context of benign indifference or even hostility, a center for teaching can make no more than a cosmetic and marginal difference.
5. The teacher-learner equation must include attention to the role and abilities of the learner as well as the teacher. Influence of cultural backgrounds, styles of learning, and barriers to learning success are among the factors that both faculty and students need to understand. Providing support services for students to acquire study skills and effective learning strategies can greatly enhance the teaching-learning process.
6. The addition of higher expectations and standards for teaching to already strenuous criteria for retention and promotion must be balanced with appropriate support. National studies such as that reported in The Chronicle of Higher Education (February 4, 1987) conclude that stress and burnout are now increasingly common among university faculty because of the increased demands placed upon them. Achieving excellence in any endeavor requires time and energy, and this fact must be taken into account by chairs and deans. Additional emphasis on teaching should take place in an institutional context of human resource development.

FUNCTIONS

- Provides consultation for faculty and academic departments in the areas of course and teaching assessment by making available a variety of methods, both diagnostic and summative, of assessing instructional effectiveness.
- Provides consultation to individuals and academic departments in managing, and delivering instruction. Assists in the design of courses and instructional programs.
- Provides consultation and skill development programs to enhance instructional performance, including workshops, seminars, and courses (in conjunction with appropriate academic departments).
- Develops and implements, with the Graduate Division and academic departments, programs for graduate teaching assistants to enhance their instructional performance.
- Encourages professional renewal of teaching faculty by providing avenues for regeneration in the arts of teaching. Examples of this function will include grants for developing innovations in teaching, funding for travel to attend institutes and conferences on teaching and seminars, workshops, and consultation for enhancing teaching methods and provides intensive career counseling for faculty who are contemplating major professional changes.
- Provides a focus for up-grading to a level of excellence the "instructional ecosystem." The physical environment has great impact on the success of instruction, and it must be shaped to support the instructional mission. The staff of the Center for Teaching Excellence will act as a liaison between teaching faculty and campus facilities management to ensure a supportive environment for teaching.
- Evaluates and recommends media services which might support the teaching mission. This function includes selecting films and audio-tapes, and guiding instructors in the state-of-the-art use of media. In order to realize an effective media support system for instructors, classrooms and auditoriums must be appropriately designed to accommodate the media, and equipment must be made easily accessible to faculty. Center staff advise on how this can be implemented by the Center for Instructional Support.
- Assist with the development and management of Focal Point, a subunit on computer-assisted instruction and other technological advances in teaching and learning. As an aid to teaching and learning, such technical expertise will provide guidance for instructors at all levels and support the upgrading of teaching skills.
- Coordinates instructional support services needed for applied educational research projects in conjunction with the Center for the Study of Multicultural Higher Education.
- Collaborate with campus-wide and college-level student services units to provide programming to enhance faculty and student interaction in and out of the classroom.

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OFFICE OF FACULTY DEVELOPMENT AND ACADEMIC SUPPORT
Center for the Study of Multicultural Higher Education

MAJOR FUNCTIONS

The concept of a Center for the Studies of Multicultural Higher Education was born from a growing determination among the faculty and administration that achieving excellence must be reflected in all aspects of the University, including its teaching. The Center was born of two parents: the quest for excellence and the valuing of teaching.

As part of the University's Strategic Plan, the proposed Center is one instrument for achieving its goals, particularly in "establishing an international -- especially Pacific/Asian -- focus; to serve as a bridge between the cultures of East and West and to become a leader in international and cross-cultural education; and to become the research, training, and cultural center of the Pacific Basin." There is additional relevance in the emphasis on "the fundamental importance of students and their success from entry through graduation." The Center can contribute to the realization of these values by providing collegiality, information, and research -- by assembling, generating, and disseminating knowledge that will assist faculty and students to achieve excellence in teaching and learning.

Research supported by the Center itself should be guided and ordered by the values and forces that brought it into being. The Center is one instrument and one expression of the University's commitment to assist the faculty of the University in achieving excellence in teaching and learning.

The concept of "teaching and learning" refers to those aspects of education that bear directly on the transmission and acquisition of knowledge, skills, and abilities. Undoubtedly all aspects of the University influence this transmission and acquisition -- its physical environment, its administrative structures, its fiscal base and the full range of its policies. The differentiating part of the concept of teaching and learning is that of "bearing directly." The "directness" of any aspect is a matter of degree, that degree is often a matter of opinion and is itself subject to research.

The Center will encourage more faculty to engage in research that will assist colleagues to improve teaching and learning. One means of encouragement is through the concept of "classroom researcher" -- a faculty member who uses his or her own classroom as a laboratory, collecting data and using a variety of research methodologies appropriate to the study of teaching and learning in his or her particular discipline.

Much research relevant to teaching and learning in higher education is already conducted by independent researchers and well-funded research centers around the world; the Center should make available to our faculty those findings that will assist our faculty in achieving our own excellence. However, there are questions of critical importance to our faculty that are nowhere being addressed. The primary role of the Center should be to fill that open niche, to foster problem-driven research, to select problems that require answers not likely to be answered elsewhere.

For example, Hawaii is uniquely multicultural, both in its student body and its faculty. Not only are we extraordinarily diverse in cultural heritages, but our cultures are largely of Asian/Pacific origin. Little research now being conducted can assist our faculty in understanding the implications of those cultural differences for achieving excellence in higher education. Virtually no research known to us will guide faculty in identifying instructional practices and settings to allow students of each cultural group to achieve their full potential of learning.

FUNCTIONS

- Conduct ethnographic research in the areas of multicultural teaching and learning, emphasizing areas where no adequate research has been done, such as the implications of cultural differences in higher education, and comparative multicultural studies.
- Collaborate with the Center for Teaching Excellence in identifying teaching and learning problems and conducting studies which will enhance student learning, especially for minority groups.
- Provide UH faculty in appropriate disciplines the opportunity and support to conduct instructional research.
- Foster communication and joint inquiry with like centers nationally and internationally by forming and maintaining exchange and liaison relationship with universities in Asia and the Pacific region.
- Facilitate interchange of information among researchers within the University of Hawaii system who are concerned with higher education and:
 - discipline-centered organizations that foster higher education research, e.g., MLA, APA, College Science Improvement Program, etc.
 - by electronic bulletin boards, on-line information systems, coordinating committees, publications, and conferences.
- Contribute to campus bulletins to inform faculty of the Center's activities, findings, and conclusions in Higher Education research which will well be integrated with publications by the Center for Teaching Excellence and the Office of Faculty Development and Academic Support.
- Develop and publish a scholarly journal as an outlet for publication and circulation to the international community of scholars and faculties -- an International Journal of Higher Education, with an editorial policy favoring research on teaching/learning in a cultural dimension.
- Sponsor and facilitate national and local conferences, seminars, workshops on research projects which enhance teaching and learning.

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Center for Instructional Support

MAJOR FUNCTIONS

The Center for Instructional Support offers assistance and consultation to faculty, academic departments, and the projects of the Centers for Teaching Excellence and the Study of Multicultural Higher Education, primarily in the areas of instructional materials design and graphics, training in the use of instructional media, and in the maintenance of instructional media equipment.

The Center offers the following services:

Provides and maintains movie projectors, slide projectors, overhead projectors, and P.A. systems in 15 auditoriums on campus.

Provides P.A. systems in two auditoriums in the Business Administration building, plus providing P.A. systems in three large Kuykendall classrooms.

Maintains and operates a closed circuit television (CCTV) system in Kuykendall Hall where videotaping is done for instructional analysis, micro teaching, recording of instructional demonstrations, roleplaying for students.

Provides portable video recording equipment (Portapak Betamax and 3/4" U-Matic) on a short time check out basis to campus users (faculty have first priority, and then students).

Provides training and certification for users of the Portapak and video-editing facility. Such certification is necessary for all people using the Center's Portapaks and video-editing facilities.

Provides a video dubbing facility for making duplicate video tapes or for transferring recorded material from one format to another. Seven formats (3/4", Beta II, Beta III, VHS 2, VHS 4, VHS 6) are available in 35 different combinations for faculty.

Provides a video projections facility that projects a four-foot (measured diagonally) color video image. The facility is equipped to play Beta I, II, III, and 3/4" U-Matic, and can be connected, via telephone line, to the Computing Center for projecting CC materials.

Provides a Graphic Media Design section which designs, prepares and develops graphics materials to enrich and support instruction and for those publications required by the faculty development program.

Provides and maintains Self-Service facilities for those faculty and academic departments that wish to produce their own instructional materials. The Self-Service facility contains equipment and supplies for 29 different types of media materials production. Use of facilities is free, but users are required to pay for supplies consumed.

Coordinates the preview, evaluation and selection of films to be added to the University's film collection.

Provides a film catalog listing and annotating all films in the Films Collection. This listing is completely computerized (for information purposes, not for booking purposes).

Conducts media workshops for Manoa faculty and staff, according to their expressed needs concerning media usage, or the development of their media skills.

Provides a 35mm slide duplication service, including such special services as cropping, color correction and title slide production.

Provides a Campus Central Repair facility where campus owned AV equipment is repaired. Owner departments are charged only for parts plus a nominal service fee. There is no charge for labor.

Provides consultation to students, faculty and staff on matters relating to media use, media skills and media techniques for teaching/learning, as well as guidance in producing AV-type materials.

Provides media support for the Centers for Teaching Excellence and the Study of Multicultural Higher Education by providing media consultation and services for project development, teaching evaluations, instructional improvement and research (reports, surveys, analyses) on academic issues and problems.