

STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I AT MĀNOA
SENIOR VICE PRESIDENT AND EXECUTIVE VICE CHANCELLOR
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 as components of the Mānoa 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 Senior 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.

In all of these cases, the Director has responsibility for initiating appropriate actions which reflect priorities established by the Senior 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 Senior Vice President on allocation of project development funds.
- Clarifies, supports, and articulates the relationship between the teaching and research efforts at the University of Hawai'i.
- Advises the Senior Vice President during the budgetary process on allocation of human and physical resources which can strengthen teaching and faculty development.

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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 and Executive Vice Chancellor. The following assumptions support the establishment of the unit:

1. The cost of instruction is the major budget item at the University of Hawai'i, 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 upgrading to a level of excellence in 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.
- 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 Study 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.

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, Hawai'i is uniquely multicultural, both in its study 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

- 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 Hawai'i 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.
- 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 primary mission of the Center for Instructional Support (CIS) is to provide the university community with support for instruction through the use of technology and technology-related services. The Center's major functions include the following:

- Consults with Mānoa academic units and individual faculty and students to help them plan and provide the richest possible learning experiences for students, and to assist them in using instructional technology effectively within that context.
- Conducts workshops and seminars in designing and implementing technology-based instruction.
- Ensures that appropriate and desired instructional equipment are easily accessible to faculty and students, through classroom installations and a system of equipment pools; schedules use of dedicated multimedia classrooms; issues equipment security keys for general-use classrooms; loans out equipment through central and satellite equipment pools; and systematically upgrades general-use classrooms with instructional technology.
- Ensures that requirements for appropriate learning technologies are included in all university academic planning and budgeting documents.
- Monitors Mānoa classrooms and laboratories to ensure the best possible environment for teaching and learning; serves as advocate for the faculty in the design of all new construction and renovations of classroom facilities; and serves as ombudsman to resolve faculty and student concerns about classrooms.
- Schedules and operates four 30-seat dedicated multimedia classrooms and one 196-seat auditorium for courses requiring occasional high-level video and interactive multimedia.
- Develops high quality, effective instructional materials including computer generated graphics, video, interactive multimedia, and slide-tape programs.
- Duplicates videotapes in 3/4" U-Matic, Hi-8, VHS and Beta formats and high-speed duplication of audio cassette tapes.
- Provides self-service in 35mm slide copying, video digitizing, scanner digitizing, Polaroid slide digitizing, and book binding.
- Operates service bureau for slide imaging and color printing.
- Provides campus repair for instructional equipment owned by Mānoa departments and programs.
- Houses digital media lab for faculty and staff to develop multimedia, computer graphics and digital video.
- Houses video/computer networked classroom for online instruction and distance education.
- Provides current instructional technology resources over the Internet using the World Wide Web.