Second Level Unit Review and Ranking (Deans/Directors/Department Heads)

Department/School/College:  Office of Faculty Development and Academic Support (OFDAS)

The department would fall under which of the following Vice Chancellor’s offices?

___ X  Academic Affairs
_____  Research and Graduate Education
_____  Student Services
_____  Administration, Finance, and Operations

Advisory Committee Members (list names and titles):

Gerald Meredith, Faculty Specialist, Interim Chair, Office of Faculty Development and Academic Support (OFDAS)

Kathleen Kane, Faculty Specialist, Center for Teaching Excellence (CTE), Director, Faculty Mentoring Program (FMP)

Clifford Fujimoto, Manager, Center for Instructional Support (CIS)

Valeria Wenderoth, Faculty Specialist, Center for Teaching Excellence (CTE)

Mark Nakamura, Graphic Specialist, Center for Instructional Support (CIS)

Robert Tokunaga, Electronic Technician, Center for Instructional Support (CIS)
## Administrative Unit (e.g. College) Prioritization Summary

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## Brief Summary

**Program: Media Services**  
**Priority: Target for Growth or Investment**

Media Services (MS) facilitates the use of instructional technology by providing a variety of resources, equipment and services to the campus community. The unit supports faculty and students using media technology in the 165 general-use classrooms on campus. Staff are first-responders to nearly 600 calls for assistance annually to resolve issues relating to the need for instruction, equipment problems, classroom environment issues, etc. MS offers media equipment for loan through a large central pool and several satellite pools located in various classroom buildings on campus. Staff assists academic departments with the integration of instructional technology into their classrooms through consultation, to assess department’s needs, and selection of appropriate equipment.

This program has been placed in the “Target for Growth and Investment” category based on several factors. Currently MS manages a $2 million dollar classroom equipment inventory at 14% of the recommended funding level. The fact that nearly half of the inventory is beyond their life expectancy doesn’t bode well for the future of technology in the classroom. The university needs to establish a viable equipment replacement budget to assure that faculty can rely on having technology available.

Over the last fifteen years the number of technology-equipped classrooms have expanded tremendously from 18 to 145 classrooms with no increase in staff positions. This program needs at least one additional FTE position to provide classroom support with special emphasis on computer management skills in addition to making permanent a temporary position that has been filled since 1991. If this program is not provided with adequate funds and staff positions, its level of services and the instructional impact on university’s faculty and students, will be significantly affected. The OFDAS Advisory Committee recommends that Media Services be considered a prime candidate for growth and investment.
Program: Faculty Professional Development Program (FPDP)
Priority: Target for Growth or Investment
CTE’s Faculty Professional Development Program staff includes: 50% of 1 full-time tenured Faculty Specialist V (other 50% with Faculty Mentoring Program/FMP), 1 half-time non-permanent Faculty Specialist, and a Secretary I. In order to accomplish the following initiatives in a professional manner, the program is in urgent need to increase the part-time non-permanent Faculty Specialist position to a full-time permanent Faculty Specialist. The Program also needs to reclassify the Secretary position to APT. Because of her technological and computer skills, our current Secretary 1 has been performing tasks commonly assigned to APTs such as website designing and management, programs updating, and supervising all technology needed to run our activities.

The Program provides essential instruction and support to junior and senior faculty from all departments at Manoa through services and events that focus on creating effective teaching and learning environments in all classroom formats and disciplines. Focuses on pedagogical and professional issues that relate directly to teaching and learning, and to ethical and professional development as junior faculty mature and become the senior professoriate at Manoa, and provides consultations with individual faculty, department chairs and deans. Events are frequently co-sponsored by numerous other programs and departments at Manoa campus and from national and international institutions and programs. Manoa-based publications and Event Podcasts posted online provide access to Manoa faculty unable to attend and to national and international visitors to our website. Furthermore, CTE’s mid-semester evaluation services assist junior and senior faculty to pinpoint challenges and successes while the course is in progress and as a means of long-term professional development. These include: classroom observations, small group instructional diagnosis, and paper and pencil assessment.

In the last five years the Program has been achieving an unprecedented success. Demands for the services and events offered by our program (ex: mid-semester evaluations services, events--panels, workshops, presentations, and training programs, and the New Faculty Orientation) have been consistently increasing and coming from more and diverse departments and units.

Furthermore, the present deficiency of human resources has prevented the program to: fully support the growing technological aspect of the program (website, podcasts, video conferences that reach across the campus, state and globe); fulfill the increasing demand for mid-term evaluations and for more events; engage in research in the area of SoTL (Scholarship of Teaching and Learning) as is accomplished at Centers for Teaching Excellence at other Research I universities; provide assistance requested from other UH campuses towards building their own Centers and/or services requested by faculty from other campuses for their professional development; expand beyond the services and programs that we are currently providing.

Program: Faculty Mentoring Program
Priority: Target for Growth or Investment
FMP staff includes 50% of 1 full-time tenured Faculty Specialist at full rank, and assists in the orientation, development, promotion and retention of faculty and works towards changes in institutional climate and practices by identifying and breaking the barriers to faculty professional achievement and advancement. As external support to departments, FMP enhances internal departmental efforts and focuses on essential development and support of junior faculty from entry to their new role as faculty at Manoa through tenure and promotion process to senior full rank status. This is accomplished through seminars, panels and workshops that relate to research, teaching and service, Mentor/Mentee pairing external to departmental mentorships for a broader view of the TPRC process, confidentiality and collegiality across departments, consultations with individual faculty,
department chairs and deans, a Dossier Library and a website that disseminates materials, publications and podcasts. FMP provides faculty development in all Manoa departments and many Department Chairs and Deans directly participate in the program as well as senior faculty. Each and every event is evaluated and assessed by FMP director, OFDAS chair and participating colleagues and co-sponsoring departments and units. This Program has grown steadily each semester and each academic year in spite of no increase in resources, and is well-regarded by large numbers of faculty in all departments. One of the most profound impacts of the Program is that it demonstrates to new and continuing faculty that UH Manoa as an institution respects them and values their professional growth and achievement. Demands on this Program at the time of this writing well-exceed one 50% FTE faculty position; growth is essential to meet current demands and to expand into well-defined areas articulated in Question #48 of the rubrics survey. Expanded FMP based on on-going requests from faculty and departments would include: reaching full capacity for already existing requests for Mentor/Mentee pairing; development of campus-based guidebook for Mentors & Mentees; orientation and on-going support for new Mentors; and, expanding department chairs programs to deal with faculty development issues as chair and development of a Department Chairs Mentor/Mentee program.

**Program: Graphic Media Design (GMD)**
**Priority: Maintenance**

Graphic Media Design (GMD) program staff performs and/or supervises the design and production of various single and multi-color graphic products. This unit supports the University by providing the enriched instructional materials that promote academic excellence by facilitating teaching and learning, research, innovation, communication, and collaboration.

GMD provides an important niche service within the University community as the only central graphics production service available to all UHM academic faculty and staff. While the GMD program is targeted for “maintenance,” an increase in growth through investment of personnel and equipment will broaden and increase the demand for GMD products and services especially when funding levels drop from other campus programs. Centrality and accessibility is key for the UHM community and allows GMD to produce quality materials on a timely and cost effective basis. Additionally, GMD personnel maintain a high public and private sector profile as first-line liaisons between UHM and establishments of graphic-related materials and services.

**Program: Campus Central Repair (CCR)**
**Priority: Maintenance**

Campus Central Repair’s (CCR) services are essential in maintaining media equipment used for classroom instruction on campus. As technology has become an integral and vital component to the instructional process they are challenged to ensure that these resources are readily available for faculty. CCR is charged with maintaining media equipment permanently installed in 165 general-use classrooms as well as a considerable number of academic department classroom media equipment. Furthermore the unit repairs/services over 3,500 items in the department’s $2 million dollar inventory of media equipment and extends this support to department-owned media equipment as well. CCR promotes technology use on campus through their media equipment installation services. Over the last 10 years CCR has been involved in installing over 151 data projectors. In fact this unit has installed nearly every data projection system on campus.

The Advisory Committee has recommended that the CCR be earmarked for “maintenance” category due to their ability to balance their workload between classroom maintenance/support, bench repair, and installation services, with existing personnel and resources. However, as the classroom media
equipment inventory continues to age beyond their life expectancy (due to a lack of an adequate replacement budget) and the potential increase in media-equipped classrooms proposed for new classroom building, demand for their services is expected to grow significantly.

Program: TA Professional Development Program (TAPDP)
Priority: Maintenance
TAPDP staff includes 1 non-permanent .50 Graduate Assistantship. In collaboration with Graduate Division and co-sponsorship with numerous other programs and departments, CTE’s Teaching Assistant Training and Preparing Future Faculty provide essential instruction and support to new and continuing local, national, and international graduate teaching assistants. These include services and events that focus on creating effective teaching and learning environments in the many undergraduate lower-division classrooms taught by TAs at Manoa. Also focuses on pedagogical and professional issues that relate directly to teaching and learning and to ethical and professional development. Each and every program and service is evaluated, results are collated and reviewed by Coordinator, CTE director, OFDAS chair and participating faculty and co-sponsoring departments. This essential Program is positioned to serve at minimum 469 nine-month Manoa TAs, possibly more out of the 1228 graduate assistantships. A single 50% graduate assistantship to develop, organize and operate all TA Professional Programs at a Research I university falls far below comparable institutions, and is essential to maintain at this time, with an eye to growth in better fiscal times.

Program: Course and Faculty Evaluation (CAFE)
Priority: Reorganize/ Restructure/ Merge/ Consolidate
The Course and Faculty Evaluation (CAFE) provides an option for students to evaluate the quality of Manoa courses and instruction. Based on a cafeteria-type model, instructors can construct customized end-of-semester evaluation forms from a bank of 334 ratings and open-ended items. CAFE statistics have indicted that the system is popular and demand has increased over the years. For example, during Fall 2008 semester, 30,736 forms were generated for 1,343 courses/sections taught by 713 faculty. For the previous Spring 2008 semester, 29,648 forms were generated for 1,401 courses/sections taught by 738 faculty. The evaluation reports prepared for individual faculty frequently are included in application materials for tenure, promotion and contract renewal. However, the cost of maintaining CAFE has become a challenge in light of budget restrictions and competing OFDAS priorities. Recently the Office of Instructional Technology Services initiated a pilot paperless option, termed e-CAFE. While based on the CAFE item catalog, e-CAFE is a system-wide initiative that is highly flexible, eliminates the cost of maintaining op-scan paper inventories, and has high technical support. After considerable discussion, the Advisory Committee recommends that the current paper-based CAFE system merge with the evolving eCAFE option. A smooth transition can occur by Fall 2009.