Year End Report for Staff Development
for
Academic Year 2008 – 2009

May 2009
Charge of Committee

The mission of the Staff Development Committee is to plan and coordinate staff development activities, as well as administer professional development endeavors. There are three basic activities: Issuance of grants for staff development activities; planning of programs for the college that offer professional development opportunities to faculty and staff; and fundraising programs to raise money for staff development activities, learning environment of the College.

Summary of Activities

Staff Development supports three types of Grant Awards, Individual Professional Development Grants, Group Professional Development Grants, and Program Grants. The following is a record of the number and types of Grants submitted and awarded by Staff Development this year.

A. Grants for Professional Improvement (Individual) Funded
   - Leticia Colmaneres was awarded $1000.00 for conference travel to the American Chemical Society Northwest regional meeting.
   - Toni Martin was awarded $1000.00 for conference travel to present at the 2009 Foundations in Art: Theory and Education (FATE) conference in Portland, Oregon.
   - Alan Ragains was awarded $1000.00 for conference travel National Communication Association (NCA) Conference in San Diego, California.
   - Diane Teramoto was awarded $25.00 to attend the 2008 UH-EWC Administrative Professionals Conference.
   - Judith Dill was awarded $330.00 dollars for purchase of Teaching Statistics with Fathom Dynamic Software.
   - Kathleen Zane was awarded $245.00 for the registration fee to attend the Pacific Rim Conference on Disabilities in Honolulu.

B. Grants for Professional Improvement (Groups)
   - Nancy Heu was awarded $595.00 for the Library for a Library Site License to the Chronicle of Higher Education.
   - Jeff Hunt was awarded $37.70 to support a workshop on Designing and Administering Successful Web Surveys.

C. Program Grants
   - Women’s History Day was awarded $600 to support distinguished lecturers.
   - Common Book Program was awarded $300 towards discounting the purchase of the common book by faculty and staff.

D. Social Events
   - WCC Christmas Party was sponsored this year and was awarded $500.00 to cover costs.
   - A Valentine Social was sponsored this year and was awarded $50.00 for the event.

E. Sponsored Workshops
   - Contract Renewal/Tenure and Promotion workshop for WCC. (Sept. 23, 2007)
   - Economic Crisis Panel Discussion Friday, October 31, 2008 2 pm
   - Economics Speakers Series Brown Bag Idea session, April 30, 2009

F. Excellence in Education Day

The Excellence in Education Day opened with a continental breakfast and greetings and were followed by three key presentations that took us until lunch at noon. The presentations selected focused on the thinking about the future of Windward Community College and our role in our community. The three presentations were as follows:

Four Futures of Mnoa: What Might They Mean for WCC?

Jim Dator, director of the Hawaii Research Center for Futures Studies at UHM, will introduce a futures of education project he is undertaking with Raymond Yeh, former Dean of the School of Architecture, who will discuss the role of architecture in the project.
Lisa Hasler-Waters, Seongwon Park, Jennifer Chellappa, and Michael Hodge will present four alternative futures for UHM in 2050, followed by a Question and Answer period.

**WCC Role: Views from the Community**

A panel of local leaders will discuss the role Windward Community College plays in the community and future directions the College could take to fulfill its leadership role and meet community needs.

Panelists include:

- **Terry George**, executive director of the Harold K.L. Castle Foundation
- **Lea Albert**, Castle-Kahuku complex superintendent, Department of Education, Windward district
- **Herb Lee, Jr.**, executive director of the Pacific American Foundation

**Results from the Windward Education Needs Assessment**

Hersh Singer, Chairman of SMS research will present the findings from the Windward Education Needs Assessment commissioned by our college.

Lunch was followed by a fun activity whose purpose was to allow faculty and staff a chance to wind down after a day of heady material and provide an opportunity to laugh together and strengthen their collegial spirit.

This event was attended by 95 faculty and staff, including the guest speakers.

**G. Other Activities**

In order to bring the activities of the Staff Development Committee in close alignment with the strategic goals of the College a dialog was started between this committee and both the Achieving the Dream Initiative and the Institutional Effectiveness Committee, since these committees also organize staff development opportunities. The staff development committee has informal representatives on each of these committees who keep us informed of decisions and activities that pertain to staff development.

**Part II**

**Self-assessment for the Staff Development Committee**

**Section I. General comments regarding the responses to the leaders and governance structures perception Surveys.**

The self-assessment survey for the Staff Development Committee is a welcome addition to our annual reporting for the Staff Development Committee. It provides an opportunity to measure an area of our functioning that we have not traditionally measured. That said there are some concerns that members have expressed with the survey. Primarily that the one survey fits all nature of this first effort to measure committee governance resulted in some not so relevant questions being asked. As one member pointed out regarding the questions pertaining to student participation in the committee decision-making process. “The Staff Development Committee is designed to provide support and professional development opportunities for faculty and staff. While the group does not create a space for a student voice, the group is open to providing, developing or researching programs that could provide a venue for improving faculty and staff implementation of student learning programs and services, which in turn benefit the students.” A recommendation would be to streamline the assessment a limit questions to ones that best fit the mission and purpose of the committee.

Another reason for streamlining would be to address the low participation rate for committee and non-committee members in the survey. While we can only speculate as to the reason for such low participation rates one guess is that the length of the survey was perceived as too long, or the fact that many faculty and staff received a great number of these assessments all with identical questions might have caused some confusion or fatigue and lead the respondents to erroneously conclude that they had already responded to the survey or a lack of interest in responding to the same questions again and again albeit for a different context.

A final recommendation is that included in the survey analysis be a measure of statistical probability of significance based on the number of respondents. One hesitation we have at looking at this data is that given the low number of respondents whether the results are truly representative of the opinions of member and non-members of the committee. There is a
danger of drawing conclusions from an insufficient data sample and it would be useful to know just what that probability was so that we could take that into account when drafting any goals set that was based upon this survey.

Section II. Strengths revealed by the surveys.

The strengths revealed by the survey are that of the committee members that responded their perceptions of how the committee is operating is overwhelmingly positive. The highest ranking of the questions was that the committee provides opportunities to participate in the decision-making process. One of the things that the committee tried this year was taking some of the discussions and decision-making online. This was necessary because of the great difficulty in finding a time for a face-to-face meeting throughout the academic year that could accommodate the demanding schedules of the committee members. The lowest rating that committee members gave on this survey pertained to the irregular committee meetings. The fact that committee members still ranked participation in the decision-making process high, in spite of the limited face to face meetings indicates that solution to take the discussion and voting online was a productive solution to this particular challenge and should be continued to be utilized in the future.

On the positive side for the non-committee members survey it is evident that the committee is doing a reasonable job of disseminating information regarding committee activities. One comment stated, “SDC does a wonderful job providing workshop-type opportunities for faculty and staff.”

Section III. Weaknesses revealed by the surveys.

What this survey revealed as weakness focuses mainly on the perceptions of non-committee members. It is clear from the number of respondents responding in the “don’t know” category and the rather even spread of responses across all categories of the remaining respondents that the general level of awareness of how the committee operates and arrives at decisions is low. Comments included statements such as “The committee needs to also look at requests for money closely. Sometime, the person requesting funds has also received a grant”, and “Has made some questionable decisions about spending”. These comments indicate a lack of awareness of the procedures and guidelines that the committee follows regarding spending. That we could do a better job of making the college aware of our guidelines for awarding grants is clearly indicated.

Another area in which we could do a better job in making the college more aware of how we arrive at spending decisions is to take a more active role in interacting with other committees that have Staff Development as a component of their mission, such as the Achieving the Dream committee and the Institutional Effectiveness committee. Although we have informal ties to these committee with members who sit on these committees as well as Staff Development, it might benefit the committee to make reporting to and from these other committees a more formal process.
### Section IV. Self-assessment Matrix for the Staff Development Committee

<table>
<thead>
<tr>
<th>Improvement Statement or Goal (1)</th>
<th>Measurable Outcome (1)</th>
<th>Changes Made as a Result (2)</th>
</tr>
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<tbody>
<tr>
<td>To increase awareness of guidelines and procedures for awarding professional development grants to the faculty and staff served by the committee through reminders sent out at the beginning of each semester.</td>
<td>Increase the percentage of non-members responding favorably on the question “makes known the procedures associated with working with the Staff Development Committee”.</td>
<td></td>
</tr>
<tr>
<td>To explore methods of formalizing communication avenues between committees that have staff development components in their missions.</td>
<td>Entertain and vote on a motion that provides a formal procedure to enact inter committee participation.</td>
<td></td>
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<tr>
<td>To increase the number of face-to-face meetings during the academic year or to continue to utilize online discussions and voting when face-to-face meeting are not effective.</td>
<td>Increase the percentage of members responding favorably on the question “conducts meetings on a regular basis.”</td>
<td></td>
</tr>
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</table>

(1) complete the first two columns for the 2009 self-assessment.  
(2) to be completed for the 2009 self-assessment period after the second annual survey.
Part III. Budget

Income for Staff Development 2007-2008

<table>
<thead>
<tr>
<th>Starting Balances</th>
<th>SD 1/1/08</th>
<th>Chancellor’s 1,200.00</th>
<th>G Funds 6,000</th>
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Expenditures for Staff Development

<table>
<thead>
<tr>
<th>Date</th>
<th>Program/Grantee</th>
<th>Total</th>
<th>Date</th>
<th>Program/Grantee</th>
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<tr>
<td>11/14/08</td>
<td>Jeff Hunt</td>
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<td>11/15/08</td>
<td>Daniel Tereniyu</td>
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<td>11/13/08</td>
<td>Holiday Gala</td>
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<td>11/16/08</td>
<td>Nancy Hou - Chronicle of Higher Ed</td>
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<td>3/1/09</td>
<td>Sarah Hodell-Excellence Ltd</td>
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<td>12/21/08</td>
<td>Alan Ragins</td>
<td>1,000.00</td>
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<td>3/1/09</td>
<td>Milla Kong</td>
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<td>4/1/08</td>
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Expenditure Subtotals | $712.85 | $5,999 |

Note: Food for Excellence in Education was provided by the Chancellor’s Academic Development Fund. Chancellor approved $1200, we spent $1,175.15

Recommendations for FY 2009-1010

Current levels of funding are adequate and need to be maintained.