Professional Development Fund Final Report Certification

• Our signatures below indicate that we, and those involved in the planning group and project referenced above, certify that this Final Report, including all attached documentation is accurate.

• Our project had a direct professional development impact on UH Hilo faculty and/or staff.

• We understand that information regarding any and all parts of our project may be posted on the Chancellor’s Professional Development website.

Luisa F. Castro, CCECS  
Signature  8/7/15
Print Recipient Name & Department  Date

Jamaal Maku James  8/7/15
Print Approving Authority Name*  Signature  Date

*The approving authority is the individual with fiscal responsibility over the account to which the Professional Development Funds were allocated to.
9. Were your attendees part of your proposed target audience?

Yes, they represented both faculty and staff from a cross-section of colleges and departments.

10. What is different in the units or University because of your project?

Professional development plays a critical role in the ongoing growth of our faculty and staff. Besides the academic life of teaching, research, and service, professional development adds strength and stability to our university community. We are being told by UH faculty and staff that attending our workshops are sometimes the only professional development opportunities they have available because our classes are very convenient in being on campus and held during the week. Our professional development workshops are also playing a role in faculty and staff motivation and vitality across their careers by strengthening the affective, intellectual, and social aspects of their academic lives.

11. Provide a detailed budget describing how you used your professional development funds. Attach a copy of all invoices and/or receipts.

Copies of Tuition and Fee Slips for all attendees are attached.

<table>
<thead>
<tr>
<th>Course</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Grant Writing</td>
<td>4</td>
<td>$600</td>
</tr>
<tr>
<td>Leadership for Academics &amp; Professionals</td>
<td>12</td>
<td>$1,800</td>
</tr>
<tr>
<td>Intermediate Excel</td>
<td></td>
<td>$275</td>
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<tr>
<td>Introduction to Microsoft Publisher</td>
<td></td>
<td>$330</td>
</tr>
<tr>
<td>Introduction to Adobe InDesign CS6</td>
<td>2</td>
<td>$110</td>
</tr>
<tr>
<td>Introduction to Google Drive Applications</td>
<td></td>
<td>$825</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$3,940</td>
</tr>
</tbody>
</table>
6.4 Provide an improved new employee orientation, foster professional development opportunities and programs focused on continuous learning and improvement, and recognize and reward significant faculty and staff contributions to the university's mission.

One of CCECS’s goals is to deliver professional development opportunities and programs focused on life long learning and enhancement. The classes selected reflected the preferences and needs from UH Hilo faculty and staff, whether it was via direct contact with CCECS Program Coordinators or from feedback received in the evaluations from previous classes. The evaluations administered at the end of each workshop also helped to provide us with insight on future workshops CCECS should pursue in providing the faculty and staff. For instance, feedback from the Introduction to Google Drive Applications resulted in faculty and staff requesting more Microsoft and Adobe technology classes, which our Program Coordinators were able to offer in the Summer. Feedback during in-class discussions with faculty and staff who attended the Leadership for Academics & Professionals resulted in a class to be offered in the Fall semester on How Women Can Fund Solutions for Barriers to Advancement in the Workplace.

7. How did you advertise your event and describe effectiveness of those methods.

Our target audience was a cross section of UH Hilo faculty and staff, therefore we advertised to them via emails (ohana and faculty list serves) 4 to 5 weeks prior to each workshop, posting the workshops on the UH Hilo online calendar and via the Office of Media Relations, which sends out announcements to their network of sources.

To reach a larger Hawaii Island population, we also advertised the workshops via our online registration site, the CCECS website, CCECS Facebook page, radio ads, email blasts, community calendars, newspaper ads and articles and community outreach events such as the Kona Kohala Chamber of Commerce Annual Membership & Installation Luncheon.

8. How many people did you reach directly through your project? 44

We registered 47 UH Hilo faculty and staff (reflected in the parentheses) utilizing the Chancellor’s Professional Development Fund Opportunity. Our proposal was 104 faculty and staff. We unfortunately did not meet our goal. Enrollment for the classes is as follows. The number of UHH faculty/staff seats available are next to the number of UHH faculty/staff who attended each class (reflected in parenthesis).

- Advanced Grant Writing 8 (4)
- Leadership for Academics & Professionals 12 (12)
- Intermediate Excel 12 (5)
6. Describe how your project addressed the UH Hilo Strategic Plan.

2.1 – Support and recognize teaching excellence by establishing a program that is responsible for promoting the development and sharing of innovative teaching and mentoring practices.

Hiring program coordinators skilled in providing technology seminars ensured that faculty and staff received high-energy and content-rich presentations. Rather than sending faculty and staff to public trainings allowed us to have the trainer customize the workshops based on the preferences and needs of our participants. It is our goal that all participants, regardless of what department or service they provide on campus, will be able to incorporate the new knowledge and skills into their daily operations and thus better serve the students and the mission of UH Hilo.

5.2 Work with UH system and community partners to systematically assess and respond to community workforce needs to inform program improvement and development.

We have used evaluations from previous workshops to determine the training needs of the UH Hilo community. We have also taken into consideration the direct requests received from various campus departments for specified trainings that would empower them in their jobs. The top five requests continue to be seminars on leadership, technology, people skills, project management, communication skills, and budgeting and finance. With many technology tools becoming available for free or becoming necessary to utilize in the workplace, CCECS is striving to fill these needs with hands-on classes geared at the introductory level until we build capacity to offer more advanced classes.

6.1 Improve internal communication and collaboration within and across units, and among the administration and faculty and staff to foster greater trust and culture of collegiality across the university.

One of the seminars that we offered was Introduction to Google Drive Applications aimed at increasing academic productivity through collaboration and organization by teaching employees how to use these free online tools. This class was significant because UH's email has been fully Gmail-enabled (with other Google Apps) and various units within UH already use Google Drive to share files and use Google Forms to conduct surveys. The seminar met with very positive reviews. Participants responded that they took away many useful tips, techniques and skills that would allow them to work on the same documents with other users in real time, create web forms for online surveys, and to sync offline files so they can be synced to multiple computers.
3. What categories best describe your project as implemented? Check all that apply:

   Speaker____  Training____  Workshop__X__
   Technology____  Audio Conference____  Webinar____

4. Provide a brief summary of what you did.

We are no longer contracting Fred Pryor Seminars and CareerTrack instructors to teach our professional development classes and are now developing relationships with on-island instructors and content experts to deliver courses to our community. CCECS hired two program coordinators in the Spring who were able to provide a variety of technology courses being developed as part of the college’s selection of offerings. We advertised the workshops directly to the faculty and staff at UH at Hilo using the ohana list serv and other advertising opportunities (see question 7). The program coordinators received and reviewed applications from faculty and staff who applied for the Chancellor’s fund to attend the workshops. The applicants were emailed of their acceptance to attend the workshops. On the day of the workshop, the program coordinators were on-site to post flyers directing students to the classroom, set-up the classrooms appropriately and test a/v equipment, handle any walk-in registrations, make sure the trainers had all necessary tools and technology, and to administer evaluations to participants at the end of the workshop as well as apprising them of upcoming professional development opportunities.

5. Did you meet the objectives for this event as proposed in the application? Explain.

We have met the objectives for all of the workshops offered (except for the three noted in Question 2) based on feedback on the evaluations received from participants. Centered on the course objectives outlined in our proposal, we asked participants to rate: 1) the usefulness of content; 2) length of training; 3) instructor’s knowledge; and 4) instructor’s style. The average rating from all the evaluations combined were marked very good (average of excellent, very good, and good).

We were unable to offer three technology workshops; Web Design with Xara, Introduction to Filemaker Pro, and Introduction to Adobe Lightroom. Web Design with Xara was not run because the software program to run the class was unreasonably high and the program coordinator was unable to negotiate a lower price with the software vendor to make this class affordable. The instructor who was scheduled to teach Introduction to Filemaker Pro did not respond to our request for hiring information within ample time to teach the course. The Introduction to Adobe Lightroom seats were filled by the public within the first week the class was advertised, therefore the program coordinator had no seats to offer to university employees. This was our first semester to offer Adobe Lightroom and a 2nd class was not schedule later in the semester.
Recipient Name(s) Luisa F. Castro

Event Name: Professional Development Workshops

Compare your application with your completed project. Use additional space as necessary. Completed reports may be emailed to uhhilopd@hawaii.edu or dropped off at the Office of the Chancellor.

1. Describe when your project took place. Did it take place as scheduled in your application? If not, what happened and why?

The following classes took place as scheduled in our application.
- Advanced Grant Writing on Saturday, February 21st from 9 a.m. to 3 p.m.
- Leadership for Academics & Professionals on Friday, April 24th from 8:30 a.m. to 4:30 p.m.
- Intermediate Excel on Wednesday, May 13th, from 1 p.m. to 4 p.m.
- Introduction to Microsoft Publisher on Thursday, February 19th and February 26th from 9:00 a.m. to Noon (Two separate workshops)
- Introduction to Adobe InDesign CS6 on Tuesday & Thursday, May 5th & May 7th from 5:00 p.m. to 8:00 p.m. (a 2-day workshop)
- Introduction to Google Drive Applications on Wednesday March 11th and March 24th from 9 a.m. to Noon. (Two separate workshops)

The following classes did not occur as scheduled per our application:
- Web Design with Xara
- Introduction to Filemaker Pro
- Introduction to Adobe Lightroom

2. Describe where your project took place. Is this the same location you identified in your application? If not, what happened and why?

Most of the classes were held on the UH Hilo campus, however Advanced Grant Writing was offered at the UH West Hawaii Center 81-964 Halekii Street in Kealakekua to accommodate the needs of UH Hilo employees located in or near West Hawaii. Although scheduled to run in UH West Hawaii, we could not secure a date to run Introduction to Google Drive Applications within a reasonable cost. Adequate classroom space with the right equipment and appropriate software along with availability to use these kinds of classrooms on both the East and West side of the island is an issue we are encountering and are trying to work out.