

Note: This document was submitted as a grant funding request to continue development of specialty programming for faculty workshops. The grant was successful. Confidential information has been removed.

Westminster College Overview

Westminster College was established over 128 years ago and continues to be one of the top-ranked private colleges in the West. *U.S. News & World Report's* 2003 college rankings list Westminster College in the top 10 “Best Value” colleges and universities in the Western United States. Additionally, the magazine’s rankings list the college in the top tier of regional (the area from Montana to Texas to the West Coast) colleges and universities for the eighth consecutive year.

Westminster College’s 2002-03 enrollment of nearly 2,400 students is the third largest in its history. In response to enrollment growth, the college has increased its full and half-time faculty to 111, with 85% of faculty holding professional or terminal degrees in their field.

In July 2002, Dr. Michael S. Bassis became Westminster’s sixteenth president. Dr. Bassis has had a wide range of experiences as a teacher, scholar, and administrator over the course of his 30-year career in higher education. He is a firm believer in the integration of liberal arts with career and professional education. He was attracted to Westminster College by the diverse and gifted faculty, the professional staff, the high-caliber students, and the “culture of caring” he noted within the campus community.

As a senior fellow for the Institute on the Future of Higher Education, Dr. Bassis is viewed as an authority on educational change and an active participant in the national discussion on the quality of higher education. He is currently involving all factions of the college community – students, faculty, staff, trustees, alumni, donors, and community leaders – in a discussion aimed at identifying Westminster’s strengths while looking outside the college community to identify new institutional aspirations. His ultimate goal is to enhance the prominence and visibility of the institution to a regional and national level.

Westminster College Faculty Technology Center

Westminster College established the Faculty Technology Center (FTC) in November 2000 to help Westminster faculty use technology to enhance their students’ learning. Based on an innovative faculty development center model found at larger universities, the FTC is a supportive environment where faculty can develop instructional curricula enhanced by technology.

Located on the ground floor of Westminster’s Giovale Library, the FTC originally had four computer workstations, a CD-burner, audio/visual projection equipment, a DVD player, a digital camera, and over 60 software applications. Thanks to a generous grant from the Frueauff Foundation, the FTC was expanded in December 2003. In addition to workstations for two full-time staff members, the FTC now has increased instructional space with nine computer stations and a SmartBoard. This area is used for workshops and one-on-one technology training. Further, the FTC has added a high-end computer station for digital video and audio recording and editing.

Full-time academic technologists

In the 2002-2004 academic years, Westminster College employed two full-time academic technologists in the FTC. The FTC staff members work one-on-one with faculty to develop sound academic approaches to teaching with technology. In addition, the FTC staff teaches a variety of technology seminars such as electronic presentation techniques, personal web page development, and Internet usage.

Academic Technology Coordinator, XXXXX XXXXXXXXXXX, holds a Master's degree in Instructional Technology from Utah State University. In July of 2000, XXX XXXXX joined the Information Technology staff at Westminster College. XXX XXXXX conducts weekly Faculty Technology Seminars covering a variety of computer skills. Additionally, XXX XXXXX trains faculty members on WebCT and works as an administrator of the web-based course management software. During the summer of 2003, the FTC will host its first Teaching with Technology Symposium, where XXXX XXXXXXX and XXXX colleagues hope to generate dialogue regarding pedagogical issues surrounding Teaching with Technology and how it can help increase active student learning.

Computer Support Administrator, XXXXX XXXXXXXXXXX, has over four years experience in technical training and adult education in a higher education setting. XXX XXXXXXX came to Westminster College in January of 2003 from the University of Texas at Austin where XXXXX did graduate work in Adult Education, specializing in Curriculum and Instruction. XXXX has achieved many technical certifications including Certified Microsoft Office Authorized Instructor; Certified Microsoft Office User Specialist Expert in Word, Excel, and Outlook; Certified Microsoft User Specialist in Access, PowerPoint, and FrontPage. As Computer Support Administrator for the Faculty Technology Center, XXX XXXXX assists faculty with creating websites, provides technical support, conducts seminars, and produces training documentation.

Specialized Equipment Software

In the 2003 academic year, Westminster College renewed their license of WebCT software, the course management system that allows Westminster College faculty to use the internet to employ instructional tools such as online discussion boards, chat rooms, bulletin boards, and test and quiz managers. Westminster College was also able to purchase Respondus, third party software that makes WebCT quiz and test creation easier. With the aid of Respondus, faculty are better equipped to create and manage tests and quizzes through WebCT. In addition, faculty are able to design and distribute surveys as well as collect the data more easily. The use of WebCT in courses has significantly increased as a result of this software and the training and support the FTC staff are able to provide the faculty.

Other Accomplishments in 2003

Westminster's faculty have demonstrated significant interest in the FTC since its opening in November 2000. In 2003, faculty visits have more than doubled from a rate of 50 visits per month, recorded in 2001, to that of 105 visits per month. This remarkable growth in faculty interest is an example of the success of faculty presentations on the use of technology and fostering leadership skills on the Westminster College campus.

Specific examples of ways in which the FTC is currently benefiting faculty and the Westminster College learning environment include:

- In support of one of the college strategic initiatives, the FTC staff have been working with a group of faculty to develop Hybrid Courses, which combine both face-to-face instruction and online instruction.
- Since purchasing a computer system for recording and editing digital video, the FTC has worked on projects to convert VHS and audio tapes to digital format. This will help maintain the quality of the media, in addition to consolidating clips that will be used in class.
- Last year, the FTC staff initiated a new program to introduce all new faculty and staff to the FTC, types of support available, and WebCT, FTC website, and seminars) as well as to the Westminster College computer system. This has helped to make sure that staff and faculty know about the resources available on campus.

The Faculty Technology Center website, <http://www.westminstercollege.edu/ftc>, provides information about upcoming seminars, lectures, and technology seminars, along with highlights of Westminster College faculty currently using technology in meaningful ways

Advanced Faculty Technology Training Program

Since the Westminster College Faculty Technology Center opened in November of 2000, the center has made noticeable progress in training and supporting faculty in the use of instructional technology. A key component to this success has been the regular seminars offered to faculty by the FTC staff. These seminars have served as an extension of the individual support available to faculty through the FTC. The content of the seminars often centered on the faculty's basic technology needs. Over the past four years, the FTC staff noticed an increase in technical proficiency and competency of Westminster College faculty. This increased proficiency created new technology training needs for the faculty. The FTC staff designed a training program that meets the faculty's emerging instructional technology needs. **Westminster College respectfully requests a \$XX,XXX grant from the XXXXXXXX Foundation for XXXXXX to continue the Advanced Technology Faculty Training Program.**

In its inaugural year, the FTC staff spent most their time introducing faculty to the elements of instructional technology. To address teaching with technology, Westminster's FTC staff developed and conducted a series of technology seminars for the faculty. The seminars focused on developing the technical skills to use campus software and hardware. During the 2003 academic year, seminars offered by the FTC staff included:

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| • Internet Explorer | • Excel II | • Adobe Photoshop |
| • Computer 101 | • Scanning Photos & Text | • Putting Your Syllabus Online |
| • Excel I | | |

Currently each seminar is offered twice per week, totaling 48 seminars over the year. The FTC staff recorded 45 seminar attendees in spring 2003. Though attendance has increased, FTC staff noted that the faculty is more interested in advanced technology in teaching topics, and less interested in introductory-level seminars. The current level of interest in basic skill development can be accommodated by one-on-one FTC support. An advanced training program is essential to accommodating the increasing technological proficiency of Westminster's faculty.

Through seminar attendance and visits to the FTC, Westminster College faculty have shown a high level of commitment to learning fundamentals of instructional technology. An increasing number of faculty members have improved their competency in instructional technology and now request more in-depth technology training. Faculty members not only ask how to best use technology in their teaching, but examine why it is important to utilize technology into the pedagogy. Building on their increased familiarity with technology, the faculty wants to know how technology can best fit into and strengthen their instructional approach.

To address this faculty need on an ongoing basis, the FTC staff designed an advanced technology training program. The purpose of the program is to assist faculty in determining when and how to best apply instructional technology to achieve the greatest benefit for their students. Thanks to last year's PacifiCorp Grant, the Faculty Technology Center hosted the following advanced seminars during 2003-2004:

- Assessment Seminar
- Digital Video Editing Seminar
- SMART Board Seminar
- Hybrid Course Training (2-full days)

For additional information on these Seminars, including photos and in-depth descriptions, please see <http://www.westminstercollege.edu/ftc/index.cfm?parent=658&detail=668&content=2173>

The plan for the advanced training program was to offer four seminars per semester. In our first year of organizing the seminars, we discovered that four seminars per semester was too many. The first and last of each semester is very busy for faculty, and attendance at workshops and seminars is very low. So, after canceling a workshop because of low response, we have decided to focus on two or three seminars per semester. Just as we did last year, some of the seminars would be facilitated by in-house faculty or staff with a high-level of technological expertise. Others would be presented by visiting experts. Possible seminar topics include:

- Learning Communities
- Effective Test Creation
- Experiential Learning
- Addressing the Needs of Today's Students
- Using Portfolios for Ongoing Student Assessment
- Active Learning

Additional seminar topics may be introduced that align with current strategic initiatives at the College. Funding for these seminars will be used to pay facilitators stipends and travel costs. In addition, funding is needed to produce instructional materials that relate to the advanced content of the seminars.

By supporting an advanced faculty technology training program, the XXXXXXXX Foundation for XXXXXX will assume a unique and supportive role in further educating Westminster College faculty to enhance their teaching through technology.

Request

Westminster College respectfully requests a \$XX,XXX grant from the XXXXXXXX Foundation for XXXXXX to support the continuation of the Advanced Faculty Technology Training Program. Westminster College seeks support from the XXXXXXXX Foundation for XXXXXX to enhance the existing faculty technology training program. The proposed program will benefit students by providing Westminster College faculty with the advanced training and support necessary to more effectively use technology in the classroom. By using technology more effectively in the classroom, Westminster faculty can enhance their teaching in innovative and effective ways.

The attached budget shows how the requested funds would be used to develop an advanced faculty training program.

Faculty Technology Training Program Budget

Item	Total
Seminars with Westminster Facilitators	
Stipend for speaker	\$X00
Catering	\$X00
Books/Paper handouts	\$X00
Cost per session	\$X00
Number of sessions	2
Total	\$XX00
Seminars with Visiting Expert Facilitator	
Stipend for Visiting Expert	\$XX00
Travel Costs for Visiting Expert	\$X000
Catering	\$X00
Book/Paper handouts	\$X00
Cost per session	\$XX00
Number of sessions	2
Total	\$XX00
Grand total	\$XX,XXX