

Faculty Development Center HLC Criterion Report

The 1998 report noted the University's strong commitment to a student-learning environment and its dedicated and competent faculty. The University continues to build upon these strengths by providing resources and services to advance excellence in teaching. In 2001, the University received a 1.75 million dollar Title III Strengthening Institutions grant from the U.S. Department of Education to fund the technology infrastructure of the library and to establish a Faculty Development Center (FDC). Part of the Institute for Excellence in Teaching and Learning with the Academic Assessment Office, the FDC has helped the University to achieve a student-learning environment that is accessible to individuals of diverse ages, culture, and socioeconomic backgrounds. The FDC supports this mission by enabling us to support our faculty with resources; to energize them to think about the teaching and learning process in a creative and meaningful way; and to lay a foundation for a culture that focuses on the transformation of teaching and learning. What faculty are learning through the Faculty Development Center is enabling them to apply the most appropriate teaching techniques in the classroom with confidence, skill, and effectiveness.

[HLC3c_FDC_Overview_Brochure](#)
[HLC3c_Grant_Annual_Performance_Reviews](#)

The primary mission of the FDC is to help faculty develop pedagogical approaches and models that meet the increasing diversity of student learning styles and varied academic interests and backgrounds. The FDC works closely with other academic units to leverage human and technical resources for a variety of projects and initiatives. For example, the Academic Distance Learning Center has already developed an effective and flexible instructional design model for online courses, and the FDC is using a similar model for web-enhanced courses. In addition, the library has developed several online initiatives on Passports, including online tutorials, web-based assignments, Internet links, electronic reserves, among others. By incorporating these resources effectively in courses, faculty increase student learning and develop the life-long research skills in our alumni that are expected by the companies and organizations that hire them and that are necessary for life and work in the 21st century. The FDC also collaborates closely with the Office of Information Technology's Training and Support Unit to coordinate faculty training and day-to-day support of technological tools.

[HLC3c_FDC_Mission_Statement](#)
[HLC3c_Organizational_Chart](#)

The Title III grant funded 40 faculty fellowships over three years, enabling faculty to engage in systematic, fundamental educational reform. These faculty members completed a competitive process to receive fellowships to transform over 70 courses. Faculty fellows worked with the FDC staff to identify teaching and learning challenges in the courses that they teach, and then apply the most effective teaching techniques, via technology, to address those issues. These transformed courses form a solid foundation for continued development and transformation of the University's teaching methods. Faculty Fellows share their expertise through a variety of workshops, presentations, and mentoring. Intensive training and support is offered throughout the fellowship to fellow, and consultation assistance is also offered to non-fellows. FDC

[HLC3c_Faculty_Fellowship_Guidelines](#)
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[HLC3c_FDC_Statistics](#)

records indicate that over 760 consultation appointments were made since 2004. This is in addition to walk-in assistance provided during FDC open hours.

The FDC also offers a wide variety of faculty workshops. To plan workshops that address known needs, a needs assessment survey was developed in collaboration with an external consultant and conducted in June 2003. Approximately 30% of the full-time faculty responded, and the results were used to plan the training curriculum and ongoing workshops. Over 63 workshops were offered over a three year period with 391 faculty in attendance. These workshops were led by Webster faculty and staff, as well as invited experts from across the country. The workshops addressed both technical and non-technical approaches to teaching. The average satisfaction rate for these workshops was 9.1 on a 10 point Likert scale.

HLC3c_FDC_Needs_Assessment_Survey
HLC3c_FDC_Workshops_Schedules
HLC3c_Summer_Institutes

To provide equitable teaching excellence resources and services to off-campus faculty, the FDC created the FDC Online, which offers all of the services and resources available in the FDC, plus the following additional features: a faculty forum, which offers an online discussion forum and clearinghouse of advice, information, and materials on teaching and learning; an Adjunct Faculty Handbook, which provides a compilation of detailed information on University policies, services, technologies, and teaching and learning strategies that faculty need to know about and use during various stages of the academic term; an International Faculty Lounge, a real-time, video conferencing installation that allows faculty throughout the University's network to meet and collaborate, 'virtually;' and links to online resources that support teaching, such as web-enhancement tools, fair use guidelines, graduate thesis guidelines, electronic reserves, and an Active Learning Handbook. The latter provides information relative to the selection, evaluation and categorization of active learning strategies. Examples of learning activities in the handbook include: creation of academic portfolios, assigning roles during lectures or videos, focused student journals, mini case studies, performance videotaping/recording, and more.

HLC3c_FDC_Online
HLC3c_FDC_Adjunct_Handbook
HLC3c_Active_Learning_Handbook

Finally, 20% of the Title III grant funds were used to increase the University's endowment. Since the grant ended in 2006, the University has incorporated operational budgets needs of the FDC into the regular budget process.