

The purpose of this document is to present a budget proposal for annual staff development expenditures for a full-time faculty member at Western Michigan University. The proposal will include options for professional development based on the anticipated needs of a faculty member employed in the Educational Technology program within the College of Education. An effort will be made to allocate available funds such that the faculty member is able to attend a minimum of one professional development seminar or event as well as acquire texts or training materials relevant to their field of study.

Funding of Faculty Development at Western Michigan University

Western Michigan University (WMU) supports teaching and learning by providing \$80,000 each year to fund instructional development grants (WMUAAUP, 2005). WMU faculty members are able to pursue professional growth opportunities of their own choosing and specification by submitting instructional development proposals for review by their department chair, the dean of their college, and the Provost of Academic Affairs (WMUAAUP, 2005; N.E. Cretsinger, personal communication October 23, 2007). Specifics regarding allocation of the instructional development grant funds were not publically available at the time of writing this document. For the purpose of this exercise the principal investigator will estimate provision of instructional development grant funds based on university academic structure and employment data published on the WMU Web site. WMU is comprised of nine colleges (7 undergraduate, 1 graduate, and 1 honors college) and employs 860 bargaining unit faculty (Western Michigan University, 2007). If instructional development grants were allocated equally on a per-bargaining unit faculty basis then each faculty member would receive \$93.03. If allocated equally across the nine colleges, each college would receive \$8,888.88. According to Camblin and Steger, in a study of faculty development funds allocated at the University of Cincinnati, roughly 42% of the 800

faculty members submitted proposals over a three year period for a faculty development program very similar to that utilized at WMU – and roughly half of those were funded (Camblin & Steger, 2000). Based on the available data if we were to estimate that 21% of WMU's 860 bargaining unit faculty would successfully submit a proposal, receive approval, and be allocated equal shares of the available funds we could conclude that each would receive \$441.99.

Professional Development Conference Options

There are two annual conference held in Michigan that would be of value to a faculty member in the Educational Technology Program:

- Michigan Association of Computer Users and Learners (MACUL) is an excellent way for faculty to gain knowledge and expertise in the application of technology within the classroom. The most recent conference was held March 14-16, 2007 and had a registration fee of \$170 (MACUL, 2007).
- Michigan Association for Educational Data Systems (MAEDS) provides an opportunity for faculty to learn more about technology that is currently or soon will affect educational institutions. The most recent conference was held October 3-5, 2007. Information regarding cost of attendance was unavailable at the time of this writing.
- International Society for Technology in Education (ISTE) provides a look at the future of technology in school systems. The next conference is scheduled for June 29 – July 2, 2008. The cost to attend the conference is \$285.00 (ISTE, 2007).

Sample Conference Budget

Conference attendance includes registration fees, travel, hotel accommodations, and per diem (meals). Included below is a table indicating a sample conference budget for one faculty member to travel from Kalamazoo, MI to San Antonio, TX to attend the 2008 National Education Computing Conference sponsored/organized by ISTE.

Description	Cost
<i>Conference</i>	
Title: 2008 National Educational Computing Conference Sponsor: International Society for Technology in Education (ISTE) Date: June 29 – July 2, 2008 Location: San Antonio, TX Web site: http://center.uoregon.edu/ISTE/NECC2008/	\$285.00
<i>Related conference costs</i>	
Airfare: Northwest Airlines Depart: 06/28/2008 Return: 07/03/2008 Vendor: Travelocity.com Quoted: 10/24/2007	\$378.00
Hotel: Hampton Inn – Downtown San Antonio Address: 414 Bowie St San Antonio, TX 78205 Room: Single Room (\$129/night) – Six nights Housing reservation form: http://center.uoregon.edu/ISTE/NECC2008/travel/NECC08HousingForm.pdf 16.75% Room Tax	\$ 774.00 \$129.65
Per diem* *Based on the per diem specified in WMU Travel Expense Worksheet: http://www.wmich.edu/evalctr/intern/trav_form.pdf	\$204.00
Cab fare	\$50.00
Total	\$1820.37

In order to attend the 2008 NECC, a WMU faculty member could draft an instructional development grant proposal. As discussed earlier, on average we could reasonably anticipate most

proposals that are awarded would likely fall in the \$441.99 range. Specific learning objectives and outcomes gained from participation in the conference will be required to reasonably justify awarding in excess of four times the usual anticipated instructional development grant amount. Alternatives to funding such professional development options might include asking the college or department to fund a portion of the expense. In many cases a faculty member may be able to gain a discounted conference registration fee by presenting at the conference. A call for papers is often announced several months prior to each conference and will include disclosure of specific discount or compensation awarded to public speakers.

Professional Development Textbook Options

A library of textbooks may be an ideal professional development investment as it is a resource that could potentially be shared and enjoyed by multiple parties. A sample of textbook candidates and options are presented to provide an overview regarding topics and costs associated with building a comprehensive professional development textbook library. Please note that all textbook details and costs were retrieved from Amazon.com at the time of writing this document.

Textbook	Topics Covered	Cost
e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning by Ruth Clark and Richard E. Mayer ISBN: 978-0787986834	e-Learning Design Multimedia	\$55.00
A Practical Guide to Staff Development: Tools and Techniques for Effective Education By Adrienne E. Avillion ISBN: 978-1578394111	Staff development Teaching Training	\$94.05

<p>Technology and the School Library: A Comprehensive Guide for Media Specialists and Other Educators By Odin L. Jurkowski ISBN: 978-0810852907</p>	<p>Technology planning Educational technology Library technology</p>	<p>\$45.00</p>
<p>Multimedia for Learning: Methods and Development By Stephen M. Alessi, Stanley R. Trollip ISBN: 978-0205276912</p>	<p>Multimedia Instructional design</p>	<p>\$92.15</p>
<p>Planning for Technology: A Guide for School Administrators, Technology Coordinators, and Curriculum Leaders By Bruce M. Whitehead, Devon Jensen, Floyd Boschee ISBN: 978-0761945963</p>	<p>Technology planning Management Technology coordination Curriculum planning</p>	<p>\$37.95</p>
<p>Total</p>		<p>\$324.15</p>

Proposed Budget Allocation

The available annual professional development funds could be applied to the purchase of two to three textbooks each year – establishing a library that grows over time and expand upon the knowledge held by faculty as well as students currently working through the program – and to sending the faculty member to a regional conference. The advantages of a regional conference become obvious when considering the expense of travel to and lodging in a remote state. MACUL is often hosted in Grand Rapids, Michigan – a faculty member could attend that conference and keep costs of attendance down by commuting from Kalamazoo to Grand Rapids daily.

Conclusion

Providing funding for a faculty member to attend one or more conference each year can be prohibitively expensive for an institution. At the same time it is important to provide engaging and valuable professional development experiences that enable a faculty member to maintain their

knowledge at a contemporary level. It would appear that being able to creatively allocate and plan distribution of available funds would be an essential skill for the administration of a higher education institution as well as the college and department stakeholders that plan and support professional development activities.

References

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