2013 Student Technology Fee (STF) Proposal Form

Project Title: Writing Center Enhancement

Department/Organization: Writing Center, Western Libraries

Name(s) of Project Applicant(s)

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Amount Requested for Project

Proposed Budget:

1. Equipment total $8696.00
2. Plus site preparation (not STF funded) + $4000.00
3. Total Project Cost (spreadsheet total from part IV of this form, Total Project Budget) = $12696.00
   4. Less organization’s contribution – $
   5. Less site preparation – $4000.00
   6. **STF Grant Request** = $8696.00

PREREQUISITES

1. Review the policies (two) and procedure (one) below for using lab fees to purchase equipment. You may decide that this option is more effective for funding your proposal.

   - POL-U1400.03 Establishing and Changing Course and Lab Fees
   - POL-U1400.04 Administering and Spending Course and Lab Fees
   - PRO-U1400.03A Establishing a Course or Lab Fee, or Changing the Amount or Purpose of an Existing Course or Lab Fee, Fixed or Variable

2. Read the updated **II. STF Proposal Form and Instructions** on the Student Technology Fee website.

IMPORTANT NOTES

1. Disallowed Proposals:
   a. Proposals for computer lab upgrades – Existing computer labs are upgraded on a rolling schedule, and the Student Technology Fee continues to fund these upgrades.
b. Combined proposals – The STF Committee accepts single, distinct proposals only.
c. Proposals for software related to maintenance and/or serial payments

2. THE STF Committee will only accept complete proposals by the announced deadline. Every section (I–IX) and all items of this proposal format must be addressed.

I. Executive Summary (800 words max)

Provide a summary of the project and the benefits to be derived. Explain what the students would gain from the project, and how the acquisition would meet the Student Technology Fee mission.

We are requesting a 78 x 64-inch front-projector Smartboard to enhance writing center instruction for large and small groups and accommodation for individual writers with learning differences.

Large group application: In the 2012 academic year, the Writing Center conducted approximately 1800 hours of in-Center instructional sessions for groups sizes of up to 25. About 700 of those instructional hours were credit-bearing; 1100 were workshops for courses in the disciplines. Last year, the space was entirely unmediated for this instruction; this year, we've had the ability to schedule the Learning Commons' mobile display unit. However, that unit is too small for groups up to 25 to see the text-based display common to writing instruction, even at 200% resolution. A Smartboard would not only allow displays of suitable size, it would also allow collaborative writing and revising for classes or small groups.

Small group application: More and more, departments and academic units are assigning group-based writing projects, typically accomplished in groups of 4-5 students. We find students are ambivalent at best toward these projects, often because there is little classroom support for the group process, both in terms of jointly producing text and in terms of negotiating group dynamics. The Writing Center is uniquely positioned to facilitate and respond to group writing because writing assistants can mediate both the writing process and the group dynamic. The Smartboard would enable the group to collaboratively revise text and capture those revisions for the drafts.

Accommodations application: The Smartboard allows us to capture both the visual and oral brainstorming and mindmapping required by writers with learning differences and many other writers with a preference for visual processing.

Learning Commons application: While both of these technologies would be installed for the Writing Center's first use, our goal is to share this technology with other Learning Commons' partners, especially as our instructional efforts become more collaborative.

II. Relationship to STF Objectives / Impact on Current Academic Programs

The STF Committee will use as its primary assessment criteria the three objectives—access, quality, and integration—defined in the STF mission. Given this criteria, describe your proposed project in detail.

1. Tell us—focusing on what the students will gain from the project—how the project would provide positive benefits to specific courses or instructional programs. Specifically:
a. How would this project provide additional student access to technological resources?

Although there are group rooms on upper floors of the Library with Smartboards students can access, the Smartboard functions are underused. Simply having the technology doesn’t insure access; students must also know how to use the hard and software, and they must know which functions apply to their teaching-learning needs. In the Writing Center, the writing assistant staff would already be offering writers guidance in the reading/researching/writing process; these technologies would be embedded into a teaching-learning site where instruction and support is built into the consultations.

b. How would this project broaden or enhance the quality of the student’s academic experience through the proposed technology?

The fact that we lack the ability to even display a computer screen definitely limits our instructional choices. Workshops for classes or course-based can only occur in the Center if the information can be conveyed on white boards. We’d like to be able to work with classes of writers in getting started on their scholarly research. While a display is a minimum requirement, we think these tools give value added more for the ability to use them interactively. For instance, it’s one thing to explain the value of transitions in writing; it’s another thing to have writers collaboratively practice composing effective transitions while they revise. With these technologies we can move students knowledge of transitions from “knowing about” to “knowing how.”

c. How would this project integrate technology into coursework?

With few exceptions for career-based writing such as resumes, all the writing we see is academic and course-related. All our large and small group instruction is coursework driven. That is, we don’t currently offer drop-in workshops; they are all offered based on faculty requests to embed literacy instruction into existing courses.

2. Will other departments be involved with this project?

No ☐ Yes ☑ If yes, describe.

The project is Writing Center-based, but we intend to share these resources with Learning Commons’ partners as needs emerge.

3. Has any part of this project previously been funded by the Student Technology Fee?

No ☐ Yes ☑ If yes, describe.

4. Is the proposed project a pilot project?

No ☐ Yes ☑

III. Utilization

List the anticipated number of times and duration per each use—per quarter or per academic year—that students would use the proposed technology. The committee is looking for total student hours
and total number of unique students who would use the technology in that time period. Explain how you arrived at this utilization.

In the 2012 academic year, the Writing Center offered over 5000 hours of writing instruction, 1800 of which were group instruction. Based on those figures, we would definitely use the Smartboard for 1800 hours in an academic year. Further, we estimate being able to use the audio visual functions for another 300 hours of individual instruction where visual accommodations would be useful.

We track these statistics using a shared Library application that tracks both group and individual instruction offered on site and online. Unfortunately this database does not allow us to track unique students. Nevertheless, it’s important to note that since moving to the Learning Commons two years ago, the number of writers who consult the Center has grown by 78%.

IV. Total Project Budget

This section details the estimated cost of the project. Include costs that would be covered—by your department or another source—for ongoing costs such as personnel or operating expenses.

To assist you in preparing your budget, please consult with relevant campus support departments (ATUS, Purchasing, Space Administration, etc.). For more information about these contacts, see the beginning of “II. STP Proposal Form and Instructions” on the STF website.

Attach Excel spreadsheet if you have additional details.

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<td><strong>Total</strong></td>
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Note: We recognize your proposed budget as an estimate. Final funding for successful projects will be established after thorough technical review; some costs may need adjusting due to price changes. The STF Committee may impose special conditions on a project; see the STF Program Overview.

1. What funding or contributions are available from your department or other sources?
Note: “Contribution” is defined as a monetary contribution. A vendor discount, for example, is not considered a contribution.

Installation only

2. Could this project be divided into discrete elements that could be funded separately?

Note: A “no” response to this question creates an “all or nothing” proposal. That is, if the STF Committee decides against funding your entire proposal, it will not consider any elements for partial funding. If proposal elements could be funded separately, the applicant is responsible for prioritizing these elements before submitting the proposal.

No ☐ Yes ☒ If yes, summarize and prioritize project segments with cost estimate for each segment.

We currently have five STF funded laptops. While demand for these is relatively brisk, we could dedicate one of these laptops to the Smartboard and eliminate a laptop from our request.

3. Are lab fees charged for any of the courses that will use this equipment?

No ☐ Yes ☒ If yes, please note: The total funding requested from the Student Technology Fee must reflect the amount collected from course fees for equipment replacement and/or equipment acquisition. All proposals asking for course fees will be reviewed by the Academic Budget Office.

V. Impact on Existing Resources

Your proposal must address the project’s potential impact on existing resources. Give special attention to the impact on data transmission networks (e.g., sources accessed, networking equipment, etc.), and personnel (e.g., staffing, administrative support, faculty support, etc.).

Any proposal that includes replacement of computers should specifically address the feasibility and cost effectiveness of upgrading the computers rather than replacing them.

1. Describe how existing equipment is used. Contrast this to projected use if your project were funded.

There will likely be a modest impact on ATUS to support the equipment. In addition, there will be an impact on writing center personnel because they will need training in using the hardware and software.

2. Is similar equipment or technology available elsewhere on campus—such as the Student Technology Center, Classroom Services, Video Services, Western Libraries, a college lab?

No ☐ Yes ☒ If yes, describe why the existing equipment does not meet the needs outlined in this proposal.

Existing Smartboards are located on upper floors of Wilson Library in group study rooms which serve many other purposes. These are not proximal to the Writing Center, nor are they available for our use.

The mobile display cart currently available to Learning Commons partners is too small and doesn't include the collaborative functions of a Smartboard.
3. **If** this project involves the replacement of equipment:
   a. Describe the “before and after” configuration changes. (A spreadsheet reflecting these changes may be attached.) Or, write “N/A.”
   b. Describe the costs and benefits of replacing vs. upgrading. Or, write “N/A.”

4. Will this equipment be available to students outside your department?
   - **No** ☐  **Yes** ☒  If the proposed technology would be used by students outside of your department, describe how they would gain access, how equipment availability would be publicized, the hours/week when equipment would be available, and any costs that would apply.

   **The Writing Center is currently staffed 40 hours a week when school is in session. The Library is open 90+ hours a week, and the Writing Center is available to students all hours the Library is open, whether or not we are staffed. Learning Commons’ partners would have first access during hours we are not open, but students would retain access. We have interviewed writers who use our space to write while we are unstaffed, but we have no way of tracking the numbers. Presumably using the technology while we are staffed would lead to students using it during non-staffed hours as well.**

5. Does this project involve the check-out of equipment to students?
   - **No** ☐  **Yes** ☒  If yes, discuss whether or not the Student Technology Center could be assigned this task.

6. Does the department have adequate operating funds to provide ongoing maintenance and support?
   - **No** ☐  **Yes** ☒  If yes, describe.

   **The Writing Center budget is generously supported by the Student Enrollment Fee, and the Library could be a back-up if necessary.**

7. Does the department have adequate personnel funds to provide ongoing staff support for this project?
   - **No** ☐  **Yes** ☒  If yes, describe.

   **We currently have a student staff of 30 with the potential for growth should demand increase as a result of this technology.**

**VI. Space and Site Information**

This section addresses any space alteration or site preparation necessary for the proposed project. Site alterations include painting, holes in walls, security systems, carpeting, construction, lighting changes, or conversion of a lab or office.

**Special Note:** If this project would require any site preparation, or if this project would use any space not currently under your department’s control:
You must submit a draft proposal to Space Administration by **November 28, 2012**.

Space Administration and Facilities Management will then conduct a site survey and respond to you by **December 12, 2012** about project feasibility, cost, and schedule.

You must include the site survey response with your final proposal.

1. Location for installation of equipment or technology.

   Writing Center, Across from Zoe's Bagels, prefer south wall if feasible.

2. Would site modification be required?

   ![No](false) ![Yes](true)

   If yes, describe the modifications (electrical, air, painting, lighting, security, network access, etc.).

   **Electrical, most likely uninstalling lighting that may interfere with front mount projector.**

3. Would this project use space not currently assigned to your department or area?

   ![No](false) ![Yes](true)

   If yes, describe.

### VII. Project Schedule

Describe your overall implementation schedule. (Remember that project awards are announced during spring quarter, and that projects are to be substantially completed by the end of the calendar year.) If any site preparation is involved (see section VI above), align your project schedule with the schedule provided by Space Administration and Facilities Management.

**Would prefer installation during summer 2013; fully ready by fall 2013**

### VIII. Constraints

List or describe any external or internal factors/constraints that could affect your project schedule, project objectives, or the project budget (e.g., if external approval is required for curricular changes, or if funding must be received by a certain date).

### IX. External Funding

This section must be completed for any **projects over $100,000**. For project budgets of this scale, the applicant should investigate opportunities for obtaining external funding for all or part of the proposed project.

1. Describe the external organization(s) able to provide funding in support of this project.

2. Describe the funding cycle for these requests (submission dates, projected award dates).

3. Indicate the amount of external funding that would be requested.
4. In cases where joint funding is requested, what would happen if the Student Technology Fee award is made and the external grant is not awarded?

5. Has a grant proposal already been submitted for all or part of the proposed Student Technology Fee project?