Proposal for the Use of the FY2001 Technology Fee: A Technology Center for
The Department of Public Administration and Urban Studies

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1. Executive Summary

<table>
<thead>
<tr>
<th>Project Description</th>
<th>One-time Costs</th>
<th>Ongoing Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>We want to create a technology center. We will give students access to the tools</td>
<td>$31,998.00</td>
<td>$16,500.00</td>
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<td>they need to learn and skilled support staff.</td>
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2. Project Description

Over the past three years, we have created and maintained a work area for graduate assistants in the Department of Public Administration and Urban Studies (PAUS), using departmental and college funds. This effort has been a major success. Many of our research assistants use the work area, and it has allowed students and faculty to work together productively in an environment that fosters creativity and experimentation.

We want to use funds from the new technology fee to expand our current work area and turn it into a student technology center, open to all PAUS students. This was 220 undergraduate students and 265 graduate students for Spring 2000. We would also like to provide access to a skilled, technology savvy graduate student. As anyone knows, effective use of technology does not just happen. We want to develop an environment where students and faculty can work together to master new technologies.

Departmental policy requires students to have access to a computer with MS Office and the Explorer browser, which is a step in the right direction, but—by itself—this policy does not do much to promote learning. It places full responsibility on the students and/or their sometimes-beleaguered instructors. Some students flourish in this environment, of course, but others become frustrated, angry and withdrawn. We need to do more to assure that everyone is moving forward at a respectable pace.

When students come to the technology center, they will be sure that everything works and they will have ready access to the tools that their instructors discuss or demonstrate in class. They will also be able to print, scan, access large files and get help, from a skilled graduate student. Of course, they may also be able to get help from their instructors, who are all located near to the rooms that will be used for the technology center.

To make this project work, we will use two adjoining rooms on the 12th floor of the Urban Life Building. We will not be able to have a single large room, but we will try and keep everything close together. The different rooms may be devoted to specific tasks. Our goal is to add 10 new computers to the 7 we already have in a single work area. We will also add some specialized software used in our classes (such as STATA and SPSS), improve access to scanners and printers, and provide support in the form of a skilled GRA.
A final benefit of the technology center is that it will allow for more mixing between our paid graduate assistants (often our very best students) and other students. At the very least, the graduate assistants will provide good role models.

3. Relevance to Regents Guidelines

We feel that our plans for a technology center are totally consistent with the Regent’s guidelines. This is the very best action that we can take to provide an added value to the educational experience of our students. This is a sound investment that will add to the quality and stature of our programs and better enable our students to succeed. Of course, it will also allow faculty to make more use of technology as well, now that they know that they will not be placing an unfair burden on their students. Some other linkages between our plan and the guidelines are as follows:

- Consistent with items one, two, and three of the technology fees guidelines, the proposed technology center will be exclusively for student use, offering access to well-maintained computers that run software, the Internet, and productivity tools used in classes—some discipline specific and some not. They will be able to produce quality printed documents, as required in many PAUS classes—using graphics and color as needed. They will also be able to access large data sets that are saved on our network that could not be easily accessed from remote sites.

- Consistent with item 4 of the technology fee guidelines, the technology center will be staffed with a graduate student, able to offer both training and hands-on assistance. This will free instructors and students from concentrating too much on completing relatively simple computer tasks.

- Consistent with item 5 of the technology fee guidelines, we will be using technology funds to augment or leverage other funds. We have already established a student work area. We want to use additional funds to expand what we are doing and open up access to all of our students. We will also make use of some existing licenses for SPSS. In addition, our Dean’s office has committed to purchasing furniture for the technology center.

- Our hiring of a graduate student is consistent with item 6 of the technology fee guidelines, which indicate that hiring staff is permissible. We are not planning to use funds from the technology fee to fund an existing position. We could not afford a GRA to help other students without the help of outside funds. Having help available in the lab will help to draw students to the university, and enhance the value of the lab. It will also provide a good learning experience for the GRA, who will be expanding his or her knowledge by teaching others.

4. Justification of One-time Funding Requirements

The one-time investments for the technology center include the cost of 10 new computers, network cards, and ports. The specialized software we are requesting at the present time are STATA (a specialized statistical program used in a number of classes), FORTRES (used to manage lab computers), and the Adobe Acrobat writer, which would be very useful for students wishing to submit their class projects in an electronic format. We are asking for copies of FORTRES for all computers in the technology center (7 existing computers and 10 new computers).
5. **Continuing Funding Requirements**

We would like to replace one third of the center computers each year (beginning with the original 10, oldest first), keep the software upgraded, and maintain our GRA support. We already have a scanner and some older printers, and we would like to replace at least one printer or scanner each year.

### YEARLY TECHNOLOGY CENTER COSTS

(Second Year and Beyond)

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Cost</th>
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<tbody>
<tr>
<td>5 Dell Computers</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Software Upgrades</td>
<td>$2000.00</td>
</tr>
<tr>
<td>Printer and Scanner Replacements</td>
<td>$1000.00</td>
</tr>
<tr>
<td><strong>GRA II for 15.5 Hours each Week</strong></td>
<td>$4500.00</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$16,500.00</strong></td>
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6. **Accountability of Funds**

We already maintain a number of project accounts in PAUS and in the Andrew Young School of Policy Studies. We do not anticipate that managing these funds would present any unique challenges. We will make a yearly report on costs and expenditures.

7. **Additional Funding Required, Non-Technology Fee**

Attachments are being provided from our Dean’s office expressing a commitment to help in the provision of space and the purchase of furniture.

8. **Impact on Computing/Network Infrastructure**

Our network services are provided via an agreement between our college and IS&T. Our IS&T support person describes the impact of the requested equipment as minimal.
Memorandum

To: Greg Streib, Professor of Public Administration and Urban Studies
From: Roy Bahl, Dean, Andrew Young School of Policy Studies
Re: Your Proposal for Technology Fee
Date: June 15, 2000

The Andrew Young School of Policy Studies will provide funds for the network cards and computer furniture needed to support your proposal. In addition, we have identified space on the 12 floor of the Urban Life Building for the expansion of the lab.