PROPOSAL FOR THE USE OF THE FY2002 TECHNOLOGY FEE:

To Enhance Student Learning with the BUSINESS STRATEGY GAME [BSG]
Submitting Organization(s): ROBINSON COLLEGE of BUSINESS [RCB]
Contact Person(s) (Name, email, phone):
Marta Szabo White, mwhite@gsu.edu, 1-2895
Susan M. Houghton, mgtsmh@langate.gsu.edu, 1-1893

1. EXECUTIVE SUMMARY

<table>
<thead>
<tr>
<th>25 Word Project Description</th>
<th>One-time Costs</th>
<th>Ongoing Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating a learning environment where new computer equipment is dedicated to the BSG</td>
<td>$10,800</td>
<td>Standard Maintenance by RCB Systems</td>
</tr>
<tr>
<td>[a critical component of BUSA 4980] and to student–teacher collaboration.</td>
<td>[$2700 x 4</td>
<td>Support</td>
</tr>
<tr>
<td>computers]</td>
<td>computers]</td>
<td></td>
</tr>
</tbody>
</table>

2. PROJECT DESCRIPTION

We propose replacing the existing computers in the Management Department's computer lab with upgraded systems, dedicated to running and troubleshooting a semester-long simulation which is a critical component of the undergraduate capstone class, BUSA 4980, Strategic Management. Every graduating senior is required to complete this course with a grade of C or better. Thus, over 1,000 seniors are engaged in this technology learning environment every academic year.

The primary purpose of BUSA 4980 is to integrate subjects from business core courses and other disciplines into a corporate understanding of business strategy. Business strategy is inherently an integrated activity. Hence, no major functional area of an organization can be fully understood in isolation. Individual functions are broken apart for study earlier in the business curriculum, and the capstone course is designed to bring these separate pieces back together, highlighting the interactions and interrelationships between these functions.

The Robinson College of Business [RCB] has taken a lead in the use of technology to deliver and support teaching and learning initiatives, particularly in the BUSA 4980 course. For BUSA 4980, we use a course-long computer industry simulation, which greatly enhances our ability to provide an interdisciplinary, team-based, integrating learning experience. The simulation, named the Business Strategy Game [BSG], has comprised an essential pracademic link between theory and practice for all graduating seniors.

We believe that this complex, dynamic, simulation provides students with a tactile experience regarding the challenges of strategic analysis and decision making. This simulation is challenging when the supporting technology works well, and it is overwhelming when the technology fails to function properly. Technology failures in the
past have affected our ability to assist students with problem solving and skill development in a timely manner. While our faculty are extremely motivated to assist students, we have been handicapped due to the poor grade of technology available to us.

The BSG has been a part of this rigorous class since 1994-95. We are currently using the 7th edition of Thompson, A.A., Jr. & Stappenbeck, G.J. [2001]. The Business Strategy Game: A Global Industry Simulation. (Player=s Manual) [7th Edition] Boston: McGraw-Hill/Irwin. This 7th version is complex, challenging, and at times frustrating for students. A computer workstation would provide a convenient common workspace for students to collaborate with their professors on the tactical and strategic issues that arise with the BSG simulation.

Presently, two Dell 333 computers are used to run the BSG. The two other computers in the management computer lab (RCB 1011) are a Dell 233 and a Dell 133. All four of these computers are below University minimum performance criteria. According to the Technology Award criteria, each computer being replaced is less than a 350 MHz processor, therefore no additional form is required1.

In promoting active learning, it is imperative that we are able to provide computers dedicated to the BSG and student–teacher collaboration that meet minimum performance requirements. The upgraded systems would facilitate students’ learning about how to solve problems and improve their skills at using information strategically. Further, students would be able to work more closely with their professors to refine these skills.

3. RELEVANCE TO REGENTS GUIDELINES

The expenditures will directly benefit students and is consistent with the Board of Regents’ Higher Education & the Age of Learning2 objectives for educational technology. Excerpts follow with relevant passages highlighted.

That this Age of Learning (21st century) will both force and require a transformation of higher education is a point to which virtually everyone agrees. Our challenge is to create the infrastructure - physical, human, intellectual, financial, organizational,

---

1 For awards involving replacement of equipment due to obsolescence or inadequacy and for which the displaced machines are faster than 350 MHz, the awardee is required to document specific quantitative performance requirements that warrant the replacement of such equipment. The equipment’s inability to perform specific functions must be identified. Also, a statement is required explaining why the performance of such functions is critical to the continued functioning of the facility in which the equipment is located. See the attached form, which must be completed for all equipment being displaced and which is faster than 350 MHz. Purchase requisitions will not be released for replacement equipment until this form has been completed. If the equipment you are replacing is less than a 350 MHz processor, you do not have to complete this form. This has been adopted as a University-wide standard of minimum performance for operating the current Windows operating systems and office suite. Just state that you are using the University minimum performance criteria.

2 http://www.usg.edu/admin/policies/tech_principles.html
and virtual - that harnesses the power of technology to meet the strategic needs
of Georgia, Georgians, and Georgia-based businesses, organizations, and
communities, while also taking advantage of global opportunities.

Use educational technology, innovation, and teaching strategies that produce the most
learning by engaging students actively, collaboratively with other students, and in
frequent contact with faculty. It shall promote and reward excellence in teaching, and
shall maximize the benefit to students and to the state from the research, scholarship,
and service activities that complement teaching. (Guiding Principle #10).

By unleashing the creativity of faculty and staff, learning environments can be
created which will attract and engage the wonder, curiosity, and excitement of
students, as well as address their practical learning needs. Just as important, the
University System can provide the State of Georgia and its businesses and
organizations with a competitive edge in a global economy in which learning is critical to
success. These principles and their recommended actions are grouped under the
following broad themes: Expanding Access, Enhancing Learning, Enriching
Opportunities, and Effective Financing and Innovative Governance.

4. JUSTIFICATION OF ONE-TIME FUNDING REQUIREMENTS
To fully accomplish the goals of BSG problem solving and student–teacher
collaboration, the following one-time equipment will be needed:

Four (4) COMPUTERS with a minimum of 350 MHz each.
Each computer will cost $2,700, for a total cost of $10,800.
The standard maintenance by RCB Systems Support will comprise any ongoing
support.

5. CONTINUING FUNDING REQUIREMENTS
Except for the ongoing need for RCB Systems Support, no impact.

6. ACCOUNTABILITY OF FUNDS
All funds will be expended through the Robinson College of Business [RCB] and will
be segregated in the Department’s budget to permit full accountability.

7. ADDITIONAL FUNDING REQUIRED, NON-TECHNOLOGY FEE
None.

8. IMPACT ON COMPUTING/NETWORK INFRASTRUCTURE
   Except for the ongoing need for RCB Systems Support, no impact.