GEORGIA STATE UNIVERSITY
Proposal for the Use of FY2002 Technology Fees
(Rev.Due Date: Tuesday, April 10, 2001)

Submitting Organization(s): Department of Marketing, J. Mack Robinson College of Business
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Naveen Donthu, Professor of Marketing
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Contact Person Phone: (404) 651-2740

1. Project Short Title

5-8 Word Project Title: Instructional & Presentation Technology (for Marketing Conference Room)

2. Total Requested Amounts: $12,550

<table>
<thead>
<tr>
<th>Fiscal Year 2002</th>
<th>Years Following Fiscal Year 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12,550</td>
<td>$</td>
</tr>
</tbody>
</table>

3. Executive Summary

Install a computer workstation, VCR, and ceiling mounted projection equipment in the Marketing Department conference room. This will facilitate doctoral seminar and advanced graduate elective instruction, weekly scholarship sharing brownbag lunches, marketing and retailing table presentations, and CBIM, and CMCS presentations. This basic equipment is now available in all classrooms of Classroom South and General Classroom.

4. Project Description

The Marketing Department conference room is heavily used for presentations and seminars. Every semester two doctoral seminars are taught in this room. Many Marketing and Retailing RoundTable presentations are held in the room. CBIM and CMCS seminars are also held in the room. Weekly faculty and doctoral student Scholarship Sharing Series brownbag lunches are also held in the room.

Currently the room has no presentation technology, but instead has an overhead projector and chalkboard. Almost all presenters in the above-listed events now routinely use technology such as PowerPoint presentations, video cassettes, etc. Currently, we cart in a computer and VCR whenever needed. This is not only inconvenient, but also portrays a bad image of GSU when we have guest speakers.

We propose to add technology to the conference room. We propose to install a computer workstation, VCR and ceiling mounted projector in the room. This basic technology is now considered essential for any room where students are instructed and presentation are made. In fact, all rooms in Classroom South and General Classroom now have this equipment.

5. Relevance to Regents Guidelines

♦ Direct benefit to doctoral and advanced masters students whose classes are held in the room.
♦ Will enhance instruction quality and instruction efficiency.
6. Relevance to Strategic Plan(s)
   ♦ Enhance instructional facilities
   ♦ Increase the use of technology-assisted instruction.

7. Impact on Students Served
   ♦ Improve the quality of instruction.
   ♦ Encourage students to use technology in their presentations.
   Doctoral students (who will ultimately become professors) seminars will be held in this room; hereby facilitating their teaching using technology. This will give them as added edge in the job market.
   Outside of scheduled seminars and presentations, the students will have ready access to this room during the regular semester to work on course development activities.

8. Justification of Funding Requirements for Fiscal Year 2002

<table>
<thead>
<tr>
<th>Object of Expense</th>
<th>Itemized Descriptions</th>
<th>Quantity</th>
<th>Extended $ Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment (Note: Use standard dollar amounts and replacement thresholds from sections 11/12, or provide explanation in sections 11/12)</td>
<td>Item 1: 3M Video Projector MP8770</td>
<td>1 ea.</td>
<td>$6226.00</td>
</tr>
<tr>
<td></td>
<td>Item 2 Ceiling Mount Kit</td>
<td>1 ea.</td>
<td>$224.00</td>
</tr>
<tr>
<td></td>
<td>Item 3 Sony VCR</td>
<td>1 ea.</td>
<td>$300.00</td>
</tr>
<tr>
<td></td>
<td>Item 4 Desktop Computer</td>
<td>1 ea.</td>
<td>$3000.00</td>
</tr>
<tr>
<td></td>
<td>Item 5 Wall mounted screen</td>
<td>1 ea.</td>
<td>$250.00</td>
</tr>
<tr>
<td></td>
<td>Item 6 Desk for Computer &amp; VCR</td>
<td>1 ea.</td>
<td>$300.00</td>
</tr>
<tr>
<td>Maintenance or Contractual Services</td>
<td>Item 1: Extended Warranty</td>
<td>1 ea.</td>
<td>$800.00</td>
</tr>
<tr>
<td>Network Connections and Infrastructure Costs (Requires review of UCCS)</td>
<td>Item 1: Network cost</td>
<td>1 ea.</td>
<td>$450.00</td>
</tr>
<tr>
<td></td>
<td>Item 2 Installation</td>
<td>1 ea.</td>
<td>$1000.00</td>
</tr>
<tr>
<td></td>
<td>Item 3, etc</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Other Expenses (explain)</td>
<td>Item 1</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>Item 2, etc</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>$12,550</td>
</tr>
</tbody>
</table>

9. Consequences of Partial Funding: **Not a viable option because of the nature of our request and the inter-dependence of the equipment. For example, it does not make sense to have a projector with a computer…etc.**

10. Justification of Funding Requirements for Fiscal Years Following FY 2002: **N/A**

11. Standard Dollar Amounts: **N/A**

12. Standard Replacement Thresholds: **N/A**

13. Prerequisite, Non-Technology Fee, Funding: **N/A**

14. Matching Funds: **N/A**

15. Staffing and Other Support Availability: Faculty and staff of the Department of Marketing will provide
necessary training on and maintenance of the equipment without any additional funding requirements.

16. Space Availability: The project will be housed in Room 1301 of the RCB Building, the conference room, located in the Department of Marketing.

17. Impact on Facilities: No renovation or change in the existing structure will be necessary or required.

18. Impact on Computing/Network Infrastructure: N/A

19. Review and Acknowledgements

Attach electronic notes or documentation showing that the following units or administrators have reviewed or acknowledged this proposal:

Dean or functional unit endorsement
Matching funds commitment from appropriate fiscal officer
University Computing and Communications Services review or acknowledgement
Planning and Facilities review or acknowledgement
Regents Technology Fee Guidelines

The Review Team recommends that technology fee expenditure guidelines should be based upon two fundamental principles.

- Student technology fee revenues should not be used to supplant current levels of technology fee expenditures. Institutions should provide evidence that overall institution technology expenditures clearly reflect that expenditures based upon fee revenues are above and beyond normal levels.
- The focus of the student technology fees should be on academic or instructional technology and distinctions should be drawn between expenditures for administrative applications or scientific and laboratory equipment, and instructional technology.

With respect to the second principle, technology fee revenues should be directed toward those needs that directly meet the educational value criterion established in the Chancellor's approval letters; i.e., the fees provide added value to the educational experiences of the students. We define this value to be instructionally oriented and not oriented toward other services such as housing registration, advising, record keeping, etc., important as these services are to a student's overall collegiate experiences.

The guidelines in bold print below are not prescriptive but rather are intended to help provide a framework for local institutional decisions.

[1] Technology fee revenues should be used primarily for the direct benefit of students to assist them in meeting the educational objectives of their academic programs. At this point in the evolution of collegiate academic technologies, access is important: access to productivity tools, discipline specific software packages, computers and printers, internal and external databases, introductory and advanced training, and access to networks (from home or from campus). Therefore, high priorities should be given to the use of technology fees for these purposes.

[2] Technology free [sic.] revenues should be used to assure that there are sufficient campus licenses for primary productivity tools such as those found in the Microsoft Office product suites and for discipline specific software. The fees should be used to assure that students have easy access to tools and software packages that are critical within their chosen disciplines. This range from computer assisted design through music composition, art and drawing tools, scientific notation, modeling, and other discipline specific analytical tools. Appropriate computer based or Wen [sic] instructional modules are appropriate as well.

[3] Technology fee revenues should be used for hardware and Network related expenditures that include support of general purpose or special purpose laboratories used by students for body productivity and more discipline related activities. Provision of adequate network bandwidth and access to the Internet and special purpose databases and specialized computing are vitally important in some disciplines and should be supported. At the same time, institutions will need to balance competing demands for greater and broader access to resources for all students versus the demand for important but specialized and restricted resources.

[4] Technology fee revenues may be used for training of students and, to a lesser extent, staff and faculty. Students and faculty perceive good training in the use of computing and networking resources as
an important component of effective use of electronic instructional resources both inside and outside the classroom. Consequently, the secondary educational value is high; training allows students and faculty to focus on course content rather than on the mechanics of operating a computer. In general, staff and faculty training should be supported from operational funds. Obvious exceptions include circumstances such as space remaining available in a training session after student sign-up is completed, or the purchase of a site license for online training that permits access by all members of the campus community.

[5] Technology fee revenues may be used to leverage other funds where appropriate. Keeping in mind the second fundamental principle, there are circumstances where a grant or other or one-time allocation could be combined with technology fee revenues to yield greater access or resources for students.

[6] Technology fee revenues may be used—with caution—for new staffing that is either temporary or ongoing. Institutions should continue to focus on the criterion established initially by the Chancellor's approval letter-the fees provide added value to the educational experiences of students. Where additional staffing clearly will provide added value to students--and the value can be documented--technology fee expenditures may be warranted. For example, hiring temporary trainers may be the best way to ensure that all incoming freshmen and transfers receive a thorough information technology orientation session. However, under no circumstances should technology fee revenues be used to fund existing positions that would otherwise be cut from an operational budget, nor should fees be used to fund general computing and networking positions that have a significant administrative or research support component. Institutions are encouraged to develop a formal process of review for proposed student technology fee staffing expenditures to ensure continued awareness of this guideline.

[7] Lower priority uses of technology fee revenues include development of software packages, acquisition of one of a kind software or hardware products for faculty use in training, adaptive equipment for students with disabilities, and consumable supplies such as printer paper. In general, hardware and softer for exclusive use by revenues although rare exceptions may be anticipated. [sic.] [We assume this means that purchase of hardware and software with technology revenues for shared uses other than those stated is normally not endorsed.]

[8] In almost no cases should technology fee revenues be used for administrative software or software implementation (such as BANNER), administrative hardware, research equipment, non-networkable specialized scientific equipment, space renovation, or other items or activities that do not have a direct and immediate impact upon students instructional objectives.
GEORGIA STATE UNIVERSITY
Technology Fee FY 2002
Standard Windows/Intel Instructional Workstation

To be provided and attached here (being prepared by Carolyn Gard).
GEORGIA STATE UNIVERSITY  
Technology Fee FY 2002  
Itemization of Equipment to be Replaced  
Due to Obsolescence or Inadequacy

Unit: _____________________________

Proposal Submitter: _____________________________

Proposal/Award Title: _____________________________

If this proposal includes a request to replace old equipment with newer equipment due to obsolescence or inadequate performance, please itemize the specific machines or software to be replaced.

<table>
<thead>
<tr>
<th>Station Number</th>
<th>GSU ID</th>
<th>Serial No.</th>
<th>Current Room Location</th>
<th>Make</th>
<th>Model</th>
<th>CPU</th>
<th>Mhz</th>
<th>Manu. Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>sample 1</td>
<td>12089</td>
<td>78RYZ31</td>
<td>CS 401</td>
<td>IBM</td>
<td>Thinkpad 760EL</td>
<td>Pentium</td>
<td>120</td>
<td>Dec-99</td>
</tr>
<tr>
<td>sample 2</td>
<td>12082</td>
<td>6639HVU5F31</td>
<td>LS 222</td>
<td>Compaq</td>
<td>Deskpro 2000</td>
<td>Pentium</td>
<td>166</td>
<td>Jun-98</td>
</tr>
</tbody>
</table>
GEORGIA STATE UNIVERSITY
Technology Fee FY2002
Equipment Replacement Exception Form

Unit: _____________________________

Proposal Submitter: _____________________________

Proposal/Award Title: _____________________________

NOTE: If the equipment you are replacing is less than a 400 mhz processor speed, 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.

Otherwise, please complete the following:

Specify the performance criteria used to determine need to replace equipment. Be sure to indicate the software that must run effectively on the specific machines and the associated performance level (responsiveness, etc.) required for the software to be effective.

Explain how the performance criteria listed above relate to your unit’s organizational mission and it’s ability to deliver the intended service effectively.

Identify the specific minimum hardware or software required to have the equipment or systems perform to the level identified in the criteria above.