

**COVER PAGE FOR TRADITIONAL AND UNDERGRADUATE ENHANCEMENT PROPOSALS
BOARD OF REGENTS SUPPORT FUND, FY 2007-08**

1. This Proposal Involves: <input checked="" type="checkbox"/> One Institution <input type="checkbox"/> More Than One Institution		2. Enhancement Subprogram: (check one) <input checked="" type="checkbox"/> X TRADITIONAL ENH Program (Includes all multidisciplinary proposals) <input type="checkbox"/> UNDERGRADUATE ENH Program	
3. This Proposal Is: (check one) <input checked="" type="checkbox"/> X Primarily an Equipment Request <input type="checkbox"/> Not Primarily an Equipment Request			
4. Name(s) of Submitting Institution(s) of Higher Education (Include Branch/Campus/Other Components)		Louisiana State University Shreveport	
5. Address of Institution of Higher Education (Include Dept/Unit, Street Address/P.O. Box Number, City, State, Zip Code)		One University Place Shreveport, LA 71115 Management/Marketing Department	
6. Title of Proposed Project		Teaching and Learning Digital Communications	
7. First-Year Support Fund Money Requested \$119,391.75		8. Second-Year Support Fund Money Requested (if applicable)\$ 9. Proposed Duration (Circle # of Yrs.) 1 2	
10. Category In Which Proposal Is Being Submitted (check one only) XX BUSINESS MATHEMATICS CHEMISTRY PHYSICS/ASTRONOMY EDUCATION Special Multidisciplinary (See Section III.B.2.c of the RFP.) NOTE: If you check this category,		11. Using the Taxonomy in Appendix A of the RFP, Identify All Specific Subcategories of the General Category That Apply to This Proposal and Provide Taxonomy Numbers: Subcategory(ies): Taxonomy Number(s): Marketing Management & Research - 4305	
12. This Proposal Is a: XX New Request Request for Continuation of a Previously-Funded Support Fund Project (check one) Provide previous contract number:			
By signing and submitting this proposal, the signators are certifying that: (1) the proposed project has not already been funded/is not currently being funded/has not been promised funding; (2) this proposal has been reviewed and approved by an Institutional Screening Committee; and (3) the institution and the proposed project are in compliance with all applicable Federal and State laws and regulations, including, but not limited to, the required certifications set forth in: (a) Grants for Research and Education in Science and Engineering, NSF Grant Proposals Guide (GPG), NSF 03-2, effective 10/1/02, and (b) 45CFR 620, Subpart F (Requirements for a Drug-Free Workplace).			
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Principal Investigator(s)

Janice Goode

Title of Project

Teaching and Learning with Digital Communications

Abstract (DO NOT EXCEED 250 WORDS)

The training of our students and faculty in the use of the new technology and software applications is being proposed in order to better fulfill our mission of teaching our students skills to prepare them for the next century.

We need to enhance our teaching methods to insure student retention, and we need to train our students to use digital communications so they can compete with other graduates. The world is no longer communicating with just words. Our faculty and students need to not only learn digital communication methods but they also need to incorporate these advanced technology methods into their presentations, research, group projects, and assessments just as it is used in the market place. We have made improvements in our faculty training and improvements to the technology we offer; however, we continually need to offer more to our students so that their training is not obsolete when they face the real world. The implementation of digital communications means we need more power in our computer workstations and more advanced software tools in our labs.

As higher education struggles to implement online student learning, we need to realistically assess the needs of our student consumers. Students arrive as freshman without the skills for online learning, without the basis technology skills that we assume they are receiving in high school, and without the funds to own laptop computers or even home computers. We must continue to offer the services of updated computer labs and training in digital communications to make sure the students in LSUS will be prepared to fill the jobs of future business leaders.

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I. NARRATIVE

A. The Current Situation

1. Institutional Description

Louisiana State University in Shreveport (LSUS) is a comprehensive, urban university serving the third largest metropolitan area in Louisiana. As the only public senior university in the northwest Louisiana region, LSUS draws students from a metropolitan area of 335,000 people living and working in the distribution hub of the south-central United States. As identified in the University's five-year rolling plan, "Our mission includes serving the needs of this region and the state of Louisiana, emphasizing teaching, research, and public service." LSUS is an independent member of the LSU System.

LSUS is strategically positioned to contribute to the area's economic development due to the makeup of its student body. Over the past ten years, the university has averaged about 4,238 in enrollment. Of that number, 89% come from the northwest Louisiana region (Caddo, Bossier and Webster parishes) and approximately 70 percent or more stay in the region to work after graduation.

Students at LSUS typically carry a full-time course load of 12 hours per semester and work between 20 and 35 hours per week. Part-time students who carry less than 12 hours typically work full time in the community. Part-time students represent 37% of our undergraduates, while 77% of our graduate students are part-time. The average age for undergraduate students is 25 versus 33 years of age for graduate students. While general enrollment has increased modestly since 1989, minority enrollment has grown more than 39%: minority students now comprise 28% of the student body, with African Americans at 21%. LSUS offers 38 undergraduate degree programs and 10 graduate degrees. Approximately 90% of our student body receives financial assistance.

The College of Business Administration (CBA) has averaged 900 undergraduate and 100 MBA students over the last five years. The primary objective of the college is teaching: in particular, to provide appropriate opportunities for undergraduate and graduate students to develop the skills, knowledge, and understanding required to be competitive in today's business environment.

The undergraduate and graduate programs in the CBA are **accredited by The Association to Advance Collegiate Schools of Business (AACSB) International**. There are 26 full-time and 12 part-time CBA faculty members serving students in this college.

2. Rationale for the Project

Lifelong learning is seen as essential to the professional and economic development of communities in the 21st century. Our community in north Louisiana is no exception. For many educational experts "web-based distance education" offers the kind of solutions that our societies need for ensuring access to a lifelong learning process.¹ Consistent with the University's vision of supporting the region's economic, social and cultural development by supplying intellectual capital for the information age, it is essential that we provide training to faculty and students in an up-to-date environment with up-to-date computer workstations and strategic software. This modeling of current best practices of teaching and learning is required to meet the ever-changing needs of a diverse population. Moreover, the goals identified in the Louisiana State University in Shreveport (LSUS) Strategic Plan 2008-2013 include the mission to enhance technology to insure we meet the development needs of the region. As teaching and learning increasingly expand in the area of online

¹ Bourdeau, J. & Bates, A. (1997), Instructional Design for Distance Education. In S. Dijkstra, N. M. Seel, F. Schott, and R. D. Tennyson (Eds.), Instructional Design, International Perspectives (Vol. 2, pp. 369-397), Mahway, NJ: Erlbaum.

learning, the need for faculty training and development in this area is likewise expanding. Distance learning is bringing flexible learning to our area, and it is one of the *keys* to meeting our incumbent economic needs. However, this often heard prediction will come true only when new emerging forms of faculty training and development are readily available, promoted, and financially supported.

For example, calls are received on a regular basis from prospective MBA students in the asking if our MBA is going to be offered in an online. Our region has just been designated the temporary sight for the U.S. Air Force Cyberspace Command Center. The goal of the CSC is to establish a national center of excellence dedicated to education and research in integrated smart cyber-centric sensor surveillance systems. The projections are for 10,000 to 20,000 jobs in our area (Shreveport/Bossier) over the next 5 years. These jobs will be for highly skilled technology workers, managers at all levels, accounts, staff support personal. We need to be able to offer the advanced technology courses these jobs will require. Especially our management and marketing students need to be able to develop a business web site, design and evaluate printed copy, make presentations using video and sound. We need the courses for the advanced education that the Cyberspace Command Center may request. However, without the foundation and equipment in place for this kind of training and the ability to expand our program, meeting these needs will be all but impossible.

Our students require campus labs to prepare homework assignments, check Moodle, and do research on the Internet. Because of the socio-economic level of the majority of our students (90% on financial aid), they do not have their own personal computers. A survey to determine the technology literacy of students entering college done by The Connecticut Distance Learning Consortium (CTDLC) discovered that a much larger percentage of students than anticipated lacked the basic computer skills identified as essential for learning success. According to the author of Harnessing Innovative Technology in Higher Education, "other institutions have made the same discovery."² As more courses are offered at LSUS as hybrid courses, the need for computer lab services increases. Online learning not only serves students who are learning at a distance but students engaged in hybrid formats that combine face-to-face class meetings with online elements. Learners on physical campuses expect academic support services with faster computers. The provision of lab support services is a factor in campus student retention. Even though many universities are seeing lower usage of labs on campus due to students having their own personal computers, this is not true of our university. More than half of our students are receiving financial aid and have difficulty even buying the textbooks. They do not have their own personal computers. They need the services of our computer labs. The mission statement for LSUS includes the following: "Provide a stimulating and supportive learning environment in which students, faculty, and staff participate freely in the creation, acquisition, and dissemination of knowledge." (LSUS strategic Plan 2008-2013). We need computer labs that offer the latest in technology for our students and to accomplish our mission as a university.

Currently, we cannot move to Microsoft Office 2007, the web development software, or other key business related software due to the processor power and hard drive capabilities of our current computer equipment. Students are not being trained in the latest software applications. Faculty need to learn the latest techniques and most current software to begin offering their courses as technology-enhanced face-to-face traditional classes and as technology-rich online courses. By

² King, Kathleen P. & Griggs, Joan K. *Harnessing Innovative Technology in Higher Education*. (Madison, WI:Atwood Publishing, 2006), p. 124.

upgrading the computer lab for students and providing resources and training sessions for faculty, we can satisfy these exigent needs of our college.

The technological advances of the 90's--beginning with widespread use of email, the phenomenal growth of the Internet and the World Wide Web, computers and high-speed access lines in homes, the penetration of computing throughout the K-12 sector--have set the future course for institutions of higher education. Students are arriving at our door *and* our web page expecting to use the full range of information technologies, web-enhanced instruction and electronic or distance learning. Our faculty must be trained and ready to offer these students the technology-rich courses they will need to compete in the current marketplace. The job skills needed by these students are changing and being broadened quicker than ever before, and that is requiring higher education to rethink its methods of delivery. Clearly, the technology is available to offer more appropriate educational packages that will better prepare our students to function in a world of rapidly changing technology.

3. Impact on Existing Resources

The College of Business has two labs equipped as shown below:

Lab Room Number	# of Computers	Type of Processor	Software	Primary Use
BE 201	28	Celeron 450's	Office 2003	Open Lab
BE 203	36	Pentium 11 350's	Office 2003	Class/Training

The courses that are scheduled for lab use include the following:

Information Systems Decision Systems 150 –	Basic business software	7 sections
ISDS 265	Business statistics	4 sections
MADM 710	Human Resource Mgmt	MBA Course
MADM 210	Business Communications	
MADM 250	Database Management	
FIN 701	Financial Management	MBA Course
BLAW 730	Healthcare Law/Ethics	MBA Course
MKT 445	Marketing Research	
MKT 701	Marketing Strategy	MBA Course
MKT 312	Promotional Strategy	
ECON 705	Analytical Management	
MADM 301	Operations Management	MBA Course
MADM 460	Capstone Course	
PSYC 216	Statistical Behavior Science	
EDU	Teacher State Assessment Training	
EDU 704	Education Research	Masters - Education
EDU 798	Master's Project	Masters - Education

Currently seven Computer Tools classes (filled to capacity in fall 2007) are taught daily in these labs. Other classes are taught in these labs as well, including Database Management using Access, Business Statistics, Policy, Internet Marketing, Psychology, Marketing Research, and

Accounting. The student lab is staffed by student workers who are paid with Technology Fee Funds and funds from other sources in the CBA.

CBA Lab Hours	
Monday	8 am – 8 pm
Tuesday	8 am – 8 pm
Wednesday	8 am – 8 pm
Thursday	8 am – 8 pm
Friday	8 am – 4 pm

The number of students who use our labs is high for the size of our student population. Since our university is a major regional college many of our students commute from 30 miles or more to attend classes. This results in their desire to work in the labs to complete assignments while they are on campus. Also, many of our students are from families that do not have the means or the socioeconomic background to buy a computer for home use. (90% of our students are using financial aid). These students especially need the best technology we can provide to be prepared for the competitive job market. The average number of students who use our lab for purposes other than attending courses is 244 per day. This number is determined by logs that are maintained by the lab assistants. The students who use the lab are from all majors as shown in the following chart.

CBA Lab Usage by Dept. or Major	
Psychology	19%
Accounting	13%
Marketing	13%
Management	13%
General Business	12%
Finance	5%
MBA	5%
Education	5%
Other: CJ, CSC, LA	15%
Total	100 %

In summary this project will improve upon the existing resources by:

- Providing computers, projectors, and software in the classroom so that all instructors will be able to present, demonstration, and teach concepts in the most effective way possible which includes being able to interact with students at their own workstation.
- Updating the hardware switches necessary to connect to our computer labs to the LSUS network for the large number of users we have at one time in both labs. (Now students may get cut off or the computers slow down if connected to the Internet).
- Developing new technical skill levels for faculty and students on strategic digital communications applications.

B. The Enhancement Plan

1. Goals and Objectives

This grant includes two objectives:

- (1) The upgrading and enhancing of our computer labs to install the computer hardware that will allow many students to access the Internet simultaneously and hardware that will allow the

installation of Windows Vista and Microsoft Office 2007 plus the equipment necessary for improvement in instructional methods by the faculty.

(2) The enhancement of the lab to include integrated tools for students and faculty to design and develop digital communication skills.

The proposed project will affect the entire University since every curriculum requires computer skills to use course management tools and business applications. The first mission in the University Strategic Plan, states: *Provide a stimulating and supportive learning environment in which students, faculty, and staff participate freely in the creation, acquisition, and dissemination of knowledge.* The acquisition and implementation of this proposed project would fulfill the mandates set by Goal 1.Strategic Plan for LSUS.

GOAL I: Recruit and retain an increasingly diverse student population.

I.1: Offer programs and services to meet the academic, career and personal needs and goals of all students.

I.2: Expand the use of technology in instruction.

I.3: Expand distance-learning opportunities.

The primary goal of this project is to leverage the use of technology to advance our school's mission of becoming more sensitive to the technologically enhanced learning needs of our diverse students and diverse industry needs. We must also be attuned to the opportunities that exist in offering a digital communications program once our faculty possesses the necessary technical and pedagogical skills to do so. This can only be accomplished by training our faculty and students alike to function in the dynamic marketplace of the 21st century. Faculty and students have to become prepared to take advantage of the opportunities of a fully digital, networked, interactive, digital world. Restructuring and upgrading in light of the new and emerging technologies can make this a reality. Institutions that do not expose their faculty and students to state-of-the-art technology and learning modes are cheating them. Their students are leaving college ill equipped for life-long learning in the marketplace, where they must be able to adapt to learning techniques that will definitely involve advanced computer skills.

Another goal is to teach faculty *to use* technology and to have their students *use technology* within both their traditional and their online courses. By bringing our lab to state-of-the-art readiness, with respect to both hardware and software, we will be able to provide this additional level of training to a significant number of faculty beginning with the CBA faculty and then extending throughout the University. Only with the support made possible by this grant will we be able to fulfill the LSUS Strategic Plan 2008 through 2013. This objective will be accomplished only as we are able to upgrade and enhance the equipment and software.

The Northwest area of Louisiana has a high demand for graduates with the skills developed in marketing for the hospitality, gaming, service sector, and health industries which are the primary industries in Northwest Louisiana and now we have the needs of the Air Force Cyberspace Command Center. We do not currently have the software for digital communications in our computer lab. We need to have better equipment and software to teach Web Design, Creative Small Business Advertising, Advertising, and Multimedia in Business, and the capstone Business Strategy course. The average undergraduate class size in 300-400 level classes is 45 to 60 students.

2. Work plan of Proposed Project

Objective One – Computer Lab Enhancement: Upgrade and enhance the computer labs where faculty and students are trained to enable state-of-the-art transfer of knowledge in both the latest computer application technology. This includes updating the hardware and software where students need more processing power for more advanced applications. The lab enhancement should also include an interactive software solution, NetSupport School, which enables teachers to demonstrate, monitor and interact with their students. NetSupport improves efficiency in the classroom by allowing the instructor to see exactly what is on the students' computers allowing the instructor to give help as necessary. It keeps the students on task by giving the instructor the ability to monitoring application and web usage.

Mrs. Janice Goode, Instructor for ISDS, will be responsible for evaluating, ordering, and implementing the new equipment and software for the computer lab with the assistance of Dr. Karen James and Mr. Del Johnson. Mrs. Goode, a former Systems Engineer with IBM, has been manager of major computer installations. For the last 8 years she has been employed by LSUS not only as a faculty member of the College of Business but also to management and support the college labs. This includes scheduling technical support, lab assistants, writing technology grants for to support the ongoing maintenance of the labs, installing and evaluating software. She is also a member of the Technology Committee that evaluates and recommends any technology related purposes for the CBA. Mrs. Goode is also faculty advisor for Sigma Iota Epsilon, Honorary Management Fraternity.

Objective Two –Implementation of Digital Communications: Local employers need business graduates who are proficient in digital media creation. The business graduate needs experience in planning, editing, and hands-on development of advertising, Web site development, and creating printed advertising copy for organizations – profit and not for profit. Students enrolled in the Promotions, Direct Marketing, Small Business Creative Advertising and Information Management, Computer Tools for Business plus various independent study courses will find the Adobe Creative software an invaluable tool when developing marketing plans, creating solutions for small business entrepreneurship, and completing the capstone courses. Adobe Creative Suite® is an essential addition to provide our CBA graduates with the digital tools they need to know in order to compete with business graduates from other universities such as LSU Baton Rouge, University of Arkansas, University of Texas plus the many other small universities in the ArklaTex area (Arkansas, Texas, and Louisiana).

Dr. Karen James as been head of the CBA Technology Committee for the past nine years, and has served as committee chair for the past seven years. In this capacity, she has worked extensively with computer lab and smart classroom equipment and purchases. Over the past five years, Dr. James has been responsible for evaluating, specifying, and implementing technology-related purchases valued at \$150,885 – all of which were secured through competitive “Student Technology Grants” funded by LSUS and BORSF grants.

Mr. Del Johnson, LSUS PC Campus Wide Manager, will act as consultant in the design of the computer lab and the installation of the new computers and software.

Dr. Mike Brendler, Professor of Economics, and Dr. Tim Shaughnessy of Management/Marketing will also serve as members of the technology enhancement plan implementation.

3. Evidence of Potential to Achieve Recognized Eminence

Up to 89% of the CBA graduates from LSUS remain in the region and assume positions of increasingly greater leadership. The business community looks to LSUS to prepare students to compete realistically in today's economy. This economy continues to become more computer and technology oriented. The Louisiana State Department of Labor projects significant employment gains for northwest Louisiana in industries requiring advanced levels of technical skills and training. Northwest Louisiana's economic base is shifting from a manufacturing base to a service and information base. Information and the transmission of information continue to become more computerized. Training employees in today's business world involves using a variety of media over which to conduct the training. This is no longer a luxury for a business. It has become an asset to a business. For faculty to enable their students to thrive in the marketplace, it is imperative that they learn to create, design, and deliver courses using a variety of technology-rich media. At the same time, it is equally important that LSUS students learn to participate in such training as learners so they can make a smooth transition into a program of life-long learning at the corporate level. It will enhance economic development and community connectedness for LSUS graduates to already be experienced at e-learning when so many industries are either currently doing their training using that medium or they anticipate doing so in the near future.

The LSUS College of Business holds AACSB International accreditation at both the bachelor's and master's degree level. Nationwide, there are only 284 schools with bachelor's and/or master's degree AACSB accreditation (of over 1,200 business programs). College of Business faculty will present numerous presentations in the upcoming year at regional, national and international meetings. It will greatly enhance their teaching and presentations as they become proficient in using more sophisticated technology techniques and learn to participate in online conferences and workshops as well.

4. Impact on Curriculum and Instruction

Implementation of enhanced computer workstations and digital communications will clearly benefit the CBA curriculum and instruction. Faculty and students will be able to learn the latest versions of popular software, which will enable the students to be competitive in the marketplace and the faculty to be more competent as they reform and update their teaching styles by integrating technology into their classrooms. According to a February 26, 1998, article entitled *TIMSS Results: Impact for Our Economic Future and Individual Opportunities*, "...the ability to use technology as a tool is more important than ever before for the economic future of our nation and individuals' personal opportunities." We cannot afford to get behind in our offerings of the latest technology available to the marketplace. Businesses in the region served by LSUS are depending on us.

By training our faculty in the efficient use of Microsoft Office 2007® software PowerPoint, Excel, Access and FrontPage and the continued training on the course management software, Moodle, they will learn to connect students in ways they never thought possible. The Web is fast becoming as commonplace as the telephone, the radio and the television, and is well positioned to become the dominant means for instructors, students, companies and other organizations to

distribute and exchange information. The real potential of distance learning is its use as a tool that can be used in an infinite number of ways. By placing learning materials into a Web environment, a great deal of both time and resources can be saved and an archive provided for students who were unable to attend a learning session for any number of reasons. Materials placed in an online course management tool, like Blackboard, are independent of application software and computer type. The instructor can consider the diversity of the learners in terms of experience, skill, reading level, overall ability and attitude by offering different explanations, remediation of various kinds and the opportunity to proceed at their own pace. Before instructors can deliver the materials, however, the materials must be designed, developed and made available so students can use them. This project, which will give us the lab, the model classrooms and the training time, will enable us to offer classes to help faculty create learning materials that students will actually want to use and from which they might actually learn something!

5. Impact on Quality of Students

The college currently maintains two College Business Administration computer labs for training. Both labs are used for instructional purposes for faculty and students. Faculty classes are conducted to train in the use technology in their teaching in both classroom situations and via online courses offered over the web. The online component--or course management software--that is taught is Moodle. These labs are also used for student instruction and when not in use for classes or faculty training, it is used as an open lab for students. These instructional labs were updated as much as funds would allow in the spring of 2006 by the College of Business Administration. BORSF funds and technology fee funds were pooled to update computer workstations more than either academic unit could have built alone.

These same two labs are used for teaching by instructors who need hands-on labs for instruction. The labs are primarily used for business courses but are also used by the College of Education and the College of Psychology on a regular basis. Education and Psychology Departments do not have PC labs so we do accommodate them as requests are made by faculty. One lab is dedicated primarily for instructional purposes. A second lab is dedicated primarily for student use 12 hours every day except weekends resulting in usage levels that surpass any other departmental lab on our campus. This joint endeavor to share facilities across disciplines was a first for this campus and continues to work well for the students who would otherwise have to go to other buildings on campus. It has been extremely beneficial for all parties involved. There is a campus-wide lab that is open even later in the evening and on weekends for students.

The enhancement of the computer labs and the addition of the software will enable the CBA to attract and retain students because it may be the only lab on campus where the students can use the latest digital communication software. According to Steve Gilbert of the AAHE, an institution's ability to compete for students, faculty, and grants is dependent to some degree on the apparent level of educational use of information technology. Teachers and students regain energy and enthusiasm for their academic work as they find they can create new ways of learning and thinking -- made possible by new applications of information technology. This Project will raise our level of information technology allowing us to compete for higher-quality students and renew the enthusiasm level of both students and faculty as they discover newer ways to use technology in the classroom and online. Teachers and students will now have access to adequate resources and support services; and, consequently, they can believe in their own ability to improve teaching and learning by using

technology. Students will now have the tools of technology, both in class and online, to be able to preserve what matters most while transforming what needs to change.

6. Impact on Faculty Development

According to Steve Gilbert, with the American Association of Higher Education (AAHE), employers expect employees to demonstrate comfort, confidence, and mastery of basic skills related to the use of computers and telecommunications options. While many students can acquire some of that self-assurance and competence independently, many cannot. They need access to the technology and training. Business leaders tell us there is generally a gap between the technology being used at the university and what is actually needed by industry in our community. There is also a recognized lack of the use of technology required by our business students in their courses. We plan to address this issue by integrating the use of digital communications in more management and marketing classes by faculty and students. This will result in our students leaving our institution with the technical skills required by the current marketplace.

Enhancement of Affected Departments: By implementing the state-of-the-art computer lab, we can improve the quality of our faculty development and training, enhance the learning and competitiveness of our students by providing them the latest versions of the digital communication tools, and prepare our teachers to use technology in their classrooms, both in their presentations and in student assignments. Faculty in the CBA as well as other faculty members across the campus will be afforded the opportunity to learn a comprehensive set of tools for digital communications, the newest methods of teaching with interactive software, and will also be able to practice their newly learned skills in a state-of-the-art model classroom.

Faculty need to learn the latest techniques and most current software to begin offering their courses as technology-enhanced face-to-face traditional classes and as technology-rich online courses. By upgrading the computer lab for students and providing resources and training sessions for faculty, we can satisfy these exigent needs of our college.

According to McDaniel and Klonoski,³ formats and techniques for research, teaching and learning are being redefined; however, all but a few faculty who are “techies” are uninformed about and uninitiated into many of these exciting technologies. It is all too common on college campuses to find that hardware and software are purchased, but under-utilized because training was neglected. Technology allows students to assume more control over their own learning, yet computer-illiterate faculty feel less than competent around computers. All faculty need to develop competency in new technologies--beyond word processing and email. This project will offer faculty instruction using technology as a tool, not as an end in itself. The project’s training aspect will teach faculty what the technologies can do for them--what work they can make easier, faster and more efficient. Faculty training sessions will be designed so that faculty will learn how to do something they can use immediately; this will capitalize on their intrinsic motivation. Sessions which are voluntary and open to all CBA faculty will facilitate peer support.

³McDaniel, Elizabeth & Ed Klonoski, Engaging the Faculty in Information Technologies Training, *The Journal of Staff, Program, & Organization Development*, Vol. 13, No. 2, 1995-96, pp. 61-65.

A growing mountain of informal statements from faculty members, students, and others describes their conviction – based on experience – that their own use of information technology improves the quality and effectiveness of learning according to Steve Gilbert, AAHE. Faculty members strongly resist giving up educational uses of information technology that they believe have demonstrably improved learning. "Anecdotal evidence" reflecting the professional judgment of experienced teachers cannot be dismissed. Our faculty desire more computer training sessions and want to learn how to use technology in their classrooms as well as how to offer their courses in other modes, such as online or compressed video. There has been a great deal of talk about how technology is "transforming" teaching and learning. Institutions are providing students with the experience of being in a "learning community" provided the faculty is afforded the opportunity to learn this new way of teaching. Information tools can reduce the resource gap between the large schools and the smaller, more specialized schools (which can now access the same resources as the very large schools by means of technology and the Internet). However, it is through the training and teaching of the faculty that these resources become a shining beacon of light rather than some deep, dark mystery that remains distant and unreachable.

All faculty in the CBA have Pentium-III computers and Internet connections in their offices. Most of these faculty computers were bought with Faculty Development Funds supplemented by the CBA general funds. Faculty Development Funds are a gift from the administration and consist of a \$500 to \$1,000 stipend per faculty member per year for the past five years.

7. Performance Measures

Objective One and Two Computer Lab Enhancement and Digital Communications: Implementation of the additional equipment and software for the Computer Lab will be conducted according to the following schedule:

Project Schedule:	July 1, 2008				to June 30, 2008 (in months)							
ACTIVITY	7	8	9	10	11	12	1	2	3	4	5	6
Grant start up	X											
Request equipment bids (if needed)	X											
Receive/evaluate bids	X	X										
Purchase/delivery of equipment & software		X	X									
Install equipment and software		X	X	X	X							

Bids for various components of the lab equipment will be solicited from a variety of vendors. The CBA will work closely with the Purchasing Department and the CBA Technology Committee to refine bid specifications and select vendors from which to request bids for the lab equipment.

Evaluation of the upgraded computer lab will be an ongoing process. A campus committee has already been created in B.1.b above. These advisors will be consulted as bid

specifications are finalized. They will be queried at the end of each fiscal year when hardware and software purchasing decisions for the CBA are being determined.

The effectiveness of the upgrade will also be measured by the use of Assurance of Learning measurements incorporated as part of each course in the CBA. Students' attainment will be evaluated by using key questions at the end of each semester to determine if course objectives have been attained and at what level. This results in the faculty being able to analyze the level of student learning so that changes can be made as necessary to the curriculum to aid more students in attaining higher skill levels.

C. Equipment

1. Equipment Request

Item No.	Description
1	Dell Computer Workstations w/Monitors
2	HP LaserJet Network Printers
3	Dell 5100 MP-High Resolution Classroom Projector with Remote Control
4	HP Photosmart Pro B9180 Photo Printer
5	Canon DVD Camcorder
6	HP Photosmart Digital Camera
7	Adobe Creative Suite 3 Design Premium
8	Canon Color Scanner
9	Electrical and Cabling Parts and Labor
10	Ethernet Switch 24 Port
11	NetSupport School

Item 1: Dell Computers: Accomplishment of the first objective of the Project depends on the enhancement of the Computer Lab with sufficient workstations powerful enough to operate the Office 2007 software, Adobe Creative Suite 3 Premium. Consequently, each workstation must meet minimum requirements for memory, storage capacity, and media input/output capability. Students must have access to the Internet for their online testing program from Course Technology, the vendor for the Computer Tools course textbook.

Item 2: Network Printers: These are network printers that can be used by any of the workstations in the labs. The printers are used more than any of the other equipment. Replacing the parts of older printers and paying the labor fees for service makes the replacement of the printers a better decision than repairing the old printers.

Item 3: Classroom Projector: The projectors provide the high-resolution projection platform for instructor presentation in the labs. Currently there are older, poor quality projectors in the lab. Faculty cannot teach software applications without a bright and functioning projector.

Item 4: Photo Printer: The color/photo printer will be reserved for advanced marketing courses such as Promotions, Sales, and Advertising where students are required to prepare brochures, ads, and other print copy as requirements to complete the course.

Item 5: DVD Camcorder: Used by instructors to record students presentations. The students can take home the DVD to review their presentations for improvement in presentation abilities so important for the CBA graduate. The camcorder would also be used by marketing majors to complete multimedia advertising projects.

Item 6: Digital Camera: Used by instructors to learn students identities quicker. By making pictures of students during the first week of classes, faculty can learn students' names and faces which is so important to student retention at a smaller university like LSUS. Camera will also be an important tool for the marketing courses just as the video camera is a necessary tool.

Item 7: Adobe Creative Suite 3 Design Premium: Allows students to create professional-quality print materials and websites. Adobe® Creative Suite® is a full-feature, industry-standard software for digital communications. It includes integrated tools for layout, image editing and illustration so that students can create professional-quality print materials, effective web sites—all essential for career success.

Item 8: Scanner: A scanner is necessary to input data such as pictures, charts, maps, and tables that is not available as files. The data is only in print form and is scanned into the computer to use as part of presentations or written papers.

Item 9 Parts and Labor will be necessary beyond what is available through our on Physical Plant employees. Electricians are necessary to rewire the classrooms and mount new projectors in the lab.

Item 10: Dell Ethernet Switch: Necessary for high-speed processing power between the labs and main computer in Administration that connects computers to the Internet for Training and Assessment programs currently used by ISDS 150.

Item 11: Netsupport School: This interactive software solution enables instructor to demonstrate, monitor and interact with their students. The instructor can distribute files, send and collect course work automatically. With NetSupport School, instructors can improve efficiency of classroom instruction by monitoring application and web usage, improving support. They can record all screen, keyboard and mouse activity on a student workstation to review later or replay to the class.

2. Equipment on Hand for the Project

We currently have two computer labs, used for training and teaching, which have a total of 62 student workstations, two teacher workstations, and a server running Netware's Novell network software. Thirty of these computer workstations were purchased with a BORSF grant awarded to the College of Business in 2005 and an LSUS Technology Fee Fund grant awarded to the CBA the same year. This BORSF grant also purchased the following: one Dell laser printer, and one projector. One of the two projectors, one laboratory classroom of workstations, and two printers need replacing.

We expect that the current wiring for networking to the server will be adequate for the next three to four years. The CBA provides the supplies, paper and toner that we need for these labs. The CBA also pays for salaries for student monitors for open student lab hours.

3. Equipment Housing and Maintenance

The new workstations for the Computer Lab will be installed in labs BE201 and BE 203 in the Business Education Building. Computing Services will maintain the technical aspects of the lab, and lab management for technical issues will continue to be Del Johnson. The CBA will budget funds necessary to support the ongoing maintenance and operation of the hardware and software as it has done for several years. The CBA will budget its funds, along with the Student Technology Fee Funds, necessary to provide student assistants during all hours of lab operation. Student access will never be allowed without CBA approved lab assistants. This security system is already in place for the existing computer labs under the direction of the CBA. Mrs. Janice Goode, instructor for the Computer Tools classes, oversees all of the student workers and creates the schedules for all labs.

D. Faculty and Staff Expertise

The Project Director will be Mrs. Janice Goode, Management/Marketing Instructor, teaches Computer Tools for Business. Mrs. Goode has earned the Microsoft Office Certification in Microsoft Word, Excel, and PowerPoint and is currently training on Adobe software requested in this proposal.

Mr. Del Johnson, Campus-Wide Lab Manager, will continue to provide personnel for technical support for the CBA labs. This includes installation of hardware and software, applying new releases, and repairing problems that can be fixed on site.

Dr. Karen James, Department Chairman, has the experience and training necessary to instruct the student courses that incorporate the digital communication applications. LSUS is an official Adobe training site which means we do have faculty across campus who are currently teaching Adobe® software applications.

Dr. Charlotte A. Jones, Dean of the CBA and Professor of Economics, has an excellent relationship with the business community and will assist in setting up business and community organization meetings with faculty and students who would like to “show and tell” their use of technology in the classroom. Dr. Jones will also assist in making sure that faculty are given time in their schedules to attend the faculty training sessions and are given credit for attending. She will work with the administration to make sure the new lab and model classrooms are maintained as required.

E. Economic Development

1. Relationship with Industrial/Institutional Sponsors

Approximately 70% of our graduates remain in the region. As our institution matures, they will be assuming positions of increasingly greater leadership. The community looks to LSUS to prepare students to compete successfully in today's economy. As the economy becomes more complex and as increasingly advanced technological solutions are developed, the community will need an increasing number of well-equipped employees. Several groups have come to campus to provide information about how the university can meet the community's needs. Increasing the students' access to technology is an important concern. By responding to this and other concerns, the CBA and the University will be better able to cultivate this relationship with the community. In the short term, Louisiana will benefit when a greater number of our graduates enter the marketplace

with increased computer skills. Students better trained in technical skills can only enhance northwest Louisiana's attraction for further economic development. There is an educational, social, and economic gap between those who have frequent access to good quality information technology resources and those who do not. The significance and impact of this gap is growing. Providing students with access to information technology and training can help students readily enter the workforce and provide a positive impact in the firms where they find employment.

The CBA's Board of Visitors consists of 15 business leaders from a variety of industries. The Board works closely with the Dean and various CBA Committees. Board members participate in focus groups in their areas of expertise, serve as Executive Mentors for CBA Juniors and Seniors, and serve as guest lecturers to appropriate classes. They have all indicated the need for employees to be able to demonstrate mastery of basic computer skills and even a basic understanding of how to find what they need on the Internet. A sample of these include: Greater Shreveport Chamber of Commerce, LSU Health Sciences Center, UOP Shreveport Plant, Fibrebond Corp., Heard, McElroy & Vestal, CPA, Firm, Roberts, Cherry & Company, CPA Firm, Sam's Town Shreveport Hotel and Gambling Hall, Boomtown Casino, KPMG LLP, Berg, Inc., Cintas, Iberia Bank, Praeses, and Louisiana Family Practice Associates. Letters of support from various organizations can be found in the Appendix.

Faculty involved in the CBA maintain good working relationships with several different organizations: Shreveport Chamber of Commerce, Bossier City Chamber of Commerce, Minden Chamber of Commerce, LSU Health Science Center, Port of Caddo-Bossier, City of Shreveport, City of Bossier City, U.S. Department of Commerce International Trade Administrators, Louisiana Department of Economic Development, Louisiana Department of Labor and various individual private companies interested in economic development and trade.

2. Promotion of Economic Development and/or Cultural Resources

The relationship between technology training and economic development is well established. It has an obvious direct and significant relationship to economic development in Louisiana. For Louisiana to compete in the global economy, we must provide educational opportunities that incorporate advanced technology. Advanced multimedia technology provides opportunities for students to acquire marketable skills that are in demand by employers. Economic growth in Louisiana will also be impacted through the development of distance learning courses that will enable a population of students to eventually access educational opportunities that were previously unavailable. There is an educational, social, and economic gap between those who have frequent access to good quality information technology resources and those who do not. The significance and impact of this gap is growing. Providing students with access to information technology in the form that will best meet their needs—when they want it, where they want it and in what form—will help narrow the “digital divide” that is so prevalent in our society.

The tourist, hospitality and entertainment industries have grown significantly with the addition of the riverboat gambling to the Shreveport area. Service employment has increased by thousands of jobs during the seven and a half years the riverboats have been docked locally on the Red River. The Project will continue to provide the kind of technology training necessary as a key component needed by this growing service workforce--the business areas of advertising, public relations and direct marketing. As faculty are trained to create quality distance learning courses that

are offered to a much wider market than can now be served with traditional face-to-face classes, these “e-learning” classes will serve as physical representations of the accomplishment of the university’s mission to “emphasize programs that aid the economic, social, and cultural development of the area through outstanding teaching, research, and public service.”

There are also other Economic Development initiatives now taking place in northwest Louisiana that could benefit from the training and equipment made available if this grant is funded.

- a. USAF Cyber Command: LSUS is working with the Air Force and with State and local government agencies to support creation of the new USAF Cyber Command, designed to combat electronic and network threats, especially “organized cyber attacks capable of causing debilitating disruption of America’s critical infrastructures, economy or national security.” In 2006, the Air Force announced it would create the Cyber Command, to be headquartered at 8th Air Force HQ at Barksdale Air Force Base (BAFB), located less than 10 miles from the LSUS campus. The Cyber Command is being designed to integrate AF cyber capabilities, including command and control, electronic warfare, network warfare, and intelligence, surveillance and reconnaissance. With the command expected to be fully operational by late 2009, the Air Force is now working on professional cyber education/training plans and cyber career paths. LSUS has an excellent track record of working with BAFB via on-base educational programs. In anticipation of Cyber Command growth at BAFB, the State of Louisiana and local governments have committed over \$100 million to a Cyber Innovation Center (CIC) and the Caddo Parish Commission is creating a new endowed chair in cyber communications at LSUS. The CIC is expected to broaden the impact of Cyber Command at BAFB to civilian business/industry, furthering the area demand for science/technology graduates. Over the next 5 years, 10,000 to 20,000 Cyber Command-related jobs are projected for the Shreveport area.
- b. Expansion of the Caddo-Bossier Port located on the Red River just south of the LSUS campus. This growing port services barge traffic from Shreveport-Bossier City down the Red River to the Mississippi River. The port is already home to such firms as Arch Chemicals, Southern Composite Yachts, Re-Claim Environmental, Omni Specialty Packaging. A steel mill is also being courted for location at the port.
- c. General Motors truck assembly plant expansion. GM is now spending \$750 million to upgrade their very successful assembly plant in Shreveport. GM is also requiring that the major suppliers to this plant open manufacturing sites in Shreveport in order to better facilitate their Just-in-Time material delivery philosophy. These suppliers are expected to spend another \$750 million to build their facilities. There will be significant demands for CBA students at these facilities.
- d. The growing Health Care/Biomedical Research industry in Northwest Louisiana. The major hospitals that serve Shreveport-Bossier are all building new or expanded health care facilities. The Biomedical Research Foundation is also developing a core of businesses whose focus is medical research and the development of new medical technology. The first of these companies are now operating in Shreveport.

F. Additional Funding Sources: The College of Business will provide additional funds through the use of people's time, the on going support and maintenance of the labs, and the purchase of additional hardware and supplies to support the CBA labs. The matching funds total is \$134,000.

II. Previous Board of Regents Support Fund Awards

A. Project Director's Name

This Principal Investigator, Janice Goode received BORSF funds in 2005 in the amount of \$54,700.

B. Title of Project:

Enhancing computer Labs to Expand Marketing/Multimedia Training for Students and Faculty, 2004-2005

C. Summary of the Results of the Completed Work

In 2005 we were able to use the funds to upgrade the computer hardware in one of the two College of Business labs. We purchased 36 new Dell computers. The new computers included faster processors, DVD/CD drives and new flat screen monitors. This hardware upgrade allowed the installation of Microsoft XP and Office 2003. The BORSF funds were directed for computer hardware purchases. We also purchased a new server for the network that connects the two CBA labs to the university computing system.

D. Explanation of the manner in which the current proposal is related to the previous award

The College of Business labs continue to be in demand by the students. As long as we have students that fill our labs, we will need to keep the labs upgraded. More and more applications are developed that require students to use new technology. New technology usually demands more computer processing power. Keeping the hardware upgraded to make sure we can install the applications used by the faculty to teach the students is an ongoing process. Staying on the leading edge of technology is so much easier for the large corporations than for higher education. As educators in the field of business we not only need to use the technology as part of our instruction, but we also have to find sources of funds to make sure our students can use the technology in order to prepare them for their careers in business. This proposed grant is once again to upgrade the hardware and software in the College of Business. We continually need to make sure the students at LSUS the only four year university in the Northwest part of Louisiana have the same resources as those in other parts of the state.

III. BUDGET AND BUDGET NARRATIVE

A. BUDGET PAGE (One Year Project)

BOARD OF REGENTS SUPPORT FUND TRADITIONAL AND UNDERGRADUATE ENHANCEMENT, FY 2006-07

Budget and Budget Justification Pages

Directions: Each line item under the columns "Support Fund Money Requested," "Institutional Match," and "Private Sector/Other Match" must be itemized, fully explained, and justified on a separate budget justification page(s). Attach additional justification pages as needed.

Title of Proposal: Teaching and Learning with Digital Communications

Project Director(s): Janice Goode

Institution(s) of Higher Education: Louisiana State University Shreveport

PROPOSED BUDGET:

	Support Fund Money Requested	Institutional Match ¹	Private/Other Match ²
A. Equipment³			
1. Dell computer Workstations with Monitors	\$ 84,806.84		
• 2. HP LaserJet Network Prtrs.	\$ 3,299.98		
• 3. Dell High Resolution Proj.	\$ 6,494.00		
• 4. HP Photosmart Printer	\$ 699.99		
• 5. Canon DVD Camcorder	\$ 699.00		
• 6. HP Digital Camera	\$ 199.99		
• 8. Canon Color Image Scanner	\$ 98.99		
• 11. Ethernet Switches	\$ 212,999.71 91.91		
• Workstations, podiums, chairs		\$ 50,000.00	
B. Software:		\$ 10,000.00	
Adobe Creative Suite Design Premium	\$ 16,200.00		
10. NetSupport School – 50 User	\$ 1,923.00		
C. Supplies		\$ 4,000.00	
D. Shipping/handling			
E. Installation			
Comp. services technical support est. \$75 per hour x 100 hrs*2		\$15,000.00	
Physical plant @\$25 x 80hrs		\$2,000.00	
9. Electrical wiring & Labor	\$ 4,000.00		
F. Personnel training		\$6,000.00	
G. Other			
1. Faculty time: J. Goode 1/2		\$20,000.00	
2. Faculty time: K. James 1/6		\$15,000.00	
3. Lab Assistants		\$10,000.00	
4. Travel for PI/CoPI from faculty development funds		\$ 2,000.00	
H. Indirect costs	Not allowed		
I. Maintenance			
J. Total costs (A-I)	119,391.75	\$134,000.00	

1 Stipulate whether in-cash or in-kind. The Board strongly encourages the sharing of costs for proposed projects. Applicants and institutional officials should note, however, that the employing institution will be required to honor the commitments made in the original proposal before any awards are made. Discounts for equipment purchases are not allowable as institutional match.

2 The budget page(s) must reflect and the budget justification pages must explain any external funds that are claimed in the proposal. External funds and their expenditure must be accounted for in the same manner as Support Fund money and institutional match.

3 Equipment. If applicable, itemize and describe briefly the proposed equipment and its intended use in the project. Include the name, model number, and manufacturer(s).

(TR and UG Enhancement Program Budget and Budget Justification, Rev. 8/2006)

Item No.	Description	Qty	Unit Cost	Total
1	Dell Computer Workstations w/Monitors	62	\$ 1,367.82	\$ 84,804.84
2	HP LaserJet Network Printers	2	\$ 1,649.99	\$ 3,299.98
3	Dell 5100 MP-High Resolution Classroom Projector with Remote Control	2	\$ 3,247.00	\$ 6,494.00
4	HP Photosmart Pro B9180 Photo Printer	1	\$ 699.99	\$ 699.99
5	Canon DVD Camcorder	1	\$ 699.00	\$ 699.00
6	HP Photosmart Digital Camera	1	\$ 199.99	\$ 199.99
7	Adobe Creative Suite 3 Design Premium	36	\$ 450.00	\$ 16,200.00
8	Canon Color Image Scanner	1	\$ 98.99	\$ 98.99
9	Electrical and Cabling Parts and Labor		\$ 4,000.00	\$ 4,000.00
10	NetSupport School 50 user pack	1	\$ 1,923.00	\$ 1,923.00
11	Ethernet Switch	4	\$ 242.99	\$ 971.96
Total Equipment Costs				\$119,391.75

B. Budget Narrative

1. Budget Justification

1. Workstations

Student workstations – Dell OptiPlex $62 \times \$1,367.82$ **\$84,804.84**
Intel Core Duo Processor E6400 Low Power
(2.13 GHz, 2M, 1066MHz), 80 GB Hard Drive,
8X Slimline DVD Media
2 GB DDR2, Dell 17 inch UltraSharp monitor

Students will be able to access the application software, course management programs, Internet, and online courses that they need to complete assignments successfully. They will have access to the technology that is used by the companies that will be their future employers. These workstations will have the technology needed in the labs to support 30+ students who are working in classrooms where everyone needs to be on the Internet at the same time.

2. HP LaserJet 4350n Printers – 2 @ \$1,649.99 **\$3,299.98**

New network printers are needed in each lab to replace printers going off of warranty. We keep printing to a minimum in classes to conserve toner and paper. We have just installed pay for printing in one lab to insure the students are not abusing the amount of printing that is necessary. We charge \$.05 for each page printed. Printers are still mechanical and are the biggest source of down time of any other product in the lab. We need reliable printers for student demand. This request will put one printer in each lab.

3. Dell 5100 MP Projectors – 2 @ \$3,247.00 **\$6,494.00**

The multimedia projector will display the on-screen activities of the teacher working at a computer onto a projector screen so that the students in the class can view what the teacher is doing. A multimedia projector will also have connections for a DVD player or VCR so that the teacher can easily show supplemental material that is available on DVD or VHS. It is vital that this projector have a brightness of at least 2500 lumens so that the students are able to see the material being projected without having to turn the classroom lights off. Students need to have the lights on during classes where the projectors are used so that they can see to take notes.

4. HP Photosmart Pro B0180 Photo Printer - @ \$699.99 **\$699.99**

A quality color/photo printer is needed by the students taking Advertising, Promotions, Sales and other marketing courses to complete assignments. We do not currently have this type of printer so the professor brings her printer to class for the students to use. The students need to be able to see the final results of their work when using Adobe InDesign software. This printer will be reserved for the classes where the instructor requires print copy.

5. Canon CD22 DVD Camcorder - @ \$699.00 **\$699.99**

A video camcorder will be used by students to prepare digital communications for their Web sites, for PowerPoint presentation, and to view their presentations. When the instructor can video the oral presentations and then give the student the DVD to view and critic, then the students' oral communications will improve. Improving oral communications skills is one of our key

Assurance of Learning goals. This camcorder will be dedicated to students in the digital communication lab courses.

6. HP Photosmart MZ67 Digital Camera - @ \$199.99 \$199.99

A digital camera is a required tool for completing digital communications assignments. We anticipate the camera will be used by groups to complete assignments requiring photographs of people and products. Web sites require visuals as much as text copy. The camera will be a method of collecting the images the students need for projects and PowerPoint presentations.

7. Adobe Creative Suite3 Design Premium – 36 @ \$450.00 \$16,200.00

Adobe Creative Suite Design Premium software empowers higher education students and faculty to design and express creative ideas using full-featured, industry-standard tools for digital communication. With integrated tools for layout, image editing, and illustration, students and faculty can create professional-quality print materials, effective web sites and dynamic mobile content – all essential skills for career success.

8. HP ScanJet 4670 – 1 @ \$98.99 \$98.99

A scanner is necessary to input data such as pictures, charts, maps, and tables. Data that is not available as files. The data is only in print form and is scanned into the computer to use as part of presentations or written papers.

9. Electrical – Labor and Parts \$4,000.00

In order for the classroom workstations to connect to the server, new network cable must be run from the wiring closet to the classrooms and connections must be created in the classroom walls. Category 6 cables should be run so that the network connections will be high speed, and so that the high speeds will be maintained for years to come. This is for the mounting projectors in the ceiling and rewiring computer labs for new workstation placement teachers, students, and printers. This includes electrician's charges.

10. NetSupport School – 50 User Pack \$1923 \$1,923.00

NetSupport School is an interactive software solution that enables instructors to demonstrate, monitor, and interact with students. This can be done with one student, groups, or the whole class. With the instructor in front of the class, he/she cannot see what is on the computer screens of the students. If the student needs help then the instructor has to take time out to go to that student's workstation to help. If the student is not on the correct Web site or project, then the instructor does not know. With NetSupport the instructor can view any of the students' workstations to provide help or to make sure the student is following the lecture.

11. Dell JGS524 24-Port Unmanaged Gigabit Ethernet Switch – 4 @ \$242.99 \$971.96

Our University has upgraded to fast Ethernet and laid a new fiber optic backbone. To enable our lab to utilize the powerful campus network, we must upgrade to switches. A switch is a device that connects multiple computers into a network in which multiple communication links can be in operation simultaneously. By replacing our 24-port hubs to switches, our labs will be able to enjoy the speed that is now being made possible by the fast Ethernet and the T-3 line.

2. Future Funding Plan

Upon termination of BORSF funding, the CBA will absorb all costs of maintaining the Computer Lab used for teaching and training. The CBA currently maintains the two existing

computer labs. The CBA and the Student Technology Fee Funds has spent more than \$80,000 in upgrades and enhancements in the labs over the past five years.

3. Institutional Match

MATCHING FUNDS:	LSUS Match	Other Match
A. Equipment: Additional faculty computers, Ethernet connections, workstations, podiums, chairs	\$45,000	
B. Software: Office 2007; Course Technology Skills Assessment; SPSS; Adobe Flash	\$6,000	
C. Supplies: Toner, Paper, Markers,	\$4,000	
D. Shipping/Handling	As Needed	
E. Installation		
E.1. Physical Plant @ \$25/hr. X 80 hrs.	\$2,000	
E.2. Technical Support @ \$75 X 80 hrs.(2 people)	\$15,000	
F. Personnel Training: in kind	\$6,000	
G. Other Expenses:		
G. Faculty time:		
G.1.Janice Goode 1/2 time	\$20,000	
G.2.Karen James 1/6 time	\$15,000	
G.3. Lab Assistants @ \$7/hr.	\$10,000	
G.4. Travel* for PI/CoPI from faculty development funds	\$2,000	
Other Subtotal	\$47,000	
H. Indirect Costs: 41% (Fed. Negotiated Rate) (E, F, G.1, G.3. & I)		
I. Maintenance:		
J. Total Matching Support	\$134,000	

4. Private Sector Match

There is currently no private sector matching funds.

C. Project Activation Date and Anticipated Date of Completion

Activation date is June 1, 2008 and completion date is June 30, 2008, according to RFP requirements.

IV. BIOGRAPHICAL SKETCHES

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and consultants and collaborators. Begin with the principal investigator/program director. Photocopy this page for each person.

NAME/ADDRESS

Janice Goode
LSUS
One University Place
Shreveport, LA 71115

POSITION TITLE

Instructor
College of Business Administration
Management/Marketing Dept.
PI/Program Director

EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.)

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
University of North Texas, Denton, Texas	BBA	1968	Business Administration
Louisiana State University Shreveport	MBA	1998	Management/Marketing

RESEARCH AND PROFESSIONAL EXPERIENCE: Starting with present position, list, in reverse chronological order, previous relevant employment, experience, and honors. Key personnel includes the principal investigator and any other individuals who participate in the development or execution of the project. Key personnel typically will include all individuals with doctoral and other professional degrees, but in some projects will include individuals at the masters or baccalaureate level provided they contribute in a substantive way to the development or execution of the project. Include present membership on any Federal Government public advisory committee. List, in reverse chronological order, the titles, all authors, and complete reference to pertinent publications during the past five years and to representative earlier publication pertinent to this application. DO NOT EXCEED TWO PAGES.

PUBLICATIONS/EXPERIENCE RELATED TO PROPOSAL

Relevant Employment History

1998-present

Instructor, LSUS, College of Business

1968- 1994

IBM Corporation: Advanced Marketing Reprehensive, Systems Engineer, Training Manager

Relevant Courses Taught

ISDS 150 - Computer Applications for Business--Basic tools course that covers essentials of computer applications including word processing, spreadsheets, presentations, and Internet access.

ISDS 150 – Online Training – Learning Computer Applications for Business as 100% Online Course.

MKT 301 – Principles of Marketing- Introductory Marketing course.

Certifications:

Microsoft Office Specialist- Word

Microsoft Office Specialist PowerPoint

Microsoft Office Specialist-Excel

Microsoft Office Specialist-Word – Expert

Louisiana State University in Shreveport – Certification of Teach Online

Thomson Course Technology – Certificate of Training Microsoft Office 2003

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and consultants and collaborators. Begin with the principal investigator/program director. Photocopy this page for each person.

NAME/ADDRESS

Del Johnson
LSUS
One University Place
Shreveport, LA 71115

POSITION TITLE

Campus-Wide Lab Manager
Department of Computing Services
Technology Center Room 224

EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.)

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Louisiana State University Shreveport	BS	1997	Computer Science

RESEARCH AND PROFESSIONAL EXPERIENCE:

Maintain, Upgrade, & Repair PCs for the LSUS Campus and for 8 student computer labs. Supervise student workers to insure successful lab operations.

PUBLICATIONS/EXPERIENCE RELATED TO PROPOSAL

Relevant Employment History

1993	Student Worker in Computer Science
1995	Student Worker in Computing Services
1997	IT Support Technician
1999	Campus-Wide Lab Manager

Relevant Courses Taught

BIOGRAPHICAL SKETCH

NAME/ADDRESS			POSITION TITLE
Timothy M. Shaughnessy LSUS Department of Economics & Finance			Associate Professor of Economics
EDUCATION			
INSTITUTION AND LOCATION	DEGREE	YR CONF.	FIELD OF STUDY
Kalamazoo College, Kalamazoo, MI	B.A.	1994	Economics / Political Science
Florida State Univ., Tallahassee, FL	M.A.	2001	Economics
Florida State Univ., Tallahassee, FL	Ph.D.	2003	Economics

EXPERIENCE

2007-present: LSUS, Dept. of Economics & Finance, Current Position: Associate Professor of Economics

2002-2006: LSUS, Dept. of Economics & Finance, Current Position: Assistant Professor of Economics

CURRENT RESEARCH: Spatial econometrics as applied to public choice issues.

RECENT ARTICLES (One paper is currently being prepared for journal submission.)

"Accounting for Spatial Error Correlation in the 2004 Presidential Popular Vote," with Donald J. Lacombe, *Public Finance Review* 35, no. 4 (July 2007): 480-499.

"Market Reaction to Business Method Patents: An Empirical Analysis," with Charles Holoubek, *Computer Law Review and Technology Journal* 9, no. 2 (Winter 2005): 279-294.

"A Preliminary Analysis of Campaign Contributions in Florida's Legislative and Judicial Elections," *Journal of Private Enterprise* 20, no. 2 (Spring 2005): 41-65.

"An Empirical Investigation of the Effects of Impact Fees on Housing and Land Markets," with Keith R. Ihlanfeldt. *Regional Science and Urban Economics* 34, no. 6 (November 2004), 639-661.

"How State Exceptions to Employment-at-Will Affect Wages." *Journal of Labor Research* 24, no. 3 (Summer 2003), 447-456.

BOOK CHAPTER

"The Economics of Crime Rooted in Psychopathic Disorders: Aspects of Law, Public Policy, Rehabilitation and Faith-Based Programs," coauthored with Jean H. Hollenshead, Frederick R. Parker, Jr., and Harvey W. Rubin. To appear in *International Handbook on Psychopathic Disorders and the Law*, Alan Felthous, M.D., ed.

PRESENTATIONS AT ACADEMIC MEETINGS (selected)

"A Spatial Analysis of Voter Turnout," coauthored with Donald J. Lacombe, to be presented at the Annual Meeting of the Southern Economic Association, New Orleans, Louisiana, Nov. 19-21, 2007.

"The Income Distribution Effect of Natural Disasters: An Analysis of Hurricane Katrina," coauthored with Michael D. Brendler, presented at the Annual Meeting of the Academy of Economics and Finance, Jacksonville, Florida, Feb. 14-17, 2007.

"Accounting for Spatial Error Correlation in the 2004 Presidential Popular Vote." Presented at 2006 annual conference of the Public Choice Society, paper presented March 31.

"The Changing Progressivity of U.S. Income Taxes: Evidence, Analysis, and Policy," with Michael Brendler, presented March 4, 2005 at Southwest Decision Sciences Institute (SWDSI) Conference, Dallas, TX, March.

"An Examination of a Congressional Vote Using Bayesian Spatial Probit Techniques," co-authored with Donald J. Lacombe. Lacombe presented at the 2005 Annual Meeting of the Public Choice Society, New Orleans, LA, March 10-13.

"Accounting for Unobserved Spatial Autocorrelation in the 2004 County Presidential Vote," co-authored with Donald J. Lacombe, presented at the 2005 International Convention of the Association of Private Enterprise Education, Orlando, FL, April 3-5. (title is incorrect in program)

"A Preliminary Analysis of Campaign Contributions in Florida's Legislative and Judicial Elections." Presented at the 2004 Annual Conference of the Association of Private Enterprise Education, Nassau, Bahamas, April 4-6.

"Estimating the Effects of Development Impact Fees on the Construction of Single-Family Houses." Presented at 2003 Annual Conference of the Association of Private Enterprise Education, Las Vegas NV, April 6-8.

ACADEMIC ORGANIZATIONS

Program Chair/Discussant at Academic Meetings (recent)

Chair, Applications of Spatial Econometric Models, Southern Economic Association, 2007

BIOGRAPHICAL SKETCH

NAME/ADDRESS			POSITION TITLE
Karen E. James LSUS Department of Management & Marketing			Associate Professor of Marketing
EDUCATION			
INSTITUTION AND LOCATION	DEGREE	YR CONF.	FIELD OF STUDY
Purdue University, West Lafayette, IN	B.A.	1983	Mass Comm./Radio/TV Production
Southern Illinois Univ., Carbondale, IL	M.B.A.	1987	Business Administration
Southern Illinois Univ., Carbondale, IL	D.B.A.	1994	Marketing

EXPERIENCE

1994-Present: LSUS, Dept. of Management & Marketing, Current Position: Associate Professor of Marketing

1987-1989: Southern Illinois University at Carbondale, Department of Marketing, Lecturer.

CURRENT RESEARCH: Creative visual strategies in print advertising; marketing measurement scales.

RECENT ARTICLES (Three papers are currently being prepared for journal submission.)

Altan, E., James, K. E., & Clow, K., "E-Commerce Issues in Health Care Marketing", Services Marketing Quarterly, Vol. 26, No. 1, (FORTHCOMING Fall 2004).

James, K. E., K. Kranenburg and K. E. Clow, "Visual Strategies and Generic Creative Message Strategy: A Pilot Study" Proceedings of the American Academy of Advertising (forthcoming), Baton Rouge, LA, April 2004.

Clow, Kenneth E., Kris Kranenburg and Karen E. James, "The Influence of Print Advertising Visual Strategies on Attitudes and Purchase Intentions," with Dr. Kenneth Clow and Kris Kranenburg, Marketing Management Conference 2004 Spring Proceedings, Chicago, IL March 17 2004, p. 166.

Burke, Lisa A., & Karen James, "Using online surveys for primary research data collection: Lessons from the field," International Journal of Innovation and Learning (forthcoming).

Hinck, W., James, K., and Cortes, A. "An Empirical Investigation of the Failure of Eastern German Products in Western German Markets," accepted for publication in the Journal of International Business and Entrepreneurship, Spring 2003, pp.

Burke, L., James, K., and Austin, D. "Student Retention in Online Courses: A Proposed Conceptual Model and Implications," Communications of the International Information Management Association (IIMA), Vol. 2, Issue 3, 2002, pp.11-24.

James, Karen E., Interactive Exercise Instructor Manual to accompany Basic Marketing, A Global-Managerial Approach (14th ed.) Faculty Version Multimedia Presentation CD ROMs (Burr Ridge: Irwin McGraw-Hill, 2002). Text by William Perrault and E. Jerome McCarthy.

B. Lin & Karen James, "Demand Forecasting for Discontinuous Innovations: A Critical Review," Proc. of the Decision Sciences Institute Southwest Region, St. Louis, MO, pp.87-89, March 7-8, 2002.

Lin, B., Karen James, John Vassar and Chris Martin, "The Internet and Hospital Marketing Strategy: A Survey, (2001) Health Marketing Quarterly, Vol. 18, No. 3 /4, pp. 27-37.

Hill, Mark and Karen E. James, "Casual Dress is More than Clothing in the Workplace," Consumption, Markets, and Culture, Vol.3 (3), pp.239-282, 2000.

Lin, B., K. James and J. Tan, "Health Care Marketing and Internet Technology Management," International JI. of Healthcare Technology & Management, Vol.2, No.1/2/3/4, pp.233-245, 2000.

Bruner, Gordon II, Karen E. James and Paul J. Hensel, Marketing Scales Handbook. A Compilation of Multi-Item Measures, Volume III, (2000). American Marketing Association: Chicago, IL.

Lin. B., K. James, J. Vassar and C. Martin, "The Internet and Marketing Strategy: An Empirical Study of Healthcare Organizations," Proceedings of the Southwestern Marketing Association, San Antonio, TX, p.91, March 15-18, 2000.

Abstracts

E-Surveying in Academia: Preparing for Primary Data Collection Using On-Line Technologies, with Burke, L., Proceedings of the Marketing Management Association, 2003, p.2.

Books

Interactive Exercise Instructor Manual to accompany Basic Marketing, A Global-Managerial Approach (14th ed.) Faculty Version Multimedia Presentation CD ROMs (Burr Ridge: Irwin McGraw-Hill, 2002). Text by William Perrault and E. Jerome McCarthy.

Marketing Scales Handbook. A Compilation of Multi-Item Measures, Volume III, (forthcoming).with Gordon C. Bruner, II and Paul J. Hensel, American Marketing Association: Chicago, IL.

Book Chapters

- Created PowerPoint presentations and integrated discussion questions to accompany *Marketing Management*, 2004 by Winer, R. S., G , 2nd ed, Prentice Hall, Inc.
- Created PowerPoint presentations and integrated discussion questions to accompany *Principles of Marketing*, 2004 by Kotler, P. & Armstrong, G , 10th ed, Prentice Hall, Inc.
- Created PowerPoint presentations and integrated discussion questions to accompany *Framework for Marketing Management*, 2003 by Kotler, P., 2nd ed., Prentice Hall, Inc.
- The Soapbox vs. the Soap: The Application of Negative Political Advertising Tactics in the Non Political Marketplace, " with Hensel, P. Advertising Research: The Internet, Consumer Behavior, and Strategy, George Zinkhan, ed., American Market Association, pp. 119-143.

Proceedings from Academic Meetings (recent)

- Demand Forecasting for Discontinuous Innovations: A Critical Review, with B. Lin Proceedings of the Decision Sciences Institute Southwest Region, St. Louis, Missouri, pp.87-89, March 7-8, 2002.
- The Internet and Marketing Strategy: an Empirical Study of Healthcare Organizations, with B. Lin, J. Vassar, and C. Martin, Proceedings of the Southwestern Marketing Association, San Antonio, TX, March 15-18, 2000, p. 91.

Presentations at Academic Meetings (selected)

- James, Karen E. "The Influence of Print Advertising Visual Strategies on Attitudes and Purchase Intentions," Marketing Management Conference, Chicago, IL FORTHCOMING March 17 2004.
- James, Karen E. "An Introduction to Microsoft Producer: Key Technology for Enriching Multimedia Presentations and Training Materials" Society for Marketing Advances, New Orleans, Louisiana, November 6, 2003.
- Burke, L.A. and James, Karen E. "Teaching and research performance among faculty: The influence of person and situational variables", Presented at the 2003; Academy of Management Conference, Seattle, Washington, August 1-6, 2003.
- E-surveying in academia: Preparing for Primary Data Collection Using Online technologies," with L. Burke, presented at the 39th Annual MBAA Meeting, Chicago, Illinois, March 12-14, 2003.
- Student Retention in Online Courses: A Proposed Conceptual Model and Implications, with L. Burke, and D. Austin, presented at the International Information Management Association (IIMA), October 10-12, 2002, Savannah, GA.

ACADEMIC ORGANIZATIONS

Officer in Academic Organizations: Board of Directors, Marketing Management Association, 2003-Present

Reviewer for Refereed Journals

IJMC Editorial Review Board
International Journal of Electronic Business Reviewer
Merlot Reviewer
Journal of Advertising, April 1999, February 2000, August 2000.
Journal of Business Research, Spring 2000

Program Chair/Discussant at Academic Meetings

Chair, Marketing Track, Emerging Issues in Business and Technology Conference, 2004
Co-Chair, Technology in the classroom track of the Society of Marketing Advances, 2004
Track Chair for Consumer Behavior Track of the Marketing Management Association, 2003
Session Chair at the 2003 MMA Conference
Panel Discussant (Institution Review Boards) at the 2003 MMA Conference
Session Chair, Consumer Behavior Track, Southwest Marketing Association 1999-2000.

V. Current and Pending Support

The College of Business Administration has no current or pending grants.

APPENDIX

HEARD McELROY & VESTAL

LLP
CERTIFIED PUBLIC ACCOUNTANTS

333 TEXAS STREET
15TH FLOOR
SHREVEPORT, LA 71101
318 429-1525
318 429-2070 FAX
POST OFFICE BOX 1607
SHREVEPORT, LA
71165-1607

PARTNERS

SPENCER BERNARD, JR., CPA
H.Q. GAHAGAN, JR., CPA, APC
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TIM B. NIELSEN, CPA, APC
JOHN W. DEAN, CPA, APC
MARK D. ELDREDGE, CPA
ROBERT L. DEAN, CPA
STEPHEN W. CRAIG, CPA

ROY E. PRESTWOOD, CPA
A. D. JOHNSON, JR., CPA
RON W. STEWART, CPA, APC
BENJAMIN C. WOODS, CPA/ABV, CVA
ALICE V. FRAZIER, CPA

OF COUNSEL

GILBERT R. SHANLEY, JR., CPA
C. CODY WHITE, JR., CPA, APC
J. PETER GAFFNEY, CPA, APC

October 18, 2007

Dr. Charlotte A. Jones, Dean
College of Business Administration
LSU in Shreveport
One University Place
Shreveport, Louisiana 71115

Dear Dr. Jones:

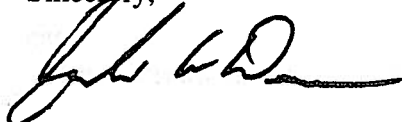
Heard, McElroy, & Vestal, LLP strongly supports your proposal for a Board of Regents Support Fund (BORSF) grant for "Teaching and Learning for Digital Communications."

The LSUS College of Business Administration is a vital economic resource in Northwest Louisiana and will continue to be such through enhancement projects such as this. As a firm that hires LSUS graduates, Heard, McElroy, & Vestal, LLP recognizes the necessity of preparing students with the technology tools required for success in the business world.

The training of our students and faculty in the use of leading-edge technology and software applications is proposed in order to better fulfill the mission of teaching LSUS students the digital communications skills needed to prepare them to compete in the business world.

We encourage your efforts to accomplish this and look forward to assisting you in any way we can.

Sincerely,



John Dean, CPA
Managing Partner
Heard, McElroy, & Vestal, LLP

HMV

A PROFESSIONAL SERVICES FIRM
SHREVEPORT • BOSSIER CITY
WEST MONROE

hmv@hmvcpa.com E-MAIL
www.hmvcpa.com WEB ADDRESS



545 Huey Lenard Loop, West Monroe, LA 71292 318-397-5557 318-397-5560 Fax www.estiscompression.com

October 18, 2007

Dr. Charlotte A. Jones, Dean
College of Business Administration
LSU in Shreveport
One University Place
Shreveport, LA 71115

Dear Dr. Jones:

Estis Compression management prides itself on being alumni of LSUS/LSU and as such strongly supports your proposal for a Board of Regents Support Fund (BORSF) grant for "Teaching and Learning for Digital Communications."

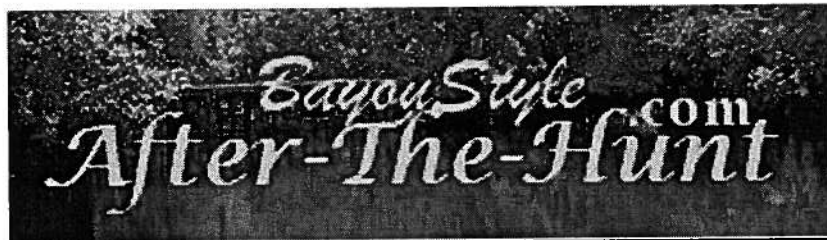
As a company that has need for applicants skilled in all aspects of technology, Estis Compression recognizes the necessity of preparing students with the technology tools required for success in the business world. Estis feels the LSUS College of Business Administration is a vital economic resource in Northwest Louisiana. Estis Compression applauds your efforts and will continue to support enhancement projects such as this.

We encourage your efforts to accomplish this and look forward to assisting you in any way we can.

Sincerely,

A handwritten signature in blue ink, appearing to read "Brett Estis", is written over a horizontal line.

Brett Estis
Estis Compression, LLC



271 Sawgrass Dr, Shreveport, LA 71106 318-458-9306 www.bayoustyle.com

October 21, 2007

Re: BORSF Grant Proposal: "Teaching and Learning for Digital Communications"

Dr. Charlotte A. Jones, Dean
College of Business Administration
LSU Shreveport
One University Place
Shreveport, LA 71115

Dear Dr. Jones,

Bayou Style, LLC strongly supports your proposal for a Board of Regents Support Fund (BORSF) grant for "Teaching and Learning for Digital Communications."

The LSUS College of Business Administration is a vital economic resource in Northwest Louisiana and will continue to be through enhancement projects such as this grant is proposing. As a firm that hires LSUS graduates, **Bayou Style** recognizes the necessity of preparing students with the technology tools required for success in the business world.

The training of our students and faculty in the use of leading-edge technology and software applications is proposed in order to better fulfill the mission of teaching LSUS students the digital communications skills needed to prepare them to compete in the business world.

We encourage your efforts to accomplish this and look forward to assisting you in any way we can.

Sincerely,

A handwritten signature in black ink that reads "Wayne Hogue". The signature is fluid and cursive, with the first and last names being clearly legible.

Wayne Hogue, President & CEO
Bayou Style, LLC