

(Form 1-ENH, Rev. 2007)

PROJECT SUMMARY

Name of Institution (Include Branch/Campus and School or Division)

Nicholls State University, College of Business Administration

Address (Include Department)

College of Business Administration

P.O. Box 2015

Thibodaux, LA 70310

Principal Investigator(s)

Dr. R. Charles Viosca, Jr.

Title of Project

Enhanced Learning Environments Using Flexible Learning Technologies in Support of a Master Plan in the College of Business Administration at Nicholls State University: Phase III

Abstract (DO NOT EXCEED 250 WORDS)*

The College of Business Administration (CBA) grants six undergraduate degrees and two graduate degrees (MBA and EMBA). The faculty provides service to the region through continuing education instruction and contracted programs and is very active in scholarly activity. Most classes in the CBA are held in lecture-style classrooms with seating capacity between 45-80.

Supported by the missions of the College, the University and AACSB-International, funding is sought for a Learning Environment Enhancement Plan using flexible, multi-media technologies. Those teaching in the CBA make extensive use of instructional technology, as it is important to use teaching strategies that interest the virtual generation of students. This requires up-to-date presentation equipment in all classrooms. Through past grants, funded by the BOR and by student-generated technology fees through Instructional Technology Services (ITS), the CBA has obtained computer-based presentation equipment in all of the classrooms in its two-building complex. Also, through BOR and ITS grants the CBA has equipped more than two-thirds of its classrooms with digital ink with SmartBoards and Sympodiums from SmartTech. This proposal requests upgrades to replace out-of-date equipment—upgraded computers at teacher workstations in classrooms and upgraded projectors; upgrades will support access to current educational software and support materials without darkening rooms. Also requested are four additional Sympodiums, so that all classrooms are equipped with digital-ink (and Smart) technology, improving the quality of instruction in the College. SynchronEyes and Captivate software will help keep students on track in lab classrooms and allow faculty development of more online support materials.

(Form 2, rev.2007)

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a. THE CURRENT SITUATION [total point value = 10]

Nicholls State University (NSU) is a comprehensive, regional University serving southeast Louisiana, committed to distinguishing itself as a quality institution of higher education, and dedicated to meeting the unique rural, geographic and multi-cultural needs of the region. Although the University serves an international student population, the majority of NSU students are drawn from 9 parishes in southeast Louisiana that comprise an estimated 20.6 percent of the State's population (www.census.gov, 2006 estimate).

The purpose of this request is multifaceted and entirely directed at supporting the mission of the College of Business Administration at Nicholls State University through innovative teaching technologies focused on interactive learning, teamwork and group decision-making. The different segments of this request cover a multitude of needs that will continue to provide the highest quality of education for the College of Business Administration student population.

a.1 Institutional Description (no points)

As one of six academic colleges at Nicholls, the College of Business Administration (CBA) specializes in preparing men and women for careers of leadership in business and industry. The CBA offers degree programs in Accounting, Business Administration, Computer Information Systems, Finance, Management, Marketing and the Master of Business Administration. The CBA has recently started its first EMBA class as of September of 2007. The College is accredited by AACSB International -The Association to Advance Collegiate Schools of Business. The CBA is dedicated to continuous improvement of teaching at both the undergraduate and graduate levels and received reaffirmation of accreditation with AACSB in the spring of 2005 and separate AACSB accreditation for the accounting program in the spring of 2007.

The mission of the College of Business is to prepare students to contribute to a dynamic global economy and diverse work force as well-educated, responsible business professionals by continuously improving its teaching, research and service. The College's first responsibility is the instruction of students. The College is committed to the use of innovative teaching technologies focused on interactive learning, teamwork and group decision-making. In addition to providing support to the employer community through the development of marketable skills in potential employees, the College also enhances the competitive capabilities of regional businesses, since most of our graduates stay to work in the region. The proposed project builds on current classroom multimedia technologies to advance the continuous quality improvement of these learning outcomes.

a.2 Rationale for Project (5 points)

Businesses today are working to keep pace with ever-changing technologies in competitive environments and rely on colleges to supply them with employees with the technical skills and intelligence to meet these challenges. Classroom instructional technologies should reflect such workplace changes. Earlier phases in the Master Plan for the College included acquiring instructional technologies from both the university and the state in order to better instruct students. This project seeks to replace classroom technologies (computers and projectors) that are aging, soon to be outdated, out of warranty and expensive to maintain. This project also seeks to modify 4 remaining classrooms in the College to make them more effective, active and

flexible learning environments to meet the divergent needs of each discipline in the College. Finally, this project includes software to connect a professor's computer with every computer in a networked classroom and to allow users without a programming background to create interactive simulations, software demonstrations, scenario-based training tutorials, and quizzes.

Theoretical justification is drawn from the extensive literature dealing with the impact of interactive technologies in the classroom (Gerard, 1999; Beeland, 2002). Teaching has been shown to benefit from dynamic methods including use of visual, sound and multi-media aids. These technologies have shown to engage the audiences' attention and retention. (Latham, 2002; Cunningham et al., 2003). Given the need for continuous learning, corporations and universities are building performance-driven facilities that provide supportive training environments. The University of California's Marshall School of Business is just one example of business schools that have facilities loaded with high-tech learning tools and a range of classroom styles to accommodate a range of teaching needs (Mosher, 2000). Up-to-date technology to support innovative teaching methods and techniques is necessary to engage the virtual generation (Proserpio and Gioia, 2007).

The project is also justified on a number of practical grounds and is consistent with the mission of the College of Business and Nicholls State University. It is reflective of a continuous improvement philosophy and commitment. The project is practically supported from a facilities-and-technology perspective. The College of Business is housed in the adjoining buildings of White and Powell Halls. Built in 1956 (White) and 1971 (Powell), the College classroom facilities were initially rigid and homogeneous in their design. Using internal and external grants of the previous years, seeking continuous improvement, the CBA has invested in computers and projectors for each of its classrooms, equipment that now needs to be replaced. The buildings have wireless Internet connections in addition to traditional hardwire connections in classrooms and offices. The facilities allow for a range of teaching and learning environments to both support different learning styles and engage today's technologically sophisticated students. This grant enhances the existing equipment and technology to provide further flexibility in four of these classrooms along the lines already provided in the other 13 classrooms in the two-building complex, as well as the teaching labs. The implementation of the proposed project will dramatically change and enrich the students' experiences in classes taught in these rooms.

a.3 Impact on Existing Resources (5 points)

Funding this proposal would enhance classroom computer and projection technology already available in classrooms in Powell and White Halls, increasing the flexibility of the projection technology with "digital ink." In the balance of the classrooms where Sympodiums (ID350) are to be installed, the existing monitors would be replaced by the interactive Sympodium screens. The existing monitors will be used elsewhere in the CBA depending on college needs and the funding source stipulations for the use of that equipment. By building upon existing equipment as much as possible, funding this grant would enhance the functionality and impact of existing resources, since it enhances the resources on hand.

Funding of the proposal will significantly enhance resources related to the delivery of both traditional and non-traditional forms of learning in the classroom and related to the development of quantitative and qualitative skills through the use of technologies such as SynchronEyes and Captivate. The enhancement will occur without sacrificing existing technologies or room capacity. The project causes no need for additional staff, no major construction, and no significant demands

on utilities or other university plan elements. The hardware replacements ensure that the students receive instruction and are able to make use of the most current computers while simultaneously upgrading toward the equipment's capability to process the latest software.

b. THE ENHANCEMENT PLAN [total point value: equipment proposals = 52; non-equipment proposals =62]

This proposal reflects a synergistic effort by faculty from all business disciplines within the College to enhance the quality and content of the graduate and undergraduate programs. Classrooms are the vehicles for developing the skills needed by graduates and by the business community. They are also a reflection of the value our community places on educational programs. The proposal requests an enhancement of the classroom facilities shared by all disciplines within the College as well as by other Colleges and disciplines across the University. It also includes software that will encourage and increase faculty development of innovative teaching methods including software that will allow for increased interactivity among faculty and students, e-learning, and continued instruction in the event of a temporary university closure.

b.1 Project Goals and Objectives (5 points for both equipment and non-equipment proposals)

Goal 1: Encourage and increase faculty development of innovative teaching methods and pedagogical techniques.

Objective 1: Increase faculty use of multimedia technologies to enhance student learning.

Objective 2: Support faculty development of innovative classroom pedagogical methods.

Objective 3: Encourage faculty development of e-learning pedagogies for on-line and hybrid instruction.

Goal 2: Enhance students' quantitative and qualitative skills through computer technologies.

Objective 1: Increase students' analytical, problem solving, statistical analysis, financial, management science and/or computer information systems skills.

Objective 2: Increase students' behavioral skills, communication abilities, interpersonal and group decision-making abilities, political, diversity, and global awareness and/or ethical reasoning skills.

b.2 Work Plan of Proposed Project (equipment proposals = 15 points; non-equipment proposals =20 points)

Table b.2 on the following page specifies the activities, responsible individuals, timeline, benchmarks, and assessment methods for the implementation of the proposed activities.

Table b.2: Work Plan of Proposed Project

Activity	Responsible Individual	Timeframe	Benchmark	Assessment of Objectives
Plan installation and gather current price quotes for equipment and software	Sherry Rodrique, Asst. Director of Academic Computing & Dr. Chuck Viosca, Principal Investigator	January – July, 2008	Completed plans and price quotations	N/A
Purchase technology/software	Sherry Rodrique, Asst. Director of Academic Computing & Dr. Chuck Viosca, Principal Investigator	August, 2008	Completed purchase orders & arrival of equipment and software	N/A
Installation of hardware/software	Sherry Rodrique, Asst. Director of Academic Computing & staff	September – December, 2008	All equipment and software functioning	N/A
Instructor usage of hardware upgrades	All College of Business faculty	Beginning January, 2009 and continuing indefinitely	Usage of hardware upgrades by faculty in all relevant courses. Improved student scores on relevant student learning outcomes outlined in College Assessment Plan.	Course syllabi will be used to verify faculty compliance. (Goal 1, objectives 1 & 2) Student performance on current assessments will be compared to performance prior to upgrades. (Goal 2, Objectives 1 & 2)
Pilot program of software (SynchronEyes & Captivate)	Dr. Betty Kleen, Dr. Morris Coats, Dr. Bruce McManis, Dr. Kevin Cruthirds, Dr. Chad Turner, & Dr. Norbert Michel	January - 2009	Usage of software in CIS 231, BSAD 310, ECON 211, & ECON 255	Course syllabi will be used to verify faculty compliance. (Goal 1, Objective 3)
Adoption of software by additional college faculty	All College faculty	Beginning June, 2009 and continuing indefinitely	Usage of software by faculty in all relevant courses.	Course syllabi will be used to verify faculty compliance. (Goal 1, Objective 3)

b.3 Evidence of Potential to Achieve Recognized Eminence at the Regional, National, or International Level Commensurate with Degree Offerings and/or Functions (equipment proposals =20 points; non-equipment proposals=25 points)

Evidence of the quality of the Nicholls business program is the 2005 reaccreditation by the AACSB International. The AACSB International team recommended five-year reaffirmation of the CBA at both the undergraduate and graduate levels, **without reservation**, and the Accounting program received separate accreditation in 2007. The business community has validated the quality of CBA programs by donating funding for nine Professorships and four Chairs and increasing scholarship funding. Further evidence is the naming of two programs within the College as “Centers of Academic Excellence” by the Louisiana State Board of Regents – Accounting and Computer Information Systems – in 2000.

A study of alumni provides evidence that CBA graduates were satisfied with the education they received from Nicholls and that they were prepared for the workplace. This was further supported by the finding that 85 percent would highly recommend the program to friends and family. More than 90 percent of those who had actively sought employment immediately after graduation found employment within four to six months.

The quality of the 35 full-time members of the business faculty at the end of the spring semester of 2007 is evidenced by the fact that 89 percent are making intellectual contributions in the form of textbooks, journal articles, regional, national and international presentations. The faculty members serve in leadership positions within their disciplines as journal and textbook reviewers and by holding office in professional organizations. Faculty members are often called upon by the business and nonprofit community to serve as guest speakers or commentators on events throughout the regional area. Many also serve the region as consultants or trainers.

Because the business environment is constantly changing, we must continually improve in order to maintain the recognition that the CBA now has. This includes recognition of quality preparation from former students, the business community, and AACSB. The upgrades in technology requested can help reflect a school with equipment to support today’s students and faculty.

Although we believe we offer a high quality education, and the evidence supports this belief, funding of this project will further enhance the efforts of the College to continuously improve as required by AACSB International standards. One of the crucial areas of focus for the highly sought AACSB accreditation is “assurance of learning.” AACSB-accredited business schools are now required to directly measure student learning outcomes and “close the loop”, i.e., address problems in areas where students do not seem to be performing well, as determined by assessment. According to AACSB,

The Assurance of Learning standards (standards 15-21) clearly acknowledge assessment of student learning as part of the curriculum management process. The standards call for schools to define learning goals, assess student achievement for these goals, and utilize what is learned through assessment to continually improve their curricular programs. (downloaded October 9, 2007: URL: http://www.aacsb.edu/resource_centers/assessment/overview-expectations.asp)

The proposed projects will help the College address areas of our curriculum that are not currently meeting expectations and to continuously improve even in those areas where students are meeting performance expectations.

b.4 Impact on Curriculum and Instruction (5 points)

Funding for this proposal would have a significant impact on instruction in all business disciplines at the undergraduate and graduate levels. Upgraded classroom computers and projectors, digital ink technologies, SynchronEyes and Captivate software allow faculty to use contemporary instructional methods in all classes. Multimedia resources allow students to further develop their communication, computer and quantitative skills, and allow faculty to provide students with quality feedback on their class presentations.

With our current technology, lights must be turned on and off as the instructor switches from projected images to chalkboards, and students' eyes are constantly making adjustments to light, losing valuable instructional and learning time. The flow of the presentation is often interrupted, often causing students, and occasionally faculty, to lose focus. Students in virtually all classes taught in these rooms stand to benefit from enhanced ability to deliver interactive presentations, increased motivation and engagement of students and the ability to save enhanced class notes. The items requested in this proposal will all have a significant impact on student learning:

a) SmartTech's Sympodiums – The College of Business courses are composed of relationships based on societal observations. These relationships are usually taught with some reliance upon visual communication of these relationships. Usual computerized presentations allow for planned discussion, but cannot be used for unanticipated discussion and addressing questions from students. In these instances, the instructor must turn up lights (and switches are often not in the front of the classroom), turn off projectors, and put the screen up and out of the way. Electronic ink, SmartTech's Sympodiums, allows the instructor to employ the same visual instructional space and lighting used for computerized presentations but allows for a more fluid transition between multiple informational outputs, encouraging the students to become more actively engaged.

Sympodium (product description from www.smarttech.com) is a technology that enables presenters to interact with classroom presentation materials, much like the interactive whiteboards. Sympodium ID250 interactive pen displays are perfect for presenting to groups large and small. The pen display's interactive screen connects to the computer and shows its image. Using the attached pen, one simply touches the screen to control applications and write notes. In more quantitative courses, such as finance, economics and statistics, where spreadsheets are heavily utilized, links between different parts of the spreadsheet can be pointed out to students using digital ink. Also, diagrams of relationships discussed in class can be drawn or modified in class in answering questions raised by students. Math problems can also be manipulated in front of students, instead of being solved ahead of time, so that the process can be seen more easily. In courses that are more qualitative, discussion points raised by students can be noted with the digital ink technology, saved to a file and distributed to students electronically.

This request is further supported by empirical research. Tate (2002), a US study, reports that the retention rate of students being taught with interactive technologies, including the SmartBoard, was 97.1 percent- which was "markedly higher" than those students who were not taught using these technologies. In a study in the UK, Latham (2002) reported that in mathematics lessons, the teachers observed "significant improvement" in 66 percent of the students. In primary and secondary education 84 percent of the teachers felt that their preparation and motivation was more effective by using these technologies (Latham 2002). In yet another study, Smith (2000), reported 78 percent of the students were "very motivated" by the SmartBoard.

b) Hardware replacement - As original hardware (classroom presentational computers and their projectors) has aged, the need to upgrade the oldest equipment becomes a necessity in order to use the most current technology with our students in the classroom environment. In addition, minor enhancements to new and current hardware are solicited in order to enhance the students' experience.

c) Adobe Captivate 3 - The need for continual expansion of distance learning course availability is made apparent by the growth rate of student populations in higher education. A study by the United States (US) Department of Education reports that student enrollment in degree granting institutions is expected to expand by 16% over the next 10 years (Jones, 2003) to as many as 18.8 million students by 2013 (<http://nces.ed.gov/programs/projections.tables>). This point is further supported by the prediction of the largest high school class in U.S. history will occur in 2009 (Callahan, 2003). Research by Howell, Lindsay and Williams (2003) suggests that “the current higher education infrastructure cannot accommodate the growing college-aged population and enrollments, making more distance education programs necessary” (p. 2). Given the need for rapidly expanding distance learning offerings, it is appropriate to purchase software and hardware needed to facilitate the capture of current course content and convert it into the information to build distance learning courses.

The purchase of Adobe Captivate 3 software will facilitate the building of distance learning courses, as well as facilitate the capture of classroom content and provide a user-friendly platform for faculty to integrate this information into electronic course content. Adobe’s Captivate software allows users without a programming background to create interactive simulations, software demonstrations, scenario-based training tutorials, and quizzes. The software allows an instructor to create a software demo (from simple demonstrations to complex) or a PowerPoint presentation to post online. As more and more courses use online learning systems such as Blackboard to supplement in-class activities or are structured as either hybrid or fully on-line classes, having the ability to post software demonstrations or interactive simulations online will provide an important upgrade for student learning by providing eLearning content to virtually anyone, anytime, anywhere. The interactive nature of such learning tools fits well with the virtual generation of students. It will also allow faculty to continue classes on-line in the event the University is forced to close temporarily due to emergency.

Adobe Captivate 3 is described as having multi-function benefits such as the ability to:

- 1) Improve learner assessments by randomly drawing questions and shuffling the answer options for multiple-choice questions;
- 2) Create a captivating user experience with rich-media interactivity and seamless audio/video integration;
- 3) Create learning content such as podcasts and screencasts with simple playback controls and closed captioning
- 4) Show students exactly how to use a new application or process with Adobe Captivate 3 screen recording technology (<http://www.adobe.landingpage1.com/captivate/cptv/?sdid=BAZNO>)

In order to fully utilize this software, the purchase of microphones is necessary in order to capture the audio portion of the classroom presentations. These are inexpensive pieces that will allow faculty to transfer discussions, lectures and project presentations into a digital medium making it available to be used for the various purposes previously enumerated.

d) SynchronEyes - SynchronEyes is classroom management software that connects a teacher’s computer with every computer in a networked classroom. SynchronEyes is easy to use and offers a variety of features that enable instructors to keep students focused on learning and redirect their attention if they go off track. Instructors can monitor or collaborate with students individually or as a group, so everyone gets the most out of class time. Numerous CBA faculty use the computer teaching lab (110 Powell) during selected class meetings throughout the semester, and keeping students on track is often a challenge given the temptation for students to check Facebook or MySpace accounts, catch up on email, or monitor sporting events. SynchronEyes will help ensure effective use of student time while in a computer lab during class.

e) Guest presenters’ connectivity - The addition of guest presenters’ connectivity adapters allows the students to connect to the classroom’s projection system via a link to their personal laptop computers. These links also enable instructors to take advantage of area professionals and recruiters to come into the

classrooms and present their materials more readily than with the current configuration by attaching their own laptop computer to the existing projection system.

f) Podiums – There is a need to complete three of the classrooms' functionality by purchasing podiums for classrooms currently without a podium. This equipment helps the students to become more comfortable when making class presentations, facilitating better public speaking skills.

b.5 Impact on Quality of Students (2 points)

Implementation of this proposal would affect the quality of all students engaged in learning activities in the impacted classrooms. Implementation would provide student access to sophisticated materials and technologies that enhance their development of presentation and production skills and increase understanding of current events via on-line technologies. These elements also offer opportunities for all students to maximize their learning outcomes as a result of more efficient classroom instruction and innovative teaching pedagogies.

In choosing which college to attend, students and their parents consider a number of factors, including availability of "state of the art" technology and other resources that are offered by a university. The school's reputation and accreditation in the student's chosen major are also considerations. Enhancement of classroom presentation facilities aids in showing continuous improvement to accreditation bodies and also improves the school's reputation. Students, in making campus visits or web visits, will be informed of the up-to-date classroom equipment and teaching pedagogies in the College. Better instruction leads to better graduates, and better graduates get better jobs; better placement of graduates makes it easier to attract better students. Finally, "state of the art" technology makes it easier to recruit better quality faculty as well.

b.6 Impact on Faculty Development (5 points)

College of Business Administration faculty members continually participate in state, regional, national, and international conferences that provide developmental opportunities. Through these conferences the faculty is seeing what can be done, but we lack the full capability to implement the types of innovations that they are seeing.

Faculty development precedes classroom innovation, but, as students advance, faculty must then constantly work to remain ahead of the students. Efforts to be creative and develop instructional components and current pedagogies are impeded by a lack of the proper facilities and resources. The implementation of this project gives faculty and students access to resources and facilities that encourage development of innovative pedagogy.

A recent article in the *Academy of Management Learning & Education* reminds us that we have moved beyond teaching a generation of students who have grown up with television to teaching the virtual generation. Proserpio and Gioia (2007) state, "as instructors teaching the students of a new virtual-generation (V-Gen), we need to account for the changes brought by this technological revolution. We are responsible for making sure that there is compatibility between V-Gen learning styles and our teaching styles. In general, the evidence suggests that this compatibility is less than it could be or should be, and that we need to act to avoid a disconnect between our current teaching world and technology-rich V-Gen learning world." V-Gen students do not remain engaged when teachers use chalkboards. High-quality computer projection equipment, SmartBoards, Symposiums, and software such as SynchronEyes and Captivate will support the type of interactive teaching opportunities that will engage the V-generation.

b.7 Performance Measures (0 points, but a required component)

The College is up for reaffirmation of AACSB International accreditation in 2010. In the meantime we are required to file annual maintenance reports and will complete a self study in 2009. The maintenance reports and self study must address many of the same issues covered in this proposal and place particular emphasis on faculty development, student learning outcomes, and continuous improvement of our programs, faculty, and students' knowledge, skills, and abilities. The success of this project and achievement of its goal should be evident to any reader of those documents and through reaffirmation of accreditation.

c. EQUIPMENT [For equipment proposals only. total point value = 10]

c.1 Equipment Request (6 points)

Much of the equipment being requested is to replace out-of-date items in some of the classrooms. This equipment consists of 17 Dell 755 Mini Tower computers, and 13 classroom projectors. Many of the current computers are not able to utilize modern graphic intensive files and software. The existing classroom computers are all at least 4 years old and will, by the time of funding be 5 years old.

Furthermore, classroom projectors are needed to replace older units which have lower lumen strengths and lower contrast ratios than are now available at reasonable costs. For instance, the specifications on the newer projectors rate the lumen strength at 3000 with a contrast ratio of 2500:1, while the projectors slated for replacement have lumen strengths between 1500 and 2000 with a contrast ratio of 250:1.

Along with the projectors and computers being requested for classroom presentations are three lockable computer podiums that will secure the computers and Sympodiums used in those classrooms. When NSU first started purchasing lockable computer podiums to secure classroom presentation equipment, the best podiums that were available were the ones purchased, which now cost \$1500 each and are rather large and imposing. Now, there are smaller models available that cost one fifth of that amount. Three of our classrooms currently have presentation equipment that are only secured by locking the classroom doors. Computers in these classrooms are on desks. Three lockable podiums are requested for these rooms.

Also being requested are 4 additional Sympodium interactive pen displays to equip the remaining CBA classrooms with electronic ink presentation technology. Although Hitachi StarBoards are close competitors of the Sympodiums, the faculty is largely familiar with SmartBoard software and hardware because of a substantial installed base and number of current users in the CBA; continuing with Smart Technology received overwhelming support.

A computer lab management software product, such as Smart's SynchronEyes ensures that students in the instructional lab are on task instead of checking their email or merely surfing the Internet.

Finally, Labtec microphones and Captivate software are being requested to assist faculty in teaching and class management. The Labtec microphones are to be utilized by faculty who are teaching web-based courses. This equipment will allow instructors to talk to students via the internet. The Captivate software allows instructors to create interactive simulations, software demonstrations, scenario-based training tutorials, and quizzes. As the popularity of online courses increases, having the ability to talk directly to students as well as post software demonstrations or interactive simulations online will provide an important upgrade for student learning by providing eLearning content to virtually anyone, anytime, anywhere. The interactive nature of such learning tools fits well with the virtual generation of students.

The equipment, software and supplies requested are explained in Table c.1, c.2, and c.3.

Table c.1. Equipment: Connecting Plan in B to Equipment Requested

	Item and description	Where used	Price, each and total	Rationale
	Smart Technologies, Inc., Symposium ID350 State contract line # 02011 Creative Presentations CP-ID15	Powell Hall: 209, 217 and 219 White Hall: 201	4 units at \$2,093 per unit; \$8,372 total	Enables instructors and students to utilize digital ink technologies in presentations, improving instruction.
	Dell Optiplex 755 Mini Tower Computers	Various classrooms in Powell and White Hall with outdated computers.	17 units at \$1,053 per unit; \$17,901 total	Replaces older units in classrooms that are not able to utilize graphic intensive files and software.
	MLTS XD-490U Projectors	Various classrooms in Powell and White Hall with outdated projectors.	13 units at \$2,260 per unit; \$29,380 total	Replaces older units in classrooms that are of a much lower projection quality than those available now at a reasonable cost.
	CPI Mounts for Projectors	Various classrooms in Powell and White Hall with outdated projectors.	13 units at \$213 per unit; \$2,769 total	Needed to install new projectors.

Table c.2. Software: Connecting Plan in B to Other Budget Items

	Item and description	Where used	Price, each and total	Rationale
	SynchronEyes 7.0	Powell 110 Lab	1 license per training room at \$799; \$799 total	With SynchronEyes 7.0, instructors can monitor students working on wired or wireless networks. SynchronEyes 7.0 also supports most mobile devices.
	Adobe Captivate Software	Faculty office computers	15 licenses at \$199 each; \$2,985 total	Enables instructors to create interactive simulations, software demonstrations, tutorials, and quizzes to post online or use in classroom presentation.

Table c.3. Supplies: Connecting Plan in B to Other Budget Items

Item and description	Where used	Price, each and total	Rationale
Lockable Security Podiums	White Hall 201, 207 and 208	3 units at \$300 per unit; \$900 total	Secures the existing computer and the Symposium in the classroom.
Altinex MX2106AV Audio Auto Switcher	Various classrooms in Powell and White Hall	8 units @ \$350 per unit; \$2,800 total	Auto switches audio signals to various source outputs
Labtec Verse 524 Microphones	Faculty Offices	15 units at \$13.26 per unit; \$199 total	Microphones will be utilized by faculty who are teaching web based and hybrid courses.

c.2 Equipment on Hand for Project (1 point)

All classrooms in Powell and White Halls have teaching station computers and ceiling-mounted projectors. As mentioned above, these computers are at least four years old and lack the ability to handle new graphics intensive software. Four of the seventeen projectors are newer generation projectors with high lumen strength and high contrast ratios. Thirteen of the classrooms have lockable podiums on casters. Two classrooms currently have SmartBoard with regular whiteboards on either side, while another eleven classrooms are equipped with Symposiums from two previous grants. The buildings have hardwired and wireless network and internet connections in all classrooms and offices. All faculty members have computers in their offices, but some of these are older computers.

From internal competitive funds generated from students' technology fees, the CBA made a substantial investment in a Mediasite ML440 Rich Media Recorder and the software for the media recorder which allows an instructor to record both his/her own lecture along with any slides or other computer images in a live class. The Captivate software is a perfect companion for the live recordings of the rich media recorder so that instructors can capture screen shots for written documents, Powerpoint slides or other static uses. The media rich equipment and software, Captivate software and microphones being requested will all work together to enhance presentations in a distant-learning environment, while the Symposiums, classroom computers and high lumen and high contrast projectors improve presentations in traditional classrooms.

c.3 Equipment Housing and Maintenance (3 points)

No portion of this request is for maintenance, except when equipment is bundled with service agreements. Buildings are maintained and secured by University Police and Nicholls' custodial staff. Classrooms are secured by faculty as well. Maintenance contracts on equipment are purchased for the maximum time available. After that, Nicholls assumes the responsibility to maintain equipment. The three podiums requested are to improve both security and functionality.

d. FACULTY AND STAFF EXPERTISE [total point value = 12]

Dr. Viosca, Assistant Dean and MBA Director for the CBA, will act as Project Director for this proposal. Dr. Viosca completes many activities of a traditional project director as coordinator of the EMBA program and as director of the annual Bayou Sales Challenge that involves Nicholls and several other participating schools. Dr. Viosca has previously served as primary writer or co-principal investigator on several LEQSF grants. As co-principal investigator, he ensured The Sales and Interactive Training Laboratory (2002 grant for \$45,449) was successfully implemented; this lab is used extensively in the professional sales concentration courses and the Bayou Sales Challenge. He also contributed to other successful LEQSF grants related to The Survey and Experimental Research Lab (2004) and ENTRE Lab: Development of a Student laboratory for the Incubation and Acceleration of New Business Ventures (2004).

Dr. Viosca annually participates as principal investigator/project director for the Instructional Technology Services (ITS) grant proposal submitted by the CBA. Annually these ITS grant awards have been funded in the range of \$30,000 to over \$70,000 and have all been completed successfully.

Dr. Viosca, along with Ms. Rodrigue, will make sure that equipment and software are purchased in a timely manner, schedule training sessions and will coordinate various activities for the grant, such as the assessment activities and will write the appropriate reports to the BOR. Ms. Rodrigue is the Assistant Director of Academic Computing. She will plan installation and gather current price quotes for equipment and software. She will also coordinate installation of equipment and software, security and maintenance of the equipment, training for the software, and will provide support for the classroom technology as well as the distance learning technology, as she has for many previous BOR grants and many Instructional Technology Services grants.

Dr. Coats has written two previous grants for Symposium technology, a BOR grant and an internal grant funded through technology fees, and will work on assessment issues with the Symposiums. Dr. Lawrence, an assistant professor of finance, has appropriate experience and will monitor budget issues with the grant. A pilot program with the SynchronEyes and Captivate software will be conducted by Drs. Coats, Cruthirds, Kleen, McManis, Michel, and Turner in their classroom areas of expertise. Dr. Premeaux, the Associate Dean of the CBA, has worked on "assurance of learning" activities within the CBA for AACSB maintenance and will measure and monitor student outcomes. All faculty in the CBA will be involved in using the classroom presentation equipment upgrades and adopting software.

e. ECONOMIC AND/OR CULTURAL DEVELOPMENT AND IMPACT [total point value = 12]

e.1 Relationships With Industrial/Institutional Sponsors (2 points)

The mission of the College of Business is to prepare students to contribute to a dynamic global economy and diverse work force as well-educated, responsible business professionals by continuously improving its teaching, research and service. As a vital regional resource, the College recognizes its responsibility to extend its teaching and problem-solving service to the community, and its obligation to use its capability for the general welfare of the region. Establishing and strengthening relationships with key organizations has been one of the important elements to the success of the College of Business at Nicholls State University. Obtaining the equipment and software requested in this grant will enhance the dean's ability to sell the CBA to potential donors to the Capstone fund and other fund raising efforts to modernize elements of the building that are not eligible for BOR grants.

Executive Advisory Board: The College has an advisory board consisting of seventeen individuals employed in regional businesses. Representatives are employed from a wide array of industries. The Dean meets periodically with the advisory board to focus on trends in business education and gain input concerning graduates' skills and abilities. Improvements realized from the implementation of this proposal will serve to strengthen the relationship with the advisory board.

Strengthening the Internship Program: A strong internship program in the College of Business

places students into area businesses each semester. The result is immediate feedback from the business community and the gaining of valuable insights by the interns. While students are strengthening their skills in the areas of conceptual reasoning and critical thinking, analysis and problem solving, and communications, businesses that employ the interns realize the benefits of the education made possible through technology at Nicholls.

Other Impact: With the enhanced technology provided by this proposal, new relationships will be developed and current ones strengthened through internships, student teams, and by client referrals from the South Louisiana Economic Council (SLEC), the regional economic development agency located on the Nicholls campus. Faculty members in the College often work with the Office of Continuing Education. This group often uses classrooms in Powell and White Halls for classes and would similarly benefit from the use of these flexible educational and training facilities and technologies. This proposal will strengthen these established foundations to help enhance and develop positive relationships with many external constituencies.

e.2 Promotion of Economic Development and/or Cultural Resources (10 points)

Economy of the Region: Nicholls is a regional university uniquely serving South Central Louisiana. Most of the students in the College of Business are from this region, and alumni studies indicate that the vast majority of graduates remain in the region. The versatile educational facilities of the College will enable businesses in the region served by Nicholls to remain competitive over the next decade. It is important that the graduates of Nicholls obtain a quality education to support the needs of the region. Projects in behavioral and analytical/technical courses will contribute directly to the economic development efforts in the area and the state. As graduates further strengthen their skills in the areas of conceptual reasoning and critical thinking, analysis and problem solving, and communications, an improved workforce will result. Graduates will contribute to employer ability to be competitive. The strong blend of workers' technical and behavioral skills, combined with the region's movement to work teams as a business strategy, will provide employers with a strategic advantage.

Economy of the State: Louisiana's Vision 2020 is an economic strategic plan for structuring Louisiana's economic development policy for the next several years. Many goals and objectives are listed in the document. Vision 2020 targets the state's existing technology-based industries with a particular focus on emerging technologies in high growth areas. The versatile educational facilities of the College will enable advances in the development of the workforce for new industry.

The Louisiana Economic Development Council, appointed by Governor Foster to develop and monitor Vision 2020, issued its second annual report in 2001, and Governor Kathleen Blanco continued the Vision 2020 concept strategy to move the Louisiana economy forward. Each year the Vision 2020 commission meets to review its progress and revise action plans. Vision 2020 targets colleges and universities as a key link and resource for problem solving and transfer technology for commercialization and for producing a well-educated graduate in the field.

The key ingredients to a vibrant 21st Century economy in Louisiana will be a skilled and educated workforce, access to technology, and access to capital. Growth of high value-added industries and their associated jobs depends on trained, innovative, entrepreneurial citizens embracing and utilizing those information and communication technologies. Thus a strong set of business programs at Nicholls is an important ingredient in south central Louisiana's future economic success. The technologies requested through this proposal will contribute to the continuous improvement process of the College of Business at Nicholls State University.

Summary—Grant Contribution to Economic Development: The proposed grant will help bolster Nicholls' image as a leader in the area of business education as well as enhance its role and mission in the economic development efforts of the region and state. On-going quality continuing education in business is

needed to help the region's workforce meet the challenges of the 21st century. The improved instructional strategies made possible by the grant will help provide the foundation to meet this goal.

f. ADDITIONAL FUNDING SOURCES (4 points)

Additional funding required for the implementation of the proposed enhancements beyond that provided by the BOR will be covered by Nicholls State University. This includes installation, repair and maintenance, and security of equipment and software. Through Nicholls' ITS funding, the Powell Hall 109 open computer lab and Powell Hall 110 teaching lab are scheduled for upgrading (58 computers) in the next annual ITS budget; this ITS funded upgrade will provide approximately \$70,000 of new equipment for student use and ensure that students have access to computers that will run advanced software used in CBA classes.

Another mechanism through which funding is available is the College of Business' Capstone Fund. Donations totaling over \$350,000 will be used as an endowment to supplement the College in various ways. After exposure to the innovative teaching methods used by the College, made possible through the use of technologies such as those requested in this grant, has resulted in excitement, interest, and generous contributions. Additionally, the College will continue to seek contributions from the business community for continued corporate partnerships.

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Howell, S. L., Williams, P. B., & Lindsay, N. K. (2003). Thirty-two trends affecting distance education: An informed foundation for strategic planning. *Online Journal of Distance Learning Administration*, 7(3). State University of West Georgia, Distance Education Center Retrieved October, 2007: <http://www.westga.edu/~distance/ojdla/fall63/howell63.html>

Jones, R. (2003). A recommendation for managing the predicted growth in college enrollment at a time of adverse economic conditions. *Online Journal of Distance Learning Administration* (6)1. Retrieved October, 2007: <http://www.westga.edu/%7Edistance/ojdla/spring61/jones61.htm> .

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www.census.gov, Retrieved October 20, 2007.

5. Previous BoR Support Fund Awards

LEQSF 2006 **Putting Electronic Ink in the Classroom, \$13,093**; duration 1 year; **Coats—PI**, Karahan, Michel, **McManis**, Lajaunie, Lawrence, and Turner. This grant provided for the addition of Sympodiums in 5 selected classrooms and has been completed; learning and teaching enhancements discussed in the current grant narrative reflect the benefits of the technology. While this 2006 grant is viewed as a success, not all the classrooms have Sympodiums; the current grant application proposes purchase of Sympodiums for the remaining classrooms.

LEQSF 2004 **College of Business Administration Enhanced Learning Outside the Classroom: The Collaborative Learning and Resource Center \$65,600**; one-year duration; Cox (PI-moved), Lajaunie, **Viosca**. The equipment purchased through this grant provides students with a technology-rich collaborative learning center that allows students to work together and develop networking and team skills while enhancing the classroom experience. A state-of-the art Electronic Information Wall is also provided. The Collaborative learning and resource center is fully functional and is used extensively by CBA undergraduate students, graduate students, and faculty. The room provides workspace for students working on the many team projects assigned by faculty throughout the college. Students can get current stock information and current business news throughout the day.

LEQSF 2004 **College of Business Administration Learning Environment and Outcomes Enhancement Plan: Phase II: The Survey and Experimental Research Lab (SERL) \$33,600**; Cox (PI-moved); Ryker; **Viosca**; duration 1 year. The Survey and Experimental Research laboratory is complete and available for use in marketing research courses and other courses within the college that have projects related to survey research. The SERL compliments and extends the opportunities for innovative, “learn by doing” instruction and supports efforts in building quantitative expectations and qualitative skills. The SERL allows students to apply survey research techniques and applications, gaining practical experience by conducting telephone or computer-administered surveys in a facility with state-of-the-art technology and software.

LEQSF 2004 **ENTRE Lab: Development of a Student Laboratory for the Incubation and Acceleration of New Business Ventures, \$75,000**; duration 1 year; Bryant (PI—moved) Chadwick, Chiasson, Cox, Pizzolatto, Stroud, **Viosca**, Hull. This award contributed to the establishment of a student laboratory for the incubation and acceleration of new business ventures. The ENTRE lab is now open and the first students who are developing new businesses are using the lab to complete office work, meet with potential investors, clients, etc. The lab includes two sets of four work areas for venture teams, a resource room, a presentations/group work area, and a storage/production room. Technology is provided for each work area. The grant has funded technology comparable to what students have access to in the regular classrooms and provides access to a variety of technology an entrepreneur may not be able to afford; successful businesses that get their start in the ENTRE lab will positively impact the economy of the region.

LEQSF 2002 **College of Business Administration Learning Environment and Outcomes Enhancement Plan: The Sales and Interactive Training Laboratory, \$45,449**; duration 1 year; Cox (PI-moved), Chadwick, Lajaunie, Mauldin, **McManis**, Pizzolatto, Shell, Stroud, **Viosca**. The equipment purchased through this grant has allowed the CBA to turn a traditional classroom into a laboratory suite that includes a flexible seating main classroom, three fully enclosed role-playing rooms, a professional conference room, and a control room housing video and audio recording

equipment. While most frequently used in the professional sales concentration courses, other classes wishing to provide students with role-play situations also use the lab to enhance student competencies. This grant also had a \$16,000 gift and a \$23,500 cash match, for a total investment of \$84,949. The equipment purchased with this grant has provided one of the top sales training labs in the state; students have access to top training equipment available anywhere.

LEQSF 2002 Meeting the Challenge—Mobile Internet/Client Server Applications in the CIS Curriculum \$43,690; duration 2002-03; Folse (PI—retired) Rachal (CoPI—retired), Bhutta, Ryker, Kleen, Williams; This award was vital to the development of the CIS program at Nicholls. Equipment described in the grant was purchased to enhance the CIS lab and integrated into the CIS curriculum. This grant provided upgrades in equipment in the CIS lab, while other Nicholls ITS grants have provided for equipment upgrades in both the open computer lab and the general CBA teaching lab.

BOARD OF REGENTS SUPPORT FUND
TRADITIONAL AND UNDERGRADUATE ENHANCEMENT, FY 2007-2008

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: Enhanced Learning Environments Using Flexible Learning Technologies In Support of a Master Plan in the College of Business Administration at Nicholls State University: Phase III

Project Director(s): Dr. R. Charles Viosca, Jr.

Institution(s) of Higher Education: Nicholls State University

TABLE 6.0 PROPOSED BUDGET:

	Support Fund Money Requested	Institutional Match ¹	Private/Other Match ²
A. Equipment³			
4 x SmartTech Symposium ID 350	\$8,372		
17 x Dell 755 Mini Tower Computer	\$17,901		
13 x MLTS XD-490U Projector	\$29,380		
13 x CPI Mounts for Projectors	\$2,769		
58 Dell computers		\$70,000.00	
B. Software			
1 x SynchronEyes 7.0	\$799		
15 x Adobe Captivate Software	\$2,985		
C. Supplies			
3 x Lockable Security Podium	\$900		
8 x Altinex Audio Auto Switcher	\$2,800		
15 x Labtec Verse 524 Microphones	\$199		
D. Shipping/handling			
E. Installation	\$5,850	(in cash) \$820.00	
F. Personnel training		(in cash) \$812.50	
G. Other			
H. Indirect costs	Not allowed		
I. Maintenance	Strongly discouraged		
J. Total costs (A-I)	\$71,955	(in cash) \$71,632.50	

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. 8/2007)

6.a BUDGET.JUSTIFICATION

The function of the equipment listed in the Table 6.a.A below is to expand the existing instructional technology resources for College of Business Administration at Nicholls State University. The existing instructional resources consist of outdated multi-media workstations and projection systems, which were funded through prior Board of Regents grants, and a series of Nicholls State University Instructional Technology grants (ITS). The equipment requested in this proposal provides an opportunity to increase the interaction between and among the faculty and the students in the class by providing a means of developing new issues, questions, and ideas within the multi-media environment in real time and capturing the output of this interaction into a digital format that can be archived and posted for student and faculty use. The justification or rationale for each piece of requested equipment is listed in the table. Note that while specific model numbers are specified, in an environment of fast-paced changes in computer technology, it is our intention to purchase the best equipment for the money available when the funding comes available. The model numbers given reflect what we believe to be the best technology for the money spent at present. The Nicholls Instructional Technology Services funding will provide upgrades for 58 computers in the open computer lab and the teaching lab (109 and 110 Powell Hall), with funds available in July 2008; this information is shown in the table below as an institutional match.

Table 6.a.A Equipment Budget Justification

	Item and description	Where used	Price, each and total	Rationale
	Smart Technologies, Inc., Symposium ID350 State contract line # 02011 Creative Presentations CP-ID15	Powell Hall: 209, 217 and 219 White Hall: 201	4 units at \$2,093 per unit; \$8,372 total	Enables instructors and students to utilize digital ink technologies in presentations, improving instruction.
	Dell Optiplex 755 Mini Tower Computers	Various classrooms in Powell and White Hall with outdated computers.	17 units at \$1,053 per unit; \$17,901 total	Replaces older units in classrooms that are not able to utilize graphic intensive files and software.
	MLTS XD-490U Projectors	Various classrooms in Powell and White Hall with outdated projectors.	13 units at \$2,260 per unit; \$29,380 total	Replaces older units in classrooms that are of a much lower projection quality than those available now at a reasonable cost.
	CPI Mounts for Projectors	Various classrooms in Powell and White Hall with outdated projectors.	13 units at \$213 per unit; \$2,769 total	Needed to install new projectors.
	Computer Lab Upgrade (institutional match)	Upgrade of computers in both 109 Powell open computer lab and 110 Powell teaching lab	Nicholls Instructional Technology Services replacement of 58 computers in these two labs (funds available July 08)	Institutional match committed cost of \$70,000

Software

SynchronEyes software requested will allow faculty to keep students more directly on task when class is held in a computer lab. Captivate software requested will allow faculty to prepare customized learning materials for hybrid or online courses. The justification or rationale for each software is listed in Table 6.a.B.

SynchronEyes is classroom management software that connects a teacher's computer with every computer in a networked classroom. SynchronEyes is easy to use and offers a variety of features that enable instructors to keep students focused on learning and redirect their attention if they go off track. Instructors can monitor or collaborate with students individually or as a group, so everyone gets the most out of class time.

Adobe's Captivate software allows users without a programming background to create interactive simulations, software demonstrations, scenario-based training tutorials, and quizzes. The software allows an instructor to create a software demo (from simple demonstrations to complex) or a PowerPoint presentation to post online. As more and more courses use online learning systems such as Blackboard to supplement in-class activities or are structured as either hybrid or fully on-line classes, having the ability to post software demonstrations or interactive simulations online will provide an important upgrade for student learning by providing eLearning content to virtually anyone, anytime, anywhere. The interactive nature of such learning tools fits well with the virtual generation of students.

Table 6.a.B Software Budget Justification

	Item and description	Where used	Price, each and total	Rationale
	SynchronEyes 7.0	Powell 110	1 license per training room at \$799; \$799 total	With SynchronEyes 7.0, instructors can monitor students working on wired or wireless networks. SynchronEyes 7.0 also supports most mobile devices.
	Adobe Captivate Software	Faculty office computers	15 licenses at \$199 each; \$2,985 total	Enables instructors to create interactive simulations, software demonstrations, tutorials, and quizzes to post online.

Supplies

Table 6.a.C below details supplies requested in this grant proposal. The lockable security podiums will increase security of expensive equipment in three classrooms. Audio switchers provide guest presenter connectivity to classroom projection systems, allowing students or area professionals to present their materials readily. Microphones are necessary to fully utilize the Captivate software listed above in the software justification table.

Table 6.a.C Supplies Budget Justification

	Item and description	Where used	Price, each and total	Rationale
	Lockable Security Podium	White Hall: 201, 207, and 208	3 units at \$300 per unit: \$900 total	Secures the existing computer and the Symposium in the classroom.
	Altinex MX2106AV Audio Auto-Switcher	Various classrooms in Powell and White Hall	8 Units at \$350 per unit: \$2,800 total	Automatically switches audio signals to various source outputs.
	Labtec Verse 524 Microphones	Faculty Offices	15 units at \$13.26 per unit; \$199 total	Microphones will be potentially utilized by faculty who are teaching web based courses.

Installation and Training

We are requesting funding for the installation of new classroom projectors to replace outdated models. The installation of all other requested items will be funded by an institutional match. The university's institutional match will be provided through work by our ITS staff. Student workers will be used to handle some installation of Symposium monitors, computers, and some software installation. Justification is provided in Table 6.a.E below.

The university's software trainer, Ms. Dian Leger, will provide in-house instruction or training of faculty on the use of Sympodiums and the SynchronEyes and Captivate software. Specifics are detailed below in Table 6.a.F.

Table 6.a.E Installation Budget Justification

	Category	Uses	Rationale	Amount
	Installation	Installation of projectors	New projectors will be installed to replace older units in classrooms that are becoming unreliable.	13 projectors; 5 hours per installation at \$90 per hour; \$5,850
	Installation (institutional match)	Installation of Sympodiums, Dell Mini Towers, and various software	Software will be installed in classrooms and faculty offices. Classroom images need to be created and installed, as the software will be different. Computers will be installed in classrooms and labs. Sympodiums will be set up in classrooms.	(in cash) Student worker installation and training assistance; 49.5 hours at \$10 per hour; Computer staff installation and testing; 13 hours at \$25 per hour SynchronEyes software install and test \$820

Table 6.a.F Personnel Training Budget Justification

	Category	Uses	Rationale	Amount
	Training (institutional match)	Training of faculty in software usage	The software to operate the Sympodiums as well as the SynchronEyes and Captivate software are a bit advanced and faculty will need some instruction to make effective use of the technology.	(in cash) SynchronEyes and Capture software training materials development and training sessions; 32.5 hours at \$25 per hour \$812.50

6.b. PROJECT ACTIVATION DATE AND ANTICIPATED DATE OF COMPLETION

The project activation date is July 1, 2008, and the termination date is June 30, 2009, for this one-year proposal.

6.c. DISALLOWED BUDGETARY ITEMS

There are **no** disallowed budgetary items requested in this proposal.

6.d. FUNDS FOR PRINCIPAL INVESTIGATORS AND SUPPORT PERSONNEL

There are **no** outside funds requested to support personnel.

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: **R. Charles Viosca, Jr.**

Position Title: Associate Professor of Marketing
Assistant Dean of Graduate Programs and Special Projects

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

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Loyola University, New Orleans, LA	B.A.	1993	Communications
Nicholls State Univ., Thibodaux, LA	M.B.A.	1995	Business
University of Alabama, Tuscaloosa, AL	Ph.D.	2001	Marketing

Positions:

2007-Present Nicholls State university, Thibodaux, LA. Associate Professor of Marketing and Assistant Dean of Graduate Programs and Special Projects

2001-2007 Nicholls State university, Thibodaux, LA. Assistant Professor of Marketing

Journal Publications:

R. Charles Viosca, Jr., Blaise J. Bergiel, and Phillip Balsmeier, (2005) "Country Equity: South Africa, a Case in Point," Journal of Promotion Management, Vol. 12, No 1, pages 103-113.

Bergiel, Erich B., Blaise J. Bergiel and R. Charles Viosca, Jr., (2004) "Multicultural Teams: A Conceptual Model of Effectiveness," Journal of Contemporary Business Issues, Vol. 12, No 2.

Balsmeier, Phillip, Blaise J. Bergiel, and R. Charles Viosca, Jr., (2004) "Internet Fraud: A Global Perspective," Journal of E-Business, Vol. 4, No. 1.

Viosca, R. Charles, Jr., Blaise J. Bergiel and Phillip Balsmeier (2004) "Effects of the Electronic Nigerian Money Fraud on the Brand Equity of Nigeria and Africa," Management Research News, Vol. 27, No. 6.

Bergiel, Blaise J. and R. Charles Viosca, Jr., (2003) "AACSB Institutions Competing in an On-line Environment," Journal of Contemporary Business Issues, Vol. 11, No. 2.

Rodrigue, Sherry, Blaise J. Bergiel and R. Charles Viosca, Jr., (2003) "Internet Fraud Goes International," Competition Forum, Vol. 1, No. 1.

Published Proceedings:

Chauff, Chanci, R. Charles Viosca, Jr. and Blaise J. Bergiel (2005) "Direct-to-Consumer Advertising of Pharmaceuticals: Empowering or Endangering?" Emerging Issues in Business and Technology, Conference Proceedings, 2005 Conference on Emerging Issues in Business and Technology, Myrtle Beach, South Carolina, November 3-5, 2005.

Valure, Ryan, Shawn Mauldin, Michael Chiasson and Rene Viosca (2005) "Do Alternative 150-Hour Options Add Value to Entry-Level Accountants? CPA Firm Recruiters' Perceptions," Conference Proceedings, American Accounting Association Annual Meeting, San Francisco, August 7-10, 2005.

Bergiel, Erich B., Blaise J. Bergiel and R. Charles Viosca, Jr., (2004) "Multicultural Teams: A Conceptual Model of Effectiveness," Emerging Issues in Business and Technology, Conference Proceedings, 2004 Conference on Emerging Issues in Business and Technology, Myrtle Beach, South Carolina, October 28 - 30, 2004.

Bergiel, Blaise J. and R. Charles Viosca, Jr., (2003) "AACSB Institutions Competing in an

On-line Environment," Emerging Issues in Business and Technology, Conference Proceedings, 2003 Conference on Emerging Issues in Business and Technology, Myrtle Beach, South Carolina, October 30 - November 1, 2003.

Professional Presentations:

Ahsan, S., M. Chiasson, Viosca, C. R. and S. Mauldin, "Marketing a Small CPA Firm: Importance and Strategies," The Society of Business, Industry and Economics, Natchez Mississippi, April 2006. Presented by first author.

Chauff, Chanci, R. Charles Viosca, Jr. and Blaise J. Bergiel (2005) "Direct-to-Consumer Advertising of Pharmaceuticals: Empowering or Endangering?" 2005 Conference on Emerging Issues in Business and Technology, Myrtle Beach, South Carolina, November 3-5, 2005, Presented by third author.

Bryant, Thomas A., K. Chris Cox, John M. Griffin, Ken H. Chadwick, Ronnie A. Fanguy, Rene' Charles Viosca, George W. Watt, R. Morris Coats, and Rich Haut. (2005) "Commercialization of Big Government Technology Created in Maryland, through SMEs in Louisiana: Design and Performance Metrics for the Shared Technology Transfer Program," 19th Annual UIC Research Symposium on Marketing and Entrepreneurship, San Francisco, August 1-3, 2005, Presented by first author.

Valure, Ryan, Shawn Mauldin, Michael Chiasson and Rene Viosca (2005) "Do Alternative 150-Hour Options Add Value to Entry-Level Accountants? CPA Firm Recruiters' Perceptions," American Accounting Association Annual Meeting, San Francisco, August 7-10, 2005, Presented by second author.

Bergiel, Erich B., Blaise J. Bergiel and R. Charles Viosca, Jr., (2004) "Multicultural Teams: A Conceptual Model of Effectiveness," 2004 Conference on Emerging Issues in Business and Technology, Myrtle Beach, South Carolina, October 28 - 30, 2004, Presented by first author.

Bergiel, Blaise J. and R. Charles Viosca, Jr., (2003) "AACSB Institutions Competing in an On-line Environment," 2003 Conference on Emerging Issues in Business and Technology, Myrtle Beach, South Carolina, October 30 - November 1, 2003, Presented by first author.

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 **Shari Lawrence**

Position Title Assistant Professor of Finance

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

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
San Diego State Univ.	B.S.	1984	Marketing
Troy State Univ.		1991	Management
Univ. of New Orleans	M.S.	1996	Financial Economics
Univ. of New Orleans	M.A.	1999	Financial Economics
	Ph.D.		

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

Academic Experience:

August 2005-present	Assistant Professor, Nicholls State University, Department of Finance and Economics, Thibodaux, LA.
August 2004-August 2005	Visiting Assistant Professor, University of New Orleans, Department of Economics and Finance, New Orleans, LA.
August 1999-August 2004	Instructor, University of New Orleans, Department of Economics and Finance, New Orleans, LA.
May 1997-August 2004	Financial Planner and Retirement Plan Administrator, Asset Planning Services, Covington, LA.
January 1996-December 1997	Instructor/Graduate Assistant, University of New Orleans, Department of Economics and Finance, New Orleans, LA.
January 1992-May 1994	Instructor, Southeastern Louisiana University, Department of Management, Hammond, LA.

Selected Publications:

Al-Sharkas, Adel A., M. Hassan, and S. Lawrence (2007) *The Impact of Mergers and Acquisitions on the Efficiency of the U.S. Banking Industry: Further Evidence*, Journal of Business Finance and Accounting, (forthcoming).

Hassan, M. Kabir and S. Lawrence (2007) *Retirement Savings of the Hip Generation: A Study of Retirement Preparation Among Individuals in their Fifties*, Southwestern Economic Review, 34, 115-129.

Hassan, M. Kabir, M. Haque, and S. Lawrence (2006) *An Empirical Analysis of Emerging Stock Markets in Europe*, Quarterly Journal of Business and Economics, 45, 31-52.

Lawrence, Shari and H.G. Vandell (2006) *Saving Social Security: Can it be Done?*, Journal of Business Issues, 2, 1-14.

Hassan, M. Kabir and S. Lawrence (2005) *Trends In Retirement: How Prepared are Today's Retirees?* Journal of Retirement Planning, 5, 29-34.

GRANTS

Putting Electronic Ink in the Classroom, with R. Morris Coats, Gokhan Karahan, Norbert Michel, Bruce McManis, Syrous Koros, John Lajaunie, Chad Turner, and Sherry Rodrigue. Awarded amount \$13,093, *Louisiana Board of Regents*, 2006.

HONORS AND RECOGNITIONS

Received the McGraw-Hill Distinguished Paper Award at the 2006 Southwestern Finance Association meeting for "The Impact of Mergers and Acquisitions on the Efficiency of the U.S. Banking Industry."

Received First Runner Up, Best Paper Award by the 2006 Southwestern Society of Economists (SSE) Best Paper Award Committee for "Retirement Savings of the Hip Generation: A Study of Retirement Preparation among Individuals in their Fifties."

Received Best Paper Award at the 2005 International Applied Business Research Conference for "Social Security Privatization: Updating an Antiquated System."

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 **R. Morris Coats**Position Title **Professor of Economics**

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

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Virginia Polytechnic Institute	Ph.D.	1983	Economics
Virginia Polytechnic Institute	M.A.	1979	Economics
Louisiana State University	B.S.	1977	Economics

Academic Experience:

2000-2006 Nicholls State University, Argent Bank Professor of Business Administration.
 1996-present Nicholls State University, Professor of Economics.
 1990-1996 Nicholls State University, Associate Professor of Economics.
 1985-1990 Nicholls State University, Assistant Professor of Economics.
 1984-1985 Marshall University, Assistant Professor.
 1982-1984 Marshall University, Instructor.
 1981-1982 Lynchburg College, Instructor.
 1980-1981 Virginia Polytechnic Institute and State University, Instructor.

Selected Peer Reviewed Journal Articles:

The Costs of Dropping Out and the Benefits of Going On: The Crucial Role of Education in Economic Development in Louisiana and the Nation; R.M. Coats & Karahan, G., *Applied Research in Economic Development* (forthcoming).

Economics and the Easter Island Metaphor; Dalton, T.R., R.M. Coats & Taylor, L (October 2006). *Rapa Nui Journal* 20 (2):97-110.

Corrupt Political Jurisdictions and Voter Participation; Karahan, G., R.M. Coats & W.F. Shughart, II, (January 2006). *Public Choice* 126: 87-106.

Terrorism and Pork-Barrel Spending; Coats, R.M. & R.D. Tollison, (July 2006). *Public Choice*, 128: 275-87.

Cigarette Smuggling Mitigates the Public Health Benefits of Cigarette Taxes; Luccasen, R.A., III, R.M. Coats & G. Karahan (2005). *Applied Economics Letters* 12:769-73. Renewable Resources, Property-Rights Regimes and Endogenous Growth; Dalton, T.R., R.M. Coats & B. Asrabadi (2005). *Ecological Economics* 52:31-41.

Peakload Pricing and Facility Utilization in Higher Education; R.M Coats. *Journal of Marketing for Higher Education* 6:15-25 (1995).

Book Review in Peer Reviewed Journals:

William A. Niskanen, *Autocratic, democratic, and optimal government: Fiscal choices and economic outcomes*. A Locke Institute Book. Cheltenham, UK and Northampton, MA, USA: Edward Elgar, 2003. xii + 138 pages. USD 75.00 (cloth). Reviewed in *Public Choice* (2006).

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 **Sonya F. Premeaux**

Position Title Associate Dean for the College of Business Administration and Associate Professor of Management

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	Ph.D.	2001	Management
McNeese State University	M.B.A.	1988	Business
McNeese State University	B.S.	1986	Administration Management

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

Academic Experience:

EXPERIENCE

2007-2010 Gerald Gaston Endowed Professor of Business Administration, Nicholls State University

2005-Current Associate Dean, College of Business Administration, Nicholls State University

2006-Current Associate Professor of Management, Nicholls State University

2003-2006 Assistant Professor of Management, Nicholls State University

2001-2003 Assistant Professor of Management, Arkansas State University

1997-2001 Assistant Professor of Management, McNeese State University

1989-1997 Coordinator of Computer Labs/Instructor, College of Business, McNeese State University

PUBLICATIONS

Journal Articles

- Premeaux, S. F., & Breaux, D. 2007. Crisis management of human resources: Lessons from Hurricanes Katrina and Rita. Human Resource Planning, 30, 39-47.
- Premeaux, S. F., Adkins, C. L. & Mossholder, K. M. 2007. Balancing work and family: A field study of multi-dimensional, multi-role work-family conflict. Journal of Organizational Behavior, 28, 705-727.
- Premeaux, S. F. 2003. The flying horse: Eadweard Muybridge's contribution to motion study. Journal of Applied Management and Entrepreneurship, 8, 36-51.
- Premeaux, S. F., & Bedeian, A. G. 2003. Breaking the silence: The moderating effects of self-monitoring in predicting speaking up in the workplace. Journal of Management Studies, 40, 1537-1562.

Under Review

- Varela, O., & Premeaux, S. F. Do cross-cultural values affect multisource feedback dynamics? The case of high power distance and collectivism. Revise and resubmit at International Journal of Selection and Assessment.

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 Kevin W. Cruthirds, Ph.D.	Position Title Assistant Professor
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EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.)

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Loyola Univ. of New Orleans	Bachelor of Commercial Science	1974	Management
University of Texas - Pan American	Master of Business Administration	1995	General Business
University of Texas - Pan American	Doctor of Philosophy	2007	International Business with emphasis on Management

Academic Teaching Experience:

Nicholls State University: Assistant Professor Fall 2007 to present

University of Texas-Pan American: Visiting Professor - Summer 2007

University of Texas-Pan American: Lecturer Spring 2003 - Spring 2007

Instituto Tecnológico de Monterrey, México: Visiting Professor - Summer 2004

Publications:

Cruthirds, K. (2006). The Positive Impact of Effective Humor in Dispute Resolution. *Dispute Resolution Journal*. August - October, 33-41.
Article named to the Supreme Court Law Library Selected Law Review Article list November - December 2006.

Romero, E. & Cruthirds, K. (2006). The Use of Humor in the Workplace. *The Academy of Management Perspectives*, 20(2), 58-69. Finalist, AOM Outstanding Practitioner-Oriented Publication in Organizational Behavior Award

Kalliny, M., Cruthirds, K. and Minor, M. (2006) Differences between American, Egyptian and Lebanese Humor Styles: Implications for International Management. *International Journal of Cross Cultural Management*, 6(1), 121-134.

Refereed Proceedings:

Cruthirds, K. & Minor, M. Do Gringos Have More Fun? Contrasting Humor in U.S. and Mexican TV Ads. Academy of Marketing Science - Cultural Perspectives in Marketing Conference, January 2008, New Orleans, La.

Cruthirds, K. & LeMaster, J. (2006) Conflict in the Virtual Classroom: An Extension of Intragroup Conflict. *Business as an Agent of World Benefit: Management Knowledge Leading Positive Change - Global Forum*.

Saran, A, Cruthirds, K., & Minor, M. (2006) Ad Acceptance: Scale Development, Purification, and Validation of Acceptance of Advertising on Mobile Telephones. *Academy of Marketing Science Conference; Electronic and Interactive Marketing track*, San Antonio, Texas.

Romero, E. & Cruthirds, K. (2005) Humor as a Management Tool: The Humor Selection Model. *National Academy of Management Conference*, Honolulu, Hawaii.

Cruthirds, K. (2005). An Insight into the Antecedents of Negative Humor: Development of the Negative Humor Response Questionnaire. *Academy of International Business - U.S. Southwest Conference*, Dallas, Texas.

Conference Presentations:

Romero, E. & Cruthirds, K. (2004) Understanding Employee Turnover Patterns in Mexican Maquiladoras. *National Academy of Management Conference, Ibero-American Division*. New Orleans, Louisiana.

Consortiums:

Accepted to the Doctoral Consortium, (2006) *National Academy of Management Conference*, Atlanta, Georgia.

SERVICE ACTIVITIES

- Reviewed articles for Academy of Marketing Science 2007
- Reviewed articles for South West Academy of Management 2007
- Reviewed articles for Human Resources Journal 2007
- Reviewed articles for the Academy of Management Conference 2006, 2007
- Elected for two terms as class representative to the Ph.D. committee
- Served as student representative - Ph.D.A.C. Sub-committee revising the U.T.P.A. Ph.D. program.
- United Way - Appropriations Committee: 1992, 1993, and 1994.
- Boy Scout troop leader: 1989 - 1990

Industry work experience:

Haggar Clothing Company. *Manager of Industrial Engineering and Facilities* 1998 - 2002. (Weslaco, Texas)

Haggar Clothing Company. *Senior Industrial Engineer* 1996 - 1998 (Weslaco, Texas)

Haggar Clothing Company. *Associate Plant Manager* 1994 - 1996 (Edinburg, Texas)

Haggar Clothing Company. *Production Manager* 1991 - 1994 (Edinburg, Texas)

Haggar Clothing Company. *Sales Representative* 1979 - 1991 (New Orleans, Louisiana).

Levi Strauss. *Sales Representative* 1976 - 1979 (New Orleans, Louisiana).

Farah Manufacturing. *Sales Representative* 1975 - 1976 (Jackson, Mississippi).

Professional Awards:

University of Texas - Pan American

- Ph.D. International Business Student of the Year, 2003-2004

Haggar Clothing Company:

- J.M. Haggar Senior Quality Team Leader: 1998, 1999
- Corporate Cost Reduction Team: 1996
- Top Production Area Award: 1992, 1993, 1994, 1995, 1996
- J.M. Haggar Senior Quality Award: 1992, 1995
- Representative to United Way, Best Contribution Increase: 1992, 1993, 1994
- National Salesman of the Year: 1985

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 Betty Kleen	Position Title Professor, Information Systems and Alcee Fortier Distinguished Professor
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EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.)

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Western Illinois Univ	B.S.	1971	Business Education
Western Illinois Univ	M.S.	1972	Business Education
University of Kentucky	Ed.D.	1981	Business Education
U. of Minnesota	Post Doctoral MIS	1988	MIS Institute (AACSB sponsored)
U. of Indiana	Post Doctoral MIS	1989	MIS Advanced Institute (AACSB Sponsored)

2006 Computer Educator of the Year, Named by the International Association for Computer Information Systems.

1989 - Current Professor, Information Systems, Nicholls State University; named Alcee Fortier Distinguished Professor in 2007; University Director of Graduate Studies since 2005; Interim Department head, CIS Department, 2003 - 2005

1983-1989 Nicholls State University, Thibodaux, Louisiana. Associate Professor of Administrative Services & Voc. Bus. Ed.

1979-1983 Nicholls State University, Thibodaux, Louisiana. Assistant Professor of Administrative Services & Voc. Bus. Ed.

1978-1979 University of Kentucky, Lexington, Kentucky. Graduate teaching and research assistant.

Publications:

Kleen, B., & Heinrichs, L. (2007). "Exploring Web-based Disaster Planning Resources for Micro and Home-Based Businesses," Refereed Proceedings of the Association for Business Information Systems, San Diego, California, pp. 68-73.

Kleen, B. Editor. (2006). Journal of Business and Training Education, Volume 15, Fall 2006.

Heinrichs, L., & Kleen, B. (2006). "IACIS: A Profile of Conferences (1990-2004)." Journal of Computer Information Systems, Vol 47, No. 1, 33-45.

Fanguy, R., Kleen, B., & Bhutta, K., (2006). "Using an Experiential Exercise to Teach Telecommunications Concepts in a Class for End Users," Proceedings of the annual conference of the International Association for Computer Information Systems, Reno, Nevada, p., 64.

Kleen, B. (2006). Dealing with Identity Theft: An IS/IT Professor's Personal Experience with Lack of Media Richness." Refereed Proceedings of the Association for Business Information Systems, Oklahoma City, Oklahoma, pp. 37-42.

Kleen, B., Editor. (2005). Journal of Business and Training Education, Volume 14, Fall 2005.

Kleen, B. (2005). "E-Commerce Website Design Issues: An Experiential Exercise for the Business Classroom." Texas Business and Technology Educators Association Journal, Vol. 9, No. 1, 1-8.

Fanguy, R., & Kleen, B. (2005). "Normalization Shootout: A Competitive Game That Impacts Student Learning." Issues in Information Systems, Vol 6, No. 1, 21-27.

Kleen, B., Editor. (2004). Journal of Business and Training Education, Volume 13, Fall 2004.

Heinrichs, L., & Kleen, B. (2004). "IACIS: A Decade in Review (1991-2000)." Issues in Information Systems, Vol. 5, No. 2, 488-494.

- Fanguy, R., & Kleen, B. (2004). "Privacy Policies: Cloze Test Reveals Readability Concerns." Issues in Information Systems, Vol. 5, No. 1, 117-123.
- Kleen, B., and Shell, L.W. (2004). "E-commerce Applications in Southern U.S. Higher Education: A 2001-2003 Comparison." Refereed Proceedings of the Association for Business Information Systems, Orlando, Florida, 43-48.
- Kleen, B., Ranguy, R., and Soule, L. (2004). "Student Effort Invested in the Introductory MIS Course and Perceived Benefits of Assignments." Refereed Proceedings of the Association for Business Information Systems, Orlando, Florida, 31-36.
- Kleen, B., Editor. (2003). Journal of Business and Training Education, Volume 13, Fall 2004.
- Kleen, B., and Shell, L.W. (2003). "Nationwide Survey of E-commerce Applications in Higher Education." (2003). Issues in Information Systems, Vol. IV, 205-211.
- Soule, L., Shell, L.W., & Kleen, B. (2003). "Exploring Internet Addiction: Demographic Characteristics and Stereotypes of Heavy Internet Users." The Journal of Computer Information Systems, 44(1), 64-73.
- Foust, K., & Kleen, B. (2003) "Louisiana Nonprofit Organization Usage of Information Technology." Refereed Proceedings of Southwest Administrative Systems, 3-8. Selected as Irwin Publishing Best Paper winner for 2003.
- Foust, K., Kleen, B., & Shell, L.W. (2002). "Do Accounting Students have Realistic Expectations of Information Technology Usage in Nonprofit Organizations?" Refereed Proceedings of 16th annual conference of International Academy for Information Management, Barcelona, Spain, 26-34.
- Soule, L., Shell, L.W., & Kleen, B. (2002). "Who is Addicted to Use of the Internet: Stereotypes and Data Analysis." Issues in Information Systems. (Volume 3), pp. 576-583. Honorable mention in best research paper competition
- Kleen, B., Shell, L.W., & Zachry, B. (2002). "Students Respond to the Use of Instructional Technology in the Accounting Information Systems Classroom." The Review of Business Information Systems, 6(1), 51-60.
- Kleen, B., Shell, L.W., & Guidroz, P. (2002). "Fortune 100 Company Privacy Policies: How Customer Friendly are They?" Refereed Proceedings of the Southwest Administrative Systems, pp. 31-34.
- Kleen, B., McManis, B., Ryker, R., & Cox, C. (2002). "Company E-mail Responses to Web-initiated Queries: How Do They Score in E-etiquette?" Refereed Proceedings of the Association for Business Communication, Southwestern United States, pp. 41-44.
- Kleen, B., & Shell, L.W. (2001). "SERVQUAL-Based Measurement of Student Satisfaction with Classroom Instructional Technologies: A 2001 Update." Refereed Proceedings of the International Conference on Informatics Education and Research, pp. 226-235. (Best Paper finalist)

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 Bruce L. McManis

Position Title

Professor of Finance and Head - Department of Finance and Economics

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

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Kansas State University, Manhattan, KS	B.S.	1974	Business
Louisiana State University, Baton Rouge, LA	M.S.	1976	Quantitative Methods
Louisiana State University, Baton Rouge, LA	Ph.D.	1981	Finance

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 or 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 references to pertinent publications during the past five years and to representative earlier publications pertinent to this application. DO NOT EXCEED TWO PAGES.

Employment

1991 - Present Head, Department of Economics and Finance, Nicholls State University
Major Accomplishments: Reduced faculty size from 12 to 10 while expanding course offerings. Established an environment that increased grants and publication productivity. Participated in both college (AACSB) and university (SACS) level reaffirmation of accreditation.

1987 - Present Professor of Finance, Nicholls State University
Courses Taught: Financial Management (MBA), Financial Statement Analysis (UG & MBA), Intermediate Financial Management (UG), Financial Markets and Institutions (UG), Investments (UG), Principles of Insurance (UG).

2002 - 2005 Gerald Gaston Endowed Professor of Business Administration, Nicholls State University (funding exhausted in 2005)

1987 - 1991 Director, Cenac Computer Center, College of Business, Nicholls State University
Major Accomplishments: Arranged the donation of a mini-computer in 1987 that quadrupled capacity. Demonstrated the need to replace it with a state-of-the-art system in 1990 that increased capacity ten fold and reduced costs. Planned and executed both system changeovers without service interruption. Participated in reaffirming undergraduate and obtaining graduate AACSB accreditation.

1983 - 1987 Associate Professor of Finance, Nicholls State University
Courses Taught: Investments (UG), Financial Statement Analysis (UG & MBA), Risk and Insurance (UG), Financial Markets and Institutions (UG).

1985 Acting Director, Cenac Computer Center, College of Business, Nicholls State University
Major Accomplishments: Continued efforts of prior director until a permanent director was hired.

1978 - 1983 Assistant Professor of Finance, Nicholls State University
Courses Taught: Investments (UG & MBA), Financial Management (UG).

Honors

Presidential Award for Academic Administrator Excellence
"Apple" Award - Nicholls State University Division of Student Affairs
Student Affairs Recognition Award (multiple occasions)
Who's Who Among America's Teachers, 7th edition
Who's Who Among America's Teachers, 8th edition
Who's Who in Finance and Industry (Marquis), 27th & 30th editions
Who's Who in the South and Southwest (Marquis), 24th & 25th editions
Who's Who in American Education (Marquis), 5th edition

Publications

- "Determinants of the Long Term Excess Performance of American Depository Receipts Listed on the New York Stock Exchange" in *Research in Finance*. Edited by Andrew H. Chen, Elsevier (Oxford), Volume 23, 2007. Co-Author, Mark Schaub
- "Effective Use of Technology in the Classroom," *B>Quest*, 2007,
<http://www.westga.edu/~bquest/2007/classroom07.pdf>
- "Online Privacy Policies: An Assessment of the Fortune E-50," *The Journal of Computer Information Systems*, 2002 42(4) 15-20, Co-authors: Randy Ryker, Elizabeth Lafleur, and Chris Cox
- "World Wide Web: As American As Apple Pie," *Southwestern Journal of Economics*, 2001 4(2) 131-138, Co-Authors Randy Ryker and Chris Cox.
- "An Examination of Web Usage in a Global Context," *Industrial Management & Data Systems*, 2001 101(9) 470-476, Co-Authors Randy Ryker and Chris Cox.
- "A Comparison of Web Usage by Old Economy and New Economy Firms," *Journal of Accounting and Finance Research*, July 2001, 9(2) 53-58, Co-Authors Randy Ryker, Chris Cox
- "An Investigation of Web Usage for Investor Relations," *Journal of Promotion Management*, Spring/Summer 2001, Co-Authors Randy Ryker, Chris Cox
- "Web Sites of the Fortune 100: Download Speeds and Customer Satisfaction," *Communications of the ICISA*, July 2000, Co-Authors Randy Ryker, Chris Cox

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 Sherry A. Rodrigue	Position Title Assistant Director of Academic Computing
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EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.)

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Nicholls State University	MBA	2005	MBA with CIS Focus
Louisiana State University	B.S.	1995	QBA/CS

Academic/Work Experience:

2003 - Present Assistant Director of Academic Computing, Nicholls State University

2000 - 2003 Computer Specialist, Instructional Technology Support ,
Nicholls State University

1996 - 2000 Lead Instructor of Training, PC Potential -
Hands on Computer Training Center

1993 - 1996 Data Specialist, LA Commission on Law Enforcement

Recent Publications and Presentations:

Peer Reviewed Journal Articles:

"Internet Fraud Goes International." Competition Forum, 2003.

(Form 4, rev. 2007)

CURRENT AND PENDING SUPPORT

(From ALL sources, including Board of Regents Support Fund)

The following information MUST be provided for each investigator and other senior personnel. Use additional sheets as necessary.

NAME OF INVESTIGATOR: **R. Charles Viosca, Jr.**

Status of Support: ☐ Current ☐ Pending ☒ Submission Planned in Near Future

Contract Number/Proposal Title **Assurance of Learning through Computer-Assisted Instruction: Enhancing Learning Outcomes in the Business Foundation Courses**

Source of Support: LEQSF

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: _____ Cal Yr _____ Acad _____ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title: Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity: Powell Hall, Nicholls State University

Person-Months or % of Effort Committed to the Project: _____ Cal Yr _____ Acad _____ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: _____ Cal Yr _____ Acad _____ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: _____ Cal Yr _____ Acad _____ Summ

(Form 3, rev.2007)

CURRENT AND PENDING SUPPORT

(From ALL sources, including Board of Regents Support Fund)

The following information MUST be provided for each investigator and other senior personnel. Use additional sheets as necessary.

NAME OF INVESTIGATOR: **Shari Lawrence**

Status of Support: ☐ Current ☐ Pending ☒ Submission Planned in Near Future

Contract Number/Proposal Title: **Assurance of Learning through Computer-Assisted Instruction: Enhancing Learning Outcomes in the Business Foundation Courses**

Source of Support: LEQSF

Award Amount (or Annual Rate): \$ _____ Period Covered: 2008-09

Location of Activity: Powell and White Halls, Nicholls State University

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☒ 1% ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

CURRENT AND PENDING SUPPORT
(From ALL sources, including Board of Regents Support Fund)

The following information **MUST** be provided for each investigator and other senior personnel. Use additional sheets as necessary.

NAME OF INVESTIGATOR: **R. Morris Coats**

Status of Support: ☐ Current ☐ Pending ☒ Submission Planned in Near Future

Contract Number/Proposal Title: **Assurance of Learning through Computer-Assisted Instruction: Enhancing Learning Outcomes in the Business Foundation Courses**

Source of Support: LEQSF

Award Amount (or Annual Rate): \$ _____ Period Covered: 2008-09

Location of Activity: Powell and White Halls, Nicholls State University

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☒ 1% ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

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Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

CURRENT AND PENDING SUPPORT

(From ALL sources, including Board of Regents Support Fund)

The following information **MUST** be provided for each investigator and other senior personnel. Use additional sheets as necessary.

NAME OF INVESTIGATOR: **Sonya Premeaux**

Status of Support: ☐ Current ☐ Pending ☒ Submission Planned in Near Future

Contract Number/Proposal Title: **Assurance of Learning through Computer-Assisted Instruction: Enhancing Learning Outcomes in the Business Foundation Courses**

Source of Support: LEQSF

Award Amount (or Annual Rate): \$ _____ Period Covered: 2008-09

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

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Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

CURRENT AND PENDING SUPPORT
(From ALL sources, including Board of Regents Support Fund)

The following information **MUST** be provided for each investigator and other senior personnel. Use additional sheets as necessary.

NAME OF INVESTIGATOR: **Kevin Cruthirds**

Status of Support: ☐ Current ☐ Pending ☒ Submission Planned in Near Future

Contract Number/Proposal Title: **Assurance of Learning through Computer-Assisted Instruction: Enhancing Learning Outcomes in the Business Foundation Courses**

Source of Support: LEQSF

Award Amount (or Annual Rate): \$ _____ Period Covered: 2008-09

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☒ 1% ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

CURRENT AND PENDING SUPPORT
(From ALL sources, including Board of Regents Support Fund)

The following information **MUST** be provided for each investigator and other senior personnel. Use additional sheets as necessary.

NAME OF INVESTIGATOR: **Betty Kleen**

Status of Support: ☐ Current ☐ Pending ☒ Submission Planned in Near Future

Contract Number/Proposal Title: **Assurance of Learning through Computer-Assisted Instruction: Enhancing Learning Outcomes in the Business Foundation Courses**

Source of Support: LEQSF

Award Amount (or Annual Rate): \$ _____ Period Covered: 2008-09

Location of Activity: Powell and White Halls, Nicholls State University

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ 1% ☐ Acad ☐ Summ

Status of Support: ☐ Current ☒ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title: : **Interactive Teaching Classroom In Support of the Computer Information Systems Program at Nicholls State**

Source of Support: LEQSF

Award Amount (or Annual Rate): \$ _____ Period Covered: 2008-09

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ 1% ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ 1% ☐ Acad ☐ Summ

CURRENT AND PENDING SUPPORT
(From ALL sources, including Board of Regents Support Fund)

The following information **MUST** be provided for each investigator and other senior personnel. Use additional sheets as necessary.

NAME OF INVESTIGATOR: **Bruce McManis**

Status of Support: ☐ Current ☐ Pending ☒ Submission Planned in Near Future

Contract Number/Proposal Title: **Assurance of Learning through Computer-Assisted Instruction: Enhancing Learning Outcomes in the Business Foundation Courses**

Source of Support: LEQSF

Award Amount (or Annual Rate): \$ _____ Period Covered: 2008-2009

Location of Activity: Powell and White Halls, Nicholls State University

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☒ 1% ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

CURRENT AND PENDING SUPPORT
(From ALL sources, including Board of Regents Support Fund)

The following information **MUST** be provided for each investigator and other senior personnel. Use additional sheets as necessary.

NAME OF INVESTIGATOR: **Sherry Rodrigue**

Status of Support: ☐ Current ☐ Pending ☒ Submission Planned in Near Future

Contract Number/Proposal Title: **Assurance of Learning through Computer-Assisted Instruction: Enhancing Learning Outcomes in the Business Foundation Courses**

Source of Support: LEQSF

Award Amount (or Annual Rate): \$ _____ Period Covered: 2008-09

Location of Activity: Powell and White Halls, Nicholls State University

Person-Months or % of Effort Committed to the Project: 1% Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: _____ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: _____ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: _____ Cal Yr ☐ Acad ☐ Summ

Appendix

Academic Computing

P.O. Box 2036
Thibodaux, LA 70310
985.449.7173

NICHOLLS
STATE UNIVERSITY
A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM

Date: October 20, 2007

To: Dr. R. Charles Viosca
Assistant Dean for Graduate Programs and Special Projects
College of Business Administration

RE: Confirmation of Institutional Matching Costs for LEQSF

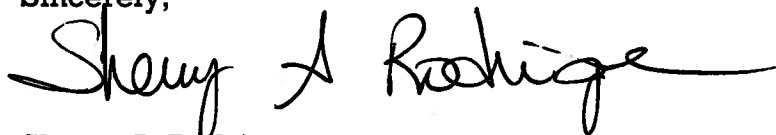
I would like to confirm your request of indirect matching costs towards your LEQSF grant entitled "*Enhanced Learning Environments Using Flexible Learning Technologies In Support of a Master Plan in the College of Business Administration at Nicholls State University: Phase III.*" I feel this is a good enhancement of the College of Business's Technology classrooms and will be very beneficial to the students that will experience this technology.

As outlined in your proposal, there will be institutional costs for the setup of the new equipment and training of department faculty members. The setup of the new equipment is funded at \$820 by the Instructional Technology Fee (account 526750) and the training is funded at \$812.50 dollars by Academic Computing (Account 213870).

In addition, there will be institutional costs incurred in the 2008-2009 fiscal year with the upgrade/replacement of the 58 computers in the Cenac computer lab. The purchase and setup of the new equipment is funded at \$70,000 by the Instructional Technology Fee (account 526750).

I would like to congratulate your efforts to find outside sponsorship for student endeavors on campus, and my department is excited about these new technologies you are trying to implement.

Sincerely,



Sherry A. Rodrigue
Assistant Director of Academic Computing
Director of Instructional Technology

CC: Tom Bonvillain, Larry Howell, Debi Benoit