

1. This Proposal Involves: <input checked="" type="checkbox"/> One Institution <input type="checkbox"/> More Than One Institution		2. Enhancement Subprogram: <input type="checkbox"/> TRADITIONAL ENH Program (Includes all multidisciplinary proposals) <input checked="" type="checkbox"/> UNDERGRADUATE ENH Program	
3. This Proposal Is: <input checked="" type="checkbox"/> Primarily an Equipment Request <input type="checkbox"/> Not Primarily an Equipment Request			
4. Name(s) of Submitting Institution(s) of Higher Education Nicholls State University Additional Institutions			
5. Address of Institution of Higher Education Nicholls State University Department of Art P.O. Box 2025 Thibodaux, LA 70310			
6. Title of Proposed Project Enhancing the Technological Scope of Graphic Design			
7. First-Year Support Fund Money Requested \$102597		8. Second-Year Support Fund Money Requested (if applicable) \$0	
9. Proposed Duration 1 Year			
10. Category In Which Proposal Is Being Submitted <input checked="" type="checkbox"/> Arts <input type="checkbox"/> Earth/Environmental Sciences <input type="checkbox"/> Engineering A <input type="checkbox"/> Agricultural Sciences <input type="checkbox"/> Health & Medical Sciences <input type="checkbox"/> Special Multidisciplinary (See Section III.B.2.c of the RFP.) NOTE: If you check this category, you must also check at least one other eligible discipline.)		11. Taxonomy Numbers: 2401 Art 2405 Design 2499 Arts - Performance and Studio - Other	
12. This Proposal Is a: <input checked="" type="checkbox"/> New Request <input type="checkbox"/> Request for Continuation of a Previously-Funded Support Fund Project Previous contract number:			
By signing and submitting this proposal, the signators are certifying that: (1) the proposed project has not already been funded/is not currently being funded/has not been promised funding; (2) this proposal has been reviewed and approved by an Institutional Screening Committee; and (3) the institution and the proposed project are in compliance with all applicable Federal and State laws and regulations, including, but not limited to, the required certifications set forth in: (a) <u>Grants for Research and Education in Science and Engineering</u> , NSF Grant Proposals Guide (GPG), NSF 03-2, effective 10/1/02, and (b) 45CFR 620, Subpart F (Requirements for a Drug-Free Workplace).			
Name (type or print)		Dept./Telephone No.	
Degree/Year		Signature	
Lead PI			
Campus Head or Authorized Institutional Representative		Dean	
Authorized Fiscal Agent			
Name/Title/email: (type or print)		Name/Title/email: (type or print)	
Name/Title/email: (type or print)			
Signature:		Signature:	
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Date:	Telephone Number:	Date:	Telephone Number:
Date:	Telephone Number:	Date:	Telephone Number:

BOARD OF REGENTS SUPPORT FUND ENHANCEMENT PROGRAM PROPOSALS
FY 2009-10
PERSONNEL PAGE

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BOARD OF REGENTS SUPPORT FUND ENHANCEMENT PROGRAM PROPOSALS
FY 2009-10
PERSONNEL PAGE

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PROJECT SUMMARY

The Nicholls State Department of Art proposes a technology upgrade in the amount of \$102,597.00 from the Board of Regents Support Fund Enhancement Program to replace computers in our Graphic Design lab with new Macintosh Pro computers and current graphic design software. The existing lab computers will replace nine-year-old Mac G4's in small student labs in other studio areas.

The project will enhance the graphic design curriculum, improve the quality and preparedness of our students and broaden the Department's exceptional reputation in the region. Existing computers lack sufficient memory or RAM to support the current student workload. At this point, repairs will be very costly since the AppleCare support for lab computers is now expired. Student productivity is beginning to suffer as a result. Existing software is not contemporary compared to that which students encounter in the field, after graduation. The marketplace mandates that designers be versed in the most current hardware and software applications for not only print capabilities, but multimedia capabilities as well. The project will enhance the range of experiences students have in the graphic design curriculum and will allow them to work in multiple workflows simultaneously.

In the Department of Art, graphic design students provide design services for non-profit organizations in the region—known as "Service Learning." Since 2006, we have provided primarily print services for nineteen clients. The project encourages community outreach by allowing us to provide a wider range of services to our non-profit clients and incorporate enhanced multimedia components into Service Learning campaigns. Our addendum contains letters of support for this project from students, faculty and Non-Profit.

1. THE CURRENT SITUATION

a. Institutional Description

“Nicholls State University, a quality institution of higher education, is dedicated to meeting the unique geographic and multi-cultural needs of south central Louisiana and beyond” (www.nicholls.edu). The Department of Art supports the University mission in offering individuals an opportunity to study the visual arts. It aims to provide quality studies in all visual media (photography, graphic design, printmaking, painting, drawing, ceramics, sculpture, and art history), to provide an environment in which students from the region can understand their personal place in the history of art, to provide the skills needed for both employment or continued studies in their area, and to provide a liberal arts degree in visual arts, with a concentration in studio art, applied arts, or art education.

The Department of Art currently has 169 majors. The eleven full-time faculty members represent a sufficient number of personnel to offer introductory and advanced level courses in art history and a sequence of five to eleven courses in each of the areas of concentration (drawing, painting, ceramics, photography, printmaking, sculpture, and graphic design). Art courses are available to students pursuing the Bachelor of Fine Arts in Studio Art, or Bachelor of Arts in Art Education degrees and to students in other majors across campus.

b. Rationale for Project

The purpose of this proposal is to seek funding in the amount of \$102,597.00 from the Board of Regents Support Fund Enhancement Program to replace the computers in our Graphic Design lab with new Macintosh Pro computers and new graphic design software. The existing computers in that lab will replace several Mac G4s in several small student labs in other studio areas. The Nicholls State University Technology Committee will provide, \$13,000.00, cash match if this grant is awarded. The Department of Art will provide a cash match of \$375.00 for Lynda.com software tutorial subscription.

Graphic Design is our most productive area in relation to recruitment, growth, and graduation rates. It is the single largest concentration in the Department of Art and has generated 49% of the Department’s graduates since 2003. It has been the catalyst for the steady growth and success of the Department of Art.

All of the items requested in this application are intended to enhance the graphic design curriculum, and to improve the quality of our students. The current graphics lab is increasingly slow and student productivity is beginning to suffer as a result. Existing software is not contemporary compared to that which students encounter in the field, after graduation. There is also new software and applications that we feel our students need in order to be prepared for their professional career.

The hardware, peripherals, and software listed in this application will enhance the range of experiences students have in the graphic design curriculum by offering new technology such as the Smart Board Symposium interactive monitors, high definition video cameras for video capture and manipulation, and easier integration of various digital media afforded by the new Adobe Creative Suite 4: The Premium Collection. The processors in the Mac Pros will significantly improve the productivity of our students and allow them to work in multiple workflows simultaneously.

c. Impact on Existing Resources

Existing Equipment

This proposal is designed to maintain all of the existing resources within the graphic design lab that would be compatible with the new equipment and able to support the functions of the lab for an extended period of time. The existing 12 Epson 1280 inkjet printers will be maintained, as well as 20 Wacom Tablets. The Lab also has an Epson 7900 large format ten-color printer, which will be compatible with the new hardware and software.

The existing computers and scanners that this project will replace will be moved into small labs in the photography and printmaking areas. Doing this will replace nine-year-old Mac G4's and improve the operation of these labs, which utilize a more limited suite of graphic and photographic software. The printmaking lab will benefit by having a newer computer to serve an Epson 9600 large format six-color printer.

As of the Fall 2009 semester, the Department of Art grants the professional Bachelor of Fine Arts (rather than the Bachelor of Arts) degree. The Department has also just had its NASAD accreditation re-affirmed in 2008. These developments are both indications of a strong, successful curriculum. However, the NASAD Visiting Team said, "Computers in the graphic design lab are already dated, they were recently purchased. A replacement plan is not in place and should be addressed to demonstrate the (Departments') capacity to remain technologically current." in order to maintain our strength and success we must be sure our facilities can support the BFA curriculum. Unlike most other studio disciplines, Graphic Design technology changes extremely quickly. So too does the scope of graphic design, which was almost exclusively a print medium ten years ago, and now includes time-based, web-based and video-based production. This project will maintain the quality of the print media curriculum and enhance the "new media" portion of the curriculum.

Existing Service Learning

A new subset of the Graphic Design curriculum is Service Learning. Service Learning partners local non-profit clients with Graphic Design students. Design students gain the experience of working with a real client, and non-profit organizations receive comprehensive professional quality graphic design services at no cost. Service Learning is a University-wide initiative as well as a ULS Systems Initiative. PI, Trisha Dubina, serves on the Nicholls Service Learning Committee. Since the inception of this program in 2006, nineteen non-profit clients have been served (see letters of support in Additional Documentation), and nearly every student in the design concentration has been a part of at least one project. This Enhancement grant will allow us to meet the expanding multimedia needs of our Service Learning clientele.

2. THE ENHANCEMENT PLAN

a. Project Goals and Objectives

The overall goals and specific project objectives are as follows:

- 1) Improve the graphic design concentration to address the change from a purely print medium to time based, web based, and multimedia workflows.
 - Acquire multimedia based software (Adobe Creative Suite 4 with upgrades to CS5, Adobe After Effects, and Adobe Premiere).
 - Acquire 18 powerful Mac Pro computers and 2 Mac Pro Video Stations to support the requested software.
 - Integrate the proposed Adobe Creative Suite software and SMART Symposiums into three Intermediate and three Advanced courses of the graphic design curriculum.
- 2) Improve graduates by preparing them to work with current (and future) workplace technology.
 - Integrate the proposed Adobe Creative Suite software and SMART Symposiums into three Intermediate and three Advanced courses of the graphic design curriculum.
 - Expand the variety of multimedia in student professional portfolios to include interactive web applications, animation, sound and video production.
 - Integrate proposed hardware and software into the existing internship coursework.
- 3) Foster an attitude of social responsibility by improving the depth and scope of Service Learning initiatives.
 - Produce high quality, fully operational webpages, animated graphics and video for Service Learning clients.
 - Expand community outreach through Service Learning partnerships from regional to state by adding at least 1 state organization per year.
 - The project will enhance the quality Service Learning for graphic design students by providing the opportunity to create limited design services from print to a full range of multimedia including fully operational websites and television-ready video.
- 4) Improve the quality of technology in other studio areas by reassigning existing equipment.
 - Move existing 18 computers into existing 2 smaller labs for Printmaking and Photography within the Department.

b. Work Plan of Proposed Project

PROJECT ACTIVITIES

- Set up grant account, order/acquire hardware, software and peripherals. PI, Assistant Professor Trisha Z Dubina, will be responsible for completing this process with the Department of Art Secretary, Connie Doran and the Nicholls State University Purchasing Department.
- The PI will integrate hardware and software into technology-based coursework. The CO-PI, Ross Jahnke, and other pertinent Department faculty will integrate technology into their respective studio area coursework.
- The PI and other graphic design faculty will complete online video software training through Lynda.com
- Regular student classroom training will begin using Adobe Flash, Dreamweaver, After Effects and Premiere into Art 454, New Media, and Art 456 using digital video camcorders and the incorporation of Sound Studio. Classroom training for the remaining programs included in Adobe CS4 (Photoshop, Illustrator, InDesign, Acrobat) will begin in Art 254, 357, and 359.
- Implement Service Learning components into pertinent courses. The PI will initiate communication with non-profit clientele and coordinate Service Learning projects outside of class.
- Conduct a series of critiques with Art 456 Campaigns students with other Department faculty, students, and Service Learning clientele. These critiques will serve as a project results preview for faculty, students and Service Learning clientele.
- Archive electronic and traditional copies of project products and results.
- Release Service Learning product results to non-profit clientele. Exhibits, high school workshops, and demonstrations will be held to display product results of the project.
- The PI will be responsible for submitting the final project report to the Board of Regents at the end of the project.

June 1, 2010 through June 1, 2011. Project hardware, software and peripherals and supplies will be ordered immediately upon project approval and should be delivered by the Fall 2010 semester. Glenn Verdun, Lab Technician from Academic Computing will oversee conversion of the graphic design lab. Mr. Verdun, in cooperation with Professors, Dubina and Horton will test new equipment and assess upgrades. Mr. Verdun will collaborate with Professors Jahnke and Lillie to upgrade the printmaking and photography labs. between the Fall 2010 and Spring 2011 semesters. Student classroom training will occur in accordance with the overall academic schedule. Service Learning projects will be scheduled and implemented into pertinent courses where they are applicable. A one-year period is sufficient to initiate and complete the project.

[illegible]

BENCHMARKS AND EVALUATED OBJECTIVES

Once approved, we will begin the process of acquiring bids to purchase the seven requested software licenses, twenty Mac Pro computers and twenty-two monitors, eighteen Epson scanners, two Canon Vixia camcorders, two SMART Symposiums, and HP Color LaserJet printer with a set of ink cartridges. Remaining supplies such as speakers, tripods, microphones and various cables will be purchased from a local supplier. Invoices and Purchase Orders will be saved as documentation. All equipment, software and supply purchases will be complete by the end of the Fall 2010 semester.

During the Fall 2010 semester, projects will be re-written to create a smooth transition into the integration of new technology. All course technology will be in place prior to the start of the Spring 2011 semester. Faculty will complete software training through Lynda.com prior to the Spring 2011 semester. Evidence of this training will be noted by supplying software tutorial support materials and project worksheets. The quality and effectiveness of the course will be evaluated by students enrolled in the course.

Students enrolled in Art 454, New Media, will be required to utilize SMART Symposiums on two out of the three projects assigned during the Spring 2011 semester. Students enrolled in Art 456, Campaigns, will be required to add at least two multimedia components (webpage, animated web banner graphics, public service announcement or television commercial) to the six required projects to be completed during the Spring 2011. Additional components will be based upon the needs of Service Learning clientele. The effectiveness of the multimedia components will be evaluated by the Professor and the Service Learning client using a Likert-scale instrument. This will expand the variety of multimedia in student professional portfolios from the current 6 projects to 8 projects.

The number of Service Learning based projects will increase from one to three per semester. Additionally, students enrolled in Art 452 and Art 456 will be required enter a Service Learning project into a minimum of one student show per semester. By doing so, students will have a better understanding of how to receive professional recognition for their efforts and gain notoriety that will enhance the quality of Service Learning opportunities. Additionally, student members of AIGA will offer one Weekend Workshop per semester to high school students interested in graphic design. These workshops will center around the utilization of graphic design software. They will expand community outreach, provide Service Learning partnerships beyond the classroom, and recruit potential students to the Department of Art.

PI, Trisha Dubina, Co-PI Ross Jahnke, Lab Technician, Glenn Verdun, and other pertinent Department faculty will be responsible for reassigning existing computers into existing smaller labs within the Department. The incorporation of existing technology into studio student portfolio projects will be used to evaluate the effectiveness of this change.

c. Evidence of Potential to Achieve Recognized Eminence at the Regional, National, or International Level Commensurate with Degree Offerings and/or Functions

The Nicholls State University Department of Art is accredited through the National Association of Schools of Art and Design (NASAD). The Department has just replaced the Bachelor of Arts degree with a Bachelor of Fine Arts degree. This change, approved by NASAD in 2008 and implemented in Fall 2009, reflects a significant enhancement already achieved. This Enhancement project will help maintain the new standard and enhance the breadth and depth of experience for our students. It will also help us achieve recognized eminence for community service in our region.

Graduates of the graphic design concentration comprise 49% of art graduates since 2003. The Department of Art maintains contact with 80% of graduates since 2003. Of the 50 graphic design graduates contacted, 37 have found employment as graphic designers. This is a very high number, given the level of competition for jobs in the field, and the proximity of several research level I and II universities with graphic design programs.

Over half of the current graphic design students are members of American Institute of Graphic Artists (AIGA), the National Association for Design Professionals. The Nicholls AIGA Student Group is one of the largest in the state of Louisiana and they are extremely active. Students participate in the Annual Portfolio Reviews in both Louisiana and Texas, attend lectures on graphic design by area professionals, and frequent social events with professional designers. AIGA student members also reach out to the community by conducting workshops with area high school art students.

Service Learning is a growing component of the graphic design curriculum and brings favorable notoriety to the Department of Art within the Bayou Region. The work created by students through Service Learning has provided 19 Non-Profit Organizations with visual campaigns. This Enhancement grant is intended to expand the scope of Service Learning to raise the profile of the Department of Art even higher.

d. Impact on Curriculum and Instruction

The Enhancement project will have an immediate and lasting impact for the Department of Art, Nicholls State University, and for the Region. It is designed to align the pedagogy of the graphic design curriculum with current practice in the design field. The beginning of this shift will be felt in the first graphic design course, and continue through the campaigns and internship courses. It will improve the way our undergraduate art students approach design challenges, and reform the old idea that graphic design is merely a print medium. This project illustrates the will of the graphic design faculty to remain current themselves, by mastering the new hardware and software in order to prepare to use it in the classroom. The Department of Art subscribes to Lynda.com, a graphics software tutorial site utilized by the faculty and used as an aid in the classroom.

ART 254, Graphics I: Students learn to translate objects into various graphic styles, letterform design, and introduction to the Mac, Adobe Illustrator, Photoshop, Bridge and Acrobat through software and concept-driven projects. This is the first course in the graphic design sequence, and is focused on mastery of the basic graphic design composition. Adobe CS5 Premium Collection will enhance the curriculum in this course.

ART 355, Graphic Design II: Students will expand upon design, software, and hardware knowledge acquired in ART 254 to focus on layout techniques, problems in page design, and problems in computer graphics. Projects are print based and utilize Adobe Illustrator, Photoshop, Bridge and Acrobat.

ART 357, Graphics Workshop: Teaches advanced Adobe Photoshop with practical and aesthetic considerations. Students provide innovative solutions in visual communications for concept-driven projects. For particularly advanced students, this course may incorporate the student's first exposure to Service Learning.

ART 359, Typography: Students learn about type styles, page designs and type specifications as well as preparing graphics for printing and computer graphics problems. The course introduces Adobe InDesign and TypeTool through software and concept-driven projects. TypeTool is vital to student experimentation with typeface design, which incorporates drawing, painting, sculpture and photography. It allows students to explore typography as a career option and allows them to meet their client's need for custom type design.

ART 451, Graphics III: Students are expected to work through in depth graphic problems for portfolio consideration and utilize software and hardware for computer graphics problems. Service Learning is a component to this course when deemed appropriate by instructor.

ART 452, Graphics IV: Students are assigned portfolio-oriented problems with field applicable solutions. Projects in this course are intended to be of sufficient scope and quality to become part of a students' professional portfolio. Service Learning is a component to this course.

ART 454, New Media: This course will reflect the greatest impact of this enhancement project. Students learn the theory and skills of new media technology and design by learning Adobe Flash (for animation), Dreamweaver (for website development), Sound Studio (for sound composition) After Effects and Adobe Premiere (for video editing). Each New Media topic examines conceptual and technical issues involved in the design and production of multimedia and interactive applications. Emphasis is placed on the visual design, navigation, development, communication and scripting of websites. The course will address the possibilities of computer-generated images, sound and digital video as they relate to visual communication problem solving. For sound and video, New Media will introduce time as a design component and will survey applications for sound and motion. The intent of this course is to establish a working

knowledge of software relevant motion graphics and interactive design. Service Learning is a component to this course when deemed appropriate by instructor.

ART 455, Symbols: This course teaches students the history and problems in development of corporate symbols and signs for contemporary national and international communications. Students utilize software and hardware knowledge applied to commercial based applications. Service Learning is a component to this course when deemed appropriate by instructor.

ART 456, Campaigns: Students develop a complete graphic public identity for a service or product. Coursework is focused on portfolio-oriented production techniques. When Service Learning is a component, students are able to meet with non-profit clients to discuss their needs. Students utilize software and hardware by applying it to specific portfolio driven projects. Service Learning project are incorporated in this course as often as possible.

Art 499, Degree Project, Internship: Students are placed in internship positions at local and regional design or advertising firms. Work created during the internship can be used in the student's professional portfolio. Students and their employers are required to submit a report of the internship experience. The design faculty use the internship reports to assess trends and expectations in the graphic design field as well as assess the individual student portfolios.

e. Impact on Quality of Students

Graphic design is essential to the success of the Department of Art. Since 2003, 49% of graduates from the department have been from the graphic design concentration. Out of 169 declared art majors 43 are currently enrolled in Art 254 and above. In 2008, 9 of 19 students that graduated were in graphic design.

The Department of Art has a retention rate of 47.8%, while the university wide retention rate is 34.9%. We have a highly effective one-on-one advising program and are able to closely monitor our student's progress toward the degree. In addition, the faculty works very hard to be accessible to our students, and to create a stimulating work environment.

The Department of Art is committed to providing the most up-to-date learning environment possible. Contemporary technology is an essential recruiting tool. Our student population is primarily from Region 3 of South Central Louisiana, many are first generation college students, and few have the means to supply and maintain the type of hardware and software to manage highly complex design applications.

Service Learning has played an integral role in recruiting quality students. It is particularly effective in assuring parents that their children will be fully prepared for the work world upon graduation. Students who have participated in Service Learning based projects credit the

experience with giving them the confidence and professional skills necessary to succeed in the workforce (See Student Letters attached to the addendum)

f. Impact on Faculty Development

The graphic design faculty is committed to improving the quality and effectiveness of their pedagogical practices and to address changes in design and technology in the profession. The design faculty is active in AIGA, the Professional Association for Design, attend yearly workshops and seminars on design, and in their own professional design work. Professor Dubina is a founding partner in Eye Candy Creative LLC, a multimedia design firm specializing in branding. Faculty have exhibited the ability to adapt to previous technology-driven changes in professional practice, and will be able to prepare for the changes that this enhancement project will bring to the classroom. Courses that integrate new technology are already formatted to accommodate changes and upgrades in the workflow. In addition, seminars, workshops, conferences, and online training are used for professional development of the faculty. 25% of Merit Evaluations are based upon research. Additionally, a percentage of our teaching evaluation is based upon our currency of instruction.

g. Performance Measures

Performance measures for this enhancement project will include formal evaluations of project processes and summative evaluations conducted at regular intervals. These evaluations are based on a Likert-scale survey and assess quality of design, color, use of typography, suitability to client needs, suitability to the needs of the intended audience, and quality of research. Other measures will include collecting information on demographics of students, faculty/student exhibitions, presentations, and performance of our students in AIGA Portfolio Reviews. Commentary provided by judges/reviewers will be used to evaluate the curriculum. Finally, work is assessed by the Department of Art through the ongoing display and review of student work in the gallery, hallways, and classroom. Additionally, we will continue to track the number and type of students, their credit hours, and academic progress.

These assessment methods are already in place, and have proven reliable and effective measures of student and faculty performance. The impact of the hardware and software in the enhancement project will manifest itself in the quality and variety of technologies and a corresponding improvement in student driven solutions to design problems. There will be evidence of an increased use of multimedia formats and applications. In the longer term we should see continued success in recruiting students with high ACT scores, higher retention rates, and greater success in profession placement. We also expect improved responses to student work at Portfolio Reviews and competitions.

3) EQUIPMENT

a. Equipment Request

EQUIPMENT

The lab can accommodate a maximum of eighteen workstations, a number that matches the current enrollment cap in all studio courses. These computers require a 48 Port Network Switch to function with the existing HP Black and White LaserJet printer and the requested HP Color LaserJet printer. The Switch is capable of handling the quantity of user data required to network the graphic design lab properly and is vital for data backup and storage. The Switch will also help to protect unsecured data and integrated security to prevent unauthorized access to the critical information. Apple Mac Pro computers match current professional practice. AppleCare support is been built into the cost of each computer to assist in any malfunctions that may occur with the hardware, itself. In past experience AppleCare, has saved the Department of Art thousands of dollars in hardware repair costs, in particular on power supplies.

A newly acquired student workspace designated for Video Editing, Animation, and Sound Composition will house two video editing stations and an existing Epson 7900 large format printer. Each workstation will also have a SMART Sympodium. The interactive capabilities provided by the SMART Sympodiums allow students to utilize the monitor as a drawing pad—connecting the art of direct drawing with animation and design. This item, though expensive, has become the industry standard at large and small multimedia design firms. More and more interns are asked to design on drawing monitors rather than with a mouse or with a Wacom Pad. Though we would like to outfit every workstation with a SMART Sympodium, the cost would be prohibitive. The intent is to offer experience with this powerful tool to everyone through shared time in the Video Editing workspace. Students who utilize the Video Editing Workstations will also share two Canon VIXA HF S100 HD Camcorders. The faculty have an existing system for students to check out and use specialized camera equipment.

An HP Color LaserJet 5550dtn laser printer would provide versatility in the printing demands of graphic design students. The HP Color LaserJet is built for networking and allows students to share high quality laser printing capabilities. Its 20GB hard disk can handle large files created by graphic design students. The cartridge set for this printer lasts much longer than those in the existing ink jet printers. This will relieve students of the cost of ink cartridges each semester. Subsequent laser ink cartridges can be purchased through student fees without depleting the majority of fee budget. The laser printer will print faster and more efficiently with speeds up to 27 pages per minute. The print quality produced by the Color LaserJet will improve the appearance of student work when used for presentations to Service Learning clients and for portfolio pieces. In addition, laser prints are not water-soluble, allowing physical manipulation of printed materials, such as lamination using glue, transfer printing, and overprinting using traditional printmaking processes.

SOFTWARE

iLife will be used primarily for day to day operations such as managing photos and creating impromptu presentations. Adobe Creative Suite 4: Premium Collection software (with provisions for upgrades to CS5) are used for all graphic design courses. This is industry standard software and current with what is being used by design professionals in the region as verified by student interns. Recent versions of the software provide more efficient workflows. Lower versions of this software are currently being used in the lab, so the faculty and students will need little re-training. Adobe After Effects CS4 and Adobe Premiere CS4 (with provisions for upgrades to CS5) will be installed on the Video Workstations. This software provides students with the capabilities to capture, import, splice, edit and compose video for projects. This software forms the “central nervous system” of the Video Editing workspace. It allows integration of video captured with the camcorders, still images captured as JPEGs, sound, and hand-drawn animations.

Extensis Suitcase, a font management system, manages all fonts loaded onto each computer and keeps each workstation from slowing due to the quantity of activated fonts. TypeTool font digitizing software, is taught in Art 359. TypeTool allows students to learn about typography and create custom typefaces to meet the type needs of clients. Typography is a particular focus of the graphic design curriculum.

As a precautionary measure, all computers in the graphic design lab are equipped with Norton AntiVirus software. The faculty see this as vital protection for the computers because they are shared by many students, and a great deal of research is done on the web. Because Enhancement Funds cannot be used for ongoing maintenance, part of the University's cash match will be used to purchase this software.

SUPPLIES

Eighteen LCD Monitors and eighteen Epson scanners will be used in the lab. Four LCD Monitors will be designated for the Video Editing dual screen workstations in the Video Editing Workroom. Each of the two Video Workstations will also be outfitted with a set of speakers and usb microphones. Two tripods will be available for student checkout.

Lynda.com, an online video tutorial subscription, will be purchased through student lab fees. This subscription will be used as continuing education and training for faculty on the software and technology being requested.

b. Equipment on Hand for Project

Updating the graphic design lab with the latest hardware and software will allow the Nicholls State Department of Art to recruit quality students from the surrounding region, raise the recognition of the graphic design program as being on the forefront of instructional technology,

raise the quality of student work, and allow us to accommodate the growing multimedia demands of Service Learning clientele and the profession.

c. Equipment Housing and Maintenance

Trisha Zeringue Dubina, Assistant Professor of Art and Glenn Verdun, Lab Technician for Academic Computing are responsible for maintaining lab equipment, performing monthly firmware and software updates and addressing any lab issues related to software or hardware that may arise. The infrastructure of the existing lab will not need any modification to support this new equipment. Both Trisha Dubina and Glenn Verdun along with Professors Ross Jahnke and Deborah Lillie will maintain, update and perform monthly firmware and software updates and address any computer issues that may arise with equipment reassigned to smaller labs. It is important to note that these individuals already perform maintenance functions on the existing facilities.

The graphic design lab is open to students during class hours from 8 a.m. – 4:30 p.m. Monday through Friday. A lab monitor is responsible for keeping the lab open during scheduled hours when faculty are not present. The Lab Monitor maintains the lab equipment during his/her shift, and documents student usage during those hours. A log is kept of students who work after hours and is referenced to assess student demand.

Video Workstations are housed in a separate room adjacent to the graphic design lab. Equipment in this room will be secured when not in use. Video Camcorders and tripods will be secured in Professor Dubina's office.

4. FACULTY AND STAFF EXPERTISE

PI & Project Director, Trisha Zeringue Dubina, Assistant Professor of Art, is primarily responsible for conducting and administering the project. Professor Dubina holds a Masters of Fine Arts and is a practicing professional designer in addition to her responsibilities as Assistant Professor. Professor Dubina maintains the lab equipment, and coordinates with the Lab Technician, Glenn Verdun, who maintains and updates hardware and software in the lab. Professor Dubina currently teaches all graphic design courses related to the goals of this enhancement project the hardware and is primarily responsible for student orientation for everyone using the graphic design lab. Through her work as a practicing professional designer, Professor Dubina is already proficient with the hardware requested in this proposal.

Co-P.I., Professor Ross Jahnke, will assist in implementing the grant and will be in charge of retrofitting the existing computers for use in the printmaking and photography labs. Jahnke teaches printmaking and Color Design and holds an MFA. Jahnke has 14 years experience writing and implementing grants for the Division of Art and was Chair of the 2008 NASAD Accreditation Committee.

Other Key Faculty

Glenn Verdun, Lab Technician for Academic Computing, is responsible for installing hardware and software in the lab, establishing network connections and performing software updates. David Horton, Professor of Art, is also responsible for implementing the project in the classroom. Professor Horton holds an MFA. He oversees operations of the graphic design lab and teaches courses that support and reinforce knowledge of hardware and software acquired in Professor Dubina's courses. Deborah Lillie, Associate Professor of Art, will be in charge of retrofitting the existing computers for use in the photography lab. Lillie teaches photography and beginning design and holds an MFA.

Software training for Professors Dubina and Horton will be done using Lynda.com. The subscription for Lynda.com, \$375.00 per year, is provided through an Institutional Match funded by the Department of Art. Additional software training will be obtained through workshops and seminars held by AIGA New Orleans. No outside support personnel will be hired to undertake this project.

5. ECONOMIC AND/OR CULTURAL DEVELOPMENT AND IMPACT

a. Relationships With Industrial/Institutional Sponsors

The Nicholls State University Graphic Design program has developed strong partnerships with non-profit organizations in the surrounding the region as a design resource. The Service Learning projects with first-time non-profit clients are scheduled six months in advance. A list of prospective non-profit contacts who request services are kept on file and notified if their organizational needs can be accepted as a Service Learning project. Assistant Professor Trisha Dubina's involvement as a Past Board Member of the Thibodaux Main Street, Inc. and as a member of the Thibodaux Chamber of Commerce helps to establish new relationships with prospective Service Learning clients.

This project will also allow us to strengthen our existing relationships with local and regional non-profit organizations. Service Learning initiatives incorporated into graphic design courses have helped 19 non-profit clients reach their design and advertising goals. These clients have expressed interest in participating in future Service Learning projects—particularly multimedia based projects. Service Learning non-profits have expressed their gratitude for the design work

they received by designating scholarships for art students. Upon completion of the design of their competition brochure, SLWC, The South Louisiana Waterfowl Carvers, designated a scholarship specifically for art students. Interdisciplinary Service Learning projects with previous participating clients have already been scheduled for Spring 2009.

Implementing the proposed technology and software will allow Art 456 Campaigns, Art 452 Graphics IV, Art 455 Symbols and Art 454 New Media, students the opportunity to utilize new equipment and software to service the needs of their Non-Profit Clients more efficiently while exploring possibilities new media can bring to the Service Learning projects.

b. Promotion of Economic Development and/or Cultural Resources

The incorporation of Service Learning into the graphic design curriculum establishes a sense of social responsibility and contribution to community amongst graphic design students. By assisting local Non-Profit Organizations, students are able to utilize their design expertise and establish their roles as leaders in social development that will enhance the communities in which they live. This method of Service Learning teaches students that everyone deserves effective design and that giving back to the community is not only an option, but an obligation to uphold as a designer.

In the short term, the project would provide technology equipment to students who could not otherwise afford the hardware and software. Although the majority of graphic design students come from lower to middle income households, we also boast a graduate success rate of 74% since 2003. This number speaks to the quality of academic excellence we are able to provide to our students.

In the long term, the work created through Service Learning initiatives, can be used to promote the local economy. Nicholls State University graphic design will be able to uphold a solid reputation for helping Non-Profit Organizations achieve their communication goals. Graphic design students will also benefit by creating work using state-of-the-art equipment that could be used in their professional portfolios.

6. ADDITIONAL FUNDING SOURCES

If the project is awarded, the Nicholls State University Technology Committee has agreed to provide a cash match of \$13,000 to the funded project amount.

Software training for Professors Dubina and Horton will be done using Lynda.com. The subscription for Lynda.com, \$375.00 per year, is provided through an Institutional Match funded by the Department of Art. Additional software training will be obtained through workshops and seminars held by AIGA New Orleans.

BIOGRAPHICAL SKETCH

Provide the following information for the project director, co-project director, and other key personnel/consultants. Begin with the principal investigator/program director. Photocopy this page for each person.

Name Trisha Zeringue Dubina Nichols State University P.O. Box 2025 Thibodaux, LA 70310	Position Title Assistant Professor of Art (Graphic Design)
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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, Thibodaux LA	Bachelor of Art	2002	Art with a Concentration in Graphic Design
College of Creative Studies, Detroit, MI (Den Haag, Holland)	Certificate of Study	2004	Graphic Design Study Abroad
University of Houston, Houston, Texas	Master of Fine Art	2005	Graphic Communications

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.

PROFESSIONAL EXPERIENCE

CURRENT POSITION:

Nicholls State University	Assistant Professor of Art (Graphic Design)	2005-Present
Eye Candy Creative, LLC	Creative Principal / Designer	2007-Present
Times Infinity	Graphic Designer / Brand Strategist	2005

PRESENTATIONS

"Brand Aid: How Branding Can Help Your Business"	Thibodaux, Louisiana, 02.2006
"CASE District IV Regional Conference"	Little Rock, Arkansas, 03.2008
"Service Learning: How Young People Can Make a Difference"	Thibodaux, Louisiana 03.2008

“Louisiana Cultural Economy Summit”

New Orleans, Louisiana, 10.2009

EXHIBITIONS

“11th Painting, Drawing, Photography & Print Exhibition”

Upstream People Gallery International Juried Online Exhibition, 11.2009 – 12.2010

“Outside/Inside: National Book Arts Juried Exhibition”

The Foundry Art Centre, St. Charles, Missouri, 04.2009

“Northville Art House Juried Print Show”

Northville Art House, Northville, Michigan, 10.2007

“The American Juried Art Salon International Art Exhibition”

Art Jury International Juried Online Exhibition, 12.2007 – 12.2008

“Familia Masters Thesis Exhibition”

Blaffer Gallery, Houston, Texas, 5.2005

GRANTS

“Marine Debris Becomes Art with a Message,” \$5460, ULS Grant with Biology

Nicholls State University Technology Grant, \$20,000 to update the graphic design lab with new hardware and software, 2005

Lorio Foundation Grant, \$80,000 to update the graphic design lab with new hardware and software, 2005

PUBLICATIONS

“Art News USA 2007” Online Publication

PROFESSIONAL AFFILIATIONS

AIGA, The Professional Organization for Design, Faculty Advisor, 2005 – Present

Thibodaux Chamber of Commerce, Member, 2005 – Present

Thibodaux Main Street Inc, Board Member, 2007-2009

BIOGRAPHICAL SKETCH

Provide the following information for the project director, co-project director, and other key personnel/consultants. Begin with the principal investigator/program director. Photocopy this page for each person.

Name Ross Jahnke Nichols State University P.O. Box 2025 Thibodaux, LA 70310	Position Title Professor of Art
---	------------------------------------

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

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
University of Wisconsin – Milwaukee	Bachelor of Fine Arts	1986	Studio Art – Painting and Drawing
Louisiana State University	Master of Fine Arts	1991	Studio Art – Painting and Printmaking

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.

PROFESSIONAL EXPERIENCE

CURRENT POSITION: Nicholls State University Professor of Art, (Printmaking) 1993 – pres.

EXHIBITIONS

2009	Members Group Exhibition, Baton Rouge Gallery, Baton Rouge, LA Marais Press Print Exhibition, University Art Museum, Lafayette, LA. Engraving 2009: Invitational Print Portfolio (traveling) University of West England – Bower Ashton, Bristol, England Salem State College, Winfisky Gallery, Salem, MA Ameen Fine Art Gallery, Thibodaux, LA The University of Louisiana at Lafayette Dean's Gallery, College of the Arts, Lafayette, LA, Art Associates Gallery, Lake Charles, LA
2008	Recent Work, Baton Rouge Gallery, Baton Rouge, LA The Marais Press 2008, Spring Printmaking Workshop, University of Louisiana at Lafayette
2007	Recent Work, Baton Rouge Gallery, Baton Rouge, LA Engraving 2007: Invitational Print Portfolio (traveling) Southern Graphics Conference, Kansas City, MO McNeese State University, Lake Charles, LA University of Wisconsin – Parkside

2006	Modern Physics and the Mystery of Reality, Shaw Center, Baton Rouge, LA Lousyanna: Invitational Print Portfolio Southern Graphics Council Conference Louisiana State University, Baton Rouge, LA
2005	Group Exhibition, Baton Rouge Gallery, Baton Rouge, LA Recent Work, Baton Rouge Gallery, Baton Rouge, LA VIAR Visiting Artist, University of Louisiana, Lafayette Paintings and Prints, Louisiana College, Pineville, LA Contemporary Prints, Loyola University Gallery, New Orleans, LA Faculty Exhibition, Arrowmont School of Arts and Crafts, Gatlinburg, TN
2004	Visiting printmaker, Marais Press, University of Louisiana Lafayette Group Exhibition, Baton Rouge Gallery, Baton Rouge, LA
2003	Visiting printmaker, Marais Press, University of Louisiana Lafayette Recent Works, Baton Rouge Gallery, Baton Rouge LA.
2002	Ah-men, Barrington Area Arts Council, Barrington, IL. American Boy: Recent Mixed Media Works, (solo exhibition), MFA Gallery, Clemson University, SC
2000	Rocket, (solo exhibition), Baton Rouge Gallery, Baton Rouge LA. Ah-men, Barrington Area Arts Council, Barrington, IL. Honorable Mention. The Printed Image: Stone, Wood, Zinc & Silk, Opelousas Museum of Art, Opelousas, LA. American Boy, (solo exhibition), Baton Rouge Gallery, Baton Rouge, LA.

GRANTS

2006	Lorio Foundation \$60,000 Nicholls Foundation \$34,000, for new computer lab.
2002	Dec. Arts Funding Program Grant, \$2,400 for visiting artist Warrington Colescott.
2001	Decentralized Arts Funding Program Grant, \$2,440 for visiting artist Don Reitz. Decentralized Arts Funding Program Grant, \$1781 for six visiting artist workshops
2000	Louisiana Division of the Arts, Mini Grant \$500 to print a suite of color lithographs. Decentralized Arts Funding Program Grant, \$2,150 for visiting artist Jerry Uelsmann.
1999	Decentralized Arts Funding Program Grant, \$1,800 for visiting artist James Surls.
1998	Decentralized Arts Funding Program Grant, \$1,580 for visiting artist Lynda Benglis.
1996	Louisiana Education Quality Support Fund Grant, \$12,038 for a papermaking facility at Nicholls State University.
1995	Louisiana Division of the Arts, 1995 Visual Artist Fellowship, \$5,000. Decentralized Arts Funding Program Grant, \$2,595 to organize a statewide competition to commission sculpture for the city of Thibodaux.
1994	Nicholls State University Research Council Grant, \$1,400 for a mural project, Beauregard Hall.

OTHER

2006 – 2009	Chair, NASAD Accreditation Reaffirmation Committee
2008	Chair, Search Committee – Sculpture position
2004-2005	Art Education Redesign Committee (BESE)
1999 – pres.	Sophomore Review Coordinator.
2001- pres.	Research Council (Chair 2002-2009)
1998-2000	Nicholls State University Budget Committee (chair 1999-2000)

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:

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

Contract Number/Proposal Title: Enhancing the Technological Scope of Graphic Design

Source of Support: BORSF

Award Amount (or Annual Rate): \$102,597 Period Covered: 06/01/10 - 06/01/11

Location of Activity: Nicholls State University, Thibodaux, Louisiana

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

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

Contract Number/Proposal Title: Marine Debris becomes Art with a Message

Source of Support: University Louisiana System, Service Learning Grant

Award Amount (or Annual Rate): \$5,460.00 Period Covered:

Location of Activity:

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

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. ☐ Summer

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. ☐ Summer

**BOARD OF REGENTS SUPPORT FUND
TRADITIONAL AND UNDERGRADUATE ENHANCEMENT, FY 2009-10**

Budget Pages

Year 1:

	Support Fund Money Requested	Institutional Match ¹	Private/Other Match ²
A. Equipment ³	\$58723	\$12420	\$
B. Software	\$20706	\$580	\$
C. Supplies	\$23168	\$	\$
D. Shipping/handling	\$0	\$	\$
E. Installation	\$0	\$	\$
F. Personnel training	\$0	\$375	\$
G. Other	\$0	\$	\$
H. Indirect costs	Not allowed	\$	\$
I. Maintenance	Strongly discouraged	\$	\$
J. Total costs (A-I)	\$102597	\$13375	\$0

Year 2(Only if the proposed duration is 2 years):

	Support Fund Money Requested	Institutional Match ¹	Private/Other Match ²
A. Equipment ³	\$	\$	\$
B. Software	\$	\$	\$
C. Supplies	\$	\$	\$
D. Shipping/handling	\$	\$	\$
E. Installation	\$	\$	\$
F. Personnel training	\$	\$	\$
G. Other	\$	\$	\$
H. Indirect costs	Not allowed	\$	\$
I. Maintenance	Strongly discouraged	\$	\$
J. Total costs (A-I)	\$0	\$0	\$0

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).

**BOARD OF REGENTS SUPPORT FUND
TRADITIONAL AND UNDERGRADUATE ENHANCEMENT, FY 2008-09
Budget Pages**

Composite Budget Page:

	Total Support Fund Money Requested	Total Institutional Match ¹	Total Private/Other Match ²
A. Equipment ³	\$58723	\$12420	\$0
B. Software	\$20706	\$580	\$0
C. Supplies	\$23168	\$0	\$0
D. Shipping/handling	\$0	\$0	\$0
E. Installation	\$0	\$0	\$0
F. Personnel training	\$0	\$375	\$0
G. Other	\$0	\$0	\$0
H. Indirect costs	Not allowed	\$0	\$0
I. Maintenance	Strongly discouraged	\$0	\$0
J. Total costs (A-I)	\$102597	\$13375	\$0

BUDGET NARRATIVE

BUDGET REQUEST ITEM

REQUEST

A. EQUIPMENT:

Apple Mac Pro Computers: We are requesting 20 Apple Mac Pro computers to replace existing hardware that has become increasingly slow. Apple Mac Pro computers match current professional practice. AppleCare support is been built into the cost of each computer to assist in any malfunctions that may occur with the hardware, itself. 20 qty @ \$2,663.00 each	\$53,260.00
Enterasys Networks B2H124-48 48 port network switch: The Network Switch 48 Port will function with the existing HP Black and White LaserJet printer and the requested HP Color LaserJet printer. The Switch is capable of handling the quantity of user data required to network the graphic design lab properly and is vital for data backup and storage. The Switch will also help to protect unsecured data and integrated security to prevent unauthorized access to the critical information.	\$1,321.00
SMART Sympodium ID-422W: Based upon several internship reports, interactive screens are becoming increasingly common in the graphic design field. By adding 2 SMART 22" Sympodiums, we will be able to offer experience with this powerful tool to everyone through shared time in the Video Editing workspace. 2 qty @ \$3,032.00 each	\$6,064.00
Canon VIXA HF S100 HD Camcorders: Students who utilize the Video Editing Workstations will also share two Canon VIXA HF S100 HD Camcorders. These camcorders are necessary to introduce students video editing and is essential when teaching Adobe After Effects and Adobe Premiere Pro. We are requesting 2 to use in conjunction with the Video Editing Workstations. 2 qty @ \$2,499.00 each	\$4,998.00
HP Color LaserJet 5550dtn: An HP Color LaserJet 5550dtn laser printer would provide versatility in the printing demands of graphic design students. The HP Color LaserJet is built for networking and allows students to share high quality laser printing capabilities. Its 20GB hard disk can handle large files created by graphic design students. With printing speeds up to 27 pages per minute and a print size of up to 13" x 19," the Color Laserjet will improve the appearance of student work when used for presentations to Service Learning clients and for portfolio pieces. Additionally, laser prints are not water-soluble, which allows for physical manipulation of printed materials, such as lamination using glue, transfer printing, and overprinting using traditional printmaking processes.	\$4,200.00
HP Color LaserJet Toner Cartridge Set: The cartridge set for this printer lasts much longer than those in the existing ink jet printers. This will relieve students of the cost of ink cartridges each semester. Subsequent laser ink cartridges can be purchased through student fees without depleting the majority of fee budget.	\$1,300.00
Equipment Total:	\$71,143.00
Institutional Cash Match from Academic Computing:	\$12,420.00
Requested from BOR:	\$58,723.00

B. SOFTWARE:

Adobe Creative Suite 4 Premium Collection (& 2 yr. Maintenance to CS5): Adobe Creative Suite is industry standard software and is used for all graphic design courses. Recent versions of the software provide more efficient workflows. Lower versions of this software are currently being used in the lab. 20 licenses @ \$610.00 each

\$12,200.00

Adobe After Effects CS4 (& 2 yr. Maintenance to CS5) and Adobe Premiere Pro CS4 (& 2 yr. Maintenance to CS5): Adobe After Effects CS4 and Adobe Premiere CS4 (with provisions for upgrades to CS5) will be installed on the Video Workstations. This software provides students with the capabilities to capture, import, splice, edit and compose video for projects. This software forms the "central nervous system" of the Video Editing workspace. It allows integration of video captured with the camcorders, still images captured as JPEGs, sound, and hand-drawn animations. After Effects 2 licenses @ \$643.00 each and Premiere Pro 2 licenses @ \$1,081.00 each

\$3,448.00

Apple iLife: We are requesting iLife for day-to-day photo managing and impromptu presentations. Students use iPhoto and iMovie for smaller, self-initiated projects and for critique presentations. iLife will be included on the 2 Video Editing Workstations. 2 licenses @ \$49.00 each

\$98.00

Extensis Suitcase Fusion Pro 2: Extensis Suitcase, a font management system, manages all fonts loaded onto each computer and keeps each workstation from slowing due to the quantity of activated fonts. This software is vital to the efficiency of the lab due to the volume of typefaces we currently possess. 20 licenses @ \$50.00 each

\$1,000.00

TypeTool 3.0 by FontLab: TypeTool, a font digitizing software, is taught in Art 359. TypeTool allows students to learn about typography and create custom typefaces to meet the type needs of clients. Typography is a particular focus of the graphic design curriculum. 20 licenses @ \$198.00 each

\$3,960.00

Norton AntiVirus Software: As a precautionary measure, all computers in the graphic design lab are equipped with Norton AntiVirus software. The faculty see this as vital protection for the computers because they are shared by many students, and a great deal of research is done on the web. Because Enhancement Funds cannot be used for ongoing maintenance, part of the University's cash match will be used to purchase this software. 20 @ \$29.00 each

\$580.00

Software Total:

\$21,286.00

Institutional Match from Academic Computing:

\$580.00

Requested from BOR:

\$20,706.00

C. SUPPLIES:

Apple 24" LCD Monitors: We are requesting 18 Apple 24" LCD Monitors to be used for each lab workstation and 4 additional Apple 24" LCD Monitors to be used for Video Editing Workstations. The monitors we are requesting are modest and are of standard size when purchasing comparable Mac Pro hardware. 22 qty @ \$799.00

\$17,578.00

Epson Perfection V600 Photo Scanner: A scanner is an essential peripheral for student use in the lab. The Epson Perfection V600 Photo Scanners provide 6400 x 9600 dpi and are capable of enlargements up to 17" x 22." They can 35mm slides, negatives and medium-format panoramic film which is ideal for students who concentrate in both graphic design and photography. The Epson Perfection V600 is also Energy efficient. Its LED for allows for fast scans than the current scanners. 18 qty @ \$250.00 each

\$4,500.00

Additional Supplies: To make efficient use of major Video Editing equipment, specific project materials and supplies are needed to outfit the Workstations properly such as speakers, usb microphones and tripods. We would also like to allocate a modest amount of funding to cover the purchase of various cables (usb, firewire, or ethernet) that may be required during the installation process. 2 Speakers @ \$250.00 each, 2 USB Microphones @ \$50.00 each, 2 tripods @ \$120.00 each and various cables for \$250.00

\$1,090.00

Supplies Total: **\$23,168.00**

Requested from BOR: **\$23,168.00**

F. Personel Training**Lynda.com Online Software Training Library Premium Subscription:**

The Lynda.com Online Premium Subscription is a video based training and can be purchased with Student Lab Fees. The subscription allows design faculty to stay current with design software and develop new software skills at their own pace. The Premium Subscription is based on a yearly fee which means that faculty can access the video tutorials before, during and after the semester to stay up-to-date on their software knowledge.

\$375.00

Personnel Training Total: **\$375.00**

Institutional Cash Match from Department of Art Budget: **\$375.00**

Requested from BOR: **\$0.00**

TOTAL REQUESTED FROM BOR: **\$102,597.00**

INSTITUTIONAL CASH MATCH: **\$13,375.00**

TOTAL PROJECT COST: **\$115,972.00**

Academic Computing

P.O. Box 2036
Thibodaux, LA 70310
985.449.7173

NICHOLLS
STATE UNIVERSITY
A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM

October 15, 2009

Ms. Trisha Zeringue Dubina
School of Fine Arts

RE: Confirmation of Technology Fee Match

I would like to confirm your request for a cash match from the Instructional Technology Fee (account 267500) for the fiscal year 2009-2010 in the amount of \$13,000, towards your Board of Regents grant entitled "*Enhancing the Technological Scope of Graphic Design.*" Please accept this letter as proof of maximum commitment from the Technology Fee in the amount stated above.

I would like to thank you for finding innovative ways to leverage these monies through outside sponsorship. If you have any questions, please feel free to call me at extension 4196 or email me at Sherry.Rodrigue@nicholls.edu.

Thank You,



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

CC: Larry Howell, Debi Benoit

CITY OF THIBODAUX**OFFICE OF THE MAYOR**

P. O. BOX 5418
310 WEST SECOND STREET
THIBODAUX, LOUISIANA 70302

CHARLES CAILLOUET
MAYOR

TELEPHONE: (504) 446-7218
FAX: (504) 446-7247

September 30, 2009

Mrs. Trisha Z. Dubina
Assistant Professor of Art
Graphic Design Nicholls State University
P.O. Box 2025
Thibodaux, LA 70310

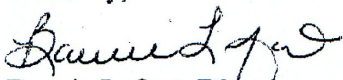
Dear Mrs. Dubina:

It is my pleasure to write a letter in support of your upcoming grant proposal to update Nicholls State University's graphic design lab with new hardware and software. I understand that with new hardware and software, the success of your program will be greatly enhanced by providing your students with the latest equipment, which will allow them to work more efficiently and produce work of the highest caliber to exceed expectations in a very competitive field as well as better prepare them for the professional world of graphic designing.

The impressive work of the graphic design students at Nicholls State has contributed to the City of Thibodaux. While working with the students on their Service Learning projects for the Thibodaux Main Street Program, I have had the opportunity to see the outcome of the students' tremendous efforts shown in their graphic designs and marketing materials produced for the Thibodaux Farmers Market and for Main Street. As a result, I believe the students' work was a tremendous asset in the city being selected as a designated Main Street Community this past year.

Again, I fully support Nicholls State University's Graphic Design Department in their efforts to obtain the latest in graphic software and equipment for the graphic design lab. The students in this field have expressed their talent and deserve to have the best possible learning environment that this new technology may provide.

Sincerely,



Bonnie Lafont, Director
Grants & Economic Development Department



September 30, 2009

Re: Nicholls State University
School of Fine Arts, Graphic Design Department

It is my understanding that Nicholls State University's Graphic Design Department is applying for a grant for the purpose of purchasing new technology for their design lab. Under the instruction of Trisha Zeringue Dubina, students enrolled in this program of study have excelled in their skills and in their careers. It has been a privilege to have been the beneficiary of the work of these students.

The curriculum involves Service Learning programs that benefit many non-profit organizations in the community. Our organization was the benefactor of their work when a new brand was created for Thibodauxville Fall Festival, a project of the Thibodaux Chamber of Commerce.

The students not only created artistically appealing and professional promotional materials, they presented themselves in a very professional manner. They were serious about the project and maintained contact with us throughout the process. Their conscientiousness is admirable.

It is imperative that these students have access to the most modern and up-to-date technology that is available in order that they remain competitive in the workforce upon graduation.

I fully support their efforts to apply for grant funding in order to purchase the new equipment and respectfully request that you give full consideration to their request.

Sincerely,

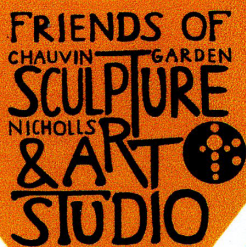
A handwritten signature in black ink that reads "Kathy B. Benoit". The signature is written in a cursive, flowing style.

Kathy B. Benoit
President/CEO

318 EAST BAYOU ROAD, THIBODAUX, LA 70301

Phone: 985-446-1187 • Fax: 985-446-1191 • Web: www.thibodauxchamber.com

E-mail: Info@ThibodauxChamber.com



Louisiana Board of Regents
Enhancement Review Committee

September 20, 2009

Dear Review Board,

I am writing to attest to the fine work and community service that has been performed by Trisha Dubina's Graphic Design class in recent years. I was very pleased to be invited to serve as a client for Ms. Dubina's Service Learning Project where graphic design materials were developed and supplied free of charge for non-profit organizations. I am a member of the Friends of the Chauvin Sculpture Garden, a young support group that was created as a non-profit organization to raise awareness and provide assistance for the Chauvin Sculpture Garden.

Erin McNulty was the student in Ms. Dubina's class that worked on materials for our organization. She designed logos to be used on letterhead, t-shirts, banners, and advertisement. She designed a sign that could be manufactured and installed permanently on our site. She designed outdoor placards that could be used to identify each piece of sculpture. And she also designed a lesson plan packet, including a folder and cd that could be distributed to local schools to teach children about our unique site. The interactions with Ms Dubina's class were performed very professionally and with a cheerful exuberance that I am certain we could not obtain from they typical professional firm.

I had the pleasure of seeing Ms Dubina's class present materials for other non-profit clients, and everyone was just as pleased as we were with the imaginative and professional work that was produced.

In summary, I highly recommend Ms. Dubina's programs for funding from the Louisiana Board of Regents. Her efforts represent the best-case scenario for the interaction between academics and community. Since the results of her projects benefit Louisiana students and Louisiana citizens simultaneously I am confident that an investment in her work will reap many rewards for our state.

Cheers,

Gary J. LaFleur, Jr.
Associate Professor, Nicholls Biological Sciences
Vice President, Friends of the Chauvin Sculpture Garden

Friends of the Chauvin Sculpture Garden c/o Nicholls Foundation
is a non-profit organization -- Federal Tax ID # 72-6031425

Ellender Memorial Library
Nicholls State University
Thibodaux, Louisiana
9/30/09

To whom it may concern:

Trisha Dubina and her graphic design class offered to provide a publicity campaign for my library's newly formed Friends of Ellender Memorial Library. I met with a student assigned to my campaign at five points in the semester in which we discussed ideas for logos and information pamphlets concerning our new group. The person I was assigned was extremely professional, and provided our group with excellent information literature and a colorful and interesting logo that we have since used to promote our group at various functions. The logo devised was creative, colorful, and interesting. The student was receptive to my suggestions and was interested in improving the product. This individual was able to gain experience designing a campaign for a nonprofit organization and she was also able to help a new campus organization expand its presence in an original and colorful way through our new advertising. I know a more advanced lab for the graphic design students would increase their output and improve the visual quality of their work for future community projects.

Sincerely,

Van Viator
Van Viator

Trisha Dubina

PO Box 2025

Thibodaux, LA 70310

September 29, 2009

**bayou
country
children's
museum**



Dear Trisha,

I am delighted to be able to write about the benefits the BCCM has received from the Service Learning Program through the Art and Graphic Design Department at Nicholls state University. The Bayou Country Children's Museum project is classified as an emerging museum with the Association of Children's Museums. As such we are striving to assemble the funding needed to build the museum. We have the exhibits designed and had also compiled the data necessary to justify the need and benefits of the project.

When we were chosen to be a participant in the service learning component of the graphic design class, we were very excited. As a non-profit in the midst of a capital campaign, it enabled us to improve and upgrade all of our materials into a much more appealing format. We also learned about what was current as far as logos, colors, etc. and chose to follow the recommendations received.

The new design has attracted much attention because of its uniqueness. Whenever we make presentations before groups or individuals, we are easily remembered. Our website has been updated to include all of the new designs, so the general public has also been very complimentary.

I am very appreciative of the opportunity afforded the BCCM through Service Learning and endorse its future efforts.

Sincerely,

A handwritten signature in blue ink that reads "Kathleen".

Kathleen Gros, Board President

Bayou Country Children's Museum

"Jubilee" - A Festival of the Arts & Humanities

P.O. Box 2038
Thibodaux, LA 70310
985.448.4273 or 448.4012
Fax: 448.4271

NICHOLLS
STATE UNIVERSITY
A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM

October 1, 2009

Trisha Z. Dubina
Assistant Professor of Art | Graphic Design
Nicholls State University
Thibodaux, LA

TO: Whom it may concern

I am so pleased to support our well known and hard working art department for your consideration for this grant. They have contributed to our community and students with excellent talent and hard working nature. I am a board member of Thibodaux Playhouse, Inc., a hometown organization that is celebrating their 50th season of fine plays and musicals. Trisha Dubina and her students assisted Thibodaux Playhouse with new possibilities for further artistic PR.

Thibodaux Playhouse was pleased to have new suggestions for future positive and creative advertising for a new logo to be used on our letterhead, our programs, and our PR. Our board members enjoyed working with the NSU art students and viewing a great possibility of artistic approaches. It was so educational to view the presentations made by the students to other volunteer organizations in our area to facilitate creative representation of the community via their artistic approach.

Obtaining new hardware and software is vital to the continued success of the NSU art program. The potential of this grant will allow students to work more efficiently and produce work of the highest caliber to continue to be able to connect with the university, the community, and their potential employment opportunities. The new items such as touch screen/interactive monitors, new video camcorders, and the latest graphics software will educate the art students to update their learning skills in the design field. They will be able to represent our community, our university, our state, and the potential of this wonderful grant as the students continue with their NSU education and their future employment.

I have been teaching at Nicholls for over three decades and I am aware that many of our students cannot afford the current technology. Most of the students here are working more than one job to assist in their financial status. This grant will help to provide them with their creative learning skills.

Respectfully submitted,



Angela M. Hammerli
Distinguished Service Professor, Teacher Ed

5467 West Park Avenue
Apartment 225
Houma, La 70364

October 1, 2009

Trisha Z. Dubina
Nicholls State University
PO Box 2005
Thibodaux, La 70301

Ladies and Gentlemen:

I am writing on behalf of our graphic design program here at Nicholls State University.

I feel our program surpasses many competitive programs offered in Louisiana, but I feel the credit can only be given to our professors who teach us with the limited resources available. However, limited resources can only deliver so much to students striving to compete with fellow professionals and graduates in the field. With software on the brink of being obsolete at a growing rate, it is of the utmost importance to have progressive software. A graphic designer's portfolio is their livelihood. Without the expanded knowledge and use of innovative tools, such as 3D Rotational tool present in Adobe CS4, and other creative abilities, our portfolios and future work will surely show as lacking.

I would also like to advocate our graphic design program's service learning opportunities. Service learning is active participation with a client, non-profit or university-related, to develop branding, environmental, web, and interactive design for their benefit, which thereby provides a student with a growth opportunity. A student can expand their knowledge thorough experiences with their client in an effort to better educate them how to interact with the public in relation to their profession. It is extremely advantageous and has helped me gain a permanent junior-level position as an in-house graphic designer with a local radio station and advertising company. Thanks to my interaction with my client during my first service learning assignment, I developed an array of useful interactive skills in order to communicate with them. However, service learning assignments are few and far between. I fear future students and designers will miss out on this vital experience that will provide them with the ultimate test - making it in the field, communicating, and then delivering the client's needs.

With that said, I appreciate any and all assistance given to our department. It is thanks to the community that our university is the affordable and competitive institution it is. Just imagine what our students could accomplish with additional resources? There is no ceiling.

A handwritten signature in blue ink that reads "Samantha Barnes". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Samantha Barnes
Graphic Designer
Full-time Student - Senior

As a graduate of Nicholls State University, I learned much about graphic design through the teachings of its extraordinary Art Department. My fascinating education is in thanks to the Art Department's state-of-the-art technology, especially in the graphic design lab. As a current graphic designer, it is very important to keep up with the latest technology since the field of graphic design is a very demanding. If technological equipment like computers and computer software are not updated properly, a designer would lose vital clientele and also lose their marketability in a competitive industry.

One of my many reasons why I chose to attend Nicholls State University for my undergraduate studies in graphic design is the up-to-date technology. The graphic design industry stressed that it was very important to keep up with contemporary designs and designers to be well versed with new technology, but to do so meant having the proper equipment. If Nicholls State University's graphic design lab did not have this equipment, I would have been forced to purchase this same expensive equipment, in which as a college student, is very hard to afford. Also, if I would have attempted to purchase this equipment, I would have been forced to sit out on one or even numerous semesters of schooling, in which I would have missed out on many vital teachings from an accredited department. With obtainable access to this up-to-date equipment, my studies in graphic design were more effective and efficient.

Service Learning is another fundamental part of a graphic design student's education. By having updated technology helps current students with their Service Learning experiences. The current technology simplifies the workload by eliminating computer system crashes and equipment failures. Thanks to the updated technology of the Nicholls State University's graphic design lab, my Service Learning experience was a complete success and my work, as well as my other classmates' work, is still currently being used. Also, I enjoyed my Service Learning experience very much. It has taught me to become a professional designer through physically interaction with real clients and assisted me in preparing my design portfolio with professional work.

By keeping the graphic design lab of Nicholls State University with current technology, it will help current and future students to become better educated in the graphic design field and in many other endeavors in life.

Thank you for your time.
Sincerely,

Ashley E. Comeaux-Foret



Examples of Graphic Design
Students with their
Service Learning Clients