Stimulus Money Proposal Allocation List

Below is a complete list of proposals submitted to the University Planning and Budget Advisory Committee (UPBAC) in response to a May 20th open call to the greater Radford University community. Radford University has roughly $5.5 million in stimulus money from the Federal Government and the Commonwealth of Virginia. UPBAC will use this list to make recommendations for how RU can best spend this money to both help navigate through these tough economic times and position itself for the future.

The exact rules on spending these funds have not been finalized, but we do know that it needs to be spent between July 1, 2009 and June 30, 2010. A strategic use of these funds would be to identify ideas that are one-time in nature and do not require on-going funding support. Personnel costs can be considered; however, positions must be designated as “restricted” with a specified end date. Also, the funds need to be expended within the Educational and General (E&G) program. E&G funds support activities that provide instruction, public service, academic support, student services, institutional support and maintenance and operation of the physical plant.

The general criteria UPBAC will use to prioritize proposals are;

- the benefit on student learning;
- alignment with strategic plan 7-17;
- ability to lower costs to students; and
- the long term cost to the University if implemented.

The proposals are sorted by general budget area and alphabetical order within an area. After the list of proposals is the full text supporting the proposals and providing context for each submission.

UPBAC would like to thank the roughly 200 students, faculty, and staff who sent responses and for the thoughtful caring spirit of many of the responses.

Academic Affairs

1. Academic Camp Support
2. Adjunct Hires
3. Core Curriculum Support
4. Employee Enhancement and Development
5. Endowed Scholarships and Chairs
6. Equipment Replacement
7. Graduate Assistantship Funding
8. Library: Reverse Budget Reversion
9. Library: Establish a Library Technology Area
10. Library: Purchase Wiley E-Books
11. Library: Study Area Furniture
12. Online Course Development
13. Professional Association Fees
14. Research Grants
15. Support Programs that Underwent Expedited Program Review
16. Science Support
17. Speaker Series
18. Special Project Work-Study Jobs
19. Study Abroad Expansion
20. Travel Funds
21. Visiting Scholars Program
22. Workshops

Academic Programs

23. Art Department Typeface Software
24. Biology and Chemistry Laboratory Upgrade
25. Center for Social and Cultural Research
26. Chemistry Glassware
27. Chemistry NMR Upgrade
28. Clinical Simulation Center
29. College of Business and Economics Building Furniture
30. College of Business and Economics Consultant to Develop Strategic Goals
31. College of Visual and Performing Arts: Extend Rent of Bondurant Center
32. College of Visual and Performing Arts: Furnish Covington Center
33. College of Visual and Performing Arts: Pay off the Covington Center Debt
34. College of Visual and Performing Arts: Renovate McGuffey for MFA Program
35. College of Visual and Performing Arts: Piano Purchase
36. College of Visual and Performing Arts: Reassign Time for MFA Development
37. College of Visual and Performing Arts: Develop Performance and Design Standards for
Instructional Spaces
38. Content Management Systems
39. Database Purchases
40. Electronics Laboratory Equipment
41. Foods and Nutrition Upgrade
42. Foreign Language Pilot Program for Student Assistants
43. Forensics Science Institute: Visiting Scholars
44. Forensics Science Institute: Speaker Series
45. Forensics Science Institute: Mass Spectrometer
46. Geographic Information Systems Center: Canon Plotter
47. Geographic Information Systems Center: GPS System
48. Geographic Information Systems Center: Hydrological Meters
49. Geographic Information Systems Center: Historic and Local Aerial Photos
50. Geographic Information Systems Center: Student Training for Geometric Correction of Images
51. Geophysics Geometrics Equipment
52. Geoscience: Geophysics Equipment
53. Geoscience: Museum of the Earth Sciences
54. Geoscience: Instructional Equipment
55. Geoscience: Field Equipment
56. Geoscience: X-Ray Diffractometer
57. Highlanders in Action Program
58. International Film Festival
59. MBA Graduate Seminars
60. Music Instruments
61. New Graduate Program Support
62. Nursing Program Posters
63. Psychology (Psy.D.) Establishment of a Pulaski County Wellness Center
64. Recording Equipment Covington Center
65. Recording Equipment Communication Sciences and Disorders
66. Recording Equipment School of Communication
67. Renovation to Create a Biochemistry and Biophysics Laboratory
68. Renovation to Create a Renewable Energy and Environmental Sustainability Laboratory
69. Renewable Energy and Environmental Sustainability Chemical Equipment
70. Satellite Download Equipment
71. Scanning Tunneling Microscope and Atomic Force Microscopy
72. School of Dance and Theatre: Branding Campaign
73. School of Dance and Theatre: Restoration of Theatre and Dance Production Budgets
74. Special Education Graduate Grant Program
75. Start the RU Pipe and Drums
76. Teaching Science Through Research, Neurobiology Equipment
77. Training Experience for Graduate Students in Training and Development

Finance and Administration

78. Abington Campus Staff Position
79. Chapel Restoration
80. Decrease Rental Fees
81. Employee Bonus
82. EMS Vehicle
83. Financial Aid for Students
84. Furniture
85. Green Initiatives
86. Green Initiative: Renewable Energy
87. Green Initiative: Pulper/Composter
88. Green Initiative: Electric Carts
89. Green Initiative: Energy Efficient Education Displays
90. Green Initiative: LED Pilot Project
91. Green Initiative: Clean Energy from Humans
92. Health Care Expansion
93. Image Registrar Records
94. Lower Tuition
95. Picnic Tables
96. Police Vehicle
97. Police Copier
98. Police Department Renovation
99. Replace One Arm Desks
100. RU West Usage
101. Severance Package for Layoffs
102. Software testing Laboratory
103. Student Test Fees
104. Telephone Upgrade

**Information Technology**

105. Camera System
106. Distance Learning Classrooms
107. Server and IT Upgrade
108. Student Laptop Rental Program
109. 24 Hour Computer Laboratory

**Student Affairs**

110. Alcohol Prevention Coalition
111. Campus Theme
112. Centennial Celebration
113. Cook Hall Study Area Furniture
114. Disability Access and Upgrades to Residential Facilities
115. Freedom Wall for RU Silenced
116. Multicultural Speaker Series
117. Muse Hall Desk
118. New Cardio/Free Weight Equipment
119. RU Leadership Development Center Assistants
120. Shared Reading Program Books
121. Student Organization Room
122. Study Area Creation in the Bonnie

University Relations and Advancement

123. Beautify the Outlying Areas of Campus
124. Public Relations Campaign
125. Printing Services: Xerox X-700
126. Printing Services: Delivery Van
128. Printing Services: Offset Printing Press Backup
129. Telephone Outreach Program
130. Website Overhaul
131. Website Upgrade for MBA Program

Miscellaneous

132. Teach Weekend Classes
133. Keep Class Sizes Down
134. Minimize Fertilizing
135. WTO for Staff

Non-Viable Requests

136. AC for Dorms
137. Alumni Debt
138. Astroturf Field
139. Daycare Facility
140. Faculty Raise
141. Football Team
142. Hire Faculty
143. Indoor Tennis Facility
144. New Gymnasium
145.  New Shower Heads
146.  Parking
147.  Permanent Greek Housing
148.  Rugby Field
149.  Science Building
150.  Student Support Positions
151.  24 Hours Dining

Late Submissions

152.  Planetarium
153.  Campus Utility Infrastructure
After each of the following numbered proposals is the text, diagrams, and supporting information submitted. Some text is only a portion of a submission since it contained multiple ideas. Some proposals had multiple submissions and the text is from multiple sources.

1. **Academic Camp Support**

   Provide monies to increase the number of academic camps, bridge programs, etc. on campus next summer.

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2. **Adjunct Hires**

   Help meet our instructional demands by providing additional support for adjunct faculty.

   1. more special purpose positions to fill in the gaps—with benefits. Since these are one year contracts, that should meet the requirements.

   2. health insurance benefits for adjuncts and/or raises. VA Tech pays much more.

This is not really innovative, but I would strongly argue for spending some of the money for adjunct faculty. As economic stimulus, what could be better than paying people who will spend the money on food, shelter, and clothing? I think that’s what the whole Keynesian theory is about. As adjuncts have contracts for only one semester at a time, this would not involve long-term commitments. One hopes that in the future departments will be able to hire full time faculty again and the need for adjuncts will diminish. In the meantime, we are really strapped to offer the classes that our students need to make appropriate academic progress. I’m sure there are many exciting ways to spend the stimulus money—we could build parks and paint murals like the New Deal—but I would argue for spending some of it to keep our academic heads above water.

I am writing to urge you to persuade President Kyle and the committee to which you will report that one of the most effective uses of the economic stimulus spending available to RU would be to use some of that money to fund adjunct positions. In your letter, you write that the stimulus money “cannot be spent on anything other than one-time funds” and that “this basically excludes hiring of any kind.” The problem with such a broad understanding of hiring (“hiring of any kind”) is that it effaces entirely the kind of hiring that IS always one-time and that never extends beyond one academic year, and sometimes never beyond one semester. Since adjunct positions are ALWAYS one-time spending, I believe they should be included in the options for spending this money. ALL adjunct teachers, no matter how long they have been at RU, are hired on a semester-to-semester or year-to-year basis. Although adjuncts may be renewed for additional one-time positions, all adjuncts know that this is strictly a year-to-year or semester-to-semester arraignment. Those of us who hire adjunct faculty members make this abundantly clear to them that this is strictly a one-time arrangement with no guarantees of future adjunct positions.
Adjunct positions are, therefore, one-time funds, but I think you will need to do some careful persuasion to get the President and Provost to agree. It is quite possible that a semantic quibble could be invoked to “prove” that adjunct positions are no different from “hiring of any kind,” but I think it would be just that—a quibble. Hiring an adjunct faculty member to teach one course in one semester or even several courses over one academic year is vastly different from hiring a clerical worker on a fixed salary for a position that must, by law, be advertised publicly and that carries the expectation of continuing employment. Not all hiring is the same, but you may have to persuade others of this point.

Putting some of the money into adjunct positions, moreover, would be one of the most effective ways to use the federal stimulus money as it was intended to be used: to be infused directly at the state level to stimulate flagging economies. Almost all our adjunct faculty live in the state. Many of them rely on their adjunct salaries to support their families or maintain their households so that the money would be spent immediately, infusing it into the economy directly.

In addition, the stimulus money was intended to address the ever-soaring unemployment rate, which, if it is not staunched, may have disastrous consequences. The recent drastic cuts in adjunct positions at RU have headed some taxpayers to the unemployment lines. Using some of the stimulus money would help keep these former adjunct faculty members off unemployment and would infuse their adjunct salaries directly into the State’s economy.

Finally, using some of the one-time stimulus money for one-time adjunct positions would help the University staff both the CORE 101 and 102 sections needed in the fall and the ENGL 101 and 102 sections also needed since we need to offer sections of the latter courses to students who entered the University last fall and still need these courses. We are headed for quite a problem in staffing all these courses in the fall since the number of adjunct positions available for instruction across the University was drastically cut before we knew how much stimulus money we might be getting.

The essential fact to bear in mind is that adjunct positions are, by definition, one-time spending. They may be semester-to-semester or year-to-year, but no adjunct position that I know of ever extends beyond one year. Hence the adjunct money could be spent between July 1, 2009 and June 30 2010, with no expectation that the spending would be available for the next fiscal year. My experience of hiring adjuncts at RU and of being a member of a department that hires large numbers of adjuncts on a semester-to-semester or a year-to-year basis suggests that using the stimulus money for adjunct positions creates no expectation that the spending will be there or that the adjunct positions will be there in subsequent years. We all know that adjunct positions are temporary. My experiences also persuade me that the money most of our adjunct faculty receive for teaching is a vital part of their monthly income which is spent immediately in maintaining their families and households. Using some stimulus money for adjunct positions at RU would achieve the federal government’s purposes in providing this money to the states.

Like most faculty, I have a program-specific wish list ready to forward. But my first suggestion is that stimulus money be used, as intended, to “stimulate” the economy by hiring adjuncts, who at the moment are not being scheduled to teach next year, to teach fully enrolled courses in academic year 2009-10. The benefits to these employees, and hence the local, state, and national economies are obvious. This will also save money for our students and their parents by making it easier for students to enroll in the upper division and elective courses they need to graduate on time, since senior faculty will not be compelled to teach lower level courses.
Since this is one-time money, this could work for only one year, but if the economy does as some expect bottom out soon, giving adjuncts an extra year to find other employment could be a tremendous benefit to them.

Although the money cannot be spent on hiring of permanent faculty, it can be spent on supplementing the adjunct faculty corps for fall and spring 2009-2010. Many departments have had to eliminate courses that students need due to the Provost cutting the adjunct budget in half. Now that we are halfway through Phase One, the crunch is about to happen. I can’t even imagine what’s going to occur in summer when Quest (oops not the name anymore) brings in new students and their parents, and then they are told that no classes exist for them to take.

I strongly recommend we use this money for instruction! Specifically, reinstate departmental funding for adjuncts.

Provide money for adjuncts in departments where teaching loads exceed 125% of Schedule M.

Restore the budget for adjuncts. This would be a revenue generating project. Even if this is for one year only, it will ensure that our students can continue to make progress toward graduation. I feel confident that the economy has begun to improve. We simply need to hang in there.

The Interdisciplinary Minor in Peace Studies was passed by the Expedited Program Review Committee to continue as a program. However, in the case of this program, the money for teaching the Introduction to Peace Studies Course comes from the Dean of the person teaching the course on an ad hoc basis in the form of a $2800 stipend to hire an adjunct teacher to replace one course for the person teaching the PEAC 200 course.

We have offered this course every semester for several years now with great student demand and full enrollment. But the Dean of CHUBS has denied us the $2800 to teach it in the fall, and has said that he did not know about the spring.

This means that the program will die (even though passed by the Program Review Committee) if funding cannot be supplied each time the course is taught.

The 20 members of the interdisciplinary Peace Studies Faculty propose a one time stipend of $11,200 to cover teaching the PEAC 200 course for four consecutive semesters: spring and fall 2010 and spring and fall 2011. This would keep the program alive until alternative arrangements for consistent funding could be found.

Rehire Adjuncts for one more year
   a. Creates temporary jobs which boosts local economy
   b. Allows more release time for full-time professors which can increase community outreach and other initiatives which can stimulate the local economy and morale
   c. Decreases student/faculty ratio for one more year

Re the memo about stimulus funds, could one-time stimulus money be used to hire adjuncts to cover courses like, intro newswriting or broadcast script writing -- and free up full-time
faculty members with release time to
A) retrain on new-media skills?
B) rewrite curriculum accordingly?
C) finish research projects?
Actually, it wouldn't have to be full-time adjuncts, if that turns out
to be the forbidden zone... We could do something similar with guest
lecturers:
Bring experts in for a week or two to present "skills" sessions for
lab courses, interspersed with train-the-teacher workshops.

Please consider using these to hire adjuncts as the budget for this was decimated. This would not
be an ongoing expense and hiring adjuncts is the most cost effective means of meeting the
academic needs of our students. Funds could also be used to shore up conference travel and other
professional development expenditures. These too would not be ongoing expenses.

Adjunct faculty: if we are in the position of needing more adjunct faculty in the Fall and we
project that we will exceed the funds allocated for adjuncts, use part of the stimulus money to
hire adjuncts.

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3.  Core Curriculum Support

One area that constitutes a one-time need that would be suitable for this money are the
preparations for the Core curriculum. Adjuncts from the English Department and instructors for
the 200-level courses need to give up portions of their summer and other jobs to receive this
training. Stipends for the training should be increased through this money so that adjuncts with
summer jobs won't suffer financially to take the required training.

The communication and technological aspects of the new Core will require that we have lots of
equipment for video taping and technological support for managing the e-portfolios. Some of the
money should also go toward these one-time costs.

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4.  Employee Enhancement and Development

Employee enhancement seminars, training and conferences

Provide money for faculty development. We have not been able to participate in conferences or
purchase equipment and software due to budget cuts. Provide each faculty member a
professional development grant they can use to attend a conference, obtain training, or purchase specialized hardware or software needed in their research.

5. **Endowed Scholarships and Chairs**

The most important thing for any university’s long-term future is the quality of its students. I’d like to recommend significant attention to recruitment efforts. A specific idea that came to mind is an endowed scholarship/fellowship fund for undergraduate/graduate education, perhaps with targeted regional focus on SW Virginia or the entire commonwealth. To recruit top faculty, we may consider an endowed chair fund.

6. **Equipment Replacement**

“I may be too far behind on this but there are equipment needs in many departments, our included. Since there hasn’t been any ETF money recently I’m sure equipment replacement should be an area of need. However, when I say that, funds need to be distributed across academic areas and not all funneled to Waldron to support OT and PT. In addition, upgrades on equipment for recreation purposes is also needed such as new treadmills. Now, for our new colleagues in Foods and Nutrition – the food preparation lab is in high need of updating. The current appliances do not meet today’s new Energy Star ratings so are costing more money to operate than newer models. We are talking about at least 6 new stoves, several refrigerators, at least 2 new freezers, and a host of other equipment. So we are back to the equipment needs by specific departments. I’m sure there are more things but these are immediate priorities.”

7. **Graduate Assistantship Funding**

Secondly, I know you will be getting request to use this money for wages. Here in the Financial aid office we are down one counselor (because we are unable to fill vacant positions at this time), out a total of about 1.5 full time positions for summer (that came in the form of graduate assistants) and working with a newly hired counselor - who still has much to learn. With this in mind, we are also getting in many more FAFSA’s (applications for financial aid) this year than in years past. We had a lot more people apply early on this year. As of now we have a little more than 1000 more people who have applied for aid, at this point, as compared to previous years. Having our graduate students taken away and being short counselors has already caused us to be stretched to the limit. When you add the additional work of pulling in, reviewing, verifying, packaging and counseling additional students to the work load along with ever changing programs and new programs that have been added...well, to put it simply - we are just swamped!
If we could hire some additional help (maybe through a 1500 hour position) to simply take some of the day to day tasks off of the counselors so that they can concentrate more on programs, would help significantly.

How about using the stimulus money to give grad students their assistantships and tuition remission back in this coming school year, which have been cut. If I understand correctly my assistantship will stay the same next year but my tuition remission has been cut which puts and unexpected need for an extra five thousand dollars into my budget.

How about we use some of that money to offer more graduate assistantships to students for over the summer (this summer)?

Why not use some of the money for a stipend for the Student Facilitators in the Students for a Positive Change course? Assuming it is possible, you can offer at least an alternative so that either a senior undergrad or graduate student can have an alternative to work study or G.A.

I am ecstatic about RU's receipt of the Federal stimulus money. I would like to see portion of it to go towards the increase in stipends for Graduate Assistants, Graduate Teaching Assistants, and Graduate Teaching Fellows. Many people think our job is a piece of cake, and it isn't! I have researched other schools with similar Graduate programs as RU, and they pay stipends that are actually worth working for. I believe in order to be competitive at the Graduate and Professional level RU needs to increase its Assistantship monies (along with the installation of tuition waivers). I thoroughly enjoy my GTA position in the Center for Music Technology, however, for the amount of work that is required of me to perform daily, I think I (and my other Graduate colleagues) deserve a little better pay. Thank you for your time.

I would like to request that $500,000 of stimulus funding be set aside for Graduate Assistantships next year. Given the emphasis of RU 7-17 on growing graduate programs, given the economic needs of our graduate student population, given the 17% increase in graduate applications, and given that Graduate Assistantships are year to year contracts and do not commit the university to long term payments, this would be a good investment for stimulus funds.

Provide funds for GAs. The number of GAs and the amount of hours available for GAs have fallen substantially in recent years. Increasing funding in this area is a good use of one time money because it helps increase enrollments in graduate programs, provides more graduate students with meaningful full work experience, and provides additional research support for faculty.
8. Library: Reverse Budget Reversion
9. Library: Establish a Library Technology Area
10. Library: Purchase Wiley E-Books
11. Library: Study Area Furniture

Reduce the amounts to be cut from the library budget

Proposal #1
$137,500 -- Replace Library materials budget reversion for 2009-2010
We suggest the stimulus money be used to replace the library materials budget that is planned to be reverted next year. In total, $313,000 is to be reverted from the Library, but, $137,500 is scheduled to be reverted from the materials budget. All reversion amounts in the Library will affect the entire campus, but the materials budget will be felt directly by faculty and students. This suggestion applies to only the materials budget. We realize this would only cover us for 1 year ($100,000 worth of databases and journals will be cut and $37,500 will be cut from the book/firm order budget.) A year (or 2) grace period would allow better cancellation decisions to be made. It would allow faculty to finalize research and class work using tools they might be dependent on, and allow them to prepare their classes and research schedules for the following year based on the knowledge of which resources will be cancelled.

Proposal #2
$62,000 -- Construct area suitable for Library Technology (wall, office cubicles, and common area) on Level 5 of the Library -- total includes $32,000 for construction (we have authorized estimate from Facilities Management) and $30,000 for furnishings and other expenses.
We want to provide a conducive-to-collaborations work space for five people in Library Technology. Currently, they are on three separate floors of the building and supervising and working together is difficult. This would provide a staff presence on Level 5 plus allow greater synergy and one-stop-shopping for Technology needs. Consolidating them in one area would open one of their spaces for the Interlibrary Loan office which is currently housed in an environmentally unsuitable space.

Proposal #3
$50,000 -- Wiley E-Books
We would like to provide perpetual access to e-books selected from this publisher for faculty and student use. E-books are getting more and more use and this amount would allow us to continue to provide access to a publisher’s books we have not previously had the budget to provide.

Proposal #4
$40,000 – Furniture for study areas
Individual seating furniture to replace the 1960’s furniture we’ve gotten from surplus that replace old large study tables which were not popular with students and took up too much room.
12. **Online Course Development**

This proposal would create a national consortium of universities to coordinate creation and distribution of online foundational courses in the sciences, arts and humanities. While most faculty will find the idea abhorrent, I believe this course of action is inevitable as online instruction continues to increase while public funding for higher education continues to decrease. Already, book publishers are taking the initiative to develop curricula for foundational courses. We must decide whether private corporate interests should control curriculum development or, as my proposal suggests, a national consortium of universities administered through Radford University can develop online curricula in the non-profit arena where the free exchange of ideas and alternative approaches are given free rein. Radford University has long been a leader in innovative educational techniques. My proposal would allow RU to take a place in the forefront of innovation and progressive action which will help to shape higher education for the future. I hope the committee will consider this idea seriously as it convenes to recommend proposals. I am attaching a white paper on this topic titled "Higher Education: the Next Generation" in the hope that it might describe the ideas I propose more fully.

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13. **Professional Association Fees**

One-time moneys to defray the cost of professional association fees for professors

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14. **Research Grants**

Reassigned time for faculty research – strengthens the university, and creates (temporary) jobs for adjuncts.

Provide monies for faculty research and scholarship next summer.

1. Money for professors to conduct research
2. Money to conduct research with students AND get students to conferences with us

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15. **Support Programs that Underwent Expedited Program Review**

I know this won't do any good but at least I can get it off my chest. We should use the money to reverse all the program cuts the B.O.V. and president Kyle have made. Either that or hire a lobbying firm to get the state government involved in reversing the same.
I feel that the funs should stay strictly for academic or equipment purposes and the like. I think they could also be used to bolster programs that might be faltering a little now and need a one-time extra boost (if that is even possible with the strings attached to the fund). However, I think it would be a poor use of these resources to use them for a one-time party for the RU centennial when there is clearly a need to place the money in equipment, technology, and education.

How about use the money to help the programs that are under review? I don't think the money should be wasted on new furniture or more building renovations. Give it to the departments that need it. Radford University can not be considered a good college when half of the programs are being eradicated.

I propose that the stimulus funds be used to keep academic programs the way they are until next year, after the investigation into the administration has been finished. If the investigation into the administration finds wrongdoing then it will be very expensive to revert them to their previous condition, and it is important to avoid that possible cost.

As you know, many departments/programs have had their reputations tarnished by the expedited program review process. The bulk of the funding should go to these departments, so they can pick up the pieces and rebuild. Funding could go into the following:
- supplies
- equipment
- course budgets
- planning
- student scholarships
- programs for attracting and retaining good students
- student travel
- faculty travel
- faculty research
- hiring adjuncts so faculty can get sabbaticals, and do quality research

keep all programs under program review and reinstate anthropology since it wasn't given a choice.

We need to keep the programs that were considered under program review.

My second idea for the money would be for the departments which are up for discussion on whether or not to be dropped this year. I feel like the departments who have the most students enrolled in majors, should get a portion of the money. Many people's college career depend on some of these majors and i don't think it is fair to them if the departments get dropped.

There are a number of things that you could spend the money on, but keep in mind what the students need and what they want. Take into consideration their ideas, keep the majors that the
university was thinking about getting rid of. Be smart about what your spending it on. I heard from somewhere that the University was thinking about adding emergency speakers to all the halls in the dorm rooms in case something like the Shooting at Virginia Tech were to happen, instead of getting those keep the liberal arts majors. I like the fact that the University is letting the students have somewhat of a say in what you should spend the money on. I just hope our ideas get taken seriously.

Scholarships for students (especially in those areas that have come under scrutiny by hasty program reviews). Attract new students and build up the areas which are necessary, but struggle with low enrollments.

One-time funds, one-time budget emergency for which they should be used. For me these should be used not for new programs but for the continuance of current programs.

16. Science Support

Hi, I recommend pouring the money into programs such as physics, chemistry, and biology. Even the president has emphasized how much these fields will impact our future. If RU doesn't improve their performance in these areas, they will fall behind. Whatever it is used for, make it academic: NOT athletics, NOT student activities. Use it to improve the quality of the education at this university, please!

Given the extensive restructuring proposed in the College of Science and Technology, and the need to increase the numbers of majors and graduates across multiple CSAT programs (e.g., as identified by the APRC in the expedited review process), we may want to give special attention to supporting endowed scholarships and chairs in those programs. Such an emphasis also aligns with President Obama’s significant emphasis on making math and science education a national priority.

17. Speaker Series

Money to bring in high quality guest speakers/workshops

18. Special Project Work-Study Jobs

In response to the e-mail soliciting "stimulus money" ideas that might work as "one-shot" investments, I keep wondering whether there are ways that the funds could both add to the
education of our students and do something to actually stimulate the economy of southwest Virginia. One way to help students weather the financial crisis would be to fund special-project work-study jobs, perhaps some kind of outreach to regional municipalities that would give our students internship-like experiences, while also supplementing the workforce in Virginia counties and cities. While the funds are temporary, perhaps they could be seen as seed-money grants to determine which internships are valuable for the communities to fund them in the future.

19. Study Abroad Expansion

Expanding study abroad options for students: support trips for faculty to visit sites with very high potential for becoming locations from which we can offer more study abroad options for students. This could also include supporting a second faculty member to accompany a faculty member already scheduled for a study abroad program in order to familiarize the second faculty member with the process and to encourage more faculty to be involved.

20. Travel Funds

Travel for faculty & students

Increase local and regional travel funds for students
  a. Classes visiting local arts/educational organizations (i.e., performances, concerts, museums) create student perspective and learning
  b. Stimulates the economy by supporting local businesses.

I would like to see professional travel for personal improvement reinstated. This year travel was restricted to presenters or those needing CEUs for continuing certification. There are valuable conferences for us to attend where we are not presenting, but profit from dialogue with other professionals.

21. Visiting Scholars Program

Provide monies for guest artists and visiting scholars in residence (nationally or internationally know individuals to be with us for a day, week, semester)
22. **Workshops**

Bring experts in for a week or two to present "skills" sessions for lab courses, interspersed with train-the-teacher workshops. We also could use one-time stimulus funds to get MANY digital cameras for students to use on class projects. Or bring in a "Better Watchdogs" IRE workshop, possibly customized to include a train-the-teacher supplement. (http://www.ire.org/training/watchdog/)

Or a Computer-Assisted Reporting bootcamp: http://www.ire.org/training/bootcamps/

I'd also recommend Mindy McAdams (UF) http://mindymcadams.com for workshops on using Flash in journalism (she wrote the book)...

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23. **Art Department Typeface Software**

I would like to request that a small portion of the government stimulus funds be used to purchase a standard set of fonts (typefaces) to be used in the Art Department computer lab in Powell 211.

I teach one section of Typography and Layout each semester, and the class is relegated to using whatever typefaces are installed by the Macintosh operating system or the Adobe software suite (or downloading free fonts from various internet sites).

While I can cover the eras and styles of typography using projected examples and samples from my personal typeface collection, this does not allow the students to effectively study the type in detail (by handling it on the computer), nor does it allow them to actually typeset text in the various styles of classic typography, unless the type just happens to be installed by the system, which it usually is not.

There is a relatively inexpensive solution that would largely solve this problem. The American Institute of Graphic Arts (AIGA) in collaboration with Adobe Systems has developed a set of typefaces for students and educators that includes 500 professional
fonts that represent all the historical classifications in type design, and contains complete families of many of the fonts, allowing students to study variations in weight, proportion and posture, and making it easier to develop an understanding of hierarchy and emphasis through the use of whole type families rather than relying on a “partial inventory of system fonts.”

This is a one-time purchase request for software. No upgrades will be required, and the fonts can reside legally on the Powell 211 lab computers ad infinitum.

The price for this set of typefaces is $149.00 for each computer workstation. The lab in Powell 211 contains 21 computers, plus the two graphic design instructors will require a set, making a grand total of 23 sets of fonts at $149.00 each: $3427.00

Following are two documents from Adobe Systems and the AIGA discussing the various features of the font collection and how it can be used in an education environment.

And here is a link to the Adobe web site if you’d like to read further:
http://www.adobe.com/education/products/fontfolioeducationessentials/

**AIGA: benefits of the Education Essentials font set**

Adobe® Font Folio® Education Essentials software was developed by Adobe in collaboration with college-level AIGA design educators to serve the needs of students in professional programs of study.

It provides unambiguous attributes of different type styles; full families of fonts to reveal the implications of weight, proportion, and posture; and the opportunity for students to obtain legal and convenient access to fonts at an affordable price.

Representing the historical classifications in type design, the collection includes old style, transitional, and modern serif typefaces, as well as grotesque and geometric sans serif
typefaces. Several decorative display fonts have been included to expand the history of expressive typography.

This range of references allows students to make appropriate type choices for the context and content of their work and helps faculty teach the history of design. Many of the examples are well matched to current books on typography, making the collection an excellent complement to classroom lectures. Adobe supports these fonts with online information about their development and history.

Further, the collection offers the complete families of text type necessary to build typographic contrast in student exercises. Variations in weight, proportion, and posture are included for each type family and encourage students to assign texture and value to various informational components of typographic compositions.

Faculty will find it easier to develop students’ understanding of hierarchy and emphasis as a relational problem through access to complete families instead of through the partial inventory of system fonts. Complete families also help illustrate the complex challenges that go into designing original fonts.

The collection was compiled to support a combination of typefaces within the same composition. The faculty who assembled this collection sought variations and similarities in x-height, openness of counter spaces, and contrast in thick and thin strokes as attributes for students to consider when combining type.

Many of the fonts in Font Folio Education Essentials are classics and have been selected for their long-standing importance to design, while others extend the connotative range of formal attributes demanded by contemporary design problems. They are a welcome addition to the system fonts of existing software.

Ric Grefé, executive director, AIGA
Meredith Davis, AIGA medalist, North Carolina State University
Adobe: benefits of the Education Font Essentials Collection

CREATIVE FREEDOM

- Develop a curriculum that leverages the 500 essential fonts in Adobe® Font Folio® Education Essentials software, chosen specifically to enrich the educational experience and ease lesson planning.
- Spend time designing instead of searching for fonts. You’ll find a full range of styles and complete families, freeing you from hours of searching and downloading.
- Learn about fonts through the ages with a selection of fonts for teaching about the evolution of type, from 15th-century old style to 21st-century text and display typefaces.
- Combine typefaces effectively, learning to work with varying x-heights, counterspaces, contrast, and stress, all clearly exemplified in this collection.
- Work with font families that were chosen for their visible variation between sizes, weight, proportion, and posture and that provide the best range of design options in a certain style.
- Create professional-quality print pieces, websites, interactive experiences, and mobile content thanks to fonts that are beautifully designed.
- Build a solid foundation for a career as a creative professional, for your students or yourself, using quality fonts essential for instruction on fine type in design.

GOLD STANDARD IN FONTS

- Design with world-class fonts. Adobe typefaces set the standard for expertly designed fonts that work.
- Use award-winning Adobe Originals typefaces, including one-of-a-kind designs and classic revivals created by leading type designers at Adobe.
- Work with a collection selected in collaboration with AIGA, leveraging the group’s experience and knowledge about how to create the best value for design education.
• Take advantage of standards that define today’s premium font format, OpenType®. Cross-platform functionality, extended character sets, and language support make OpenType the format of choice.

PRICE AND LICENSING ADVANTAGE

• Create an educational experience that’s both rich and affordable. This collection is designed to put fine fonts in the hands of teachers and students alike — without cost barriers.
• Jump into 500 real fonts for real work. Low price doesn’t mean cheap fonts with Font Folio Education Essentials.
• Enjoy the freedom to use font software legally and build a library of fonts that will last a lifetime.
• Tap into all the support and learning resources Adobe has to offer and join the community of creative professionals.

24. Biology and Chemistry Laboratory Upgrade

The Department of Biology and Chemistry is requesting $170,000.00 for the upgrading and outfitting of a teaching laboratory (see attached list) for courses with a significant Biochemistry and Molecular Biology component. These courses include our regular courses such as Biochemistry; Molecular Biology; Molecular Forensics; Genetics, Evolution and Development; Immunology; Biology of Cells and Microorganisms; Genes and Development; and Microbiology in addition to potential special topics courses such as Molecular Ecology, Microbes and Man. These improvements to our facilities have the potential of serving 600 students per year. With the merger of biology and chemistry and the emphasis of biochemistry in the new curriculum it is important that we have the laboratory space and equipment necessary to make our students competitive researchers in the fields of molecular biology and biochemistry.

RU lacks the equipment necessary to prepare students for entrance into graduate school and/or industry in the fields of molecular biology and biochemistry. Our current equipment is old (some older than many of our faculty) and/or outdated. Many pieces of equipment (e.g., our refrigerated high speed centrifuge) are used by multiple courses as well as for faculty and student research. Because of their age, they will not be reparable when they break down, which will severely cripple both teaching and research. The requested items are key pieces of standard equipment found in molecular biology and biochemistry labs and will enhance our ability to teach and do research.
**Benefits to student learning**
The upgrading and outfitting of this teaching laboratory will
- Provide basic equipment necessary for an undergraduate education in biochemistry and molecular biology.
- Reduce the likelihood of teaching and research disruption by equipment failure.
- Support the chemistry program in achieving accreditation.
- Provide students with experience using basic equipment they will encounter after graduation.
- Afford students the opportunity to work on more sophisticated directed or independent research problems than is currently possible.
- Stimulate teaching and research collaboration among faculty and between faculty and students.

**Alignment with 7-17 strategic plan**
- **1.1** Strengthen the University's commitment to providing a high quality academic environment that attracts, challenges, retains and graduates outstanding student scholars at the undergraduate and graduate levels.
  - Provides a modern biochemistry/molecular biology laboratory to attract outstanding students
  - Provides tools for in-class and independent student inquiry to challenge outstanding students.
  - Increases possibilities for student research and faculty-student mentoring to challenge and retain outstanding students.
  - Provides opportunities for students to train with modern equipment they will encounter in successful careers beyond graduation.
- **1.2** Create a stimulating educational climate, enabling the institution to attract and retain a distinguished and diverse faculty dedicated to excellence.
  - Supports meaningful laboratory courses to attract new faculty dedicated to teaching excellence in biology, chemistry and biochemistry.
  - Supports meaningful faculty-student collaborations to attract new faculty dedicated to excellence in student mentoring.
• Supports faculty research to attract new faculty dedicated to excellence in scholarship.

• Increases opportunities for collaboration among faculty in biology and chemistry.
• Increases opportunities for collaboration between biology/chemistry and other disciplines.
• 2.1 Ensure that undergraduate academic programs are rigorous and distinctive:

• Supports the Chemistry program in achieving national accreditation.

• Provides resources for meaningful experiential learning in laboratory courses.

• Provides resources for faculty-student research collaboration.

**Reduction in long term costs to the University**

• Shared equipment among programs will reduce duplication of equipment and associated repair costs.

• Replacement of aging equipment will reduce incidental costs from equipment failure (e.g. loss of expensive reagents or valuable samples).

• Replacement of aging equipment will reduce costs for temporary, emergency solutions to maintain teaching and research programs when equipment fails.

### Equipment

<table>
<thead>
<tr>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonicator</td>
</tr>
<tr>
<td>PCR thermal cycler</td>
</tr>
<tr>
<td>rtPCR thermal cycler</td>
</tr>
<tr>
<td>Laminar flow hood</td>
</tr>
<tr>
<td>Incubator (CO2, H2O jacketed)</td>
</tr>
<tr>
<td>cell culture facility</td>
</tr>
<tr>
<td>High-speed refrigerated centrifuge</td>
</tr>
<tr>
<td>Refrigerated Eppendorf centrifuge</td>
</tr>
<tr>
<td>Bench preparatory centrifuges</td>
</tr>
<tr>
<td>Refrigerators</td>
</tr>
<tr>
<td>Equipment</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Freezers, -20</td>
</tr>
<tr>
<td>Freezers, -80</td>
</tr>
<tr>
<td>Magnetic stir/hot plates</td>
</tr>
<tr>
<td>Imaging equipment</td>
</tr>
<tr>
<td>Digital cameras for microscope</td>
</tr>
<tr>
<td>Columns for chromatography</td>
</tr>
<tr>
<td>pH meters with Tris electrodes</td>
</tr>
<tr>
<td>Micro Pipettes</td>
</tr>
<tr>
<td>Glassware</td>
</tr>
<tr>
<td>Protein electrophoresis equipment</td>
</tr>
<tr>
<td>DNA electrophoresis equipment</td>
</tr>
<tr>
<td>Blotting equipment</td>
</tr>
<tr>
<td>Power supplies</td>
</tr>
<tr>
<td>Delta V Mass Spectrophotometer</td>
</tr>
</tbody>
</table>

25. **Center for Social and Cultural Research**

Sociology has recently restructured as an Applied Sociology major and we will be seeking accreditation as an applied program. We are seeking start-up funds for a Sociology Research Center which will be the centerpiece of our new applied focus and our accreditation efforts. The Research Center is aimed at providing faculty-student collaborative research opportunities and assisting area organizations and agencies with their research needs. I can provide additional details.

Given that accreditation projects, faculty-student collaborative research, and civic engagement in the region all fit with RU7-17, we would like our project considered for funding. I had emailed you about start-up funds for a new Center for Social and Cultural Research. I did not elaborate on what the funds would be used for. We want the money for necessary survey and ethnography equipment for a lab, approximately $16,000. I can provide details upon request.
26. Chemistry Glassware

For the past several years, the Organic Chemistry (CHEM 302) laboratory students have had to share a lot of glassware. Labs sometimes ran longer because students were waiting to use glassware after another student finished. At this point, there is not enough glassware for the entire laboratory section to do a lab at once. The attached excel file includes glassware to stock twenty-four additional drawers and enough glassware so students do not have to wait to use such basic items such as beakers and Erlenmeyer flasks. Additional distillation equipment is needed to insure there is plenty of glassware in case a student drops and breaks something. Several other chemistry laboratories use hotplates, ring stands, and clamps, so these items are in short supply in the Department. Clamps and hotplates break and are not replaced. As the demand for the laboratories increase, the budget and basic equipment has not kept up with it. I am requesting $9200 for glassware and equipment for the Organic Chemistry Laboratory.

<table>
<thead>
<tr>
<th>Quark</th>
<th>item</th>
<th>cat. #</th>
<th>unit</th>
<th>price per unit</th>
<th>number of units</th>
<th>total (incl 20% disc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mL graduated cylinder</td>
<td>QCY-3-1</td>
<td>pkg. of 12</td>
<td>133.66</td>
<td>2</td>
<td>213.86</td>
<td></td>
</tr>
<tr>
<td>100 mL RB flask</td>
<td>QF-2-15</td>
<td>1</td>
<td>13.92</td>
<td>36</td>
<td>401.04</td>
<td></td>
</tr>
<tr>
<td>250 mL RB flask</td>
<td>QF-2-20</td>
<td>1</td>
<td>16.4</td>
<td>24</td>
<td>314.88</td>
<td></td>
</tr>
<tr>
<td>500 mL RB flask</td>
<td>QF-2-24</td>
<td>1</td>
<td>19.69</td>
<td>24</td>
<td>378.24</td>
<td></td>
</tr>
<tr>
<td>condensers, 200 mm</td>
<td>QD-2-5</td>
<td>1</td>
<td>46.92</td>
<td>13</td>
<td>488.02</td>
<td></td>
</tr>
<tr>
<td>thermometer adaptors with rubber</td>
<td>QA-15-3</td>
<td>1</td>
<td>35.24</td>
<td>7</td>
<td>197.4</td>
<td></td>
</tr>
<tr>
<td>vacuum adaptors</td>
<td>QA-63-3</td>
<td>1</td>
<td>27.36</td>
<td>3</td>
<td>65.67</td>
<td></td>
</tr>
<tr>
<td>addition funnels</td>
<td>QFN-15-19</td>
<td>1</td>
<td>58.4</td>
<td>3</td>
<td>140.16</td>
<td></td>
</tr>
<tr>
<td>14/20 F -- 24/40 M adaptors</td>
<td>QA-1-10</td>
<td>1</td>
<td>17.39</td>
<td>9</td>
<td>125.28</td>
<td></td>
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<tr>
<td>clamps, two-prong swivel</td>
<td>QCL-16-1</td>
<td>1</td>
<td>20</td>
<td>40</td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3124.55</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Spectrum</th>
<th>item</th>
<th>cat. #</th>
<th>unit</th>
<th>price per unit</th>
<th>number of units</th>
<th>total (incl 20% disc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>250 mL beakers</td>
<td>980-22912</td>
<td>pkg. of 12</td>
<td>21.48</td>
<td>4</td>
<td>85.92</td>
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<td>400 mL beakers</td>
<td>980-22915</td>
<td>pkg. of 12</td>
<td>27.02</td>
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<td>600 mL beakers</td>
<td>980-22921</td>
<td>pkg. of 12</td>
<td>19.39</td>
<td>6</td>
<td>116.34</td>
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<tr>
<td>50 mL Erlenmeyers -- student grade</td>
<td>988-24007</td>
<td>pkg. of 12</td>
<td>37.82</td>
<td>4</td>
<td>151.28</td>
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<tr>
<td>125 mL Erlenmeyers -- student grade</td>
<td>988-23983</td>
<td>pkg. of 12</td>
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<td>4</td>
<td>143.24</td>
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<tr>
<td>250 mL Erlenmeyers -- student grade</td>
<td>988-23995</td>
<td>pkg. of 12</td>
<td>35.81</td>
<td>4</td>
<td>143.24</td>
<td></td>
</tr>
<tr>
<td>large powder funnel, 100 mm</td>
<td>964-20962</td>
<td>case of 6</td>
<td>22.56</td>
<td>2</td>
<td>45.12</td>
<td></td>
</tr>
</tbody>
</table>
27. Chemistry NMR Upgrade

I am requesting $4300 for the upgrade to the NMR spectrometer in the Chemistry Department to be paid out of the stimulus money. I have also attached an invoice to update the current NMR spectrometer. The NMR spectrometer is used in the chemistry laboratory for confirmation of a structure, and has the greatest demand in Organic Chemistry. The computer and software were installed on September 11, 2001. At this point, the system is 7.5 years old, which is a long time for a computer. A new desktop computer, with all of the required electronic equipment, is needed. The invoice was listed at $4050 in September 08 and I estimated that it has gone up to $4300 at this time. All of the Organic Chemistry students use the NMR spectrometer three times during the second semester. This spring, 77 students used the NMR spectrometer in the Organic Chemistry Laboratory. The demand next spring will be greater. Organic Chemistry is required of all Biology and Chemistry majors. This spring’s enrollment included majors from history; psychology; interdisciplinary studies; management; exercise, sport, and health; and pre-nursing. The NMR spectrometer has been used by Integrated Lab, Qualitative Organic Chemistry, and research students.

28. Clinical Simulation Center

Clinical Simulation Center (CSC)

Suggestions for use of Stimulus Money – Proposal I

Renovation or construction of standalone State of the Art Clinical Simulation Center:

Presently we are located at Radford University Corporate Park. This property is for sale at this time; therefore, the renovation may be risky as opposed to building and/or renovating a space with a more secure lease agreement on property that is not for sale.

If a new location is approved, the space planning would incorporate:

- Energy efficient technology
- Bolster the local economy by utilizing local contractors
• Convertible space to accommodate a triage center and or temporary patient holding area in case of a local/regional disaster

Purpose: Increase square footage to accommodate additional students (nursing, OT, PT, medical students) and additional clinical environments:

1. Large classroom for clinical frontloading including 6 patient bed stations
2. Large computer classroom to accommodate 16 computer stations
3. Four independent debriefing rooms to accommodate interdisciplinary simulations.
   - Debriefing would be done as a group and then breakout into independent disciplines for discipline specific reflection
   - Presently we have two multipurpose rooms patient skills stations/debriefing and computer stations/debriefing
4. Six patient care rooms (2-OB, 2-pediatric, 2 Medical/ICU)
   - Have four ( 1- OB, 1- pediatric, 1- Medical, 1 – ICU)
5. Four standardized patient rooms
   - Have 2
6. One Emergency Department (ED) with four patient bays and nursing stations
   - Do not have this clinical environment at this time
7. One Operating Room (OR)
   - Do not have this clinical environment at this time
8. Staff offices
   - MSN staff and director share one office, IT’s office is within the control room
9. Reception area

10. Equipment purchase would be necessary for additional patient rooms, debriefing rooms and new clinical environments (OR and ED).

Clinical Simulation Center (CSC)

Suggestions for use of Stimulus Money – Proposal II

Purchase four Laerdal 3G manikins and one FT restricted position for FY 2010:

<table>
<thead>
<tr>
<th>Manikin</th>
<th>Number</th>
<th>Unit cost</th>
<th>Total Cost</th>
<th>Shipping</th>
<th>Warranty</th>
</tr>
</thead>
<tbody>
<tr>
<td>SimMan 3G</td>
<td>4</td>
<td>$68,495</td>
<td>$273,980</td>
<td>$350</td>
<td>$73,980</td>
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</table>

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Number</th>
<th>Annual Salary</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Restricted</td>
<td>1</td>
<td>$59,000</td>
<td>$20,650</td>
</tr>
</tbody>
</table>

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|                  |        |              |          |          |          |
|                  |        |              |          |          |          |
|                  |        |              |          |          |          |

Laerdal third generation (3G) manikin is an advanced high-fidelity manikin with the following **new features**: 
• Automatic drug recognition system identifies drug & dose – automatic or programmable physiological response
• Unilateral and bilateral chest movement
• Posterior breath sounds
• Convulsions
• Bleeding (arterial and venous) - vital signs automatically respond to blood loss and therapy
• Secretions from eyes, ears, nose and mouth
• Diaphoresis
• Eye Signs: eye opening and closing, papillary response to light, blinking
• Urinary output settings (variable)
• Rugged and reliable for use in multiple environments
• Completely wireless and self-contained – internal electrical and pneumatic power

Upgraded manikins will improve the realism (fidelity) of the scenarios we offer to students and staff. Upgraded manikins will also improve the validity of our scenarios by providing automatic responses to pharmacological treatments and hemodynamic response to drugs, blood loss and various treatments. This purchase is one-time in nature and does not require on-going funding.

The temporary staff position would assist in maximizing the use of our equipment and increase the number of student and hospital staff training sessions we can offer. The CSC’s public service account is set up to bring in revenue for services we provide to hospitals for staff training and competency validation.

These services are aligned with the E&G activities as follows:

• Provide additional instruction for regional Schools of Nursing in the CSC
• Provide public service to regional hospitals (part of our revenue stream)
• Provide academic support to CSC instructors to focus on simulation research
• Increase the number of student service hours in the CSC

29. College of Business and Economics Building Furniture

Pre-payment for furniture for the new COBE building

30. College of Business and Economics Consultant to Develop Strategic Goals

Hiring a consultant to assist COBE in developing and achieving its strategic goals.

31. College of Visual and Performing Arts: Extend Rent of Bondurant Center
32. College of Visual and Performing Arts: Furnish Covington Center
33. College of Visual and Performing Arts: Pay off the Covington Center Debt
34. College of Visual and Performing Arts: Renovate McGuffey for MFA Program
35. College of Visual and Performing Arts: Piano Purchase
36. College of Visual and Performing Arts: Reassign Time for MFA Development
37. College of Visual and Performing Arts: Develop Performance and Design Standards for Instructional Spaces

Federal Stimulus Funding Requests - College of Visual and Performing Arts
(priority order)

Extend rent of Bondurant Center Dept. of Art facilities through summer 2010 $ 27,000.00
Complete furnishing needs of Covington Center $ 80,000.00
Pay off Covington Center debt $ 600,000.00
Renovate McGuffey hall to provide space for impending MFA Program $ 250,000.00
Complete piano purchases toachieve full "Steinway Institution" status for RU $ 500,000.00
Provide Reassign time in Dept. of Interior Design & Fashion to develop new MFA curriculum & course materials $ 5,000.00
Hire architect firm to develop performance and design standards for all instructional space incorporating web-based protocol in instruction and emphasis on pedagogical needs $ 150,000.00
Virtual Studio Software and training for Design $ 192,000.00
Total $ 1,804,000.00

As an art student, I would like to say that the art department has suffered several losses this semester. We no longer have our graduate painting studio or gallery downtown, the Covington Center hardly meets our needs as a gallery or a workspace, and much of our equipment is old. First and foremost we need more space. The department is incredibly cramped and graduate students are having to move into rooms that were previously used for storage. It is impossible to work in such confined areas. If the school is going to take away our space, they should reimburse us somehow. If there is no way to give us more space, we also need new easels and other various supplies. If there's extra money to be spent, I ask that some attention is paid to this department instead of wasting money on so many campus activities.
Last month it came to the attention of my fellow classmates and I that we were going to lose our graduate art studios in less than 60 days. Radford University does not have any other space for us to use, so myself and at least 4 other students pursuing their Masters in Fine Arts (in painting) degrees will be essentially put out into the street come the end of May. The question I have for you, is could some of the E&G money be used to fund a studio space for the graduate students to share? Something small comparable to the medium sized room we had in the Bondurant Center downtown would be more than adequate, and it would save us all from essentially being unable to work. As oil painters we work with toxic materials, which require spaces outside our tiny apartments to work with, unless we wish to risk our health and lives in the process. Nearly all of us live in 1-2 room apartments, and therefore simply no space for us to work at home is available in the first place. As stated previously, we used to have a studio space, but the funding for it must have been revoked due to all of the budget cuts the university is implementing. If the Graduate Fine Arts Program is unable to provide studio space for it's members, I do not see how it can continue to compete on an even playing field with any other Master's Program in the country. Every Fine Arts Master's program nation-wide offers free studio space to Graduate Art students, and if RU is unable to do so, the MFA program here will wither and die. On average at least 40% of the students who enroll in the MFA program at RU are oil painters, so you can see how the impact of losing our place to work will be quite significant. I thank you for taking the time to read my email, and to consider my worries. I speak for both my fellow students and myself when I say that I do not know how we will be able to manage without a place to work; it is just about the most detrimental thing that can happen to those in our field. I look forward to hearing your thoughts on the situation, and learning more about the E&G Funds and how RU can save our program.

McGuffey could use some serious updating (new cork tables, irons, serger machines, better lighting in the sewing lab, more sewing machines, i could go on all day...as this is a major that's expensive enough to the students without us having to buy tape dispensers & irons for the whole building’s use!). A black & white ink jet printer for McGuffey Fashion Computer Lab.

38. Content Management Systems

What if we saw this as a pilot program for getting content management systems working across the campus, with Sam using captivate to record the moves for training purposes (perhaps to be shown at one of those "our turn" sessions) and perhaps with student involvement on the design side. Also, I'd like to involve some of the organizational comm theorists so that the local technology could start to acquire more of a theoretical underpinning.

39. Database Purchases

Radford University is positioning itself as one of the advanced and affordable universities in the commonwealth and across the U.S. That includes quality research from faculty and tools
available to our students that enhance their marketability in the market place. We also have a student run portfolio, SMIPo, which has performed very well nationally over last many years. I suggest following databases and statistical tools that can very well be used by both the faculty as well as students in developing their academic potential.

1. **CRSP Mutual Fund Database** (We already have CRSP database subscribed through WRDS). This additional package will be add-on and thus I assume cost of this add-on will not be that high.

2. **Morningstar Direct**: Morningstar Inc. is one of the leading providers of independent investment research across several countries around the world. It can enhance students’ skills, research capabilities of the faculty and SMIPo team.

3. **STATA**: It is a very powerful statistical database. Students across all colleges at Radford University should benefit from the usage of this software.

4. **EPFR Global Fund Data**

5. **ISS Proxy Voting Analytics Database**: This is one of the comprehensive databases that address the issues of proxy voting (corporate governance) in mutual funds. Given the recent turmoil in financial institutions and corporate wrongdoings, this could be an interesting tool in academic research.

6. **TrimTab Mutual Fund Research Database**.

7. **Lipper Database**

8. **IRRC database**

As mentioned in our discussion on Tuesday, here are two suggestions for the budget committee:

1) **DataStream Database** from Thompson, which is vital to my research and should be very valuable for the Economics department as well. Further, DataStream should be especially valuable to our college, given our global focus, as it contains:
   - More than two million instruments
   - Securities and indicators for over 175 countries in 60 markets
   - Up to 50 years of history
   - Over one hundred million time series

   The cost is around $19,000

2) **EViews**, statistical package
   - Most of my research is based on time series for which EViews provides the most comprehensive statistical package.
   - We have right now an old version (EViews 3.0) available on campus. Given the latest development in time series and panel data, this version is highly outdated.
   - Hence, it would be nice to have the newer version (Eviews 6.0).
   - It is a onetime investment and we can use the version without time limit.

   The cost per single license is between $420 and $645 (see below).

**Academic Single Copy Price**
<table>
<thead>
<tr>
<th>Version</th>
<th>CD only</th>
<th>CD &amp; Manuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>EViews Standard Edition 6.0 + <em>EViews Illustrated</em></td>
<td>$420</td>
<td>$495</td>
</tr>
<tr>
<td>EViews Enterprise Edition 6.0 + <em>EViews Illustrated</em></td>
<td>$570</td>
<td>$645</td>
</tr>
</tbody>
</table>

I would like the Financial Literature Database (Rodrigo, too). It is available on [www.econlibrary.com](http://www.econlibrary.com)

For us, $125 / year. If ECON and ACTG are interested, $350/year.

There are six (6) different possible annual subscriptions. Three (3) individual licenses and three (3) institutional site licenses. These include:

1) Individual subscription to "Accounting Literature Database" is $45/year: 80+ journals
2) Institutional subscription to "Accounting Literature Database" is $125/year

3) Individual subscription to "Finance Literature Database" is $45/year: 100+ journals
4) Institutional subscription to "Finance Literature Database" is $125/year

5) Individual subscription to "Economic Literature Database" is $125/year: 500+ journals (all economics journals + accounting and finance)
6) Institutional subscription to "Economic Literature Database" is $350/year

Buying Bloomberg database.

I would like to nominate the following three databases:

**1- BLOOMBERG**

Bloomberg is a source of real-time and historical financial news and information for central banks, investment institutions, commercial banks, government offices and agencies, law firms, corporations, news organizations and universities in over 150 countries.

You are able trade, do research, and communicate using the BLOOMBERG PROFESSIONAL service. Information is delivered to your desktops in whatever way you need it—any time, anywhere.

**Bloomberg offers an array of sophisticated trading tools and services, among others:**
**Bloomberg ® Data**
More than 250,000 professionals who use the BLOOMBERG PROFESSIONAL service expect global information and domestic specialization, whatever their financial-data needs. Track more than 5 million financial instruments with confidence, knowing our data is the most complete, comprehensive and accurate in the world.

**Bloomberg ® Data License**
BLOOMBERG Data License allows for single-source referencing for your global securities database by delivering indicative, calculated, historical pricing and corporate-action information. Front-end applications are included in the package to assist clients with the delivery and integration of data feeds.

**League Tables**
From M&A to IPOs, Bloomberg's league tables are your one-stop shop for constant and timely access to the most comprehensive information available on capital markets representation.

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**BLOOMBERG LAWSM**
BLOOMBERG LAW is a legal, regulatory, and compliance research platform, offering a suite of news, data and analytics to the legal and compliance community. BLOOMBERG LAW can be tailored specifically for the needs of modern professionals, providing indispensable resources for legal research, compliance, business development, sector intelligence, and other information needs.

BLOOMBERG LAW’s news, data, and analysis are delivered in user-friendly formats and feature full-text database search and alert functionality, analytical reports, litigation research tools, and competitive intelligence profiles.

**BLOOMBERG Pharmaceutical**
Helps you understand and evaluate the pharmaceutical industry.
Our pharmaceutical and biotech search engine combines disparate sources of information, including clinical trials and prescription data, so that you can thoroughly research clinical trials, drug patents, issues with drug liabilities, and more. This insight will prove invaluable to analysts, shareholders, portfolio managers and investor-relations professionals.

**Market News**

Bloomberg delivers news and research across the BLOOMBERG PROFESSIONAL service to hundreds of thousands of investors every day. Bloomberg’s editorial staff of 2,300 is bigger than the New York Times or Wall Street Journal, and Bloomberg publishes more than 6,000 stories a day which are carried in more than 450 newspapers and magazines around the world. We also syndicate content to more than 100 television and radio stations. Bloomberg also helps connect Wall Street firms connect with their clients by enabling them to publish investment research on companies and industries on the terminal.

**2- SDC Platinium**

*SDC Platinum*TM is the industry standard for information on new issues, M&A, syndicated loans, private equity, project finance, poison pills, and more. Backed by our international team of expert analysts, *SDC Platinum* satisfies your need for a global reach from a local perspective.

As the world's foremost financial transactions database, *SDC Platinum* is your source for the most thorough and accurate account of the global financial marketplace. *SDC Platinum* provides users with a robust database for analyzing investment banking and deal trends, identifying comparable deals, monitoring deal activity, and generating industry-leading league tables and market-share analysis.

SDC Platinum keeps you on top of the market with the most thorough and accurate M&A and new issues data. League tables generated using SDC are used as the authoritative source in annual reports, marketing materials, and pitchbooks.

**With SDC Platinum, you can:**

- **Access the data you need** with the industry's most comprehensive and historically extensive information source.
- **Compare reliable data** from globally-consistent, locally-focused sources.
- **Analyze market share** and the competitive landscape.
- **Stay current on deal trends** and new issues.
- **Identify deal trends** and perform comparable deal analysis.
- **Trust in Thomson's industry-standard transactional information**, market share reporting and volume analyses.

**Why choose SDC Platinum?**

- **Deals Source**: The most comprehensive in the marketplace.
- **League Tables**: Derived from the most robust and relevant league table criteria in the industry.
- **Database Flexibility**: Create complex searches, reports, and analysis.

**3-AuditAnalytics**

AuditAnalytics, the premier research public company database in audit, compliance, legal and governance data.

We now have historical governance data! This includes director and officers, compensation, committees of the board, etc. for publicly traded companies. Most of this data goes back to FY 2000. Please see the attachment for data field descriptions. We have made a deal with Morningstar to provide this data as an add-on subscription to AuditAnalytics data.

We have also finished our Advanced Restatement database. This includes:

- Net Income Effect
- Net Effect on Stockholders Equity
- First Announcement Date
- First Magnitude Announcement Date
- All related filings to each restatement
- FIN 48 Revisions (All SEC registrants for fiscal years beginning after Dec 15th, 2006)
- SAB 108 Revisions (All SEC registrants for fiscal year ends after Nov 15th, 2006)

Note: Data analysis for these fields restricted to NYSE, Nasdaq and AMEX public companies and is currently populated from 2002 to present.

AuditAnalytics.com service is available through their website or through WRDS

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**40. Electronics Laboratory Equipment**

This proposal is for funds to purchase equipment for the applied electronics laboratory.

**Use**: This equipment would be used for the Electronic Laboratory. This laboratory is part of the PHYS 307—Electricity and Magnetism class taken by all physics majors. This class gives physics majors real experience in basic electronics so graduates may apply directly to jobs that have electrical engineering applications. This class is also important for all students in our 3:2 Engineering program with Virginia Tech. All Engineering majors must have an applied electronics lab and this lab fulfills Tech’s engineering electronics lab requirement. The
electronics lab oratory will also be used by chemistry majors in any projects in which they must build their own sensors for their experiments.

Costs:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost each</th>
<th>Qty.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protek 6025C 25MHz oscilloscope</td>
<td>$420</td>
<td>8</td>
<td>$3,360</td>
</tr>
<tr>
<td>Instek GFG-8216A function generator</td>
<td>$280</td>
<td>8</td>
<td>$2,240</td>
</tr>
<tr>
<td>Solderless breadboards</td>
<td>$19</td>
<td>20</td>
<td>$380</td>
</tr>
<tr>
<td>Digital design breadboard (powered)</td>
<td>$400</td>
<td>3</td>
<td>$1,200</td>
</tr>
<tr>
<td>Stackable banana test leads, 24-inch, pack of 2</td>
<td>$9</td>
<td>30</td>
<td>$270</td>
</tr>
<tr>
<td>Laboratory power supply</td>
<td>$300</td>
<td>1</td>
<td>$300</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>$7,750</strong></td>
</tr>
</tbody>
</table>

We currently have a greatly inadequate number of oscilloscopes, function generators and breadboards. While this lab is supposedly one section, due to the number of students taking this class every year and the lack of equipment the lab is actually held in two separate sections. The laboratory power supply would replace the home-made power supply that I built but is certainly inadequate.

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41. Foods and Nutrition Upgrade

For years we have not had the funds to upgrade our lab space and equipment. We have asked for funding, but it has not been approved. Therefore, my suggestion for some of the stimulus money is to help out the Foods and Nutrition program. Here are our needs:

- **First priority:** We need a major renovation of one of our labs (McGuffey 116). We need to convert it into a nutrition assessment and counseling space. When we looked into costs for doing this a few years ago, it was estimated to be about $20,000. It would involve taking some counters out, making some private space for counseling and opening up the room to allow demonstration of nutrition assessment equipment and techniques.

- **Second priority:** Our food lab (McGuffey) is out of date in terms of energy use. I don’t think any of the appliances are energy star rated. Appliances we have are 2 very old freezers, 2 older refrigerators, 1 ice machine, 1 dish washer, 1 clothes washer, 1 clothes dryer. We have 6 ovens and stoves which are also not very efficient. These old appliances are using more electricity (money) for the school and do not demonstrate effective and responsible energy use for the students. I would also like to look into equipment to compost the food wastes we generate.

- An examination of the hot water heating system would be helpful for this space as well. The hot water heater for the building is some distance away from the lab. This requires the students to run the water for an extended period of time to get hot water to
wash their dishes. I know there are other hot water options which could save electricity and water at the same time.

- The ventilation system in the food lab is very noisy and it is impossible for the students to hear over the fans at some times. A microphone system has been requested in the past for this space, but money was not available. Perhaps that could be investigated.
- Some of the small equipment in the lab is ancient. Some of the pots and pans look like they were in use during World War II and a number of the small wares are in various stages of obsolescence. We have a mixed assortment of things like blenders, hand mixers, stand mixers and food processors. When we get out our small wares, our lab looks very shabby.
- Our annual budget is so tight we can barely afford to buy the supplies required by both labs which does not leave any money for capital improvements.

42. Foreign Language Pilot Program for Student Assistants

Pilot Program for Student Assistants in Foreign Languages

A One Academic Calendar Year Project of Educational Drills

BACKGROUND

Foreign language professors have always trained students using different teaching approaches and methods. An especially successful system known as the Community Language Learning (CLL) technique emerged in the 1960s. This creative, dynamic, and non-directive approach to language was first elaborated by Charles Curran, a psychology professor who believed in counseling-learning to teach language and to ease the learner into gradual independence and self-confidence in the target language. This philosophy views the learning of the language not as an individual accomplishment, but rather as a collective experience, something to be disseminated out into the community at large at a later stage in the second-language acquisition process. According to Curran, there are four crucial elements to put into practice his non-defensive teaching approach. His basic premise can be found in the acronym SARD, which can be explained as follows: S stands for security (to foster the student's self-confidence); A represents attention or aggression (the former an indication of the learner's involvement, the latter an indication of the use of new knowledge as a tool for self-assertion); R stands for retention and reflection (what is retained is internalized and ultimately reflected upon); and D denotes discrimination (the learner discriminates through classifying a body of material and sees how one concept relates to another previously presented structure which, ultimately,
enables the student to communicate). Student "participants" are thus allowed to register abstracted grammar both peripherally and semi-consciously.

Because the Department of Foreign Languages and Literatures at Radford University partially employs the CLL methodology as well as the Total Immersion Technique, we think that guided language teaching drills and repetition common to these two tested approaches to teaching foreign languages could be a useful tool for those students who are anxious about their listening and speaking abilities. These students tend to create an affective barrier that makes the acquisition of foreign language skills almost impossible. Drills and repetition may reduce apprehension making the student more receptive to learning. In the tutorials we are proposing, the target language will be incrementally used to ease the level of anxiety and to introduce conversation topics of the students’ choosing.

PROPOSAL

The purpose of this project is to conduct workshops at the beginning of each academic year to train student assistants (SA) to lead drill sessions for students enrolled in regular classes but who need help with their language acquisition. It is important to notice that we are not proposing drills focused just on repetition. We are interested in the idea of natural language acquisition similar to that of children who start learning their native language by repeating words, segments, and patterns of sentences but not by learning grammar. Through systematic repetition students develop a personal sense of the language and a capacity to imitate patterns. The goal of these workshops is to endow SA with a methodology that will allow them to systematically train students in their conversation group to think in the target language and to help them communicate without the aid of a dictionary or grammar rules. The problem we encounter now at Radford University is that SA working in the FLL laboratory have never received any form of training to serve as foreign language tutors of students in need of help. In order to be successful, SA involved in this project need to be trained and need to be given the tools to perform to their full capacity.

However, a learning process based on repetition and reiteration alone could diminish students’ interest. That is why this project integrates the well-known idea of repeating unconnected sentences with substitution and transformation exercises. Besides the integration of these three elements—repetition, substitution, and transformation—, the drills need to follow the professor’s syllabus closely because the knowledge acquired during the training sessions must be linked as much as possible to the material students have already learned in class.

This kind of outside classroom collective experience creates an interaction between three dynamic elements: an active student learner, an active student assistant, and an active teacher who, according to Vygotsky, should be the track upon which the train coaches move freely and independently. The teacher's role is to organize the social environment of the students and to
make sure that the interaction between the students and this environment is functioning. This in no way implies a less important or a passive role for the teachers. On the contrary, each teacher needs to coordinate class activities with the weekly tutorials offered during the semester. Bank drills have to be created and provided to the SA in order to coordinate effective conversation sessions.

The proposed SA Pilot Program believes that well trained SA are more effective and that the integration of drills (a combination of repetition, substitution, and transformation exercises) is a valuable tool outside the classroom in which SA help students break their affective barriers or fears, while allowing professors to teach more effective language skills in the classroom.

With economic support from the Federal Stimulus Money allocated to Radford University and the support of the College of Arts and Sciences, the Department of Foreign Languages and Literatures could begin organizing a one-time workshop to train the SA selected to work in the language laboratory. The selection of SA must be competitive and students should have a native or near native command of the target languages offered in the department.

To conduct our pilot training workshop, it is necessary to invite a professor with experience in this kind of methodology. We could find this type of expertise in Middlebury, Dartmouth or Davidson College; places where every year accelerated foreign language sessions are successfully conducted in the target language. The FLL consultant will be invited at the beginning of the academic year to direct a two-day workshop for the SA involved in the project and the FFL faculty. After one year, we the faculty would be able to direct the annual workshop and train the lab assistants ourselves.

Potential SA could be found on campus among native, near-native or advanced students of Arabic, Chinese, French, German, and Spanish as well as among advanced students of foreign languages. Training native, near native and advanced SA will be a valuable resource for the department, since these students will be able to provide valid patterns of pronunciation to language students in need of help. SA selected must maintain a good GPA, have strong communication skills and excellent work ethics. After their initial training, SA will acquire the necessary linguistic tools and methodology needed to help their peers and, in the long run, will also strengthen their own language competence to better compete in the global economy.

PROPOSED BUDGET

Professor

<table>
<thead>
<tr>
<th>Honorarium for visiting professor conducting the SA training workshop</th>
<th>$1,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lodging</td>
<td>$350.00</td>
</tr>
</tbody>
</table>
Meals and tips $150.00
Air Travel Expenses $950.00
Total $2,450.00

Student Assistants

The department needs the following number of students, and should follow work-study program payment guidelines for their compensation.

1. Arabic 2 students
2. Chinese 2 students
3. French 2 students
4. German 2 students
5. Spanish 6 students

Total: 14 students.

Each SA should be able to teach 2 drill sessions per week starting the third week of September during fall 2009, and the first week of February during spring 2010. In this way, each SA will be offering 2 sessions during 10 weeks each semester with a total of 20 work weeks.

Budget per semester

Two one-hour sessions for ten weeks (20 X $7.85) $157.00
$157.00 X 14 students $2,198

Annual budget $4,396.00

Since we now use student assistants in the language laboratory and their compensation is part of the Department of Foreign Languages and Literatures annual budget, the funds needed to implement the proposed program could come from the Federal Stimulus Money allocated to Radford University. Our proposal suggests an increase in the number of SA and the need to hire a one-time consultant to train the SA in the methodology outlined above. We are requesting, therefore, $2,450.00 to cover the honorarium and other expenses of the faculty member invited to conduct a two-day training workshop.

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43. Forensics Science Institute: Visiting Scholars
44. Forensics Science Institute: Speaker Series
45. Forensics Science Institute: Mass Spectrometer
The Radford University Forensic Science Institute (RUFSI) has as its mission the support of forensic science research, education, and public service. Toward that mission, the FSI requests one-time stimulus funds for three specific purposes:

1. While interest in Forensic Science at RU is strong, the ability to bring high-quality forensic science programs to students at RU is hampered by the absence of dedicated specialists in Forensic Chemistry and Forensic Biology. Funds are requested to bring two Research Associate faculty to RU (as Visiting Scholars)—one a specialist in Forensic Chemistry and one a specialist in Forensic Biology— for one year appointments to not only conduct high-quality research in forensic science but also to assist RUFSI staff in initiating and stimulating national interest in the new Interdisciplinary Minor in Forensic Science and to consult in the development of a postgraduate certificate program and potentially a graduate program in forensic science ($75,000 each for a total of $150,000);

2. To initiate the new School of Environmental and Physical Science (SEPS—in which RUFSI, Anthropological Sciences, Physics, and the Geosciences are now housed), we request funds to support a Guest Lecturer series to invite nationally recognized experts in various aspects of forensic and geosciences to RU to give lectures in their areas of expertise to stimulate interest in the sciences in general and SEPS in particular. This would not only bring recognition to SEPS, but also promote an identity and cohesion within the new school (for both faculty and students alike). These speakers would be promoted to not only RU students and faculty but to interested communities beyond campus (e.g., law enforcement, government, etc.) ($60,000 for honoraria for 6 lecturers and publicity costs);

3. A top-quality Mass Spectrometer is vital for research not only in forensic science but other related sciences (e.g., chemistry, biology) as well. RU College of Science and Technology is greatly in need of a high-quality mass spectrometer. Funds are requested to purchase a mass spectrometer for analysis of elemental composition of a variety of substances (soil, rock, bone, etc.) not only of benefit to the RUFSI in its forensic work but to researchers in biology, chemistry, and geology with whom this instrument would be shared ($250,000).

46. Geographic Information Systems Center: Canon Plotter
47. Geographic Information Systems Center: GPS System
48. Geographic Information Systems Center: Hydrological Meters
49. Geographic Information Systems Center: Historic and Local Aerial Photos

50. Geographic Information Systems Center: Student Training for Geometric Correction of Images

<table>
<thead>
<tr>
<th>item description:</th>
<th>model/manufacturer</th>
<th>quantity usage</th>
<th>appr. price</th>
<th>est. total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canon Plotter iPF9100/8100</td>
<td>Canon</td>
<td>1 plotting of maps &amp; poster</td>
<td>$9,597</td>
<td>incl. above</td>
</tr>
<tr>
<td>incl. 330mil ink tanks</td>
<td></td>
<td>12</td>
<td>incl. above</td>
<td></td>
</tr>
<tr>
<td>GPS Base Station GNSS compatible, 5 GPS Pathfinder ProXRT Receiver with GLONASS, 3-years software support</td>
<td>Trimble</td>
<td>1 base and 5 GPS units</td>
<td>quote 4/24</td>
<td>$63,400</td>
</tr>
<tr>
<td>Hydrologic meters w/counters</td>
<td>Rickley Hydrological</td>
<td>3 students and faculty - stream research</td>
<td></td>
<td>$5,000</td>
</tr>
<tr>
<td>Data/software servers</td>
<td>Dell</td>
<td>1680</td>
<td></td>
<td></td>
</tr>
<tr>
<td>historic aerial photos, SW-VA</td>
<td>USGS</td>
<td>1200 software and data hosting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scanned local aerials, many of these are in local government archives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>geometric correction of images (hire &amp; train students at RU to perform task, we already own software packages)</td>
<td>student labor</td>
<td>faculty and student research on land use changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td></td>
<td>300 changes</td>
<td></td>
<td>$10</td>
</tr>
</tbody>
</table>

[back]

51. Geophysics Geometrics Equipment

This proposal is for funds to purchase a seismograph system appropriate for both teaching and research. The proposed system is from Geometrics, the manufacturers of the OhmMapper electrical resistivity plus magnetometer system that we have used for several years for teaching and research. This system can perform reflection and refraction seismic surveys, vibration monitoring, well logging, and other studies.

Uses:

1. Instruction in upper-level physics, geophysics and geology classes.
2. Undergraduate Independent Study and Undergraduate Research projects.
3. Faculty/student collaborative research (e.g. north polar ice structure studies, Saltville (VA) research, archaeological research (Forensic Science Institute, Guadalcanal), groundwater studies)
4. Industry collaborations (e.g. identifying depth to bedrock in the site study for the new COBE building, saving this construction cost as well as providing students real-world experience)
**Cost:** $31,705 for the Geode 24-channel seismic recorder and appropriate data processing software.

This system was chosen for a number of reasons. The first is that RU already owns two pieces of equipment from Geometrics that have proven invaluable for student instruction and research. The second reason concerns the features of this particular system. The Geode 24-channel array is robust and portable, perfect for field studies such as tracing the path of the Pleistocene riverbed present under the Saltville Valley. The data is displayed on a laptop screen in real time, giving the operator immediate access to the results and the ability to store that data for further processing at a later time. This system is able to withstand temperature extremes such as in polar ice studies as well as in environments such as Guadalcanal.

This system is certainly appropriate for instruction in that it is industry standard. But it will also serve to facilitate a number of research projects. This will be used in Barrow, Alaska for an ongoing research effort to monitor the current state of the (rapidly-thinning) arctic sea ice. This will be used by the regular experiential learning class that I lead to Barrow over spring break.

This will also be used for research in a number of local surveys including one in Saltville, VA. We may have discovered evidence of a Pleistocene meteor impact that lies in the layer just above that of a buried ancient stream bed. Mapping out the course of that stream bed has proved to be challenging. However since it is defined by a distinct layer of medium-sized stream bed gravels we would use this array to detect that layer and map it throughout the valley. We also know that a number of extinct fauna will be found lying on/within that stream bed layer. These animals would include e.g. woolly mammoths since the largest intact mammoth skeleton ever found in North American was found in Saltville.
## Itemized system cost

<table>
<thead>
<tr>
<th>Item</th>
<th>Price each</th>
<th>Qty.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geode 24 Channel Seismograph includes console, with power cable, hammer switch, 25m digital interface cable, SIPQC Refraction software, SeisImager Refraction Modeling software, WinSeis Reflection processing software, and manual.</td>
<td>$22,000</td>
<td>1</td>
<td>$22,000</td>
</tr>
<tr>
<td>Geode Operating Software</td>
<td>$1,000</td>
<td>1</td>
<td>$1,000</td>
</tr>
<tr>
<td>Gel Cell Battery with charger</td>
<td>$800</td>
<td>1</td>
<td>$800</td>
</tr>
<tr>
<td>Geophone, 14Hz, vertical spike and Mueller clip</td>
<td>$115</td>
<td>25</td>
<td>$2,875</td>
</tr>
<tr>
<td>Cable, 12 take outs at 5m spacing, with carrying hasp</td>
<td>$2,190</td>
<td>2</td>
<td>$4,380</td>
</tr>
<tr>
<td>Spare Hammer Switch</td>
<td>$185</td>
<td>1</td>
<td>$185</td>
</tr>
<tr>
<td>Strike Plate</td>
<td>$65</td>
<td>1</td>
<td>$65</td>
</tr>
<tr>
<td>Hammer Extension Cable, 300 feet</td>
<td>$400</td>
<td>1</td>
<td>$400</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>$31,705</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

52. Geoscience: Geophysics Equipment
53. Geoscience: Museum of the Earth Sciences
54. Geoscience: Instructional Equipment
55. Geoscience: Field Equipment
56. Geoscience: X-Ray Diffractometer

### Stimulus Funding for the Environmental Geosciences

Opportunities for Academic Industry Partnerships to Stimulate both Educational Programs and Economic Growth

### Introduction: The Demand for Environmental Geosciences

In 2008, the American Geological Institute (AGI) created the Obama transition document entitled *Critical needs for the twenty first century: the role of the geosciences* detailing essential contributions of the geosciences to national economic well being. Critical needs areas include energy resources, effects of climate change, water resources, waste disposal, natural hazard mitigation, aging infrastructure, mineral resources, and environmental workforce education. The document can be found in its entirety at: [http://www.agiweb.org/gap/geotrans08.pdf](http://www.agiweb.org/gap/geotrans08.pdf).

In fact, geoscience disciplines like hydrogeology, geoinformatics, geophysics, environmental studies, and engineering geology are presently so essential that jobs for...
graduates remain plentiful and growth is projected in spite of the current economic downturn.

The jobs trends are documented by the American Association for the Advancement of Science (www.sciencemag.org/cgi/content/full/321/5890/856) in the article entitled *In the geosciences: business is booming*, as well as in the New York Times article: *Hiring in hydrology resists the slump* (http://www.nytimes.com/2009/03/08/jobs/08start.html), and by AGI in *Status of the geoscience workforce: geoscience employment sectors* http://www.agiweb.org/workforce/reports/2009-EmploymentSectors.pdf. They all tell the same story... the demand for geoscientists is becoming critical.

**The Economic Significance of Environmental Geosciences**

Each and every one of the critical needs listed above has major economic impacts locally, nationally, and internationally. For many years, RU’s Departments of Geology and Geography have been gaining national recognition and respect. They provide a strong foundation on which RU’s new program in Environmental Geosciences can become even stronger and gain even greater national and international prominence.

Examples of recent and continuing successes include RU’s Geographic Information Systems Center providing valuable downloadable data resources around the world; RU’s Geophysics collaborations with the Forensic Science Institute in studies in Saltville and Guadalcanal, not to mention sea ice studies above the arctic circle; and RU’s environmental and engineering geosciences service to the Mine Safety and Health Administration’s efforts to investigate and prevent mine collapse or service to the U.S. Army Corps of Engineers studying levee and dam safety in emergency flood control studies in California. RU geoscience staff have digitized thousands of feet of rock core from Virginia Uranium Company’s exploration prospects. RU’s student chapter of the Association of Engineering Geologists organized a geoscience workshop last year that raised over $12,000 for teaching assistantships and student activities thanks of its timeliness. These are only a few examples of ways that RU Geosciences have local, regional, and national economic impact.

**The Stimulus that Keeps on Giving**

The best kind of economic stimulus is the kind that creates a domino effect and provides cascading benefits. Some of RU’s stimulus monies could be used to do just that by growing academic geoscience programs that attract the best and brightest students, provides those students with outstanding experiential learning opportunities, and stimulates economic growth through academic industry partnerships that specifically target and support areas of environmental critical need.

One such RU-industry partnership has already begun. The local firm of Draper Aden Associates is about to undertake the engineering site investigation at RU for the new COBE building. In a presentation to Roy Saville and Paul Ely on March 11, Steve
Werner of Draper Aden proposed that the geophysical portion of the study be performed by RU students using RU geophysics equipment under Draper Aden’s supervision. This is not only cost effective, but it is a win-win-win proposition for our students, Draper Aden, and RU.

Following the Draper Aden model, other proposals are now being actively pursued.

- Soil Nail Launcher Inc of Colorado is proposing that students and RU’s specialized equipment be used to inventory and evaluate landslide hazards along railroad corridors as part of the federal stimulus initiative to convert ten existing corridors to high-speed rail.
- Janod Ltd of Canada is suggesting that RU geoscience students learn by processing geologic structure data from highway corridor studies in Libya.
- Fisher Strickler Rock Engineering, a new startup company with offices in Arizona and Virginia formed by RU Geology graduates, has visions of using RU students and specialized equipment for studies in Chile and for assisting the U.S. Army Corps of Engineers with flood control projects in Chicago.
- In addition, the Federal Emergency Management Agency (FEMA) is already providing a grant to the Environmental Geoscience program, in cooperation with the New River Valley Planning District Commission, to create hazard planning maps for the region to help avoid and prepare for various types of natural catastrophes. These are only a few of the seemingly endless possibilities for stimulating growth of academic programs, engaging students, enhancing small business development and economic growth, and even generating a positive revenue stream to support more growth and student activities.

THE ENVIRONMENTAL GEOSCIENCES WISH LIST $608,539 total

Rebuilding America’s economy will require energy resources, both old and alternative. Rebuilding will require infrastructure, both new and revitalized. Rebuilding will create jobs to be filled and demand for academic programs to fill those jobs. RU already has a strong foundation in terms of personnel and experience and is ready to hit the ground running. At present, the new Environmental Geoscience program in the School of Environmental & Physical Science(s) lacks equipment to stimulate growth.

GEOPHYSICS EQUIPMENT

**LIDAR terrain and site investigation scanning units x 2 $140,000**
For engineering and forensic investigations. Quickly generates high definition 3D computer images of terrain, useful for geologic mapping, resource quantity calculations, archeological site progress records, and forensic investigations of crime scenes and accident sites. Can be used to reduce data collection time in potentially hazardous locations while collecting far greater quantities of more accurate data.

**SEISMOGRAPH for engineering site investigations $ 30,000**
Seismic refraction is an important subsurface investigation tool for engineering and resource location projects. With a 24-lead system, RU can do groundwater and stratigraphy studies as well as engineering depth-to-bedrock investigations.

**GRAVITY METER for engineering site investigations**: $30,000
Gravimetric studies are an important subsurface investigation tool for engineering and resource location projects. Minute gravitational anomalies are used to detect subsurface cavities such as caves and abandoned mines as well to discover valuable new heavy metal deposits. RU has been borrowing a very old gravimeter from the state’s Division of Mines and Mineral Resources for teaching purposes for over 15 years.

**RECORDING SEISMIC STATION**: $5,000
A stationary triaxial recording seismic station will open the door for RU to actively participate in global earthquake monitoring networks. Earthquakes around the world are responsible for billions of dollars in damage and countless injuries through building collapse, destruction of infrastructure, and tsunamis. The more stations that participate in a seismic network, the greater the data obtained and the more accurate the analyses of earthquake events will be. Significantly, RU sits within the Giles County and the Central Virginia Seismic Zones.

**OUTREACH, RECRUITING AND, PUBLIC SERVICE**
*Museum of the Earth Sciences, museum completion*: $50,000
While RU and the new Environmental Geosciences program do not have any buildings at the “shovel ready” stage, the *Museum of the Earth Sciences* does have a crucial finishing and expansion project designed, partly finished, and definitely at the “spackle ready” stage. It could be completely finished and ready for next year’s throngs of visitors with a boost from RU’s stimulus money allocation.

**LABORATORY EQUIPMENT**
*X-Ray Diffractometer System*: $100,000
An instrument for identifying materials through the analysis of their atomic structures from scattering patterns produced when a beam of radiation such as X-rays or neutrons interacts with the materials surface. X-ray diffraction is useful in forensic studies, identification of potentially harmful construction materials, and

**INSTRUCTIONAL**
*Petroscope Projection System*: $20,000
This system allows rock thin sections, intended for viewing through individual petrographic microscopes for the purposes of rock and mineral identification, to be projected onto a screen for group viewing.

*Leica Student Petrographic Polarizing Microscopes*: x 10 $43,362
These are needed to replace and supplement RU’s old collection of petrographic microscopes used in petrology and optical mineralogy to identify rocks and minerals in thin sections and to give students experience in observing specimens and creating detailed descriptions of rocks.
Mineralogy Thin Section Collection $ 12,000
The RU teaching collection of thin sections representing minerals and rocks of all major groups from around the world is incomplete due to loss and breakage and requires upgrading and replacement.

GEOLOGY FIELD EQUIPMENT

Student Hand-held GPS Units and Mapping Software $ 9,149
These units will be used in the GEOL 441 Geologic Field Methods class. The course is the Geology Department’s capstone senior experience. The second half of the course is devoted to a term project in which students are assigned an area near Radford to collect data that is used to create a geologic map.

Robotic Laser Survey System & Equipment Upgrades $ 31,844
For environmental and engineering geologic investigations. Generates survey maps, useful for topographic and geologic mapping.

GEOGRAPHIC INFORMATION CENTER $105,340
RU’s existing Geographic Information Systems Center and the new Geoinformatics Concentration within the Environmental Geosciences major will become an important part of preparing RU students to work in many of the critical needs areas emerging in the 21st Century. Monies applied to the restructured programs will stimulate growth in student numbers, engagement activities, and academic industry partnerships. Items requested in this package include a professional plotter for generating maps and posters, high-accuracy GPS base station and 5 GPS units, hydrologic meters, data servers, and various map and image data bases.

NOTES:
1 Item(s) also submitted separately by members of the Physics faculty
2 Item(s) also submitted separately by members of the Geology faculty
3 Item(s) also submitted separately by members of the Geography faculty

Student Hand-held GPS Units and Mapping Software
What: Magellan Triton 1500 North America and National Geographic Topo! Mid-Atlantic State Series map software package

http://www.natgeomaps.com/topo_midatlantic.html
Details: Magellan unit: a hand-held GPS unit with a 2.7” diagonal touch screen, SD card slot, WAAS enabled, voice recorder for field notes. Also, optional AC Power Adaptor.

National Geographic maps: Mid-Atlantic state series package includes 1:24,000 U.S.G.S. topographic maps of Virginia, compatible with the Trition GPS series.

Vendors: Magellan units – carried by numerous online vendors including Best Buy and Amazon.com. Cost: $399.99 per unit

AC power adaptor, $29.99 each.


We are requesting 18 GPS units for a total of $399.99 x 18 = $7199.82

18 National Geographic map packages of $99.95 x 18 = $1799.10

5 Power adaptors at $29.99 x 5 = $149.95

Grand total: $9,148.87

Discussion:

These units will be used in the GEOL 441 Geologic Field Methods class. The course is the Geology Department’s capstone senior experience. The second half of the course is devoted to a term project in which students are assigned an area near Radford to collect data that is used to create a geologic map. In the past, students did this the old fashioned way. They were provided paper topographic maps to use as a base on which they found their field locations. The data (rock formations, structure data, etc.) was then drawn on paper maps and submitted as part of a large write-up of the geology of their areas.

Increasingly, professional geologists are using computers to aid in the collection, organization and presentation of field data, particularly GPS units in concert with GIS software. Geologists can plot their locations directly in the field using GPS units with pre-loaded maps. The data can be transferred to GIS software such as ArcInfo (RU already owns a site license), and the maps themselves can be manipulated electronically, with geologic information plotted in layers on the map.

The 18 units requested will be enough to equip a Field Methods class. However, there would be occasional use in GEOL 100 and GEOL 105 lab classes for General Education as topographic maps are part of those courses.

The advantages for students having access to this capability are:

1) This is the way future geologists will conduct geologic mapping, and increasingly, government agencies, private industry, and academia are moving to this approach.
2) GIS/GPS will be emphasized in our newly designed curriculum with the Geology Department’s imminent merger with the Geography Department. The GPS equipment in Field Methods will complement these efforts.

3) GIS/GPS experience will enhance the employability of geology graduates.

4) RU and the Geology Department are moving toward an electronic portfolio system of assessment. The Field Methods mapping project is the capstone project, is integrated with the departmental assessable goals, and all projects will be expected to be submitted electronically. The GPS/software will help us get away from paper and move us toward this goal.

“using some of it to finish the museum once and for all would be a tangible expenditure that would compliment instruction, recruiting and general PR. My estimate is that $50,000 would complete the museum entirely in its present location. It’s success is shown by the fact that it has had over 6000 visitors since it opened two years ago.”

Proposal amount requested: $98,894.00

Introduction & Justification

A X-Ray Diffractometer is one of the most ‘basic’ of analytical instrumentation in any Geosciences Program as it allows for students to learn how to identify mineral and rock samples as the first, primary step in most geological analyses. The instrument identifies materials through analysis of their atomic structures from scattering patterns produced when a beam of radiation such as X-rays or neutrons interacts with the materials surface. Applications of such an instrument abound in environmental science such as identification of potentially harmful construction materials (asbestos), assessment of mineralogy and associated rock strength in studies of slope-stability and highway safety, recognition of source areas of materials in forensic studies among others.

We have had a X-Ray Diffractometer (a Scintag XDS-2000 instrument) that we have used for the past 18 years both in the General Education, Geology 100-level and upper-level major courses, however, that instrument is now inoperational due to its old age and failure of hardware components that interfaced with the old Pentium-100 PC. The parent company that manufactured the instrument – Scintag was bought out and dissolved by a larger company – ‘Thermo ARL’, who no longer offer any support (hardware or software) for the now discontinued, old Scintag instrument. As a result we have not been able to provide learning experiences to our students involving the use of this very basic of geological instrumentation and techniques and the author has had to take his Mineralogy (300-level class) to V-Tech to be able to simply allow our students to see how the instrument looks like and what it does, let alone being able to provide our students with a hands-on analytical experience on it!.

The author has researched several, modern X-Ray Diffractometers commercially available and has been able to get a competitive quote of $98,894.00

** (QUOTATION # 21892LT, dated: April 24, 2009, from Mr. Sean Bird, North American Sales Manager, Rigaku Americas Corporation, Tel: 919-557-8326; E-Mail:
for a more advanced, virtually maintenance-free and compact, table-top X-Ray Diffractometer manufactured by one of the oldest X-Ray Diffractometer (XRD) production companies in the USA – ‘Rigaku’ based out of Texas.

The company has sold over 500 of these table-top units to geology and related laboratories in the U.S. and acquisition of such an instrument will allow for us to quickly resume offering critical laboratory learning experiences for our students, faculty research and local industry involved in the broad field of Environmental Geosciences.

- **Benefit on student learning?**
The inclusion of a XRD instrument will –
  a) Provide a hands-on, learning experience of a very ‘basic’ analytical technique in the laboratory,
  b) Provide our students a skill that is widely ‘used’ and ‘indispensable’ in the industry – thereby making our graduates more marketable for securing jobs in the rapidly-growing Geoscience industry,
  c) Provide our students with opportunities to work on modern state-of-the-art, analytical instrumentation that will serve our students and the greater Commonwealth well over the next 20 years (the normal life expectancy of such instruments),
  d) Provide students in other allied fields – such as Chemistry, Physics, Forensic Science and Anthropology to benefit from gaining access to such an instrument for analysis of samples of interest to them – both in teaching and research situations.
  e) Engage students’ interest in the sciences, thereby making learning more fruitful, and promote a sense of positive self-confidence with a successful series of learning experiences on such advanced analytical instrumentation.

It is expected that a total of 450 students/semester, will be directly impacted from the acquisition of this instrument, from the Laboratory sections of the New Core Curriculum, 100-level classes to upper-level geoscience classes, and spanning disciplines including the geosciences, physics, chemistry and forensics.

- **Alignment with strategic plan 7-17?**
  This proposal aligns squarely with several ‘strategic directives’ contained within the RU Strategic Plan 7-17 Document, specifically –
  a) 7-17 GOAL 1.1 – “Strengthen the University’s commitment to providing a high-quality academic environment that attracts, challenges, retains, and graduates outstanding student scholars at the Undergraduate and Graduate levels by – instilling in all students the thrill of inquiry, discovery, and the creation of new knowledge.
  b) 7-17 GOAL 1.2 – “Create a stimulating educational climate, enabling the institution to attract and retain a distinguished and diverse faculty … dedicated to excellence by – providing increasing expectations and support for faculty to work as partners with students in the learning process.

- **Ability to lower costs to students?**
The acquisition of this instrument will lower costs to students by –
  a) Allowing students (and faculty) to analyze their soil, mineral and rock samples for their mineral content, right here at RU, so that they won’t have to mail their samples to outside
laboratories for XRD analyses that typically cost $250-$500 per sample. Just the savings of monies here will then allow for research funds to be utilized for other analyses and field work.

b) In the past, the author provided analytical services using our XRD to local and state organizations such as the VA Department of Mines, Minerals and Energy for a nominal charge, continuing such collaborations will easily provide a stream of revenue that will be sufficient to maintain the XRD instrument without having to use Departmental operating budget for that purpose. Monies thus freed can be put to other student uses. Note that in the past the author has been able to maintain and run the XRD without using any other funds.

c) By being able to demonstrate (and use) an XRD in-house at RU, we will save money by not having to pay for field-trips to other institutions to provide our students a learning experience with this instrument. Those funds can then be used for other student purposes.

* What would be the long term cost to the University if implemented?
The long-term cost to the university will only be –

a) Electricity and tap-water to run the instrument.
b) After every 3-4 years, the X-Ray tube has to be replaced (as it burns out just like a light bulb). It costs ~ $2,000 and can easily be purchased with revenue generated by the author doing sample analyses for other local industry and State organizations.
c) The only other cost is to replace the water-filter every 6 months of normal use; such filters cost <$10 and readily available from Wal-Mart, Lowe’s etc. The author has experience with replacing such water filters.

Proposal amount requested: $ 26,156.25

Quote No: 00701615 OLYMPUS BX41 POLARIZING MICROSCOPE W/DP-72 Dated: 4/21/2009

Introduction & Justification

A petrologic, polarizing microscope is a primary means of studying mineral and rock samples in our 300-level, core course in the geosciences. This proposal is requesting funding for the purchase of a “Olympus BX41 Polarizing Microscope with a Digital Camera Attachment” – so that the instructor can project the polarized image of a glass-slide (also called – a thin section) of a mineral and/or a rock – via a digital signal-out port on the microscope directly on to a large (8x12 feet) projection screen and ‘all students’ can view the ‘same image’ in ‘real time’ together.

In the past, the instructor had to walk from one microscope to the next (often for a total of 12 microscopes) explaining the ‘same feature’ to each student one by one, and other students were not able to view what the instructor was explaining to a student at one time, thereby excluding student participation from a group learning experience. Moreover, the use of such a microscope will allow for substantial gains of time by being inherently a much more ‘efficient’ approach to teaching in a group setting.

The author has researched several, modern petrologic, polarizing microscopes commercially available and has been able to get a competitive quote of $ 26,156.25 cents (that includes a discount of $1,968.75)
** Benefit on student learning?**
The inclusion of such an instrument will –

f) Provide a group-learning experience of a very ‘basic’ analytical technique in the laboratory,
g) Provide our students a microscope-analytical skills that is widely ‘used’ and ‘indispensable’ in the industry – thereby making our graduates more marketable for securing jobs in the rapidly-growing Geoscience industry,
h) Provide our students with opportunities to work on modern state-of-the-art, analytical instrumentation that will serve our students and the greater Commonwealth well over the next 20 years (the normal life expectancy of such instruments),
i) Provide students in other allied fields – such as Chemistry, Physics, Forensic Science and Anthropology to benefit from gaining access to such an instrument for analysis of samples of interest to them – both in teaching and research situations.
j) Engage students’ interest in the sciences, thereby making learning more fruitful, and promote a sense of positive self-confidence with a successful series of learning experiences on such advanced analytical instrumentation.

It is expected that a total of 450 students/semester, will be directly impacted from the acquisition of this instrument, from the Laboratory sections of the New Core Curriculum, 100-level classes to upper-level geoscience classes, and spanning disciplines including the geosciences, physics, chemistry and forensics.

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d) 7-17 GOAL 1.2 – “Create a stimulating educational climate, enabling the institution to attract and retain a distinguished and diverse faculty … dedicated to excellence by – providing increasing expectations and support for faculty to work as partners with students in the learning process.

** Ability to lower costs to students?**
The acquisition of this instrument will lower costs to students by –
d) Allowing students to cut-down on microscope-usage time (while gaining the same amount of learning) via a projection system in a group setting, and

* What would be the long term cost to the University if implemented?*
The long-term cost to the university will only be –
d) Electricity.
**Student Petrographic Microscopes**

**What:** Leica Student Petrographic Polarizing Microscopes

**The details:** Model DM750P with the following package:
- Bertrand Lens module
- 4x, 10x, and 63x Koehler outfit
- Lambda nosepiece compensator
- Binocular eyepiece, with focusing eyepieces and crosshair reticule on one eyepiece

**Vendor:** Associated Microscope, Elon, NC. This vendor is on the approved RU list.

**Cost** (quoted on 5/7/09) for package **Leica # 13613601 plus # 13613900: $4,336.20 each; free shipping**

**We are requesting 10 microscopes: total request: $43,362**

**Discussion:**

These microscopes are standard equipment for geology programs, and are the primary instrument for the study of rocks and minerals in thin section (microscope slides). Student competence in microscopic examination of specimens is a fundamental skill, and the microscopes are an integral part of the Mineralogy (GEOL 310) and Petrology (GEOL 312) courses that are required for all majors. Mineralogy devotes a section of the course to “optical mineralogy” which is the theory of how polarized light interacts with minerals and students are introduced to the microscope, its parts, and function. In Petrology, the microscopes are used weekly, with lab exercises built on the simultaneous examination of hand specimens of rocks and their corresponding thin sections. Also in Petrology, students undertake a “Thin Section” research project where they collect rocks from the field or choose rocks from a collection, make several thin sections using departmental rocks saws and grinders, and identify and determine the geologic origin their samples in a term paper. The project is an important part of the assessment of our departmental student goals and outcomes.

We are requesting these new microscopes for the following reasons:
1) The present set of microscopes (Leitz brand) was bought with original Equipment Trust Fund Money during the 1980s. At this point, they are showing their age, and require that we contract yearly with a repair service. The Leitz company no longer makes microscopes, so repairs are becoming more costly should a part need to be replaced. We will still need to use the old microscopes, but having additional equipment will reduce wear and tear and prolong their lives.

2) Due to the Geology Department’s restructuring, the Petrology class has moved from a 5-credit class in the study of igneous, metamorphic, and sedimentary rocks, to a 4-credit course in igneous and metamorphic rocks only. Sedimentary rocks will now be a part of the revamped GEOL 320 Sedimentary Petrology and Stratigraphy class. This will now mean that in the fall semester, two courses will now use the microscopes (Mineralogy and Sedimentary Petrology), with largely non-overlapping groups of students. The new microscopes will augment the old microscopes in serving this larger student group. At present, the old microscopes can handle only one course at a time, with 2-students sharing a single scope.
3) The Geology Department has seen a recent rise in the number of majors. The demand on departmental equipment has increased to the point where we would likely request money for new microscopes even if the curricular changes had not been made.

57. Highlanders in Action Program

In response to our call for ideas about possible uses for stimulus money that will be available, I would like to suggest program support for a new course and program that is being implemented at RU to begin this fall. In direct response to the call for increased civic engagement and community involvement for our students at the local, national, and international levels the former Office of Experiential Learning is re-organizing to deliver a program focused on Academic Engagement and Community Partnerships. The work of this office will involve the recruitment of faculty and students to participate in a year long course, COED 261 – Highlanders in Action; Students for Positive Change. Students will be organized into teams of 8 and matched with faculty and graduate students to participate in projects that meet community needs in six thematic areas including: sustainability, diversity/social justice, health/wellness, arts/culture, and urban/community development.

Also faculty will be encouraged to develop of new syllabi & pedagogical options in courses within the Core and in discipline specific courses. We would like to make available some extra programming monies to make it possible to take students outside of the classroom. Additionally, we could use some student teaching assistants to help faculty with the operational details of these experiential learning classes as the courses are taught the first year. I am attaching several documents that will explain some of this proposal in more detail.
The following Highlanders in Action programs are being developed or explored to engage Radford University students for responsible citizenship, while significantly expanding the extent to which non-profit organizations, voluntary associations, and public agencies serving communities can benefit from the knowledge, energy, innovation, and perspectives of university students and faculty.

STUDENTS FOR POSITIVE CHANGE

A 2-semester course sequence involving students in service teams that are actively engaged in Radford University community and civic affairs. Highlanders in Action programs seek to prepare and empower Radford University students for responsible citizenship, while significantly expanding the extent to which non-profit organizations, voluntary associations, and public agencies serving communities can benefit from the knowledge, energy, innovation, and perspectives of university students and faculty.

“...When I received the email for the Students for Positive Change...I knew immediately it was exactly what I was looking for. I'm very interested in any sort of volunteer work to help the community and the world around me. Prior to this, the Students for Positive Change was divided up into separate sections, making it easy to focus on what interested me most. I hope to open doors to new experiences through the Students for Positive Change program that will guide me towards my goals of making a difference in the world around me. I also hope to meet new people and make new friends with whom I share common goals and passions.”

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RADFORD UNIVERSITY

These program place students for a longer time period in an unfamiliar setting, allowing them to gain new perspectives and places different from their everyday surroundings. They also provide important ways to engage faculty and alumni in informal learning with students. Possible destinations/projects: Katrina Relief or other disaster relief, Habitat for Humanity, inner city, Appalachian communities, Indian Reservations, and international trips.

STRENGTHENING STUDENT, FACULTY, AND PARTNER CAPACITY FOR ENGAGEMENT

- Establishing processes for identifying community needs and service learning opportunities.
- Convening regular community/urban development forums for dialogue on local emerging issues, service learning needs, and reports on project and research results.
- Providing training and educational programs to support student community engagement.

Phone: 540-831-5373
58. International Film Festival

Radford University International Film Festival

A Seven-Day Project of International Films

Collaboration with, for example: International Education, McConnell Library, Communication, History, Art, Women Studies, and Interdisciplinary Studies.

Acceptance of this project would entail collaboration with other departments and necessitate the creation of a working committee in charge of event planning, and public relations as well as event financial support.

Proposal

Because film is a powerful educational tool that raises awareness on important issues and can even bring about needed change, the Department of Foreign Languages and Literatures at Radford University proposes the creation of a seven-day international film festival. The Radford University International Film Festival (RUIFF) would show mainly international films and some national issue-oriented movies dealing with such cultural topics as women studies, religion, history, and visual and experimental arts. The festival would also emphasize education through special screenings, workshops and seminars which will be presented by some of the industry’s most influential leaders and/or specialists.

With the implementation of RUIFF, Radford University would enhance its academic excellence as a beacon of culture. RUIFF’s mission would foster cultural understanding, tolerance, artistic development and excellence within the academic community and Western Virginia.

Discussions on movie directors and film topics will follow each film presentation. Speakers will be open to audience participation. The RUIFF will be held March 15-21, 2010, in the Bonnie Hurlburt Student Center. The proposed festival would attract not only RU students but also members of the Radford community interested in films, the arts, history and communication. Admission will be open to students and members of the community.

The Seven-Day International Film Festival project will feature mainly films in the languages offered by the Department of Foreign Languages such as Arabic, Chinese, French, German, and Spanish. However, RUIFF does not exclude the showing of relevant movies spoken in other languages such as Russian, Portuguese, or Italian.

Initially, RUIFF seeks economic support from the stimulus money allocated to RU by the state of Virginia. However, as a long term project, RUIFF could become a permanent event celebrated every other year. We are anticipating that funds needed to continue this project in the future would come from admission fees, departments involved in the festival, and from the business community. We believe that interdepartmental support as well as support from the business community would strengthen the bonds between departments on campus and between the university and the Radford and the wider business community.

PROGRAM

October 12 Opening Night
Invited Speaker
Film Showing

October 13  Arabic and French Films
American Independent Films and Filmmakers
Discussion Sessions/Workshops

October 14  French and Spanish on Spain Films

October 15  German and Chinese Films
Foreign Independent Films and Filmmakers

October 16  Spanish on Latin American Films
Discussion Sessions/Workshops

October 17  Closing Night
Invited Speaker and Film Showing

59.  MBA Graduate Seminars

You mentioned that you were on the committee that was looking at the allocation of stimulus funds in the Assessment Committee. I brought this to the attention of the GCC. We discussed hosting required graduate seminars for MBA students.

If we hosted one seminar every other week, it would be about 16 seminars during the academic year. If we invited visiting professors from other institutions and corporate executives for half of these seminars that would account for about 8 seminars for which we might need funding say about $10,000 - $12,000 to cover travel, lodging and food expenses.

60.  Music Instruments

I would like to recommend that some of the stimulus money be used to buy more percussion instruments for the music therapy program. The university routinely calls on the music therapy department to host drumming events, and many times the number of drums we have does not meet the demand. So, it would make sense to use some of the money to increase our supply of drums to better serve the university.

61.  New Graduate Program Support

Provide necessary equipment monies for the MOT and DPT programs
Help offset some of the startup costs in the MOT program
Equipment: RU did not have Equipment Trust Funds this past year. Most colleges keep a list of needed equipment. There is a great need to replace out-worn and out-dated equipment in some of our programs. There probably will be a need for equipment in CHHS with the new MOT and DPT programs starting up.

I wish to suggest that some of the funds be used to support the new graduate/doctoral programs which are not funded by the state.

62. Nursing Program Posters

Please consider making funds available for graduate students in the nursing program. We are required to present professional posters for our thesis/capstone projects. The average cost to have this done is between $125-150. The program usually has between 10-15 students graduating each spring.

Please consider making funds available for Nursing graduate students to have their Capstone Posters professionally done. This would be an estimated cost of $130-$160 per poster for 13-15 graduate students.

63. Psychology (Psy.D.) Establishment of a Pulaski County Wellness Center

Attached you will find a proposal to establish a “Wellness Center” in Pulaski County that was developed by the faculty of the Psy.D. Program in Counseling Psychology. The Center is consistent with and supports the 7-17 Plan and would help in responding to the SACS review of the Psy.D. Program. This proposal is supported by administrators of Pulaski County, Pulaski County Social Services, the Free Clinic of Pulaski County, the regional Community Services Board, and Pulaski City. Directors of other RU graduate training programs (i.e., Counselor Education, Occupational Therapy, and Social Work) also support collaborating to establish the Center. The Psy.D. Program, the Counselor Education Master’s program, and the Master’s of Occupational Therapy program would all move their first year practicum training to this location to allow for better training, oversight, and supervision while also serving the community. Because we would like to place students at this site beginning September 1, 2009, we ask that this request be reviewed and a decision communicated as soon as possible so that I will know whether I need to find alternative placements for our students and we can start planning for renovations. If the reviews or decision regarding whether the proposal will be funded will not take place prior to July 15 then I ask to be informed so that we can make contingency plans.

We have found two potential locations at very reasonable prices and we believe we could be self-sustaining in either site. The larger one would allow for multidisciplinary services whereas the smaller one might be limited to Psy.D. students. Both could be ready for graduate student placement and service provision at the start of Fall 2009, depending on how soon funding is available. We present an estimated budget for renovations of $21,000 and request another $20,000 be set aside in another account to cover unforeseen expenses and cost overages so that the project can be completed; given that we anticipate work would be done in the summer or early Fall, any money remaining in this second account could revert to the University for use in the Fall or Spring. We project on-going expenses to be approximately $30,000 with projected income of approximately $40,000. Some of these on-going expenses would need to be paid before income is available (e.g., secretary salary, rent, liability insurance) so we request that 6 months of expenses – approximately $15,000 – be set aside, with this money to be repaid through income.
The Dean of the College of Humanities and Behavioral Sciences and the Provost are both aware of this effort; however, understandably, both expressed concerns about initial and continuing expenses that may be incurred by the University. Figures we present in the document demonstrate that once the Center is established it could be self-sustaining. However, one-time start-up funds are necessary. Thus, the stimulus package funding appears to be a perfect source of initial support. To assist with the development and maintenance of the Center, the Mental Health Association of the New River Valley could be a partner and we believe there is the very real possibility of raising funds from the community to support the Center. We think the chances of such cooperation are significantly enhanced if the University is willing to provide start-up funding.

Please let me know if you have any questions or concerns (jwerth@radford.edu; x6817). Thank you.

PROPOSAL TO ESTABLISH A “WELLNESS CENTER” IN PULASKI COUNTY

Pulaski County has documented needs for mental health and substance abuse related services. The high unemployment rate also demonstrates a need for vocational-related services. The development of a “Wellness Center” will address these, and related, psychological and interpersonal needs. One possible site for the Center is a house located at 44 Third Street in Pulaski (owned by Pulaski County; see Appendix 1 for a description). Faculty of the Radford University Doctor of Psychology (Psy.D.) Program developed this proposal and services will be provided by RU graduate students and faculty (e.g., psychology, counseling, social work, occupational therapy).

Students and faculty at the Wellness Center could provide Pulaski County residents approximately 70 additional hours of mental health, substance abuse, and related services each week, possibly beginning in September 2009. The amount of service and the timeframe for delivery depends upon the location of the Center and when efforts to prepare the site begin.

The Wellness Center will contribute to student learning and is consistent with the 7-17 Plan (see Appendix 2) and would help meet the “community/public service” outcome required by SACS of the Psy.D. Program, as discussed in the recent report from the February on-campus review (see Appendix 2).

The Psy.D. Program and the Establishment of this Wellness Center

The RU Psy.D. Program received legislative approval in early 2007 and implementation of the program began in earnest in Fall 2007. There are 5 faculty, four of whom are already Licensed Clinical Psychologists in Virginia and the fifth is working toward licensure. The first cohort of 5 students started in Fall 2008, the 2009-2010 cohort has 4 students, and 4-8 students are anticipated in subsequent years. Students must complete three year-long practicum courses, spending 16 hours on site each week, with an average of 10 of these hours providing direct services. The Program is working toward accreditation by the American Psychological Association in 2012 and the faculty members hope to have the program nationally recognized for our rural and social justice work during this time.

The Psy.D. Program has emphases on rural mental health, social justice, cultural diversity, and evidence-based practice. As a result of these foci, the faculty wanted to develop a community-based center that could offer multidisciplinary and holistic care and have engaged in discussions to this effect with University and community leaders for over a year. The Program has already received recognition by other service providers for its rural and social justice activities and faculty and students are committed to continuing to provide community-based services to underserved individuals. The faculty’s vision for the future includes the Wellness Center, as is evident in the decision to require students to do their first year of training in this site, provide services ourselves on-site, and include other professions in the service provider mix.

Students and faculty from other RU graduate programs will also be placed at the Wellness Center during times when the Psy.D. students are not on site (i.e., evenings and Tuesdays, Thursdays, and Fridays). The Counselor Education faculty members are willing to move their first year practicum classes out to the Wellness Center. Occupational Therapy faculty will provide services 2 half days per week during the Fall, Spring, and Summer semesters; Occupational Therapy students will provide services in the Spring. Clinical Psychology and School Psychology students may be placed at the Center in the future but not in
the next couple of years given other commitments. The Social Work Director has expressed interest in the collaboration but has been ill so no confirmation of numbers of students is available at this time.

Faculty believe the Wellness Center will contribute to student learning for several reasons, some of which are unique to the various programs. The Center will allow for closer oversight and supervision for the Psy.D. students than is currently possible. At present, students are placed into community sites with supervision provided either by site or volunteer supervisors or by faculty. Regardless of who the supervisor is, only 1 hour per week is provided on site and only short pieces of audio or video from the sessions are reviewed, and live supervision is not possible. With the Center, a faculty member will be on site whenever students have clients and therefore could provide live supervision, will be able to schedule 2 hours of supervision per student and therefore review more audio/video, and co-therapy with both the student and faculty member may be possible. Further, students may be able to do co-therapy with faculty, view assessments being conducted live, and lead a variety of groups. For the Counselor Education students, the primary benefit will be providing services to actual community members in need rather than mock clients on campus. They will also be able to benefit from the close oversight of their faculty and peers. The Occupational Therapy students will similarly be able to work with community members under the close supervision of faculty while also being able to see faculty at work with actual clients.

**Support for the Center and Potential Funding Sources**

Conversations with Pulaski County Administrators have been ongoing for several months and they fully support this proposal, as do the Pulaski County Social Services administrators, the administrators of the Free Clinic of Pulaski County, the regional Community Services Board administrators, and Pulaski City administrators. The possibility of developing contracts to provide services to people referred from these sources has been discussed as one source of revenue for the Center. Carilion is also supportive and an administrator there mentioned the possibility of placing a Nurse Practitioner on-site to assist with medication issues. Further, we submitted a concept paper to the Virginia Health Care Foundation in January. Although we were not invited to submit a full proposal at that time, subsequent conversations with VHCF staff indicate that they are willing to help us refine the concept paper and overall proposal to increase the likelihood of funding. One of the primary issues was that the Center was not already serving clients so once the Center is established we should have a greater chance of receiving funding. Directors of other RU graduate training programs – Counselor Education, Occupational Therapy, and Social Work – also support collaboration. We have also had discussions with the Mental Health Association of the New River Valley and they are interested in discussing collaborating in this proposal because they have wanted to expand their pro bono counseling program into Pulaski County but do not have the personnel to do so at present. Similarly, we have had informal conversations with long-time community residents who support the idea of the Wellness Center and have indicated there may be the realistic possibility of substantial private donations toward the development and maintenance of a Center such as we are describing.

Fees could be based on a sliding scale that is derived from the Virginia Tech Psychological Service Center’s (VT PSC) scale, which was approved by the VT administration in November 2008. The VT PSC is the community-based clinic that is affiliated with the VT Department of Psychology. During the 2007-2008 academic year (including summer), the VT PSC provided counseling to 60 children and 91 adults (being seen for a mean of 10 sessions per person), with a potential income from these sessions (based on the sliding scale fee rates) of approximately $40,000 for individual sessions. This is an average of a little over $25/session. Given the financial issues faced by residents of Pulaski County, if we focus on the 113 individuals seen for individual counseling who made less than $30,000, the total income appears to be approximately $24,000, or just over $20/session. In order to use a conservative estimate, we will assume an average fee of $15/session for the Pulaski County Wellness Center. The VT PSC also conducts assessments and appears to derive a total income of approximately $51,000 from these services (132 people assessed), with approximately $28,000 coming from people with an income of less than $30,000 (86 people). For the purposes of the present memo we will not include any potential assessment income, nor will we include possible income from group, family, or couples counseling or sessions conducted by faculty (other than those in Occupational Therapy); however, these are all potential additional sources of income, should the need arise.

The entire cohort of first year Psy.D. students will be placed at the Wellness Center. For the purposes of this memo we will use the 2009-2010 cohort of 4 students as the benchmark for calculations. As noted
above, while completing their practica, students are placed on-site for 16 hours per week and are expected to see an average of 10 clients per week. Thus, each week we expect 40 sessions could be held. Students are placed for Fall, Spring, and Summer III sessions, resulting in approximately 40 weeks of service. This leads to an estimate of 1600 sessions. At $15/session, the estimated income is $24,000, mirroring the VT PSC income.

As noted above, students and faculty from other RU graduate programs will also be placed at the Wellness Center. Each of the 10 Counselor Education students would see an average of 2 clients per week, through the entire year. Occupational Therapy faculty will provide services 2 half days per week during the Fall, Spring, and Summer semesters; Occupational Therapy students will provide services in the Spring but faculty do not want to charge for those services. Because extensive discussions with the Social Work Director have not been possible yet, no confirmation of numbers of Social Work students is available so they are not included in the budget.

Estimated Income: $40,800
- Psy.D. students: 4 students x 10 sessions/week x 40 weeks x $15/session = $24,000
- Counselor Education students: 10 students x 2 sessions/week x 40 weeks x $15/session = $12,000
- Occupational Therapy faculty: 8 sessions/week x 40 weeks x $15/session = $4,800

Projected Expenses
The primary expenses are building- and staff-related. In terms of continuing costs, Pulaski County has agreed to waive the building rent and charge only an estimated cost of utilities ($500) and insurance ($250) each month, totaling $9,000/year. A part-time receptionist will need to be hired. Based on discussions, we estimate the cost will be $13/hour for 30 hours/week, which is $19,500/year. Another expense will be professional liability insurance for faculty and students. The estimated total, assuming 2 Psy.D. faculty members and 2 faculty members each from Counselor Education and Occupational Therapy as well as 4 Psy.D. students and 10 students from Counselor Education and 6 Occupational Therapy students along with the cost for an institutional component, is approximately $1,455. Supplies and other minor costs are estimated to total $50/month, for a total of $600.

If Radford University is a partner in the project then we can obtain furnishings for the office (chairs, desks, computers, etc.) from the university warehouse for free. Thus, these expenses have not been included in the calculations. The insurance rates also reflect RU involvement.

Estimated On-going Expenses: $30,555
- Utilities/Insurance: $750/month x 12 months = $9,000
- Receptionist Salary: $19,500
- Insurance: University + faculty + students: $551 + 6($74) + 20($23) = $1,455
- Supplies: $50/month x 12 months = $600

Regarding initial expenses, we have had several examinations of the house by an architect, maintenance workers, and contractors. We have received estimates for the renovations necessary for the house to be usable immediately (e.g., new carpet, painting the interior and exterior, plumbing work, putting in a ramp to the first floor). Based on a combination of these estimates and offers for in-kind and volunteer work (e.g., having volunteers paint instead of hiring professionals), we believe that the property could be ready for clients with approximately $21,000 of renovations (see Appendix 3). More work could be done (e.g., heat pumps could be installed, a lift could be added) but these can be submitted for grant funding rather than initial start-up.

This being said, we do not want to get started and have some unforeseen expenses interfere with completing the project so we ask that an additional $20,000 be set aside to cover necessary additional work or cost overages. Given that we anticipate the renovations could be done over the summer, in order to be ready to see clients at the start of the Fall semester, some or all of this additional money could be freed up for use by the university for other projects during the Fall, or Spring at the latest.

Alternative Site
Alternatively, as a transition into the building described in Appendix 1, clients could be seen in four rooms located in an adjoining building that Pulaski County has offered to the Psy.D. program for the cost of utilities – estimated to be $100/month. During this time a receptionist would be shared with the current occupants of the building (Safe Haven). This person is already working on Monday, Wednesday, and Friday afternoons; the Center will be open for clients all day Monday and Wednesday and on other days if the other training programs decide they can use this space. The person’s salary is currently paid for by the existing agency and therefore only some of the weekly salary will need to be paid for by the Wellness Center, for time beyond that which she is already present plus a few of her current hours to assist with Safe Haven’s expenses. We have altered the expenses and income below and used just the income potentially generated by the Psy.D. students to demonstrate the sustainability of this site.

Expenses: $7,431
  - Utilities: $100/month x 12 = $1200
  - Staff member/receptionist: 10 hours week x 40 weeks x $13/hour = $5200
  - Insurance: University + 2 faculty + 4 students = $551 + 2($74) + 4($23) = $791
  - Supplies: $20/month x 12 months = $240
Income: $24,000
  - Therapy fees: 4 students x 10 sessions/week x 40 weeks x $15/session = $24,000

Conclusion
In summary, the Psy.D. faculty, in conjunction with graduate faculty across RU, would like to establish a sliding scale Wellness Center in Pulaski County. The County and Town and associated service providers support this effort. The Mental Health Association of the New River Valley could be a partner in this effort and we believe there is the very real possibility of raising funds from the community to support the Center as well as receiving funding from contracts and grants. We have found two potential locations at very reasonable prices and we believe we could be self-sustaining in either site. The larger one would allow for multidisciplinary services whereas the smaller one might be limited to Psy.D. students.

Although these income and expense figures are only estimates, the calculations demonstrate that the Wellness Center has the realistic potential of being self-sustaining. However, one-time start-up funds are necessary. Thus, the stimulus package funding appears to be a perfect source of initial support. A financial commitment by the University and vocal support by the administration will allow us to move forward with discussing a partnership with the Mental Health Association and soliciting donors for the project and developing grant proposals. Even if funds are not allocated for this project, administrative approval of the project and permission to enter into formal discussions with the Mental Health Association and potential donors would allow us to move forward. We hope to make this possibility a reality in time for the Fall 2009 semester.

APPENDIX 1
Description of House

EXTERIOR:
- The house is located right next to the Pulaski library and is on a transit route
- There is a parking lot in the rear with a space marked for “handicapped” parking
- The exterior is sound – no leaks in the roof or basement or windows that we could see
- Some cosmetic work is necessary, especially around the windows on the sides and below the front porch, and some landscaping, but nothing that compromises the integrity of the building
- The house is registered as a historic building but we have checked and this will not pose a problem for putting in a ramp (or lift) to the front door.

INTERIOR
- There is a semi-finished basement that has door access to the front of the building and to the rear, the door to the front could be made accessible, if necessary
  - There is no bathroom in the basement
  - There is one room that could used as an office or therapy room,
  - One room could double as a therapy room/office and library or video room
  - There is a storage hallway
There is an unfinished room with the boiler and pipes and a concrete floor that could be used for storage if additional security were placed on the windows and door.

- On the main floor, one enters the front door off the porch into a foyer
  - Inside the foyer is a room that can easily be the reception area, with stairs leading up on the wall opposite the doors mentioned in the next bullet
  - To the right of the front door is a room entered through pocket doors that can serve as the office area for students/faculty
  - Entering this room from the reception, if one goes through the room to the left there is another set of pocket doors that provides access to a very nice group room, with a half bath attached
  - If one enters the group room from the office, then turning left will take one into a small room that is fitted for water and therefore could serve as a small kitchen, there is another door into this room from the reception area; the stairs to the basement are in this room
  - Once entering the kitchen from the group room, if one turns right there is another therapy room that can be used for persons with mobility concerns who could not go up or down stairs; there is another half bath off this room that appears to be accessible without much modification
  - In summary, the first floor could house the receptionist, student/faculty office, accessible group room, accessible therapy room, and a small kitchen

- On the second floor, one enters up the stairs from the reception area into a small hallway, at one end of the hallway is a bathroom and stairs to the attic
  - There are two rooms that could serve as therapy rooms without much modification
  - There is one larger room that is currently divided with partial walls into cubicles; these are non-load-bearing dividers so the room could be repartitioned into two therapy rooms or a therapy room and assessment room; there may be a possibility of three pretty small rooms but that would probably be difficult
  - If one enters the group room from the office, then turning left will take one into a small room that is fitted for water and therefore could serve as a small kitchen, there is another door into this room from the reception area; the stairs to the basement are in this room
  - In summary, the second floor would be the main therapy/assessment space, with perhaps 6 individual rooms or 4 individual rooms and a larger group room

- The attic is currently unfinished and the floor would need some work to be a safe usable space for storage or any sort of traffic
  - There is definite potential to renovate this space and use it in any number of ways

- Work that needs to be done, in general
  - Overall, the interior is in good shape
  - The Pulaski County maintenance person said that there are buildings with interiors in worse shape that are currently being used by the County
  - New carpet or, if possible, restoration of original wood floors would be necessary on all levels
  - Many of the walls currently have paneling in many rooms that would either need to be replaced with drywall or painted
  - The furnace works as does the plumbing, some window A/C units would need to be replaced and more may be necessary; if the attic is used then heating/cooling would need to be considered
  - The windows are all old, single-pane, so some consideration would need to be given to them
  - A kitchen would need to be built or installed – cabinets, sink, refrigerator are absent
  - It is wired for phone and internet
  - We did not see any evidence of rodent or bug infestations or mold/mildew issues

APPENDIX 2

Links with 7-17 Plan and SACS Requirements

How the Pulaski County Wellness Center Connects with the 7-17 Plan
The training and opportunities associated with the Wellness Center will contribute to accomplishing the 7-17 Vision, RU’s Mission, and RU’s Core Values including enhancing learning experiences and helping students become leaders in their communities, providing opportunities for improved teaching and scholarship, and being an active partner in the region.

- Goal 1.1 (Providing a high quality academic environment that attracts, challenges, retains, and graduates outstanding student scholars at the Undergraduate and Graduate levels): The Center will offer unique learning opportunities that will provide important skills that students can utilize to obtain work and contribute to the viability and health of the region as well as attract students who want to work in the Center and funding from agencies that want to support community/region-oriented facilities and the sponsoring institution;

- Goal 1.2 (Creating a stimulating educational climate, enabling the institutions to attract and retain a distinguished and diverse faculty, administration, and support staff dedicated to excellence): The Center will enhance opportunities for faculty to do applied work consistent with their degrees, thereby increasing the appeal to many professionals, including those committed to giving back to the underserved communities in this part of the state, of which they may be members;

- Goal 2.2 (Ensuring that graduate programs are rigorous and distinctive): The Center will help move the involved applied graduate programs into the top of their respective areas by enhancing the learning opportunities of students and the skills of graduates;

- Goal 3.2 (Developing a strong relationship between RU, the surrounding region, the Commonwealth, and the nation that fosters academic opportunities, good citizenship, ethical behavior, and civic engagement): This Center would enhance the relationship with the Western Virginia region because of the contributions to the well-being of the citizens as well as enhancing the profile of the university and therefore assisting with faculty, staff, and student (graduate and undergraduate) recruitment and retention;

- Goals 4.1 (Increasing financial resources to support academic excellence), 4.2 (Publicizing RU’s contributions to the region, the Commonwealth), and 4.3 (Engaging in comprehensive Master Facilities and Real Estate planning): The Center would allow for increased opportunities to interact with local, regional, state, and federal elected officials because of the services provided, the publicity received, and the funding possibilities.

**SACS Review Team Comments**

In February, SACS sent a team to campus to review the Psy.D. Program. Overall, the team gave the University and Program significant praise. The only area about which they requested more information was 3.3.1: Institutional Effectiveness. The specific standard and wording of the report follows (bold and underline added):

**3.3.1** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas (Institutional Effectiveness):

3.3.1.1 educational programs, to include student learning outcomes
3.3.1.2 administrative support services
3.3.1.3 educational support services
3.3.1.4 research within its educational mission, if appropriate
3.3.1.5 **community/public service within its educational mission**, if appropriate

The Committee found that the Psy.D. program needs to more clearly state the expected outcomes in regards to student learning, administrative support, educational support, research, and community/public service. The program lists some broad goals and objectives, but these tend to be focused on student academic and professional
competencies. In addition, those identified competencies were not clearly stated as student learning outcomes. The Committee understood that the program, being new, will not yet have outcome data, but the Committee expected the institution to provide information on how the data, once collected, will be assessed and utilized for program enhancement. In addition, interviews with university and program personnel made it clear that, while they could articulate possible outcomes related to administrative support, educational support, research, and community/public service (particularly given the unique focus of the program on mental health concerns in rural areas), no program outcomes have been formally identified, nor is any process in place to gather data and use that data for program improvement.

Recommendation 1
Therefore, the Committee recommends that the institution demonstrate that its Psy.D. program has identified outcomes for research (3.3.1.4) and community/public service (3.3.1.5); has established processes to assess the extent to which it achieves outcomes in the areas of educational program (3.3.1.1), research (3.3.1.4), and community/public service (3.3.1.5); and has articulated a strategy to make program improvements in all of these areas based on analysis of results.

When the final report was delivered to the University by the site team, the Chair of the team and the President specifically discussed 3.3.1.5 and the University’s stated commitment to community service. Because Pulaski County is considered both rural and a Mental Health Professional Shortage Area, the Wellness Center would be a prime example of how the University as a whole and the Psy.D. Program in particular are meeting the requirements as stated in 3.3.1.5 and would allow for a strong, substantive response when we send in the reply to the report and recommendation.

APPENDIX 3
Cost Estimates for Renovations of House

Below we provide cost estimates for various components of the renovations necessary to get the house ready for clients. For some of the costs we believe we can use volunteer labor instead of hiring professionals. In those instances we provide both the labor and material estimate and the material only estimate to demonstrate the amount of in-kind commitment that has been made by people who want the Center to open (e.g., faculty and students and significant others, Pulaski community members).

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<th>Labor and materials</th>
<th>Materials only</th>
<th>In-kind</th>
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<tr>
<td>New/Replacement Material</td>
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I think that Radford should spend some of the stimulus money on the new Covington Center recording studio. They are in need of a lot of new equipment for the new state of the art building with a not state of the art recording studio.

The Cove Records is a student-led faculty-monitored record label serving the students and faculty of Radford University. Our mission is to provide a multi-faceted educational experience to the students of Radford University. By executing tasks and duties involved with contemporary record labels, students will gain an understanding of the daily operations needed to run a successful organization in the music industry.

In its first year of existence, the record label has provided students with valuable hands-on experience and has also provided the faculty, along with their ensembles, a convenient and cost-effective way to record music. Therefore, it has served as promotional tool for the excellent faculty members and dedicated students that this institution has to offer.

With this equipment, it is our hope that The Cove Records will not only serve as an educational experience for students, but it will also serve as a recruitment tool for Radford University. By providing services that cannot be found elsewhere in the New River Valley, The Cove Records offers a unique opportunity for the students of Radford University. The Cove Records hopes to assist in showing that the music business program at Radford University is among the premier programs in the country.

Attached to this document is a list of equipment that would help further our ambitions to serve the students, faculty, and the University that they represent.

**Proposal for Sound Recording Equipment for the Covington Center for the Visual and Performing Arts**

**1. Introduction**

In January 2009, Radford University opened the Covington Center for the Visual and Performing Arts. Housed within this new facility is a state of the art performance space with the technology to adapt the space to the performer allowing a better experience for the audience. In addition to the acoustic conditioning of the hall the space was afforded a state of the art lighting system to facilitate and enhance the performance ambiance. The only remaining piece not included on the original list is the completion of equipment for the purpose of recording students, faculty and visiting artists within this space.
A Yamaha digital mixing board, a Yamaha Pre-amp, a Yamaha digital 192 interface, an Apple Mac Pro computer and the appropriate software to begin recording and mastering of performances and studio sessions was ordered two years ago with classroom equipment funds. Items not included are listed on the attachment and the wiring to truly realize the goal of using the performance space as a recording studio. The studio is the classroom for part of the music business program and the music technology class framework. This equipment remained idle until this semester. Upon completion of the space, and through the generosity of the university, we were able to order the wiring to complete the first phase of the recording capabilities intended for this space. The wiring is on site, but is not yet installed.

This year the number of music business majors increased from nine majors to over 20. It is anticipated the program will reach 30 by this fall and its maximum level of 45 majors within the next two years. This dramatic increase is due, in part, to the ability to provide a production experience to all students within the program. In addition to the dramatic increase in the number of majors within the concentration, the music business program has provided stage management for the majority of performances held in Covington.

The lab based record label was created this spring in association with RU’s new student organization—Music and Entertainment Industry Student Association (MEISA). The students recorded, mixed and mastered the RU Jazz Ensemble and the RU Wind Ensemble for submission material to conferences and the RU Guitar Ensemble in April. This experience further provided evidence for the need of this service at Radford University. It is important to note all of these recordings were completed with borrowed equipment to facilitate a professional quality recording. The students at Radford are in desperate need of basic necessities to finally complete the recording equipment phase of this world class facility.

II. Attachments

A. Letter from the student leader of The Cove Records (the student-led, educational lab based record label) and a list of needed equipment. This list includes the basic necessities for recording and producing. The amount is based on current retail price but may be reduced through the bidding process. With this equipment recordings will be made of Radford University students, faculty and ensembles to use to market the university to prospective students.

B. Organization structure of The Cove Records

C. A student designed marketing plan for The Cove Records

III. Conclusion

For approximately $100,000, Radford University will be able to enhance the education of future leaders in the music industry and to provide a much needed service to the Radford constituency. Music is sound and the efforts by the students this spring to capture outstanding performances of current students for professional use are commendable.

With the completion of this equipment request every performance in the Covington performance hall will be saved in a digital format. An outstanding benefit of completing this project will be the ability to provide students with an electronic performance portfolio upon graduation. This portfolio will be an exceptional tool as they enter the job market and have the ability to prove their expertise.
If you need additional supporting materials, faculty support letters or any other items please contact me at your convenience.

65. Recording Equipment Communication Sciences and Disorders

I have an idea for the stimulus package. I am a student in the Communication Sciences and Disorders (COSD) and one thing that is necessary on a regular basis is to video tape sessions in the clinic for analysis. So far we are using the outdated VCR with a CRT monitor system. There was talk about moving to a digital system so that professors could record the feed that ran into their office. Reusing old tapes decreases reliability in gathering information and also increases the time to get to specific events during a session. (ex: A digital recording would be easy to skip ahead to minute 40:55 while a VHS tape needs to be cued). Going digital would also assist the department in creating better presentations as the digital content could be easily transferred to powerpoint for presentations in class and at conventions. The clinic director is Rebecca Epperly and she could tell you what our exact needs are and what she expects them to be (ex: do we need software to record the feed, hardware, better/higher quality cameras, new mountings/placement, microphones) The COSD grad program just got re-accredited for another 8 years so it would be a VERY good investment.

The department of Counseling and Human Development desperately needs new audio/visual equipment, at least 3-4 new DVD-R machines, for recording our sessions. The equipment we have makes poor quality recordings and one of the DVD recorders will not finalize the disk for use on other machines.

66. Recording Equipment School of Communication

Money for equipment – videotaping, transcribing, etc. for research purposes

67. Renovation to Create a Biochemistry and Biophysics Laboratory

Renovation of Curie 338 to form the Laboratory for Biochemistry, Biophysics, and Molecular Biology

Overview:

Biochemistry is becoming an ever more important component in the curriculum of both Biology and Chemistry Departments across the nation. Currently the enrollment in the Biochemistry course at Radford is very high while enrollment in the important hands-on Biochemistry Laboratory course is extremely low due primarily to the tiny teaching/research laboratory available that is only 160 square feet. In addition, there is no coordinated laboratory that can accommodate research and teaching between Biology and Chemistry. The need for this is greater than ever given the merger of the two departments and expected increase in collaborative research efforts. This proposal involves the renovation of Curie 338 to form a laboratory devoted
to enhance Radford University’s commitment to Biochemistry teaching and research efforts in the Department.

Curie 338 was originally designed for a chemistry lecture room with a permanent demonstration bench fitted with gas, air, and water with a sink. A recent photo of this room is shown below:

This room is almost never used for teaching introductory Chemistry classes anymore due to its small size, and one-third of the classroom space is lost due to the demonstration bench. The room size is perfect, however, for the critical laboratory space needed for teaching and research efforts in the Department. It is anticipated that the use of this room would also continue once the new CSAT building is finished, given the limited space of that building and proposed close proximity to Reed/Curie Hall.

**Justification:**

**Teaching** – The laboratory would serve as the primary laboratory space for the Biochemistry and Molecular Biology courses. In addition, it is anticipated that it would support other courses including Physical Chemistry, Analytical Chemistry, Microbiology, Biology of Cells and Microorganisms, and Immunology.

The laboratory will be used to permanently house equipment that currently resides in several rooms in the Departments of Biology and Chemistry and many times “floats” from room to room as needed. Equipment including the DNA sequencer, circular dichroism spectrometer, and fluorescence spectrophotometer will find a home in this laboratory. It will also be specially equipped hoods for students and faculty to work in a safe and sterile environment for cell culture. The laboratory will also house a number of proposed new equipment including an isothermal titration calorimeter to support research and teaching efforts in biophysics.

**Research** – Currently, the Chemistry Department has only four research laboratories, two of which double as a biochemistry lab and inorganic chemistry laboratory. At less than 200 square feet each (much less than this is available once fume hood and bench space are considered), the size is completely inadequate and allows a faculty member and one student to work safely at a time.

The proposed laboratory will support collaborative research efforts in Biochemistry and Biology by significantly increasing the space available for research. Research involving undergraduates from both the Departments of Biology and Chemistry will be supported by this laboratory. It is
anticipated that having a dedicated laboratory for biochemistry related research will also help in securing more external funding for this type of work.

**Cost and Timeline:** after consultation with Facilities Management, the total cost of the renovation has been estimated to be approximately $125,000 and the timeline for renovation fits the window needed for project completion using stimulus money as shown below:

<table>
<thead>
<tr>
<th>July</th>
<th>Aug09</th>
<th>Sep-09</th>
<th>Oct09</th>
<th>Nov-09</th>
<th>Dec-09</th>
<th>Jan-10</th>
<th>Feb-10</th>
<th>Mar-10</th>
<th>Apr-10</th>
<th>May-10</th>
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</thead>
<tbody>
<tr>
<td>Initial Project Planning</td>
<td>Contractor Bids</td>
<td>Sep-09</td>
<td>Dec-09</td>
<td>Contractor Bids</td>
<td>Architectural designs</td>
<td>Dec-09</td>
<td>Classroom onine Room renovation</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Summary of Overall Benefits:**

- This proposal is in direct alignment with the 7-17 Strategic Plan and supports the following goals:
  - Goal 1.1 Strengthen the University’s commitment to providing a high quality academic environment that attracts, challenges, retains, and graduates outstanding student scholars at the Undergraduate and Graduate levels.
  - Goal 1.2 Create a stimulating educational climate, enabling the institution to attract and retain a distinguished and diverse faculty
  - Goal 2.1 Ensure that undergraduate academic programs are rigorous and distinctive

- Supports teaching and research efforts in the newly merged Department of Biology and Chemistry.
- Supports the new emphasis in the curriculum on Biochemistry.
- The classroom renovation would be relatively low cost due to its location on the third floor making hood installation easy. The room is also already plumbed for air, gas, and water.
- Helps support our efforts to find additional teaching/research space in Curie Hall. Provides additional space for better utilization of existing equipment.
- Provides more space for instrumentation and frees the space needed for the future acquisition of a high field nuclear magnetic resonance spectrometer (NMR), a critical Department need for American Chemical Society accreditation.
- Helps better utilize a classroom originally designed only for chemistry lectures.
- Stimulates the economy by employing local businesses including contractors for construction and the many vendors for the equipment needed to complete the project.
68. Renovation to Create a Renewable Energy and Environmental Sustainability Laboratory

Renovation of Curie 341 to form the Laboratory for Renewable Energy and Environmental Sustainability

Overview:

The term “sustainability” is becoming an important part of our national consciousness. Radford University has made a commitment to sustainability shown by the recent hire of a sustainability coordinator and the formation of working committees dedicated to emphasizing sustainability in all aspects of University operations. Chemistry’s role in sustainability has been on the rise in recent years and “Green Chemistry” has received nationwide publicity. This proposal involves the renovation of Curie 341 to form a laboratory devoted to enhance Radford University’s commitment to sustainability, Green Chemistry and environmental science.

Curie 338 was originally designed for a chemistry lecture room with a permanent demonstration bench fitted with gas, air, and water with a sink. A recent photo of this room is shown below:

This room is almost never used for teaching introductory Chemistry classes anymore due to its small size, and one-third of the classroom space is lost due to the demonstration bench. The room size is perfect, however, for the critical laboratory space needed for teaching and research efforts in the Department. It is anticipated that the use of this room would also continue once the new CSAT building is finished, given the limited space of that building and proposed close proximity to Reed/Curie Hall.

Justification:

Teaching – This laboratory will be used to support Chem401:402 (Physical Chemistry), Chem324:424 (Analytical Chemistry), and will be used extensively in Undergraduate Research (Chem481:482). It will also support collaborative research efforts with other departments including Biology and the new School of Physical and Environmental Sciences. It will be particularly useful for collaborative projects between Chemistry and Biology focused on environmental science. The laboratory will house a wide variety of instrumentation including gas chromatographs, a thermal analysis station, an atomic absorption spectrophotometer, a
microwave synthesis station, among others. Much of this instrumentation is currently in “cramped” quarters that are not acceptable, and the additional space would encourage new proposals to purchase other needed instrumentation.

**Research** – Currently, the Chemistry Department has only four research laboratories, two of which double as a biochemistry lab and inorganic chemistry laboratory. At less than 200 square feet each (much less than this is available once fume hood and bench space are considered), the size is completely inadequate and allows a faculty member and only one student to work safely at a time.

We have an extensive research program centered on alternative energy with a particular focus on new catalyst development for biofuel production from renewable materials. Students have given multiple presentations at national meetings on this work and we are in the initial stages of seeking a patent for the technology. The new space provided by this proposal will be used to support these efforts by providing dedicated space for instrumentation and a room where multiple students can work together.

A number of collaborative research efforts in environmental science would be supported by this additional space, the most important being the improved Chemistry support for the Wetlands project at RU. The laboratory would also provide an enhanced Chemistry laboratory for the analysis of environmental samples.

**Outreach** - The Chemistry Department has one of the largest outreach programs in the region, involving thousands of K-12 students each year. Recent interest in the area of sustainability, green chemistry, and biofuels has resulted in the development of a hands-on chemistry workshop (with EPA support) focused on alternative fuels. We would like to expand this program, and the new laboratory would support this effort as workshop participants would have a dedicated space to work. Currently, our efforts are hindered by the increasingly difficult task of finding an unoccupied laboratory.

**Service** - Radford University currently purchases B20 (20% biodiesel) for use in buses on campus. At the same time, dining services produces over 5,000 gallons of waste vegetable oil each year. To support the increased effort to promote campus sustainability, I have initiated a project with facilities staff (Mr. Tommy Manning) and the RU sustainability coordinator (Mr. Julio Stephens) where waste oil at RU would be converted to biodiesel, blended with diesel to make B20, and used to power diesel equipment on campus. While space has been provided (a trailer near facilities management) for the project, the teaching and research laboratory funded by this proposal would provide a much better location for this project given the improved support by the physical location in Curie Hall. Student accessibility to this project and public visibility would also be significantly enhanced if located in Curie Hall.

A microwave synthesis unit has been requested and would be used to make biodiesel “on demand”. A requested gas chromatographic system would be used to ensure that ASTM specification fuel was produced which is absolutely required before use in state vehicles. The concept has been proven using a domestic microwave oven and has been used to produce one gallon per minute using this prototype system. This project would involve Chemistry and other Department faculty, research students, students in various chemistry courses, the Green Team, and really anyone on campus interested in sustainability. It also has the potential to involve and excite the community, attract prospective students into STEM fields at RU, and generally raise the profile of Radford University as a potential player in the energy arena.
Cost and Timeline: after consultation with Facilities Management, the total cost of the renovation has been estimated to be approximately $125,000 and the timeline for renovation fits the window needed for project completion using stimulus money as shown below:

Summary of Overall Benefits:

- This proposal is in direct alignment with the 7-17 Strategic Plan and supports the following goals:
  - Goal 1.1 Strengthen the University’s commitment to providing a high quality academic environment that attracts, challenges, retains, and graduates outstanding student scholars at the Undergraduate and Graduate levels.
  - Goal 1.2 Create a stimulating educational climate, enabling the institution to attract and retain a distinguished and diverse faculty
  - Goal 2.1 Ensure that undergraduate academic programs are rigorous and distinctive
  - Goal 3.2 Develop a strong relationship between RU, the surrounding region, the Commonwealth, and the nation that fosters academic opportunities, good citizenship, ethical behavior, and civic engagement

- Supports teaching and research efforts in the newly merged Department of Biology and Chemistry.

- Supports many initiatives at Radford University focused on sustainability and the new role of Green Chemistry in reaching national sustainability goals.

- Provides more space for instrumentation and frees the space needed for the future acquisition of a high field nuclear magnetic resonance spectrometer (NMR), a critical Department need for American Chemical Society accreditation.

- The classroom renovation would be relatively low cost due to its location on the third floor making hood installation easy. The room is also already plumbed for air, gas, and water.

- Helps support our efforts to find additional teaching/research space in Curie Hall and provides space for better utilization of existing equipment.

- Helps better utilize a classroom originally designed only for chemistry lectures and provide the needed laboratory space for outreach workshops.
Stimulates the economy by employing local businesses including contractors for construction and the many vendors for the equipment needed to complete the project.

### 69. Renewable Energy and Environmental Sustainability Chemical Equipment

#### Instrumentation to Support Both Teaching, Research, and Outreach Efforts Related to Renewable Energy and Environmental Sustainability

This proposal would provide the necessary funds to purchase the following instrumentation:

- **MARS Microwave synthesis station** - $23,610 (Quote CEMQ5545 – expiration 6/24/2009) – this would replace our current ETF request of $15,750 for an upgrade to our current microwave digestion system (currently broken).

- **Gas Chromatograph** (turn-key ASTM certified system for biodiesel) - $32,906 (Quote SSI-09852-TI74 – expiration 5/22/09)

**Justification:**

**Teaching** - Both the Gas Chromatograph and Microwave Synthesis Station will be used in Chem401:402 (Physical Chemistry), Chem324:424 (Analytical Chemistry), and in extensively in Undergraduate Research (Chem481:482) as well as support collaborative research efforts with other departments. Microwave synthesis is a rapidly growing field in the areas of organic and green chemistry, and it is anticipated that this instrumentation will be used to support curriculum changes in this area. While the Department currently has a simple Microwave Digestion Station with no capability for synthesis, it is not operational and there are no plans yet for repair.

**Research** - Currently, we have an extensive research program centered on alternative energy with a particular focus on new catalyst development for biofuel production from renewable materials. Students have given multiple presentations at national meetings on this work and we are in the initial stages of seeking a patent for the technology. The instrumentation in this proposal will be used to support these efforts and the microwave station represents support for a new area of research involving microwave assisted synthesis using solid acid catalysts.

**Outreach** - The Chemistry Department has one of the largest outreach programs in the region, involving thousands of K-12 students each year. Recent interest in the area of sustainability, green chemistry, and biofuels has resulted in the development of a hands-on chemistry workshop (with EPA support) focused on alternative fuels. We would like to expand this program, and the required instrumentation would support this effort as workshop participants use the most modern methods of producing and testing biodiesel.

**Service** - Radford University currently purchases B20 (20% biodiesel) for use in buses on campus. At the same time, dining services produces over 5,000 gallons of waste vegetable oil each year. To support the increased effort to promote campus sustainability, we have initiated a project with facilities staff (Mr. Tommy Manning) and the RU sustainability coordinator (Mr. Julio Stephens) where waste oil at RU would be converted to biodiesel, blended with diesel to make B20, and used to power diesel equipment on campus. Space has been provided (a trailer near facilities management) for the project. Also, a separate proposal will be submitted for stimulus money to convert the classroom Curie 341 to form the Laboratory for Renewable Energy and Environmental Sustainability. This would be used as a teaching and research laboratory to support many courses and faculty research projects, and provide support for both
The Department of Biology and Chemistry and the School of Physical and Environmental Sciences.

The microwave synthesis unit would be used to make biodiesel “on demand” and the gas chromatographic system would be used to ensure that ASTM specification fuel was produced which is absolutely required before use in state vehicles. The concept has been proven using a domestic microwave oven and has been used to produce one gallon per minute using this prototype system. This project would involve Chemistry and other Department faculty, research students, students in various chemistry courses, the Green Team, and really anyone on campus interested in sustainability. It also has the potential to involve and excite the community, attract prospective students into STEM fields at RU, and generally raise the profile of Radford University as a potential player in the energy arena.

Summary of Overall Benefits:

- This proposal is in direct alignment with the 7-17 Strategic Plan and supports the following goals:
  
  o Goal 1.1 Strengthen the University’s commitment to providing a high quality academic environment that attracts, challenges, retains, and graduates outstanding student scholars at the Undergraduate and Graduate levels.

  o Goal 1.2 Create a stimulating educational climate, enabling the institution to attract and retain a distinguished and diverse faculty

  o Goal 2.1 Ensure that undergraduate academic programs are rigorous and distinctive

  o Goal 3.2 Develop a strong relationship between RU, the surrounding region, the Commonwealth, and the nation that fosters academic opportunities, good citizenship, ethical behavior, and civic engagement

- Supports teaching and research efforts in the newly merged Department of Biology and Chemistry.

- Supports the many initiatives at Radford University focused on sustainability and the new role of Green Chemistry in reaching national sustainability goals.

- Supports outreach efforts to engage the K-12 students and the community.

- Stimulates the economy through the purchase of instrumentation from the high technology business sector.

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70. Satellite Download Equipment

This proposal is for funds to purchase a new receiver for our existing satellite data download system. Our antenna/receiver system pulls down information from the Earth-monitoring satellites maintained in orbit by NASA and NOAA. These satellites continuously broadcast “high
resolution picture transmission (HRPT)” images that I have used in classes and independent studies related to weather and climate.

Our current receiver has stopped working as of December 2008 and cannot be repaired due to its age. It is also based on very old computer technology and cannot work at all with any computers manufactured since 2003.

Specific uses:
1. Instruction in meteorology and other classes related to weather and climate.
2. Undergraduate Independent Study and Undergraduate Research projects related to weather and climate.
3. Note that this data is appropriate for use not only by those in physics but also by students and faculty in the new Geoscience major combining programs in Geography and Geology.

Cost: $8,400 for the receiver that fits in a typical desktop pc drive bay with modern (and forward-adaptable) expansion ports on the motherboard.

This receiver system will be purchased from Quorum Communications so it will work with our existing Quorum equipment. Our current receiver was purchased in 2002. Its hardware configuration required three old-style ISA expansion slots in the download computer. We had to purchase this system at the time because of a much appreciated donation through the RU Foundation for this system. We could not wait another 1-2 years for another system to come out.

The firmware in these expansion cards was written prior to 2002. When I installed this system I used an older-model computer that had already-old ISA expansion slots. I also obtained two identical surplus computers so that, as hardware evolved I would be able to continue using the satellite receiver system. This worked until mandatory Windows updates made it impossible for the operating system to drive communications with the download system through these cards. This occurred in the spring of 2008.

This new receiver system will be able to continue to receive and decode the HRPT data beamed to Earth by these satellites. Our existing antenna and its accompanying hardware are perfectly fine and will be compatible with this new receiver (and with any receiver that will come out in at least the next 10 years). This new receiver system will fit in any modern computer and will have a much simpler update path since it communicates with the computer through a standard USB port. But this will be forward compatible since the new hardware communication protocols are designed for future updates.

71. Scanning Tunneling Microscope and Atomic Force Microscopy

Proposal: Purchase a Scanning Tunneling Microscope/Atomic Force Microscope (STM/AFM). These can be configured as different modes on the same instrument. An STM/AFM can be used to obtain atomic-resolution images of surfaces. In the STM mode the image is formed by measuring an electric current that is due to quantum mechanical tunneling between the surface
and a tip that is scanned across the surface. In the AFM mode the image is formed by monitoring the atomic-level forces between the surface and a tip. These images can be used for many types of surface analysis: atomic-resolution surface topography, nanostructures, surface defects, and surface chemistry. In the AFM mode biological materials can also be imaged.

**Uses:**

1. Instruction in upper-level physics and chemistry laboratories.
2. Faculty/undergraduate research in physics, chemistry, geology, biology, and forensic science.
3. Collaboration with off-campus groups (such as local industries) with interests in nanoscience and materials research.
4. Outreach to local schools. (Show children “pictures” of atoms!)

**Systems:** We are considering two systems:

1. The Nanosurf easyScan 2 system from Nanoscience Instruments (Phoenix, Arizona). This is primarily an educational instrument but it does have research capability. It is a modular system. A basic STM/AFM system can be obtained for $37,837. We would probably want to upgrade the AFM package to include the “dynamic” mode which is more suitable for soft samples. This upgrade costs $11,900. We might also be interested in the AFM video module ($4,400), the extended sample kit ($1,200), and on-site training ($2,500). The total cost including all options would be $57,837.

2. The 5420 Scanning Probe Microscope from Agilent Technologies (Santa Clara, California). This is a high-performance instrument suitable for both research and education. The total cost for the AFM system, including installation and training, is $97,930. A separate STM scanner can be obtained for an additional $4,000.

Both systems will also require a dedicated computer and color printer.

**Discussion:** Both systems would be quality acquisitions. Both are used at many universities across the country. The Nanoscience instrument would be ideal for uses (1) and (4) above. Although it can be used for research and in industrial applications, it is less suitable for this than the Agilent machine. The 5420 is essentially a research-quality instrument (and is, in fact, fully upgradeable to Agilent’s top of the line research instrument); but it is also designed for education, and includes a curriculum and sample set designed for undergraduate courses. It is somewhat less portable that the easyScan and might be a little less useful for outreach purposes, but since much of our outreach involves visitors to campus, for which it will be as appropriate as the easyScan, this is not a significant consideration.

Overall, the Agilent 5420 has more potential than the easyScan. Its capabilities as a research instrument make it the more appropriate choice for the full range of uses we are envisioning. We recommend the purchase of the Agilent system (including the STM scanner) if funds are available. However, if it is decided that only a lower cost instrument can be justified, the easyScan 2 system is not a bad second choice.

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**72. School of Dance and Theatre: Branding Campaign**

The new School of Dance and Theatre met as a faculty for the first time this morning. During our meeting, we discussed financial issues affecting our merger and production season for next year. We would like to offer specific advice for how the stimulus money could be used to nurture this new venture.
Branding: Creating a new identity will be costly. We have been working on a new logo, which thus far has included student art major designs. We are continuing this process, but it has proven less fruitful than anticipated. We will be faced with creating an attractive new display board combining information from the 2 programs, joint brochures, and other recruiting material all with the goal to unify the new school. We feel strongly that the quality of this branding process will directly affect our recruiting efforts and school reputation. Success in this process is imperative, especially in light of the program review recommendations, which for both programs include reaching the 150% graduation rate put in place by the Provost.

Recruitment: As discussed above, recruitment is more important than ever. It is suggested in our program review recommendations that we assemble production material (dances, shows, etc.) and travel to regional magnet schools and area high schools in attempt to reach the aforementioned graduation rate. This endeavor will indeed be costly and can include travel for multiple students and faculty (vehicle rental, meals, hotel).

73. School of Dance and Theatre: Restoration of Theatre and Dance Production Budgets

Production: The Theatre production budget has been cut 25% by SGA’s finance committee. The Dance production budget was cut 100%. We are attempting to address this issue long term, but next year will be a challenge. If we are to continue the quality production values that the Radford community expects from the Theatre and Dance programs, we will need adequate funding, especially for next year. Finally, this can also affect retention which again can affect our 150% graduation rate.

The more attractive our programs are both on face value AND quality in education/production, the more attendance we will have to our performances and the more higher quality students will be enrolling in RU. This alone will stimulate the economy putting more money into our programs and local businesses (restaurants, hotels, etc.).

74. Special Education Graduate Grant Program

As a graduate student enrolled in the Special Education department at Radford, may I suggest that funding be continued for grants within this program?

As a working, single mother of three pursuing higher education to keep abreast of the latest teaching philosophies and technology, the grant(s) that I have received have been instrumental in my ability to participate in this wonderful and challenging program. Without this funding, many of your Graduate students will find it difficult, if not impossible, to continue.

I have had the pleasure of working with Dr. Ellen Austin and have benefited from the courses that she has set up—especially over the summer. We had a visiting professor last summer, Dr. Gary Pillow, that taught a class in audiology that was fascinating.
The grant program in the Special Education department has truly been a blessing and is assisting countless educators the opportunity to become, and remain, highly qualified teachers.

Please consider maintaining the Graduate grant program for Special Education.

75. Start the RU Pipe and Drums

A time existed in the history of Radford University where a bagpipe band was a vital part of the student experience. The band played for university events and marched in various local and national parades. In the late 1970s the interest in the organization began to wane because of the loss of the faculty piper and eventually the group was abolished. With the discontinuance of the band all of the university owned equipment was either given away or lost in the shuffle.

Within the past year a renewed interest has emerged. Students are currently signing up to take lessons to learn to play the bagpipes beginning in the fall of 2009. A group lesson will be offered to any interested RU student or Radford community members. Many of these students and community members will provide their own practice chanter with hopes of personally obtaining a decent set of highland bagpipes upon completion of basic training on the instrument. I would like to ask for consideration of stimulus funds to pay for equipment for those not able to purchase instruments and uniforms to start a Radford University Pipes and Drums band.

Highland equipment and uniforms are very costly and would require a special opportunity, such as this, to request funding. In general the cost of an average set of highland bagpipes with needed accessories is approximately $1450. I believe 10 sets would be a great start totaling $14,500. To supply the needed percussion equipment (1 bass drum, three side (double sided snare drums) and three tenor drums) it would require approximately $2,500. In addition to equipment, needed supplies (i.e. reeds, sticks, etc.) would require approximately $800. The largest portion of cost would be uniforms. A highland dress uniform costs approximately $2000 per uniform. 25 uniforms would need to be order at a total of $50,000. Total amount requested to start the Radford University Pipes and Drums is $68,000.

Table 1:

<table>
<thead>
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<th>Item</th>
<th>Cost per Item</th>
<th>Number Needed</th>
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</thead>
<tbody>
<tr>
<td>Great Highland Bagpipes</td>
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<td>10</td>
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<td>Percussion</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
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<td>$67,800</td>
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</table>

Radford University currently pays for use of highlanders from Roanoke for special occasions. An “in house” pipe and drum corps could provide financial relief for varying departments as well as opportunity for additional use of pipe music for presidential affairs, advancement functions as well as other campus and athletic events.

Thank you for the opportunity to submit this request. If you have questions or need supporting materials related to this request please let me know.
Teaching Science Through Research, Neurobiology Equipment

Undergraduate students in my research laboratory study appetite regulation using a unique vertebrate model, the chick. In the past two years we have given the university 20 papers in the professional peer-reviewed literature that demonstrated the appetite associated effects of neuropeptides including neuropeptides S, K, Y, FF, VF, AF, calcitonin gene-related peptide, calcitonin, xenin, amylin, oxyntomodulin, alytesin, α- and β-MSH, stresscopin and visfatin. Undergraduate students that are authors of these papers include:

Brian Prall  Lindsay Silwa  Kara Hunt  Tyler True
Ravinder Gill  Veronica Combos  Marissa Smith  Wint Nandar
Wendy Calchary  Derrick Mathews  Christie Bowden  Jessica Layne
Justin Milligan  Dawn Fouse  Brian Pittman  Matt Kelly
David Godlove  Pyae Hein  Brandon Newmyer

I enthusiastically teach students to learn science through doing science and provide numerous opportunities for them to actively engage in original research and pedagogical inquiry as they assume responsibility for their own learning in both the classroom and research laboratory. My student evaluations of teaching reveal that I motivate students from several different populations to challenge themselves and actively engage learning physiology. I have included a significant research component in several courses recently taught including Vertebrate Zoology (464) and Comparative Animal Physiology BIOL 351.

Vertebrate Biology BIOL 464

The laboratory component of this course had original research group projects as the primary focus. Students were first introduced to the primary literature during lecture. They then selected research articles to present to the class. The students made these presentations as if they were the authors and had conducted the research. This familiarized the students with the literature and also allowed them to learn about several research and statistical analysis methods. Six groups of students then formulated novel hypotheses to test, designed the experiments, received a budget, and obtained Institutional Animal Care and Use Committee approval of their projects. After conducting the experiments, students prepared manuscripts based on the style and form of a professional journal. These projects resulted in five presentations of research at the Radford University Undergraduate Forum and were of high enough quality to result in four presentations at the Virginia Academy of Science annual meeting. The students reported that they preferred being in control of their own projects and were more motivated than if they had been in a more conventional laboratory setting. However, the scope of the projects was very time consuming since the PI was also responsible for teaching other courses and was involved in additional research concurrently.

Comparative Animal Physiology BIOL 351

Based on my experiences in BIOL 464, I modified the teaching approach when teaching BIOL 351 Comparative Animal Physiology. The laboratory meetings were primarily devoted to motivating students to design and engage in a single research project that was conducted by all students in the class. All students in the course were involved in the process, since preliminary trials of the study were conducted during laboratory meetings. Since 24 “technicians” contribute an enormous amount of technician error, students that were most motivated were selected to conduct trials outside of class meeting in the more controlled environment of the research laboratory. All students used the results to prepare individual formal manuscripts per instructions.
of a peer-reviewed scientific journal. The five best student manuscripts were compiled into one, which was recently published in Pharmacology Biochemistry and Behavior (196:242-247) with the students as first authors. Students also made presentations at the Radford Undergraduate Research Forum and Virginia Academy of Science meeting based on their findings. The PI recruited some of the most engaged and motivated students from that class into his research laboratory, where they designed and conducted their own projects that have also since been published.

Student Feedback

“Without a doubt, the most rewarding experiences in my college career have come from my times in the research environment. Originally, I had never even considered a career aside from biology prior to my research experience. However, now that I have had the chance to conduct my own studies and even publish my own manuscripts, I could not imagine doing anything else in my future. It seems amazing to me that a career path, with such great prospects and great rewards, was a path that I had not even placed any focus towards originally.” Brian Prall, Senior Biology major

“Coming into Radford University as a freshman, I had no idea what career I wanted to pursue; I was only sure that I was interested in obtaining a degree in Biology. I started doing research in Dr. Cline’s lab immediately as classes begun and I can honestly say that nothing has been more beneficiary to my college career than being a part of his research team. I am already a published author as a freshman and my experiences in the lab have sparked my interest in neuroscience, as well as given me a clear view of what path I’m going to pursue after college and what career I want for myself. I plan to do as much research as I can in my remaining years at Radford and use the valuable experience I’ve gained from it to continue my career in graduate school.” Brandon Newmyer, Freshman Biology major

“In his laboratory, Dr. Cline brings a new element to the table. Not only did we conduct experiments, we researched and questioned what we wanted to experiment on, and had to reason as to why we got the results that we did. He guided us, but let us learn for ourselves. He tried to get us to start thinking more as scientists than students. He has opened my eyes to a new type of career that would honestly be fulfilling and rewarding. He’s made me think seriously about doing research as a career.” Jessica Layne, recent Biology graduate

“As a principle investigator Dr. Cline pushes his researchers to try harder and learn more every day. I was a member of Dr. Cline’s research group during 2006 and 2007. It was a formative experience for me. Whenever my lab mates and I wanted to try new techniques or different approaches, Dr. Cline encouraged us to figure them out on our own. For example, while in the lab I read that the same experimental manipulation I was using in a chicken model led to increased arousal in rodent models. I wanted to test for increased arousal in our chickens too, but I didn’t know how. When I talked with Dr. Cline, he thought that performing a chemical assay for corticosterone would be a good approach, and encouraged me to search for a technique, allowed me to purchase the necessary supplies, and helped me figure out how to perform the assay. The results of this work were ultimately printed in Comparative Biochemistry and Physiology (2007). The hands-on approach that Dr. Cline stressed in the lab prepared me for a graduate school environment where the ability to conduct research independently is key.” David Godlove, Ph.D. candidate, Vanderbilt University

“Dr. Cline’s biology research lab prepared me exceptionally well for graduate school. The class developed my critical thinking, independent thinking, and autonomy skills which are essential tools for graduate studies. The lab is based upon working independently or in groups, in which the students themselves do hands on research, experiments, and data collections et cetera … rather than a professor doing it for them while students watch. Dr. Cline’s guidance was
“I conducted undergraduate research with Dr. Cline for three years at RU. Those years were such a wonderful time for me. I received an undergraduate research award, undergraduate research grants and had papers published in scientific journals as an undergraduate. Under his training, advice and encouragement, I have learned the process of how to do science, learned to be more independent in doing research and more importantly, I learned to have confidence in myself. By the time I became a senior at RU, I said to myself that I am ready to take more challenges as a graduate student. I graduated from RU in 2007 and now I am pursuing my Ph.D. degree in neurosurgery at Penn State. Because of his advice and training, I have received acknowledgements from my professors, my advisor, my lab mates and classmates here at Penn State University where I now study Amyotrophic lateral sclerosis (ALS).” Wint Nandar, Ph.D. Candidate, Neurosurgery, Penn State

“I started working on my research the summer after graduating high school and have worked in the lab for two years. I have been able to learn a lot from Dr. Mark Cline, including the importance of the scientific method, my career goals, and the magnitude of teamwork that is needed to make progress. I have published two papers, have one in press, and one in review. I have also been awarded two grants and have presented my research many times. I have been accepted to Virginia Commonwealth University, and in my interview with them, they told me that my resume looked like that of a post-doctorate student.” Wendy Calchary, Biology sophomore

“I began doing research with Dr. Cline as a freshman and he instilled a passion in me for investigating and understanding physiology. Because of this, I continued in appetite research and completed my Masters degree at Southern Illinois University’s School of Medicine rather than in a typical graduate program. I am now in a Ph.D. program and am well on my way to achieving my goals of obtaining a professorial position and having a lab of my own to continue my research endeavors with future students. Had it not been for the research experience I gained as an undergraduate, I am confident that I would not be where I am today.” Marissa Smith, Ph.D. candidate, Virginia Tech

Proposal

The research laboratory and classroom projects have been very successful despite that most of the scientific equipment used outdated and subject to frequent breakdown. This is discouraging and does not provide our students with the most recent and in demand skill set when leaving the university. This proposal is for the updating of equipment so that our students studying neuroscience in the classroom and research laboratory will be more competitive for positions in graduate programs. This will put them on an equal playing field with applicants from research schools such as Virginia Tech, University of Virginia or William and Mary.

A respirometry system would allow our students to determine how the neurotransmitters that we inject affect metabolic processes. In our quest to find a cure for obesity, this information would be extremely helpful. Basically put, if the neurotransmitter that we have previously demonstrated reduced hunger also accelerated metabolic rate, then weight loss would be accelerated by a factor of two. Additionally, since we have published articles reporting the appetite-related effects of several neurotransmitters where the doses have already been worked out, with a respirometry system we may go back and easily conduct additional studies and produced even more student generated research articles.

Moxar 8-channel respirometry system $49,300.00
A cryostat is used to make very thin sections of brain so they may be attached to a microscope slide. We then use various neuroscience techniques to understand how a neurotransmitter causes reduced hunger perception. In my laboratory the cryostat has become an essential piece of equipment. However, the departmental cryostat is more than 25 years old and subject to frequent break-down. When this equipment is broken, all of our research stops. Additionally, this old equipment hinders our research because the thickness of section it can produce is very limited. A new cryostat should accelerate our program and reduce student frustration with research.

**Leica cryostat with tape system $45,000.00**

We use stereotaxic instruments to locate specific regions in the brain to study. Currently we only have one digital stereotaxic instrument that must be shared among students. This greatly limits the number of students I can work with while reducing our throughput. Two additional digital stereotaxic instruments would greatly improve our research program.

**Two digital stereotaxic instruments $12,200.00**
**Two chicken stereotaxic adaptors $7,200.00**

The proposed purchases would be used for both laboratory and classroom instruction. Since all are equipment and are not consumable, the number of future students that will benefit is infinite.

**TOTAL REQUEST $113,700.00**

77. **Training Experience for Graduate Students in Training and Development**

Money to send the graduate student Training and Development class to a real training experience

78. **Abington Campus Staff Position**

I am writing to you in your role as the Chair of the University Budget and Planning Advisory Committee. In your email on April 20th you invited all ideas on how to best spend the stimulus money allocated to Radford University.

I am writing to request a restricted staff position here at the extended campus in Abingdon between July 1, 2009 and June 30, 2010. I am asking that it be considered an administrative/professional position. I would hope that it could be 20 hours a week for $15.00 an hour. This would amount to $14,400 for the year.

I am requesting this staff position because we do not have any office support at all in the social work program at the extended campus. This makes it difficult to provide adequate services for the students here. Secondly, the School of Social Work has suffered some tremendous financial set-backs which will create an unfavorable staff/student ratio at the extended campus without this support. This would be a one-time request which would allow the School to have time to seek alternative funding sources.
79. Chapel Restoration

I think it would be a great service to the campus and alumni to restore the campus chapel. I know of alumni in my family that met on this campus and were married there. I haven’t been in there since I took a religion course many years ago, but I was sad to see that it was no longer used as it was intended.

80. Decrease Rental Fees

Decreasing or eliminating rental fees for RU facilities for local and regional organizations
a. Attracts local businesses to our University which will strength community relations and return business
b. Attracts High School organizations to RU boosting recruitment efforts and helping us assess those students who are interested in studying a particular field (as President Kyle mentioned in the forum, our need to attract students who know their field of study as they enter college)

81. Employee Bonus

IF the money could be moved to another budget account, it would be a GREAT INCENTIVE AND MORAL BOOSTER for the employees of RU, to receive a ‘one time’ BONUS.

I would like to suggest using some of the money for one-time bonuses for staff (since we are not getting raises until 2010).

Suggestion to have part of the monies to cover parking passes for all employees to defer the hardship of lack of pay increases this past year and health insurance increases. This would be a two-fold positive impact. Support good moral and financial assistance.

Give housekeeping a raise.

What about a one-time bonus for faculty and staff making less than $35,000 a year? This would exclude me (though just barely), so I’m not suggesting this out of self-interest but rather out of concern for the wage employees and faculty/instructors who have not seen any wage increase this year while their bills (groceries, etc.) continue to escalate.

Since this is one time money, I think a chunk of it should be set aside to give $5000 one time bonuses to the lowest paid full time employees at the university. I'm not sure who falls into this category, but I would trust the judgment of whomever actually implemented the idea to choose wisely. It is often people like our secretaries and maintenance employees who are hardest hit (even with a job) in times like these. It would be nice to show them that they are not just expendable hired help and would help the overall atmosphere at RU. Think of it as sort of an AIG bonus in reverse. It would generate excellent press for the university as well. I realize there is little to no chance of this happening, but thought I would suggest it anyway.
I think that the university first and foremost needs to think of its employees. Radford should follow the example of New Jersey CEO Jack Windolf, who when given a $500,000 bonus that he could spend on himself anyway he liked decided to give each of his 434 employees a $1000 bonus. With this $5 million stimulus I think it should be given to those who deserve it most, the professors and staff of the university. After all, what is a university without teachers willing to teach.

I would like to suggest a one-time payment to each faculty and staff member in lieu of the 2% raise we were to have received this past year. This would not be a recurring amount. This would be similar to the budget surplus checks received during the Bush administration.

How about a one-time bonus for faculty and staff since we didn't get any raise this year?

Provide one time bonuses to all employees. This year the only people employed at RU to get raises this year were the President and the Provost. I understand we cannot give permanent raises this year but we could give one time bonuses to all employees in lieu of raises. I believe this should be the top priority.

82. **EMS Vehicle**

Get RUEMS a new Vehicle.

83. **Financial Aid for Students**

As I am sure you know, these harsh economic times have really hit some of RU's students hard. My first suggestion on how to use the stimulus funds would be to create an 'EMERGENCY GRANT FUND'. This would be similar to those funds that other colleges have set aside to help very needy students. We have seen a pretty big increase already in student's and their families who are asking for additional help to pay for college because they are struggling financially. I believe that if we could have some emergency funds set aside to help these students, it would not only benefit the students, but also show that RU is sympathetic to the economical crisis that is facing this nation.

Another place to put some money into would be the financial aid department so that students can receive a little more money while paying a little less back, seeing how we are in hard economic times right now. A few ideas among many.

I think that it would be a good idea to reward the people who are able to get on Dean's List by giving them a small percentage in the form of a scholarship. Truly I feel that most of the money should go to scholarships, since our tuition has been increased.

Put it into scholarships for American Citizens
I would suggest that a large portion be used for academic scholarships to be used for the next academic year, these would qualify as "one time expenses" and be of a great use to the majority of students. Particularly those in the math and sciences, who are somewhat limited in scholarship options, this would be a great use for the university. More qualified students would go through the university doors as well as there would be more money returned in the long term through the added school alumni. This would be how I would use the stimulus money.

As unemployment rise and job losses of over 600,000 jobs every month for the past four months are a sign of a very stressful job market, many of our students have families that have lost their source of income and/or had their parents work hours cut. I urge the administration to establish a one-time fund for next one or two academic years to provide assistance for students whose parents lost their source of employment and/or had their work hours reduced. I hope this fund can be generous where it could either cover partial or full tuition and/or cover room and board or/and cover textbook costs. The fund will be aimed specifically at students who are at jeopardy of dropping out of college because one or both parents lost their employment.

Many students are going through difficult times right now because of the bad economy our country is experiencing. I was thinking it would very helpful if there is some funds available for the students who cannot afford to buy their books and also to have some type of discount on meal plans for students who cannot afford to eat on campus.

Provide more financial aid to ensure that we have students to teach.

A strategic use of the money would be to spend it on LARGE one time scholarships, especially in the area of science and technology. This would:

- Help ease the economic burden of students during these difficult times
- Help these same students in the long run by providing an education that leads to strong career opportunities
- Help the U.S. economy in the long run by getting students into the science and technology field, an area where the United States is falling behind.
- Help R.U. in the short run by bringing students to R.U. that we might not otherwise be able to attract thus increasing our enrollments and tuition dollars.
- Help R.U. in the long run by producing a successful class of alumni, leading to increased alumni gifts and potentially more students from the high schools, families, and geographic areas that these students originate from.

I think this would also be received well in terms of public relations compared to other uses of the money such as paying bonuses or predominately just buying things such as equipment.

My suggestion would be student grants.

I do have one thought on how we might use the stimulus money for the good of RU. I would like to suggest that we offer a one-year full-ride scholarship (perhaps even $15,000 if we can do that) to in-coming freshmen who have been accepted to RU, have not yet committed to coming to RU, and have SAT’s over 1200 (or the equivalent ACT’s). The Math and Chemistry and Physics and Geology programs were all hit hard by the expedited program viability evaluation process because of low numbers of graduates. Debbie Templeton made the comment at the Academic Program Review Committee meeting a couple of weeks ago that if RU’s student
profile improved, enrollment in the sciences and math was bound to increase. I realize that we would only be offering scholarships to these top students for one year, but once the students get to campus and start working with our dedicated faculty, their chance of staying will be … pretty good.

I would like to see it spend on scholarships, help decrease tuition, decrease room & board price, decrease price of textbooks. Help clubs that does need the money for good causes.

84. Furniture

New chairs and equipment (we had been utilizing computers, that when sent to the help desk for upgrades this week, we discovered these had been on mandatory surplus and no one from help desk knew there were any left on campus….) All our office equipment and furniture is in need of replacement.

85. Green Initiatives
86. Green Initiative: Renewable Energy
87. Green Initiative: Pulper/Composter
88. Green Initiative: Electric Carts
89. Green Initiative: Energy Efficient Education Displays
90. Green Initiative: LED Pilot Project
91. Green Initiative: Clean Energy from Humans

Buying recycled paper for campus, instead of white office paper (which will also help the environment so much).
Replacing all the carts on campus with the electric/biodiesel carts we see driving around (the white & red ones).
More recycling bins in every building, at least one on each floor, & more in the dining halls (to encourage students to recycle instead of waste).

Money for Two Studies: with Julio Stephens, our Sustainability Coordinator, to plan and conduct two studies (at this point surveys) on “being green.” One study aims to look at students when they come in as freshman and track changes in perceptions and behaviors over the course of their college career. We plan this as a longitudinal project that might also have other components such as focus groups and interviews. The second study will target faculty and staff (and possibly students) to learn about their commuting behaviors. This project has a much more narrow focus and time span—we foresee it as cross sectional. We wanted to know if there might be funding out there for these kinds of projects.

In my senior year, amid Vietnam War protests and campus unrest, the University of Connecticut President Homer Babbidge Jr. promoted an interesting idea -- perhaps as a distraction -- declaring a "theme" for a semester, and encouraging all departments to offer courses or present special programs along that theme. In his case, it was simply
"the 1930s." I don't know where the money came from, but I remember a wonderful semester of art exhibits, dramatic performances, concerts and visiting lecturers -- including still-living famous authors of the '30s. (Erskine Caldwell spoke to my undergrad American novel class; on work-study money, I built a library exhibit of newspaper front pages from the '30s for the journalism department, etc.)

I'm not suggesting a direct steal of the 1930s idea -- although the Great Depression and New Deal would certainly be an appropriate theme these days -- but borrowing the idea of funding themed events and visiting experts and choosing a theme better suited to our region and its current situation.

One possibility: "Greening the Economy." The theme could include visiting speakers of various kinds (regional and national, political, business, arts), funding student and faculty research, field trips and creative projects, hiring adjuncts to cover one-semester course-releases for faculty working on special projects (which could range from water-quality testing near mines and factories, developing uses for recycled materials to studying municipal public information systems to get out water-conservation messages, etc.), replacing high-wattage lamps and leaky plumbing, construction green-business demonstration sites (a campus windmill? a solar-panel farm? a waterwheel on the river? an experiment with a hybrid/electric regional cab service?), and offering public entrepreneurial business-development sessions.

Perhaps we can spend the money on a “green” project that will save RU money in the future.

Initial Funding for sustainability initiatives
   a.   Broadens RU reputation as environmentally responsible
   b.   Attracts students to the sustainability programs and classes offered at RU

I think that we should use the money to create a greener campus.

One thing that could be done is covering the roofs of buildings with plants, therefore creating a "green roof." Here's a link with more information about this: http://www.buildings.com/ArticleDetails/tabid/3321/ArticleID/5145/Default.aspx

Another thing that can be done is putting in motion sensors so lights will turn off when there is no one around. Automatic lights save a decent amount of energy, so that would help.

Also, I've seen projectors on in classrooms that are not being used at night. Is there a way for those to automatically turn off?

You could also put more trees on campus - if done properly, it would look better and help make up for CO2 emissions.
Another thing that would help would be to systematically improve the parking lots by making them permeable. That means that water can sink into it, whereas regular parking lots simply let
polluted water wash over it. If you were to renovate Lot FF and Lot Z into permeable surfaces, it could help reduce water pollution in the New River. Every small change helps.

I suggest we look at ways to use the stimulus money to make our campus more environmentally friendly. Could we, for example, use the money to buy and install some solar panels on the roofs of some of our buildings?

“purchase and install sufficient solar photovoltaic systems to make several buildings “net zero” with respect to electricity. Install monitoring equipment for pedagogical purposes. we could do the same thing with solar hot water.”

Please put this idea of the table: use the stimulus money to further “green” the campus: create at least one solar facility, passive solar design, cut the AC by installing ceiling fans somewhere, I don’t know what else, but this would save money down the road. But I am serious about using the stimulus for green energy infrastructure.

I think it is important to realize the essence that the stimulus package is meant to provide. My understanding of the administration's impetus for the stimulus is three-fold: One to help out struggling companies stay afloat until a recovery, two to help create new opportunities in the market that will be long lasting not just short term, and three to plant the seeds of a new economy based on green initiatives.

I believe it would be shortsighted to allow these funds to be used for items and agendas that are self serving to individuals and departments. I believe they should be applied to an area that will benefit the University for many years to come.

My "vision" for the funding creates a super hi-tech campus that is energy sufficient/efficient. A campus that wastes little energy and produces much of its own. A campus that goes easy on our natural resources though stepped up recycling and use of recyclable materials rather than "throwaways". This would be a three prong approach: First, solar panels would be installed on as many buildings as possible. Solar hot water heating would also be utilized. Wind power could be a large part of the production equation, as well as battery storage to store power during the evening hours for use during the day (Claytor Dam = zero carbon output). Conservation measures would be instituted such as low-e glass, awnings, better seals and closure on doors and windows, "smart"devices that turn on and off lights and other electronic apparatus, setting computers to sleep during the night, etc. Second, a study would be undertaken to examine all current usage of materials to weed out those that can not be recycled and replaced by those that can (example styrofoam cups), and replacement of University vehicles with hybrids, electrics, or bio-diesel. Lastly, a system to monitor and control all of the energy input and output for peak efficiency.

This would place RU at the forefront of the new energy economy as well as reduce it's carbon footprint and provide real cost savings to the University. High quality prospective students would be drawn to the University due to its 21st century appeal. The funding would result in substantial cost savings to the school immediately and for years to come. Most of the funds would be re-directed to support and provide income for the fledging green energy industry.

The marketing and publicity implications of a proposal like this for the University are astronomical. Much like Va Tech did when they were among the first schools to require everyone to have a computer. A better analogy would be the Blacksburg Electronic Village that was written up in every major paper and on every major network and helped usher in the age of "community computing". I believe world-wide media attention would be probable.
I realize that this would be a bold step but one that would position Radford as a forward-thinking school on the cusp of this new movement. The process has already been started on campus with the recycling initiative and electric carts. This initiative would constitute a "second phase" but may need a "third phase" to be completed as more funding may be required. However I think much could be done with the current funding and with the benefits to the school as well as our environment being so great, its at least worth consideration.

It would be easy to allow these funds to be gobbled up by well-meaning professors to do research or cash-strapped departments to replace retired faculty or increase travel allowances. I believe these funds should be used as a "game-changer" rather than a "band-aid".

- **Renewable Energy**
  - Benefits
    - Reduce energy consumption/ expenditures
    - Reduce Greenhouse Gas emissions
    - Teaching/demonstration capabilities
    - Can sell RECs
  - Solar, ~$200,000, ~$10 per watt (1000 watts=1 KW, average home=~10kWh/yr)
    - JMU-10KW/$120,000= $12/W
    - App. State-5.25KW/$55,000= $10.48/W
    - NC State-79/$605,000= $8/W
    - & many others ([http://www.aashe.org/resources/solar_campus.php](http://www.aashe.org/resources/solar_campus.php))
  - Example: Floyd Hall-Energy Star Bldg. uses ~402,000kWh/yr;
    - Solar Radiance 4.5kWh/sq m/day
    - Avg. Monthly Usage 33,041 kWh/month
    - System Size 152.42kW
    - Roof Size 15,242 sq ft
    - Est. Cost (100%) $1,219,369.28
    - After Incentives $853,558.50
  - Wind, ~$200,000, $3-$5 per watt
    - Yale, Frostburg State-1.8, NC State-1
    - & many others ([http://www.aashe.org/resources/wind_campus.php](http://www.aashe.org/resources/wind_campus.php))

- **Pulper/Composter in Dining Services**, ~$50,000
  - Reduced labor, hauling, & landfill costs, currently $32/ton, ~1500lbs/day from Dalton
  - Reduce Greenhouse Gas emissions (reduction in hauling, methane produced, etc.)
  - Provides a usable product on campus for grounds

- **Electric GEM Carts**, ~$150,000; $15,000/car depending on model /options, 10 existing gasoline carts in Facilities
  - Reduce gasoline consumption
  - Eliminate tailpipe emissions (~19 lbs of CO2 per gallon of gasoline used)

- **Energy Efficiency Education Displays**, ~$135,000 campus-wide, ~$50,000 dorms only, ~$9,000/4 bldgs
  - Teaching/demonstration capabilities, visualization dashboard for viewing sustainability practices and the institutions environmental strategies
o Provides live data (kWh, Co2, degrees, etc.) directly out of the buildings control system
o Reduce energy consumption/ expenditures
o Reduce Greenhouse Gas emissions
o Examples: Oberlin College, http://www.oberlin.edu/dormenergy/ or ;
  http://energy.ucsb.edu/ASP-HTM.asp, vendor-
  http://www.qagraphics.com/demos/eed/

- **LED Pilot Project**, ~$50,000, ~$600/each, install LED parking lot lighting,
o Reduce energy consumption/ expenditures, labor, etc.
o Reduce Greenhouse Gas emissions
o Prioritize additional areas
o Examples: http://www.leduniversity.org/index.asp,
  http://www.ledcity.org/applications/street-parking-lot-lighting.html

- **Campus Energy Audit/ Retrocommissioning of Buildings- ~$50,000/building**
o Identify mechanical/operational inefficiencies
o Reduce energy consumption/ expenditures DOE estimates utility savings 20%
o Reduce Greenhouse Gas emissions
o Prioritize on-going work lists
- **Daylighting/Occupancy Sensors for building corridors, ~$12,000 /each building**
o Reduce energy consumption/ expenditures DOE estimates 40% savings
o Reduce Greenhouse Gas emissions
- **Plug Load Occupancy sensor/power strips for offices $90.00 ea**
o Reduce energy consumption/ expenditures 9%

Below is another clean energy/education idea that RU could implement with some of the stimulus money.

The approx. equipment counts are below:

<table>
<thead>
<tr>
<th></th>
<th>Ellipticals</th>
<th>Stair machines</th>
<th>Bikes</th>
<th>Treadmills</th>
<th>Total Machines</th>
<th>~Cost</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>15</td>
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<tr>
<td>Muse</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>28</td>
<td>~$8400</td>
</tr>
</tbody>
</table>

I’m sure there would be some add’l costs but I’m guessing we could do this at both sites for maybe $20-25K (maybe even less). Let me know if you have any questions.

University of Florida article, http://news.ufl.edu/snapshots/2008/05/23/

**Clean Energy From Humans? No Sweat**
Kate McNeil March 31, 2009
A light switch can be powered by sun, wind or water, but what about by the sweat of one's brow? Oregon State University is one of the first universities to do just that, by harnessing kinetic energy from students' workouts. On February 16, OSU unveiled 22 elliptical machines that capture energy and feed it back to the school's power grid. The school partnered with St. Petersburg-based company ReRev to retrofit their machines in the Dixon Recreation Center. Hudson Harr, a recent University of Florida graduate and CEO of ReRev, thought of the business idea while working out. ReRev technology converts counter-productive
Heat energy from exercise machines and sends voltage directly back into the utility grid (instead of a battery). Each elliptical machine has the ability to produce 1 kilowatt of electricity every 10 hours, enough to charge the battery for a 2004 Toyota Prius. A real-time display system shows gym goers their power production. "A battery-free system like this, tied to the grid, is quite rare," said Brandon Trelstad the university's sustainability coordinator.

Trelstad added that OSU's effort will produce an estimated 3,500 kilowatt hours of electricity in a year - enough to power a small house. What's more, OSU will save money on cooling costs since latent heat produced from the machines will be captured.

The retrofitting costs about $300 per machine and was supported by the Energy Trust of Oregon as well as an $8.50 fee students pay every term earmarked for renewable energy. Since the fee was imposed in 2007, about three-quarters of the university's electricity has come from renewable production. OSU chose the Dixon Recreation Center as a location because of its high volume of users. "The center's workout volume, combined with the large amount of equipment, could eventually produce the same amount of electricity as a small solar photovoltaic system, placing students directly in the renewable energy production chain," said Matthew Pennington, chief of staff for the Associated Students of Oregon State University.

The school plans to retrofit up to 40 ellipticals in the future.


92. Health Care Expansion

One of my first suggestions, like Obama’s, is for health care. We need to extend it to adjuncts and graduate students.

93. Image Registrar Records

The University has a very large number of old student records that must be retained in a secure and permanent form that is easily searched, retrieved and reproduced for transcripts and related processing.

Many of these documents are very fragile and disintegrating. The documents must be digitally imaged for current and future uses. We are required under state regulations to retain the records in a manner that will assure their permanent status, integrity, and easy retrieval.

We are requesting stimulus funding for a one-time, very labor intensive, project to image these important records. This project will require attention to details and a high level of quality control in the scanning, reviewing and indexing of the academic documents. We will use RU’s newly installed Xtender imaging technology. Our requested budget includes:

$17,295 for 1 part-time position (1500 annual hours) at $11.53 per hour (to help manage the project)
$43,425 for 3 part-time positions (1500 annual hours each) at $9.65 per hour
$1,000 for paper and supplies
$7,000 for one high capacity scanner (with maintenance warranty) for automatically feeding documents
$2,000 for one flatbed fast scanner for fragile documents that cannot be feed automatically.

---------- -----------------------------------
94. **Lower Tuition**

Use the money to make sure tuition stays lowers then what it is. The Consumer Price Index on tuition throughout the years has more than tripled the rate of inflation; therefore, tuition is 3 times higher than it should be. Personally, new buildings and renovations were not needed compared to the need of more opportunities for students to enter college at a lower tuition rate.

How about you use the money we are getting to help cut tuition costs for the upcoming year. In turn the students or whoever might be paying for the tuition can then use it to spend on other things which gets the money circulating in the economy more, which will help the economy.

I suggest the money be used towards the expenses that are causing tuition to be raised at such a drastic rate. If we are receiving $5 million, I find it very hard to understand why my out-of-state graduate tuition is being raised by 9.3%. I would be extremely outraged if a PENNY of those funds went to anything sport related, as apparently 21% of the increased tuition will be going towards sports.

avoid raising tuition--many of my students are feeling the economic pinch.

We need to avoid raising tuition if possible.

I believe that one of the best ways to expend these funds would be through emergency support for students for tuition and board. This would be especially useful for families who have lost jobs and are finding it difficult to continue to support their child’s educational costs. I have had several students indicate to me that they cannot attend summer school as hoped because they need to work to build up financial reserves for fall/spring due to a parents’ job loss or family’s financial crisis.

I think we should apply part of the $5.5 million stimulus money to offset part of the tuition increase planned for the 2009-2010 year. This will spread the stimulus money around so all students are affected.

I would like to see this money go to controlling the rate of rising tuition costs. With programs and resources for students being cut I feel like we students need something back from the school soon. If the money went to help tuition costs or to some of the faculty in the form of their much needed raises I believe everyone will be happier.

“Offset tuition increases as the first priority.”

I think students pay fees for internet technology which helps to pay for hardware and software. If stimulus money could be used for some of the things this money goes for, the amount students must pay could be reduced.

I would like to see it spend on scholarships, help decrease tuition, decrease room & board price, decrease price of textbooks. Help clubs that does need the money for good causes.
Another idea would be to give the students more freebies. Now we get $5 for printer money maybe we could have more money for that or other school supplies could be provided.

95. Picnic Tables

Add a couple more picnic tables in the bricked area between Martin/Preston Hall and Reed/Curie. This would cost little and provide a much needed public and student service.

96. Police Vehicle
97. Police Copier
98. Police Department Renovation

If the funds need to be expended within E&G, in addition to maintenance, physical plant etc., the University Police also fall under E&G. We need to replace at least one police vehicle. We have not been approved to buy any vehicle since 2004 and two of our vehicles are now costing almost to maintain each year as the price of a new vehicle. A new vehicle set up with a police package would cost $26,000.00. In addition to the vehicle, we need a copy machine for department use for approximately $3,000.00. Prior to becoming the PD, our building was originally the maintenance facility and then University Relations offices. In order to properly serve as a Police facility, and truly meet several accreditation standard that we struggle with, the building needs remodeling to include a dedicated interview/interrogation room, record management and storage area, another restroom facility, "shatter guard" for our front doors, windows and dispatch windows, and an arsenal for safe storage of police/SWAT weapons and ammunition. These renovations will cost approximately $45,000.

99. Replace One Arm Desks

Get rid of the one arm bandit desks on our classrooms, replace with table and chairs, students say the one arm desks make them feel like they are in junior high….I am sure Whitt is not the only building with this type of desk…. 

100. RU West Usage

Buy RU West from the foundation and house the Graduate College there

A second item that I have heard discussed recently is that some of the services that were provided at RU West (such as maintenance and heating/cooling) had been suspended. This concerned me greatly as we still have folks with offices there, working on a daily basis. I hope this has already been resolved, but if not, this should be addressed immediately.

Also some money could go towards keeping RU West as a university facility.
101. Severance Package for Layoffs

Thanks for soliciting ideas about how to spend the stimulus money. This idea may not be relevant, because I have no idea whether or not there have been layoffs in the ranks of RU secretaries, custodial staff, maintenance workers, etc. as a result of our financial difficulties. If there have been, then I would suggest using part of the money to provide some version of a severance package for those folks. They work hard for meager wages and losing a job will be incredibly disruptive for them. This might not "stimulate" the campus specifically, but it would benefit the overall community. These workers both need and would benefit more from a few extra dollars than would those of us in the faculty and administrative ranks and while I'm all for supporting academic programs, we should be helping real people before we worry about starting or expanding our offerings. Thanks again.

If there are any layoffs, I’d like to see the funds used to keep anyone from being laid off. Hopefully the economy will rebound and any jobs up for being eliminated can continue without disruption to lives of the fellow staff members already in those slots.

102. Software testing Laboratory

One idea I had was to use some of the funds to set up a laboratory for the specific purpose of Research and Development. The main function would be to stay ahead of the “technology curve” as new Hardware and components come into being. It would also allow us to create an environment to test software (regular, high-end and bleeding edge) and their various versions, giving a specific set of hardware on which it is installed. This would require the establishment of an environment that is within our University firewall and other security protections, but is separate enough from important functions, that should something be “broken” it won’t take down our entire domain.

The Hardware should include multiples of Macintosh and PC equivalents currently in use (desktop, laptops and tablets) as well as workstations that are looming on the horizon (currently, Netbooks). The Hardware should be run by Operating Systems (OS) currently in use, ie, Windows XP and Mac OS Tiger as well as units that are running OS (Vista and Windows 7 and Mac OS Leopard) that are looming on the horizon that the university is struggling with questions as to how to migrate to and which ones to migrate to, if at all. Parenthetically, this environment could also test the efficacy of Citrix or other “Thin Client” alternatives in our environment, not to mention “Cloud Computing.”

The software would include all software currently utilized by the University. It would also include software that any and all departments are considering procuring for their “unique” purposes. Often, purchasing decision regarding software are driven by a perceived need rather than the given reality. Questions like Is it compatible with our network architecture or security configurations? Can the current hardware model(s) actually run the software? Does the new software conflict with other installed software? And is it compatible with the current version
OS? are rarely asked and or answered beforehand. This lab could easily lend itself to the centralization of all software purchasing.

This Laboratory setting could answer such questions concerning high-end software like the design software, AutoCAD and whether it should be the only one utilized across platforms. It could also demonstrate the devastating effect of “bloat ware” or “malware” on the performance of computers. Other interesting questions as to how much RAM is enough given hardware and software considerations, what is the optimal setting for virtual memory, whether it is better to create separate labs to run high-end software which would then be utilized by all departments requiring such software, etc, can also be tackled.

This is just an idea of the top of my head and if you need more information, I would be willing to flesh out the proposal even more so. I just wanted to provide a rough idea regarding the initial and therefore major, outlay of costs. One hidden cost would be staffing for such an R&D setting. Other considerations would be location and possibly secondary uses of such a lab. For example, if it had an appropriate number of for example, Macintosh computers that are dual boot workstations, that lab could be utilized for training staff and or faculty regarding that particular OS and or relevant software packages.

103. Student Test Fees

It would be nice if some of the money can help students that are in the Education program. We have to take Praxis I, Praxis II, VCLA, and VRA. These test really add up and alot of the students including myself cant afford these test. Especially when you miss it by a couple of points and have to pull out of pocket again and retry. It would be nice if there could be fee waivers for these test, already paid for by the school with a limit of 3 per semester would be fine. Myself along with all of the students in the Education department and for future students would really appreciate this alot.

104. Telephone Upgrade

Upgrading the telephone system (Accounting Services continually get complaints from the campus arena and private sector regarding our telephones)

105. Camera System

Use part of the money to install campus wide camera system to enhance campus safety. Even though times are tough now, the economy will eventually come back. Adding cameras to campus would be beneficial to all and could be used as a recruiting tool for perspective students and parents. This would give RU a big advantage in terms of campus safety over other schools.
106. Distance Learning Classrooms

We could equip some classrooms for distance learning.

[back]

107. Server and IT Upgrade

I have two ideas for the use of the money. First, we could pump some funds into our server and IT systems so that we can have better and faster computers, and a better and faster server.

I will be a senior next year so I won't really see any of this money go into effect but I think that part of this money should definitely be used upgrade the servers/computers here at RU. My freshman year the computers were amazing and most of the time they worked very efficiently, but this year I catch myself only using 3 computers on the entire RU campus because the others are just junk. I was working on a report wednesday on the 1st floor of Reed (I'm a Biology major, used to be Biotech before it was cut.) and it literally took 45min to login and print 2 files off of my H drive. With record increases of students there also comes record increases of bandwidth that is being used and there is no reason why some of this money could be used to upgrade our subpar servers. Thank you for your time and I hope you make the right choice as to where our funds are most needed.

My suggestion for the money would be to upgrade the technology and resources across campus, especially for departments (such as mine, Media Studies/Communication) that really need it. Building all kinds of new buildings is great until you realize that the technology offered to students varies greatly from building to building. I just spent an hour walking around campus, trying to find an open computer in any of the computer labs or classrooms that has the software I need (Adobe In Design CS3). And this is one of many times there have been no open computers on campus! I think that in order to be the best students and in order to learn, we need to be surrounded by top of the line, cutting-edge technology. Students will not be able to enter the workforce unless they have experience with the technology for their field.I suggest that the money be spent on adding computers to existing computer labs, converting some of the underused rooms on campus to computer labs, updating the software and technology available on ALL of the computers, so you can find the resources you need on almost any computer on campus. I also suggest that we upgrade equipment for our departments. I know from personal experience that Journalism and Production students are using older equipment. The TV studio could sure use a makeover. I'm sure this applies to many other departments like Art, Theatre, Geology, Biology, Chemistry... Any department that needs equipment to get the job done

Although I will graduate and not see any benefit from this I suggest a total revamp of the IT infrastructure including replacement of the current staff that seem to not be able to fully meet the needs of the campus community. The Radford IT network and many computer's on campus are downright embarrassing. New River CC has much better functionality compared with Radford. A university the size of Radford should not have computer technology that lags greater than 5 years. If you want to attract better students, you need to have technology that keeps up with other colleges.
upgrade of computers in classrooms and labs to counter complaints that these are significantly slower than the student’s own laptops.

108. Student Laptop Rental Program

Identify the first generation incoming freshmen or those with financial need (parents lost jobs) and provide them with laptops

Laptops for our new admits who do not already have a computer, to be rented upon arrival and returned upon separation from RU

109. 24 Hour Computer Laboratory

Another Idea I had was a 24 hr computer lab opened, I personally don’t like that ALL of the computer labs and even our STUDENT CENTER closes at 12, I and a few people have expressed that being into your work and close to getting a project or paper done and having to hurry at 11:55pm is not what we want. I like most people hate having to go home with an unfinished paper then have to set an alarm to wake up at 7am to finish your paper before your 9am class. I'm sure safety would be an issue but students would be willing to work this out because it would benefit almost every student on this campus.

110. Alcohol Prevention Coalition

Program: The Alcohol Prevention Coalition
Required Funding: $112,353-3 years prepaid in year 1

Program Description:

AlcoholEdu for College is the only online alcohol prevention program that was designed for population-level, primary prevention. Its personalized approach provides an experience that impacts both individual behavior and campus culture, reducing your institutional risk.

More than half a million students engage with AlcoholEdu for College every year - producing the world's largest database on college students and alcohol. It remains the only program specifically designed for ALL students - whether they are frequent heavy drinkers, light to moderate drinkers, or non-drinkers. Independent researchers continually put AlcoholEdu to the test, providing overwhelming evidence that supports AlcoholEdu as an effective prevention program.

AlcoholEdu partners are among the most successful in the country in reducing the negative consequences of alcohol on their campuses. In fact, United Educators, the leading risk liability insurance provider, recommends
AlcoholEdu for College as a strategy for reducing institutional risk stemming from high-risk drinking as a result of our partners' success.

AlcoholEdu for College is designed as a Population-Level Prevention program to be given to an entire population of students, such as an entering first-year class. This method creates a learning experience that:

- Motivates behavior change
- Resets unrealistic expectations about the effects of alcohol
- Links choices about drinking to academic and personal success
- Helps students practice safer decision-making
- Engages students to create a healthier campus community

AlcoholEdu is the only program that provides evaluative outcomes data (matched-participants analysis over 3 surveys) and comparisons to a national aggregate dataset, your Carnegie Classification, and peer/aspirational institutions of your choice.

In addition to Alcohol/EDU for students there are also three other components parts the package that we will receive. There is another component entitled Sexual AssaultEDU designed to educate students about the issues surrounding sexual consent and assault, AlcoholEDU for sanctions which provides us another educational opportunity to address inappropriate drinking behavior. Lastly we also have AlcoholEDU for parents which are a short session intended to inform parents about the types of proactive educational programs we are presenting to students.

AlcoholEdu received the prestigious 2008 CINE Golden Eagle Award in the Adult Education and Entertainment category.

Program Timeline:

The President’s cabinet has already approved $37,451 from year end money to fund a year of the program starting in the fall 2009 semester. The program is intended to be introduced during the summer orientation to students and their parents with implementation to begin just before the start of the fall semester and continuing roughly 4-6 weeks into the semester. By the start of the spring 2010 semester would we have data presented to us on the drinking behaviors and beliefs of our entire freshman class. This data could be used to help us continue to shape policy and programs to address risky drinking behaviors on our campus.

Program Support of 7-17:

Goal 1.1
- Inspiring in all students a strong sense of values, ethics, and civic engagement.
- Increasing the use of direct value-added assessment by comparing students’ skills, knowledge, and abilities upon entering RU and again during the senior year to measure learning gains that may be attributable to the institution’s academic and student services programs.

Goal 2.3
- Expanding living/learning programs that are congruent with academic excellence and community stewardship.

Goal 2.4
• Continuing to educate and train faculty, staff, and students to acquire the basic skills necessary to make responsible decisions and to reduce personal risk.

Program Sustainability:

The three years of data would provide guidance in the future funding for this program. If the results show significant educational value, then it could be covered by a small increase in the student activities fee.

111. Campus Theme

In my senior year, amid Vietnam War protests and campus unrest, the University of Connecticut President Homer Babbidge Jr. promoted an interesting idea -- perhaps as a distraction -- declaring a "theme" for a semester, and encouraging all departments to offer courses or present special programs along that theme. In his case, it was simply "the 1930s." I don't know where the money came from, but I remember a wonderful semester of art exhibits, dramatic performances, concerts and visiting lecturers -- including still-living famous authors of the '30s. (Erskine Caldwell spoke to my undergrad American novel class; on work-study money, I built a library exhibit of newspaper front pages from the '30s for the journalism department, etc.)

I'm not suggesting a direct steal of the 1930s idea -- although the Great Depression and New Deal would certainly be an appropriate theme these days -- but borrowing the idea of funding themed events and visiting experts and choosing a theme better suited to our region and its current situation.

One possibility: "Greening the Economy." The theme could include visiting speakers of various kinds (regional and national, political, business, arts), funding student and faculty research, field trips and creative projects, hiring adjuncts to cover one-semester course-releases for faculty working on special projects (which could range from water-quality testing near mines and factories, developing uses for recycled materials to studying municipal public information systems to get out water-conservation messages, etc.), replacing high-wattage lamps and leaky plumbing, construction green-business demonstration sites (a campus windmill? a solar-panel farm? A waterwheel on the river? an experiment with a hybrid/electric regional cab service?), and offering public entrepreneurial business-development sessions.

112. Centennial Celebration

Program: Speaker for the Centennial Celebration
Required Funding: $150,000

Program Description:

One of the three pillars of the Radford University Centennial observance is service. This has been a hallmark of this institution from its inception to the present. The Centennial will provide opportunities for the Radford University community to expand service as a central element in the
mission of the University and provide opportunities to “tell our story” to audiences that previously are not aware of the great things that happen here.

The Centennial Service Challenge will be “launched” in January 2010 and again in September 2010. We envision scheduling special programs to frame these events, and we see the potential to attract a notable, highly visible speaker for each launching who can get the observance under way in a compelling manner. Further explanation of the service challenge is as follows:

Celebrating the Century Forging the Future
Radford University has always been more than just a campus. RU is a calling — a calling to learn, grow, create and, most importantly, a calling to serve. To celebrate a century of service, RU is initiating a Centennial Service Challenge. The campus community, alumni and friends, and local and global communities are challenged to consider a contribution of service. The Centennial Service Challenge asks that you:

- **THINK** creatively about service in terms of The Power of 100;
- **DESIGN** a service project or participate in one already established;
- **SERVE** in honor of RU’s Centennial;
- **DOCUMENT** the service with images and narrative;
- **SUBMIT** your service for entry on the RU interactive global map.

What is The Power of 100?
In honor of RU’s 100 years, perhaps your class sends 100 holiday cards to a nursing home, or your office collects 100 bags of trash along a highway or river, or your family volunteers for 100 hours at a local charity.

Any individual, any group or any organization may accept the Centennial Service Challenge. In the coming months, more details will be available about other Centennial plans, but start thinking of creative ways to carry RU’s Centennial spirit into your community. Be part of the future RU will forge.

Program Timeline:

The speaker(s) would be planned for January 2010 and September 2010.

Program Support of 7-17:

Goal 1.1
- Inspiring in all students a strong sense of values, ethics, and civic engagement.
Goal 2.1:
- Providing campus-wide programs that bring students, faculty, administrators, staff, and alumni together in a series of intellectual activities that could include focused readings, annual conferences, lectures, etc.
- Identifying strategies and providing support for initiatives to expand learning opportunities offering exposure to global perspectives and appreciation for cultural differences.
- Developing additional programs to encourage faculty and student collaboration in service learning and experiential education programs.

Goal 2.3
- Expanding living/learning programs that are congruent with academic excellence and community stewardship.

Program Sustainability:

The program would focus on one time funds for the celebration of RUs 100 year anniversary so sustainability would not be an issue.

113. Cook Hall Study Area Furniture

I realize that this will only take up a small portion of the stimulus money that Radford is receiving, but we desperately need new chairs on the second floor study area in Cook Hall outside of the history department. I personally enjoy spending my time between classes doing work in that area but the chairs that they currently have are broken and I feel like I am going to fall on the floor when I sit on them. I know that many others agree with me that we need some new chairs for the study area there.

114. Disability Access and Upgrades to Residential Facilities

Program: Disability Access and Upgrades to Residential Facilities
Required Funding: $360,000
- 8 push button door openers at $7,500 each
- 6 concrete ramps at $50,000 each

Project Description:
Currently there are seven residential facilities on campus that are not accessible by students that may be mobility challenged. It has been stated that these buildings are “up to code” but while this may or may not be true the reality is that a student in a wheelchair could not gain entry into the following buildings:
Madison Hall
Jefferson Hall
Washington Hall
Pocahontas Hall
Bolling Hall
Ingles Hall
Draper Hall
Moffett Hall (is accessible from behind the building with a make shift ramp but should be upgraded)

None of these buildings have push button automatic doors openers and five of them are in need of ramps to access the doors. If a student complained about not being able to have equal access to a hall and subsequently notified the Office of Civil Rights (OCR) the University may likely be found in violation. Beyond the possible issue of legality is the issue of what is “right.” Should all students have the right to visit and commiserate with friends in other residential facilities? Yes. Should a student’s physical limitations prohibit this from occurring? No. The “right thing” for the University to do is to commit to providing equal access for all students regardless of whether or not current facilities meet code. We should desire to exceed standards whenever possible.

Program Timeline:
This program would likely need to be completed in phases over the course of the year so as to not disrupt student use of the facilities. The push button devices could be installed after the start of the fiscal year in July and August and be completed before the start of the fall 2009 semester. The ramps may take longer and 2-3 could possibly be completed before the start of the fall 2009 semester, another completed during the semester break between December and January and the remaining two completed at the end of the spring 2010 semester and before the close of the fiscal year.

Program Support of 7-17:
Goal 2.3
- Expanding living/learning programs that are congruent with academic excellence and community stewardship;

Program Sustainability:
Once completed there is no need for any additional monetary support beyond routine maintenance of door openers and ramps. These costs could be absorbed by the Housing and Residential Life department as part of their annual budget.

115. Freedom Wall for RU Silenced

The group RU Silenced has been working to make a proposal for our "Freedom Wall" project and I have attached the proposal to the email. This would be a space where students and
community members can express their feelings, views, art, poetry....whatever. This would be a moral booster for the students because it would give the feeling that the University supports the students of RU. Our petition and proposal has already been turned in to the Dean of Students, but any support or ideas would be greatly appreciated. We are also on the interweb @ Facebook: RU Silenced?. Thank you for your time.

Proposal for
RU Silenced?
Freedom of Speech Wall

Summary

Through our Media Studies course, our group came together on a common goal to establish a Freedom Wall, where the community of Radford can express ideas openly and freely. The task started as a class project, but quickly grew into an understanding of the need to exercise our First Amendment rights.

The purpose of this project is for the community to have a place to convey their views and opinions. We anticipate the result to be a positive unification of the population of Radford.

We have already gained backing from the student body, as well as faculty members. However, we hope to gain additional support from the entire community.

The total anticipated budget has yet to be conceived, however in working with the administration we hope to design a reasonable budget strategy.

We hope to gain the confidence of the administration, as we have examples of successful Free Speech Walls in the United States, including Virginia.

Introduction

As part of a Media Law and Ethics class project, we came together with a common interest to have a Freedom of Speech Wall permanently constructed on Radford University’s campus. We feel that this project is important because for the past semester we have been studying the First Amendment and our rights as American citizens. The founding fathers designed the constitution based on certain unalienable rights which every citizen should be entitled to. Often times on college campus, the students’ voices are left unheard. With the Free Speech Wall, every student, university employee, and member of the community can come freely to express their ideas, thoughts, and opinions.
Needs/Problems
We feel that the needs and problems we will face to have our project realized, are ones in which we can overcome:

- We understand that this project cannot be accomplished overnight and we are prepared to take the necessary steps to see it achieved.

- We were inspired by Free Speech walls that have previously been built in various locations, including Charlottesville, Virginia. All have had successful outcome within their communities. We’d like to address the fact that the wall built in Charlottesville is in close distance to UVA’s campus.

- The problems that could potentially arise within the target population would be a backlash of vulgar expression.

- The impact of the Wall on the surrounding population of Radford could lead to parents being wary of bringing their children to Radford’s campus if they believe there could be negative language.

- Additionally, costs for a permanent fixture could be substantial. Budget plans would have to be outlined.

Goals/Objectives
We have faith that our goals and objectives can rise above the needs and problems we face. Our objective is to serve Radford’s community and positively benefit our school’s reputation.

- Goal 1: To receive encouraging support from students, administration, and all other employees of Radford University.

- Goal 2: For the administration to accept our project proposal and work towards making the Free Speech Wall a reality.

- Goal 3: For the University to work with student organizations, as well as Facilities Management in coming up with a budget and building plans for the Wall.

- Goal 4: Receiving positive publicity from Radford and surrounding communities.

Procedures/Scope of Work
For this service project, we hope to cooperate with the administration, as well as the Facilities Management in making this idea a reality. We hope to have financial support from the University and community. The actual scope of work will be determined by the key personnel in charge of this project.

Timetable
Provide detailed information on the expected timetable for the project. Break the project into phases, and provide a schedule for each phase.
### Description of Work

<table>
<thead>
<tr>
<th>Phase One</th>
<th>Establishing a location on campus</th>
<th>TBA</th>
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</thead>
<tbody>
<tr>
<td>Phase Two</td>
<td>Finalizing budget and building plans</td>
<td>TBA</td>
</tr>
<tr>
<td>Phase Three</td>
<td>Construction of Wall</td>
<td>TBA</td>
</tr>
<tr>
<td>Phase Four</td>
<td>Unveiling of the Freedom Wall</td>
<td>TBA</td>
</tr>
</tbody>
</table>

### Budget

As of right now, the proposed costs and budget are unknown due to the many options of constructing a Freedom Wall. The table listed below is an example of a low-budget route towards assembling the Wall.

<table>
<thead>
<tr>
<th>Description of Required Supplies</th>
<th>Anticipated Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chalkboards</td>
<td>Approximately $230/each</td>
</tr>
<tr>
<td>Concrete</td>
<td>Approximately $5/each</td>
</tr>
<tr>
<td>4x4 Plywood</td>
<td>Approximately $10/each</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>Approximately $75</td>
</tr>
<tr>
<td><strong>Estimated Total</strong></td>
<td><strong>$ 1060.00</strong></td>
</tr>
</tbody>
</table>

This is additional to the cost of labor required to construct this Wall.

### Key Personnel

The key personnel of this project have not been designated due to limited information given to our project members.

### Evaluation

The project will be evaluated by key personnel and the administration in charge.

### Endorsements

Yet to be determined

### Next Steps

Specify the actions required of the readers of this document.

- Establish key personnel.
- Step up endorsements, fundraisings, budget and project plans.
- Determine starting and ending dates.
116. Multicultural Speaker Series

Program: Multicultural Speakers Series
Required Funding: $150,000

Project Description:
This program would be included as part of the Office of Multicultural and International Student Services. The Multicultural Speakers Series would bring 9-10 prominent individuals from various professional backgrounds to the campus to share experience and insight relevant to their profession. The target audience would be women and students of color but all events would be open to all students. Some names for consideration would be:

- Barrack Obama
- Michele Obama
- Bill Cosby
- Maya Angelou
- Nikki Giovani
- Tavis Smiley
- Collin Powell
- Hill Harper
- Kimora Lee Simmons
- Angela Davis
- Ishmael Beah
- Ayaan Hirsi Ali
- Jamie Foxx
- Khaled Hosseini
- Sideny Poiter
- Cornell West
- Spike Lee
- Michael Eric Dison
- Tyler Perry
- Mitakuye Oyasin
- Marian Wright Edelman
Edward James Olmos
Chris Gardner
Eric Holder
Hilda Solis

There would be a group of students, faculty, and staff that would make recommendations to the Director of OMISS and the Dean of Students as to which speakers to pursue. Every attempt would be made to obtain at least one speaker that might also support each one of the academic colleges thereby allowing for a partnership with the academic disciplines.

**Program Timeline:**
The Multicultural Speakers Series would take place over the 2009-10 academic year with at least one speaker being brought to campus once every month throughout the year.

**Program Support of 7-17:**
**Goal 1.1**
- Instilling in all students a broad-based understanding of global, social, and economic issues;
- Inspiring in all students a strong sense of values, ethics, and civic engagement.
- Developing strategies to support culturally responsive curricular and co-curricular advising with particular attention to the needs of students that are first generation, nontraditional, from underrepresented populations, etc.;

**Goal 1.2**
- Creating a campus environment where diversity of thought and personal background are highly respected and where the campus culture values and

**Goal 2.1:**
- Providing campus-wide programs that bring students, faculty, administrators, staff, and alumni together in a series of intellectual activities that could include focused readings, annual conferences, lectures, etc.
- Identifying strategies and providing support for initiatives to expand learning opportunities offering exposure to global perspectives and appreciation for cultural differences.

**Goal 2.3**
- Expanding living/learning programs that are congruent with academic excellence and community stewardship.

**Program Sustainability:**
If successful the Multicultural Speaker Series could become a regularly program sponsored with institutional dollars in whatever capacity that the University could reasonable afford. By establishing institutional support the University would further show its commitment to diversity and inclusion and could utilize this program as a means to attract students, faculty and staff to an open and inclusive campus environment.
118. New Cardio/Free Weight Equipment

Project: Purchase of new cardio/free weight equipment  
Project cost: $500,000

Project Description:

The new equipment would be for both the current facilities in Peters and Muse and the new wellness/recreation center scheduled to open in 2011.

The new cardio equipment would replace current equipment that is between 5-10 years old and would mostly consist of treadmills, and elliptical machines. This equipment would replace or expand the number of current machines.

The free weight equipment would consist of free weights, bars, benches and pin weight machines for the new wellness and recreation center. These weights, benches, and machines are timeless in regards to style/format changes and therefore could sit in storage until the center opens in 2011. Buying the equipment now for the new center would save dollars for other construction needs/equipment purchases and would still provide new equipment within the facility.

This equipment for both the current and new center would be used to train students in the ESHE program via hands on training with other students, would assist the students (both general and those in intercollegiate athletics) in maintaining a healthy lifestyle through the use of modern equipment.

Project timeline:

The equipment could be purchased during the summer of 2010.

Project Support of 7-17:

Goal 2.3
- Building a state-of-the-art Student Fitness and Wellness Center.
- Providing retail, dining, entertainment, and other services that today’s student populations find appealing on campus…

Goal 3.2
- Exploring the expansion of more summer residential academic programs for high school students to provide preparation and motivation for success at the University.

Goal 4.3
• Ensuring that all programs, all colleges and new initiatives have adequate facilities, including but not limited to new classroom buildings…

Program Sustainability:

The program would focus on one time funds that would be used prior to June 30, 2010.

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119. RU Leadership Development Center Assistants

“2” RU Leadership Development Center (LDC) Assistantships in Fall and Spring for $4200 each ( $15/hour at 20hrs/week for 14 weeks) for a total of $16,800

Rationale:
  o The LDC has an opportunity to provide consulting experience to 2-4 qualified graduate students who could effectively run the LDC – looking for revenue generating opportunities and experiencing real-time consulting
  o The City of Roanoke is interested in serving as the client to explore opportunities. They have experience with the LDC and with interns/young professionals
  o The MBA Director is still the LDC Director and could oversee and guide the activities to ensure proper expenditure of funds and return on investment.
  o One-time monies would serve as an investment in future RU alum therefore continue to generate social capital for RU well into the future (hopefully translating into future contributing dollars)

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120. Shared Reading Program Books

Shared Reading Program
What is it? Students would volunteer to come out to local schools (Radford City Public Schools are all located very near the campus) and spend time reading with a struggling student.
Why is this a good idea? I am a teacher and graduate student. I see such a need for my students to interact with students who look like them, are interested in what they’re interested in, and have been where they are. These kids need to know they, too, can make it to college and eventually see their dreams come true. Specifically, the RU student athletes could make such an impact to the students who see themselves as professional athletes with no need for an education.
What would be needed? A large selection of books ranging from pre-school to high school (or maybe just elementary school). RU students could read a portion of the book with another struggling student and then leave them that book to keep.
Could this program be extended? YES! These same students could possibly be paid to do some before / after school tutoring on a regular basis.

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121. Student Organization Room

I was happy to read your email because I've had a couple of ideas for RU's campus one is to help the organizations here on campus, some of my organizations have things like boxes of papers, car wash materials, popcorn machines stored everywhere in our apartments, dorms, in random places but I was thinking an organization room where we could store things like this would be nice with maybe a locker spaces or something and only the presidents of the organizations would have key or card access only, it just makes sense that I dont have to store things for club fair like a poster board in my room and carry it all day till I get home. This would really benefit a lot of people and organizations here.

I think that the money should be used to bring something back that was cut because of lack of funds. It should also go to club sports, honor societies, and other student organizations. Student organizations help define who the students are as individuals and therefore have a huge impact on Radford. I know that many organizations are having money problems and could use some help.

122. Study Area Creation in the Bonnie

Project: Creation of study areas in the Bonnie  
Project cost: $500,000

Project Description:

The use of the Bonnie as an alternative classroom has become more prominent over the years. This need is not so much for use of the meeting rooms but rather for use of certain sections within the dining area or a section of the soft seating areas lining the hallways or in the second floor lounge. While we do not reserve these spaces/tables during the regular business hours because they are constantly used by customers for eating, studying, meeting others, etc. Other Universities have areas in their student unions/centers that are near or accessible to the food service/lounge areas and that are reserveable for occasional class discussions. When they are not reserved, they provide additional space for impromptu department and/or student organizational meetings.

In addition, by moving the furniture where it currently is arranged, it would provide more space for departments, colleges and student organizations to set up information tables, which in an indirect way, provides other avenues for students to explore other ways to become involved (i.e. Travel Abroad, service opportunities, class projects be it surveys, sales, etc.)

The project scope would be to enclose the covered plaza area in front of the Bonnie. It would encompass moving the floor to ceiling windows from their current locations and reinstalling
them between the outside columns. These areas would have to be heated/cooled and carpeted/tiled. Each area could provide seating for up to 15-20 individuals.

**Project Timeline:**

The project could be completed between May-June 2010.

**Project Support of 7-17:**

Goal 1.1
- Instilling in all students the thrill of inquiry, discovery, and the creation of new knowledge.
- Enhancing success-focused student advising; career guidance, and faculty-student mentoring.

Goal 2.3
- Providing retail, dining, entertainment, and other services that today’s student populations find appealing on campus…

Goal 4.3
- Ensuring that all programs, all colleges and new initiatives have adequate facilities, including but not limited to new classroom buildings…

**Project Sustainability:**

The program would focus on one time funds that would be used prior to June 30, 2010.

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**123. Beautify the Outlying Areas of Campus**

Beautify the outlying areas of the campus. The rationale for this is that Radford University seems to be an “enveloped” community where all buildings face in toward the campus. This beautification would open up the campus environment to the general public and therefore draw additional interest in the RU community.

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**124. Public Relations Campaign**

- Advertising/PR Campaign for RU MBA and COBE. Advertising and PR for these programs have been limited in recent years. We propose conducting an increased awareness recruitment campaign through following media options (with more to be considered)
  - TV Spot development and purchase for SE Region of US
  - Regional/national print-based advertising
- Internet Advertising on Facebook and LinkedIn
- Billboard AD and placement in Roanoke Region
- Development of professional quality print recruitment materials for distribution

Funding for a Consultant for one year to manage and execute PR campaign in cooperation with RU PR staff.

Brochures for program promotion

Invest money in marketing and advertising in order to increase enrollments in the future. For example, COBE needs money to develop marketing materials for each department, the MBA, and the College. We also need money to advertise the MBA and Roanoke programs.

Our faculty have been having conversations re: one time money, one suggestion we would also like to see is money for advertising of programs, esp: Graduate Programs (MBA). That use would hopefully generate future revenues in increased enrollments and marketing money is difficult to find in budgets, particularly for a good campaign.

125. Printing Services: Xerox X-700

See prop125.pdf

126. Printing Services: Delivery Van

#2 priority: Delivery Van. $14,886

- ½-Ton Small Cargo Ford F-150
- Per State Contract # PF-21807-09
- Printing Services’ current delivery vehicle, a 1994 (15 yrs old) Chevrolet Astro van, is in poor condition. This vehicle is essential to Printing Services’ operations. In addition to its poor operational condition, the exterior condition of this vehicle does not represent RU well.

Current use and justification for Printing Services Delivery Van:

- Van delivers all our products to all of campus, including RU West.
- Van is used multiple times per day every day.
- Van is frequently filled to capacity.
- Van is also used for collecting vending machine revenue (150~300 lbs of coins and cash.)
- Van is also used to fill bill changers with quarters (~100lbs) at 9 locations twice a week.
• Security is, of course, even more important than the physical weight of collecting / transporting money. It is absolutely essential to have a securely locked vehicle when handling this much money.
• Van delivers all paper used in McConnell Library, including 4th floor computer lab. (1 million+ sheets per yr)
• Van is also used to pick up materials for shredding from all over campus.

128. Printing Services: Offset Printing Press Backup

See prop127&128.pdf

129. Telephone Outreach Program

On behalf of Radford University’s Telephone Outreach Program, I am requesting funds to replace 19 computer systems and 4 telephone access units.

Radford University’s Telephone Outreach Program employs Radford University students to contact alumni, friends and parents during the academic year. The mission of these student-callers is to update biographical records and to discuss ways for these constituents to provide much-needed support for scholarships, facilities improvements and faculty recruitment and retention. While some donors to Radford University choose to direct their support to restricted areas, many alumni, parents, and friends support the Strategic Plan: RU 7-17 with unrestricted gifts to the Radford Fund.

Our calling center features 16 automated computer stations utilizing a state-of-the-art telefundraising software suite called CampusCall. Our students call from 6 – 9 p.m. from Monday through Thursday and from 2 – 5 p.m. on Sundays (all times eastern). Making approximately 1,500 calls per shift, our students work tirelessly to garner financial support for RU. The Telephone Outreach Program provides valuable employment opportunities to Radford students, while teaching them essential communication skills and the importance of philanthropy.

In order for Radford University to tap the ultimate giving potential of our alumni, parents, and friends, it is critical that our calling center is equipped with computer systems that can handle the workload of the CampusCall program. The computers that are currently being used were recycled from offices on Radford’s campus that received computer upgrades and no longer needed the old systems. These systems freeze up regularly, which is causing data loss, and are running incredibly slowly, resulting in a lower number of calls made per night. While integral to Radford University’s fundraising efforts, the Telephone Outreach Program has never had the
opportunity to purchase new computer systems. The purchase of 16 new computers for calling stations and 3 for manager stations would increase the potential of dollars coming into the Radford Fund and thus, increase funding for the Strategic Plan: RU 7-17.

In addition to the 19 new computer systems, I am requesting 4 telephone access units, which can be used to replace the current units while they are being refurbished. This is important because each of the 16 calling stations is dependent on its telephone access unit to function, and the absence of even one of these units can result in a significant decrease in the number of alumni, parents, and friends we are able to contact.

Radford University recommends all personnel purchase Lenovo Think Centre M58 model desktop computers. These systems come bundled with a monitor and a 4-year warranty, and the cost for each system is $824. The total cost to replace all 19 computer systems is $15,656.

The telephone access units that Radford University’s Telephone Outreach Program uses are Teltone T-311 Telephone Access Units. These units are purchased from Ruffalo Cody for a cost of $600 each. The total cost for four telephone access units would be $2,400.

Combining the 19 computer systems and the 4 telephone access units brings the total funds requested to $18,056.

Thank you for your consideration of this request. Any funds that can be directed toward updating the Telephone Outreach Program’s equipment would greatly benefit Radford University and the Strategic Plan: RU 7-17.

130. Website Overhaul

Website upgrades/design for departments

Allocate some of the money to hire contractors or better yet students and faculty to upgrade University, College, and Department web pages. Standard templates and other upgrades could be made. Better designed, better implemented web pages would provide a better impression of RU to students and prospective students.

Complete overhaul of the RU website contracted to an outside consultant.

131. Website Upgrade for MBA Program

Website upgrade for MBA website to include enhanced interaction with Web 2.0 applications
132. Teach Weekend Classes

Have you all thought about doing anymore classes over the weekends once a month? Currently I am enrolled in the Autism Certificate course through Radford at the SVHEC and have loved being able to complete the course only having to spend 1 Saturday a month in classes where as other classes you have to spend both Friday and Saturday or every Saturday in class. I work full time and have a 3 year old daughter. I personally do not feel like I can spend more time away from her than I already do. However, I am interested in obtaining a Master's degree and have been unable to find any classes that interest me with a similar time commitment through various universities (Radford, ODU, Emory and Henry, King, VI, etc). In particular, I am looking for classes in Social work, counseling, or the medical field.

133. Keep Class Sizes Down

This is an open letter about the value of small class. As a group of seven students in a single Spanish class at Radford University, we feel we must explain how we, as students, were benefitted by our experience over the past semester. Our hope is to convince the people who make the decisions for our University to consider using the stimulus money to maintain small class sizes. We have discovered that it is in students’ best interests to be educated in smaller classroom environments. We feel very strongly about the following statements, and hope to have some impact on the future of our University. Here are our thoughts on the matter:

As a student at Radford University, I understand and recognize the importance of small classes. I have found small classes especially helpful in a foreign language setting, though I'm sure many other departments would benefit from small classes as well. I have had a significant and recognizable level personal interaction with my professor, and I would like to see this level of interaction in all my classes. My professor has been able to focus on each student and give us individual and immediate feedback. While seven students per class is obviously not practical, I would really like to see an effort to maintain small classes.

-Christopher Hoer

In small classes we are able to get a lot more practice as well as we are able to go through more material much quicker. While large groups of students are unable to spend a great deal of time actually conversing in the foreign language, the small class needs to speak more. If the instructor makes a class of twenty students to each construct a single, complex sentence, it will take far more class time than a class of seven to each speak their sentence, get corrected and respond to said instructor’s reply. More is accomplished and more is practiced and thusly learned. And while this may mean nothing to those running the university, it makes us, the under graduates,
better students and more rounded people in general. In short, we are far better off with these smaller classes.

-Michael Turner

As a Spanish student in this small class, I can honestly say that this was the first time I could actually feel my progress. In a small class you’re forced to listen and completely engage yourself in the conversation, which is vital in Spanish. In a big class, you have room to hide, sleep, and/or not listen. It’s easier to text message and be distracted because the professor has more people to watch. In a smaller class there is way more accomplished because of less [extraneous] talking and distractions.

-Frances Rosa

As a class we have progressed much more quickly than a larger class. This has opened up time to delve further into Spanish by leaving the standard textbook and participating in much more interactive exercises. We have not only learned the grammar of the Spanish language but also the culture. It has been an enriching experience.

-Brianna Massie

In smaller language classes, students are more submerged in the language, which makes the class more engaging and therefore easier to learn. I have learned more in this smaller class than in any other Spanish class I have had.

-Chelsey Slemp

This semester in Spanish, has been an experience that I had expectations for in my experience at Radford. The small class size allowed for the very much needed interaction needed to learn a difficult new language! I enjoy my sleep and the class was early, but I definitely stayed awake and was face to face with an amazing teacher and was able to interact with him like a peer which in a larger environment would have been very difficult. I can only hope to have an experience similar when further broadening my Spanish experience and if possible, other difficult classes!

-Aaron Belcher

As you can see, we strongly advocate the small class experience. In this environment we converse more, we practice more, and we learn more. We hope this letter will have some effect in future budget decisions, and the decision to maintain small classes at Radford. We feel it is our duty to share why we have benefitted so much from this semester. It has made a huge difference in our academic and personal lives. We do not know what you can or will do with this, but we ask that you please consider our perspectives when you plan for future semesters. It has made all the difference for us.

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134. **Minimize Fertilizing**

spend money on academics rather than fertilizer for the grounds (grounds costs must be enormous)
We need to increase monies for academic needs and take money from grounds, etc., if necessary.

135. WTO for Staff

Offer a “Buy Out” to Classified Staff that are close to retirement. This would be one-time money and in addition it would create job opportunities to the area for people who have been laid off and need work. The new people would be hired in at fairly lower rates of pay in the vast majority of cases therefore creating a longer term savings to the University and the State. I am sure that there are DHRM and General Assembly issue that would need to be addressed, but these are unusual times and they call for unusual measures to compensate.

136. AC for Dorms

Air conditioning in all dorms that do not have it at present.

137. Alumni Debt

Could the money go to help recent alumni pay off school debt because that would be nice.

138. Astroturf Field

The Radford University Field Hockey team is in need of a turf field. We are the only field hockey team in our conference without turf and as a result play away for the majority of our season. (Last semester we only had 3 home games). All top 20 teams for the last 10 years have had a turf field, and all top 50 teams for the past 5 years as well. We need one to bring in more fans, and help build the schools reputation. Our team has been one of the top if not the top academic team at Radford for the past few years. A turf field would benefit us greatly, it can bring in profit because we could finally host our conference tournament, and intramural sports and other varsity programs could have access and benefit from the field. PLEASE consider this as an option, we need it!  

Note: this exact paragraph was sent from 9 sources
We were asked to send this to you and I just recognized the email address that it was you. I'm not sure if you can do anything about the situation or not but a turf field would definitely improve our game which would help us win more games. We are at a very big disadvantage compared to other teams because we cannot practice on the surface we have to play on. So when game time comes, we have to try and adjust quickly, which isn't easy. Also, since we do not have a good playing surface, we play most of our games away which makes us a lot of our classes. Any help you can give us would be greatly appreciated!!!

Pardon my bias, but we could use funding for synthetic turf surfaces to enhance campus recreation and intramurals. Our current recreational fields are usually worn out and somewhat dangerous. Hopefully this could be considered student services or institutional support.

Put artificial turf on the field hockey field so the team can be a contender.

I think the stimulus money will best be spent in a turf field for Radford's women's field hockey team.

Idea for the 5 million dollars--- purchase and install an astro-turf field for varsity and intramural sports. This would be a great student facility for Division 1 competition, as well as club activities.

139. Daycare Facility

I suggest a portion of this money be used to open an RU child care facility to operate year-round. It would support staff, faculty, undergraduate and graduate students child care needs now and in the future. It would provide instruction avenues and paid positions for students interested in early childhood education. If a national education based company is contracted to operate the facility, as the case at UVA, it could provide a public service by creating expansion into neighboring southwest Virginia counties desperate for quality child care facilities.

Not quite sure how to swing this idea because of the “one-time” expenditure clause, but setting up a daycare facility for faculty/staff and students with children would be nice. I haven’t thought of a creative way to fund the staff for a daycare center- perhaps all proceeds for daycare “tuition” would be marked for staffing needs?, but setting up the daycare center (equipment/ building/remodeling existing space/etc) could definitely be a one time expenditure

140. Faculty Raise

Give the teaching faculty 10% raises.
141. **Football Team**

Start a football program.

142. **Hire Faculty**

A third item to consider is opening up of faculty position searches that were suspended this year. In my School, there were two. These are tenure track positions, so I do not know how that will play into these “one-time” stimulus funds, but by not filling the positions, current faculty are placed under additional work stressors and students are not served appropriately.

143. **Indoor Tennis Facility**

Put a steel building over two tennis courts it would help with indoor anything if rain.

Construct an Indoor Tennis Facility

144. **New Gymnasium**

Have a majority of the funds go to new recreational facilities for non-athlete students! If the school was able to afford the renovation of Dedmon for strictly our scholarship athletes, why not do the same for those who pay their **full** tuition?

The recent decision to restrict the use of the Dedmond center solely to the Athletics Department has been a shock and a major disappointment. I would find it no less offensive or ludicrous if the university were to close the library to students who maintain less than a 3.8 grade point average.

I, as well as many other students are tired with the changing open gym schedules and the crowded, less advanced weight rooms of Muse and Peters. It's time the university do something for the student body. After all the university's number one goal is insuring its future growth and success. By providing students with new facilities, we will graduate with a higher level of appreciation for RU, therefore insuring RU's future success with new and increased numbers in alumni support.

How about putting a few million towards a new gym since we aren't allowed in the dedmon?
A new gym would be a great idea.

accelerating the construction of a new student center to counter the criticism of use of the Dedmon center,

One way to spend this money would be to put it towards the new fitness facility I have heard rumors about for the students and faculty. The current facilities (Peters and Muse) are not sufficient enough for the students who occupy them every night.

Build a gym open to ALL Radford University students. I know countless RU students who are forced to pay for off campus gym memberships since the restricting of Dedmon Center to athletes only. This isn’t a huge campus with tons of gyms to choose from. Regular students have 2 choices (Muse and Peters), both of which are almost always too crowded to get a decent workout in.

If it is decided to spend the money in other areas, it would still be a very easy solution to simply open the Dedmon center back up to all RU students.

more/better gyms,

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145. New Shower Heads

New shower heads and drains in Muse Hall

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146. Parking

make more parking spots

I feel there needs to be more commuter parking, No one can ever find parking and commuters have no other choice but to park far off campus.

Some of the money should be used for parking. Even though I am graduating in may I have experiences, as everyone has, the issues caused by insufficient parking availability. It can not only cause issues with teachers due to being late, but can actually ruin someone’s entire day. Many administrators have argued that there is enough parking available because not everyone has classes at once. This is true, but some have classes in
the morning and have to stay on campus until the afternoon or evening, not freeing up any parking spaces. In addition, it seems that RU is building more buildings and less parking lots, which doesn't make sense. If students living close to campus walked that would help, but many do not take initiative to do so and bring there cars to campus from only a few blocks away to park anyway. There are many aspects that can be effected by lack of parking, including dropping classes or lowered grades. I will admit that during my college career here, that I have driven all the way from Dublin or Blacksburg and ended up looking/waiting for a parking space for so long that I just left campus to save me the from experiencing disappointed looks from a teacher. Working 3-5 jobs while attending classes only allows so much extra time to look for a spot.

1. parking permits for all RU employees for next year
2. hard surfacing the gravel parking lots

More parking for commuter students, not Faculty/Staff parking only. Possibly a parking garage on campus on an existing parking lot.

With the stimulus money Radford University has been provided with, i feel it should be used to benefit the students of the University. My first idea for the use of the stimulus money would be a good sized parking garage/ parking lot near campus. Having a close parking spot would be very beneficial and convenient to the students. In times of need, the shuttle bus is not very reliable especially if one was to be in a hurry. The empty lot on Tyler Ave. (right across the street from Tyler Hall) would be a perfect place for a parking garage. I feel that a close parking garage will be put to good use and would not consume much of the budget. It wouldn't take much time to build a garage such as this either. Also, i think the garage could have the possibility of gaining money for the school. if the spots in the garage had meters like some of the lots for the school, the money could go towards the school itself. if the meters would be more of a hassle, an automated entrance toll could be installed. A certain fee would need to be paid to gain entrance and the money from that could also benefit the school.

I think that we should spend this money on more parking spaces for students. I know that I have had to park all the way in the farthest parking lot just because there are not enough spaces near the campus.

I believe that a majority of the students would benignty from more public parking and reduced parking permit prices. $75 per semester is a ridiculous amount to pay for a parking pass. So I suggest construction of a parking garage or more parking lots.

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147. **Permanent Greek Housing**

permanent greek housing
148. Rugby Field

Give the 200s USA Rugby Division Two National Champion rugby team $20,000 for next year and its own (dedicated) practice field so it can win another national (not Big South) championship. ($20,000 is all it cost RU to have a national champion rugby team in 2008 – yes, that’s all. The Men’s Basketball head coach has a salary of $173,000 and a number of paid assistants; the rugby coaches are all volunteers. No rugby players receive athletic scholarships.)

149. Science Building

take the stimulus money and build the new science building with it.

150. Student Support Positions

Another use of the money could be to hire more staff (or at least not cut back on ANY) who are supposed to assist students in certain areas such as Financial aid, registrars office, student accounts, etc. I have attended community colleges that were much more available to assist me in stressful situations, when I hardly ever had an issue resolved at Radford without multiple phone calls and site visits, which I did not have time for in the first place. When paying 5 to 10 times more for tuition there should be many available knowledgeable staff members to assist in important issues that determine a student's progress and peace of mind. Students are supposed to be the ones being served here right?

151. 24 Hours Dining

I guess I have an idea. All i ask for is a 24 dinning establishment that takes my mean plan, can 5 million dollars buy that? Because to me and my friends, it would be priceless... We need 24 hour dinning / places to help keep people off the streets, and could possibly affect overall GPA of Radford, and change the community as a whole, thank you.

Late Submissions:
152. Planetarium

This proposal is for funds to purchase a digital projector and mirror system to allow for the projection of planetarium shows utilizing the entire planetarium dome. This proposal also includes a number of appropriate full-dome planetarium shows.

Costs:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery Dome mirror projection system with digital content</td>
<td>$37,975</td>
</tr>
<tr>
<td>Shipping and handling</td>
<td>$200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$38,175</strong></td>
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Discussion: Over the years the RU Planetarium has existed through a number of “duct tape solutions” for projecting its multimedia content. From the original set of 35mm slide projectors, to the semi-digital setup of the past few years we have managed to “make do.” Recently I have learned that our dome could offer a true full-dome experience through the use of a high-quality digital projector along with a quarter-sphere mirror. I have temporarily set this up in yet another duct tape solution using yet another hand-me-down surplus digital projector and a plastic-and-silver-paint quarter sphere mirror that I personally bought. In the few months I have used this setup it has proven to be quite popular with the planetarium’s visitors.

This has led to much greater attention paid by our visitors especially with the numerous visitors for our “Science Days.” These are days whereby we bring in K-12 school groups and take them through a rotating set of science experiences offered by the various science departments at RU. This project originated with these same groups years ago coming for planetarium shows, and it has since expanded to include the other science programs. By hosting these events we are not only reaching out to the broader community with our science instruction, we are “recruiting” qualified science students starting at a very young age.

Cost details:

- Newtonian One mirror projection system with 1920 x 1080 pixel resolution DLP projector, 3300 ANSI lumens; includes protective case for mirror assembly.
- MediaShow Pro - premium version; full-feature media programming with one-button controls; easy to operate interface with minimal training; one seat license with free unlimited upgrades.
- Stellarium - open source planetarium software depicting the stars, planets, moons and more; to be configured and loaded on customer provided computer.
- Six museum-quality planetarium shows: Saturn Ring World 2, plus five HMNS/Rice Univ. shows of your choice; all show are pre-warped and formatted to project on a high definition mirror projection system.
- Appropriate user licenses will be provided for each show.
- Additional digital content formatted and loaded on the computer: 40 still images (astronomy); video clips - hurricane tracking; International Space Station, Space Shuttle, Spitzer Space Telescope.
- Complete on-site (Radford, VA) training including software usage, equipment set up, software programming, and operation. Training session includes loading applicable software and content on client's computer and programming content management application.
- One year unlimited telephone support.

153. **Campus Utility Infrastructure**

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Project Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Utility Infrastructure</td>
<td>This project provides for the extension of the campus underground high voltage and steam distribution systems to the south east corner of campus to accommodate the Master Plan build-out and provides for Building Automations Systems for the whole campus. Extending the system will reduce the ENERGY DELIVERED requirement thus saving operating costs, energy consumption and electrical service, This infrastructure will allow us to more efficiently monitor and track shed electrical usage, demand and energy consumption for the whole campus. Without this connection, independent boilers would be required which is inefficient and consumes more energy and costs.</td>
<td>$1,300,000</td>
</tr>
</tbody>
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