

# **Queens College Student Technology Fee Plan**

A Summary of the Plans for Student Technology Fee  
2011-2012

Prepared by the  
Queens College Office of Converging Technologies  
-and-  
The Queens College Technology Committee

More information can be found on the QC Tech Fee web site:  
<http://www.qc.cuny.edu/Computing/TechFee/Pages/default.aspx>

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## Queens College Technology Fee Committee

**James L. Muyskens**, President

**Naveed Husain**, Assistant VP, Office of Converging Technologies  
Committee Chair

**Sue Henderson**, Chief Operating Officer and VP, Institutional Advancement

**James Stellar**, Provost

**Joe Bertolino**, VP, Student Affairs

**Baruch Lane** (Student)

**Joanna Lund-Pops**, Student

**Joseph Cohen**, Assistant Professor, Department of Sociology

**Eva Fernandez**, Associate Professor, Department of Linguistics &  
Communication Disorders; Director, Center for Teaching & Learning

**Michelle Fraboni**, Lecturer, Department of Elementary & Early Childhood  
Education Coordinator of Online Teaching Initiative, Center for Teaching &  
Learning

**Seogjoo Jang**, Associate Professor, Department of Chemistry & Biochemistry

**Markus Erndt**, Director of PMO/Tech Fee Plan Development,  
Office of Converging Technologies (non-voting)

**Roxan Sands**, Tech Fee Plan Development Manager,  
Office of Converging Technologies (non-voting)

**Steven Schwarz**, Associate Provost, Provost Office (Ex-Officio)

**Robert Shaddy**, Chief Librarian, Queens College Libraries (Ex-Officio)

**Queens College Student Technology Fee  
Allocation Summary 2011-2012**

<b>Allocation</b>	<b>10-11 Allocation</b>	<b>Proposed Allocation</b>	<b>Recurring Cost</b>	<b>Approved Allocation</b>
<b>Infrastructure Capitalization: Scheduled network and server equipment replacement</b>	\$ 353,000	\$ 242,000	\$ 287,000	\$ 242,000
<b>Equipment Capitalization: Scheduled computer and peripherals replacement</b>	\$ 412,000	\$ 640,000	\$ 641,000	\$ 640,000
<b>Infrastructure Maintenance: Network and server equipment maintenance</b>	\$ 46,000	\$ 60,000	\$ 60,000	\$ 60,000
<b>Equipment Maintenance: Computer and peripheral maintenance</b>	\$ 40,000	\$ 167,000	\$ 167,000	\$ 167,000
<b>Software Maintenance</b>	\$ 80,000	\$ 110,000	\$ 110,000	\$ 110,000
<b>Staff</b>	\$ 450,000	\$ 500,000	\$ 515,000	\$ 500,000
<b>Technology Enhanced Classrooms</b>	\$ 450,000	\$ 500,000	\$ 500,000	\$ 500,000
<b>Software: New Licenses</b>	\$ 86,000	\$ 40,000	\$ 40,000	\$ 40,000
<b>Instructional Support Supplies: Expendables</b>	\$ 50,000	\$ 45,000	\$ 45,000	\$ 45,000
<b>Computer Lab Renovation</b>	\$ 684,000	\$ 90,000	\$ 90,000	\$ 90,000
<b>Equipment: New</b>	\$ 16,000	\$ 315,000	\$ 75,000	\$ 315,000
<b>CUNY Initiatives</b>	\$ 328,000	\$ 310,000	\$ 310,000	\$ 310,000
<b>Accessibility Improvements</b>	\$ 30,000	\$ 36,000	\$ 36,000	\$ 36,000
<b>Height Adjustable Tables</b>	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
<b>Library Subscriptions</b>	\$ 340,000	\$ 478,000	\$ 492,340	\$ 478,000
<b>Faculty Development</b>	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000
<b>Innovative Teaching and Learning</b>	\$ 66,500	\$ 65,000	\$ 65,000	\$ 65,000
<b>Lecture Capture Distance Learning Pilot</b>	\$ 10,000	\$ 15,000	\$ 25,000	\$ 15,000
<b>ePortfolio Pilot Phase 2</b>	\$ 118,000	\$ 45,000	\$ 55,000	\$ 45,000
	<b>\$ 3,800,000</b>	<b>\$ 3,729,000</b>	<b>\$ 3,584,340</b>	<b>\$ 3,729,000</b>

**Estimated Revenue \$ 3,100,000**  
**Over / Under Allocated (\$629,000)**

## Queens College Student Technology Fee Allocation Details

**Allocation Name:** Infrastructure Capitalization

**Name of Primary Contact:** Morris Altman

**Proposed Budget:** \$242,000

**Request Description**

Replacement of wired and wireless network hardware that directly support student instructional technology due to lack of support (end of life) from Cisco.

Replacement of existing Servers providing application and storage services for students due to end of support

**Allocation Name:** Equipment Capitalization

**Name of Primary Contact:** Hector Jacome

**Proposed Budget:** \$641,000

**Request Description**

Replacement of existing computers, peripherals and TEC (smart classroom) equipment on a planned replacement schedule

**Allocation Name:** Infrastructure Maintenance

**Name of Primary Contact:** Morris Altman

**Proposed Budget:** \$60,000

**Request Description**

Maintenance contracts for wired and wireless network hardware as well as servers providing application and storage services which directly support student instructional technology

**Allocation Name:** Equipment Maintenance: Computers and Peripherals

**Name of Primary Contact:** Hector Jacome

**Proposed Budget:** \$167,000

**Request Description**

Maintenance plans for existing computers, peripherals and TEC (smart classroom) equipment.

**Allocation Name:** Software Maintenance

**Name of Primary Contact:** Hector Jacome

**Proposed Budget:** \$110,000

**Request Description**

Maintenance plans for existing software packages

**Allocation Name:** Staff

**Name of Primary Contact:** Luz Silva

**Proposed Budget:** \$500,000

**Request Description**

Full and part time staff to support instructional technology.

**Allocation Name:** Instructional Support Supplies

**Name of Primary Contact:** Hector Jacome

**Proposed Budget:** \$45,000

**Request Description**

Expendables such as toner and projector bulbs for instructional technology facilities.

**Allocation Name:** Software: New Licenses

**Name of Primary Contact:** Hector Jacome

**Proposed Budget:** \$40,000

**Request Description**

New software licenses for instructional technology facilities.

**Allocation Name:** Technology Enhanced Classrooms

**Name of Primary Contact:** Hector Jacome

**Proposed Budget:** \$500,000

**Request Description**

Deployment of Smart technologies, digital video displays and audio systems in student instructional facilities.

**Allocation Name:** New Equipment

**Name of Primary Contact:** Markus Erndl

**Proposed Budget:** \$315,000

**Request Description**

New equipment for instructional technology facilities. Includes equipment for Wireless network upgrade and individual items requested in existing facilities (scanners, drawing tablets etc.).

**Allocation Name:** CUNY Initiatives

**Name of Primary Contact:** Naveed Husain

**Proposed Budget:** \$310,000

**Request Description**

Student instructional technology appropriate portion of Queens College's ETI contribution.

**Allocation Name:** Accessibility Improvements

**Name of Primary Contact:** Mirian Detres-Hickey

**Proposed Budget:** \$35,500

**Request Description**

Technology to provide enhanced accessibility to technology and learning for all students.

**Allocation Name:** Library Subscriptions

**Name of Primary Contact:** Kenneth Rosenberg

**Proposed Budget:** \$478,000

**Request Description**

Digital subscriptions to on-line resources.

**Allocation Name:** Height Adjustable Tables

**Name of Primary Contact:** Amparo Barrera

**Proposed Budget:** \$60,000

**Request Description**

Provide ADA compliant workstations in all college computer labs.

- Analyze each Tech Fee supported computer lab facility on campus (underway) to determine the need for height adjustable workstations.

- Purchase furniture and services necessary for the installation of these height adjustable tables.

- Expected cost is \$60,000

**Justification**

Currently OCT, some department staff and primarily OSS staff move height adjustable tables around campus based on where students are scheduled. This uses our scarce human resources inefficiently.

In facilities where we already have these tables we have found that other students use these tables as they can be adjusted to a more comfortable height. The benefit is broader than the population this furniture is intended for.

**Allocation Name:** Lecture Capture Distance Learning Pilot

**Name of Primary Contact:** Eva Fernandez

**Proposed Budget:** \$15,000

**Request Description**

Lecture Capture /Distance Learning System Pilot.

Development of a system with CTL and ET&DL, which would consist of the hardware and software necessary to provide this service on campus.

Requirements include, but are not limited to:

- Ability for student, regardless of their physical location to participate in classroom activities
- Ability for capture of instructor and student activity regardless of student's physical location.
- Simple interfaces
- Integration with iTunes U
- Integration with Blackboard
- Other requirements to follow.

#### **Justification**

Lecture capture systems provide students with additional instructional support in standard classroom, hybrid and on line courses. There are grants and other support programs developing at CUNY investing in on line and hybrid courses. We believe that this is a good time to begin an investigation in to the development of tools for these applications.

**Allocation Name:** Computer lab renovation

**Name of Primary Contact:** Markus Erndl

**Proposed Budget:** \$90,000

#### **Request Description**

Renovation of an existing computer lab every year to provide a more appropriate learning environment. This may include new tables, an instructor's station, installed projector and any necessary electric and data work.

#### **Justification**

These are heavily used facilities, booked 6 to 8 hours a day, at least 4 days per week. We have seen an increase in lab use after rooms are renovated, with front facing rows and installed projection systems.

**Allocation Name:** Innovative Teaching and Learning

**Name of Primary Contact:** Eva Fernandez

**Proposed Budget:** \$65,000

#### **Request Description**

The Center for Teaching and Learning requests that \$100,000 be allocated from the Technology Fee, annually, to fund innovative teaching and learning projects that involve technology.

In the initial academic year (2010-2011), the funds will be used to create a faculty-mentoring program (\$30,000) and an innovative teaching projects grants program (\$30,000). The balance (\$40,000) will be used to hire consultants to facilitate administration and training within these two new programs. In future years, if the staff at the Center for Teaching and Learning expands via other sources, funds designated for the two programs will be increased and funds for personnel decreased. Details on the allocation of the requested funds are as follows:

Faculty mentoring program Stipends for 6 mentors at \$3,000 each: \$18,000 Stipends for 6 mentees at \$2,000 each: \$12,000 Total: \$30,000

Innovative teaching projects grants program Awards between \$2,500 (up to 12) and \$5,000 (up to 6) Total: \$30,000

External consultants to help administer programs and train faculty participants Rough estimate (fees will vary based on expertise): 1600 hours at \$25/hour (~50 hours/week, 30 weeks) Total: \$40,000

#### **Student Learning Outcomes**

Not directly applicable, since this proposal is not about a specific course. See "Justification", for details on the design of the two programs.

There are two indirect measures of success for the proposed project:

\* The two programs will result in more widespread faculty use of technology, measurable by reported use of Blackboard course management resources and other such technologies available on campus, as well as by sampling of student perceptions of technology use at Queens (these latter being available through a number of instruments currently used regularly at the College).

\* The two programs will provide leverage funding for a range of grant opportunities, including competitions that are CUNY-internal (e.g., the Hybrid Initiative Proposal) or external (e.g., the

Digital Humanities Start-Up Grants).

**Justification**

Since the Technology Fee was instituted in 2002, software and hardware for instructional purposes have become more readily available. Students have benefited from these, but only in a small scale, because innovative uses have been restricted to self-trained faculty willing to experiment in the absence of guidance or support. To date, the use of technology for either in-class or out-of-class (synchronous or asynchronous) teaching and learning activities continues to be the exception rather than the norm. A major contributing factor is lack of faculty fluency with a range of technologies—along with lack of faculty familiarity with the pedagogically sound integration of technology into teaching and learning activities. This anecdotal observation for Queens College reflects nation-wide trends. Among other sources, the EDUCAUSE Center for Applied Research (ECAR) annual survey of Students and Information Technology has for the past several years consistently found that, generally, students perceive their instructors to be inadequate users of technology in their courses (for the full report of the 2009 survey, see: <http://www.educause.edu/ers0906>). The same survey has also consistently found that students perceive the use of instructional technology as having a strong positive impact on their engagement with their courses, on their learning, and on their preparation for the workplace. The two programs proposed here aim to bring technology training opportunities to faculty in a systematic and large-scale form, with the objective of improving student learning through student engagement, thus bolstering the quality of education at Queens College. The two proposed programs will be administered by the Center for Teaching and Learning, which has a strong track record of providing faculty development opportunities for faculty. The programs will be carried out in conjunction with the Educational Technology Laboratory and the Office of Converging Technologies, and with the collaboration of faculty and students serving in advisory roles. The innovative teaching projects grants program will offer 6 to 12 members of the faculty the opportunity to develop and implement an ambitious project with both financial and technical support. Unlike other teaching grants, this program will incorporate a component by which grant recipients agree to share their findings with the community, by offering a workshop for the faculty at large on the teaching innovation for which they receive an award. The faculty-mentoring program will pair expert users of instructional technology with novices. A program like this is in place at Hunter (Faculty Innovations in Teaching with Technology, <http://www.hunter.cuny.edu/fitt>), and at other institutions around the country, and pockets of Queens College faculty have been asking about such opportunities for several years now. The program will identify a cohort of 6 mentors, who will guide 6 faculty mentees in the integration of some aspect of technology in their teaching. The program will aim to incorporate mentors who are experts in in-class or out-of-class technologies. The latter technologies are central in the development of courses that replace face-to-face instruction with online instruction. The program is designed to promote and value expertise with instructional technology, as well as to instigate the development of a community among faculty.

**Allocation Name:** ePortfolio Pilot Phase 2

**Name of Primary Contact:** Eva Fernandez

**Proposed Budget:** \$45,000

**Request Description**

The Center for Teaching and Learning is requesting Technology Fee funds for continued support of the innovative teaching and learning practices related to the use of electronic portfolios (ePortfolio). We request the following:

\$20,000 (recurring, minimally), Epsilon software license	\$50,000 (recurring), student
mentors	\$48,000 (one-time), external consultants
=====	\$118,000 (of which at
least \$70,000 is recurring;	see Justification for details)

ePortfolios use Web 2.0 technology for a variety of objectives: ePortfolios can be incorporated into specific courses or into curricula (e.g., to track progress within the major or across general education); the platform we use at Queens College additionally has course-management system capacities (thus offering an alternative to Blackboard). ePortfolios can be used by students to create, reflect upon, and manage coursework or to meet graduation requirements; by faculty to

support, track, and evaluate student performance; and by administrators, curricular committees, or other entities to assess the impact of instruction on learning or to evaluate the coherence of curricular components. ePortfolios can also be used by students with prospective employers and as supporting documentation for graduate school applications.

All of these uses of ePortfolios are (to varying degrees) currently in place at Queens College, triggered by this year's (2009-2010) Tech Fee funded ePortfolio pilot program. This request for continued Tech Fee support will substantially expand the existing program, bringing ePortfolios to more students and a larger set of disciplines.

The ePortfolio pilot program grew directly out of the participation over the past two calendar years (January 2007 through December 2009) of four members of the Queens College faculty (Linda Cooper, Jackie Davis, Claudia Perry, and Tom Surprenant) in a grant at LaGuardia Community College funded by the Fund for the Improvement of Postsecondary Education (FIPSE). This grant, Making Connections, has supported 23 other public and private colleges and universities from New York, New Jersey, and Connecticut. The Queens College Making Connections group—referred to locally as the “Queens ePortfolio bunch”—has been instrumental in bringing ePortfolios to our campus. Working with the Center for Teaching and Learning, with the Educational Technology Lab, and with a number of other campus stakeholders and leaders, the Queens ePortfolio bunch has helped identify the platform currently in use, has developed training materials for ePortfolio users, has organized workshops (for students and faculty) and hosted informational meetings (for faculty and administrators), and has disseminated information about ePortfolios at Queens at a number of public venues.

TechFee funding (\$5,000, 2008-2009 academic year) supported an initial license for the ePortfolio software platform (Epsilon), permitting up to 500 student users and up to 2 uses of the platform's course management capacities. Additional funding and administrative support has been and will continue to be provided by the Center for Teaching and Learning; technical support has also been provided by the Educational Technology Laboratory. Much of the curricular innovation is generated by volunteer efforts on the part of faculty participants in this program.

### **Student Learning Outcomes**

In numerous settings in higher education, ePortfolios have been shown to be effective in strengthening the teaching-learning process, in building community, in supporting student transfer and retention, and in providing a useful tool for evaluation and assessment.

Integral to the program is the development of mechanisms for assessing the impact of this program on teaching and learning at the College. (See “Review Plan”.)

### **Justification**

#### **Epsilon Software License**

\$20,000 will renew the Epsilon license for the 2010-2011 academic year, under the exploratory fee in our current agreement with Epsilon. This license is based on 12,000 FTE, and includes access to 10 course-management-system modules.

The license fee is recurring, annually, and will go up in the third year (2011-2012) to either \$45,000 (eP Environment) or \$60,000 (eP and GLS Environment); the decision about which of these options is more desirable is deferred until we have tested the platform more thoroughly.

#### **Student Mentors**

\$50,000 will fund the hiring of a core group of 8 student mentors, who will be trained in ePortfolio creation and maintenance. One of the student mentors will be the administrative assistant for the group, working 20 hours per week, for 30 weeks per year, at \$18 per hour (total: \$10,800). The remaining 7 student mentors will work 10 hours per week, for 30 weeks per year at \$18 per hour (\$5,400 per student mentor; total : \$37,800).

Given the work they will be performing (which requires both technical skill and skill in training both students and faculty), student mentors will be selected based on two criteria: fluency and aptitude with computer technology, and oral and written communication ability.

Student mentors will be designated to support specific classes, will work jointly to develop a databank of Queens College ePortfolios to be used as examples, and will be available for one-on-one or small group tutoring regularly at the following locations:

Educational Technology Laboratory (Razran)      Freshman Year Initiative (Honors Hall)

Graduate School of Library and Information Studies PC Laboratory (Rosenthal Library)

The student mentors will benefit from the experience of collaborating in a campus-wide teaching

and learning technology-centered project. The ePortfolios program will itself benefit from the student mentors. They will help spread the word to others on campus, thus increasing the number of students creating and maintaining ePortfolios. They will help build centers of learning for both undergraduate and graduate students throughout the campus. They will, in brief, become central participants in a program that promises to establish yet another reason for students to come to Queens College for an excellent education.

#### External Consultants

\$48,000 is the projected cost for hiring external consultants who will integrate Epsilon into the College's Sharepoint site, so that the sign-on experience for users (faculty and students) will be uniform.

**Queens College 10-11 Budget Estimate**

			Academic Calendar Year			
			2010/2011	2011/2012	2012/2013	2013/2014
<b>Staff Costs</b>						
(List each position, title, salary and fringes)						
<b>Position</b>	Salary	Fringe				
Faculty Development Specialist	\$ 51,595	\$ 17,026	\$ 68,089	\$ 70,132	\$ 72,236	\$ 74,403
Instr. Tech. Project Manager	\$ 60,417	\$ 19,938	\$ 80,355	\$ 82,765	\$ 85,248	\$ 87,806
Instr. Tech. Training Specialist	\$ 60,417	\$ 19,938	\$ 80,355	\$ 82,765	\$ 85,248	\$ 87,806
Instr. Tech. Lab Support	\$ 46,527	\$ 15,354	\$ 61,881	\$ 63,737	\$ 65,650	\$ 67,619
Faculty Stipends			\$ 66,500	\$ 65,000	\$ 65,000	\$ -
Instructional Technology Mentors			\$ 55,000	\$ -	\$ -	\$ -
College Assistants (Lab Support)			\$ 160,000	\$ 200,600	\$ 206,618	\$ 212,817
					\$ -	\$ -
<hr/>						
<b>Consulting</b>						
Estimate			\$ 100,000			
<b>Hardware, Networking, Peripherals</b>						
Personal Computers/Servers/Laptops		Quantity				
Peripherals etc		LUMP	\$ 105,000	\$ 16,000	\$ 16,320	\$ 384,948
PCs		345	\$ 420,000	\$ 467,000	\$ 377,400	\$ 384,948
Laptops		105	\$ 105,000	\$ 147,000	\$ 149,940	\$ 152,939
Servers		5	\$ 40,000	\$ 40,000	\$ 40,800	\$ 41,616
Projection Device		60	\$ 186,900	\$ 190,000	\$ 193,800	\$ 197,676
A/V Equipment (Not Projection)		Lump		\$ 320,000	\$ 32,000	
Scanners		4	\$ 700	\$ 500	\$ 510	\$ 520
Printers		15	\$ 23,400	\$ 25,000	\$ 25,500	\$ 26,010
Routers/Hubs/Wiring		LUMP	\$ 130,000	\$ 135,000	\$ 137,700	\$ 140,454
Infrastructure (WIRELESS)		LUMP	\$ 420,000	\$ 430,000	\$ 205,000	\$ 209,100
Wiring	Included in each above category					
<b>Software</b>						
(Provide product name and estimated cost, if known)						
New Licenses		LUMP	\$ 60,000	\$ 40,000	\$ 50,000	\$ 50,000
Maint. Of existing Licenses		LUMP	\$ 76,000	\$ 110,000	\$ 121,000	\$ 133,100
<b>Services Licenses</b>						
ePortfolio		LUMP	\$ 15,000	\$ 45,000	\$ 60,000	\$ -
Lecture Capture / Distance Learning		LUMP	\$ 15,000	\$ 15,000	\$ 30,000	\$ -
<b>Library Electronic Databases</b>						
Renewal of Existing Databases		LUMP	\$ 363,000	\$ 378,000	\$ 389,340	\$ 401,020
New Databases		LUMP	\$ -	\$ 100,000	\$ 102,000	\$ 104,040
<b>Furniture</b>						
Lab renovations, New Laptop carts Etc		LUMP	\$ 100,000	\$ 90,000	\$ 90,450	\$ 90,902
<b>Construction</b>						
Smart classrooms, Lab renovations etc		LUMP	\$ 200,000	\$ 225,000	\$ 226,125	\$ 227,256
<b>Faculty Development and Training</b>						
Faculty Stipends (See above "STAFF COSTS)		LUMP		\$ -	\$ -	\$ -
<b>Accessibility Improvements</b>						
General Accessibility Improvements		LUMP	\$ 30,000	\$ 35,500	\$ 35,678	\$ 35,856
<b>Miscellaneous</b>						
Supplies		LUMP	\$ 92,000	\$ 45,000	\$ 45,900	\$ 46,818
<b>Enterprise Initiatives (Blackboard, Email, Academic Advisement, Etc.)</b>						
Lump budget estimate		LUMP	\$ 330,000	\$ 310,000	\$ 311,550	\$ 313,108
<b>TOTAL</b>			<b>\$ 3,384,179</b>	<b>\$ 3,729,000</b>	<b>\$ 3,221,012</b>	<b>\$ 3,470,760</b>