2010 Student Technology Fee (STF) Proposal Form

Title of Project: Dance Program Video Production

Department/Organization: Dance

Name(s) of Project Applicant(s)

Name Susan Haines MS 9060 Phone 650-6318
Name MS Phone
Name MS Phone
Name MS Phone

Principal Contact person:

Name Susan Haines Phone 650-6318

Amount Requested for Project: $8426.38
Contribution by Requesting Organization: n/a

Important notes:

• Before completing this form, please read the Proposal Form Instructions on the STF website: http://www.wwu.edu/stf/

• Beginning this year (2009-10), the Student Technology Fee Committee will no longer accept proposals for computer lab upgrades. Existing computer labs will now be upgraded on a rolling schedule, and the Student Technology Fee will continue to fund these upgrades. (The schedule for upgrading computer labs, when approved, will be posted on the STF website.)

I. Project Abstract

Give an overview of the existing environment, and summarize the items being requested. Briefly explain how the requested technology will: improve student access to technological resources, and/or enhance the quality of the student academic experiences through the use of technology, and/or increase the integration of technology into the curriculum.

The use of video in the dance field has grown exponentially in the past decade; for choreographers and dance artists working on technique. In order to be competitive, our program offers course work that integrates filming and editing for learning in technique courses, creative work and the critiques of choreography, documentation of performance, and the fast growing field of online dance sites where artists post their work online for jobs and commissions and feedback.

The 5 camcorders and 10 external hard drives will offer students filming and editing and other valuable learning opportunities in performance and choreography.

Access to this equipment will allow students to deepen their practice and improve dance technique, movement skills, and learning objectives through the immediate viewing of their performance in course work and rehearsals.

This equipment will allow students greater access to cameras for long term filming assignments and more complex editing and filmmaking. Students are learning
editing skills with Final Cut and would be able to create longer, more fully developed films and archival projects with the external hard drives. This equipment will allow students to develop a greater understanding of their creative choices in art making, and will expose our students to current practices in choreography classes. This access to technology will also offer them a competitive edge in the field of dance and time based art with the ability and access to post their work to online dance sites for grants, film festivals and choreographic submissions.

All the new equipment would be housed at ATUS with access for all WWU students, with priority reservations for students enrolled in Dance Courses.

II. Relationship to STF Objectives and Impact on Existing Academic Programs

Describe your proposed project in detail. Tell us how it will provide positive benefits to specific courses or instructional programs.

1. From a student perspective:

   a. How would this project provide additional student access to technological resources?

      Additional cameras and external hard drives would increase the available resources on campus for students' filming and editing needs, and allow more students to learn the skills of video editing and filming.

   b. How would this project broaden or enhance the quality of the student's academic experience through the proposed technology?

      In Dance Technique, Movement and Performance Courses:
      This equipment will allow students to deepen their practice and improve dance technique, movement skills, and learning objectives through the immediate viewing of their performance in course work and rehearsals.

      In Choreography and Composition Courses: This equipment will allow students to develop a greater understanding of their creative choices in artmaking, and will expose our students to current practices in choreography classes. This access to technology will also offer them a competitive edge in the field of dance and time based art with the ability and access to post their work to online dance sites for grants, film festivals and choreographic submissions.

      In Dance and Technology Courses: This equipment will allow students greater access to cameras for long term filming assignments and more complex editing and film making. Students are learning editing skills with Final Cut and would be able to create longer, more fully developed films and archival projects with the external hard drives. Currently our students share cameras and drives, and this cuts down on their contact hours and learning. We had purchased ten external drives for video editing with a previous STF grant, and from the long term usage we are down to 6 drives. Our program is growing and the specificity of the video editing requires that as many students have their own external drive as is possible. Ten more would allow a class of 16 students to fulfill course work and additional individual projects.
All the new equipment would be housed at ATUS with access for all WWU students, with priority reservations for students enrolled in Dance Courses.

c. How would this project integrate technology into coursework?

Adding these cameras and hard drives would allow students to complete multiple assignments utilizing filming and editing of video. Technology and video editing are becoming necessary skills in the dance field for choreography submissions and documentation. Dances are being made from films of rehearsal footage and improvisation, video projections are becoming commonplace for dance and theater performances, and students' use of video footage for self-reflection and critiques would greatly enhance the achievement of course learning objectives. This equipment would allow the curricular development and course work that would keep our students at the forefront of choreography and performance in the field.

2. From a faculty perspective, explain how this project will enhance your ability to help students meet their educational goals.

Students are increasingly interested in technology and the ability to document their work, create technologically advanced art, and post their work online to sites like DanceTV, Vimeo, and Youtube. Many dance companies are only accepting choreographic submissions from online sites, and our students need to learn these skills to stay competitive in the field, thus meeting their educational and career goals.

3. Will other departments be involved with this project? If so, please describe.

No, but all departments that require students to complete projects with filming and editing will benefit from the equipment.

4. Has any part of this project previously been funded by STF?

No ☒ Yes ☐ Please describe:

III. Utilization

1. Please list the anticipated number of times and duration per each use, per quarter, that the proposed technology will be used by students.

The equipment will be used by students enrolled in DNC 101, 102, 111-113, 121-123, 211-213, 221-223, 311-313, 321-323, 421-423; Beginning through Advanced Ballet and Modern technique courses as well as DNC 242, 342, 442 Beginning through Advanced Choreography, DNC 243, 343 Dance and Technology I and II, DNC 339, 340 Functional Alignment and Anatomy, DNC 357 Repertory and Performance, DNC 401, 402 BFA Capstone project, DNC 433, 434 in the pedagogy and teaching series, DNC 232 Movement and Culture; a very popular ACGM course, as well as students preparing work for performances at Ving Cabaret once a quarter, and the annual show of New Music New Dance.

Technique courses average 18 students, with six sections offered each quarter for a total of 324 students. DNC 232 averages 35 students per section, with two-three
sections offered each quarter for an annual total of 315 students per year. All other courses average 12 students per section, and are offered each quarter for a total of 144 students each year. Rehearsals and performances would serve an average of 150 students per year.

Priority reservations would be given to students enrolled in dance courses, and all equipment is available for use by entire WWU population, students and faculty through Classroom Services.

IV. Project Budget

This section details the estimated cost of the project. Include costs that will be covered—by your department or another source—for ongoing costs such as personnel or operating expenses.

To assist you in preparing your budget, please consult with relevant campus support departments (ATUS, Purchasing, Space Administration, etc.). For more information, see this page on our website: http://www.wwu.edu/stf/instructions.shtml

Please complete all of the following sections (attach Excel spreadsheet for any additional details).

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<th>Item</th>
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We recognize your proposed budget as an estimate. Final funding for successful projects will be established after thorough technical review; some costs may need adjusting due to price changes. The STF Committee may impose special conditions on a project; see the STF Program Description.

1. What funding is available from your department or other sources?
   n/a

2. Could this project be divided into discrete elements that could be funded separately?
No ☐  Yes ☐ Please summarize and prioritize project segments with cost estimate for each segment.

3. Are lab fees charged for any of the courses that will use this equipment?

No ☐  Yes ☐ If yes, please note: The total funding requested from the STF must reflect the amount collected from course fees for equipment replacement and/or equipment acquisition. All proposals asking for course fees will be reviewed by the Academic Budget Office.

V. Impact on Existing Resources

The proposal should address your project’s potential impact on existing resources. Special attention should be given to impact on data transmission networks (e.g., sources accessed, networking equipment, etc.), and personnel (e.g., staffing, administrative support, faculty support, etc.).

Any proposal that includes the replacement of computers should specifically address the feasibility and cost effectiveness of upgrading the computers rather than replacing the computers.

1. Describe how existing equipment is used. Contrast this to projected use if your project was funded.

The Dance Program has 6 camcorders from a previous STF grant. They are in constant use by students in dance courses as well as the university population as a whole. Two of the cameras have DV ports that are no longer functioning, which limits their use for uploading video footage. The ten external drives from a previous STF grant have suffered from their use and we are now down to 6 functioning drives. Increased class size in the dance program and the popularity of video projects in all departments necessitate additional drives.

2. Is similar equipment or technology available elsewhere on campus—such as the Student Technology Center, Classroom Services, Video Services, Western Libraries, a college lab? If so, please describe why the existing equipment does not meet the needs outlined in this proposal.

Classroom Services does have cameras and drives for checkout, but as more and more courses are requiring video assignments these resources are being stretched too thin. Our students are utilizing this technology more frequently, and professors would be able to include more video course work if the inventory was increased. Sharing cameras and drives with multiple students and group work cuts down on the feasibility of video use by every student in a large class, and with this type of work, having opportunities for hands on experience is best for the learning process.

3. If this project involves the replacement of equipment:

   a. Describe the “before and after” configuration changes. A spreadsheet reflecting these changes may be attached.
b. Describe the costs and benefits of replacing vs. upgrading (if applicable).

4. Will this equipment be available to students outside your department?

No ☐ Yes ☒ If the proposed technology will be used by students outside of your department, please describe how they would gain access, how the availability of the equipment will be publicized, the hours/week when the equipment will be available, and any costs that would apply.

All new equipment housed at Classroom Services for check out by entire WWU population. Students enrolled in dance courses would have priority for reservations.

5. Does this project involve the check-out of equipment to students?

No ☐ Yes ☒ If yes, please discuss whether or not the Student Technology Center could be assigned this task.

We have utilized Classroom Services for this task in the past. It is possible that the Student Technology Center could house the equipment if this provides greater ease and access.

6. Does the department have adequate operating funds to provide ongoing maintenance and support?

No ☒ Yes ☐ Please describe.

As the equipment would be utilized by all of WWU, we would be dependent on technicians from ATUS for any repairs.

7. Does the department have adequate personnel funds to provide ongoing staff support for this project?

No ☐ Yes ☒ Please describe.

We have been offering course work with integrated technology for many years. Our increasing class size and interest in video production and filming has necessitated a larger inventory of equipment.

VI. Space and Site Information

This section addresses any space alteration or site preparation necessary for the proposed project. Site alterations include painting, holes in walls, security systems, carpeting, construction, lighting changes, or conversion of a lab or office.

Special Note: If this project requires any site preparation, or if this project uses any space not currently under your department’s control, you must submit a draft proposal to Space Administration by November 25, 2009. Space Administration and Facilities Management will conduct a site survey and respond back to you concerning project feasibility, cost, and schedule. This information must be included in the final project proposal.
Proposals for projects that involve any site preparation will be considered only after the required site surveys by Space Administration and Facilities Management have been completed.

1. Location for installation of equipment or technology.

none

2. Is site modification required?

No ☐ Yes ☐ If yes, please describe (electrical, air, painting, lighting, security, network access, etc.).

3. Will this project use space not currently assigned to your department or area?

No ☐ Yes ☐ Please describe.

VII. Project Schedule

This section describes your overall implementation schedule. Project awards will be announced by the end of spring quarter. It is anticipated that projects would be substantially completed by the end of the calendar year. If there is any site preparation involved, please align your project schedule with the schedule provided by Space Administration and Facilities Management.

n/a

VIII. Constraints

This section should list any external or internal factors that could affect your project schedule, project objectives, or the project budget (e.g., if external approval is required for curricular changes, or if funding must be received by a certain date).

1. Please describe any constraints to this project.

n/a

IX. External Funding

This section must be completed for any projects over $100,000. For project budgets of this scale, the applicant should investigate opportunities for obtaining external funding for all or part of the proposed project.

1. Describe the external organization(s) able to provide funding in support of this project.
2. Describe the funding cycle for these requests (submission dates, projected award dates).

3. Indicate the amount of external funding that would be requested.

4. In cases where joint funding is requested, what will happen if the STF award is made and the external grant is not awarded?

5. Has a grant proposal already been submitted for all or part of the proposed STF project?