The Provost’s Learning Innovations Grants (PLIG) program was developed to broaden and enrich the learning experience of RIT students by funding faculty-initiated projects that enhance student learning. More than 200 RIT faculty projects have received funding since the program was initiated in AY 2000-2001. (Examples of previously funded projects are available at the PLIG website, rit.edu/ili/plig).

The launch of the Innovative Learning Institute (ILI) in 2012, and its charge to assist in the creation of exceptional learning experiences for students, led to an evaluation of PLIG and a revitalization of the program to:

- Better support dissemination of individual faculty learning to the wider faculty population
- Provide funding for the implementation of successful pilot projects
- Integrate funding with Institute priorities
- Support the scholarship of teaching and learning

The 2016 Application Form is found on page 3 of this document.

I. ELIGIBILITY

The principal applicant(s) must be tenured or tenure-track RIT faculty. PLIG 2016 projects can include visiting assistant professors, lecturers, adjunct faculty, staff, students, and other contributors.

II. PLIG TYPES

There are two types of grants—Exploration and Focus Grants—for PLIG 2016. Full details are available at rit.edu/ili/plig.

III. USE OF GRANT FUNDS

Provost’s Learning Innovations Grants for 2016 may range from $1,000-$5,000.

Examples of the use of PLIG funds include:
- Course release (reasonable, actual replacement costs for full-time, tenure-track or tenured faculty members removed from teaching)
• Development of new technology-based learning tools and/or environments
• Technologies or equipment required by the project that are not normally provided by the department/college
• Resources for research design and consultation, data collection and aggregation, instrument development and/or purchase, secure data storage, data analysis, and report generation
• Travel to support research activity and/or meet with potential funding sources

IV. PLIG TIMELINE
The grant timeline assumes that most recipients will use Summer 2016 to plan and develop their PLIG funded project for delivery or implementation during the Fall 2016 and/or Spring 2017 semester(s). The full timeline is at rit.edu/ili/plig.

V. SELECTION COMMITTEE AND EVALUATION CRITERIA
Applications for PLIG funds are evaluated by the PLIG selection committee according to the following criteria:
• Utility (solves a defined problem, has potential to benefit many courses/faculty)
• Creativity (is a novel approach or application, represents a new paradigm)
• Efficacy (uses an evidence-based approach, impact to student learning and/or the student experience can be demonstrated)

Details on proposal evaluation and selection committee membership is on the website (rit.edu/ili/plig).

VI. QUESTIONS OR COMMENTS
Please email plig@rit.edu with any questions or comments.
PROVOST’S LEARNING INNOVATIONS GRANTS

2016 APPLICATION

INSTRUCTIONS

Complete this form in its entirety and email it to plig@rit.edu no later than January 27, 2016. Please note to save and rename this document substituting your name (in place of “NAME”) in the file name.

Ask your Department Head to complete the Department Head Certification and return the signed copy along with your application. Note: the signed copy may be scanned and emailed.

If you have any questions about completing this application, please email them to plig@rit.edu or call Michael Starenko at 585-475-5035.

APPLICANT INFORMATION

This application is for a:

☐ FOCUS GRANT
☒ EXPLORATION GRANT

Principal Applicant Name: Mary Golden __________________________ Email: megfaa@rit.edu

Faculty Title: Interior Design Program Chair | Assistant Professor ______________ Phone: 585-315-7080 (cell) or 475-7893 office

(Full-time, tenured and tenure track only)

College: CIAS __________________________ Department: School of Design, Interior Design Program

Department Head name: Peter Byrne, Admin Chair __________________________ Email: pjbfaa@rit.edu

Proposed Project title: THE VIRTUAL DESIGN STUDIO __________________________

Total funds requested (requests of $1,000 to $5,000 will be considered): $5,000 __________

Others involved in the project (if any):
1 independent study undergraduate research assistant (tbd) __________________________
BUDGET

There is a fillable PDF worksheet to calculate your budget. You can download the worksheet at rit.edu/plig.

- The total shown on this worksheet must match the “Total funds requested” in the Applicant Information section of this application form
- If awarded, additional funds will be provided to cover any benefits and ITS expenses associated with the salary budget requested
- Note that any equipment or other materials purchased with grant funds are the property of your department and revert to the department after your project is completed

TIMELINE

Please indicate any variances to the planned PLIG 2016 schedule and your reasons. If you do not intend to deviate from the schedule, you may leave this section blank.

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<thead>
<tr>
<th>Task</th>
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<th>Proposed variance and reason</th>
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<tr>
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<td></td>
</tr>
<tr>
<td>Preliminary findings submitted</td>
<td>Jan. 25, 2017</td>
<td></td>
</tr>
<tr>
<td>Summary of final findings submitted</td>
<td>Aug. 23, 2017</td>
<td></td>
</tr>
<tr>
<td>Final budget accounting submitted</td>
<td>Aug. 23, 2017</td>
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<tr>
<td>Faculty Teaching and Learning Commons posting (a summary of findings, examples of teaching designs or materials, etc.) due</td>
<td>On or before Oct. 24, 2017</td>
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<tr>
<td>Participation in Teaching and Learning Services PLIG dissemination event</td>
<td>On or before Nov. 17, 2017</td>
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</tr>
</tbody>
</table>
STATEMENT OF UTILITY (two pages maximum)

Using the proposal evaluation criteria outlined in the Evaluation section of the website (rit.edu/ili/plig), please provide an overview of the project you are proposing, including:

- Project objectives
- An explanation of the teaching/learning problem(s) it is designed to address
- An explanation of the significance of the project to student outcomes and/or the student experience.
- A brief description of how the project integrates with activity already underway at RIT in the priority area and/or how this approach has been successfully used at RIT already.

The coordination of interior design studio collaborations with other disciplines, institutions and international partners is challenged by the constraints of time zone differences, schedules, pedagogies, expectations and language barriers. This grant proposal will explore the logistics for creating a web-based collaborative learning (WBCL) communication system to improve international collaborations between student-to-student, faculty-to-faculty and studio-to-colleague interactions to better enable RIT students to explore global issues challenging the interior design world today.

PROJECT OBJECTIVES:

1. I will improve student collaborations by creating a Virtual Design Studio using WBCL for the RIT Interior Design Program that will directly engage them in interactive, transnational studio experiences.

2. Implement an optimal learning environment that combines both synchronous and asynchronous communication informed by a thorough investigation of existing Web Based Collaborative Learning methodologies.

3. Greatly improve international teaming opportunities to address issues of community and public interest design by exposing students to multiple cultural values and approaches to the design process. This will address a growing need for globalism and understanding of multiculturalism in interior design education.

PROJECT OVERVIEW:

The millennial generation’s hyper connectivity with digital technologies and the movement towards transnationalism is evolving the academic environment by linking people across institutions, borders and cultures for global learning. In tandem, there is a strong need for interior design education to expand and address the building needs of community-based and public-interest design by promoting a holistic, inclusive approach to global issues through multidisciplinary discourse and international explorations in design-build projects.

I will address this problem by implementing a WBCL as a modality for teaching and sharing information to create a virtual design studio (VDS), the optimum modality for students to explore multiculturalism and global issues facing the interior design profession today. Providing authentic global experiences for design students requires a web based collaborative learning platform that is conducive to ongoing interactive dialogues and a sharing of information with multidisciplinary and global partners. The research proposed for the PLIG will provide a proof of concept to develop an optimized virtual design studio environment that will enable fluid multicultural and transnational teaming by merging the traditional interior design studio synchronous format, face to face interactions, with asynchronous, the cyber technologies of distance learning, to create a web based collaborative learning platform. Both existing WBCLs and construction of an interior design specific WBCL from technology available through RIT will be fully explored.

Initial literature reviews indicate that the VDS model of teaching and learning, even with its limitations, has tremendous potential to positively impact student learning outcomes and broaden the studio experience through multidisciplinary and transnational collaborations. Further, web based collaborative learning in curricula primes the students for interdisciplinary collaborations that they will experience in their professional lives.

At the heart of my work is a personal philosophy intent on being a whole systems thinker who creates, practices and teaches about a built environment that is not only significant but fully responsive to the global challenges we
face. My dedication to empowering students with real world experiences to broaden their vision and impart innovation in design thinking motivates this proposal for creating the virtual design studio utilizing a web based collaborative learning tool. It is my ardent belief that engaging in multidisciplinary and international design collaborations will bring into being a culture of young professionals able to create meaningful contributions not just for the sake of aesthetics or design progress but for the betterment of society as a whole.

SIGNIFICANCE TO STUDENT LEARNING OUTCOMES | STUDENT EXPERIENCE

The 2017 proposed revisions to the Council for Interior Design Accreditation (CIDA) accreditation standards place an even greater emphasis on globalism and collaboration as required in Standards 4 and 5:

Standard 4: Global Context requires that interior design students have a global view and consider social, economic, cultural and ecological contexts in all aspects of their work. Programs are expected to provide robust practicum opportunities for developing multicultural awareness and exposure to global events shaping contemporary society and the world.

Standard 5: Collaboration requires that all students participate in multi-disciplinary collaborations to explore various models of leadership and team compositions to develop design solutions. Emphasized in Standard 5 is the use of technology based information systems such as Building Information Management (BIM), Revit and Skype.

Current studio projects in the program have been primarily limited to theoretical problems with evidence based design research. Minimal collaboration with other disciplines, even within the RIT community, exist due to time constraints and challenges to teaming because of nonconcurrent studios. The development of the VDS will provide a dynamic exchange for interior design faculty and students further enhancing knowledge of other disciplines, cultures and design practices through direct contact and collaborative teaming. The experience of using the WBCL to create the virtual design studio as well as the studio project results will provide robust explorations for faculty and student-faculty led research.

Beyond the quantifiable results of student learning outcomes there are the broader social and personal benefits for students in creating the VDS. As a web based collaborative learning tool, the VDS will offer global interaction and cultural exchange for all students providing a more inclusive experience for those who otherwise might not take part in study abroad programs. Students will benefit from face to face interactions and develop skills for working with others who may have different perspectives and approaches to collaboration.

INTEGRATION WITH RIT PRIORITIES:

The academic pursuits and potential research for dissemination from the Virtual Design Studio are in direct alignment with the vision for RIT’s 2025 strategic plan to be a great world university whose academic portfolio, research agenda, and educational model align with the shifting needs of a complex planet.

Specifically, the experiential nature of web based collaborative learning environments directly supports all of RIT’s core values:

Student Centeredness: The opportunities provided through the VDS for students to grow as emotionally intelligent designers, adept at collaborative teaming and leadership is immeasurable.

Professional Development and Scholarship: The virtual design studio will inherently provide vital and creative exchanges for sharing information by encouraging creative discourse amongst students and faculty for the purposes of advancing scholarship and research.

Integrity and Ethics: The overarching intent for this design communication tool is to build long lasting partnerships within our institution and the global community.

Respect, Diversity and Pluralism: The web based collaborative learning tool will directly engage students in the global community and challenge them with addressing issues critical to the design world today.
Innovation and flexibility: The implementation of this tool, adapted from virtual reality modalities of teaching on line and distance learning, will enable RIT’s interior design program to collaborate and disseminate information with renowned institutions in the most current tools for communication.

Teamwork and Collaboration: The virtual design studio is inherently a participatory process devised to improve opportunities for multidisciplinary and global academic teaming collaborations.

REFERENCES:
Vertovec, S. 1999, Conceiving and researching transnationalism, Ethnic and Racial Studies 22(2): 445-62. in
Castles, S. 2000. International Conference on Transnational Communities in the Asia Pacific Region: Comparative Perspectives, Singapore 7-8 August, 2000
Bell, S. and Wakeford, K., Expanding Architecture, Metropolis, 2008
STATEMENT OF CREATIVITY (three paragraphs maximum)

Provide a brief description of how this is a novel approach, or a new application of an existing mode or model of teaching and learning, and/or research about how teaching and learning represents an entirely new paradigm. (Please note that special consideration will be given to proposals that demonstrate a new use/application of a model, system, or technology already in use at RIT.)

The virtual design studio concept emerged in the mid-1990s at an MIT lecture given by William Mitchell, as reported by Jerzy Wojtowicz (1994). The ‘Multiplying Time’ project authored by Kolarevic, Schmitt, Hirschberg, Kurmann and Johnson (1998) produced positive outcomes for international teaming via VDS in an architectural studio. Three institutions, eight hours apart, interacted in both synchronous and asynchronous formats on a common architectural design problem for a three-week period. Students and faculty organized collaboration sessions and methodologies allowing for 24-hour access to content. While the overall collaboration was reported as successful technical, cultural, and some temporal issues were noted.

Initial literature reviews reveal that interior design programs did not follow the same paradigm for VDS as in the architecture project described above. Multidisciplinary and transnational teaming within the interior design studio environment have been largely impacted by the constraints of time zone differences, academic schedules, faculty or student expectations and language barriers. The barriers to success are primarily due to the lack of well-coordinated faculty initiatives or dynamic utilization of synchronous and asynchronous WBCL methodologies. Such barriers impeded fully collaborative ideation and limited the experiential opportunity for global learning.

Indications of such barriers are evidenced in Kathleen Gibson’s IIDA grant study ‘Teaming Across the Internet’ (2000) investigating computer-supported cooperative work (CSCW) in a global context and its impact on team dynamics and studio culture. International teaming was never realized due to technological complications and an inability of the faculty to adequately prepare collectively to launch the teaming project via the internet. The 2004 Consortium for Design Education (CODE) developed by Kucko and Prestwood was far more successful at teaming interior design students from six institutions for a series of two-day design charrettes. Held over a period of years the investigation included study abroad exchanges and a face to face faculty consortiums. While teleconferencing and on line learning platforms allowed the students to exchange ideas and present work there was a distinct separation of synchronous and asynchronous communication. Results indicate that while the collaboration was successful overall “computer interface problems, language difficulties, and interrupted video feeds were perceived as elements to be addressed.” (Kucko, Prestwood & Beachum, 2005)

Early literature reviews for the VDS model in interior design curricula appears to be limited to the early to mid-2000’s strongly indicating the need for further research and development. By adapting the constructs of distance education to overcome time constraints and physical remoteness this research aims to further develop web based collaborative learning (WBCL) methodologies already in use at RIT to provide direct contact with multidisciplinary, transnational teaming efforts that engage not only interior design students, but optimally many disciplines at RIT, international partners and institutions to better affect global change through a virtual design studio format.

REFERENCES


Gibson, K. SOURCE: Cornell University submitted to Interior Design Education, Modern History and Digital Media


STATEMENT OF EFFICACY (two pages maximum)

Provide a brief description of the experiment/research design, methodology, and methods of data collection you will use to gauge efficacy.

INVESTIGATION

1. Full literature review of all academic and professional publications

2. Case Studies: Evidence based design

3. Data Collection and analysis. Methods to include, but not limited to: surveys, interviews and focus groups:
   - To gain understanding of cultural distinctions and interior design studio pedagogy ideologies
   - Application of communication methodologies: asynchronous and synchronous
   - Collaboration and teamwork potentials
   - CIDA and student learning outcomes
   - Student needs and concerns
   - Technology and software limitations
   - Perspectives on internet teaching
   - Perspectives on international teaming and collaboration

4. Establish potential partnerships through RIT and existing networks of global partners for collaboration and teaming efforts including, but not limited to:
   - Collaborative Online International Learning
   - International Interior Design Association
   - Interior Design Educator Council
   - Social Economic Environmental Design network
   - Face to face colloquia with regional, national and international stakeholders (travel required)

5. Evaluate Technological Resources with RIT’s Innovative Learning Institute to include, but not limited to:
   - Web enabled group ware packages
   - Electronic pin up programs
   - Text conferencing and bulletin boards
   - Teleconference, Skype and webcast technologies
   - Virtual chat rooms
   - Shared electronic white boards
   - Software: Microsoft Netmeeting, Adobe Connect, Camtasia,
   - Online learning platform – myCourses
   - Audio critique tools
INTEGRATION
Visualizing, forming and constructing the web based collaborative learning environment with the assistance of a graduate student in consultation with RIT’s Innovative Learning Institute and CIAS technology support staff.

IMPLEMENTATION PHASE 1: RIT COLLABORATION
INTERIOR DESIGN PROGRAM AND 1-2 MULTIDISCIPLINARY DESIGN STUDIOS
1. Engage in a short term design charrette project lasting 2 days to one week (RIT multidisciplinary)
2. In addition to VDS online deliverables require students to journal their experience for submission

TESTING
1. Post project evaluations with faculty, students and technology support staff. Methods to include, but not limited to: surveys, interviews and focus groups.
2. Data assimilation and report of findings

REFINEMENT AND IMPLEMENTATION PHASE 2: RIT AND LOCAL (100 mile radius) COLLABORATIONS
1. Make required technical and software adjustments to optimize the web based collaboration
2. Engage in a 3-week teaming design project (RIT multidisciplinary and regional institution)
3. In addition to VDS online deliverables require students to journal their experience for submission

TESTING
1. Post project evaluations with faculty, students and technology support staff. Methods to include, but not limited to: surveys, interviews and focus groups.
2. Data assimilation and report of findings

REFINEMENT AND IMPLEMENTATION PHASE 3: NATIONAL AND GLOBAL COLLABORATIONS
1. Make required technical and software adjustments to optimize the web based collaboration
2. Engage in a 3-week design or longer project (RIT and global institutions | partners)
3. In addition to VDS online deliverables require students to journal their experience for submission

TESTING
1. Post project evaluations with faculty, students and technology support staff. Methods to include, but not limited to: surveys, interviews, student journals and focus groups.

2. Data assimilation and report of findings

ANALYSIS AND FINDINGS:

Assimilate data

Prepare report findings for dissemination

Disseminate information via publications and conference presentations (travel required)
DISSEMINATION PLAN (optional)

Provide details about the journal, conference, show, or other external vehicle with strong potential for dissemination of your results. Include supporting documentation, such as preliminary interest or acceptance, with your application, if available. *(Please note that special consideration will be given to proposals that have a defined opportunity for external dissemination, such as an academic journal or professional conference.)*

ILI will arrange channels for disseminating results within RIT.

The following journals and conferences include, but are not limited to, the potential vehicles external to RIT for dissemination of the results the exploratory grant research:

**JOURNAL DISSEMINATION:**

Journal of Interior Design

The Journal of Interior Design is a scholarly, refereed publication dedicated to issues related to the design of the interior environment. Scholarly inquiry representing the entire spectrum of interior design theory, research, education and practice is invited.

International Journal of Design

The International Journal of Design is a peer-reviewed, open-access journal devoted to publishing research papers in all fields of design, including industrial design, visual communication design, interface design, animation and game design, architectural design, urban design, and other design related fields. It aims to provide an international forum for the exchange of ideas and findings from researchers across different cultures and encourages research on the impact of cultural factors on design theory and practice. It also seeks to promote the transfer of knowledge between professionals in academia and industry by emphasizing research in which results are of interest or applicable to design practices.

Design Studies: The Interdisciplinary Journal of Design Research

Design Studies is a leading international academic journal focused on developing understanding of design processes. It studies design activity across all domains of application, including engineering and product design, architectural and urban design publishing work that is concerned with the process of designing, and is relevant to a broad audience of researchers, teachers and practitioners.

Design Issues

The first American academic journal to examine design history, theory, and criticism, Design Issues provokes inquiry into the cultural and intellectual issues surrounding design.

Regular features include theoretical and critical articles by professional and scholarly contributors, extensive book and exhibition reviews, and visual sequences. Special guest-edited issues concentrate on particular themes, such as design history, human-computer interface, service design, organization design, design for development, and product design methodology. Scholars, students, and professionals in all the design fields are readers of each issue. Design Issues is a peer reviewed journal.

Architectural Record

Print and online source for architecture news, modern architecture, interior design architecture and green architecture information for all building types.
OPEN ACCESS PUBLICATION DISSEMINATION: All double blind and peer reviewed

Digital Commons Network: Interior Architecture Commons

http://network.bepress.com/architecture/interior-architecture/

The Digital Commons Network brings together free, full-text scholarly articles from hundreds of universities and colleges worldwide. Curated by university librarians and their supporting institutions, the Network includes a growing collection of peer-reviewed journal articles, book chapters, dissertations, working papers, conference proceedings, and other original scholarly work.

Enquiry: A Journal for Architectural Research

http://www.arcc-journal.org/index.php/arccjournal

Enquiry, an open access journal for architectural research, is an online journal published by the Board of the Architectural Research Centers Consortium (ARCC) as a source for information on research in architecture. The journal is double blind peer reviewed and invites submissions on a wide variety of topics addressing architectural knowledge including aspects of urban design, interior design, planning and landscape architecture.

CONFERENCES FOR ACADEMIC DISSEMINATION:

Interior Design Educator's Counsel (IDEC): National | Chapter Conferences: Research, Education & Creative Scholarship Presentations

Academic teaching symposiums for research, education, and creative scholarship presentations for the interior design profession

ICAIDCM: International Conference on Architecture, Interior Design and Construction Management

International Conference on Architecture, Interior Design and Construction Management aims to bring together leading academic scientists, researchers and research scholars to exchange and share their experiences and research results about all aspects of Architecture, Interior Design and Construction Management. It also provides the premier interdisciplinary forum for researchers, practitioners and educators to present and discuss the most recent innovations, trends, and concerns, practical challenges encountered and the solutions adopted in the field of Architecture, Interior Design and Construction Management.

American Institute of Architects (AIA) Conferences: National or local chapter conferences

One of the largest annual professional architecture and design conferences in the United States

Structures for Inclusion Conference

Annual conference by Design Corps hosted by select schools of design or architecture to share progress and critical ideas that are moving Public Interest Design forward. Design Corps' mission is to create positive change in traditionally underserved communities by using design, advocacy, and education to help them shape their environment and address their social, economic, and environmental challenges.
ADDitional Considerations

Please address these questions, if needed.

Will your project require assistance for extensive or unusual media, multimedia, simulation, and/or software development? If so, please explain?

| The project intends to synthesize existing cyber technology, media, multimedia and software to develop the WBCL for a virtual design studio environment. Preliminary literature reviews indicate that the technology already exists to develop the WBCL. |

All courses offered by RIT must be accessible to students with disabilities, according to Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (rit.edu/studentaffairs/disabilityservices/info). Is your proposed teaching approach accessible to all students, with reasonable accommodation? If not, please explain.

| The virtual design studio proposal intends to create an accessible methodology for the dissemination and sharing of information for all students and users through reasonable accommodation. |

RIT abides by the Family Educational Rights and Privacy Act of 1974 (FERPA), which prohibits instructors from making students’ identities, course work, and educational records public without their consent (rit.edu/xVzNE). Will any data gathering or sharing for your project raise any FERPA issues? If so, please explain.

| Student identities will be protected and all work produced by this exploratory study will adhere to FERPA guidelines. |
DISSEMINATION AGREEMENT

By completing this grant application, I agree to provide the materials described here, in support of disseminating what is learned from this project to other faculty at RIT.

I also agree to return all/a portion of the funds that I receive for this project to RIT if I fail to complete or provide the materials described here.

- Full project plan (including roles and responsibilities, milestone dates, and pertinent project details)
- Overview of preliminary findings (may include experiment/study design, lessons learned, initial data collection, and/or literature review summary)
- Final project summary (including data collection, lessons learned, implications for further study, and which may be in the form of an article abstract, conference presentation outline, or short report)
- Teaching and Learning Commons posting (a summary of findings and examples of teaching designs or materials)
- Participation in a faculty dissemination event
- Final budget accounting (reconciliation of budget provided with your application and the actual project expenses)

By submitting this application, I accept this agreement. MEG (Applicants initials)
DEPARTMENT HEAD CERTIFICATION

I support this PLIG application and budget, and verify that the principal applicant ________________
is a full-time, tenured or tenure-track faculty member in good standing in my department.

Department Head Name (PRINT): Peter Byrne  Email: pib fa r i t. e d u
Department Head Signature: ___________________________ Date: 01/26/2016
## PLIG 2015 Budget Worksheet

**Applicant’s Name:**

Dr. Linda Gottermeier

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| Benefits - Calculated Automatically | | |
| **Amount** | | |
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**Total Award Request** $4,770