

*"Meeting Business School
Information Technology
Challenges"*

Technology in Business Schools
Roundtable

**TECHNOLOGY IN BUSINESS SCHOOLS (TBS)
ROUNDTABLE**

Fifth Annual Survey

Of

Business School Computer Usage

Summary Report

September 2008

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I. Executive Summary

This is the 5th annual TBS Roundtable survey of AACSB member institutions. We invited all accredited AACSB member business schools and colleges to complete our web-based survey. E-mail messages were sent to each institution inviting them to complete the survey.

A total of 76 business schools and colleges responded to the TBS Roundtable survey. Results are shown with the number of respondents (N), and in some instances, the range of responses. Results were not shown when there was insufficient data. Results are generally shown with both the total number of respondents for each of the categories and the corresponding percentages.

The survey contained a total of 65 questions. The categories of questions this year were:

- Institutional Background
- IT Management (School Policies and Procedures)
- IT Management (Budget)
- IT Management (Staffing)
- IT Hardware Support
- Database and Online Service Subscriptions
- Software Support
- New Technologies
- New Construction
- Lessons Learned

Comments made by respondents were copied in their original form; in some cases minor spelling changes were made where obvious, e.g. “cirriculum” changes to “curriculum.” Also, in some instances, comments were truncated; this was indicated by “[text truncated].”

We hope you find this information useful for your IT planning and decision-making. Any questions regarding these results should be addressed to: Jim Anderson, board member, TBS Roundtable, jbanders@indiana.edu, (812) 855-3593.

A note about these results: The TBS Roundtable has made every effort keep the content of this report anonymous. Any write-in comments that identified the business school/college were modified to remove any reference to the institution. These results are for TBS Roundtable Members and participating institutions only.

Thank you for your interest and participation in this survey.

-- The TBS Roundtable Board

II. Institutional Background

This section presents aggregate demographic information about the business schools/colleges that completed the survey.

Q1. Please provide demographic information about the following groups within your school.

Business School Undergraduate Students – Full-time Programs (N=44)			
	Minimum	Maximum	Average
	150	5650	2254
0 – 1000	1001 – 2000	2001 – 3000	3001+
7	15	12	10
16%	34%	27%	23%
Business School Undergraduate Students – Part-time Programs (N=21)			
	Minimum	Maximum	Average
	8	4200	628
0 – 500	501 – 1000	1001 – 1500	1501+
15	2	1	3
71%	10%	5%	14%
Business School MBA Students – Full-time Programs (N=41)			
	Minimum	Maximum	Average
	9	823	172
0 – 100	101 – 250	251 – 400	401+
16	19	3	3
39%	46%	7%	7%
Business School MBA Students – Part-time Programs (N=33)			
	Minimum	Maximum	Average
	1	1290	308
0 – 100	101 – 250	251 – 500	501+
9	10	9	6
27%	30%	27%	18%
Business School Masters Students, non-MBA – Full-time Programs (N=29)			
	Minimum	Maximum	Average
	5	652	115
0 – 50	51 – 100	101 – 200	201+
11	8	5	6
38%	28%	17%	21%

Q1. (Continued)

Business School Masters Students non-MBA – Part-time Programs (N=18)			
	Minimum	Maximum	Average
	6	178	59
0 – 50	51 – 100	101 – 200	201+
9	6	3	0
50%	33%	17%	0%
Business School Ph.D. Students (N=20)			
	Minimum	Maximum	Average
	10	135	54
0 – 25	26 – 50	51 – 75	76+
3	8	5	4
15%	40%	25%	20%
Business School Non-degree Students – Certificate Programs, Executive Education – Annual Enrollment (N=23)			
	Minimum	Maximum	Average
	2	1000	200
0 – 100	101 – 500	501 – 1000	1001+
12	9	2	0
52%	39%	9%	0%

Q2. Is your Institution Public or Private?

Type of Institution (N=47)	Responses	Percent
Public	37	79%
Private	10	21%

Q3. What is the current number of full-time faculty (tenure/tenure-track) in your business school/college?

Current Number of Full-Time Faculty (Tenure/Tenure-Track) (N=46)			
	Minimum	Maximum	Average
	16	150	69
0 – 50	51 – 75	76 – 125	126+
14	14	16	2
30%	30%	35%	4%

Q4. What is the current number of non-tenure track faculty (adjuncts, visiting, lecturers, etc.) in your business school/college?

Current Number of Non-Tenure Track Faculty (N=46)			
	Minimum	Maximum	Average
	4	183	34
0 – 25	26 – 50	51 – 100	101+
22	16	7	1
48%	35%	15%	2%

Q5. What is the current number of non-faculty staff in your business school/college?

Current Number of Non-Faculty Staff (N=46)			
	Minimum	Maximum	Average
	4	260	63
0 – 25	26 – 50	51 – 100	101+
17	10	10	9
37%	22%	22%	20%

Supplemental Enrollment & Employment Analysis

Overall Breakdown by Public/Private

Type of Institution	Full-Time Enrollment		Full-Time Faculty		Total Employees		IT Staff FTE	
	Range	Avg	Range	Avg	Range	Avg	Range	Avg
Public	210–6217	2874	22–150	72	34–400	145	1–47	10
Private	269–2901	1888	28–92	71	66–163	121	1–12	6

Breakdown by Enrollment Numbers

Enrollment	Full-Time Enrollment		Full-Time Faculty		Total Employees		IT Staff FTE	
	Range	Avg	Range	Avg	Range	Avg	Range	Avg
<=1000	169–924	434	26–47	39	39–73	62	2–8	5
>1K & <=3K	1120–2901	1946	22–115	67	34–259	121	1–11	6
>3K & <=5K	3013–4321	3636	64–85	70	84–150	118	1–7	5
>5,000	5476–6217	5808	73–150	109	212–400	295	16–47	31

III. IT Management (School Policies and Procedures)

This section presents aggregate information about IT management policies and procedures. These questions targeted business school IT management practices, not those associated with a campus-wide IT organization.

Q6. To whom does the business school senior IT manager report to?

Senior IT Manager Reporting Line (N=48)	Responses	Percent
Business School Dean	19	40%
Business School Associate/Assistant Dean	24	50%
Business School CFO/COO	3	6%
Central Technology Office	1	2%
Other	1	2%

Other (please specify): -- [No response given]

Q7. Which of the following communities best describes the prior background of your business school/college senior IT manager? Check all that apply?

Senior IT Manager Background (N=48)	Responses	Percent
Faculty	12	25%
Business School Staff	27	56%
University/College Staff	9	19%
Private Sector	5	10%
Other (Please list):	5	10%

Other (please specify): --

- Military (3 responses)
- Mixed university/private sector
- Public sector IT

Q8. Does your business school have a written strategic plan?

Written Strategic Plan (N=48)	Responses	Percent
Yes	45	94%
No	3	6%

Q9. If yes, does your business school's strategic plan specifically include technology?

Written Strategic Plan Includes Technology (N=47)	Responses	Percent
Yes	25	53%
No	20	43%
N/A	2	4%

Q10. Do you have a formal business school IT strategic plan that is administered and updated separately from the overall business school strategic plan?

IT Strategic Plan Administered/Updated Separately (N=48)	Responses	Percent
Yes	17	35%
No	31	65%

Q11. If you have a formal business school IT strategic plan, what was the date of the last formal review?

Date of the Last Formal IT Strategic Plan Review (N=22)	Responses	Percent
2008	9	41%
2007	4	18%
2006	5	23%
2005	2	9%
Before 2005	2	9%

Q12. If no, do you intend to develop a formal IT strategic plan within the next:

Plans to Develop a Formal IT Strategic Plan (N=33)	Responses	Percent
1 Year	7	21%
2 Years	4	12%
2+ Years	4	12%
No Intentions	18	55%

Q13. Please indicate what you would consider your business school's top 3 priorities. The OTHER box is for recommendations on priorities for future surveys and DOES NOT COUNT as a CHOICE (Must select 3 priorities): [Note: "Weighted Responses" includes a sum of responses where top choice is assigned a value of 3, 2nd choice – 2, and 3rd choice – 1. "Responses" includes total number of top 3 choices from respondents]

Top 3 Priorities (2008 N=47) (2007 N=56)	2008 Responses (Weighted)	2008 Responses	2007 Responses (Weighted)	2007 Responses
Active Directory	0	0	12	8
Asset Management	2	1	1	1
Collaborative Computing	9	4	No Data	No Data
College-Wide MIS	0	0	2	1
Commercialization of Science and Technology	Removed	Removed	0	0
Cost Effective Investment	13	7	10	4
Curriculum Integration	28	12	32	17
Digital Video	2	2	4	2
Distance Education	33	18	21	11
Facilitation of Research	13	7	18	11
Funding	44	17	33	15
Infrastructure	Removed	Removed	17	8
Learning Assessment	13	8	30	13
Maintain Competitive Advantage	27	13	45	20
Managed Expansion	5	4	16	9
Reliability	11	5	10	4
Security	20	10	20	10
Strategic Planning	17	8	13	7
Training	6	2	4	3
Ubiquitous Computing	Removed	Removed	3	1
Virtualization	8	5	No Data	No Data
Video Conferencing	2	1	No Data	No Data
Web Application Development	5	4	13	6
Web Content Management	16	8	8	4
Wireless	0	0	1	1

Other (please specify): --

- Mobile computing (laptops)
- Integration
- Financial trading room
- CRM (Customer Relationship Management)
- Document management

Q14. Please indicate what you would consider your business school's top 3 Challenges. The OTHER box is for recommendations on challenges for future surveys and DOES NOT COUNT as a CHOICE (Must select 3 challenges): [Note: "Weighted Responses" includes a sum of responses where top choice is assigned a value of 3, 2nd choice – 2, and 3rd choice – 1. "Responses" includes total number of top 3 choices from respondents]

Top 3 Challenges (2008 N=47; 2007 N=56)	2008 Responses (Weighted)	2008 Responses	2007 Responses (Weighted)	2007 Responses
Accreditation	26	11	22	10
Administrative/Business Process Implementation	19	9	23	12
College-Wide MIS	3	1	8	3
Computer Automated Administrative Processes	0	0	7	4
Cooperation with Central IT	23	13	14	8
Cost Management Support	8	4	2	1
Curriculum Integration	24	12	31	14
Distance Education	13	8	19	10
Emerging Technologies	27	17	17	10
Engaging Faculty on Research and Development	9	6	6	5
Faculty Funding	25	11	41	15
Human Resources	7	3	10	5
Incentives	Removed	Removed	5	3
Infrastructure	Removed	Removed	8	4
IT Staff Funding	11	4	21	9
IT Staffing	17	9	13	6
Integration	Removed	Removed	0	0
Multiple Licensing Terms	1	1	4	2
Overall Technology Funding	24	11	18	11
Project Management/Volume	6	3	4	2
Reliability	Removed	Removed	0	0
Security	12	5	10	7
Strategic Planning	14	7	16	9
Training	6	2	3	1

Other (please specify): --

- New Building
- Adapting to budget cuts
- Integration
- Admission of sophomores

Q15. Please rank the following institutional IT issues (taken from the 2004 EDUCAUSE report) based on the significance for your business school (Rank 1-11):
 [NOTE: NA response- signifies that option wasn't available in given year]

Ranking of 2004 Educause Report IT Instructional Issues (2008 N=46; 2007 N=56)	2008 Responses	2007 Responses	2006 Educause
Administrative/ERP/Information Systems	8	5	3
Business Continuity/Disaster Recovery	8	7	4
E-Learning/Distributed Teaching and Learning	3	8	9
Enterprise-Level Portal	11	11	NA
Faculty Development Support and Training for IT	2	1	5
Funding IT	1	2	2
Governance, Organization, and Leadership for IT	10	10	8
Infrastructure Management for IT	6	9	6
Security and Identity Management	4	3	1
Strategic Planning for IT	7	4	7
Web Systems and Services	5	6	10

Q16. Do you have a formal business school Technology Committee or business school IT Review Committee?

Technology Committee or IT Review Committee (N=48)	Responses	Percent
Yes	33	69%
No	15	31%

Q17. Which of the following best describes the Technology or IT Review Committee authority?

Technology or IT Review Committee Authority (N=46)	Responses	Percent
Final Approval	2	4%
Advise	30	65%
Other	1	2%
N/A	13	28%

Q18. Which of the following groups are represented on the committee (check all that apply)?

Groups Represented on the Committee (N=33)	Responses	Percent
Faculty	33	100%
Staff	27	82%
Students	14	42%
Non-Business School University Personnel	3	9%
Business Community	0	0%
Alumni	2	6%
Other	1	3%

Q19. When was the last time a major revision was done to your school's web site (graphics, content, layout, presentation)?

Last Major Web Site Revision (N=47)	Responses	Percent
< 1 Year	25	53%
Yearly	3	6%
2 Years	10	21%
3 Years	4	9%
3+ Years	5	11%

Q20. Who has responsibility for the design, development, management and content of your school's web site? Check all that apply. [NOTE: there was some overlap in responses]

Web Site Design, Development, and Content Mgmt (N=48)	Responses	Percent
School's technology organization	28	58%
School's marketing & communication office	32	67%
Other: (Please list)	11	23%

Other (please specify): --

- Central campus administration
- IT director
- [Department/Program??] Chairs
- Business school's Development and Placement Coordinator[s]
- The College of Business
- School's Assistant to the Dean
- Outsource marketing firm
- Outside design/marketing consultant
- Website task force; individual offices
- Associate Graduate Director & Manager of I.S.
- Content – individual departments

Q21. Who provides support for the school's administrative database and systems development needs? (N=47)

Support for School's Admin DB and System Needs (N=48)	Responses	Percent
Central/Campus-Wide IT	13	27%
Business School Funded IT	12	25%
Mixed (Central and School)	23	48%
Other (Please List)	0	0%

Q22. Do you maintain and/or publish a catalog of your core services?

Publish Catalog of Core IT Services (N=48)	Responses	Percent
Yes	21	44%
No	27	56%

Q23. Do you use formal Service Level Agreements (SLAs)?

Use of Service Level Agreements (N=48)	Responses	Percent
Yes	18	38%
No	30	62%

Q24. Do you outsource any of the following services? Outsource means managing a commercial contract or agreement. It does not include sourcing support from a central IT organization or other department associated with your institution (check all that apply)?

Outsourced IT Services (N=33)	Responses	Percent
Classroom Technology Including AV	8	24%
Course Pack Printing	7	21%
Desktop/Laptop Maintenance	7	21%
E-Mail	3	9%
IT Staff Training	9	27%
Multi-Media Services (any)	4	12%
Network Management	3	9%
On-Line Case Study Creation Support (other than subscription services like HBS)	0	0%
On-Line Classroom Environment (Blackboard, etc.)	11	33%
Printer Maintenance	16	48%
Research Database Support (other than subscription services like NYSE or WRDS)	2	6%
Server Maintenance	6	18%
Student Enrollment Application	6	18%
Student Records Management	2	6%
Surveys	9	27%
User Training	1	3%
Video-Teleconferencing	1	3%
Web Conferencing	3	9%
Web Site Design/Development (any or all)	13	39%
Other (Please List)	3	9%

Other (please list): --

- Student E-mail
- Distance learning pedagogy and technical support
- Faculty activity reporting

Q25. Please indicate if your school uses a product to track faculty activity and/or workload (e.g. Digital Measures, Sedona, custom application, etc)?

Products to Track Faculty Activity and/or Workload (N=44)	Responses	Percent
Digital Measures	18	41%
Sedona	6	14%
In-house/Custom Application	8	18%
N//A	9	20%
Other (Please List)	3	7%

Other (please list): --

- Custom system by University
- Both Digital Measures & In-house

Q26. Please indicate if your school uses a constituent management system (CMS, custom application, etc) to support recruiting/retention, alumni, development, etc.?

Constituent Management System (N=45)	Responses	Percent
Exeter	0	0%
Banner	16	36%
ACT	2	4%
Advance	2	4%
Intelliworks	0	0%
In-house/Custom Application	7	16%
N/A	9	9%
Other (Please list)	9	9%

- Maximizer Enterprise (2 Responses)
- Hopsons EMT (2 Responses)
- Talisma (2 Responses)
- Oncontact CRM
- Peoplesoft CRM, Salesforce
- AOP
- Flatbridge
- Harris Connect

Q27. Does your school use any of the following methods to assess IT support performance? (check all that apply)

Methods for Assessing IT Support Performance (N=48)	Responses	Percent
Help Desk Response Time	24	50%
Technician Response Time	15	31%
Network Up Time	15	31%
Customer/Client Satisfaction Surveys	25	52%
None	15	31%
Other (Please list)	1	2%

Other (please list): --

- Semesterly general technology e-mails

Q28. Does your school assess IT “Assurance of Learning”? (a program or IT system that measures the effectiveness of instruction)

Measuring the Value of IT (ROI) (N=48)	Responses	Percent
Yes	9	19%
No	39	81%

If so, please briefly explain your school’s methods for assessing IT’s assurance of learning:

- Mix of in-house developed "Assurance of Learning Curriculum Content Inventory" for faculty input; Pre & Post IT Skills test in several courses
- We are piloting the SAM software to test incoming students' XP and office skills. It is used as a screen, not as a test of what our teachers are teaching.
- We assess assurance of learning through exam questions, research papers, and presentation.
- In development - capstone exam
- Academic Learning Compacts
- Currently using an ETS evaluation tool during Capstone Course in program to evaluate accomplishment of specific intended outcomes built into overall program
- Just getting started.
- This is done on a course by course basis depending on the type of course.

Q29. Regarding value of technology, please rate the following in terms of relative influence on decision makers in your business school (Scale: 5-very significant, 4-significant, 3-somewhat significant, 2-little influence, 1-very little influence)

IT Evaluation Criteria (N=51)	Ranking (5-1)
Faculty/Staff Satisfaction Rating	4.40
Student Satisfaction Rating	3.81
Financial Savings Data	3.15
Generated Solutions Data (local measure of IT Service)	2.86
Support Provided Data (local measure of IT Service)	3.14

IV. IT Management (Budget)

The questions in this section refer to funds provided specifically for the management of information technology within business schools/colleges. Responses do not include such things as administratively imposed taxes to support central IT organizations.

Q30. What percentage of the total business school IT budget is sent in the following areas (Please make sure your numbers total 100%). Approximate if necessary.

Service/Support Area (N=39)	Minimum	Maximum	Average
IT Hardware	5%	79%	21%
Software	1%	50%	11%
IT Staff Salaries	10%	84%	43%
Student/Hourly Labor	1%	35%	9%
Network Infrastructure (routers, switches, servers)	1%	20%	6%
IT Consulting	1%	20%	5%
On-line & Database Subscriptions	2%	50%	9%
Supplies & General Operating Expenses	1%	36%	7%
Travel/Training	1%	15%	3%
Other (Please list)	3%	18%	7%

Other (please list): --

- Benefits, co-location,
- College Copy Center Operation
- Misc

Q31. Do you have an internal cost accounting model for assigning technology costs to specific units within the school/college (e.g. charges for support calls to specific faculty or staff machines)?

Internal IT Cost Accounting Model (N=43)	Responses	Percent
Yes	4	9%
No	39	91%

Q32. Which of the following best describes your most recent fiscal year's TOTAL independent business school expenses on information technology from all sources (hardware, software, personnel, and services)?

Business School/College IT Fiscal Year Expenses (N=43)	Responses	Percent
0 – \$250,000	8	19%
\$250,000 – \$500,000	14	33%
\$500,000 – \$750,000	4	9%
\$750,000 – \$1,000,000	4	9%
\$1,000,000 – \$1,500,000	3	7%
\$1,500,000 – \$2,000,000	6	14%
\$2,000,000+	4	9%

**Supplemental Expense/Funding Analysis
Overall Breakdown by Public/Private**

Institution Type	Annual Funding					
	250-500K	500-750K	750K-1M	1-1.5M	1.5-2M	2M+
Public	57.7%	7.7%	7.7%	3.8%	11.5%	11.5%
Private	16.7%	0%	33.3%	33.3%	16.7%	0%

Breakdown by Enrollment Numbers

Enrollments	Annual Funding					
	250-500K	500-750K	750K-1M	1-1.5M	1.5-2M	2M+
<=1000	66.7%	0%	0%	33.3%	0%	0%
>1000 & <=3000	55%	5%	10%	10%	20%	0%
>3000 & <=5000	40%	20%	40%	0%	0%	0%
>5000	20%	0%	0%	20%	0%	60%

Q33. Please list the source of funding for your IT Budget; including the percentages from each source (should equal 100%). If necessary, please approximate.

IT Budget Funding Sources (N=39)	Minimum	Maximum	Average
General Revenue	5%	100%	68%
Student Fees	5%	94%	42%
Federal Grants [NOTE: Only 1 Response]	95%	95%	95%
State Grants	5%	18%	12%
Local Business Affiliates [NOTE: Only 1 Response]	5%	5%	5%
National Business Gifts	0%	0%	0%
Private Gifts	5%	40%	14%
Private Endowments	5%	50%	23%
Other	2%	100%	62%

Q34. Does your business school receive IT funding from a business school or university-wide student IT fee?

Student IT Fee (N=42)	Responses	Percent
Yes	22	52%
No	20	48%

Q35. If your business school receives IT funding from a business school or university-wide IT fee, what is the amount per student per year?

Funding Received from Student IT Fees (N=20)	Minimum	Maximum	Average
Undergraduate Students	\$18	\$705	\$183
MBA/Executive MBA Students	\$18	\$1000	\$259
PhD Students	\$18	\$522	\$229
Other	\$8	\$75	\$37

Q36. Which of the following formal academic programs/partnerships does your business school/college maintain with IT-based companies? (Check all that apply)

Academic Programs/Partnerships (2008 N=38; 2007 N=40)	2008 Responses	2008 Percent	2007 Responses	2007 Percent
MSDNAA	27	71%	31	78%
Novell Academic Training Partnership	0	0%	2	5%
Oracle Academic Initiative	13	34%	14	35%
Lenovo Thinkpad U	4	11%	3	8%
SAP Academic Alliance	14	37%	13	33%
Apple iTunes University	14	37%	10	25%
Dell U	11	29%	9	23%
Cisco Network Academy	1	3%	1	3%
SAS Academic Partnership	14	37%	12	30%
Gateway Strategic Alliance	2	5%	0	0%
Macromedia Academic Partnership	4	11%	7	18%
IBM Academic Initiative	9	24%	3	8%
Peoplesoft on Campus	5	13%	4	10%
SUN Partnership	2	5%	2	5%
IBM Scholars Program	3	8%	4	10%
Talisma	0	0%	1	3%
Other	2	5%	3	8%

Other (please list): --

- Microsoft Dynamics Academic Alliance
- Microsoft Enterprise Consortium
- Teradata University Network TUN

V. IT Management (Staffing)

***Question 37 is an attempt to understand IT support models from a staff employment standpoint. Respondents were asked to allocate their staff FTEs (Full-Time Equivalent) as applicable in each of the below categories

If multiple responsibilities are assigned to one person, respondents were asked to enter the fraction of time (in tenths) allocated to the duty. For example a FTE that dedicated half their time to planning and half to administration would be “0.5 FTE” Planning, “0.5 FTE” Administration.

Q37. If appropriate to explain your reply or to help us understand a unique situation, please add any additional explanatory information in the space provided.

Support Category (N=42)	Staff		Student Labor		Outsourced	
	FTE	Range	FTE	Range	FTE	Range
Administration	1.0	0.1 – 5.0	0.5	0.4 – 0.5	0.0	N/A
Planning	1.0	0.1 – 3.5	0.0	N/A	0.0	N/A
Infrastructure Support	1.6	0.1 – 7.0	3.3	0.3 – 23	0.5	0.2 – 1.0
User Support	2.9	0.1 – 21	3.3	0.2 – 18	1.5	0.4 – 2.0
Web/App/Database Support	2.2	0.1 - 17	1.0	0.1 – 2.0	0.5	0.1 – 1.0
Total Business School FTE	10.7	1.0 – 98	5.0	0.5 – 27	1.3	0.3 – 3.0

Additional Explanatory Information: --

- We have a single IT professional in our school who oversees student lab staff and manages all aspects of IT not supported by university central IT services.
- There is just one staff member performing these functions. This, naturally, does not include Central IT, which manages Blackboard, email, servers, and faculty office hardware and software etc.
- Students typically work 10 hours a week and provide most of our end user support.
- One FTE staff person with full time IT duties assisted by one FTE staff person. Student workers are limited to 20 hours per week.
- 1 FTE allocated to web development is not part of the IT group. One IT staff allocated at .75 or 3/4 time
- Total staffing four. Three positions fully funded, one authorized but not funded through personnel dollars so it is funded from diversion of operating/donation dollars
- Web/App support includes instructional support for Blackboard
- Tough to answer due to matrix organization: 6FTE's but only one formally in Business School
- We currently have 3 open positions (2 will be user support, 1 will be web/app development) and we are in process of adding a business CIO position
- Student employees are hired based on hours per week. I estimated the fte by taking the weekly hours divided by 40.
- This list does not really reflect how we spend our time and the categories are not clear. For example, we have one full-time person supporting instructional technology (Blackboard, online course development, etc.).

Supplemental Staff FTE Analysis

Overall Breakdown

Support Category	Average Staff FTE	%FTE
Administration	1.0	11.2%
Planning	0.87	9.5%
Infrastructure Support	1.73	19.0%
User Support	3.25	35.8%
Web/Application/Database Support	2.49	27.5%
Total FTE (Average)	9.08	

VI. IT Hardware Support

The questions in this section focus on hardware support services.

Q38. What services does your IT support team provide?

Support Category (N=43)	Faculty		Staff		Students	
	Resp.	Percent	Resp.	Percent	Resp.	Percent
Desktop Software Support	43	100%	43	100%	20	47%
Desktop Hardware Repair	38	88%	38	88%	7	16%
Home Computer Support	20	47%	16	37%	4	9%
Software Installation	42	98%	40	93%	12	28%
OS Patch MGMT – WSUS	36	84%	34	79%	6	14%
Research Statistics Support	20	47%	8	19%	2	5%
Training	37	86%	34	79%	16	37%
Custom Applications Dev.	25	58%	24	56%	1	2%
Course Preparation	24	56%	8	19%	0	0%
Video Conferencing	27	63%	19	44%	9	21%
Video Capture, Editing, Prod.	29	67%	17	40%	8	19%

Other Services (Please List): -- [Faculty]

- Web Development
- Surveys
- Web support
- Copy Center
- Distance Learning
- Multimedia, Instructional Design, AV, Classroom

Other Services (Please List): -- [Staff]

- Web Development
- Surveys
- Web Support
- Copy Center

Other Services (Please List): -- [Students]

- Surveys

Q39. Does your business school/college require the use of laptops for undergraduate students?

Required Use of Laptops for Undergraduate Students (N=43)	Responses	Percent
Yes	8	19%
No	35	81%

Q40. If you do not require laptop computers of undergraduate level program students, are you considering a formal program to standardize laptop purchases as a requirement in the future?

Requiring Laptops for Undergraduates in the Future (N=35)	Responses	Percent
Yes, by 2009	1	3%
Yes, by 2010	2	6%
Yes, beyond 2010	4	11%
No	28	80%

Q41. Does our business school/college require the use of laptops for graduate students?

Required Use of Laptops for Graduate Students (N=43)	Responses	Percent
No	21	49%
All Masters Programs	6	14%
All Graduate Programs	4	9%
Some Graduate Programs	10	23%
Other (Additional Explanatory Information)	2	5%

Other (Additional Explanatory Information): --

- Only hard mandate is for the Executive MBA program. All others are soft-mandates
- MBA students required to have laptops, but not Masters of Accounting Students
- Executive MBAs receive a laptop from the university

Q42. If you do not require laptop computers of graduate level program students, are you considering a formal program to standardize laptop purchases as a requirement in the future?

Requiring Laptops for Grad Students in the Future (N=30)	Responses	Percent
Yes, by 2009	1	3%
Yes, by 2010	2	7%
Yes, beyond 2010	3	10%
No	24	80%

Q43. Are there required hardware and operating systems?

Purchasing Specific Hardware and/or Operating Sys (N=39)	Responses	Percent
Specific Hardware	6	15%
Specific Operating System	20	51%
No Specific Hardware or Operating System	13	33%

Q44. Please describe any specifics in your hardware and software requirements you feel differ from the questions above. (N=10)

- Software: MS Vista, Office Enterprise, MSDNAA. Hardware: Tablet computers
- Question 43 seems to need a choice for specific hardware AND specific OS, which would be my selection
- Our hardware/software environment is changing since apple came out with a Mac that will run windows. Our accounting department seems to be switching to Macs as the favored operating system.
- For graduate programs (other than EMBA), we provide a list of minimum hardware and software specifications. We also offer a recommended system for students with additional support. EMBA students are issued a laptop as a part of the program.
- MS Windows is supported, per our SLA.
- If you are referring to our recommendations to students, we recommend the Windows OS. This is because most Text books that have CD/DVDs would be written for Windows.
- Not fully enforced, but suggested minimum is OS can be XP or Vista, Processor must be P4 or higher, RAM 512mb, hard drive 40gb, a compatible wireless card, and Symantec Anti-virus (supplied by school).
- We make available 50 machines for three hour checkout for students. This has been a very successful program. Many of our graduate students have computers.
- PCs, some Macs
- Students must have a PC with Office 2003 or 2007 and SPSS

Q45. Which scenario best describes your business school’s personal computing hardware provision for full-time faculty members (select all that apply)?

Hardware Provision for Full-time Faculty (N=43)	Responses	Percent
Desktop Only	6	14%
Laptop Only	3	7%
Desktop and Laptop	12	28%
Desktop or Laptop	26	60%
PDA	8	19%
None of the Above	0	0%

Q46. Are tablet (convertible models) computers required in your business school?

Tablet Computer Requirement (N=43)	Responses	Percent
Yes, for All Users	0	0%
Yes, for Faculty	0	0%
Yes, for Students	1	2%
Yes, for Special Circumstances	2	5%
No	40	93%

Q47. Regarding classroom presentations and lectures, business school faculty most often:

Classroom Presentation Methods (N=42)	Responses	Percent
Use Classroom Desktop Computer	36	86%
Use Classroom Laptop Computer	1	2%
Bring Traditional Laptop Computer to Class	3	7%
Use Tablet Laptop Computer	1	2%
None of the Above	0	0%
Other	1	2%

Other Services (Please List):

- Split- classroom computers and laptops

Q48. Regarding your current school of business facilities, and considering only those resources dedicated solely to the school of business, how many rooms or large spaces are dedicated to the following purposes?

IT Classroom/Lab Facilities (N=43)	Minimum	Maximum	Average
Computer Labs	1	10	3.7
Specialized IT Functions	1	10	2.4
Fully AV Equipped Classrooms(at least 1 projector, 1 computer, sound, DVD, VHS and PC display)	1	53	20.4
% of Classrooms Fully AV Equipped (N=42)	20%	100%	96.7%

Q49. Does your institution currently support dedicated business school computer labs for ad-hoc (word-processing, spreadsheet, etc) student computing?

Business School Supported Ad-hoc Computing Labs (N=43)	Responses	Percent
Yes	36	84%
No	7	16%

Q50. Does your business school have separate facilities (even if divided internally and not in distinct structures) for graduate and undergraduate programs?

Different Buildings for Grad and Undergrad Prgms (N=43)	Responses	Percent
Yes	22	51%
No (only one program)	4	9%
No	17	40%

VII. Research Support

This section presents information about the research databases and information services which schools and/or institutions make available to faculty. NOTE: The funding for these services can come from either the Business School or the University/College. Responses are an aggregate of all available research databases and services.

Q51. Check all of the following commercial datasets maintained by your institution:
(NOTE: Those datasets subscribed to by 25% or more of the responding schools are highlighted in bold)

Commercial Datasets (2008 N=41; 2007 N=46)	2008 Responses	2008 Percent	2007 Responses	2007 Percent
Audit Analytics	7	17%	5	11%
ABI/Informs	25	61%	20	45%
American Fact Finder	5	12%	5	11%
Accounting Lit	2	5%	2	5%
Academic Search Premier	16	39%	9	20%
Baseline	5	12%	No Data	ND
Business Company Resource Center	7	17%	3	7%
Blockholders	5	12%	4	9%
Bloomberg	26	63%	23	52%
Board Analyst	0	0%	No Data	ND
Bank Regulatory Database	7	17%	8	17%
Business Source Complete	13	32%	12	27%
Bureau vanDijk AMADEUS	1	2%	1	2%
CANSIM	2	5%	1	2%
Conference Board (of Canada)	5	12%	3	7%
CBCA (Canada Business & Current Affairs)	2	5%	1	2%
CBOE	5	12%	2	4%
CCM (CRSP/Compustat Merged)	16	39%	No Data	ND
CFMRC/TSX	1	2%	1	2%
CISDM	4	10%	3	7%
Compustat (Global)	20	49%	30	65%
Compustat (North America)	26	63%	33	72%
ComScore	1	2%	2	4%
Credit Pro	1	2%	1	2%
CRSP	28	68%	35	76%
Canadian Social Investment	2	5%	1	2%
CSMR	1	2%	0	0%
Datastream	9	22%	9	20%
Dow Jones Average	6	15%	13	28%
DMEF	4	10%	3	7%
DRI Basic Economics	4	10%	4	9%

Q51. (Continued)

Commercial Datasets (2008 N=41; 2007 N=46)	2008 Responses	2008 Percent	2007 Responses	2007 Percent
EBESCO	11	27%	13	30%
Econ Lit	18	44%	18	41%
Emerald Intell	5	12%	7	16%
Economist Intelligence Unit	4	10%	3	7%
EconoMagic	2	5%	2	5%
EMDB	0	0%	0	0%
eSignal	4	10%	3	7%
Eventus	14	34%	17	37%
Execucomp	5	12%	No Data	ND
Factiva	14	34%	17	37%
FAMA	5	12%	4	9%
FARS	8	20%	9	20%
First Call	7	17%	8	17%
FCHD	3	7%	2	4%
FDIC	6	15%	7	15%
FIS/MERGENT OnLine	0	0%	5	11%
Federal Reserve Bank Reports	6	15%	8	17%
FISD	12	29%	1	2%
Gale	12	29%	6	14%
Gartner Group Reports	7	17%	5	11%
Global Insight	8	20%	12	26%
GMIS	1	2%	0	0%
GOVPX	0	0%	0	0%
GSI Online	0	0%	0	0%
GTI World Trade Atlas	2	5%	2	4%
Hoovers	17	41%	13	30%
Ibottson	4	10%	8	18%
I/B/E/S	16	39%	18	39%
ICON	1	2%	0	0%
IFS (International Financial Stats)	8	20%	7	15%
INFOTRAC	9	22%	7	16%
Investext	5	12%	7	16%
IRI	3	7%	3	7%
IRRC	6	15%	7	15%
ISSM	4	10%	4	9%
KLD Research/Analytics	0	0%	2	4%
Lexis/Nexis	34	83%	36	78%
LIVEEDGAR	1	2%	1	2%
Mediamask	1	2%	2	5%
MRI	3	7%	4	9%
NASDAQ	3	7%	5	11%
NASTRAQ	0	0%	0	0%

Q51. (Continued)

Commercial Datasets (2008 N=41; 2007 N=46)	2008 Responses	2008 Percent	2007 Responses	2007 Percent
S&P NetAdvantage	11	27%	10	23%
NYSE Trade and Quote (TAQ)	8	20%	14	30%
Option Metrics	3	7%	6	13%
Other	8	20%	9	20%
PACAP	0	0%	0	0%
PHLX	4	10%	3	7%
Penn World Table	6	15%	5	11%
RDS	1	2%	4	9%
Reuters	5	12%	9	20%
Research Insight	20	49%	24	52%
SDC Platinum	11	27%	9	20%
SEC Disclosure Execution	7	17%	5	11%
Source OECD	7	17%	7	16%
SSRN	5	12%	5	11%
STAT-USA	16	39%	13	28%
Stock Trak	2	5%	0	0%
Trade Analyzer (WTDB)	4	10%	2	4%
Thomson Financial (13F, Insiders, Mutual Funds)	13	32%	No Data	ND
Thomson Research	8	20%	12	27%
Valueline	16	39%	14	32%
World Bank E-Library	6	15%	6	14%

Other (Please List): --

- AICPA, ARN, ERN, FEN, Govt Acct Rsrch, IRRC, LIPPER, Mutual Fund Links, TRACE
- BankScope, TRACE
- Accounting Research Manager, Checkpoint, Choices 2 and 3, Dun's, Faulkner's, MarketLine, MarketResearch, Mintel Oxygen, OneSource, Reference USA
- MarketLine, CareerSearch, Euromonitor, Forrester Research, Mintel, Political Risk Yearbook
- ACM Digital Library, Advertising Red Books, Blackwell Synergy, ComAbstracts, Corporate Affiliations, Dun & Bradstreet Million Dollar Directory, & more
- Accounting Research Manager; Business Index ASAP; CCH Internet Tax Research Network; USA Trade Online; WDI Online
- TRACE
- IRRC Corporate Governance Data
- Global Market Information database
- Wall Street Journal/ProQuest, Global Market Information Database (GMID), RIA Checkpoint,
- EDGAR, Ernst & Young Online, FP Corporate Analyser, Sedar, Benjamin Financial, Dun&Bradstreet, Globe & Mail, Wall Street Journal

Q52. Does your school purchase WRDS service?

WRDS Subscription (N=40)	Responses	Percent
Yes	26	65%
No	14	35%

VIII. Software Support

Questions in this section refer to course management software, e-portfolio applications, GIS and operating systems supported/used.

Q53. Does your business school use a course management system (CMS)?

Course Management System Use (N=44)	Responses	Percent
Angel	2	5%
In-House	3	7%
BlackBoard	30	68%
Moodle	2	5%
Desire2Learn	4	9%
Sakai	2	5%
eCollege	3	7%
WebCT	8	18%
Other	0	0%

Q54. Does your institution use GIS in business courses or are “GIS in Business” courses offered?

GIS Software Use (N=6)	Responses	Percent
ArcView	3	50%
ArcInfo	2	33%
ArcGiS	6	100%

Q55. What OS platforms are supported?

Operating Systems Platforms Supported (N=44)	Responses	Percent
Workstation – Windows Vista	25	57%
Workstation – Windows XP	44	100%
Workstation – Mac OS	20	45%
Workstation – Linux	8	18%
Workstation – VM Ware	7	16%
Workstation – Other	0	0%
Server – Linux	20	45%
Server – Windows	42	95%
Server – Novell	6	14%
Server – Solaris	5	11%
Server – AIX	2	5%
Server – VM Ware	16	36%
Server – Other	3	7%

Other Server OS Platforms (Please List): --

- Mac OS
- Apple OS X Server
- Apple Leopard for Web Server

Q56. What application development platforms do you utilize?

Application Development Platforms (N=40)	Responses	Percent
Apache – IIS	20	50%
Cold Fusion	13	33%
Windows .Net	29	73%
Java	23	58%
My SQL	21	53%
Posgres	1	3%
MS SQL	29	73%
Oracle	11	28%
PHP	14	35%
Lotus Domino	5	13%
Other	4	10%

Other (Please List): --

- Access
- ASP (2 Responses)
- Visual Studio.net
- Django / Python

IX. New Technologies

This section presents information about the use/development of relatively new technologies

Q57. Is your school using in a production environment now or within the next calendar year any of the new/emerging technologies listed below?

New/Emerging Technologies (N=42)	Responses	Percent
Desktop Internet Video-Teleconferencing	21	50%
Biometric Security Measures	4	10%
Digital Ink for Classroom Instruction	7	17%
Business School-based RSS Feeds	16	38%
Voice Over IP	23	55%
Kiosk Information Stations	14	33%
Pod Casts	29	69%
Digital Signage	23	55%
Video Lecture Recording and Web Posts	23	55%
Virtual Servers	20	48%
Virtual Team Rooms or Ad-Hoc Web Conferencing	12	29%

Q58. Other than those mentioned above, do you feel you have deployed any compelling technologies within your School/College? If so, please list here. (N=9)

- We have developed a presence in Second Life that we hope to expand
- Several courses have adopted wikis
- Database-driven course content management system for online courses
- Service request and tracking system using PeopleSoft CRM for Support module
- 3M has created an environment to monitor students in three different interviewing settings
- Apple Podcast producer for automated/scalable deployment of video for mobile devices
- All Internet MBA students provided with an iPod Touch containing all video content
- Digital document scanning storage
- PRS (Personal Response systems)
- Netop lab classroom workstation control systems
- Turning Point Technologies Interactive Classroom student response systems
- Implementing VMWare VDI to replace our physical open computing labs
- An advanced portal that has been in operation for 4 years.
- Virtualized applications including Reuters commercial services and many others available through the portal

X. New Construction

The questions in this section pertain to both renovating existing and/or building new facilities.

Q59. Are you planning a facilities upgrade in the near future (within 5 years)?

Planned Facility Upgrades Within 5 Years (N=44)	Responses	Percent
Yes	22	50%
No	22	50%

Q60. If you answered yes to question 59, what type of upgrade is it?

Type of Facility Upgrade (N=23)	Responses	Percent
Renovation of Existing Facilities	7	30%
Addition	3	13%
New Building/Facilities	13	57%

Q61. What is the total estimated cost of your upgrade?

New Facility Estimated Costs (N=20)	Minimum	Maximum	Average
Renovation of Existing Facilities	\$60,000	\$6,100,000	\$692,000
Addition	\$24,000,000	\$54,000,000	\$40,300,000
New Building/Facilities	\$4,200,000	\$130,000,000	\$55,800,000

XI. Lessons Learned

One of the TBS Roundtable's missions is to facilitate intercollegiate communication by sharing best practices, along with potential pitfalls in support of continuous improvement within the business school academic market segment. Questions in this section attempted to anonymously provide an aggregate of this sort of information.

Q62. What recent successes have you experienced that would serve as good lessons for TBS members. (N=23)

- We have recently moved into a new building - we have outfitted each classroom with technology.
- We held Stock Market Competitions in Fall /Spring semesters that generated a lot of student interest in the Trading Room and use of the software packages available. One of our student teams won a national competition in Dayton.
- We provide a VPN for IT staff so access to data and systems can be managed from home.
- Digital signs throughout the building, run by Omnivex software, very well received by students and alumni.
- Implementing and using CRM has significantly increased our ability to serve and respond to all our constituents (very important as we're fundraising for a new building).
- Making sure Office 2007 runs in compatibility mode while Office 2003 is still deployed.
- PeopleSoft CRM for Support module implemented: ticket creation and tracking for all trouble calls, service requests, etc., with metrics and drill-down via Corda dashboards.
- Popularity in class room has increased faculty and student desire for knowledge and services to be used in education
- Migrated servers to Linux on VMWare
- Deployment of VMWare virtualization and a SAN for production servers has been very successful. We have greater agility, improved fault tolerance, and are on the way to a better disaster recovery plan.
- We just installed two new servers and iSCSI SAN and VMware Virtual Infrastructure. We hired a Dell Consultant to install ESX and VMware VI3 Server Migration to Virtual which included success and failures.
- Open new construction of business school graduate building last summer. New financial trading center in new construction; new behavioral research lab in new construction.
- By using virtualization, we have reduced our R & R budget for servers by half.
- We created a committee comprised of faculty, staff, and IT. The committee improves communication by keeping everyone in the loop. Both academic and administrative issues can be addressed.
- Technology and Teaching (TNT) Lunches - faculty highlight technologies they are using in their teaching and/or research. Creation of Learning Lab. Hosting TechFest.

Q62. (Continued)

- Not enforcing a laptop policy, but producing a wireless environment that encourages laptop purchase and making laptops available for three-hour check-out.
- Converted from Novell to Microsoft AD. Utilized Spider to scan for and remove SSNs. Utilizing NTRGlobal for remote support tasks. Virtualized server infrastructure.
- Network security (Network Admission Control (NAC) and Whole Disk Encryption)
- Outsourcing of pedagogical and technical support for distance learning. Move to laptop and docking stations (with a second docking station for home use for faculty teaching online) for faculty.
- Mobile lab setup, implementation and usage
- Virtual applications that operate not only outside the building but which are used to support the images in our laboratories.
- We have learned a lot about taking advantage of open source software solutions for solving business school specific problems and saving money by doing this.

Q63. What recent failures have you experienced that would serve as good lessons for TBS members? (N=16)

- We moved into our new building a semester too soon due to pressure from the provost office. Much of the technology install was not 100% complete.
- Our university web migration (to a new design) is taking far more time and resources than expected - creating much frustration. Advocate for a CIO level position at the university, so someone at the cabinet level can campaign for these resources.
- We had a systems intrusion over the past year that highlighted our vulnerability. We've worked very hard over the past 8 months to tighten things up considerably while minimizing the impact on end users.
- Used Gateway Tablets and the hard drive failure rate was above 40% with the crashes being above 60% unrecoverable.
- Digital Measures initiative for business school derailed when the broader university attempted to implement it across the entire university.
- Rapid growth of technology of college can limit technology staff services offered.
- Our UPS systems were not sufficient to withstand extended (3+ hour) power outages that have occurred twice recently.
- AD Planning Migration of be.wvu.edu to wvu-ad.wvu.edu
- Some technology mistakes in new classrooms.
- Implementation of CRM which was used for Corporate Relation purposes, not tracking of students. Needed to be a change in culture and accountability for use.
- Implementation of a content management system for our website
- Throwing "good money after bad". Continuing to invest in old technology after its useful life.
- Failure to set clear goals on projects.
- Developing customer management tools in house took much too long and were ultimately replaced by a combination of in-house and vendor software.

Q64. What processes have you implemented that have made a significant impact on your productivity or service quality? (N=18)

- We have moved to more web-based work request and tracking systems.
- I.T. implemented A work order system through Parature, which generates an automatic ticket when a request is made, and allows you to track its progress in the system through a web- interface. This has been very helpful.
- Support request system (developed in-house)
- Use of a professional helpdesk system both for general helpdesk issues and for managing development processes.
- Successfully making the case for hiring two help desk technicians.
- Internal Help Desk system for the Business School (TrackIT); Mediasite for taping classes; CF web apps for peer and teacher class evaluations
- Redesigning our support and service processes in light of new PeopleSoft CRM logging and tracking system.
- Implemented Apple Podcast Producer. This has greatly reduced the manual effort required to create MP4 content for our courses. Further, it will allow us to provide MP4 content to our core undergraduate courses within the coming months.
- Work Order System Help Desk
- Streamlining help desk services. Creating a project management committee with pre-defined processes. Finally, we launched Distance Learning/Enhanced learning services utilizing Media Site. This has been received well by faculty and staff for various uses.
- Help desk system; Inventory / asset management system
- Enhanced customer communication follow-up and feedback via emails, phone calls, "mini" surveys for significant projects
- On-line service requests with quick response and timely review of customer satisfaction.
- NTRGlobal remote support
- Fully formalized, zero-base budgeting process.
- We develop advanced applications for experiments outside of the normal infrastructure. When they work sufficiently well to prove themselves, they are brought into the base infrastructure.
- We have increasingly attempted to identify and use standard practices, templates, and reporting mechanisms to save time and improve service quality.

Q65. What do you think of the survey? (Length, format, perceived usefulness of the data being collected, etc.) (N=27)

- Survey was great - love the format so that I am able to answer a section at a time and then come back.
- Appropriate.
- Many questions are unclear. They are open to interpretation and therefore there is greater variability in what the returned data might mean.
- Good survey. I typically spend 10x more time (several hours) on budget section than the rest combined. Technology staff pay would be very useful. Also, pdf download of current survey responses would be helpful.

Q65. (Continued)

- Good balance. The availability of last year's input is very helpful.
- First page is too scary! I saw that initial page and thought all of the survey was going to be like that.
- It's OK.
- Great benchmarking tool! Well done! Easy to complete!
- It asks some questions which allow to evaluate effectiveness and give a few ideas that can be added to our school
- 1. asks way too many questions, some questions are irrelevant or too specific. 2. we should be able to forward pages to other people inside the organization to fill in information that we don't have.
- Good
- Long, but I don't see a way to reduce that. Requested information seems on-target. Looking forward to seeing the results.
- OK
- Good!
- Fine.
- The value of the survey will be determined on how the data is analyzed and reported. The survey itself is rather long--I'm not sure how it might be shorten.
- Could be shorter. I don't see a value in some of the questions.
- Good length. Like the break-up of the questions and that I can go back to update them before submitting.
- Good survey; everything about right
- Survey is good - manageable. Would be good to correlate data fields with AACSB survey. For example, enrollment includes Executive MBA. Also, improve data extraction capabilities for benchmarking
- I think it is pretty good, and I am intrigued by many of the technologies mentioned that I obviously need to learn more about.
- This is a great data source for benchmarking. I'd like the report generated by Institutional classification (Research I University, etc.). It would be great if we could self select a peer group for a personalized and anonymous report.
- Long. Shortened number of questions, but many multi-part questions.
- Excellent
- Some elements too long.
- Questions do not pertain to us as our IT environment is very centralized at the University level. Survey is more appropriate for someone at the university level
- As with any general, mostly objective survey, it limits the ability of the respondent to adequately clarify what we are actually doing.

XII. Acknowledgements

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