

**CSU Annual Campus Technology Survey
Fiscal Year 1999/2000**

Part B: Technology Data

Integrated Technology Strategy: Excellence in Learning and Teaching

Initiative 1A: Distributed Learning and Teaching

1. Campus support for producing technology-mediated learning materials

<p>a. In what ways did your campus support faculty involvement in the creation of technology-mediated instructional materials in FY 99/2000?</p>	<p><input type="checkbox"/> central instructional technology center <input type="checkbox"/> divisional instructional technology ctr <input type="checkbox"/> release time for faculty <input type="checkbox"/> incentive pay for faculty <input type="checkbox"/> other (describe) <input type="text"/></p>
<p>b. How many faculty positions (FTE for release time) were assigned to support directly the creation/development of technology-mediated learning materials in FY 99/2000?</p>	<p>Fac. FTE <input type="text"/></p>
<p>c. How many staff positions (FTE) were assigned to support directly the production of technology-mediated learning materials in FY 99/2000?</p>	<p>Staff FTE <input type="text"/></p>
<p>d. How much money did the campus pay to student assistants to support directly the production of technology-mediated learning materials in FY 99/2000?</p>	<p>\$ <input type="text"/></p>
<p>e. How much money from State sources (e.g., stipends, honoraria, personal services contracts) did the campus provide to faculty to support their participation in the creation/development of technology-mediated learning materials in FY 99/2000?</p>	<p>\$ <input type="text"/></p>
<p>f. How much money from non-State sources (e.g., grants, contracts, profit sharing agreements, etc.) did faculty receive to support their participation in the creation/development of technology-mediated learning materials in FY 99/2000?</p>	<p>\$ <input type="text"/></p>
<p>g. If the campus provided resources in addition to those listed above to support the creation of technology-mediated learning materials in FY 99/2000, list the amount and describe briefly the purpose (e.g., equipment purchases, consultant services).</p>	<p>\$ <input type="text"/> Purpose <input type="text"/></p>
<p>h. How many faculty (head count) participated directly in the development of technology-mediated instructional materials in FY 99/2000?</p>	<p># <input type="text"/></p>

2. Development of distributed learning environments

a. In FY 99/2000, how many courses (in whole or in part) did your campus offer using web-based course management tools/applications (e.g., WebCT, eCollege, Blackboard, Eduprise)?	# <input type="text"/>
b. In FY 99/2000, how many faculty members taught the courses identified in 2.a?	# <input type="text"/>
c. In FY 99/2000, how many students enrolled in the courses identified in 2.a?	# <input type="text"/>

Initiative 1D: Library Resources

3. Automated processing of requests to borrow materials from other libraries

a. Did your campus library provide an automated means for patrons to borrow print/non-print materials from other libraries (e.g., interlibrary loan) in FY 99/2000?	<input type="radio"/> Yes <input type="radio"/> No
If your response to 3.a is yes, answer questions 3.b - d; if not, go to item 4.	
b. What automated system(s) was (were) used?	<input type="checkbox"/> PHAROS <input type="checkbox"/> other (name) <input type="text"/>
c. How many borrowing transactions were handled by PHAROS in FY 99/2000?	# <input type="text"/>
d. How many remote borrowing transactions were handled by another automated processing system in FY 99/2000?	# <input type="text"/>

Integrated Technology Strategy: Administrative Productivity and Quality

Initiative 3A: Common Management Systems

4. Replacement of legacy administrative information systems by Common Management Systems

a. Did your campus implement any CMS PeopleSoft functionality to replace legacy financial, human resources or student record environments in FY 99/2000?	<input type="radio"/> Yes <input type="radio"/> No
If your response to 4.a is yes, answer question 4.b; if not, go to the item 5.	
b. For which environment(s) was CMS PeopleSoft functionality implemented?	<input type="checkbox"/> Financial Records <input type="checkbox"/> Human Resources <input type="checkbox"/> Student Records

5. Data center resources required to support administrative information systems

5.1 Central Campus Expenditures	
a. How much of your 99/2000 central administrative computing budget was spent for hardware and operating systems used to support the following information systems?	Dollar total \$ <input type="text"/> Financial Records % <input type="text"/> Human Resources % <input type="text"/> Student Records % <input type="text"/>
b. How much of your 99/2000 central administrative computing personnel costs was related to hardware and operating systems used to support the following information systems?	Dollar total \$ <input type="text"/> Financial Records % <input type="text"/> Human Resources % <input type="text"/> Student Records % <input type="text"/>
c. How much of your 99/2000 central administrative computing budget was spent for software applications and databases used to support the following information systems?	Dollar total \$ <input type="text"/> Financial Records % <input type="text"/> Human Resources % <input type="text"/> Student Records % <input type="text"/>
d. How much of your 99/2000 central administrative computing personnel costs was related to software applications and databases used to support the following information systems?	Dollar total \$ <input type="text"/> Financial Records % <input type="text"/> Human Resources % <input type="text"/> Student Records % <input type="text"/>
5.2 Non-Central Campus Expenditures	
e. In FY 99/2000, what were the expenditures by non-central campus units for hardware and operating systems used to support the following information systems?	Dollar total \$ <input type="text"/> Financial Records % <input type="text"/> Human Resources % <input type="text"/> Student Records % <input type="text"/>
f. In FY 99/2000, what were the computing personnel expenditures by non-central campus units related to hardware and operating systems used to support the following information systems?	Dollar total \$ <input type="text"/> Financial Records % <input type="text"/> Human Resources % <input type="text"/> Student Records % <input type="text"/>
g. In FY 99/2000, what were the expenditures by non-central campus units for software applications and databases used to support the following information systems?	Dollar total \$ <input type="text"/> Financial Records % <input type="text"/> Human Resources % <input type="text"/> Student Records % <input type="text"/>
h. In FY 99/2000, what were the computing personnel expenditures by non-central campus units related to software applications and databases used to support the following information systems?	Dollar total \$ <input type="text"/> Financial Records % <input type="text"/> Human Resources % <input type="text"/> Student Records % <input type="text"/>

Integrated Technology Strategy: Personal Productivity

Initiative 4A: Baseline User Hardware, Software Access, Training and Support

6. Faculty, staff and student access to a computer workstation

6.1 Workstation Environment - faculty and staff/administrators	
a. (1) How many full-time faculty had a university-provided computer in FY 99/2000?	# full-time faculty <input style="width: 50px;" type="text"/>
a. (2) How many computer workstations did your university provide for use by part-time faculty in FY 99/2000?	# workstations <input style="width: 50px;" type="text"/>
b. How many of the computers provided to faculty met ITS-TII baseline hardware standards ?	# FTF workstations <input style="width: 50px;" type="text"/> # PTF workstations <input style="width: 50px;" type="text"/>
c. How many staff and administrators had a university-provided computer?	# staff/adm. workstations <input style="width: 50px;" type="text"/>
d. How many of the computers provided to staff/administrators met ITS-TII baseline hardware standards ?	# staff/ admin. <input style="width: 50px;" type="text"/>
e. How many faculty workstations had software meeting recommended ITS-TII baseline software standards ?	# FTF workstations <input style="width: 50px;" type="text"/> # PTF workstations <input style="width: 50px;" type="text"/>
f. How many of the computer workstations provided to staff/ administrators met ITS-TII baseline software standards?	# staff/adm. workstations <input style="width: 50px;" type="text"/>
6.2 Workstation Access - students	
g. In FY 99/2000, how many computer workstations on your campus were generally accessible to students ?	# workstations <input style="width: 50px;" type="text"/>
h. How many of the workstations generally accessible to students met ITS-TII baseline hardware standards?	# workstations <input style="width: 50px;" type="text"/>
i. How many of the workstations generally accessible to students met ITS-TII baseline software standards?	# workstations <input style="width: 50px;" type="text"/>
j. In FY 99/2000, how many university lecture classrooms were permanently equipped to accommodate computer-based, multimedia presentations?	# "smart" classrooms <input style="width: 50px;" type="text"/>
k. How many mobile multimedia equipment carts did your campus have for faculty use in making computer-based, multimedia presentations?	# mobile units <input style="width: 50px;" type="text"/>

7. End-user training for faculty, staff and student

For each of the constituency groups identified below (7.a-c) indicate: 1) which type of [end-user training](#) opportunities your campus provided in FY 99/2000, 2) the frequency of availability, 3) the level of support (number of activities/resources and their dollar cost), and 4) the level of participation. Check all applicable responses.

a. Faculty (Full-/Part-Time)

Type	Frequency	Support	Participation
self-paced instruction	<input type="checkbox"/> anytime 24x7 <input type="checkbox"/> anytime during business hours <input type="checkbox"/> during regular terms <input type="checkbox"/> between regular terms <input type="checkbox"/> other (explain) <input type="text"/>	# modules/ materials (all) <input type="text"/> \$ <input type="text"/>	# of users (estimated) <input type="text"/>
instructor-led workshops	<input type="checkbox"/> scheduled in conjunction with equipment/software migrations <input type="checkbox"/> scheduled in response to user demand <input type="checkbox"/> scheduled between academic terms <input type="checkbox"/> scheduled during academic terms <input type="checkbox"/> other (explain) <input type="text"/>	# workshops (all) <input type="text"/> \$ <input type="text"/>	# participants (all) <input type="text"/>
instructor-led courses	<input type="checkbox"/> offered between academic terms <input type="checkbox"/> offered during one academic term <input type="checkbox"/> offered every academic term <input type="checkbox"/> offered experimentally or occasionally <input type="checkbox"/> other (explain) <input type="text"/>	# courses (all) <input type="text"/> \$ <input type="text"/>	# enrollments (all) <input type="text"/>
off-site training paid for by the campus	<input type="checkbox"/> offered in conjunction with equipment/software migrations <input type="checkbox"/> available upon request <input type="checkbox"/> available only with special approval <input type="checkbox"/> other (explain) <input type="text"/>	\$ <input type="text"/>	# persons supported <input type="text"/>

7. End-user training for faculty, staff and student

For each of the constituency groups identified below (7.a-c) indicate: 1) which type of end-user training opportunities your campus provided in FY 99/2000, 2) the frequency of availability, 3) the level of support (number of activities/resources and their dollar cost), and 4) the level of participation. Check all applicable responses.

b. Staff/Administrators

Type	Frequency	Support	Participation
self-paced instruction	<input type="checkbox"/> anytime 24x7 <input type="checkbox"/> anytime during business hours <input type="checkbox"/> during regular terms <input type="checkbox"/> between regular terms <input type="checkbox"/> other (explain) <input type="text"/>	# modules/ materials (all) <input type="text"/> \$ <input type="text"/>	# of users (estimated) <input type="text"/>
instructor-led workshops	<input type="checkbox"/> scheduled in conjunction with equipment/software migrations <input type="checkbox"/> scheduled in response to user demand <input type="checkbox"/> scheduled between academic terms <input type="checkbox"/> scheduled during academic terms <input type="checkbox"/> other (explain) <input type="text"/>	# workshops (all) <input type="text"/> \$ <input type="text"/>	# participants (all) <input type="text"/>
instructor-led courses	<input type="checkbox"/> offered between academic terms <input type="checkbox"/> offered during one academic term <input type="checkbox"/> offered every academic term <input type="checkbox"/> offered experimentally or occasionally <input type="checkbox"/> other (explain) <input type="text"/>	# courses (all) <input type="text"/> \$ <input type="text"/>	# enrollments (all) <input type="text"/>
off-site training paid for by the campus	<input type="checkbox"/> offered in conjunction with equipment/software migrations <input type="checkbox"/> available upon request <input type="checkbox"/> available only with special approval <input type="checkbox"/> other (explain) <input type="text"/>	\$ <input type="text"/>	# persons supported <input type="text"/>

7. End-user training for faculty, staff and student

For each of the constituency groups identified below (7.a-c) indicate: 1) which type of end-user training opportunities your campus provided in FY 99/2000, 2) the frequency of availability, 3) the level of support (number of activities/resources and their dollar cost), and 4) the level of participation. Check all applicable responses.

c. Students (including student assistants employed for IT support)

Type	Frequency	Support	Participation
self-paced instruction	<input type="checkbox"/> anytime 24x7 anytime during business hours <input type="checkbox"/> during regular terms <input type="checkbox"/> between regular terms <input type="checkbox"/> other (explain) <input type="text"/>	# modules/materials (all) <input type="text"/> \$ <input type="text"/>	# of users (estimated) <input type="text"/>
instructor-led workshops	<input type="checkbox"/> scheduled in conjunction with equipment/software migrations <input type="checkbox"/> scheduled in response to user demand <input type="checkbox"/> scheduled between academic terms <input type="checkbox"/> scheduled during academic terms <input type="checkbox"/> other (explain) <input type="text"/>	# workshops (all) <input type="text"/> \$ <input type="text"/>	# participants (all) <input type="text"/>
instructor-led courses	<input type="checkbox"/> offered between academic terms <input type="checkbox"/> offered during one academic term <input type="checkbox"/> offered every academic term <input type="checkbox"/> offered experimentally or occasionally <input type="checkbox"/> other (explain) <input type="text"/>	# courses (all) <input type="text"/> \$ <input type="text"/>	# enrollments (all) <input type="text"/>
off-site training paid for by the campus	<input type="checkbox"/> offered in conjunction with equipment/software migrations <input type="checkbox"/> available upon request <input type="checkbox"/> available only with special approval <input type="checkbox"/> other (explain) <input type="text"/>	\$ <input type="text"/>	# persons supported <input type="text"/>

8. Faculty and staff/administrator access to technical support for university-provided hardware and software

8. 1 Telephone (Call Center) Access to Technical Support	
a. In FY 99/2000, for what portion of campus faculty, staff and administrators did your campus (centrally or distributively) provide telephone access to basic (Level 1 technical assistance) for computer hardware and software and/or data network problems? (choose one)	<input type="radio"/> all <input type="radio"/> most <input type="radio"/> some <input type="radio"/> few
If your answer to question 8.1a is "all" or "most," answer questions 8.1b-c; if not, go to item 8.2.	
b. How many hours per week was telephone access to support typically available on your campus? (Indicate times if not 24x7.)	<input type="radio"/> 24 hrs x 7 days M-TH from <input type="text"/> AM to <input type="text"/> PM Friday from <input type="text"/> AM to <input type="text"/> PM Saturday from <input type="text"/> AM to <input type="text"/> PM Sunday from <input type="text"/> AM to <input type="text"/> PM
c. Did your campus have published formal service level standards/metrics for this service?	<input type="radio"/> Yes <input type="radio"/> No
If your answer to 8.1c is yes, answer question 8.1d; if not, go to item 8.2.	
d. Did your campus have a mechanism for measuring performance against the standards?	<input type="radio"/> Yes <input type="radio"/> No
If your answer to 8.1d is yes, answer question 8.1e; if not, go to item 8.2.	
e. During FY 99/2000, approximately what percent of the problems for which technical assistance was requested by telephone were solved during the first call?	% <input type="text"/>
8.2. Walk-In (Help Desk) Access to Technical Support	
f. In FY 99/2000, for what portion of campus faculty, staff and administrators did your campus provide walk-in/help desk access to basic (Level 1 technical assistance) for problems related to computer hardware and software or to a data network ? (choose one)	<input type="radio"/> all <input type="radio"/> most <input type="radio"/> some <input type="radio"/> few
If your response to 8.2f is "all" or "most," answer question 8.2g; if not, go to item 8.3.	
g. Did your campus have published formal service level standards/metrics for this service?	<input type="radio"/> Yes <input type="radio"/> No
If your answer to question 8.2g is yes, answer question 8.2h; if not, go to item 8.3.	
h. Did your campus have a mechanism for measuring performance against the standards?	<input type="radio"/> Yes <input type="radio"/> No
If your answer to 8.2h is yes, answer question 8.2i; if not, go to item 8.3.	
i. During FY 99/2000, approximately what percent of the problems (each occurrence) for which help desk assistance was requested were:	i1. solved during first visit/call % <input type="text"/> i2. logged and tracked % <input type="text"/> i3. tracked to closure on time % <input type="text"/> i4. escalated to Level 2 % <input type="text"/> i5. escalated to Level 3 % <input type="text"/>

8.3 E-Mail/Web Access to Technical Support	
j. In FY 99/2000, for what portion of campus faculty, staff and administrators did your campus provide email and/or web access to basic (Level 1) technical assistance for problems related to computer hardware and software or to a data network? (choose one)	<input type="radio"/> all <input type="radio"/> most <input type="radio"/> some <input type="radio"/> few
If your answer to 8.2f is "all" or "most," answer question 8.3k; if not go to item 8.4.	
k. Did your campus have published formal service level standards/metrics for this service?	<input type="radio"/> Yes <input type="radio"/> No
If your answer to 8.3k is yes, answer question 8.3l; if not, go to item 8.4.	
l. Did your campus have a mechanism for measuring performance against the standards?	<input type="radio"/> Yes <input type="radio"/> No
If your answer to 8.3l is yes, answer question 8.3m; if not, go to item 8.4.	
m. During FY 99/2000, approximately what percent of the requests for assistance made by email or the web received responses within the agreed upon period?	% email requests <input type="text"/> % web requests <input type="text"/>
8.4 Access to Level 2 Technical Support	
n. In FY 99/2000, did your campus provide Level 2 technical support for problems that could not be resolved by the help desk (or call center)?	<input type="radio"/> Yes <input type="radio"/> No
If your answer to 8.4n is yes, answer question 8.4o; if not, go to item 8.5.	
o. Did your campus have published formal service level standards/metrics for this service?	<input type="radio"/> Yes <input type="radio"/> No
If your answer to 8.4o is yes, answer question 8.4p; if not, go to item 8.5.	
p. Did your campus have a mechanism for measuring performance against the standards?	<input type="radio"/> Yes <input type="radio"/> No
If your answer to 8.4p is yes, answer question 8.4q; if not, go to item 8.5.	
q. During FY 99/2000, approximately what percent of the requests for Level 2 support were responded to within 4 hours?	% <input type="text"/>
8.5 Access to Level 3 Technical Support	
r. In FY 99/2000, did your campus provide Level 3 technical support for problems that could not be resolved by the help desk/call center or by Level 2 support?	<input type="radio"/> Yes <input type="radio"/> No
If your answer to 8.5r is yes, answer question 8.5s; if not, go to item 9.	
s. Did your campus have published formal service level standards/metrics for this service?	<input type="radio"/> Yes <input type="radio"/> No
If your answer to 8.5s is yes, answer question 8.5t; if not, go to item 9.	
t. Did your campus have a mechanism for measuring performance against the standards?	<input type="radio"/> Yes <input type="radio"/> No
If your answer to 8.5t is yes, answer question 8.5u; if not, go to item 9.	
u. During FY 99/2000, approximately what percent of the requests for Level 3 support were responded to within 4 hours?	% <input type="text"/>

Initiative 4B: Access Infrastructure

9. Faculty, staff and student access to the network

<p>a. What percent of the workstations identified in item 5 had a high speed connection to the Internet in FY 99/2000?</p>	<p>% FT faculty workstations <input type="text"/></p> <p>% PT faculty workstations <input type="text"/></p> <p>% staff/admin. workstations <input type="text"/></p> <p>% student workstations <input type="text"/></p> <p>% classrooms <input type="text"/></p>
<p>b. During FY 99/2000 how many minutes of planned and unplanned network downtime occurred in the best month and in the worst month.</p>	<p>#minutes planned downtime, best mo. <input type="text"/></p> <p># minutes unplanned downtime, best mo. <input type="text"/></p> <p># minutes planned downtime, worst mo. <input type="text"/></p> <p># minutes unplanned downtime, worst mo. <input type="text"/></p>
<p>c. During FY 99/2000, what percent of available campus backbone bandwidth capacity was utilized?</p>	<p>average utilization % <input type="text"/></p> <p>peak utilization % <input type="text"/></p>

10. Installation, Upgrade, Maintenance and Repair of Hardware

<p>a. How did your campus provide each of the following services related to baseline workstation hardware in FY 99/2000? Enter nothing if the service was not provided. Choose all applicable.</p> <p>1. installation <input type="checkbox"/> centralized <input type="checkbox"/> decentralized <input type="checkbox"/> outsource <input type="checkbox"/> other (explain) <input type="text"/></p> <p>2. upgrade <input type="checkbox"/> centralized <input type="checkbox"/> decentralized <input type="checkbox"/> outsource <input type="checkbox"/> other (explain) <input type="text"/></p> <p>3. maintenance <input type="checkbox"/> centralized <input type="checkbox"/> decentralized <input type="checkbox"/> outsource <input type="checkbox"/> other (explain) <input type="text"/></p> <p>4. repair <input type="checkbox"/> centralized <input type="checkbox"/> decentralized <input type="checkbox"/> outsource <input type="checkbox"/> other (explain) <input type="text"/></p>	
<p>b. Check each service for which your campus had published formal service level standards/metrics.</p>	<p><input type="checkbox"/> installation</p> <p><input type="checkbox"/> upgrade</p> <p><input type="checkbox"/> maintenance</p> <p><input type="checkbox"/> repair</p>
<p>c. Check each service for which your campus had a mechanism to measure performance against the standards/metrics.</p>	<p><input type="checkbox"/> installation</p> <p><input type="checkbox"/> upgrade</p> <p><input type="checkbox"/> maintenance</p> <p><input type="checkbox"/> repair</p>
<p>d. Approximately what percent of the FY 99/2000 requests for each service met or exceeded the applicable service level standards?</p>	<p>% install <input type="text"/></p> <p>% upgrade <input type="text"/></p> <p>% maintenance <input type="text"/></p> <p>% repair <input type="text"/></p>

11. Installation, Upgrade, Maintenance and Repair of Software

<p>a. How did your campus provide each of the following services related to baseline workstation software in FY 99/2000? Enter nothing if the service was not provided. Check all applicable.</p> <p>1. installation <input type="checkbox"/> centralized <input type="checkbox"/> decentralized <input type="checkbox"/> outsource <input type="checkbox"/> other (explain) <input type="text"/></p> <p>2. upgrade <input type="checkbox"/> centralized <input type="checkbox"/> decentralized <input type="checkbox"/> outsource <input type="checkbox"/> other (explain) <input type="text"/></p> <p>3. maintenance <input type="checkbox"/> centralized <input type="checkbox"/> decentralized <input type="checkbox"/> outsource <input type="checkbox"/> other (explain) <input type="text"/></p>	
<p>b. Check each service for which your campus had published formal service level standards/metrics.</p>	<input type="checkbox"/> installation <input type="checkbox"/> upgrade <input type="checkbox"/> maintenance
<p>c. Check each service for which your campus had a mechanism to measure performance against the standards/metrics.</p>	<input type="checkbox"/> installation <input type="checkbox"/> upgrade <input type="checkbox"/> maintenance
<p>d. Approximately what percent of the FY 99/2000 requests for each service met or exceeded the applicable service level standards?</p>	% install <input type="text"/> % upgrade <input type="text"/> % maintenance <input type="text"/>

12. Management of Version Migration for Baseline Technologies

<p>a. In FY 99/2000 did your university have a campuswide coordinated process for upgrading operating system software for centrally supported workstations and servers?</p>	<input type="radio"/> Yes <input type="radio"/> No
<p>b. In FY 99/2000 did your university have a campuswide, coordinated process for upgrading application software for centrally supported workstations and servers?</p>	<input type="radio"/> Yes <input type="radio"/> No

13. Establishment and Maintenance of Data Network Standards

<p>a. Has your campus adopted a common architecture and protocol for data network electronics?</p>	<input type="radio"/> Yes <input type="radio"/> No
<p>b. If your answer to 13.a was yes, what percent of the networks on your campus used electronics conforming to the common architecture and protol in FY 99/2000?</p>	% <input type="text"/>
<p>c. Has your campus adopted a common data network operating system?</p>	<input type="radio"/> Yes <input type="radio"/> No
<p>d. If your answer to 13.c was yes, what percent of the data networks on your campus used the common operating system in FY 99/2000?</p>	% <input type="text"/>

14. Implementation of Baseline Infrastructure Construction Standards

For each of the categories listed below indicate the percent of spaces on your campus that meet or exceed the [CSU Minimum Baseline Infrastructure Standards](#) for network connectivity. (Spaces of types not listed below will not be considered in this survey.)

Space Categories	Connectivity Standards		
	Data	Voice	Video
a. lecture classrooms	% <input type="text"/>	% <input type="text"/>	% <input type="text"/>
b. instructional laboratories	% <input type="text"/>	% <input type="text"/>	% <input type="text"/>
c. faculty offices	% <input type="text"/>	% <input type="text"/>	% <input type="text"/>
d. staff/administrator offices	% <input type="text"/>	% <input type="text"/>	% <input type="text"/>

Part C: Campus IT Environment

1. Campus Demographics

Please provide the following information for your campus for FY 99/2000:

a. Constituencies

Constituency	Head Count	Full-Time Equivalency
Full-Time Faculty	<input type="text"/>	<input type="text"/>
Part-Time Faculty	<input type="text"/>	<input type="text"/>
Staff & Administrators	<input type="text"/>	<input type="text"/>
Full-Time Students	<input type="text"/>	<input type="text"/>
Part-Time Students	<input type="text"/>	<input type="text"/>

b. Academic and Administrative Spaces

Type Space	Number
lecture classrooms	<input type="text"/>
instructional laboratories	<input type="text"/>
faculty offices (full and part time)	<input type="text"/>
staff/administrator offices	<input type="text"/>

c. IT Connectivity

How many physical Local Area Data Networks were there on your campus as of 1 July 1999?

How many physical Wide Area Data Networks were there on your campus as of 1 July 1999?

Part C: Campus IT Environment

2. Campus IT Decision Making Structure

For each function listed below indicate the locus of decision-making authority on your campus for components of the baseline technology infrastructure . Indicate whether authority for each component and constituency is predominantly centralized , decentralized or shared . Check one box only.			
a. University-provided workstation hardware acquisition and upgrade for:			
1) faculty:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
2) staff/administrators:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
3) students:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
b. University-provided workstation operating system acquisition and upgrade for:			
1) faculty:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
2) staff/administrators:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
3) students:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
c. University-provided workstation software acquisition and upgrade for:			
1) faculty:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
2) staff/administrators:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
3) students:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
d. End-user training for:			
1) faculty:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
2) staff/administrators:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
3) students:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
e. Level 1 technical support for:			
1) faculty:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
2) staff/administrators:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
3) students:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
f. Level 2 technical support for:			
1) faculty:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
2) staff/administrators:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
3) students:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
g. Network equipment acquisition / upgrade	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
h. Network software acquisition / upgrade	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
i. E-Mail System acquisition / upgrade	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
j. Web Server software acquisition / upgrade	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared

Part D: Comments on Issues Raised in the Survey

Please comment below on any issue(s) raised in the survey.