

Technology

■ Building Better IT Budgets

A recent white paper published by Northwestern University's Kellogg School of Management in Evanston, Illinois, and Sapient, based in Cambridge, Massachusetts, aims to discover just where the money goes when it comes to corporate spending on IT. The paper, "Missing Millions: Unlocking Strategic IT Value," finds that most companies miss opportunities for savings in their IT budgets.

In a survey of 179 Fortune 1000 companies, 44 percent did not have applications and infrastructure well documented, says Mark Jeffery, associate professor of technology at the Kellogg School of Management. "There is a tremendous opportunity



to unlock business value from the IT application portfolio."

In conjunction with the paper, the Kellogg School and Sapient presented the Application Investment Management (AIM) framework as a tool to help businesses measure the value of their existing IT portfolios and identify new areas for value cre-

ation. Kellogg and Sapient tested the AIM framework through interviews with leaders from the energy, telecommunications, and financial service industries, including BP, British Telecom, and Harrah's Entertainment. According to the paper, the AIM framework helps organizations take actions such as the following to maximize their IT budgets:

- Identify areas of over- or under-investment.
- Reallocate nonessential operational spending to new development.
- Evaluate enterprise technology for regulatory compliance.
- Reduce the risk of outsourcing and offshoring decisions.

While technology bestows many benefits, it can also encourage companies to keep what seems to be working, rather

than adapt their systems to suit current conditions, says Sheldon Monteiro, Sapient vice president. "As companies build IT capabilities, their infrastructures can become overwhelming," Monteiro says. "Without a clear understanding of their operational technology spending, decision makers often favor a 'do no harm' policy, maintaining and extending applications regardless of the value they produce."

To read the "Missing Millions" white paper in full, visit www.kellogg.northwestern.edu/faculty/jeffery/htm/publication/MissingMillions.pdf.

NEWSBYTES

■ NEW NEWS CENTER AT BLOCH

The University of Missouri-Kansas City's Bloch School of Business and Public Administration in Missouri recently opened its State Street News Center. The State Street News Center, funded by a \$50,000 gift from the investment firm State Street Corporation and \$8,000 from the Bloch School Student Association, includes a data wall with two 40-inch LCD-screen televisions and provides visitors with real-time market data, a news network, and information on upcoming campus events and activities. The location of the center, the Bloch School's student lounge, was carefully chosen, says Dean O. Homer Erekson, to "enable students and all Bloch School constituents to gain instant access to news and information in a central location."

■ INDIA@WHARTON

The Wharton School at the University of Pennsylvania in Philadelphia recently launched India Knowledge@Wharton, a new addition to its group of online research journals. Focused on India-related business analysis and research, India Knowledge@Wharton will be published in English and will focus on topics such as outsourcing, family businesses, and research and development in India, one of the world's fastest growing economies. India Knowledge@Wharton joins China Knowledge@Wharton, published in Mandarin; Universia Knowledge@Wharton, published in Spanish and Portuguese; and Knowledge@Wharton, the original English language version.



DATABIT

In a survey of 363 corporate e-mail users, California-based technology market research firm Radicati Group found that nearly 25 percent of all corporate e-mail is personal in nature. E-mail users are equally indiscriminate with their offwork Internet time—more than 62 percent of workers send business e-mail from personal accounts.

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TOOLS OF THE TRADE

Putting Pen to Screen with DyKnow Vision Software

DyKnow Vision software started as a research project by a computer science professor who wanted to devise a better way for students to take notes in the classroom. The software now has evolved into an interactive system that allows professors to import or develop course content in class and then transmit that content directly to student computers. For example, an economics professor can send a problem directly to students' screens; in turn, students

can send their solutions to everyone in class to be discussed and annotated by all. Dynamic sessions of sketches and annotation can then be replayed and reviewed at a later time.

Software creator David Berque, a professor at DePauw University in Greencastle, Indiana, says that he designed it out of necessity. "In my classes, it seemed as if some of my students had become human copy machines," says Berque. "They were so busy writing down everything I said, they couldn't pay attention to what was happening in class."

To use DyKnow Vision, classrooms require either wired or wireless network connectivity. Students and faculty must be equipped with DyKnow monitors, Tablet PCs, or desktops or laptops with special monitors that allow users to input information with a stylus pen. Graphics tablets, which cost about \$80 each and look like small mouse pads, can also be used, explains Berque. Although no marks are left on a graphics tablet, impressions on its surface can be transmitted to other computers. Students without tablets or specialized monitors can type notes into the system using traditional keyboards.

The cost of the software varies, depending on a school's needs, explains Laura Small, president of DyKnow. "Schools can choose a perpetual license or purchase on a subscription basis. They can purchase the product by named user or by machine," she says.

For more information about DyKnow products, visit www.dyknow.com. 

