This module contains questions about central IT organization, staffing, and financing. This module is required for all participants.

In responding to the survey questions in this module, unless specified otherwise, please enter data that describe your IT environment during the prior fiscal year (FY2016–17). Prior fiscal year is defined as the most recent fiscal year ending before July 1, 2017.

NOTES:
- Unless otherwise specified, all questions in this survey request data for the prior fiscal year.
- Throughout the survey, "central IT" refers to the centralized information technology services and support organization reporting to the highest-ranking information technology administrator/officer in the institution.
- For CDS participants from central offices of multicampus systems and community college districts, "institution" refers to the central office only, not the entire multicampus entity. For all other participants, "institution" refers to the individual college or university (typically referred to as a "campus").
- Please refer to the CDS glossary for definitions of other terms in the survey.

IT Organization, Staffing, and Financing

Q1–3 | Highest-Ranking IT Officer Position
Q4 | IT Issues
Q5 | Technology Adoption
Q6 | Service Delivery
Q7 | Fiscal Year
Q8 | Central IT Funds Available
Q9 | Student Technology Fee
Q10–11 | Central IT Expenditures
Q12 | Central IT Expenditures by IT Domain
Q13 | Central IT Expenditures by Run, Grow, and Transform
Q14 | Central IT Staffing
Q15 | Distributed IT
Q16 | Multicampus Systems/Districts
Q17 | Institutions Outside the United States
Q18–19 | Supplemental Information
Q1–3 | Highest-Ranking IT Officer Position

IT Organization, Staffing, and Financing

Q1–3 | Highest-Ranking IT Officer Position

1. What was the title of the highest-ranking IT administrator/officer in your institution during the prior fiscal year? (Check all that apply.)

☐ Chief information officer (CIO)
☐ Chief technology officer (CTO)
☐ Chief information technology officer (CITO)
☐ Chief digital officer (CDO)
☐ Chief learning officer (CLO)
☐ Vice president
☐ Vice chancellor
☐ Vice provost
☐ Associate provost
☐ Associate vice president
☐ Not applicable—position was vacant

2. To whom did the highest-ranking IT administrator/officer in your institution report?

NOTE: VP/VC = vice president or vice chancellor

☐ President/chancellor/CEO
☐ Highest-ranking academic officer (provost, academic VP/VC, dean)
☐ Highest-ranking administrative officer (administrative VP/VC, executive VP)
☐ Highest-ranking business officer (VP/VC, business officer, CFO)
☐ Second-level academic officer (vice provost, assistant or associate provost/academic VP)
☐ Second-level administrative officer (assistant or associate administrative VP/VC)
☐ Jointly to president/chancellor/CEO and chief academic officer
☐ Jointly to president/chancellor/CEO and chief administrative or financial officer
☐ Jointly to chief academic officer and chief administrative or financial officer
☐ Other (please specify)
☐ Not applicable—position was vacant

3. Was the highest-ranking IT administrator/officer a member of the president’s or chancellor’s cabinet?

☐ Yes
☐ No
☐ Not applicable—position was vacant

Q4 | IT Issues

IT Organization, Staffing, and Financing

Q4 | IT Issues
4. To contextualize your institution's central IT financial and staffing data, please rank the following top IT issues in terms of how important they were to your institution during the prior fiscal year (1=most important, 10=least important).

- **Information Security**: Developing a holistic, agile approach to reduce institutional exposure to information security threats
- **Student Success and Completion**: Effectively applying data and predictive analytics to improve student success and completion
- **Data-Informed Decision Making**: Ensuring that business intelligence, reporting, and analytics are relevant, convenient, and used by administrators, faculty, and students
- **Strategic Leadership**: Repositioning or reinforcing the role of IT leadership as a strategic partner with institutional leadership
- **Sustainable Funding**: Developing IT funding models that sustain core services, support innovation, and facilitate growth
- **Data Management and Governance**: Improving the management of institutional data through data standards, integration, protection, and governance
- **Higher Education Affordability**: Prioritizing IT investments and resources in the context of increasing demand and limited resources
- **Sustainable Staffing**: Ensuring adequate staffing capacity and staff retention as budgets shrink or remain flat and as external competition grows
- **Next-Gen Enterprise IT**: Developing and implementing enterprise IT applications, architectures, and sourcing strategies to achieve agility, scalability, cost-effectiveness, and effective analytics
- **Digital Transformation of Learning**: Collaborating with faculty and academic leadership to apply technology to teaching and learning in ways that reflect innovations in pedagogy and the institutional mission

Q5 | Technology Adoption

**IT Organization, Staffing, and Financing**

Q5 | Technology Adoption

5. What was your institution's preferred overall approach to adopting technology?

- We were one of the last to adopt new technologies.
- We tended to adopt new technologies after our peers did.
- We tended to adopt new technologies at the pace of our peers.
- We strived to be early adopters of new technologies where we saw exceptional benefits.
- We were usually among the very first to adopt new technologies.

Q6 | Service Delivery

**IT Organization, Staffing, and Financing**

Q6 | Service Delivery

6. To contextualize your institution’s central IT financial and staffing data, please indicate the services for which central IT had primary responsibility for providing during the prior fiscal year.

**NOTE:** Services and service categories were developed by ECAR working groups and published in the Higher Education IT Service Catalog: [https://library.educause.edu/resources/2015/4/the-higher-education-it-service-catalog-a-working-model-for-comparison-and-collaboration](https://library.educause.edu/resources/2015/4/the-higher-education-it-service-catalog-a-working-model-for-comparison-and-collaboration).

**ADMINISTRATIVE AND BUSINESS**

- a. Alumni and advancement
- b. Athletics
- c. Auxiliary systems
- d. Document imaging and management
- e. Faculty information systems
- f. Finance, human resources, and procurement systems
- g. Library systems
- h. Medical and health systems

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i. Reporting and analytics

j. Research administration systems

k. Student information systems

COMMUNICATION AND COLLABORATION

l. Collaboration (i.e., technology-enhanced communication)
m. Conferencing (i.e., online conferencing services)
n. E-mail and calendaring

o. Emergency notification

p. Telephony

q. Television

r. Websites

s. Network access

t. Endpoint support (desktops, mobile devices, etc.)
u. Printing

v. Software distribution

INFRASTRUCTURE

w. Data center

x. Database (i.e., hosting and administration of databases)
y. Middleware

z. Monitoring

aa. Network

ab. Server infrastructure

ac. Storage

IT PROFESSIONAL SERVICES

ad. Application development

ae. Consulting and advising

af. Business continuity and disaster recovery

ag. Enterprise licensing

ah. IT service management

ai. Portfolio and project management

aj. Training

RESEARCH

ak. Advanced applications

al. Lab-management systems

am. Research computing

an. Visualization

SECURITY

ao. Identity and access management

ap. Secure computing

aq. Security consulting

ar. Security incident response and investigation

as. Security policy and compliance

TEACHING AND LEARNING

at. Assessment systems

au. Classroom technology and support

av. Educational technology consulting and training

aw. E-portfolio sites

ax. Learning management systems

ay. Lecture capture services
Q7 | Fiscal Year

IT Organization, Staffing, and Financing

7. In which month and year did your institution’s prior fiscal year end?

☐ July 2016
☐ August 2016
☐ September 2016
☐ October 2016
☐ November 2016
☐ December 2016
☐ January 2017
☐ February 2017
☐ March 2017
☐ April 2017
☐ May 2017
☐ June 2017
☐ Other (please specify)

Q8 | Central IT Funds Available

IT Organization, Staffing, and Financing

8. Please enter the actual funds available (in U.S. dollars) to central IT from all funding sources during the prior fiscal year from each of the categories listed.

NOTES:
- Expenditure data are requested in Question 10. Funds available need not be equal to total expenditures for the fiscal year. For example, your institution may permit carryover from one fiscal year to the next or may have been provided with project funds that have not yet been spent.
- To answer this question:
  - Enter total funds available first. After entering total funds available, category cells will unlock and item 7 will be calculated automatically.
  - The total of all dollars entered should represent the total funds available to central IT in the prior fiscal year (including funds for compensation and employee-related expenditures, carryover funds, etc.).
  - If you had no funds available from a category area, enter 0.
  - If you had funds available from a category but the amount is impossible to estimate, check “Unable to estimate.”
  - For this question to be complete, all rows must have any of the following: a positive value, 0, or “Unable to estimate” checked.
  - Do not use commas for estimates of 1000 or greater.

<table>
<thead>
<tr>
<th>ENTER TOTAL FUNDS AVAILABLE FIRST</th>
<th>Prior fiscal year funds available</th>
<th>Unable to estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carryover from the previous fiscal year (if any)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Funds allocated to central IT from revenue generated from a general student technology fee (if not included in ongoing base funds)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Compensation (salaries AND fringe benefits) for central IT staff paid from another source (if not included in ongoing base funds)

4. Ongoing base funds (including funds for compensation and employee-related expenditures)

5. Funds available from fee-based/cost-recovery services (e.g., network services, computer repairs, printing) charged to entities either internal or external to the institution

6. One-time funds

7. Other (describe other funding source(s) below)

Other funding source(s)

Q9 | Student Technology Fee

IT Organization, Staffing, and Financing

Q9 | Student Technology Fee

9a. Did your institution charge a general student technology fee (that is, a fee designated wholly for IT that is levied on all students, as opposed to specific IT fees based on academic major or other criteria)?

NOTE: If you select "No," Questions 9b–9d will not be displayed.

- Yes, embedded in tuition/not charged separately
- Yes, charged separately
- No

9b. What amount in U.S. dollars (USD) was generated for the entire institution by the technology fee during the prior fiscal year?

NOTE: The amount entered here may differ from the response entered in Question 8, Item 2.

- Amount generated
- Unable to estimate

9c. Were any funds allocated to central IT from revenue generated from the general student technology fee?

- Yes
- No
- Unsure

9d. Who participated in determining how student technology fee revenue is spent? (Check all that apply.)

- Students
- IT administration
- Institutional leadership
- Campus committee
- State agency

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Q10–11 I Central IT Expenditures

IT Organization, Staffing, and Financing

Q10–11 I Central IT Expenditures

10. Please enter the U.S. dollar (USD) amounts central IT spent during the prior fiscal year from each of the expenditure categories listed.

NOTES:
- Funds available are requested in Question 8. Funds available need not be equal to total expenditures for the fiscal year. For example, your institution may permit carryover from one fiscal year to the next or may have been provided with project funds that have not yet been spent.
- To answer this question:
  - Enter total expenditure estimate first. The expenditure estimate entered here and in Question 12 should be the same. After entering total estimate, expenditure category cells will unlock and item 8 will be calculated automatically.
  - The total of all dollars entered should represent the total central IT spent in the prior fiscal year.
  - If you had no expenditures in a category area, enter 0.
  - If there were expenditures in a category but the amount is impossible to estimate, check “Unable to estimate.”
  - For this question to be complete, all rows must have any of the following: a positive value, 0, or “Unable to estimate” checked.
  - Do not use commas for estimates of 1000 or greater.
- Please exclude all depreciation or amortization expenses.
- Categories in this question are meant to be mutually exclusive. Please do not double count expenditures in this question.
- Whereas the CDS 2016 survey asked for “compensation or fringe benefits for central IT staff paid by central IT,” item 1 below, includes salaries AND benefits, regardless of funding source. If you provided an amount in Question 8 item 3, you should include the associated compensation expenditures in Question 10 item 1.
- Student employee FTE data are requested in Question 14. Please include compensation for all student employees, regardless of funding source, in item 2 below.

\[
\text{Q12 expenditures} = \frac{\text{Prior fiscal year expenditures}}{2}
\]

ENTER TOTAL EXPENDITURES FIRST

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Prior fiscal year expenditures</th>
<th>Unable to estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Staffing</strong>: Compensation (salaries AND fringe benefits) for central IT staff (from any source)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Staffing</strong>: Compensation for student employees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Staffing</strong>: Fixed-term labor expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Staffing</strong>: Professional development (training, education and professional development, training-related travel)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td><strong>Operations</strong>: Expenditures for providing in-house infrastructure and services (i.e., &quot;what you do yourself&quot;); include associated one-time project costs; exclude staffing costs accounted for in items 1–4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td><strong>Operations</strong>: Expenditures for services purchased from external providers (i.e., &quot;what you pay someone else to do&quot;); e.g., externally provided help desk, data center, or services provided by multicampus system or district offices; include associated one-time project costs and professional services; exclude staffing costs accounted for in items 1–4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td><strong>Operations</strong>: Expenditures for utilities and space/facilities (if paid separately by central IT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Other central IT expenditures (describe other expenditures below)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other central IT expenditures

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11. Were student employees compensated in whole or in part by work study or other sources that you did not report previously (i.e., as part of central IT funds available in Question 8, or that you did not include in item 2 of Question 10)?

- Yes
- No
- Not applicable—do not have student employees in central IT

**Q12 | Central IT Expenditures by IT Domain**

**IT Organization, Staffing, and Financing**

**Q12 | Central IT Expenditures by IT Domain**

12. Out of the central IT expenditures entered in Question 10, what amounts were spent in the following IT domain areas in the prior fiscal year?

**NOTES:**
- To answer this question:
  - Enter total expenditure estimate first. The expenditure estimate entered here and in Question 10 should be the same.
  - After entering total estimate, expenditure category cells will unlock and item 9 will be calculated automatically.
  - The total of all dollars entered should represent the total central IT spent in the prior fiscal year.
  - If you had no expenditures in a category area, enter 0.
  - If you had expenditures in a category but the amount is impossible to estimate, check “Unable to estimate.”
  - For this question to be complete, all items must have either a positive value, 0, or “Unable to estimate” checked.
  - Do not use commas for estimates of 1000 or greater.
- Even if you do not use this taxonomy in your institution, please redistribute your expenditures according to these definitions to ensure comparable data across all CDS participants. If you are completely unable to redistribute your expenditures according to this taxonomy, select “Unable to estimate” for items 1–8.

<table>
<thead>
<tr>
<th>Q10 expenditures = ${q://QID173%231/ChoiceTextEntryValue/1/1}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior fiscal year expenditures</td>
</tr>
</tbody>
</table>

**ENTER TOTAL EXPENDITURES FIRST**

1. Administration and management of IT
2. IT support services
3. Educational technology services
4. Research computing services
5. Communications infrastructure services
6. Enterprise infrastructure and services (including data centers)
7. Information security (including identity management)
8. Information systems and applications
9. Other IT domain(s) [enter amount here; describe other IT domain(s) below]

**Other IT domain(s)**

**Q13 | Central IT Expenditures by Run, Grow, and Transform**

**IT Organization, Staffing, and Financing**

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Q13 | Central IT Expenditures by Run, Grow, and Transform

13a. Out of the central IT expenditures entered in Question 10, approximately what percentage was spent to run, grow, and transform the institution in the prior fiscal year? (optional)

NOTES:
- **Transform**: Was the spending revolutionary? If yes, then count as transform.
  - Include spending to plan and implement transformative change; or change that supports new “customers,” programs, services, or other sources of value; or entirely new methods of running the institution or its programs and services.
  - Examples include developing a new online degree program, building an international campus, implementing applications for significantly re-architected business processes, implementing a CRM system for the first time, or implementing an institutional analytics program.
- **Run**: If not transform, then did the spending keep the lights on? If yes, then count as run.
  - Include spending on ongoing operations.
- **Grow**: If not transform or run, then did the spending expand capacity or increase effectiveness? If yes, then count as grow.
  - Include spending to accommodate incremental growth and improvements.
  - Examples might include supporting an expansion of students, faculty, or staff or a new satellite campus, upgrading an existing application, or replacing an application without significantly redesigning the business processes it supports.
- Question 13b will be displayed only if estimates of run, grow, and transform spending are provided.

<table>
<thead>
<tr>
<th>Percentage of expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run</td>
</tr>
<tr>
<td>Grow</td>
</tr>
<tr>
<td>Transform</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

IT Organization, Staffing, and Financing

Q13 | Central IT Expenditures by Run, Grow, and Transform

13b. How accurate is the response provided in Question 13a?

- Extremely accurate, +/- 0–5%
- Somewhat accurate, +/- 5–10%
- A little accurate, +/- 10–20%
- Not at all accurate, +/- more than 20%

Q14 | Central IT Staffing

14. How many full-time equivalent (FTE) staff—including clerical, support, and management staff—and students were employed in central IT in each of the IT domain areas below for the prior fiscal year?

NOTES:
- To answer this question:
  - Enter total FTE estimates first. After entering total FTE estimates, domain area cells will unlock and item 9 will be calculated automatically.
  - If you had no staff or students in an IT domain area, enter 0.
  - For partial FTEs, please use decimal numbers.
  - For this question to be complete, all rows must have any of the following: a positive value, 0, or “Unable to estimate” checked.
  - Student number should be entered in FTEs. This may be different from the total number of student workers in central IT. For example, 4 students working 10 hours a week each would count as 1 FTE. The following methods may be used to calculate this number:
    - If you know the total number of student worker hours allocated to central IT during the fiscal year, divide that number by 2,000 (number of hours/year based on a 40-hour workweek).
    - If you know the total number of dollars used for student workers, divide that number by the average hourly wage and then divide the result by 2,000.
    - Please include fixed-term employees.
  - Even if you do not use this taxonomy in your institution, please redistribute your FTE numbers according to these definitions to ensure comparable data across all CDS participants.

**Q15 | Distributed IT**

**IT Organization, Staffing, and Financing**

**Q15 | Distributed IT**

15a. Based on the proportions of IT expenditures and staff in central IT as compared to elsewhere in the institution, to what extent is IT at your institution centralized?

**NOTES:**
- Question 15b will be displayed only if IT is 0–74% centralized.
- Question 15c will be displayed only if estimates of distributed IT expenditures or staffing are provided in Question 15b.

<table>
<thead>
<tr>
<th>Proportion of IT expenditures in central IT as compared to elsewhere in the institution</th>
<th>0% centralized (completely distributed IT)</th>
<th>1–24% centralized</th>
<th>25–49% centralized</th>
<th>50–74% centralized</th>
<th>75–99% centralized</th>
<th>100% centralized (no distributed IT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of IT staff in central IT as compared to elsewhere in the institution</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**IT Organization, Staffing, and Financing**

**Q15 | Distributed IT**

15b. Please estimate distributed IT expenditures and staffing at your institution during the prior FY.

**NOTE:** Recommendations for measuring the cost of distributed IT were developed by ECAR working groups and published in Calculating the Costs of Distributed IT Staff and Applications (https://library.educause.edu/resources/2015/8/calculating-the-costs-of-distributed-it-staff-and-applications).

**FOR EXPENDITURES:**
- If you had no IT expenditures outside central IT, enter 0.
- These expenditures would include compensation for distributed IT personnel, hardware, software, licenses, and so forth.
- For assistance with this question, your institution's chief business officer may be able to provide an estimate of distributed IT expenditures.
FOR IT STAFF FTE:
- Staff who don’t report to central IT but who work 50% or more on IT activities and who have IT staff job titles (programmers, DBAs, etc.) consistent with the CDS domain definitions should be counted. These staff will typically be discovered via HR or budget queries. This approach will almost certainly underestimate the total amount of distributed IT work, but the consistency across institutions and over time outweighs that gap.
- If no IT personnel were employed outside the central IT organization, enter 0.
- For assistance with this question, your institutional HR office may be able to provide an estimate of the number of IT positions at your institution.

FOR IT STUDENT FTE:
- Student number should be entered in FTEs. This may be different from the total number of student workers in distributed IT. For example, 4 students working 10 hours a week each would count as 1 FTE. The following methods may be used to calculate this number:
  - If you know the total number of student worker hours allocated to distributed IT during the fiscal year, divide that number by 2,000 (number of hours/year based on a 40-hour workweek).
  - If you know the total number of dollars used for student workers, divide that number by the average hourly wage and then divide the result by 2,000.
- For assistance with this question, your institutional HR office may be able to provide an estimate of the number of IT student positions at your institution.

### IT Organization, Staffing, and Financing

<table>
<thead>
<tr>
<th>Q15</th>
<th>Distributed IT</th>
</tr>
</thead>
</table>

#### Q15c. How accurate are the responses provided in Question 15b?  
**Extremely accurate (+/- 0–5%)**  
**Somewhat accurate (+/- 5–10%)**  
**A little accurate (+/- 10–20%)**  
**Not at all accurate (+/- more than 20%)**

**IT expenditures outside central IT**
- [ ] Extremely accurate
- [ ] Somewhat accurate
- [ ] A little accurate
- [ ] Not at all accurate

**IT staff FTE outside central IT**
- [ ] Extremely accurate
- [ ] Somewhat accurate
- [ ] A little accurate
- [ ] Not at all accurate

**IT student FTE outside central IT**
- [ ] Extremely accurate
- [ ] Somewhat accurate
- [ ] A little accurate
- [ ] Not at all accurate

### Q16 Multicampus Systems/Districts

#### IT Organization, Staffing, and Financing

<table>
<thead>
<tr>
<th>Q16</th>
<th>Multicampus Systems/Districts</th>
</tr>
</thead>
</table>

16a. In the prior fiscal year, was your institution part of a multicampus system or district?

**NOTE:** If you select "No," Question 16b will not be displayed.

- [ ] Yes, the response to this module represents the central office only.
- [ ] Yes, the response to this module represents the central office and a campus.
- [ ] Yes, the response to this module represents a campus only.
- [ ] No.

16b. How many degree-granting "component" institutions of each of the following Carnegie Classifications make up your multicampus system?

**NOTES:**
- Enter the number of campuses in each Carnegie Classification, totaling to the number of campuses in your system.
- If you had no institutions in a particular classification, enter 0.
- Systems outside the United States are asked to classify their components according to the Carnegie Classification of Institutions of Higher Education (described fully at [http://carnegieclassifications.iu.edu/descriptions/basic.php](http://carnegieclassifications.iu.edu/descriptions/basic.php)).
Q17 | Institutions Outside the United States

IT Organization, Staffing, and Financing

Q17 | Institutions Outside the United States

17a. In the prior fiscal year, was your institution's primary location outside the United States?

NOTE: If you select "No," Questions 17b–17h will not be displayed.

- Yes
- No

IT Organization, Staffing, and Financing

Q17 | Institutions Outside the United States

You indicated in Question 17a that your institution's primary location is outside the United States. Click Back to change that answer.

17b. In which country was your institution primarily located? Click Back to change this answer.

NOTE: If your institution had campuses in multiple countries, please indicate here the country of your principal campus.

○ AE United Arab Emirates
○ AU Australia
○ BE Belgium
○ BM Bermuda
○ BR Brazil
○ BY Belarus
○ CA Canada
○ DE Germany
○ DK Denmark
○ EG Egypt
○ ES Spain
○ FI Finland
○ FR France
○ GR Greece
○ IS Iceland
○ JP Japan
○ KE Kenya
○ KR Korea
○ LB Lebanon
○ LV Latvia
○ MX Mexico
○ QA Qatar
○ RU Russian Federation
○ SA Saudi Arabia
○ SE Sweden
○ SG Singapore
○ TH Thailand
17c. What were the total expenses in U.S. dollars (USD), not including student financial aid, for your institution during the prior fiscal year?
- Total institutional expenses
- Unable to estimate

17d. What was the total research income in U.S. dollars (USD) for your institution during the prior fiscal year?

NOTE: For institutions that report this value annually to a government entity, please use the most recently reported estimate for total research income.
- Total research income
- Unable to estimate

17e. What exchange rate did you use to convert your local currency to USD for financial data in this survey?

$1 US =

Currency (e.g., euros)

17f. How many full- and part-time graduate and undergraduate students (i.e., headcount) were enrolled in your institution during the prior fiscal year?

NOTE: If you had no students in a category, please enter 0.

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
<td>Unable to estimate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17g. How many full-time equivalent (FTE) employees, including faculty, were employed by your institution during the prior fiscal year?
- FTE employees
- Unable to estimate

17h. Was your institution a member of any of the following higher education IT organizations or consortia? (Check all that apply.)
- ASIUDIT (South Africa)
- CAUDIT (Council of Australian University Directors of Information Technology)
- CSIESR (France)
- CUCCIO (Canadian University Council of Chief Information Officers)
- EUNIS (Europe)
- HEITBC (Higher Education IT British Columbia)
- Jisc (United Kingdom)
- JUCC (Joint Universities Computer Centre, Hong Kong)
- LERU (League of European Research Universities)
- SURF (Netherlands)
- Switch (Switzerland)
- UCISA (United Kingdom)
- Other (please specify)
- Not a member of any organizations or consortia

Q18–19 | Supplemental Information

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IT Organization, Staffing, and Financing

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18. Please provide, in a paragraph or two, any background information about IT organization, staffing, and financing in your institution that could be useful to other CDS participants who may be using your data in their benchmarking. Examples: We hired a consultant to redesign our funding model; in the past year we migrated student e-mail to a cloud service. (optional)

19. Please provide the name and e-mail address of the person to contact regarding your institution’s responses to this module of the CDS survey. (optional)

Q20–23 | Module Feedback

IT Organization, Staffing, and Financing

Q20–23 | Module Feedback

20. EDUCAUSE welcomes your feedback on this survey module. Please let us know of any technologies, innovations, or challenges important to your institution that are not addressed or are inadequately addressed in this year’s survey. We’d also like to know if any questions in this module are not relevant to your institution. How else could this module of the CDS survey be improved? (optional)

21. How many people participated in preparing and completing the answers to the questions in this module? (optional)
   - 1
   - 2–4
   - 5+

22. Approximately how much time did you spend on the following? (optional)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring and processing question data prior</td>
<td></td>
</tr>
<tr>
<td>to entering data into the survey</td>
<td></td>
</tr>
<tr>
<td>Entering data into the survey</td>
<td></td>
</tr>
</tbody>
</table>

23. How easy was it for you to complete this module? Please take into consideration the amount of time it took, the ease of gathering information needed to answer the questions, the ease of identifying people at your institution to supply the answers, the clarity of the questions, etc. (optional)
   - Very difficult
   - Difficult
   - Somewhat difficult
   - Somewhat easy
   - Easy
   - Very easy