

IT Leadership Survey 2016

Understanding the Skills Required of Technology Leaders in Higher Education

Information technology is so much a part of the fabric of the university that its presence is often not fully recognized. In recent years, the focus in the IT organization has shifted from a tactical to a strategic perspective. With the demand for IT only growing, **understanding how IT leaders can best lead in these efforts is essential.**

Are you the senior leader in your IT organization? You could be the head of central IT for a system or for a single institution or the head of a distributed IT division, unit, or college within an institution.

- If yes, we invite you to participate in this survey. The survey covers questions about the skills, qualities, and traits needed to be a successful IT leader, regardless of leadership position title (i.e., CIO, CTO, VP, etc.). We estimate the survey will take 15–20 minutes to complete.
- If no, please forward this link to the senior IT leader in your IT organization.

The last day to participate is April 17.

Please use the survey's navigation buttons to go back or forward within the survey. Using your device or browser's navigation buttons may result in lost answers.

An asterisk indicates that a question is required to be answered or that a write-in response is required when "Other" is selected.

Only EDUCAUSE researchers will have access to personally identifiable data collected in this survey. Click or tap below to read more information about our research goals.

[Take Survey](#)

() Yes, I'd like to read more.

Strengthening Our Community's Resources on the IT Workforce

In early 2014, EDUCAUSE (U.S.) and Jisc (U.K.) came together to address a common concern: **understanding the skills required by technology leaders in higher education.** Ten leading EDUCAUSE and Jisc IT leaders collaborated on a [report](#) that **defines a set of desired technology leadership characteristics and capabilities**, now and in the future.

Using the inventory of skills identified in the EDUCAUSE-Jisc report as a framework, ECAR has created a set of self-assessment survey questions about the essential skills for a successful IT leader. Additional questions specific to the senior-most IT leadership role have been added by ECAR, with an eye toward complementing existing resources such as the [CHECS CIO report](#) and past [ECAR research](#) on IT leadership. There are about 100 easy-to-answer questions about your leadership skills, personal qualities, and IT leadership experiences. This research will help EDUCAUSE better meet professional and career development needs, as well as better prepare the pipeline of aspiring top IT leaders.

Section A: About You

This survey link is not tied to your EDUCAUSE profile, so we need to ask a few questions about yourself.

1. Institution:*

2. Select the position titles that best align with your current IT leadership role: (Select all that apply.)

- Chief information officer (CIO)
- Chief technology officer (CTO)
- Chief information technology officer (CITO)
- Chief learning officer (CLO)
- Chief digital officer (CDO)
- Vice president
- Vice chancellor
- Vice provost
- Associate provost
- Associate vice president
- Associate vice chancellor
- Associate vice provost
- Assistant vice president
- Dean
- Executive director
- Director
- Other, please specify: _____*

3. Campus/.edu e-mail address:*

4a. Does your current title accurately reflect the scope and nature of your responsibilities?

- No
- Yes

4b. What is a more accurate title for your position?

Section B: Roles and Responsibilities

1. What areas of IT are *you currently responsible for* at your institution? Include all the areas you oversee regardless of whether they are insourced or outsourced. (Select all that apply.)

- Executive IT leadership
- Information security and services
- Academic computing/instructional technology
- Networks and systems
- Research computing/cyberinfrastructure
- Administrative/enterprise IT
- IT operations and service delivery
- Desktop services or client support
- Applications development or operations
- Data, analytics, and business intelligence
- Design, media, and web
- Library/library services
- Institutional research
- Other, please specify: _____*

2. Are there any areas of IT that you are but shouldn't be responsible for at your institution?

(Select all that apply.)

- Executive IT leadership
- Information security and services
- Academic computing/instructional technology
- Networks and systems
- Research computing/cyberinfrastructure
- Administrative/enterprise IT
- IT operations and service delivery
- Desktop services or client support
- Applications development or operations
- Data, analytics, and business intelligence
- Design, media, and web
- Library/library services
- Institutional research
- Other, please specify: _____ *

3. Are there any areas of IT that you are not but should be responsible for at your institution?

(Select all that apply.)

- Executive IT leadership
- Information security and services
- Academic computing/instructional technology
- Networks and systems
- Research computing/cyberinfrastructure
- Administrative/enterprise IT
- IT operations and service delivery
- Desktop services or client support
- Applications development or operations
- Data, analytics, and business intelligence
- Design, media, and web
- Library/library services
- Institutional research
- Other, please specify: _____ *

4. Number of staff reporting to you: (Do not include student workers.)

4a. FTE/number of **direct reports**: _____

4b. FTE/number of total reports in your "reporting umbrella" (**includes direct and indirect reports**):

5. Which organizational structure best describes the scope of your responsibilities for your current IT leadership position?

- System-level responsibility
- Multiple-campus (not a system) responsibility
- Institution-level responsibility
- School- or college-level (within an institution) responsibility
- Other decentralized unit (within an institution) responsibility
- Other, please specify: _____ *

6. Are you currently the senior-most IT leader in your organization? You could be the head of central IT for a system or for a single institution or the head of a distributed IT division, unit, or college within an institution.

- Yes, I am the senior-most IT leader.
- No, I report directly to another IT leader.

7a. Which position best describes the person to whom you report?

- 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)

7b. What is the exact title of the position to whom you report?

8a. Which position do you think you should report to?

- 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)

8b. Why do you think you should report to this position?

8c. Organizational reporting lines can be complicated. What else can you tell us about how your position fits into the leadership structure at your institution?

9. Are you a member of the president/chancellor's cabinet?

- No
- Yes

10. Are you required to attend meetings of the board of regents/board of governors?

- No
- Yes, on an as-needed basis
- Yes, expected to attend every meeting

11. On average, what percentage of your time do you allocate in your current IT position to the following activities? (Answers must sum to 100%. Use positive whole numbers only, omitting decimal places and percentage symbols. Enter "0" if you allocate no time to a given activity.)

- _____ Managing IT operations and services
- _____ Planning and innovation within the IT organization
- _____ Planning and innovation with business and academic units and governance bodies
- _____ HR/staffing, including staff professional development
- _____ Serving the IT profession (presentations/articles, standards bodies, professional association committees, etc.)
- _____ Other

12. How important are the following skills for success in higher education IT leadership?

	Not at all important	Somewhat important	Moderately important	Very important	Extremely important	Don't know
Political skills	()	()	()	()	()	()
Thinking skills	()	()	()	()	()	()
Relationship and network skills	()	()	()	()	()	()
Collaborative skills	()	()	()	()	()	()
Business skills	()	()	()	()	()	()
Individual leadership skills	()	()	()	()	()	()
Technical skills	()	()	()	()	()	()
Communication skills	()	()	()	()	()	()

Section C: Employment Status and History

1. How many years have you: (Round to the nearest number of years.)

Worked in your current IT leadership position?: _____

Worked in any IT leadership position?: _____

Worked in higher education?: _____

Worked in an IT leadership position outside higher education? (Enter "0" if you have not held an IT leadership position outside higher education.): _____

2. How influential do you feel you are at your institution?

0 _____ [] _____ 100

3. My last performance review rating was:

- () Unsatisfactory
- () Improvement needed
- () Meets expectations
- () Exceeds expectations
- () Exceptional
- () Prefer not to state

4. Did you receive a merit-based salary raise in the past year?

- No, my organization does not offer merit-based raises for my position level.
- No, due to fiscal restrictions
- No, due to performance-related issues
- No, due to another reason
- Yes, of less than 2%
- Yes, of 2% to less than 5%
- Yes, of 5% to less than 10%
- Yes, of 10% or more
- Prefer not to state

5. Did you receive a performance-based bonus in the past year?

- No, my organization does not offer bonuses for my position level.
- No, due to fiscal restrictions
- No, due to performance-related issues
- No, due to another reason
- Yes, of less than 2%
- Yes, of 2% to less than 5%
- Yes, of 5% to less than 10%
- Yes, of 10% or more
- Prefer not to state

6. What do you enjoy most about being an IT leader?

7. What advice do you have for those aspiring to become IT leaders?

Section D: Your Skills and Abilities

To what extent do you agree with the following statements about yourself?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
I am accountable to my institution as a whole, not just IT.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am responsible for the actions of my IT organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I follow through on my commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I tend to over-deliver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I tend to under-promise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am empathetic to the concerns of communities and professional groupings at my institution.	()	()	()	()	()	()
I recognize the value communities and professional groupings bring to teaching and research.	()	()	()	()	()	()
I understand the political dimensions of my organization.	()	()	()	()	()	()
I communicate well with different campus departments and leaders.	()	()	()	()	()	()
I value different perspectives.	()	()	()	()	()	()
I can synthesize vast quantities of information quickly.	()	()	()	()	()	()
I identify trends before my peers.	()	()	()	()	()	()
I draw upon a variety of resources to identify potential views of the future.	()	()	()	()	()	()
I challenge the dominant narrative and status quo.	()	()	()	()	()	()
I encourage seeking ideas from both inside and outside the organization.	()	()	()	()	()	()
I take advantage of opportunities to get the organization where it needs to go.	()	()	()	()	()	()
I have a broad understanding of the organization's culture, mission, and vision.	()	()	()	()	()	()
I look outside higher education at other sectors and industry examples.	()	()	()	()	()	()
I understand how the institution's aims and aspirations might be furthered by IT.	()	()	()	()	()	()
I build relationships up, down, and across the institution.	()	()	()	()	()	()
I have networks that span peer organizations.	()	()	()	()	()	()
I have networks that go outside higher education (e.g., industry).	()	()	()	()	()	()

I am able to attract quality IT professionals.	()	()	()	()	()	()
I am able to retain good employees.	()	()	()	()	()	()
I am able to make a compelling case for IT.	()	()	()	()	()	()
I use relationships to garner buy-in for IT initiatives.	()	()	()	()	()	()
I develop goodwill by acting on behalf of the organization.	()	()	()	()	()	()
I challenge people to achieve excellence in their work.	()	()	()	()	()	()
I express how IT will relate to various communities.	()	()	()	()	()	()
I shepherd communities toward good solutions.	()	()	()	()	()	()
I build consensus within units.	()	()	()	()	()	()
I build consensus across units.	()	()	()	()	()	()
I discuss how goals will be accomplished.	()	()	()	()	()	()
I discuss how success will be measured.	()	()	()	()	()	()
I work to make sure that expectations are realistic.	()	()	()	()	()	()
I understand the business challenges that the institution faces.	()	()	()	()	()	()
I understand how IT aligns with the business goals of the institution.	()	()	()	()	()	()
I consider total cost of ownership before endorsing vendor contracts.	()	()	()	()	()	()
I have a proven track record of efficient budget planning and forecasting.	()	()	()	()	()	()
I consider different scenarios to come up with a "win-win" solution.	()	()	()	()	()	()
I stay abreast of current and emerging technologies.	()	()	()	()	()	()
I trust my staff to be the technology experts.	()	()	()	()	()	()

I effectively present ideas in written formats.	()	()	()	()	()	()
I effectively present ideas in oral formats.	()	()	()	()	()	()
I effectively present ideas to a variety of audiences, including students and academic staff.	()	()	()	()	()	()
I am excited about technology's role in supporting the institution's mission.	()	()	()	()	()	()
I continually improve my knowledge of IT in higher education.	()	()	()	()	()	()
I know my weaknesses and strengths.	()	()	()	()	()	()
I reflect on feedback that I have received.	()	()	()	()	()	()

Section E. Expertise and Experiences as an IT Leader

1. Please rate your level of expertise in each of the following higher education IT sectors:

	No expertise	Novice	Competent	Proficient	Expert	Don't know
Information security	()	()	()	()	()	()
Academic computing/instructional technology	()	()	()	()	()	()
Networks and systems	()	()	()	()	()	()
Research computing/cyberinfrastructure	()	()	()	()	()	()
Administrative/enterprise IT	()	()	()	()	()	()
IT operations and service delivery	()	()	()	()	()	()
Desktop and client services	()	()	()	()	()	()
Applications development or operations	()	()	()	()	()	()
Data, analytics, and business intelligence	()	()	()	()	()	()
Design, media, and web	()	()	()	()	()	()
Library/library services	()	()	()	()	()	()
Institutional research	()	()	()	()	()	()

2. Please rate your level of expertise with each of the following technologies:

	No expertise	Novice	Competent	Proficient	Expert	Don't know
Mobile devices in teaching and learning	()	()	()	()	()	()
SaaS (software as a service)	()	()	()	()	()	()
Administrative or business performance analytics	()	()	()	()	()	()
Mobile app development (responsive design, hybrid, etc.)	()	()	()	()	()	()
Accessing online components of blended/hybrid courses from mobile devices	()	()	()	()	()	()
Mobile apps for enterprise applications	()	()	()	()	()	()
Service desk tool and management strategy	()	()	()	()	()	()
Learning analytics	()	()	()	()	()	()
Data collection and sophisticated analytics methodologies for information security	()	()	()	()	()	()
Application performance monitoring	()	()	()	()	()	()

3. Please rate your level of expertise with each of the following:

	No expertise	Novice	Competent	Proficient	Expert	Don't know
Cloud sourcing	()	()	()	()	()	()
Internet of Things	()	()	()	()	()	()
Social media	()	()	()	()	()	()
Courseware	()	()	()	()	()	()
IT Service Management (ITSM)	()	()	()	()	()	()
IT architecture	()	()	()	()	()	()
Continuous improvement methodologies	()	()	()	()	()	()
Business process management	()	()	()	()	()	()
Outsourcing	()	()	()	()	()	()
DevOps	()	()	()	()	()	()

Vendor management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning analytics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobility/mobile device strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. If you could change one thing about yourself to make you a more effective IT leader, what would it be?

Section F: Respondent Demographics

1. What is your age?

2. Are you...?

- Male
- Female
- Other
- Decline to answer

3. What is your ethnic background? (Select all that apply.)

- American Indian/Native American/Alaska Native
- Asian/Pacific Islander
- Black/African American
- Hispanic/Latino
- White/Caucasian
- Other, please specify: _____
- Decline to answer

4. What is the highest degree you have earned?

- High school diploma or equivalent
- Vocational/occupational certificate
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctorate or other terminal degree (e.g., PhD, JD, EdD, MD)
- Other, please specify: _____*
- Decline to answer

5. ECAR will be conducting similar surveys on other higher education IT positions later this year. We can't always identify the best point of contact from membership profiles. It would help ECAR pinpoint potential survey-takers if you provide contact information for these positions at your institution:

5a. Senior-most information security/privacy officer:

Name: _____

E-mail address: _____

5b. Senior-most "data officer" or lead data person (could be someone in IT, IR, or another unit):

Name: _____

E-mail address: _____

5c. Senior-most IT architect:

Name: _____

E-mail address: _____

6. ECAR welcomes your feedback on this survey and your survey-taking experience. Please tell us how you think we can improve.

Thank You!

Thank you for participating in ECAR's IT leadership survey. Your data will contribute to a report to be published in 2016 [here](#).

If you have any additional questions or feedback on this survey, please contact ECAR at ecarstudy@educause.edu.

Help us extend our reach by also sharing this survey invitation with your colleagues in IT leadership roles.

Share via e-mail: Strengthen our community resources by taking the [2016 EDUCAUSE higher education IT leadership survey](#).

IT is so much a part of the fabric of the university that its presence is often not fully recognized. In recent years, the focus in the IT organization has shifted from a tactical to a strategic perspective. With the demand for IT only growing, understanding how IT leaders can best lead in these efforts is essential. Take this survey by April 17 and help ECAR identify professional and career development needs to build and grow successful IT leaders. For more information, visit the 2016 ECAR [Workforce Research Hub](#).

Share via Twitter: Help #ECARres identify IT leader career sklz & #profdev needs. Take the @EDUCAUSEecar #HigherEd #CIO survey now <https://goo.gl/ZkDrrC>