

2018 SURVEY OF COLLEGE AND UNIVERSITY CHIEF ACADEMIC OFFICERS

A STUDY BY INSIDE HIGHER ED AND GALLUP

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THE 2018 INSIDE HIGHER ED SURVEY OF COLLEGE AND UNIVERSITY CHIEF ACADEMIC OFFICERS

A study by *Inside Higher Ed* and Gallup.



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TABLE OF CONTENTS

Foreword.....	5
Snapshot of Findings.....	6
Methodology.....	8
Detailed Findings	9
Academic Health	9
Liberal Arts Education	10
Faculty and Tenure	14
Faculty Professional Development.....	16
Institutional Effectiveness	19
Budgets and Finances.....	23
Textbook and Course Material Selection.....	30
Professor Controversies and Academic Freedom.....	33
Free Speech on Campus.....	37
Inclusively, Civic Engagement and Civil Discourse.....	41
Assessment Programs	44
Scholarship and Leadership	48
Competency-Based Education.....	50
Teaching Assistant Unions	52
Institution and Personal Demographics	53
About <i>Inside Higher Ed</i>	55
About Gallup	55

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FOREWORD

Inside Higher Ed's eighth annual Survey of College and University Chief Academic Officers seeks to understand how these leaders view the academic and other challenges facing higher education institutions in the U.S.

This study addresses the following questions:

- How do provosts/chief academic officers assess the “academic health” of their institution?
- How do CAOs assess the state of liberal arts education, and what do they foresee for its future?
- What are pressing issues regarding faculty and tenure practices in higher education?
- To what extent do colleges offer professional development opportunities to faculty members?
- How important do provosts perceive teaching and research for faculty members to be on a relative basis?
- Have CAOs seen improvements in their institution's financial outlook?
- What cost-cutting practices do CAOs see their institution considering over the next year?
- What options do CAOs favor to address high textbook prices?
- Do chief academic officers perceive that academic freedom is becoming less secure?
- Do CAOs believe that free speech is threatened on college campuses, and on their own campus?
- Are colleges actively working to promote civic engagement and civil discourse among students?
- What impact have assessment efforts had on teaching and learning outcomes?
- What are provosts' perspectives concerning their jobs?
- Are institutions awarding academic credit based on demonstrated competence? How many schools are exploring this type of initiative?
- How helpful do CAOs consider teaching assistant unions to be?

SNAPSHOT OF FINDINGS

- Chief academic officers are highly positive about the status of free speech rights on their campus — 80 percent say such rights are secure rather than threatened, and more than 8 in 10 say both students and faculty members at their college respect free speech rights. They are much less positive about the health of free speech rights on college campuses more generally and in the U.S. as a whole.
- CAOs generally do not believe that colleges should allow people to disrupt campus speaking engagements, but they are divided on whether students should be punished for doing so.
- Majorities of CAOs believe their college is successful in ensuring civic engagement and civil discourse among students, though they acknowledge that those goals are harder to achieve in the current national political environment.
- Academic leaders are generally more likely to believe that white students feel welcome in classrooms on campus than to believe black students do, and more likely to believe that liberal students feel welcome than to say conservative students do.
- Chief academic officers overwhelmingly agree (89 percent, including 63 percent who strongly agree) that liberal arts education is central to undergraduate education, even in professional programs.
- Eighty-four percent of CAOs say the concept of a liberal arts education is not well understood in the U.S.
- The majority of CAOs (54 percent) expect to see a significant decrease in the number of liberal arts institutions in the next five years.
- Seventy-three percent of provosts strongly agree or agree that tenure remains viable and important at their institution. This is the case even though more than 7 in 10 say their college relies significantly on nontenure track faculty for instruction, and most do not expect that to change in the future.
- Provosts overwhelmingly say their institutions give faculty members a broad range of professional development opportunities, in areas such as teaching with technology, promoting student success, and promoting active teaching techniques.
- CAOs mostly think teaching is a more important responsibility for faculty members than research is, but those at public doctoral institutions tend to think research and teaching are equally important.
- Academic officers divide evenly as to whether their college's financial situation has improved in the last year, a slightly more positive assessment than in the 2016 survey.
- Over five years, academic officers have grown increasingly likely to say that their college will increase its emphasis on cutting underperforming academic programs, dismissing underperforming faculty, promoting retirement of older professors, and increasing the use of part-time instructors.

SNAPSHOT OF FINDINGS (CONT.)

- CAOs are most likely to anticipate a major allocation of funds to STEM (science, technology, engineering and mathematics) programs (64 percent) and professional or pre-professional programs (61 percent) in the next year and less likely to foresee this for arts and sciences programs (35 percent).
- Chief academic officers are confident in the academic health of their institution: 87 percent rate it as either excellent (33 percent) or good (54 percent), in line with prior years' ratings.
- Three times as many CAOs strongly agree or agree (48 percent) as strongly disagree or disagree (16 percent) that free, open educational resources are of sufficient quality to use in general education courses. They are divided as to whether saving students money justifies some loss of faculty control in selecting course reading materials.
- Two-thirds of CAOs say their college allows faculty members to receive profits when they assign books they authored to their students. However, most strongly agree or agree this practice should not be allowed.
- Three in 10 provosts believe academic freedom is less secure now than a year ago; 66 percent say it is as secure.
- CAOs continue to be more positive than negative about assessment efforts their college has undertaken. They are three times more likely to strongly agree or agree (51 percent) than to strongly disagree or disagree (17 percent) that the quality of teaching and learning at their institution has improved because of the growth of assessment efforts.
- The vast majority of CAOs continue to say they are glad they pursued administrative work. They continue to be more likely to agree than to disagree there is a fundamental difference in perspective between administrators and faculty members.
- Fifty-two percent of CAOs say their institution awards academic credits based on demonstrated competence, up from 44 percent in 2014. One in three CAOs at colleges without competency-based education say their college is exploring such a program.
- Since 2013, CAOs have become less likely to believe that competency-based education may be damaging to general education.
- Provosts are divided on whether teaching assistant unions improve pay and working conditions for teaching assistants, but they overwhelmingly disagree that unions improve teaching and learning in higher education.

METHODOLOGY

This report presents findings from a quantitative survey research study that Gallup conducted on behalf of *Inside Higher Ed*. The objective of the study was to learn the practices and perceptions of college and university CAOs and provosts related to finances, academics, strategies and policies.

Gallup sent invitations via email to 2,658 CAOs and provosts and sent regular reminders throughout the Nov. 2-Dec. 6, 2017, field period. Gallup collected 516 completed or partially completed web surveys, yielding a 19 percent response rate. Respondents represented 277 public institutions, 223 private institutions and 16 institutions from the for-profit sector.

Total Participation by Sector

	All Institutions by Sector				Public			Private Nonprofit		
	All	Public	Private Non-profit	For Prof-it*	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.	Assoc.*
Total N	516	277	223	16	42	77	138	109	90	3

*Data are not reported for these groups due to small sample size.

Note: System offices and specialized institutions are not categorized by highest degree offering. Consequently, in some tables, percentages for subgroups (private doctoral/master's and private baccalaureate) may appear inconsistent with the total for the entire group (all private institutions).

Some sectors do not have data reported due to low sample sizes. Sector groupings are determined based on the 2015 Carnegie Code for the institution.

Gallup education consultants developed the questionnaire in collaboration with Scott Jaschik and Doug Lederman of *Inside Higher Ed*. Bible colleges and seminaries with a Carnegie Code classification of 24 and institutions with enrollments of fewer than 500 students were excluded from the sample. Each institution is represented only once in the results.

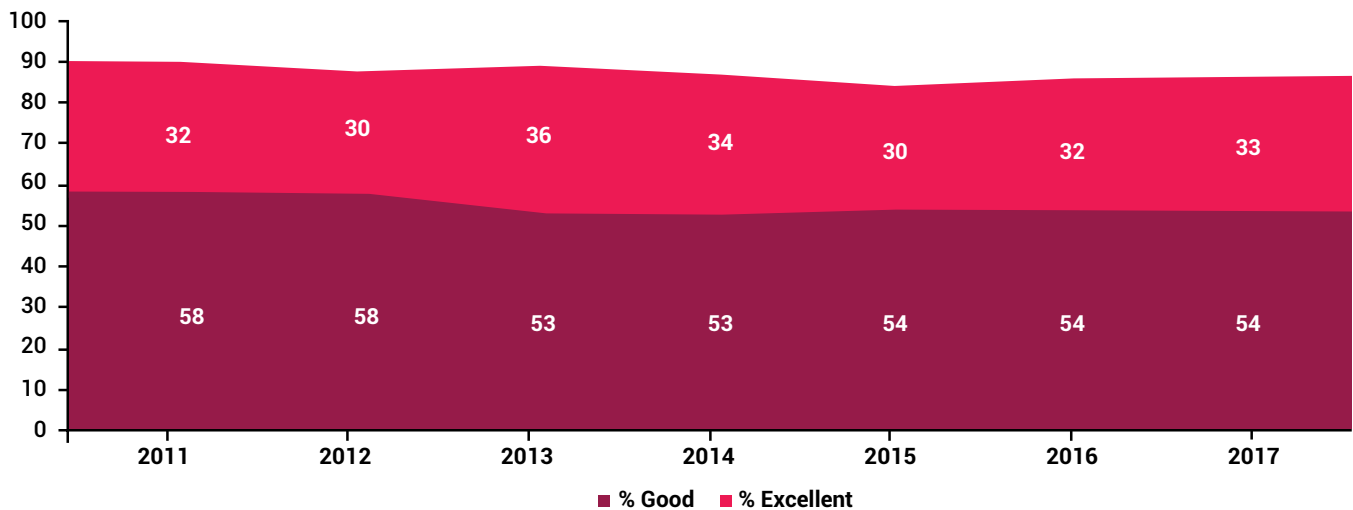
The survey was an attempted census of all college and university chief academic officers and provosts using the most comprehensive sample information available. Gallup statistically weighted data to correct for nonresponse, matching the obtained sample to targets for all U.S. colleges and universities from the Integrated Postsecondary Education Data System database. Gallup weighted the sample based on institutional control (public or private/nonprofit), four-year or two-year degree offerings, student enrollment and geographical region. Therefore, the weighted sample results can be considered representative of the views of CAOs and provosts at colleges nationwide.

The following sections present the findings of the survey. In some cases, reported frequencies may not add up to 100% due to rounding. "Don't know" and "Refused" responses are excluded from the results.

ACADEMIC HEALTH

Chief academic officers remain positive about the academic health of their institution. Over all, 33 percent rate their college's academic health as excellent, and 54 percent describe it as good. These figures are very similar to those from prior years' *Inside Higher Ed* surveys of CAOs.

Chief Academic Officers' Rating of the Academic Health of Their Institution



Most CAOs who do not rate their institution's academic health positively say it is "fair." Only 2 percent provide a negative evaluation of either "poor" or "failing" academic health.

At least 8 in 10 CAOs, regardless of institution type, rate their college's academic health as excellent or good. Public doctoral CAOs are most positive -- with 45 percent saying their institution's health is excellent. Public master's or baccalaureate CAOs are less positive, as 25 percent rate their college's academic health as excellent.

How would you assess the "academic health" of your institution (the academic quality of the education your institution provides) as of fall 2017?								
	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Excellent	33	31	36	45	25	31	35	39
% Good	54	56	52	52	56	57	59	42
% Fair	10	11	10	3	15	10	4	16
% Poor	2	2	2	0	4	2	2	1
% Failing	<1	0	1	0	0	0	0	2

LIBERAL ARTS EDUCATION

Amid continuing questions about the value of liberal arts education, chief academic officers demonstrate strong support for the tradition but believe the concept is not well understood by Americans.

Nearly 9 in 10 provosts strongly agree (63 percent) or agree (26 percent) that the liberal arts are central to undergraduate education, even in professional programs. As in the past, CAOs at public associate degree institutions are about half as likely to strongly agree with this statement as those at other types of institutions.

CAOs appear to be well aware of the concerns about the value of a liberal arts education. Eighty-four percent strongly agree (44 percent) or agree (40 percent) that the concept of a liberal arts education is not well understood in the U.S. Additionally, 61 percent believe politicians, college presidents and boards are increasingly unsympathetic to the value of a liberal arts education. A majority of CAOs, 55 percent, strongly agree or agree they feel pressure from their college's president, board or donors to focus on academic programs with a clear career orientation.

When asked to assess the current landscape for liberal arts education, CAOs are more pessimistic than optimistic. Forty percent strongly agree or agree that liberal arts in all types of institutions is in decline, while 26 percent strongly disagree or disagree. Looking toward the future, CAOs expect to see a significant decline in the number of liberal arts institutions in the U.S. over the next five years — 54 percent strongly agree or agree this will happen, while 19 percent strongly disagree or disagree.

CAOs are divided as to whether liberal arts faculty members are not interested enough in parents' and students' desire for career preparation — 38 percent strongly agree or agree and 42 percent strongly disagree or disagree. Last year, slightly fewer CAOs, 33 percent, agreed with this idea.

Academic officers are more likely to disagree (44 percent) than to agree (36 percent) that liberal arts education has become too divorced from students' career needs, essentially the same as last year. Majorities of CAOs at private institutions reject the idea that liberal arts education strays too far from students' career considerations. In contrast, CAOs at community colleges are more likely to agree than disagree.

LIBERAL ARTS EDUCATION (CONT.)

How would you assess the "academic health" of your institution (the academic quality of the education your institution provides) as of fall 2017?								
	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Liberal arts education is central to undergraduate education – even in professional programs.								
%5 Strongly agree	63	51	80	73	75	37	76	82
%4	26	33	17	23	16	44	20	16
%3	6	9	2	2	1	11	3	1
%2	4	5	1	0	4	7	2	0
%1 Strongly disagree	1	1	1	2	3	1	0	2
The concept of a liberal arts education is not well understood in the U.S.								
%5 Strongly agree	44	39	52	48	55	29	48	55
%4	40	43	37	37	35	51	43	33
%3	10	13	6	9	9	17	6	4
%2	4	4	3	2	1	4	2	4
%1 Strongly disagree	1	1	2	3	0	0	1	3
Politicians, presidents and boards are increasingly unsympathetic to liberal arts education.								
%5 Strongly agree	19	21	17	25	22	21	15	18
%4	42	44	39	48	44	45	39	45
%3	24	21	27	17	18	22	27	25
%2	13	12	14	11	17	10	16	11
%1 Strongly disagree	2	2	3	0	0	3	4	1
I feel pressure from my president, board or donors to focus on academic programs that have a clear orientation toward careers.								
%5 Strongly agree	19	18	17	16	16	19	14	16
%4	36	34	40	21	40	35	35	46
%3	18	23	13	33	24	19	19	8
%2	16	16	18	18	11	17	20	20
%1 Strongly disagree	10	9	12	12	9	10	12	10

LIBERAL ARTS EDUCATION (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Liberal arts education in all types of institutions in the U.S. is in decline.								
%5 Strongly agree	8	9	7	6	4	10	4	11
%4	32	29	36	29	32	30	37	31
%3	35	37	32	29	34	40	33	30
%2	21	22	18	32	26	18	20	20
%1 Strongly disagree	5	3	7	3	5	3	7	8
I expect to see the number of liberal arts colleges decline significantly over the next five years.								
%5 Strongly agree	13	11	15	18	5	12	16	14
%4	41	42	40	35	46	43	43	31
%3	28	27	28	23	21	30	26	35
%2	16	16	15	24	23	11	15	18
%1 Strongly disagree	3	4	1	0	4	5	1	2
Liberal arts faculty members are not sufficiently interested in the desire of parents and students for career preparation.								
%5 Strongly agree	9	10	7	3	8	12	8	6
%4	29	32	24	40	35	30	23	26
%3	19	17	22	23	18	15	21	20
%2	27	29	26	16	31	31	32	19
%1 Strongly disagree	15	12	21	17	7	12	16	28
Liberal arts education has become too divorced from the career needs of students and graduates.								
%5 Strongly agree	7	8	4	9	6	8	3	2
%4	29	35	20	23	28	40	20	16
%3	20	20	20	22	19	21	19	25
%2	30	28	35	29	28	26	36	31
%1 Strongly disagree	14	9	21	17	19	5	22	26



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FACULTY AND TENURE

Chief academic officers still see faculty tenure as a viable system even as they report their institution relies significantly on nontenure track faculty for instruction and do not see that situation changing in the future. Seventy-two percent of CAOs say their institution is reliant on nontenure track instructors for teaching. This includes 95 percent of CAOs at public doctoral institutions but only half (50 percent) of private baccalaureate CAOs.

Two-thirds of CAOs do not expect their college's reliance on nontenure track faculty to change in the future. Twenty-five percent predict their college will become more reliant on nontenured instructors while 8 percent think it will become less reliant. Six in 10 CAOs favor a system of long-term contracts for faculty instead of using the tenure system.

Still, 73 percent of academic officers strongly agree or agree that tenure remains important and viable at their institution; 17 percent strongly disagree or disagree. These attitudes have been steady over the years – 69 percent strongly agreed or agreed in 2011, and 70 percent did so in 2014. Public doctoral CAOs are most likely to strongly agree that tenure remains viable at their college, while public associate college provosts are least likely to strongly agree.

CAOs continue to overwhelmingly disagree that faculty members who are good researchers but poor teachers can earn tenure at their institution – 84 percent disagree, including 62 percent who disagree strongly. A slim majority of CAOs, 52 percent, strongly agree or agree that, given the job market, graduate programs admit more Ph.D. students than they should.

Next are some items about faculty members at higher education institutions.								
	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Does your institution rely significantly on nontenure track faculty for instruction?								
% Yes	72	77	65	95	70	76	77	50
% No	28	23	35	5	30	24	23	50
Tenure remains important and viable at my institution.								
%5 Strongly agree	42	42	43	67	56	31	43	48
%4	31	31	31	25	37	28	39	30
%3	11	11	11	8	6	15	5	15
%2	6	7	4	0	1	12	8	1
%1 Strongly disagree	11	8	12	0	0	15	6	6

FACULTY AND TENURE (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
In the future, do you anticipate that your institution will become more reliant, less reliant or will it be about as reliant as it is today on nontenure track faculty members for instruction?								
% More reliant	25	23	28	28	25	22	26	26
% As reliant as today	67	70	63	64	68	72	62	66
% Less reliant	8	7	9	7	6	6	12	8
Do you favor or oppose a system of long-term contracts over the existing tenure system in higher education?								
% Favor	60	60	59	44	41	72	64	51
% Oppose	40	40	41	56	59	28	36	49
Faculty members at my institution can earn tenure based on research success, even if they are known to be ineffective teachers.								
%5 Strongly agree	3	3	2	6	1	4	1	0
%4	6	8	4	25	2	7	3	5
%3	7	8	6	5	5	6	9	3
%2	22	27	16	37	34	19	18	15
%1 Strongly disagree	62	53	72	27	57	64	69	77
Graduate programs at higher education institutions in this country are admitting more Ph.D. students than they should, given the current job market.								
%5 Strongly agree	19	20	19	11	14	27	10	22
%4	33	31	35	32	35	30	41	31
%3	28	26	29	26	27	26	31	31
%2	14	16	11	27	17	11	12	8
%1 Strongly disagree	6	6	6	5	7	6	6	7

FACULTY PROFESSIONAL DEVELOPMENT

Chief academic officers report that professors at their institution have opportunities for a wide range of professional development activities. More than 9 in 10 CAOs say their institution offers professional development for professors in teaching with technology, promoting student success and promoting active teaching techniques. Slightly less, 87 percent, say their college offers professional development in using assessment systems. Six in 10 CAOs say their college offers faculty professional development in measuring the effectiveness of digital tools.

CAOs whose college does not offer these development opportunities mostly say they would like their college to offer them.

For all five professional development opportunities tested in the survey, public college CAOs are more likely than private college CAOs to say their college offers the opportunity.

Does your institution currently offer professional development for faculty members in each of the following areas? (If no, does not) Would you like your institution to offer professional development for faculty members in these areas? COMBINED RESPONSES								
	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Teaching with technology								
% Yes, offers	94	98	89	100	99	97	92	86
% No, does not offer, but would like to offer	5	2	9	0	1	3	8	10
% No, does not offer, would not like to offer	1	0	2	0	0	0	0	4
Promoting student success								
% Yes, offers	94	97	91	97	99	96	96	89
% No, does not offer, but would like to offer	6	3	9	0	1	4	4	11
% No, does not offer, would not like to offer	0	0	0	3	0	0	0	0

FACULTY PROFESSIONAL DEVELOPMENT (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Promoting active teaching techniques								
% Yes, offers	93	94	90	100	90	95	89	91
% No, does not offer, but would like to offer	7	6	9	0	10	5	11	8
% No, does not offer, would not like to offer	0	0	0	0	0	0	0	1
Using assessment systems								
% Yes, offers	87	90	84	96	87	90	90	76
% No, does not offer, but would like to offer	11	9	14	4	10	9	9	19
% No, does not offer, would not like to offer	2	2	3	0	3	1	1	5
Measuring the effectiveness of digital tools								
% Yes, offers	60	63	55	63	57	65	64	48
% No, does not offer, but would like to offer	35	32	39	34	40	29	33	42
% No, does not offer, would not like to offer	5	4	6	4	3	6	3	10

In terms of how CAOs view faculty members' main responsibilities, they overwhelmingly believe teaching is more important than research – 64 percent say it is much more important, and 20 percent say it is somewhat more important. Just 4 percent say research is much more (1 percent) or somewhat more (3 percent) important.

However, perspectives differ greatly by institution type. Public doctoral CAOs tilt most toward saying research is important – 57 percent say it is as important as teaching, and 37 percent say research is “much more” or “somewhat more” important; just 5 percent say teaching is more important than research. In contrast, 93 percent of CAOs at public associate institutions say teaching is much more important than research. Sixty-eight percent of private baccalaureate CAOs and 54 percent of private doctoral or master’s CAOs share this view. Public master’s or baccalaureate CAOs mostly think teaching is more important, but are less strong in their view than are public associate or private college CAOs.

FACULTY PROFESSIONAL DEVELOPMENT (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Which comes closest to your view about faculty roles at your institution – ?								
% Teaching is much more important than research	64	66	62	3	38	93	54	68
% Teaching is somewhat more important than research	20	16	24	2	45	6	27	23
% Teaching and research are equally important	11	13	11	57	16	1	15	7
% Research is somewhat more important than teaching	3	4	1	35	1	0	2	1
% Research is much more important than teaching	1	1	2	2	0	1	2	1

INSTITUTIONAL EFFECTIVENESS

Among seven common goals colleges have, CAOs rate their college as most effective in providing a quality undergraduate education. Sixty-nine percent say their college is very effective in providing a quality undergraduate education, while 30 percent say it is somewhat effective.

Close to half of CAOs say their institution is very effective in preparing students for the world of work (48 percent) and offering undergraduate support services (45 percent). CAOs are less likely to say their college is very effective at recruiting and retaining talented faculty (36 percent), using data to aid and inform campus decision-making (29 percent), controlling rising costs for students and their families (28 percent) and identifying and assessing student outcomes (28 percent).

But even in these areas, at least 8 in 10 rate their college as being at least somewhat effective.

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Providing a quality undergraduate education								
% Very effective	69	65	76	71	59	68	78	77
% Somewhat effective	30	35	22	29	41	32	22	22
% Not too effective	1	0	2	0	0	0	0	2
% Not effective at all	0	0	0	0	0	0	0	0
Preparing students for the world of work								
% Very effective	48	47	47	41	38	55	46	40
% Somewhat effective	47	46	51	59	58	39	53	57
% Not too effective	4	6	2	0	5	6	2	3
% Not effective at all	0	0	0	0	0	0	0	0

INSTITUTIONAL EFFECTIVENESS (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Offering undergraduate support services								
% Very effective	45	43	48	47	34	46	52	44
% Somewhat effective	51	54	47	50	65	50	44	51
% Not too effective	4	3	5	3	1	3	4	5
% Not effective at all	<1	<1	0	0	0	1	0	0
Recruiting and retaining talented faculty members								
% Very effective	36	31	44	37	25	33	45	46
% Somewhat effective	53	59	47	57	62	57	49	46
% Not too effective	10	9	8	6	13	8	5	9
% Not effective at all	1	1	<1	0	0	2	1	0
Using data to aid and inform campus decision-making								
% Very effective	29	30	26	26	23	33	27	26
% Somewhat effective	57	56	60	68	64	52	60	58
% Not too effective	13	13	13	6	12	15	12	15
% Not effective at all	1	1	1	0	1	1	1	1
Identifying and assessing student outcomes								
% Very effective	28	27	29	40	20	30	30	23
% Somewhat effective	60	63	58	60	68	61	56	65
% Not too effective	10	8	12	0	11	8	13	10
% Not effective at all	1	2	1	0	1	2	0	2

INSTITUTIONAL EFFECTIVENESS (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Controlling rising prices for students and their families								
% Very effective	28	35	19	32	41	35	14	15
% Somewhat effective	55	53	59	60	46	54	67	60
% Not too effective	15	11	21	8	12	10	17	23
% Not effective at all	1	1	2	0	1	1	2	2

The rank order of these factors, as well as the percentages who rate their institution as being “very effective,” are similar to the results from past years’ surveys.

There are some key differences in perceived effectiveness by institution type:

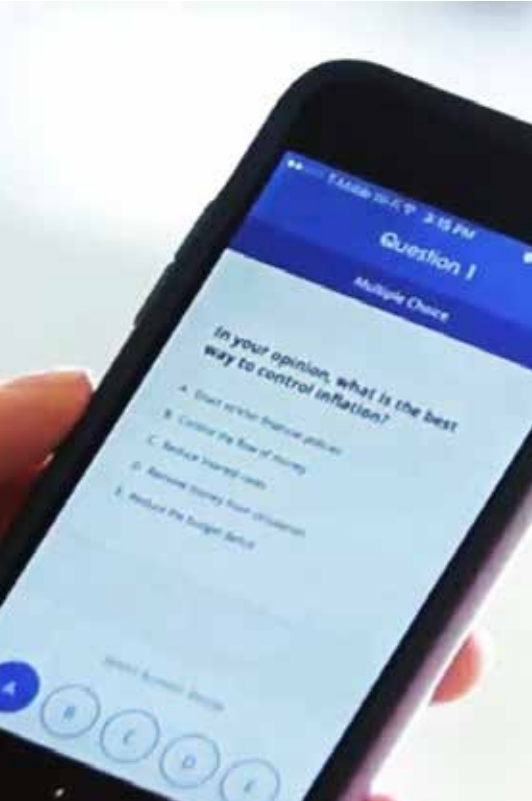
- Academic officers at private colleges (76 percent) are somewhat more likely than those at public colleges (65 percent) to say their institution is very effective at providing a quality undergraduate education.
- Private college provosts also rate their college better than public college CAOs rate their college in recruiting and retaining talented faculty.
- Public college CAOs (35 percent) are more likely than private college CAOs (19 percent) to say their college is very effective at controlling rising prices for students and their families.
- A majority of CAOs at community colleges (55 percent) say their institution is very effective at preparing students for the world of work. That compares with no more than 46 percent at any other type of college.



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BUDGETS AND FINANCES

Despite the strengthening U.S. economy, many colleges and universities still face significant financial pressures. Slightly more CAOs strongly disagree or disagree (42 percent) than strongly agree or agree (38 percent) that the financial situation improved at their college in the past year. In 2017, 47 percent strongly disagreed or disagreed and 36 percent strongly agreed or agreed.

Private college academic officers are much more positive about the financial situation at their college than are CAOs at public institutions. More private college CAOs agree than disagree their college's financial situation has improved, while more public college provosts disagree than agree. Academic officers at public doctoral colleges are not quite as pessimistic about their institution's financial situation as are those at public master's or baccalaureate and public associate colleges.

Close to half of chief academic officers say their college has not fully recovered from the Great Recession — 49 percent strongly disagree or disagree and 34 percent strongly agree or agree that the economic downturn that started in 2008 is effectively over at their institution. Public college academic officers are more likely than private college CAOs to indicate their college has not recovered from the recession.

The current assessment is less bleak than in 2013, the first time the question was asked, when 58 percent disagreed and 23 percent agreed that the downturn was over at their institution.

Half of academic officers strongly agree or agree that their institution used the economic downturn to make difficult changes in academic programming budgets, while 27 percent strongly disagree or disagree.

Financial considerations play a significant role when colleges consider launching new academic programs. Eighty-eight percent agree — 52 percent strongly — that financial concerns are prevalent in discussions about launching new academic programs. Those opinions have been highly stable each year since 2012.

Nearly 7 in 10 CAOs, 68 percent, strongly agree or agree that funding for academic programs will need to come from reallocation of existing resources rather than from new revenues. That includes 79 percent of public college CAOs and 56 percent of private college CAOs.

Although provosts do not report their institutions are in solid financial shape, they do not believe that their college needs to reduce the number of academic programs it offers, or that it is likely to do so. Fifty percent strongly disagree or disagree and 31 percent strongly agree or agree that their college needs to reduce its academic offerings. Fifty-one percent strongly disagree or disagree and 29 percent strongly agree or agree that their college is likely to reduce the number of academic programs it offers. Public college provosts are more likely than private college CAOs to say that their institution should, or is likely to, reduce the number of programs it offers.

BUDGETS AND FINANCES (CONT.)

Please respond to the following items about budgets and finances at higher education institutions. Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.								
	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Over all, the financial situation at my institution has improved in the last year.								
%5 Strongly agree	11	9	14	2	10	10	12	11
%4	27	22	34	32	16	21	37	30
%3	20	19	20	30	21	18	19	19
%2	27	30	23	24	29	32	24	28
%1 Strongly disagree	15	19	9	11	24	18	7	12
The economic downturn that started in 2008 is effectively over at my institution.								
%5 Strongly agree	9	5	13	6	4	6	14	8
%4	25	22	29	23	25	21	31	21
%3	17	17	16	16	19	17	15	20
%2	34	36	32	47	31	37	32	38
%1 Strongly disagree	15	19	9	9	22	19	8	11
Most new funds my institution will have to spend on academic programs will come from reallocation rather than new revenues.								
%5 Strongly agree	29	38	19	41	39	40	15	23
%4	39	41	37	20	38	42	39	38
%3	13	7	19	18	9	5	22	17
%2	16	12	21	21	13	11	21	18
%1 Strongly disagree	2	2	4	0	0	3	4	4
My institution used the economic downturn to make tough but necessary changes in our academic programming budgets.								
%5 Strongly agree	17	16	18	21	12	19	18	15
%4	33	35	30	36	29	36	43	23
%3	22	24	20	22	38	20	15	27
%2	21	19	26	16	16	17	18	31
%1 Strongly disagree	6	6	6	5	5	8	7	5

BUDGETS AND FINANCES (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
My institution needs to reduce the number of academic programs it offers by the end of the 2017-18 academic year.								
%5 Strongly agree	11	10	12	10	10	10	17	7
%4	20	23	15	12	18	24	15	16
%3	20	23	14	10	28	24	17	14
%2	30	29	32	44	25	29	34	35
%1 Strongly disagree	20	15	27	24	20	13	17	28
My institution is likely to reduce the number of academic programs it offers by the end of the 2017-18 academic year.								
%5 Strongly agree	8	8	9	6	5	8	11	7
%4	21	24	14	20	23	28	24	4
%3	20	23	15	5	27	27	16	18
%2	28	28	29	49	27	22	27	34
%1 Strongly disagree	23	17	32	20	18	15	21	36
Financial concerns (revenue, market opportunities, profit, etc.) are prevalent in my institution's discussions about launching new academic programs.								
%5 Strongly agree	52	50	58	65	54	47	56	61
%4	36	39	32	32	37	38	36	28
%3	7	7	6	0	9	8	6	7
%2	3	3	2	2	0	5	1	1
%1 Strongly disagree	2	1	3	0	0	2	1	3

Among various cost-saving or revenue-enhancing strategies colleges can pursue, academic officers are most likely to indicate their college plans to increase its emphasis on collaboration with other colleges and universities and funding programs based on alignment with the college's mission. As seen on the following page, at least 9 in 10 say their college will increase its emphasis on those approaches in the coming year.

Eight in 10 CAOs say their college will expand its online course offerings, and three-quarters will increase efforts to cut underperforming academic programs. Majorities also indicate their college will dismiss underperforming faculty members (66 percent) and promote retirement of older faculty members (53 percent).

BUDGETS AND FINANCES (CONT.)

Fewer CAOs say their colleges will consider the following: increasing the use of part-time faculty (37 percent), dismissing underperforming tenured faculty members (28 percent), altering the tenure policy (19 percent), increasing teaching loads for full-time faculty members (17 percent), outsourcing some instructional services (17 percent), changing the academic mission of the institution (8 percent) or cutting athletics programs (6 percent).

Private college CAOs (66 percent) are much more likely than public institution provosts (43 percent) to say their college will increase its emphasis on promoting retirement among older professors. Fifty-nine percent of private baccalaureate CAOs say their college will expand its online offerings, compared with more than 8 in 10 of those at other types of colleges.

Please indicate whether you plan to INCREASE emphasis on the following practices at your institution over the next year.								
	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Increasing collaboration with other colleges and universities								
% Yes	92	93	91	87	92	94	88	94
% No	8	7	9	13	8	6	12	6
Funding programs based on the alignment with our mission								
% Yes	90	88	93	97	91	86	95	90
% No	10	12	7	3	9	14	5	10
Expanding online programs and offerings								
% Yes	83	88	77	95	92	83	89	59
% No	17	12	23	5	8	17	11	41
Cutting underperforming academic programs								
% Yes	75	77	71	72	72	81	81	61
% No	25	23	29	28	28	19	19	39
Dismissing underperforming faculty members								
% Yes	66	64	67	66	67	65	73	59
% No	34	36	33	34	33	35	27	41
Promoting retirement of older professors								
% Yes	53	43	66	59	45	41	66	70
% No	47	57	34	41	55	59	34	30

BUDGETS AND FINANCES (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Increasing use of part-time faculty members								
% Yes	37	38	33	33	30	43	33	32
% No	63	62	67	67	70	57	67	68
Dismissing underperforming tenured faculty members								
% Yes	28	29	26	27	30	32	26	26
% No	72	71	74	73	70	68	74	74
Altering the tenure policy								
% Yes	19	17	22	16	17	18	25	18
% No	81	83	78	84	83	82	75	82
Increasing teaching loads for full-time faculty members								
% Yes	17	16	18	27	11	17	14	17
% No	83	84	82	73	89	83	86	83
Outsourcing some instructional services								
% Yes	17	17	17	21	15	16	20	14
% No	83	83	83	79	85	84	80	86
Changing the academic mission of the institution								
% Yes	8	11	6	0	9	13	9	3
% No	92	89	94	100	91	87	91	97
Cutting athletics programs								
% Yes	6	3	10	9	1	2	8	10
% No	94	97	90	91	99	98	92	90

Academic officers' reports of projected institutional emphases are similar to those from the past two years. However, there have been more substantial changes over the past five years. Compared with 2012, the first time the question was asked, significantly more provosts indicate their college will increase its emphasis on funding programs based on alignment with the college's mission (74 percent to 90 percent), cutting underperforming academic programs (58 percent to 75 percent), dismissing underperforming faculty (50 percent to 66 percent), promoting retirement of older professors (40 percent to 53 percent) and increasing use of part-time faculty (24 percent to 37 percent).

BUDGETS AND FINANCES (CONT.)

In terms of where funds are likely to be invested, CAOs are more likely to believe STEM programs and professional and pre-professional programs will receive major budget allocations, while they are less likely to believe arts and sciences programs will. Sixty-four percent of CAOs strongly agree or agree they anticipate major allocation for STEM fields, and 61 percent say the same about professional or pre-professional programs. Both figures are identical to a year ago, but both remain higher than in 2015 (59 percent for STEM and 56 percent for professional and pre-professional programs).

A slim majority of chief academic officers, 52 percent, strongly agree or agree they expect major allocation of funds for online programs, but only 35 percent expect that to occur for arts and sciences programs. The percentage of CAOs expecting major investments in online programs has increased in recent years, up from 46 percent in 2014 and 2015.

I anticipate major allocation of funds to the following categories in the next budget year.								
	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
STEM fields								
%5 Strongly agree	20	18	23	26	18	18	22	22
%4	44	46	42	46	46	44	44	41
%3	23	20	24	19	23	21	29	22
%2	10	11	8	5	7	15	4	11
%1 Strongly disagree	4	4	4	3	5	3	1	4
Professional or pre-professional programs								
%5 Strongly agree	18	16	20	17	5	21	19	20
%4	43	40	47	40	41	39	54	39
%3	25	29	19	37	37	24	18	20
%2	11	11	10	2	11	13	6	15
%1 Strongly disagree	4	4	4	3	6	3	3	7
Online programs								
%5 Strongly agree	14	12	14	11	7	14	17	14
%4	38	39	38	32	43	36	47	22
%3	24	29	18	37	29	29	20	19
%2	14	16	12	14	14	16	9	14
%1 Strongly disagree	10	5	17	5	7	5	7	32

BUDGETS AND FINANCES (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Online programs								
%5 Strongly agree	14	12	14	11	7	14	17	14
%4	38	39	38	32	43	36	47	22
%3	24	29	18	37	29	29	20	19
%2	14	16	12	14	14	16	9	14
%1 Strongly disagree	10	5	17	5	7	5	7	32
Arts and sciences programs								
%5 Strongly agree	9	6	12	10	6	5	11	16
%4	26	23	30	14	30	22	32	29
%3	33	34	30	41	39	32	32	30
%2	23	26	19	24	18	28	20	16
%1 Strongly disagree	10	11	9	11	7	13	5	10

TEXTBOOK AND COURSE MATERIAL SELECTION

Expensive textbooks and other course materials contribute to the high cost of a college education. But chief academic officers are mixed in their opinions about various ways to make textbooks more affordable for students. CAOs are generally open to the idea of using open educational resources in general education courses. Forty-eight percent strongly agree or agree, while 16 percent strongly disagree or disagree, that free, open educational resources are of sufficiently high quality that they should be used in general education courses.

At the same time, provosts are divided as to whether colleges should be open to changing to lower-priced textbooks or course materials that would save students money but may not be of the same quality as the current ones used in courses. Thirty-five percent strongly agree or agree they should be open to doing so, while 42 percent strongly disagree or disagree.

Provosts are also divided as to whether saving students money justifies some lack of faculty control in choosing course readings – 38 percent strongly agree or agree and 41 percent strongly disagree or disagree.

Public college academic officers tend to be more positive about changing course materials to save students money than their private college peers are.

Some faculty members who write books assign those books to students in their classes. CAOs generally believe that faculty members should not profit when assigning books they wrote to students in their classes. Fifty-seven percent strongly agree or agree professors should not earn profits in this manner, while 24 percent disagree. Sixty-four percent of public college academic officers and 48 percent of private college provosts believe professors should not profit from course readings.

As you may know, many colleges, facing criticism because of the high prices of textbooks and other course materials, are considering alternatives.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Faculty members and institutions should be open to changing textbooks or other materials to save students money, even if the lower cost options are of lesser quality.								
%5 Strongly agree	16	21	10	21	18	22	8	13
%4	19	20	17	20	19	21	16	17
%3	23	19	30	9	18	20	30	35
%2	29	26	31	29	27	26	37	25
%1 Strongly disagree	13	14	12	21	18	11	10	11

TEXTBOOK AND COURSE MATERIAL SELECTION (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Open educational resources, freely available online materials, are of sufficiently high quality that they should be used in most general education courses.								
%5 Strongly agree	15	20	9	17	18	19	7	12
%4	33	37	27	35	41	38	31	20
%3	36	31	43	25	31	33	43	43
%2	13	9	18	15	9	9	15	23
%1 Strongly disagree	3	2	4	7	2	2	4	3
The need to help students save money on textbooks justifies some loss of faculty member control over selection of materials for the courses they teach.								
%5 Strongly agree	10	14	5	19	12	14	5	6
%4	28	32	23	19	21	38	27	20
%3	20	17	25	21	22	14	18	30
%2	27	25	30	33	26	25	31	31
%1 Strongly disagree	14	12	17	8	19	10	19	14
Faculty members who are authors of books or materials should never profit from the sale of those books or materials to their own students.								
%5 Strongly agree	35	43	25	42	35	47	23	27
%4	22	21	23	32	21	18	20	24
%3	19	16	22	16	23	12	24	21
%2	17	16	19	10	15	17	23	16
%1 Strongly disagree	7	5	11	0	5	6	10	12

TEXTBOOK AND COURSE MATERIAL SELECTION (CONT.)

Most colleges allow professors to profit from assigning textbooks they wrote to their students, according to CAOs. Sixty-seven percent of CAOs say faculty members at their institution are allowed to profit from the sale of their textbooks to their students. This includes 81 percent of private college officers and 58 percent of public college provosts.

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Does your college allow faculty members to receive profits from the sale of textbooks they wrote and assign to their students as course readings?								
% Yes	67	58	81	56	64	54	85	73
% No	33	42	19	44	36	46	15	27

CAOs' opinions on whether professors should be allowed to profit from textbook sales to their students is related to the college's policies on the practice. Three-quarters of CAOs who say their college does not allow faculty members to profit from textbook sales to their students strongly agree or agree that such a practice should not be allowed. That compares with 50 percent of those who report their college does allow faculty to receive profits when they assign their books to their students.

PROFESSOR CONTROVERSIES AND ACADEMIC FREEDOM

Amid a number of controversies involving faculty members who expressed their views in online or public forums, two-thirds of CAOs do not sense a decline in the security of academic freedom in the past year. However, those who sense a change are far more likely to perceive a loss of security than a gain.

Thirty percent of CAOs say academic freedom is less secure than it was a year ago, while 4 percent say it is more secure. Close to half of private baccalaureate provosts, 45 percent, believe academic freedom has declined in the past year.

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Do you think – ?								
% Academic freedom is more secure now than it was a year ago	4	5	3	3	7	3	4	4
% Academic freedom is as secure as it was a year ago	66	69	63	71	57	74	74	51
% Academic freedom is less secure now than it was a year ago	30	26	34	26	35	23	22	45

Chief academic officers see both professors and their critics as bearing responsibility for some of the controversies that have ensnared faculty members in the past year. 83 percent of CAOs strongly agree or agree that professors sometimes do not pay enough attention to how their views may be understood or misunderstood on social media. At the same time, a majority of CAOs, 59 percent, believe professors are being unfairly attacked by conservative websites and politicians.

Thirty-six percent of CAOs strongly agree or agree, while 38 percent strongly disagree or disagree, that they worry that faculty members at their institution will become targets of criticism. Public doctoral college CAOs are most likely to say they worry, at 54 percent.

CAOs do not take a strong position either way on whether colleges have done a good job defending the academic freedom of faculty members who have been targets of criticism – 29 percent strongly agree or agree, 26 percent strongly disagree or disagree, and 45 percent are neutral.

PROFESSOR CONTROVERSIES AND ACADEMIC FREEDOM (CONT.)

In the last year, numerous professors have found themselves attacked on social media or elsewhere for controversial statements. In many situations these statements involved matters about race, or were taken out of context.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Professors are being unfairly attacked by conservative websites and politicians.								
%5 Strongly agree	22	18	27	29	25	14	24	30
%4	37	36	40	46	39	31	46	36
%3	19	21	17	13	21	23	13	19
%2	12	15	9	9	7	19	11	7
%1 Strongly disagree	9	10	7	3	8	13	7	8
Professors sometimes do not pay enough attention to how their ideas may be understood or misunderstood on social media.								
%5 Strongly agree	31	29	31	34	20	34	30	34
%4	52	53	53	59	59	49	60	45
%3	14	16	12	2	17	17	7	17
%2	2	2	3	5	4	0	2	4
%1 Strongly disagree	<1	<1	<1	0	0	0	1	0
I worry that professors at my institution will become targets of criticism.								
%5 Strongly agree	9	8	12	11	10	7	7	16
%4	27	25	31	43	28	20	37	26
%3	26	28	23	21	31	30	21	23
%2	28	28	26	21	23	32	28	28
%1 Strongly disagree	10	10	9	3	8	11	8	7

PROFESSOR CONTROVERSIES AND ACADEMIC FREEDOM (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Professors are being unfairly attacked by conservative websites and politicians.								
%5 Strongly agree	22	18	27	29	25	14	24	30
%4	37	36	40	46	39	31	46	36
%3	19	21	17	13	21	23	13	19
%2	12	15	9	9	7	19	11	7
%1 Strongly disagree	9	10	7	3	8	13	7	8

Asked about the situation on their own campus, 29 percent of chief academic officers say professors at their institution have been attacked on social media for comments they made. That includes 70 percent of CAOs at public doctoral colleges and 41 percent of those at private doctoral or master's colleges. Only 19 percent of CAOs at community colleges say professors at their institution have been attacked on social media for comments they made.

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
In the past year, have any professors at your institution been attacked on social media for comments they made?								
% Yes	29	25	34	70	21	19	41	31
% No	71	75	66	30	79	81	59	69

Academic officers who report that faculty members at their college have been attacked on social media are far more likely to worry that professors at their institution will become targets than those who say their faculty have not been attacked, 63 percent to 26 percent. Also, CAOs whose colleagues have been attacked are somewhat more likely to perceive that academic freedom is less secure now than a year ago, 38 percent to 28 percent.

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FREE SPEECH ON CAMPUS

The past year has seen a number of incidents testing respect for free speech rights on college campuses. Many of these incidents have involved controversial speakers from the right of the ideological spectrum attempting to speak on campuses.

A majority of chief academic officers, 56 percent, strongly agree or agree that their campus hosts speakers representing a range of political viewpoints. That includes 80 percent of CAOs at public doctoral institutions.

Nearly 8 in 10 CAOs, 78 percent, strongly agree or agree that conservative academics and speakers are treated with respect when they visit their campus. More, 89 percent, say the same about liberal speakers.

Along those lines, more than 8 in 10 CAOs strongly agree or agree that students (81 percent) and faculty members (86 percent) respect free speech rights, though only 21 percent “strongly” agree that applies for students and 30 percent for faculty.

The survey asked CAOs how colleges should respond when controversial speakers are attempting to speak on campus. They generally believe it is appropriate for colleges to get involved when student groups or faculty members invite controversial speakers on campus – 29 percent strongly agree or agree but 41 percent strongly disagree or disagree that colleges should not interfere when students or faculty extend invitations to speakers. Nearly half of private college CAOs, 48 percent, strongly disagree or disagree that colleges should not interfere.

Academic officers generally believe that colleges should not tolerate attempts to shout down or otherwise prevent speakers from talking when giving a speech. Sixty percent strongly agree or agree that those who attempt to disrupt speakers represent a threat to academic freedom, and 55 percent strongly agree or agree that those who disrupt speeches should be removed from the venue. However, CAOs divide evenly – 31 percent strongly agree or agree and 31 percent strongly disagree or disagree – on whether colleges should punish students who disrupt speakers.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.								
	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
My campus hosts speakers representing a range of political viewpoints.								
%5 Strongly agree	19	18	19	34	25	12	19	20
%4	37	37	38	46	38	36	37	39
%3	23	22	22	11	21	25	21	25
%2	16	15	18	9	13	18	21	12
%1 Strongly disagree	5	7	3	0	3	10	1	5

FREE SPEECH ON CAMPUS (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Conservative academics and public figures are treated with respect when they visit my campus.								
%5 Strongly agree	32	31	34	35	30	32	27	35
%4	46	49	45	65	49	48	48	43
%3	14	12	16	0	12	13	18	19
%2	4	3	4	0	4	3	5	3
%1 Strongly disagree	3	5	1	0	4	4	2	0
Liberal academics and public figures are treated with respect when they visit my campus.								
%5 Strongly agree	44	44	43	47	41	44	34	48
%4	45	45	44	50	48	44	54	39
%3	10	9	12	0	8	10	10	14
%2	1	1	1	0	1	1	2	0
%1 Strongly disagree	<1	1	0	3	1	0	0	0
Students on my campus generally respect free speech rights.								
%5 Strongly agree	21	19	23	24	20	20	19	25
%4	60	58	62	53	56	61	69	58
%3	15	18	11	17	16	17	8	15
%2	4	5	3	5	8	3	4	2
%1 Strongly disagree	0	0	0	0	0	0	0	0
Faculty members on my campus generally respect free speech rights.								
%5 Strongly agree	30	26	33	28	24	27	25	38
%4	56	56	57	58	57	58	67	51
%3	12	14	8	8	16	13	6	10
%2	3	3	2	6	3	3	3	1
%1 Strongly disagree	0	0	0	0	0	0	0	0

FREE SPEECH ON CAMPUS (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Colleges should not interfere with invitations to outside speakers extended by student groups or faculty members.								
%5 Strongly agree	8	9	6	7	15	7	4	5
%4	21	26	15	40	26	25	13	16
%3	30	30	31	24	24	32	32	36
%2	32	28	39	28	29	26	41	34
%1 Strongly disagree	9	8	9	0	6	10	9	8
Those who interrupt, shout down or otherwise attempt to disrupt campus speakers represent a threat to academic freedom.								
%5 Strongly agree	25	26	25	23	24	27	22	28
%4	35	29	42	29	26	33	44	38
%3	24	27	19	23	35	24	22	19
%2	12	14	10	20	11	12	8	11
%1 Strongly disagree	4	4	4	5	5	3	4	4
Colleges should remove those who disrupt campus speakers from the speaking venue.								
%5 Strongly agree	18	20	15	21	13	24	12	17
%4	37	34	41	26	42	33	48	36
%3	30	33	26	33	34	30	28	27
%2	11	9	15	17	8	8	11	15
%1 Strongly disagree	4	4	3	2	3	5	1	4
Colleges should punish those who disrupt campus speakers.								
%5 Strongly agree	9	9	9	12	6	11	6	14
%4	22	22	22	19	27	21	25	14
%3	38	39	39	33	43	38	44	37
%2	24	23	25	25	19	24	18	30
%1 Strongly disagree	7	7	6	11	6	7	8	5

FREE SPEECH ON CAMPUS (CONT.)

CAOs are very positive about the security of free speech rights on their campus, but less so about the security of those rights elsewhere in the country. Eighty percent of CAOs say free speech rights are very secure or secure on their campus, including 78 percent of those at public institutions and 81 percent of those at private colleges.

However, just 41 percent of CAOs say free speech rights are secure on college campuses more generally, and 36 percent say the same about free speech rights in the United States.

Do you think free speech rights are very secure, secure, threatened or very threatened today in each of the following places?								
	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
In the United States								
% Very secure	6	8	4	8	3	10	4	3
% Secure	30	32	27	31	27	31	26	24
% Threatened	54	49	60	56	57	49	59	64
% Very threatened	10	11	9	6	13	11	11	10
On college campuses								
% Very secure	6	10	2	10	3	11	2	0
% Secure	35	35	34	42	29	34	34	33
% Threatened	51	46	58	41	56	46	61	56
% Very threatened	8	9	6	7	12	9	3	11
On my campus								
% Very secure	19	20	18	38	12	21	17	18
% Secure	61	58	63	47	59	60	65	68
% Threatened	19	19	19	16	28	17	18	15
% Very threatened	1	2	<1	0	1	2	1	0

INCLUSIVITY, CIVIC ENGAGEMENT AND CIVIL DISCOURSE

Many colleges believe their mission goes beyond educating students about the subject matter they learn in courses to include promoting civic engagement among students and graduates, promoting civil discourse and embracing diversity. Colleges often include formal programs to instill these values in their students.

CAOs are more likely to indicate their college takes active steps to promote civic engagement than they are to indicate their college promotes civil discourse. Over all, 81 percent strongly agree or agree their institution actively promotes civic engagement. Majorities of CAOs at public doctoral and private colleges strongly agree their college promotes civic engagement.

Seventy-two percent of academic officers strongly agree or agree their institution actively works to promote civil discourse among its students, with private college CAOs most likely to strongly agree this is occurring on their campus.

The majority of provosts believe their college is successful in ensuring civic engagement (64 percent strongly agree or agree) and civil discourse (59 percent strongly agree or agree) among most of their students. Public doctoral academic officers, as well as CAOs at private colleges, are most likely to agree their college has been successful in these areas.

Provosts acknowledge that promoting civic engagement and civil discourse is more challenging in the current national political environment. Eighty percent strongly agree or agree with this statement.

The survey attempted to assess how well colleges are ensuring inclusion by asking CAOs whether certain subgroups of students — specifically, conservatives, liberals, whites and racial and ethnic minorities — generally feel welcome in classrooms on their campus.

CAOs are most likely to strongly agree or agree that white students feel welcome on their campus, at 94 percent. Eighty-four percent strongly agree or agree that politically liberal students feel welcome, higher than the 68 percent who say the same about politically conservative students. Seven in 10 CAOs strongly agree or agree that racial and ethnic minority students feel welcome in classrooms.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.								
	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
My college actively works to promote civic engagement among students.								
%5 Strongly agree	42	35	51	52	39	32	51	54
%4	39	41	37	41	36	44	42	31
%3	15	20	8	7	23	20	4	14
%2	4	4	3	0	3	4	3	0
%1 Strongly disagree	<1	0	<1	0	0	0	0	1

INCLUSIVITY, CIVIC ENGAGEMENT AND CIVIL DISCOURSE (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
My college is successful in ensuring civic engagement among most students.								
%5 Strongly agree	19	16	24	26	20	12	21	27
%4	45	43	47	57	32	43	48	46
%3	27	30	22	14	39	31	23	20
%2	9	11	6	3	9	13	7	6
%1 Strongly disagree	<1	0	1	0	0	0	1	1
My college actively works to promote civil discourse by students.								
%5 Strongly agree	26	18	37	29	22	13	35	37
%4	46	48	44	53	44	50	51	41
%3	21	24	14	18	25	26	12	17
%2	7	9	4	0	9	9	3	4
%1 Strongly disagree	1	1	<1	0	0	2	0	1
My college is successful in ensuring civil discourse among most students.								
%5 Strongly agree	11	10	12	14	16	7	12	9
%4	48	42	56	60	35	43	62	53
%3	33	36	27	23	39	38	22	33
%2	8	10	4	2	11	10	4	4
%1 Strongly disagree	1	1	<1	0	0	2	0	1
Efforts to promote civic engagement and civil discourse are made more difficult by the national political environment.								
%5 Strongly agree	45	41	52	43	46	38	54	45
%4	35	37	33	50	38	37	34	35
%3	13	14	10	0	12	15	8	14
%2	7	8	4	7	4	9	4	6
%1 Strongly disagree	1	<1	1	0	0	<1	1	0

INCLUSIVITY, CIVIC ENGAGEMENT AND CIVIL DISCOURSE (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Conservative students generally feel welcome in classrooms on my campus.								
%5 Strongly agree	20	18	20	10	12	24	21	14
%4	48	52	43	71	55	49	40	48
%3	22	21	24	19	23	19	26	24
%2	9	7	10	0	7	6	11	12
%1 Strongly disagree	2	2	2	0	3	2	3	1
Liberal students generally feel welcome in classrooms on my campus.								
%5 Strongly agree	29	27	32	25	19	30	31	30
%4	55	57	52	64	62	54	50	57
%3	13	13	13	11	15	14	16	9
%2	3	3	4	0	4	3	3	4
%1 Strongly disagree	0	0	0	0	0	0	0	0
White students generally feel welcome in classrooms on my campus.								
%5 Strongly agree	48	46	50	41	42	49	42	58
%4	46	47	43	59	52	43	52	36
%3	5	6	4	0	5	7	4	6
%2	1	<1	2	0	0	1	2	0
%1 Strongly disagree	0	0	0	0	0	0	0	0
Racial and ethnic minority students generally feel welcome in classrooms on my campus.								
%5 Strongly agree	22	23	18	13	16	28	18	17
%4	48	49	46	51	53	48	40	50
%3	23	21	27	28	19	20	31	28
%2	7	7	9	8	10	4	10	5
%1 Strongly disagree	<1	<1	<1	0	1	0	1	0

ASSESSMENT PROGRAMS

Many colleges use assessment methods, sometimes voluntarily and sometimes required, to measure how well students are achieving certain objectives. CAOs are generally positive about assessment efforts and their outcomes and indicate the data gathered through such efforts are put to good use. However, they believe faculty members are less positive about these efforts.

CAOs are three times more likely to strongly agree or agree (51 percent) than to strongly disagree or disagree (17 percent) that the growth of assessment systems has improved the quality of teaching and learning at their college. A majority of provosts, 54 percent, strongly agree or agree that their college regularly makes changes in curriculum, teaching practices or student services based on what it finds in its assessments. Also, CAOs are more likely to strongly agree or agree (40 percent) than to strongly disagree or disagree (25 percent) that assessment systems have led to better use of technology in teaching and learning.

When asked about faculty perceptions of assessment efforts, CAOs are only slightly more likely to strongly agree or agree (32 percent) than to strongly disagree or disagree (26 percent) that faculty members value assessment efforts. They are much more inclined to perceive that faculty members view assessment efforts as requiring a lot of work on their parts (74 percent strongly agree or agree, and 7 percent strongly disagree or disagree).

Academic officers generally reject the notion that assessment efforts are designed more to keep accreditors and politicians happy than to improve teaching and learning. Forty-seven percent strongly disagree or disagree this is the case, while 29 percent strongly agree or agree.

Public doctoral college CAOs are more likely to believe that the growth of assessment systems has improved the quality of teaching and learning at their college than are CAOs at other types of colleges. Public doctoral CAOs are also most likely to disagree that assessment efforts are primarily designed to keep politicians and accreditors happy.

Most colleges have now been engaged in assessment of student learning for a number of years.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
The growth of assessment systems has improved the quality of teaching and learning at my college.								
%5 Strongly agree	9	9	9	19	6	8	7	9
%4	42	40	46	48	41	40	51	42
%3	31	32	28	18	35	33	29	31
%2	13	14	13	15	14	12	11	15
%1 Strongly disagree	4	5	4	0	4	7	2	3

ASSESSMENT PROGRAMS (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
My college's use of assessment is more about keeping accreditors and politicians happy than it is about teaching and learning.								
%5 Strongly agree	8	9	6	3	4	12	4	7
%4	21	24	18	16	23	24	17	20
%3	24	22	27	18	23	20	25	29
%2	32	30	35	37	33	30	42	27
%1 Strongly disagree	15	16	15	26	18	15	12	17
My college regularly makes changes in the curriculum, teaching practices or student services based on what it finds through assessment.								
%5 Strongly agree	11	11	10	19	10	10	12	9
%4	43	40	48	44	37	40	49	42
%3	29	32	25	18	33	34	24	26
%2	14	14	14	19	15	13	13	18
%1 Strongly disagree	3	3	3	0	4	2	2	5
Faculty members value assessment efforts at my college.								
%5 Strongly agree	3	3	4	6	1	2	4	5
%4	29	29	29	29	28	30	30	25
%3	41	43	39	41	45	43	42	41
%2	21	21	22	21	18	21	19	21
%1 Strongly disagree	5	4	6	3	8	3	5	8
Faculty members at my college view assessment as requiring a lot of work on their parts.								
%5 Strongly agree	31	33	28	20	30	38	22	38
%4	43	44	44	57	47	38	54	34
%3	18	17	21	13	21	15	21	23
%2	7	6	7	9	3	8	3	5
%1 Strongly disagree	<1	<1	0	0	0	1	0	0

ASSESSMENT PROGRAMS (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
At my college, assessment has led to better use of technology in teaching and learning.								
%5 Strongly agree	5	4	5	23	2	2	5	4
%4	35	33	36	25	28	37	42	28
%3	35	38	30	30	48	35	29	34
%2	18	17	21	19	17	17	19	25
%1 Strongly disagree	7	7	7	3	4	9	5	8

Overall, 70% of CAOs say their institution makes effective use of data designed to measure student outcomes. Public doctoral college CAOs are most likely to say this, at 88%.

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Does your institution make effective use of data used to measure student outcomes?								
% Yes	70	69	69	88	75	65	69	71
% No	30	31	31	12	25	35	31	29

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Instructional Technologist, University of St. Thomas

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SCHOLARSHIP AND LEADERSHIP

Close to 9 in 10 CAOs say their institution is paying increasing attention to the ability of their degree programs to help students get a good job – 32 percent strongly agree and 55 percent agree this is the case. The 87 percent agreeing with this statement is up slightly from 83 percent a year ago and 82 percent in 2015. Community college academic officers are most likely to strongly agree they are increasing attention on workforce development.

The vast majority of CAOs (82 percent) strongly agree or agree they are glad they pursued administrative work, essentially the same percentage as in 2015 and 2016. Academic leaders at public doctoral institutions or private doctoral or master's institutions are most likely to strongly agree they are glad they pursued administrative work.

CAOs tilt toward disagreement rather than agreement about whether their job is more focused on financial and management issues than on academic ones – 34 percent strongly agree or agree and 40 percent strongly disagree or disagree.

CAOs do believe there is a fundamental difference in perspective between faculty members and administrators – 49 percent strongly agree or agree this is the case, while 29 percent strongly disagree or disagree.

Again, using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.								
	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
My institution is increasing attention on the ability of our degree programs to help students get a good job.								
%5 Strongly agree	32	31	34	23	20	38	27	32
%4	55	56	52	65	64	50	61	50
%3	11	10	13	9	15	9	10	19
%2	2	3	1	2	1	4	2	0
%1 Strongly disagree	0	0	0	0	0	0	0	0

SCHOLARSHIP AND LEADERSHIP (CONT.)

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
There is a fundamental difference in perspective between faculty members and administrators.								
%5 Strongly agree	15	14	15	6	18	13	10	23
%4	34	37	29	43	39	36	30	25
%3	23	22	26	22	21	22	34	22
%2	24	22	25	22	21	25	26	22
%1 Strongly disagree	5	4	5	7	1	5	1	9
I am glad I pursued administrative work.								
%5 Strongly agree	45	44	47	58	38	45	53	43
%4	37	36	38	34	43	32	35	39
%3	13	16	11	8	14	18	7	14
%2	4	4	3	0	4	4	5	3
%1 Strongly disagree	1	<1	1	0	1	0	0	2
My job is more focused on financial and management issues than on academic issues.								
%5 Strongly agree	10	10	12	9	14	8	8	15
%4	24	22	25	27	21	22	24	28
%3	26	24	30	26	27	23	33	27
%2	33	37	27	30	31	42	30	26
%1 Strongly disagree	7	7	7	8	8	5	4	5

COMPETENCY-BASED EDUCATION

More than three-quarters of academic leaders, 77 percent, are in favor of awarding academic credit based on demonstrated competence. CAOs at public institutions (86 percent) are more supportive than those at private institutions (61 percent), largely because of limited support among CAOs at private baccalaureate colleges.

About half of provosts (52 percent) report that their institution awards credit based on demonstrated competence, up from 44 percent in 2014, the first year the survey asked about it. Currently, 73 percent of public associate degree institution CAOs, but only 29 percent of those at private baccalaureate colleges, indicate their college has competency-based education.

Of those who report that their college does not offer competency-based education, one-third say their institution is exploring such an initiative. Eighty-three percent of these CAOs believe their college is likely to implement a competency-based education program in the near future, with 17 percent saying such a move is very likely to occur.

As you may know, some higher education institutions are awarding academic credit based on demonstrated competence in the content area in lieu of course completion.								
	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Do you favor or oppose the awarding of academic credit based on demonstrated competence?								
% Favor	77	86	61	74	83	89	79	47
% Oppose	23	14	39	26	17	11	21	53
Does your institution award academic credit based on demonstrated competence?								
% Yes	52	62	37	43	46	73	45	29
% No	48	38	63	57	54	27	55	71
Is your institution currently exploring a competency-based education approach for some programs?*								
% Yes	33	44	25	n/a	39	56	38	16
% No	67	56	75	n/a	61	44	62	84
How likely is your institution to implement a competency-based education approach in the near future for some programs?***								
% Very likely	17	12	25	n/a	n/a	n/a	n/a	n/a
% Likely	66	73	57	n/a	n/a	n/a	n/a	n/a
% Unlikely	17	16	18	n/a	n/a	n/a	n/a	n/a
% Very unlikely	0	0	0	n/a	n/a	n/a	n/a	n/a

*Asked of CAOs whose institution does not award academic credit based on demonstrated competence (n=259).

**Asked of CAOs whose institution does not award academic credit based on demonstrated competence but is exploring a competency-based education initiative (n=74).

n/a: Not reported due to small sample size.

COMPETENCY-BASED EDUCATION (CONT.)

Six in 10 CAOs strongly agree or agree that it should be easier for students to earn credits and degrees based on what they have learned, not just time in the classroom. A similar percentage believe that competency-based education can save students considerable money. Community CAOs' views on both of these items are more positive than CAOs at other types of institutions.

Academic leaders are not inclined to believe competency-based education represents a threat to general education. By 40 percent to 34 percent, CAOs disagree rather than agree that competency-based education may be damaging to general education. This represents a modest shift from 2013, the first year the question was asked, at which time 32 percent disagreed and 43 percent agreed with the statement. Consistent with their other views on competency-based education, a majority of private baccalaureate college CAOs believe competency-based education could be damaging, while a majority of public associate college CAOs disagree.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.								
	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
It should be easier for students to earn credits and degrees based on what they have learned, not just time in the classroom.								
%5 Strongly agree	21	27	12	24	17	32	10	14
%4	40	45	34	29	52	44	46	21
%3	22	20	25	26	18	19	22	28
%2	13	7	21	13	12	5	18	28
%1 Strongly disagree	4	1	7	8	1	0	4	10
Competency-based education can save students considerable money.								
%5 Strongly agree	19	22	13	15	15	27	11	16
%4	43	44	39	40	41	48	37	36
%3	29	26	33	26	38	19	38	28
%2	9	6	13	14	6	5	12	16
%1 Strongly disagree	1	1	2	5	0	0	1	4
Competency-based education may be damaging to general education.								
%5 Strongly agree	9	5	15	7	8	3	9	19
%4	25	21	32	37	21	18	28	38
%3	26	26	24	21	39	22	30	23
%2	29	34	23	24	31	36	27	15
%1 Strongly disagree	11	14	6	11	1	21	6	6

TEACHING ASSISTANT UNIONS

In 2016, the National Labor Relations Board voted to allow teaching assistants at private colleges and universities to form labor unions. CAOs are divided as to whether unions help teaching assistants improve their pay and working conditions – 37 percent strongly agree or agree they do, while 43 percent strongly disagree or disagree.

CAOs are unlikely to believe that unions help improve teaching and learning in college. Only 9 percent strongly agree or agree that teaching assistant unions lead to better teaching and learning in higher education, while 70 percent strongly disagree or disagree.

Both opinions are similar to the results from last year's survey. As in last year's survey, a substantial proportion of CAOs did not express an opinion on the matter.

As you may know, The National Labor Relations Board last year cleared the way for collective bargaining for teaching assistants at private universities.								
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.								
	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Unions help teaching assistants improve their pay and working conditions.								
%5 Strongly agree	7	8	6	n/a	16	6	1	11
%4	30	29	31	n/a	35	21	25	41
%3	21	21	18	n/a	14	29	20	11
%2	21	20	22	n/a	21	18	23	16
%1 Strongly disagree	22	22	23	n/a	14	26	30	21
Unions for teaching assistants lead to better teaching and learning in higher education.								
%5 Strongly agree	2	1	4	n/a	5	0	0	9
%4	7	9	6	n/a	10	9	4	5
%3	20	18	20	n/a	25	18	16	28
%2	28	33	25	n/a	33	30	31	21
%1 Strongly disagree	42	40	45	n/a	28	42	49	37

n/a: Not reported due to small sample size.

INSTITUTION AND PERSONAL DEMOGRAPHICS

What is your age?	Overall %
Under 30	0
30 to 39	3
40 to 49	17
50 to 59	45
60 to 69	31
70 and older	3

What is your gender?	Overall %
Male	51
Female	49

How many years have you served as the provost or chief academic officer at this institution?	Overall %
Less than 6 months	13
6 months to less than 3 years	41
3 years to less than 5 years	22
5 years to less than 10 years	16
10 or more years	7

How many years have you served as the provost or chief academic officer at any institution?	Overall %
Less than 6 months	9
6 months to less than 3 years	32
3 years to less than 5 years	23
5 years to less than 10 years	19
10 or more years	17

INSTITUTION AND PERSONAL DEMOGRAPHICS (CONT.)

What type of higher education institution do you work for?	Overall %
Public (four year)	23
Private (four year)	41
Community college	33
Private (two year)	2
For-profit institution	1

Do you consider your institution to be a liberal arts institution?	Overall %
Yes	49
No	51

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