

The 2013 Inside Higher Ed Survey of **College & University Chief Academic Officers**

Conducted by Gallup®

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THE 2013 *INSIDE HIGHER ED* SURVEY OF COLLEGE AND UNIVERSITY CHIEF ACADEMIC OFFICERS

A study by Gallup and
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FOREWORD

Inside Higher Ed's second annual survey of college and university chief academic officers (CAOs) aims to understand how these leaders perceive and address the challenges facing higher education institutions in the U.S.

Some of the questions addressed in the study are:

- How do provosts/CAOs assess the academic health of their institutions?
- How do CAOs describe the recent financial experience of their institutions?
- What impact have budget cuts had on academic programs, campus services, and staff morale?
- What do provosts view as the most pressing issues confronting campuses over the next few years?
- What institutional strategies would CAOs like to deploy at their campuses if they could get support from other key decision makers?
- How do CAOs view the effectiveness of technology services at their institutions?
- How effective do academic officers think their institutions are on a variety of performance metrics?
- What is the status of “academic rigor,” what are provosts’ views on issues facing faculty, and what are considerations regarding tenure across higher education?

SNAPSHOT OF FINDINGS

- While 7 in 10 CAOs strongly agree or agree that tenure remains important and viable at their institution, nearly two-thirds (64 percent) of chief academic officers at all institutions say they favor a system of long-term contracts over the existing tenure system.
- Only 8 percent of CAOs strongly agree their faculty understand the financial challenges confronting their institutions.
- Very few provosts see the potential for MOOCs (massive open online courses) to have significant positive impact on higher education.
- CAOs are confident in the academic health of their institutions with nearly 9 in 10 (88 percent) saying academic health is good to excellent.
- 79 percent agree or strongly agree that improving the performance of underprepared students is a challenge facing their institution this year.
- While a majority of CAOs (65 percent) say their institution is very effective at providing quality undergraduate education, measurement of that quality is more of a challenge. Far fewer, just one in four, are as confident in their institution’s effectiveness at using data to aid and inform campus decision-making.
- Most CAOs do not feel cheating and grade inflation are serious issues at their institutions but they are much more likely to say these are an issue in higher education generally.

METHODOLOGY

The following 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 chief academic officers and provosts related to finances, academics, strategies and policies. To achieve these objectives, Gallup collected 1,081 Web surveys from CAOs and provosts representing 562 public institutions, 465 private nonprofit institutions, and 54 institutions from the for-profit sector.

TOTAL PARTICIPATION BY SECTOR

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT			
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.	Assoc.*
Total N	1,081	562	465	54	71	129	53	293	37	157	215	n/a

*Not reported due to small sample size.

The questionnaire was developed by Scott Jaschik and Doug Lederman of *Inside Higher Ed* in collaboration with Gallup researchers and consultants. Gallup conducted the surveys in English from Tuesday, November 6 through Monday, November 26, 2012. E-mail invitations were sent to 2,945 potential respondents. The participation rate was 37 percent. Specialized religious colleges, namely Bible colleges and seminaries, were excluded from the study, as were institutions with enrollments under 500. Up to three reminder e-mails were sent to reach respondents. There were two instances in which there were two respondents from

a single institution. The respondent's data with the highest number of valid responses were kept. The respondent's data with the fewest valid responses were cleaned out of the final results to ensure that each participating college/university was represented only once in the findings. Sample sizes may fluctuate by item, since invalid (i.e., "Don't know/Does not apply") responses are not included in the results and findings.

The data are not statistically adjusted (weighted).

For results based on the total sample size of 2,945 potential respondents, one can say with 95 percent confidence that the margin of error attributable to

sampling error is ± 2.4 percentage points. For subgroups within this population, due to small sample sizes ($n < 100$ for public doctoral, public baccalaureate, for profit and private doctoral institutions), the margin of error is greater and data less reliable.

In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of opinion polls.

The following paper presents key findings of the survey. In some cases, reported frequencies may not add up to 100 percent due to rounding or the exclusion of "Don't know" and "Refused" results.

DETAILED FINDINGS

ACADEMIC HEALTH

CAOs across all types of institutions feel confident in the academic health of their institutions. Only about 1 percent assessed the academic health of their institution as “failing” or “poor.” One in 10 (10 percent) indicated their academic health is “fair,” while nearly 9 in 10 provosts (88 percent) say their institution’s academic health is “good” (58 percent) or “excellent” (30 percent). These data mirror CAOs’ academic health evaluations in 2011, in which 90 percent indicated their academic health was good or excellent. This confidence is mostly consistent across sectors.

TABLE 1

How would you assess the “academic health” of your institution (the academic quality of the education it provides) as of fall 2012?

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Total N	1,081	562	465	54	71	129	53	293	37	157	215
Failing	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Poor	1%	1%	1%	4%	0%	2%	2%	1%	0%	1%	1%
Fair	10%	10%	10%	19%	4%	9%	13%	11%	5%	10%	11%
Good	58%	63%	53%	61%	63%	62%	66%	64%	41%	55%	54%
Excellent	30%	27%	36%	17%	32%	28%	19%	24%	54%	33%	33%

ACADEMIC PROGRAMS, PRACTICES AND EFFECTIVENESS

As seen in Table 2 on the next page, nearly seven in 10 CAOs (69 percent) agree or strongly agree that budget shortfalls are a challenge confronting their institution this year. CAOs at public colleges and universities are more likely than those in the private

sector to strongly agree that their budget will be a challenge this year. Aligning with the data on academic health, relatively few chief academic officers (17 percent) strongly agree that maintaining the quality of academic programs and services will be a

challenge this year.

About one in four CAOs of public (24 percent) and private institutions (27 percent) alike strongly agree that expanding online education programs is a challenge facing them this year. Fewer (13 percent) strongly agree that

reducing the reliance on adjunct faculty will be an issue of focus this year.

CAOs of public sector colleges are more likely than those from private institutions to strongly agree that the rising demand for assessment by accreditors is a challenging issue confronting the institution. Similar numbers (27 percent) strongly agree

that rising demand for assessment from state and federal agencies is an issue challenging the institution this year.

Few (13 percent) strongly agreed that strengthening academic rigor is a big challenge this year, but many CAOs of public sector colleges and universities (67 percent) strongly agree that improving retention and degree

completion is an issue. Nearly eight in 10 (79 percent) agree or strongly agree that improving academic performance of underprepared students is a challenge in the coming year.

However, fewer -- about half (52 percent) -- agree or strongly agree that recruiting better prepared students is a challenging issue.

TABLE 2

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about issues facing your institution this year. This year, the following issues will be a challenge confronting my institution: (Here and throughout, the tables show the proportion of respondents answering "5" to the question.)

	ALL INSTITUTIONS BY SECTOR (% 5)				PUBLIC (% 5)				PRIVATE NONPROFIT (% 5)		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Budget shortfalls	43%	51%	34%	30%	49%	53%	62%	48%	18%	34%	36%
Maintaining the quality of academic programs and services	17%	21%	12%	18%	25%	21%	17%	22%	9%	12%	12%
Expanding online education programs	24%	24%	27%	12%	34%	28%	19%	20%	26%	33%	21%
Reducing reliance on adjunct faculty	13%	16%	10%	10%	16%	17%	12%	17%	0%	12%	11%
Rising demands for assessment from accreditors	27%	31%	22%	35%	13%	24%	36%	36%	6%	35%	28%
Rising demands for assessment from state and federal agencies	27%	31%	22%	35%	20%	28%	23%	37%	18%	26%	19%
Strengthening academic rigor	13%	13%	15%	16%	11%	13%	15%	12%	15%	15%	16%
Improving retention and degree completion	56%	67%	43%	47%	66%	72%	67%	68%	25%	49%	46%
Improving academic performance of underprepared students	43%	54%	29%	43%	33%	44%	44%	67%	12%	26%	34%
Recruiting better prepared students	22%	20%	23%	33%	24%	28%	21%	17%	12%	22%	23%
Revamping curriculum	15%	14%	16%	20%	9%	16%	14%	15%	9%	15%	18%
Re-envisioning the role of faculty in teaching and instruction	18%	19%	16%	16%	17%	17%	20%	21%	24%	17%	12%
Aligning academic programs with good jobs	16%	17%	15%	24%	9%	10%	13%	22%	12%	19%	13%
Preparing students for engaged citizenship	15%	13%	17%	12%	16%	14%	17%	12%	18%	19%	17%

As seen in Table 3 below, a majority of CAOs say they plan to increase emphasis on the following practices: cutting underperforming academic programs (58 percent), funding programs based on alignment with the institution’s mission (74 percent), collaborating with other institutions (85 percent), and expanding online programs and offerings (76 percent). Half say they will increase emphasis on dismissing underperforming faculty. Few say they will alter their tenure policies, cut athletics spending, or reconsider their institution’s mission.

TABLE 3

Please indicate whether you plan to INCREASE emphasis on the following practices at your institution over the next year.

	ALL INSTITUTIONS BY SECTOR (% YES)				PUBLIC (% YES)				PRIVATE NONPROFIT (% YES)		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Cutting underperforming academic programs	58%	64%	50%	61%	53%	67%	71%	66%	56%	61%	42%
Dismissing underperforming faculty	50%	48%	50%	73%	42%	41%	49%	50%	50%	55%	42%
Dismissing underperforming tenured faculty	21%	22%	19%	36%	17%	19%	23%	24%	18%	21%	18%
Altering tenure policy	20%	19%	20%	15%	18%	25%	29%	14%	19%	19%	21%
Promoting retirement of older faculty	40%	33%	51%	21%	45%	33%	31%	29%	61%	57%	46%
Increasing teaching loads for full-time faculty	14%	15%	11%	24%	22%	15%	16%	12%	12%	15%	7%
Funding programs based on the alignment with our mission	74%	78%	72%	51%	92%	80%	77%	74%	82%	72%	69%
Increasing use of part-time faculty	24%	26%	20%	33%	10%	22%	21%	32%	16%	18%	19%
Increasing collaboration with other colleges and universities	85%	91%	78%	77%	86%	89%	87%	94%	76%	76%	78%
Changing the mission of the institution	6%	8%	3%	15%	5%	13%	10%	7%	6%	3%	2%
Expanding online programs and offerings	76%	80%	74%	67%	97%	85%	84%	73%	91%	87%	59%
Cutting athletic programs	5%	4%	5%	3%	2%	3%	0%	7%	3%	5%	7%

A majority of chief academic officers say they will increase emphasis on cutting underperforming academic programs and collaborating with other institutions.

As seen in Table 4 below, a majority of CAOs (65 percent) say their institution is very effective at providing a quality undergraduate education, but far fewer (25 percent) are as confident in their institution's effectiveness at using data to aid and inform campus decision-making. Four in 10 CAOs say their institution is very effective in the areas of undergraduate support

services and preparing students for the world of work (43 percent). CAOs of private institutions are more likely than those at public institutions to say their institution is very effective in the area of undergraduate support services, with 47 percent saying they are very effective. Only about 2 in 10 CAOs across sectors say their institution is very effective in the area of identifying and assessing

student outcomes. Public sector CAOs were more likely than those in the private sector to say their institution is very effective at controlling rising costs for students and their families. Thirty-eight percent of private sector CAOs say their institution is very effective in the area of preparing students for engaged citizenship versus 19 percent of their public sector peers.

TABLE 4

How would you rate the effectiveness of your institution in the following areas?												
	ALL INSTITUTIONS BY SECTOR (% VERY EFFECTIVE)				PUBLIC (% VERY EFFECTIVE)				PRIVATE NONPROFIT (% VERY EFFECTIVE)			
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.	
Using data to aid and inform campus decision-making	25%	26%	23%	38%	34%	29%	32%	22%	26%	25%	22%	
Providing a quality undergraduate education	65%	61%	72%	50%	63%	61%	57%	61%	73%	72%	71%	
Undergraduate support services	40%	35%	47%	40%	38%	40%	23%	34%	55%	46%	47%	
Preparing students for the world of work	43%	39%	45%	57%	42%	34%	34%	40%	52%	42%	41%	
Identifying and assessing student outcomes	21%	19%	22%	34%	16%	25%	15%	17%	26%	24%	19%	
Recruiting and retaining talented faculty	39%	35%	45%	20%	46%	32%	23%	37%	59%	47%	43%	
Controlling rising costs for students and their families	22%	26%	17%	22%	26%	32%	21%	24%	18%	17%	16%	
Preparing students for engaged citizenship	27%	19%	38%	22%	33%	30%	9%	11%	41%	40%	39%	

Only about 2 in 10 CAOs across sectors say their institution is very effective in the area of identifying and assessing student outcomes.

CAOs across sectors are fairly aligned in their assessment of the effectiveness of their technology resources and services in various areas. Many (55 percent) say technology is very effective in the area of library resources and services.

Roughly four in 10 (44 percent) say the technology resources associated with on-campus teaching and instruction

are very effective. About one-third of provosts say their technology services are very effective in the areas of online courses and programs (31 percent), student resources and services (31 percent), and academic support services (35 percent).

Seventeen percent say their technology resources are very

effective in the area of research and scholarship. CAOs are least likely to say their technology resources are very effective in the areas of administrative information systems and operations and data analysis/organizational analytics with 14 percent and 15 percent of CAOs, respectively, indicating their institutions are very effective in these areas.

TABLE 5

How would you rate the effectiveness of your institution's technology resources and services in the following areas?

	ALL INSTITUTIONS BY SECTOR (% VERY EFFECTIVE)				PUBLIC (% VERY EFFECTIVE)				PRIVATE NONPROFIT (% VERY EFFECTIVE)		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
On-campus teaching and instruction	44%	47%	41%	45%	40%	47%	44%	50%	45%	42%	37%
Online courses and programs	31%	34%	25%	36%	37%	36%	25%	35%	24%	25%	20%
Library resources and services	55%	58%	54%	45%	60%	58%	53%	58%	61%	60%	47%
Academic support services	34%	32%	38%	32%	25%	33%	23%	36%	39%	40%	39%
Student resources and services	31%	29%	33%	31%	33%	29%	25%	28%	30%	32%	36%
Research and scholarship	17%	16%	20%	10%	44%	15%	4%	8%	39%	17%	21%
Administrative information systems and operations	14%	15%	13%	24%	13%	19%	4%	16%	12%	13%	14%
Data analysis and organizational analytics	15%	17%	11%	28%	25%	20%	15%	14%	15%	14%	9%

ACADEMIC RIGOR AND QUALITY

While the majority (69 percent) of CAOs who responded agree or strongly agree that faculty members assign sufficiently challenging work to students, only 16 percent strongly agree with that statement. Just 1 percent say academic rigor has fallen at their

university in recent years and over one in four (27 percent) strongly disagree with this statement. CAOs are much more likely to agree or strongly agree (40 percent) that academic rigor has fallen in higher education institutions generally. Few agree that maintaining

academic rigor is difficult, with only 3 percent strongly agreeing with this statement. Just 4 percent say the desire to keep students happy makes academic rigor hard to maintain.

Generally, CAOs do not feel grade inflation is a serious problem at their

institution with just 3 percent strongly agreeing, but four times that number (12 percent) strongly agree it is a problem at higher education institutions in general in this country. Data are similar regarding cheating with 3 percent strongly agreeing it is a serious problem

for their institution and 12 percent saying it is a problem generally in higher education.

About one in four CAOs strongly disagree that there is not much their institution can do to stop cheating; only 1 percent strongly agree with this

statement. About one-third (32 percent) agree or strongly agree that students avoid classes perceived to be difficult. And three in four (76 percent) agree or strongly agree that learning suffers because students do not spend enough time studying.

TABLE 6

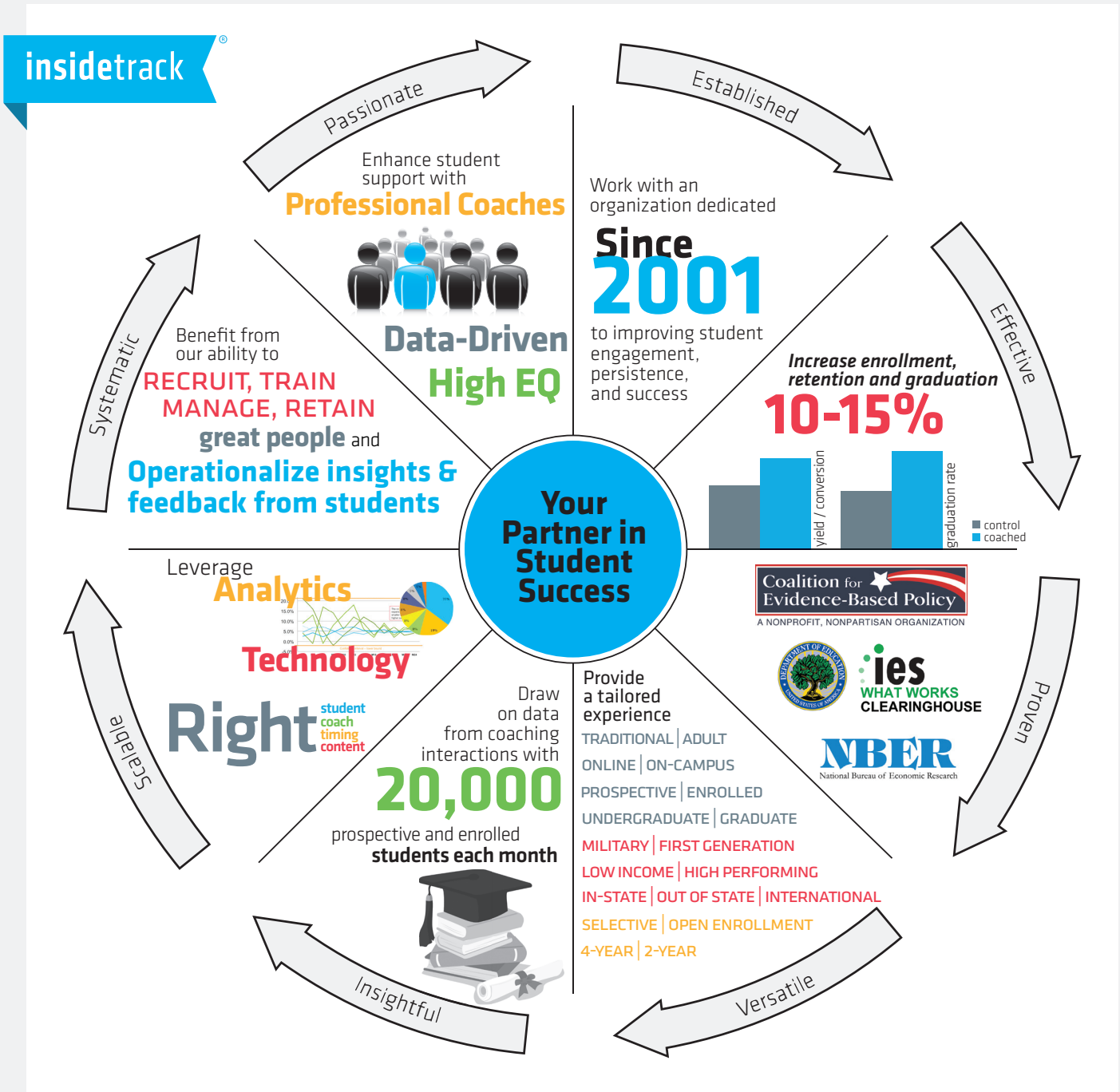
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements about academic rigor in higher education.

	ALL INSTITUTIONS BY SECTOR (% STRONGLY AGREE)				PUBLIC (% STRONGLY AGREE)				PRIVATE NONPROFIT (% STRONGLY AGREE)		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Faculty members assign sufficiently challenging work to students at my institution	16%	12%	20%	14%	12%	14%	14%	10%	29%	13%	23%
Academic rigor has fallen at my institution in recent years.	1%	2%	1%	2%	2%	2%	2%	1%	0%	1%	1%
Academic rigor has fallen at institutions in this country in recent years.	7%	6%	9%	2%	6%	6%	4%	7%	9%	9%	10%
Academic rigor is hard to maintain at my institution.	3%	3%	2%	4%	0%	2%	9%	4%	3%	3%	3%
The desire to keep students happy makes academic rigor hard to maintain at my institution	4%	4%	2%	12%	0%	5%	4%	4%	0%	2%	2%
Grade inflation is a serious problem for my institution.	3%	2%	3%	8%	2%	2%	2%	3%	6%	3%	2%
Grade inflation is a serious problem for higher education institutions in this country.	12%	10%	14%	15%	8%	9%	10%	10%	19%	14%	15%
Cheating is a serious problem for my institution.	3%	4%	2%	6%	0%	2%	2%	6%	3%	3%	1%
Cheating is a serious problem for higher education institutions in this country.	12%	10%	14%	15%	3%	6%	14%	13%	10%	18%	11%
My institution is not able to do much to stop cheating by students.	1%	1%	1%	0%	0%	1%	0%	2%	0%	1%	1%
At my institution, students avoid courses and programs perceived to be difficult.	4%	6%	3%	0%	2%	1%	2%	9%	0%	3%	4%
Student learning suffers because students do not spend enough out-of-class time studying.	31%	35%	27%	32%	28%	24%	40%	41%	9%	29%	32%

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STUDENT OUTCOMES AND MEASUREMENT

Seventy-three percent of CAOs say they use at least one standardized test or assessment to measure student outcomes and a similar number say they make effective use of that data.

TABLE 7

	ALL INSTITUTIONS BY SECTOR (% YES)				PUBLIC (% YES)				PRIVATE NONPROFIT (% YES)		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
To measure student outcomes, does your institution use at least one standardized test or assessment?	73%	72%	75%	75%	78%	85%	77%	64%	45%	79%	81%
Does your institution make effective use of data used to measure students' outcomes?	72%	72%	72%	78%	80%	74%	54%	73%	86%	74%	70%

TABLE 8

Which of the following tests or assessments of student outcomes does your institution use? (Select all that apply.)

	ALL INSTITUTIONS BY SECTOR (%)				PUBLIC (%)				PRIVATE NONPROFIT (%)		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
National Survey of Student Engagement/Comm. College Survey of Student Engagement	49%	50%	52%	11%	56%	65%	64%	40%	35%	62%	59%
ETS Major Field Tests	24%	16%	35%	11%	14%	40%	36%	4%	16%	40%	43%
Collegiate Learning Assessment (CLA)	17%	17%	18%	2%	34%	39%	25%	3%	14%	22%	20%
Collegiate Assessment of Academic Proficiency (CAAP)	12%	15%	9%	4%	11%	16%	13%	17%	3%	9%	12%
ETS Proficiency Profile for General Education	10%	10%	9%	13%	15%	12%	25%	5%	3%	10%	13%
College Senior Survey (UCLA/HERI)	7%	2%	14%	0%	8%	4%	2%	0%	11%	15%	18%
Another assessment	29%	28%	29%	39%	17%	26%	25%	31%	11%	30%	28%

BUDGETS AND FINANCES

As seen in Table 9 on the following page, only 8 percent of CAOs strongly agree their faculty members understand the financial challenges confronting their institutions, and just as many (9 percent) strongly disagree.

Overall, just 5 percent strongly agree that budget cuts have damaged the

quality of their academic programs at the institution; 7 percent strongly agree that budget cuts have damaged the quality of student academic support services. However, public institutions' provosts are somewhat more likely to strongly agree with each of these statements.

CAOs at public colleges and

universities are also somewhat more likely to strongly agree (14 percent) that budget cuts have damaged the quality of campus operations and support services; 5 percent of private sector CAOs strongly agree.

More than half of CAOs (58 percent) agree or strongly agree that budget cuts

have damaged faculty and staff morale at their institution.

Four in 10 chief academic officers (43 percent) strongly disagree with the

notion that they can make additional and significant spending cuts without hurting quality. Only 3 percent strongly agree with the statement.

Half (50 percent) say financial concerns are prevalent in their institution's discussions about launching new academic programs.

TABLE 9

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	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Faculty understand the financial challenges confronting our institution.	8%	8%	9%	2%	5%	7%	6%	8%	3%	10%	9%
Budget cuts have damaged the quality of the academic programs at my institution	5%	7%	4%	0%	5%	10%	6%	7%	0%	6%	3%
Budget cuts have damaged the quality of student academic support services at my institution	7%	10%	4%	2%	6%	10%	14%	10%	0%	3%	5%
Budget cuts have damaged the quality of campus operations and services at my college.	9%	14%	5%	2%	6%	20%	17%	12%	0%	5%	5%
Budget cuts have damaged faculty and staff morale at my institution.	25%	30%	22%	12%	29%	32%	38%	28%	6%	19%	30%
My institution can make additional and significant spending cuts without hurting quality	3%	2%	4%	4%	1%	3%	8%	1%	6%	5%	3%
Financial concerns (revenue, market opportunities, profit, etc.) are prevalent in my institution's discussions about launching new academic programs	50%	47%	55%	41%	52%	51%	54%	42%	29%	63%	54%
Regional accreditation makes a significant contribution to the quality of our institution's academic programs.	18%	19%	17%	27%	12%	17%	17%	22%	12%	21%	13%
Specialized accreditation makes a significant contribution to the quality of our institution's academic programs.	28%	33%	22%	38%	22%	32%	22%	37%	9%	28%	15%
Accrediting agencies have offered useful and viable methodologies to help institutions respond to the value-added movement.	10%	12%	8%	11%	9%	11%	8%	14%	0%	8%	8%

ISSUES RELATED TO THE FACULTY

While only 15 percent of CAOs strongly agree that too many teaching institutions now overemphasize faculty research, another one-third (32 percent

agree with this statement. Tenure appears systemically secure at the moment, as four in 10 CAOs (39 percent) strongly agree that tenure

remains important and viable at their institution. Another 31 percent agree with this statement. CAOs were universally disinclined

to tout the value of faculty unions with only 3 percent strongly agreeing that faculty unions benefit higher education

institutions. Fifteen times as many (45 percent) strongly disagree with this statement. This trend is true across

institution types. Twenty-eight percent of CAOs who responded report their institution has faculty unions.

TABLE 10

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 (% 5)				PUBLIC (% 5)				PRIVATE NONPROFIT (% 5)		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Too many teaching institutions now overemphasize faculty research.	15%	16%	14%	16%	11%	11%	14%	22%	13%	16%	11%
Tenure remains important and viable at my institution.	39%	38%	44%	3%	58%	48%	46%	23%	42%	41%	51%
In general, faculty unions benefit higher education institutions.	3%	4%	2%	0%	0%	5%	5%	5%	4%	3%	1%

Most chief academic officers (65 percent), across institutions and sectors, say they rely significantly on non-tenure track faculty for instruction. Public CAOs are more likely (71 percent) than private college (55 percent) CAOs to

say they rely significantly on this faculty subgroup.

Overall, CAOs are twice as likely to say their institution will become more reliant (23 percent) than less reliant (11 percent) on non-tenure track faculty

for instruction. This is true for both public and private sector institutions. The majority (66 percent) say their institution would be about as reliant in the future as it is today on non-tenure track faculty.

TABLE 11

	ALL INSTITUTIONS BY SECTOR (% YES)				PUBLIC (% YES)				PRIVATE NONPROFIT (% YES)		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Does your institution have faculty unions?	28%	48%	5%	6%	31%	54%	32%	55%	6%	6%	2%
Does your institution rely significantly on non-tenure track faculty for instruction?	65%	71%	55%	93%	82%	69%	60%	71%	60%	63%	44%

TABLE 12

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 non-tenure track faculty for instruction?

	ALL INSTITUTIONS BY SECTOR (%)				PUBLIC (%)				PRIVATE NONPROFIT (%)		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Less reliant on non-tenure track faculty	11%	11%	12%	8%	14%	16%	10%	7%	7%	14%	13%
As reliant as it is today on non-tenure track faculty	66%	67%	64%	66%	62%	63%	61%	72%	67%	61%	65%
More reliant on non-tenure track faculty	23%	22%	23%	26%	25%	21%	29%	21%	27%	26%	22%

While 70 percent of CAOs agree or strongly agree that tenure remains important and viable at their institutions, the view toward the future of tenure in

higher education is uncertain. Nearly two-thirds (64 percent) of CAOs at all institutions favor a system of long-term contracts over the existing tenure

system in higher education, and public and private sector leaders are about equally as likely to say they favor such a system.

TABLE 13

Do you favor or oppose a system of long-term contracts over the existing tenure system in higher education?

	ALL INSTITUTIONS BY SECTOR (% FAVOR)				PUBLIC (% FAVOR)				PRIVATE NONPROFIT (% FAVOR)		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
	64%	64%	62%	80%	51%	55%	64%	72%	67%	63%	53%

Only 2 percent of CAOs strongly agree that faculty at their institution can earn tenure based on research success, even if they are known to be ineffective teachers. Well over half (57 percent) agree or strongly agree that future generations of faculty in this country should not expect tenure to be a factor

in their employment at higher education institutions. For-profit institutions are most likely to agree with this statement with 47 percent strongly agreeing. CAOs are lukewarm regarding the impact of human resource departments with about one-third (34 percent) agreeing or strongly agreeing that human resources

departments play a productive role in faculty job searches.

Just under half (47 percent) agree or strongly agree that graduate programs at higher education institutions in this country are admitting more Ph.D. students than they should, given the current job market.

TABLE 14

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 (% 5)				PUBLIC (% 5)				PRIVATE NONPROFIT (% 5)		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Faculty at my institution can earn tenure based on research success, even if they are known to be ineffective teachers.	2%	2%	2%	0%	2%	2%	0%	1%	0%	3%	1%
Future generations of faculty in this country should not expect tenure to be a factor in their employment at higher education institutions.	23%	23%	21%	47%	8%	9%	20%	34%	13%	18%	21%
Human resources departments for higher education institutions play a productive role in faculty job searches.	9%	11%	6%	10%	5%	3%	6%	17%	0%	7%	5%
Graduate programs at higher education institutions in this country are admitting more Ph.D. students than they should, given the current job market	17%	17%	16%	21%	5%	16%	24%	19%	13%	18%	17%



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CHANGING LANDSCAPE IN HIGHER EDUCATION

Higher education CAOs are not convinced of the positive impact of some emerging new initiatives to help students learn and/or receive academic credit for education beyond high school. CAOs were asked to rate their level of agreement on the potential for positive impact that some new initiatives might have. Only 12 percent strongly agree that massive open online courses (MOOCs) have great potential to make a positive impact on higher education. They are more optimistic about the opportunity for prior learning assessments to have a

positive impact. Six in 10 CAOs agree or strongly agree that this initiative has great potential for positive impact.

Over all, they are most optimistic about the potential for adaptive testing and learning to have a positive impact on higher education. Over all, 2 in 10 (20 percent) strongly agree and another 45 percent agree, but public sector CAOs largely drive this since 25 percent of them strongly agree that this initiative has potential for positive impact. Only 8 percent of all CAOs strongly agree that outsourcing selected courses has

great potential for positive impact. Again, public sector CAOs are more likely to strongly agree (21 percent) that awarding competency-based credits has great potential for positive impact.

Generally, CAOs have mixed feelings about whether most new initiatives in higher education will negatively affect their business model. Nearly half (47 percent) agree or strongly agree that MOOCs could threaten the business model of their institution; 38 percent agree or strongly agree that outsourcing could threaten the model.

TABLE 15

Next are some items about how higher education is changing. As you may know, there has been increased attention on new ways to help students learn and/or receive credits for education beyond high school. Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about new ways to help students learn and/or receive credits for education beyond high school.

	ALL INSTITUTIONS BY SECTOR (% 5)				PUBLIC (% 5)				PRIVATE NONPROFIT (% 5)		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
The following initiatives have great potential to make a positive impact on higher education.											
Massive Open Online Courses (MOOCs)	12%	13%	10%	15%	6%	14%	8%	14%	6%	14%	7%
Use of prior learning assessments	18%	22%	12%	22%	14%	17%	21%	26%	3%	16%	10%
Adaptive testing and learning	20%	25%	12%	28%	28%	17%	22%	28%	10%	17%	8%
Outsourcing selected courses (such as remedial or general education courses) to outside providers	8%	10%	6%	8%	13%	13%	12%	7%	6%	5%	5%
Awarding competency-based credits	17%	21%	13%	23%	13%	16%	8%	27%	10%	15%	10%
The following developments could threaten the business model of my institution.											
Massive Open Online Courses (MOOCs)	16%	15%	16%	18%	12%	17%	12%	16%	6%	17%	19%
Use of prior learning assessments	4%	4%	4%	7%	2%	5%	2%	4%	0%	4%	6%
Adaptive testing and learning	4%	3%	3%	9%	0%	6%	2%	4%	0%	2%	4%
Outsourcing selected courses (such as remedial or general education courses) to outside providers	16%	19%	11%	17%	8%	15%	14%	26%	9%	10%	13%
Awarding competency-based credits	7%	7%	8%	13%	5%	9%	4%	7%	0%	7%	10%

About 8 in 10 (81 percent) agree or strongly agree that their institution is increasing attention on the ability of their degree programs to help students

get a good job.

Half (51 percent) of CAOs strongly agree that the role of the CAO/provost has evolved beyond its traditional focus

on academic affairs.

Two in 10 (22 percent) CAOs strongly agree that they aspire to be a college president someday.

TABLE 16

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 (% 5)				PUBLIC (% 5)				PRIVATE NONPROFIT (% 5)		
	All	Public	Private	For-Profit	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.	29%	29%	25%	52%	14%	19%	21%	38%	27%	30%	22%
The provost/chief academic officer role has evolved beyond its traditional focus on academic affairs.	51%	52%	50%	54%	62%	50%	47%	52%	59%	52%	49%
I aspire to be a college or university president someday.	22%	24%	19%	22%	20%	26%	19%	27%	13%	20%	19%

One-third of CAOs (33 percent) say \$10,000 to less than \$20,000 is a reasonable amount of loan debt for an

undergraduate student to accumulate over four years. Private nonprofit CAOs show tolerance for a larger loan debt

amount, with 41 percent saying \$20,000 to less than \$30,000 is a reasonable amount of debt to accumulate.

TABLE 17

In your opinion, what is a reasonable amount of loan debt for an undergraduate student to accumulate over a four-year period?

	ALL INSTITUTIONS BY SECTOR (%)				PUBLIC (%)				PRIVATE NONPROFIT (%)		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
No amount of loan debt is reasonable	3%	4%	2%	2%	2%	3%	2%	5%	0%	2%	1%
Under \$5,000	4%	6%	2%	0%	2%	3%	6%	9%	3%	2%	2%
\$5,000 to less than \$10,000	12%	17%	8%	7%	10%	12%	14%	22%	13%	7%	6%
\$10,000 to less than \$20,000	33%	39%	27%	27%	37%	44%	39%	38%	26%	26%	28%
\$20,000 to less than \$30,000	30%	22%	41%	20%	37%	25%	31%	14%	42%	40%	45%
\$30,000 to less than \$40,000	11%	8%	13%	22%	8%	10%	6%	7%	3%	17%	12%
\$40,000 to less than \$50,000	5%	3%	6%	11%	3%	3%	2%	4%	6%	5%	6%
\$50,000 or more	2%	1%	1%	11%	3%	0%	0%	1%	6%	1%	0%

INSTITUTION AND PERSONAL DEMOGRAPHICS

	Overall %
What is your age?	
Under 30	0
30 to 39	1%
40 to 49	17%
50 to 59	46%
60 to 69	35%
70 and older	2%
What is your gender?	
Male	60%
Female	40%
How many years have you served as the provost or chief academic officer at this institution?	
Less than 6 months	11%
6 months to less than 3 years	35%
3 years to less than 5 years	24%
5 years to less than 10 years	19%
10 or more years	10%
How many years have you served as the chief academic officer at any institution?	
Less than 6 months	9%
6 months to less than 3 years	27%
3 years to less than 5 years	22%
5 years to less than 10 years	25%
10 or more years	18%
What type of higher education institution do you work for?	
Public (four-year)	25%
Private (four-year)	43%
Community college	27%
Private (two-year)	1%
For-profit institution	4%

CHIEF ACADEMIC OFFICERS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about issues facing your institution this year. This year the following issues will be a challenge confronting my institution.											
Total N	1,081	562	465	54	71	129	53	293	37	157	215
Budget shortfalls											
%5 Strongly agree	43	51	34	30	49	53	62	48	18	34	36
%4	26	26	24	38	26	21	26	29	24	22	28
%3	13	13	14	14	13	17	2	13	21	14	11
%2	11	6	17	6	9	6	2	6	21	22	14
%1 Strongly disagree	7	4	10	12	4	3	8	3	18	8	11
Maintaining the quality of academic programs and services											
%5 Strongly agree	17	21	12	18	25	21	17	22	9	12	12
%4	32	37	27	18	38	41	42	35	12	32	28
%3	23	21	26	22	16	23	19	22	29	24	27
%2	20	17	24	29	17	11	19	17	32	23	20
%1 Strongly disagree	8	4	11	14	4	4	4	5	18	10	12
Expanding online education programs											
%5 Strongly agree	24	24	27	12	34	28	19	20	26	33	21
%4	32	32	32	20	43	35	28	30	41	35	27
%3	20	23	16	20	10	20	34	26	21	17	15
%2	15	16	13	20	11	12	15	19	6	12	16
%1 Strongly disagree	9	5	12	28	1	5	4	6	6	3	21
Reducing reliance on adjunct faculty											
%5 Strongly agree	13	16	10	10	16	17	12	17	0	12	11
%4	21	22	19	14	14	27	29	22	18	24	15
%3	26	27	25	24	24	27	29	28	35	24	23
%2	25	24	27	25	30	22	23	23	24	25	29
%1 Strongly disagree	15	10	19	27	16	6	8	10	24	14	21
Rising demands for assessment from state and federal agencies											
%5 Strongly agree	30	30	29	35	13	24	36	36	6	35	28
%4	34	37	32	25	43	38	28	37	32	28	35
%3	21	21	21	24	26	29	19	18	32	22	19
%2	11	9	14	12	13	8	13	8	24	11	15
%1 Strongly disagree	3	2	4	4	6	1	4	1	6	4	3

CHIEF ACADEMIC OFFICERS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about issues facing your institution this year. This year the following issues will be a challenge confronting my institution.											
Total N	1,081	562	465	54	71	129	53	293	37	157	215
Rising demands for assessment from state and federal agencies											
%5 Strongly agree	27	31	22	35	20	28	23	37	18	26	19
%4	35	37	33	27	37	35	37	37	30	32	34
%3	22	21	22	20	23	28	23	18	27	26	20
%2	12	8	17	14	17	7	12	6	18	11	21
%1 Strongly disagree	4	3	5	4	3	2	6	3	6	4	6
Strengthening academic rigor											
%5 Strongly agree	13	12	15	16	11	13	15	12	15	15	16
%4	35	37	33	31	44	36	40	34	18	39	30
%3	29	32	26	24	31	31	26	33	26	26	24
%2	17	17	17	20	10	18	15	18	32	17	18
%1 Strongly disagree	5	3	8	10	3	2	4	3	9	3	11
Improving retention and degree completion											
%5 Strongly agree	56	67	43	47	66	72	67	68	25	49	46
%4	27	22	32	33	19	13	25	27	22	34	31
%3	9	6	13	14	9	10	4	3	31	8	11
%2	5	2	8	4	3	4	4	1	16	7	7
%1 Strongly disagree	4	3	5	2	3	2	0	1	6	2	5
Improving academic performance of underprepared students											
%5 Strongly agree	43	54	29	43	33	44	44	67	12	26	34
%4	36	33	40	43	36	35	40	30	27	46	36
%3	13	8	18	10	24	13	12	1	33	16	19
%2	6	4	10	2	6	8	2	1	21	9	10
%1 Strongly disagree	2	1	3	2	1	0	2	1	6	3	2
Recruiting better prepared students											
%5 Strongly agree	22	20	23	33	24	28	21	17	12	22	23
%4	30	26	35	33	40	26	38	21	24	35	37
%3	27	29	26	21	28	33	26	28	29	31	25
%2	13	16	11	10	4	9	13	21	12	8	12
%1 Strongly disagree	7	9	6	2	4	4	2	13	24	4	4

CHIEF ACADEMIC OFFICERS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Revamping curriculum											
%5 Strongly agree	15	14	16	20	9	16	14	15	9	15	18
%4	31	32	33	12	33	32	25	33	33	36	28
%3	30	33	26	41	39	31	37	32	27	25	25
%2	18	18	18	20	17	20	22	18	27	20	19
%1 Strongly disagree	5	3	7	6	3	2	2	2	3	4	11
Re-envisioning the role of faculty in teaching and instruction											
%5 Strongly agree	18	19	16	16	17	17	20	21	24	17	12
%4	29	32	25	25	37	31	20	33	18	25	25
%3	27	27	26	25	30	24	32	26	26	27	27
%2	21	19	22	25	16	25	26	16	18	22	25
%1 Strongly disagree	6	3	10	8	0	3	2	4	15	9	12
Aligning academic programs with good jobs											
%5 Strongly agree	16	17	15	24	9	10	13	22	12	19	13
%4	35	40	30	22	41	44	32	41	36	30	29
%3	27	25	29	33	29	30	40	21	18	28	32
%2	17	15	20	16	20	15	13	12	24	18	21
%1 Strongly disagree	4	3	6	4	1	1	2	3	9	5	5
Preparing students for engaged citizenship											
%5 Strongly agree	15	13	17	12	16	14	17	12	18	19	17
%4	34	35	33	26	38	40	34	32	15	32	37
%3	33	35	30	40	30	32	42	37	32	26	31
%2	14	14	14	16	13	11	8	16	26	20	9
%1 Strongly disagree	4	3	5	6	3	3	0	3	9	3	6
Using data to aid and inform campus decision-making											
Not at all effective	2	3	2	6	3	1	6	2	0	1	2
Not too effective	14	14	14	10	6	12	15	17	6	15	12
Somewhat effective	58	57	61	46	57	59	47	58	68	60	64
Very effective	25	26	23	38	34	29	32	22	26	25	22
Providing a quality undergraduate education											
Not at all effective	0	0	0	4	0	1	0	0	0	1	0
Not too effective	1	1	1	4	0	2	0	1	0	1	1
Somewhat effective	33	38	27	42	37	37	43	37	27	26	27
Very effective	65	61	72	50	63	61	57	61	73	72	71

CHIEF ACADEMIC OFFICERS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Undergraduate support services											
Not at all effective	0	0	0	4	0	1	0	0	0	0	0
Not too effective	9	9	8	13	3	10	8	9	12	2	10
Somewhat effective	51	56	45	44	59	48	69	57	33	52	43
Very effective	40	35	47	40	38	40	23	34	55	46	47
Preparing students for the world of work											
Not at all effective	0	0	0	2	0	0	0	0	0	0	0
Not too effective	4	5	4	2	3	8	8	4	3	5	4
Somewhat effective	53	55	51	39	55	58	58	56	45	53	55
Very effective	43	39	45	57	42	34	34	40	52	42	41
Identifying and assessing student outcomes											
Not at all effective	1	1	1	2	1	1	2	1	0	1	0
Not too effective	15	16	15	8	16	15	13	18	9	17	16
Somewhat effective	63	64	62	56	66	59	70	64	65	59	65
Very effective	21	19	22	34	16	25	15	17	26	24	19
Recruiting and retaining talented faculty											
Not at all effective	1	1	0	4	0	2	2	2	0	0	0
Not too effective	8	8	8	16	4	6	17	8	0	9	8
Somewhat effective	52	55	47	60	50	60	58	53	41	44	49
Very effective	39	35	45	20	46	32	23	37	59	47	43
Controlling rising costs for students and their families											
Not at all effective	3	3	3	4	0	2	0	4	6	3	2
Not too effective	27	25	30	24	24	29	23	23	32	28	29
Somewhat effective	48	47	50	50	50	37	57	48	44	53	53
Very effective	22	26	17	22	26	32	21	24	18	17	16
Preparing students for engaged citizenship											
Not effective at all	1	1	1	2	0	1	0	2	0	1	0
Not too effective	16	19	10	28	6	12	19	27	15	9	8
Somewhat effective	56	61	51	48	61	58	72	60	44	50	53
Very effective	27	19	38	22	33	30	9	11	41	40	39

CHIEF ACADEMIC OFFICERS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
How would you rate the effectiveness of your institution's technology resources and services in the following areas? (% Not at all effective, % Not too effective, % Somewhat effective, % Very effective)											
Total N	1,081	562	465	54	71	129	53	293	37	157	215
On-campus teaching and instruction											
Not at all effective	1	0	1	2	0	0	2	0	0	1	1
Not too effective	7	4	10	14	3	2	6	5	15	9	11
Somewhat effective	48	48	48	39	57	50	48	45	39	48	51
Very effective	44	47	41	45	40	47	44	50	45	42	37
Online courses and programs											
Not at all effective	4	0	8	9	0	0	4	0	0	4	13
Not too effective	16	12	23	11	12	14	22	8	21	16	32
Somewhat effective	50	54	45	45	51	50	49	57	55	55	34
Very effective	31	34	25	36	37	36	25	35	24	25	20
Library resources and services											
Not at all effective	0	0	0	0	0	0	0	0	0	1	0
Not too effective	5	5	6	10	4	2	2	6	6	5	6
Somewhat effective	39	38	40	45	35	41	45	35	33	34	46
Very effective	55	58	54	45	60	58	53	58	61	60	47
Academic support services											
Not at all effective	1	1	1	0	0	1	0	1	0	1	1
Not too effective	10	10	11	16	4	13	6	10	9	5	13
Somewhat effective	55	58	51	52	71	53	72	54	52	54	47
Very effective	34	32	38	32	25	33	23	36	39	40	39
Student resources and services											
Not at all effective	1	1	1	0	0	2	0	0	0	1	0
Not too effective	12	13	12	12	6	12	8	15	9	8	14
Somewhat effective	57	58	55	57	61	57	67	56	61	59	50
Very effective	31	29	33	31	33	29	25	28	30	32	36
Research and scholarship											
Not at all effective	3	4	2	5	0	0	2	9	0	2	1
Not too effective	26	26	26	38	4	16	20	43	24	23	27
Somewhat effective	53	55	52	46	51	69	75	40	36	59	51
Very effective	17	16	20	10	44	15	4	8	39	17	21

CHIEF ACADEMIC OFFICERS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Administrative information systems and operations											
Not at all effective	3	3	4	0	3	3	2	4	3	1	3
Not too effective	25	23	26	20	19	23	28	23	42	29	23
Somewhat effective	58	59	57	56	65	55	66	57	42	57	60
Very effective	14	15	13	24	13	19	4	16	12	13	14
Data analysis and organizational analytics											
Not effective at all	5	6	4	2	3	5	8	6	3	4	3
Not too effective	27	27	29	14	22	24	30	27	30	30	27
Somewhat effective	53	51	56	56	50	51	47	52	52	52	61
Very effective	15	17	11	28	25	20	15	14	15	14	9
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 about academic rigor in higher education.											
Total N	1,081	562	465	54	71	129	53	293	37	157	215
Faculty members assign sufficiently challenging work to students at my institution.											
%5 Strongly agree	16	12	20	14	12	14	14	10	29	13	23
%4	53	55	49	54	60	52	47	56	35	53	48
%3	26	29	23	18	24	30	33	30	26	26	21
%2	6	4	7	12	4	4	6	4	9	8	7
%1 Strongly disagree	0	0	0	2	0	0	0	0	0	0	1
Academic rigor has fallen at my institution in recent years.											
%5 Strongly agree	1	2	1	2	2	2	2	1	0	1	1
%4	11	11	11	10	9	10	10	13	15	15	8
%3	21	22	19	21	20	24	20	22	9	23	17
%2	40	43	37	38	50	45	50	41	35	35	39
%1 Strongly disagree	27	22	32	29	20	20	18	23	41	26	35
Academic rigor has fallen at institutions in this country in recent years.											
%5 Strongly agree	7	6	9	2	6	6	4	7	9	9	10
%4	33	32	35	38	29	38	31	29	31	37	33
%3	39	37	40	49	32	37	49	37	47	39	41
%2	18	22	15	6	29	17	16	24	13	15	16
%1 Strongly disagree	2	2	1	4	5	2	0	2	0	1	1
Academic rigor is hard to maintain at my institution.											
%5 Strongly agree	3	3	2	4	0	2	9	4	3	3	3
%4	19	21	16	20	13	22	19	23	9	17	16
%3	27	25	27	32	28	24	30	24	24	32	28

CHIEF ACADEMIC OFFICERS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Academic rigor is hard to maintain at my institution.											
%2	34	36	33	36	39	39	36	34	32	31	31
%1 Strongly disagree	17	15	21	8	19	13	6	15	32	17	22
The desire to keep students happy makes academic rigor hard to maintain at my institution.											
%5 Strongly agree	4	4	2	12	0	5	4	4	0	2	2
%4	16	14	16	22	12	11	15	16	12	15	17
%3	21	21	21	18	17	23	25	21	24	26	20
%2	36	37	35	32	45	43	34	33	29	33	35
%1 Strongly disagree	24	24	25	16	26	18	23	26	35	24	26
Grade inflation is a serious problem for my institution.											
%5 Strongly agree	3	2	3	8	2	2	2	3	6	3	2
%4	16	14	19	16	8	18	6	15	12	23	18
%3	33	32	34	31	18	39	43	29	42	32	37
%2	33	35	32	24	51	28	36	36	21	29	30
%1 Strongly disagree	16	17	13	20	22	13	13	18	18	13	12
Grade inflation is a serious problem for higher education institutions in this country.											
%5 Strongly agree	12	10	14	15	8	9	10	10	19	14	15
%4	38	33	44	32	24	34	50	33	44	48	38
%3	35	38	32	32	42	44	27	37	34	28	37
%2	13	16	7	21	23	12	13	17	3	8	8
%1 Strongly disagree	2	3	2	0	3	2	0	4	0	2	2
Cheating is a serious problem for my institution.											
%5 Strongly agree	3	4	2	6	0	2	2	6	3	3	1
%4	20	21	17	20	26	14	19	24	15	19	17
%3	36	36	36	28	37	38	47	33	38	34	35
%2	30	30	31	30	28	35	26	30	32	30	31
%1 Strongly disagree	11	9	14	16	9	11	6	7	12	13	15
Cheating is a serious problem for higher education institutions in this country.											
%5 Strongly agree	12	10	14	15	3	6	14	13	10	18	11
%4	38	37	41	29	44	37	32	35	40	39	43
%3	36	37	34	44	39	43	46	33	37	30	37
%2	13	14	10	13	13	13	8	17	13	12	9
%1 Strongly disagree	1	1	1	0	2	1	0	1	0	1	1

CHIEF ACADEMIC OFFICERS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
My institution is not able to do much to stop cheating by students.											
%5 Strongly agree	1	1	1	0	0	1	0	2	0	1	1
%4	5	6	5	2	4	6	2	7	12	3	5
%3	18	20	15	18	22	20	29	18	9	23	12
%2	50	51	49	44	52	53	50	50	48	48	47
%1 Strongly disagree	26	22	29	36	21	20	19	23	30	25	34
At my institution, students avoid courses and programs perceived to be difficult.											
%5 Strongly agree	4	6	3	0	2	1	2	9	0	3	4
%4	28	35	21	25	33	28	46	37	15	22	23
%3	32	31	36	18	30	35	18	31	26	42	36
%2	24	22	27	34	30	26	28	18	35	27	23
%1 Strongly disagree	11	7	14	23	7	10	6	4	24	6	13
Student learning suffers because students do not spend enough out-of class time studying.											
%5 Strongly agree	31	35	27	32	28	24	40	41	9	29	32
%4	45	47	44	43	48	56	42	44	45	42	44
%3	14	12	15	19	14	13	8	12	24	17	13
%2	7	6	9	2	11	7	9	3	12	10	6
%1 Strongly disagree	3	1	5	4	0	1	2	0	9	2	4
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.											
Total N	1,081	562	465	54	71	129	53	293	37	157	215
Faculty understand the financial challenges confronting our institution.											
%5 Strongly agree	8	8	9	2	5	7	6	8	3	10	9
%4	28	26	30	32	27	23	19	28	39	28	33
%3	24	26	22	28	21	26	21	27	15	16	25
%2	30	30	30	30	32	34	40	27	27	37	28
%1 Strongly disagree	9	10	8	8	15	10	13	9	15	9	5
Budget cuts have damaged the quality of the academic programs at my institution.											
%5 Strongly agree	5	7	4	0	5	10	6	7	0	6	3
%4	22	24	20	23	38	27	26	19	9	19	25
%3	27	33	20	31	36	28	36	34	18	16	23
%2	30	28	34	31	18	28	25	29	39	34	31
%1 Strongly disagree	15	9	22	15	3	7	8	11	33	25	19

CHIEF ACADEMIC OFFICERS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Budget cuts have damaged the quality of student academic support services (advising, tutoring, etc.) at my institution.											
%5 Strongly agree	7	10	4	2	6	10	14	10	0	3	5
%4	26	34	16	23	41	34	22	36	12	15	17
%3	23	25	20	33	26	20	33	25	9	21	20
%2	29	23	35	31	23	28	22	22	42	39	32
%1 Strongly disagree	15	8	25	10	5	7	10	7	36	21	27
Budget cuts have damaged the quality of campus operations and support services at my institution.											
%5 Strongly agree	9	14	5	2	6	20	17	12	0	5	5
%4	29	35	21	30	42	35	29	35	9	19	26
%3	25	26	23	28	35	24	27	25	21	26	22
%2	26	20	33	24	14	19	19	21	52	35	29
%1 Strongly disagree	11	5	18	15	3	2	8	6	18	16	19
Budget cuts have damaged faculty and staff morale at my institution.											
%5 Strongly agree	25	30	22	12	29	31	38	28	6	19	30
%4	33	37	27	37	47	47	30	32	21	30	24
%3	21	18	23	20	17	14	23	20	30	24	21
%2	14	11	17	20	5	6	8	15	24	17	16
%1 Strongly disagree	7	4	10	10	3	2	2	5	18	9	10
My institution can make additional and significant spending cuts without hurting quality.											
%5 Strongly agree	3	2	4	4	1	3	6	1	6	5	3
%4	12	9	15	17	7	8	10	9	13	14	13
%3	12	9	15	17	12	7	4	11	44	14	13
%2	30	30	30	32	28	27	19	34	31	24	31
%1 Strongly disagree	43	49	36	30	51	56	60	45	6	42	40
Financial concerns (revenue, market opportunities, profit, etc.) are prevalent in my institution's discussions about launching new academic programs.											
%5 Strongly agree	50	47	55	41	52	51	54	42	29	63	54
%4	36	39	32	41	36	41	35	40	50	28	31
%3	7	7	6	10	7	3	8	9	9	6	7
%2	5	4	6	2	3	3	2	6	12	2	6
%1 Strongly disagree	2	3	1	6	1	2	2	3	0	1	1

CHIEF ACADEMIC OFFICERS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Regional accreditation makes a significant contribution to the quality of our institution's academic programs.											
%5 Strongly agree	18	19	17	27	12	17	17	22	12	21	13
%4	37	38	36	38	31	36	38	40	21	36	38
%3	22	23	22	22	19	27	25	21	24	23	22
%2	15	15	16	4	21	14	15	14	26	15	14
%1 Strongly disagree	8	6	10	9	16	6	4	4	18	4	14
Specialized accreditation makes a significant contribution to the quality of our institution's academic programs.											
%5 Strongly agree	28	33	22	38	22	32	22	37	9	28	15
%4	39	40	37	38	40	35	38	42	44	44	32
%3	18	18	19	15	25	21	22	15	21	15	24
%2	10	7	14	4	7	8	14	5	18	9	17
%1 Strongly disagree	5	2	8	4	4	4	4	1	9	3	12
Accrediting agencies have offered useful and viable methodologies to help higher education institutions respond to the value-added movement.											
%5 Strongly agree	10	12	8	11	9	11	8	14	0	8	8
%4	31	31	29	40	24	32	25	34	24	33	26
%3	27	26	28	23	25	24	47	23	29	29	27
%2	22	21	23	23	24	24	10	22	38	21	23
%1 Strongly disagree	11	10	12	2	18	10	10	8	9	9	16
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.											
Total N	1,081	562	465	54	71	129	53	293	37	157	215
Too many teaching institutions now overemphasize faculty research.											
%5 Strongly agree	15	16	14	16	11	11	14	22	13	16	11
%4	32	32	31	45	27	30	29	37	27	32	29
%3	22	19	24	30	25	18	20	15	27	20	26
%2	22	23	23	7	24	30	27	17	20	24	24
%1 Strongly disagree	9	11	8	2	13	11	10	9	13	8	10
Tenure remains important and viable at my institution.											
%5 Strongly agree	39	38	44	3	58	48	46	23	42	41	51
%4	31	34	29	0	34	42	30	31	29	33	27
%3	12	13	11	7	6	7	16	19	19	11	8
%2	7	6	6	14	1	2	6	10	6	6	4
%1 Strongly disagree	11	9	10	76	0	1	2	17	3	9	9

CHIEF ACADEMIC OFFICERS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
In general, faculty unions benefit higher education institutions.											
%5 Strongly agree	3	4	2	0	0	5	5	5	4	3	1
%4	7	9	5	3	4	9	12	10	0	4	7
%3	18	21	15	10	17	18	20	23	12	12	18
%2	26	26	28	21	28	28	24	24	27	32	27
%1 Strongly disagree	45	40	49	67	51	40	39	38	58	48	46
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.											
Total N	1,081	562	465	54	71	129	53	293	37	157	215
Faculty at my institution can earn tenure based on research success, even if they are known to be ineffective teachers.											
%5 Strongly agree	2	2	2	0	2	2	0	1	0	3	1
%4	5	7	3	7	5	8	10	5	7	2	1
%3	3	5	1	7	12	8	2	0	0	1	2
%2	19	24	14	7	41	28	20	10	33	13	10
%1 Strongly disagree	71	62	80	80	41	54	68	84	60	81	85
Future generations of faculty in this country should not expect tenure to be a factor in their employment at higher education institutions.											
%5 Strongly agree	23	23	21	47	8	9	20	34	13	18	21
%4	34	35	32	40	22	43	33	34	31	36	28
%3	20	21	22	6	29	21	26	17	28	21	24
%2	15	16	16	4	33	17	13	10	22	20	16
%1 Strongly disagree	7	7	8	2	8	9	9	5	6	5	11
Human resources departments for higher education institutions play a productive role in faculty job searches.											
%5 Strongly agree	9	11	6	10	5	3	6	17	0	7	5
%4	25	27	22	39	17	17	26	33	12	26	21
%3	22	23	21	20	25	22	26	23	27	18	21
%2	26	24	31	14	31	36	26	17	30	29	33
%1 Strongly disagree	17	15	21	16	22	22	16	9	30	20	21
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	17	17	16	21	5	16	24	19	13	18	17
%4	30	28	33	18	27	29	29	29	37	28	34
%3	25	26	25	24	30	30	29	20	20	22	28
%2	20	19	20	29	27	19	11	18	17	24	17
%1 Strongly disagree	9	11	6	9	13	6	8	13	13	8	3

CHIEF ACADEMIC OFFICERS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
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. The following initiatives have great potential to make a positive impact on higher education:											
Massive Open Online Courses (MOOCs)											
%5 Strongly agree	12	13	10	15	6	14	8	14	6	14	7
%4	24	26	22	29	28	27	20	27	27	22	19
%3	28	29	27	19	34	27	36	25	33	28	25
%2	25	22	28	29	17	25	24	22	27	25	31
%1 Strongly disagree	12	10	14	8	14	7	12	11	6	10	18
Use of prior learning assessments											
%5 Strongly agree	18	22	12	22	14	17	21	26	3	16	10
%4	43	44	43	32	52	45	46	42	39	46	42
%3	25	22	28	32	16	21	23	24	45	25	27
%2	11	10	13	12	14	15	8	7	6	11	15
%1 Strongly disagree	3	2	5	2	5	2	2	1	6	2	6
Adaptive testing and learning											
%5 Strongly agree	20	25	12	28	28	17	22	28	10	17	8
%4	45	44	46	42	38	45	45	45	35	43	46
%3	27	24	33	24	26	26	29	22	45	32	34
%2	6	6	7	2	7	9	4	5	6	6	8
%1 Strongly disagree	2	1	3	4	2	2	0	1	3	2	4
Outsourcing selected courses (such as remedial or general education courses) to outside providers											
%5 Strongly agree	8	10	6	8	13	13	12	7	6	5	5
%4	19	18	20	23	22	28	16	12	16	19	19
%3	23	19	28	27	20	16	24	19	22	22	30
%2	27	29	24	23	28	25	26	33	31	27	22
%1 Strongly disagree	23	24	23	19	17	18	22	29	25	27	23
Awarding competency-based credits											
%5 Strongly agree	17	21	13	23	13	16	8	27	10	15	10
%4	35	39	32	27	30	46	37	37	35	31	30
%3	28	27	31	15	38	22	29	26	23	34	30
%2	13	9	16	31	16	9	18	6	23	12	19
%1 Strongly disagree	7	5	9	4	3	6	8	4	10	9	10

CHIEF ACADEMIC OFFICERS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
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. The following developments could threaten the business model of my institution.											
Massive Open Online Courses (MOOCs)											
%5 Strongly agree	16	15	16	18	12	17	12	16	6	17	19
%4	31	30	30	47	23	30	36	31	27	36	25
%3	19	19	21	11	26	22	12	17	18	18	24
%2	21	24	18	13	31	21	34	22	27	20	14
%1 Strongly disagree	13	12	15	11	8	10	6	13	21	9	17
Use of prior learning assessments											
%5 Strongly agree	4	4	4	7	2	5	2	4	0	4	6
%4	10	9	11	13	10	12	13	7	13	8	13
%3	25	24	27	9	22	30	19	23	39	24	26
%2	42	43	39	50	51	35	44	45	29	48	36
%1 Strongly disagree	20	20	19	22	16	17	21	20	19	16	19
Adaptive testing and learning											
%5 Strongly agree	4	3	3	9	0	6	2	4	0	2	4
%4	7	6	9	4	2	9	2	7	15	8	8
%3	27	26	28	22	28	31	31	23	37	28	28
%2	42	42	40	46	48	40	37	44	33	44	40
%1 Strongly disagree	21	22	20	20	22	13	29	22	15	17	20
Outsourcing selected courses (such as remedial or general education courses) to outside providers											
%5 Strongly agree	16	19	11	17	8	15	14	26	9	10	13
%4	22	23	22	13	16	27	16	25	18	27	22
%3	18	18	19	15	23	21	16	16	21	19	17
%2	27	24	30	35	32	21	39	20	27	30	31
%1 Strongly disagree	17	16	18	20	21	16	14	13	24	15	16
Awarding competency-based credits											
%5 Strongly agree	7	7	8	13	5	9	4	7	0	7	10
%4	14	13	15	15	12	17	12	12	16	18	13
%3	26	28	25	15	25	30	33	27	19	26	26
%2	35	35	35	33	45	32	33	34	39	36	37
%1 Strongly disagree	18	18	16	24	14	12	18	21	26	14	15

CHIEF ACADEMIC OFFICERS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
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.											
My institution is increasing attention on the ability of our degree programs to help students get a good job.											
%5 Strongly agree	29	29	25	52	14	19	21	38	27	30	22
%4	52	51	55	38	63	57	52	47	55	51	56
%3	13	13	13	8	19	16	21	9	3	14	14
%2	5	5	6	0	5	5	4	4	12	5	5
%1 Strongly disagree	2	1	2	2	0	2	2	1	3	1	2
The provost/chief academic officer role has evolved beyond its traditional focus on academic affairs.											
%5 Strongly agree	51	52	50	54	62	50	47	52	59	52	49
%4	39	40	38	42	32	41	45	40	28	39	40
%3	5	5	6	0	3	4	6	5	9	3	5
%2	3	3	4	2	3	4	2	2	0	3	4
%1 Strongly disagree	1	0	2	2	0	0	0	0	3	1	2
I aspire to be a college or university president someday.											
%5 Strongly agree	22	24	19	22	20	26	19	27	13	20	19
%4	20	19	21	11	20	17	23	19	29	26	17
%3	14	11	16	22	11	9	9	12	19	15	17
%2	14	14	14	16	13	18	11	13	6	9	16
%1 Strongly disagree	31	31	30	29	36	29	38	29	32	30	30

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