

The 2013 Inside Higher Ed Survey of College & University Presidents

Conducted by Gallup®

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THE 2013 *INSIDE HIGHER ED* SURVEY OF COLLEGE AND UNIVERSITY PRESIDENTS

A study by Gallup and
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FOREWORD

Inside Higher Ed's third annual Survey of College and University Presidents aims to understand how these leaders perceive and address the challenges and issues facing higher education institutions in the U.S.

Some of the questions addressed in the study are:

- What do presidents expect from a pending Supreme Court ruling on affirmative action, and how do they see the role of race/ethnicity in college admissions in the future?
- How do college and university presidents view massive open online

courses and other higher education reform initiatives?

- What do presidents say are the challenges facing their institutions this year?
- What are higher education institutions doing to manage budget challenges?
- How do presidents rate their institutional effectiveness in a variety of

areas?

- How do presidents believe federal government policies will affect higher education over the next four years?
- What has been the result of institutional budget cuts? Have budget cuts affected institutional quality?
- Do presidents believe that they will leave their jobs on their own terms?

SNAPSHOT OF FINDINGS

Fewer than a quarter of presidents (23 percent) think that the Supreme Court will impose major limits on the use of race/ethnicity in the college admissions process; about half think the court will impose only modest limits. And only 7 in 10 presidents agree or strongly agree that the consideration of race in admissions has “had a mostly positive effect” on higher education.

- About 6 in 10 public sector university presidents say budget shortfalls and declining state support will be a challenge for their institution in the coming year.
- Only 14 percent of presidents strongly agree, and another 28 percent agree, that massive open online courses have “great potential to make a positive impact” on higher education; 31 percent disagree or strongly disagree, and the

rest are neutral. But a full 60 percent of presidents agree or strongly agree that awarding academic credit based on students’ competency rather than seat time holds “great potential” for higher education.

- More than one-third of presidents (37 percent) say they are considering increased collaboration with other institutions on academic programs.
- 58 percent of college and university

presidents say their institution is very effective in preparing students for the world of work.

- Less than 1 percent of presidents strongly agree the federal government is likely to provide solutions for key problems facing higher education in this country.
- Fewer than 8 in 10 presidents (79 percent) say they are confident that they will decide when they leave their jobs.

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 presidents and chancellors related to policy, budgets, institutional effectiveness and quality, and strategic approaches related to a variety of challenges facing higher education institutions. To achieve these objectives, Gallup collected 831 Web surveys from presidents and chancellors (and some other top executives), representing 450 public institutions, 334 private institutions, and 47 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	831	450	334	47	42	78	43	274	33	106	143	n/a

*Not reported due to small sample size.

Gallup education researchers and consultants developed the questionnaire in collaboration with Scott Jaschik and Doug Lederman of *Inside Higher Ed*. Gallup conducted the surveys in English from Tuesday, January 15 through Thursday, January 31, 2013. E-mail invitations were sent to 3,057 potential respondents with valid e-mail addresses. The participation rate was 27 percent. Specialty colleges, namely Bible colleges and seminaries, were excluded from the study. Up to three reminder

e-mails were sent to reach respondents. Each institution is represented only once in the sample.

The data are not statistically adjusted (weighted).

For results based on the sample size of 831 total respondents, one can say with 95 percent confidence that the margin of error attributable to sampling error is ± 3.4 percentage points. For subgroups within this population, due to small sample sizes (namely, public doctoral, public master's, public

baccalaureate, for-profit, and private doctoral institutions), the margin of error is greater.

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

CHALLENGES

Budget shortfalls, increased competition for students, and cuts in federal student aid top chief executives' lists of institutional challenges this year.

Nearly half (48 percent) of college and university presidents strongly agree that budget shortfalls will be an issue confronting their institution this year. More public (58 percent) than private sector (36 percent) leaders strongly agree, and 60 percent of two-year college presidents strongly agree they are facing budget shortfalls.

Nineteen percent of presidents strongly agree that rising tuition costs will be an issue confronting their institution this year, and public and private sector presidents were equally as likely to strongly agree. The proportion rises close to half in most sectors when those who agree (but not strongly agree) are included. Public sector presidents were more likely than private sector presidents to strongly agree that unfunded retirement liabilities will be a challenge confronting their institution this year. Only 8 percent of presidents strongly agree that too few faculty retirements is a pressing issue facing their school this year.

And while few (13 percent) strongly

agree that maintaining the quality of academic programs is a challenging issue, again, public sector presidents were more likely to strongly agree than were private college presidents.

Four in 10 (40 percent) presidents strongly agree that competition for students is a challenge this year, and private sector institutions (nonprofit and for-profit alike, at 53 percent) were more likely than publics (29 percent) to strongly agree. Master's level institutions expect to feel the most competitive strain, in the public (42 percent) and private (63 percent) sectors alike.

A majority (62 percent) of public sector presidents strongly agree that declining state support is a challenge facing their institution this year, though fewer (33 percent) leaders of public doctoral institutions strongly agree this is a challenge.

While only 11 percent of all presidents cite cuts in federal research support as a challenge for them, half of presidents from public doctoral

institutions strongly agree that research cuts are an issue. More than one-third of presidents (35 percent) strongly agree that potential cuts in federal student aid are a challenge facing their institution this year, and the proportion rises to nearly 60 percent when those who "agree" are included.

Twenty-one percent of presidents strongly agree that student assessment and institutional outcomes are issues confronting their institutions. While 30 percent of all presidents strongly agree that remediation for underprepared students is an issue confronting their institution this year, more than half of two-year college presidents strongly agree this is a challenge for their school.

And about half of all presidents agree or strongly agree that "competition from new higher education models" will present a challenge to their institutions this year, with private nonprofit (59 percent) and for-profit (53 percent) college presidents more likely to agree than their public institution peers (47 percent).

TABLE 1

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 (In this table and elsewhere, the percentages shown represent the proportion of presidents who answered “5,” strongly agree.): This year, the following issues will be a challenge confronting my institution.

	ALL INSTITUTIONS BY SECTOR (%5)				PUBLIC (%5)				PRIVATE NONPROFIT (%5)			
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.	Assoc.
Budget shortfalls	48%	58%	36%	37%	45%	58%	56%	60%	27%	30%	42%	40%
Rising tuition	19%	20%	20%	13%	18%	15%	24%	21%	13%	19%	22%	18%
Unfunded retirement liabilities	12%	18%	3%	3%	10%	19%	22%	19%	6%	2%	4%	0%
Too few faculty retirements	8%	8%	9%	5%	5%	4%	10%	8%	15%	8%	8%	9%
Maintaining quality of academic programs	13%	17%	9%	11%	18%	23%	28%	14%	3%	10%	6%	27%
Increased competition for students	40%	29%	53%	53%	35%	35%	42%	26%	21%	63%	55%	45%
Declines in state support	45%	62%	16%	25%	33%	68%	66%	64%	9%	19%	14%	43%
Rapidly rising enrollments	3%	5%	1%	4%	10%	3%	0%	6%	0%	2%	0%	10%
Cuts in federal research support	11%	13%	9%	5%	50%	12%	9%	3%	22%	6%	2%	25%
Cuts in federal student aid	35%	38%	30%	42%	39%	35%	45%	37%	23%	37%	28%	40%
Student assessment and institutional outcomes	21%	27%	12%	26%	17%	17%	19%	32%	19%	13%	10%	9%
Remediation for underprepared students	30%	40%	16%	36%	13%	14%	20%	55%	6%	21%	11%	64%
Flat or declining alumni financial support	13%	10%	18%	5%	8%	6%	7%	12%	10%	17%	16%	9%
Preparing students for engaged citizenship	9%	9%	9%	9%	8%	5%	17%	9%	19%	10%	8%	0%
Competition from new higher education models	19%	15%	23%	24%	13%	18%	7%	15%	19%	28%	23%	27%

Respondents were asked to reflect on strategies they might use to respond to revenue shortfalls. Only 11 percent strongly agree they will reduce administrative positions this year, but that number rises to almost a third (32 percent) when those who merely agree are included. More presidents (15 percent) strongly agree they will freeze salaries this year.

Very few (3 percent) strongly agree

that they will reduce student support services (34 percent strongly disagree), and just 4 percent said they would cut spending for athletics. More, 16 percent, indicate they will eliminate underperforming academic programs.

Cooperation among institutions appears to be on the rise.

More than 7 in 10 presidents agree or strongly agree that they will explore collaboration on academic programs

with other institutions, and about half (48 percent) say they will do so regarding administrative services. Only 9 percent of presidents strongly agree that they would consider outsourcing more administrative services, and even fewer – 3 percent – said they would consider outsourcing more academic programs.

One in 10 (10 percent) strongly agree they will shift from a classroom-based

to a web-based model of instruction this year.

Faculty teaching configurations are likely to remain constant for most institutions.

Few university presidents strongly agree they will shift undergraduate teaching to senior faculty (6 percent) or to part-time or non-tenured faculty (8 percent), although that proportion

rises above 45 percent for public baccalaureate and community college leaders when those who “agree” are included.

Only 9 percent of all presidents strongly agree they will increase teaching loads for full-time faculty this year, but twice as many (18 percent) agree.

About 3 in 10 presidents agree or

strongly agree that they will promote early retirement programs for faculty this year.

About 2 in 10 (21 percent) agree or strongly agree they will establish renewable multi-year contracts rather than tenure-based contracts for faculty, but that number is driven higher because 55 percent of for-profit college presidents answered that way.

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: My institution will implement the following strategies this year:

	ALL INSTITUTIONS BY SECTOR (% 5)				PUBLIC (% 5)				PRIVATE NONPROFIT (% 5)			
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.	Assoc.
Reducing administrative positions	11%	11%	8%	20%	13%	13%	12%	11%	13%	8%	7%	9%
Reducing student support services	3%	3%	2%	13%	0%	4%	2%	3%	3%	2%	1%	0%
Eliminating under performing academic programs	16%	19%	11%	21%	5%	17%	26%	21%	21%	10%	12%	0%
Shifting more undergraduate teaching to senior faculty members	6%	5%	6%	9%	3%	3%	13%	6%	7%	5%	6%	0%
Increasing teaching loads for full-time faculty	9%	8%	9%	25%	5%	5%	13%	8%	7%	8%	6%	9%
Promoting early retirement programs	12%	10%	15%	4%	14%	5%	14%	9%	27%	14%	13%	18%
Exploring collaboration opportunities for academic programs with other institutions	37%	38%	37%	25%	34%	32%	33%	41%	33%	36%	29%	55%
Exploring collaboration opportunities for administrative services with other institutions	19%	20%	19%	20%	18%	14%	15%	21%	11%	22%	21%	18%
Outsourcing more administrative services	9%	10%	6%	18%	17%	4%	7%	11%	4%	7%	7%	0%
Outsourcing more academic programs	3%	3%	1%	8%	3%	1%	2%	4%	3%	1%	1%	0%
Shifting from a classroom-based to a web-based model of instruction	10%	11%	7%	16%	13%	12%	5%	12%	13%	7%	4%	0%
Cutting spending for athletic programs	4%	4%	4%	7%	3%	4%	3%	6%	4%	1%	4%	29%
Salary freezes for administrators	15%	14%	13%	36%	5%	22%	16%	12%	21%	14%	12%	0%



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INSTITUTIONAL EFFECTIVENESS

College and university presidents were asked to rate their institution's level of effectiveness on a four-point scale in a variety of areas. The campus leaders expressed the most confidence about their institutions' success in providing a quality undergraduate education, with 72 percent saying they are very effective. A majority, 58 percent, also say their institution is very effective at "preparing students for the world of work." But they are less upbeat about their effectiveness in providing undergraduate support services; just 44 percent describe their institution as very effective – 41 percent of public college chiefs, and 49 percent of those at private

nonprofit colleges.

Fewer than half of presidents (41 percent) say their institution is very effective at using data to aid and inform campus-decision making. Neither are they confident in their effectiveness in developing faculty members: Few presidents (17 percent) say their institution is very effective in the professional development of junior faculty, and 40 percent describe themselves as very effective at recruiting and retaining talented faculty. Private sector presidents were more likely than public sector presidents to say they are very effective at faculty recruitment/retention.

While a majority of campus presidents (72 percent) say their college or university is very effective in the area of managing financial resources, far fewer (13 percent) say they are very effective in securing financial support from alumni.

Public institution presidents (73 percent) were more likely than presidents of private institutions (60 percent) to say their institution is very effective in developing community relationships.

Public sector presidents (45 percent) were much more likely than private sector presidents (26 percent) to describe their institution as effective in building and maintaining political support.

TABLE 3

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.	Assoc.
Using data to aid and inform campus decision-making	41%	41%	41%	44%	48%	45%	35%	39%	42%	39%	43%	45%
Providing a quality undergraduate education	72%	73%	74%	53%	74%	73%	70%	73%	66%	68%	81%	64%
Undergraduate support services	44%	41%	49%	44%	55%	34%	44%	39%	52%	50%	50%	18%
Preparing students for the world of work	58%	57%	58%	70%	49%	50%	52%	60%	42%	59%	54%	55%
Professional development of junior faculty	17%	18%	17%	5%	30%	14%	19%	17%	3%	17%	18%	0%
Recruiting and retaining talented faculty	40%	36%	48%	22%	41%	28%	40%	37%	58%	45%	55%	36%
Building and maintaining political support	36%	45%	26%	15%	36%	47%	37%	47%	45%	23%	23%	36%
Managing financial resources	72%	75%	69%	67%	68%	77%	63%	77%	68%	73%	65%	55%
Developing community relationships	65%	73%	60%	33%	71%	76%	59%	75%	50%	65%	63%	27%
Securing financial support from alumni	13%	13%	14%	5%	31%	23%	12%	8%	23%	10%	15%	10%

FEDERAL INFLUENCE AND POLICY

College and university presidents were asked to reflect on the impact of a second Obama term on federal policy and its potential influence on higher education over the next four years. Presidents do not think the federal

government is likely to provide solutions to key problems facing higher education in this country. Less than 1 percent of respondents strongly agreed with this statement. Many -- 39 percent -- strongly agree the federal government is likely to increase its regulation of higher education in coming years. Private

sector presidents were more likely to strongly agree with this statement than were public sector presidents. Eighteen percent strongly agree that federal student aid programs will be cut, and a similar percentage (21 percent) strongly agree federal research funding is likely to be cut.

TABLE 4

Now, looking ahead toward a second Obama term, please indicate your level of agreement with the following statements about the influence of the federal government on higher education over the next four years. Again, use a five-point scale, where 5 means strongly agree and 1 means strongly disagree

	ALL INSTITUTIONS BY SECTOR (% 5)				PUBLIC (% 5)				PRIVATE NONPROFIT (% 5)			
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.	Assoc.
The federal government is likely to provide solutions to key problems facing higher education in this country.	0%	0%	1%	2%	0%	0%	0%	0%	0%	0%	1%	0%
The federal government is likely to increase its regulation of higher education significantly.	39%	27%	49%	80%	15%	26%	26%	29%	41%	39%	62%	36%
Federal student aid programs are likely to be cut in coming years.	18%	20%	13%	31%	11%	19%	20%	22%	13%	14%	13%	18%
Federal research funding is likely to be cut in coming years.	21%	22%	16%	52%	15%	25%	24%	21%	17%	20%	13%	13%

THE SUPREME COURT AND AFFIRMATIVE ACTION

University presidents were asked their opinion about the potential change coming to the right of colleges and universities to consider race/ethnicity in the admissions process.

As seen in Table 5 on Page 11, about half (51 percent) say the Supreme Court will decide to impose modest limits on the consideration of race in the admissions process; the rest are split,

with 26 percent saying the court will uphold current policies, and 23 percent saying it will impose major limits on the consideration of race/ethnicity in the college admissions process.

TABLE 5

As you know, the Supreme Court is currently considering a case which could scale back the right of colleges and universities to consider race and ethnicity in admissions decisions. Do you anticipate that the Supreme Court of the United States will uphold current policies concerning the use of race in the admissions process at the University of Texas; will the Supreme Court impose modest limits on the consideration of race in the admissions process, or will the Supreme Court reject current policies and impose major limits on the consideration of race in the admissions process?

	ALL INSTITUTIONS BY SECTOR (% YES)				PUBLIC (% YES)				PRIVATE NONPROFIT (% YES)			
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.	Assoc.
	n = 584	n = 305	n = 250	n = 29	n = 35	n = 64	n = 32	n = 166	n = 25	n = 77	n = 109	n = 7
Uphold current policies concerning the use of race in the admissions process.	26%	24%	28%	38%	37%	22%	16%	23%	32%	26%	28%	0%
Impose modest limits on the consideration of race in the admissions process.	51%	51%	50%	45%	51%	59%	59%	46%	48%	49%	47%	86%
Reject current policies and impose major limits on the consideration of race in the admissions process.	23%	25%	22%	17%	11%	19%	25%	31%	20%	25%	25%	14%

As seen in Table 6 on the following page, nearly one-third (30 percent) of presidents surveyed strongly agree that the consideration of race in the admissions process has had a mostly positive effect on education at their institution.

Private sector presidents -- especially

doctoral and baccalaureate colleges -- were more likely to strongly agree with this statement than were public sector presidents.

When those who agree with the statement are added to those who strongly agree, the proportion of presidents who agree rises near 60

percent in most sectors.

More than one-third of presidents (35 percent) strongly agree that the consideration of race in admissions has had a “mostly positive effect” on higher education generally, and another 35 percent agree. But a full 30 percent do not agree with that statement.

About half of presidents believe the Supreme Court will impose only modest limits on consideration of race in admissions; the rest are split between saying that the court will uphold current policies and that it will impose major limits.

TABLE 6

Again, thinking about this Supreme Court case, 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.	Assoc.
The consideration of race in the admissions process has had a mostly positive effect on education at my institution.	30%	25%	35%	19%	35%	20%	27%	23%	33%	24%	41%	33%
The consideration of race in the admissions process has had a mostly positive effect on higher education generally.	35%	35%	38%	17%	47%	38%	30%	32%	36%	30%	45%	29%

Presidents were asked to consider strategies their institutions will implement in the event that the right of colleges and universities to consider race and ethnicity in admissions decisions is scaled back by the U.S. Supreme Court.

Relatively few presidents indicated their institution would be committed to any course of action presented. Just 4 percent strongly agree they will drop

standardized test requirements, and only 4 percent say they will adopt a policy to admit a top percent of students from every high school in their state. More—11 percent—strongly agree they will place more consideration on applicants' socioeconomic status in the review process, and an equal percentage strongly agree they will place more consideration on first generation status.

Thirteen percent strongly agree they will spend more on financial aid.

As seen in Table 7, the percentages for taking certain actions – placing more weight on socioeconomic status (39 percent) and first-generation status (42 percent), and spending more on financial aid (43 percent) – rise significantly when those who agree as well as strongly agree are taken into account.

More than a third of presidents strongly agree that the consideration of race in admissions has had a “mostly positive effect” on higher education generally. But a full 30 percent do not agree with that statement.

TABLE 7

Again, thinking about this Supreme Court case, 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. If the right of colleges and universities to consider race and ethnicity in admissions decisions is scaled back, our institution will:

	ALL INSTITUTIONS BY SECTOR (% 5)				PUBLIC (% 5)				PRIVATE NONPROFIT (% 5)			
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.	Assoc.
Drop standardized test requirements.	4%	3%	5%	0%	0%	0%	4%	6%	11%	2%	7%	0%
Adopt a policy to admit a top percent of students from every high school class in our state.	4%	7%	1%	12%	4%	8%	11%	8%	0%	0%	2%	0%
Place more consideration on applicants' socio-economic status in the review process.	11%	11%	11%	11%	11%	11%	16%	8%	11%	8%	13%	0%
Place more consideration on first generation status in the review process.	11%	13%	10%	12%	12%	15%	17%	8%	12%	5%	13%	0%
Spend more on financial aid.	13%	10%	14%	19%	7%	11%	10%	8%	19%	12%	14%	14%

Presidents were asked their opinions about state and federal budgets and fiscal policies related to higher education. As seen in Table 8 on the next page, a plurality, 44 percent, strongly agree that substantial increases in tuition have been necessary for public institutions to sustain quality programs in recent years; public sector presidents were more likely to strongly agree with this statement than were their peers at private and for-profit colleges.

One-third (33 percent) strongly agree that state leaders should consider tax increases as part of the solution to state budget shortfalls. Over half (56 percent) strongly agree they anticipate flat or reduced state budgets for higher education in the coming years.

Few presidents (4 percent) believe that news media coverage of issues related to college costs and prices has helped families and policy makers better understand student and public

policy options in higher education. And while some presidents have called on their peers to stop or limit the awarding of non-need-based financial aid, just 13 percent strongly agree (and another 12 percent agree) that they would eliminate non-need-based financial aid if their competitors also agreed to do so.

A full third of private college presidents agree or strongly agree, but just 16 percent of those at public colleges do.

Only 14 percent of presidents strongly agree, and another 28 percent agree, that massive open online courses could have a positive impact on higher education.

TABLE 8

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 financial and budgetary considerations in higher education.

	ALL INSTITUTIONS BY SECTOR (% 5)				PUBLIC (% 5)				PRIVATE NONPROFIT (% 5)			
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.	Assoc.
Substantial tuition increases have been necessary for public institutions to sustain quality programs in recent years.	44%	48%	39%	24%	73%	58%	39%	43%	44%	37%	43%	38%
State leaders should consider tax increases as part of the solution to state budget shortfalls.	33%	38%	28%	5%	39%	43%	33%	37%	21%	22%	35%	22%
I anticipate flat or reduced state budgets for higher education in coming years.	56%	64%	44%	50%	54%	68%	59%	65%	60%	42%	44%	13%
Recent media coverage of college costs has helped families and policy-makers understand student and public policy options in higher education.	4%	5%	3%	7%	3%	3%	2%	6%	10%	4%	2%	0%
My institution would eliminate non-need-based financial aid if my competitors also agreed to do so.	13%	7%	20%	12%	15%	2%	7%	6%	14%	19%	23%	22%

CHANGING LANDSCAPE IN HIGHER EDUCATION

College and university presidents were asked about the potential for a variety of emergent initiatives to have a positive impact on higher education. Presidents are deeply divided on the potential value of massive open online courses to positively affect higher education. Only 14 percent of presidents strongly agree, and another 28 percent agree, that MOOCs could have a positive impact; 31 percent disagree or strongly disagree, and the rest were neutral.

There is fairly widespread enthusiasm about awarding academic credit based

on students' competency rather than seat time, with 21 percent of presidents strongly agreeing and another 39 percent agreeing that awarding competency-based credits has "great potential" for higher education. Support was stronger among public (68 percent) and for-profit college presidents (66 percent) than among those in private nonprofit higher ed (49 percent).

Public sector presidents (26 percent) were more likely than private sector leaders (15 percent) to strongly agree that the use of prior learning

assessments has potential for positive impact, and significantly larger numbers of presidents in most categories said they agree.

About one in five presidents strongly agreed that adaptive testing and learning could have a positive influence on higher education (and another 47 percent agreed with that statement), and fewer than a third of presidents agreed or strongly agreed that outsourcing selected courses to outside providers would benefit higher education.

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. The following initiatives have great potential to make a positive impact on higher education:

	ALL INSTITUTIONS BY SECTOR (% 5)				PUBLIC (% 5)				PRIVATE NONPROFIT (% 5)			
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.	Assoc.
Massive open online courses (MOOCs)	14%	15%	12%	21%	10%	12%	7%	17%	24%	10%	11%	10%
Use of prior learning assessments	22%	26%	15%	35%	13%	19%	23%	31%	33%	17%	7%	22%
Adaptive testing and learning	19%	19%	15%	38%	19%	16%	15%	21%	42%	13%	8%	30%
Outsourcing selected courses (such as remedial or general education courses) to outside providers	9%	8%	9%	17%	6%	11%	10%	8%	11%	5%	8%	10%
Awarding competency-based credits	21%	23%	16%	34%	5%	16%	17%	27%	35%	16%	11%	20%

BUDGETS AND QUALITY

More than 6 in 10 (62 percent) of the college and university presidents surveyed say their institution has absorbed recent significant budget cuts. Public sector presidents (79 percent) were more likely than their private sector peers (38 percent) to say their institution has had significant cuts recently. Those who have had recent cuts were asked a battery of items about the impact of budget cuts on their institutions.

TABLE 10

	ALL INSTITUTIONS BY SECTOR (% YES)				PUBLIC (% YES)				PRIVATE NONPROFIT (% YES)			
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.	Assoc.
Has your institution had recent significant budget cuts?	62%	79%	39%	48%	85%	84%	69%	79%	43%	37%	40%	10%

While those presidents who indicated their institution has had recent significant budget cuts are not convinced that cuts are damaging the quality of the education offered, cuts are taking a toll on employees. Only 9 percent strongly agree that the

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cuts have damaged the quality of their academic programs.

About one in four (23 percent) say cuts have damaged the quality of campus operations and support services,

but many more, 41 percent, strongly agree that cuts have damaged faculty and staff morale.

TABLE 11

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. *Asked of individuals with financial and budgetary considerations in higher education.

	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.	Assoc.
Recent budget cuts at my institution have damaged the quality of our academic programs.	9%	11%	2%	5%	12%	16%	14%	10%	0%	3%	2%	0%
Recent budget cuts at my institution have damaged the quality of campus operations and support services.	23%	29%	8%	5%	30%	33%	36%	27%	0%	8%	11%	0%
Recent budget cuts at my institution have damaged faculty and staff morale.	41%	46%	28%	30%	56%	54%	61%	40%	15%	36%	29%	100%

Presidents are wary of the impact on quality that spending cuts might have. Only 3 percent strongly agree their institution can make additional spending cuts without hurting quality.

Higher education leaders are lukewarm in their perception of the impact of regional accreditation on institutional quality. One in five (21 percent) strongly agree that the process makes a significant contribution to the quality of their academic programs, and 23 percent strongly agree that specialized accreditation makes a contribution to program quality.

Public sector presidents were somewhat more likely than private sector presidents to strongly agree that the contribution of

specialized accreditation is significant.

Barely 1 in 10 presidents (12 percent) strongly agree that accrediting

agencies have provided, where it needs to, only

movement.

In addition, very few college and university presidents think that state lawmakers have reasonable expectations

for what they can accomplish.

Regional accreditation makes a significant contribution to the quality of our institution's academic programs.

TABLE 12

Specialized accreditation makes a significant contribution to the quality of our programs. 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	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.	Assoc.
Regional accreditation makes a significant contribution to the quality of our institution's academic programs.	21%	18%	23%	44%	10%	20%	12%	19%				
Specialized accreditation makes a significant contribution to the quality of our programs.	23%	24%	18%	38%	11%	18%	24%	27%				
Agencies have provided, where it needs to, only movement.												
My institution can make additional and significant spending cuts without hurting quality.												
State lawmakers have reasonable expectations for what they can accomplish.												
and viable methodologies to help higher education institutions respond to the value-added movement.												

State lawmakers have reasonable expectations for what my institution can accomplish.	3%	3%	2%	3%	0%	0%	5%	4%	0%	2%	2%	0%
--	----	----	----	----	----	----	----	----	----	----	----	----

Presidents were asked to reflect on their perception of the security of their role as the leader of their institution. About half (48 percent) of presidents strongly agree that they are confident they will be the one to decide when they leave the office of the presidency for their institution. Another 31 percent agree.

But 13 percent are neutral and 9 percent disagree that they will be the deciders of their own presidential fate.

Disagreement was slightly higher for the presidents of public and for-profit colleges.

TABLE 13

As you may know, recently there have been clashes at some colleges and universities between the president and the board of trustees. Thinking about these events, please indicate your level of agreement with the following statement.

	ALL INSTITUTIONS BY SECTOR (%5)				PUBLIC (%5)				PRIVATE NONPROFIT (%5)			
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.	Assoc.
I am confident that I will be the one to decide when I leave the presidency of my institution.	48%	45%	53%	38%	35%	38%	40%	48%	50%	44%	60%	44%

INSTITUTION AND PERSONAL DEMOGRAPHICS

What is your age?	Overall %
Under 30	0
30 to 39	1%
40 to 49	8%
50 to 59	31%
60 to 69	54%
70 and older	7%
What is your gender?	Overall %
Male	74%
Female	26%
How many years have you served as the president at this institution?	Overall %
Less than 6 months	2%
6 months to less than 3 years	29%
3 years to less than 5 years	17%
5 years to less than 10 years	26%
10 or more years	26%
How many years have you served as the president at any institution?	Overall %
Less than 6 months	2%
6 months to less than 3 years	20%
3 years to less than 5 years	14%
5 years to less than 10 years	26%
10 or more years	39%
What type of higher education institution do you work for?	Overall %
Public (four-year)	21%
Private (four-year)	39%
Community college	34%
Private (two-year)	1%
For-profit institution	5%

PRESIDENTS: 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	831	450	334	47	42	78	43	274	33	106	143
Budget shortfalls											
%5 Strongly agree	48	58	36	37	45	58	56	60	27	30	43
%4	22	23	19	28	30	22	23	23	21	20	19
%3	13	11	15	15	10	11	12	12	15	19	10
%2	10	5	17	17	10	4	7	4	12	17	17
%1 Strongly disagree	7	2	13	2	5	5	2	1	24	13	10
Rising tuition											
%5 Strongly agree	19	20	20	13	18	15	24	21	13	19	22
%4	27	28	27	15	33	35	32	26	34	31	27
%3	29	28	31	28	15	29	15	31	31	32	27
%2	17	16	17	20	25	14	20	15	13	15	19
%1 Strongly disagree	8	8	5	24	10	6	10	8	9	2	6
Unfunded retirement liabilities											
%5 Strongly agree	12	18	3	3	10	19	22	19	6	2	4
%4	10	15	5	3	13	16	15	15	0	5	5
%3	14	18	9	10	21	18	24	18	16	7	7
%2	26	28	24	23	23	27	17	31	22	27	22
%1 Strongly disagree	37	20	59	60	33	19	22	18	56	58	63
Too few faculty retirements											
%5 Strongly agree	8	8	9	5	5	4	10	8	15	8	8
%4	13	14	14	3	15	13	21	12	21	13	13
%3	26	30	20	21	30	30	29	31	21	28	17
%2	32	33	33	21	33	33	29	35	33	30	34
%1 Strongly disagree	20	15	24	50	18	20	12	13	9	22	29
Maintaining quality of academic programs											
%5 Strongly agree	13	17	9	11	18	23	28	14	3	10	6
%4	29	33	23	26	50	32	26	31	21	25	24
%3	25	27	24	19	18	23	30	30	27	22	24
%2	20	16	26	15	13	12	14	19	30	30	24
%1 Strongly disagree	12	7	18	30	3	9	2	6	18	14	21

PRESIDENTS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Increased competition for students											
%5 Strongly agree	40	29	53	53	35	35	42	26	21	63	55
%4	28	32	24	26	23	32	37	33	24	25	23
%3	17	19	14	19	18	17	16	20	33	9	12
%2	10	14	6	0	18	9	5	17	12	3	5
%1 Strongly disagree	5	5	4	2	8	8	0	4	9	0	4
Declines in state support											
%5 Strongly agree	45	62	16	25	33	68	66	64	9	19	14
%4	18	20	15	4	44	12	18	19	14	16	13
%3	15	10	23	25	10	13	11	9	18	27	21
%2	10	6	19	8	10	5	3	6	18	21	21
%1 Strongly disagree	12	2	27	38	3	1	3	2	41	17	30
Rapidly rising enrollments											
%5 Strongly agree	3	5	1	4	10	3	0	6	0	2	0
%4	8	9	8	4	10	18	5	6	10	5	10
%3	18	22	14	11	12	17	23	23	17	11	14
%2	32	37	25	26	34	37	37	39	28	25	25
%1 Strongly disagree	39	27	52	54	34	26	35	26	45	57	50
Cuts in federal research support											
%5 Strongly agree	11	13	9	5	50	12	9	3	22	6	2
%4	12	13	11	9	25	17	14	5	28	8	6
%3	21	26	14	14	15	28	37	26	25	10	14
%2	23	23	24	14	10	38	20	21	6	35	25
%1 Strongly disagree	34	25	42	59	0	5	20	45	19	41	53
Cuts in federal student aid											
%5 Strongly agree	35	38	30	42	39	35	45	37	23	37	28
%4	28	30	25	21	26	34	25	29	30	23	25
%3	23	22	25	28	26	23	23	21	40	20	24
%2	10	9	13	5	8	5	3	11	3	16	15
%1 Strongly disagree	4	2	7	5	0	3	5	1	3	4	9
Student assessment and institutional outcomes											
%5 Strongly agree	21	26	12	26	17	17	19	32	19	13	10
%4	34	36	34	15	37	41	33	34	26	35	34
%3	27	26	28	26	27	32	35	23	26	31	27

PRESIDENTS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Student assessment and institutional outcomes											
%2	14	10	18	22	15	9	14	9	26	18	21
%1 Strongly disagree	4	1	7	11	5	1	0	1	3	4	8
Remediation for underprepared students											
%5 Strongly agree	30	40	16	36	13	14	20	55	6	21	11
%4	31	36	25	22	33	36	51	35	16	25	28
%3	18	13	23	24	10	23	24	9	29	25	21
%2	12	7	19	11	23	18	2	1	19	18	21
%1 Strongly disagree	10	5	17	7	23	8	2	1	29	11	20
Flat or declining alumni financial support											
%5 Strongly agree	13	10	18	5	8	6	7	12	10	17	16
%4	23	19	28	14	21	14	28	18	23	33	25
%3	29	35	24	18	26	44	33	34	20	22	25
%2	23	26	20	18	26	25	21	28	27	17	23
%1 Strongly disagree	11	10	11	45	21	10	12	8	20	10	11
Preparing students for engaged citizenship											
%5 Strongly agree	9	9	9	9	8	5	17	9	19	10	8
%4	26	30	21	23	23	36	26	30	22	14	25
%3	33	37	30	28	38	35	38	37	25	32	27
%2	21	18	24	16	25	16	17	19	22	31	22
%1 Strongly disagree	11	6	16	23	8	8	2	5	13	13	18
Competition from new higher education models											
%5 Strongly agree	19	15	23	24	13	18	7	15	19	28	23
%4	34	32	36	29	23	24	46	34	34	41	37
%3	28	32	21	31	18	41	34	31	25	20	20
%2	15	17	13	12	38	14	12	16	16	8	13
%1 Strongly disagree	5	4	7	5	8	3	0	3	6	4	8

PRESIDENTS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Some leaders at colleges and universities say they must consider budget cuts and policy changes to compensate for insufficient revenue. 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 statement. My institution will implement the following strategies this year:											
Total N	831	450	334	47	42	78	43	274	33	106	143
Reducing administrative positions											
%5 Strongly agree	11	11	8	20	13	13	12	11	13	8	7
%4	21	23	17	33	21	18	33	23	23	16	18
%3	23	26	19	20	28	31	26	23	17	24	15
%2	26	27	25	22	26	27	23	28	27	25	27
%1 Strongly disagree	20	13	32	4	13	9	7	15	20	27	33
Reducing student support services											
%5 Strongly agree	3	3	2	13	0	4	2	3	3	2	1
%4	11	14	6	11	5	12	28	14	6	7	6
%3	16	19	12	13	15	19	19	19	6	13	13
%2	36	39	33	30	53	38	30	39	45	34	36
%1 Strongly disagree	34	25	46	33	28	27	21	24	39	45	44
Eliminating underperforming academic programs											
%5 Strongly agree	16	19	11	21	5	17	26	21	21	10	12
%4	30	35	23	36	35	34	35	36	17	32	18
%3	27	29	24	24	40	30	28	27	28	26	25
%2	16	13	22	12	18	12	7	13	24	21	17
%1 Strongly disagree	10	4	20	7	3	8	5	3	10	11	27
Shifting more undergraduate teaching to senior faculty members											
%5 Strongly agree	6	5	6	9	3	3	13	6	7	5	6
%4	19	17	19	36	26	20	26	11	25	25	14
%3	28	34	24	15	46	41	32	27	32	28	17
%2	22	25	19	21	21	22	16	31	21	18	20
%1 Strongly disagree	25	18	33	18	5	15	13	25	14	24	43
Shifting more undergraduate teaching to part-time or non-tenured faculty											
%5 Strongly agree	8	11	4	11	8	5	8	14	4	6	4
%4	24	29	16	24	18	28	38	30	25	13	16
%3	26	28	21	37	33	32	33	26	14	28	15
%2	24	22	28	21	36	24	13	21	36	30	28
%1 Strongly disagree	18	10	31	8	5	12	8	10	21	23	37

PRESIDENTS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Establishing renewable multi-year contracts instead of tenure-based contracts for faculty members											
%5 Strongly agree	11	7	15	30	3	3	6	9	13	15	12
%4	10	11	9	25	6	7	9	13	7	9	9
%3	17	20	13	25	31	14	23	20	23	9	15
%2	22	26	18	15	34	23	34	26	23	26	12
%1 Strongly disagree	39	36	45	5	26	52	29	32	33	41	52
Increasing teaching loads for full-time faculty											
%5 Strongly agree	9	8	9	25	5	5	13	8	7	8	6
%4	18	21	13	32	16	22	21	22	28	14	8
%3	18	19	17	18	43	16	23	15	7	18	16
%2	23	25	21	20	22	28	21	25	28	24	22
%1 Strongly disagree	32	27	41	5	14	29	23	29	31	37	48
Promoting early retirement programs											
%5 Strongly agree	12	10	15	4	14	5	14	9	27	14	13
%4	16	19	14	4	14	16	24	19	17	19	12
%3	24	26	22	19	37	32	24	23	27	22	23
%2	23	23	22	30	20	18	19	26	17	22	24
%1 Strongly disagree	25	22	26	44	14	29	19	23	13	25	27
Exploring collaboration opportunities for academic programs with other institutions											
%5 Strongly agree	37	38	37	25	34	32	33	41	33	36	29
%4	34	36	32	31	39	41	35	35	33	36	34
%3	18	17	18	19	16	20	15	17	23	17	20
%2	7	7	7	8	8	7	13	6	7	6	10
%1 Strongly disagree	4	1	5	17	3	0	5	1	3	6	7
Exploring collaboration opportunities for administrative services with other institutions											
%5 Strongly agree	19	20	19	20	18	14	15	21	11	22	21
%4	29	31	28	20	37	39	38	27	29	26	31
%3	18	17	21	17	8	18	18	18	25	16	21
%2	19	21	17	14	26	17	23	21	25	20	16
%1 Strongly disagree	14	12	15	29	11	13	8	12	11	17	12
Outsourcing more administrative services											
%5 Strongly agree	9	10	6	18	17	4	7	11	4	7	7
%4	22	24	19	20	28	17	32	25	25	22	19
%3	28	28	29	25	31	36	27	25	36	24	27

PRESIDENTS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Outsourcing more administrative services											
%2	24	23	26	15	14	24	20	25	18	31	27
%1 Strongly disagree	17	14	19	23	11	19	15	13	18	17	20
Outsourcing more academic programs											
%5 Strongly agree	3	3	1	8	3	1	2	4	3	1	1
%4	5	5	5	3	0	5	7	6	13	4	4
%3	13	14	11	11	17	10	14	15	7	16	9
%2	35	37	32	34	33	38	38	38	27	30	35
%1 Strongly disagree	44	40	50	45	47	45	38	37	50	49	50
Shifting from a classroom-based to a web-based model of instruction											
%5 Strongly agree	10	11	7	16	13	12	5	12	13	7	4
%4	31	36	22	39	26	30	39	39	30	26	18
%3	30	32	27	24	39	31	29	32	20	30	24
%2	18	16	21	5	18	25	12	14	30	21	21
%1 Strongly disagree	12	4	23	16	3	3	15	4	7	16	33
Cutting spending for athletic programs											
%5 Strongly agree	4	4	4	7	3	4	3	6	4	1	4
%4	8	11	3	7	3	11	11	13	7	4	2
%3	25	30	18	29	22	29	32	32	22	26	14
%2	35	35	36	14	46	37	32	32	37	39	34
%1 Strongly disagree	29	19	39	43	27	19	24	16	30	30	47
Salary freezes for administrators											
%5 Strongly agree	15	14	13	36	5	22	16	12	21	14	12
%4	12	14	9	15	8	14	18	13	3	9	9
%3	26	31	19	26	38	26	37	30	14	19	19
%2	26	27	27	13	30	28	18	28	34	28	26
%1 Strongly disagree	22	15	32	10	19	9	11	17	28	30	33
How would you rate the effectiveness of your institution in the following areas? (% Not at all effective, % Not too effective, % Somewhat effective, % Very effective)											
Total N	831	450	334	47	42	78	43	274	33	106	143
Using data to inform campus decision-making											
Not at all effective	1	1	0	0	0	1	5	1	0	0	1
Not too effective	8	8	8	2	5	6	16	8	10	6	7
Somewhat effective	50	50	50	53	48	47	44	52	48	55	49
Very effective	41	41	41	44	48	45	35	39	42	39	43

PRESIDENTS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Providing a quality undergraduate education											
Not at all effective	0	0	0	0	0	0	0	0	0	0	0
Not too effective	1	1	2	0	0	1	0	1	10	1	1
Somewhat effective	27	26	25	47	26	26	30	26	24	31	18
Very effective	72	73	74	53	74	73	70	73	66	68	81
Undergraduate support services											
Not at all effective	0	0	0	2	0	0	0	0	3	0	0
Not too effective	5	5	6	7	0	8	12	4	7	8	4
Somewhat effective	50	54	45	47	45	58	44	57	38	42	46
Very effective	44	41	49	44	55	34	44	39	52	50	50
Preparing students for the world of work											
Not at all effective	0	0	1	0	0	0	0	0	3	0	1
Not too effective	4	4	4	2	3	4	10	3	3	2	5
Somewhat effective	38	39	37	28	49	46	38	37	52	39	40
Very effective	58	57	58	70	49	50	52	60	42	59	54
Professional development of junior faculty											
Not at all effective	1	2	1	0	0	0	5	2	0	0	3
Not too effective	25	24	27	24	20	21	30	26	26	25	29
Somewhat effective	57	56	55	71	50	65	47	55	71	58	50
Very effective	17	18	17	5	30	14	19	17	3	17	18
Recruiting and retaining talented faculty											
Not at all effective	1	1	1	0	0	1	2	1	3	0	1
Not too effective	9	9	9	13	5	6	9	10	13	10	5
Somewhat effective	50	54	41	65	54	64	49	52	26	46	39
Very effective	40	36	48	22	41	28	40	37	58	45	55
Building and maintaining political support											
Not at all effective	2	2	2	10	0	0	2	2	0	0	2
Not too effective	15	8	22	25	15	9	9	7	21	19	23
Somewhat effective	47	45	50	50	49	43	51	44	34	58	52
Very effective	36	45	26	15	36	47	37	47	45	23	23
Managing financial resources											
Not effective at all	0	0	0	0	0	0	0	0	3	0	0
Not too effective	2	2	2	4	0	3	2	1	0	3	3
Somewhat effective	26	24	29	29	32	21	34	22	29	24	32
Very effective	72	75	69	67	68	77	63	77	68	73	65

PRESIDENTS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Developing community relationships											
Not effective at all	0	0	1	0	0	0	0	0	3	0	1
Not too effective	5	3	5	16	8	4	7	2	3	5	4
Somewhat effective	30	24	35	51	21	20	34	23	43	30	32
Very effective	65	73	60	33	71	76	59	75	50	65	63
Securing financial support from alumni											
Not effective at all	12	15	7	48	0	4	16	19	10	7	4
Not too effective	37	41	33	24	13	31	42	48	32	30	32
Somewhat effective	37	31	46	24	56	42	30	25	35	54	49
Very effective	13	13	14	5	31	23	12	8	23	10	15
Looking ahead toward a second Obama term, please indicate your level of agreement with the following statements about the influence of the federal government on higher education over the next four 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.											
Total N	831	450	334	47	42	78	43	274	33	106	143
The federal government is likely to provide solutions to key problems facing higher education in this country.											
%5 Strongly agree	0	0	1	2	0	0	0	0	0	0	1
%4	5	7	4	4	8	4	7	7	4	1	7
%3	20	26	15	7	21	24	23	27	7	17	12
%2	33	35	33	24	44	42	35	31	44	37	27
%1 Strongly disagree	40	32	48	62	28	30	35	34	44	45	54
The federal government is likely to increase its regulation of higher education significantly.											
%5 Strongly agree	39	27	49	80	15	26	26	29	41	39	62
%4	39	46	34	16	59	44	52	43	34	42	22
%3	17	21	13	4	23	26	14	21	21	13	12
%2	4	5	4	0	3	5	7	5	3	5	4
%1 Strongly disagree	1	1	1	0	0	0	0	2	0	0	1
Federal student aid programs are likely to be cut in coming years.											
%5 Strongly agree	18	20	13	31	11	19	20	22	13	14	13
%4	45	49	41	42	58	46	49	47	47	38	46
%3	26	23	32	18	18	21	27	24	27	36	26
%2	9	8	12	4	13	12	5	6	10	12	12
%1 Strongly disagree	2	1	2	4	0	3	0	1	3	0	3

PRESIDENTS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Federal research funding is likely to be cut in coming years.											
%5 Strongly agree	21	22	16	52	15	25	24	21	17	20	13
%4	51	54	50	31	60	57	49	53	62	40	53
%3	21	18	27	3	20	12	20	20	21	33	26
%2	6	5	6	10	5	4	7	4	0	7	7
%1 Strongly disagree	1	1	1	3	0	1	0	2	0	1	1
As you know, the Supreme Court is currently considering a case which could scale back the right of colleges and universities to consider race and ethnicity in admissions decisions.											
Total N	584	305	250	29	35	64	32	166	25	77	109
Do you anticipate that the Supreme Court of the United States will uphold current policies concerning the use of race in the admissions process at the University of Texas; will the Supreme Court impose modest limits on the consideration of race in the admissions process; or will the Supreme Court reject current policies and impose major limits on the consideration of race in the admissions process?											
Uphold current policies concerning the use of race in the admissions process	26	24	28	38	37	22	16	23	32	26	28
Impose modest limits on the consideration of race in the admissions process	51	51	50	45	51	59	59	46	48	49	47
Reject current policies and impose major limits on the consideration of race in the admissions process	23	25	22	17	11	19	25	31	20	25	25
Thinking about this Supreme Court case, 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	584	305	250	29	35	64	32	166	25	77	109
The consideration of race in the admissions process has had a mostly positive effect on education at my institution.											
%5 Strongly agree	30	25	35	19	34	20	27	23	33	24	41
%4	28	29	28	25	34	42	27	21	33	32	26
%3	24	25	24	19	21	24	19	28	25	28	19
%2	9	13	6	19	10	9	23	14	4	9	5
%1 Strongly disagree	8	8	7	19	0	5	4	14	4	5	8
The consideration of race in the admissions process has had a mostly positive effect on higher education generally.											
%5 Strongly agree	35	35	38	17	47	38	30	32	36	30	45
%4	35	38	32	24	33	43	41	37	46	38	29
%3	19	15	22	31	14	13	19	16	14	26	16
%2	6	7	5	14	3	4	3	10	4	5	5
%1 Strongly disagree	5	5	3	14	3	3	8	6	0	1	4

PRESIDENTS: 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. If the right of colleges and universities to consider race and ethnicity in admissions decisions is scaled back, our institution will:											
Total N	831	450	334	47	42	78	43	274	33	106	143
Drop standardized test requirements											
%5 Strongly agree	4	3	5	0	0	0	4	6	11	2	7
%4	7	8	7	5	8	6	4	9	6	10	8
%3	17	18	16	10	19	24	20	15	17	14	18
%2	26	28	25	15	27	38	28	23	22	27	21
%1 Strongly disagree	46	43	48	70	46	32	44	47	44	48	47
Adopt a policy to admit a top percent of students from every high school class in our state											
%5 Strongly agree	4	7	1	12	4	8	11	8	0	0	2
%4	10	14	5	12	13	15	17	15	6	5	5
%3	18	24	14	6	21	31	39	16	11	11	14
%2	19	19	19	18	29	25	22	13	17	27	18
%1 Strongly disagree	49	35	62	53	33	21	11	49	67	57	60
Place more consideration on applicants' socioeconomic status in the review process											
%5 Strongly agree	11	11	11	11	11	11	16	8	11	8	13
%4	28	27	30	11	20	29	16	20	48	21	32
%3	21	25	18	0	33	22	32	24	15	18	23
%2	18	15	20	28	19	17	24	13	19	26	14
%1 Strongly disagree	22	21	22	50	7	11	12	35	7	27	19
Place more consideration on first generation status in the review process											
%5 Strongly agree	11	13	10	12	12	15	17	8	12	5	13
%4	31	31	33	6	42	35	38	24	31	36	33
%3	24	26	23	18	23	30	17	26	38	15	25
%2	15	14	16	18	19	11	17	14	19	18	13
%1 Strongly disagree	19	17	19	47	4	9	13	29	0	26	16
Spend more on financial aid											
%5 Strongly agree	13	10	14	19	7	11	10	8	19	12	14
%4	30	37	25	15	45	40	55	30	41	26	21
%3	28	30	28	15	31	28	21	34	26	22	35
%2	14	13	15	15	14	14	10	13	15	22	12
%1 Strongly disagree	15	10	17	35	3	7	3	15	0	18	18

PRESIDENTS: 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. 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. The following initiatives have great potential to make a positive impact on higher education:											
Total N	831	450	334	47	42	78	43	274	33	106	143
Massive open online courses (MOOCs)											
%5 Strongly agree	14	15	12	21	10	12	7	17	24	10	11
%4	28	34	20	30	33	31	33	36	10	23	18
%3	28	28	28	21	36	24	23	28	45	26	26
%2	20	17	24	14	15	23	26	14	10	22	27
%1 Strongly disagree	11	6	17	14	5	9	12	5	10	18	18
Use of prior learning assessments											
%5 Strongly agree	22	26	15	35	13	19	23	31	33	17	7
%4	42	44	38	40	59	37	37	44	33	39	38
%3	24	21	29	19	13	32	26	18	22	31	29
%2	10	8	13	7	13	12	9	7	7	11	20
%1 Strongly disagree	2	1	5	0	3	0	5	0	4	3	7
Adaptive testing and learning											
%5 Strongly agree	19	19	15	38	19	16	15	21	42	13	8
%4	47	52	40	48	51	47	49	54	27	39	41
%3	26	24	32	12	16	31	34	22	15	36	35
%2	6	4	10	2	11	6	2	3	8	10	11
%1 Strongly disagree	1	0	3	0	3	0	0	0	8	1	4
Outsourcing selected courses (such as remedial or general education courses) to outside providers											
%5 Strongly agree	9	8	9	17	6	11	10	8	11	5	8
%4	23	24	22	20	28	33	28	22	22	22	23
%3	23	21	24	29	19	25	20	20	22	25	24
%2	24	26	25	7	28	27	28	25	30	35	18
%1 Strongly disagree	21	20	20	27	19	4	15	25	15	13	28
Awarding competency-based credits											
%5 Strongly agree	21	23	16	34	5	16	17	27	35	16	11
%4	39	45	33	32	34	39	50	47	27	37	29
%3	26	24	29	24	32	30	24	21	23	31	31
%2	10	7	14	5	18	11	7	5	15	13	19
%1 Strongly disagree	4	2	7	5	11	4	2	0	0	4	11

PRESIDENTS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
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 about financial and budgetary considerations in higher education.											
Total N	831	450	334	47	42	78	43	274	33	106	143
Substantial tuition increases have been necessary for public institutions to sustain quality programs in recent years.											
%5 Strongly agree	44	48	39	24	73	58	39	43	44	37	43
%4	33	34	31	30	20	31	39	36	37	33	29
%3	12	12	10	16	5	9	17	14	11	11	8
%2	8	4	13	16	0	0	5	6	4	16	10
%1 Strongly disagree	4	1	7	14	3	1	0	1	4	3	10
State leaders should consider tax increases as part of the solution to state budget shortfalls.											
%5 Strongly agree	33	38	28	5	39	43	33	37	21	22	35
%4	31	36	26	13	39	35	33	35	41	26	22
%3	14	14	16	8	11	12	23	14	21	17	16
%2	12	8	15	29	8	8	10	8	7	20	13
%1 Strongly disagree	11	4	15	45	3	3	3	6	10	15	14
I anticipate flat or reduced state budgets for higher education in coming years.											
%5 Strongly agree	56	64	44	50	54	68	59	65	60	42	44
%4	28	22	38	24	28	19	29	21	16	38	39
%3	9	7	11	18	13	5	5	7	16	12	11
%2	6	6	6	5	3	6	7	6	8	6	7
%1 Strongly disagree	1	1	1	3	3	1	0	1	0	1	0
Recent media coverage of college costs has helped families and policymakers understand student and public policy options in higher education.											
%5 Strongly agree	4	5	3	7	3	3	2	6	10	4	1
%4	15	19	10	16	18	10	7	22	23	7	6
%3	20	23	16	14	10	23	24	25	17	13	15
%2	31	32	28	33	20	42	43	29	10	30	33
%1 Strongly disagree	30	21	42	30	50	22	24	18	40	47	44
My institution would eliminate non-need-based financial aid if my competitors also agreed to do so.											
%5 Strongly agree	13	7	20	12	15	2	7	6	14	19	23
%4	12	9	16	12	15	7	3	11	0	20	20
%3	15	13	16	19	12	14	10	13	23	13	17
%2	29	32	27	23	33	36	30	30	36	27	23
%1 Strongly disagree	30	39	21	35	24	41	50	39	27	20	17

PRESIDENTS: DATA TABLES

	All Institutions by Sector				Public				Private Nonprofit		
	All	Public	Private	For-Profit	Doctoral	Master's	Bacc.	Assoc.	Doctoral	Master's	Bacc.
Has your institution had recent significant budget cuts?											
%1 Yes	62	79	38	48	85	84	69	79	43	37	40
%2 No	38	21	62	52	15	16	31	21	57	63	60
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 about financial and budgetary considerations in higher education.											
<i>Asked of individuals who answered previous question by saying their institution had recent budget cuts</i>											
Total N	831	450	334	47	42	78	43	274	33	106	143
Recent budget cuts at my institution have damaged the quality of our academic programs.											
%5 Strongly agree	9	11	2	5	12	16	14	10	0	3	2
%4	23	29	11	5	38	29	39	26	15	11	9
%3	25	26	22	26	21	30	25	26	23	18	25
%2	27	22	40	37	21	19	18	24	31	42	40
%1 Strongly disagree	16	12	25	26	9	6	4	14	31	26	24
Recent budget cuts at my institution have damaged the quality of campus operations and support services.											
%5 Strongly agree	23	29	8	5	30	33	36	27	0	8	11
%4	36	37	32	42	39	40	46	35	38	29	36
%3	19	17	23	26	15	17	11	19	23	13	27
%2	16	13	25	21	15	8	7	14	31	39	13
%1 Strongly disagree	6	4	12	5	0	2	0	6	8	11	13
Recent budget cuts at my institution have damaged faculty and staff morale.											
%5 Strongly agree	41	46	28	30	56	54	61	40	15	36	29
%4	33	32	38	30	26	30	36	32	62	33	38
%3	17	15	21	25	12	10	0	18	0	22	18
%2	6	5	8	5	3	5	4	7	23	3	9
%1 Strongly disagree	4	3	5	10	3	2	0	3	0	6	5
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 about financial and budgetary considerations in higher education.											
Total N	831	450	334	47	42	78	43	274	33	106	143
My institution can make additional and significant spending cuts without hurting quality.											
%5 Strongly agree	3	3	3	5	0	4	0	4	7	2	3
%4	10	8	12	19	5	7	5	9	14	14	12
%3	13	8	18	19	5	8	7	9	21	20	14
%2	31	30	32	36	44	26	19	31	36	30	29
%1 Strongly disagree	43	51	35	21	46	55	69	47	21	34	42

PRESIDENTS: 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	21	18	23	44	10	20	12	19	18	26	18
%4	29	32	27	19	26	29	31	33	11	26	34
%3	22	25	21	7	18	28	36	24	29	21	16
%2	18	17	19	14	28	13	12	17	25	19	18
%1 Strongly disagree	10	9	11	16	18	9	10	6	18	8	14
Specialized accreditation makes a significant contribution to the quality of our institution's academic programs.											
%5 Strongly agree	23	24	18	38	11	18	24	27	3	23	12
%4	37	42	30	33	39	38	34	44	24	31	33
%3	21	19	24	17	21	22	24	17	34	20	23
%2	13	11	17	7	21	14	15	8	21	21	16
%1 Strongly disagree	7	4	10	5	8	7	2	3	17	5	15
Accrediting agencies have offered useful and viable methodologies to help higher education institutions respond to the value-added movement.											
%5 Strongly agree	12	10	13	23	5	13	5	11	10	17	11
%4	28	29	26	28	16	28	30	32	10	26	33
%3	26	26	25	21	32	26	25	26	31	30	17
%2	22	22	21	23	29	26	25	20	28	14	23
%1 Strongly disagree	12	11	14	5	18	7	15	11	21	12	16
State lawmakers have reasonable expectations for what my institution can accomplish.											
%5 Strongly agree	3	3	2	3	0	0	5	4	0	2	2
%4	18	18	17	23	13	12	18	20	26	10	19
%3	26	24	29	23	39	31	13	22	11	36	28
%2	33	35	32	17	32	35	36	34	32	34	31
%1 Strongly disagree	21	21	20	34	16	23	28	19	32	18	21
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. As you may know, recently there have been clashes at some colleges and universities between the president and the board of trustees. Thinking about these events, please indicate your level of agreement with the following statement.											
Total N	831	450	334	47	42	78	43	274	33	106	143
I am confident that I will be the one to decide when I leave the presidency of my institution.											
%5 Strongly agree	48	45	53	38	35	38	40	48	50	44	60
%4	31	32	30	29	29	37	38	30	25	34	28
%3	13	13	13	17	18	12	15	12	11	19	10
%2	5	6	3	10	9	5	3	6	11	2	1
%1 Strongly disagree	4	5	2	7	9	7	5	4	4	1	1

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