

THE 2011 INSIDE HIGHER ED SURVEY OF

COLLEGE & UNIVERSITY  
**Business Officers**

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Introduction - 3

Give it a Grade: Rating the Financial Health of Colleges and Universities - 4

    What Matters Most? - 8

    Campus Strategies - 10

    Increasing Revenues and Reducing Expenses - 11

    Outsourcing Campus Services - 14

Financial Challenges: Some Groups Just Don't Get It - 16

    Budget Models and Their Discontents - 17

    What We Do Well - 18

    Perspectives on Key Issues - 20

    Summary - 21

**Data Tables - 22**

**Appendix A: Methodology - 29**

**Appendix B: About the Authors - 30**

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# Introduction

Teaching, research, scholarship, and service may be the callings and hallmarks of academic life.

But money makes these things possible—or not. And money matters, always important, have become even more critical for American colleges and universities. Institutions across all sectors have weathered an economic downturn marked by continuing budget cuts for many campuses, rising enrollments for some and escalating demand for campus resources and services—new lab equipment, resources to support assessment efforts, more wireless access, new mobile technologies, instructional support for online programs, and more.

Much has been written and said about the current economic downturn that began in fall 2008. What differentiates this down cycle from the past three – in the early 1980s, 1990s, and 2000s – is that it is the second in a single decade. The American economy – and higher education – were still recovering from the financial chaos brought on by the dot.com bust and 9/11 when the economy seemed to implode, again, in fall 2008.

Campus leaders hoped the economic recovery in the middle years of the last decade would provide stability and security for their institutions. Alas, it was short-lived, as the nation – and higher education – were again roiled by financial upheaval.

The *Inside Higher Ed* Survey of College and University Business Officers addresses key issues that confront senior business and financial officers across all sectors of American higher education. The questions, summarized below and discussed in detail in this report, address a pressing array of challenges that confront financial officers and their institutions across all sectors:

- What's your assessment of the current financial health of your institution? Has the situation improved or worsened in the past two years? What are your expectations for the next two years?
- What are the two most important financial issues confronting your institution?
- What strategies have you deployed during the current downturn to address

the financial and other challenges confronting your campus?

- How important are various strategies as options to increase institutional revenues and reduce institutional expenses over the next two-three years?
- What is the status of outsourcing of various services at your institution?
- Which groups within your campus community seem to understand the financial challenges confronting your institution?
- What budget model is used at your campus? How effective is that budget model? Has the budget model changed in the past three years?

The survey data offer new insights about priorities during (yet another) period marked by significant financial challenges. This survey also permits

comparisons with the view of campus leaders from the *Inside Higher Ed* 2011 Survey of College and University Presidents in March.

The *Inside Higher Ed* Survey of College and University Business Officers was conducted in May and June, 2011.

An e-mail invitation with a hotlink directing them to an online questionnaire was first sent on May 18 to the chief business and financial officers of some 2,500 public, private nonprofit, and for-profit colleges and universities across the United States.

Discounting some 150 non-deliverable e-mails, the actual survey sample included approximately 2,350 two- and four-year colleges and universities that enroll 500 or more students. A total of 606 campus and system chief business or financial officers completed the survey by June 7.

Additional information about the survey methodology is presented in Appendix A.

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## GIVE IT A GRADE: RATING THE FINANCIAL HEALTH OF COLLEGES AND UNIVERSITIES

Financial officers seem surprisingly upbeat in their assessments about the financial health of their campuses. Despite the economic downturn that began in fall 2008 and the accompanying public lamenting about the impact of the downturn on all sectors of American higher education, fully half of the survey participants view their colleges and universities to be in good health (52.0 percent) while more than a sixth (17.2 percent) say they believe their institutions are in excellent financial health (Figure 1 and Table 1).

In aggregate, business officers at public institutions are more likely than their peers in private nonprofit colleges to report their institutions to be in good or excellent financial health (74.5 percent for public institutions vs. 63.1 percent for private nonprofits). The small number of for-profit institutions (n=9) participating in the survey makes it difficult to compare data for this sector with the survey numbers for publics and private nonprofits.

Financial officers at community colleges appear more positive about the financial health of their institutions than do their counterparts in other public institutions (Figure 1). Four-fifths (82.1 percent) of financial officers at two-year colleges say their institutions are in good or excellent financial health, compared to 75.8 percent at public baccalaureate colleges, 68.1 percent at public doctoral universities, and 55.4 percent at master's institutions.

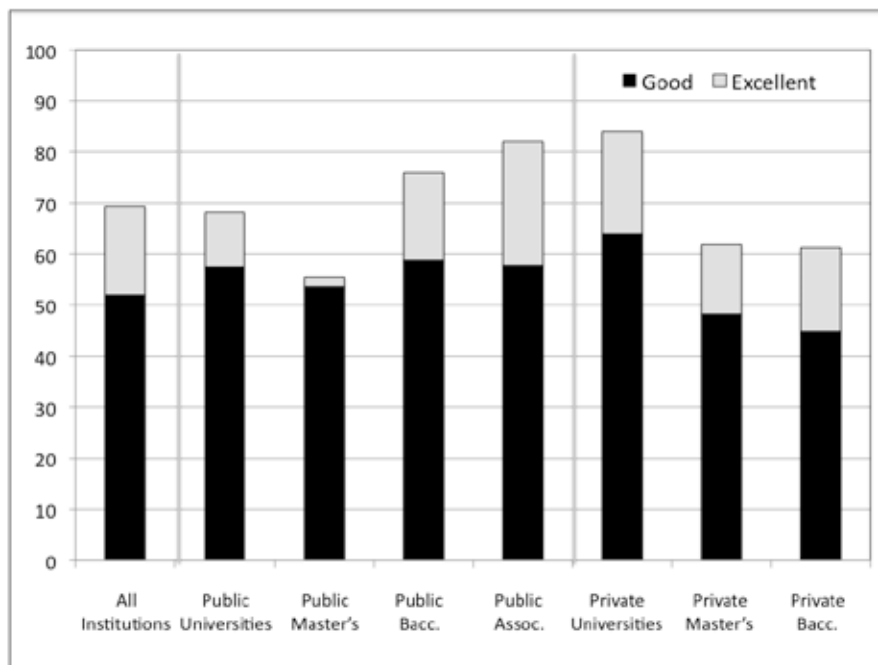
This upbeat assessment is despite the fact that most community colleges have experienced several years of compounding budget cuts and often explosive enrollment gains over the past two years. In the winter 2011 Community Colleges and the Economy survey of 448 community college presidents, conducted by the American Association of Community Colleges and the Campus Computing Project, 69 percent of the community college presidents reported increased enrollment compared to winter 2010 (13 percent reported enrollment gains of 10 percent or better) while 28 percent said their institutions experienced budget cuts compared with winter 2010; a third (31 percent) also

**Table 1**  
**Rating the Financial Health of Colleges and Universities**  
 (percentages by sector; spring 2011)

How would you assess the financial health of your institution in May 2011?

	A Excellent	B Good	C Fair	D Poor	F Failing
<b>All Institutions (n=606)</b>	<b>17.2</b>	<b>52.0</b>	<b>24.8</b>	<b>5.6</b>	<b>0.5</b>
Public Institutions (n=305)	17.4	57.1	20.3	5.3	0.0
Doctoral Universities (n=47)	10.4	57.5	27.7	4.3	0.0
Master's Institutions (n=56)	1.8	53.6	41.1	3.6	0.0
Baccalaureate Colleges (n=29)	17.2	58.6	24.1	0.0	0.0
Associate/Community Colleges (n=173)	24.3	57.8	11.0	6.9	0.0
Private Nonprofit Institutions (n=292)	15.8	47.3	30.1	6.2	0.7
Doctoral Universities (n=25)	20.0	64.4	16.0	0.0	0.0
Master's Institutions (n=81)	13.6	48.2	34.6	3.7	0.0
Baccalaureate Colleges (n=178)	16.3	44.9	30.3	7.3	1.1
Associate Colleges (n=8)	12.5	37.5	25.0	25.0	0.0
For-Profit Institutions (n=9)	55.6	33.3	0.0	0.0	11.1

**Figure 1**  
**Rating the Financial Health of Colleges and Universities**  
 (percentages reporting "good/excellent"; spring 2011)



reported mid-year budget rescissions.

Among private nonprofit institutions, more than four-fifths (84.0 percent) of business officers at doctoral universities report their institutions to be in good or excellent financial condition, compared to three-fifths at master's institutions (61.8 percent) and baccalaureate colleges (61.2 percent). It is a seemingly odd set of circumstances that has (presumed wealthy) private doctoral universities and (presumed needy) community colleges as the institutions whose business officers cite them as financially healthy compared to other sectors of American higher education.

Many financial officers believe that the financial health of their institutions has improved over the past two years (Table 2). In aggregate, almost two-fifths (37.0 percent) of the survey participants report the financial health of their campuses to be “much better” now compared to May 2009; a fifth (19.3 percent) also report “much better” financial health compared to a year ago (May 2010).

Business officers at private institutions are likelier to report the financial health of their institutions to be “much better” since May 2009 and May 2010 than are their counterparts in public institutions. Taken together, the data in Tables 1 and 2 show that business officers in public institutions are more likely to report that their institutions are in “good” or “excellent” financial health, while their counterparts in private nonprofit institutions are more likely to indicate that the financial health of their campus has improved

since 2009 and 2010.

Looking forward, business officers at private institutions are also likelier to predict that financial conditions will continue to improve for their campuses than are their public sector counterparts. In aggregate, a sixth (16.4 percent) of the business officers at private institutions expect the financial health of their campus to be “much better” in 2012, compared to less than a tenth (7.9 percent) of their public sector colleagues. And when asked about prospects for 2013, business officers in private institutions remain more confident about the financial condition of their campuses: more than a fourth (27.4 percent) expect the financial health of their institution to be “much better” in 2012 compared to just a tenth (10.5 percent) of the business officers in public institutions.

Business officers play down the impact that the economic downturn has

had so far on the quality of campus programs and services. As shown in Figure 2, across all sectors, the vast majority of survey participants disagree that budget cuts have done “major damage” to the quality of academic programs, student support services and campus services:

- 92.9 percent disagree/strongly disagree that budget cuts in the past three years “have done major damage to the quality of our academic programs.”
- 88.8 percent disagree/strongly disagree that budget cuts “have done major damage to the quality of student academic support services.”
- 74.0 percent disagree/strongly disagree that budget cuts “have done major damage to the quality of campus operations and support services.”
- 53.8 percent disagree/strongly dis-

**Table 2**  
**Looking Back and Looking Forward: Assessing the Financial Health of My Campus**  
 (percentages reporting “much better” scores of 6 or 7; scale 1=much worse; 7=much better; spring 2011)

How would you assess the financial health of your institution now compared to:

	May 2009	May 2010	May 2012	May 2013
<b>All Institutions (n=606)</b>	<b>37.0</b>	<b>19.3</b>	<b>12.2</b>	<b>18.8</b>
Public Institutions (n=305)	19.3	12.1	7.9	10.5
Doctoral Universities (n=47)	34.0	10.6	10.6	12.8
Master's Institutions (n=56)	10.7	8.9	7.1	12.5
Baccalaureate Colleges (n=29)	24.1	13.8	0.0	6.9
Associate/Community Colleges (n=173)	17.3	13.3	8.7	9.8
Private Nonprofit Institutions (n=292)	55.8	26.7	16.4	27.4
Doctoral Universities (n=25)	68.0	40.0	28.9	36.0
Master's Institutions (n=81)	56.8	22.2	17.3	24.7
Baccalaureate Colleges (n=178)	53.9	27.0	14.6	26.4
Associate Colleges (n=8)	50.0	25.0	12.5	50.0
For-Profit Institutions (n=9)	22.2	22.2	22.2	22.2

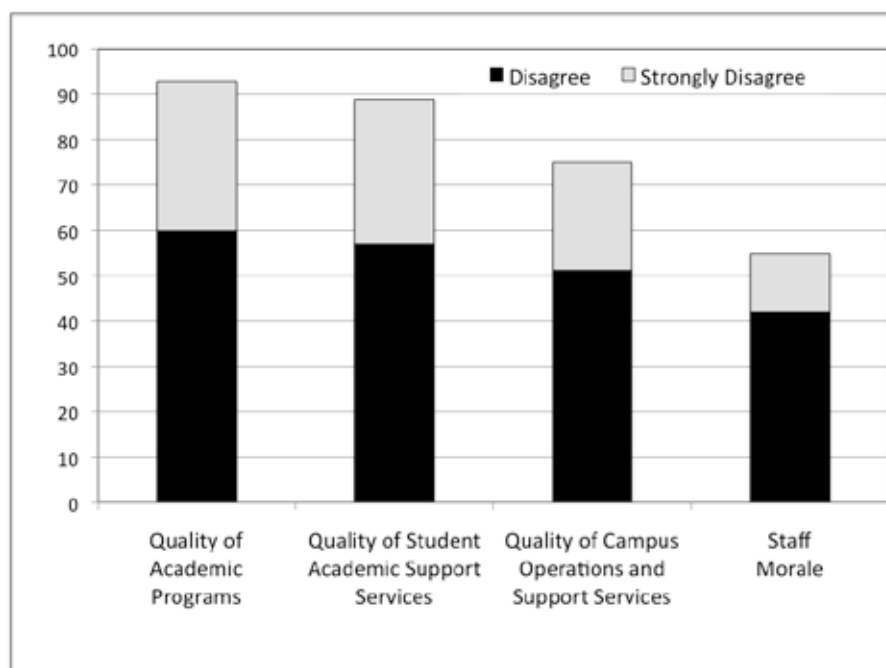


agree that cuts “have done major damage to staff morale.”

Table 3 provides more detailed data, by sector, about business officers’ views on the impact of recent budget cuts. Across all sectors, business officers appear almost adamant that budget cuts experienced by their institutions have had few, if any, consequences for the quality of academic programs and student academic support services. Concurrently, chief business officers in some sectors, particularly public institutions, appear to acknowledge that cuts have affected some aspects of campus operations and services. And given their answers about staff morale, the survey data suggest that business officers view the perceived impact of budget cuts to be more significant than the actual impact on programs, services and operations, particularly for public institutions.

Yet even if most financial officers appear to believe that recent budget cuts have done “minimal damage” on their campuses, they are also clearly concerned that additional cuts could damage quality. As shown in Figure 3, the majority of business officers “disagree/strongly disagree” that their “institution can make additional and significant budget cuts without hurting quality.” The one exception is business officers at private universities: although their faculty colleagues and the deans they work with may feel otherwise, more than half (56.0 percent) of the business officers in private universities report that their institutions can endure additional and significant budget cuts with little damage.

**Figure 2:**  
**Budget Cuts Over the Past Three Years Have Done Major Damage to Programs and Services at My Institution**  
 (percentage who “disagree/strongly disagree”; spring 2011)

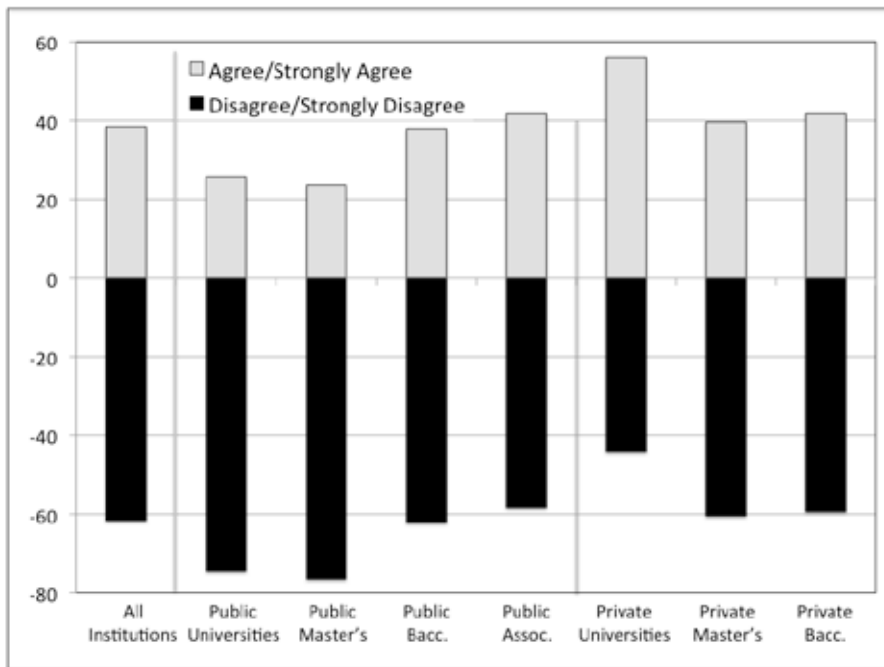


**Table 3**  
**Assessing the Impact of Budget Cuts on Campus Programs and Services**  
 (percentage who “disagree/strongly disagree”; spring 2011)

**Budget cuts initiated by my institution over the past three years have done major damage to:**

	Quality of Academic Programs	Quality of Student Academic Support Services	Quality of Campus Operations & Support Services	Staff Morale
<b>All Institutions</b>	<b>92.9</b>	<b>88.8</b>	<b>74.0</b>	<b>54.8</b>
Public Institutions	88.8	82.9	69.1	43.4
Doctoral Universities	80.9	87.3	57.5	42.6
Master’s Institutions	81.8	77.2	61.8	29.2
Baccalaureate Colleges	86.2	82.7	72.4	41.4
Associate/Community Colleges	93.6	83.3	74.0	48.6
Private Nonprofit Institutions	96.3	95.2	81.1	66.7
Doctoral Universities	100.0	96.0	80.0	72.0
Master’s Institutions	100.0	97.6	81.5	69.1
Baccalaureate Colleges	95.5	86.8	80.8	63.8
Associate Colleges	100.0	100.0	87.5	87.5
For-Profit Institutions	88.9	77.7	77.8	55.5

**Figure 3:**  
**My Institution Can Make Additional and Significant Budget Cuts Without Hurting Quality**  
 (percentage who agree or disagree; spring 2011)



### WHAT MATTERS MOST?

One goal of this survey was to have chief business and financial officers identify the “two most important financial issues/challenges” confronting their institutions over the next two-three years. Rather than forcing survey respondents to rank a long list of items, the questionnaire asked that they select two items from a list of 18 that they felt posed the most pressing challenges for their institutions.

As shown in Table 4, the list includes some common issues: business officers in both the public and private nonprofit sectors are very concerned about rising

tuition/affordability, potential cuts in federal student aid, and budget shortfalls. Chief business officers at public institutions identify potential cuts in

core state funding as their top concern; in contrast, their counterparts in private institutions cite rising tuition/affordability as the most pressing issue for their campuses over the next two-three years.

But here as elsewhere in the survey data, a single number for the full survey sample or even a single sector masks major differences in and across key segments of American higher education. As shown in Table 5, business officers across public institutions share a common concern for cuts in core operating support from the states and federal student aid.

Business officers in research universities are understandably concerned about cuts in federal student aid programs, reductions in federal research support, and limits that states may impose on institutional efforts to raise tuition and fees to offset the consequences of reduced state funding. Survey participants in community colleges also express concern about the prospect of state limits on institutional options to raise fees; business officers in public baccalaureate colleges are unique among their public sector colleagues in citing health care liabilities among the top issues of concern over the next few years.

Affordability issues coupled with potential cuts in federal and state aid programs and also revenue issues/budget shortfalls are the top concerns of business officers at private nonprofit institutions (Table 6).

Like their counterparts at public research universities, financial officers at private doctoral universities also cite potential cuts to federal research support as a key concern. Survey participants

**Table 4**  
**The Two Most Important Issues Confronting My Institution Over the Next Two-Three years**  
(top five responses by sector; spring 2011)

<b>All Institutions (n=606)</b>	<b>Public Institutions (n=305)</b>	<b>Private Institutions (n=292)</b>	<b>For-Profit Institutions (n=9)</b>
Potential cuts in core state funding/operating support (34.7)	Potential cuts in core state funding/operating support (65.6)	Rising tuition / affordability (36.6)	Potential cuts in federal student aid programs (100.0)
Rising tuition/affordability (31.5)	TIE: Budget shortfalls; rising tuition/affordability; potential cuts in federal student aid programs. (23.6)	Inadequate enrollment/tuition revenue (32.5)	TIE: Rising tuition/affordability; potential cuts in state student aid programs (tie: 33.3)
Potential cuts in federal student aid programs (27.1)	State imposed limits on our ability to raise fees (12.5)	Potential cuts in federal student aid programs (28.4)	Inadequate enrollment/tuition revenue (22.2)
Inadequate enrollment/tuition revenue (21.0)		The rising discount rate on our tuition (28.1)	Market limits on our ability to raise fees (11.1)
Budget shortfalls (20.0)		Budget shortfalls (16.1)	

**Table 5**  
**The Two Most Important Issues Confronting My Institution Over the Next Two-Three Years (Public Institutions)**  
(top five responses by sector; spring 2011)

<b>Doctoral Universities (n=47)</b>	<b>Master's Institutions (n=56)</b>	<b>Baccalaureate Institutions (n=29)</b>	<b>Community Colleges (n=173)</b>
Potential cuts in core state funding/operating support (46.8)	Potential cuts in core state funding/operating support (60.7)	Potential cuts in core state funding/operating support (62.1)	Potential cuts in core state funding/operating support (72.8)
Rising tuition/affordability (40.4)	Rising tuition/affordability (42.9)	Potential cuts in federal student aid programs (31.0)	Budget shortfalls (28.3)
Potential cuts in federal research support (27.7)	Potential cuts in federal student aid programs (23.2)	Rising tuition/affordability (27.6)	Potential cuts in federal student aid programs (26.6)
State imposed limits on our ability to raise fees (21.3)	Inadequate enrollment/tuition revenue (32.5)	Health care liabilities (13.8)	Rising tuition/affordability (17.3)
Budget shortfalls (17.0)	Market limits on our ability to raise fees (12.5)	Failure to make the most efficient use of current financial resources (10.3)	State imposed limits on our ability to raise fees (11.0)

from private doctoral universities, alone among their counterparts in the private sector, also cite alumni support as a

pressing issue for their institutions. Business officers at private universities, like their counterparts in public bac-

calaureate institutions, also identify health care liabilities as a critical issue for their campuses over the next two-three years.

**Table 6**  
**The Two Most Important Issues Confronting My Institution Over the Next Two-Three Years (Private Nonprofit Institutions)**  
 (top five responses by sector; spring 2011)

Doctoral Universities (n=25)	Master's Institutions (n=81)	Baccalaureate Institutions (n=178)	Associate Institutions (n=8)
TIE: Rising tuition/affordability; potential cuts in federal research support (28.0)	Inadequate enrollment/tuition revenue (35.8)	Rising tuition / affordability (41.6)	Potential cuts in federal student aid programs (50.0)
Inadequate enrollment/tuition revenue (24.0)	Potential cuts in federal student aid programs (33.0)	Inadequate enrollment/tuition revenue (32.0)	Inadequate enrollment/tuition revenue (37.5)
TIE: Rising discount rate on our tuition; health care liabilities; inadequate financial support from alumni; and potential cuts in federal student aid programs (16.0)	TIE: Rising tuition/affordability; rising discount rate for our tuition (32.1)	Rising discount rate for our tuition (28.1)	TIE: Budget shortfalls; rising discount rate on our tuition (25.0)
	Potential cuts in state student aid programs (18.5)	Potential cuts in federal student aid programs (27.0)	
		Budget shortfalls (19.1)	

## CAMPUS STRATEGIES

Business officers report that their campuses are engaged in an array of strategies to address the financial impact of the downturn. Two-thirds (65.7 percent) report campus efforts to increase enrollment. Two-fifths indicate that their institutions are increasing outsourcing activities (39.8 percent) or collaboration with other institutions (39.6 percent). More than a third are centralizing or consolidating technology resources and services (37.3 percent) or increasing the use of part-time faculty (36.8 percent). Just under a third (30.7 percent) are cutting underperforming academic programs

while more than a fourth (27.1 percent) report terminating employees (including faculty) for poor performance.

The survey also provides insight into what campus officials, in aggregate, have decided *not* to do to manage financial resources. For example, just 3.3 percent report significant cuts for their athletic programs (2.1 percent for public universities, 0 percent for private institutions). The data in Table 7 also indicate that few campuses (2.8 percent) are outsourcing instructional services, although additional data on this item suggests otherwise (Table 13). Not

surprisingly, the vast majority of institutions have decided not to narrow or shift the institutional mission (6.6 percent). And just under an eighth (11.9 percent) report moving to a more aggressive investment strategy for their endowments.

As elsewhere in the survey, a single number for the full population of survey participants masks important differences across segments and sectors. For example, almost a third of institutions (30.7 percent) report cutting underperform-

ing academic programs; yet as shown in Table 7 this is far more common in public than private institutions. Similarly, the aggregate data indicate that a fourth (25.6 percent) of the business officers who participated in the survey report that their institutions are “significantly increasing tuition” by more than 5 percent; however, as above, significant tuition increases are far more prevalent among public institutions than private colleges and universities: almost two-thirds (63.8 percent) of public universities report tuition increases of over 5 percent compared to just 4.0 percent of private universities; two-fifths (39.3 percent) of public master’s institutions have increased tuition over 5 percent compared to just 13.6 percent of their private counterparts; and among baccalaureate institutions roughly half of the publics (48.3 percent) report “significant” increases in tuition, compared to less than an eighth (11.2 percent) of the privates.

**Table 7**  
**Campus Strategies to Address the Downturn**  
(percentages by sector, spring 2011)

	ALL CAMPUSES	Public Univ.	Public Master's	Public Bacc.	Public Assoc.	Private Univ.	Private Master's	Private Bacc.
Cutting underperforming academic programs	30.7	46.8	32.1	20.7	43.4	8.0	22.2	20.8
Removing poorly performing employees including faculty	27.1	23.4	19.6	24.1	24.9	56.0	19.8	29.8
Increasing enrollment	65.7	70.2	73.2	58.6	60.1	48.0	71.6	69.1
Increasing teaching loads for full-time faculty	18.5	38.3	33.9	20.7	17.9	4.0	9.9	14.6
Increasing the use of part-time faculty	36.8	48.9	41.1	31.0	53.8	16.0	23.5	24.2
Significantly increasing tuition (more than 5 pct.)	25.6	63.8	39.3	48.3	32.4	4.0	13.6	11.2
Outsourcing non-academic campus services (dorms, bookstore, etc.)	39.8	34.0	55.4	31.0	39.3	44.0	45.7	35.4
Outsourcing of instructional services	2.8	4.3	5.4	0.0	4.6	0.0	2.5	1.1
Increasing collaboration with other colleges and universities	39.6	44.7	53.6	48.3	44.5	8.0	39.5	35.4
Narrowing or shifting the college's mission	6.6	6.4	5.4	6.9	8.7	8.0	4.9	4.5
Significantly cutting the budget for athletic programs	3.3	2.1	3.6	0.0	6.9	0.0	2.5	1.1
Centralizing/consolidating technology resources & services	37.3	57.4	35.7	55.2	35.3	52.0	39.5	27.5
Moving to a more aggressive investment strategy for our endowment	11.9	17.0	10.7	17.2	4.6	16.0	19.8	14.0

## INCREASING REVENUE AND REDUCING EXPENSES

Across all sectors of higher education, colleges and universities are engaged in (at times frantic) efforts to increase revenues and also to reduce expenses. The survey data highlight differences in the strategies to contain costs and secure new sources of cash at public and private institutions.

Business officers at four-year public colleges and universities believe that the most important revenue enhancement strategies for their campuses focus on students: as shown in Table 8, the top five strategies for public institutions emphasize student revenue —

attracting more out-of state, full-pay, online, and international students. In contrast, business officers at community colleges also identify non-enrollment sources, such as corporate support and increasing the endowment, as important for their institutions.

Enrollment-based revenue is also important for private institutions. But business officers in the nonprofit independent college sector also focus on corporate support and addressing the discount rate more so than their public sector counterparts. Private institution business officers do not cite alumni and development efforts among their top five revenue strategies (Table 9).

Analytic initiatives and technology resources play a prominent role in the strategies that business officers at both public and private institutions believe will help their institutions contain costs (Tables 10 and 11). Financial officials in both sectors also report that their

institutions must eliminate low-enrollment programs. Consolidating administrative services is a priority for financial

officers in public doctoral and master's institutions. Business officers in public universities are unique among their

peers in suggesting that consolidating IT resources and services could be an important cost-containment strategy.

**Table 8**  
**Strategies That Will Help Public Institutions Increase Institutional Revenues**  
 (percentages rating strategy as 6 or 7; scale: 1=not important; 7=very important; spring 2011)

Universities	Master's Institutions	Baccalaureate Colleges	Associate Colleges
Recruiting more out-of-state students (57.4)	Developing/expanding online programs (67.3)	Significantly increasing the size of the endowment (40.9)	Developing/expanding online programs (58.7)
Recruiting more international students (51.1)	Recruiting more out-of-state students (54.5)	Recruiting more international students (40.0)	Securing more corporate support: grants, gifts & contracts: (44.4)
Securing more corporate support: grants, gifts & contracts: (46.8)	Increasing net tuition revenue (49.0)	Recruiting more full-pay students (39.1)	Increasing net tuition revenue (43.7)
Increasing net tuition revenue (42.6)	Recruiting more international students (49.1)	Recruiting more out-of-state students (36.0)	Recruiting more full-pay students (36.9)
Recruiting more full-pay students (41.3)	Recruiting more full-pay students (40.7)	Increasing net tuition revenue (35.7)	Significantly increasing the size of the endowment (34.6)

**Table 9**  
**Strategies That Will Help Private Institutions Increase Institutional Revenues**  
 (percentages rating strategy as 6 or 7; scale: 1=not important; 7=very important; spring 2011)

Universities	Master's Institutions	Baccalaureate Colleges
Securing more corporate support: grants, gifts, contracts (36.0)	Increasing net tuition revenue (75.9)	Increasing net tuition revenue (76.1)
TIE: Increasing net tuition revenue; developing/expanding online programs (28.0)	Recruiting more full-pay students (56.3)	Significantly increasing the size of the endowment (54.2)
Significantly increasing the size of the endowment (24.0)	Securing more corporate support: grants, gifts & contracts (55.0)	Recruiting more full-pay students (52.0)
Recruiting more international students (21.7)	Developing/expanding online programs (50.0)	Securing more corporate support: grants, gifts & contracts (47.2)
	Significantly increasing the size of the endowment (48.0)	Reducing the discount rate (42.2)

**Table 10**  
**Strategies That Will Help Public Institutions Reduce Expenses**  
 (percentages rating strategy as 6 or 7; scale: 1=not important, 7=very important; spring 2011)

Universities	Master's Institutions	Baccalaureate Colleges	Associate Colleges
Using metrics to analyze programs and strategies to identify problems and potential improvements (61.7)	Making more efficient use of facilities (51.8)	Eliminating low-enrollment academic programs (37.9)	Eliminating low-enrollment academic programs (64.7)
Centralizing/consolidating IT resources and services (59.6)	Using metrics to analyze programs and strategies to identify problems and potential improvements (50.0)	Using technology to reduce instructional costs (34.5)	Making more efficient use of facilities (59.0)
Centralizing/consolidating administrative functions (55.3)	Centralizing/consolidating administrative functions (39.3)	TIE: Increasing teaching loads for full-time faculty; making more efficient use of facilities (32.1)	Using metrics to analyze programs and strategies to identify problems and potential improvements (51.4)
Using technology tools (e.g., business analytics) to evaluate programs and to identify problems and potential improvements (42.6)	Eliminating low-enrollment academic programs (35.7)	TIE: Using technology tools (e.g., business analytics) to evaluate programs and to identify problems and potential improvements; using metrics to analyze programs and strategies to identify problems and potential improvements (31.0)	Using technology to reduce instructional costs (49.1)
TIE: Using technology to reduce instructional costs; sharing more health insurance costs with employees (27.7)	TIE: Using technology to reduce instructional costs; using technology tools (e.g., business analytics) to evaluate programs and to identify problems and potential improvements (32.1)		Using technology tools (e.g., business analytics) to evaluate programs and to identify problems and potential improvements (46.2)

**Table 11**  
**Strategies That Will Help Private Institutions Reduce Expenses**  
 (percentages rating strategy as 6 or 7; scale: 1=not important, 7=very important; spring 2011)

Universities	Master's Institutions	Baccalaureate Colleges
Using metrics to analyze programs and strategies to identify problems and potential improvements (44.0)	Using metrics to analyze programs and strategies to identify problems and potential improvements (59.3)	Eliminating low-enrollment academic programs (52.8)
TIE: Centralizing/consolidating administrative functions; making more efficient use of facilities (36.0)	Eliminating low-enrollment academic programs (53.1)	Using metrics to analyze programs and strategies to identify problems and potential improvements (48.9)
TIE: Centralizing/consolidating IT resources and services; using technology tools (e.g., business analytics) to evaluate programs and to identify problems and potential improvements (32.0)	Making more efficient use of facilities (48.1)	Making more efficient use of facilities (42.1)
	Using technology tools (e.g., business analytics) to evaluate programs and to identify problems and potential improvements (44.0)	Using technology tools (e.g., business analytics) to evaluate programs and to identify problems and potential improvements (36.0)
	Using technology to reduce instructional costs (33.3)	Increasing teaching loads for full-time faculty (26.4)

## OUTSOURCING CAMPUS SERVICES

The March 2011 Presidential Perspectives survey conducted by *Inside Higher Ed* revealed that college and university presidents view outsourcing as an important, if at times politically difficult, strategy their institutions can use to address some of the financial challenges confronting their campuses. In that survey, outsourcing scored as a top strategy option for all presidents of public colleges and universities and ranked fourth among presidents of private nonprofit institutions (Table 12).

Given presidents' interest in outsourcing, it seemed appropriate to ask chief business officers about the status of outsourcing on their campuses — which campus resources and services they are outsourcing, and which they have decided not to.

Table 13 presents data on the current status of outsourced services as of spring 2011, as reported by chief business officers. Aside from college bookstores and food service management — services that individual colleges and universities often have a long history of outsourcing to commercial providers — the new survey

data appear to affirm the perspectives of presidents regarding options to outsource selected campus services.

However, the survey data also reveal that many campuses have reviewed options to outsource selected campus services and have explicitly decided not to do so. As shown in Table 13, almost half of public and private institutions have decided not to outsource custodial services, just over half have made similar decisions not to outsource either IT help desk or IT management services, and roughly half have decided to pass on outsourcing call-center

for admissions/recruitment, financial aid counseling, and instructional support services. A fourth of public institutions and almost half of private institutions have also decided not to outsource call center services for alumni/development services.

Unlike custodial or call center services, instructional development and delivery are core activities of the postsecondary educational enterprise. Yet the survey data suggest that many campuses are currently engaged in or exploring options to outsource instructional development and delivery, and that doing so is not a difficult political issue for many institutions.

Just under a fifth of public campuses (19.4 percent) and about a sixth (15.7 percent) of private institutions report that they are currently outsourcing the “development of instructional resources” for online courses and programs; another fifth of institutions in both sectors report that outsourcing the development of instructional resources is under review. Similarly, about a fifth (19.4 percent) of public campuses and a sixth (16.8 percent) of private institutions report that

**Table 12**  
**Absent Political Consequences, What Strategies Would Presidents Use to Address the Financial Challenges Confronting Their Institutions?\***  
 (percentages rating the strategy as 6 or 7; scale: 1=not likely; 7=very likely; winter 2011.)

All Institutions	Public Institutions	Private Nonprofit Institutions
Outsourcing various campus services (36.0)	Outsourcing various campus services (44.0)	Mandating the retirement of older faculty (43.3)
Mandating the retirement of older faculty (35.8)	Increasing teaching loads (38.0)	Altering the institutional policy on tenure (30.5)
Altering the institutional policy on tenure (34.5)	Altering the institutional policy on tenure (37.0)	Increasing teaching loads (26.7)
Increasing teaching loads (34.0)	Mandating the retirement of older faculty (31.9)	Outsourcing various campus services (23.1)
Significantly increasing tuition (19.2)	Significantly increasing tuition (23.6)	Significantly increasing tuition (12.8)

\*Source: Presidential Perspectives, *Inside Higher Ed*, March 2011



**Table 13**  
**Status of Outsourcing Selected Campus Services**  
 (percentages, spring 2011)

Status of Outsourcing at Your Institution	Public Institutions	Private Institutions	Status of Outsourcing at Your Institution	Public Institutions	Private Institutions
<b>Dormitory Management</b>			<b>Call Center Services for Recruitment/Admissions</b>		
Not Applicable	49.8	21.2	Not Applicable	20.1	16.8
Currently doing this/will begin in fall 2011	5.9	1.0	Currently doing this/will begin in fall 2011	5.9	8.2
Currently under review	4.9	6.5	Currently under review	15.5	11.3
Reviewed and decided not to do this	32.8	55.5	Reviewed and decided not to do this	45.7	49.9
Too political to consider	6.6	15.8	Too political to consider	12.8	14.7
<b>Bookstore Management</b>			<b>Call Center Services for Financial Aid Counseling</b>		
Not Applicable	5.9	7.2	Not Applicable	17.8	18.2
Currently doing this/will begin in fall 2011	58.0	56.1	Currently doing this/will begin in fall 2011	6.5	2.7
Currently under review	4.3	12.0	Currently under review	18.4	10.6
Reviewed and decided not to do this	29.8	24.3	Reviewed and decided not to do this	46.1	53.8
Too political to consider	2.0	0.3	Too political to consider	11.2	14.7
<b>Food Service Management/Operations</b>			<b>Call Center Services for Alumni/Development</b>		
Not Applicable	7.9	5.8	Not Applicable	30.9	19.9
Currently doing this/will begin in fall 2011	69.5	79.5	Currently doing this/will begin in fall 2011	7.6	9.2
Currently under review	4.9	2.1	Currently under review	12.5	8.2
Reviewed and decided not to do this	14.4	12.3	Reviewed and decided not to do this	41.5	47.6
Too political to consider	3.3	0.3	Too political to consider	7.6	15.1
<b>Physical Plant/Custodial Services</b>			<b>Instructional Support Services (counseling/academic advising, etc.)</b>		
Not Applicable	5.3	7.5	Not Applicable	14.1	18.2
Currently doing this/will begin in fall 2011	20.0	27.8	Currently doing this/will begin in fall 2011	4.6	6.5
Currently under review	11.2	10.6	Currently under review	8.9	4.5
Reviewed and decided not to do this	47.9	47.3	Reviewed and decided not to do this	49.2	50.3
Too political to consider	15.7	6.9	Too political to consider	23.3	20.6
<b>Technology/IT User Support Services</b>			<b>Development of Instructional Resources for Our Online Courses and Programs</b>		
Not Applicable	7.9	9.9	Not Applicable	12.2	20.6
Currently doing this/will begin in fall 2011	10.1	10.6	Currently doing this/will begin in fall 2011	19.4	15.7
Currently under review	16.4	15.1	Currently under review	21.1	23.6
Reviewed and decided not to do this	54.4	54.5	Reviewed and decided not to do this	36.2	31.2
Too political to consider	11.2	9.9	Too political to consider	11.2	8.9
<b>Technology/Core IT Management Services</b>			<b>Delivery of Instruction in our Online Courses and Programs</b>		
Not Applicable	8.2	10.3	Not Applicable	11.2	20.9
Currently doing this/will begin in fall 2011	8.5	8.9	Currently doing this/will begin in fall 2011	19.4	16.8
Currently under review	14.1	14.7	Currently under review	17.8	22.6
Reviewed and decided not to do this	57.1	55.5	Reviewed and decided not to do this	37.5	31.5
Too political to consider	12.1	10.6	Too political to consider	14.1	8.2

they are currently outsourcing the actual delivery of instruction in online courses and programs, while about a third of institutions in both sectors (37.5 percent in publics and 31.5 percent in privates) are currently reviewing options to outsource

instruction.

In sum, the survey data reveal that business officers deem relatively few services as “too political to consider.” In most instances, the “too political to consider” response option garnered less

than a fifth of the survey responses. This suggests that the current economic environment may have reduced the political edge to what once may have been very political decisions about outsourcing on many campuses.

## FINANCIAL CHALLENGES: SOME GROUPS JUST DON'T GET IT

Presidents and other senior campus leaders often make great efforts to explain pressing financial challenges to various campus constituencies. However, the survey data reveal that business officers believe that many groups on their campuses really do not understand the financial challenges that confront their institutions.

**Table 14**  
**How Well Do Various Groups at Your Campus Understand the Financial Challenges Confronting Your Institution?**

(percentages of business officers rating the group as 6 or 7; scale: 1=not well; 7=very well; spring 2011)

All Institutions	Public Institutions	Private Institutions
President/CEO (86.6)	President/CEO (87.9)	President/CEO (84.9)
TIE: Provost/Chief Academic Officer and Regents/Board of Trustees (63.9)	Provost/Chief Academic Officer (65.2)	Regents/Board of Trustees (68.5)
Department chairs and deans (23.4)	Regents/Board of Trustees (57.9)	Provost/Chief Academic Officer (63.0)
Elected faculty leaders (16.7)	Department chairs and deans (28.9)	Department chairs and deans (17.8)
Local/state elected officials (12.7)	Elected faculty leaders (22.6)	Elected faculty leaders (11.0)
Community members/civic leaders (6.1)	Local/state elected officials (20.7)	Local/state elected officials (4.5)
Faculty (6.4)	Community members/civic leaders (9.5)	Faculty (3.8)
Students (4.1)	Faculty (9.2)	TIE: Students and Community members/civic leaders (2.7)
Alumni (2.8)	Students (5.6)	Alumni (2.1)
	Alumni (3.6)	

As shown in Table 14, deans, department chairs, faculty, alumni, students and public officials earn generally low ratings from business officers for their understanding of the financial challenges confronting individual colleges. Business officers at private institutions seem to offer a particularly severe assessment about faculty: only a tenth (11.0 percent) report that elected faculty leaders really “get it” about current

**Table 15**  
**Who Understands the Financial Challenges Confronting My Campus?**

(percentages rating the group as 6 or 7; scale: 1=not well, 7=very well; winter/spring 2011)

### PRESIDENTS

**How effectively have the following groups fulfilled their respective responsibilities in helping your institution maneuver through the financial difficulties of the past two years?**

Senior administrators (80.5)
Trustees/regents (56.3)
Department chairs and deans (52.3)
Elected faculty leaders (34.3)
General Faculty (26.5)
Local/state elected officials (20.7)
Community members/civic leaders (20.5)
Student government/student leaders (26.5)
Alumni (14.7)

### BUSINESS OFFICERS

**How well do various individuals and campus constituencies understand the financial challenges confronting our institution?**

President/CEO (86.6)
TIE: Provost/Chief Academic Officer and Regents/Board of Trustees (63.9)
Department chairs and deans (23.4)
Elected faculty leaders (16.7)
Local/state elected officials (12.7)
Community members/civic leaders (6.1)
Faculty (6.4)
Students (4.1)
Alumni (2.8)

financial issues, compared to more than a fifth (22.6 percent) in public institutions. The numbers regarding the general faculty at private institutions are even lower.

Business officers have a harsher assessment than do college and university presidents of the role of campus groups in helping their institutions “maneuver through the financial difficulties of the

past two years.” Although the *Inside Higher Ed* surveys of college presidents and business officers did not use an identical question to ask how well various groups understood current financial challenges, the survey items are similar enough to highlight significant differences between their assessments (Table 15).

Finally, although the responses of business officers suggest disdain for how little faculty members understand campus finances, almost two-thirds (63.2 percent) agree that professors have been supportive of institutional efforts to address budget problems (low: 50.6 percent in private master’s institutions; high: 85.1 percent in public universities; see Table 21 below).

## BUDGET MODELS AND THEIR DISCONTENTS

Colleges and universities use various budget models to manage money and assist financial planning. Across all sectors, Incremental Budgeting is the most widely deployed budget model, followed by Formula and then Zero-Based Budgeting (Table 16). Revenue (or Responsibility)-Center Management has a strong presence in private doctoral universities, but is less common in other sectors.

Table 17 (below) suggests that the current economic downturn has been a catalyst for a few campuses to change

their operational budget model, moving away from incremental and formula models.

The survey data also suggest that business officers do not view their current budget models as being very effective for key tasks (Table 18). The proportion of business officers who view their current business model as very effective for managing resources during good times is generally low (under 50 percent) and declines dramatically for more specific/challenging tasks: managing resources during difficult times (36.7 percent); helping to set institutional priorities (27.6 percent), helping to develop business plans for new programs (20.9 percent), and helping develop business plans for online activities (15.8 percent).

**Table 16**  
**Budget Models**  
(percentages by sector, spring 2011)

Budget model used at your institution during the current academic year (ay 2010-11)*	Formula	Incremental	Performance-based	Revenue Center Mgmt. (RCM)	Zero-Based Budgeting
<b>All Institutions</b>	<b>26.1</b>	<b>60.2</b>	<b>19.6</b>	<b>14.2</b>	<b>30.0</b>
Public Institutions	34.8	59.3	21.0	11.8	25.6
Doctoral Universities	44.7	78.7	25.5	21.3	0.0
Master's Institutions	25.0	73.8	19.6	8.9	16.1
Baccalaureate Colleges	31.0	72.4	17.2	20.7	13.8
Associate/Community Colleges	35.8	47.4	20.8	8.7	37.6
Private/Non-Profit Institutions	17.1	62.3	18.2	17.1	33.2
Doctoral Universities	16.0	56.0	24.0	48.0	20.0
Master's Institutions	14.8	71.6	14.8	12.3	25.9
Baccalaureate Colleges	17.4	58.4	19.1	15.2	37.6

**Table 17**  
**Changes in Budget Models, F/Y 2007-08 vs. F/Y 2010-11**  
(percentage change 2008 to 2011)

	Formula	Incremental	Performance-based	Revenue Center Mgmt. (RCM)	Zero-Based Budgeting
<b>All Institutions</b>	<b>-1.0</b>	<b>-8.4</b>	<b>7.4</b>	<b>4.0</b>	<b>9.0</b>
Public Institutions	-2.2	-9.6	8.2	4.3	9.0
Doctoral Universities	0.0	-8.5	10.6	14.9	-2.1
Master's Institutions	-3.6	-5.4	5.3	3.5	9.0
Baccalaureate Colleges	3.4	0.0	6.9	0.0	3.5
Associate Colleges	-3.5	-12.7	8.7	2.3	13.3
Private/Non-Profit Institutions	0.3	-6.2	6.6	4.1	8.5
Doctoral Universities	0.0	-4.0	8.0	8.0	12.0
Master's Institutions	0.0	-4.9	8.6	2.4	4.9
Baccalaureate Colleges	0.5	-7.3	5.1	4.0	9.5

Table 16 - numbers may total more than 100 percent because some institutions may use more than one budget model.

**Table 18**  
**Effectiveness of Various Budget Models**

(percentages rating the business model as 6 or 7; scale: 1=not effective, 7=very effective; spring 2011)

**How would you rate the effectiveness of the budget model used at your institution?**

	Overall effectiveness	Managing resources during good times	Managing resources during difficult times	Helping us set/reassess institutional priorities	Helping us develop business plans for new academic programs & services	Helping us develop business plans for our online education activities
All Institutions	39.7	49.9	36.7	27.6	20.9	15.8
Public Institutions	36.7	51.1	33.8	28.5	21.0	17.8
Doctoral Universities	23.4	38.3	23.4	23.4	19.1	17.0
Master's Institutions	32.1	55.4	28.6	21.4	21.4	19.6
Baccalaureate Colleges	20.7	37.9	20.7	27.6	17.2	7.1
Associate/Community Colleges	44.5	55.5	40.5	32.4	22.0	19.1
Private/Non-Profit Institutions	42.6	48.5	39.5	26.8	21.4	13.8
Doctoral Universities	40.0	50.0	44.0	28.0	24.0	12.0
Master's Institutions	35.5	39.5	42.0	23.5	16.0	11.1
Baccalaureate Colleges	45.2	50.8	37.3	27.7	22.2	14.8

## WHAT WE DO WELL

Asked what their institutions “do well” in the areas of financial and campus management, financial officers reported that they see ample room for improvement on some key activities and functions. For example, only two items on a list of eight financial management tasks are cited by the majority of survey participants as things their institutions “do well” — “managing financial resources during good times” (53.4 percent) and “managing financial resources during difficult times” (57.4 percent).

In contrast, less than two-fifths of business officers believe that their institutions do an effective job of using financial data to inform campus decision-making (39.4 percent), educating key campus constituencies about financial challenges (37.6 percent), aligning financial planning with the institutional strategic plan (36.6 percent), and maintaining the physical plant/

campus infrastructure (35.5 percent).

Even as financial officers view technology resources as important in their efforts to increase revenues (through online education) or reduce expenses (through data analytics), less than a fourth (22.8 percent) affirm that their campuses are effective when it comes to using “technology to enhance the institutional mis-

sion and finances.”

Viewed by sector, business officers at private doctoral universities, public master’s institutions, and community colleges seem to offer more positive assessments of institutional effectiveness on these metrics than do their peers in other sectors.

The “mean effectiveness” score for these institutions is about 44 percent (Table 20).

In contrast, the mean scores for public universities and baccalaureate colleges and also for private master’s institutions and baccalaureate colleges are approximately 10 percentage points lower.

Importantly, most metrics referenced in Table 20 on the following page are under the 50 percent mark (some are way below 50 percent), suggesting that financial officers across all sectors are—at least in private, without their names or their colleges or universities identified—aware of the ways that their institutions must improve.

**Table 19**  
**Business Officers' Perspectives on the Effectiveness of Their Institutions**  
 (percentages rating effectiveness as 6 or 7; scale: 1=not effective; 7=very effective; spring 2011)

All Institutions	Public Institutions	Private Institutions	For-Profit Institutions
Managing our financial resources during difficult times (57.4)	Managing our financial resources during difficult times (59.0)	Managing our financial resources during difficult times (56.2)	Using financial data to aid and inform decision-making (55.6)
Managing our financial resources during good times (54.3)	Managing our financial resources during good times (57.0)	Managing our financial resources during good times (51.7)	TIE: Managing our financial resources during good times; managing our financial resources during difficult times; aligning our financial planning with the institutional strategic plan (44.4)
Using financial data to aid and inform decision-making (39.4)	Explaining/educating key constituencies about financial challenges (41.0)	Using financial data to aid and inform decision-making (38.7)	TIE: Explaining/educating key constituencies about financial challenges; Maintaining the infrastructure/ physical plant; and Operating as efficiently as possible (33.3)
Explaining/educating key constituencies about financial challenges (37.6)	Using financial data to aid and inform decision-making (39.7)	Aligning our financial planning with the institutional strategic plan (36.3)	Using technology to enhance the institution's mission and finances (22.2)
Aligning our financial planning with the institutional strategic plan (36.6)	Maintaining the infrastructure/ physical plant (37.0)	Explaining/educating key constituencies about financial challenges (34.2)	
Maintaining the infrastructure/ physical plant (35.5)	Aligning our financial planning with the institutional strategic plan (36.1)	Maintaining the infrastructure/ physical plant (33.9)	
Operating as efficiently as possible (29.2)	Operating as efficiently as possible (34.1)	Operating as efficiently as possible (24.0)	
Using technology to enhance the institution's mission and finances (22.8)	Using technology to enhance the institution's mission and finances (29.5)	Using technology to enhance the institution's mission and finances (15.8)	

**Table 20**  
**Business Officers' Perspectives on the Effectiveness of Their Institutions**  
 (percentages by sector rating item as 6 or 7; scale: 1=not effective; 7=very effective; spring 2011)

	Public Univ.	Public Master's	Public Bacc.	Public Assoc.	Private Univ.	Private Master's	Private Bacc.
Managing our financial resources during good times	46.8	62.5	44.8	60.1	60.0	46.9	53.4
Managing our financial resources during difficult times	57.4	62.5	51.7	59.5	80.0	51.9	52.9
Using financial data to aid and inform campus decision-making	36.2	39.3	27.6	42.8	48.0	33.3	39.9
Explaining/educating key constituencies about financial challenges	42.6	39.3	48.3	39.9	44.0	27.2	36.0
Maintaining the infrastructure/physical plant	21.3	41.1	31.0	41.0	32.0	32.1	35.4
Aligning our financial planning with the institutional strategic plan	29.8	39.3	41.4	35.8	48.0	27.2	38.2
Using technology to enhance the institution's mission and finances	14.9	30.4	24.1	34.1	28.0	16.0	14.0
Operating as efficiently as possible	31.9	37.5	24.1	35.3	16.0	18.5	27.0
<b>Mean for all eight effectiveness metrics</b>	<b>35.1</b>	<b>44.0</b>	<b>36.6</b>	<b>43.6</b>	<b>44.5</b>	<b>31.5</b>	<b>37.1</b>

## PERSPECTIVES ON KEY ISSUES

The spring survey of financial officers also provided a unique opportunity to poll business officers on current topics, and, in many instances, compare the perspectives of business officers against the data from the winter 2011 *Inside Higher Ed* Presidential Perspectives survey (Table 21).

As noted above, even as very few business officers feel that faculty members really understand the financial challenges confronting their institutions (Table 14), the majority (63.2 percent) agree that professors have been supportive of campus efforts to address budget problems. Financial officers, like presidents, generally give credit to their boards for investment advice

that helped their campuses weather the current financial downturn; and like presidents, very few financial officers report that their boards pushed their campuses into inappropriate investments that exacerbated the institutions' financial problems. Financial officers across all sectors also agree with presidents that "greater transparency in decision-making by colleges

will result in better decisions."

The survey data suggest that discount rates, typically associated with private institutions, are now also a key challenge for some sectors of public higher education. For example, a third (31.9 percent) of the business officers at public universities agree that their institution's "current discount rate is unsustainable," compared to less than a fourth (24.0 percent) of their colleagues at private universities.

The survey brings some good news for the community of campus financial officers: three-fourths (75.4 percent) do not believe that their offices are "unfairly blamed for budget cuts in campus programs and services." Most (72.1 percent) also disagree that "when faced with conflict between academic and financial ad-

**Table 21**  
**Business Officers Have Opinions**

(percentages who agree/strongly agree, by sector and segment; spring 2011)

	College Presidents*	Business Officers (All Inst.)	Public Univ.	Public Master's	Public Bacc.	Public Assoc.	Private Univ.	Private Master's	Private Bacc.
Faculty are realistic about the financial challenges confronting my institution	47.8	43.3	43.7	53.7	48.3	46.8	44.0	30.8	41.2
Faculty have been supportive of efforts to address the budget problems confronting my institution.	72.0	63.2	85.3	65.4	65.5	53.6	68.0	50.6	62.8
The investment/business savvy of my board helped us manage the downturn.	65.9	60.4	47.0	50.9	62.0	41.4	84.0	66.7	68.9
Board members pushed the institution into overly aggressive investments that exacerbated our financial problems.	3.8	5.0	2.1	1.8	3.5	5.8	0.0	7.4	6.2
Greater transparency in decision-making by colleges will result in better decisions.	76.9	70.2	68.1	76.4	75.9	67.1	76.0	74.1	68.4
Our current discount rate is unsustainable.	n/a	34.1	31.9	21.8	10.4	22.5	24.0	54.4	51.4
My office is unfairly blamed for budget cuts in campus programs and services.	n/a	24.6	12.7	27.3	34.5	26.0	12.0	19.7	28.3
My institution's business model is badly broken.	n/a	15.4	19.2	16.4	13.8	12.2	12.0	17.3	16.9
When faced with conflict between academic and financial administrators, our president/CEO regularly sides with academic administrators.	n/a	27.9	38.1	30.9	24.2	26.6	40.0	35.9	27.7
My institution makes efficient use of technology resources and services.	n/a	65.6	59.6	69.8	65.6	76.3	64.0	56.8	59.4
There are too many "sacred cows" at my institution that can't be touched.	n/a	55.0	63.9	56.4	48.3	52.6	60.0	60.5	54.3

Presidential Perspectives, *Inside Higher Ed*, March 2011

ministrators, our president/CEO regularly sides with academic administrators.” And more than four-fifths (84.6 percent) of senior business officers who participated in the survey do not believe that their “institution’s business model is badly broken.” However, powerful personalities and established academic programs present challenges for campus business officers: more than half (55.0 percent) agree that “there are too many ‘sacred cows’ at my institu-

tion that can’t be touched.”

The data presented above in Table 21 also present some anomalies when compared to questions elsewhere in the survey.

For example, more than two-fifths (43.3 percent) of the financial officers participating in this survey agree/strongly agree that faculty are realistic about the financial challenges confronting my institution. Yet only 6.4 percent of the survey participants indicated that profes-

sors really understood the financial challenges confronting their campuses.

Also, two-thirds (65.6 percent) of the survey participants agree/strongly agree that “my institution makes efficient use of technology resources and services.” Yet elsewhere in the survey (Table 20), less than a fourth (22.8 percent) of business officers thought their institutions were very effective at “using technology to enhance the institution’s mission and finances.”

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## SUMMARY

The 2011 Survey of Colleges and University Business Officers provides a rich array of timely data about key issues that affect the higher education enterprise and the challenges that confront campus financial officers. Although their academic colleagues may disagree, business officers report that the budget cuts caused by the current economic downturn have not (yet!) done major damage to academic programs or key academic support services; indeed, the survey data suggest that business officers see budget cuts (to date) as more damaging to staff morale than to academic programs and operations. Concurrently, business officers are concerned that any additional cuts could begin to do real harm to the quality of institutional programs and services.

Business officers support cutting programs with low enrollments, making better use of campus facilities, and using business analytic tools for program and institutional improvement as strategies that will help their campuses contain or reduce expenses. Concurrently, in the quest to find new sources of cash, survey

participants endorse increasing net tuition, pursuing students who can be a source of greater revenue (full-pay, online, and international students, plus out-of state students for public institutions). Business officers in some sectors also see corporate support (grants, gifts, and contracts) as an important source of new revenue. Con-

spicuously absent from the “top five” list of new sources of revenue for business officers across most sectors are alumni.

Outsourcing emerges as an area that business officers see as offering opportunities for campuses to improve services and contain costs – including in academic areas, where many campus business officers seem willing to cede curricular development and instructional delivery to third parties. However, very few campuses currently outsource campus services, such as call center and custodial services and IT support services, that are often routinely outsourced by commercial enterprises.

The survey data suggest that the current financial downturn has been a catalyst for some campuses to migrate to new budget models. However, business officers generally do not view their current budget models as being particularly effective in helping with selected strategic challenges such as managing resources during difficult financial times, helping to set or reassess institutional priorities, or helping to develop business plans for new programs and services.

THE 2011 INSIDE HIGHER ED SURVEY OF COLLEGE & UNIVERSITY BUSINESS OFFICERS: DATA TABLES

	ALL INSTITUTIONS BY SECTOR				Public				Private Nonprofit			
	All Institutions	Public	Private Nonprofit	Private For-Profit	Doctoral	Master's	Bacc	Assoc	Doctoral	Master's	Bacc	Assoc
<b>Number of institutions</b>	606	305	292	9	47	56	29	173	25	81	178	8
<b>How would you assess the financial health of your institution as of May, 2011?</b>												
F (failing)	0.5	0.0	0.7	11.1	0.0	0.0	0.0	0.0	0.0	0.0	1.1	0.0
D (poor)	5.6	5.3	6.2	0.0	4.3	3.6	0.0	6.9	0.0	3.7	7.3	25.0
C (fair)	24.8	20.3	30.1	0.0	27.7	41.1	24.1	11.0	16.0	34.6	30.3	25.0
B (good)	52.0	57.1	47.3	33.3	57.5	53.6	58.6	57.8	64.0	48.2	44.9	37.5
A (excellent)	17.2	17.4	15.8	55.6	10.6	1.8	17.2	24.3	20.0	13.6	16.3	12.5
<b>How would you assess the financial health of your institution now compared to:</b>												
<i>Percent much better (6/7); scale: 1=much worse; 7=much better</i>												
May 2010	19.3	12.1	26.7	22.2	10.6	8.9	13.8	13.3	40.0	22.2	27.0	25.0
May 2009	37.0	19.3	55.8	22.2	34.0	10.7	24.1	17.3	68.0	56.8	53.9	50.0
<b>What are your expectations for the financial health of your institution:</b>												
<i>Percent much better (6/7); scale: 1=much worse; 7=much better</i>												
now vs. May 2012	12.2	7.9	16.4	22.2	10.6	7.1	0.0	8.7	28.0	17.3	14.6	12.5
now vs. May 2013	18.8	10.5	27.4	22.2	12.8	12.5	6.9	9.8	36.0	24.7	26.4	50.0
<b>As you think about the future, which of the following are the TWO most important financial issues/challenges confronting your institution over the next two-three years? (Please select TWO items from the list below.)</b>												
Budget shortfalls	20.0	23.6	16.8	0.0	17.0	23.2	6.9	28.3	4.0	14.8	19.1	25.0
Rising tuition/affordability	31.5	26.6	36.6	33.3	40.4	42.9	27.6	17.3	28.0	32.1	41.6	0.0
Potential cuts in federal student aid programs	27.1	23.6	28.4	100.0	8.5	23.2	31.0	26.6	16.0	33.3	27.0	50.0
Potential cuts in federal research support	4.5	6.2	2.7	0.0	27.7	0.0	17.2	0.6	28.0	1.2	0.0	0.0
Potential cuts in core state funding/operating support	34.7	65.6	3.4	0.0	46.8	60.7	62.1	72.8	0.0	3.7	3.4	12.5
Potential cuts in state student aid programs	9.6	3.9	14.7	33.3	6.4	1.8	6.9	3.5	8.0	18.5	14.0	12.5
Maintaining/improving our credit/bond rating	1.5	1.3	1.7	0.0	6.4	1.8	0.0	0.0	12.0	1.2	0.6	0.0
The rising discount rate on our tuition	13.9	0.7	28.1	0.0	0.0	3.6	0.0	0.0	16.0	32.1	28.1	25.0
Failure to make the most efficient use of current financial resources	9.2	7.5	11.3	0.0	6.4	7.1	10.3	7.5	16.0	12.3	10.1	12.5
Retirement liabilities	2.3	3.6	1.0	0.0	4.3	0.0	6.9	4.0	0.0	0.0	1.7	0.0
Health care liabilities	7.3	7.5	7.2	0.0	6.4	3.6	13.8	8.1	16.0	1.2	8.4	12.5
Inadequate enrollment/tuition revenue	21.0	9.8	32.5	22.2	2.1	17.9	6.9	9.8	24.0	35.8	32.0	37.5
State-imposed limits on our ability to raise fees	6.4	12.5	0.3	0.0	21.3	12.5	6.9	11.0	0.0	0.0	0.6	0.0
Market limits on our ability to raise fees	2.6	1.6	3.4	11.1	6.4	1.8	0.0	0.6	4.0	3.7	2.8	12.5
Inadequate returns on our endowment	1.5	0.3	2.7	0.0	0.0	0.0	0.0	0.6	8.0	1.2	2.8	0.0
Inadequate financial support from alumni	3.5	0.3	6.8	0.0	0.0	0.0	3.4	0.0	16.0	7.4	5.6	0.0
Inadequate financial support from corporate sponsors	0.5	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.0
Inadequate financial support from the local community	3.0	4.9	1.0	0.0	0.0	0.0	0.0	8.7	4.0	1.2	0.6	0.0
<b>Which of the strategies listed below are currently being used at your institution?</b>												
Cutting underperforming academic programs	30.7	39.7	20.2	66.7	46.8	32.1	20.7	43.4	8.0	22.2	20.8	25.0
Removing poorly performing employees including faculty	27.1	23.6	29.5	66.7	23.4	19.6	24.1	24.9	56.0	19.8	29.8	37.5
Increasing enrollment	65.7	63.9	67.5	66.7	70.2	73.2	58.6	60.1	48.0	71.6	69.1	50.0
Increasing teaching loads for full-time faculty	18.5	24.3	12.3	22.2	38.3	33.9	20.7	17.9	4.0	9.9	14.6	12.5
Increasing the use of part-time faculty	36.8	48.5	24.0	55.6	48.9	41.1	31.0	53.8	16.0	23.5	24.2	50.0
Significantly increasing tuition (more than 5 percent)	25.6	40.0	11.3	0.0	63.8	39.3	48.3	32.4	4.0	13.6	11.2	12.5
Outsourcing non-academic campus services (dorms, bookstore, etc)	39.8	40.7	39.4	22.2	34.0	55.4	31.0	39.3	44.0	45.7	35.4	50.0
Outsourcing of instructional services	2.8	4.3	1.4	0.0	4.3	5.4	0.0	4.6	0.0	2.5	1.1	0.0
Increasing collaboration with other colleges and universities	39.6	46.6	33.2	11.1	44.7	53.6	48.3	44.5	8.0	39.5	35.4	0.0



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	ALL INSTITUTIONS BY SECTOR				Public				Private Nonprofit			
	All Institutions	Public	Private Nonprofit	Private For-Profit	Doctoral	Master's	Bacc	Assoc	Doctoral	Master's	Bacc	Assoc
<b>Which of the strategies listed below are currently being used at your institution? (continued)</b>												
Narrowing or shifting the college's mission	6.6	7.5	5.1	22.2	6.4	5.4	6.9	8.7	8.0	4.9	4.5	12.5
Significantly cutting the budget for athletic programs	3.3	4.9	1.4	11.1	2.1	3.6	0.0	6.9	0.0	2.5	1.1	0.0
Centralizing/consolidating technology resources & services	37.3	40.7	32.5	77.8	57.4	35.7	55.2	35.3	52.0	39.5	27.5	12.5
Moving to a more aggressive investment strategy for our endowment	11.9	8.9	15.4	0.0	17.0	10.7	17.2	4.6	16.0	19.8	14.0	0.0
<b>How important do you think the strategies listed below will be to your institution's ability to increase revenue in the next two-three years?</b>												
<i>Percent very important (6/7); scale: 1=not important; 7=very important</i>												
Reducing the discount rate	27.2	7.5	40.3	0.0	10.0	2.9	6.3	8.5	16.7	42.9	42.2	50.0
Increasing the net tuition revenue	58.0	43.7	72.2	44.4	42.6	49.0	35.7	43.7	28.0	75.9	76.1	87.5
Recruiting more full-pay students	44.6	38.6	50.2	55.6	41.3	40.7	39.1	36.9	16.0	56.3	52.0	57.1
Recruiting more out-of-state students (U.S. residents)	35.3	32.9	37.8	50.0	57.4	54.5	36.0	17.3	16.7	42.6	38.8	20.0
Recruiting more international students	30.0	33.2	26.0	55.6	51.1	49.1	40.0	20.9	21.7	37.7	21.3	25.0
Creating programs to serve foreign markets	13.4	13.8	13.1	11.1	15.2	18.9	11.5	11.8	8.7	16.0	11.6	33.3
Using campus facilities and other resources on a year-round basis	27.8	27.1	28.3	37.5	13.0	33.3	25.0	29.4	16.7	35.1	26.0	60.0
Developing/expanding online programs	49.7	55.1	43.2	66.7	40.4	67.3	33.3	58.7	28.0	50.0	42.0	50.0
Increasing the revenue from bookstore operations	14.2	17.6	11.1	0.0	7.1	13.0	12.0	22.7	4.3	10.7	10.8	50.0
Increasing the revenue from other auxiliary enterprises	24.8	24.5	24.5	44.4	17.4	18.2	15.4	30.3	8.7	30.8	22.8	60.0
Moving more core campus operations and support services to the Web/cloud	14.5	16.7	12.4	11.1	4.3	14.8	14.3	21.4	4.2	13.3	12.3	40.0
Securing more corporate support (grants, gifts, contracts, etc.)	43.8	40.8	48.3	0.0	46.8	32.7	25.0	44.4	36.0	55.0	47.2	42.9
Becoming more aggressive about endowment investments	10.1	10.8	9.3	50.0	10.9	2.2	10.0	14.0	8.3	6.7	9.7	40.0
Significantly increasing the size of the endowment	42.8	34.9	49.7	33.3	31.9	35.8	40.9	34.6	24.0	48.1	54.2	40.0
<b>How important are the following strategies for reducing operating expenses at your institution in the next two-three years?</b>												
<i>Percent very important (6/7); scale: 1=not important; 7=very important</i>												
Increasing teaching loads for full-time faculty	26.3	30.3	21.9	33.3	17.0	28.6	32.1	34.1	8.0	17.3	26.4	12.5
Using technology to reduce instructional costs	36.0	41.3	29.8	55.6	27.7	32.1	34.5	49.1	16.0	33.3	30.3	25.0
Eliminating low-enrollment academic programs	51.0	52.1	49.3	66.7	34.0	35.7	37.9	64.7	20.0	53.1	52.8	25.0
Centralizing/consolidating administrative functions	32.7	40.1	24.7	44.4	55.3	39.3	21.4	39.3	36.0	24.7	22.5	37.5
Centralizing/consolidating IT resources and services	29.3	35.5	22.3	44.4	59.6	28.6	25.0	32.9	32.0	18.5	21.9	37.5
Making more efficient use of facilities	47.9	52.3	43.5	44.4	40.4	51.8	32.1	59.0	36.0	48.1	42.1	50.0
Using metrics to analyze programs and strategies to identify problems and potential improvements	51.2	50.8	51.7	44.4	61.7	50.0	31.0	51.4	44.0	59.3	48.9	62.5
Using technology tools (e.g., business analytics technologies) to evaluate programs and to identify problems and potential improvements	39.8	41.6	38.0	33.3	42.6	32.1	31.0	46.2	32.0	44.4	36.0	37.5
Developing/expanding early retirement programs	13.0	14.4	12.0	0.0	19.1	10.7	17.2	13.9	12.0	12.3	12.4	0.0
Sharing more retirement costs with employees	12.5	15.4	9.9	0.0	17.0	19.6	6.9	15.0	4.0	11.1	10.7	0.0
Reducing retirement benefits for employees	9.3	11.2	7.5	0.0	12.8	12.5	7.1	11.0	12.0	7.4	6.7	12.5
Reducing health insurance benefits	12.9	14.5	11.3	11.1	14.9	16.1	7.1	15.0	16.0	6.2	13.5	0.0
Sharing more health insurance costs with employees	25.2	25.2	25.3	22.2	27.7	26.8	20.7	24.9	28.0	19.8	28.1	12.5
<b>Campus officials often discuss outsourcing various functions and services as a way to leverage financial resources and/or improve campus services. What's the status of outsourcing at your institution?</b>												
<b>Dormitory management</b>												
Not applicable	36.0	49.8	21.2	44.4	8.5	10.7	37.9	75.7	28.0	21.0	19.1	50.0
Currently doing this	3.6	5.6	1.0	22.2	10.6	5.4	10.3	3.5	4.0	0.0	1.1	0.0
Beginning in Fall 2011	0.2	0.3	0.0	0.0	0.0	1.8	0.0	0.0	0.0	0.0	0.0	0.0
Currently under review	5.8	4.9	6.5	11.1	14.9	5.4	6.9	1.7	4.0	2.5	9.0	0.0
Reviewed and decided not to	43.6	32.8	55.5	22.2	53.2	60.7	37.9	17.3	56.0	54.3	56.2	50.0
Too political to consider	10.9	6.6	15.8	0.0	12.8	16.1	6.9	1.7	8.0	22.2	14.6	0.0

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	All Institutions	Public	Private Nonprofit	Private For-Profit	Doctoral	Master's	Bacc	Assoc	Doctoral	Master's	Bacc	Assoc
<b>Bookstore management</b>												
Not applicable	6.4	5.9	7.2	0.0	4.3	3.6	10.3	6.4	8.0	3.7	8.4	12.5
Currently doing this	55.9	56.4	55.1	66.7	53.2	75.0	55.2	51.5	68.0	70.4	46.1	62.5
Beginning in Fall 2011	1.3	1.6	1.0	0.0	0.0	1.8	3.5	1.7	4.0	1.2	0.6	0.0
Currently under review	8.3	4.3	12.0	22.2	8.5	1.8	6.9	3.5	8.0	7.4	14.6	12.5
Reviewed and decided not to	26.9	29.8	24.3	11.1	29.8	16.1	24.1	35.3	12.0	17.3	29.8	12.5
Too political to consider	1.2	2.0	0.3	0.0	4.3	1.8	0.0	1.7	0.0	0.0	0.6	0.0
<b>Food service management/operations</b>												
Not applicable	7.1	7.9	5.8	22.2	0.0	1.8	17.2	10.4	4.0	3.7	5.1	50.0
Currently doing this	73.6	69.2	78.8	55.6	61.7	76.8	72.4	68.2	76.0	86.4	77.5	37.5
Beginning in Fall 2011	0.5	0.3	0.7	0.0	0.0	0.0	0.0	0.6	0.0	0.0	1.1	0.0
Currently under review	3.5	4.9	2.1	0.0	6.4	3.6	3.5	5.2	0.0	1.2	2.3	12.5
Reviewed and decided not to	13.4	14.4	12.3	11.1	25.5	16.1	6.9	12.1	20.0	8.6	13.5	0.0
Too political to consider	2.0	3.3	0.3	11.1	6.4	1.8	0.0	3.5	0.0	0.0	0.6	0.0
<b>Physical plant/custodial services</b>												
Not applicable	6.3	5.3	7.5	0.0	0.0	1.8	10.3	6.9	16.0	6.2	6.7	12.5
Currently doing this	23.1	19.0	27.1	33.3	14.9	16.1	17.2	21.4	36.0	29.6	24.2	37.5
Beginning in Fall 2011	0.8	1.0	0.7	0.0	2.1	0.0	0.0	1.2	0.0	0.0	1.1	0.0
Currently under review	11.1	11.2	10.6	22.2	14.9	8.9	6.9	11.6	20.0	12.4	9.0	0.0
Reviewed and decided not to	47.5	47.9	47.3	44.4	59.6	48.2	44.8	45.1	20.0	46.9	51.1	50.0
Too political to consider	11.2	15.7	6.9	0.0	8.5	25.0	20.7	13.9	8.0	4.9	7.9	0.0
<b>Technology/IT user support services</b>												
Not applicable	8.9	7.9	9.9	11.1	2.1	7.1	20.7	7.5	16.0	11.1	9.0	0.0
Currently doing this	9.6	9.8	9.6	0.0	6.4	7.1	3.5	12.7	12.0	12.4	7.3	25.0
Beginning in Fall 2011	0.7	0.3	1.0	0.0	0.0	0.0	0.0	0.6	0.0	1.2	1.1	0.0
Currently under review	16.0	16.4	15.1	33.3	23.4	10.7	17.2	16.2	12.0	12.4	16.9	12.5
Reviewed and decided not to	54.5	54.4	54.5	55.6	59.6	62.5	41.4	52.6	48.0	54.3	55.1	62.5
Too political to consider	10.4	11.2	9.9	0.0	8.5	12.5	17.2	10.4	12.0	8.6	10.7	0.0
<b>Technology/core IT management services</b>												
Not applicable	9.2	8.2	10.3	11.1	2.1	7.1	24.1	7.5	20.0	9.9	9.6	0.0
Currently doing this	8.6	8.5	8.9	0.0	2.1	7.1	0.0	12.1	8.0	11.1	7.3	25.0
Beginning in Fall 2011	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Currently under review	14.5	14.1	14.7	22.2	25.5	8.9	6.9	13.9	8.0	11.1	17.4	12.5
Reviewed and decided not to	56.4	57.1	55.5	66.7	59.6	60.7	55.2	55.5	52.0	59.3	53.9	62.5
Too political to consider	11.2	12.1	10.6	0.0	10.6	16.1	13.8	11.0	12.0	8.6	11.8	0.0
<b>Call center services for recruitment/admissions</b>												
Not applicable	18.4	20.1	16.8	11.1	12.8	8.9	35.7	23.1	16.0	16.1	17.4	12.5
Currently doing this	6.9	5.6	7.2	44.4	6.4	5.4	3.6	5.8	8.0	7.4	5.6	37.5
Beginning in Fall 2011	0.7	0.3	1.0	0.0	2.1	0.0	0.0	0.0	8.0	0.0	0.6	0.0
Currently under review	13.4	15.5	11.3	11.1	10.6	16.1	10.7	17.3	16.0	12.4	10.7	0.0
Reviewed and decided not to	47.1	45.7	49.0	33.3	59.6	50.0	39.3	41.6	40.0	51.9	49.4	37.5
Too political to consider	13.6	12.8	14.7	0.0	8.5	19.6	10.7	12.1	12.0	12.4	16.3	12.5
<b>Call center services for financial aid counseling</b>												
Not applicable	17.9	17.8	18.2	11.1	12.8	12.5	32.1	18.5	20.0	18.5	17.4	25.0
Currently doing this	4.0	4.9	2.4	22.2	2.1	3.6	0.0	6.9	4.0	1.2	2.3	12.5

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<b>Call center services for financial aid counseling (continued)</b>												
Beginning in Fall 2011	1.0	1.6	0.3	0.0	0.0	0.0	0.0	2.9	4.0	0.0	0.0	0.0
Currently under review	14.7	18.4	10.6	22.2	8.5	16.1	14.3	22.5	8.0	8.6	11.8	12.5
Reviewed and decided not to	49.8	46.1	53.8	44.4	66.0	50.0	39.3	40.5	48.0	55.6	54.5	37.5
Too political to consider	12.7	11.2	14.7	0.0	10.6	17.9	14.3	8.7	16.0	16.1	14.0	12.5
<b>Call center services for alumni/development</b>												
Not applicable	25.3	30.9	19.9	11.1	19.2	17.9	32.1	38.2	20.0	18.5	20.2	25.0
Currently doing this	7.9	6.6	8.9	22.2	17.0	5.4	7.1	4.1	12.0	6.2	9.6	12.5
Beginning in Fall 2011	0.7	1.0	0.3	0.0	0.0	1.8	0.0	1.2	0.0	0.0	0.6	0.0
Currently under review	10.7	12.5	8.2	33.3	14.9	16.1	17.9	9.8	0.0	8.6	9.0	12.5
Reviewed and decided not to	44.3	41.5	47.6	33.3	42.6	44.6	32.1	41.6	60.0	49.4	45.5	37.5
Too political to consider	11.1	7.6	15.1	0.0	6.4	14.3	10.7	5.2	8.0	17.3	15.2	12.5
<b>Instructional support services (counseling/academic advising, etc.)</b>												
Not applicable	16.0	14.1	18.2	11.1	10.6	8.9	24.1	15.0	24.0	18.5	16.9	25.0
Currently doing this	5.1	4.3	6.2	0.0	0.0	7.1	0.0	5.2	4.0	4.9	6.2	25.0
Beginning in Fall 2011	0.7	0.3	0.3	22.2	0.0	0.0	0.0	0.6	0.0	1.2	0.0	0.0
Currently under review	6.6	8.9	4.5	0.0	4.3	8.9	10.3	9.8	0.0	2.5	6.2	0.0
Reviewed and decided not to	50.0	49.2	50.3	66.7	63.8	48.2	55.2	44.5	60.0	53.1	48.3	37.5
Too political to consider	21.6	23.3	20.6	0.0	21.3	26.8	10.3	24.9	12.0	19.8	22.5	12.5
<b>Development of instructional resources for our online courses and programs</b>												
Not applicable	16.2	12.2	20.6	11.1	10.6	12.5	17.9	11.6	12.0	16.1	23.6	25.0
Currently doing this	15.9	17.8	14.0	11.1	14.9	21.4	3.6	19.7	12.0	18.5	12.4	12.5
Beginning in Fall 2011	1.7	1.6	1.7	0.0	2.1	1.8	0.0	1.7	0.0	1.2	2.3	0.0
Currently under review	22.5	21.1	23.6	33.3	25.5	23.2	35.7	16.8	28.0	24.7	21.9	37.5
Reviewed and decided not to	33.9	36.2	31.2	44.4	34.0	32.1	35.7	38.2	36.0	33.3	29.8	25.0
Too political to consider	9.9	11.2	8.9	0.0	12.8	8.9	7.1	12.1	12.0	6.2	10.1	0.0
<b>Delivery of instruction in our online courses and programs</b>												
Not applicable	16.2	11.2	20.9	33.3	10.6	8.9	21.4	10.4	8.0	16.1	24.2	37.5
Currently doing this	15.7	18.1	13.4	11.1	10.6	26.8	3.6	19.7	20.0	14.8	11.8	12.5
Beginning in Fall 2011	2.3	1.3	3.4	0.0	2.1	0.0	0.0	1.7	0.0	3.7	3.9	0.0
Currently under review	20.0	17.8	22.6	11.1	21.3	23.2	28.6	13.3	24.0	27.2	20.2	25.0
Reviewed and decided not to	34.7	37.5	31.5	44.4	40.4	33.9	35.7	38.2	44.0	34.6	28.7	25.0
Too political to consider	11.1	14.1	8.2	0.0	14.9	7.1	10.7	16.8	4.0	3.7	11.2	0.0
<b>How well do various individuals and campus constituencies understand the financial challenges confronting your institution?</b>												
Percent very well (6/7); scale 1=not well; 7=very well												
Board of regents/trustees	63.3	57.9	68.5	77.8	53.2	62.5	71.4	55.5	64.0	61.7	71.9	75.0
President/CEO	86.6	87.9	84.9	100.0	91.5	83.9	89.7	87.9	84.0	84.0	84.8	100.0
Provost/chief academic officer	63.9	65.2	63.0	44.4	66.0	82.1	65.5	59.5	80.0	64.2	60.1	62.5
Department chairs and deans	23.4	28.9	17.8	22.2	29.8	35.7	27.6	26.6	32.0	11.1	19.1	12.5
Elected faculty leaders	16.7	22.6	11.0	0.0	27.7	25.0	27.6	19.7	12.0	7.4	12.4	12.5
Faculty	6.4	9.2	3.8	0.0	4.3	10.7	6.9	10.4	0.0	0.0	5.1	25.0
Local/state elected public officials	12.7	20.7	4.5	11.1	6.4	32.1	13.8	22.0	4.0	2.5	5.1	12.5
Community members/civic leaders	6.1	9.5	2.7	0.0	8.5	10.7	7.1	9.8	4.0	2.5	2.2	12.5
Students	4.1	5.6	2.7	0.0	8.5	10.7	3.4	3.5	4.0	2.5	2.8	0.0
Alumni	2.8	3.6	2.1	0.0	4.3	7.1	3.4	2.3	0.0	1.2	2.8	0.0

THE 2011 INSIDE HIGHER ED SURVEY OF COLLEGE & UNIVERSITY BUSINESS OFFICERS: DATA TABLES

	ALL INSTITUTIONS BY SECTOR				Public				Private Nonprofit			
	All Institutions	Public	Private Nonprofit	Private For-Profit	Doctoral	Master's	Bacc	Assoc	Doctoral	Master's	Bacc	Assoc

**Colleges and universities use various budget models for financial planning and management. Which model does your institution use? How would you rate the effectiveness of this model in addressing the financial challenges affecting your institution in recent years.**

**What budget model was used by your campus three years ago (F/Y 2007-2008)?**

Formula	27.1	37.0	16.8	22.2	44.7	28.6	27.6	39.3	16.0	14.8	16.9	37.5
Incremental	68.6	68.9	68.5	66.7	87.2	78.6	72.4	60.1	60.0	76.5	65.7	75.0
Performance-based	12.2	12.8	11.6	11.1	14.9	14.3	10.3	12.1	16.0	6.2	14.0	0.0
Revenue Center Mgmt (RCM)	10.2	7.5	13.0	11.1	6.4	5.4	20.7	6.4	40.0	9.9	11.2	0.0
Zero-based Budgeting	20.8	16.4	24.7	44.4	2.1	7.1	10.3	24.3	8.0	21.0	28.1	37.5

**What budget model has your campus used in the current fiscal year (F/Y 2010-2011)?**

Formula	26.1	34.8	17.1	22.2	44.7	25.0	31.0	35.8	16.0	14.8	17.4	37.5
Incremental	60.2	59.3	62.3	22.2	78.7	73.2	72.4	47.4	56.0	71.6	58.4	75.0
Performance-based	19.6	21.0	18.2	22.2	25.5	19.6	17.2	20.8	24.0	14.8	19.1	12.5
Revenue Center Mgmt (RCM)	14.2	11.8	17.1	0.0	21.3	8.9	20.7	8.7	48.0	12.3	15.2	12.5
Zero-based Budgeting	30.0	25.6	33.2	77.8	0.0	16.1	13.8	37.6	20.0	25.9	37.6	50.0

**How would you rate the effectiveness of the budget model currently used by your institution?**

*Percent very effective (6/7) (scale: 1=not effective, 7=very effective)*

Overall effectiveness of the budget model	39.7	36.7	42.6	44.4	23.4	32.1	20.7	44.5	40.0	35.8	45.2	62.5
Managing resources during good times	49.9	51.1	48.5	55.6	38.3	55.4	37.9	55.5	56.0	39.5	50.8	62.5
Managing resources during difficult times	36.7	33.8	39.5	44.4	23.4	28.6	20.7	40.5	44.0	42.0	37.3	50.0
Helping us set/re-assess institutional priorities	27.6	28.5	26.8	22.2	23.4	21.4	27.6	32.4	28.0	23.5	27.7	37.5
Helping us develop business plans for new academic programs/services	20.9	21.0	21.4	0.0	19.1	21.4	17.2	22.0	24.0	16.0	22.2	50.0
Helping us develop the business plan for our online education activities	15.8	17.8	13.8	11.1	17.0	19.6	7.1	19.1	12.0	11.1	14.8	25.0

**How effective (or ineffective) is your institution in the following areas? (Remember, this is anonymous!)**

*Percent very effective (6/7) (scale: 1=not effective, 7=very effective)*

Managing our financial resources during good times	54.3	57.0	51.7	44.4	46.8	62.5	44.8	60.1	60.0	46.9	53.4	37.5
Managing our financial resources during difficult times	57.4	59.0	56.2	44.4	57.4	62.5	51.7	59.5	80.0	51.9	53.9	75.0
Using financial data to aid and inform campus decision-making	39.4	39.7	38.7	55.6	36.2	39.3	27.6	42.8	48.0	33.3	39.9	37.5
Explaining/educating key constituencies about financial challenges	37.6	41.0	34.2	33.3	42.6	39.3	48.3	39.9	44.0	27.2	36.0	37.5
Maintaining the infrastructure/physical plant	35.5	37.0	33.9	33.3	21.3	41.1	31.0	41.0	32.0	32.1	35.4	25.0
Aligning our financial planning with the institutional strategic plan	36.3	36.1	36.3	44.4	29.8	39.3	41.4	35.8	48.0	27.2	38.2	50.0
Using technology to enhance the institution's mission and finances	22.8	29.5	15.8	22.2	14.9	30.4	24.1	34.1	28.0	16.0	14.0	12.5
Operating as efficiently as possible	29.2	34.1	24.0	33.3	31.9	37.5	24.1	35.3	16.0	18.5	27.0	37.5

**Please indicate the degree to which you agree or disagree with the following statements:**

**Faculty are realistic about the financial challenges confronting my institution.**

Strongly disagree	11.4	10.2	12.7	11.1	8.5	7.3	0.0	13.3	20.0	13.6	11.3	12.5
Disagree	45.4	42.1	48.8	44.4	46.8	40.0	51.7	39.9	36.0	55.6	47.5	50.0
Agree	41.1	45.4	36.4	44.4	42.6	50.9	41.4	45.1	44.0	29.6	38.4	37.5
Strongly agree	2.2	2.3	2.1	0.0	2.1	1.8	6.9	1.7	0.0	1.2	2.8	0.0

**Faculty have been supportive of efforts to address the budget problems confronting my institution.**

Strongly disagree	8.1	8.9	7.2	11.1	4.3	12.7	0.0	10.4	8.0	6.2	7.3	12.5
Disagree	28.6	23.7	33.7	33.3	10.6	21.8	34.5	26.0	24.0	43.2	29.9	50.0
Agree	59.1	62.5	55.7	55.6	76.6	61.8	58.6	59.5	60.0	49.4	58.8	37.5
Strongly agree	4.1	4.9	3.4	0.0	8.5	3.6	6.9	4.1	8.0	1.2	4.0	0.0

THE 2011 INSIDE HIGHER ED SURVEY OF COLLEGE & UNIVERSITY BUSINESS OFFICERS: DATA TABLES

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	All Institutions	Public	Private Nonprofit	Private For-Profit	Doctoral	Master's	Bacc	Assoc	Doctoral	Master's	Bacc	Assoc
<b>My institution can make additional and significant spending cuts without hurting quality.</b>												
Strongly disagree	16.2	21.7	10.7	11.1	34.0	30.9	20.7	15.6	4.0	7.4	12.4	25.0
Disagree	45.4	42.8	47.8	55.6	40.4	45.5	41.4	42.8	40.0	53.1	46.9	37.5
Agree	33.6	31.3	36.1	33.3	21.3	23.6	37.9	35.3	52.0	34.6	34.5	37.5
Strongly agree	4.8	4.3	5.5	0.0	4.3	0.0	0.0	6.4	4.0	4.9	6.2	0.0
<b>The investment/business savvy of my board helped us manage the recent downturn.</b>												
Strongly disagree	8.6	11.8	5.2	11.1	12.8	14.6	3.5	12.1	0.0	2.5	6.2	25.0
Disagree	31.0	36.2	25.8	22.2	38.3	34.6	34.5	36.4	16.0	30.9	24.9	25.0
Agree	51.3	48.0	54.3	66.7	42.6	47.3	51.7	49.1	52.0	56.8	54.2	37.5
Strongly agree	9.1	4.0	14.8	0.0	6.4	3.6	10.3	2.3	32.0	9.9	14.7	12.5
<b>Board members pushed the institution into overly aggressive investments that exacerbated our financial problems.</b>												
Strongly disagree	57.0	58.9	55.0	55.6	55.3	63.6	72.4	56.1	60.0	58.0	51.4	87.5
Disagree	38.1	36.8	39.2	44.4	42.6	34.6	24.1	38.2	40.0	34.6	42.4	12.5
Agree	3.8	3.3	4.5	0.0	2.1	1.8	3.5	4.1	0.0	6.2	4.5	0.0
Strongly agree	1.2	1.0	1.4	0.0	0.0	0.0	0.0	1.7	0.0	1.2	1.7	0.0
<b>Greater transparency in campus decision-making will result in better financial decisions.</b>												
Strongly disagree	5.3	6.3	4.5	0.0	4.3	3.6	6.9	7.5	4.0	2.5	4.5	25.0
Disagree	24.5	24.0	25.1	22.2	27.7	20.0	17.2	25.4	20.0	23.5	27.1	12.5
Agree	52.0	53.3	50.5	55.6	53.2	50.9	55.2	53.8	60.0	55.6	46.9	50.0
Strongly agree	18.2	16.5	19.9	22.2	14.9	25.5	20.7	13.3	16.0	18.5	21.5	12.5
<b>Our current tuition discount rate is unsustainable.</b>												
Strongly disagree	18.7	25.0	12.7	0.0	12.8	25.5	27.6	27.8	24.0	6.2	13.0	37.5
Disagree	46.2	52.3	38.1	100.0	55.3	52.7	62.1	49.7	52.0	39.5	35.6	37.5
Agree	23.7	17.4	30.9	0.0	25.5	18.2	3.5	17.3	24.0	38.3	29.4	12.5
Strongly agree	11.4	5.3	18.2	0.0	6.4	3.6	6.9	5.2	0.0	16.1	22.0	12.5
<b>Budget cuts initiated by my institution in the past three years have done major damage to the quality of our academic programs.</b>												
Strongly disagree	33.0	27.6	38.5	33.3	21.3	18.2	48.3	28.9	52.0	35.8	36.7	62.5
Disagree	59.9	61.2	58.8	55.6	59.6	63.6	37.9	64.7	48.0	64.2	58.8	37.5
Agree	6.0	9.2	2.4	11.1	17.0	16.4	13.8	4.1	0.0	0.0	4.0	0.0
Strongly agree	1.2	2.0	0.3	0.0	2.1	1.8	0.0	2.3	0.0	0.0	0.6	0.0
<b>Budget cuts initiated by my institution in the past three years have done major damage to the quality of our student academic support services (advising, tutoring, etc.).</b>												
Strongly disagree	31.8	25.0	38.8	33.3	19.2	16.4	37.9	27.2	44.0	34.6	37.9	87.5
Disagree	57.0	57.9	56.4	44.4	68.1	61.8	44.8	56.1	52.0	63.0	55.9	12.5
Agree	9.9	15.1	4.5	11.1	10.6	21.8	17.2	13.9	4.0	2.5	5.7	0.0
Strongly agree	1.3	2.0	0.3	11.1	2.1	0.0	0.0	2.9	0.0	0.0	0.6	0.0
<b>Budget cuts initiated by my institution in the past three years have done major damage to the quality of campus operations and support services.</b>												
Strongly disagree	23.8	17.1	30.9	22.2	12.8	9.1	24.1	19.7	32.0	29.6	29.4	75.0
Disagree	51.2	52.0	50.2	55.6	44.7	52.7	48.3	54.3	48.0	51.9	51.4	12.5
Agree	21.9	27.6	15.8	22.2	36.2	36.4	27.6	22.5	16.0	16.1	16.4	0.0
Strongly agree	3.2	3.3	3.1	0.0	6.4	1.8	0.0	3.5	4.0	2.5	2.8	12.5
<b>Budget cuts initiated by my institution in the past three years have done major damage to staff morale.</b>												
Strongly disagree	12.9	8.2	17.9	11.1	4.3	1.8	13.8	10.4	12.0	22.2	15.8	37.5
Disagree	41.9	35.2	48.8	44.4	38.3	27.3	27.6	38.2	60.0	46.9	48.0	50.0
Agree	35.4	42.4	28.2	33.3	40.4	49.1	41.4	41.0	28.0	28.4	29.4	0.0
Strongly agree	9.8	14.1	5.2	11.1	17.0	21.8	17.2	10.4	0.0	2.5	6.8	12.5

THE 2011 INSIDE HIGHER ED SURVEY OF COLLEGE & UNIVERSITY BUSINESS OFFICERS: DATA TABLES

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	All Institutions	Public	Private Nonprofit	Private For-Profit	Doctoral	Master's	Bacc	Assoc	Doctoral	Master's	Bacc	Assoc
<b>My office is unfairly blamed for the budget cuts in campus programs and services.</b>												
Strongly disagree	19.2	18.4	20.6	0.0	31.9	9.1	31.0	15.6	44.0	18.5	17.5	37.5
Disagree	56.3	56.6	55.3	77.8	55.3	63.6	34.5	58.4	44.0	61.7	54.2	50.0
Agree	21.4	21.1	21.7	22.2	10.6	21.8	27.6	22.5	12.0	18.5	24.9	12.5
Strongly agree	3.2	4.0	2.4	0.0	2.1	5.5	6.9	3.5	0.0	1.2	3.4	0.0
<b>My institution's business model is badly broken.</b>												
Strongly disagree	30.8	30.6	30.2	55.6	29.8	29.1	51.7	27.8	40.0	27.2	29.4	50.0
Disagree	53.8	55.3	53.3	22.2	51.1	54.6	34.5	60.1	48.0	55.6	53.7	37.5
Agree	13.7	12.5	14.8	22.2	19.2	16.4	13.8	9.3	12.0	17.3	14.1	12.5
Strongly agree	1.7	1.6	1.7	0.0	0.0	0.0	0.0	2.9	0.0	0.0	2.8	0.0
<b>When faced with a conflict between academic and financial administrators, our president/CEO regularly sides with academic administrators.</b>												
Strongly disagree	14.2	15.1	13.8	0.0	19.2	12.7	10.3	15.6	16.0	9.9	14.1	37.5
Disagree	57.8	55.9	58.8	88.9	42.6	56.4	65.5	57.8	44.0	64.2	58.2	62.5
Agree	23.8	24.7	23.4	11.1	31.9	29.1	20.7	22.0	32.0	22.2	23.7	0.0
Strongly agree	4.1	4.3	4.1	0.0	6.4	1.8	3.5	4.6	8.0	3.7	4.0	0.0
<b>My institution makes efficient use of technology resources and services.</b>												
Strongly disagree	4.0	3.3	4.8	0.0	4.3	1.8	0.0	4.1	8.0	1.2	5.7	12.5
Disagree	30.5	25.0	36.8	11.1	36.2	27.3	34.5	19.7	28.0	42.0	35.0	50.0
Agree	59.3	64.1	53.6	77.8	59.6	61.8	62.1	66.5	64.0	48.2	55.4	37.5
Strongly agree	6.3	7.6	4.8	11.1	0.0	9.1	3.5	9.8	0.0	8.6	4.0	0.0
<b>There are too many "sacred cows" at my institution that can't be touched.</b>												
Strongly disagree	6.1	6.9	4.5	33.3	4.3	7.3	10.3	6.9	4.0	3.7	4.5	12.5
Disagree	38.9	38.5	39.2	44.4	31.9	36.4	41.4	40.5	36.0	35.8	41.2	37.5
Agree	42.9	43.4	43.0	22.2	51.1	47.3	41.4	40.5	40.0	49.4	40.7	37.5
Strongly agree	12.1	11.2	13.4	0.0	12.8	9.1	6.9	12.1	20.0	11.1	13.6	12.5
<b>Please provide the following background information:</b>												
Average Age	54.8	54.9	54.7	53.0	57.6	55.7	54.4	54.1	58.6	54.7	54.3	50.9
Median Age	55.5	56.0	55.0	54.0	60.0	57.0	55.0	55.0	60.0	55.0	54.0	54.5
<b>Gender</b>												
Male	69.1	64.9	73.0	88.9	76.6	66.1	72.4	60.1	76.0	67.9	75.8	50.0
Female	29.0	33.1	25.3	11.1	19.2	33.9	27.6	37.6	24.0	30.9	22.5	37.5
No response	1.8	2.0	1.7	0.0	4.3	0.0	0.0	2.3	0.0	1.2	1.7	12.5
<b>How long have you served as the chief business/financial officer of this institution?</b>												
Average years	7.7	7.7	7.8	3.4	6.7	8.1	8.0	7.8	8.2	6.9	8.2	7.0
Median years	6.0	6.0	5.0	3.0	5.5	6.0	5.0	6.0	8.0	4.0	6.0	5.0
<b>Total years as a chief business/financial officer at any institution</b>												
Average years	13.3	12.9	14.0	7.2	12.9	13.6	11.9	12.8	15.9	14.2	13.8	11.0
Median years	11.0	11.0	12.0	6.0	11.0	12.0	10.0	11.0	14.0	11.0	12.0	12.0

# Appendix A / Methodology

The *Inside Higher Ed* Survey of College and University Business Officers was conducted in May and June, 2011. An e-mail invitation with a hotlink to an on-line questionnaire was sent on May 18, 2011, to the chief business and financial officers of some 2,500 public, private nonprofit, and for-profit colleges and universities. Discounting the 150 non-deliverable emails, the actual survey sample included some 2,350 two- and four-year colleges and universities that enroll 500 or more students.\* A total of 606 campus and system chief business or financial officers completed the survey by June 9. ¶ The number and types of colleges and universities that participated in the 2011 business officers survey are shown below:

Category	Number of 2011 Survey Participants
<b>All Institutions</b>	<b>606</b>
All Public Institutions	305
Universities	47
Master's Institutions	56
Baccalaureate Colleges	29
Associate/Community Colleges	173
<b>All Private/Non-Profit Institutions</b>	<b>292</b>
Universities	25
Master's Institutions	81
Baccalaureate Colleges	178
Associate/Community Colleges	8
All For-Profit Institutions	9

\* Fall 2007 enrollment data from the Integrated Postsecondary Education System Data (IPEDS) data files of the US Department of Education reveal that 27.1 percent (1,152) of the nation's 4,253 accredited, degree-granting two- and four-year colleges and universities enroll under 500 students (headcount enrollment). These institutions account for some 271,932 (1.5 pct.) of the nation's 18.052 million college students as of fall 2007. In contrast, the 505 colleges and universities that enroll 10,000 or more students represent just 11.4 percent of the total number of U.S. degree-granting institutions yet account for 53.1 percent of total headcount enrollment, some 9.8 million students. (source: special analysis of the 2007 IPEDS enrollment data by The Campus Computing Project; see also Digest of Education Statistics 2008. U.S. Department of Education, 2008, table. 224).

# Appendix B / About the Authors

**KENNETH C. GREEN**, senior research consultant at *Inside Higher Ed*, is also the founding director of *The Campus Computing Project*, the largest continuing study of the role of computing, eLearning, and information technology in American higher education. Launched in 1990 as an IT benchmarking project for colleges and universities, *Campus Computing* is widely cited by both campus officials and corporate executives in the college publishing and technology industries as a definitive source for data, information, and insight about a wide range of online education and information technology issues that

affect U.S. colleges and universities. Green is the author/co-author or editor of a dozen books and published research reports and more than 90 articles and commentaries that have appeared in academic journals and professional publications. He is often quoted on higher education, eLearning and information technology issues in *The New York Times*, *The Washington Post*, *The Los Angeles Times*, *The Wall Street Journal*, *The Chronicle of Higher Education*, *Inside Higher Ed*, and other print and broadcast media. His *Digital Tweed* blog is published by *Inside Higher Ed*. In October 2002, Green received the first

EDUCAUSE Award for Leadership in Public Policy and Practice. The award cites his work in creating *The Campus Computing Project* and recognizes his “prominence in the arena of national and international technology agendas, and the linking of higher education to those agendas.” A graduate of New College (FL), Green earned a Ph.D. in higher education and public policy at the University of California, Los Angeles.

**SCOTT JASCHIK**, is editor and one of the three founders of *Inside Higher Ed*. With Doug Leder-



man, he leads the editorial operations of *Inside Higher Ed*, overseeing news content, opinion pieces, career advice, blogs and other features. Scott is a leading voice on higher education issues, quoted regularly in publications nationwide, and publishing articles on colleges in publications such as *The New York Times*, *The Boston Globe*, *The Washington Post*, *Salon*, and elsewhere. He has been a judge or screener for the National Magazine Awards, the Online Journalism Awards, the Folio Editorial Excellence Awards, and the Education Writers Association Awards. Scott is a mentor in the community college fellowship program of the Hechinger Institute on Education and the Media. From 1999-2003, Scott was editor of *The Chronicle of*

*Higher Education*. Previously at *The Chronicle*, he held numerous other positions and his reporting was honored by *Investigative Reporters and Editors* and *The Washington Monthly*. Scott grew up in Rochester, N.Y., and graduated from Cornell University in 1985. He lives in Washington.

**DOUG LEDERMAN**, is editor and one of the three founders of *Inside Higher Ed*. With Scott Jaschik, he leads the site's editorial operations, overseeing news content, opinion pieces, career advice, blogs and other features. Doug speaks widely about higher education, including on CSpan and National Public Radio and at meetings around the country, and his work has

appeared in *The New York Times*, *USA Today*, *The Christian Science Monitor*, and the *Princeton Alumni Weekly*. Doug was managing editor of *The Chronicle of Higher Education* from 1999 to 2003. Before that, Doug had worked at *The Chronicle* since 1986 in a variety of roles, including as athletics reporter and special projects editor. He has won three National Awards for Education Reporting from the Education Writers Association, including one in 2009 for a series of *Inside Higher Ed* articles on college rankings. He began his career as a news clerk at *The New York Times*. He grew up in Shaker Heights, Ohio, and graduated in 1984 from Princeton University. Doug lives with his wife, Sandy, and their two children in Bethesda, Md.

Founded in 2004, *Inside Higher Ed* (<http://insidehighered.com>) is the online source for news, opinion and jobs for all of higher education. *Inside Higher Ed* provides what higher education professionals need to thrive in their jobs or find a better one: breaking news and feature stories, provocative daily commentary, areas for comment on every article, practical career columns, and a powerful suite of tools that keep academic professionals well informed about issues and employment opportunities, and that help colleges identify and hire talented personnel. ¶ The 2011 Survey of College and University Business Officers was designed to provide timely data about key issues that confront the chief business officers across all sectors of American higher education. The corporate sponsors of the survey are Aramark, Kaplan Global Solutions, Perceptis, and SunGard Higher Education.

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