THE 2012 INSIDE HIGHER ED SURVEY OF

COLLEGE & UNIVERSITY
Presidents

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KENNETH C. GREEN
SENIOR RESEARCH CONSULTANT

with

SCOTT JASCHIK
&
DOUG LEDERMAN
FOUNDING EDITORS, *INSIDE HIGHER ED*

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Introduction

Inside Higher Ed's national surveys of senior campus leaders — presidents, provosts, chief financial officers, and admissions directors — provide timely data and unique insights about the key challenges confronting American colleges and universities. The surveys also provide unique opportunities to compare and contrast the perspectives of senior campus officials on key issues. ¶ The 2012 *Inside Higher Ed* Survey of College & University Presidents is our second annual survey of chief executives. The questions, summarized below and discussed in detail in this report, address an array of challenges that confront presidents across all sectors of American higher education:

• What issues do presidents identify as the most pressing challenges confronting their institutions over the next two-three years?

• What strategies are part of continuing campus efforts to address budget constraints that affect many institutions?

• How do presidents assess the effectiveness of their institutions' continuing investments in information technology?

• How do presidents rate their campuses' effectiveness on a variety of key performance metrics?

• Ahead of the 2012 election, how do college and university presidents rate the performance of the presidential candidates and political parties on issues relevant to higher education?

• What has been the impact of recent athletic scandals on the presidents' own institutions, and on the rest of higher education?

• How have budget cuts affected academic programs, campus services, and staff morale?

• What is the presidential view on the role of accreditation and the mandates from accrediting agencies to address student outcomes?

The survey data offer new insights into campus policies, practices and priorities during another period of significant financial challenges for higher education.

Although politicians and the public might prefer that college and university presidents speak with one voice about policy matters that affect the nation's postsecondary enterprise, the 2012 survey reveals consensus on many issues but also some areas of significant disagreement among campus leaders across sectors.

The *Inside Higher Ed* survey of college and university presidents was conducted in January 2012.

An e-mail invitation with a hot-link to an online questionnaire was sent to the presidents and chancellors of 3,145 public, private nonprofit, and for-profit degree granting two- and four-year colleges and universities across the United States.

A total of 1,002 presidents completed the survey by February 1. (Additional information about the survey methodology is presented in Appendix A.)

An Open Letter to Presidents:

As an educator, you understand the power of relationships. Every day, someone on your campus reaches out to make a difference in the life of a student. A connection happens. And a transformation begins. A physics professor opens a door to a new way of understanding the universe. An academic advisor connects a student with what will become her life calling. At its heart, education is about how relationships shape the future of individuals.

With the strategic combination of Datatel and SunGard Higher Education launched, our new organization is embarking on the next chapter of service to higher education. I want to thank you for helping us define our priorities, understand our commitments, and honor our mission. Our relationships with this community have had a transformative effect over the past 40 years, making us what we are today and shaping who we will be tomorrow.

Today, the challenges education faces are great. But the opportunity to transform the lives of millions of learners around the world is a tremendous motivator. We are honored to have a part to play in helping you move education forward. And now, we are better positioned than ever before to deliver the new technologies, new services, and new approaches you need to effect positive change.

As we take this bold new step into the future, we will build on our rich heritage of collaboration with you to create new possibilities for future generations of learners.

Thank you.

Sincerely,

John F. Speer, III
President and CEO
Datatel+SGHE

KEY CHALLENGES

The survey began by asking presidents to rate the importance of 14 issues/challenges that might confront their institutions over the next two-three years. As shown in Table 1, four money issues top the list. Presidents across all sectors cite money — directly as reflected by budget shortfalls and cuts in state spending, or indirectly such as rising tuition or potential cuts in federal student aid programs — as the most pressing issue for their campuses in the coming years.

In aggregate and across most sectors, presidents identify potential cuts in federal student aid programs as their top issue: More than four-fifths (83.2 percent) of all presidents who participated in the January 2012 survey cite cuts in federal student aid as a very important issue for their institution, followed by budget shortfalls (69.3 percent), declines in state support (66.9 percent) and rising tuition/affordability (65.5 percent).

Yet here as elsewhere in the survey

Table 1
Presidents Assess the Challenges Confronting Their Institutions Over the Next Two-Three Years
(percentage reporting scores of 6/7; scale: 1=not important, 7=very important)

	All Inst. (N=1002)	Public Doctorate (N=60)	Public Master's (N=110)	Public Bacc. (N=48)	Public Assoc. (N=338)	Private Doctorate (N=31)	Private Master's (N=122)	Private Bacc. (N=219)	Private Assoc. (N=23)	For-Profit (N=51)
Potential cuts in federal student aid	83.2	77.8	84.2	82.6	84.9	74.2	85.7	78.9	95.2	88.9
Budget shortfalls	69.9	75.0	87.2	81.3	86.0	32.3	41.2	55.3	60.9	53.3
Declines in state support	66.9	82.7	87.5	82.9	88.5	20.8	43.4	32.6	45.0	50.0
Rising tuition/affordability	65.5	75.0	66.4	68.1	60.7	63.3	68.6	68.5	63.6	63.3
Maintaining the quality of academic programs	53.8	63.8	67.9	66.7	53.4	45.2	46.3	45.4	52.2	62.0
Student assessment and educational outcomes	53.4	32.2	50.5	57.4	64.1	32.3	42.7	49.5	47.6	69.4
Remediation and student readiness for college	52.5	25.0	42.6	45.5	83.3	29.0	36.4	29.6	63.6	63.3
Increased competition for students	52.4	38.3	56.0	54.3	35.1	45.2	70.8	67.8	60.9	64.6
Financial support from alumni	46.0	50.0	57.8	54.5	25.1	60.0	63.2	63.2	47.8	6.5
Financial support from corporate sponsors	40.7	41.1	48.1	43.2	39.6	41.9	51.3	37.0	39.1	9.1
Limits on our ability to respond to increased demand/rising enrollments	35.0	40.7	35.5	37.0	55.4	6.7	16.7	17.4	31.8	27.7
Unfunded retirement liabilities	18.0	19.3	24.0	20.5	30.5	10.0	6.5	3.6	13.6	6.9
Potential cuts in federal research support	18.0	66.1	19.8	26.1	10.9	39.3	9.1	12.6	18.8	14.8
Not enough senior faculty retirements to create new positions for younger professors	15.8	8.6	11.8	31.3	17.7	23.5	16.0	13.7	13.6	8.3

data, the aggregate numbers mask important differences across sectors (public, private nonprofit, and for-profit) and segments (doctoral, master's, baccalaureate, and associate). For example, as shown in Figure 1, almost equal proportions of presidents of public, private, and for-profit institutions express concern about potential cuts in federal aid programs and the impact of rising tuition/affordability issues; in contrast (and perhaps not surprisingly), presidents in public institutions are far more likely than their peers at private and for-profit institutions to identify "budget shortfalls" and "declines in state support" as very important.

"Maintaining the quality of aca-

demic programs" ranks fifth on the list of key challenges for presidents, following the four financial/money issues cited above. The comparative importance that presidents place on academic quality stands in sharp contrast to the priorities of campus provosts/chief academic officers surveyed by *Inside Higher Ed* in December 2011: although the lists were not identical, both groups were asked to assess the importance of "maintaining the quality of academic programs" independent of other issues. Provosts placed academic quality matters at the top of their list of key issues: 86.3 percent of the 1,081 provosts/CAOs cited "maintaining academic quality" as "very important," compared to just over half (53.8 percent) of the 1,002 presidents.

Just over half the presidents identify "student learning" issues—assessment and educational outcomes, and also remediation and readiness for college—as very important for their institutions. These two issues cluster closely in Table 1 (along with competition for students), but well below the four financial issues cited above, and rank just below the concern about maintaining the quality of academic programs. But as shown in Table 1 and Figure 1, there are notable differences across sectors on these issues. The presidents of public and private doctoral universities are far less likely to tag these issues as very important for their institutions compared to their peers in other sectors. Also, the numbers on both issues are, in aggregate, higher for public institutions than for private. And ranked by sector, the presidents of community colleges, fol-

lowed by their counterparts in for-profit institutions, are most likely to identify assessment and remediation as "very important" for their institutions.

Given the academic and demographic profile of students across institutions, it is not surprising that presidents of community and for-profit colleges might top their peers in expressing concern about remediation and college readiness. But all institutions confront rising pressure from accreditors and state and federal agencies on assessment and outcomes; that the presidents of public and private universities view assessment (and by extension accredita-

tion, discussed below) as less important than their peers is noteworthy.

Finally, the survey data highlight other differences across sectors (public vs. private) and also between similar categories of institutions in different sectors. Some examples:

• **CUTS IN FEDERAL RESEARCH FUNDING.** Fully two-thirds (66.1 percent) of the presidents of public doctoral universities cite "potential cuts in federal research support" as very important over the next two-three years, compared to just two-fifths (39.3 percent) of their peers at private doctoral institutions.

Figure 1
Presidents Assess the Importance of Student Learning Issues, by Sector
(percentage reporting scores of 6/7; scale: 1=not important, 7=very important)
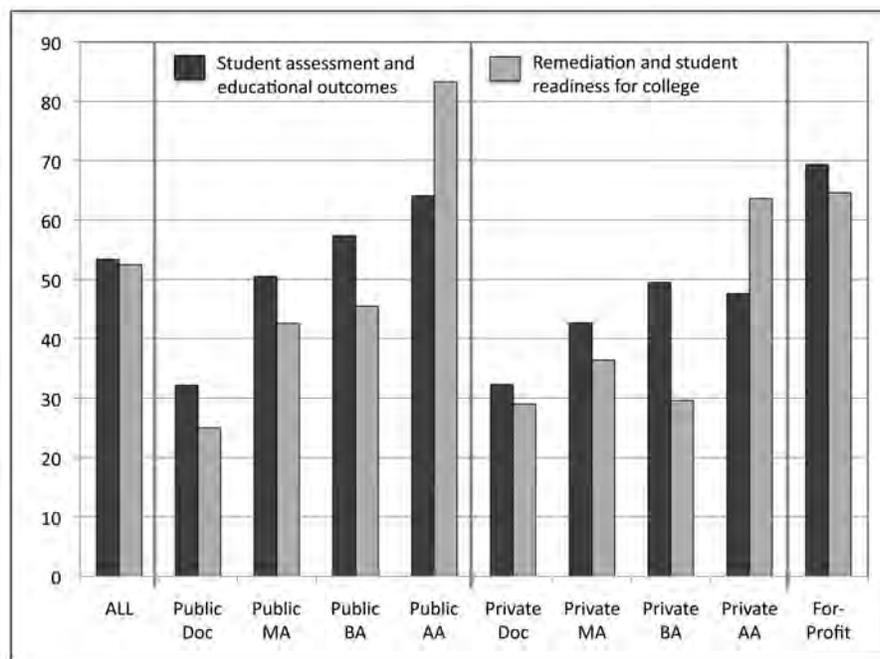
• **PENSION LIABILITIES.** The presidents of public institutions are almost four times more likely than their peers at private and for-profit institutions to express concern about unfunded pension liabilities: 27.1 percent for public campuses vs. 5.7 percent for independent institutions and 6.9 percent among for-profit colleges.

• **FACULTY RETIREMENTS AND NEW HIRING.** Less than a tenth (8.6 percent) of presidents of public doctoral universities express concern about not having "enough senior faculty retirements to create positions for younger faculty;" in contrast, almost three times as many presidents of private doctoral universities (23.5 percent) are concerned about whether retirements will create opportunities to hire new faculty.

THE "SECOND ROUND" STRATEGIES

The financial downturn that began in 2008 was a catalyst for budget cuts, layoffs and restructuring at a large number of American colleges and universities. Data from *Inside Higher Ed's* December 2011 survey of provosts suggest that financial matters have since stabilized for many institutions, particularly private colleges and universities. Yet a significant proportion of provosts, particularly those at public institutions, reported continuing budget cuts (40.2 percent for public campuses vs. 17.5 percent for private). In this context, many campuses across all sectors are engaged in what might be characterized as "Round Two" strategies as they confront additional budget cuts or policy changes linked to limited or insufficient operating revenue.

Table 2 identifies the six leading "Round Two" strategies that half or more presidents report are currently under discussion at their campuses. Atop the list: more than two-thirds (71.7 percent) of the presidents report their campuses are discussing "new collaboration opportunities for academic programs with other institutions." Roughly three-fifths cite "moving away from classroom-based instruction [and] shifting toward more online education" (63.0 percent), "eliminating underperforming programs" (62.6 percent), and "streamlining administrative positions" (58.8 percent). Just over half report that the "Round Two" campus conversations also focus on "reorganizing (reducing) administrative units" (55.6 percent) and "reorganizing student support services" (54.3 percent). Public institutions are, in general, more likely to be discussing "Round Two" strategies than are private and for-profit colleges and universities (Table 3).

The survey question about "Round Two" strategies also allowed presidents to identify strategies that should be, but are not, under discussion at their institutions. Table 4 identifies the six strategies put in that category by at least a fifth of the presidents surveyed by *Inside Higher Ed* in January 2012. As shown below, four of the six items address personnel issues: promoting early retirement programs, increasing teaching loads, outsourcing administrative services, and revising tenure policies. This list is similar to the "wish list" of campus strategies that the chief executives identified in *Inside Higher Ed's* 2011 survey of presidents. The top four "wish list" items from the 2011 survey – strategies that presidents would like to deploy if the political costs of doing so were not so great – also focused on personnel issues: outsourcing services, retirement policies, tenure policies, and increased teaching loads.

Table 2
The Leading "Round Two" Strategies to Address Budget Cuts and Operating Revenue Shortfalls
(percentages)

	All Inst.	Public Doctorate	Public Master's	Public Bacc.	Public Assoc.	Private Doctorate	Private Master's	Private Bacc.	Private Assoc.	For-Profit
Exploring new collaboration opportunities for academic programs with other institutions										
Currently under discussion	71.1	83.3	80.7	79.2	76.9	71.0	60.7	65.6	60.9	42.0
Not currently discussed, but should be	19.6	10.0	11.9	18.8	16.3	16.1	29.5	24.8	17.4	28.0
Appropriately off the table	4.9	6.7	3.7	0.0	3.9	9.7	5.7	5.1	13.0	8.0
Not appropriate for my campus	4.4	0.0	3.7	2.1	3.0	3.2	4.1	4.6	8.7	22.0
Moving away from our classroom-based model of instruction, shifting more classes online										
Currently under discussion	63.0	78.3	69.7	62.5	71.3	67.7	65.6	45.0	43.5	52.0
Not currently discussed, but should be	11.8	8.3	14.7	10.4	10.1	9.7	13.1	14.2	17.4	8.0
Appropriately off the table	17.7	11.7	9.2	16.7	14.8	12.9	13.9	29.8	30.4	18.0
Not appropriate for my campus	7.5	1.7	6.4	10.4	3.9	9.7	7.4	11.0	8.7	22.0
Eliminating underperforming academic programs										
Currently under discussion	62.6	73.3	65.1	58.3	72.2	41.9	63.1	47.3	34.8	74.0
Not currently discussed, but should be	24.1	18.3	22.0	20.8	20.7	38.7	27.1	31.7	21.7	14.0
Appropriately off the table	7.2	6.7	8.3	8.3	3.9	12.9	6.6	10.6	26.1	2.0
Not appropriate for my campus	6.1	1.7	4.6	12.5	3.3	6.5	3.3	10.6	17.4	10.0
Streamlining administrative positions										
Currently under discussion	58.8	93.3	77.1	54.2	60.4	67.7	50.0	44.5	47.8	54.0
Not currently discussed, but should be	13.2	0.0	7.3	16.7	10.1	9.7	21.3	17.9	8.7	24.0
Appropriately off the table	19.7	5.0	12.8	22.9	21.0	22.6	17.2	27.5	34.8	4.0
Not appropriate for my campus	8.3	1.7	2.8	6.3	8.6	0.0	11.5	10.1	8.7	18.0
Reorganizing (reducing) administrative units										
Currently under discussion	55.6	85.0	63.3	54.2	62.1	64.5	51.6	41.7	43.5	60.0
Not currently discussed, but should be	14.8	1.7	15.6	25.0	10.1	12.9	20.5	19.3	4.4	8.0
Appropriately off the table	21.4	10.0	17.4	14.6	22.2	22.6	21.3	27.5	39.1	14.0
Not appropriate for my campus	8.2	3.3	3.7	6.3	5.6	0.0	6.6	11.5	13.0	18.0
Reorganizing student support services										
Currently under discussion	54.3	63.3	58.7	54.2	62.1	45.2	45.1	41.3	43.5	70.0
Not currently discussed, but should be	13.8	11.7	15.6	18.8	10.1	9.7	23.0	14.7	8.7	12.0
Appropriately off the table	26.2	21.7	22.9	25.0	22.2	45.2	27.9	35.8	34.8	6.0
Not appropriate for my campus	5.7	3.3	2.8	2.1	5.6	0.0	4.1	8.3	13.0	12.0

Table 3
"Round Two" Strategies "Currently Under Discussion," by Sector
(percentages)

	All Institutions	Public	Private Nonprofit	For-Profit
Exploring new collaboration opportunities for academic programs with other institutions	71.7	78.6	64.2	42.0
Moving away from our classroom-based model of instruction, shifting more classes online	63.0	71.0	53.1	52.0
Eliminating underperforming academic programs	62.6	69.7	51.0	74.0
Streamlining administrative positions	58.8	66.7	48.2	54.0
Reorganizing (reducing) administrative units	55.6	61.4	46.7	60.0
Reorganizing student support services	54.6	60.9	42.9	70.0

Table 4
"Round Two" Strategies Presidents Say Should Be But Are Not Being Discussed on Their Campuses
(percentages)

	All Inst.	Public Doctorate	Public Master's	Public Bacc.	Public Assoc.	Private Doctorate	Private Master's	Private Bacc.	Private Assoc.	For-Profit
Aggressively promoting early retirement programs	28.7	31.9	34.9	29.2	29.6	35.6	31.2	27.1	8.7	12.0
Exploring new collaboration opportunities for administrative services with other institutions	27.1	20.0	20.2	14.6	26.0	32.3	33.6	33.0	34.8	22.0
Increasing teaching loads for full-time faculty	26.2	23.3	22.0	35.4	32.8	29.0	23.8	19.7	17.4	22.0
Outsourcing more administrative services	24.3	16.7	23.9	31.3	28.7	19.4	23.0	22.0	13.0	20.0
Eliminating underperforming academic programs	24.1	18.3	22.0	20.8	20.7	38.7	27.1	31.7	21.7	14.0
Revising our tenure policies	20.5	21.7	23.9	39.6	19.2	25.8	25.4	19.7	0.0	0.0

DOES TECHNOLOGY MAKE A DIFFERENCE?

The second annual *Inside Higher Ed* survey of presidents provides a rare opportunity to see how campus leaders across all sectors assess the significant institutional investment their institutions have made in a wide array of information technology products, resources and services to support instruction, research, student services, libraries, administrative operations, and student recruitment.

In aggregate and across almost all sectors, libraries rank atop the list of "very effective" investments in information technology (cited by 49.6 percent of presidents as "very effective"), followed by online education (42.6 percent) and on-campus teaching and instruction (42.1 percent). Two-fifths (39.0 percent) of presidents cite the campus IT investment in administrative information systems as "very effective," followed by "data analysis and managerial analytics"

Table 5
Effectiveness of Institutional Investments in Information Technology
(percentage reporting scores of 6/7; scale 1=not effective, 7=very effective)

	All Inst.	Public Doctorate	Public Master's	Public Bacc.	Public Assoc.	Private Doctorate	Private Master's	Private Bacc.	Private Assoc.	For-Profit
Library resources and services	49.6	43.3	53.6	47.9	50.9	38.7	47.5	48.2	39.1	62.7
Online/distance ed courses and programs	42.6	31.7	41.7	35.4	61.7	22.2	32.2	20.4	28.6	70.0
On-campus teaching and instruction	42.1	40.0	42.2	35.4	55.8	25.8	33.6	27.6	34.8	55.1
Administrative information systems and operations	39.0	45.8	45.0	38.3	42.2	36.7	40.0	28.8	34.8	49.2
Data analysis and managerial analytics	35.7	41.7	34.5	37.5	38.3	25.8	39.3	31.1	30.4	32.0
Student recruitment	33.6	36.7	34.5	27.1	22.5	35.5	47.5	38.5	36.4	51.0
Academic support services	29.3	20.3	33.6	35.4	30.5	29.0	18.9	26.7	47.8	44.0
Student resources and services	28.6	28.3	31.8	29.2	29.2	35.5	23.0	23.5	43.5	41.2
Development efforts	23.7	35.0	26.4	22.9	19.7	19.4	25.6	25.8	21.7	21.7
Research and scholarship	21.3	40.0	26.4	20.8	16.7	32.3	23.1	20.8	18.2	10.6
Alumni activities/engagement	17.5	30.0	22.0	22.9	9.6	12.9	18.0	24.9	17.4	10.4
Mean by sector for all 11 tech issues	33.0	35.7	35.6	32.1	34.4	28.6	31.7	28.8	32.1	40.1

(35.7 percent).

Presidents in doctoral universities — campuses that are heavy users of IT resources to support all kinds of research across a variety of disciplines—are not sanguine about the effectiveness of these investments. Just two-fifths (40.0 percent) of the presidents at public doctoral universities and a third (32.2 percent) of their counterparts at private research universities assess the IT investment to support scholarship as "very effective."

The presidents of community colleges and for-profit institutions are generally more upbeat about the benefits of campus IT investments in instruction than are their peers in other sectors. For example, 61.7 percent of community college presidents and more than two-thirds (70.0 percent) of presidents of for-profits assess IT investments in online education as "very effective," compared to 37.6 percent of peers at public four-year institutions and 24.4 percent of presidents of private four-year colleges and universities.

Similarly, more than half of community college presidents (55.8 percent) and presidents of for-profit colleges (55.1 percent) cite the investment in IT for on-campus technology as very effective, compared to two-fifths (40.0 percent) of the presidents of public four-year colleges and universities and 29.4 percent of presidents of four-year private institutions.

This survey also offers a unique opportunity to compare the assessments of presidents against those of provosts queried by *Inside Higher Ed* just a month earlier, in December 2011. Compared to presidents, provosts are more sanguine about the effectiveness of IT investments to support libraries, on-campus instruction, academic support services, and also student resources and services (Table 6). In contrast, more presidents than provosts report benefits from the IT investment in managerial operations: administrative information systems and data analysis.

Table 6
Provosts vs. Presidents on the Effectiveness of Campus Investments in Information Technology
(percentage of presidents and provosts reporting very effective scores of 6/7; scale 1=not effective; 7=very effective)

	Presidents January 2012	Provosts/CAOs December 2011
Library resources and services	49.6	58.8
On-campus teaching and instruction	42.6	50.0
Online/distance education courses & programs	42.1	42.4
Administrative information systems and operations	39.0	33.4
Data analysis and managerial analytics	35.7	28.6
Academic support services	29.3	36.9
Student resources and services	28.6	35.6
Research and scholarship	21.3	22.3

Source: *Inside Higher Ed's* 2012 survey of college and university presidents and 2011 survey of provosts and chief academic officers.

WHAT WE DO WELL

Across all sectors, campus officials confront increased pressures to document student learning, institutional impacts and student outcomes. The economic downturn that began in 2008 focused new attention on employment issues as recent college graduates experienced a difficult job market and employers in many sectors lamented that many graduates were not adequately prepared for a constantly changing labor market.

Consequently, the current presidents' survey, like the recent *Inside Higher Ed* survey of provosts, provides a unique opportunity for senior campus officials to articulate what their institutions do well – and also to identify areas for improvement.

As shown in Table 7, three-fourths (76.9 percent) of the surveyed presidents believe that their institutions provide a "very effective" undergraduate experience, while more than two-thirds (71.0 percent) report their campuses do

well "managing financial resources in times of budget problems." Three-fifths boast of their effectiveness in "developing town-gown relationships" (60.4 percent) and "preparing students for future employment" (59.0 percent). Presidents of public institutions are more likely than their peers at private and for-profit institutions to cite providing a quality undergraduate education, managing finances, and town-gown relationships as areas where their institutions are "very effective." In contrast, the presidents of for-profits (88.2 percent), community colleges (63.8 percent) and private four-year institutions (58.5 percent) are more likely to report doing well at "preparing students for future employment" than are their peers at public four-year institutions (45.3 percent).

Just over a third (36.2 percent) of the presidents of public doctoral institutions believe their campuses do a very effective job of preparing students for future employment, compared to more than half (53.3 percent) of their counterparts at private research universities.

Fewer than half of presidents surveyed view their campuses as very effective in the area of "recruiting/retaining talented faculty" (46.3 percent) and "offering support services for undergraduates" (42.8 percent). Just over a third report that their institutions are very effective at "building and maintaining political support" (36.3 percent) and "using data to aid and inform campus decision making" (35.7 percent). Only a fourth of presidents (24.2 percent) believe their campuses effectively nurture junior faculty (highest in community colleges at 27.8 percent; lowest at public universities at 15.3 percent).

By sector, the presidents of community colleges assess their institutions as being more effective than other public and private nonprofit institutions on several metrics: preparing students for future employment, building and maintaining political support, and ensuring the professional development of junior faculty. The presidents of

for-profit institutions lead all other sectors in their assessment of institutional effectiveness in the areas of preparing students for employment, offering support services for undergraduates, and using data for decision-making.

The back-to-back *Inside Higher Ed* surveys of presidents (January 2012) and provosts (December 2011) reveal interesting differences on some key measures of institutional effectiveness (see Table 8). Presidents are more likely than provosts to cite their campuses as very effective for "providing a quality undergraduate education" (76.9 percent for presidents vs. 66.3 percent for provosts), for "preparing students for future employment" (59.0 vs. 50.0 percent), and for "using data to aid and inform campus decision-making" (35.7 vs. 30.0 percent). In contrast, provosts are more sanguine about their effectiveness in "ensuring the professional development of junior faculty" (32.2 percent for provosts vs. 24.2 percent for presidents).

Table 7

Presidential Views on the Effectiveness of Their Institutions

(percentage reporting scores of 6/7; scale 1=not effective, 7=very effective)

	All Inst.	Public Doctorate	Public Master's	Public Bacc.	Public Assoc.	Private Doctorate	Private Master's	Private Bacc.	Private Assoc.	For-Profit
Providing a quality undergraduate education	76.9	76.3	84.5	60.9	79.2	70.0	72.7	79.9	65.2	68.0
Managing financial resources in times of budget problems	71.0	69.5	77.3	78.3	73.7	66.7	72.7	67.6	60.9	52.9
Developing strong town-gown relationships	60.4	59.3	72.7	60.9	63.7	50.0	57.9	59.8	47.8	32.7
Preparing students for future employment	59.0	36.2	48.2	51.1	63.8	53.3	59.5	58.8	56.5	88.2
Recruiting/retaining talented faculty	46.3	37.3	46.4	36.2	45.5	60.0	48.3	51.6	34.8	41.2
Offering support services for undergraduates (advising, etc.)	42.8	33.9	41.3	37.0	36.6	46.7	47.1	47.9	56.5	58.8
Building and maintaining political support	36.3	44.1	45.5	32.6	48.0	34.5	24.0	23.9	26.1	20.4
Using data to aid and inform campus decision-making	35.7	39.0	39.4	27.7	33.2	26.7	40.5	34.6	26.1	51.0
Ensuring the professional development of junior faculty	24.2	15.3	24.5	25.5	27.8	17.2	20.7	25.7	17.4	17.6
Securing financial support from alumni	14.4	36.2	22.0	6.4	5.5	13.3	13.2	23.6	13.0	2.1

Table 8
Presidents vs. Provosts on the Effectiveness of Their Institutions
(percentage of presidents and provosts reporting scores of 6/7; scale 1=not effective, 7=very effective)

	Presidents, January 2012	Provosts/CAOs December 2011
Providing a quality undergraduate education	76.9	66.3
Preparing students for future employment	59.0	50.0
Recruiting/retaining talented faculty	46.3	48.7
Offering support services for undergraduates (advising, etc.)	42.8	43.4
Ensuring the professional development of junior faculty	24.2	32.2
Using data to aid and inform campus decision-making	35.7	30.0

Source: *Inside Higher Ed's* 2012 survey of presidents and 2011 survey of chief academic officers.

POLITICS, 2012

Election year politics loom large for American higher education. As noted above, more than four-fifths of the 1,002 presidents participating in this survey identified the potential for cuts to federal student aid programs as a very important issue for their institutions over the next two-three years. And in his January 2012 State of the Union address, President Obama put higher education leaders on notice about the issue of affordability and rising college costs. In this context, the nation's college presidents have some very clear opinions and concerns going into the fall election.

As shown in Table 9, the nation's college and university presidents generally support President Obama's re-election: two-thirds (65.1 percent) plan to vote for him this fall even as just a third (35.6 percent) agree/strongly agree that he has "fulfilled the promise that many in higher education saw for him four years ago." And whatever their disappointments with the president, just a tenth (9.9 percent) of the surveyed campus chief executives believe that "the Republican presidential candidates have articulated a vision that will help American higher education."

Figure 2 highlights the large gap, across all sectors, between the intention of college and university presidents to vote for President Obama and their view that the president has not fulfilled the promise many college and university presidents saw for the first term of the Obama presidency.

By sector, the presidents of public institutions are slightly more likely to support President Obama's re-election than are their peers in private institutions (70.6 percent of public sector presidents vs. 62.5 percent for private

Table 9
Views on the 2012 Presidential Election
(percentage who agree/strongly agree)

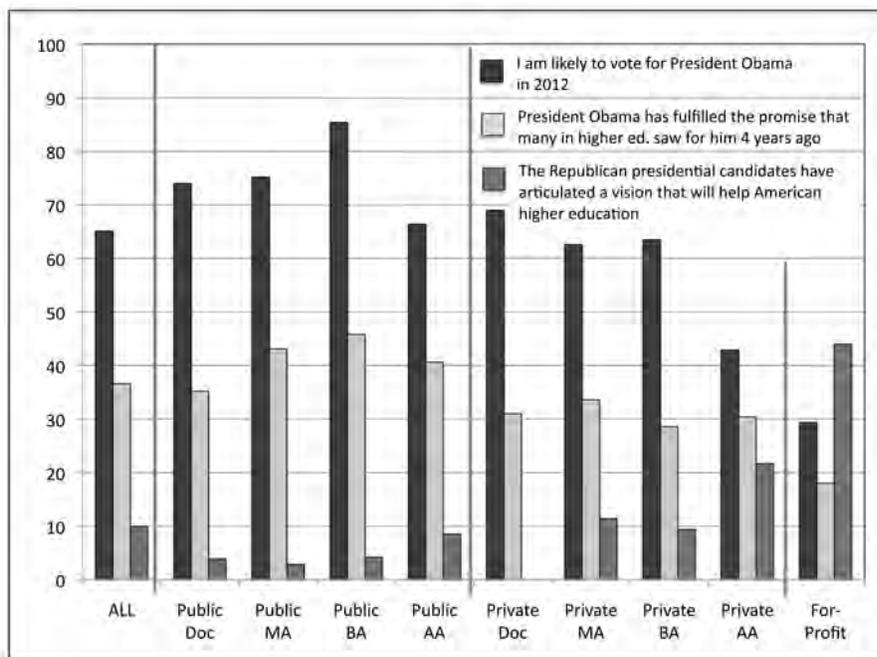|	All Inst.	Public Doctorate	Public Master's	Public Bacc.	Public Assoc.	Private Doctorate	Private Master's	Private Bacc.	Private Assoc.	For-Profit
I am likely to vote for President Obama in 2012.	65.1	75.0	75.2	85.4	66.4	69.0	62.6	63.5	42.9	29.4
President Obama has fulfilled the promise that many in higher education saw for him four years ago.	35.6	35.2	43.1	45.8	40.6	31.0	33.6	28.6	30.4	18.0
The Republican presidential candidates have articulated a vision that will help American higher education.	9.9	3.9	2.9	4.2	8.5	0.0	11.4	9.4	21.8	44.0

campus presidents), and are also slightly more likely to believe that President Obama has lived up to the promise of his presidency (41.1 percent vs. 30.4 percent).

In contrast to their counterparts in public and independent institutions, the vast majority of presidents of for-profit institutions do not plan to vote for Mr. Obama in fall 2012 and do not agree that he has fulfilled the promise of his presidency.

Also, in stark contrast to the numbers for other sectors, more than two-fifths (44.0 percent) of the presidents at for-profits agree that the Republican presidential candidates have articulated a vision for higher education,

Beyond the fall elections, the nation's college and university presidents clearly are not sanguine about the key aspects of the federal government's role in higher education in the years just ahead. Less than a tenth (8.2 percent) believe that the federal government will provide solutions to the challenges confronting the nation's colleges. Large majorities anticipate significant reductions in federal student aid programs (77.2 percent) and federal research funding (83.2 percent) in the coming years (Table 10). And more than four-fifths (84.4 percent) anticipate that at the same time those cuts are likely, the federal government is likely to increase its regulation of higher education.

Figure 2
Presidents' Views on the 2012 Presidential Election
(percentage who agree/strongly agree)

Table 10
Presidential Views on Federal Higher Education Policy Issues
(percentage who agree/strongly agree)

	All Inst.	Public Doctorate	Public Master's	Public Bacc.	Public Assoc.	Private Doctorate	Private Master's	Private Bacc.	Private Assoc.	For-Profit
Over the next four years, the federal government is likely to provide solutions to key problems facing American higher education.	8.2	5.3	6.5	14.6	11.4	0.0	5.9	5.1	4.4	14.0
Over the next four years, the federal government is likely to increase significantly its regulation of higher education.	84.8	79.0	82.3	79.2	85.3	90.0	90.0	85.1	78.3	86.2
I anticipate significant cuts ahead for federal student aid programs.	77.2	84.2	76.0	85.4	83.7	71.0	72.5	67.6	78.3	78.4
I anticipate significant cuts ahead for federal research funding.	83.2	87.7	81.5	85.2	86.0	90.0	80.8	79.5	81.8	80.0

Table 11
Views on Intercollegiate Athletics
(percentage who agree/strongly agree)

	All Inst.	Public Doctorate	Public Master's	Public Bacc.	Public Assoc.	Private Doctorate	Private Master's	Private Bacc.	Private Assoc.	For-Profit
Colleges and universities spend way too much money on intercollegiate athletic programs.	75.0	58.6	70.6	85.4	77.5	71.0	73.0	76.7	87.0	70.6
The athletic scandals of the past year have hurt the reputation of all higher education, not just the institutions involved.	67.8	81.0	76.2	66.7	68.9	58.1	67.2	65.8	73.9	43.1
Scandals are inevitable in big-time college athletics.	48.2	53.5	49.5	58.3	45.1	41.9	50.0	48.0	34.8	56.9
The NCAA's reform proposals for college athletics are likely to achieve meaningful success.	29.6	39.7	28.4	33.3	32.1	19.4	35.4	22.9	26.1	23.6
Big-time college athletics cannot be fixed without government intervention of some kind.	25.1	20.7	22.1	29.2	29.1	12.9	23.0	24.2	34.8	19.6
The presidents of big-time athletic programs are in control of their programs.	13.1	29.3	13.8	12.6	10.7	19.4	12.3	9.6	17.4	21.5

INTERCOLLEGIATE ATHLETICS

By all accounts, the past year was not a good one for intercollegiate athletics. Highly publicized athletic scandals at the University of Miami, Ohio State, Penn State, Syracuse and elsewhere have cast a large shadow over intercollegiate sports. Also, Pulitzer-prize winning author Taylor Branch's October 2011 *Atlantic* article, "The Shame of College Sports," and his 2011 book, *The Cartel*, highlighted what Branch and many others viewed as the institutional abuse of athletes in big-time collegiate programs and significant problems with the NCAA's role as the overseer of intercollegiate sports.

In this context, the survey data present a somewhat conflicted portrait of presidential perspectives on intercollegiate sports. Presidents across all sectors acknowledge big problems with "the system" (Table 11) but see generally few challenges at their own institutions (Table 12).

For example, asked about the overall status of intercollegiate athletics in American higher education, fully three-fourths (75.0 percent) of college and university presidents agree/strongly agree that colleges and universities "spend way too much money" on intercollegiate sports; fully two-thirds (67.8 percent)

believe that "the athletic scandals of the past year have hurt the reputation of all of higher education, not just the institutions involved," and almost half (48.2 percent) view the recent scandals as "inevitable" in big-time athletic programs (Table 11). Moreover, presidents are not, in aggregate, optimistic about the future state of the system: less than a third (29.6 percent) agree that the current NCAA reform proposals will "achieve meaningful success," and just one in seven (13.1 percent) believes that "the presidents of big-time athletic programs are in control of their programs." Yet even as they acknowledge serious challenges in intercollegiate athletics, presidents clearly do not believe that federal regulation offers a solution to current problems: just a fourth (25.1 percent) agree that "big-time college athletics cannot be fixed without some kind of government intervention."

Asked about the impact of the recent athletic scandals on their own campuses, the majority of presidents are confident

that similar problems could not happen at their institution (52.1 percent); another fifth (21.6 percent) report that these issues are not applicable to their campus (Table 12). The presidents of private universities are far more confident than their peers that their institutions are safe from the scandals that have plagued others this past year: almost three-fourths (71.0 percent) report these problems could not happen at their university, compared to less than half (45.8 percent) of the chief executives at public universities. In contrast, the presidents of public baccalaureate colleges and of community colleges report more vulnerability than most of their peers about potential athletics problems: just over a third (35.5 percent) of the leaders at public baccalaureate colleges and two-fifths (41.1 percent) of community college presidents express confidence that their athletic programs are safe from potential problems.

In general, the recent athletic scandals have not been a catalyst for major changes at most campuses: fewer than a fifth (17.1 percent) of presidents report new rules governing their athletic programs, although the numbers are higher for public than for private institutions.

Presidents across all sectors generally report that their boards would back them in the event of significant conflicts with top coaches or athletic directors (66.0 percent for all presidents, ranging from 91.0 percent in private master's institutions to 53.9 percent at community colleges).

Comparatively few presidents report pressure from sources on campus (4.1 percent) or off (6.7 percent) "to look the other way" about serious problems in their intercollegiate athletic programs.

Finally, only a small proportion – about a seventh (14.9 percent) of presidents -- agree that their institutions

Table 12
The Impact of Recent Athletic Scandals on My Institution
(percentages)

	All Inst.	Public Doctorate	Public Master's	Public Bacc.	Public Assoc.	Private Doctorate	Private Master's	Private Bacc.	Private Assoc.	For-Profit
As the scandals broke at Miami, Ohio State, Penn State, Syracuse, and elsewhere, I felt confident that these types of events could not happen at my institution.										
agree/strongly agree	52.1	45.8	64.2	35.5	41.1	71.0	73.0	62.5	47.8	17.6
not applicable at my institution	21.6	3.4	6.4	25.0	32.1	12.9	3.3	15.1	30.4	76.5
In response to these scandals, my campus imposed new rules governing our athletic programs.										
agree/strongly agree	17.1	40.7	23.8	22.9	12.2	19.3	19.7	16.9	8.7	0.0
not applicable at my institution	32.8	13.6	11.0	31.3	45.5	35.5	13.9	23.7	43.5	96.1
Without question, my board would back me if I had major conflicts with top coaches or athletic directors.										
agree/strongly agree	66.0	83.1	76.1	60.4	53.9	77.5	91.0	75.4	56.5	5.9
not applicable at my institution	28.5	10.2	15.6	31.3	40.2	16.1	4.9	20.1	39.1	92.2
As a college president, I have experienced pressure from others at the campus to "look the other way" at some serious problems in athletics.										
agree/strongly agree	4.1	8.5	4.6	2.1	4.8	6.4	5.0	2.3	0.0	2.0
not applicable at my institution	25.3	5.1	6.4	21.7	37.8	16.1	4.9	17.8	30.4	88.2
As a college president, I have experienced pressure from external supporters to "look the other way" at some serious problems in athletics.										
agree/strongly agree	6.7	15.3	9.2	2.1	7.2	16.2	7.4	3.7	0.0	2.0
not applicable at my institution	25.7	5.1	6.4	31.3	38.1	16.1	4.9	18.3	30.4	88.2
My institution spends too much money on intercollegiate athletics.										
agree/strongly agree	14.9	35.6	19.2	4.2	14.3	16.2	21.3	10.5	8.8	2.0
not applicable at my institution	23.8	5.1	5.5	20.8	35.4	12.9	3.3	16.9	39.1	88.2

spend too much money on intercollegiate athletics. Presidents of public universities (35.6 percent) are far likelier than their peers to report overspending on intercollegiate athletics. However, as noted above, numbers for athletic spending at "my campus" stand in stark contrast to the presidential views about the overall spending on athletic programs (Figure 3). This also helps to explain why only a small number of presidents -- just 16.6 percent -- report that the institutional response to the current financial problems at their campus includes discussion about cutting the budget for intercollegiate athletic programs (data tables, Appendix A).

Upon completing the survey, a number of small college presidents sent follow-up notes to *Inside Higher Ed* commenting that the real problems in intercollegiate athletics occur among NCAA Division I campuses. As 122 of the 1,002 presidents who participated in the January survey were from Division I campuses, we analyzed the survey data to compare their responses to the questions about intercollegiate athletics with those of their peers at other public and private nonprofit institutions. (These 122 Division I campuses account for 35 percent of the 344 colleges and universities that have NCAA Division I status.)

As shown in Table 13, in two instances the responses of Division I presidents differed significantly from their peers. Division I presidents are slightly more likely than other presidents to agree that the recent athletic scandals have damaged all of higher education, not just the campuses involved. And although the overall numbers are

low, Division I presidents are far more likely than their peers to assert that "the presidents of big-time athletic programs are in control of their programs" (25.2 percent for Division I presidents vs. 10.6 percent for the presidents of other four-year institutions and 10.7 percent for the presidents of community colleges). Stated another way, three-fourths of Division I presidents do not believe that they and their Division I peers are in control of their athletic programs, compared to 90 percent of presidents in other institutions.

Table 14 reveals generally high confidence among both Division I presidents and their peers at other four-year institutions that their campuses are relatively safe from potential athletic scandals. Division I institutions were far more likely to impose new rules governing athletic programs than were other kinds of campuses. And while the numbers across all sectors are small, Division I presidents are slightly more likely than presidents elsewhere to report either internal or external pressure to "look away" when confronted with potential problems in their athletic programs. Finally, on money matters, Division I presidents are also far more likely than their peers to agree that their institution "spends way too much money on intercollegiate athletics."

Figure 3
Perspectives on Spending for Intercollegiate Athletics
(percentage who agree/strongly agree)
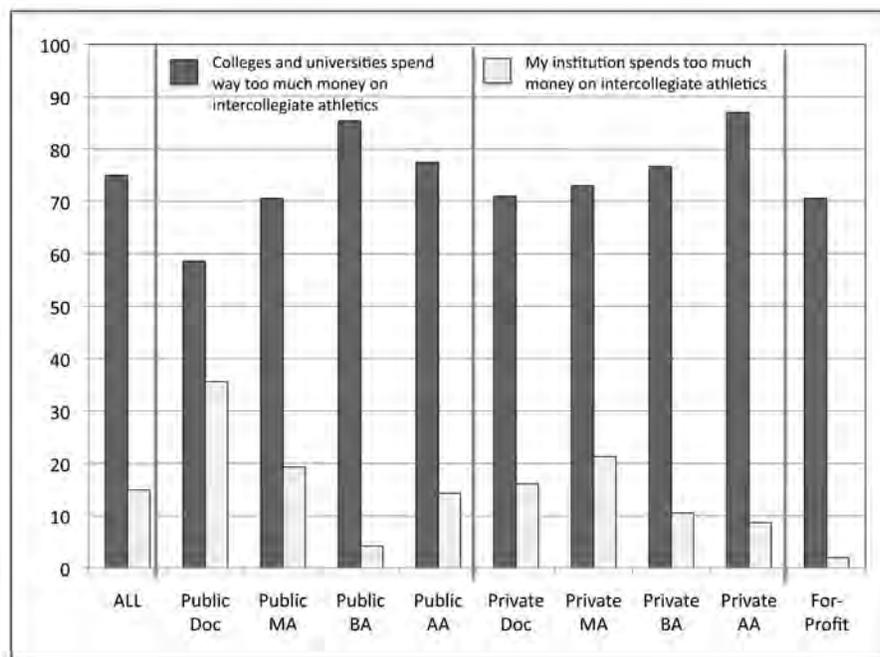
Table 13

Perspectives on Intercollegiate Athletics Nationally, by NCAA Status

(percentage who agree/strongly agree)

	NCAA Division I (N-122)	Other Public & Private Four-Year Institutions (N-435)	Public Assoc. Colleges (N-338)
The athletic scandals of the past year have hurt the reputation of all higher education, not just the institutions involved.	79.8	66.7	68.9
Colleges and universities spend way too much money on intercollegiate athletic programs.	68.9	74.7	77.5
Scandals are inevitable in big-time college athletics.	51.3	49.0	45.1
The NCAA's reform proposals for college athletics are likely to achieve meaningful success.	31.9	28.5	32.0
Big-time college athletics cannot be fixed without government intervention of some kind.	25.2	23.0	29.1
The presidents of big-time athletic programs are in control of their programs.	25.2	10.6	10.7

Table 14

The Impact of Recent Athletic Scandals on My Institution, by NCAA Status

(percentage who agree/strongly agree)

	NCAA Division I	Other Four-Year Institutions	Public Assoc. Colleges
As the scandals broke at Miami, Ohio State, Penn State, Syracuse, and elsewhere, I felt confident that these types of events could not happen at my institution.			
agree/strongly agree	63.3	62.1	41.1
not applicable at my institution	0.8	12.6	32.1
In response to these scandals, my campus imposed new rules governing our athletic programs.			
agree/strongly agree	32.5	18.6	12.2
not applicable at my institution	9.2	20.9	45.5
Without question, my board would back me if I had major conflicts with top coaches or athletic directors.			
agree/strongly agree	86.7	76.8	53.9
not applicable at my institution	5.0	17.9	40.2
As a college president, I have experienced pressure from others at the campus to "look the other way" at some serious problems in athletics.			
agree/strongly agree	5.8	3.2	4.8
not applicable at my institution	1.7	14.5	37.8
As a college president, I have experienced pressure from external supporters to "look the other way" at some serious problems in athletics.			
agree/strongly agree	12.5	5.1	7.1
not applicable at my institution	1.7	15.2	38.1
My institution spends too much money on intercollegiate athletics.			
agree/strongly agree	34.2	11.7	14.3
not applicable at my institution	5.0	12.6	35.4

PRESIDENTS HAVE OPINIONS

The closing section of the 2012 presidents' survey covered a range of funding, planning and policy issues. On matters of money, as shown in Table 15, a solid majority of presidents across all sectors:

• **AGREE THAT "SUBSTANTIAL TUITION INCREASES** have been the best way for public institutions to sustain quality programs in recent years"—76.8 percent for all presidents; 81.2 percent for public leaders, 73.8 percent for private institution presidents, and 52.9 percent among the presidents of for-profit institutions.

• **ANTICIPATE LITTLE IMPROVEMENT IN STATE FUNDING** for higher education over the next five years (87.7 percent); and

• **SUPPORT THE NOTION THAT "STATE LEADERS SHOULD BE MORE WILLING TO CONSIDER TAX INCREASES** as part of the solution to state budget shortfalls"—83.5 percent for public sector campuses; 64.6 percent for private institutions, but only 33.2 percent among the presidents of for-profit colleges.

Less than a third (29.2 percent) of the survey participants agree that media coverage about rising college costs has helped institutions promote "adequate public [state] support for public higher education," while just over a third (36.9 percent) report that they would be willing

to eliminate "no need" merit scholarships if their competitors also agreed to do so. The presidents of private institutions are slightly more willing than their public sector counterparts to eliminate no-need financial aid awards that are used to recruit targeted groups of students (42.2 percent for leaders of private institutions vs. 33.4 percent for public college chiefs).

Although presidents across all sectors have complained about the dire impact of budget cuts during the economic downturn, Table 16 reveals that just a sixth (14.1 percent) believe that recent budget cuts have done "major damage" to the quality of their academic programs. Far more presidents of public institutions report significant harm from budget cuts than do their peers in other sectors: 20.8 percent for public sector presidents vs. 5.4 percent in the private sector and 9.8 percent for the presidents of for-profit

Table 15
Funding, Revenue and Tuition Issues
(percentage who agree/strongly agree)

	All Inst.	Public Doctorate	Public Master's	Public Bacc.	Public Assoc.	Private Doctorate	Private Master's	Private Bacc.	Private Assoc.	For-Profit
Unfortunately, substantial tuition increases have been the best way for public institutions to sustain quality programs in recent years.	76.8	88.1	89.0	87.5	76.6	90.3	73.8	73.7	52.1	52.9
State leaders should be more willing to consider tax increases as part of the solution to state budget shortfalls.	73.6	84.8	88.0	89.6	81.1	71.0	64.8	65.4	47.8	33.2
I anticipate relatively flat state budgets for higher education over the next five years.	87.7	88.1	87.1	87.5	86.9	81.9	91.0	87.6	77.3	88.3
Media coverage of college costs has been helpful in focusing public attention on the inadequate support for public colleges	29.2	18.7	18.3	31.3	41.3	22.6	19.7	21.7	39.2	35.3
I would eliminate non-need-based financial aid if my competitors also agreed to do so.	36.9	40.7	32.1	35.5	32.2	51.6	42.7	42.4	26.1	33.3

colleges. Twice as many presidents (28.8 percent) report that budget cuts have done major damage to campus operations and support services, with presidents of public institutions far more likely than their private sector counterparts (41.4 percent for publics vs. 13.2 percent for privates) to cite major harm from budget reductions.

Presidents believe that morale has suffered the biggest hit from budget cuts: Almost two-thirds of public sec-

Table 16
Assessing the Impact of Budget Cuts
(percentage who agree/strongly agree)

	All Inst.	Public Doctorate	Public Master's	Public Bacc.	Public Assoc.	Private Doctorate	Private Master's	Private Bacc.	Private Assoc.	For-Profit
Budget cuts initiated by my institution in the past three years have done major damage to the quality of our academic programs.	14.1	17.0	20.2	22.9	21.3	0.0	4.1	6.5	8.7	9.8
Budget cuts initiated by my institution in the past three years have done major damage to the quality of campus operations and support services.	28.8	28.1	46.0	37.5	42.9	0.0	11.5	16.2	13.1	11.8
Budget cuts initiated by my institution in the past three years have done major damage to staff morale.	48.7	57.6	69.8	64.6	61.8	16.1	29.5	31.8	30.4	37.2
My institution can make additional and significant spending cuts without hurting quality.	20.8	17.0	11.0	31.3	15.4	42.0	25.5	23.1	21.8	37.2

Table 17
Presidential Views on Accreditation, Rankings and Campus Police
(percentage who agree/strongly agree)

	All Inst.	Public Doctorate	Public Master's	Public Bacc.	Public Assoc.	Private Doctorate	Private Master's	Private Bacc.	Private Assoc.	For-Profit
ACCREDITATION										
Regional accreditation makes a significant contribution to the quality of our academic programs.	60.4	42.3	60.6	70.8	66.3	35.5	62.3	58.1	69.6	47.0
Specialized accreditation makes a significant contribution to the quality of our academic programs.	67.2	54.3	57.8	81.3	80.5	48.4	63.9	53.0	56.5	88.2
As part of the movement to assess value-added, accrediting agencies have issued mandates without offering useful or viable methodologies to do so.	67.4	79.7	70.6	58.4	62.7	74.2	68.0	71.0	52.2	72.5
OTHER ISSUES										
My institution makes too many decisions mindful of our standing in the US News rankings of colleges.	9.8	11.9	6.4	6.3	8.0	12.9	9.9	13.3	13.1	11.8
Over the past year, campus police at many colleges have been too quick to crack down on peaceful protests.	31.7	32.2	40.3	41.7	27.9	48.4	30.3	31.8	26.1	23.6

tor presidents (63.2 percent), close to a third (29.8 percent) of private campus presidents, and almost two-fifths (37.2 percent) of for-profit presidents say that "budget cuts initiated by my institution in the past three years have done major damage to staff morale."

And despite the very public laments of many presidents about the impact of budget reductions at their campus, fully a fifth (20.8 percent) report that "my institution can make additional and significant spending cuts without hurting quality." The proportion of presidents who report that their institutions can survive additional budget reductions without significant harm ranges from a tenth (11.0 percent) at public master's institutions to almost half (42.0 percent) at private doctoral universities.

Presidential assessments about the impact of budget cuts generally echo the perspectives of the provosts and chief financial officers (CFOs) recently surveyed by *Inside Higher Ed* (Figure 4). In aggregate, roughly 9 in 10 presidents, provosts and CFOs do not believe that budget cuts have done major harm to the quality of academic programs. A somewhat larger proportion of all three groups—particularly presidents—acknowledge major damage to campus services and support services. And all three groups—particularly CFOs—recognize that staff morale has suffered because of budget cuts imposed during the economic downturn. Where these groups (and, no doubt the faculty at their institutions) part company is on the issue of additional budget cuts: just a fifth of presidents and provosts report that their campuses can endure "additional and significant" cuts "without hurting quality," compared to almost two-fifths of CFOs.

The survey data also reveal that presidents generally view accreditation as beneficial for their institutions: Two-fifths (60.4 percent) report that regional accreditation contributes to the "quality of our academic program;" two-thirds (67.3 percent) acknowledge the institutional benefits of specialized accreditation. However, as shown in Table 17, the presidents of public and private doctoral universities are less likely than their peers to affirm the benefits of either regional or specialized accreditation. And across all sectors, presidents agree that the movement to assess the added learning that institutions provide for their students as part of the accreditation process has led accreditors "to issue mandates without offering useful or viable methodologies to do so."

Finally, 9 in 10 presidents say that their institutions do not make key campus decisions with the *U.S. News* rankings in mind (Table 17). And during a year marked by campus demonstrations about rising tuition and the emergence of Occupy groups at some institutions, fewer than a third (31.7 percent) of the nation's college and university presidents agree that "campus police at many colleges have been too quick to crack down on peaceful protests."

Figure 4
Presidents, Provosts & CFOs Assess the Impact of Recent Budget Cuts
(percentage who agree/strongly agree)
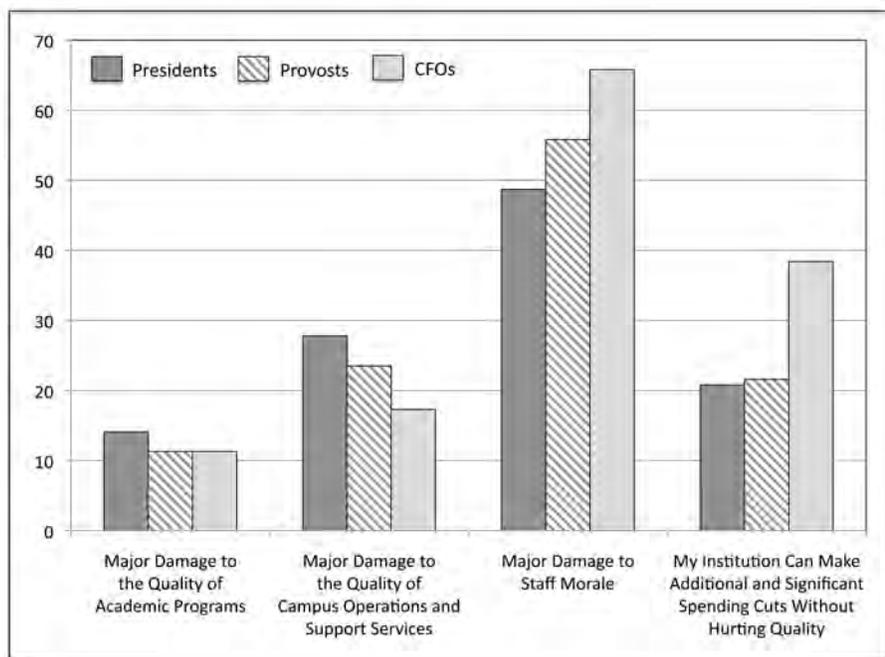
Source: *Inside Higher Ed's* Surveys of Presidents (January 2012), Chief Academic Officers (December 2011), and Chief Financial Officers (May 2011).

THE 2012 INSIDE HIGHER ED SURVEY OF
COLLEGE & UNIVERSITY
Presidents
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
Number of institutions	1002	556	395	51	60	110	48	338	31	122	219	23

1. How would you rate the importance of the following issues/challenges confronting your institution over the next two-three years? Percent very important (6/7)

Budget shortfalls	69.3	84.6	49.5	53.3	75.0	87.2	81.3	86.0	32.3	41.2	55.3	60.9
Rising tuition/affordability	65.5	64.0	67.9	63.3	75.0	66.4	68.1	60.7	63.3	68.6	68.5	63.6
Unfunded retirement liabilities	18.0	27.1	5.7	6.9	19.3	24.0	20.5	30.5	10.0	6.5	3.6	13.6
Not enough senior faculty retirements to create new positions for younger professors	15.8	16.8	15.1	8.3	8.6	11.8	31.3	17.7	23.3	16.0	13.7	13.6
Maintaining quality of academic programs	53.8	58.5	46.0	62.0	63.8	67.9	66.7	53.4	45.2	46.3	45.4	52.2
Increased competition for students	52.4	41.3	66.5	64.6	38.3	56.0	54.3	35.1	45.2	70.8	67.8	60.9
Declines in state support	66.9	87.2	35.8	50.0	82.7	87.5	82.9	88.5	20.8	43.4	32.6	45.0
Limits on our ability to respond to increased demand / rising enrollments	35.0	48.2	17.0	27.7	40.7	35.5	37.0	55.4	6.7	16.2	17.4	31.8
Potential cuts in federal research support	18.0	21.1	14.0	14.8	66.1	19.8	26.1	10.9	39.3	9.1	12.6	18.8
Potential cuts in federal student aid	83.2	83.8	81.5	88.9	77.8	84.2	82.6	84.9	74.2	85.7	78.9	95.2
Student assessment and institutional outcomes	53.4	57.2	46.0	69.4	32.2	50.5	57.4	64.1	32.3	42.7	49.5	47.6
Remediation and student readiness for college	52.5	65.3	33.6	63.3	25.0	42.6	45.5	83.3	29.0	36.4	29.6	63.6
Financial support from alumni	46.0	36.8	62.0	6.5	50.0	57.8	54.5	25.1	60.0	63.2	63.2	47.8
Financial support from corporate sponsors	40.7	41.8	41.9	9.1	41.1	48.1	43.2	39.6	41.9	51.3	37.0	39.1

2. Leaders at many colleges and universities say they will be forced to consider additional or new budget cuts or policy changes because of their inability to secure sufficient operating revenue. Please review the list below, classifying these items as (a) currently under discussion, (b) not under discussion but should be, (c) appropriately off the table, or (d) not applicable to my institution. For institutions that have already taken some of these steps, please consider this question to address the additional use of these strategies.

Streamlining administrative positions												
Currently under discussion	58.8	66.7	48.2	54.0	93.3	77.1	54.2	60.4	67.7	50.0	44.5	47.8
Not currently discussed, but should be	13.2	9.0	17.8	24.0	0.0	7.3	16.7	10.1	9.7	21.3	17.9	8.7
Appropriately off the table	19.7	17.8	24.4	4.0	5.0	12.8	22.9	21.0	22.6	17.2	27.5	34.8
Not applicable to my campus	8.3	6.5	9.6	18.0	1.7	2.8	6.3	8.6	0.0	11.5	10.1	8.7

Reorganizing (reducing) administrative units												
Currently under discussion	55.6	61.4	46.7	60.0	85.0	63.3	54.2	57.7	64.5	51.6	41.7	43.5
Not currently discussed, but should be	14.8	13.0	18.3	8.0	1.7	15.6	25.0	12.4	12.9	20.5	19.3	4.4
Appropriately off the table	21.4	18.9	25.9	14.0	10.0	17.4	14.6	21.6	22.6	21.3	27.5	39.1
Not applicable to my campus	8.2	6.7	9.1	18.0	3.3	3.7	6.3	8.3	0.0	6.6	11.5	13.0

Reorganizing student support services												
Currently under discussion	54.3	60.9	42.9	70.0	63.3	58.7	54.2	62.1	45.2	45.1	41.3	43.5
Not currently discussed, but should be	13.8	12.1	16.5	12.0	11.7	15.6	18.8	10.1	9.7	23.0	14.7	8.7
Appropriately off the table	26.2	22.5	34.0	6.0	21.7	22.9	25.0	22.2	45.2	27.9	35.8	34.8
Not applicable to my campus	5.7	4.5	6.6	12.0	3.3	2.8	2.1	5.6	0.0	4.1	8.3	13.0

Eliminating underperforming academic programs												
Currently under discussion	62.6	69.7	51.0	74.0	73.3	65.1	58.3	72.2	41.9	63.1	47.3	34.8
Not currently discussed, but should be	24.1	20.7	30.2	14.0	18.3	22.0	20.8	20.7	38.7	27.1	31.7	21.7
Appropriately off the table	7.2	5.4	10.4	2.0	6.7	8.3	8.3	3.9	12.9	6.6	10.6	26.1
Not applicable to my campus	6.1	4.1	8.4	10.0	1.7	4.6	12.5	3.3	6.5	3.3	10.6	17.4

	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
Shifting more undergraduate teaching to senior faculty members												
Currently under discussion	14.9	12.4	18.3	16.0	38.3	22.9	18.8	3.6	29.0	18.0	17.4	13.0
Not currently discussed, but should be	13.4	12.3	15.5	10.0	31.7	22.9	10.4	5.6	32.3	25.4	8.7	4.4
Appropriately off the table	15.2	13.7	17.8	12.0	25.0	23.9	14.6	8.3	12.9	16.4	18.4	26.1
Not applicable to my campus	56.5	61.6	48.5	62.0	5.0	30.3	56.3	82.5	25.8	40.2	55.5	56.5
Shifting more undergraduate teaching to part-time or non-tenured faculty												
Currently under discussion	29.7	36.9	20.1	26.0	55.0	33.9	35.4	34.9	16.1	27.9	16.5	17.4
Not currently discussed, but should be	10.9	11.4	11.2	4.0	13.3	13.8	12.5	10.1	6.5	15.6	9.6	8.7
Appropriately off the table	33.8	27.0	44.4	26.0	31.7	42.2	29.2	21.0	61.3	43.4	43.6	34.8
Not applicable to my campus	25.5	24.7	24.4	44.0	0.0	10.1	22.9	34.0	16.1	13.1	30.3	39.1
Revising our tenure policies												
Currently under discussion	13.0	13.3	14.2	0.0	31.7	17.4	22.9	7.4	22.6	16.4	12.4	8.7
Not currently discussed, but should be	20.5	22.2	20.8	0.0	21.7	23.9	39.6	19.2	25.8	25.4	19.7	0.0
Appropriately off the table	31.0	30.8	35.0	2.0	41.7	48.6	18.8	24.9	38.7	32.8	37.2	21.7
Not applicable to my campus	35.4	33.7	30.0	98.0	5.0	10.1	18.8	48.5	12.9	25.4	30.7	69.6
Increasing teaching loads for full-time faculty												
Currently under discussion	19.7	20.7	16.5	34.0	41.7	23.9	14.6	16.9	19.4	18.9	14.7	17.4
Not currently discussed, but should be	26.2	29.9	21.6	22.0	23.3	22.0	35.4	32.8	29.0	23.8	19.7	17.4
Appropriately off the table	43.4	40.2	50.5	24.0	35.0	45.0	35.4	40.2	38.7	46.7	54.6	47.8
Not applicable to my campus	10.6	9.2	11.4	20.0	0.0	9.2	14.6	10.1	12.9	10.7	11.0	17.4
Aggressively promoting early retirement programs												
Currently under discussion	24.1	23.6	27.7	2.0	33.3	21.1	18.8	23.4	51.6	29.5	23.9	21.7
Not currently discussed, but should be	28.7	30.8	27.9	12.0	31.7	34.9	29.2	29.6	35.5	31.2	27.1	8.7
Appropriately off the table	27.6	29.4	27.7	8.0	31.7	28.4	33.3	28.7	9.7	27.9	30.3	26.1
Not applicable to my campus	19.5	16.2	16.8	78.0	3.3	15.6	18.8	18.3	3.2	11.5	18.8	43.5
Exploring new collaboration opportunities for academic programs with other institutions												
Currently under discussion	71.1	78.6	64.2	42.0	83.3	80.7	79.2	76.9	71.0	60.7	65.6	60.9
Not currently discussed, but should be	19.6	15.0	25.1	28.0	10.0	11.9	18.8	16.3	16.1	29.5	24.8	17.4
Appropriately off the table	4.9	3.8	6.1	8.0	6.7	3.7	0.0	3.9	9.7	5.7	5.1	13.0
Not applicable to my campus	4.4	2.7	4.6	22.0	0.0	3.7	2.1	3.0	3.2	4.1	4.6	8.7
Exploring new collaboration opportunities for administrative services with other institutions												
Currently under discussion	44.4	50.8	39.9	10.0	61.7	57.8	50.0	46.8	32.3	37.7	44.0	21.7
Not currently discussed, but should be	27.1	23.2	33.3	22.0	20.0	20.2	14.6	26.0	32.3	33.6	33.0	34.8
Appropriately off the table	18.0	18.7	16.8	20.0	16.7	17.4	18.8	19.5	22.6	18.9	14.2	21.7
Not applicable to my campus	10.4	7.2	10.2	48.0	1.7	4.6	16.7	7.7	12.9	9.8	8.7	21.7
Outsourcing more administrative services												
Currently under discussion	39.0	40.5	39.3	20.0	63.3	45.0	22.9	37.6	35.5	39.3	40.4	34.8
Not currently discussed, but should be	24.3	26.7	21.6	20.0	16.7	23.9	31.3	28.7	19.4	23.0	22.0	13.0
Appropriately off the table	26.9	24.9	30.7	20.0	15.0	26.6	31.3	25.2	38.7	31.2	28.9	34.8
Not applicable to my campus	9.7	7.9	8.4	40.0	5.0	4.6	14.6	8.6	6.5	6.6	8.7	17.4

	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
Outsourcing more (or some) academic programs												
Currently under discussion	9.3	10.3	8.6	4.0	16.7	7.3	8.3	10.4	6.5	11.5	8.3	0.0
Not currently discussed, but should be	17.6	19.8	15.7	8.0	21.7	12.8	16.7	22.2	6.5	19.7	16.1	4.4
Appropriately off the table	57.3	57.5	59.6	36.0	56.7	67.0	58.3	54.4	64.5	55.7	61.0	60.9
Not applicable to my campus	15.8	12.4	16.0	52.0	5.0	12.8	16.7	13.0	22.6	13.1	14.7	34.8
Moving away from our classroom-based model of instruction, shifting more classes online												
Currently under discussion	63.0	71.0	53.1	52.0	78.3	69.7	62.5	71.3	67.7	65.6	45.0	43.5
Not currently discussed, but should be	11.8	10.8	13.7	8.0	8.3	14.7	10.4	10.1	9.7	13.1	14.2	17.4
Appropriately off the table	17.7	13.5	23.6	18.0	11.7	9.2	16.7	14.8	12.9	13.9	29.8	30.4
Not applicable to my campus	7.5	4.7	9.6	22.0	1.7	6.4	10.4	3.9	9.7	7.4	11.0	8.7
Cutting spending for college athletics programs												
Currently under discussion	16.6	19.8	14.2	0.0	31.7	22.9	10.4	18.1	12.9	19.7	11.9	8.7
Not currently discussed, but should be	14.3	17.1	11.9	2.0	20.0	17.4	14.6	16.9	12.9	13.1	11.5	8.7
Appropriately off the table	36.0	30.5	48.2	2.0	40.0	45.0	35.4	23.4	45.2	53.3	47.3	34.8
Not applicable to my campus	33.0	32.6	25.6	96.0	8.3	14.7	39.6	41.7	29.0	13.9	29.4	47.8
Salary freezes for administrators												
Currently under discussion	33.4	39.3	27.2	18.0	41.7	39.5	31.3	39.9	22.6	30.3	27.5	13.0
Not currently discussed, but should be	10.5	11.0	8.9	18.0	10.0	10.1	14.6	11.0	19.4	6.6	7.8	17.4
Appropriately off the table	43.0	37.8	52.3	28.0	38.3	43.1	39.6	35.8	48.4	54.9	51.8	47.8
Not applicable to my campus	13.0	11.9	11.7	36.0	10.0	7.3	14.6	13.3	9.7	8.2	12.8	21.7

3. Over the past two decades, colleges and universities have made significant investments in information technology to enhance instruction and scholarship and improve services and administrative operations. How would you rate the effectiveness of your institution's investment in technology resources and services on the following issues?
Percent strongly effective (6/7)

Student recruitment	33.6	26.8	40.9	51.0	36.7	34.5	27.1	22.5	35.5	47.5	38.5	36.4
On-campus teaching and instruction	42.1	49.6	29.8	55.1	40.0	42.2	35.4	55.8	25.8	33.6	27.6	34.8
Online/distance courses and programs	42.6	52.3	24.8	70.0	31.7	41.7	35.4	61.7	22.6	32.2	20.4	28.6
Library resources and services	49.6	50.4	46.7	62.7	43.3	53.6	47.9	50.9	38.7	47.5	48.2	39.1
Academic support services	29.3	30.5	25.7	44.0	20.3	33.6	35.4	30.5	29.0	18.9	26.7	47.8
Student resources and services	28.6	29.6	25.4	41.2	28.3	31.8	29.2	29.2	35.5	23.0	23.5	43.5
Research and scholarship	21.3	21.6	22.3	10.6	40.0	26.4	20.8	16.7	32.3	23.1	20.8	18.2
Data analysis and managerial analytics	35.7	37.8	33.2	32.0	41.7	34.5	37.5	38.3	25.8	39.3	31.1	30.4
Development efforts	23.7	23.0	25.0	21.3	35.0	26.4	22.9	19.7	19.4	25.6	25.8	21.7
Alumni activities/engagement	17.5	15.4	21.4	10.4	30.0	22.0	22.9	9.6	12.9	18.0	24.9	17.4
Administrative information systems and operations	39.0	42.8	33.2	42.9	45.8	45.0	38.3	42.2	36.7	40.0	28.8	34.8

4. How effective (or ineffective) is your institution in the following areas?
Percent strongly effective (6/7)

Providing quality undergraduate education	76.9	78.4	76.0	68.0	76.3	84.5	60.9	79.2	70.0	72.7	79.9	65.2
Offering support services for undergraduates (advising, etc.)	42.8	37.6	48.1	58.8	33.9	43.1	37.0	36.6	46.7	47.1	47.9	56.5
Preparing students for future employment	59.0	56.6	58.5	88.2	36.2	48.2	51.1	63.8	53.3	59.5	58.8	56.5
Using data to aid and inform campus decision-making	35.7	34.6	35.3	51.0	39.0	39.4	27.7	33.2	26.7	40.5	34.6	26.1
Recruiting/retaining talented faculty	46.3	44.0	50.3	41.2	37.3	46.4	36.2	45.5	60.0	48.3	51.6	34.8

	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
Ensuring the professional development of junior faculty	24.2	25.6	23.0	17.6	15.3	24.5	25.5	27.8	17.2	20.7	25.7	17.4
Building and maintaining political support	36.3	45.8	24.9	20.4	44.1	45.5	32.6	48.0	34.5	24.0	23.9	26.1
Managing financial resources in times of budget problems	71.0	74.4	68.7	52.9	69.5	77.3	78.3	73.7	66.7	72.7	67.6	60.9
Developing strong town/gown relationships	60.4	64.8	57.7	32.7	59.3	72.7	60.9	63.7	50.0	57.9	59.8	47.8
Securing financial support from alumni	14.4	12.1	19.0	2.1	36.2	22.0	6.4	5.5	13.3	13.2	23.6	13.0

5. Ahead of the 2012 elections, do you agree or disagree with the following statements.

I am likely to vote for President Obama in 2012.

Strongly disagree	21.1	16.9	22.0	56.9	6.0	12.9	10.4	21.0	6.9	25.2	21.2	33.3
Disagree	13.7	12.4	15.6	13.7	20.0	11.9	4.2	12.6	24.1	12.2	15.4	23.8
Agree	26.5	29.5	23.9	15.7	42.0	31.7	37.5	25.6	37.9	24.4	24.0	0.0
Strongly agree	38.6	41.1	38.6	13.7	32.0	43.6	47.9	40.8	31.0	38.3	39.4	42.9

President Obama has fulfilled the promise that many in higher education saw for him four years ago.

Strongly disagree	19.9	14.5	22.9	54.0	5.6	12.8	14.6	16.5	13.8	23.0	23.3	30.4
Disagree	44.5	44.5	46.7	28.0	59.3	44.1	39.6	42.9	55.2	43.4	48.1	39.1
Agree	31.5	35.3	28.0	18.0	31.5	38.2	35.4	34.9	31.0	30.1	26.7	26.1
Strongly agree	4.1	5.8	2.4	0.0	3.7	4.9	10.4	5.7	0.0	3.5	1.9	4.4

The Republican presidential candidates have articulated a vision that will help American higher education

Strongly disagree	46.3	47.8	48.2	16.0	46.2	49.5	45.8	47.8	63.3	50.0	45.5	43.5
Disagree	43.9	45.7	41.8	40.0	50.0	47.6	50.0	43.7	36.7	38.6	45.1	34.8
Agree	7.8	5.4	8.2	30.0	3.9	1.9	4.2	6.9	0.0	8.8	8.0	17.4
Strongly agree	2.1	1.2	1.8	14.0	0.0	1.0	0.0	1.6	0.0	2.6	1.4	4.4

Over the next four years, the federal government is likely to provide solutions to key problems facing American higher education.

Strongly disagree	39.7	35.2	45.5	44.0	36.8	39.8	25.0	34.9	51.7	41.2	50.0	17.4
Disagree	52.1	54.8	49.6	42.0	57.9	53.7	60.4	53.7	48.3	52.9	44.9	78.3
Agree	7.7	9.5	4.4	14.0	5.3	4.6	12.5	11.4	0.0	5.0	5.1	0.0
Strongly agree	0.5	0.6	0.5	0.0	0.0	1.9	2.1	0.0	0.0	0.8	0.0	4.4

Over the next four years the federal government is likely to increase significantly its regulation of higher education.

Strongly disagree	3.1	2.6	3.1	7.8	1.8	1.9	4.2	2.8	0.0	2.5	3.3	8.7
Disagree	12.1	14.0	10.4	5.9	19.3	15.9	16.7	12.0	10.0	7.6	11.7	13.0
Agree	64.8	66.5	64.0	52.9	66.7	66.4	68.8	66.2	73.3	68.1	61.7	52.2
Strongly agree	20.0	17.0	22.5	33.3	12.3	15.9	10.4	19.1	16.7	21.9	23.4	26.1

I anticipate significant cuts ahead for federal student aid programs.

Strongly disagree	1.1	0.6	1.8	2.0	0.0	1.9	0.0	0.3	0.0	3.3	1.4	0.0
Disagree	21.7	17.1	28.2	19.6	15.8	22.2	14.6	16.0	29.0	24.2	31.0	21.7
Agree	66.7	69.7	62.3	68.6	77.2	63.0	66.7	71.1	61.3	61.7	61.1	78.3
Strongly agree	10.5	12.6	7.7	9.8	7.0	13.0	18.8	12.6	9.7	10.8	6.5	0.0

I anticipate significant cuts ahead for federal research funding.

Strongly disagree	0.8	0.2	1.6	2.0	0.0	0.0	0.0	0.3	0.0	2.5	1.0	4.6
Disagree	15.9	14.6	17.5	18.0	12.3	18.5	14.9	13.7	10.0	16.7	19.5	13.6
Agree	69.3	69.3	69.9	64.0	77.2	70.4	66.0	68.0	76.7	67.5	70.0	72.7
Strongly agree	14.0	15.9	11.0	16.0	10.5	11.1	19.2	18.0	13.3	13.3	9.5	9.1

	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

6. The recent athletic scandals at Miami, Ohio State, Penn State, Syracuse, and other major universities have cast a large shadow over intercollegiate sports. What's your view about the impact of these athletic scandals on higher education?

The athletic scandals of the past year have hurt the reputation of all higher education, not just the institutions involved.

Strongly disagree	3.8	2.4	4.8	11.8	0.0	1.8	4.2	2.7	3.2	3.3	5.5	8.7
Disagree	28.4	26.3	29.1	45.1	19.0	22.0	29.2	28.5	38.7	29.5	28.8	17.4
Agree	51.5	54.2	50.1	33.3	63.8	55.1	54.2	52.2	41.9	55.7	48.0	52.2
Strongly agree	16.3	17.2	16.0	9.8	17.2	21.1	12.5	16.6	16.1	11.5	17.8	21.7

The NCAA's reform proposals for college athletics are likely to achieve meaningful success.

Strongly disagree	14.7	12.0	18.2	17.7	12.1	12.8	8.3	12.2	16.1	11.5	22.4	17.4
Disagree	55.7	55.8	55.2	58.8	48.3	58.7	58.3	55.8	64.5	53.3	54.8	56.5
Agree	28.7	31.5	25.6	21.6	39.7	27.5	31.3	31.5	16.1	34.4	22.4	21.7
Strongly agree	0.9	0.7	1.0	2.0	0.0	0.9	2.1	0.6	3.2	0.8	0.5	4.4

The presidents of big-time athletic programs are in control of their programs.

Strongly disagree	30.7	28.8	33.7	27.5	13.8	29.4	25.0	31.8	35.5	32.8	34.7	26.1
Disagree	56.2	57.8	54.7	51.0	56.9	56.9	62.5	57.6	45.2	54.9	55.7	56.5
Agree	11.0	11.6	9.9	13.7	24.1	11.9	6.3	10.1	19.4	11.5	7.8	8.7
Strongly agree	2.1	1.8	1.8	7.8	5.2	1.8	6.3	0.6	0.0	0.8	1.8	8.7

Big-time college athletics cannot be fixed without government intervention of some kind.

Strongly disagree	26.9	24.5	30.1	27.5	34.5	27.5	25.0	21.7	25.8	35.3	28.3	26.1
Disagree	48.0	48.7	46.3	52.9	44.8	50.5	45.8	49.3	61.3	41.8	47.5	39.1
Agree	19.3	21.0	17.5	15.7	13.8	19.3	25.0	22.3	9.7	14.8	19.2	26.1
Strongly agree	5.8	5.8	6.1	3.9	6.9	2.8	4.2	6.8	3.2	8.2	5.0	8.7

Scandals are inevitable in big-time college athletics.

Strongly disagree	12.6	10.0	16.0	15.7	3.5	12.8	12.5	9.8	19.4	13.9	15.5	26.1
Disagree	39.2	42.0	36.7	27.5	43.1	37.6	29.2	45.1	38.7	36.1	36.5	39.1
Agree	40.9	41.5	38.2	54.9	53.5	44.0	50.0	37.4	35.5	43.4	37.9	17.4
Strongly agree	7.3	6.5	9.1	2.0	0.0	5.5	8.3	7.7	6.5	6.6	10.1	17.4

Colleges and universities spend way too much money on intercollegiate athletic programs.

Strongly disagree	3.7	4.0	3.3	3.9	0.0	5.5	2.1	4.5	0.0	2.5	4.1	4.4
Disagree	21.3	21.2	21.0	25.5	41.4	23.9	12.5	18.1	29.0	24.6	19.2	8.7
Agree	42.6	43.8	42.3	31.4	43.1	43.1	52.1	43.0	35.5	40.2	45.2	34.8
Strongly agree	32.4	31.0	33.4	39.2	15.5	27.5	33.3	34.4	35.5	32.8	31.5	52.2

7. What has been the impact of the recent athletic scandals at your institution?

As the scandals broke at Miami, Ohio State, Penn State, Syracuse, and elsewhere, I felt confident that these types of events could not happen at my institution.

Strongly disagree	1.9	2.0	1.8	2.0	3.4	0.0	4.2	2.1	3.2	1.6	1.8	0.0
Disagree	24.4	29.0	20.5	3.9	47.5	29.4	35.4	24.7	12.9	22.1	20.6	21.7
Agree	32.6	31.2	38.0	5.9	33.9	48.6	18.8	26.8	45.2	45.9	33.3	30.4
Strongly agree	19.5	14.5	27.6	11.8	11.9	15.6	16.7	14.3	25.8	27.1	29.2	17.4
N/A	21.6	23.4	12.2	76.5	3.4	6.4	25.0	32.1	12.9	3.3	15.1	30.4

	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
In response to these scandals, my campus imposed new rules governing our athletic programs.												
Strongly disagree	8.6	6.0	13.4	0.0	6.8	9.2	10.4	4.2	6.5	13.9	14.2	13.0
Disagree	41.5	41.5	46.3	3.9	39.0	56.0	35.4	38.1	38.7	52.5	45.2	34.8
Agree	15.0	16.3	15.2	0.0	32.2	22.9	20.8	10.7	16.1	17.2	14.6	8.7
Strongly agree	2.1	2.2	2.3	0.0	8.5	0.9	2.1	1.5	3.2	2.5	2.3	0.0
N/A	32.8	34.1	22.8	96.1	13.6	11.0	31.3	45.5	35.5	13.9	23.7	43.5
Without question, my board would back me if I had major conflicts with top coaches or athletic directors.												
Strongly disagree	1.0	1.1	1.0	0.0	3.4	1.8	0.0	0.6	3.2	0.0	1.4	0.0
Disagree	4.6	5.6	3.5	2.0	3.4	6.4	8.3	5.4	3.2	4.1	3.2	4.4
Agree	25.7	28.1	25.3	2.0	49.2	28.4	27.1	24.4	19.4	29.5	24.7	17.4
Strongly agree	40.3	33.9	53.9	3.9	33.9	47.7	33.3	29.5	58.1	61.5	50.7	39.1
N/A	28.5	31.3	16.2	92.2	10.2	15.6	31.3	40.2	16.1	4.9	20.1	39.1
As a college president, I have experienced pressure from others at the campus to "look the other way" at some serious problems in athletics.												
Strongly disagree	53.8	48.6	67.1	7.8	55.9	68.8	41.7	41.7	64.5	72.1	66.2	52.2
Disagree	16.8	19.4	15.2	2.0	30.5	20.2	29.2	15.8	12.9	18.0	13.7	17.4
Agree	2.9	3.6	2.0	2.0	6.8	3.7	2.1	3.3	3.2	2.5	1.8	0.0
Strongly agree	1.2	1.3	1.3	0.0	1.7	0.9	0.0	1.5	3.2	2.5	0.5	0.0
N/A	25.3	27.2	14.4	88.2	5.1	6.4	27.1	37.8	16.1	4.9	17.8	30.4
As a college president, I have experienced pressure from external supporters to "look the other way" at some serious problems in athletics.												
Strongly disagree	50.8	45.7	63.5	7.8	45.8	60.6	45.8	40.8	54.8	67.2	64.4	47.8
Disagree	16.8	18.7	16.2	2.0	33.9	23.9	20.8	14.0	12.9	20.5	13.7	21.7
Agree	4.7	5.6	3.8	2.0	13.6	6.4	2.1	4.5	6.5	4.9	3.2	0.0
Strongly agree	2.0	2.4	1.8	0.0	1.7	2.8	0.0	2.7	9.7	2.5	0.5	0.0
N/A	25.7	27.7	14.7	88.2	5.1	6.4	31.3	38.1	16.1	4.9	18.3	30.4
My institution spends too much money on intercollegiate athletics.												
Strongly disagree	22.6	20.8	26.8	7.8	20.3	24.8	22.9	19.4	32.3	23.0	28.3	26.1
Disagree	38.8	37.5	45.3	2.0	39.0	50.5	52.1	31.0	38.7	52.5	44.3	26.1
Agree	12.5	14.9	10.9	0.0	33.9	17.4	2.1	12.5	9.7	16.4	8.7	4.4
Strongly agree	2.4	1.8	3.3	2.0	1.7	1.8	2.1	1.8	6.5	4.9	1.8	4.4
N/A	23.8	25.0	13.7	88.2	5.1	5.5	20.8	35.4	12.9	3.3	16.9	39.1
8. Please indicate the degree to which you agree or disagree with the following statements:												
Unfortunately, substantial tuition increases have been the best way for public institutions to sustain quality programs in recent years.												
Strongly disagree	4.6	2.4	6.6	13.7	0.0	0.9	0.0	3.6	6.5	5.7	6.5	13.0
Disagree	18.5	16.4	19.6	33.3	11.9	10.1	12.5	19.8	3.2	20.5	19.8	34.8
Agree	60.3	61.9	60.8	39.2	64.4	63.3	62.5	61.0	61.3	60.7	63.1	39.1
Strongly agree	16.5	19.3	13.0	13.7	23.7	25.7	25.0	15.7	29.0	13.1	10.6	13.0
State leaders should be more willing to consider tax increases as part of the solution to state budget shortfalls.												
Strongly disagree	5.9	2.0	9.4	21.6	1.7	0.9	2.1	2.4	6.5	9.8	9.7	8.7
Disagree	20.5	14.4	26.0	45.1	13.6	11.0	8.3	16.6	22.6	25.4	24.9	43.5
Agree	49.2	51.4	49.1	25.5	50.9	49.5	58.3	51.2	61.3	49.2	50.2	21.7
Strongly agree	24.4	32.1	15.5	7.8	33.9	38.5	31.3	29.9	9.7	15.6	15.2	26.1

	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
I anticipate relatively flat state budgets for higher education over the next five years.												
Strongly disagree	1.8	1.8	1.8	2.0	0.0	4.6	2.1	1.2	3.2	0.8	1.8	4.4
Disagree	10.4	10.5	10.4	9.8	11.9	8.3	10.4	11.0	12.9	8.2	10.6	17.4
Agree	65.9	60.8	72.3	72.6	66.1	64.2	58.3	59.2	74.2	69.7	75.6	52.2
Strongly agree	21.8	26.9	15.5	15.7	22.0	22.9	29.2	28.7	9.7	21.3	12.0	26.1
Media coverage of college costs has been helpful in focusing public attention on the inadequate support for public colleges.												
Strongly disagree	17.9	17.3	19.9	9.8	27.1	26.6	25.0	11.5	16.1	19.7	20.7	17.4
Disagree	52.9	49.1	58.0	54.9	54.2	55.1	43.8	47.0	61.3	60.7	57.6	43.5
Agree	27.6	31.8	21.4	29.4	15.3	17.4	27.1	39.9	22.6	18.9	21.2	34.8
Strongly agree	1.6	1.8	0.8	5.9	3.4	0.9	4.2	1.5	0.0	0.8	0.5	4.4
I would eliminate non-need-based financial aid if my competitors also agreed to do so.												
Strongly disagree	14.1	13.9	13.7	19.6	11.9	13.8	14.6	14.2	9.7	17.2	12.0	17.4
Disagree	49.0	52.7	44.0	47.1	47.5	54.1	50.0	53.6	38.7	40.2	45.6	56.5
Agree	28.7	27.4	30.5	27.5	30.5	26.6	29.2	26.9	35.5	27.9	31.8	26.1
Strongly agree	8.2	6.0	11.7	5.9	10.2	5.5	6.3	5.3	16.1	14.8	10.6	0.0
Budget cuts initiated by my institution in the past three years have done major damage to the quality of academic programs.												
Strongly disagree	24.6	13.5	38.9	33.3	13.6	13.8	16.7	13.0	51.6	33.6	39.6	43.5
Disagree	61.3	65.7	55.7	56.9	69.5	66.1	60.4	65.7	48.4	62.3	53.9	47.8
Agree	11.6	16.8	4.6	9.8	15.3	14.7	20.8	17.2	0.0	4.1	5.1	8.7
Strongly agree	2.5	4.0	0.8	0.0	1.7	5.5	2.1	4.1	0.0	0.0	1.4	0.0
Budget cuts initiated by my institution in the past three years have done major damage to the quality of campus operations and support services.												
Strongly disagree	19.8	8.8	34.6	25.5	8.5	7.3	12.5	8.9	41.9	30.3	35.0	43.5
Disagree	51.4	49.8	52.2	62.8	64.4	46.8	50.0	48.2	58.1	58.2	48.9	43.5
Agree	24.3	34.7	11.2	11.8	23.7	38.5	37.5	34.9	0.0	10.7	13.4	8.7
Strongly agree	4.5	6.7	2.0	0.0	3.4	7.3	0.0	8.0	0.0	0.8	2.8	4.4
Budget cuts initiated by my institution in the past three years have done major damage to staff morale.												
Strongly disagree	13.5	5.1	24.4	21.6	5.1	3.7	6.3	5.3	32.3	25.4	23.5	17.4
Disagree	37.8	31.8	45.8	41.2	37.3	26.6	29.2	32.8	51.6	45.1	44.7	52.2
Agree	35.0	42.8	24.2	33.3	52.5	45.9	41.7	40.2	12.9	23.8	26.3	21.7
Strongly agree	13.7	20.4	5.6	3.9	5.1	23.9	22.9	21.6	3.2	5.7	5.5	8.7
My institution can make additional and significant spending cuts without hurting quality.												
Strongly disagree	29.1	36.8	21.1	5.9	20.3	52.3	27.1	36.1	3.2	23.0	20.3	43.5
Disagree	50.1	47.1	53.7	54.9	62.7	36.7	41.7	48.5	54.8	51.6	56.7	34.8
Agree	17.0	11.7	22.1	35.3	13.6	5.5	25.0	11.5	35.5	23.0	20.3	17.4
Strongly agree	3.8	4.3	3.1	3.9	3.4	5.5	6.3	3.9	6.5	2.5	2.8	4.4
Regional accreditation makes a significant contribution to the quality of our academic programs.												
Strongly disagree	10.4	9.4	10.4	21.6	15.3	10.1	8.3	8.3	9.7	11.5	10.6	4.4
Disagree	29.2	27.6	31.3	29.4	42.4	29.4	20.8	25.4	54.8	26.2	31.3	26.1
Agree	47.2	50.5	45.6	23.5	33.9	48.6	60.4	52.7	25.8	46.7	48.9	34.8
Strongly agree	13.2	12.5	12.7	25.5	8.5	11.9	10.4	13.6	9.7	15.6	9.2	34.8

	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
Specialized accreditation makes a significant contribution to the quality of academic programs.												
Strongly disagree	8.5	7.0	10.4	9.8	11.9	11.9	6.3	4.7	9.7	12.3	9.2	13.0
Disagree	24.2	19.7	33.3	2.0	33.9	30.3	12.5	14.8	41.9	23.8	37.8	30.4
Agree	54.5	59.2	47.3	58.8	50.9	43.1	66.7	64.8	48.4	54.1	46.1	21.7
Strongly agree	12.8	14.1	8.9	29.4	3.4	14.7	14.6	15.7	0.0	9.8	6.9	34.8
As part of the movement to assess value-added, accrediting agencies have issued mandates without offering useful or viable methodologies to do so.												
Strongly disagree	4.3	4.3	4.1	5.9	0.0	6.4	2.1	4.7	3.2	4.1	3.2	13.0
Disagree	28.3	30.0	26.7	21.6	20.3	22.9	39.6	32.5	22.6	27.9	25.8	34.8
Agree	55.8	53.3	59.0	58.8	62.7	59.6	54.2	49.4	67.7	55.7	61.3	43.5
Strongly agree	11.6	12.5	10.2	13.7	17.0	11.0	4.2	13.3	6.5	12.3	9.7	8.7
My institution makes too many decisions mindful of our standing in the U.S. News rankings of colleges and universities.												
Strongly disagree	49.9	56.3	39.2	62.8	20.3	46.8	45.8	67.2	29.0	33.6	41.0	65.2
Disagree	40.3	35.7	48.6	25.5	67.8	46.8	47.9	24.9	58.1	56.6	45.6	21.7
Agree	6.1	3.6	8.9	11.8	10.2	4.6	6.3	1.8	9.7	7.4	10.1	4.4
Strongly agree	3.7	4.3	3.3	0.0	1.7	1.8	0.0	6.2	3.2	2.5	3.2	8.7
Over the past year, campus police at many colleges have been too quick to crack down on peaceful protests.												
Strongly disagree	19.2	20.6	15.8	29.4	13.6	17.4	12.5	24.0	9.7	18.9	13.8	26.1
Disagree	49.2	47.4	51.9	47.1	54.2	42.2	45.8	48.1	41.9	50.8	54.4	47.8
Agree	27.1	26.8	28.2	21.6	30.5	33.9	27.1	23.7	48.4	29.5	25.8	17.4
Strongly agree	4.6	5.2	4.1	2.0	1.7	6.4	14.6	4.2	0.0	0.8	6.0	8.7
8. Please provide the following background information:												
Average Age	60.2	60.5	60.6	53.3	62.4	61.4	62.5	59.6	61.9	61.0	60.2	60.6
Median Age	61.0	62.0	61.0	56.0	63.0	62.0	63.0	61.0	62.0	61.0	61.0	63.0
Gender												
Male	73.9	73.4	76.0	62.8	83.3	80.0	68.8	70.1	90.3	74.6	76.7	56.5
Female	26.2	26.6	24.1	37.3	16.7	20.0	31.3	29.9	9.7	25.4	23.3	43.5
How long have you served as president of this institution? (average years)												
Average years	7.8	7.2	8.5	9.4	6.1	6.3	6.6	7.8	8.8	8.7	8.2	9.7
Median years	6.0	6.0	7.0	7.0	4.0	5.0	6.0	6.0	8.0	6.5	6.0	7.0
Total years as a college president at any institution: (average years)												
Average years	9.9	9.4	10.3	11.8	8.9	8.5	7.6	10	10.5	10.9	9.9	10.6
Median years	8	7	8	8.5	7	6	7	8	11	8.5	8	7

Appendix A / Methodology

The 2012 *Inside Higher Ed* Survey of College and University Presidents was conducted in January 2012. An e-mail invitation with a hotlink to an online questionnaire was sent in early December to the presidents/chancellors of 3,145 public, private nonprofit, and for-profit degree-granting two- and four-year colleges and universities across the United States. Excluded from the survey population were colleges with enrollments of fewer than 500 students, seminaries and other institutions that focus exclusively on religious and clerical training, freestanding law, medical and other professional schools, and institutions that do not offer undergraduate programs. Discounting for some 125 non-deliverable emails, the actual survey sample included some 3,020 two- and four-year colleges and universities that enroll 500 or more students.* A total of 1,002 presidents and campus CEOs completed the survey by February 1, 2012. The number and types of colleges and universities that participated in the January 2012 *Inside Higher Ed* survey of presidents are shown below.

CATEGORY	NUMBER OF 2012 SURVEY PARTICIPANTS
ALL INSTITUTIONS	**1,002**
ALL PUBLIC INSTITUTIONS	**556**
Doctoral Universities	60
Master's Institutions	110
Baccalaureate Colleges	48
Associate/Community Colleges	338
ALL PRIVATE NONPROFIT INSTITUTIONS	**395**
Doctoral Universities	31
Master's Institutions	122
Baccalaureate Colleges	219
Associate Colleges	23
For-Profit Institutions	51

* Fall 2009 enrollment data from the Integrated Postsecondary Education System Data (IPEDS) files of the US Department of Education reveal that 23 percent (1,037) of the nation's 4,474 accredited, degree-granting two- and four-year colleges and universities enroll under 500 students (headcount enrollment). These institutions accounted for 248,647 (1.2 pct.) of the nation's 20.247 million college students as of fall 2009. In contrast, the 578 colleges and universities that enroll 10,000 or more students represent just an eighth (12.9 percent) of the total number of U.S. degree-granting institutions yet accounted for almost three-fifths (58.7 percent) of total headcount enrollment, some 11.985 million students. (Source: special analysis of the 2009 IPEDS enrollment data by Kenneth C. Green of The Campus Computing Project; see also Digest of Education Statistics 2010. U.S. Department of Education, 2011, table 224.)

Appendix B / About the Authors

KENNETH C. GREEN, senior research consultant at *Inside Higher Ed*, is the also the founding director of *The Campus Computing Project*, the largest continuing study of the role of computing, e-Learning, 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 eLearning 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 100 articles and commentaries that have appeared in academic journals and professional publications. Green 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 Lederman, 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 (insidehighered.com)* is the premier 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 2012 Inside Higher Ed Survey of College and University Presidents* was designed to provide timely data about key issues that confront academic officials across all sectors of American higher education. Support for this project was provided by Datatel+SGHE, Hobsons, InsideTrack, and Pearson.

How integrated is your approach to student success?

InsideTrack Coaching helps universities create a seamless student experience.

Whether students are starting college right after high school or returning as adults, they require an integrated support system to be most successful. Universities need information about how well programs and services are working—and whether the pieces fit together.

InsideTrack Coaching helps students develop the ability to overcome obstacles, be more successful in college, and graduate prepared for career success. Through this process, students proactively engage with campus resources. InsideTrack also helps universities improve the student experience by aggregating student feedback, enabling administrators to make informed program and process improvements.

InsideTrack Coaching has been proven to increase graduation rates by 15%.

Student success starts here

Hobsons' mission is to **bring success to education** through every stage of the learning cycle. Our solutions allow educational institutions to develop personalized student success plans, attract and communicate with prospective students, facilitate the application process, and provide guidance and support to current students.

For more information, please visit hobsons.com.