



What Do Provosts Think?

2019 *Inside Higher Ed* survey of chief academic officers

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Presenters

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Methodology

- Questions were developed by *Inside Higher Ed* editors, in collaboration with Gallup.
- Gallup conducted survey, November 1-December 2.
- Answers provided by 475 provosts (or equivalent title).
- Complete anonymity provided to participants, but answers coded for analysis by sector.

#MeToo and Academe: I

- 46% of provosts say they received a report in the last year charging a faculty member with sexual harassment.
- 69% say higher education has tolerated sexual harassment “for far too long.”
- Only 13% believe this is true of their institutions.



#MeToo and Academe: II

- More than two-thirds of provosts believe that a finding of sexual harassment should be grounds for firing a tenured professor.
- Less than one-third believe such findings should be made public.

#MeToo and Academe: III

- 80% of provosts agree that colleges should ban romantic relationships between professors and students.
- 58% say their college currently bars such relationships.



Cuts to Liberal Arts Programs



Provosts on the Cuts: I

- 29% say that the number of majors in a given department is an appropriate way to determine which departments to cut.
- 78% believe colleges are prioritizing science, technology and professional programs over those that support general education.
- 90% believe that high quality undergraduate education requires healthy departments in fields such as English, history and political science.

Provosts on the Cuts: II

- 25% of provosts are very concerned and 47% somewhat concerned about cuts to majors and departments in academe generally.
- 19% are very concerned and 36% are somewhat concerned about cuts at their institutions.

General Education

Provosts on General Education Issues: Agreement on 1-5 Scale

Statement	1 (strongly disagree)	2	3	4	5 (strongly agree)
General education is a crucial part of any college degree.	<1%	2%	6%	30%	63%
My college recently evaluated the effectiveness of our general education requirements.	4%	15%	20%	33%	28%
Students at my college understand the purpose of our general education requirements.	4%	25%	40%	26%	5%
Faculty members at my college are enthusiastic about teaching courses that are part of general education requirements.	1%	8%	23%	46%	22%
Students at my college emerge from general education with sufficient writing skills.	4%	14%	35%	40%	7%
General education requirements have become too expansive.	17%	30%	23%	21%	10%

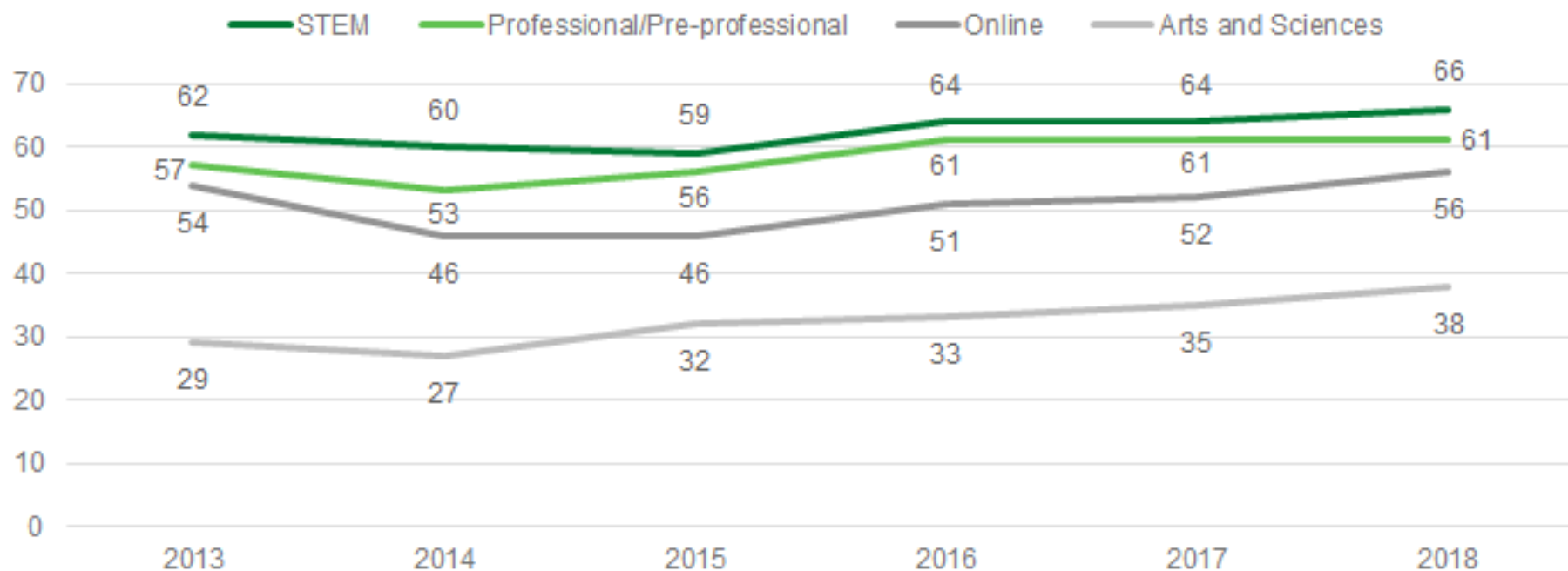
Enthusiasm Varies By Sector

- 22% of provosts across sectors believe that their faculty members are enthusiastic about teaching general education courses.
- Only 3% of chief academic officers at public doctoral institutions have that view.

Where Will New Money Go?

Chief Academic Officers' Expectations for Major Allocations of Funds for Programs in the Next Budget Year

Figures are the percentage who strongly agree/agree



Liberal Arts: External Challenges

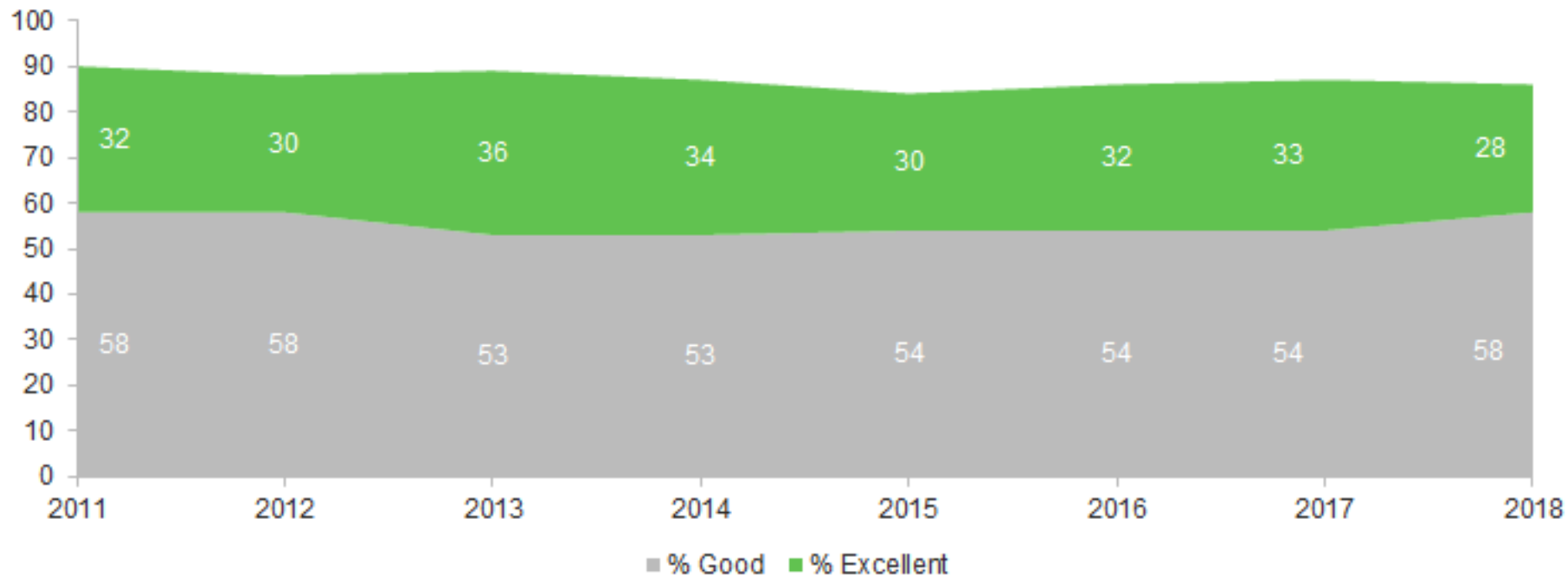
	% Private College Provosts Agreeing	% at Public Institutions	% at Community Colleges
Politicians, presidents and boards are increasingly unsympathetic to liberal arts education.	65%	60%	55%
I feel pressure from my president, board or donors to focus on programs that have a clear orientation toward careers.	51%	61%	63%
The concept of a liberal arts education is not well understood in the U.S.	89%	81%	76%

Liberal Arts: Internal Challenges

Statement	% of Private Provosts Agreeing	% at Public Colleges	% at Community Colleges
Liberal arts education has become too divorced from the career needs of students and graduates.	25%	43%	46%
Liberal arts faculty members are not sufficiently interested in the desire of parents and students for career preparation.	38%	36%	33%

Academic Health

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



Rating Institutional Effectiveness

% of Provosts Who Rate Their Institutions Very Effective in ...

	Private Colleges	Public Colleges	Community Colleges
Providing a quality undergraduate education	60%	54%	55%
Preparing students for the world of work	43%	41%	45%
Offering undergraduate support services	43%	38%	38%
Recruiting and retaining talented faculty	35%	22%	20%
Identifying and assessment student outcomes	22%	25%	24%
Using data to aid and inform campus decision-making	16%	19%	19%
Controlling rising prices for students and their families.	16%	38%	38%

Assessment

- Close to half of provosts (48%) say assessment has "improved the quality of teaching and learning at my college." Only 16 percent disagree.
- Nearly one-third of provosts (32%) agree that "my college's use of assessment is more about keeping accreditors and politicians happy than it is about teaching and learning."
- Nearly three-quarters (73%) of provosts say faculty members view assessment as requiring a lot of work on their parts.

Textbooks: Cost and Control

Provosts vs. Faculty Members on Key Issues Related to Textbook Costs

	Provosts	Faculty Members
Faculty members should be open to changing textbooks and other materials to save students money, even if the lower-cost materials are of lesser quality		
--% Strongly agree/agree	37%	32%
--% Strongly disagree/disagree	37%	49%
The need to help students save money on textbooks justifies some loss of faculty member control over selection of materials for the courses they teach		
--% Strongly agree/agree	46%	21%
--% Strongly disagree/disagree	34%	60%

Do All Students Feel Comfortable in Classrooms on Your Campus?

Provosts on Students Feeling Welcome in Classrooms: Agreement on 1-5 Scale

Statement	1 (strongly disagree)	2	3	4	5 (strongly agree)
White students generally feel welcome in classrooms on my campus.	0%	<1%	7%	40%	53%
Liberal students generally feel welcome in classrooms on my campus.	<1%	3%	14%	54%	29%
Racial and ethnic minority students generally feel welcome in classrooms on my campus.	<1%	8%	29%	42%	20%
Conservative students generally feel welcome in classrooms on my campus.	2%	10%	25%	42%	20%

Your Questions

- Q&A
- Ideas for future surveys

With Thanks ...

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