

THE 2011-12 INSIDE HIGHER ED SURVEY OF

COLLEGE & UNIVERSITY
Chief Academic Officers

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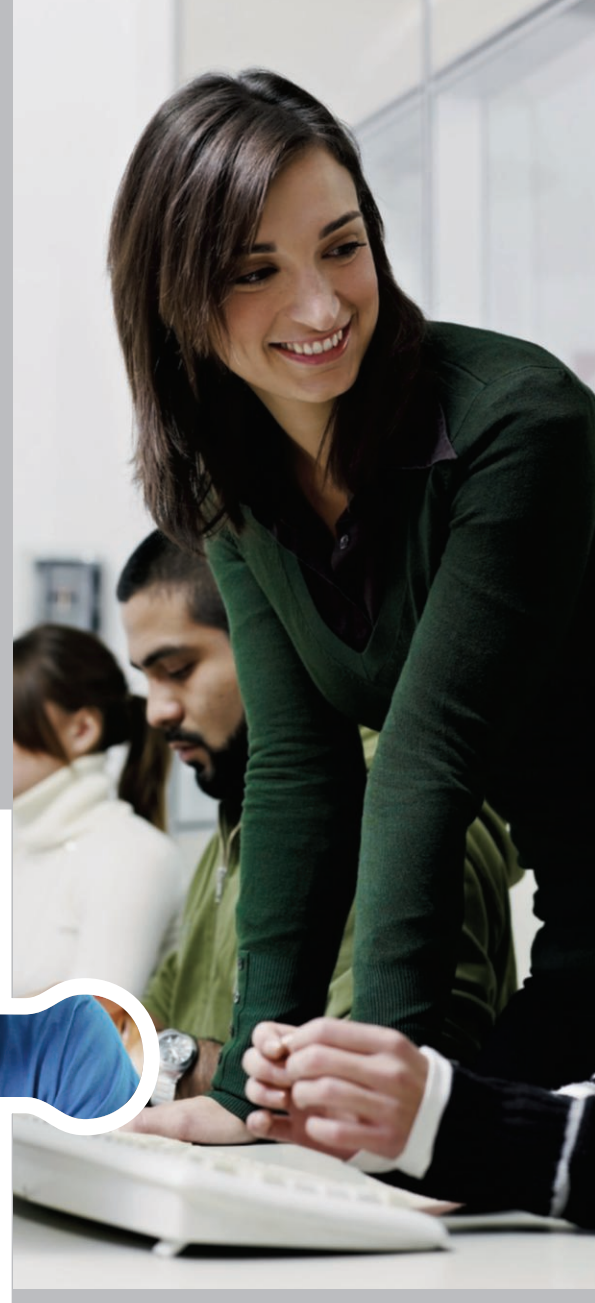
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Introduction

This inaugural Survey of College & University Chief Academic Officers (CAOs) is the fourth in a series in which *Inside Higher Ed* has solicited the views of senior campus leaders to deliver data and insight about the key challenges confronting American colleges and universities. Other surveys conducted in 2011 were of presidents, chief business officers and admissions directors.

The questions posed in the *Inside Higher Ed* survey of chief academic officers, summarized below and discussed in detail in this report, address a pressing array of challenges that confront CAOs and their institutions:

- How do provosts/CAOs assess the academic health of their institutions?
- How do CAOs describe the recent financial experience of their institutions?
- What impact have budget cuts had on academic programs, campus services and staff morale?
- What do provosts view as the most pressing issues confronting campuses over the next few years?
- What institutional strategies would CAOs like to deploy at their campuses if they could get support from other key decision-makers?

- How do CAOs assess the investment in information technology at their institutions?
- How effective are institutions on a variety of performance metrics?
- What is the status of “academic rigor” at individual campuses and across higher education?
- How are campuses using standardized measures to aid and improve critical thinking and student outcomes?

The survey data offer new insights about campus policies, practices and priorities during (yet another) period marked

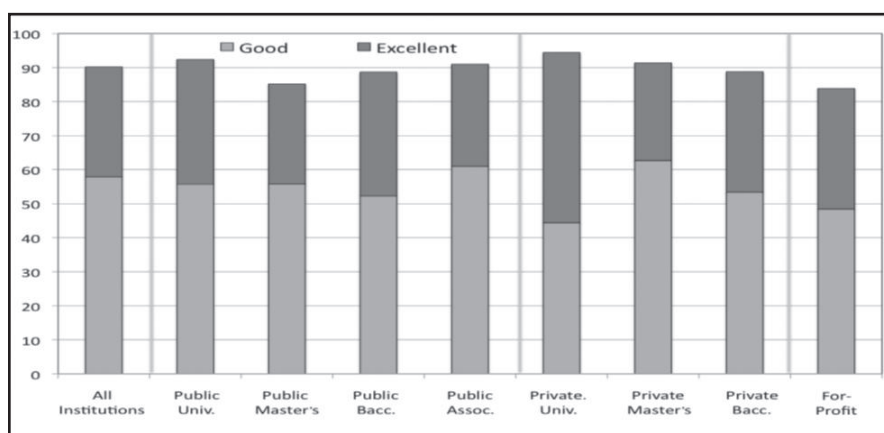
by significant financial challenges.

The *Inside Higher Ed* Survey of College and University Chief Academic Officers was conducted in December 2011. An e-mail invitation with a hot-link to an online questionnaire was sent early in December to the provosts/chief academic officers of 2,542 public, private nonprofit, and for-profit two- and four-year colleges and universities across the U.S. A total of 1,081 provosts/chief academic officers completed the survey by December 22. Responses from private nonprofit associate colleges were few, so that sector is largely excluded from this report. (Additional information about the survey methodology is presented in Appendix A.)

ACADEMIC HEALTH: “WE’RE GOOD!”

The survey began by asking CAOs to assess the academic health -- “the academic quality of education” -- at their institutions as of fall 2011. The public statements of academic leaders over the past three years about the impact of the economic downturn and budget cuts on quality notwithstanding, almost three-fifths (57.9 percent) of the CAOs who participated in the survey characterize the academic health of their campuses as good, while another third (32.3 percent) report it to be excellent. As shown in Figure 1, these upbeat assessments are fairly consistent across all sectors and segments of American higher education: the vast majority of CAOs in public, private, and for-profit institutions characterize the quality of their academic programs as good or excellent.

Figure 1
CAO Assessments of the Academic Health of Their Campuses
(percentages)



Moreover, despite the continuing (and very public) laments of many campus officials about the dire impact of budget cuts on their institutions, more than two-thirds (71.2 percent) of the surveyed CAOs report that the academic health of their campus has improved either somewhat (55.3 percent) or significantly (15.9 percent) since fall 2008. In contrast, less than a tenth (8.9 percent) report any decline in academic quality over the past three years, while a fifth (20.0 percent) report that “academic health” has “remained about the same” during this period (Table 1).

Of special interest in Table 1 are the similarities in the assessments of CAOs at public and private nonprofit institutions. Public institutions have had a tougher time with budgets during the downturn than have their private college counterparts. But provosts in both sectors remain upbeat about the academic health of their institutions: 68.7 percent of CAOs in public institutions report that academic program quality has improved “somewhat” or “dramatically” since fall 2008, compared to three-fourths (74.3 percent) of the CAOs at independent institutions.

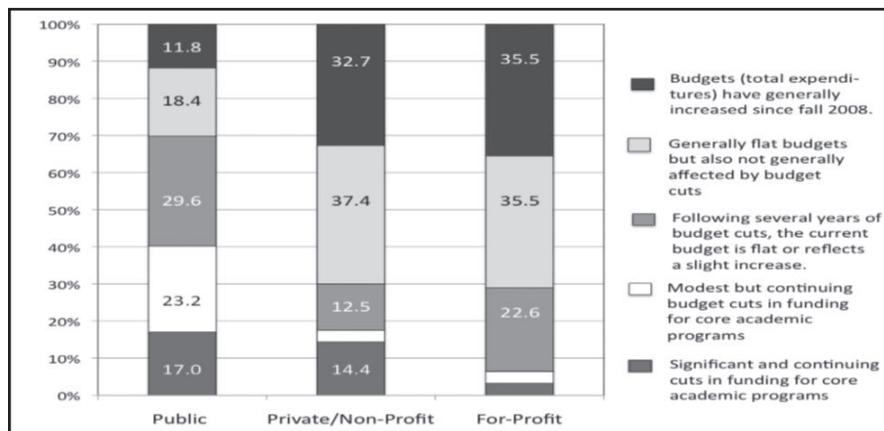
Table 1
How Would You Characterize the Change in the Academic Health of Your Institution Over the Past Three Years?
(percentages)

| | All Institutions (N=1081) | Public Doctorate (N=79) | Public Master's (N=126) | Public Bacc. (N=45) | Public Assoc. (N=375) | Private Doctorate (N=37) | Private Master's (N=150) | Private Bacc. (N=224) | For- Profit (N=31) |
|--|------------------------------|-------------------------------|-------------------------------|---------------------------|-----------------------------|--------------------------------|--------------------------------|-----------------------------|--------------------------|
| Since fall 2008, the academic health of my institution has | | | | | | | | | |
| Declined dramatically | 0.5 | 2.5 | 0.8 | 2.2 | 0.3 | 0.0 | 0.0 | 0.0 | 0.0 |
| Declined somewhat | 8.2 | 17.7 | 10.3 | 6.7 | 7.7 | 8.1 | 8.0 | 5.4 | 6.5 |
| Remained about the same | 20.2 | 12.7 | 24.6 | 26.7 | 21.1 | 16.2 | 11.3 | 24.6 | 12.9 |
| Improved somewhat | 55.3 | 50.6 | 55.6 | 48.9 | 54.4 | 51.4 | 62.7 | 57.1 | 48.8 |
| Improved dramatically | 15.9 | 16.5 | 8.7 | 15.6 | 16.5 | 24.3 | 18.0 | 13.0 | 32.3 |

BUDGET CUTS: MAYBE NOT SO DIRE?

A fifth (20.7 percent) of the surveyed provosts report that budgets at their institutions have “generally increased” since 2008; another fourth (26.4 percent) state that while budgets have been flat, their campus “generally has not [been] affected by budget cuts in recent years.” In contrast, just a seventh (14.7 percent) of the survey participants report that their campus has experienced “modest but continuing budget cuts” affecting core academic programs in recent years while a similar number (15.5 percent) report “significant and continuing budget cuts” since 2008.

Figure 2
How Would You Characterize Your Institution's Experience With Budgets for the Academic Core Over the Past Few Years?
(percentages)



Yet as shown in Figure 2 and Table 2, the aggregated data mask major differences across sectors. Just an eighth (11.8 percent) of the provosts at public campuses report rising budgets for the past three years, compared to a third for their counterparts in private nonprofit institutions (32.7 percent) and also for-profit institutions (35.5 percent). Almost a fifth of public institutions said they experienced flat budgets, with little impact on academic programs. In contrast, 7 in 10 CAOs at public colleges and universities report budget cuts at their campuses in the past three years; almost a fifth (17.0 percent) characterize the budget cuts as “significant and continuing,” while a fourth (23.2 percent) describe the budget reductions as “modest but continuing.”

The experience among private nonprofit colleges and universities has been decidedly different: a third (32.7 percent) experienced budget gains, while almost two-fifths (37.4 percent) had flat budgets that, they say, had little impact on academic programs. By comparison, less than a third (30.0 percent) experienced

Table 2
How Would You Characterize Your Institution's Experience With Budgets for the Academic Core Over the Past Few Years?
(percentages, by sector)

| | All Institutions | Public Doctorate | Public Master's | Public Bacc. | Public Assoc. | Private Doctorate | Private Master's | Private Bacc. | For-Profit |
|---|------------------|------------------|-----------------|--------------|---------------|-------------------|------------------|---------------|------------|
| Our budgets (total expenditures) have generally increased since 2008. | 20.7 | 15.2 | 7.1 | 20.0 | 11.7 | 46.0 | 36.0 | 27.7 | 35.5 |
| We've experienced generally flat budgets, but generally not affected by budget cuts. | 26.4 | 7.6 | 15.9 | 17.8 | 21.6 | 43.2 | 32.7 | 40.6 | 35.5 |
| After several years of continuing budget cuts, the budget for the current year is flat (or reflects a very modest budget increase.) | 22.7 | 22.8 | 27.8 | 28.9 | 31.7 | 2.7 | 11.3 | 14.7 | 22.6 |
| Overall, we've suffered modest but continuing budget cuts in the core funding for our academic programs. | 14.7 | 31.7 | 31.0 | 17.8 | 19.5 | 0.0 | 4.7 | 2.7 | 3.2 |
| Overall, we've suffered significant and continuing budget cuts in the core funding for our academic programs. | 15.5 | 22.8 | 18.3 | 15.6 | 15.5 | 8.1 | 15.3 | 14.3 | 3.2 |

any budget cuts at all. However, half of the CAOs at private institutions that did experience budget reductions describe the cuts as “significant and continuing.”

By sector, public doctoral institutions were most likely to report continuing budget cuts, be they modest or significant (53.5 percent); in contrast,

almost half (46.0 percent) of private doctoral universities experienced budget gains during the economic downturn of the past three years.

THE KEY CHALLENGES AHEAD

Provosts across all sectors and segments offered common assessments when it came to identifying the major challenges confronting their institutions over the next two-three years. As shown below in Table 3, “maintaining the quality of academic programs” and “improving retention and degree completion” are the top concerns, cited as “very important” by more than four-fifths of the survey participants.

While the numbers for “maintaining quality” were similar for provosts at public and independent institutions (88.3 percent public vs. 84.0 percent private), provosts at private nonprofit institutions were slightly less likely than their public sector counterparts to cite “improving retention and degree completion” (89.8 percent public vs. 76.2 percent private). These differences on the priority assigned to re-

tention and degree completion probably reflect the differences in actual retention rates across sectors, as retention and degree completion rates are generally higher at private nonprofit institutions than in other sectors. Concern for the performance of underprepared students ranks third in the aggregated data on pressing challenges presented in Table 3. However, as above, the data reflect differences

across sectors: the levels of concern are consistently higher among public institutions (and for-profits) than among private nonprofit colleges and universities. Here too, the differences can be explained by the differences in the academic profile of students across sectors, and also by recent pressures from accreditors and government agencies focused most heavily on public and for-profit institutions.

Also of note in this section (see data tables) are the numbers for “addressing the rising demands for assessment from accreditors.” CAOs at public and independent doctoral institutions appear far less concerned about the pressures for assessment from accreditors than are their counterparts in other types of institutions.

Table 3
Top Five Issues/Challenges Confronting My Campus Over the Next Two-Three Years
 (percentage responding 6/7; scale 1=not important, 7=very important)

| | All Institutions | Public Doctorate | Public Master's | Public Bacc. | Public Assoc. | Private Doctorate | Private Master's | Private Bacc. | For-Profit |
|---|------------------|------------------|-----------------|--------------|---------------|-------------------|------------------|---------------|------------|
| Maintaining the quality of academic programs | 83.3 | 83.5 | 88.9 | 88.9 | 89.1 | 88.9 | 77.3 | 87.1 | 77.4 |
| Improving retention and degree completion | 84.4 | 74.7 | 89.7 | 84.4 | 93.6 | 66.7 | 78.0 | 75.4 | 92.9 |
| Improving the academic performance of underprepared students | 70.9 | 50.6 | 74.6 | 80.0 | 89.1 | 36.1 | 52.7 | 61.2 | 74.2 |
| Supporting/nurturing junior faculty | 64.8 | 73.4 | 73.0 | 60.0 | 58.1 | 86.1 | 63.3 | 68.8 | 51.6 |
| Addressing budget shortfalls that affect academic programs and services | 63.0 | 65.8 | 84.1 | 62.2 | 75.5 | 38.9 | 49.3 | 48.2 | 25.8 |

IF ONLY I COULD

Presidents, provosts, and other senior campus officials often lament that political issues and campus pressures severely limit their options when institutions confront serious financial challenges. To address this issue, *Inside Higher Ed's* winter 2011 Presidential Perspectives survey and the current survey of provosts asked participants to rate a “wish list” of “politically difficult” strategies. Among presidents, the top four “politically difficult” strategies

focused on personnel issues: outsourcing institutional services, retirement policies, tenure policy, and increased teaching loads.

This survey offered CAOs an expanded list of such options, and revealed them to be open to some strategies and decidedly uninterested in others. For example,

at least 40 percent of respondents said that, if they could get buy-in from other key decision makers on their campuses, they would be “very likely” to dismiss underperforming professors (including tenured ones), cut underperforming academic programs, increase collaboration with other colleges and universities, and develop/expand online programs.

Fewer than 1 in 10, by comparison, said

they would increase the use of part-time faculty members, outsource instructional services, or make significant cuts to the athletic budget at their institutions. And just a seventh (13.5 percent) said they would be “very likely” to increase teaching loads for full-time faculty, although the figures were higher at public institutions (21.5 percent at doctoral universities and 18 percent at baccalaureate and community colleges) than at private ones

(5.4 percent at doctoral institutions and 8 percent at baccalaureate colleges).

(A caveat about the findings: Some institutions have already adopted these strategies, and some of the options will be largely or wholly irrelevant for some types of colleges and universities—cutting athletics programs at for-profit colleges, for instance, or changing tenure policies at institutions that do not award tenure.)

Table 4

Institutional Strategies that CAOs Would Like to Deploy at their Campuses
(percentage of CAOs reporting very likely: scale 1=not likely; 7=very likely; scale score of 6/7)

| | All Institutions | Public Doctoral | Public Master's | Public Bacc. | Public Assoc. | Private Doctoral | Private Master's | Private Bacc. | For-Profit |
|---|------------------|-----------------|-----------------|--------------|---------------|------------------|------------------|---------------|------------|
| Dismissing poorly performing faculty, including tenured faculty | 55.8 | 54.4 | 59.5 | 57.8 | 60.8 | 37.8 | 53.3 | 48.7 | 54.9 |
| Funding programs based on the alignment with our mission | 50.8 | 65.8 | 59.5 | 46.7 | 51.5 | 48.8 | 42.7 | 46.4 | 38.7 |
| Cutting underperforming academic programs | 48.0 | 64.6 | 58.7 | 51.1 | 50.4 | 48.6 | 48.0 | 34.4 | 29.0 |
| Developing/expanding online programs | 46.7 | 59.5 | 51.6 | 46.7 | 45.1 | 51.4 | 56.0 | 34.4 | 48.8 |
| Increasing collaboration with other colleges and universities | 43.5 | 31.6 | 46.0 | 46.7 | 53.6 | 37.8 | 32.7 | 37.8 | 38.7 |
| Altering the institutional tenure policy | 22.8 | 24.4 | 31.7 | 33.3 | 24.8 | 29.7 | 17.3 | 17.4 | 14.3 |
| Mandating the retirement of older faculty | 19.5 | 22.8 | 14.3 | 17.8 | 15.7 | 16.2 | 28.0 | 25.9 | 3.2 |
| Increasing teaching loads for full-time faculty | 13.5 | 21.5 | 11.9 | 17.8 | 17.9 | 5.4 | 9.3 | 8.0 | 14.3 |
| Increasing the use of part-time faculty | 9.9 | 6.3 | 9.5 | 15.6 | 12.0 | 2.7 | 6.7 | 9.8 | 7.1 |
| Making significant cuts to the budgets for athletic programs | 9.8 | 8.9 | 13.5 | 11.1 | 10.4 | 5.4 | 11.3 | 7.1 | 0.0 |
| Narrowing/shifting the college's mission | 8.8 | 13.9 | 11.9 | 8.9 | 11.7 | 5.4 | 4.0 | 4.9 | 6.5 |
| Outsourcing instructional services | 3.1 | 2.5 | 3.2 | 2.2 | 5.3 | 0.0 | 2.7 | 1.3 | 0.0 |

DOES TECHNOLOGY MAKE A DIFFERENCE?

Inside Higher Ed's previous survey of presidents and the current survey of CAOs provide a rare opportunity to see how senior campus officials across all sectors assess the effectiveness of the significant investments their institutions continue to make in a wide array of information technology resources and services to support instruction, online programs, libraries, campus services, research, and institutional management.

The Presidential Perspectives survey, released by *Inside Higher Ed* in March 2011, revealed that college and university presidents seemed to be “ambivalent captives” to the resources their campuses invest in information technology: the ma-

majority of presidents did not assess campus IT investments as being “very effective.”

The current CAO survey reveals similar, somewhat ambivalent assessments of the effectiveness of IT investments. As with presidents, the investments in IT to

support the library ranked first, followed by on-campus teaching and instruction (ranked third by presidents), online education efforts (ranked fourth by presidents), and academic support services (ranked seventh by presidents). As shown in Table 6, provosts as a group were slightly more likely than presidents to assess campus IT investment supporting academic programs and student resources as “very effective.” In contrast, more presidents than provosts deemed the IT investment in administrative systems/operations and data analysis/analytics to be “very effective.”

Table 5
Rating the Effectiveness of Campus Investments in Information Technology
 (percentage of CAOs answering 6/7; scale 1=not effective, 7=very effective)

| | All Institutions | Public Doctorate | Public Master's | Public Bacc. | Public Assoc. | Private Doctorate | Private Master's | Private Bacc. | For-Profit |
|---|------------------|------------------|-----------------|--------------|---------------|-------------------|------------------|---------------|------------|
| Library resources and services | 58.8 | 57.0 | 51.6 | 60.0 | 64.3 | 64.9 | 58.7 | 50.0 | 77.4 |
| On-campus teaching and instruction | 50.0 | 41.8 | 47.6 | 55.6 | 62.9 | 37.8 | 39.3 | 41.5 | 45.2 |
| Online/distance education courses & programs | 42.4 | 45.6 | 42.1 | 40.0 | 57.9 | 27.0 | 32.7 | 21.0 | 67.7 |
| Academic support services | 36.9 | 35.4 | 32.5 | 37.8 | 43.2 | 43.2 | 32.0 | 29.5 | 51.6 |
| Student resources and services | 35.5 | 41.8 | 31.7 | 37.8 | 36.3 | 51.4 | 33.3 | 31.3 | 54.8 |
| Research and scholarship | 22.3 | 45.6 | 28.6 | 22.2 | 10.4 | 32.4 | 24.7 | 28.6 | 19.4 |
| Administrative information systems and operations | 33.4 | 31.6 | 30.2 | 33.3 | 36.5 | 35.1 | 31.3 | 31.3 | 35.5 |
| Data analysis and managerial analytics | 28.6 | 32.9 | 29.4 | 26.7 | 33.0 | 24.3 | 26.0 | 21.4 | 35.5 |

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

| | Provosts/CAOs | Presidents | | Provosts/CAOs | Presidents |
|--|---------------|------------|---|---------------|------------|
| Library resources and services | 58.8 | 51.0 | Student resources and services | 35.5 | 33.7 |
| On-campus teaching and instruction | 50.0 | 45.5 | Research and scholarship | 22.3 | 21.4 |
| Online/distance education courses & programs | 42.4 | 45.3 | Administrative information systems and operations | 33.4 | 48.0 |
| Academic support services | 36.9 | 36.6 | Data analysis and managerial analytics | 28.6 | 41.8 |

WHAT WE DO WELL

In recent years, campus officials have faced increased pressures to document student learning and the impact of the college experience. The economic downturn that began in 2008 has also focused new attention on employment issues as recent college graduates confront a difficult job market and employers in many sectors lament that many graduates are not adequately prepared for the challenges of a changing labor market.

As shown in Table 7, two-thirds of provosts (66.3 percent) believe that their institutions really do provide a “very effective” undergraduate experience. However, the numbers for “very effective” are lower on other key metrics: only half view their campuses as “very effective” in preparing students for future employment (50.0 percent) and recruiting/retaining talented faculty (48.7 percent); just two-fifths view as “very effective” their support services and their campus’s role in preparing students to

be effective citizens; and only a third assess their institutions as “very effective” in identifying and assessing student outcomes, ensuring the professional development of junior faculty, and using data to aid and inform campus decision-making. Also in the context of the public conversations about college prices, just a fourth (24.9 percent) of the CAOs (and only 20.0 percent of CAOs in private nonprofit institutions) see their campuses as being “very effective” in “controlling the rising costs of college.”

There are some notable differences among sectors. For example, for-profit CAOs have more confidence in their institutions’ ability to train students for jobs than do those at nonprofit institutions. Within nonprofit higher education, CAOs in public master’s institutions are less likely than their peers in other sectors to view their campuses as very effective in preparing students for future employment, while far more provosts in private universities view their campuses as very effective than their peers in recruiting and retaining talented faculty.

Presidents and provosts offer similar assessments about what their institutions do well – and could do better. As shown in Table 8, roughly equal proportions of presidents and provosts view their institutions as “very effective” in offering a quality undergraduate education (66.3 percent

Table 7
CAO Perspectives on the Effectiveness of Their Institutions
 (percentage of CAOs reporting 6/7; scale 1=not effective, 7=very effective)

| | All Institutions | Public Doctorate | Public Master's | Public Bacc. | Public Assoc. | Private Doctorate | Private Master's | Private Bacc. | For-Profit |
|---|------------------|------------------|-----------------|--------------|---------------|-------------------|------------------|---------------|------------|
| Providing a quality undergraduate education | 66.3 | 50.6 | 62.7 | 62.2 | 67.7 | 67.6 | 68.5 | 70.5 | 61.3 |
| Preparing students for future employment | 50.0 | 43.0 | 29.4 | 53.4 | 54.9 | 51.4 | 52.3 | 49.6 | 74.2 |
| Recruiting/retaining talented faculty | 48.7 | 44.3 | 42.1 | 55.5 | 45.3 | 78.4 | 46.3 | 54.5 | 41.9 |
| Offering support services for undergraduates (advising, etc.) | 43.4 | 29.3 | 31.7 | 48.9 | 39.2 | 48.6 | 52.3 | 50.4 | 64.5 |
| Preparing students to be active and engaged citizens | 40.2 | 38.0 | 35.7 | 51.5 | 29.1 | 56.8 | 50.3 | 51.3 | 25.8 |
| Identifying and assessing student outcomes | 32.9 | 27.8 | 31.0 | 44.4 | 34.1 | 32.4 | 28.9 | 30.4 | 54.8 |
| Ensuring the professional development of junior faculty | 32.2 | 32.9 | 26.2 | 37.8 | 29.9 | 43.2 | 30.2 | 39.7 | 22.6 |
| Using data to aid and inform campus decision-making | 30.9 | 39.2 | 29.4 | 42.2 | 28.0 | 35.1 | 28.9 | 29.0 | 58.1 |
| Controlling the rising costs of college paid by students and their families | 24.9 | 21.5 | 23.8 | 28.9 | 31.7 | 13.5 | 18.1 | 21.9 | 16.1 |

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

| | Provosts/CAOs | Presidents | | Provosts/CAOs | Presidents |
|---|---------------|------------|---|---------------|------------|
| Providing a quality undergraduate education | 66.3 | 69.7 | Offering support services for undergraduates (advising, etc.) | 43.4 | 40.8 |
| Preparing students for future employment | 50.0 | 56.5 | Ensuring the professional development of junior faculty | 32.2 | 24.3 |
| Recruiting/retaining talented faculty | 48.7 | 45.4 | Using data to aid and inform campus decision-making | 30.9 | 35.9 |

for CAOs; 69.7 percent for presidents), preparing students for future employment (50.0 vs. 56.5 percent), recruiting/retaining talented faculty (48.7 vs. 45.4 percent)

and on other metrics that appeared on both the current CAO and earlier Presidential Perspectives surveys. As a group, provosts are somewhat more likely than presidents

to view their campuses as doing well when it comes to ensuring the professional development of junior faculty (32.2 percent for CAOs vs. 24.3 percent for presidents).

THE QUEST FOR ACADEMIC RIGOR

Despite the very public criticism from the book *Academically Adrift* that “academic rigor” has declined in recent years (a perspective embraced by many faculty, employers, and elected officials), the CAO survey reveals that provosts view rigor as alive and well at their own institutions, but endangered elsewhere in higher education. More than four-fifths (83.5 percent) of survey participants disagree that “academic rigor has fallen at my campus in recent years;” the level of disagreement is very high across all sectors (Figure 3). However, while CAOs report that their campus is maintaining high standards, almost three-fourths (72.0 percent) agree that academic rigor issues “pose real problems elsewhere in higher education.” Provosts at private nonprofit institutions are more likely than their public sector counterparts to agree that rigor poses a major challenge elsewhere: 77.2 percent for independent campus CAOs vs. 68.5 percent for public campus CAOs. Similarly, less than a third of the surveyed

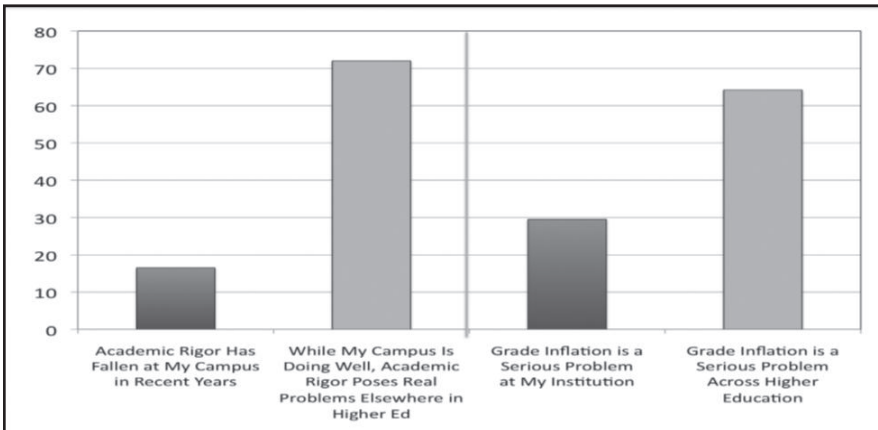
CAOs (29.5 percent) concede that grade inflation is a serious problem at their institutions, yet two-thirds (65.2 percent) agree that grade inflation is a major concern across higher education (Table 9).

The survey data also reveal that the vast majority of CAOs believe “student learning suffers because students do not spend enough time studying” (83.4 percent), while a significant majority report “cheating has gotten worse in recent years” (69.4 percent) and that “students shy away from courses and programs perceived to be difficult” (66.3 percent).

Table 9
CAO Perspectives on Academic Rigor and Grade Inflation
 (percentage of CAOs who agree/strongly agree, December 2011)

| | All Institutions | Public Doctorate | Public Master's | Public Bacc. | Public Assoc. | Private Doctorate | Private Master's | Private Bacc. | For-Profit |
|--|------------------|------------------|-----------------|--------------|---------------|-------------------|------------------|---------------|------------|
| Academic rigor has fallen at my campus in recent years. | 16.5 | 15.2 | 19.1 | 17.8 | 16.0 | 16.2 | 17.3 | 15.1 | 12.9 |
| While my campus is doing well on rigor and quality issues, these issues pose real problems elsewhere in American higher education. | 72.0 | 68.4 | 69.8 | 66.3 | 68.3 | 78.2 | 78.7 | 76.4 | 70.9 |
| Academic rigor is hard to maintain because of a desire to keep students happy. | 38.7 | 36.7 | 32.6 | 26.7 | 35.4 | 29.7 | 48.0 | 46.0 | 35.5 |
| Our general education requirements promote academic rigor. | 70.4 | 68.3 | 70.7 | 82.2 | 88.0 | 83.8 | 79.4 | 68.3 | 83.9 |
| Students shy away from courses and programs perceived to be difficult. | 66.3 | 55.7 | 70.4 | 68.9 | 75.0 | 43.2 | 58.7 | 61.2 | 51.7 |
| Student learning suffers because students do not spend enough out-of-class time studying | 83.4 | 75.9 | 88.1 | 86.7 | 87.5 | 62.2 | 82.7 | 82.6 | 61.3 |
| Grade inflation is a serious problem at my institution. | 29.5 | 26.6 | 27.0 | 28.9 | 23.4 | 45.9 | 39.3 | 34.4 | 19.3 |
| Grade inflation is a serious problem across higher education. | 65.2 | 55.7 | 57.1 | 57.8 | 59.9 | 86.5 | 72.0 | 74.1 | 67.7 |
| Cheating (plagiarism; cheating on tests) has become much worse in the past five years. | 67.4 | 69.5 | 65.4 | 55.5 | 77.4 | 62.2 | 65.3 | 62.9 | 64.5 |
| Despite our best efforts, my campus is not able to do much to stem cheating by students. | 21.9 | 21.6 | 29.4 | 15.5 | 23.2 | 27.0 | 20.6 | 18.8 | 9.7 |

Figure 3
CAO Perspectives on Academic Rigor and Grade Inflation
 (percentage of CAOs who agree/strongly agree, December 2011)



THE RISING ROLE OF ASSESSMENT

In the three decades since the Southern Association of Colleges and Schools became the first of the major regional accrediting associations to mandate that colleges and universities assess “student outcomes,” the push for assessment and outcomes has gathered steam, as state agencies and the federal government have embraced it. Campuses across all sectors have had to address the issue of defining student outcomes for their institutions, and then identify the appropriate metrics for measuring these outcomes.

Many colleges and universities have turned to standardized tests and surveys to ad-

dress outcomes assessment. Three-fourths (73.0 percent) of the CAOs participating in this survey report that their institution is using one or more of a set of standardized measures (Table 10) for student assessment and outcomes initiatives: the numbers are highest among public and private master’s institutions (public: 88.7 percent; private: 85.8 percent) and private baccalaureate campuses (84.2 percent) and lowest among public community colleges (57.6 percent), private nonprofit universities (58.3 percent), and for-profit institutions (35.5 percent).

As shown in Figure 4 and Table 10, the most widely used measures are the National Survey of Student Engagement/Community College Survey of Student Engagement, followed (at a distance) by the ETS Major Field Tests and then other instruments. (Many colleges use more than one such measure.)

What factors are important in the campus decision to deploy an assessment instrument? Two-thirds of the CAOs report that the most important factor for using standardized tests for assessments and outcome

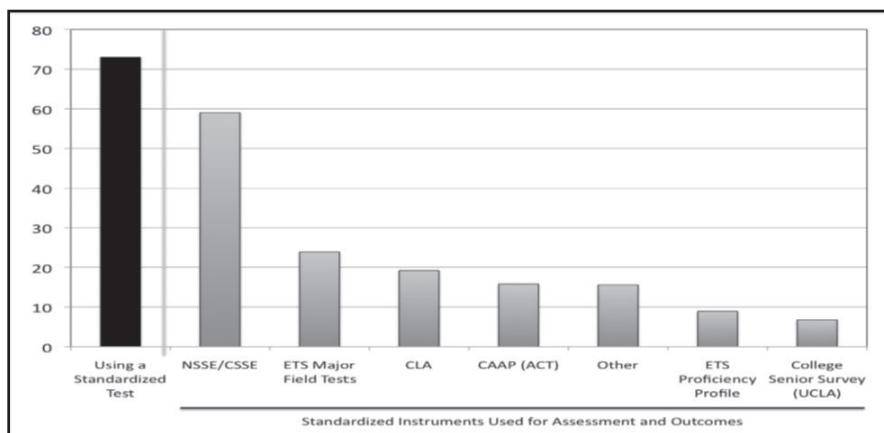
activities is to use “the data to improve academic programs” (65.9 percent), followed by using the data to improve student services (56.4 percent). Over half (52.3 percent)

acknowledge that “addressing the mandates of accrediting agencies” plays a very important role in deployment decisions, while less than two-fifths cite mandates from state or

federal agencies as a very important factor in deployment decisions.

Almost three-fourths (72.0 percent) of CAOs report that their institution makes “effective use of the data” from standardized tests. This number contrasts sharply with less than a third (30.9 percent) of the CAOs who report that their campuses are very effective in “using data to aid and inform campus decision-making.” The large gap in these two numbers may reflect the very targeted use of standardized testing for assessment and outcomes, which is also strongly linked to accreditation mandates. The lower number for “using data to aid and inform campus decision-making” is probably linked to the use of institutional data about academic programs and campus policy provided by campus administrative information systems.

Figure 4
Using Standardized Tests and Surveys for Assessment and Outcomes
 (percentages, December 2011)



PROVOSTS HAVE OPINIONS

The closing section of the CAO survey covered a wide range of academic and policy issues, and provided an opportunity for survey participants to express opinions on an array of current issues confronting academe.

Just two-fifths (43.0 percent) of CAOs report that their faculty members “are realistic about the financial challenges” confronting their institutions; half (49 percent) agree that financial pressures have made their “faculty willing to explore options to innovate in ways that would not have been possible under other circumstances.”

Very few provosts (just 11.3 percent) agree that “budget cuts have done major damage to the quality of academic programs at their campuses;” only a fifth

(18.1 percent) agree that budget cuts have harmed the quality of student support services, but more than a quarter (27.3 percent) agree that budget cuts have done “major damage to the quality of campus operations and support services.” And echoing the assessments of CFOs surveyed by *Inside Higher Ed* in July 2011, more than half (55.8 percent) of CAOs agree that budget cuts have done major damage to staff morale (compared to 65.8 percent for CFOs). And somewhat at odds with the assessments of CFOs, about half as

many CAOs (21.6 percent) as CFOs (38.4 percent) agree that their “institution can make additional and significant spending cuts without hurting quality” (Figure 5).

The survey data also reveal that the majority of CAOs view accreditation as a good thing for their institutions: two-thirds (69.2 percent) agree that “regional accreditation makes a significant contribution to the quality of academic programs,” while three-fourths (76.4 percent) offer a similar, affirmative assessment about the benefits of specialized accreditation. However, CAOs at public doctoral universities are less enthusiastic about the benefits of regional accreditation than are most of their peers: just over a third (35.9 percent) affirm the value of regional accreditation, although 58.2 percent acknowledged the role

Table 10
Using Standardized Tests and Surveys for Assessment and Outcomes Initiatives
 (percentages, December 2011)

| | All Institutions | Public Doctorate | Public Master's | Public Bacc. | Public Assoc. | Private Doctorate | Private Master's | Private Bacc. | For-Profit |
|--|------------------|------------------|-----------------|--------------|---------------|-------------------|------------------|---------------|------------|
| My campus has adopted one or more standardized tests to do student assessment and institutional outcomes. | 73.0 | 82.1 | 88.7 | 77.8 | 57.6 | 58.3 | 85.8 | 84.2 | 35.5 |
| Which assessment/outcomes measures/test are you now using? | | | | | | | | | |
| National Survey of Student Engagement/Comm. College Survey of Student Engagement | 59.1 | 69.6 | 73.0 | 64.4 | 44.8 | 56.8 | 74.7 | 67.7 | 19.4 |
| ETS Major Field Tests | 23.9 | 11.4 | 46.8 | 35.6 | 4.0 | 10.8 | 39.3 | 41.3 | 3.2 |
| Collegiate Learning Assessment (CLA) | 19.2 | 46.8 | 42.9 | 28.9 | 2.7 | 10.8 | 23.3 | 24.4 | 0.0 |
| Collegiate Assessment of Academic Proficiency (CAAP) | 15.8 | 12.7 | 21.4 | 17.8 | 18.9 | 5.4 | 14.7 | 12.1 | 3.2 |
| ETS Proficiency Profile for General Education | 8.9 | 8.9 | 12.9 | 17.8 | 3.5 | 10.8 | 9.3 | 13.0 | 12.9 |
| College Senior Survey (UCLA/Higher Ed Res. Inst.) | 6.8 | 6.3 | 6.3 | 0.0 | 0.3 | 5.4 | 18.0 | 13.5 | 0.0 |
| Other | 15.6 | 8.9 | 12.7 | 6.7 | 18.4 | 8.1 | 12.0 | 19.7 | 16.1 |
| What factors were important in the decision to deploy standardized assessment instruments? (percentage answering 6/7; scale: 1=not important, 7:very important) | | | | | | | | | |
| Using the data to improve academic programs | 65.9 | 43.1 | 67.3 | 82.4 | 64.9 | 76.2 | 71.3 | 65.8 | 72.2 |
| Using the data to improve student services | 56.4 | 43.1 | 49.1 | 80.0 | 63.3 | 68.2 | 53.5 | 54.0 | 54.5 |
| Addressing the mandates of accrediting agencies | 52.3 | 43.8 | 60.7 | 55.9 | 55.9 | 33.3 | 50.4 | 48.9 | 63.6 |
| Addressing the mandates of state or federal agencies | 39.6 | 42.2 | 53.5 | 45.5 | 52.0 | 19.0 | 26.6 | 27.0 | 36.4 |
| Does your institution make effective use of the data you receive from these tests? (percentage reporting yes) | 72.0 | 69.8 | 64.9 | 76.5 | 68.8 | 72.7 | 77.5 | 75.5 | 81.8 |

of specialized accreditation in contributing to the quality of academic programs. Yet even as they endorse accreditation, two-thirds (64.5 percent) of the CAOs agree that “as part of the movement to assess value added, accrediting agencies have issued mandates without offering useful or viable methodologies to do so.”

By large margins (71.2 percent), CAOs agree that financial concerns dominate campus discussions about beginning new academic programs. Also by large margins they disagree that unions “have benefited institutions and campuses” (84.7 percent disagree) and that their campuses make too many decisions mindful of the *U.S. News & World Report* college rankings (92.3 percent disagree). One notable exception regarding the *U.S. News* rankings

occurs among private nonprofit universities: more than a fourth (27.0) of the CAOs in this sector agree that the *U.S.*

News rankings often influence campus decisions, compared to less than a tenth (7.7 percent) across other sectors.

Figure 5
CAOs and CFOs Assess the Impact of Budget Cuts
 (percentage who agree/strongly agree, December 2011)

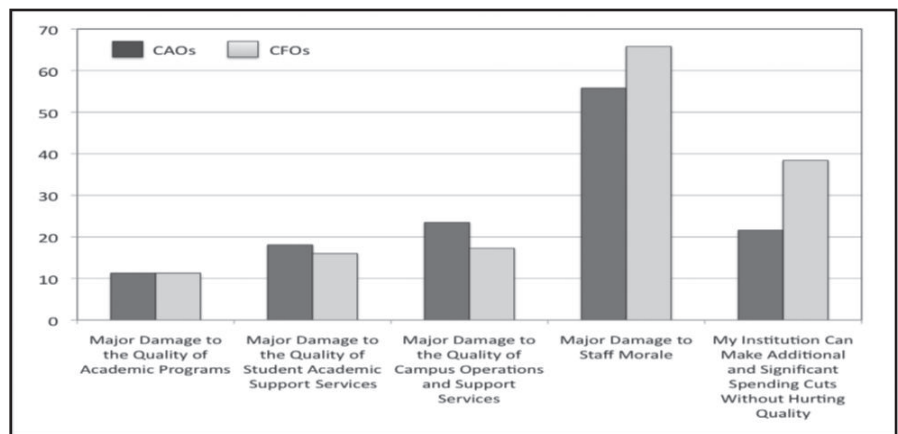


Table 11
CAO Perspectives on Key Campus Issues
 (percentage who agree/strongly agree)

| BUDGET ISSUES | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|
| Faculty are realistic about the financial challenges confronting my institution. | 43.0 | 45.6 | 31.0 | 40.0 | 44.0 | 40.5 | 37.3 | 50.0 | 54.8 |
| Financial pressures have made our faculty willing to explore options to innovate in ways that would not have been possible under other circumstances. | 49.1 | 60.8 | 19.0 | 48.9 | 50.4 | 40.5 | 42.7 | 46.4 | 51.6 |
| Budget cuts initiated by my institution in the past three years have done major damage to the quality of our academic programs. | 11.3 | 11.6 | 12.7 | 13.3 | 13.4 | 13.5 | 11.3 | 6.3 | 9.7 |
| Budget cuts initiated by my institution in the past three years have done major damage to the quality of our student academic support services (advising, tutoring, etc.). | 18.1 | 16.5 | 19.9 | 17.8 | 28.7 | 5.4 | 8.1 | 9.0 | 9.7 |
| Budget cuts initiated by my institution in the past three years have done major damage to the quality of campus operations and support services. | 27.3 | 41.8 | 34.2 | 24.4 | 35.9 | 10.8 | 15.3 | 17.2 | 12.9 |
| Budget cuts initiated by my institution in the past three years have done major damage to staff morale. | 55.8 | 62.0 | 68.8 | 62.2 | 65.6 | 29.7 | 41.6 | 45.7 | 33.5 |
| My office is unfairly blamed for the cuts in academic programs and services. | 18.6 | 28.2 | 24.0 | 17.7 | 20.7 | 8.1 | 16.1 | 14.5 | 9.7 |
| My institution can make additional and significant spending cuts without hurting quality. | 21.6 | 19.0 | 17.6 | 8.9 | 24.2 | 27.0 | 26.0 | 17.6 | 29.0 |
| TENURE ISSUES | | | | | | | | | |
| Junior faculty today confront rising standards for tenure -- standards that many of their senior colleagues could not have met when they were up for tenure. | 52.5 | 70.9 | 72.2 | 55.5 | 33.0 | 64.8 | 63.3 | 58.6 | 34.5 |
| Tenure remains important and viable at my institution. | 68.7 | 98.8 | 92.8 | 88.9 | 52.2 | 88.9 | 77.3 | 70.4 | 0.0 |
| It has become easier for faculty at my campus to win tenure based on their research even if they are known to be ineffective teachers. | 9.2 | 12.7 | 12.0 | 22.2 | 9.2 | 16.7 | 6.7 | 3.7 | 16.6 |
| As provost I generally defer to the tenure recommendations of academic units even if I might disagree with recommendations to award or deny tenure. | 29.8 | 27.0 | 35.8 | 27.3 | 25.1 | 40.0 | 36.5 | 32.0 | 10.7 |
| When faced with a conflict between academic and financial administrators our president/CEO regularly sides with academic administrators. | 62.7 | 71.5 | 69.8 | 79.1 | 58.4 | 80.0 | 55.4 | 62.8 | 51.6 |
| THE COMPLETION AGENDA | | | | | | | | | |
| The "completion agenda" has focused needed attention on retention and graduation rates in higher education. | 89.7 | 97.4 | 92.8 | 88.8 | 91.3 | 83.3 | 84.2 | 82.4 | 96.8 |
| The "completion agenda" has discouraged my institution from focusing on at-risk students. | 9.1 | 9.0 | 11.2 | 13.3 | 9.8 | 5.6 | 6.8 | 8.6 | 6.5 |
| The "completion agenda" has shifted too much attention to short-term training as opposed to programs that provide broad and lasting learning outcomes. | 34.6 | 23.4 | 33.4 | 33.3 | 37.5 | 36.1 | 32.3 | 37.4 | 29.9 |
| Greater transparency in campus decision-making will result in better decisions that affect academic planning and policy. | 88.2 | 86.1 | 86.4 | 95.6 | 87.6 | 89.2 | 87.9 | 90.5 | 90.3 |
| ACCREDITATION | | | | | | | | | |
| Regional accreditation makes a significant contribution to the quality of our academic programs. | 69.2 | 35.9 | 70.4 | 68.9 | 76.2 | 45.2 | 75.2 | 67.8 | 70.0 |
| Specialized accreditation makes a significant contribution to the quality of our academic programs. | 76.4 | 58.2 | 79.2 | 76.8 | 84.7 | 55.5 | 81.2 | 77.9 | 80.7 |
| As part of the movement to assess value-added, accrediting agencies have issued mandates without offering useful or viable methodologies to do so. | 64.5 | 70.9 | 74.2 | 60.5 | 66.0 | 59.5 | 63.6 | 58.8 | 51.6 |
| OTHER ISSUES | | | | | | | | | |
| Financial concerns (revenue, market opportunities, profit, etc.) dominate our discussions about launching new academic programs. | 71.2 | 64.2 | 73.0 | 77.8 | 73.3 | 62.2 | 73.7 | 70.4 | 64.6 |
| In general faculty unions have served to benefit both campuses and students. | 15.4 | 4.0 | 19.8 | 11.0 | 21.1 | 2.9 | 9.0 | 15.3 | 13.3 |
| Too many teaching institutions now emphasize faculty research. | 41.5 | 50.0 | 32.5 | 47.8 | 45.8 | 40.5 | 34.2 | 37.7 | 51.7 |
| My institution makes too many decisions mindful of our standing in the <i>U.S. News</i> rankings. | 7.7 | 14.1 | 8.1 | 11.6 | 2.0 | 27.0 | 8.1 | 11.7 | 0.0 |

THE 2011-12 INSIDE HIGHER ED SURVEY OF COLLEGE & UNIVERSITY CHIEF ACADEMIC OFFICERS: DATA TABLES

| | ALL INSTITUTIONS BY SECTOR | | | | PUBLIC | | | | PRIVATE NONPROFIT | | | |
|---|----------------------------|------------|-------------------|------------|-----------|------------|-----------|------------|-------------------|------------|------------|-----------|
| | All Institutions | Public | Private Nonprofit | For-Profit | Doctoral | Master's | Bacc | Assoc | Doctoral | Master's | Bacc | Assoc |
| Number of institutions | 1081 | 625 | 425 | 31 | 79 | 126 | 45 | 375 | 37 | 150 | 224 | 14 |
| 1. How would you assess the “academic health” of your institution – the academic quality of the education your institution provides – as of fall 2011? | | | | | | | | | | | | |
| F (failing) | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| D (poor) | 0.8 | 1.1 | 0.5 | 0.0 | 2.5 | 0.0 | 0.0 | 1.3 | 0.0 | 0.0 | 0.9 | 0.0 |
| C (fair) | 9.0 | 8.5 | 9.2 | 16.1 | 5.1 | 11.9 | 11.4 | 7.8 | 5.6 | 8.7 | 10.3 | 7.1 |
| B (good) | 57.9 | 59.2 | 56.5 | 48.4 | 55.7 | 58.7 | 52.3 | 61.0 | 44.4 | 62.7 | 53.4 | 71.4 |
| A (excellent) | 32.3 | 31.1 | 33.8 | 35.5 | 36.7 | 29.4 | 36.4 | 30.0 | 50.0 | 28.7 | 35.4 | 21.4 |
| 2. How would you characterize the academic health of your institution over the past three years – from fall 2008 (and the beginning of the economic downturn) compared to fall 2011? The academic health of my campus since fall 2008 has: | | | | | | | | | | | | |
| Declined dramatically | 0.5 | 0.8 | 0.0 | 0.0 | 2.5 | 0.8 | 2.2 | 0.3 | 0.0 | 0.0 | 0.0 | 0.0 |
| Declined somewhat | 8.3 | 9.4 | 6.8 | 6.5 | 17.7 | 10.3 | 6.7 | 7.7 | 8.1 | 8.0 | 5.4 | 14.3 |
| Remained about the same | 20.0 | 21.1 | 18.8 | 12.9 | 12.7 | 24.6 | 26.7 | 21.1 | 16.2 | 11.3 | 24.6 | 14.3 |
| Improved somewhat | 55.3 | 53.8 | 58.1 | 48.4 | 50.6 | 55.6 | 48.9 | 54.4 | 51.4 | 62.7 | 57.1 | 42.9 |
| Improved dramatically | 15.9 | 14.9 | 16.2 | 32.3 | 16.5 | 8.7 | 15.6 | 16.5 | 24.3 | 18.0 | 13.0 | 28.6 |
| 3. Many institutions have experienced significant budget cuts since 2008. How would you characterize your institution's experience with budgets for the academic core over past few years? | | | | | | | | | | | | |
| Our budgets (total expenditures) have generally increased since fall 2008. | 20.7 | 11.8 | 32.7 | 35.5 | 15.2 | 7.1 | 20.0 | 11.7 | 46.0 | 36.0 | 27.7 | 42.9 |
| We've experienced generally flat budgets, but generally not affected by budget cuts. | 26.4 | 18.4 | 37.4 | 35.5 | 7.6 | 15.9 | 17.8 | 21.6 | 43.2 | 32.7 | 40.6 | 21.4 |
| After several years of continuing budget cuts, the budget for the current year is flat (or reflects a very modest budget increase). | 22.7 | 29.6 | 12.5 | 22.6 | 22.8 | 27.8 | 28.9 | 31.7 | 2.7 | 11.3 | 14.7 | 14.3 |
| Overall, we've suffered modest but continuing budget cuts in the core funding for academic programs. | 14.7 | 23.2 | 3.1 | 3.2 | 31.7 | 31.0 | 17.8 | 19.5 | 0.0 | 4.7 | 2.7 | 0.0 |
| Overall, we've suffered significant and continuing budget cuts in funding our core academic programs. | 15.5 | 17.0 | 14.4 | 3.2 | 22.8 | 18.3 | 15.6 | 15.5 | 8.1 | 15.3 | 14.3 | 21.4 |
| 4. How would you rate the importance of the following issues/challenges confronting your institution over the next two–three years? Percent very important (scale 6/7) | | | | | | | | | | | | |
| Addressing budget shortfalls that affect academic programs and services | 63.0 | 75.0 | 47.9 | 25.8 | 65.8 | 84.1 | 62.2 | 75.5 | 38.9 | 49.3 | 48.2 | 50.0 |
| Expanding our online education programs | 43.1 | 46.6 | 37.3 | 54.8 | 53.2 | 51.6 | 35.6 | 44.8 | 44.4 | 44.0 | 30.4 | 57.1 |
| Reducing our reliance on adjunct faculty | 20.6 | 22.7 | 18.2 | 12.9 | 12.7 | 27.0 | 22.2 | 23.5 | 19.4 | 16.0 | 18.3 | 35.7 |
| Maintaining the quality of academic programs | 86.3 | 88.3 | 84.0 | 77.4 | 83.5 | 88.9 | 88.9 | 89.1 | 88.9 | 77.3 | 87.1 | 92.9 |
| Supporting/nurturing junior faculty | 64.8 | 63.2 | 68.2 | 51.6 | 73.4 | 73.0 | 60.0 | 58.1 | 86.1 | 63.3 | 68.8 | 64.3 |
| Addressing the rising demands for assessment from accreditors | 62.8 | 63.5 | 61.3 | 67.7 | 29.1 | 57.1 | 71.1 | 72.0 | 36.1 | 64.7 | 62.1 | 78.6 |
| Addressing the rising demands for assessment from state and federal agencies | 55.2 | 61.4 | 45.8 | 58.1 | 30.4 | 53.2 | 60.0 | 70.9 | 25.0 | 46.0 | 46.9 | 78.6 |
| Strengthening academic rigor | 53.3 | 52.0 | 54.7 | 61.3 | 41.8 | 55.6 | 55.6 | 52.5 | 44.4 | 55.3 | 54.9 | 71.4 |
| Improving retention and degree completion | 84.4 | 89.8 | 76.2 | 87.1 | 74.7 | 89.7 | 84.4 | 93.6 | 66.7 | 78.0 | 75.4 | 92.9 |
| Improving the academic performance of underprepared students | 70.9 | 80.6 | 56.4 | 74.2 | 50.6 | 74.6 | 80.0 | 89.1 | 36.1 | 52.7 | 61.2 | 71.4 |
| Recruiting better students (higher GPAs) | 28.5 | 24.5 | 34.9 | 22.6 | 48.1 | 38.1 | 40.0 | 13.1 | 44.4 | 31.3 | 35.3 | 42.9 |
| Revamping our curriculum through course redesign | 34.6 | 36.5 | 31.4 | 41.9 | 36.7 | 43.7 | 42.2 | 33.3 | 27.8 | 28.7 | 33.5 | 35.7 |
| Re-envisioning the role of our faculty in teaching and instruction | 35.9 | 38.2 | 32.5 | 35.5 | 35.4 | 43.7 | 33.3 | 37.6 | 30.6 | 32.7 | 31.3 | 57.1 |
| Making sure that our academic offerings prepare students for jobs | 55.2 | 61.6 | 43.2 | 90.3 | 32.9 | 42.9 | 46.7 | 75.7 | 27.8 | 45.3 | 42.0 | 78.6 |
| Assuring that our programs prepare students to become engaged citizens | 59.1 | 58.6 | 60.4 | 51.6 | 54.4 | 57.9 | 57.8 | 59.7 | 63.9 | 54.0 | 62.1 | 92.9 |

THE 2011-12 INSIDE HIGHER ED SURVEY OF COLLEGE & UNIVERSITY CHIEF ACADEMIC OFFICERS: DATA TABLES

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

5. During periods of financial difficulty, senior academic officers sometimes lament that there are strategies they would employ if they could get buy-in from other key decision-makers on campus. Which of the following practices would you use if you could? *Percent likely to use (6/7)*

| | | | | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|------|------|------|
| Cutting underperforming academic programs | 48.0 | 53.9 | 40.7 | 29.0 | 64.6 | 58.7 | 51.1 | 50.4 | 48.6 | 48.0 | 34.4 | 42.9 |
| Dismissing poorly performing faculty, incl. tenured faculty | 55.8 | 59.5 | 50.4 | 54.8 | 54.4 | 59.5 | 57.8 | 60.8 | 37.8 | 53.3 | 48.7 | 78.6 |
| Altering your institution's tenure policy | 22.8 | 26.7 | 18.4 | 6.5 | 24.1 | 31.7 | 33.3 | 24.8 | 29.7 | 17.3 | 17.4 | 14.3 |
| Mandating the retirement of older faculty | 19.5 | 16.5 | 25.2 | 3.2 | 22.8 | 14.3 | 17.8 | 15.7 | 16.2 | 28.0 | 25.9 | 7.1 |
| Increasing teaching loads for full-time faculty | 13.5 | 17.1 | 8.5 | 9.7 | 21.5 | 11.9 | 17.8 | 17.9 | 5.4 | 9.3 | 8.0 | 14.3 |
| Funding programs based on the alignment with our mission | 50.8 | 54.6 | 46.1 | 38.7 | 65.8 | 59.5 | 46.7 | 51.5 | 48.6 | 42.7 | 46.4 | 71.4 |
| Increasing the use of part-time faculty | 9.9 | 11.0 | 8.0 | 12.9 | 6.3 | 9.5 | 15.6 | 12.0 | 2.7 | 6.7 | 9.8 | 7.1 |
| Outsourcing of instructional services | 3.1 | 4.3 | 1.6 | 0.0 | 2.5 | 3.2 | 2.2 | 5.3 | 0.0 | 2.7 | 1.3 | 0.0 |
| Increasing collaboration with other colleges and universities | 43.5 | 48.8 | 36.0 | 38.7 | 31.6 | 46.0 | 46.7 | 53.6 | 37.8 | 32.7 | 37.9 | 35.7 |
| Narrowing or shifting the college's mission | 8.8 | 11.8 | 4.5 | 6.5 | 13.9 | 11.9 | 8.9 | 11.7 | 5.4 | 4.0 | 4.9 | 0.0 |
| Developing/expanding online programs | 46.7 | 48.3 | 44.2 | 48.4 | 59.5 | 51.6 | 46.7 | 45.1 | 51.4 | 56.0 | 34.4 | 57.1 |
| Making significant cuts to the budget for athletic programs | 9.8 | 10.9 | 8.9 | 0.0 | 8.9 | 13.5 | 11.1 | 10.4 | 5.4 | 11.3 | 7.1 | 21.4 |

6. Over the past two decades, institutions have made significant investments in information technology to enhance instruction and scholarship and to 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 very effective (scale 6/7)*

| | | | | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|------|------|------|
| On-campus teaching and instruction | 50.0 | 56.6 | 40.7 | 45.2 | 41.8 | 47.6 | 55.6 | 62.9 | 37.8 | 39.3 | 41.5 | 50.0 |
| Online/distance courses and programs | 42.4 | 51.8 | 26.6 | 67.7 | 45.6 | 42.1 | 40.0 | 57.9 | 27.0 | 32.7 | 21.0 | 50.0 |
| Library resources and services | 58.5 | 60.5 | 54.1 | 77.4 | 57.0 | 51.6 | 60.0 | 64.3 | 64.9 | 58.7 | 50.0 | 42.9 |
| Academic support services | 36.9 | 39.7 | 31.8 | 51.6 | 35.4 | 32.5 | 37.8 | 43.2 | 43.2 | 32.0 | 29.5 | 35.7 |
| Student resources and services | 35.5 | 36.2 | 33.2 | 54.8 | 41.8 | 31.7 | 37.8 | 36.3 | 51.4 | 33.3 | 31.3 | 14.3 |
| Research and scholarship | 22.3 | 19.4 | 26.8 | 19.4 | 45.6 | 28.6 | 22.2 | 10.4 | 32.4 | 24.7 | 28.6 | 7.1 |
| Administrative information systems and operations | 33.4 | 34.4 | 31.8 | 35.5 | 31.6 | 30.2 | 33.3 | 36.5 | 35.1 | 31.3 | 31.3 | 35.7 |
| Data analysis and managerial analytics | 28.6 | 32.0 | 23.1 | 35.5 | 32.9 | 29.4 | 26.7 | 33.3 | 24.3 | 26.0 | 21.4 | 14.3 |

7. How effective (or ineffective) is your institution in the following areas? *Percent very effective (scale 6/7)*

| | | | | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|------|------|------|
| Using data to aid and inform campus decision-making | 30.9 | 30.7 | 29.2 | 58.1 | 39.2 | 29.4 | 42.2 | 28.0 | 35.1 | 28.9 | 29.0 | 21.4 |
| Providing a quality undergraduate education | 66.3 | 64.2 | 69.8 | 61.3 | 50.6 | 62.7 | 62.2 | 67.7 | 67.6 | 68.5 | 70.5 | 78.6 |
| Offering support services for undergraduates (advising, etc.) | 43.4 | 37.1 | 51.2 | 64.5 | 29.1 | 31.7 | 48.9 | 39.2 | 48.6 | 52.3 | 50.4 | 57.1 |
| Preparing students for future employment | 50.0 | 48.2 | 50.9 | 74.2 | 43.0 | 29.4 | 53.3 | 54.9 | 51.4 | 52.3 | 49.6 | 57.1 |
| Identifying and assessing student outcomes | 32.9 | 33.4 | 30.4 | 54.8 | 27.8 | 31.0 | 44.4 | 34.1 | 32.4 | 28.9 | 30.4 | 42.9 |
| Recruiting/retaining talented faculty | 48.7 | 45.3 | 54.2 | 41.9 | 44.3 | 42.1 | 55.6 | 45.3 | 78.4 | 46.3 | 54.5 | 71.4 |
| Ensuring the professional development of junior faculty | 32.2 | 30.1 | 36.1 | 22.6 | 32.9 | 26.2 | 37.8 | 29.9 | 43.2 | 30.2 | 39.7 | 21.4 |
| Controlling the rising costs of college paid by students and their families | 24.9 | 28.6 | 20.0 | 16.1 | 21.5 | 23.8 | 28.9 | 31.7 | 13.5 | 18.1 | 21.9 | 28.6 |
| Preparing students to be active and engaged citizens | 40.2 | 33.1 | 51.7 | 25.8 | 38.0 | 35.7 | 51.1 | 29.1 | 56.8 | 50.3 | 51.3 | 57.1 |

8. A growing number of critics, both on campus and off, have charged that the "academic rigor" of individual courses and degree programs has declined dramatically in the past decade. What is your view on the academic rigor issues listed below?

Academic rigor has fallen at my campus in recent years.

| | | | | | | | | | | | | |
|-------------------|------|------|------|------|------|------|------|------|------|------|------|------|
| Strongly disagree | 27.4 | 25.0 | 30.6 | 32.3 | 30.4 | 23.0 | 31.1 | 23.7 | 40.5 | 24.7 | 32.1 | 42.9 |
| Disagree | 56.1 | 58.4 | 52.7 | 54.8 | 54.4 | 57.9 | 51.1 | 60.3 | 43.2 | 58.0 | 52.7 | 21.4 |
| Agree | 15.8 | 16.0 | 15.8 | 12.9 | 12.7 | 19.1 | 15.6 | 15.7 | 16.2 | 16.0 | 14.3 | 35.7 |
| Strongly agree | 0.7 | 0.6 | 0.9 | 0.0 | 2.5 | 0.0 | 2.2 | 0.3 | 0.0 | 1.3 | 0.9 | 0.0 |

THE 2011-12 INSIDE HIGHER ED SURVEY OF COLLEGE & UNIVERSITY CHIEF ACADEMIC OFFICERS: DATA TABLES

| | ALL INSTITUTIONS BY SECTOR | | | | PUBLIC | | | | PRIVATE NONPROFIT | | | |
|--|----------------------------|--------|-------------------|------------|----------|----------|------|-------|-------------------|----------|------|-------|
| | All Institutions | Public | Private Nonprofit | For-Profit | Doctoral | Master's | Bacc | Assoc | Doctoral | Master's | Bacc | Assoc |
| <i>While my campus is doing well on rigor and quality issues, these issues pose real problems elsewhere in American higher education.</i> | | | | | | | | | | | | |
| Strongly disagree | 1.4 | 1.6 | 0.9 | 3.2 | 0.0 | 3.2 | 4.4 | 1.1 | 0.0 | 0.7 | 1.3 | 0.0 |
| Disagree | 26.6 | 29.9 | 21.9 | 25.8 | 31.7 | 27.0 | 28.9 | 30.7 | 21.6 | 20.7 | 22.3 | 28.6 |
| Agree | 61.0 | 58.4 | 65.2 | 54.8 | 59.5 | 58.7 | 53.3 | 58.7 | 75.7 | 68.0 | 62.1 | 57.1 |
| Strongly agree | 11.0 | 10.1 | 12.0 | 16.1 | 8.9 | 11.1 | 13.3 | 9.6 | 2.7 | 10.7 | 14.3 | 14.3 |
| <i>Academic rigor is hard to maintain because of a desire to keep students happy.</i> | | | | | | | | | | | | |
| Strongly disagree | 14.1 | 14.7 | 12.9 | 16.1 | 15.2 | 11.9 | 17.8 | 15.2 | 16.2 | 13.3 | 12.1 | 14.3 |
| Disagree | 47.3 | 50.9 | 41.9 | 48.4 | 48.1 | 55.6 | 55.6 | 49.3 | 54.1 | 38.7 | 42.0 | 42.9 |
| Agree | 35.6 | 32.2 | 41.4 | 25.8 | 34.2 | 31.8 | 26.7 | 32.5 | 24.3 | 43.3 | 42.9 | 42.9 |
| Strongly agree | 3.1 | 2.2 | 3.8 | 9.7 | 2.5 | 0.8 | 0.0 | 2.9 | 5.4 | 4.7 | 3.1 | 0.0 |
| <i>Grade inflation is a serious problem at my institution.</i> | | | | | | | | | | | | |
| Strongly disagree | 13.9 | 15.8 | 11.1 | 12.9 | 15.2 | 14.3 | 17.8 | 16.3 | 8.1 | 6.7 | 13.4 | 28.6 |
| Disagree | 56.6 | 59.2 | 52.0 | 67.7 | 58.2 | 58.7 | 53.3 | 60.3 | 46.0 | 54.0 | 52.2 | 42.9 |
| Agree | 26.6 | 23.0 | 32.7 | 16.1 | 25.3 | 22.2 | 28.9 | 22.1 | 43.2 | 36.0 | 29.5 | 21.4 |
| Strongly agree | 2.9 | 1.9 | 4.2 | 3.2 | 1.3 | 4.8 | 0.0 | 1.3 | 2.7 | 3.3 | 4.9 | 7.1 |
| <i>Grade inflation is a serious problem across higher education.</i> | | | | | | | | | | | | |
| Strongly disagree | 2.0 | 2.7 | 1.2 | 0.0 | 2.5 | 2.4 | 2.2 | 2.9 | 2.7 | 0.7 | 1.3 | 0.0 |
| Disagree | 32.8 | 38.6 | 24.2 | 32.3 | 41.8 | 40.5 | 40.0 | 37.2 | 10.8 | 27.3 | 24.6 | 21.4 |
| Agree | 54.1 | 50.0 | 59.3 | 64.5 | 43.0 | 47.6 | 48.9 | 52.4 | 75.7 | 56.7 | 57.6 | 71.4 |
| Strongly agree | 11.1 | 8.7 | 15.3 | 3.2 | 12.7 | 9.5 | 8.9 | 7.5 | 10.8 | 15.3 | 16.5 | 7.1 |
| <i>Cheating (plagiarism; cheating on tests) has become much worse in the past five years</i> | | | | | | | | | | | | |
| Strongly disagree | 1.7 | 1.8 | 1.4 | 3.2 | 0.0 | 0.8 | 0.0 | 2.7 | 2.7 | 0.0 | 2.2 | 0.0 |
| Disagree | 29.0 | 25.1 | 34.4 | 32.3 | 40.5 | 23.8 | 44.4 | 20.0 | 35.1 | 34.7 | 34.8 | 21.4 |
| Agree | 53.0 | 55.4 | 49.9 | 48.4 | 51.9 | 61.9 | 42.2 | 55.5 | 51.4 | 54.0 | 47.3 | 42.9 |
| Strongly agree | 16.4 | 17.8 | 14.4 | 16.1 | 7.6 | 13.5 | 13.3 | 21.9 | 10.8 | 11.3 | 15.6 | 35.7 |
| <i>Despite our best efforts, my campus is not able to do much to stem cheating by students.</i> | | | | | | | | | | | | |
| Strongly disagree | 8.5 | 8.0 | 8.5 | 19.4 | 7.6 | 6.4 | 24.4 | 6.7 | 10.8 | 7.3 | 8.5 | 14.3 |
| Disagree | 69.6 | 68.3 | 71.3 | 71.0 | 70.9 | 64.3 | 60.0 | 70.1 | 62.2 | 72.0 | 72.8 | 64.3 |
| Agree | 20.8 | 22.7 | 19.1 | 6.5 | 20.3 | 28.6 | 11.1 | 22.7 | 21.6 | 19.3 | 18.3 | 21.4 |
| Strongly agree | 1.1 | 1.0 | 1.2 | 3.2 | 1.3 | 0.8 | 4.4 | 0.5 | 5.4 | 1.3 | 0.5 | 0.0 |
| <i>Our general education requirements promote academic rigor.</i> | | | | | | | | | | | | |
| Strongly disagree | 2.5 | 2.9 | 2.1 | 0.0 | 3.8 | 3.2 | 4.4 | 2.4 | 2.7 | 3.3 | 1.3 | 0.0 |
| Disagree | 17.0 | 15.5 | 19.3 | 16.1 | 27.9 | 26.2 | 13.3 | 9.6 | 13.5 | 17.3 | 22.3 | 7.1 |
| Agree | 64.9 | 66.6 | 62.8 | 61.3 | 58.2 | 56.4 | 60.0 | 72.5 | 73.0 | 62.7 | 60.7 | 71.4 |
| Strongly agree | 15.5 | 15.0 | 15.8 | 22.6 | 10.1 | 14.3 | 22.2 | 15.5 | 10.8 | 16.7 | 15.6 | 21.4 |
| <i>Students shy away from courses and programs perceived to be difficult.</i> | | | | | | | | | | | | |
| Strongly disagree | 3.0 | 2.1 | 4.2 | 3.2 | 5.1 | 0.8 | 8.9 | 1.1 | 5.4 | 2.7 | 5.4 | 0.0 |
| Disagree | 30.8 | 26.6 | 36.0 | 45.2 | 39.2 | 27.8 | 22.2 | 24.0 | 51.4 | 38.7 | 33.5 | 7.1 |
| Agree | 55.0 | 59.2 | 49.4 | 45.2 | 49.4 | 61.9 | 60.0 | 60.3 | 40.5 | 48.0 | 50.5 | 71.4 |
| Strongly agree | 11.3 | 12.2 | 10.4 | 6.5 | 6.3 | 9.5 | 8.9 | 14.7 | 2.7 | 10.7 | 10.7 | 21.4 |

THE 2011-12 INSIDE HIGHER ED SURVEY OF COLLEGE & UNIVERSITY CHIEF ACADEMIC OFFICERS: DATA TABLES

| | ALL INSTITUTIONS BY SECTOR | | | | PUBLIC | | | | PRIVATE NONPROFIT | | | |
|---|----------------------------|--------|-------------------|------------|----------|----------|------|-------|-------------------|----------|------|-------|
| | All Institutions | Public | Private Nonprofit | For-Profit | Doctoral | Master's | Bacc | Assoc | Doctoral | Master's | Bacc | Assoc |
| Student learning is lower because students do not spend enough out-of-class time studying. | | | | | | | | | | | | |
| Strongly disagree | 1.7 | 1.0 | 2.4 | 6.5 | 1.3 | 0.0 | 4.4 | 0.8 | 2.7 | 0.7 | 3.6 | 0.0 |
| Disagree | 15.0 | 13.0 | 16.7 | 32.3 | 22.8 | 11.9 | 8.9 | 11.7 | 35.1 | 16.7 | 13.8 | 14.3 |
| Agree | 58.6 | 60.5 | 56.0 | 54.8 | 54.4 | 68.3 | 60.0 | 59.2 | 51.4 | 60.7 | 53.6 | 57.1 |
| Strongly agree | 24.8 | 25.6 | 24.9 | 6.5 | 21.5 | 19.8 | 26.7 | 28.3 | 10.8 | 22.0 | 29.0 | 28.6 |
| 9. Many institutions have turned to standardized instruments and tests (CLA, NSSE, etc.) to measure gains in critical thinking, student engagement, and other student outcomes. What's happening at your campus with the use of standardized tests as a resource for assessing institutional outcomes? | | | | | | | | | | | | |
| My campus has adopted one or more standardized tests as part our efforts to do student assessment and measure student outcomes. | | | | | | | | | | | | |
| no | 27.0 | 31.6 | 17.4 | 64.5 | 18.0 | 11.3 | 22.2 | 42.4 | 41.7 | 14.2 | 15.8 | 14.3 |
| yes | 73.0 | 68.4 | 82.6 | 35.5 | 82.1 | 88.7 | 77.8 | 57.6 | 58.3 | 85.8 | 84.2 | 85.7 |
| If yes, which assessment/outcomes measures/tests are you now using? | | | | | | | | | | | | |
| Collegiate Assessment of Academic Proficiency (CAAP-ACT) | 15.8 | 18.6 | 12.7 | 3.2 | 12.7 | 21.4 | 17.8 | 18.9 | 5.4 | 14.7 | 12.1 | 21.4 |
| Collegiate Learning Assessment (CLA) | 19.2 | 18.2 | 21.9 | 0.0 | 46.8 | 42.9 | 28.9 | 2.7 | 10.8 | 23.3 | 24.2 | 0.0 |
| College Senior Survey (UCLA/Higher Ed Research Institute) | 6.8 | 2.2 | 13.9 | 0.0 | 6.3 | 6.3 | 0.0 | 0.3 | 5.4 | 18.0 | 13.5 | 0.0 |
| ETS Proficiency Profile for General Education | 8.9 | 7.0 | 11.3 | 12.9 | 8.9 | 12.7 | 17.8 | 3.5 | 10.8 | 9.3 | 13.0 | 7.1 |
| ETS Major Field Tests | 23.9 | 15.8 | 37.3 | 3.2 | 11.4 | 46.8 | 35.6 | 4.0 | 10.8 | 39.3 | 41.3 | 21.4 |
| National Survey of Student Engagement /Community College Survey of Student Engagement | 59.1 | 55.0 | 67.9 | 19.4 | 69.6 | 73.0 | 64.4 | 44.8 | 56.8 | 74.7 | 67.7 | 28.6 |
| other | 15.6 | 15.2 | 16.3 | 16.1 | 8.9 | 12.7 | 6.7 | 18.4 | 8.1 | 12.0 | 19.7 | 28.6 |
| If yes, what factors were important in the institutional decision to deploy standardized assessment instruments? Percent very important (scale 6/7) | | | | | | | | | | | | |
| Using the data to improve academic programs | 65.9 | 63.6 | 68.5 | 72.7 | 43.1 | 67.3 | 82.4 | 64.9 | 76.2 | 71.3 | 65.8 | 66.7 |
| Using the data to improve student services | 56.4 | 57.9 | 54.5 | 54.5 | 43.1 | 49.1 | 80.0 | 63.3 | 68.2 | 53.5 | 54.0 | 50.0 |
| Addressing the mandates of accrediting agencies | 52.3 | 55.3 | 48.3 | 63.6 | 43.8 | 60.7 | 55.9 | 55.9 | 33.3 | 50.4 | 48.9 | 41.7 |
| Addressing the mandates of state or federal agencies | 39.6 | 50.5 | 26.3 | 36.4 | 42.2 | 53.5 | 45.5 | 52.0 | 19.0 | 26.6 | 27.0 | 25.0 |
| If yes, does your institution make effective use of the data you receive from these tests? | | | | | | | | | | | | |
| no | 28.0 | 31.5 | 23.9 | 18.2 | 30.2 | 35.1 | 23.5 | 31.3 | 27.3 | 22.5 | 24.5 | 25.0 |
| yes | 72.0 | 68.5 | 76.1 | 81.8 | 69.8 | 64.9 | 76.5 | 68.8 | 72.7 | 77.5 | 75.5 | 75.0 |
| 10. Please indicate the degree to which you agree or disagree with the following statements: | | | | | | | | | | | | |
| Faculty are realistic about the financial challenges confronting my institution. | | | | | | | | | | | | |
| Strongly disagree | 12.7 | 13.3 | 12.5 | 3.2 | 13.9 | 14.3 | 17.8 | 12.3 | 10.8 | 16.0 | 10.7 | 7.1 |
| Disagree | 44.3 | 45.4 | 42.8 | 41.9 | 40.5 | 54.8 | 42.2 | 43.7 | 48.7 | 46.7 | 39.3 | 42.9 |
| Agree | 39.3 | 38.2 | 40.0 | 51.6 | 41.8 | 31.0 | 33.3 | 40.5 | 32.4 | 35.3 | 45.1 | 28.6 |
| Strongly agree | 3.7 | 3.1 | 4.7 | 3.2 | 3.8 | 0.0 | 6.7 | 3.5 | 8.1 | 2.0 | 4.9 | 21.4 |
| Financial pressures have made our faculty willing to explore options to innovate in ways that would not have been possible under other circumstances. | | | | | | | | | | | | |
| Strongly disagree | 5.5 | 5.3 | 6.1 | 0.0 | 6.3 | 1.6 | 11.1 | 5.7 | 8.1 | 5.3 | 6.3 | 7.1 |
| Disagree | 45.5 | 42.7 | 49.4 | 48.4 | 32.9 | 46.0 | 40.0 | 43.9 | 51.4 | 52.0 | 47.3 | 50.0 |
| Agree | 46.0 | 49.6 | 40.2 | 51.6 | 57.0 | 50.8 | 46.7 | 48.0 | 40.5 | 38.7 | 41.5 | 35.7 |
| Strongly agree | 3.1 | 2.4 | 4.2 | 0.0 | 3.8 | 1.6 | 2.2 | 2.4 | 0.0 | 4.0 | 4.9 | 7.1 |
| Budget cuts initiated by my institution in the past three years have done major damage to the quality of our academic programs. | | | | | | | | | | | | |
| Strongly disagree | 25.4 | 17.0 | 36.6 | 38.7 | 15.4 | 14.3 | 26.7 | 17.2 | 48.7 | 38.7 | 33.8 | 28.6 |
| Disagree | 63.3 | 69.9 | 54.4 | 51.6 | 73.1 | 73.0 | 60.0 | 69.4 | 37.8 | 50.0 | 59.9 | 57.1 |
| Agree | 10.2 | 11.6 | 8.5 | 6.5 | 10.3 | 10.3 | 11.1 | 12.3 | 13.5 | 11.3 | 5.4 | 14.3 |
| Strongly agree | 1.1 | 1.5 | 0.5 | 3.2 | 1.3 | 2.4 | 2.2 | 1.1 | 0.0 | 0.0 | 0.9 | 0.0 |

THE 2011-12 INSIDE HIGHER ED SURVEY OF COLLEGE & UNIVERSITY CHIEF ACADEMIC OFFICERS: DATA TABLES

| | ALL INSTITUTIONS BY SECTOR | | | | PUBLIC | | | | PRIVATE NONPROFIT | | | |
|---|----------------------------|--------|-------------------|------------|----------|----------|------|-------|-------------------|----------|------|-------|
| | All Institutions | Public | Private Nonprofit | For-Profit | Doctoral | Master's | Bacc | Assoc | Doctoral | Master's | Bacc | Assoc |
| Budget cuts initiated by my institution in the past three years have done major damage to the quality of our student academic support services (advising, tutoring, etc.). | | | | | | | | | | | | |
| Strongly disagree | 26.0 | 16.9 | 37.9 | 45.2 | 20.3 | 15.1 | 24.4 | 15.9 | 59.5 | 40.3 | 33.3 | 28.6 |
| Disagree | 56.0 | 58.5 | 53.1 | 45.2 | 63.3 | 65.1 | 57.8 | 55.4 | 35.1 | 51.7 | 57.7 | 42.9 |
| Agree | 15.3 | 20.6 | 8.3 | 3.2 | 15.2 | 18.3 | 8.9 | 23.9 | 5.4 | 7.4 | 8.1 | 28.6 |
| Strongly agree | 2.8 | 4.0 | 0.7 | 6.5 | 1.3 | 1.6 | 8.9 | 4.8 | 0.0 | 0.7 | 0.9 | 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 | 20.2 | 12.4 | 30.3 | 38.7 | 11.4 | 10.3 | 13.3 | 13.2 | 46.0 | 32.7 | 26.2 | 28.6 |
| Disagree | 52.5 | 52.2 | 53.3 | 48.4 | 46.8 | 55.6 | 62.2 | 50.9 | 43.2 | 52.0 | 56.6 | 42.9 |
| Agree | 23.5 | 30.1 | 14.7 | 9.7 | 36.7 | 29.4 | 20.0 | 30.2 | 10.8 | 13.3 | 15.4 | 28.6 |
| Strongly agree | 3.8 | 5.3 | 1.7 | 3.2 | 5.1 | 4.8 | 4.4 | 5.7 | 0.0 | 2.0 | 1.8 | 0.0 |
| Budget cuts initiated by my institution in the past three years have done major damage to staff morale. | | | | | | | | | | | | |
| Strongly disagree | 12.8 | 6.3 | 21.6 | 22.6 | 10.1 | 4.8 | 8.9 | 5.7 | 32.4 | 24.8 | 17.7 | 21.4 |
| Disagree | 31.4 | 28.2 | 35.4 | 41.9 | 27.9 | 26.4 | 28.9 | 28.8 | 37.8 | 33.6 | 36.7 | 28.6 |
| Agree | 42.2 | 49.3 | 33.3 | 22.6 | 50.6 | 52.0 | 42.2 | 48.9 | 29.7 | 32.9 | 33.9 | 35.7 |
| Strongly agree | 13.6 | 16.3 | 9.7 | 12.9 | 11.4 | 16.8 | 20.0 | 16.7 | 0.0 | 8.7 | 11.8 | 14.3 |
| My office is unfairly blamed for the cuts in academic programs and services. | | | | | | | | | | | | |
| Strongly disagree | 24.0 | 18.4 | 31.0 | 41.9 | 10.3 | 20.0 | 17.8 | 19.6 | 46.0 | 33.6 | 25.9 | 42.9 |
| Disagree | 57.4 | 59.5 | 55.0 | 48.4 | 61.5 | 56.0 | 64.4 | 59.7 | 46.0 | 50.3 | 59.6 | 57.1 |
| Agree | 15.2 | 18.2 | 11.4 | 6.5 | 23.1 | 18.4 | 13.3 | 17.7 | 8.1 | 11.4 | 12.7 | 0.0 |
| Strongly agree | 3.4 | 3.9 | 2.6 | 3.2 | 5.1 | 5.6 | 4.4 | 3.0 | 0.0 | 4.7 | 1.8 | 0.0 |
| My institution can make additional and significant spending cuts without hurting quality. | | | | | | | | | | | | |
| Strongly disagree | 26.9 | 28.2 | 25.8 | 16.1 | 39.2 | 35.2 | 33.3 | 22.9 | 10.8 | 25.3 | 29.0 | 21.4 |
| Disagree | 51.6 | 50.7 | 52.6 | 54.8 | 41.8 | 47.2 | 57.8 | 53.0 | 62.2 | 48.7 | 53.4 | 57.1 |
| Agree | 19.6 | 18.7 | 20.4 | 25.8 | 16.5 | 16.0 | 6.7 | 21.5 | 27.0 | 24.0 | 16.7 | 21.4 |
| Strongly agree | 2.0 | 2.4 | 1.2 | 3.2 | 2.5 | 1.6 | 2.2 | 2.7 | 0.0 | 2.0 | 0.9 | 0.0 |
| Junior faculty today confront rising standards for tenure – standards that many of their senior colleagues could not have met at the time they were reviewed for tenure. | | | | | | | | | | | | |
| Strongly disagree | 12.0 | 14.0 | 8.1 | 27.6 | 5.1 | 3.2 | 11.1 | 20.1 | 5.6 | 4.0 | 10.8 | 15.4 |
| Disagree | 35.5 | 38.4 | 31.1 | 37.9 | 24.1 | 24.6 | 33.3 | 47.0 | 30.6 | 30.7 | 30.6 | 46.2 |
| Agree | 42.5 | 39.4 | 47.5 | 34.5 | 48.1 | 60.3 | 44.4 | 29.7 | 44.4 | 50.0 | 47.3 | 30.8 |
| Strongly agree | 10.0 | 8.1 | 13.3 | 0.0 | 22.8 | 11.9 | 11.1 | 3.3 | 19.4 | 15.3 | 11.3 | 7.7 |
| Tenure remains important and viable at my institution. | | | | | | | | | | | | |
| Strongly disagree | 19.3 | 19.0 | 14.9 | 86.7 | 0.0 | 3.2 | 4.4 | 30.2 | 5.6 | 10.0 | 16.6 | 69.2 |
| Disagree | 12.1 | 12.0 | 12.1 | 13.3 | 1.3 | 4.0 | 6.7 | 17.7 | 5.6 | 12.7 | 13.0 | 7.7 |
| Agree | 44.9 | 45.9 | 46.7 | 0.0 | 49.4 | 56.5 | 46.7 | 41.6 | 47.2 | 57.3 | 40.8 | 23.1 |
| Strongly agree | 23.7 | 23.1 | 26.3 | 0.0 | 49.4 | 36.3 | 42.2 | 10.6 | 41.7 | 20.0 | 29.6 | 0.0 |
| When faced with a conflict between academic and financial administrators our president/CEO regularly sides with academic administrators. | | | | | | | | | | | | |
| Strongly disagree | 7.8 | 8.6 | 6.0 | 16.1 | 6.5 | 5.6 | 4.7 | 10.5 | 2.9 | 6.1 | 6.8 | 0.0 |
| Disagree | 29.5 | 27.6 | 32.1 | 32.3 | 22.1 | 24.6 | 16.3 | 31.1 | 17.1 | 38.5 | 30.5 | 28.6 |
| Agree | 52.5 | 53.3 | 52.3 | 41.9 | 52.0 | 58.7 | 65.1 | 50.3 | 57.1 | 52.7 | 50.5 | 64.3 |
| Strongly agree | 10.2 | 10.6 | 9.6 | 9.7 | 19.5 | 11.1 | 14.0 | 8.1 | 22.9 | 2.7 | 12.3 | 7.1 |

THE 2011-12 INSIDE HIGHER ED SURVEY OF COLLEGE & UNIVERSITY CHIEF ACADEMIC OFFICERS: DATA TABLES

| | ALL INSTITUTIONS BY SECTOR | | | | PUBLIC | | | | PRIVATE NONPROFIT | | | |
|---|----------------------------|--------|-------------------|------------|----------|----------|------|-------|-------------------|----------|------|-------|
| | All Institutions | Public | Private Nonprofit | For-Profit | Doctoral | Master's | Bacc | Assoc | Doctoral | Master's | Bacc | Assoc |
| The "completion agenda" has focused needed attention on retention and graduation rates in higher education. | | | | | | | | | | | | |
| Strongly disagree | 1.4 | 0.8 | 2.4 | 0.0 | 1.3 | 0.0 | 2.2 | 0.8 | 0.0 | 2.0 | 3.2 | 0.0 |
| Disagree | 8.9 | 7.0 | 12.2 | 3.2 | 1.3 | 7.3 | 8.9 | 7.9 | 16.7 | 8.8 | 14.5 | 0.0 |
| Agree | 61.1 | 57.9 | 65.6 | 64.5 | 66.2 | 58.9 | 64.4 | 55.0 | 75.0 | 64.2 | 63.4 | 92.3 |
| Strongly agree | 28.6 | 34.3 | 19.9 | 32.3 | 31.2 | 33.9 | 24.4 | 36.3 | 8.3 | 25.0 | 19.0 | 7.7 |
| The "completion agenda" has discouraged my institution from focusing on at-risk students. | | | | | | | | | | | | |
| Strongly disagree | 23.8 | 24.8 | 21.6 | 32.3 | 21.8 | 25.6 | 28.9 | 24.7 | 19.4 | 21.0 | 22.0 | 28.6 |
| Disagree | 67.2 | 65.0 | 70.8 | 61.3 | 69.2 | 63.2 | 57.8 | 65.6 | 75.0 | 72.3 | 69.5 | 64.3 |
| Agree | 7.5 | 8.1 | 6.7 | 6.5 | 7.7 | 10.4 | 11.1 | 7.1 | 5.6 | 6.1 | 7.2 | 7.1 |
| Strongly agree | 1.6 | 2.1 | 1.0 | 0.0 | 1.3 | 0.8 | 2.2 | 2.7 | 0.0 | 0.7 | 1.4 | 0.0 |
| The "completion agenda" has shifted too much attention to short-term training as opposed to programs that provide broad and lasting learning outcomes. | | | | | | | | | | | | |
| Strongly disagree | 12.0 | 11.8 | 12.1 | 12.9 | 9.1 | 11.1 | 11.9 | 12.6 | 16.7 | 12.8 | 10.4 | 21.4 |
| Disagree | 53.4 | 53.6 | 52.7 | 58.1 | 67.5 | 55.6 | 54.8 | 49.9 | 47.2 | 55.0 | 52.3 | 50.0 |
| Agree | 28.0 | 27.4 | 29.2 | 25.8 | 16.9 | 27.0 | 23.8 | 30.0 | 33.3 | 26.9 | 30.2 | 28.6 |
| Strongly agree | 6.6 | 7.3 | 5.9 | 3.2 | 6.5 | 6.4 | 9.5 | 7.5 | 2.8 | 5.4 | 7.2 | 0.0 |
| Greater transparency in campus decision-making will result in better decisions that affect academic planning and policy. | | | | | | | | | | | | |
| Strongly disagree | 2.0 | 1.8 | 2.1 | 3.2 | 3.8 | 3.2 | 0.0 | 1.1 | 0.0 | 3.4 | 0.9 | 14.3 |
| Disagree | 9.9 | 10.5 | 9.2 | 6.5 | 10.1 | 10.4 | 4.4 | 11.4 | 10.8 | 8.7 | 8.6 | 21.4 |
| Agree | 63.2 | 62.8 | 63.7 | 61.3 | 57.0 | 59.2 | 77.8 | 63.5 | 56.8 | 61.7 | 66.7 | 57.1 |
| Strongly agree | 25.0 | 24.9 | 24.9 | 29.0 | 29.1 | 27.2 | 17.8 | 24.1 | 32.4 | 26.2 | 23.9 | 7.1 |
| Regional accreditation makes a significant contribution to the quality of our academic programs. | | | | | | | | | | | | |
| Strongly disagree | 7.9 | 8.4 | 6.9 | 10.0 | 23.1 | 6.4 | 4.4 | 6.5 | 19.4 | 4.0 | 5.8 | 23.1 |
| Disagree | 23.0 | 22.2 | 24.5 | 20.0 | 41.0 | 23.2 | 26.7 | 17.3 | 33.3 | 20.8 | 26.5 | 7.7 |
| Agree | 52.6 | 52.9 | 53.2 | 36.7 | 29.5 | 60.8 | 48.9 | 55.7 | 38.9 | 57.7 | 53.4 | 38.5 |
| Strongly agree | 16.6 | 16.5 | 15.4 | 33.3 | 6.4 | 9.6 | 20.0 | 20.5 | 8.3 | 17.5 | 14.4 | 30.8 |
| Specialized accreditation makes a significant contribution to the quality of our academic programs. | | | | | | | | | | | | |
| Strongly disagree | 4.9 | 3.9 | 6.4 | 6.5 | 10.1 | 4.0 | 2.2 | 2.7 | 13.9 | 4.0 | 6.3 | 14.3 |
| Disagree | 18.7 | 16.4 | 22.4 | 12.9 | 31.7 | 16.8 | 20.0 | 12.6 | 30.6 | 14.8 | 25.8 | 28.6 |
| Agree | 54.3 | 55.9 | 52.6 | 45.2 | 48.1 | 61.6 | 51.1 | 56.2 | 44.4 | 57.7 | 52.5 | 21.4 |
| Strongly agree | 22.1 | 23.8 | 18.6 | 35.5 | 10.1 | 17.6 | 26.7 | 28.5 | 11.1 | 23.5 | 15.4 | 35.7 |
| 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 | 2.7 | 2.4 | 3.1 | 3.2 | 1.3 | 2.4 | 2.3 | 2.7 | 2.7 | 3.4 | 2.7 | 7.1 |
| Disagree | 32.8 | 29.6 | 36.4 | 45.2 | 27.9 | 23.4 | 37.2 | 31.3 | 37.8 | 33.1 | 38.5 | 35.7 |
| Agree | 49.2 | 50.2 | 48.6 | 38.7 | 48.1 | 58.9 | 46.5 | 48.1 | 51.4 | 51.4 | 47.5 | 28.6 |
| Strongly agree | 15.3 | 17.8 | 11.9 | 12.9 | 22.8 | 15.3 | 14.0 | 17.9 | 8.1 | 12.2 | 11.3 | 28.6 |
| As provost I generally defer to the tenure recommendations of academic units even if I might disagree with recommendations to award or deny tenure. | | | | | | | | | | | | |
| Strongly disagree | 18.7 | 19.7 | 14.7 | 57.1 | 18.0 | 11.1 | 6.8 | 24.6 | 11.4 | 13.5 | 15.1 | 33.3 |
| Disagree | 51.5 | 52.6 | 51.2 | 32.1 | 55.1 | 53.2 | 65.9 | 50.3 | 48.6 | 50.0 | 53.0 | 41.7 |
| Agree | 27.0 | 24.8 | 31.4 | 10.7 | 24.4 | 31.8 | 18.2 | 23.2 | 37.1 | 34.5 | 28.8 | 25.0 |
| Strongly agree | 2.8 | 3.0 | 2.7 | 0.0 | 2.6 | 4.0 | 9.1 | 1.9 | 2.9 | 2.0 | 3.2 | 0.0 |

THE 2011-12 INSIDE HIGHER ED SURVEY OF COLLEGE & UNIVERSITY CHIEF ACADEMIC OFFICERS: DATA TABLES

| | ALL INSTITUTIONS BY SECTOR | | | | PUBLIC | | | | PRIVATE NONPROFIT | | | |
|---|----------------------------|--------|-------------------|------------|----------|----------|------|-------|-------------------|----------|------|-------|
| | All Institutions | Public | Private Nonprofit | For-Profit | Doctoral | Master's | Bacc | Assoc | Doctoral | Master's | Bacc | Assoc |
| Financial concerns (revenue, market opportunities, profit, etc.) dominate our discussions about launching new academic programs. | | | | | | | | | | | | |
| Strongly disagree | 2.2 | 2.1 | 2.1 | 3.2 | 1.3 | 0.8 | 2.2 | 2.7 | 0.0 | 0.7 | 3.1 | 7.1 |
| Disagree | 26.6 | 25.5 | 27.7 | 32.3 | 34.6 | 26.2 | 20.0 | 24.1 | 37.8 | 25.7 | 26.5 | 42.9 |
| Agree | 50.9 | 52.7 | 47.9 | 58.1 | 46.2 | 50.8 | 57.8 | 54.1 | 46.0 | 50.0 | 47.1 | 42.9 |
| Strongly agree | 20.3 | 19.7 | 22.3 | 6.5 | 18.0 | 22.2 | 20.0 | 19.2 | 16.2 | 23.7 | 23.3 | 7.1 |
| In general faculty unions have served to benefit both campuses and students. | | | | | | | | | | | | |
| Strongly disagree | 44.3 | 40.3 | 49.4 | 56.7 | 53.3 | 33.9 | 44.4 | 39.3 | 50.0 | 49.3 | 47.6 | 76.9 |
| Disagree | 40.4 | 41.7 | 39.2 | 30.0 | 42.7 | 46.3 | 44.4 | 39.6 | 47.1 | 41.7 | 37.1 | 23.1 |
| Agree | 14.2 | 16.7 | 10.5 | 13.3 | 4.0 | 19.0 | 11.1 | 19.2 | 2.9 | 7.6 | 14.3 | 0.0 |
| Strongly agree | 1.2 | 1.3 | 1.0 | 0.0 | 0.0 | 0.8 | 0.0 | 1.9 | 0.0 | 1.4 | 1.0 | 0.0 |
| It has become easier for faculty at my campus to win tenure based on their research even if they are known to be ineffective teachers. | | | | | | | | | | | | |
| Strongly disagree | 49.5 | 42.4 | 58.2 | 71.4 | 22.8 | 29.6 | 26.7 | 53.4 | 38.9 | 56.4 | 62.6 | 58.3 |
| Disagree | 41.4 | 46.4 | 35.6 | 21.4 | 64.6 | 58.4 | 51.1 | 37.4 | 44.4 | 36.9 | 33.8 | 25.0 |
| Agree | 7.9 | 9.5 | 5.5 | 7.1 | 12.7 | 11.2 | 20.0 | 6.9 | 16.7 | 6.0 | 3.2 | 8.3 |
| Strongly agree | 1.3 | 1.7 | 0.7 | 0.0 | 0.0 | 0.8 | 2.2 | 2.3 | 0.0 | 0.7 | 0.5 | 8.3 |
| Too many teaching institutions are now emphasizing faculty research. | | | | | | | | | | | | |
| Strongly disagree | 13.0 | 12.4 | 13.8 | 13.8 | 5.1 | 10.6 | 6.8 | 15.4 | 5.4 | 13.4 | 15.9 | 7.7 |
| Disagree | 45.5 | 43.8 | 48.7 | 34.5 | 44.9 | 56.9 | 45.5 | 38.8 | 54.1 | 52.4 | 46.4 | 30.8 |
| Agree | 32.9 | 34.2 | 30.6 | 41.4 | 38.5 | 24.4 | 43.2 | 35.5 | 37.8 | 28.2 | 30.0 | 46.2 |
| Strongly agree | 8.6 | 9.6 | 6.9 | 10.3 | 11.5 | 8.1 | 4.6 | 10.3 | 2.7 | 6.0 | 7.7 | 15.4 |
| My institution makes too many decisions mindful of our standing in the U.S. News rankings of colleges. | | | | | | | | | | | | |
| Strongly disagree | 48.6 | 57.5 | 33.8 | 76.7 | 35.1 | 35.0 | 39.5 | 72.1 | 16.2 | 32.4 | 35.6 | 69.2 |
| Disagree | 43.7 | 37.0 | 54.8 | 23.3 | 50.7 | 56.9 | 48.8 | 26.0 | 56.8 | 59.5 | 52.7 | 30.8 |
| Agree | 6.7 | 4.5 | 10.5 | 0.0 | 10.4 | 6.5 | 11.6 | 1.7 | 21.6 | 8.1 | 10.8 | 0.0 |
| Strongly agree | 1.0 | 1.0 | 1.0 | 0.0 | 3.9 | 1.6 | 0.0 | 0.3 | 5.4 | 0.0 | 0.9 | 0.0 |
| 11. Please provide the following background information | | | | | | | | | | | | |
| Average Age | 57.2 | 57.4 | 56.9 | 55.9 | 60.6 | 58.7 | 60.4 | 55.9 | 61.7 | 57.2 | 56.0 | 55.2 |
| Median Age | 58.0 | 58.0 | 57.0 | 59.0 | 59.5 | 60.0 | 62.0 | 57.0 | 62.0 | 57.5 | 56.0 | 57.0 |
| Gender | | | | | | | | | | | | |
| Male | 58.3 | 56.2 | 62.1 | 48.4 | 73.4 | 65.1 | 55.6 | 49.6 | 78.4 | 65.3 | 60.3 | 14.3 |
| Female | 41.7 | 43.8 | 37.9 | 51.6 | 26.6 | 34.9 | 44.4 | 50.4 | 21.6 | 34.7 | 39.7 | 85.7 |
| How long have you served as the chief academic officer of this institution? | | | | | | | | | | | | |
| Average years | 5.2 | 5.0 | 5.3 | 6.5 | 4.8 | 4.2 | 4.7 | 5.3 | 5.4 | 5.2 | 5.4 | 5.5 |
| Median years | 4.0 | 4.0 | 4.0 | 3.5 | 3.0 | 3.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | 5.5 |
| Total years as a chief academic officer at any institution: | | | | | | | | | | | | |
| Average years | 6.6 | 6.3 | 6.7 | 9.8 | 5.6 | 5.2 | 6.5 | 6.9 | 6.4 | 6.8 | 6.5 | 7.7 |
| Median years | 5.0 | 5.0 | 5.0 | 7.5 | 4.0 | 3.5 | 5.5 | 5.0 | 4.0 | 5.0 | 5.0 | 8.0 |

Appendix A / Methodology

The *Inside Higher Ed* Survey of College and University Chief Academic Officers was conducted in December 2011. An email invitation with a hotlink to an online questionnaire was sent in early in December to the provosts/chief academic officers of 2,542 public, private nonprofit, and for-profit two- and four-year colleges and universities across the United States. Excluded from the survey population were very small campuses with enrollments of less than 500 students, seminaries and other institutions that focus exclusively on training students for the clergy, institutions that offer only professional training (i.e., freestanding law and medical schools) and also institutions that do not offer undergraduate programs. Discounting for some 75 non-deliverable emails, the actual survey sample included some 2,467 two- and four-year colleges and universities that enroll 500 or more students.* A total of 1,081 provosts/chief academic officers (CAOs) completed the survey by December 20. ¶ The number and types of colleges and universities that participated in the 2011 *Inside Higher Ed* Survey of College & University Chief Academic Officers are summarized below.

| Category | Number of 2011 Survey Participants |
|---|------------------------------------|
| All Institutions | 1,081 |
| All Public Institutions | 625 |
| Doctoral Universities | 79 |
| Master's Institutions | 126 |
| Baccalaureate Colleges | 45 |
| Associate/Community Colleges | 375 |
| All Private Nonprofit Institutions | 425 |
| Doctoral Universities | 37 |
| Master's Institutions | 150 |
| Baccalaureate Colleges | 224 |
| Associate Colleges | 14 |
| For-Profit Institutions | 31 |

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

Appendix B / About the Authors

KENNETH C. GREEN, senior research consultant at *Inside Higher Ed*, is also the founding director of *The Campus Computing Project*, the largest continuing study of the role of computing, eLearning, and information technology in American higher education. Launched in 1990 as an IT benchmarking project for colleges and universities, *Campus Computing* is widely cited by both campus officials and corporate executives in the college publishing and technology industries as a definitive source for data, information, and insight about a wide range of 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 he co-wrote on college rankings. He began his career as a news clerk at *The New York Times*. He grew up in Shaker Heights, Ohio, and graduated in 1984 from Princeton University. Doug lives with his wife, Sandy, and their two children in Bethesda, Md.

Founded in 2004, *Inside Higher Ed* (<http://insidehighered.com>) is the online source for news, opinion and jobs for all of higher education. *Inside Higher Ed* provides what higher education professionals need to thrive in their jobs or find a better one: breaking news and feature stories, provocative daily commentary, areas for comment on every article, practical career columns, and a powerful suite of tools that keep academic professionals well informed about issues and employment opportunities, and that help colleges identify and hire talented personnel. ¶ The 2011-12 *Inside Higher Ed* survey of colleges and university chief academic officers was designed to provide timely data about key issues across all sectors of American higher education. Support for this project was provided by Epsilen, McGraw Hill Higher Education, SunGard Higher Education, and Waypoint Outcomes.

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