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2019 Survey of
**College and University
Chief Academic Officers**

A STUDY BY INSIDE HIGHER ED AND GALLUP

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THE 2019 *INSIDE HIGHER ED* SURVEY OF COLLEGE AND UNIVERSITY CHIEF ACADEMIC OFFICERS

A study by Gallup and *Inside Higher Ed*



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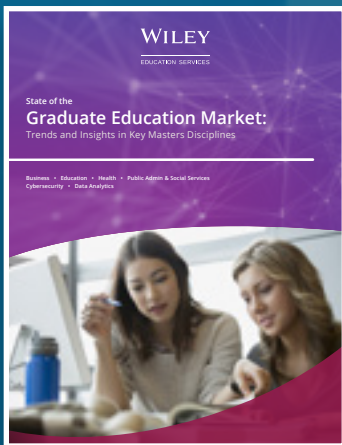
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FOREWORD

Inside Higher Ed's eighth annual Survey of College and University Chief Academic Officers (CAOs) seeks to understand how these leaders perceive and address the challenges facing higher education institutions in the U.S.

Among the questions explored in the study:

- How do provosts assess the “academic health” of their institution?
- How do chief academic officers assess the state of liberal arts education, and what do they foresee for its future?
- How do CAOs view their college's general education requirements?
- To what extent have colleges cut majors and academic programs, and how concerned are CAOs about such cuts?
- What cost-cutting practices do CAOs see their institution considering over the next year?
- What are the issues regarding faculty and tenure practices in higher education?
- To what extent do colleges offer professional development opportunities to faculty members?
- How important do CAOs perceive teaching and research for faculty members to be on a relative basis, and how do their views compare with those of faculty?
- What are CAOs' views about sexual misconduct by faculty members on college campuses?
- Are institutions awarding academic credit based on demonstrated competence? How many schools are exploring this type of initiative?
- What impact have assessment efforts had on teaching and learning outcomes?
- What options do CAOs favor to address high textbook prices?
- Are colleges actively working to promote civic engagement and civil discourse among students? Do CAOs view those efforts as successful?
- Have provosts seen improvements in their institution's financial outlook?
- What are CAOs' perspectives concerning their jobs?

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SNAPSHOT OF FINDINGS

- Chief academic officers continue to rate the academic health of their institution positively: 86 percent describe it as excellent or good. However, this is the first time less than 30 percent evaluated it as “excellent” since *Inside Higher Ed* began asking this question in 2012.
- Ninety-seven percent of CAOs believe their institution is effective in providing a quality undergraduate education, including 56 percent who say it is “very effective.”
- The vast majority of CAOs continue to view liberal arts education as central to undergraduate education. However, they widely believe the concept of liberal arts education is not well understood in the U.S. and that politicians and others are increasingly unsympathetic to liberal arts education.
- Since 2015, the percentage of provosts who agree that liberal arts education is in decline at all types of institutions in the U.S. has fallen from 49 percent to 36 percent. But a consistent 55 percent expect to see the number of U.S. liberal arts colleges decline in the next five years.
- More than 90 percent of CAOs view general education requirements as crucial to a college education, with 63 percent strongly holding this view. They are more likely to disagree than agree that general education requirements have become too expansive. But CAOs divide evenly as to whether students at their college understand the purpose behind general education requirements.
- Seven in 10 CAOs say they are concerned about a recent pattern of closure of traditional academic departments in humanities and other fields. Slightly more than one in three CAOs report their college has shut down departments or majors in recent years.
- Academic officers are more likely to disagree (41 percent) than to agree (29 percent) that the number of students majoring in a given program is an appropriate way to determine which programs should be cut at a college.
- Just 38 percent of CAOs expect a major allocation of funds for arts and sciences programs at their institutions, less than for STEM, professional and online programs. That is, however, the highest percentage expecting a major allocation of arts and sciences funding in the six years the question has been asked. Nearly three-quarters of CAOs say they will increase their emphasis on cutting underperforming academic programs over the next year. They are likelier to say they will increase collaboration with other colleges (90 percent), fund programs based on alignment with the institution’s mission (89 percent) and expand online programs and offerings (83 percent).
- Seventy-seven percent of chief academic officers say their college relies significantly on non-tenure track faculty for instruction, up from 65 percent in 2013. But 78 percent strongly agree or agree that tenure remains important and viable at their institution, the highest percentage holding that view in the question’s seven-year history.
- CAOs believe faculty members’ teaching role is more important than their research role, but CAOs at public doctoral institutions are inclined to think the roles are equally important.
- More than 9 in 10 CAOs say their institution offers professional development for teaching with technology, promoting student success and promoting active teaching techniques.

SNAPSHOT OF FINDINGS (cont.)

- Two-thirds of chief academic officers believe higher education has tolerated sexual harassment by faculty members for too long, and a majority say they were not surprised by the number of cases of alleged sexual harassment in the past year.
- Eighty percent of provosts favor barring all faculty-student romantic relationships, and 88 percent agree that a finding of sexual harassment against a tenured faculty member is grounds for dismissal.
- Nearly half of CAOs, 46 percent, say there have been allegations of sexual misconduct against faculty members at their college. Nevertheless, they overwhelmingly believe their college has clear policies in place to prevent sexual harassment and that it responds fairly and effectively to such allegations. They widely disagree their institution has tolerated sexual harassment too long.
- CAOs continue to endorse the idea of competency-based education, with 79 percent in favor of the approach. However, only about half of CAOs, 52 percent, say their college awards academic credit based on demonstrated competence. Private baccalaureate CAOs are much less positive about competency-based education.
- Sixty-nine percent of CAOs say their institution makes effective use of data to measure student outcomes. They are three times more likely to agree than to disagree that assessment efforts have led to improved quality of teaching and learning at their college.
- Chief academic officers are amenable to institutions using free open educational resources rather than textbooks in general education courses. They are also more likely to agree than disagree that saving students money justifies some loss of faculty control in choice of course materials. A prior survey found faculty members rejecting that idea.
- CAOs are more likely to think white students and politically liberal students feel welcome in classrooms on their campus than to think racial and ethnic minority students and politically conservative students do. Slightly fewer CAOs than a year ago think minority students and conservative students feel welcome.
- Forty-four percent of CAOs strongly agree or agree their institution's financial situation has improved in the past year, while 37 percent strongly disagree or disagree. That is a slightly better assessment than in recent years. Still, more CAOs disagree than agree that the 2008 economic downturn is effectively over at their institution.
- Fewer CAOs than in the past say their job is more focused on financial matters than on academic ones. The 27 percent holding this view is down from 34 percent a year ago and 38 percent in 2016.

METHODOLOGY

This report presents findings from a quantitative survey research study that Gallup conducted on behalf of *Inside Higher Ed*. The objective of the study was to learn the practices and perceptions of college and university CAOs and provosts related to finances, academics, strategies and policies.

Gallup sent invitations via email to 3,538 chief academic officers, with regular reminders sent throughout the Nov. 1-Dec. 2, 2018, field period. Gallup collected 475 web surveys, yielding a 13 percent response rate. Respondents represented 257 public institutions, 207 private institutions and 11 institutions from the for-profit sector.

Total Participation, by Sector

	All Institutions, by Sector				Public			Private Nonprofit		
	All	Public	Private Nonprofit	For-Profit*	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.	Assoc.*
Total N	475	257	207	11	47	61	135	99	74	8

*Data not reported for these groups due to small sample size

Note: System offices and specialized institutions are categorized by sector but not by highest degree offering. Consequently, in some tables, percentages for subgroups (e.g., private doctoral/master's and private baccalaureate) may appear inconsistent with the total for the entire group (e.g., all private institutions).

Some sectors do not have data reported due to low sample sizes. Sector groupings are determined based on the 2015 Carnegie Classification for the institution.

Gallup education consultants developed the questionnaire in collaboration with Scott Jaschik and Doug Lederman of *Inside Higher Ed*. Specialty colleges -- namely, Bible colleges and seminaries with a Carnegie Classification of 24 -- and institutions with an enrollment of fewer than 500 students were excluded from the sample.

The survey is an attempted census of all provosts or chief academic officers using the most comprehensive sample information available. Each responding institution is represented only once in the results. If multiple respondents from the same institution completed the survey, the highest-ranking official's survey was retained.

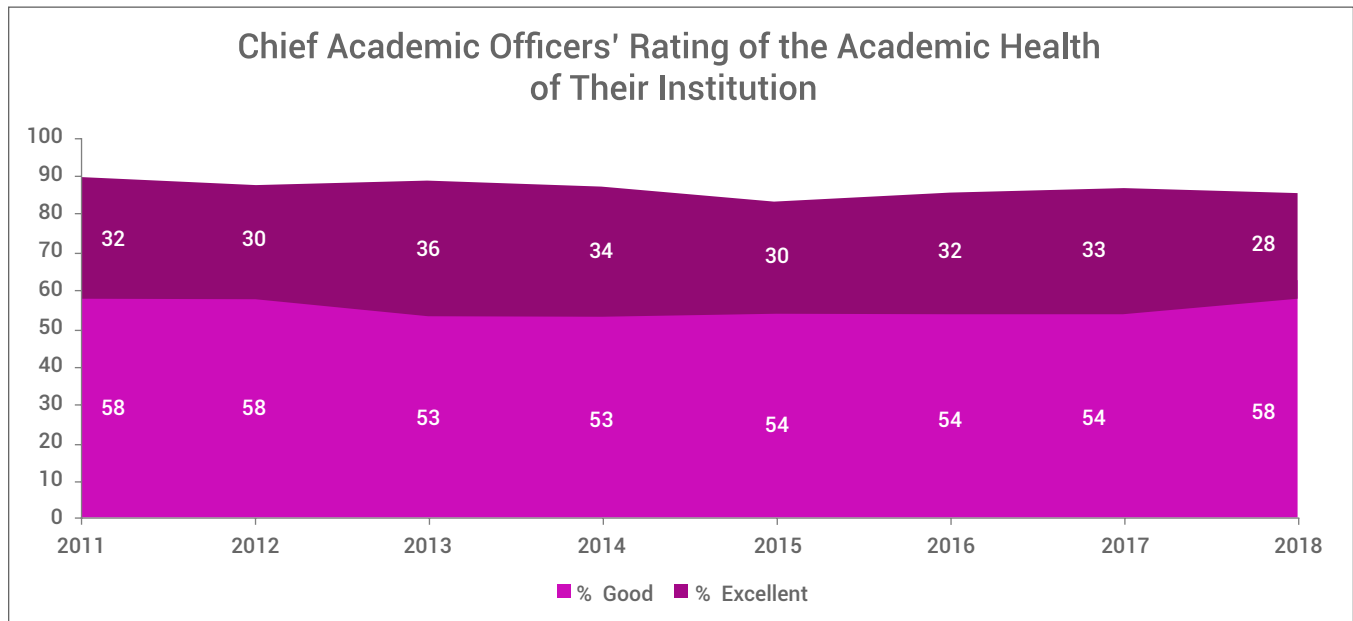
Gallup statistically weighted data to correct for nonresponse, matching the obtained sample to targets for all U.S. colleges and universities from the Integrated Postsecondary Education Data System (IPEDS) database. Gallup weighted the sample based on institutional control (public or private/nonprofit), four-year or two-year degree offerings, student enrollment and geographical region. Therefore, the weighted sample results can be considered representative of the views of chief academic officers at colleges nationwide.

The following sections present the findings of the survey. In some cases, reported frequencies may not add up to 100 percent due to rounding. "Don't know" and "Refused" responses are excluded from the results unless otherwise indicated.

DETAILED FINDINGS

ACADEMIC HEALTH

Chief academic officers (CAOs) continue to rate the academic health of their institution positively, with 86 percent evaluating it as either excellent or good. In the eight years the chief academic officers survey has been conducted, the percentage who rate their institution's academic health positively has ranged between 84 and 90 percent. This year is the first year less than 30 percent of CAOs have rated their institution's academic health as excellent.



CAOs who do not rate their institution's academic health positively primarily say it is "fair" (13 percent), with only 1 percent assessing their institution's academic health as "poor."

Private college CAOs, as well as those at public doctoral institutions, are most inclined to say their institution's academic health is "excellent," with a third or more giving that rating. Fifteen percent of CAOs at public master's or baccalaureate colleges evaluate their college's academic health as excellent, as do 24 percent of CAOs at community colleges.

How would you assess the "academic health" of your institution (the academic quality of the education your institution provides) as of fall 2018?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Excellent	28	24	34	36	15	24	33	37
% Good	58	62	51	56	70	62	51	47
% Fair	13	14	11	8	15	15	16	11
% Poor	1	0	3	0	0	0	1	5
% Failing	0	0	0	0	0	0	0	0

ACADEMIC HEALTH (cont.)

Asked about their institution's effectiveness in a number of specific areas, CAOs are most positive about their institution providing a quality undergraduate education, preparing students for the world of work and offering undergraduate support services. More than 9 in 10 rate their institution as being very or somewhat effective in each of these areas. At least 8 in 10 CAOs believe their institution is effective in recruiting and retaining talented faculty members, identifying and assessing student outcomes, and using data to aid and inform campus decision-making. CAOs are somewhat less positive about their college's ability to control rising prices for students and their families, but 78 percent still believe their institution is effective in doing so.

How would you rate the effectiveness of your institution in the following areas?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Providing a quality undergraduate education								
% Very effective	56	54	60	59	46	55	52	74
% Somewhat effective	41	44	36	40	54	42	43	24
% Not too effective	3	2	4	2	0	3	5	2
% Not effective at all	0	0	0	0	0	0	0	0
Preparing students for the world of work								
% Very effective	43	41	43	33	37	45	36	43
% Somewhat effective	53	56	51	60	61	52	62	49
% Not too effective	4	3	6	7	2	3	3	8
% Not effective at all	0	0	0	0	0	0	0	0
Offering undergraduate support services								
% Very effective	40	38	43	39	38	38	46	45
% Somewhat effective	53	55	51	57	60	53	48	51
% Not too effective	6	6	6	4	2	7	5	4
% Not effective at all	1	1	0	0	0	2	0	0
Recruiting and retaining talented faculty								
% Very effective	28	22	35	39	14	20	29	45
% Somewhat effective	59	66	51	56	78	65	61	41
% Not too effective	11	12	10	5	8	14	10	12
% Not effective at all	2	<1	4	0	0	1	0	2

ACADEMIC HEALTH (cont.)



LIBERAL ARTS EDUCATION

Chief academic officers at all types of colleges strongly believe that liberal arts education is central to undergraduate education — 91 percent agree with this sentiment, including 67 percent who do so strongly. Nine in 10 private baccalaureate CAOs and 8 in 10 public doctoral provosts strongly believe liberal arts education is central to undergraduate education. Fifty-four percent of community college CAOs share that view.

While CAOs view liberal arts education as central to undergraduate learning, they acknowledge the challenges liberal arts education faces:

- Eighty-five percent strongly agree or agree that the concept of a liberal arts education is not well understood in the U.S.
- More than 6 in 10 strongly agree or agree that politicians, presidents and boards are increasingly unsympathetic to liberal arts education.
- A majority strongly agree or agree (55 percent) they expect to see the number of liberal arts colleges decline significantly over the next five years; just 14 percent strongly disagree or disagree.
- Fifty-seven percent also agree they feel pressure from presidents, boards or donors to focus on academic programs that have a clear career orientation.
- Eighty-six percent say their institution is increasing attention on the ability of degree programs to help students get a good job.

Academic officers are less inclined to agree that liberal arts education is in decline in the U.S.: 36 percent do so while 23 percent disagree and 40 percent are neutral. They are divided as to whether liberal arts education has become too divorced from the needs of students and graduates (36 percent agree, 39 percent disagree) and whether liberal arts faculty members are not sufficiently interested in the desire of parents and students for career preparation (37 percent agree, 38 percent disagree).

LIBERAL ARTS EDUCATION (cont.)

The first set of questions are about liberal arts education.

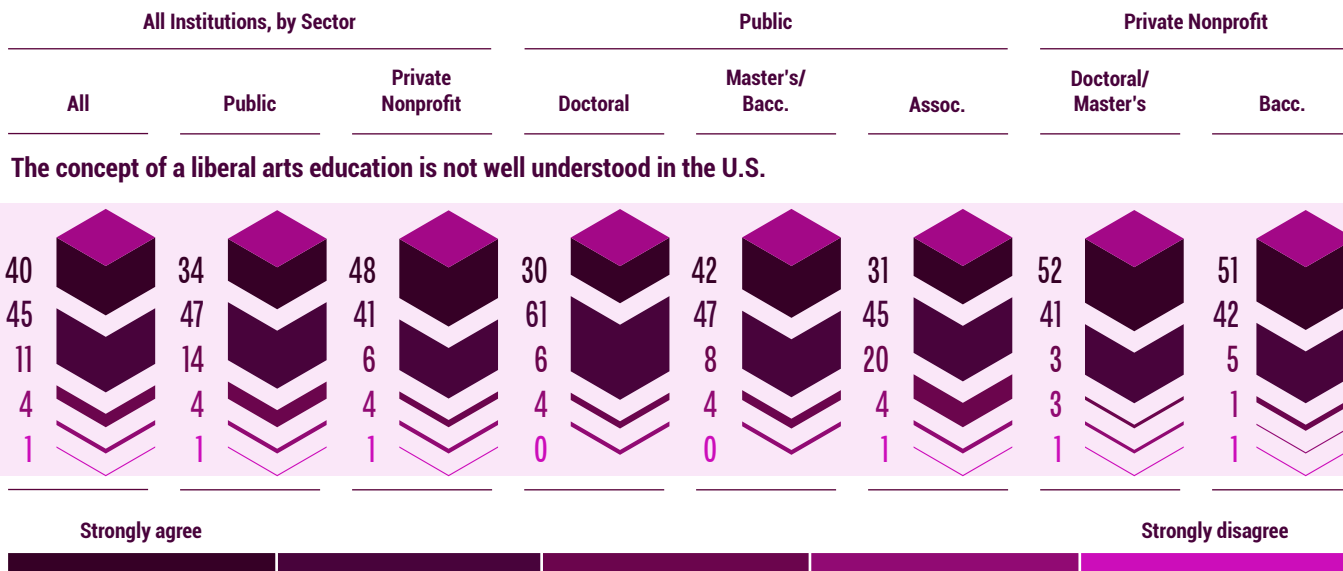
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Liberal arts education is central to undergraduate education – even in professional programs.								
%5 Strongly agree	67	59	76	80	62	54	69	91
%4	24	29	18	13	30	31	24	5
%3	6	8	4	7	7	10	4	3
%2	2	2	2	0	2	2	2	1
%1 Strongly disagree	1	2	0	0	0	3	0	0
Liberal arts education in all types of institutions in the U.S. is in decline.								
%5 Strongly agree	8	7	11	7	2	9	11	10
%4	28	25	32	20	20	29	34	29
%3	40	48	31	47	58	45	31	32
%2	19	18	21	27	16	14	22	21
%1 Strongly disagree	4	2	5	0	4	2	3	10
Liberal arts education has become too divorced from the career needs of students and graduates.								
%5 Strongly agree	12	16	7	12	8	20	9	3
%4	24	27	18	24	31	27	22	8
%3	25	26	25	15	24	27	24	24
%2	24	22	27	34	24	20	28	30
%1 Strongly disagree	15	9	23	15	13	7	17	35
Politicians, presidents and boards are increasingly unsympathetic to liberal arts education.								
%5 Strongly agree	19	20	19	14	17	24	9	30
%4	43	40	46	52	58	31	48	48
%3	25	27	21	13	20	33	26	11
%2	11	9	12	14	5	10	17	9
%1 Strongly disagree	2	3	2	6	0	2	0	2

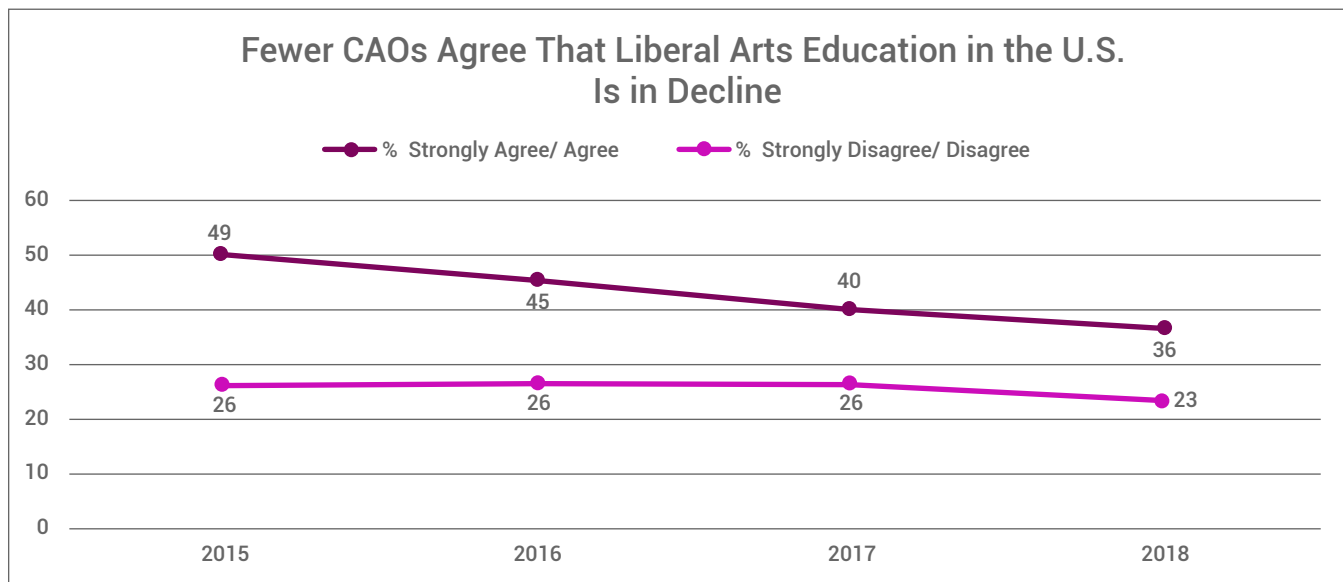
LIBERAL ARTS EDUCATION (cont.)

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
I feel pressure from my president, board or donors to focus on academic programs that have a clear orientation toward careers.								
%5 Strongly agree	25	27	21	13	19	32	17	17
%4	32	34	30	37	37	31	32	35
%3	23	23	22	20	24	25	20	21
%2	9	9	8	16	14	6	9	10
%1 Strongly disagree	11	7	19	14	5	6	22	17
My institution is increasing attention on the ability of our degree programs to help students get a good job.								
%5 Strongly agree	39	42	32	24	25	52	28	34
%4	47	49	45	67	61	41	49	42
%3	11	7	16	7	12	5	18	15
%2	3	2	5	2	2	2	1	8
%1 Strongly disagree	1	0	2	0	0	0	4	1
Liberal arts faculty members are not sufficiently interested in the desire of parents and students for career preparation.								
%5 Strongly agree	14	14	13	19	9	16	16	9
%4	23	22	25	20	33	17	26	22
%3	26	29	21	21	24	32	22	18
%2	27	25	30	28	23	25	29	32
%1 Strongly disagree	11	10	12	12	11	9	7	19
I expect to see the number of liberal arts colleges decline significantly over the next five years.								
%5 Strongly agree	16	15	17	24	3	18	19	16
%4	39	42	36	31	48	41	38	33
%3	30	29	32	26	41	25	35	30
%2	12	13	12	16	7	15	8	15
%1 Strongly disagree	2	1	3	2	0	1	0	6

LIBERAL ARTS EDUCATION (cont.)



Attitudes about liberal arts education have generally been stable in recent years. However, CAOs have become less likely over time to believe liberal arts education is in decline at all types of institutions in the U.S. In 2015, 49 percent agreed liberal arts education was in decline, compared with 36 percent who do so today.



At the same time, the percentage of provosts who expect the number of liberal arts colleges to decline significantly has been highly stable – registering 54 percent or 55 percent agreement each of the last four years.



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GENERAL EDUCATION REQUIREMENTS

College students are usually required to take some general education courses as part of their degree program, and chief academic officers believe such requirements are important. In fact, 93 percent agree general education is a crucial part of a college degree, with 63 percent agreeing strongly.

Given their strong endorsement of general education, it is not surprising that academic officers generally reject many of the criticisms of general education requirements. For example, 47 percent disagree while 31 percent agree that general education requirements have become too expansive. Sixty-eight percent agree that instructors are enthusiastic about teaching general education courses. And 47 percent agree while 18 percent disagree that students emerge from general education requirements with sufficient writing skills.

One facet of general education requirements that CAOs are less positive about is students' understanding of those requirements. Roughly as many academic officers disagree (29 percent) as agree (31 percent) that students at their college understand the purpose of general education requirements. Provosts at four-year public institutions are most skeptical that students understand the general education requirements.

Asked about the situation at their own college, 75 percent of CAOs are very satisfied or satisfied with their institution's general education program and requirements. Community college CAOs are most satisfied, with 84 percent expressing satisfaction, while public doctoral provosts are somewhat less satisfied at 61 percent.

Six in 10 chief academic officers indicate their college has recently evaluated the effectiveness of their general education requirements, while 19 percent disagree this has occurred at their college. These responses are generally similar by institution type.

How satisfied or dissatisfied are you with your institution's general education program and requirements?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Very satisfied	15	13	17	8	12	14	16	21
% Satisfied	60	65	53	53	59	70	54	46
% Dissatisfied	24	22	27	37	30	16	28	30
% Very dissatisfied	1	<1	2	2	0	0	3	2

GENERAL EDUCATION REQUIREMENTS (cont.)

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
General education is a crucial part of any college degree.								
%5 Strongly agree	63	60	68	61	63	59	67	77
%4	30	32	27	33	30	32	27	20
%3	6	6	4	6	6	6	5	2
%2	2	2	1	0	0	3	2	0
%1 Strongly disagree	<1	0	1	0	0	0	0	1
My college recently evaluated the effectiveness of our general education requirements.								
%5 Strongly agree	28	23	33	25	33	20	34	38
%4	33	34	32	31	30	36	24	40
%3	20	19	21	17	18	21	20	14
%2	15	18	10	18	19	17	16	5
%1 Strongly disagree	4	5	4	9	0	6	6	3
Students at my college understand the purpose of our general education requirements.								
%5 Strongly agree	5	4	7	6	3	4	11	6
%4	26	24	27	19	15	28	24	31
%3	40	39	41	38	44	37	38	38
%2	25	29	22	33	33	26	23	22
%1 Strongly disagree	4	5	3	4	5	5	4	4

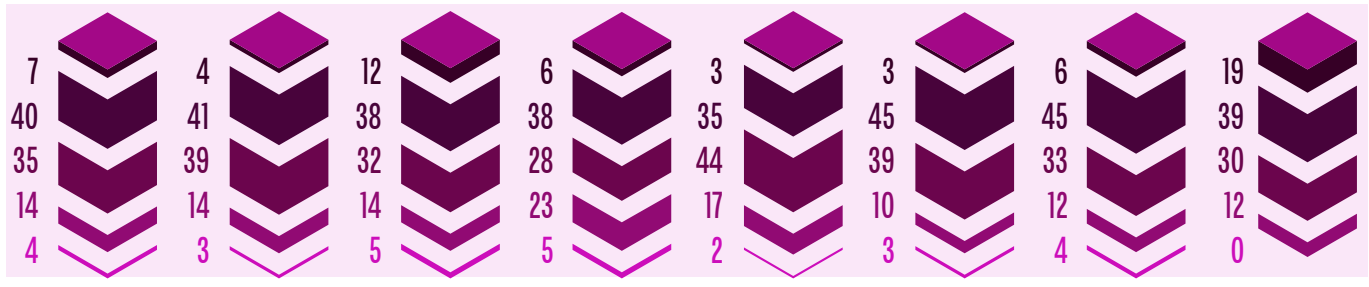
GENERAL EDUCATION REQUIREMENTS (cont.)

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Faculty members at my college are enthusiastic about teaching courses that are part of our general education requirements.								
%5 Strongly agree	22	23	21	3	8	33	11	25
%4	46	49	42	47	45	51	46	40
%3	23	20	26	38	32	12	30	23
%2	8	8	10	12	16	4	9	13
%1 Strongly disagree	1	1	1	0	0	1	3	0
Students at my college emerge from general education courses with sufficient writing skills.								
%5 Strongly agree	7	4	12	6	3	3	6	19
%4	40	41	38	38	35	45	45	39
%3	35	39	32	28	44	39	33	30
%2	14	14	14	23	17	10	12	12
%1 Strongly disagree	4	3	5	5	2	3	4	0
Students at my college understand the purpose of our general education requirements.								
%5 Strongly agree	5	4	7	6	3	4	11	6
%4	26	24	27	19	15	28	24	31
%3	40	39	41	38	44	37	38	38
%2	25	29	22	33	33	26	23	22
%1 Strongly disagree	4	5	3	4	5	5	4	4
General education requirements have become too expansive.								
%5 Strongly agree	10	10	10	26	3	9	11	9
%4	21	22	20	14	31	19	24	23
%3	23	24	20	17	25	25	25	13
%2	30	26	35	27	25	26	31	37
%1 Strongly disagree	17	19	15	16	16	21	9	18

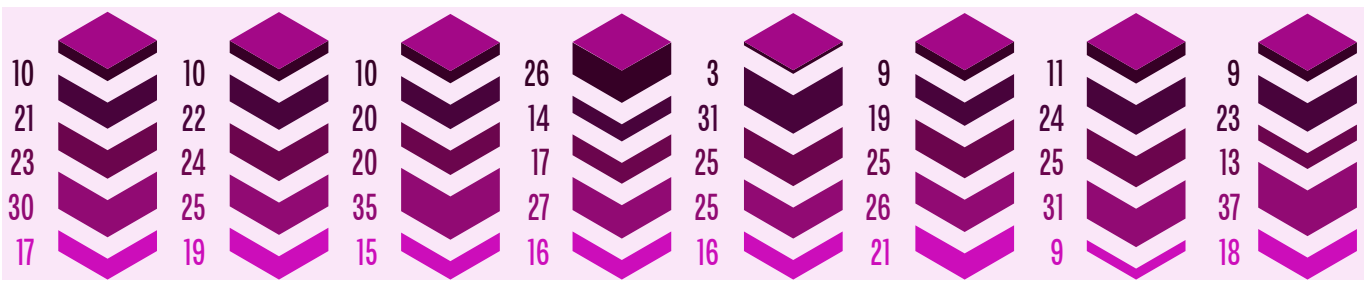
GENERAL EDUCATION REQUIREMENTS (cont.)

All Institutions, by Sector			Public			Private Nonprofit	
All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.

Students at my college emerge from general education courses with sufficient writing skills.



General education requirements have become too expansive.



Strongly agree

Strongly disagree

DECLINES IN MAJORS AND ACADEMIC DEPARTMENTS

A recent trend in higher education has been for colleges to eliminate majors or departments, particularly in the humanities and other liberal arts disciplines and especially at small private colleges or regional public universities. Seventy-two percent of chief academic officers express concern about this trend, including 25 percent who say they are very concerned. Private baccalaureate CAOs express somewhat greater concern than do academic officers at other types of institutions.

Slightly more than one in three CAOs, 37 percent, report their college has cut majors or departments in the past two years, including close to half of community college chief academic officers (46 percent). Provosts at colleges that have cut programs are more likely to say they are concerned (55 percent) than not concerned (45 percent) about these cuts. Nineteen percent say they are very concerned.

Many colleges - in particular regional public universities and small private colleges - have been eliminating majors or departments. Many of these majors and departments have been in the humanities and other traditional liberal arts disciplines.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
How concerned are you about the cuts in majors and departments in higher education generally?								
% Very concerned	25	24	28	21	24	26	25	35
% Somewhat concerned	47	46	50	49	63	38	47	56
% Not very concerned	22	24	18	24	10	28	24	7
% Not concerned at all	5	6	3	6	2	8	3	2
Has your college cut majors or departments in the last two years?								
% Yes	37	41	34	29	31	46	40	29
% No	63	59	66	71	69	54	60	71
How concerned are you about the cuts in majors and departments at your college?*								
% Very concerned	19	18	19	n/a	n/a	21	11	n/a
% Somewhat concerned	36	37	35	n/a	n/a	33	26	n/a
% Not very concerned	36	35	38	n/a	n/a	36	51	n/a
% Not concerned at all	9	10	8	n/a	n/a	11	12	n/a

*Asked of those whose institution has cut majors or departments in the last two years (n=160)

n/a=Not reported due to small sample size

Further probing academic officers' attitudes on college departments and majors, the survey finds 9 in 10 agreeing that high-quality undergraduate education requires healthy departments in fields such as English, history, political science and other liberal arts fields. Six in 10 strongly agree with that sentiment, including 82 percent of private baccalaureate CAOs.

DECLINES IN MAJORS AND ACADEMIC DEPARTMENTS (cont.)

CAOs also widely agree that politicians and board members are prioritizing STEM and professional programs over those that support general education – 78 percent agree while only 8 percent disagree.

One reason some of these traditional departments are being shut down is because of a lack of students majoring in those fields. But CAOs are more likely to disagree (41 percent) than to agree (29 percent) that the number of students majoring in a program is an appropriate way to determine which programs to cut. A majority of private baccalaureate academic officers do not think the number of students majoring is an appropriate way to decide on program cuts. Community college CAOs are divided, with 34 percent believing the number of students majoring is an appropriate criterion and 37 percent believing it is an inappropriate one.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
High quality undergraduate education requires healthy departments in fields such as English, history, political science and other liberal arts fields.								
%5 Strongly agree	60	58	65	75	52	57	62	82
%4	30	34	24	19	37	36	24	16
%3	7	7	8	4	10	6	10	1
%2	2	1	2	2	1	1	3	1
%1 Strongly disagree	1	0	1	0	0	0	2	0
Politicians and board members are prioritizing stem and professional programs over those that support general education.								
%5 Strongly agree	32	38	26	36	38	38	19	33
%4	46	42	51	48	43	40	60	48
%3	14	13	16	11	14	13	16	10
%2	6	6	5	4	4	8	5	7
%1 Strongly disagree	2	2	2	0	2	1	0	1
The number of students majoring in a program is an appropriate way to determine which departments to cut.								
%5 Strongly agree	4	2	4	2	3	2	5	2
%4	25	29	18	28	19	32	20	16
%3	30	30	32	28	38	29	30	32
%2	26	26	28	21	29	26	27	30
%1 Strongly disagree	15	12	19	21	11	11	19	21

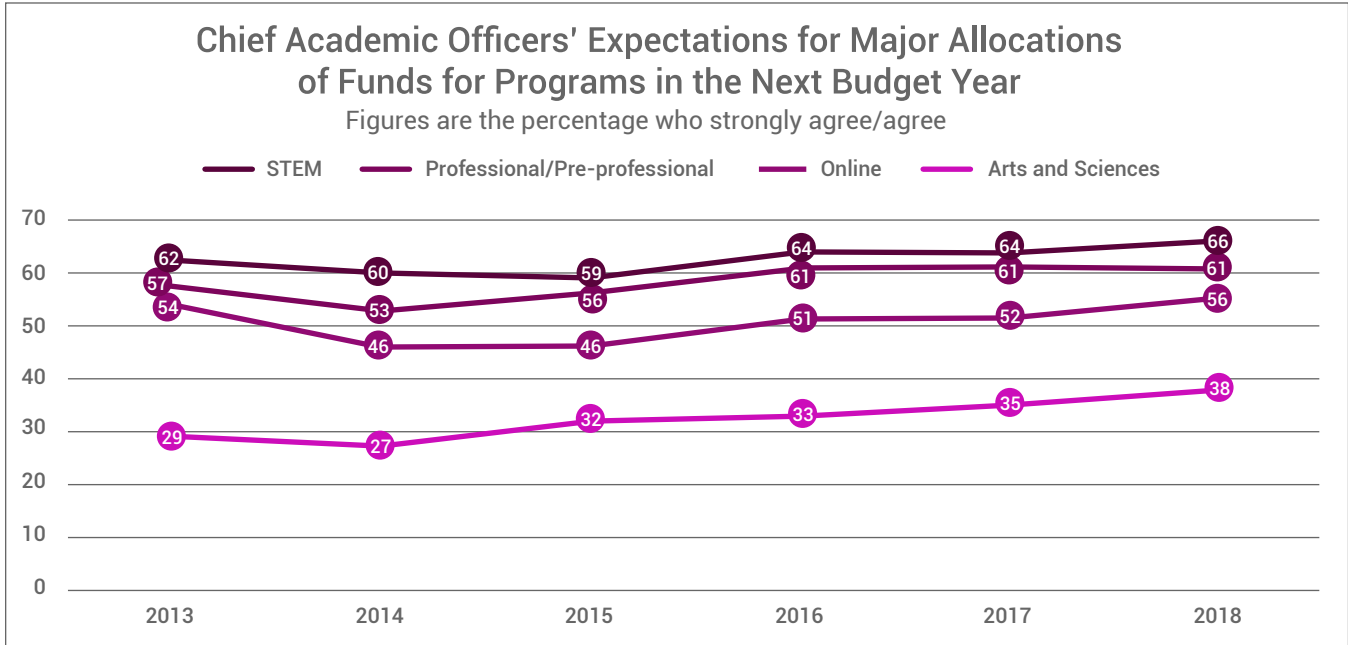
DECLINES IN MAJORS AND ACADEMIC DEPARTMENTS (cont.)

CAOs are less likely to predict that arts and sciences programs will receive major allocation of funds than to think other programs will in the next budget year. Thirty-eight percent strongly agree or agree their college will make major allocations to arts and sciences programs, compared with 66 percent who say the same about STEM fields, 61 percent about professional or pre-professional programs, and 56 percent about online programs.

I anticipate major allocation of funds to the following categories in the next budget year.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Arts and sciences programs								
%5 Strongly agree	14	13	16	11	16	13	19	15
%4	24	22	26	23	18	23	30	18
%3	34	36	32	40	44	32	24	40
%2	17	20	13	10	17	23	14	14
%1 Strongly disagree	11	9	13	16	5	10	13	13
Professional or pre-professional programs								
%5 Strongly agree	24	21	28	7	22	24	37	20
%4	37	40	35	40	32	43	40	26
%3	23	23	23	28	33	18	16	33
%2	8	10	6	15	6	11	4	8
%1 Strongly disagree	8	7	8	10	8	5	3	14
Online programs								
%5 Strongly agree	24	24	22	26	18	25	29	12
%4	32	35	27	33	39	34	33	16
%3	22	23	20	22	28	22	22	20
%2	11	12	10	19	7	12	9	11
%1 Strongly disagree	12	6	21	0	8	7	8	41
STEM fields								
%5 Strongly agree	27	26	28	11	29	27	30	33
%4	39	42	35	57	42	40	41	24
%3	22	22	23	18	25	21	19	28
%2	6	6	7	15	0	6	8	3
%1 Strongly disagree	5	5	7	0	4	6	1	12

DECLINES IN MAJORS AND ACADEMIC DEPARTMENTS (cont.)

This question has been asked in each chief academic officers survey since 2013, and arts and sciences have consistently lagged behind the other fields. However, the percentage expecting major allocations in arts and sciences this year is the highest measured to date.



Seventy-two percent of chief academic officers expect to increase their emphasis on cutting underperforming academic programs in the coming year, a figure in line with prior years' surveys. Eight in 10 community college CAOs expect to increase their emphasis on cutting underperforming academic programs, but only 55 percent of private baccalaureate academic officers will do the same.

DECLINES IN MAJORS AND ACADEMIC DEPARTMENTS (cont.)

Among 14 cost-saving strategies assessed in the survey, CAOs are most likely over the next year to emphasize increasing collaboration with other colleges and universities (90 percent) and funding programs based on the alignment with their mission (89 percent). Eighty-three percent say they will increase their emphasis on expanding online programs and offerings. A majority of 69 percent also plan to increase their emphasis on dismissing underperforming faculty members. Half expect to increase their focus on promoting retirement of older professors.

Chief academic officers are less likely to indicate they will have an increased emphasis on using part-time faculty (38 percent), dismissing underperforming tenured faculty members (31 percent), increasing teaching loads for full-time faculty members (21 percent), using outside providers to expand online programs (21 percent), altering the tenure policy (19 percent) and outsourcing some instructional services (18 percent). Academic officers are least likely to say they will have an increased emphasis on changing the institution's academic mission (6 percent) or cutting athletic programs (6 percent).

Please indicate whether you plan to INCREASE emphasis on the following practices at your institution over the next year.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Increasing collaboration with other colleges and universities								
% Yes	90	92	85	86	88	95	84	89
% No	10	8	15	14	12	5	16	11
Funding programs based on the alignment with our mission								
% Yes	89	88	89	92	82	91	93	84
% No	11	12	11	8	18	9	7	16
Expanding online programs and offerings								
% Yes	83	89	76	100	89	87	86	61
% No	17	11	24	0	11	13	14	39
Cutting underperforming academic programs								
% Yes	72	75	67	70	63	80	74	55
% No	28	25	33	30	37	20	26	45
Dismissing underperforming faculty members								
% Yes	69	68	70	73	61	69	72	58
% No	31	32	30	27	39	31	28	42
Promoting retirement of older professors								
% Yes	50	43	61	64	42	40	66	60
% No	50	57	39	36	58	60	34	40

DECLINES IN MAJORS AND ACADEMIC DEPARTMENTS (cont.)

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Increasing use of part-time faculty members								
% Yes	38	39	33	24	31	46	35	32
% No	62	61	67	76	69	54	65	68
Dismissing underperforming tenured faculty members								
% Yes	31	33	27	39	21	36	26	28
% No	69	67	73	61	79	64	74	72
Increasing teaching loads for full-time faculty members								
% Yes	21	22	20	41	17	20	22	14
% No	79	78	80	59	83	80	78	86
Using outside providers to expand online programs								
% Yes	21	18	25	47	24	10	33	23
% No	79	82	75	53	76	90	67	77
Altering the tenure policy								
% Yes	19	21	17	42	19	15	18	12
% No	81	79	83	58	81	85	82	88
Outsourcing some instructional services								
% Yes	18	15	22	10	18	15	25	16
% No	82	85	78	90	82	85	75	84
Changing the academic mission of the institution								
% Yes	6	8	4	6	5	9	6	2
% No	94	92	96	94	95	91	94	98
Cutting athletics programs								
% Yes	6	5	5	3	2	6	6	6
% No	94	95	95	97	98	94	94	94

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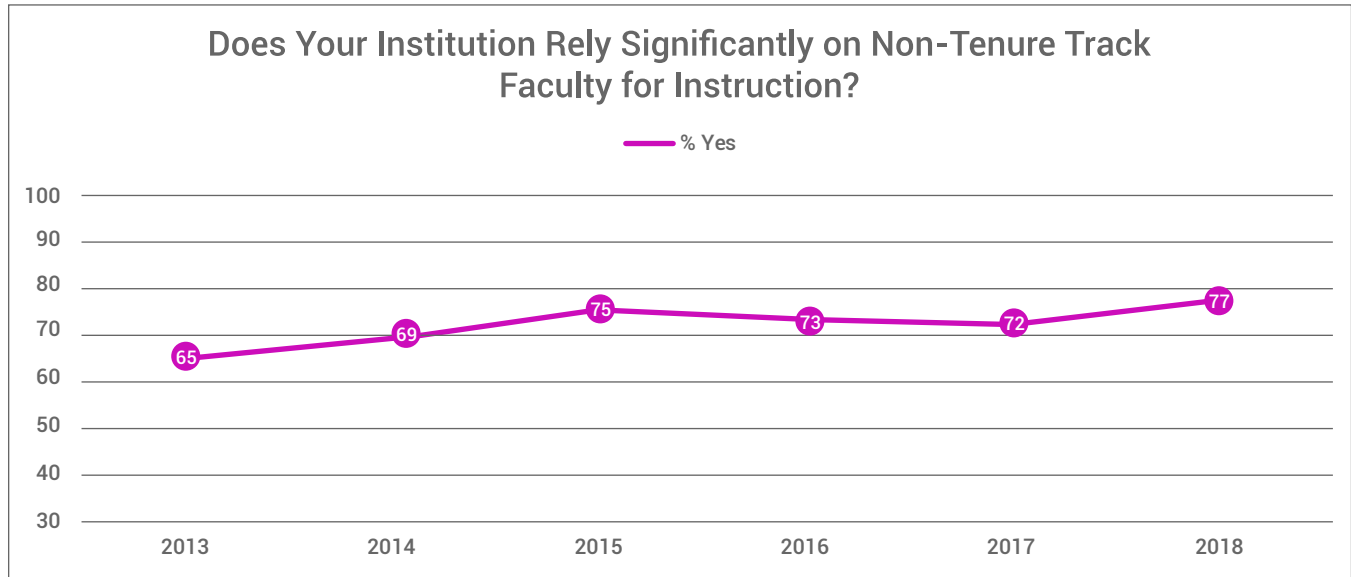
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THE FACULTY AND TENURE

Three-quarters of chief academic officers, 77 percent, say their college relies significantly on non-tenure track faculty for instruction. This is the highest percentage measured to date, and up from 65 percent in 2013.



More than 8 in 10 chief academic officers at public doctoral, public associate, and private doctoral or master's institutions indicate their college relies significantly on non-tenure track faculty. The approach is less common at private baccalaureate colleges, as 43 percent of provosts at those types of institutions say their college relies significantly on non-tenure track faculty to teach courses.

Most CAOs, 66 percent, expect their institution will be as reliant on non-tenure track faculty in the future as they are today. But consistent with the recent trends, a greater percentage of provosts believe their college will become more reliant (26 percent) than less reliant (8 percent). These attitudes are similar among academic officers at all types of institutions.

CAOs are roughly twice as likely to agree (45 percent) as to disagree (24 percent) that graduate programs are admitting more Ph.D. students than they should, given the current job market. A majority of private baccalaureate provosts, 55 percent, agree.

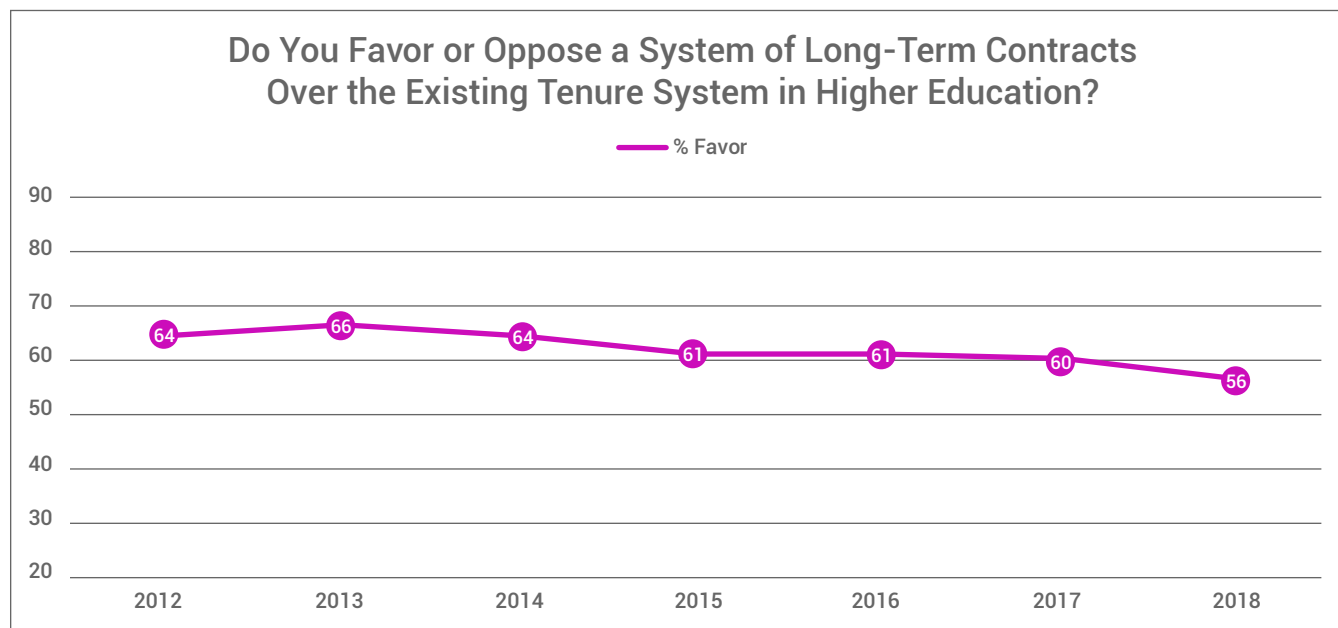
For the most part, academic officers expect tenure policies to remain as they are. Seventy-eight percent strongly agree or agree that tenure remains important and viable at their institution. This includes more than 90 percent of provosts at public doctoral and public master's and baccalaureate institutions. In recent years, there has been a slight uptick in the percentage of CAOs who believe tenure remains important and viable at their college – the 78 percent who do so today is up from 71 percent two years ago and is the highest measured to date.

Very few CAOs, 10 percent, strongly agree or agree that professors can earn tenure based on research success even if they are known to be ineffective teachers – 81 percent strongly disagree or disagree this occurs at their institution.

THE FACULTY AND TENURE (cont.)

One alternative to tenure is to give professors a series of long-term contracts. Academic officers are more inclined to favor (56 percent) than to oppose (44 percent) such an approach, with community college CAOs most supportive (67 percent are in favor) and public doctoral provosts least supportive (33 percent).

This marks the first year that less than 60 percent favor a series of long-term contracts. As recently as 2013, 66 percent favored the idea. A year ago, 60 percent did.



Next are some items about faculty members at higher education institutions.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Tenure remains important and viable at my institution.								
%5 Strongly agree	14	13	16	11	16	13	19	15
%4	24	22	26	23	18	23	30	18
%3	34	36	32	40	44	32	24	40
%2	17	20	13	10	17	23	14	14
%1 Strongly disagree	11	9	13	16	5	10	13	13

THE FACULTY AND TENURE (cont.)

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Does your institution rely significantly on non-tenure track faculty for instruction?								
% Yes	77	82	69	85	72	83	82	43
% No	23	18	31	15	28	17	18	57
In the future, do you anticipate that your institution will become more reliant, less reliant or will it be about as reliant as it is today on non-tenure track faculty members for instruction?								
% Less reliant on non-tenure track faculty members	8	8	8	4	10	10	8	10
% As reliant as it is today on non-tenure track faculty members	66	66	66	63	62	67	66	63
% More reliant on non-tenure track faculty members	26	26	26	33	28	23	26	27
Do you favor or oppose a system of long-term contracts over the existing tenure system in higher education?								
% Favor	56	56	55	33	45	67	61	42
% Oppose	44	44	45	67	55	33	39	58
Faculty members at my institution can earn tenure based on research success, even if they are known to be ineffective teachers.								
%5 Strongly agree	5	6	4	0	2	10	3	2
%4	5	4	6	11	1	4	7	2
%3	9	10	6	21	14	3	9	0
%2	18	24	11	43	25	12	12	13
%1 Strongly disagree	63	56	73	25	57	71	69	83
Graduate programs at higher education institutions in this country are admitting more Ph.D. students than they should, given the current job market.								
%5 Strongly agree	15	14	16	13	12	16	16	18
%4	30	29	31	24	35	27	26	37
%3	31	32	29	39	29	32	33	22
%2	16	16	16	18	17	14	16	16
%1 Strongly disagree	8	9	8	6	7	11	8	7

Asked about the relative importance of the faculty's primary roles, chief academic officers are much more inclined to say teaching is more important than to say research is. Eighty-two percent say teaching is more important, including 64 percent who say it is much more important. Just 5 percent say research is more important, while 13 percent regard them as equally important.

THE FACULTY AND TENURE (cont.)

Attitudes differ sharply among academic officers at various institutions in ways that might be expected. Fully 92 percent of community college CAOs say teaching is *much* more important than research. Majorities of private college provosts share this view. In contrast, a majority of public doctoral university provosts say teaching and research are equally important. And twice as many public doctoral provosts say research is important as say teaching is, 30 percent to 14 percent.

Which comes closest to your view about faculty roles at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Teaching is much more important than research	64	67	58	0	49	92	55	60
% Teaching is somewhat more important than research	18	15	24	14	37	6	26	27
% Teaching and research are equally important	13	13	13	56	13	2	12	12
% Research is somewhat more important than teaching	4	4	3	28	0	0	4	1
% Research is much more important than teaching	1	<1	2	2	0	0	2	0

CAOs' views contrast with those of faculty members. According to a 2018 *Inside Higher Ed* survey of college faculty members, 51 percent of faculty members say teaching is more important than research, while 27 percent say they are equally important and 22 percent say research is more important.

	Chief Academic Officers	Faculty Members
% Teaching is much more important than research	64	34
% Teaching is somewhat more important than research	18	17
% Teaching and research are equally important	13	27
% Research is somewhat more important than teaching	4	11
% Research is much more important than teaching	1	11

As with chief academic officers, faculty members at public doctoral universities are much more inclined than those at other institutions to say research is more important than teaching, and community college instructors are most likely to say teaching matters more.

Academic officers believe faculty members at their institution have many opportunities for professional development. More than 9 in 10 CAOs say their college currently offers professional development for teaching with technology (95 percent), promoting student success (94 percent) and promoting active teaching techniques (92 percent). Eighty-four percent say their institution offers professional development for using assessment systems. Nearly all CAOs who say their institution does not offer these various professional development opportunities would like their institution to offer them.

THE FACULTY AND TENURE (cont.)

One professional development opportunity that is less common is measuring the effectiveness of digital tools. Fifty-one percent of CAOs say their college offers development in this area. An additional 28 percent say their college does not, but would like it to do so.

Does your institution currently offer professional development for faculty members in each of the following areas?								
Would you like your institution to offer professional development for faculty members in these areas?*								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Teaching with technology								
% Yes, offers	95	98	90	100	100	98	93	88
% No, would like to offer	4	2	8	0	0	2	6	10
% No, would not like to offer	1	0	1	0	0	0	1	2
Promoting student success								
% Yes, offers	94	97	89	98	97	96	84	95
% No, would like to offer	6	3	10	2	3	4	15	4
% No, would not like to offer	<1	0	1	0	0	0	1	1
Promoting active teaching techniques								
% Yes, offers	92	93	90	98	90	94	86	94
% No, would like to offer	7	6	9	2	8	6	13	6
% No, would not like to offer	1	1	1	0	2	0	1	0
Using assessment systems								
% Yes, offers	84	88	76	90	93	88	84	67
% No, would like to offer	11	9	15	9	7	9	9	23
% No, would not like to offer	4	2	6	2	0	3	4	11
% No opinion	1	<1	2	0	0	1	4	0
Measuring the effectiveness of digital tools								
% Yes, offers	51	55	45	82	61	47	50	34
% No, would like to offer	28	26	30	18	19	31	31	41
% No, would not like to offer	10	9	11	0	4	13	7	12
% No opinion	11	9	13	0	16	9	12	12

*Asked of those whose institution does not offer the professional development opportunity

SEXUAL MISCONDUCT

Over the past year, frequent allegations of sexual harassment have been made against high-profile people in politics, business and entertainment. Higher education has not been immune: 46 percent of chief academic officers say there have been allegations of sexual misconduct against faculty members at their institution in the past year. CAOs report they were not surprised by the number of sexual harassment cases in the past year – 26 percent strongly agree or agree they were surprised, while 52 percent strongly disagree or disagree. Nearly 7 in 10, 69 percent, say that higher education has tolerated sexual harassment for too long.

Academic officers generally favor tough policies to prevent sexual harassment. Eighty percent believe colleges should bar all romantic relationships between faculty members and students, with 57 percent agreeing strongly. Eighty-eight percent say a finding of sexual harassment is grounds for dismissing a tenured faculty member; 68 percent strongly agree. However, provosts divide evenly as to whether colleges should make public findings of sexual harassment against faculty members – 36 percent agree colleges should and 35 percent disagree.

CAOs are positive about their own institution's approach to sexual misconduct. Just 13 percent strongly agree or agree while 77 percent disagree, 50 percent strongly, that their institution has tolerated sexual harassment by faculty members for too long. Eighty-eight percent agree their college has clear policies in place to prevent sexual harassment by faculty members, and 89 percent say their institution responds effectively and fairly to allegations of sexual harassment.

A majority of academic officers, 58 percent, agree their college bars romantic relationships between faculty members and students; 30 percent disagree this is the case at their institution. Private college CAOs are more likely than public college provosts to agree their college bars faculty-student romantic relationships, 65 percent to 53 percent.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Have there been allegations of sexual harassment against any faculty members at your college in the past year?								
% Yes	46	48	44	90	48	37	57	31
% No	54	52	56	10	52	63	43	69

SEXUAL MISCONDUCT (cont.)

Many colleges have recently dealt with allegations of faculty members abusing their positions to sexually harass or assault junior colleagues or students.

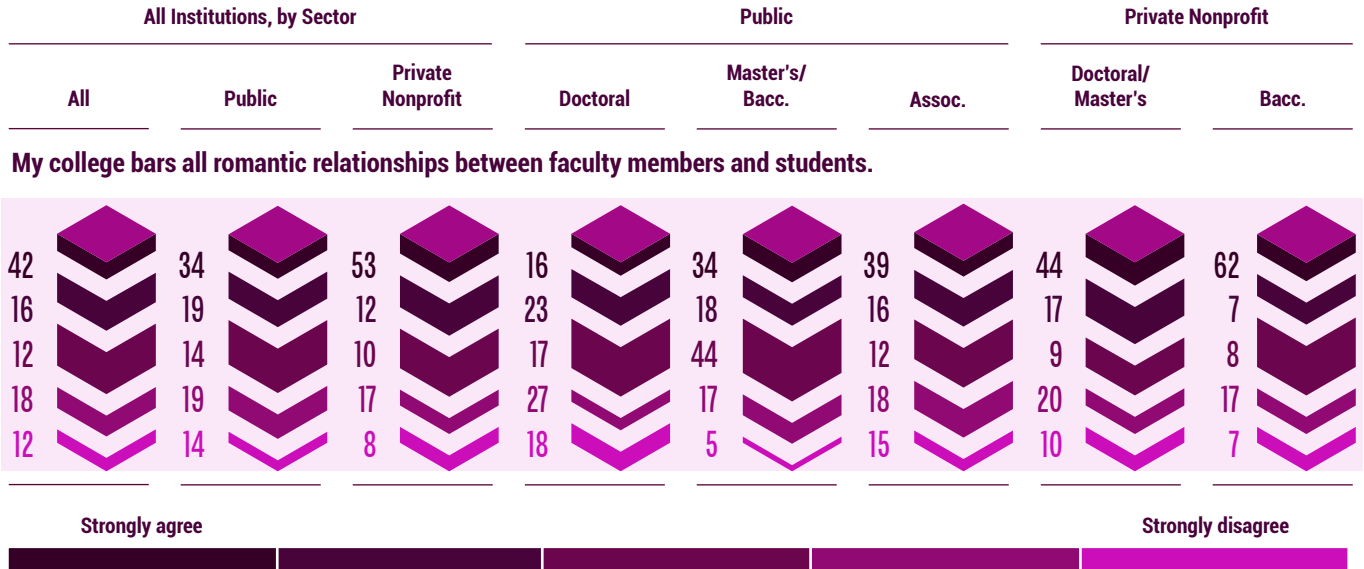
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
I am surprised by the number of cases of alleged or actual sexual harassment that have emerged in the past year.								
%5 Strongly agree	8	10	6	8	9	12	5	8
%4	18	21	13	19	18	22	13	9
%3	22	22	23	17	23	23	26	23
%2	30	29	32	40	37	22	35	29
%1 Strongly disagree	22	19	25	15	13	22	21	30
Higher education has tolerated sexual harassment by faculty members for too long.								
%5 Strongly agree	36	36	35	43	39	33	41	31
%4	33	30	38	27	31	31	35	35
%3	21	21	21	22	23	21	16	29
%2	7	9	5	7	6	11	6	2
%1 Strongly disagree	3	4	1	0	2	4	1	2
I believe colleges should bar all romantic relationships between faculty members and students.								
%5 Strongly agree	57	51	66	48	40	55	59	74
%4	23	26	20	27	35	23	24	16
%3	11	14	6	12	14	15	6	5
%2	7	7	7	9	9	6	10	4
%1 Strongly disagree	1	2	1	3	2	2	1	1
A finding of sexual harassment by a tenured faculty member should be treated as grounds for dismissal.								
%5 Strongly agree	68	67	71	62	56	72	69	70
%4	20	21	18	23	28	18	17	21
%3	9	9	8	11	13	7	11	8
%2	1	2	1	4	3	1	1	1
%1 Strongly disagree	1	1	1	0	0	2	2	0

SEXUAL MISCONDUCT (cont.)

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
When a faculty member is found responsible for sexual harassment, the college should make that finding public.								
%5 Strongly agree	14	16	12	19	11	17	11	9
%4	22	25	18	17	30	24	14	23
%3	29	30	28	36	29	29	32	27
%2	22	17	30	21	19	15	29	30
%1 Strongly disagree	13	13	12	8	11	16	13	11
My institution has tolerated sexual harassment by faculty members for too long.								
%5 Strongly agree	6	6	6	11	6	5	7	6
%4	7	7	6	15	9	4	6	6
%3	11	12	10	10	12	13	11	10
%2	27	21	35	35	29	15	32	41
%1 Strongly disagree	50	53	44	28	44	63	44	37
My college has clear policies in place to prevent sexual harassment by faculty members.								
%5 Strongly agree	62	63	61	67	51	67	60	58
%4	26	25	29	27	40	19	33	30
%3	7	9	4	6	6	10	2	9
%2	4	3	5	0	4	4	3	3
%1 Strongly disagree	1	1	1	0	0	1	3	0
My college responds effectively and fairly to allegations of sexual harassment.								
%5 Strongly agree	56	56	56	53	42	63	54	55
%4	33	32	35	39	42	26	36	40
%3	8	9	7	2	11	10	8	4
%2	2	3	1	6	5	1	1	1
%1 Strongly disagree	<1	<1	<1	0	0	1	1	0

SEXUAL MISCONDUCT (cont.)



Female and male chief academic officers generally answer the questions similarly, as do younger and older CAOs. There is a modest gender difference with respect to whether higher education has tolerated sexual harassment for too long — 76 percent of female CAOs and 62 percent of their male counterparts agree.

The survey was conducted shortly after the U.S. Senate confirmed Brett Kavanaugh's nomination to the Supreme Court as he faced allegations of past sexual assault. Fifty-nine percent of academic officers indicate they are concerned about backlash against colleges' efforts to prevent sexual assault and sexual harassment in light of the Kavanaugh case. Sixty-three percent of female chief academic officers and 54 percent of male CAOs are very or somewhat concerned about such a backlash.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
In light of the debate about Brett Kavanaugh's confirmation to the Supreme Court, how concerned are you that there will be a backlash against colleges' efforts to prevent sexual assault and sexual harassment?								
% Very concerned	28	29	28	34	39	25	29	28
% Somewhat concerned	31	27	36	41	22	27	39	40
% Not very concerned	25	26	22	17	30	26	19	22
% Not concerned at all	16	17	14	8	9	22	13	10

COMPETENCY-BASED EDUCATION

Chief academic officers are generally supportive of competency-based education, with 79 percent in favor of the approach. Support for competency-based education has been near 80 percent among CAOs for the past five years.

At the same time, only about half of academic officers (52 percent) indicate their institution awards academic credit based on demonstrated competence, though this is up from 44 percent in 2014. Public institution academic officers (63 percent) are much more likely than private institution provosts (36 percent) to say their college offers competency-based education. Community college academic officers are especially likely to indicate students at their college can earn credits based on demonstrated competence, with 72 percent saying so.

About one-third of CAOs (37 percent) whose institution does not currently offer competency-based education say their college is exploring the option. Of these, 65 percent say their college is likely to implement a competency-based approach in some programs in the near future, though only 6 percent say it is very likely.

As you may know, some higher education institutions are awarding academic credit based on demonstrated competence in the content area in lieu of course completion.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Do you favor or oppose the awarding of academic credit based on demonstrated competence?								
% Favor	79	87	66	74	91	89	72	55
% Oppose	21	13	34	26	9	11	28	45
Does your institution award academic credit based on demonstrated competence?								
% Yes	52	63	36	37	60	72	44	25
% No	48	37	64	63	40	28	56	75
Is your institution currently exploring a competency-based education approach for some programs?*								
% Yes	37	48	26	n/a	n/a	45	30	20
% No	63	52	74	n/a	n/a	55	70	80
How likely is your institution to implement a competency-based education approach in the near future for some programs?*								
% Very likely	6	7	5	n/a	n/a	n/a	n/a	n/a
% Likely	59	56	61	n/a	n/a	n/a	n/a	n/a
% Unlikely	35	37	34	n/a	n/a	n/a	n/a	n/a
% Very unlikely	0	0	0	n/a	n/a	n/a	n/a	n/a

*Asked of those whose institution does not award credit for demonstrated competence (n=226)

**Asked of those whose institution does not award credit for demonstrated competence but is exploring doing so (n=74)

n/a=Not reported due to small sample size

COMPETENCY-BASED EDUCATION (cont.)

Consistent with their generally positive attitudes about competency-based education, chief academic officers agree it should be easier for students to earn credits and degrees based on what they have learned rather than time spent in the classroom. Sixty percent agree with this sentiment, while 14 percent disagree. Private baccalaureate college CAOs, who are least positive toward competency-based education, are divided in their views — 32 percent agree it should be easier for students to earn credits by demonstrating competence while 33 percent disagree.

CAOs also tend to believe competency-based education can save students considerable money, with 53 percent agreeing and 11 percent disagreeing with this idea.

More provosts disagree (41 percent) than agree (33 percent) that competency-based education may be damaging to general education. Public and private institution academic officers have divergent views on this matter, with nearly twice as many private CAOs (48 percent) as public CAOs (25 percent) agreeing.

Again, using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
It should be easier for students to earn credits and degrees based on what they have learned, not just time in the classroom.								
%5 Strongly agree	23	29	13	9	14	36	18	4
%4	37	39	35	44	35	40	37	28
%3	26	25	28	32	40	18	22	35
%2	12	7	19	8	11	5	18	28
%1 Strongly disagree	2	1	4	7	0	1	6	5
Competency-based education can save students considerable money.								
%5 Strongly agree	16	20	9	12	6	26	10	6
%4	37	37	37	28	39	38	37	37
%3	37	35	40	45	44	29	43	41
%2	9	7	12	12	8	5	7	14
%1 Strongly disagree	2	2	2	2	4	1	2	2
Competency-based education may be damaging to general education.								
%5 Strongly agree	7	4	13	7	3	4	12	17
%4	26	21	35	20	24	20	32	43
%3	26	29	21	37	35	24	29	19
%2	28	30	25	24	34	30	23	18
%1 Strongly disagree	13	16	6	11	4	23	4	3

ASSESSMENT EFFORTS

Colleges now commonly use assessment efforts to track how well they are fulfilling their various goals. Sixty-nine percent of chief academic officers say their institution makes effective use of data to measure student outcomes, essentially unchanged from 2016 (71 percent) and 2017 (70 percent). As in prior years, those working at public doctoral institutions are most likely to say their college effectively uses these data.

Does your institution make effective use of data used to measure student outcomes?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Yes	69	69	68	79	68	67	69	68
% No	31	31	32	21	32	33	31	32

Forty-eight percent of academic officers strongly agree or agree the growth of assessment systems has improved the quality of teaching and learning at their college; 16 percent disagree this has occurred.

Meanwhile, 52 percent of provosts, down slightly from 59 percent in 2016, say their college regularly uses data from assessments to change curriculum, teaching practices or student services. Thirty-eight percent of CAOs say assessment efforts have led to better use of technology in teaching and learning.

CAOs generally believe that faculty members regard assessment efforts as requiring a lot of work on their part – 73 percent hold this view, although that is down from 81 percent in 2016. Academic officers have mixed opinions about whether faculty value assessment efforts – 32 percent agree they do, 24 percent disagree and 43 percent are neutral.

Chief academic officers are more inclined to disagree (44 percent) than to agree (32 percent) that assessment efforts are primarily designed to keep politicians and accreditors happy as opposed to improving teaching and learning. Majorities of CAOs at public four-year colleges reject the idea that assessment efforts are primarily aimed at satisfying politicians and accreditors.

ASSESSMENT EFFORTS (cont.)

Most colleges have now been engaged in assessment of student learning for a number of years. Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
The growth of assessment systems has improved the quality of teaching and learning at my college.								
%5 Strongly agree	12	12	11	18	17	10	7	15
%4	36	38	34	35	44	37	35	25
%3	36	37	33	32	32	39	36	31
%2	11	8	16	12	8	7	15	21
%1 Strongly disagree	5	4	6	2	0	6	6	8
My college's use of assessment is more about keeping accreditors and politicians happy than it is about teaching and learning.								
%5 Strongly agree	9	10	6	5	9	12	6	7
%4	23	19	28	16	21	19	25	37
%3	25	25	25	21	15	30	32	18
%2	28	29	26	36	38	24	29	21
%1 Strongly disagree	16	16	15	22	17	15	8	17
My college regularly makes changes in the curriculum, teaching practices or student services based on what it finds through assessment.								
%5 Strongly agree	12	12	10	21	12	10	4	16
%4	40	40	40	21	40	43	47	32
%3	31	31	31	32	36	31	30	29
%2	14	14	14	26	12	12	14	14
%1 Strongly disagree	4	3	5	0	0	5	4	8
Faculty members value assessment efforts at my college.								
%5 Strongly agree	4	5	2	2	5	7	3	1
%4	28	27	31	32	28	26	24	29
%3	43	42	46	38	44	42	45	46
%2	19	21	15	28	20	19	22	14
%1 Strongly disagree	5	5	6	0	3	6	7	9

ASSESSMENT EFFORTS (cont.)

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Faculty members at my college view assessment as requiring a lot of work on their parts.								
%5 Strongly agree	30	32	28	26	25	36	26	34
%4	43	43	44	42	48	40	49	44
%3	20	22	18	31	22	20	15	17
%2	6	3	10	2	5	3	10	5
%1 Strongly disagree	1	1	1	0	0	1	0	0
At my college, assessment has led to better use of technology in teaching and learning.								
%5 Strongly agree	6	7	6	11	8	6	8	2
%4	32	35	26	33	32	36	24	20
%3	37	38	35	39	36	39	37	37
%2	20	16	25	15	22	13	22	28
%1 Strongly disagree	6	4	8	3	1	5	9	12

TEXTBOOKS

High-priced textbooks can add to the costs of a college education. Some colleges have sought ways to help students save money on textbooks. Academic officers are open to the idea of using open educational resources, at least in general education courses. Forty-nine percent agree and 19 percent disagree that free open educational resources are of sufficiently high quality that they should be used in most general education courses. Provosts at public institutions are much more positive about open education resources than are those at private institutions – 58 percent of public institution CAOs agree that open educational resources should be used, while 37 percent at private institutions share that view.

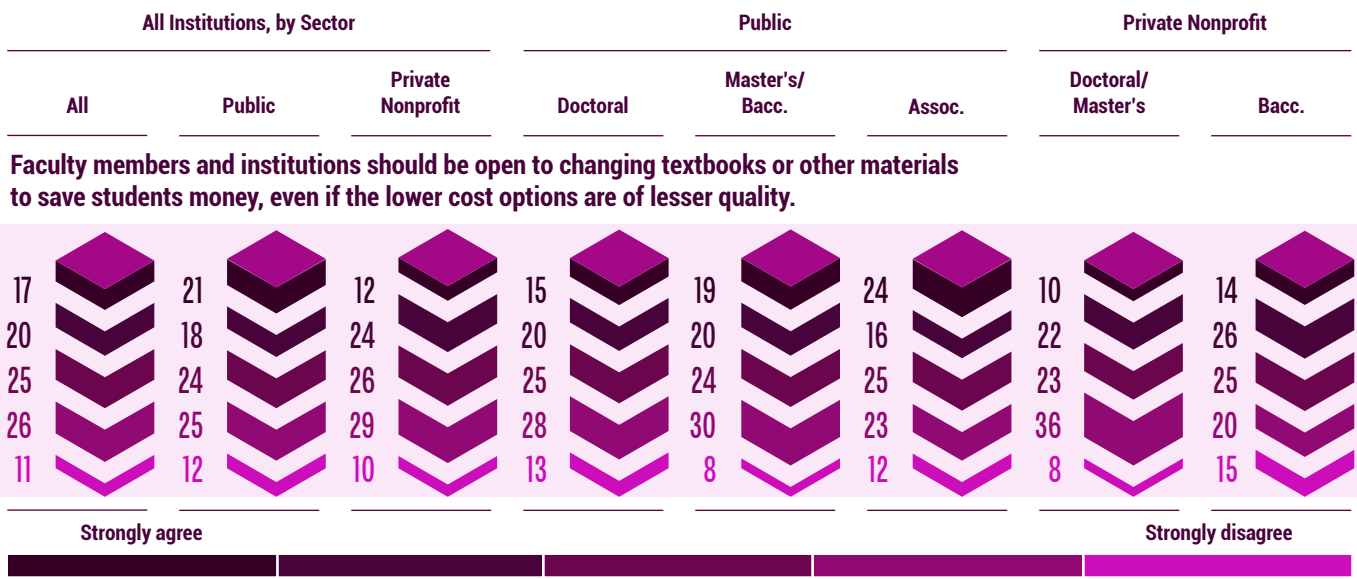
CAOs are also sympathetic to the idea of taking away some faculty member control over choosing course materials as a way of saving students money. Forty-six percent agree and 34 percent disagree that the need to save students money justifies some loss of faculty member control over course material selection. This represents a shift from a year ago, when CAOs were evenly divided in their views. Again, public college chief academic officers (51 percent) are more likely to favor this approach than are private college CAOs (36 percent).

CAOs are ambivalent about trading off quality for cost to save students money on textbooks. They are evenly divided in their agreement (37 percent) and disagreement (37 percent) as to whether faculty members and institutions should be open to changing textbooks to save students money, even if the lower-cost options are of lesser quality.

Also, 62 percent of academic officers agree that faculty members who write textbooks should never profit from sales of those books to students they teach. Fifty-nine percent say their institution allows faculty members to profit in this way, including 71 percent of CAOs at private institutions and 51 percent of those at public institutions. Provosts who work at institutions that do not allow their professors to profit from textbook sales to students are much more inclined to agree faculty members should not profit in this way (79 percent) than are CAOs who work at colleges that allow instructors to profit in that way (48 percent).

As you may know, many colleges, facing criticism because of the high prices of textbooks and other course materials, are considering alternatives.

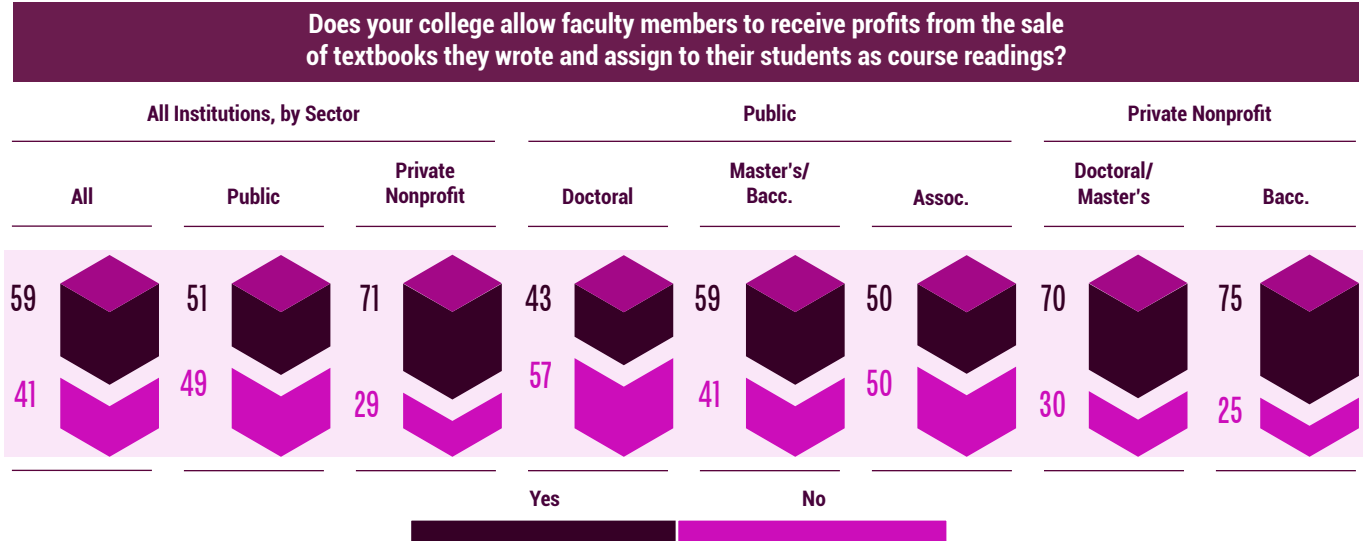
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.



TEXTBOOKS (cont.)

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Open educational resources, freely available online materials, are of sufficiently high quality that they should be used in most general education courses.								
%5 Strongly agree	18	21	15	6	19	24	20	10
%4	31	37	22	42	39	37	21	23
%3	31	26	39	33	27	25	36	41
%2	15	12	19	15	12	12	18	25
%1 Strongly disagree	4	3	6	4	2	2	5	1
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.								
%5 Strongly agree	13	15	8	10	5	19	6	10
%4	33	36	28	42	35	36	31	21
%3	21	20	23	14	37	15	27	19
%2	21	19	25	24	17	19	19	31
%1 Strongly disagree	13	10	15	10	7	11	17	18
Faculty members who are authors of books or materials should never profit from the sale of those books or materials to their own students.								
%5 Strongly agree	44	49	37	58	41	49	36	34
%4	18	16	19	7	16	19	19	18
%3	19	17	20	19	27	14	17	24
%2	14	13	16	13	14	12	22	15
%1 Strongly disagree	6	5	8	2	2	7	5	8

TEXTBOOKS (cont.)



Prior *Inside Higher Ed* surveys of faculty members and presidents have sought those groups' opinions about textbooks. Provosts are less likely than presidents, but more likely than faculty members, to agree that faculty members should be open to changing textbooks, even to lower-quality options, in order to save students money.

Also, many more chief academic officers and presidents agree than disagree that the need to help save students money is sufficient justification for loss of faculty control for choosing course materials. In contrast, faculty members are nearly three times as likely to disagree as to agree.

College Officials' Opinions About Textbooks			
	Chief Academic Officers	Faculty Members	Presidents
Faculty members and institutions should be open to changing textbooks or other materials to save students money, even if the lower cost options are of lesser quality.			
% Strongly agree/agree	37	32	44
% Strongly disagree/Disagree	37	49	34
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	50
% Strongly disagree/Disagree	34	60	29

n/a=Not asked

INCLUSIVITY, CIVIL DISCOURSE AND CIVIC ENGAGEMENT

One of the goals of higher education is to teach students to become civically minded and engaged in the community. Seventy-seven percent of academic officers strongly agree or agree their college actively works to promote civic engagement among students. They are somewhat less likely to say their college actively works to promote civil discourse among its students – 66 percent strongly agree or agree it does.

Slim majorities of CAOs strongly agree or agree their college is successful in ensuring most students are civically engaged (54 percent) and that most students practice civil discourse (52 percent).

All of these figures are down slightly from 2017, with the largest decline being a 10-point drop in the percentage agreeing their college is successful in ensuring most students are civically engaged.

Community college academic officers are significantly less likely than their peers to say their college promotes civic engagement and civil discourse, and to say that their college is successful in achieving these aims.

Successfully ensuring civic engagement and civil discourse is challenging in the current U.S. political environment, and CAOs acknowledge this. Eighty-one percent agree that the national political environment makes it more difficult to promote civic engagement and civil discourse.

In the past year, some educators have called for colleges to play more of a role in promoting inclusivity and civil discourse in society. Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
My college actively works to promote civic engagement among students.								
%5 Strongly agree	41	30	55	51	39	21	56	49
%4	36	41	32	35	45	40	34	35
%3	18	22	12	9	12	29	10	14
%2	4	6	1	5	2	8	0	2
%1 Strongly disagree	1	2	<1	0	1	2	0	0
My college is successful in ensuring civic engagement among most students.								
%5 Strongly agree	16	12	21	20	21	6	19	17
%4	38	30	48	44	35	25	52	49
%3	34	41	25	33	35	46	22	27
%2	11	15	5	3	8	21	5	6
%1 Strongly disagree	1	2	1	0	1	2	1	0

INCLUSIVITY, CIVIL DISCOURSE AND CIVIC ENGAGEMENT (cont.)

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
My college actively works to promote civil discourse by students.								
%5 Strongly agree	27	21	35	45	29	13	39	31
%4	39	43	35	40	46	42	38	36
%3	26	26	26	7	19	33	20	31
%2	6	7	4	7	6	8	3	3
%1 Strongly disagree	2	3	<1	0	0	4	0	0
My college is successful in ensuring civil discourse among most students.								
%5 Strongly agree	10	7	14	11	12	5	12	14
%4	42	39	45	59	38	35	56	40
%3	38	41	34	20	39	45	25	41
%2	8	10	5	9	7	12	6	5
%1 Strongly disagree	2	3	1	0	3	3	1	0
Efforts to promote civic engagement and civil discourse are made more difficult by the national political environment.								
%5 Strongly agree	52	43	64	63	43	37	67	73
%4	29	34	22	29	34	37	25	16
%3	12	13	10	9	13	14	4	7
%2	6	8	3	0	6	11	2	5
%1 Strongly disagree	1	1	1	0	3	1	2	0

INCLUSIVITY, CIVIL DISCOURSE AND CIVIC ENGAGEMENT (cont.)

Colleges' focuses on diversity and inclusion are aimed at making sure all students feel welcome on campus so they can thrive academically. Asked whether various groups of students feel welcome in classrooms on their campus, CAOs are most likely to say white students feel welcome and least likely to say political conservatives and racial and ethnic minorities do. Specifically, 93 percent of provosts strongly agree or agree white students feel welcome in classrooms on their campus. More than 8 in 10, 83 percent, say the same about politically liberal students. Slightly more than 6 in 10 say both conservatives (62 percent) and racial and ethnic minorities (62 percent) feel welcome in campus classrooms. Fewer academic officers this year than in 2017 agree that racial and ethnic minorities (70 percent) and conservatives (68 percent) feel welcome on their campus. There has been no change in views of whether whites and liberals feel welcome.

A notable difference by institution type is that community college CAOs, 73 percent, are most likely to think minority students feel welcome on their campus.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
White students generally feel welcome in classrooms on my campus.								
%5 Strongly agree	53	46	62	45	50	46	57	65
%4	40	46	32	54	43	45	37	30
%3	7	7	6	2	7	9	5	5
%2	<1	<1	1	0	0	1	1	0
%1 Strongly disagree	0	0	0	0	0	0	0	0
Liberal students generally feel welcome in classrooms on my campus.								
%5 Strongly agree	29	26	34	26	21	28	33	28
%4	54	58	50	60	60	56	52	51
%3	14	15	12	14	17	14	9	17
%2	3	2	4	0	2	2	4	4
%1 Strongly disagree	<1	0	1	0	0	0	1	0

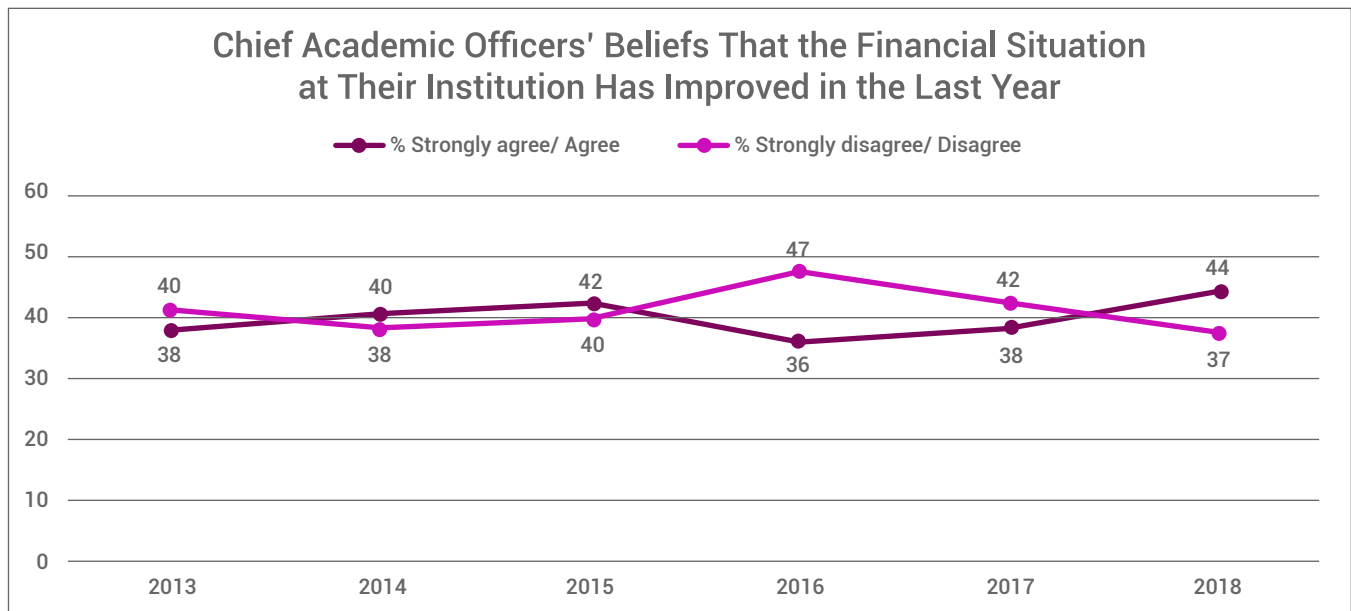
INCLUSIVITY, CIVIL DISCOURSE AND CIVIC ENGAGEMENT (cont.)



BUDGETS AND FINANCES

By 44 percent to 37 percent, CAOs are more likely to agree than to disagree that the financial situation at their institution has improved in the past year. Private college provosts are much more positive than public college peers, with 53 percent of the former and 39 percent of the latter agreeing their college's finances are better.

The 44 percent of CAOs who report a better financial situation is higher than it has been in prior years, although not by a large margin, with prior readings between 36 percent and 42 percent.



Ten years after the Great Recession, more CAOs still strongly disagree or disagree (46 percent) than strongly agree or agree (33 percent) that the economic downturn that occurred in 2008 is over at their institution. Still, the current attitudes represent an improvement over 2013 (when 58 percent disagreed and 23 percent agreed). Public and private CAOs have similar views on this matter.

Close to 9 in 10 CAOs, 87 percent, say that financial concerns are prevalent in their institution's discussions about launching new academic programs. Forty-six percent of academic officers say their institution used the economic downturn to make tough but necessary choices in their academic programming budgets. Two-thirds of CAOs (68 percent) say that most new funds for academic programs will have to come from reallocation of existing funds rather than from new revenues.

A 56 percent majority of provosts disagree their college needs to reduce the number of academic programs it offers by the end of the academic year; 25 percent agree. By 62 percent to 21 percent, CAOs disagree rather than agree their college is likely to reduce the number of academic programs it offers by the end of the year.

BUDGETS AND FINANCES (cont.)

Please respond to the following items about budgets and finances at higher education institutions.

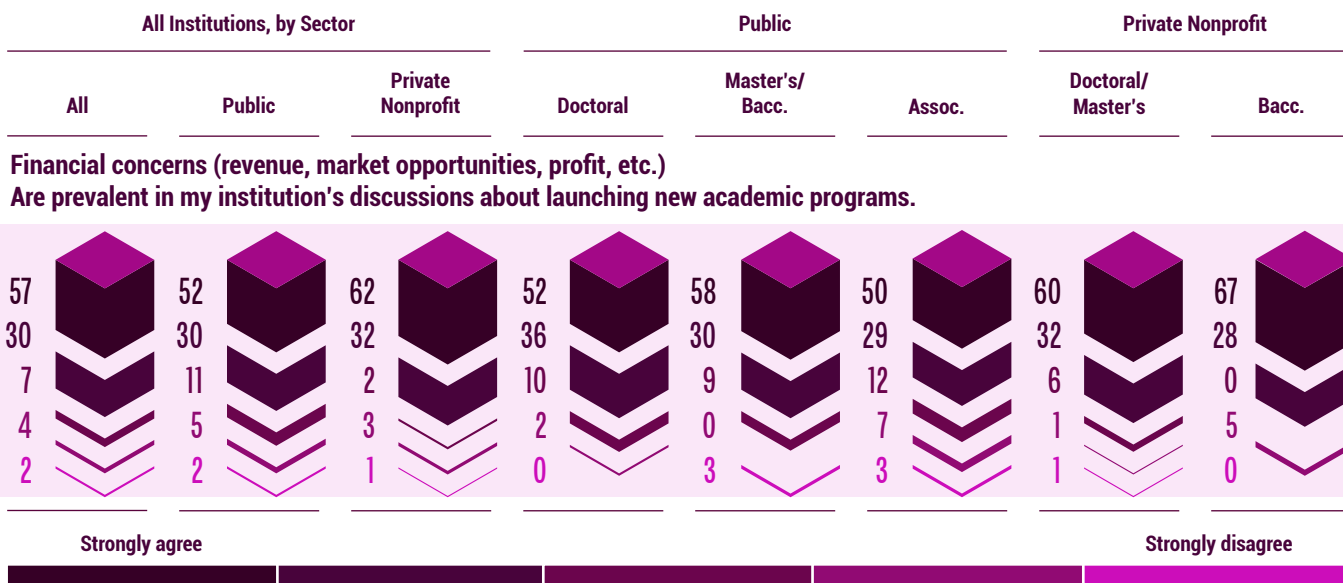
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Overall, the financial situation at my institution has improved in the last year.								
%5 Strongly agree	15	14	17	8	10	16	16	19
%4	29	25	36	32	24	23	33	36
%3	18	20	14	24	20	18	14	12
%2	21	23	20	18	22	25	20	19
%1 Strongly disagree	16	18	13	18	24	18	17	14
The economic downturn that started in 2008 is effectively over at my institution.								
%5 Strongly agree	14	14	14	11	15	14	11	13
%4	19	18	19	21	15	19	17	19
%3	22	23	21	18	17	24	19	16
%2	27	26	28	31	25	26	35	29
%1 Strongly disagree	19	20	18	19	29	17	18	24

BUDGETS AND FINANCES (cont.)

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Most new funds my institution will have to spend on academic programs will come from reallocation rather than new revenues.								
%5 Strongly agree	29	36	20	34	32	38	19	24
%4	39	36	43	35	40	34	39	46
%3	16	16	17	16	13	18	18	11
%2	11	8	15	9	8	8	15	12
%1 Strongly disagree	5	4	6	6	7	2	8	6
My institution used the economic downturn to make tough but necessary changes in our academic programming budgets.								
%5 Strongly agree	15	18	11	15	11	20	13	10
%4	31	28	34	28	28	29	35	25
%3	22	23	22	20	34	19	23	20
%2	22	21	22	29	17	21	18	31
%1 Strongly disagree	10	10	11	7	10	10	11	14
My institution <i>needs</i> to reduce the number of academic programs it offers by the end of the 2018-19 academic year.								
%5 Strongly agree	9	9	9	7	9	9	10	9
%4	16	18	13	14	13	20	18	10
%3	19	21	17	20	21	21	18	19
%2	25	25	24	40	33	20	28	20
%1 Strongly disagree	31	28	37	20	25	30	26	41
My institution is <i>likely</i> to reduce the number of academic programs it offers by the end of the 2018-19 academic year.								
%5 Strongly agree	6	5	8	4	5	5	11	6
%4	15	18	11	16	8	23	14	11
%3	16	17	14	11	28	15	14	16
%2	27	28	27	44	31	23	37	18
%1 Strongly disagree	35	32	40	25	28	35	25	49

BUDGETS AND FINANCES (cont.)



More CAOs disagree (42 percent) than agree (27 percent) their job is focused more on financial issues than on academic ones. The 27 percent who agree their job is more focused on financial issues than academic ones is down from 34 percent a year ago and 38 percent in 2016, and is the lowest measured to date. Private baccalaureate academic officers are the one group more inclined to say their job focuses more on financial issues than academic ones; 40 percent agree and 31 percent disagree this is the case.

CAOs tend to agree with the idea that there is a fundamental difference in perspective between administrators and faculty members — 51 percent strongly agree or agree while 22 percent strongly disagree or disagree.

The vast majority of provosts, 84 percent, agree they are glad they pursued administrative work. A majority of 54 percent strongly agree, including no less than 51 percent for CAOs at any type of institution.

BUDGETS AND FINANCES (cont.)

Again, using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
My job is more focused on financial and management issues than on academic issues.								
%5 Strongly agree	7	6	9	9	7	5	7	14
%4	20	22	20	12	20	24	19	26
%3	31	30	32	33	29	29	34	29
%2	26	27	25	25	32	25	24	27
%1 Strongly disagree	16	16	14	20	11	16	16	4
There is a fundamental difference in perspective between faculty members and administrators.								
%5 Strongly agree	15	15	14	10	15	16	14	14
%4	36	37	35	37	37	37	30	44
%3	27	26	28	32	25	26	28	23
%2	16	14	20	13	23	11	23	17
%1 Strongly disagree	6	8	4	8	1	11	5	3
I am glad I pursued administrative work.								
%5 Strongly agree	54	53	55	61	53	51	60	51
%4	30	32	28	25	34	33	29	29
%3	13	11	15	14	8	12	10	16
%2	3	3	2	0	5	3	1	4
%1 Strongly disagree	1	1	1	0	0	1	0	0

INSTITUTION AND PERSONAL DEMOGRAPHICS

What is your age?	% Overall
Younger than 30	0
30 to 39	2
40 to 49	17
50 to 59	46
60 to 69	32
70 and older	3

What is your gender?	% Overall
Male	52
Female	48

How many years have you served as the provost or chief academic officer at <i>this</i> institution?	% Overall
Less than six months	11
Six months to less than three years	39
Three years to less than five years	22
Five years to less than 10 years	17
10 or more years	10

INSTITUTION AND PERSONAL DEMOGRAPHICS

How many years have you served as the provost or chief academic officer at any institution?	% Overall
Less than six months	9
Six months to less than three years	28
Three years to less than five years	22
Five years to less than 10 years	22
10 or more years	19

What type of higher education institution do you work for?	Overall %
Public (four year)	24
Private (four year)	39
Community college	34
Private (two year)	2
For-profit institution	2

Do you consider your institution to be a liberal arts institution?	Overall %
Yes	48
No	52

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