

INSIDE
HIGHER ED

2020 Survey of

College and University Chief Academic Officers

A STUDY BY *INSIDE HIGHER ED* AND GALLUP

SCOTT JASCHIK & DOUG LEDERMAN
EDITORS, *INSIDER HIGHER ED*

ORACLE®



GALLUP®



THE 2020 *INSIDE HIGHER ED* SURVEY OF COLLEGE AND UNIVERSITY CHIEF ACADEMIC OFFICERS

A study by Gallup and *Inside Higher Ed*



Inside Higher Ed

1150 Connecticut Avenue NW,
Suite 400
Washington, DC 20036
t 202.659.9208

GALLUP®

Gallup

901 F Street, NW
Washington, DC 20004
t 202.715.3030

COPYRIGHT

This document contains proprietary research, copyrighted materials, and literary property of Gallup, Inc. No changes may be made to this document without the express written permission of Gallup, Inc. Gallup® and Gallup University® are trademarks of Gallup, Inc. All other trademarks are property of their respective owners.

Modern Campus Modern Cloud

Oracle Cloud for Higher Education

- ✓ Personalize the student experience
- ✓ Empower lifelong learning
- ✓ Promote student success
- ✓ Foster institutional excellence

Become the Modern Campus Your Students Expect

ORACLE®

oracle.com/goto/universities
or call 1.800.633.0738

TABLE OF CONTENTS

Foreword	5
Snapshot of Findings	7
Methodology	9
Detailed Findings	10
Academic Health	10
Faculty and Tenure.....	15
Changes in Emphasis of Institutional Practices	21
Liberal Arts Education	23
General Education Requirements	27
Declines in Majors and Academic Departments.....	30
Sexual Misconduct.....	33
Graduate Student Unions	36
Competency-Based Education.....	37
Assessment Efforts.....	39
Textbooks.....	42
Budgets and Finances.....	46
Institution and Personal Demographics	50
About <i>Inside Higher Ed</i>	52
About Gallup	52

FOREWORD

Inside Higher Ed's ninth annual survey of college and university provosts and 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 this study:

- How do chief academic officers assess the "academic health" of their institution?
- Have CAOs seen improvements in their institution's financial outlook?
- How effective do CAOs believe their institution is at performing key tasks, including providing a quality undergraduate education, recruiting and retaining talented faculty, and controlling rising prices for students and families?
- What are the state of faculty and tenure practices in higher education?
- On which institutional practices do provosts see their institution changing its emphasis over the next year?
- How do academic leaders assess the state of liberal arts education, and what do they believe is its future?
- How do CAOs evaluate their college's general education requirements?
- To what extent have colleges cut majors and academic programs, and how concerned are provosts about such cuts?
- Which program categories do CAOs anticipate will receive a major allocation of funds in the next budget year?
- What are academic officers' views about sexual misconduct by faculty members on college campuses?
- Do CAOs believe graduate students should have the right to unionize?
- Are institutions awarding academic credit based on demonstrated competence? How many are exploring this type of initiative?
- What impact have assessment efforts had on teaching and learning outcomes?
- What options do provosts favor for addressing high textbook prices?
- What are CAOs' perspectives concerning their jobs?



The answers are in there somewhere

There's virtually unlimited data available on campus, but can you get the answers you need?

Watermark solutions connect your campus data so you can spend less time managing data, and more time learning from it to drive meaningful change.

Become a Watermark campus today and discover how connecting your data—from assessment to course evaluation to faculty activity reporting and more—can provide you with richer insights to support continuous improvement and student success.

Move from disconnected data to educational intelligence:
watermarkinsights.com/data



watermark

SNAPSHOT OF FINDINGS

- Eighty-seven percent of chief academic officers rate their institution's academic health as "excellent" or "good," in line with previous years. For the second year in a row, less than 30 percent give their college an "excellent" rating.
- Nearly all CAOs say their college is effective in providing a quality undergraduate education. Fifty-seven percent say it is "very effective," significantly lower than in previous years.
- The percentage of provosts who believe their institution is very effective in recruiting and retaining talented faculty (22 percent) is the lowest measured to date, and nearly half what it was from 2012-2014. The decline has occurred equally among private and public college administrators.
- Four in 10 academic leaders think their college is very effective in preparing students for the world of work and offering undergraduate support services.
- A new high of 81 percent of CAOs strongly agree or agree that tenure remains important and viable at their institution. Leaders at both private and public institutions are more likely to see tenure as being important and viable now than they were five years ago.
- At the same time as they see tenure as viable, 77 percent of CAOs say their college relies significantly on nontenure track faculty for instruction. Twenty-eight percent expect their college to be more reliant on nontenure track faculty in the future, and 63 percent expect it to be as reliant as it is today.
- Many colleges have adopted new models for nontenure track instructors. Sixty-two percent have given them voting rights as a faculty member, 53 percent are giving better recognition to those who are teachers only, 48 percent are offering multiple-year contracts and 40 percent are using new job titles.
- At least 9 in 10 provosts say their institution offers professional development for faculty members for teaching with technology, promoting student success and promoting active teaching techniques.
- Nineteen percent of chief academic officers believe their institution will increase its emphasis on altering the tenure policy in the next year. About half will promote retirement of older professors, and a new high of 36 percent say their college will increase emphasis on dismissing underperforming tenured faculty.
- The institutional practices most likely to receive greater emphasis in the coming year are increasing collaboration with other colleges (92 percent), funding programs based on alignment with the institution's mission (88 percent), and expanding online programs and offerings (86 percent).
- More than 8 in 10 CAOs agree that the concept of a liberal arts education is not well understood in the U.S., and 6 in 10 view presidents, politicians and boards as unsympathetic to undergraduate education. Still, 87 percent of provosts believe liberal arts education is central to an undergraduate education.
- CAOs have grown more pessimistic about the future of liberal arts education — 50 percent agree it is in decline in the U.S., up sharply from a year ago after three years of increasingly less pessimistic views. Additionally, 60 percent, up from 55 percent a year ago, expect to see the number of liberal arts institutions in the U.S. decline in the next five years.
- Three-quarters of CAOs are concerned about the trend toward colleges shutting down majors or departments, particularly in the humanities. Thirty-seven percent say their college has shut down departments or majors in the past two years.

SNAPSHOT OF FINDINGS (CONT.)

- Chief academic officers are divided as to whether the number of students majoring in a program is an appropriate consideration for whether to cut it. Last year, they were more inclined to disagree than to agree.
- Consistent with the trends in college majors, CAOs are much more likely to expect that STEM programs and professional or preprofessional programs will receive major allocation of funds at their institution in the coming year than to think arts and sciences programs will.
- Seventy-two percent of academic leaders strongly agree or agree that higher education has tolerated sexual harassment by faculty members for too long, but only 15 percent believe the same about their own institution.
- Most CAOs favor tough policies to prevent sexual harassment, including barring all faculty-student romantic relationships and dismissing tenured faculty members who have been found guilty of harassment. They overwhelmingly believe their college has clear policies in place to prevent sexual harassment by faculty members and that it responds fairly and effectively to such allegations.
- One-third of provosts believe graduate students should be able to unionize. Six percent report their college has a graduate student union.
- Most CAOs are satisfied with their college's general education requirements and programs and believe general education is a crucial part of any college degree. Six in 10 say their college has recently evaluated the effectiveness of its general education requirements; such evaluations are more common among those who are satisfied than dissatisfied with their college's general education program.
- Provosts remain supportive of competency-based education, with 79 percent favoring the approach. About half of CAOs say their college awards academic credit based on demonstrated competence. Private baccalaureate CAOs are the least supportive of competency-based education, while community college academic leaders are the most supportive.
- Seventy-three percent of CAOs say their institution makes effective use of data to measure student outcomes. Fifty-one percent agree their college regularly makes changes to curriculum and programs based on assessment outcomes, and 46 percent agree (19 percent disagree) that assessment efforts have led to better teaching and learning at their college.
- Chief academic officers have become increasingly likely to endorse making changes to course materials to save students money, including changing to less expensive course materials even if the cheaper options are of lesser quality and using free open educational resources in most general education classes.
- More CAOs disagree (43 percent) than agree (37 percent) that their institution's financial situation has improved in the past year. A majority continues to disagree that the 2008 economic downturn is effectively over at their institution.
- CAOs divide evenly as to whether their job is more focused on financial and management matters than on academic ones. Last year, more disagreed than agreed.

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 chief academic officers and provosts related to finances, academics, strategies and policies.

Gallup sent invitations via email to 3,715 chief academic officers, with regular reminders sent throughout the Nov. 4-Dec. 1, 2019, field period. Gallup collected 597 fully or partially completed web surveys, yielding a 16 percent response rate. Respondents represented 329 public institutions, 259 private institutions and nine institutions from the for-profit sector.

Total Participation, by Sector

	All Institutions, by Sector				Public			Private Nonprofit		
	All	Public	Private Non-Profit	For Profit	Doctoral	Master's/ Bacc.	Associate	Doctoral/ Master's	Bacc.	Associate*
Total N	597	329	259	9	51	84	176	136	84	14

*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 2018 Carnegie Classification for the institution.

Gallup education consultants developed the questionnaire in collaboration with Scott Jaschik and Doug Lederman from *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.

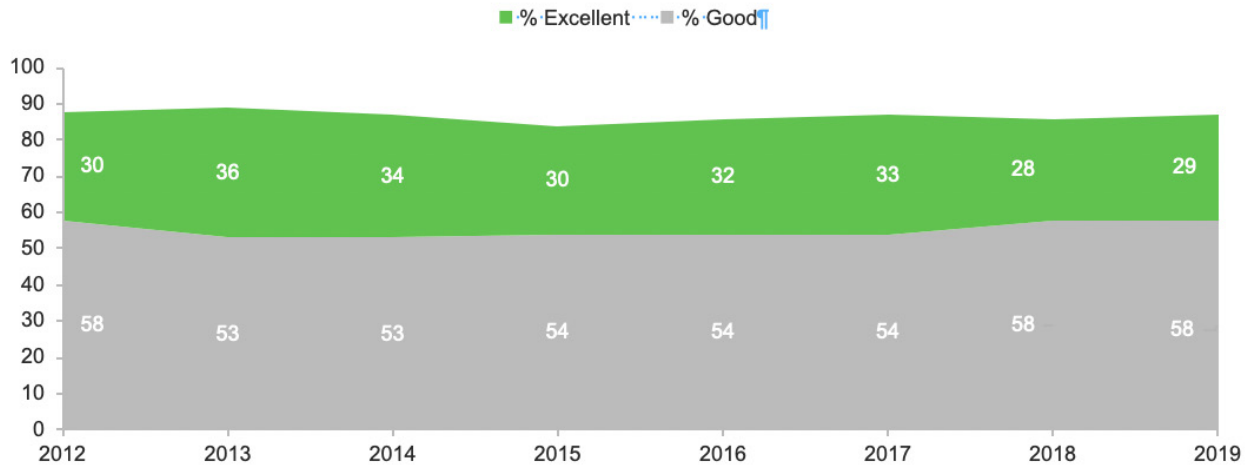
Gallup statistically weighted data to correct for nonresponse, matching the obtained sample to targets for all U.S. colleges and universities from the Integrated Postsecondary Education Data System (IPEDS) database. Gallup weighted the sample based on institutional control (public or private/nonprofit), 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.

ACADEMIC HEALTH

Eighty-seven percent of chief academic officers (CAOs) evaluate the academic health of their institution positively, including 29 percent who say it is “excellent” and 58 percent “good.” Academic health ratings have generally been stable over time, with no less than 84 percent assessing their institution positively. In the last two years, however, less than 30 percent have rated their college’s academic health as excellent.

CAOs' Ratings of the Academic Health of Their Institution



Very few CAOs assess their college’s academic health negatively – only 1 percent say it is “poor,” and none describe it as “failing.” Twelve percent believe their college is in “fair” academic health.

At least 8 in 10 CAOs at all types of colleges say their institution’s academic health is either excellent or good. Academic leaders at public doctoral universities tend to be more positive than those at other types of institutions, and this year 40 percent of those at public doctoral institutions rate their college’s academic health as excellent. Public master’s and baccalaureate college CAOs are least likely to give an excellent rating to their college, with 18 percent doing so.

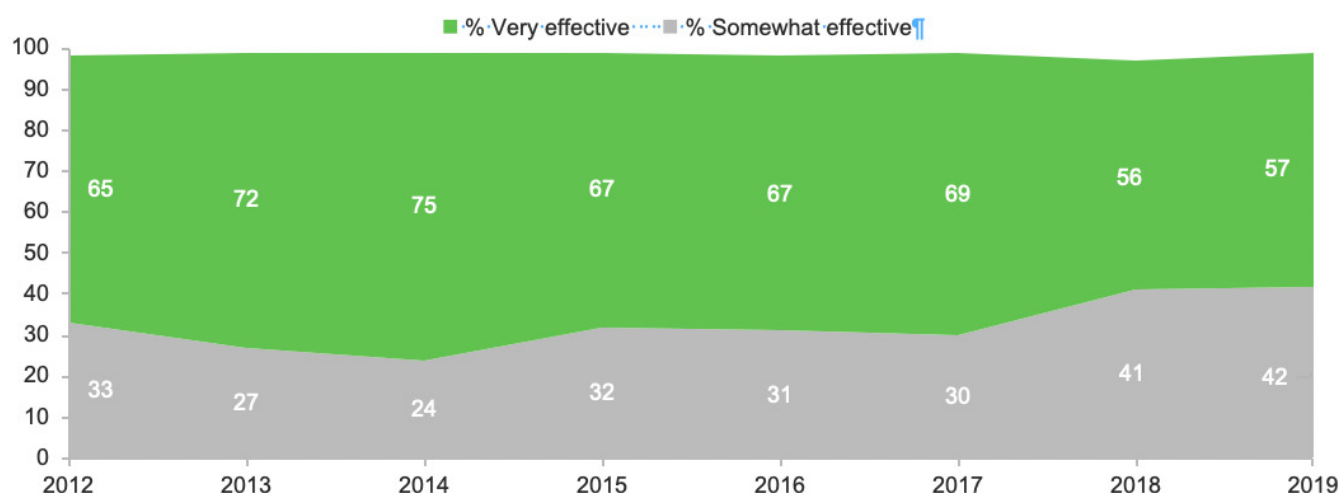
How would you assess the “academic health” of your institution (the academic quality of the education your institution provides) as of fall 2019?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Excellent	29	28	31	40	18	26	29	32
% Good	58	61	54	58	63	63	57	48
% Fair	12	11	15	2	17	10	14	17
% Poor	1	<1	1	0	1	0	0	3
% Failing	0	0	0	0	0	0	0	0

ACADEMIC HEALTH (CONT.)

CAOs' generally positive evaluations of their institution's performance extend to many areas. Chief among these is providing a quality undergraduate education – 57 percent say their college is “very effective” and 42 percent “somewhat effective” in doing so.

However, academic officers are not quite as positive as they were in the past, with more shifting in the past two years to saying their college is somewhat effective rather than very effective. In 2017, 69 percent thought their college was very effective in providing a quality undergraduate education, and the percentage had never been lower than 65 percent before 2018, including a high of 75 percent in 2014.

CAOs' Ratings of Their Institution's Effectiveness in Providing a Quality Undergraduate Education



More than 9 in 10 CAOs believe their college is effective in preparing students for the world of work and offering undergraduate support services, with 4 in 10 saying it is very effective at those tasks.

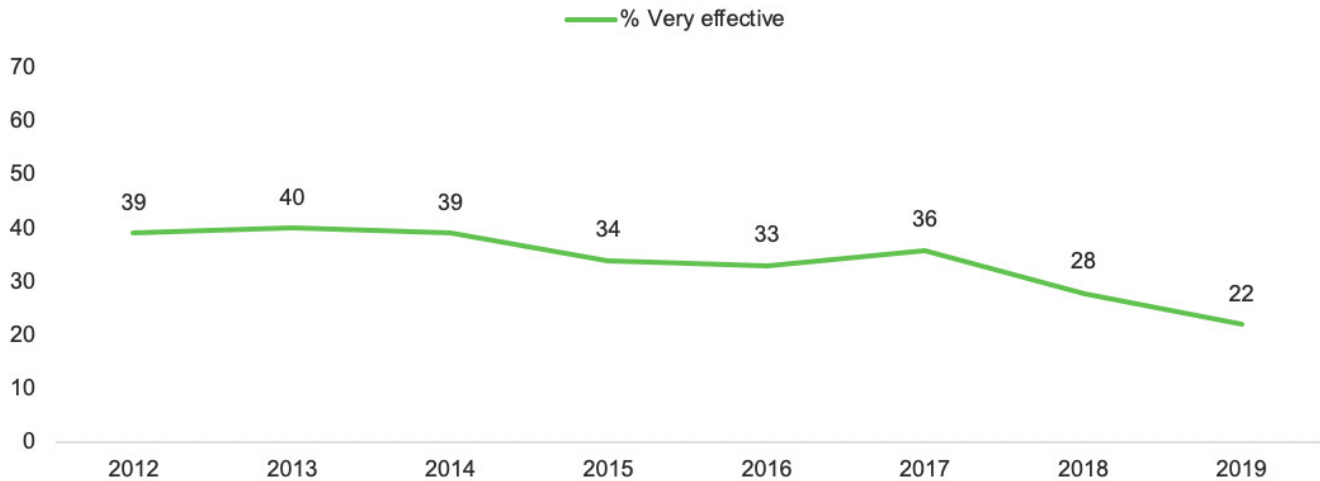
At least 8 in 10 CAOs regard their institution as being at least somewhat effective in controlling rising prices for students and their families, identifying and assessing student outcomes, using data to aid and inform campus decision-making, and recruiting and retaining talented faculty. Between 22 percent and 28 percent regard their college as being very effective in these areas.

Broadly speaking, the percentage of provosts rating their college as being effective in each of these areas has been stable over time, but in many cases, there has been at least a modest decline in the percentage rating it as very rather than somewhat effective. For offering undergraduate support services, preparing students for the world of work, and recruiting and retaining talented faculty members, the percentage of CAOs giving “very effective” ratings is the lowest measured to date.

Most notably, the percentage of chief academic officers who believe their institution is very effective at recruiting and retaining talented faculty (22 percent) is nearly half what it was earlier in the decade.

ACADEMIC HEALTH (CONT.)

CAOs' Views of Their College's Effectiveness in Recruiting and Retaining Talented Faculty



Private college academic leaders are more likely than their public institution peers to say their college is very effective in recruiting and retaining talented faculty, 30 percent to 17 percent. But since 2014, the decline in perceived effectiveness has been the same – 16 percentage points – among CAOs at both types of institutions.

Another notable public-private difference concerns college efforts to control rising prices for students and their families. Eighty-nine percent of public college academic officers, compared with 68 percent of those at private colleges, say their institution has been very or somewhat effective in addressing rising costs.

And while CAOs at all types of institutions are nearly unanimous in believing their institution is at least somewhat effective in providing a quality undergraduate education, roughly 7 in 10 public doctoral and private college CAOs regard their institution as being very effective in this area, compared with about half of public master's/ baccalaureate and public associate college CAOs.

How would you rate the effectiveness of your institution in the following areas?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Providing a quality undergraduate education								
% Very effective	57	52	66	70	45	50	67	69
% Somewhat effective	42	47	33	30	54	49	31	31
% Not too effective	1	1	1	0	1	1	2	0
% Not effective at all	0	0	0	0	0	0	0	0

ACADEMIC HEALTH (CONT.)

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Preparing students for the world of work								
% Very effective	41	40	42	41	29	43	44	34
% Somewhat effective	55	57	53	59	67	53	53	62
% Not too effective	4	3	5	0	4	4	3	4
% Not effective at all	0	0	0	0	0	0	0	0
Offering undergraduate support services								
% Very effective	40	38	44	49	37	33	46	43
% Somewhat effective	54	56	50	51	54	60	49	50
% Not too effective	6	5	6	0	9	6	5	6
% Not effective at all	1	1	1	0	0	1	0	1
Controlling rising prices for students and their families								
% Very effective	28	36	15	37	35	35	18	10
% Somewhat effective	52	53	53	53	56	53	50	59
% Not too effective	16	8	28	11	5	9	27	29
% Not effective at all	4	3	5	0	4	4	5	3
Identifying and assessing student outcomes								
% Very effective	23	23	22	29	12	24	23	20
% Somewhat effective	64	65	65	59	70	64	67	66
% Not too effective	11	11	11	12	17	9	10	13
% Not effective at all	2	2	1	0	1	3	0	1
Using data to aid and inform campus decision-making								
% Very effective	23	26	18	36	19	26	17	19
% Somewhat effective	61	62	59	55	68	63	66	54
% Not too effective	13	9	20	7	13	8	16	24
% Not effective at all	3	3	3	2	0	4	2	3
Recruiting and retaining talented faculty								
% Very effective	22	17	30	15	14	18	24	33
% Somewhat effective	64	67	61	79	69	63	68	57
% Not too effective	12	15	9	7	14	17	7	10
% Not effective at all	1	1	<1	0	2	1	1	0

GALLUP®


Providing university leaders with the research to help their students thrive.

Your graduates expect to move from their college experience into meaningful careers and lives. And you, like other higher education institutions, expect to help them reach those goals successfully.

Gallup provides university leaders with externally validated research and accountability to help with their most pressing concerns and strategic priorities.

Our work includes **quantitative** and **qualitative** studies of students, staff and faculty, alumni, and employers on topics such as alumni outcomes, employee engagement, strengths-based development, campus culture, inclusivity and diversity, free speech, and wellbeing.

Using the results of our studies, Gallup's analytics, advice and strengths-based development programs create campus cultures that make a measurable difference in student success and alumni outcomes.

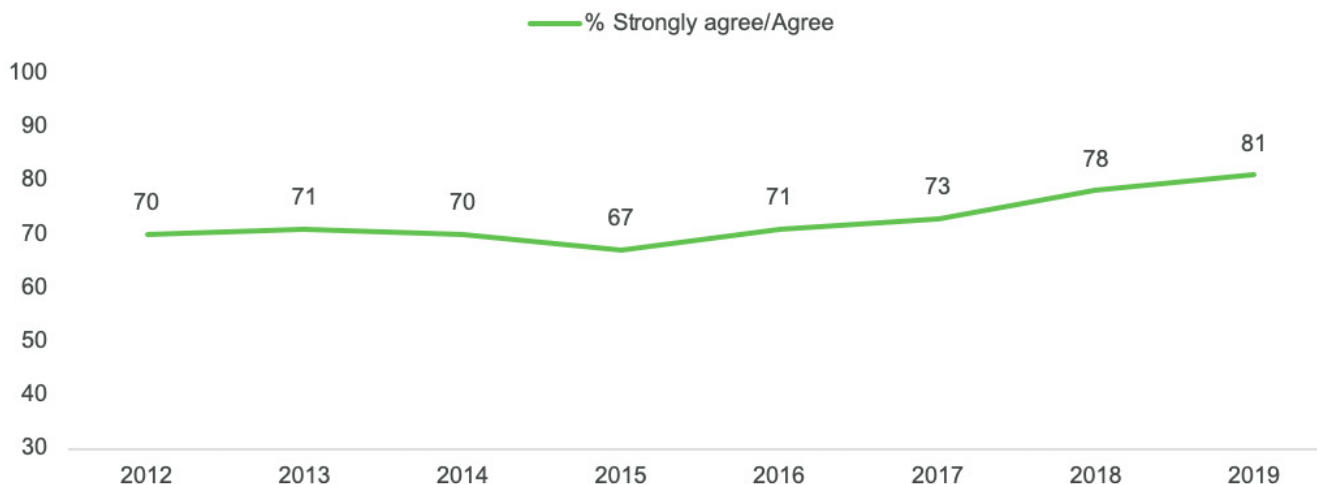


For more information about working with Gallup, please contact Stephanie Marken at stephanie_marken@gallup.com or 202-715-3084.

FACULTY AND TENURE

At a time when 77 percent of CAOs say their institution relies significantly on nontenure track faculty for instruction — an increase of 12 percentage points since 2013 — a new high of 81 percent of academic officers strongly agree or agree that tenure remains important and viable at their institution.

CAOs: Tenure Remains Important and Viable at My Institution



Compared with five years ago, both public and private college chief academic officers are more likely to believe that tenure remains viable at their institution. In 2014, 74 percent of public and 68 percent of private college CAOs strongly agreed or agreed. This year, the figures are 81 percent and 83 percent, respectively. This includes more than 9 in 10 of those at public doctoral and public master's/baccalaureate institutions, as well as at private baccalaureate institutions.

Sixty-three percent of CAOs predict that in the future their institution will be “as reliant as it is today on nontenure track faculty members” for instruction, while 28 percent say they will be more reliant and 9 percent less so. The percentage of provosts who think their college will be more reliant on nontenure track faculty has ticked up slightly since 2014 (22 percent). Thirty-five percent of private institution academic leaders, compared with 23 percent of those at public institutions, think their college will increase its use of nontenure track faculty in the future.

A slim majority of CAOs, 51 percent, strongly agree or agree that graduate programs are admitting more Ph.D. students than they should, given the current job market; 21 percent strongly disagree or disagree. Last year, 45 percent strongly agreed or agreed.

Also, while still the minority, the percentage of academic leaders who strongly agree or agree that faculty members can earn tenure at their institution based on research success even if they are known to be ineffective teachers (15 percent) is the highest to date. Between 2013 and 2018, an average of 8 percent held this view, including 10 percent a year ago.

Provosts remain far more likely to say teaching (82 percent) is more important than research (5 percent) for faculty; 13 percent say they are equally important. Public doctoral institution CAOs are most distinct in their views, with 20 percent saying teaching is more important, 34 percent saying research is more important, and 46 percent saying

FACULTY AND TENURE (CONT.)

they are equally important.

Asked about an alternative to the existing tenure system that would give professors a system of long-term contracts, 62 percent of academic leaders say they are in favor, and 38 percent are opposed. The percentage in favor has typically been above 60 percent but dipped to 56 percent a year ago. Less than half of public doctoral and private baccalaureate college CAOs are in favor of replacing tenure with a system of long-term contracts.

Next are some items about faculty members at higher education institutions.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
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.								
Tenure remains important and viable at my institution.								
%5 Strongly agree	53	55	50	77	65	42	41	67
%4	28	26	33	17	30	25	37	27
%3	8	8	7	7	4	11	9	3
%2	5	6	2	0	1	11	2	0
%1 Strongly disagree	7	5	7	0	0	11	10	3
Does your institution rely significantly on nontenure track faculty for instruction?								
% Yes	77	80	72	84	83	78	79	52
% No	23	20	28	16	17	22	21	48
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 nontenure track faculty members for instruction?								
% Less reliant on nontenure track faculty members	9	10	7	10	16	8	9	7
% As reliant as it is today on nontenure track faculty members	63	67	58	70	58	71	51	64
% More reliant on nontenure track faculty members	28	23	35	20	26	20	40	29
Do you favor or oppose a system of long-term contracts over the existing tenure system in higher education?								
% Favor	62	62	62	48	57	67	71	40
% Oppose	38	38	38	52	43	33	29	60

FACULTY AND TENURE (CONT.)

Next are some items about faculty members at higher education institutions.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
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	23	20	27	17	12	27	24	33
%4	28	27	29	26	31	26	27	31
%3	29	30	27	35	37	24	33	26
%2	14	16	11	18	19	10	11	9
%1 Strongly disagree	7	7	7	4	2	12	6	2
Which comes closest to your view about faculty roles at your institution?								
% Teaching is much more important than research	62	63	59	3	43	91	57	65
% Teaching is somewhat more important than research	20	18	23	17	45	5	25	22
% Teaching and research are equally important	13	13	14	46	8	4	15	12
% Research is somewhat more important than teaching	4	5	2	27	3	0	3	1
% Research is much more important than teaching	1	1	1	7	1	0	1	0

Nontenure track instructors often are employed on annual contracts and have little job security or status at their college. Some colleges are exploring ways to address these issues.

As seen on the following page, 62 percent of provosts say their college has established voting rights for nontenure track instructors. A majority (53 percent) indicates their college has taken steps to better recognize the roles of faculty members who are teachers only. Slightly fewer, 48 percent, say their institution now offers multiple-year contracts, while 40 percent say their college has new job titles for nontenure track faculty. Many colleges that have not adopted these practices are considering doing so.

Private institutions have been more likely than public institutions to offer voting rights, multiple-year contracts, and new job titles, according to the reports of their provosts. But public doctoral institution CAOs have been at least as likely, if not more likely, than their peers at other institutions to say their college has adopted each of the four new faculty models asked about in the survey. This is especially apparent in giving new job titles to nontenure track professors, something 74 percent of public doctoral institution CAOs say their institution has done, compared with no more than 49 percent at any other type of institution.

FACULTY AND TENURE (CONT.)

As you may know, some colleges are exploring new faculty models beyond a tenure track versus nontenure track distinction. Please indicate whether your college has done or has considered doing each of the following for nontenure track faculty members.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-profit	Doctoral	Master's/ bacc.	Assoc.	Doctoral/ master's	Bacc.
Voting rights as a faculty member								
% My college has done	62	58	68	72	56	53	69	67
% My college has Considered doing	14	16	11	15	20	14	13	9
% My college has not Considered doing	24	26	21	13	23	33	18	24
Better recognition of the roles of those who are teachers only								
% My college has done	53	59	45	72	47	62	48	34
% My college has Considered doing	25	24	28	17	37	14	31	27
% My college has not Considered doing	22	18	27	11	16	24	21	38
Multiple-year contracts								
% My college has done	48	39	59	61	49	25	61	53
% My college has considered doing	15	13	17	12	22	8	18	20
% My college has not considered doing	37	47	24	27	29	67	21	27
New job titles								
% My college has done	40	32	49	74	26	18	49	43
% My college has considered doing	26	28	24	15	40	25	28	20
% My college has not considered doing	34	40	27	11	34	57	22	36

Faculty members have extensive opportunities for professional development. At least 9 in 10 chief academic officers say their college currently offers professional development for teaching with technology (93 percent), promoting student success (91 percent) and promoting active teaching techniques (90 percent). Eighty-one percent say their institution offers professional development for using assessment systems. One type of professional development that is less common is measuring the effectiveness of digital tools – something 55 percent of CAOs say their institution offers. Most CAOs who say their institution does not currently offer these various professional development opportunities would like their institution to do so.

FACULTY AND TENURE (CONT.)

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 Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Teaching with technology								
% Yes, offers	93	97	88	100	97	96	93	83
% No, would like it to offer	6	2	10	0	1	4	7	13
% No, would not like it to offer	1	<1	1	0	1	0	0	3
% No opinion	<1	<1	1	0	0	0	0	1
Promoting student success								
% Yes, offers	91	95	84	98	93	96	84	89
% No, would like it to offer	8	4	14	2	6	4	14	9
% No, would not like it to offer	1	1	1	0	1	1	1	0
% No opinion	1	<1	1	0	0	0	1	1
Promoting active teaching techniques								
% Yes, offers	90	93	86	98	91	93	88	83
% No, would like it to offer	8	6	12	2	7	6	10	15
% No, would not like it to offer	1	1	1	0	1	1	1	0
% No opinion	<1	0	1	0	0	0	1	1
Using assessment systems								
% Yes, offers	81	85	75	93	77	87	79	71
% No, would like it to offer	13	10	18	7	17	8	18	21
% No, would not like it to offer	4	3	4	0	3	4	1	4
% No opinion	2	1	2	0	3	1	3	3
Measuring the effectiveness of digital tools								
% Yes, offers	55	62	44	73	54	61	49	38
% No, would like it to offer	33	28	40	22	36	27	36	46
% No, would not like it to offer	6	6	7	3	4	7	6	8
% No opinion	6	5	8	2	5	5	9	9

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



THE HONOR SOCIETY OF
PHI KAPPA PHI



RECOGNIZING EXCELLENCE ONE UNIVERSITY AT A TIME

Not all honor societies are the same. Founded in 1897, The Honor Society of Phi Kappa Phi initiates the top juniors, seniors and graduate students at more than 300 colleges and universities across the nation. Phi Kappa Phi draws its members from all academic disciplines, not just specific fields of study, and celebrates sustained scholastic success. We've held these rigorous standards since being founded at the University of Maine more than 120 years ago.



Learn more at www.phikappaphi.org

CHANGES IN EMPHASIS OF INSTITUTIONAL PRACTICES

Consistent with their positive views of tenure, just 19 percent of chief academic officers expect their college to increase its emphasis on altering the tenure policy in the next year. Slightly more than one in three, 36 percent, say their institution will do more to dismiss underperforming tenured faculty in the coming year. About half, 52 percent, will promote retirement of older professors.

While public college academic officers are more likely than those at private institutions to say their college will increase its emphasis on dismissing underperforming tenured faculty members (41 percent to 29 percent), private college CAOs are more likely to say their college will do more to promote retirement of older professors (65 percent to 43 percent).

The areas in which provosts are most likely to expect their institution to increase its emphasis are increasing collaboration with other institutions (92 percent), funding programs based on alignment with the college's mission (88 percent), expanding online programs and offerings (86 percent), and cutting underperforming academic programs (77 percent).

CAOs are least likely to believe their institution will cut athletic programs (6 percent), change the academic mission of the institution (7 percent) or outsource some instructional services (15 percent).

The rank order of these practices and the percentages of academic leaders who say they will increase their emphasis on them have generally been stable over time. However, more provosts say their institution will increase efforts to dismiss underperforming tenured faculty members than in any previous survey. Last year, 31 percent said so, and in 2013, 25 percent did.

The percentage of CAOs who indicate their college will expand online programs and offerings (86 percent) is also the highest to date. It compares with 83 percent in 2018 and an average of 81 percent from 2012 through 2018.

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 Non-profit	Doctoral	Master's/ bacc.	Assoc.	Doctoral/ master's	Bacc.
Increasing collaboration with other colleges and universities								
% Yes	92	94	90	96	95	94	89	92
% No	8	6	10	4	5	6	11	8
Funding programs based on the alignment with our mission								
% Yes	88	91	83	100	96	84	85	78
% No	12	9	17	0	4	16	15	22
Expanding online programs and offerings								
% Yes	86	88	84	98	92	83	96	67
% No	14	12	16	2	8	17	4	33
Cutting underperforming academic programs								
% Yes	77	78	75	76	68	84	78	71
% No	23	22	25	24	32	16	22	29

CHANGES IN EMPHASIS OF INSTITUTIONAL PRACTICES (CONT.)

	All institutions, by sector			Public			Private nonprofit	
	All	Public	Private Non-profit	Doctoral	Master's/ bacc.	Assoc.	Doctoral/ master's	Bacc.
Dismissing underperforming faculty members								
% Yes	67	71	61	78	68	71	63	55
% No	33	29	39	22	32	29	37	45
Promoting retirement of older professors								
% Yes	52	43	65	56	41	40	65	74
% No	48	57	35	44	59	60	35	26
Increasing use of part-time faculty members								
% Yes	39	37	40	9	33	45	43	29
% No	61	63	60	91	67	55	57	71
Dismissing underperforming tenured faculty members								
% Yes	36	41	29	48	34	41	33	26
% No	64	59	71	52	66	59	67	74
Using outside providers to expand online programs								
% Yes	24	17	33	25	29	8	38	25
% No	76	83	67	75	71	92	62	75
Increasing teaching loads for full-time faculty members								
% Yes	20	18	24	19	13	20	24	17
% No	80	82	76	81	87	80	76	83
Altering the tenure policy								
% Yes	19	20	17	24	28	15	13	21
% No	81	80	83	76	72	85	87	79
Outsourcing some instructional services								
% Yes	15	11	21	6	12	13	18	23
% No	85	89	79	94	88	87	82	77
Changing the academic mission of the institution								
% Yes	7	8	6	6	10	9	6	7
% No	93	92	94	94	90	91	94	93
Cutting athletics programs								
% Yes	6	4	9	2	4	6	10	7
% No	94	96	91	98	96	94	90	93

LIBERAL ARTS EDUCATION

Academic officers believe that the concept of a liberal arts education is not well understood in the U.S., with 84 percent strongly agreeing or agreeing with this view. But they personally place great value on liberal arts education, with 87 percent agreeing – 62 percent strongly – it is central to an undergraduate education, even in professional programs.

In addition to a lack of public understanding of liberal arts education, CAOs see other challenges to liberal arts education. For example, 60 percent strongly agree or agree that politicians, presidents and boards are increasingly unsympathetic to liberal arts education. The same percentage of CAOs indicate they feel pressure from their president, board or donors to focus on academic programs that have a clear career orientation.

CAOs are evenly divided as to whether liberal arts education has become too divorced from the career needs of students and graduates – 37 percent agree it has, while 36 percent disagree. They are also roughly split in their views of the idea that liberal arts faculty members are not sufficiently interested in the desire of parents and students for career preparation – 41 percent agree, and 36 percent disagree.

Provosts' assessments of the future of liberal arts education are becoming more pessimistic. Currently, 50 percent strongly agree or agree that liberal arts education is in decline – an increase from 36 percent a year ago and a reversal of the trend toward less pessimistic views seen over the previous three years.

LIBERAL ARTS EDUCATION (CONT.)

Both public and private college CAOs are more likely now than a year ago to believe liberal arts education is in decline, with 46 percent of provosts at public institutions holding this view up from 32 percent, and 55 percent of private college CAOs who believe this up from 43 percent.

Additionally, 60 percent of all CAOs expect to see the number of liberal arts colleges in the U.S. decline significantly over the next five years; just 9 percent disagree. The percentage predicting a decline is up slightly from 55 percent a year ago but had been stable since 2015.

Public and private college academic officers generally hold similar views about liberal arts education, but those at private colleges are much more likely than their public institution peers to strongly agree it is central to an undergraduate education, primarily because less than half of community college academic leaders believe this. Public associate college CAOs are also largely responsible for public-private CAO differences in beliefs that liberal arts education has become too divorced from career needs.

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 Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Liberal arts education is central to undergraduate education – even in professional programs.								
%5 Strongly agree	62	57	70	79	69	46	71	73
%4	25	26	21	17	18	33	23	15
%3	9	12	6	0	13	14	4	6
%2	3	4	2	2	0	6	1	4
%1 Strongly disagree	1	1	<1	2	0	1	0	1

LIBERAL ARTS EDUCATION (CONT.)

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Liberal arts education in all types of institutions in the U.S. is in decline.								
%5 Strongly agree	11	9	13	5	10	11	10	13
%4	39	37	42	28	33	41	41	43
%3	30	34	26	39	37	32	29	20
%2	17	17	17	28	18	13	17	17
%1 Strongly disagree	3	3	3	0	2	3	2	7
Liberal arts education has become too divorced from the career needs of students and graduates.								
%5 Strongly agree	8	9	7	4	6	13	5	5
%4	29	32	24	19	32	36	31	15
%3	27	26	28	32	28	23	28	29
%2	25	23	28	28	24	21	26	29
%1 Strongly disagree	11	10	13	17	11	7	10	22
Politicians, presidents and boards are increasingly unsympathetic to liberal arts education.								
%5 Strongly agree	21	21	20	16	21	23	22	19
%4	39	37	42	52	39	32	41	49
%3	28	29	27	19	29	30	29	19
%2	9	10	7	11	8	12	6	10
%1 Strongly disagree	3	3	3	2	4	2	2	3
I feel pressure from my president, board or donors to focus on academic programs that have a clear orientation toward careers.								
%5 Strongly agree	23	25	21	16	22	28	22	17
%4	37	35	40	39	36	33	44	38
%3	19	20	19	16	22	21	19	21
%2	13	13	12	17	13	11	9	15
%1 Strongly disagree	8	7	9	11	6	6	7	9
Liberal arts faculty members are not sufficiently interested in the desire of parents and students for career preparation.								
%5 Strongly agree	12	12	12	10	8	15	14	11
%4	29	29	29	30	39	24	32	22
%3	23	27	19	17	20	31	17	24
%2	24	22	25	32	24	20	24	24
%1 Strongly disagree	12	10	15	11	9	9	12	19

LIBERAL ARTS EDUCATION (CONT.)

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
I expect to see the number of liberal arts colleges decline significantly over the next five years.								
%5 Strongly agree	19	19	20	23	16	20	19	17
%4	41	43	38	36	53	41	34	46
%3	31	31	30	37	29	31	36	25
%2	8	6	11	5	3	8	10	9
%1 Strongly disagree	1	<1	1	0	0	1	1	3
The concept of a liberal arts education is not well understood in the U.S.								
%5 Strongly agree	40	39	40	43	44	38	44	42
%4	44	43	46	42	43	43	43	51
%3	11	12	10	11	3	16	11	3
%2	4	4	3	4	6	2	2	3
%1 Strongly disagree	1	2	1	0	4	1	1	1
My institution is increasing attention on the ability of our degree programs to help students get a good job.								
%5 Strongly agree	45	47	42	35	45	50	41	42
%4	44	44	44	53	52	39	45	47
%3	8	8	9	12	3	9	11	5
%2	2	1	4	0	0	1	2	5
%1 Strongly disagree	1	0	2	0	0	0	1	0

GENERAL EDUCATION REQUIREMENTS

The vast majority of CAOs, 91 percent, strongly agree or agree that general education is a crucial part of any college degree. More than 6 in 10 strongly agree this is the case, with private college CAOs more likely than public college provosts to agree at that level.

By 45 percent to 36 percent, academic leaders are more likely to disagree than agree that general education requirements have become too expansive. However, CAOs at public four-year institutions are more inclined to agree than disagree with that idea.

CAOs express some skepticism as to whether students at their college understand the purpose of their general education requirements — just 25 percent agree that students understand, while 36 percent disagree, and 38 percent are neutral. Private baccalaureate CAOs are most likely to agree that their students understand, but only 34 percent hold this view.

Roughly twice as many provosts agree (43 percent) as disagree (22 percent) that students at their college emerge from general education courses with sufficient writing skills. A majority of CAOs at private baccalaureate colleges believe this.

Most chief academic officers, 63 percent, believe that faculty members at their college are enthusiastic about teaching general education courses. These attitudes vary from a high of 76 percent among public associate college CAOs to a low of 44 percent among public doctoral college CAOs.

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 Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
General education is a crucial part of any college degree.								
%5 Strongly agree	61	57	67	58	60	55	67	69
%4	30	34	24	35	33	33	26	17
%3	8	8	8	7	5	9	7	12
%2	1	2	1	0	1	3	0	0
%1 Strongly disagree	<1	0	<1	0	0	0	0	1

GENERAL EDUCATION REQUIREMENTS (CONT.)

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Students at my college understand the purpose of our general education requirements.								
%5 Strongly agree	3	2	5	5	3	1	2	7
%4	22	20	25	23	11	24	25	27
%3	38	39	37	28	43	39	42	31
%2	27	29	24	33	35	25	22	27
%1 Strongly disagree	9	10	9	11	8	11	10	8
Faculty members at my college are enthusiastic about teaching courses that are part of our general education requirements.								
%5 Strongly agree	19	19	18	4	7	30	19	16
%4	44	46	40	40	47	46	43	38
%3	26	26	28	34	30	22	27	30
%2	9	7	12	21	13	1	11	12
%1 Strongly disagree	2	1	3	0	4	1	1	4
Students at my college emerge from general education courses with sufficient writing skills.								
%5 Strongly agree	6	3	11	2	3	4	12	11
%4	37	37	36	32	28	43	31	43
%3	35	37	31	40	35	38	32	29
%2	17	18	15	21	27	11	20	8
%1 Strongly disagree	5	5	6	4	7	4	4	8
General education requirements have become too expansive.								
%5 Strongly agree	13	13	13	11	19	10	15	12
%4	23	25	21	38	24	22	19	21
%3	19	19	20	13	21	18	20	22
%2	27	29	25	28	22	32	26	20
%1 Strongly disagree	18	16	21	10	14	19	19	26

There has been modest movement on some of these measures in the past year, including a five-point increase in the percentage of academic officers who strongly agree or agree that general education requirements have become too expansive, and decreases in the percentages agreeing that students understand the purpose of general education requirements (down six points) and that faculty members are enthusiastic about teaching those courses (down five points).

GENERAL EDUCATION REQUIREMENTS (CONT.)

Regarding the situation at their own college, 71 percent of CAOs say they are very (15 percent) or somewhat (56 percent) satisfied with their institution's general education program and requirements. Last year, 15 percent were very satisfied, and 60 percent were somewhat satisfied.

Like last year, community college academic officers are most likely to say they are satisfied with their college's general education program, with 87 percent expressing satisfaction. Between 56 percent and 64 percent of CAOs at other types of colleges are satisfied.

Sixty-two percent of provosts strongly agree or agree their college has recently evaluated the effectiveness of its general education requirements; 21 percent strongly disagree or disagree. The results are broadly similar by institution type.

Sixty-nine percent of CAOs who are satisfied with their college's general education program and requirements strongly agree or agree that they have recently evaluated their effectiveness, compared with 47 percent who are dissatisfied with their general education program.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
How satisfied or dissatisfied are you with your institution's general education program and requirements?								
% Very satisfied	15	16	14	17	13	17	15	12
% Satisfied	56	59	49	43	43	70	49	46
% Dissatisfied	25	21	31	37	34	12	32	34
% Very dissatisfied	4	3	5	2	10	1	4	8
My college recently evaluated the effectiveness of our general education requirements.								
%5 Strongly agree	28	27	29	40	24	23	34	26
%4	34	35	32	23	43	36	26	42
%3	17	18	17	16	16	18	18	15
%2	15	13	17	19	11	13	15	16
%1 Strongly disagree	6	7	4	2	6	10	7	1

DECLINES IN MAJORS AND ACADEMIC DEPARTMENTS

Trends in college student choices of major have contributed to a decline in certain courses and majors, especially in the humanities. Some colleges no longer have majors or departments in fields like history or language arts. Three-quarters of academic leaders say they are very or somewhat concerned about the cuts in majors and departments in higher education.

Thirty-seven percent of CAOs report that their college has cut majors or departments in the past two years, and half of those say they are concerned about those cuts. Reports of cuts in majors or departments are more common among provosts at private doctoral or master's colleges than among those at other types of institutions.

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 Non-Profit	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	22	19	26	22	21	16	25	32
% Somewhat concerned	53	54	53	59	64	47	52	52
% Not very concerned	22	25	18	17	13	34	19	14
% Not concerned at all	3	2	3	2	3	3	4	3
Has your college cut majors or departments in the last two years?								
% Yes	37	34	41	29	32	38	51	36
% No	63	66	59	71	68	62	49	64
How concerned are you about the cuts in majors and departments at your college?*								
% Very concerned	14	16	13	n/a	n/a	n/a	n/a	n/a
% Somewhat concerned	36	34	39	n/a	n/a	n/a	n/a	n/a
% Not very concerned	42	43	41	n/a	n/a	n/a	n/a	n/a
% Not concerned at all	7	7	8	n/a	n/a	n/a	n/a	n/a

*Asked of those whose institution has cut majors or departments in the last two years (n=192)

n/a=Not reported due to small sample size

DECLINES IN MAJORS AND ACADEMIC DEPARTMENTS (CONT.)

CAOs are divided as to whether the number of students majoring in a program is an appropriate way to determine which programs to cut — 33 percent strongly agree or agree, and 36 percent strongly disagree or disagree. Last year, they were more inclined to disagree (41 percent) than to agree (29 percent).

Eighty-nine percent of CAOs agree with the idea that high-quality undergraduate education requires healthy departments in liberal arts fields such as English, history and political science. Sixty percent agree strongly, including 75 percent of those at public doctoral institutions and 52 percent of those at community colleges.

Academic officers also widely agree that politicians and board members are prioritizing STEM and professional programs over those that support general education — 79 percent agree, while only 6 percent disagree.

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 Non-Profit	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	63	75	59	52	64	69
%4	29	30	27	16	25	37	26	24
%3	8	9	7	5	14	8	9	3
%2	2	3	2	5	0	3	1	3
%1 Strongly disagree	<1	<1	1	0	1	0	0	2
Politicians and board members are prioritizing stem and professional programs over those that support general education.								
%5 Strongly agree	35	37	31	43	43	33	35	28
%4	44	43	45	39	44	44	40	53
%3	15	15	14	12	13	17	14	13
%2	5	3	8	7	0	3	11	5
%1 Strongly disagree	1	1	1	0	0	2	1	1
The number of students majoring in a program is an appropriate way to determine which departments to cut.								
%5 Strongly agree	6	5	6	0	5	7	8	4
%4	27	25	29	8	21	32	30	25
%3	31	34	27	39	34	33	29	23
%2	25	24	28	31	26	21	23	35
%1 Strongly disagree	11	11	11	22	14	7	10	13

Likely reflecting the trends in student majors, CAOs expect that there will be major allocation of funds to STEM fields and professional or preprofessional programs. More than 6 in 10 believe those fields will get major funding at their college in the next budget year.

In contrast, just 31 percent strongly agree or agree that arts and sciences programs will get major allocation of funds in the coming year. Thirty-eight percent disagree this will occur.

A majority of CAOs, 52 percent, anticipate that online programs will get significant funding in the coming year. Seventy-six percent of public doctoral university provosts say this, compared with just 34 percent of private baccalaureate college CAOs.

DECLINES IN MAJORS AND ACADEMIC DEPARTMENTS (CONT.)

The percentage of academic leaders who expect a major allocation of funds for arts and sciences is lower this year than in 2017 (35 percent) and 2018 (38 percent) but is similar to the percentages between 27 percent and 33 percent from 2013 through 2016.

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 Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
STEM fields								
%5 Strongly agree	23	24	23	21	22	24	20	22
%4	39	41	36	54	41	39	39	34
%3	26	24	29	21	27	24	31	28
%2	5	5	6	2	3	7	4	10
%1 Strongly disagree	6	6	6	2	7	6	6	5
Professional or preprofessional programs								
%5 Strongly agree	23	20	26	19	18	20	29	13
%4	39	40	37	46	38	40	36	43
%3	22	22	22	12	25	24	22	22
%2	10	11	10	16	13	7	9	14
%1 Strongly disagree	6	7	5	7	6	8	5	8
Online programs								
%5 Strongly agree	21	22	19	25	23	19	21	13
%4	31	32	30	51	31	28	37	21
%3	27	28	26	20	27	30	24	32
%2	11	12	11	2	11	14	11	11
%1 Strongly disagree	9	7	14	2	7	9	6	23
Arts and sciences programs								
%5 Strongly agree	10	9	12	7	14	6	9	15
%4	21	20	22	30	19	19	23	23
%3	31	29	33	25	25	34	32	38
%2	22	23	20	20	29	22	24	14
%1 Strongly disagree	16	18	13	17	12	18	12	11

SEXUAL MISCONDUCT

Hundreds of cases of sexual misconduct involving higher education faculty and administrators have been documented. Seventy-two percent of provosts strongly agree or agree that higher education has tolerated sexual harassment by faculty members for too long. Many more disagree (47 percent) than agree (28 percent) that they are surprised by the number of cases of allegations or actual sexual harassment that have emerged in the past year.

CAOs are in favor of policies that may deter sexual harassment. Seventy-nine percent strongly agree or agree that colleges should bar all romantic relationships between faculty members and students. Eighty-nine percent strongly agree or agree that a finding of sexual harassment against a tenured faculty member is grounds for dismissal. Majorities of academic officers agree strongly with those proposals.

CAOs have mixed views on whether findings of sexual harassment should be made public – 34 percent agree and 36 percent disagree that they should.

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 Non-Profit	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	11	11	10	9	8	12	7	9
%4	17	18	15	17	20	17	19	14
%3	26	26	26	33	27	26	26	25
%2	31	29	33	26	31	29	31	36
%1 Strongly disagree	16	15	17	14	14	16	17	15
Higher education has tolerated sexual harassment by faculty members for too long.								
%5 Strongly agree	37	36	40	47	37	33	41	32
%4	35	34	35	28	30	36	33	41
%3	18	20	15	11	26	19	17	16
%2	6	6	6	13	6	4	5	9
%1 Strongly disagree	4	5	4	0	1	7	4	3
I believe colleges should bar all romantic relationships between faculty members and students.								
%5 Strongly agree	59	52	68	47	52	55	65	77
%4	20	21	19	18	22	23	22	13
%3	12	15	8	21	15	13	7	6
%2	7	8	5	10	10	7	5	4
%1 Strongly disagree	2	3	1	4	1	3	1	0

SEXUAL MISCONDUCT (CONT.)

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
A finding of sexual harassment by a tenured faculty member should be treated as grounds for dismissal.								
%5 Strongly agree	64	64	64	50	60	70	62	63
%4	25	25	26	36	28	20	26	28
%3	9	8	9	9	8	8	11	6
%2	2	3	1	5	4	1	1	1
%1 Strongly disagree	<1	0	1	0	0	0	0	2
When a faculty member is found responsible for sexual harassment, the college should make that finding public.								
%5 Strongly agree	17	18	16	21	10	21	14	14
%4	17	16	18	28	16	14	18	17
%3	30	29	31	20	33	29	33	36
%2	22	24	19	19	28	24	21	18
%1 Strongly disagree	14	12	16	12	14	12	14	16

The majority of CAOs are not concerned that there will be a backlash against colleges' efforts to prevent sexual assault and harassment – 40 percent say they are either very or somewhat concerned, while 60 percent are not very concerned or not concerned at all. Forty-two percent of male CAOs and 37 percent of female CAOs are very or somewhat concerned about such a backlash.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
How concerned are you that there will be a backlash against colleges' efforts to prevent sexual assault and sexual harassment?								
% Very concerned	6	6	7	11	5	4	6	7
% Somewhat concerned	34	32	37	36	37	25	37	41
% Not very concerned	40	43	36	42	41	46	38	35
% Not concerned at all	20	20	21	11	16	24	19	18

Forty-nine percent of CAOs say there have been allegations of sexual harassment against members of their college's faculty in the past year. This includes majorities of academic leaders at public four-year colleges.

In contrast to their feelings about the tolerance of sexual harassment in higher education generally, CAOs are more positive about the situation at their own institution – 69 percent disagree, while just 15 percent agree, that their institution has tolerated sexual harassment by faculty members for too long.

SEXUAL MISCONDUCT (CONT.)

Eighty-eight percent agree their college has clear policies in place to prevent sexual harassment by faculty members, and 87 percent believe their college responds effectively and fairly to allegations of sexual harassment. Sixty-three percent say their college bars all romantic relationships between faculty and students.

Provosts at private and public institutions generally have similar attitudes about how their college responds to sexual misconduct. One notable difference is that private college CAOs (79 percent) are much more likely than those at public institutions (53 percent) to agree their college bars romantic relationships between faculty and students.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
My institution has tolerated sexual harassment by faculty members for too long.								
%5 Strongly agree	6	7	5	7	4	7	3	6
%4	9	8	11	13	8	7	10	9
%3	16	18	14	32	26	9	10	20
%2	21	24	19	28	29	21	19	20
%1 Strongly disagree	48	44	52	20	33	57	58	46
My college responds effectively and fairly to allegations of sexual harassment.								
%5 Strongly agree	52	53	52	42	49	57	57	50
%4	35	34	37	42	35	31	36	37
%3	9	10	7	11	14	7	6	7
%2	3	3	3	5	1	3	1	5
%1 Strongly disagree	1	1	1	0	0	1	0	0
My college bars all romantic relationships between faculty members and students.								
%5 Strongly agree	46	35	63	38	31	37	63	68
%4	17	18	16	17	17	20	17	9
%3	12	15	8	12	20	12	6	9
%2	15	19	10	20	20	18	9	12
%1 Strongly disagree	9	13	4	14	12	13	6	3
Have there been allegations of sexual harassment against any faculty members at your college in the past year?								
% Yes	49	58	38	84	70	45	38	38
% No	51	42	62	16	30	55	62	62

For the most part, CAOs who report that there have been allegations of faculty sexual misconduct in the past year hold similar attitudes about their college's responsiveness to sexual harassment as those who have had no such reports. The one area in which the two groups differ concerns whether their college has tolerated sexual harassment for too long. Twenty-four percent of academic leaders at institutions who have had allegations of sexual harassment at their college agree that their college has tolerated sexual harassment for too long, compared with 7 percent of those whose college has not had allegations.

GRADUATE STUDENT UNIONS

Most chief academic officers do not believe graduate students should have the right to unionize — 33 percent support such a right, while 67 percent are opposed. CAOs who are opposed to graduate student unions are nearly unanimous in saying the principle that graduate students are students first, and employees second, is the reason behind their opposition, rather than the cost to the institution of having a graduate student union.

Six percent of CAOs report that their college has a graduate student union, with these most common at public institutions. Seventeen percent of public doctoral institution CAOs and 11 percent of public master's/baccalaureate college academic officials say their college has a graduate student union.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Do you believe graduate students should or should not have the right to unionize?								
% Yes, should	33	37	27	34	42	37	21	39
% No, should not	67	63	73	66	58	63	79	61
Which of the following is a bigger factor in why you do not think graduate students should have the right to unionize?*								
% The cost to the institution	2	4	0	0	6	5	0	0
% The principle that graduate students' primary role is a student, and their secondary role is an employee	98	96	100	100	94	95	100	100
Does your college have a graduate student union?								
% Yes	6	8	4	17	11	1	2	0
% No	94	92	96	83	89	99	98	100

*Asked of those who do not think graduate students should have the right to unionize (n=251)

COMPETENCY-BASED EDUCATION

CAOs continue to endorse competency-based education, with 79 percent indicating they are in favor of it, similar to what it has been for the six years the question has been asked. Private baccalaureate college CAOs are alone in expressing more opposition than support for competency-based education.

About half of provosts, 52 percent, say their college awards academic credit based on demonstrated competence, roughly the same proportion as in recent years and remaining up from 44 percent in 2014. The practice is much more common at public institutions, with about twice as many public institution CAOs (65 percent) as private institution CAOs (33 percent) indicating their college awards credit based on demonstrated competence. More than 7 in 10 community college academic officers, 72 percent, say their college does.

Among CAOs at institutions that do not offer a competency-based education approach, 34 percent say their institution is exploring doing so for some programs, including 64 percent of those at community colleges. Of the CAOs whose institution is considering implementing competency-based programs, 74 percent say their college is likely to adopt the approach for some programs in the near future, including 20 percent who 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 Non-Profit	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	88	64	75	89	90	73	47
% Oppose	21	12	36	25	11	10	27	53
Does your institution award academic credit based on demonstrated competence?								
% Yes	52	65	33	45	65	72	45	19
% No	48	35	67	55	35	28	55	81
Is your institution currently exploring a competency-based education approach for some programs?*								
% Yes	34	49	21	37	31	64	30	5
% No	66	51	79	63	69	36	70	95
How likely is your institution to implement a competency-based education approach in the near future for some programs?***								
% Very likely	20	21	21	N/a	N/a	N/a	N/a	N/a
% Likely	54	50	58	N/a	N/a	N/a	N/a	N/a
% Unlikely	26	29	21	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=258)

**Asked of those whose institution does not award credit for demonstrated competence but is exploring doing so (n=82)

n/a=Not reported due to small sample size

COMPETENCY-BASED EDUCATION (CONT.)

The majority of CAOs, 62 percent, strongly agree or agree that it should be easier for students to earn credits and degrees based on what they have learned, not just time spent in the classroom. These attitudes have been highly stable in recent years. Seventy-eight percent of community college CAOs, but only 37 percent of their private baccalaureate college counterparts, hold this view.

Most CAOs, 61 percent, also strongly agree or agree that competency-based education can save students considerable money. Last year, 53 percent agreed, but in most years the figure has been around 60 percent. Seventy-three percent of community college provosts and 44 percent of those at private baccalaureate institutions believe competency-based education can save students money.

Asked whether competency-based education may be damaging to general education, 36 percent of CAOs agree, and 37 percent disagree. In recent years, more have disagreed than agreed, including a 41 percent to 33 percent division last year.

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 Non-Profit	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	25	30	15	19	18	39	18	10
%4	37	39	33	36	45	39	39	27
%3	23	21	27	32	27	13	25	31
%2	13	7	21	11	9	5	15	29
%1 Strongly disagree	3	3	3	2	1	4	4	2
Competency-based education can save students considerable money.								
%5 Strongly agree	22	27	13	18	16	33	17	5
%4	39	36	44	29	36	40	45	39
%3	30	29	33	39	37	22	30	39
%2	8	7	10	11	9	5	6	15
%1 Strongly disagree	1	1	1	2	2	1	1	1
Competency-based education may be damaging to general education.								
%5 Strongly agree	11	9	14	11	10	8	12	23
%4	25	20	32	20	20	19	26	33
%3	27	28	26	26	30	26	30	26
%2	24	28	20	36	33	24	22	15
%1 Strongly disagree	13	16	9	7	7	23	9	3

ASSESSMENT EFFORTS

Colleges rely on measures to assess how well students are learning while attending college and how graduates fare after leaving college. Seventy-three percent of CAOs say their institution makes effective use of data to measure student outcomes, similar to results from the previous three years. Academic leaders at public doctoral institutions have consistently been more likely to say their college makes effective use of assessment data, and 88 percent do so this year.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Does your institution make effective use of data used to measure student outcomes?								
% Yes	73	74	69	88	72	71	71	71
% No	27	26	31	12	28	29	29	29

Assessment efforts have been controversial, and the survey asked about some of the issues surrounding assessment. More CAOs disagree (42 percent) than agree (29 percent) that their college's assessment efforts are more about keeping accreditors and politicians happy than about improving teaching and learning at their college.

Indeed, by 46 percent to 19 percent, CAOs agree rather than disagree that the growth of assessment systems has improved the quality of teaching and learning at their college. The percentage agreeing is down slightly from the 2016 and 2017 surveys (51 percent for each) and similar to the 48 percent measured last year.

A slim majority of chief academic officers, 51 percent, say their college regularly makes changes to curriculum, teaching practices or student services based on what it finds through assessment. Eighteen percent disagree this is the case. The current percentage of CAOs who agree assessment leads to changes in curriculum remains down from 59 percent the first year the question was asked in 2016.

ASSESSMENT EFFORTS (CONT.)

Additionally, 40 percent agree that assessment efforts have led to better use of technology in teaching and learning, while 23 percent disagree. Fifty-one percent of public doctoral college CAOs indicate this has occurred at their institution.

Asked to report on faculty attitudes about assessment, 38 percent of provosts strongly agree or agree, while 23 percent strongly disagree or disagree, that faculty members value assessment efforts at their college. CAOs perceive that faculty members think of assessment efforts as being burdensome, with 79 percent agreeing that faculty members at their college view assessment efforts as requiring a lot of work on their parts.

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 Non-Profit	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	11	12	10	5	13	15	6
%4	34	34	36	42	29	34	34	42
%3	35	35	35	34	46	30	34	36
%2	14	15	12	11	16	16	11	12
%1 Strongly disagree	5	5	5	2	4	7	6	4
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	11	7	2	13	12	4	9
%4	20	17	25	13	19	17	24	25
%3	29	28	30	23	36	24	34	28
%2	28	31	24	47	23	31	25	21
%1 Strongly disagree	14	13	14	15	9	16	15	16
My college regularly makes changes in the curriculum, teaching practices or student services based on what it finds through assessment.								
%5 Strongly agree	13	12	15	7	11	12	11	16
%4	38	38	37	47	29	41	41	39
%3	31	33	28	37	34	33	28	25
%2	14	13	15	9	23	11	15	14
%1 Strongly disagree	4	2	5	0	3	3	4	5
Faculty members value assessment efforts at my college.								
%5 Strongly agree	5	4	6	0	1	6	6	7
%4	33	35	29	33	24	40	30	27
%3	39	35	45	39	44	30	45	44
%2	16	19	12	25	18	19	14	13
%1 Strongly disagree	7	6	8	2	12	5	5	9

ASSESSMENT EFFORTS (CONT.)

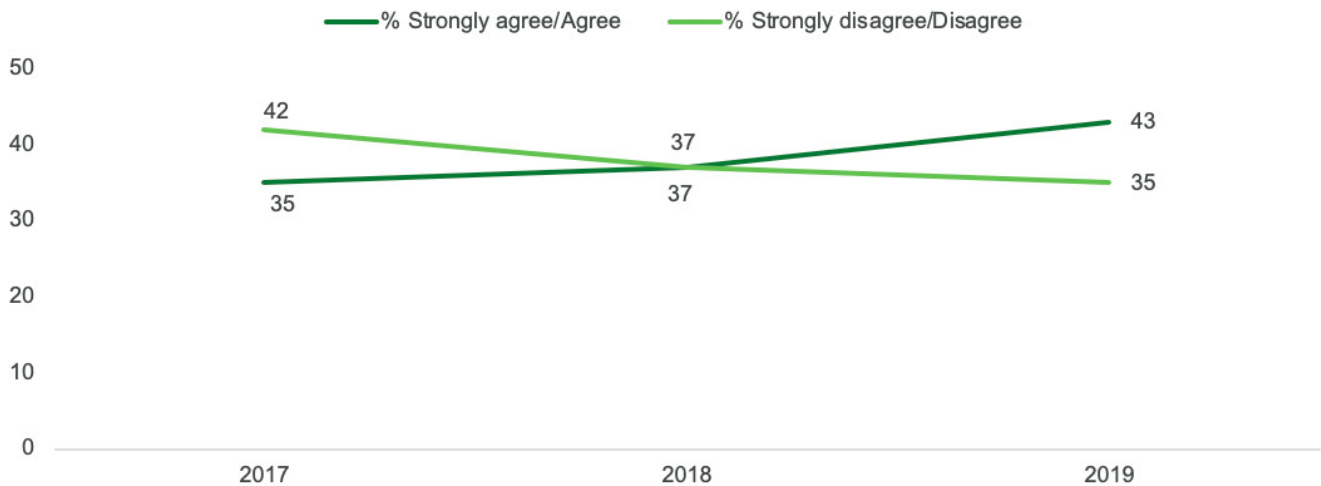
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Faculty members at my college view assessment as requiring a lot of work on their parts.								
%5 Strongly agree	31	34	27	20	41	35	26	33
%4	48	48	49	51	49	48	51	45
%3	16	13	19	22	10	11	18	17
%2	4	4	4	7	0	5	4	5
%1 Strongly disagree	<1	<1	<1	0	0	1	1	0
At my college, assessment has led to better use of technology in teaching and learning.								
%5 Strongly agree	9	8	9	9	7	8	14	1
%4	31	32	27	42	21	33	25	22
%3	37	38	38	34	42	38	37	46
%2	17	17	18	16	22	16	18	21
%1 Strongly disagree	6	5	7	0	8	6	5	9

TEXTBOOKS

The price of textbooks and other course materials added an average of more than \$1,000 to students' cost of attendance in the 2018-19 academic year. Forty-three percent of CAOs strongly agree or agree that colleges should be open to changing textbooks or other course materials to save students money, even if the alternatives are of lesser quality. Thirty-five percent strongly disagree or disagree with the idea.

Since the question was first asked, CAOs have become more open to the idea of changing textbooks. In 2017, more disagreed than agreed. Last year, their opinions were evenly divided.

CAOs' Views: Institutions Should Be Open to Changing Textbooks Even if Lower-Cost Options Are of Lesser Quality



Also, by 47 percent to 31 percent, CAOs agree rather than disagree that saving students money justifies some loss of faculty member control in choosing textbooks and materials for their courses. Public associate college academic leaders are especially likely to agree, with 61 percent doing so.

TEXTBOOKS (CONT.)

The majority of CAOs, 55 percent, also agree that open educational resources are of sufficiently high quality that they should be used in most general education courses. That is up from 49 percent in last year's survey.

There remains a gap in views of open educational resources between CAOs at public institutions and private institutions. Sixty-three percent of public college CAOs believe open educational resources are appropriate for use in general education courses, but only 42 percent of private college CAOs share that view.

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 Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
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.								
%5 Strongly agree	19	22	14	11	20	26	13	19
%4	24	25	24	23	21	27	27	21
%3	22	19	29	31	16	17	29	30
%2	24	26	20	28	32	22	15	23
%1 Strongly disagree	11	9	13	7	11	9	17	7
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	20	24	14	12	24	26	16	11
%4	35	39	28	41	41	39	27	30
%3	29	24	38	25	21	24	43	31
%2	14	12	18	17	11	10	11	24
%1 Strongly disagree	2	2	3	5	3	1	3	4
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	15	19	9	11	16	23	11	8
%4	32	35	28	25	33	38	36	17
%3	22	18	27	26	16	15	25	29
%2	19	18	20	27	21	14	15	27
%1 Strongly disagree	12	11	16	11	14	10	13	18

TEXTBOOKS (CONT.)

Most CAOs believe that faculty members who write textbooks should not be allowed to profit from sales of those books to students they teach – 63 percent agree it should never happen, while 19 percent disagree.

Six in 10 CAOs report that their college allows faculty members to earn profits from textbook sales to their students. The practice is much more common at private institutions than public institutions, as 78 percent of private institution CAOs, compared with 49 percent of CAOs at public institutions, say faculty members at their college can receive profits from textbook sales.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
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	43	48	35	47	46	49	42	25
%4	20	20	20	22	25	17	16	26
%3	19	17	21	29	15	14	23	20
%2	13	10	16	3	11	13	13	21
%1 Strongly disagree	6	5	7	0	2	8	7	7
Does your college allow faculty members to receive profits from the sale of textbooks they wrote and assign to their students as course readings?								
% Yes, allows	60	49	78	46	58	44	78	73
% No, does not allow	40	51	22	54	42	56	22	27

TEXTBOOKS (CONT.)

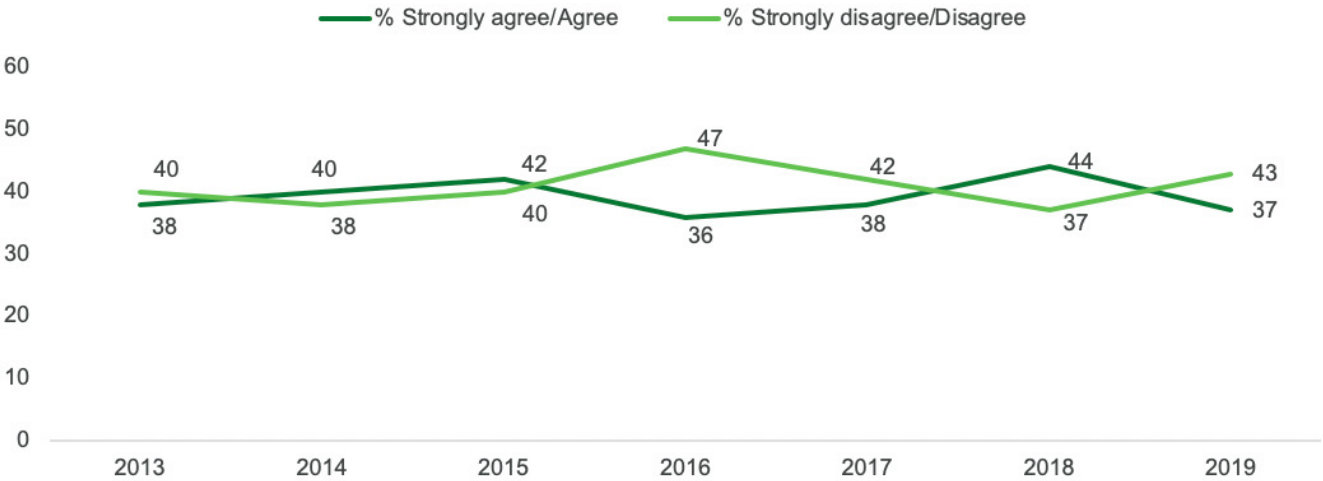
CAOs' opinions on textbooks are similar to those of presidents, but not faculty members. Two of the questions about textbooks in the CAO survey were also asked in the 2019 faculty and presidents surveys. Faculty members are more likely to disagree than to agree that instructors and institutions should be open to changing textbooks to save students money. A majority of faculty members also reject the idea that saving students money justifies some loss of faculty member control over selection of course materials. Like CAOs, presidents are more supportive than faculty members are of the idea of taking away some faculty discretion in choosing course readings to help students save money.

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	43	32	39
% Strongly disagree/disagree	35	46	37
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	47	21	51
% Strongly disagree/disagree	31	58	27

BUDGETS AND FINANCES

Since 2013, CAOs have tended to be divided in their opinions of whether their college's financial situation has improved, but in some years, opinions have tilted in a slightly more positive or a slightly more negative direction. This year, opinions tilt slightly more negatively, with 43 percent disagreeing and 37 percent agreeing their institution's financial situation has improved in the last year. In the 2018 survey, CAOs were slightly more positive than negative.

CAOs' Beliefs That the Financial Situation at Their Institution Has Improved in the Last Year



Public doctoral university provosts are the only subgroup that is more positive than negative about their college's financial situation over the past year.

Higher education is still feeling the effects of the 2008-9 Great Recession. By 50 percent to 33 percent, CAOs disagree rather than agree that the economic downturn that started in 2008 is effectively over at their institution. At no point since the question was first asked in 2012 have more CAOs agreed than disagreed that the effects of the downturn are no longer being felt. Last year's 46 percent represents the low point in disagreement. Public and private CAOs have similar views on this matter.

BUDGETS AND FINANCES (CONT.)

Forty-one percent of academic leaders agree and 35 percent disagree that their institution used the economic downturn to make tough but necessary changes in their budgets. The percentage agreeing has dropped since peaking at 53 percent in 2016.

When it comes to making decisions about creating new academic programs, 70 percent of CAOs say that most new funds for academic programs will come from reallocation of existing funds rather than from new revenues. Additionally, the vast majority of provosts, 88 percent, agree that financial concerns are prevalent in their institution's discussions about launching new academic programs.

CAOs are about twice as likely to disagree (53 percent) as to agree (27 percent) that their college *needs* to reduce the number of academic programs it offers by the end of the academic year. Sixty-one percent disagree and 21 percent agree that their college is *likely* to reduce the number of academic programs it offers by the end of the academic year.

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 Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Over all, the financial situation at my institution has improved in the last year.								
%5 Strongly agree	14	12	16	13	8	13	16	11
%4	23	22	24	33	16	19	22	22
%3	20	21	19	16	22	23	22	17
%2	24	24	25	13	25	27	20	34
%1 Strongly disagree	19	21	16	24	28	18	20	15
The economic downturn that started in 2008 is effectively over at my institution.								
%5 Strongly agree	13	13	13	14	8	13	15	10
%4	20	22	18	24	11	24	17	17
%3	17	18	17	26	16	17	16	17
%2	30	27	33	27	37	26	29	41
%1 Strongly disagree	20	21	19	10	28	21	23	16
Most new funds my institution will have to spend on academic programs will come from reallocation rather than new revenues.								
%5 Strongly agree	33	38	27	33	44	37	30	27
%4	37	38	35	37	31	43	37	35
%3	14	12	17	11	13	10	16	21
%2	12	10	14	14	11	7	9	13
%1 Strongly disagree	4	3	6	4	1	3	8	4

BUDGETS AND FINANCES (CONT.)

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Non-Profit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
My institution used the economic downturn to make tough but necessary changes in our academic programming budgets.								
%5 Strongly agree	16	16	15	13	11	18	14	17
%4	25	25	25	29	21	26	32	13
%3	24	24	24	19	25	22	21	29
%2	23	23	24	28	26	22	24	23
%1 Strongly disagree	12	12	13	11	17	11	10	19
My institution needs to reduce the number of academic programs it offers by the end of the 2019-20 academic year.								
%5 Strongly agree	9	8	10	5	8	9	10	10
%4	18	19	16	10	15	22	19	16
%3	21	20	22	16	19	22	22	28
%2	26	26	25	34	27	23	27	22
%1 Strongly disagree	27	28	27	36	30	24	23	23
Most new funds my institution will have to spend on academic programs will come from reallocation rather than new revenues.								
%5 Strongly agree	33	38	27	33	44	37	30	27
%4	37	38	35	37	31	43	37	35
%3	14	12	17	11	13	10	16	21
%2	12	10	14	14	11	7	9	13
%1 Strongly disagree	4	3	6	4	1	3	8	4
My institution is likely to reduce the number of academic programs it offers by the end of the 2019-20 academic year.								
%5 Strongly agree	8	7	10	5	8	8	10	11
%4	13	12	15	7	11	13	20	10
%3	17	19	14	18	15	21	18	14
%2	29	29	28	33	33	28	27	35
%1 Strongly disagree	32	33	33	38	34	30	26	30
Financial concerns (revenue, market opportunities, profit, etc.) are prevalent in my institution's discussions about launching new academic programs								
%5 Strongly agree	60	59	64	56	70	55	66	66
%4	28	29	27	30	23	31	27	29
%3	7	8	7	12	4	8	6	5
%2	2	3	2	2	3	3	1	0
%1 Strongly disagree	2	2	1	0	0	3	0	0

Nearly as many CAOs agree (35 percent) as disagree (37 percent) their job is more focused on financial and management issues than academic ones. Last year, more disagreed than agreed (42 percent to 27 percent), but in 2016 and 2017, the balance of opinion was more even. Public college academic officers are more likely to disagree their job is more focused on financial and management issues than academic ones, while private college CAOs are more likely to agree.

BUDGETS AND FINANCES (CONT.)

Similar to results from the past five years, 50 percent of provosts agree and 23 percent disagree there is a fundamental difference in perspective between administrators and faculty members.

CAOs are generally glad they pursued administrative work – 83 percent agree this is the case – with a majority of 53 percent agreeing strongly

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 Non-Profit	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	12	12	13	5	9	15	8	20
%4	23	22	26	35	32	15	28	25
%3	28	27	30	14	26	30	29	33
%2	26	29	22	37	21	29	25	18
%1 Strongly disagree	11	11	10	9	12	11	10	4
There is a fundamental difference in perspective between faculty members and administrators.								
%5 Strongly agree	17	18	16	18	14	19	18	16
%4	33	34	34	41	32	32	34	36
%3	26	25	29	13	31	23	28	29
%2	17	18	16	19	15	20	17	15
%1 Strongly disagree	6	6	5	9	7	5	4	4
I am glad I pursued administrative work.								
%5 Strongly agree	53	51	58	54	54	48	62	49
%4	30	33	26	30	28	35	28	26
%3	12	12	12	11	13	12	7	18
%2	2	3	1	2	3	3	0	3
%1 Strongly disagree	2	2	3	2	3	1	3	4

INSTITUTION AND PERSONAL DEMOGRAPHICS

What is your age?	Overall %
Under 30	0
30 to 39	2
40 to 49	18
50 to 59	42
60 to 69	34
70 and older	4

What is your gender?	Overall %
Male	50
Female	50

How many years have you served as the provost or chief academic officer at <i>this</i> institution?	Overall %
Less than six months	14
Six months to less than three years	44
Three years to less than five years	17
Five years to less than 10 years	16
10 or more years	8

INSTITUTION AND PERSONAL DEMOGRAPHICS (CONT.)

How many years have you served as the provost or chief academic officer at any institution?	Overall %
Less than six months	11
Six months to less than three years	34
Three years to less than five years	20
Five years to less than 10 years	18
10 or more years	16

What type of higher education institution do you work for?	Overall %
Public (four year)	26
Private (four year)	39
Community college	33
Private (two year)	1
For-profit institution	1

Do you consider your institution to be a liberal arts institution?	Overall %
Yes	46
No	54

ABOUT *INSIDE HIGHER ED*

Founded in 2004, *Inside Higher Ed* is the online source for news, opinions and jobs for all of higher education. *Inside Higher Ed* provides what higher education professionals need to thrive in their jobs or to find better ones: 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.

For more information, visit www.insidehighered.com.

ABOUT GALLUP

Gallup delivers analytics and advice to help leaders and organizations solve their most pressing problems. Combining more than 80 years of experience with its global reach, Gallup knows more about the attitudes and behaviors of employees, customers, students and citizens than any other organization in the world. Gallup works with leaders and organizations to achieve breakthroughs in customer engagement, employee engagement, organizational culture and identity, leadership development, talent-based assessments, entrepreneurship and wellbeing. Gallup's 2,000 professionals include noted scientists, renowned subject-matter experts and bestselling authors who work in a range of industries, including banking, finance, healthcare, consumer goods, automotive, real estate, hospitality, education, government and business-to-business (B2B).

For more information, visit www.gallup.com nor <https://www.gallup.com/education/227648/enhance-higher-education.aspx>.