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INSIDE
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SURVEY OF COLLEGE AND UNIVERSITY

CHIEF ACADEMIC OFFICERS

A STUDY BY
INSIDE HIGHER ED AND GALLUP

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THE 2017 INSIDE HIGHER ED SURVEY OF COLLEGE AND UNIVERSITY CHIEF ACADEMIC OFFICERS

A study by Gallup and *Inside Higher Ed*



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FOREWORD

Inside Higher Ed's sixth annual Survey of College and University Chief Academic Officers (CAOs) reveals how these leaders perceive and deal with the challenges facing higher education institutions in the U.S.

This study addresses the following questions:

- How do CAOs perceive institutional efforts to increase minority faculty hiring?
- How important are undergraduate diversity requirements to CAOs?
- How do provosts/CAOs assess the “academic health” of their institutions?
- Have CAOs seen improvements in their institution’s financial outlook?
- How do CAOs assess the state of liberal arts education and its future?
- What is the state and future of the faculty and of tenure practices in higher education?
- Are institutions awarding academic credit based on demonstrated competence? How many schools are exploring this type of initiative?
- What cost-cutting practices do CAOs see their institution considering over the next year?
- What impact have assessment efforts had on teaching and learning outcomes?
- To what extent do institutions consider student evaluations of teaching?
- What do provosts/CAOs think of “trigger warnings” alerting students to potentially sensitive content in course assignments?
- How helpful do CAOs consider teaching assistant unions to be?
- How much do out-of-classroom learning opportunities enhance undergraduate education?

SNAPSHOT OF FINDINGS

- CAOs overwhelmingly agree that liberal arts education is central to undergraduate education, even in professional programs.
- CAOs are more likely to disagree than agree that liberal arts education has become too divorced from students' career needs. Community college CAOs take the opposing view on this matter.
- The majority of CAOs (54 percent) expect a significant drop in the number of liberal arts institutions over five years and are more likely to agree than to disagree that liberal arts education in the U.S. is in decline.
- Most CAOs believe departments at their college highly value diversity in hiring. But they are divided about whether minority hiring targets nationally are realistic and whether their institution can meet its own target.
- More than 7 in 10 CAOs believe that undergraduates should be required to take a course on diversity and say such courses improve the campus experience for all students.
- More CAOs disagree (47 percent) than agree (36 percent) that their institution's financial situation has improved in the last year; that is a change from 2015, when 42 percent agreed and 40 percent disagreed.
- Six in 10 CAOs expect their college to be as reliant on faculty tenure in the future as it is today. Most of the remaining CAOs expect their college to be more reliant on tenure going forward.
- A majority of CAOs (61 percent) favor long-term contracts for faculty members as an alternative to tenure.
- About 8 in 10 CAOs (82 percent) favor awarding academic credits based on demonstrated competence.
- Half of CAOs say their institution currently awards academic credits based on demonstrated competence.
- Almost half of CAOs (48 percent) believe their college is very effective at preparing students for the world of work.
- CAOs tend to be more positive than negative about assessment efforts their college has taken. Majorities say the quality of teaching has improved because of the growth of assessment efforts.
- Most CAOs (64 percent) are at least somewhat concerned that student evaluations of teachers may not be accurate.
- CAOs are more likely to agree (36 percent) than to disagree (27 percent) that trigger warnings are useful tools for faculty members.
- Most say their institution is focusing more on the ability of its degree programs to help students get a good job.
- CAOs are divided on whether teaching assistant unions improve pay and working conditions for teaching assistants and are highly skeptical that unions improve teaching and learning in higher education.
- CAOs are confident in the academic health of their institution, with more than 8 in 10 (86 percent) rating their institution's academic health as excellent or good.

METHODOLOGY

This report presents findings from a quantitative survey research study 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 related to finances, academics, strategies and policies.

Gallup sent invitations via email to 2,721 CAOs and provosts and sent regular reminders throughout the Nov. 2-Dec. 7, 2016, field period. Gallup collected 654 completed or partially completed web surveys, yielding a 24 percent response rate. Respondents represented 332 public institutions, 303 private institutions, and 12 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. | Assoc. | Doctoral/Master's | Bacc. | Assoc.* |
| Total N | 654 | 332 | 303 | 12 | 42 | 110 | 168 | 144 | 128 | 5 |

*Data are not reported as a result of small sample size.

Note: The total sample size includes seven institutions that could not be categorized by sector. Additionally, system offices and specialized institutions are not categorized by highest degree offering.

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

Gallup education consultants developed the questionnaire in collaboration with Scott Jaschik and Doug Lederman of *Inside Higher Ed*. Bible colleges and seminaries with a Carnegie Code classification of 24 and institutions with enrollments of fewer than 500 students were excluded from the sample. Each institution is represented only once in the results.

The survey was an attempted census of all CAOs using the most comprehensive sample information available. 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 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 CAOs 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. The results do not include "Don't know" and "Refused" responses.

DETAILED FINDINGS

ACADEMIC HEALTH

Chief academic officers are quite positive about the academic health of their institution. Over all, 32 percent rate their college's academic health as excellent, and 54 percent describe it as good. These figures are very similar to the results from the 2015 *Inside Higher Ed* survey of CAOs (30 percent excellent, 54 percent good).

Private college CAOs are slightly more likely than public college CAOs to rate their institution's academic health as excellent (35 percent to 28 percent). Within public colleges, CAOs at doctoral institutions are most likely to rate their institution's academic health as excellent, with those at master's/baccalaureate and associate degree institutions less likely to do so.

Within private colleges, CAOs at baccalaureate-level institutions tend to be more positive about their college's academic health than do those at doctoral or master's institutions.

At least 8 in 10 CAOs, regardless of institution type, rate their college's academic health as excellent or good.

| How would you assess the "academic health" of your institution (the academic quality of the education your institution provides) as of fall 2016? | | | | | | | | |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
| | All Institutions by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| % Excellent | 32 | 28 | 35 | 40 | 22 | 30 | 26 | 37 |
| % Good | 54 | 59 | 49 | 51 | 64 | 56 | 57 | 44 |
| % Fair | 12 | 10 | 13 | 8 | 13 | 11 | 13 | 19 |
| % Poor | 1 | 2 | <1 | 0 | 1 | 4 | 1 | <1 |
| % Failing | 1 | 0 | 3 | 0 | 0 | 0 | 4 | 0 |

LIBERAL ARTS EDUCATION

At a time when many critics are questioning the value of a liberal arts education, chief academic officers leave little doubt about their support. Nine in 10 strongly agree (65 percent) or agree (25 percent) that liberal arts is central to undergraduate education, even in professional programs. Chief academic officers at public associate degree institutions (42 percent) are less likely to strongly agree with this statement than are those at other institutions.

CAOs also recognize the challenges associated with liberal arts education. They are considerably more likely to strongly agree or agree (45 percent) than to strongly disagree or disagree (26 percent) that liberal arts education is in decline in the U.S. And 54 percent agree, while 20 percent disagree, that they expect to see a significant decline in the number of U.S. liberal arts colleges over the next five years.

Sixty percent agree that politicians, presidents and boards are increasingly unsympathetic to liberal arts education, and 50 percent agree that they feel pressure from university officials to focus on academic programs with clear career orientations.

Chief academic officers are more likely to disagree (46 percent) than to agree (33 percent) that liberal arts education has become too divorced from students' career needs. Community college CAOs diverge from their peers by being more likely to agree than to disagree that liberal arts education has become too divorced from students' career considerations.

By a 44 percent to 33 percent margin, CAOs also reject the idea that liberal arts faculty members are not interested enough in parents' and students' desire for career preparation.

| The next 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 | 65 | 53 | 77 | 79 | 73 | 42 | 76 | 85 |
| %4 | 25 | 32 | 17 | 12 | 24 | 39 | 19 | 9 |
| %3 | 7 | 11 | 2 | 2 | 2 | 15 | 3 | 2 |
| %2 | 2 | 3 | 2 | 5 | 0 | 3 | 1 | 2 |
| %1 Strongly disagree | 1 | 1 | 1 | 2 | 1 | 1 | 0 | 1 |
| Liberal arts education in all types of institutions in the U.S. is in decline. | | | | | | | | |
| %5 Strongly agree | 9 | 7 | 10 | 5 | 5 | 9 | 10 | 6 |
| %4 | 36 | 36 | 35 | 23 | 39 | 38 | 40 | 30 |
| %3 | 30 | 33 | 27 | 26 | 28 | 35 | 25 | 29 |
| %2 | 22 | 22 | 21 | 44 | 27 | 16 | 21 | 27 |
| %1 Strongly disagree | 4 | 1 | 6 | 2 | 1 | 1 | 4 | 9 |

LIBERAL ARTS EDUCATION (cont.)

The following are about liberal arts education. Using a 5-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 has become too divorced from the career needs of students and graduates. | | | | | | | | |
| %5 Strongly agree | 9 | 10 | 8 | 12 | 4 | 13 | 6 | 11 |
| %4 | 24 | 27 | 21 | 22 | 25 | 32 | 25 | 13 |
| %3 | 21 | 25 | 16 | 17 | 18 | 24 | 20 | 14 |
| %2 | 29 | 27 | 31 | 36 | 35 | 21 | 28 | 29 |
| %1 Strongly disagree | 17 | 11 | 23 | 13 | 18 | 9 | 21 | 32 |
| Politicians, presidents and boards are increasingly unsympathetic to liberal arts education. | | | | | | | | |
| %5 Strongly agree | 20 | 21 | 20 | 30 | 17 | 18 | 19 | 22 |
| %4 | 40 | 40 | 42 | 41 | 52 | 39 | 35 | 40 |
| %3 | 22 | 23 | 19 | 13 | 23 | 24 | 25 | 17 |
| %2 | 15 | 12 | 17 | 14 | 6 | 14 | 19 | 19 |
| %1 Strongly disagree | 4 | 4 | 2 | 2 | 3 | 5 | 3 | 2 |
| I feel pressure from my president, board or donors to focus on academic programs that have a clear orientation toward careers. | | | | | | | | |
| %5 Strongly agree | 19 | 21 | 16 | 15 | 20 | 23 | 12 | 16 |
| %4 | 31 | 32 | 30 | 32 | 35 | 31 | 30 | 32 |
| %3 | 18 | 19 | 19 | 17 | 18 | 19 | 24 | 17 |
| %2 | 18 | 18 | 18 | 28 | 23 | 16 | 21 | 17 |
| %1 Strongly disagree | 14 | 10 | 17 | 8 | 5 | 11 | 13 | 18 |
| Liberal arts faculty members are not sufficiently interested in the desire of parents and students for career preparation. | | | | | | | | |
| %5 Strongly agree | 8 | 8 | 7 | 8 | 9 | 8 | 9 | 4 |
| %4 | 25 | 26 | 23 | 29 | 21 | 29 | 24 | 23 |
| %3 | 23 | 25 | 21 | 24 | 16 | 26 | 21 | 21 |
| %2 | 28 | 30 | 27 | 31 | 38 | 25 | 28 | 27 |
| %1 Strongly disagree | 16 | 11 | 21 | 7 | 15 | 12 | 18 | 25 |
| I expect to see the number of liberal arts colleges decline significantly over the next five years. | | | | | | | | |
| %5 Strongly agree | 9 | 7 | 12 | 6 | 6 | 8 | 14 | 10 |
| %4 | 45 | 49 | 40 | 47 | 39 | 52 | 42 | 36 |
| %3 | 26 | 26 | 25 | 26 | 32 | 25 | 26 | 27 |
| %2 | 16 | 16 | 15 | 18 | 23 | 14 | 14 | 19 |
| %1 Strongly disagree | 4 | 2 | 7 | 3 | 1 | 2 | 4 | 8 |

FACULTY AND TENURE

Most chief academic officers foresee little change in the tenure system at their institution. Six in 10 say their institution will be just as reliant on tenure in the future as it is today. Those who predict change are more likely to believe their college will become more reliant (29 percent) than less reliant (10 percent) on tenure.

Along these lines, 71 percent strongly agree or agree that tenure remains important and viable at their institution. The percentage of CAOs who strongly agree in the importance and viability of tenure ranges from a low of 21 percent at community colleges to a high of 73 percent at public doctoral colleges.

The vast majority of CAOs (73 percent) say their college relies significantly on non-tenure track faculty for instruction. As in last year's survey, private baccalaureate CAOs (52 percent) are much less likely than other institutions to say their college relies to a large degree on non-tenure track faculty.

Over all, 61 percent of CAOs say they favor an alternative to tenure that relies on a system of long-term employment contracts for faculty members. This includes at least 7 in 10 CAOs at public associate degree and private doctoral/master's colleges but less than half of those at public doctoral, public master's/baccalaureate, and private baccalaureate colleges.

CAOs are more likely to strongly agree or agree (49 percent) than to strongly disagree or disagree (30 percent) that graduate programs admit more Ph.D. students than they should, given the job market. They overwhelmingly disagree that ineffective teachers can earn tenure at their institution based on their research success.

| Next are some items about faculty members at higher education institutions. | | | | | | | | |
|--|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
| | 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 | 73 | 75 | 70 | 76 | 68 | 76 | 81 | 52 |
| % No | 27 | 25 | 30 | 24 | 32 | 24 | 19 | 48 |
| Tenure remains important and viable at my institution. | | | | | | | | |
| %5 Strongly agree | 39 | 38 | 42 | 73 | 64 | 21 | 43 | 54 |
| %4 | 32 | 38 | 27 | 25 | 30 | 39 | 26 | 29 |
| %3 | 9 | 9 | 8 | 2 | 5 | 14 | 10 | 6 |
| %2 | 5 | 5 | 5 | 0 | 1 | 9 | 6 | 4 |
| %1 Strongly disagree | 15 | 10 | 18 | 0 | 0 | 18 | 14 | 8 |
| 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 | 10 | 6 | 14 | 20 | 10 | 4 | 10 | 22 |
| % As reliant as today | 61 | 60 | 63 | 52 | 60 | 61 | 61 | 60 |
| % More reliant | 29 | 33 | 23 | 28 | 30 | 35 | 29 | 17 |
| Do you favor or oppose a system of long-term contracts over the existing tenure system in higher education? | | | | | | | | |
| % Favor | 61 | 60 | 61 | 40 | 37 | 72 | 70 | 49 |
| % Oppose | 39 | 40 | 39 | 60 | 63 | 28 | 30 | 51 |

FACULTY AND TENURE (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 institution can earn tenure based on research success, even if they are known to be ineffective teachers. | | | | | | | | |
| %5 Strongly agree | 2 | 2 | 2 | 3 | 0 | 4 | 3 | 1 |
| %4 | 5 | 7 | 2 | 13 | 4 | 8 | 4 | 1 |
| %3 | 5 | 7 | 3 | 8 | 8 | 1 | 5 | 1 |
| %2 | 22 | 27 | 17 | 48 | 34 | 15 | 22 | 14 |
| %1 Strongly disagree | 66 | 56 | 76 | 29 | 54 | 72 | 66 | 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 | 17 | 19 | 14 | 20 | 18 | 19 | 16 | 17 |
| %4 | 32 | 25 | 37 | 27 | 35 | 21 | 29 | 42 |
| %3 | 22 | 25 | 20 | 30 | 21 | 29 | 27 | 19 |
| %2 | 21 | 21 | 21 | 14 | 19 | 23 | 18 | 13 |
| %1 Strongly disagree | 9 | 9 | 9 | 9 | 7 | 8 | 9 | 8 |

COMPETENCY-BASED EDUCATION

Chief academic officers widely support awarding academic credit for demonstrated competence. Eighty-two percent favor competency-based education, with support highest among those at public associate degree institutions (94 percent) and lowest among those at private baccalaureate colleges (58 percent).

About half of CAOs (51 report) report that their institution awards credit based on demonstrated competence. This includes 73 percent at public associate degree institutions but only 29 percent at private baccalaureate colleges.

Of those who report that their college does not offer competency-based education, 34 percent say their institution is exploring such an initiative. However, the vast majority of these CAOs (85 percent) believe that their institution is very unlikely or unlikely to implement a competency-based program.

| | 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 | 82 | 91 | 72 | 83 | 81 | 94 | 79 | 58 |
| % Oppose | 18 | 9 | 28 | 17 | 19 | 6 | 21 | 42 |
| Does your institution award academic credit based on demonstrated competence? | | | | | | | | |
| % Yes | 51 | 65 | 38 | 53 | 58 | 73 | 50 | 29 |
| % No | 49 | 35 | 62 | 47 | 42 | 27 | 50 | 71 |
| Is your institution currently exploring a competency-based education approach for some programs?* | | | | | | | | |
| % Yes | 34 | 49 | 26 | n/a | 44 | 51 | 37 | 13 |
| % No | 66 | 51 | 74 | n/a | 56 | 49 | 63 | 87 |
| How likely is your institution to implement a competency-based education approach in the near future for some programs?*** | | | | | | | | |
| % Very likely | 1 | 0 | 1 | n/a | n/a | n/a | 2 | 1 |
| % Likely | 14 | 19 | 12 | n/a | n/a | n/a | 11 | 12 |
| % Unlikely | 55 | 65 | 51 | n/a | n/a | n/a | 67 | 46 |
| % Very unlikely | 30 | 16 | 36 | n/a | n/a | n/a | 20 | 41 |

*Asked of CAOs whose institution does not award academic credit based on demonstrated competence. Some subgroups are not reported due to small sample sizes.

**Asked of CAOs whose institution does not award academic credit based on demonstrated competence and is not exploring a competency-based education initiative.

n/a: Not reported due to small sample size.

Chief academic officers generally agree that it should be easier for students to earn credits and degrees based on what they have learned rather than on just the time they have spent in the classroom. Sixty-one percent strongly agree or agree with this statement, including 70 percent at public institutions but only 51 percent at private colleges. Higher support for the idea among those at public institutions is mainly a result of two-year institution CAOs having more positive views.

COMPETENCY-BASED EDUCATION (cont.)

More than 6 in 10 CAOs also agree that competency-based education can save students considerable money.

CAOs generally do not view competency-based education as a significant threat to general education. Over all, 31 percent of CAOs strongly agree or agree that competency-based education can be damaging to general education, while 41 percent strongly disagree or disagree. More private institution CAOs agree (41 percent) than disagree (32 percent) on this question, and more public institution CAOs disagree (49 percent) than agree (22 percent). Again, community college CAOs are most positive about the effects of competency-based education, and private baccalaureate college CAOs are most negative.

| | 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 | 21 | 24 | 17 | 12 | 16 | 26 | 12 | 16 |
| %4 | 40 | 46 | 34 | 44 | 37 | 50 | 42 | 29 |
| %3 | 24 | 19 | 30 | 25 | 28 | 16 | 27 | 30 |
| %2 | 12 | 10 | 14 | 17 | 17 | 7 | 17 | 15 |
| %1 Strongly disagree | 3 | 1 | 5 | 2 | 2 | 1 | 3 | 10 |
| Competency-based education can save students considerable money. | | | | | | | | |
| %5 Strongly agree | 20 | 20 | 19 | 8 | 14 | 25 | 15 | 16 |
| %4 | 44 | 47 | 39 | 43 | 46 | 45 | 40 | 45 |
| %3 | 26 | 24 | 29 | 23 | 31 | 23 | 30 | 26 |
| %2 | 9 | 9 | 10 | 24 | 10 | 6 | 13 | 8 |
| %1 Strongly disagree | 2 | <1 | 3 | 2 | 0 | <1 | 2 | 5 |
| Competency-based education may be damaging to general education. | | | | | | | | |
| %5 Strongly agree | 9 | 5 | 14 | 6 | 8 | 4 | 14 | 18 |
| %4 | 22 | 17 | 27 | 19 | 30 | 12 | 22 | 35 |
| %3 | 28 | 29 | 27 | 28 | 28 | 29 | 35 | 20 |
| %2 | 28 | 35 | 21 | 40 | 25 | 36 | 26 | 14 |
| %1 Strongly disagree | 13 | 14 | 11 | 7 | 9 | 18 | 4 | 12 |

INSTITUTIONAL EFFECTIVENESS

When asked to rate the effectiveness of their institution in eight different areas, CAOs are most likely to say their institution is very effective at providing a quality undergraduate education, with 67 percent giving this response. Nearly half say their college is very effective at preparing students for the world of work (48 percent) and offering undergraduate support services (47 percent).

CAOs are less likely to say their college is very effective at recruiting and retaining talented faculty members (33 percent), controlling rising costs for students and their families (32 percent), identifying and assessing student outcomes (30 percent), preparing students for engaged citizenship (27 percent), and using data to aid and inform campus decision-making (26 percent). But even in these areas, at least 8 in 10 rate their college as being at least somewhat effective.

| | 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 | 67 | 66 | 69 | 81 | 62 | 68 | 64 | 68 |
| % Somewhat effective | 32 | 34 | 30 | 19 | 38 | 32 | 36 | 32 |
| % Not too effective | <1 | 1 | <1 | 0 | 1 | 1 | 0 | 1 |
| % Not effective at all | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| %1 Strongly disagree | 1 | 0 | 2 | 0 | 0 | 0 | 3 | 1 |
| Preparing students for the world of work | | | | | | | | |
| % Very effective | 48 | 45 | 49 | 54 | 42 | 49 | 48 | 46 |
| % Somewhat effective | 51 | 54 | 50 | 46 | 53 | 51 | 50 | 54 |
| % Not too effective | 1 | 1 | 1 | 0 | 5 | 0 | 2 | <1 |
| % Not effective at all | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Offering undergraduate support services | | | | | | | | |
| % Very effective | 47 | 47 | 47 | 62 | 44 | 45 | 50 | 48 |
| % Somewhat effective | 46 | 45 | 47 | 38 | 49 | 45 | 45 | 48 |
| % Not too effective | 7 | 8 | 5 | 0 | 6 | 9 | 6 | 4 |
| % Not effective at all | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Recruiting and retaining talented faculty | | | | | | | | |
| % Very effective | 33 | 28 | 38 | 46 | 25 | 26 | 36 | 37 |
| % Somewhat effective | 57 | 61 | 53 | 47 | 67 | 62 | 52 | 53 |
| % Not too effective | 10 | 11 | 9 | 7 | 8 | 11 | 12 | 10 |
| % Not effective at all | <1 | <1 | 0 | 0 | 0 | 1 | 0 | 0 |

INSTITUTIONAL EFFECTIVENESS (cont.)

| | All Institutions by Sector | | | Public | | | Private Nonprofit | |
|---|----------------------------|--------|-------------------|----------|-----------------|--------|--------------------|-------|
| | All | Public | Private Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| Controlling rising prices for students and their families | | | | | | | | |
| % Very effective | 32 | 44 | 19 | 42 | 40 | 44 | 23 | 17 |
| % Somewhat effective | 53 | 47 | 59 | 53 | 45 | 49 | 60 | 53 |
| % Not too effective | 14 | 8 | 20 | 5 | 14 | 8 | 16 | 27 |
| % Not effective at all | 1 | <1 | 2 | 0 | 1 | 0 | 1 | 3 |
| Identifying and assessing student outcomes | | | | | | | | |
| % Very effective | 30 | 29 | 32 | 32 | 27 | 31 | 30 | 30 |
| % Somewhat effective | 59 | 57 | 60 | 65 | 55 | 56 | 61 | 64 |
| % Not too effective | 9 | 12 | 7 | 3 | 17 | 12 | 10 | 6 |
| % Not effective at all | 2 | 3 | 1 | 0 | 1 | 2 | 0 | <1 |
| Preparing students for engaged citizenship | | | | | | | | |
| % Very effective | 27 | 20 | 34 | 39 | 26 | 15 | 42 | 34 |
| % Somewhat effective | 59 | 62 | 55 | 54 | 63 | 64 | 52 | 55 |
| % Not too effective | 13 | 15 | 11 | 7 | 9 | 20 | 6 | 11 |
| % Not effective at all | 1 | 3 | 0 | 0 | 3 | 1 | 0 | 0 |
| Using data to aid and inform campus decision-making | | | | | | | | |
| % Very effective | 26 | 31 | 20 | 52 | 23 | 30 | 25 | 21 |
| % Somewhat effective | 61 | 56 | 67 | 45 | 61 | 57 | 63 | 65 |
| % Not too effective | 11 | 11 | 12 | 3 | 14 | 11 | 11 | 10 |
| % Not effective at all | 2 | 2 | 2 | 0 | 3 | 2 | 1 | 3 |

There are some key differences in perceived effectiveness by institution type:

- CAOs at public colleges are much more likely (44 percent) than those at private colleges (19 percent) to say their institution is very effective at controlling rising education costs.
- Public college CAOs are also more likely than their private college counterparts to view their institution as being very effective at using data to aid and inform campus decision-making (31 percent to 20 percent).
- Private college CAOs rate their institutions higher than do public college CAOs on preparing students for engaged citizenship (34 to 20 percent) and recruiting and retaining talented faculty (38 to 28 percent).
- CAOs at public doctoral colleges are significantly more positive than those at other types of colleges about their institution's effectiveness at providing a quality undergraduate education, using data to aid and inform campus decision-making, offering undergraduate support services, and recruiting and retaining talented faculty.

ASSESSMENT PROGRAMS

Colleges are increasingly using assessment methods, either of their own choosing or as required by government institutions, to measure how they are achieving their objectives. CAOs are more positive than negative about the impact such assessment programs have had on teaching, learning and policy.

As seen on the following page, 51 percent of CAOs strongly agree or agree that the growth of assessment systems has improved the quality of teaching and learning at their college; only 20 percent strongly disagree or disagree. CAOs agree rather than disagree (59 to 15 percent) that their college regularly makes changes in curriculum, teaching practices or student services based on what it finds in its assessments. And 40 percent agree that assessments have led to better use of technology in teaching and learning, while 27 percent disagree.

CAOs generally reject the notion that assessment efforts are designed more to keep accreditors and politicians happy than to improve teaching and learning. Forty-eight percent strongly disagree or disagree this is the case, while 27 percent strongly agree or agree.

When asked about faculty perceptions of assessment efforts, CAOs believe that faculty members are more likely to value than to not value assessment efforts -- 35 percent strongly agree or agree faculty members value assessment efforts, while 25 percent strongly disagree or disagree.

At the same time, CAOs largely agree that faculty members view assessment efforts as requiring a lot of work on their parts (81 percent strongly agree or agree to 6 percent strongly disagree or disagree).

Private college CAOs (56 percent) are somewhat more likely than public college CAOs (46 percent) to agree that the growth of assessment systems has improved the quality of teaching and learning at their college and to say their institution regularly makes changes based on what it finds through assessments, 61 percent to 54 percent.

Private college CAOs are less likely than their public college counterparts to view assessment efforts as mostly designed to satisfy outside groups like politicians and accreditors.

ASSESSMENT PROGRAMS (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 | 7 | 9 | 6 | 10 | 5 | 10 | 4 | 7 |
| %4 | 44 | 37 | 50 | 38 | 34 | 40 | 52 | 50 |
| %3 | 29 | 32 | 27 | 39 | 40 | 28 | 30 | 17 |
| %2 | 17 | 21 | 14 | 12 | 20 | 19 | 11 | 20 |
| %1 Strongly disagree | 3 | 2 | 3 | 0 | 1 | 2 | 2 | 6 |
| 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 | 8 | 0 | 3 | 11 | 9 | 9 |
| %4 | 18 | 25 | 12 | 22 | 28 | 26 | 14 | 15 |
| %3 | 25 | 23 | 26 | 13 | 27 | 22 | 24 | 19 |
| %2 | 36 | 33 | 38 | 48 | 37 | 33 | 41 | 43 |
| %1 Strongly disagree | 12 | 8 | 16 | 18 | 5 | 8 | 12 | 14 |
| My college regularly makes changes in the curriculum, teaching practices or student services based on what it finds through assessment. | | | | | | | | |
| %5 Strongly agree | 13 | 10 | 16 | 10 | 10 | 9 | 8 | 21 |
| %4 | 46 | 44 | 47 | 58 | 41 | 47 | 53 | 42 |
| %3 | 26 | 30 | 23 | 26 | 25 | 26 | 26 | 21 |
| %2 | 13 | 14 | 13 | 6 | 22 | 13 | 10 | 14 |
| %1 Strongly disagree | 2 | 3 | 2 | 0 | 2 | 4 | 3 | 1 |
| Faculty members value assessment efforts at my college. | | | | | | | | |
| %5 Strongly agree | 4 | 3 | 6 | 3 | 2 | 4 | 3 | 4 |
| %4 | 31 | 30 | 31 | 34 | 35 | 26 | 24 | 37 |
| %3 | 40 | 39 | 41 | 32 | 34 | 47 | 46 | 38 |
| %2 | 21 | 23 | 18 | 32 | 25 | 20 | 24 | 16 |
| %1 Strongly disagree | 4 | 5 | 4 | 0 | 4 | 3 | 3 | 5 |

ASSESSMENT PROGRAMS (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. |
| Faculty members at my college view assessment as requiring a lot of work on their parts. | | | | | | | | |
| %5 Strongly agree | 26 | 31 | 21 | 14 | 30 | 31 | 20 | 25 |
| %4 | 55 | 50 | 59 | 59 | 55 | 48 | 65 | 52 |
| %3 | 13 | 11 | 16 | 20 | 10 | 12 | 11 | 21 |
| %2 | 6 | 8 | 4 | 7 | 3 | 9 | 3 | 3 |
| %1 Strongly disagree | <1 | <1 | 0 | 0 | 1 | 0 | 0 | 0 |
| At my college, assessment has led to better use of technology in teaching and learning. | | | | | | | | |
| %5 Strongly agree | 6 | 5 | 8 | 10 | 5 | 5 | 11 | 9 |
| %4 | 34 | 37 | 30 | 47 | 29 | 38 | 25 | 26 |
| %3 | 32 | 35 | 31 | 27 | 39 | 37 | 37 | 29 |
| %2 | 20 | 18 | 22 | 16 | 25 | 16 | 19 | 23 |
| %1 Strongly disagree | 7 | 5 | 9 | 0 | 3 | 5 | 8 | 14 |

Over all, 71 percent of CAOs say their institution makes effective use of data designed to measure student outcomes. Those employed by public doctoral colleges are most likely to say this.

| | All Institutions by Sector | | | Public | | | Private Nonprofit | |
|--|----------------------------|--------|-------------------|----------|-----------------|--------|--------------------|-------|
| | All | Public | Private Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| Does your institution make effective use of data used to measure student outcomes? | | | | | | | | |
| % Yes | 71 | 68 | 74 | 80 | 61 | 68 | 67 | 79 |
| % No | 29 | 32 | 26 | 20 | 39 | 32 | 33 | 21 |

STUDENT EVALUATIONS OF TEACHING

Recent studies have called into question the validity of teacher evaluations by students as measures of student learning and instructor effectiveness. Such evaluations are often used in decisions about faculty employment, including tenure status. Almost two-thirds of CAOs (64 percent) say they are very or somewhat concerned that student evaluations of professors may not be accurate. CAOs at community colleges are slightly less concerned (55 percent).

Some of the research on student evaluations of teachers has found that they tend to be biased against female and minority instructors. CAOs are evenly divided about whether they are concerned that student evaluations may result in unfair criticism of female or minority faculty members. However, there are wide discrepancies in concern between CAOs at public doctoral institutions and those at community colleges (83 vs. 31 percent are very or somewhat concerned).

In terms of current practice, 85 percent of academic officers say their college uses student evaluations of faculty members in reviews for tenure, promotion or merit raises. Twenty-six percent of CAOs whose institution uses student evaluations of teachers say they are very important in faculty member reviews, and 66 percent say they are somewhat important. Student evaluations are much more commonly used at both public and private four-year institutions (90 percent or greater) than at community colleges (64 percent).

Over all, 42 percent of CAOs say their institution is reconsidering how it uses student reviews of professors. That includes 55 percent at public doctoral institutions and 54 percent at private baccalaureate institutions.

Many colleges use various methods so that students can evaluate their professors. The last year has seen several studies questioning the accuracy of these evaluations – even those sponsored by colleges.

| | All Institutions by Sector | | | Public | | | Private Nonprofit | |
|--|----------------------------|--------|-------------------|----------|-----------------|--------|--------------------|-------|
| | All | Public | Private Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| Regardless of whether your institution currently uses student evaluations of professors, how concerned are you that student evaluations of professors may not be accurate? | | | | | | | | |
| % Very concerned | 17 | 12 | 21 | 23 | 12 | 12 | 22 | 18 |
| % Somewhat concerned | 47 | 48 | 48 | 47 | 61 | 43 | 41 | 53 |
| % Not very concerned | 29 | 31 | 26 | 26 | 16 | 37 | 29 | 25 |
| % Not concerned at all | 7 | 9 | 5 | 5 | 11 | 8 | 8 | 4 |
| How concerned are you that these reviews may result in unfair criticism of female or minority faculty members? | | | | | | | | |
| % Very concerned | 16 | 12 | 20 | 31 | 15 | 9 | 18 | 23 |
| % Somewhat concerned | 34 | 31 | 38 | 52 | 49 | 22 | 34 | 39 |
| % Not very concerned | 33 | 36 | 29 | 15 | 27 | 41 | 35 | 29 |
| % Not concerned at all | 18 | 22 | 12 | 3 | 8 | 28 | 13 | 10 |

STUDENT EVALUATIONS OF TEACHING (cont.)

| | All Institutions by Sector | | | Public | | | Private Nonprofit | |
|---|----------------------------|--------|-------------------|----------|-----------------|--------|--------------------|-------|
| | All | Public | Private Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| Is your institution reconsidering how it uses student reviews of professors? | | | | | | | | |
| % Yes | 42 | 32 | 53 | 55 | 34 | 29 | 37 | 54 |
| % No | 58 | 68 | 47 | 45 | 66 | 71 | 63 | 46 |
| Does your college currently use student evaluations of faculty members in your reviews for tenure, promotion or merit raises? | | | | | | | | |
| % Yes | 85 | 77 | 93 | 98 | 96 | 64 | 98 | 92 |
| % No | 15 | 23 | 7 | 2 | 4 | 36 | 2 | 8 |
| How important are student evaluations in your institution's reviews of faculty members?* | | | | | | | | |
| % Very important | 26 | 24 | 27 | 14 | 24 | 31 | 26 | 29 |
| % Somewhat important | 66 | 66 | 67 | 78 | 70 | 58 | 66 | 67 |
| % Not very important | 7 | 10 | 5 | 8 | 6 | 10 | 8 | 5 |
| % Not important at all | <1 | <1 | 0 | 0 | 0 | 1 | 0 | 0 |

*Asked only of respondents whose institutions use student evaluations of faculty members in reviews.

MINORITY FACULTY HIRING

In fall 2015, students at many colleges protested the treatment of racial and ethnic minorities on their campuses. Some of the protesters issued demands for more minority faculty members. A year after the protests, 24 percent of CAOs say their college has a target for increased minority faculty hiring, whether it is in response to protesters or because of other institutional commitments. This includes 51 percent of those at public doctoral colleges.

| As you may know, after a wave of student protests in the last year, many colleges have pledged to increase the number of minority faculty members they employ. | | | | | | | | |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
| | All Institutions by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| Either because of the protests, or because of prior/subsequent commitments, does your college currently have a target for increasing the number or percentage of minority faculty members you employ by a certain date? | | | | | | | | |
| % Yes | 24 | 22 | 26 | 51 | 20 | 21 | 31 | 20 |
| % No | 76 | 78 | 74 | 49 | 80 | 79 | 69 | 80 |

As seen on the following page, CAOs generally believe their institution values racial and ethnic diversity in faculty hiring but also recognize the challenges in achieving it. Fifty-three percent of CAOs strongly agree or agree that most academic departments at their institution place a high value on diversity in the hiring process; just 15 percent strongly disagree or disagree. But 62 percent strongly agree or agree that their college will need to make hiring decisions in new ways to bring about a more diverse faculty.

Reflecting the challenges in attaining a diverse faculty, CAOs are divided on their agreement about whether targets for minority hiring in higher education are realistic and whether they are confident their own college can reach its target.

Those who say their institution has a specific target for minority hiring are more optimistic than pessimistic that their college can meet that goal – 38 percent strongly agree or agree and 23 percent strongly disagree or disagree that they are confident their college can reach its target.

MINORITY FACULTY HIRING (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. |
| I am confident my college can reach its target for minority hiring. | | | | | | | | |
| %5 Strongly agree | 9 | 9 | 9 | 11 | 9 | 8 | 4 | 12 |
| %4 | 22 | 19 | 26 | 29 | 26 | 17 | 22 | 26 |
| %3 | 38 | 41 | 33 | 45 | 33 | 44 | 39 | 34 |
| %2 | 26 | 26 | 27 | 15 | 28 | 25 | 32 | 18 |
| %1 Strongly disagree | 5 | 5 | 5 | 0 | 5 | 6 | 3 | 9 |
| The targets for minority hiring in higher education are realistic. | | | | | | | | |
| %5 Strongly agree | 5 | 6 | 4 | 9 | 5 | 5 | 1 | 7 |
| %4 | 24 | 18 | 29 | 20 | 18 | 18 | 29 | 27 |
| %3 | 37 | 41 | 33 | 40 | 31 | 48 | 31 | 30 |
| %2 | 28 | 28 | 29 | 21 | 42 | 23 | 35 | 26 |
| %1 Strongly disagree | 7 | 7 | 6 | 9 | 5 | 6 | 3 | 10 |
| My college will need to make hiring decisions in new ways in order to achieve meaningful increases in the number of minority faculty members. | | | | | | | | |
| %5 Strongly agree | 18 | 21 | 16 | 23 | 10 | 22 | 18 | 17 |
| %4 | 44 | 44 | 44 | 57 | 62 | 37 | 43 | 46 |
| %3 | 18 | 15 | 20 | 13 | 14 | 16 | 23 | 15 |
| %2 | 14 | 14 | 14 | 7 | 9 | 17 | 11 | 17 |
| %1 Strongly disagree | 6 | 7 | 6 | 0 | 4 | 9 | 4 | 4 |
| Most academic departments at my institution place a high value on diversity in the hiring process. | | | | | | | | |
| %5 Strongly agree | 18 | 17 | 19 | 18 | 15 | 15 | 20 | 15 |
| %4 | 35 | 36 | 33 | 46 | 48 | 34 | 36 | 39 |
| %3 | 32 | 31 | 33 | 29 | 29 | 28 | 29 | 33 |
| %2 | 12 | 12 | 13 | 8 | 6 | 17 | 15 | 10 |
| %1 Strongly disagree | 3 | 4 | 2 | 0 | 3 | 5 | 1 | 4 |

DIVERSITY IN CURRICULUM

The fall 2015 protests also raised the issue of diversity in college curriculums. Chief academic officers are sympathetic to the argument – 73 percent strongly agree or agree that undergraduates should be required to take a course on diversity, and 74 percent say diversity requirements improve the campus experience for all students.

Even with broad support for diversity in curriculum, 58 percent of CAOs strongly agree or agree that student groups' demands related to curriculum should be turned over to faculty bodies for review and action, rather than administrators acting on the demands. Also, less than half of CAOs (42 percent) strongly agree or agree that the curriculum at their college should be revised to add emphasis on diversity.

CAOs also do not widely endorse adding support for departments that study minority groups, either at their own institution (29 percent strongly agree or agree, 35 percent strongly disagree or disagree) or at colleges generally (29 percent strongly agree or agree, 33 percent strongly disagree or disagree).

During the student protests last year, many student protesters demanded their colleges change their curricular requirements in ways to better reflect the diversity of American 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. |
| The curriculum at my college should be revised to add emphasis on diversity. | | | | | | | | |
| %5 Strongly agree | 11 | 10 | 12 | 14 | 7 | 8 | 13 | 12 |
| %4 | 31 | 30 | 33 | 27 | 39 | 28 | 31 | 38 |
| %3 | 33 | 35 | 32 | 43 | 36 | 37 | 30 | 26 |
| %2 | 18 | 18 | 17 | 12 | 10 | 19 | 20 | 18 |
| %1 Strongly disagree | 7 | 8 | 6 | 5 | 8 | 7 | 6 | 7 |
| All undergraduates should be required to take at least one course dealing with diversity in some way. | | | | | | | | |
| %5 Strongly agree | 41 | 38 | 46 | 42 | 56 | 29 | 48 | 50 |
| %4 | 32 | 31 | 34 | 32 | 24 | 35 | 29 | 38 |
| %3 | 14 | 15 | 12 | 12 | 10 | 17 | 14 | 8 |
| %2 | 10 | 13 | 5 | 12 | 8 | 16 | 6 | 1 |
| %1 Strongly disagree | 3 | 4 | 3 | 2 | 2 | 4 | 3 | 4 |
| Diversity requirements improve the campus experience for all students. | | | | | | | | |
| %5 Strongly agree | 34 | 30 | 39 | 34 | 40 | 26 | 42 | 38 |
| %4 | 40 | 41 | 38 | 47 | 47 | 39 | 37 | 40 |
| %3 | 17 | 17 | 17 | 15 | 7 | 20 | 16 | 15 |
| %2 | 6 | 10 | 3 | 2 | 5 | 12 | 3 | 5 |
| %1 Strongly disagree | 2 | 2 | 3 | 2 | 1 | 2 | 3 | 3 |

DIVERSITY IN CURRICULUM (cont.)

| | All Institutions by Sector | | | Public | | | Private Nonprofit | |
|--|----------------------------|--------|-------------------|----------|-----------------|--------|--------------------|-------|
| | All | Public | Private Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| Colleges should add support (e.g., money, positions) for departments that focus on the study of minority groups. | | | | | | | | |
| %5 Strongly agree | 7 | 7 | 7 | 9 | 4 | 7 | 9 | 6 |
| %4 | 22 | 18 | 25 | 16 | 26 | 12 | 20 | 28 |
| %3 | 38 | 38 | 40 | 41 | 43 | 40 | 42 | 40 |
| %2 | 21 | 26 | 17 | 26 | 23 | 27 | 21 | 17 |
| %1 Strongly disagree | 12 | 12 | 10 | 8 | 4 | 15 | 9 | 9 |
| My college should add support (e.g., money, positions) for departments that focus on the study of minority groups. | | | | | | | | |
| %5 Strongly agree | 7 | 6 | 9 | 5 | 6 | 7 | 9 | 8 |
| %4 | 22 | 24 | 19 | 17 | 25 | 22 | 20 | 22 |
| %3 | 36 | 32 | 41 | 48 | 40 | 31 | 35 | 42 |
| %2 | 22 | 24 | 19 | 23 | 25 | 24 | 24 | 18 |
| %1 Strongly disagree | 13 | 13 | 12 | 8 | 4 | 16 | 13 | 11 |
| Demands of student groups related to curriculum should be turned over to faculty bodies for review and action, and should not be acted on by administrators. | | | | | | | | |
| %5 Strongly agree | 25 | 24 | 25 | 40 | 32 | 18 | 25 | 26 |
| %4 | 33 | 34 | 31 | 35 | 36 | 32 | 32 | 33 |
| %3 | 20 | 15 | 24 | 7 | 17 | 18 | 20 | 29 |
| %2 | 16 | 16 | 16 | 17 | 10 | 15 | 17 | 10 |
| %1 Strongly disagree | 7 | 11 | 4 | 0 | 5 | 16 | 6 | 2 |

Diversity requirements are fairly common at U.S. colleges and universities – 63 percent of CAOs say their college has at least one diversity course requirement in its curriculum. These requirements are far less common at community colleges, with 44 percent of CAOs at public associate institutions saying their college requires at least one diversity course.

| | All Institutions by Sector | | | Public | | | Private Nonprofit | |
|---|----------------------------|--------|-------------------|----------|-----------------|--------|--------------------|-------|
| | All | Public | Private Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| Does your college currently require at least one course dealing with diversity in some way? | | | | | | | | |
| % Yes | 63 | 52 | 75 | 77 | 66 | 44 | 75 | 73 |
| % No | 37 | 48 | 25 | 23 | 34 | 56 | 25 | 27 |

CAOs at colleges that require a diversity course are much more positive about diversity in college curriculum. Eighty-two percent agree that undergraduates should be required to take a course on diversity, including 52 percent who strongly agree. That compares with 60 percent of CAOs at colleges without a diversity requirement, with just 23 percent of CAOs at those schools expressing strong agreement.

In addition, 40 percent of CAOs at colleges with diversity requirements strongly agree such courses improve the campus experience for all students, compared with 23 percent of those at colleges with no such requirement.

TRIGGER WARNINGS

Trigger warnings remain controversial, and are a key issue in the debate about whether college campuses should be “safe spaces” or places where students encounter a variety of different viewpoints, including some that could offend them.

The vast majority of chief academic officers (99 percent) say their college does not have a formal policy or guidelines about the use of trigger warnings.

| | All Institutions by Sector | | | Public | | | Private Nonprofit | |
|---|----------------------------|--------|-------------------|----------|-----------------|--------|--------------------|-------|
| | All | Public | Private Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| Does your institution have a formal policy or guidelines about the use of trigger warnings? | | | | | | | | |
| % Yes | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 |
| % No | 99 | 99 | 99 | 98 | 99 | 99 | 99 | 98 |

Chief academic officers have mixed views on the use of trigger warnings. For example, 36 percent strongly agree or agree and 27 percent strongly disagree or disagree that trigger warnings are a useful tool for faculty members. While CAOs generally can see the benefit of using trigger warnings – 64 percent say many faculty members choose to use them in informal ways that students and professors appreciate – they mostly disagree (73 percent) that colleges should require professors to use trigger warnings.

Many chief academic officers also see the downsides of trigger warnings. Nearly two-thirds (65 percent) strongly agree or agree that such warnings may discourage students from encountering important works of literature or art. A majority (53 percent) also agree that trigger warnings are part of a trend of colleges going too far to protect students from things that might make them uncomfortable.

In terms of how professors should handle students’ concerns about completing assignments in response to a trigger warning, CAOs are more likely to disagree (44 percent) than to agree (34 percent) that students should be offered alternative assignments with no effect on their course grade.

TRIGGER WARNINGS (cont.)

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. |
| Trigger warnings are a useful tool for faculty members to use. | | | | | | | | |
| %5 Strongly agree | 10 | 9 | 11 | 6 | 5 | 9 | 8 | 8 |
| %4 | 26 | 27 | 26 | 36 | 29 | 26 | 20 | 34 |
| %3 | 37 | 37 | 37 | 16 | 41 | 40 | 42 | 39 |
| %2 | 18 | 18 | 18 | 26 | 17 | 18 | 18 | 13 |
| %1 Strongly disagree | 9 | 9 | 8 | 16 | 8 | 7 | 12 | 6 |
| Colleges should require professors to use trigger warnings. | | | | | | | | |
| %5 Strongly agree | 2 | 2 | 2 | 3 | 3 | 1 | 1 | 0 |
| %4 | 8 | 8 | 7 | 13 | 6 | 8 | 4 | 9 |
| %3 | 17 | 18 | 18 | 3 | 15 | 23 | 14 | 14 |
| %2 | 33 | 32 | 34 | 29 | 36 | 31 | 32 | 37 |
| %1 Strongly disagree | 40 | 40 | 39 | 52 | 41 | 37 | 49 | 39 |
| Trigger warnings may discourage students from encountering important works of literature or art. | | | | | | | | |
| %5 Strongly agree | 24 | 24 | 22 | 35 | 25 | 21 | 31 | 11 |
| %4 | 41 | 42 | 41 | 27 | 42 | 45 | 41 | 48 |
| %3 | 19 | 20 | 18 | 11 | 16 | 21 | 11 | 23 |
| %2 | 13 | 11 | 15 | 27 | 13 | 10 | 14 | 13 |
| %1 Strongly disagree | 3 | 2 | 4 | 0 | 4 | 2 | 3 | 4 |
| Trigger warnings are part of a trend of colleges going too far to protect students from things that may make them uncomfortable. | | | | | | | | |
| %5 Strongly agree | 19 | 19 | 19 | 17 | 17 | 20 | 19 | 19 |
| %4 | 34 | 33 | 34 | 38 | 39 | 28 | 41 | 31 |
| %3 | 26 | 31 | 23 | 22 | 21 | 35 | 27 | 19 |
| %2 | 15 | 13 | 17 | 15 | 15 | 11 | 9 | 23 |
| %1 Strongly disagree | 6 | 5 | 7 | 8 | 7 | 5 | 5 | 8 |

TRIGGER WARNINGS (cont.)

| | All Institutions by Sector | | | Public | | | Private Nonprofit | |
|--|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
| | All | Public | Private Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| Students should be offered alternative assignments, with no consequence for their grade, if they express concern about completing an assigned work in response to a trigger warning. | | | | | | | | |
| %5 Strongly agree | 10 | 9 | 10 | 2 | 16 | 8 | 7 | 7 |
| %4 | 24 | 24 | 26 | 18 | 16 | 27 | 21 | 33 |
| %3 | 23 | 20 | 25 | 21 | 22 | 19 | 28 | 25 |
| %2 | 26 | 26 | 25 | 31 | 34 | 26 | 30 | 22 |
| %1 Strongly disagree | 18 | 20 | 13 | 27 | 11 | 20 | 14 | 13 |
| Many faculty members, by choice, use trigger warnings in informal ways that both professors and students seem to appreciate. | | | | | | | | |
| %5 Strongly agree | 24 | 20 | 28 | 25 | 23 | 20 | 20 | 31 |
| %4 | 40 | 40 | 39 | 39 | 40 | 40 | 37 | 39 |
| %3 | 25 | 27 | 23 | 29 | 28 | 27 | 27 | 24 |
| %2 | 9 | 11 | 8 | 5 | 7 | 12 | 14 | 4 |
| %1 Strongly disagree | 3 | 1 | 3 | 3 | 2 | 1 | 3 | 3 |

CAOs are slightly less negative toward trigger warnings than they were a year ago. In the 2016 *Inside Higher Ed* survey, 35 percent agreed and 33 percent disagreed that trigger warnings are a useful tool for faculty to use, compared with 36 percent who agree and 27 percent who disagree in the current survey. Last year, 58 percent agreed that trigger warnings are part of a trend of colleges going too far to protect students, compared with 53 percent this year.

BUDGETS AND FINANCES

Colleges and universities face significant financial pressures attempting to deal with rising costs in a slow-growing economy. Many public institutions are facing reduced state support, and critics question the value of a college education. CAOs are more likely to strongly disagree or disagree (47 percent) than to strongly agree or agree (36 percent) that their institution's financial situation has improved in the last year. That is a less positive evaluation than a year ago, when 42 percent of CAOs strongly agreed or agreed and 40 percent strongly disagreed or disagreed that their institution's financial situation was improving.

CAOs at public institutions are more negative than those at private institutions about their college's financial situation; 57 percent of public college CAOs strongly disagree or disagree their institution's financial situation has improved -- more than twice the percentage (27 percent) who strongly agree or agree. Private institution CAOs are almost evenly divided as to whether their college's financial situation has improved -- 42 percent agree it has and 38 percent disagree. Both private and public CAOs are less positive about the financial situation than they were a year ago.

A majority of CAOs believe their institution is still feeling the effects of the Great Recession -- 56 percent strongly disagree or disagree that the economic downturn is effectively over at their institution. That includes 62 percent of those working at public colleges and 50 percent of those at private colleges. Also, 53 percent of all CAOs strongly agree or agree that their institution used the economic downturn to make difficult changes in academic programming budgets.

CAOs overwhelmingly acknowledge the role finances play in decisions about academic programs. Eighty-eight percent strongly agree or agree that financial concerns are prevalent in discussions about launching new academic programs. More than half (53 percent) strongly agree this is the case.

A majority of CAOs (55 percent) strongly disagree or disagree that their institution needs to reduce the number of academic programs it offers by the end of this academic year. A similar percentage (54 percent) strongly disagree or disagree their college is likely to do so.

As far as new spending is concerned, almost 7 in 10 CAOs strongly agree or agree such funding will need to come from reallocation of existing resources rather than from new revenues. Fully 80 percent of public college CAOs say this is the case, as do 59 percent of private college CAOs.

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. |
| Over all, the financial situation at my institution has improved in the last year. | | | | | | | | |
| %5 Strongly agree | 11 | 10 | 12 | 5 | 10 | 9 | 12 | 10 |
| %4 | 25 | 17 | 30 | 26 | 20 | 16 | 28 | 26 |
| %3 | 18 | 16 | 21 | 20 | 14 | 16 | 22 | 20 |
| %2 | 24 | 28 | 21 | 40 | 30 | 27 | 18 | 27 |
| %1 Strongly disagree | 23 | 29 | 17 | 10 | 25 | 32 | 19 | 17 |
| The economic downturn that started in 2008 is effectively over at my institution. | | | | | | | | |
| %5 Strongly agree | 8 | 8 | 9 | 4 | 4 | 9 | 10 | 5 |
| %4 | 20 | 15 | 25 | 25 | 20 | 11 | 19 | 27 |
| %3 | 16 | 15 | 17 | 21 | 17 | 14 | 18 | 14 |
| %2 | 34 | 35 | 32 | 32 | 31 | 36 | 38 | 30 |
| %1 Strongly disagree | 22 | 27 | 18 | 17 | 28 | 30 | 14 | 24 |
| Most new funds my institution will have to spend on academic programs will come from reallocation rather than new revenues. | | | | | | | | |
| %5 Strongly agree | 28 | 38 | 18 | 35 | 45 | 39 | 24 | 14 |
| %4 | 41 | 42 | 41 | 33 | 33 | 46 | 34 | 47 |
| %3 | 15 | 11 | 19 | 17 | 13 | 10 | 22 | 16 |
| %2 | 13 | 9 | 16 | 15 | 9 | 5 | 17 | 16 |
| %1 Strongly disagree | 3 | <1 | 6 | 0 | 0 | <1 | 3 | 7 |
| My institution used the economic downturn to make tough but necessary changes in our academic programming budgets. | | | | | | | | |
| %5 Strongly agree | 13 | 16 | 9 | 16 | 15 | 17 | 9 | 10 |
| %4 | 40 | 40 | 39 | 40 | 29 | 42 | 38 | 31 |
| %3 | 23 | 26 | 21 | 20 | 35 | 23 | 23 | 21 |
| %2 | 19 | 13 | 25 | 20 | 13 | 13 | 23 | 32 |
| %1 Strongly disagree | 6 | 5 | 6 | 5 | 9 | 4 | 7 | 7 |
| My institution needs to reduce the number of academic programs it offers by the end of the 2016-17 academic year. | | | | | | | | |
| %5 Strongly agree | 9 | 11 | 7 | 7 | 10 | 11 | 16 | 4 |
| %4 | 17 | 20 | 14 | 17 | 15 | 25 | 14 | 20 |
| %3 | 19 | 18 | 22 | 19 | 19 | 16 | 24 | 20 |
| %2 | 27 | 29 | 25 | 41 | 38 | 26 | 22 | 28 |
| %1 Strongly disagree | 28 | 22 | 32 | 16 | 18 | 22 | 24 | 27 |

BUDGETS AND FINANCES (cont.)

| | All Institutions by Sector | | | Public | | | Private Nonprofit | |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
| | All | Public | Private Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| My institution is likely to reduce the number of academic programs it offers by the end of the 2016-17 academic year. | | | | | | | | |
| %5 Strongly agree | 6 | 7 | 6 | 2 | 5 | 8 | 8 | 6 |
| %4 | 23 | 27 | 19 | 15 | 19 | 34 | 26 | 21 |
| %3 | 17 | 18 | 16 | 16 | 23 | 19 | 21 | 14 |
| %2 | 24 | 25 | 24 | 47 | 31 | 22 | 24 | 20 |
| %1 Strongly disagree | 30 | 22 | 35 | 19 | 23 | 18 | 21 | 39 |
| Financial concerns (revenue, market opportunities, profit, etc.) are prevalent in my institution's discussions about launching new academic programs. | | | | | | | | |
| %5 Strongly agree | 53 | 48 | 58 | 54 | 53 | 50 | 65 | 57 |
| %4 | 35 | 40 | 32 | 33 | 41 | 40 | 30 | 30 |
| %3 | 8 | 9 | 6 | 11 | 4 | 7 | 3 | 10 |
| %2 | 3 | 2 | 3 | 3 | 2 | 1 | 1 | 2 |
| %1 Strongly disagree | 1 | 1 | 1 | 0 | 0 | 2 | 1 | 1 |

When asked if their institution plans to increase emphasis on a variety of practices over the next year, most CAOs say yes to increasing collaboration with other colleges and universities (93 percent) and funding programs based on alignment with the college's mission (90 percent). Eighty-two percent say they plan to expand online courses and offerings, and three-fourths say they will increase emphasis on cutting underperforming academic programs. Majorities also plan to increase emphasis on dismissing underperforming faculty members (69 percent) and promoting retirement of older professors (54 percent).

CAOs report that their institution is least likely to emphasize changing its academic mission (5 percent) or cutting athletics programs (7 percent). According to CAOs, colleges are also not as likely to focus on increasing use of part-time faculty members (37 percent), dismissing underperforming tenured faculty members (32 percent), altering the tenure policy (22 percent), increasing teaching loads for full-time faculty (21 percent) or outsourcing instructional services (18 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 | 93 | 96 | 91 | 100 | 91 | 96 | 91 | 91 |
| % No | 7 | 4 | 9 | 0 | 9 | 4 | 9 | 9 |
| Funding programs based on the alignment with our mission | | | | | | | | |
| % Yes | 90 | 90 | 91 | 98 | 91 | 90 | 91 | 90 |
| % No | 10 | 10 | 9 | 2 | 9 | 10 | 9 | 10 |
| Expanding online programs and offerings | | | | | | | | |
| % Yes | 82 | 86 | 77 | 98 | 85 | 83 | 86 | 61 |
| % No | 18 | 14 | 23 | 2 | 15 | 17 | 14 | 39 |

BUDGETS AND FINANCES (cont.)

| 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. |
| Cutting underperforming academic programs | | | | | | | | |
| % Yes | 75 | 77 | 72 | 63 | 66 | 84 | 86 | 61 |
| % No | 25 | 23 | 28 | 37 | 34 | 16 | 14 | 39 |
| Dismissing underperforming faculty members | | | | | | | | |
| % Yes | 69 | 66 | 70 | 59 | 65 | 68 | 74 | 69 |
| % No | 31 | 34 | 30 | 41 | 35 | 32 | 26 | 31 |
| Promoting retirement of older professors | | | | | | | | |
| % Yes | 54 | 50 | 58 | 44 | 52 | 53 | 64 | 61 |
| % No | 46 | 50 | 42 | 56 | 48 | 47 | 36 | 39 |
| Increasing use of part-time faculty members | | | | | | | | |
| % Yes | 37 | 42 | 28 | 24 | 36 | 48 | 33 | 25 |
| % No | 63 | 58 | 72 | 76 | 64 | 52 | 67 | 75 |
| Dismissing underperforming tenured faculty members | | | | | | | | |
| % Yes | 32 | 33 | 28 | 30 | 22 | 38 | 26 | 23 |
| % No | 68 | 67 | 72 | 70 | 78 | 62 | 74 | 77 |
| Altering the tenure policy | | | | | | | | |
| % Yes | 22 | 19 | 24 | 26 | 20 | 18 | 26 | 14 |
| % No | 78 | 81 | 76 | 74 | 80 | 82 | 74 | 86 |
| Increasing teaching loads for full-time faculty members | | | | | | | | |
| % Yes | 21 | 25 | 14 | 31 | 23 | 27 | 18 | 6 |
| % No | 79 | 75 | 86 | 69 | 77 | 73 | 82 | 94 |
| Outsourcing some instructional services | | | | | | | | |
| % Yes | 18 | 18 | 16 | 36 | 13 | 16 | 19 | 6 |
| % No | 82 | 82 | 84 | 64 | 87 | 84 | 81 | 94 |
| Cutting athletics programs | | | | | | | | |
| % Yes | 7 | 9 | 6 | 5 | 7 | 10 | 3 | 5 |
| % No | 93 | 91 | 94 | 95 | 93 | 90 | 97 | 95 |
| Changing the academic mission of the institution | | | | | | | | |
| % Yes | 5 | 6 | 4 | 5 | 8 | 4 | 4 | 6 |
| % No | 95 | 94 | 96 | 95 | 92 | 96 | 96 | 94 |

BUDGETS AND FINANCES (cont.)

Public college CAOs are more likely than private college CAOs to say their institution plans to enhance emphasis on increased use of part-time faculty (42 percent to 28 percent) and to increase teaching loads for full-time faculty members (25 percent to 14 percent).

At 61 percent, CAOs at private baccalaureate colleges are least likely to say their institution plans to increase emphasis on expanding online offerings.

When asked about allocation of funds in the next year among various budget categories, CAOs are most likely to say they anticipate major allocation for STEM fields (64 percent strongly agree or agree) and professional or pre-professional programs (61 percent). About half expect major allocation of funds for online programs (51 percent strongly agree or agree). Only one-third expect major allocation of funds for arts and sciences programs.

Nearly 9 in 10 CAOs at public doctoral colleges expect major allocation of funds for STEM programs at their institution.

| 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. |
| STEM fields | | | | | | | | |
| %5 Strongly agree | 19 | 17 | 21 | 28 | 22 | 15 | 21 | 25 |
| %4 | 45 | 50 | 38 | 60 | 45 | 50 | 39 | 38 |
| %3 | 24 | 22 | 27 | 12 | 26 | 21 | 27 | 25 |
| %2 | 10 | 8 | 12 | 0 | 5 | 9 | 12 | 11 |
| %1 Strongly disagree | 3 | 4 | 2 | 0 | 3 | 5 | 2 | 1 |
| Professional or pre-professional programs | | | | | | | | |
| %5 Strongly agree | 18 | 11 | 25 | 12 | 10 | 11 | 25 | 24 |
| %4 | 43 | 44 | 41 | 41 | 47 | 47 | 48 | 26 |
| %3 | 22 | 24 | 21 | 29 | 26 | 19 | 21 | 30 |
| %2 | 9 | 12 | 7 | 16 | 13 | 12 | 4 | 10 |
| %1 Strongly disagree | 7 | 9 | 6 | 3 | 4 | 10 | 1 | 10 |
| Online programs | | | | | | | | |
| %5 Strongly agree | 13 | 8 | 17 | 15 | 9 | 6 | 20 | 12 |
| %4 | 38 | 38 | 37 | 36 | 46 | 38 | 44 | 26 |
| %3 | 25 | 32 | 19 | 38 | 19 | 32 | 20 | 18 |
| %2 | 13 | 14 | 13 | 12 | 14 | 15 | 12 | 20 |
| %1 Strongly disagree | 10 | 8 | 13 | 0 | 12 | 9 | 5 | 24 |
| Arts and sciences programs | | | | | | | | |
| %5 Strongly agree | 9 | 5 | 14 | 7 | 4 | 5 | 8 | 20 |
| %4 | 24 | 25 | 23 | 32 | 25 | 22 | 23 | 21 |
| %3 | 33 | 33 | 34 | 20 | 36 | 35 | 33 | 38 |
| %2 | 24 | 24 | 23 | 35 | 27 | 24 | 31 | 16 |
| %1 Strongly disagree | 9 | 13 | 5 | 5 | 8 | 15 | 5 | 5 |

SCHOLARSHIP AND LEADERSHIP

The vast majority of CAOs (82 percent) strongly agree or agree they are glad they pursued administrative work. They divide about evenly when asked if their job is more focused on financial and management issues than on academic ones – 38 percent strongly agree or agree to 37 percent strongly disagree or disagree.

CAOs do believe there is a fundamental difference in perspective between faculty members and administrators – 48 percent strongly agree or agree this is the case, while 26 percent strongly disagree or disagree. Those at public doctoral institutions are somewhat less likely to agree (34 percent).

More than 8 in 10 CAOs strongly agree or agree that their institution is increasing attention on the ability of its degree programs to help students get a good job.

| 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 institution is increasing attention on the ability of our degree programs to help students get a good job. | | | | | | | | |
| %5 Strongly agree | 32 | 33 | 28 | 24 | 30 | 37 | 26 | 29 |
| %4 | 51 | 51 | 53 | 66 | 48 | 46 | 58 | 51 |
| %3 | 15 | 13 | 17 | 9 | 19 | 13 | 16 | 17 |
| %2 | 2 | 3 | 1 | 0 | 3 | 4 | 1 | 2 |
| %1 Strongly disagree | <1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| There is a fundamental difference in perspective between faculty members and administrators. | | | | | | | | |
| %5 Strongly agree | 14 | 17 | 10 | 10 | 11 | 18 | 14 | 13 |
| %4 | 34 | 34 | 36 | 24 | 36 | 34 | 38 | 32 |
| %3 | 25 | 23 | 28 | 32 | 27 | 21 | 23 | 27 |
| %2 | 22 | 22 | 22 | 31 | 21 | 23 | 22 | 21 |
| %1 Strongly disagree | 4 | 4 | 5 | 2 | 4 | 5 | 2 | 8 |
| I am glad I pursued administrative work. | | | | | | | | |
| %5 Strongly agree | 50 | 47 | 52 | 49 | 38 | 48 | 54 | 47 |
| %4 | 32 | 32 | 33 | 44 | 44 | 28 | 29 | 37 |
| %3 | 13 | 16 | 10 | 5 | 9 | 20 | 11 | 12 |
| %2 | 4 | 3 | 4 | 2 | 6 | 3 | 6 | 1 |
| %1 Strongly disagree | 1 | 1 | 1 | 0 | 3 | 1 | 0 | 3 |
| My job is more focused on financial and management issues than on academic issues. | | | | | | | | |
| %5 Strongly agree | 9 | 9 | 9 | 10 | 15 | 9 | 11 | 11 |
| %4 | 29 | 30 | 29 | 22 | 39 | 29 | 32 | 29 |
| %3 | 26 | 22 | 29 | 31 | 15 | 26 | 34 | 25 |
| %2 | 28 | 27 | 28 | 27 | 23 | 26 | 19 | 28 |
| %1 Strongly disagree | 9 | 11 | 6 | 10 | 7 | 11 | 4 | 7 |

TEACHING ASSISTANT UNIONS

Recent changes in labor regulations have allowed teaching assistants at private colleges and universities to join labor unions, and teaching assistants at several private colleges have since voted to unionize. Chief academic officers who expressed an opinion on the topic – only about half of those surveyed – were not overly positive about the effects of unions for teaching assistants and for teaching and learning in higher education.

Forty percent strongly agree or agree that unions help teaching assistants improve their pay and working conditions, while 38 percent strongly disagree or disagree.

CAOs tend to be more skeptical about unionization helping to improve learning outcomes. Just 10 percent strongly agree or agree that teaching assistant unions lead to better teaching and learning in higher education, while 73 percent strongly disagree or 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 Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| Unions help teaching assistants improve their pay and working conditions. | | | | | | | | |
| %5 Strongly agree | 9 | 7 | 10 | n/a | 10 | 5 | 5 | 15 |
| %4 | 31 | 33 | 29 | n/a | 45 | 32 | 20 | 35 |
| %3 | 21 | 15 | 25 | n/a | 21 | 12 | 23 | 24 |
| %2 | 14 | 16 | 13 | n/a | 13 | 12 | 19 | 14 |
| %1 Strongly disagree | 24 | 28 | 22 | n/a | 11 | 39 | 32 | 13 |
| Unions for teaching assistants lead to better teaching and learning in higher education. | | | | | | | | |
| %5 Strongly agree | 4 | 3 | 4 | n/a | 3 | 2 | 1 | 5 |
| %4 | 6 | 5 | 7 | n/a | 2 | 9 | 4 | 10 |
| %3 | 17 | 15 | 19 | n/a | 29 | 8 | 12 | 22 |
| %2 | 27 | 31 | 23 | n/a | 35 | 30 | 21 | 24 |
| %1 Strongly disagree | 46 | 46 | 46 | n/a | 31 | 51 | 61 | 39 |

n/a: Not reported due to small sample size.

ENHANCEMENTS TO CLASSROOM INSTRUCTION

Recent research has illustrated that certain college experiences that undergraduates have outside the classroom setting, such as an internship related to their field of study, a multi-semester project or a mentorship, can be beneficial.

CAOs view each of five out-of-classroom experiences as being extremely or very effective enhancements to traditional classroom work. They are most positive about an internship or work experience; 55 percent rate this type of learning opportunity as extremely effective, and 34 percent rate it as very effective.

Seventy-nine percent say a research project with a professor would be an extremely (38 percent) or very (41 percent) effective learning experience, and 75 percent say the same about an intensive mentoring program (31 percent extremely effective and 44 percent very effective).

Slightly less say a study abroad experience (68 percent) or self-directed capstone project (61 percent) are extremely or very effective enhancements to traditional in-class instruction.

CAOs at public associate degree programs are much less positive about the benefits of a research project with a professor or a study abroad experience, perhaps because such opportunities are not as common at community colleges.

| How effective do you believe each of the following would be as an enhancement to traditional classroom academic work? | | | | | | | | |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
| | All Institutions by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| An internship or work experience | | | | | | | | |
| % Extremely effective | 55 | 50 | 60 | 61 | 50 | 50 | 48 | 64 |
| % Very effective | 34 | 40 | 29 | 29 | 42 | 39 | 37 | 25 |
| % Somewhat effective | 10 | 9 | 11 | 10 | 8 | 11 | 15 | 10 |
| % Not very effective | 1 | 2 | <1 | 0 | 0 | 1 | 0 | 1 |
| % Not effective at all | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| A research project with a professor | | | | | | | | |
| % Extremely effective | 38 | 31 | 46 | 52 | 52 | 22 | 43 | 54 |
| % Very effective | 41 | 40 | 41 | 38 | 42 | 35 | 45 | 35 |
| % Somewhat effective | 17 | 23 | 13 | 10 | 6 | 36 | 12 | 10 |
| % Not very effective | 3 | 5 | <1 | 0 | 0 | 6 | 0 | <1 |
| % Not effective at all | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |

ENHANCEMENTS TO CLASSROOM INSTRUCTION (CONT.)

| How effective do you believe each of the following would be as an enhancement to traditional classroom academic work? | | | | | | | | |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
| | All Institutions by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| A study abroad experience | | | | | | | | |
| % Extremely effective | 32 | 26 | 38 | 47 | 39 | 20 | 41 | 42 |
| % Very effective | 36 | 33 | 40 | 28 | 43 | 30 | 40 | 42 |
| % Somewhat effective | 26 | 32 | 20 | 26 | 18 | 38 | 18 | 13 |
| % Not very effective | 5 | 8 | 2 | 0 | 0 | 11 | 0 | 3 |
| % Not effective at all | 1 | 1 | <1 | 0 | 0 | 2 | 1 | 0 |
| An intensive mentoring program | | | | | | | | |
| % Extremely effective | 31 | 32 | 29 | 27 | 34 | 36 | 25 | 33 |
| % Very effective | 44 | 41 | 50 | 51 | 48 | 34 | 50 | 47 |
| % Somewhat effective | 23 | 25 | 20 | 20 | 17 | 29 | 24 | 20 |
| % Not very effective | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 |
| % Not effective at all | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 0 |
| A self-directed capstone project | | | | | | | | |
| % Extremely effective | 24 | 19 | 30 | 26 | 22 | 17 | 30 | 32 |
| % Very effective | 37 | 37 | 36 | 38 | 48 | 39 | 35 | 42 |
| % Somewhat effective | 33 | 35 | 29 | 31 | 26 | 34 | 29 | 25 |
| % Not very effective | 5 | 6 | 5 | 5 | 3 | 9 | 6 | <1 |
| % Not effective at all | 2 | 3 | 0 | 0 | 2 | 2 | 0 | 0 |

INSTITUTION AND PERSONAL DEMOGRAPHICS

| What is your age? | % |
|-------------------|----|
| Under 30 | 0 |
| 30 to 39 | 2 |
| 40 to 49 | 16 |
| 50 to 59 | 48 |
| 60 to 69 | 31 |
| 70 and older | 4 |

| What is your gender? | % |
|----------------------|----|
| Male | 57 |
| Female | 43 |

| How many years have you served as the provost or chief academic officer at this institution? | % |
|--|----|
| Less than 6 months | 15 |
| 6 months to less than 3 years | 42 |
| 3 years to less than 5 years | 19 |
| 5 years to less than 10 years | 14 |
| 10 or more years | 10 |

INSTITUTION AND PERSONAL DEMOGRAPHICS (cont.)

| How many years have you served as the provost or chief academic officer at any institution? | % |
|---|----|
| Less than 6 months | 13 |
| 6 months to less than 3 years | 30 |
| 3 years to less than 5 years | 20 |
| 5 years to less than 10 years | 20 |
| 10 or more years | 18 |

| What type of higher education institution do you work for? | % |
|--|----|
| Public (four year) | 19 |
| Private (four year) | 46 |
| Community college | 31 |
| Private (two year) | 2 |
| For-profit institution | 1 |

| Do you consider your institution to be a liberal arts institution? | % |
|--|----|
| Yes | 49 |
| No | 51 |

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