INSIDE HIGHER ED

2021 Survey of

College and University Chief Academic Officers

A STUDY BY *INSIDE HIGHER ED* AND HANOVER RESEARCH

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INTRODUCTION AND METHODOLOGY

Inside Higher Ed has partnered with Hanover Research to develop and disseminate a survey to college and university provosts and chief academic officers to understand how they view challenges facing higher education in the U.S. this year.

The survey was administered online in February and March of 2021 using the Qualtrics platform. Results include 183 respondents following data cleaning. Written analysis for the overall results is found throughout the report, along with some analysis based on sector and some longitudinal narrative in the appendix for specified sections. Results for the following segmentations can be found in the accompanying data supplement: Sector, Public Institutions and Degrees, Private Institutions and Degrees, Liberal Arts Institutions, and Fall Course Instructional Type. Currently serving as a provost or chief academic officer at a Four-year Private, Four-year Public, Two-year Public, or For-profit institution.

For full aggregate and segmented results, please consult the accompanying data supplement. Due to small sample sizes, some sectors have been excluded. The 2018 Carnegie Classification was used to determine sector classifications. Some schools lacked a classification and were excluded from those segmentations.

INSTITUTION TYPE

| | | **All Institutions, by Sector** | | | | **Public** | | | **Private Nonprofit** | |
	All	Public	Private Nonprofit	For Profit*	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Total sample size	183	93	83	7	23	21	45	49	34

Note: An asterisk (*) indicates that data is not reported for these groups due to small sample size.

HIGH-LEVEL KEY FINDINGS

- Provosts indicate that the quality of their offerings during the fall semester was worse than semesters before the pandemic. Still, most indicate that the quality of their courses remained good. Provosts note that student academic engagement (77 percent), faculty research (51 percent), and the quality of courses (42 percent) all were at least somewhat worse during the fall semester. Despite that, 83 percent still say that the quality of courses at their institution was at least good.

- Institutions will likely offer more hybrid and online courses after the pandemic than they did before. Three in four provosts indicate that this will be the case for their institution after the pandemic. Given that, few report that their institution is considering partnering with an outside provider to conduct online courses (7 percent).

- About one in four provosts report that their institution had to cut faculty during the pandemic. The position that they most often cut was adjunct faculty (67 percent), followed by tenure-track faculty (not yet tenured) (19 percent). Significantly more provosts from private institutions (33 percent) report that the humanities were disproportionately affected when cutting faculty slots as compared to public ones (4 percent).

- There is room to improve when it comes to faculty engagement and support. Around six in ten provosts indicate that their faculty feel at least very engaged with their work, but small percentages report that their faculty feel very or extremely connected to (18 percent) or supported by (38 percent) the administration. Most indicate that deans and chairs are primarily responsible for ensuring faculty are supported, engaged, and connected at their institution (81 percent).

- Most institutions have made or have considered making changes to their policies as a result of recent attention to longstanding structural racism in the U.S. In particular, provosts report that their institutions are re-examining their curriculum to assure it is inclusive and diverse (64 percent) as well as adopting new diversity goals for faculty and staff hiring (52 percent). Provosts report that all faculty are at least slightly receptive to these changes, the extent to which varies based on institution type. Significantly more provosts from private institutions (69 percent) report that their faculty were very or extremely receptive to these changes than those from public ones (49 percent).

- Provosts find that their institutions are effective at providing quality educations for their students. Almost all respondents report that their institutions are somewhat or very effective at providing a quality undergraduate education (99 percent) and preparing students for the world of work (98 percent).

HIGH-LEVEL KEY FINDINGS (cont.)

- Institutions generally offer a variety of professional development to their faculty members. While most already offer professional development in areas like teaching with technology (97 percent) and active teaching techniques (90 percent), there is room for growth when it comes to professional development regarding measuring the effectiveness of digital tools (46 percent).

- Provosts plan to increase emphasis in the next year on online learning and collaboration. Eighty-five percent of provosts report that they plan to increase collaboration with other colleges and universities, 84 percent report they will expand online programs, and 81 percent report they will fund programs based on the alignment with their mission.

- Though provosts believe that a liberal arts education is essential, they also indicate that it is in decline. While ninety-three agree that a liberal arts education is central to undergraduate studies, 73 percent say that they expect to see the number of liberal arts colleges decline significantly over the next five years. Additionally, most say that liberal arts education is not well understood in the U.S. (92 percent).

- Competing opinions exist when it comes to decisions around academic funding. Though most agree that a high-quality undergraduate education requires healthy departments in fields like English (84 percent), they also note that politicians and board members are prioritizing STEM and professional programs over general education (72 percent). Furthermore, only 28 percent believe that there will be major allocations of funds to arts and science programs in the next budget year.

- Sexual harassment and assault are taken seriously on college campuses. Around nine in ten provosts report that their college responds effectively and fairly to allegations of sexual harassment. Still, 12 percent find that their institution has tolerated sexual harassment by faculty for too long.

- A majority of provosts believe that graduate students should not have the right to unionize. Sixty percent do not believe graduate students should be able to unionize, and only four percent of provosts indicate that their schools have graduate student unions. The biggest factor guiding those who do not want graduate students unions is the principle that graduate students are primarily students, and employees second (95 percent).

COURSE OFFERING DURING THE FALL OF 2020

The majority of provosts indicate that their institutions held courses mostly online, with some in-person during the fall semester. Very few indicated that all courses were online (9 percent), followed by some who said that most courses were in-person with some online (30 percent).

Which of the following best describes the course offerings at your institution during the fall of 2020?
(n=183)

Category	Percent
Most courses were online, with some in-person courses on campus	61%
Most courses were in-person and on campus, with some courses online	30%
All courses were online	9%
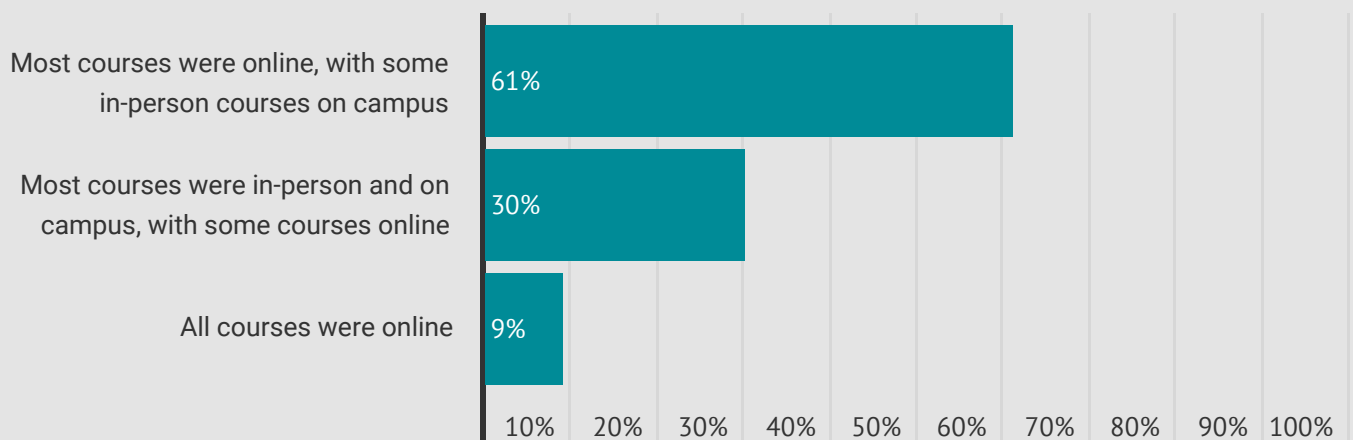
EXPECTATIONS FOR FALL SEMESTER

More than half of provosts report that the fall semester was better than they expected. Fifty-four percent indicate that the fall semester was at least somewhat better than expected, with 30 percent who say that it was about the same as expected.

When thinking about your initial expectations for the fall semester, which of the following best describes how it panned out?
The fall semester was...
(n=183)

...much worse than expected.	...somewhat worse than expected.	...about the same as expected.	...somewhat better than expected.	...much better than expected.
1%	5%	30%	43%	21%
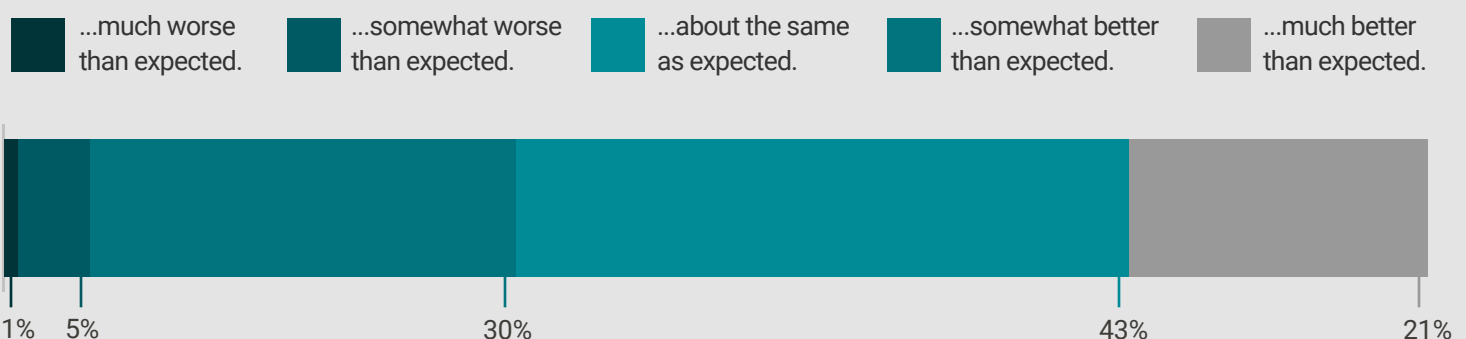
QUALITY OF FALL SEMESTER ACADEMICS

Most indicate that while the quality of their institution's courses remained good, other factors lacked quality during the fall semester. While 83 percent of respondents report that the quality of their courses remained good or excellent, only 45 percent say the same of student academic engagement and 31 percent for faculty research.

How would you rate the quality of the following during the fall semester?
(n=183)

| Very poor | Poor | Fair | Good | Excellent |

Quality of courses
1% 16% 77% 6%

Student academic engagement
1% 9% 45% 41% 4%

Faculty research
5% 15% 49% 27% 4%
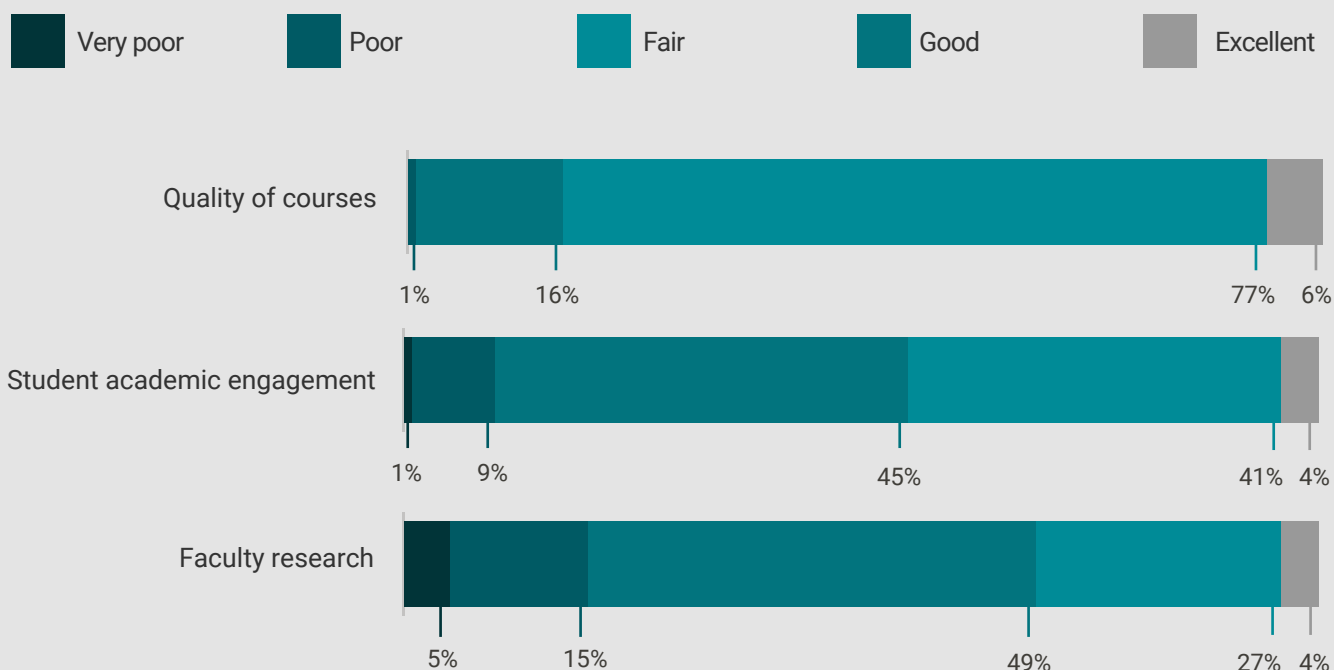
FALL OF 2020 COMPARED TO OTHER SEMESTERS

Compared to previous semesters, most provosts agree that the quality of their offerings were either worse or about the same. In particular, provosts indicate that student academic engagement (77 percent), faculty research (51 percent), and the quality of courses (42 percent) during the fall were at least somewhat worse than previous semesters.

How did the fall semester compare to semesters before the pandemic in the following areas?
(n=183)

Much worse quality · Somewhat worse quality · About the same quality · Somewhat better quality · Much better quality

Quality of courses
1% | 41% | 47% | 9% | 6%

Faculty research
6% | 45% | 44% | 3% | 2%

Student academic engagement
7% | 69% | 15% | 7% | 2%
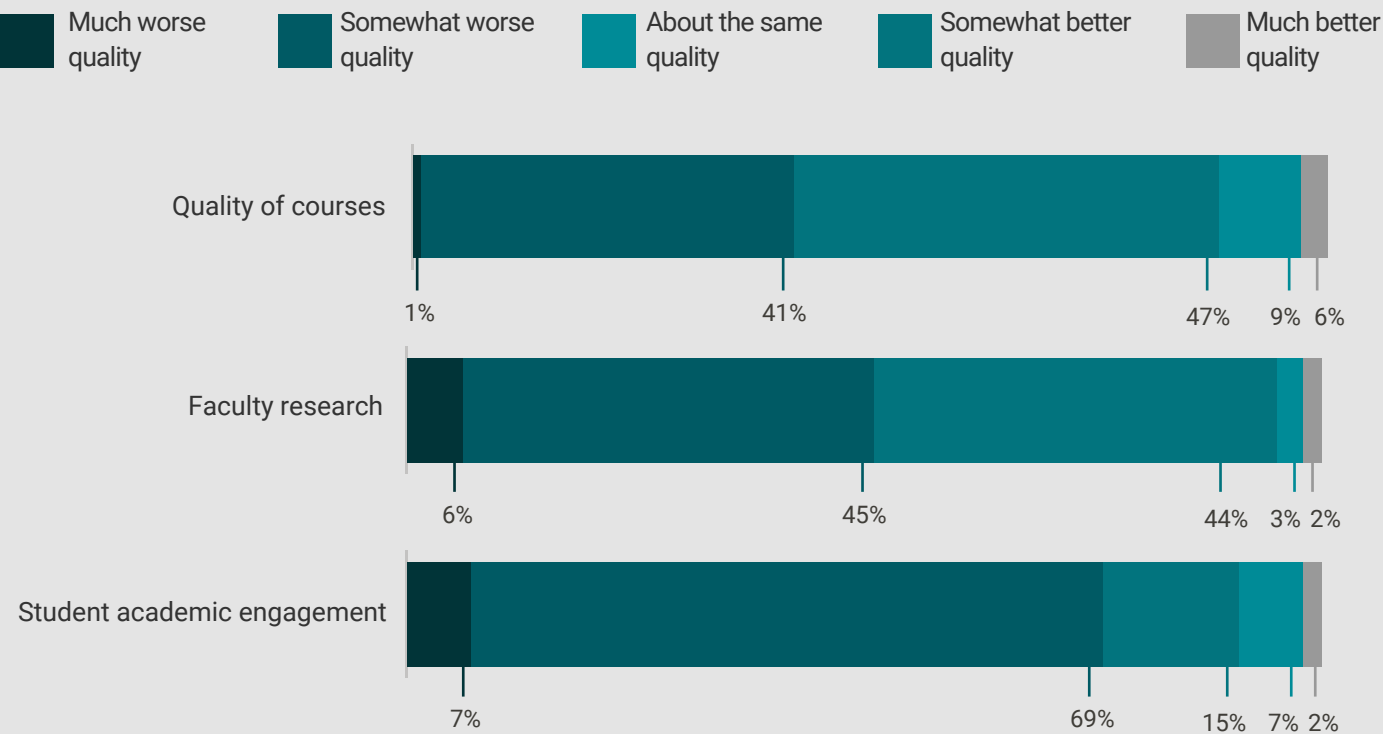
EFFECT OF THE PANDEMIC TENURE EXPECTATIONS

More provosts believe that their institution should have adjusted tenure expectations than those who indicate that their institutions did adjust tenure expectations. While 43 percent of respondents report that their institutions should have adjusted tenure expectations, only 40 percent report that their institutions did.

Did your institution adjust tenure expectations because of the pandemic?
(n=183)

Yes	40%
No	60%

20% 40% 60% 80% 100%
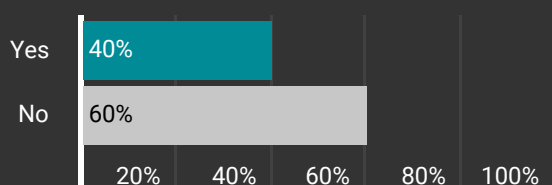
Do you believe that your institution should have adjusted tenure expectations during the pandemic?
(n=183)

Yes	43%
No	57%

20% 40% 60% 80% 100%
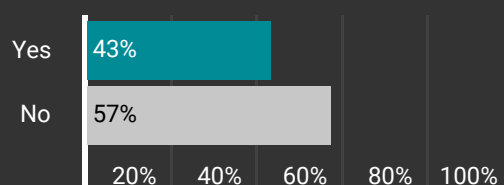
ONLINE AND HYBRID COURSE OFFERINGS POST-PANDEMIC

Around three-fourths of provosts report that they believe that their institution will offer more of both hybrid and online courses after the pandemic than they did before.

■ Significantly fewer   ■ Somewhat fewer   ■ About the same amount   ■ Somewhat more   ■ Significantly more
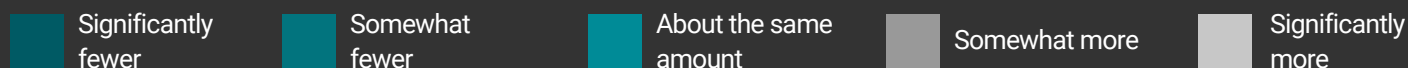
After the pandemic, do you believe that your institution will offer fewer or more hybrid courses than before the pandemic?
(n=183)

4% 5% 17% 54% 20%
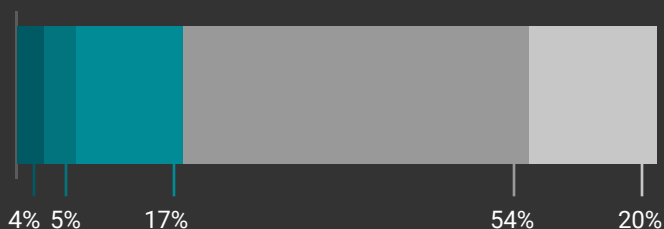
After the pandemic, do you believe that your institution will offer fewer or more online courses than before the pandemic?

4% 6% 17% 63% 10%
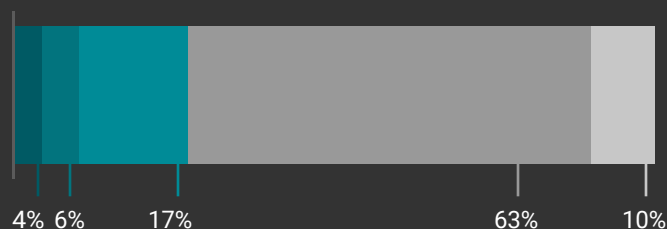
PARTNERING WITH OUTSIDE INSTITUTIONS FOR ONLINE COURSE OFFERINGS

Most provosts indicate that their institution is not considering partnering with an outside provider to conduct online courses, with 82 percent indicating that this is the case. Only 7 percent report that they are considering doing this.

Is your institution considering partnering with an outside provider to conduct online courses?
(n=183)

Category	Percentage
No	82%
Yes	7%
My institution is already partnered with an outside provider to conduct online courses.	11%
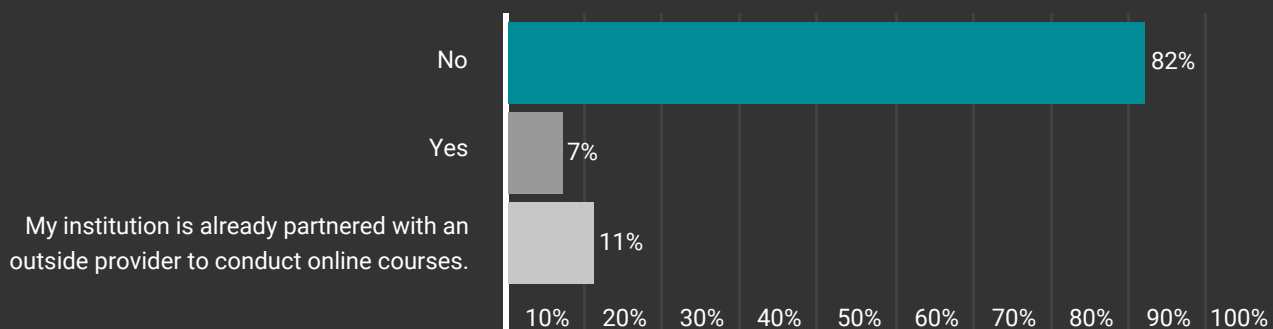
SCRUTINY OF ONLINE PROGRAMS POST-PANDEMIC

Provosts have mixed opinions when it comes to future scrutiny of online programs post-pandemic. About half (47 percent) agree that there will be more scrutiny of online programs due to negative student experiences during the pandemic, though 28 percent neither agree or disagree with this statement and 25 percent disagree with it.

To what extent do you agree or disagree with the following statement?
I expect more scrutiny of online programs in the future due to negative student experiences with online learning during the pandemic.
(n=183)

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
3%	22%	28%	38%	9%
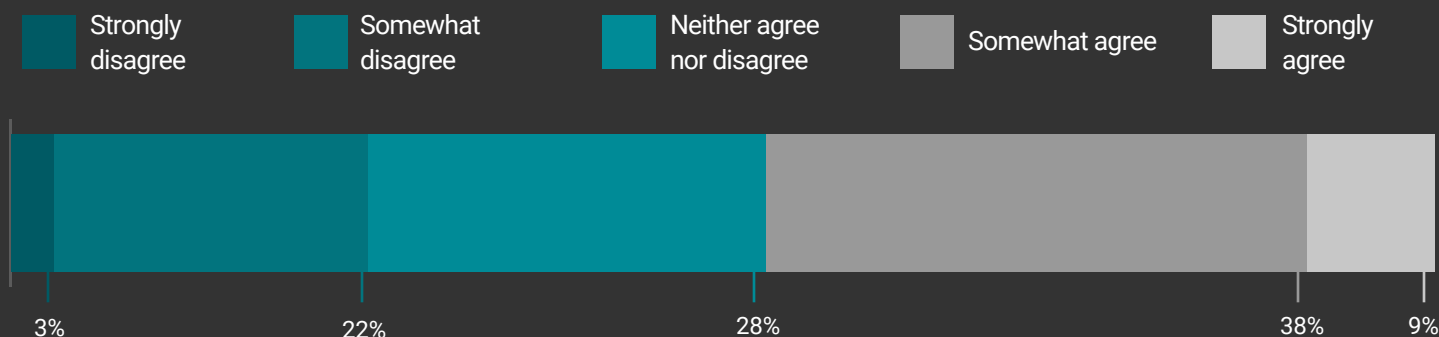
CUTS TO FACULTY DURING THE PANDEMIC

About a quarter of provosts indicate that their institution made cuts to faculty because of the economic strain of the pandemic. No significant differences exist between sectors.

Did your institution make cuts to faculty because of the economic strain of the pandemic? (n=182)

- Yes: 24%
- No: 76%
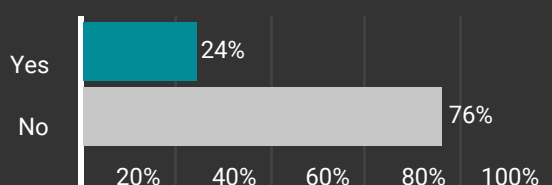
Did your institution adjust tenure expectations because of the pandemic?

■ Public (n=92) ■ Private not-for-profit (n=83)

- Yes: Public 26%, Private not-for-profit 18%
- No: Public 74%, Private not-for-profit 82%
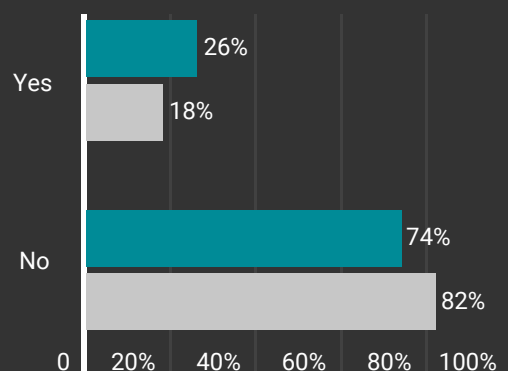
PERCENTAGE OF CUTS AND TYPES OF FACULTY LET GO

Of the institutions who let go of faculty during the pandemic, provosts indicate that adjunct faculty were most often let go. Sixty-seven percent of those who let faculty go report that they let adjunct faculty go. Additionally, a little more than half indicate that their institution let go of 1 percent to 4.9 percent of their total faculty.

Which types of faculty members were let go due to the economic strain of the pandemic? Please select all that apply. (n=43)
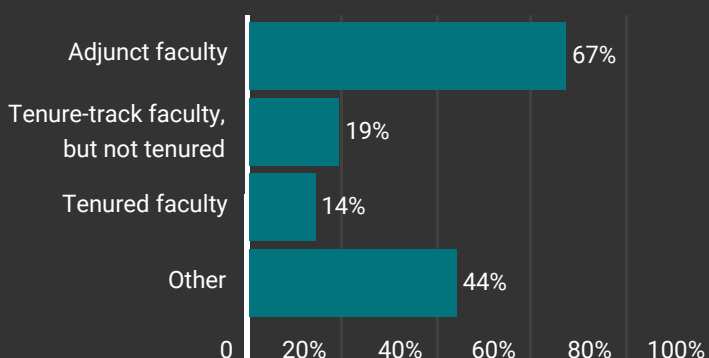
- Adjunct faculty: 67%
- Tenure-track faculty, but not tenured: 19%
- Tenured faculty: 14%
- Other: 44%

How many faculty members did your institution cut due to the economic strain of the pandemic? (n=42)

- 10% to 25%: 10%
- 5% to 9.9%: 29%
- 1% to 4.9%: 51%
- < 1%: 10%
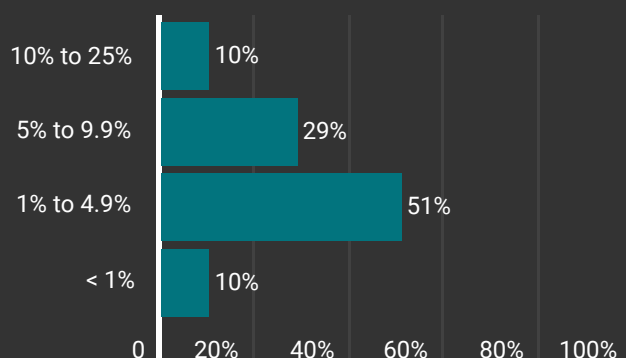
Note: Respondents were only shown these questions if their institutions cut faculty members during the pandemic.

PERCENTAGE OF CUTS AND TYPES OF FACULTY LET GO – BY SECTOR

Which types of faculty members were let go due to the economic strain of the pandemic? Please select all that apply.

- ■ Public (n=24)
- ■ Private not-for-profit (n=15)

Adjunct faculty	Public: 75% / Private: 53%
Tenure-track faculty, but not tenured	Public: 13% / Private: 20%
Tenured faculty	Public: 13% / Private: 20%
Other	Public: 42% / Private: 53%

0 20% 40% 60% 80% 100%

How many faculty members did your institution cut due to the economic strain of the pandemic?

- ■ Public (n=23)
- ■ Private not-for-profit (n=15)

10% to 25%	Public: 9% / Private: 7%
5% to 9.9%	Public: 35% / Private: 7%
1% to 4.9%	Public: 57% / Private: 60%
<1%*	Public: 0% / Private: 27%

0 20% 40% 60% 80% 100%
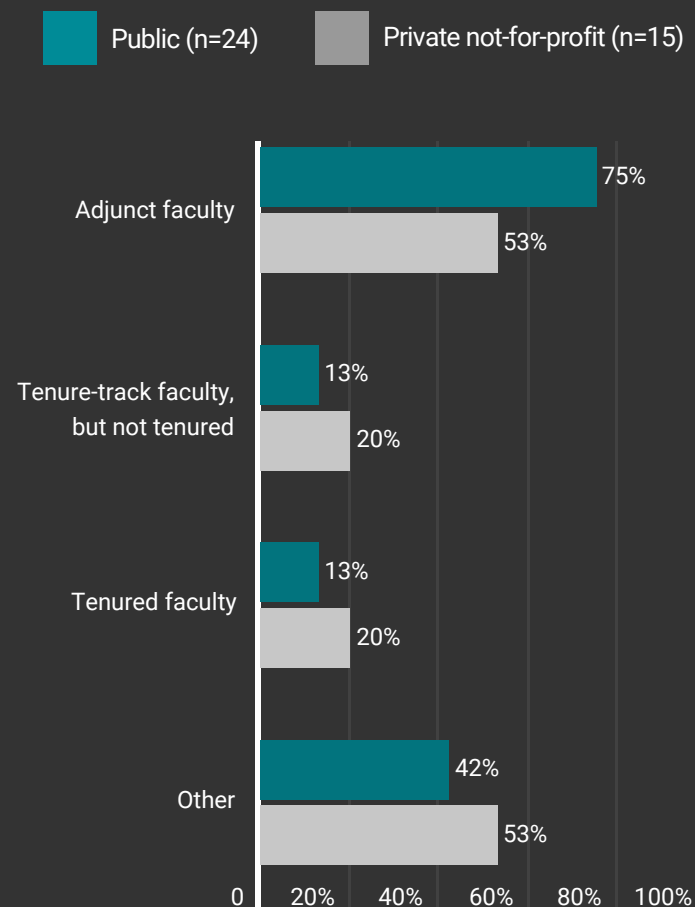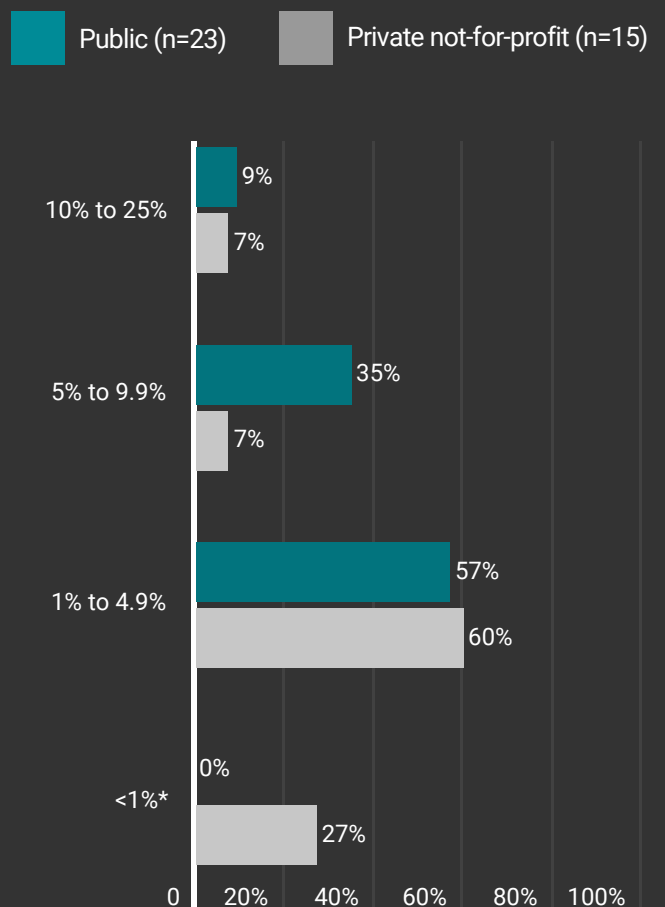
Note: Respondents were only shown these questions if their institutions cut faculty members during the pandemic. An asterisk (*) indicates at least one statistically significant difference between groups.

CONSULTATION OF AAUP POLICIES AND EFFECT ON HUMANITIES

Of the small number of provosts who report that their institution cut tenure positions, few say their institution heavily consulted AAUP policies when eliminating tenure-track positions. In general, provosts who said that their institutions eliminated tenure-track positions either did not consult AAUP policies (45 percent) or somewhat consulted them (45 percent).

At most institutions where faculty cuts were made, provosts indicate that the humanities were not disproportionally affected. Eighty-six percent report that the humanities were not disproportionately affected by faculty cuts at their institution.

To what extent did your university consult AAUP policies when eliminating tenure-track positions?
When eliminating tenure-track positions, my institution... (n=11)
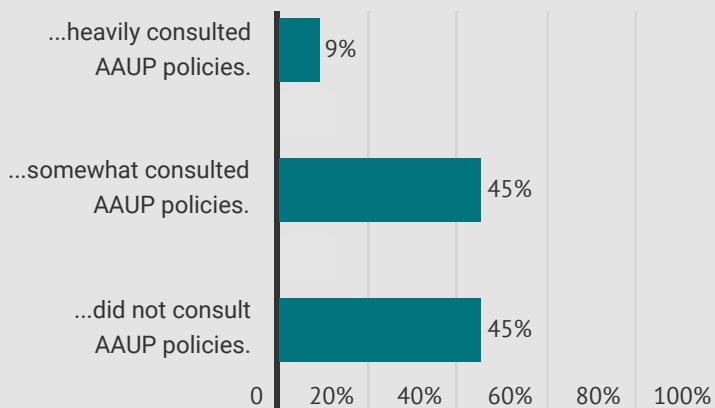
...heavily consulted AAUP policies.	9%
...somewhat consulted AAUP policies.	45%
...did not consult AAUP policies.	45%

0   20%   40%   60%   80%   100%

Were the humanities disproportionately affected when cutting faculty slots?
(n=42)

Yes	14%
No	86%

0   20%   40%   60%   80%   100%
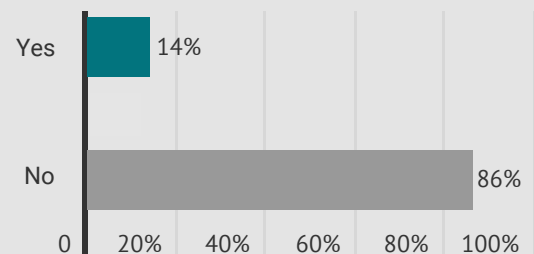
Note: Respondents were only shown the question on the left if their institutions cut tenure-track or tenured faculty members. Respondents were only shown the question on the right if their institution cut faculty members during the pandemic.

CONSULTATION OF AAUP POLICIES AND EFFECT HUMANITIES – BY SECTOR

The humanities were more affected by cuts at private institutions than public ones. Significantly more provosts from private institutions (33 percent) report that the humanities were disproportionately affected when cutting faculty slots as compared to public institutions (4 percent).

To what extent did your university consult AAUP policies when eliminating tenure-track positions? When eliminating tenure-track positions, my institution...

■ Public (n=5)   ■ Private not-for-profit (n=4)

- ...somewhat consulted AAUP policies.
  - Public: 60%
  - Private not-for-profit: 50%
- ...heavily consulted AAUP policies
  - Public: 20%
- ...did not consult AAUP policies
  - Public: 20%
  - Private not-for-profit: 50%

Were the humanities disproportionately affected when cutting faculty slots?

■ Public (n=23)   ■ Private not-for-profit (n=15)

- Yes*
  - Public: 4%
  - Private not-for-profit: 33%
- No*
  - Public: 96%
  - Private not-for-profit: 67%
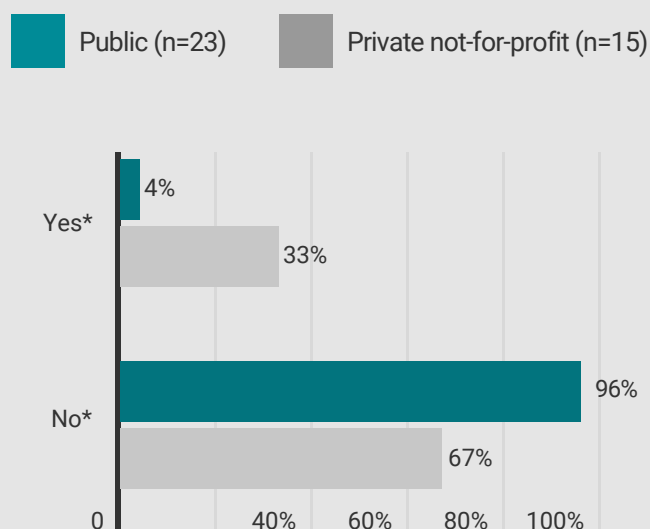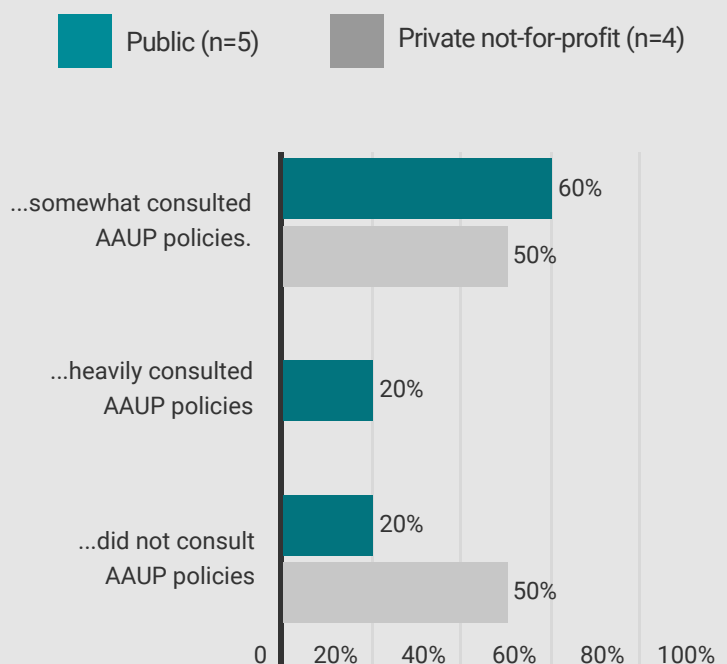
Note: An asterisk (*) indicates at least one statistically significant difference between groups.

VOLUME OF RESPONSIBILITIES

Almost all provosts indicate that their volume of responsibilities increased during the pandemic.

Ninety-two percent of respondents report that this is the case.

How did the pandemic affect the volume of your responsibilities?
(n=181)

Response	Percentage
My responsibilities increased.	92%
My responsibilities stayed the same.	7%
My responsibilities decreased.	1%
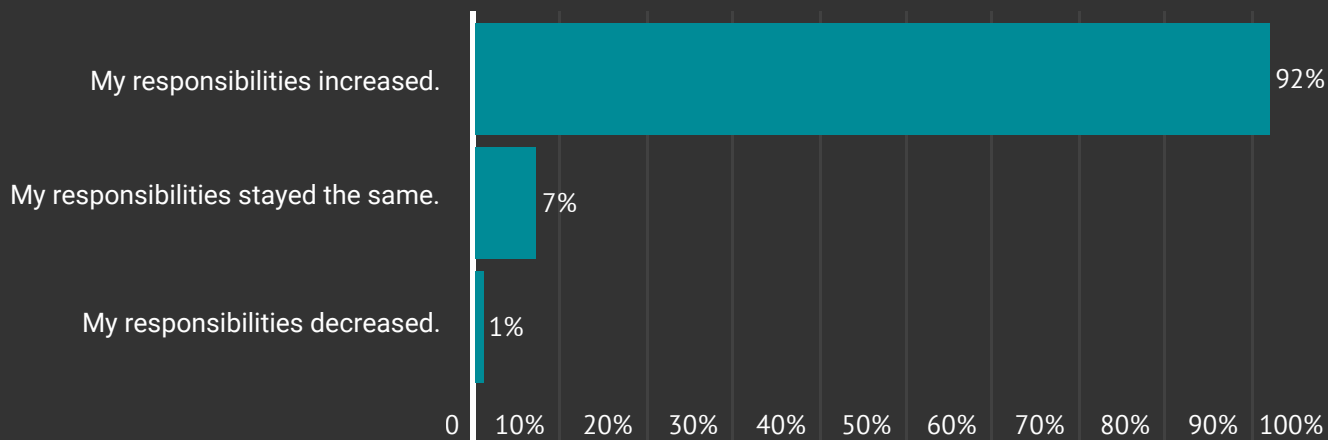
FREQUENCY OF COMMUNICATING WITH FACULTY

Provosts vary in terms of how frequently they (or their office) directly communicated with faculty during the pandemic, but most communicated at least 2-3 times a month. Most commonly they report that they communicated with faculty 2-3 times a month (32 percent), once a week (27 percent), or 2-3 times a week (19 percent).

Three-fourths of provosts report that their office communicates with faculty more frequently than before the pandemic.

During the pandemic, how frequently do you (or your office) directly communicate with faculty? (n=181)

Category	Percent
Daily	9%
2-3 times a week	19%
Once a week	27%
2-3 times a month	32%
Once a month	11%
Less than once a month	2%
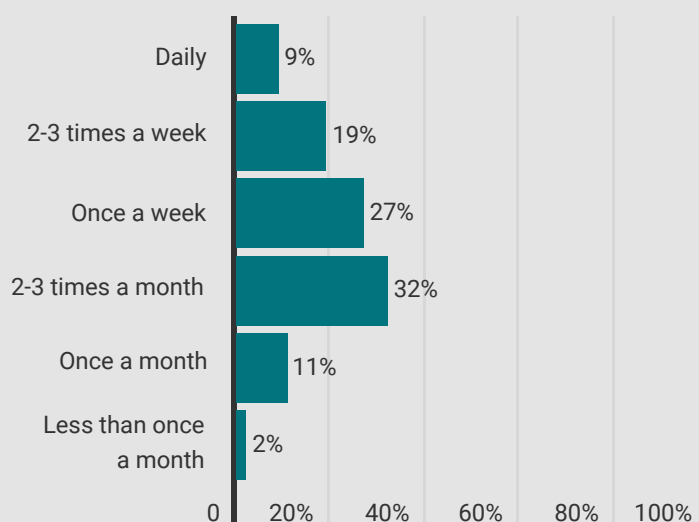
Have you decreased or increased the frequency with which you (or your office) communicates with faculty during the pandemic?
My office communicates with faculty...
(n=181)

Category	Percent
...more frequently than before.	76%
...about the same amount as before	22%
...less frequently than before	3%
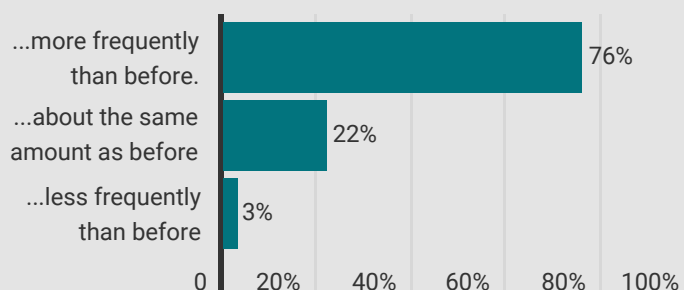
EFFECTIVENESS OF COMMUNICATING WITH FACULTY

No provosts report that they and their office were extremely effective at communicating with faculty during the pandemic. Still, most indicate that they were either somewhat or very effective (93 percent) at communicating with their faculty.

How effective do you believe you (or your office) has been at communicating with faculty during the pandemic?
(n=181)

■ Not too effective   ■ Somewhat effective   ■ Very effective   ■ Extremely effective

7%	62%	31%
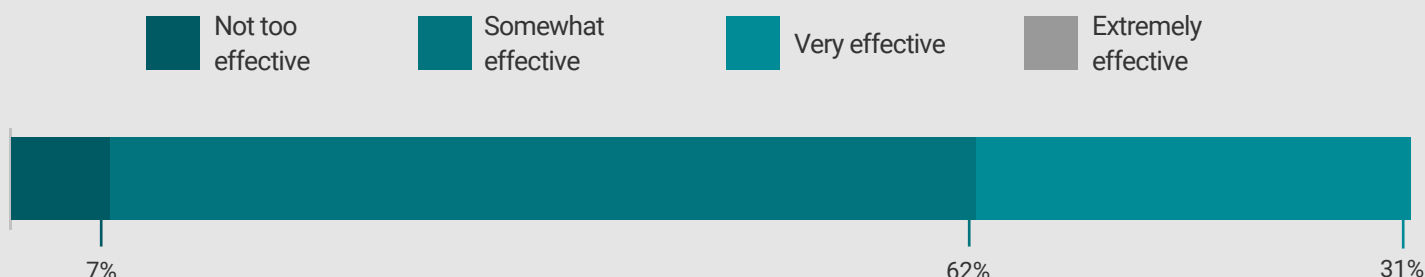
FACULTY ENGAGEMENT

Provosts perceive that faculty generally feel engaged and supported, though there is room for improvement. In particular, more than half of provosts believe that faculty feel at least very engaged with their work (59 percent). Fewer find that faculty are very or extremely connected to the administration (18 percent). No significant differences exist between institutional types.

To what extent do you believe faculty currently feel…
(n=180)

■ Not at all   ■ Slightly   ■ Moderately   ■ Very   ■ Extremely

…engaged with their work?
7%   34%   55%   4%

…supported by the administration?
1%   13%   48%   36%   2%

…connected to the administration?
2%   17%   63%   18%

To what extent do you believe faculty currently feel…
% Extremely + % Very

■ Public (n=91)   ■ Private not-for-profit (n=82)

…engaged with their work?
60%
56%

…supported by the administration?
43%
30%

…connected to the administration?
19%
17%

0   20%   40%   60%   80%   100%
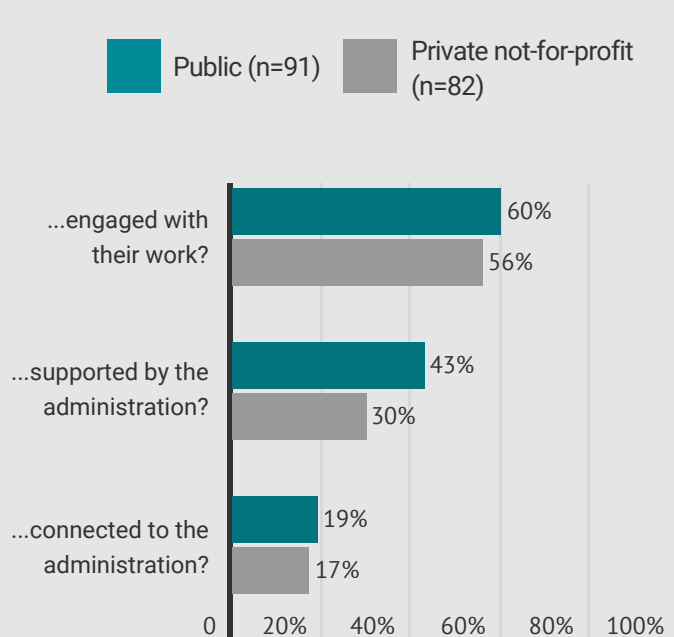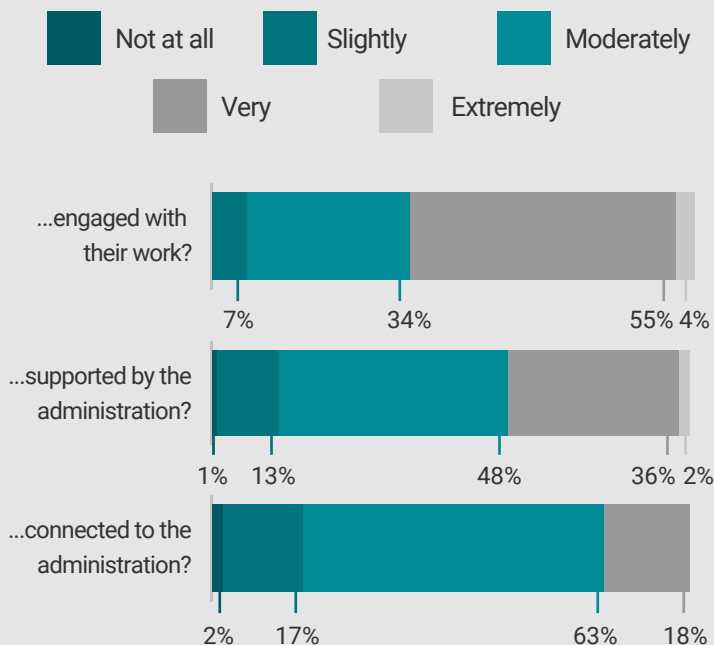
RESPONSIBILITY FOR FACULTY SUPPORT

Most indicate that deans and chairs are responsible for ensuring that faculty are supported, engaged, and connected, with 81 percent indicating that that is the case.

- Significantly more provosts at public institutions (87 percent) indicate that deans and chairs are primarily responsible for ensuring faculty are supported and engaged as compared to private ones (74 percent).

At your institution, who is primarily responsible for ensuring faculty are supported, engaged, and connected?
(n=180)
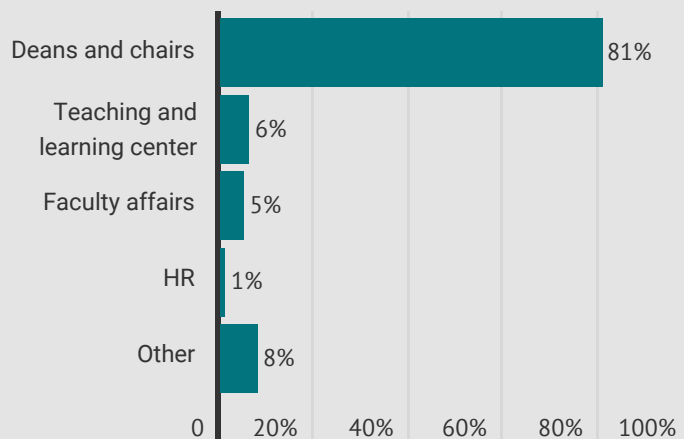
Category	Percentage
Deans and chairs	81%
Teaching and learning center	6%
Faculty affairs	5%
HR	1%
Other	8%

At your institution, who is primarily responsible for ensuring faculty are supported, engaged, and connected?

Public (n=91) / Private not-for-profit (n=82)

Category	Public	Private
Dean and chairs*	87%	74%
Teaching and learning center	4%	7%
Faculty affairs	3%	6%
HR	0%	1%
Other	5%	11%
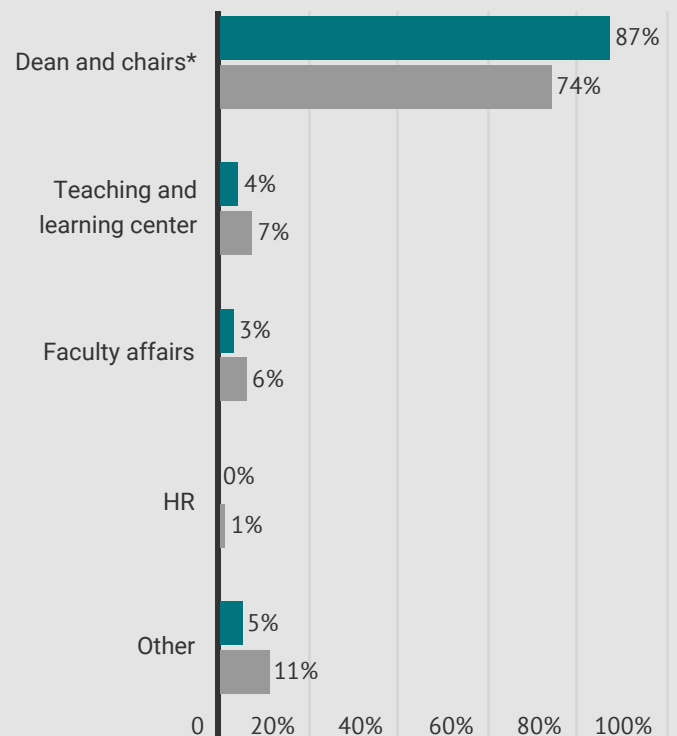
RESOURCES AND TOOLS FOR FACULTY

Most provosts report that resources to make sure faculty are supported are made available to them in three main ways: services managed at the college or department level (84 percent), mass e-mails (84 percent), and institutional offices that are tasked with providing faculty services (83 percent).

- Significantly more public institutions (73 percent) provide faculty with resources through their institution's website than those from private institutions (51 percent).

Through what channel(s) are resources and tools made available to faculty to ensure they are supported, engaged, and connected? Please select all that apply.
Resources and tools are made available to faculty through...

(n=180)

Channel	Percent
...institutional offices that are tasked with providing faculty services.	84%
...services managed at the college or department level.	84%
...mass e-mails.	83%
...my institution's website.	62%
...spreadsheets, online documents, and/or paper files.	43%
Other	13%

Legend: Public (n=91) ■ — Private not-for-profit (n=82) ■

Channel	Public (n=91)	Private not-for-profit (n=82)
...services managed at the college or department level.	85%	83%
...institutional offices that are tasked with providing faculty services.	88%	79%
...mass e-mails.	87%	80%
...my institution's website.*	73%	51%
...spreadsheets, online documents, and/or paper files.	44%	41%
Other	7%	18%

Note: An asterisk (*) indicates at least one statistically significant difference between groups.

WHAT THE INSTITUTION PROVIDED FACULTY

Most indicate that their institutions provided support to faculty in the form of tools to help them adjust to online teaching and learning. Most say that their faculty had resources and tools for how to work effectively in a remote work environment (94 percent) and short courses on best practices for online teaching and learning (91 percent). Still, only a little more than half indicate that their faculty had access to mentors and peers (58 percent).

• No significant differences exist between institution types.

Did your institution provide any of the following to faculty members?
Please select all that apply.
(n=180)

Category	Percent
Resources and tools for how to work effectively in a remote work environment	94%
Short courses on best practices for online teaching and learning	91%
Assurances that there was a short-term plan for getting through the crisis	90%
Assurances that there was a long-term plan for getting through the crisis	67%
Access to mentors and peers	58%
Other	10%
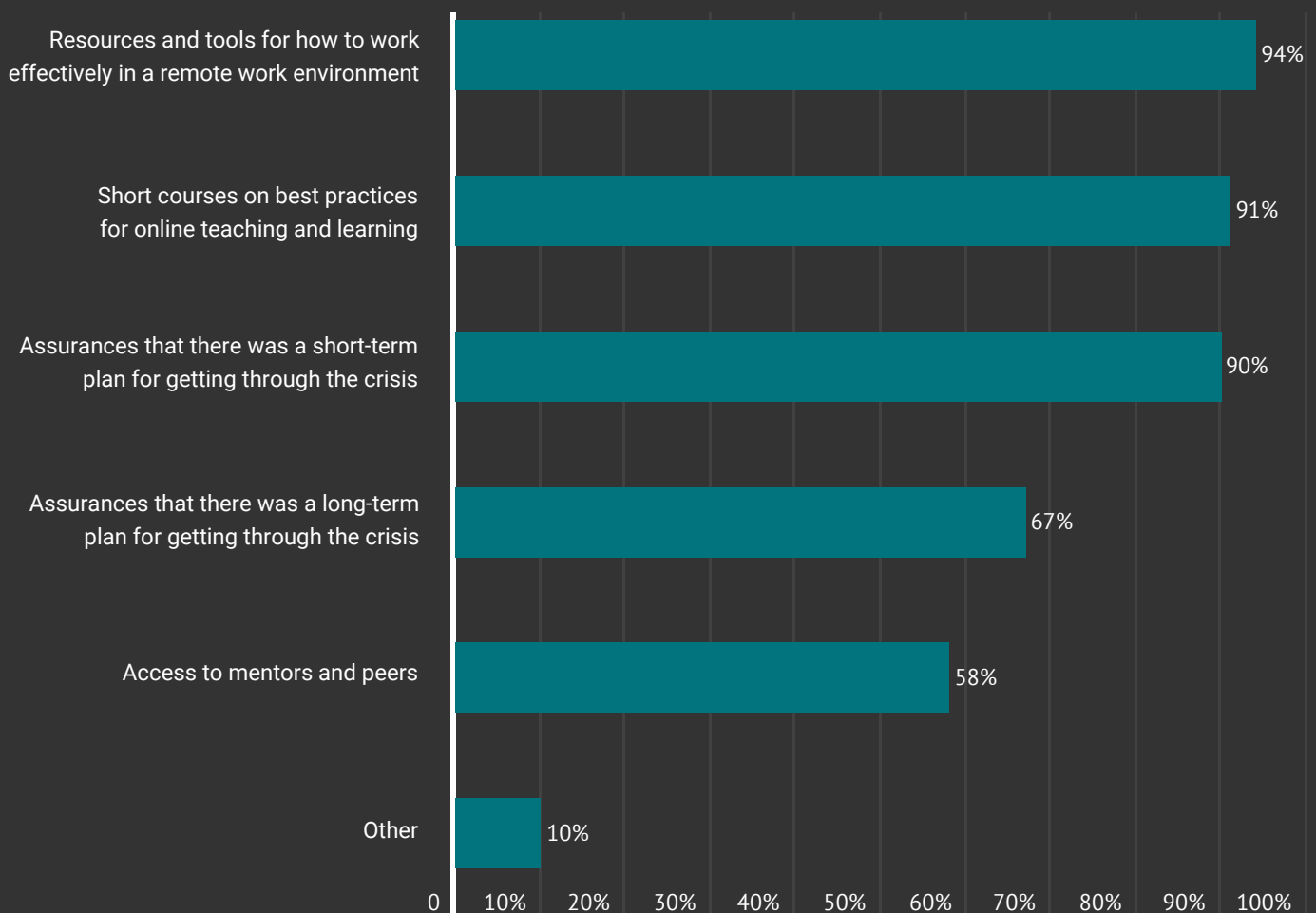
EFFECTIVENESS OF FACULTY RESOURCES

Most respondents report that their faculty are likely to say they have the right resources to help them feel supported, and that they these resources were effective. Ninety-seven percent of provosts report that their faculty would say that the resources provided to them were somewhat or very effective, and 82 percent are likely to say that they had the right resources made available to them.

- Significantly more provosts from public institutions (89 percent) say that their faculty are likely to say that they have the right tools to help them feel supported than those from private institutions (73 percent).

Please indicate your level of agreement with the following statement:
*I believe faculty would describe the resources and tools made available
to them during the pandemic as...*
(n=180)

...not effective at all.	...not too effective.	...somewhat effective	...very effective.

3%	74%	23%
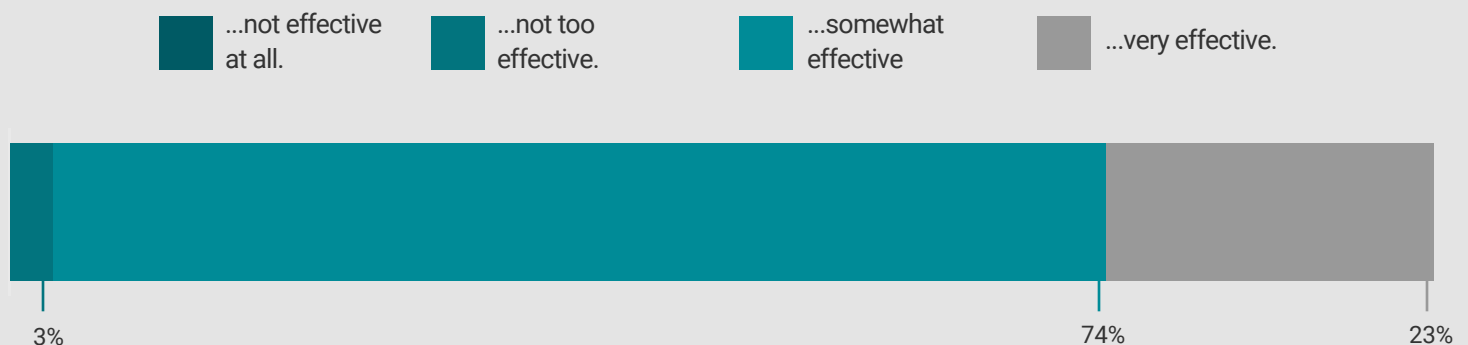
POLICIES TAKEN IN RESPONSE TO STRUCTURAL RACISM

Provosts indicate that their institutions have taken or considered making changes related to diversity goals and curriculum. In particular, provosts report that their institutions are re-examining the institution's curriculum to assure it is inclusive and diverse (64 percent) as well as adopting new diversity goals for faculty and staff hiring (52 percent). Few report that their institutions will cut ties to local police departments (1 percent) or that they are doing none of the options listed (8 percent).

Which of the following policies or structural changes has your institution taken or considered taking in response to concerns about longstanding structural racism in the U.S.? Please select all that apply.

(n=179)

Category	Percent
Re-examining the institution's curriculum to assure it is inclusive and diverse	64%
Adopting new diversity goals for faculty and staff hiring	52%
Further expanding the institution's student recruiting into underserved communities	45%
Implementing changes in curriculum	39%
Mandating diversity training for employees	32%
Implementing changes in student orientation	31%
Adopting new diversity goals for student enrollment	27%
Cutting ties to local police departments	1%
Other	28%
None of the above	8%

POLICIES TAKEN IN RESPONSE TO STRUCTURAL RACISM – BY SECTOR

Which of the following policies or structural changes has your institution taken or considered taking in response to concerns about longstanding structural racism in the U.S.? Please select all that apply.

Legend: ■ Public (n=91)　■ Private not-for-profit (n=81)

Policy	Public	Private not-for-profit
Re-examining the institution's curriculum to assure it is inclusive and diverse	57%	69%
Adopting new diversity goals for faculty and staff hiring	48%	54%
Further expanding the institution's student recruiting into underserved communities	48%	42%
Implementing changes in curriculum*	30%	48%
Mandating diversity training for employees	32%	32%
Implementing changes in student orientation	31%	33%
Adopting new diversity goals for student enrollment	30%	26%
Cutting ties to local police departments	1%	
Other	34%	25%
None of the above	10%	7%
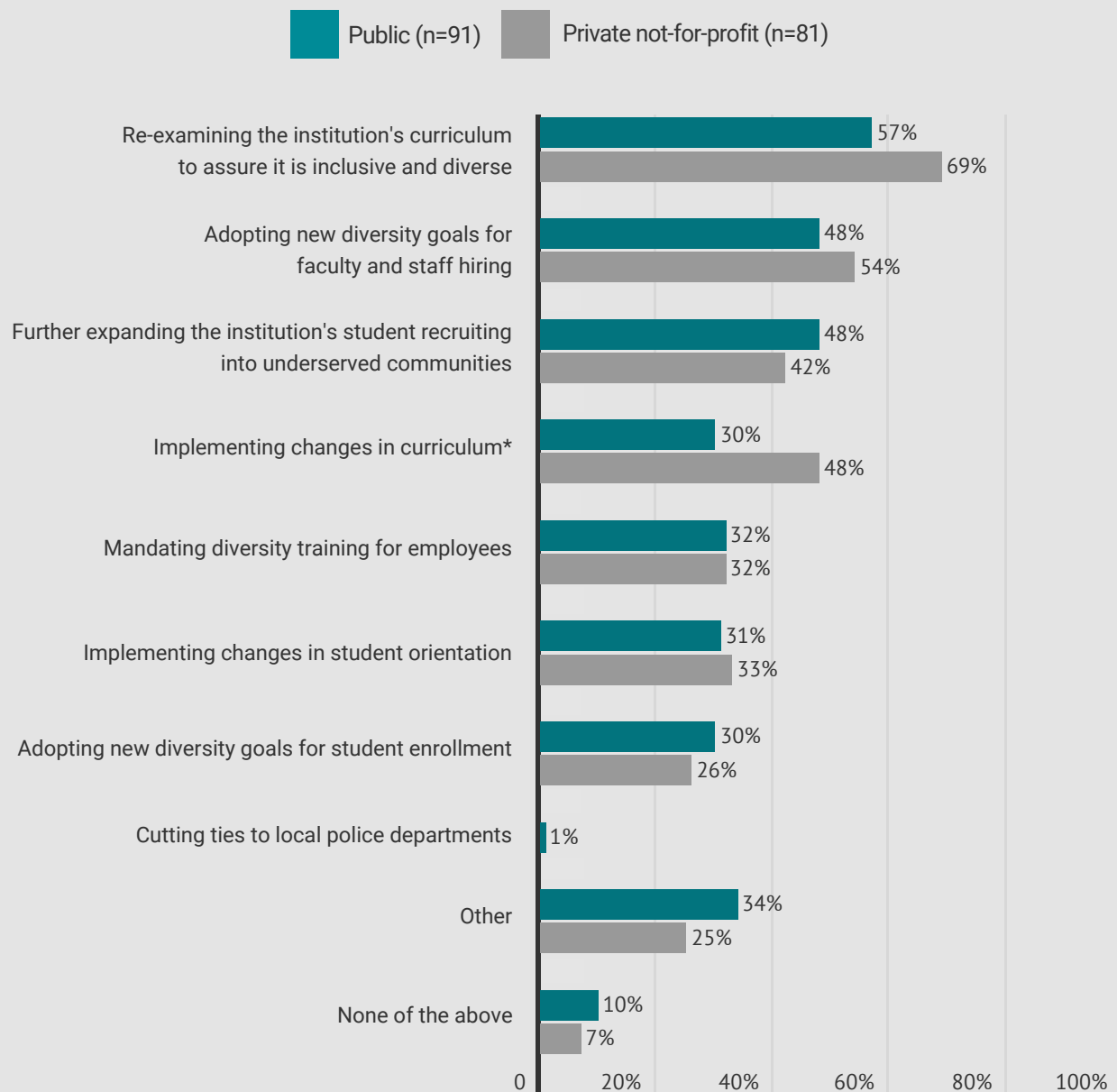
Note: An asterisk (*) indicates at least one statistically significant difference between groups.

RECEPTIVENESS AND COMFORT WITH CHANGES

All provosts say that faculty were at least slightly receptive to changes made regarding racial equity. Sixty percent report that faculty were very or extremely receptive to these changes.

- Significantly more provosts from private institutions (69 percent) report that their faculty were very or extremely receptive to these changes than those from public ones (49 percent).

In general, provosts report that their institutions were comfortable making these changes. Seventy-seven percent report that their institution was at least somewhat comfortable, with only 8 percent indicating that their institutions were uncomfortable. There were no significant differences between institutional types.

How receptive were faculty to these changes? (n=164)

| Not at all receptive | Slightly receptive | Moderately receptive | Very receptive | Extremely receptive |

| 6% | 34% | | 47% | 13% |
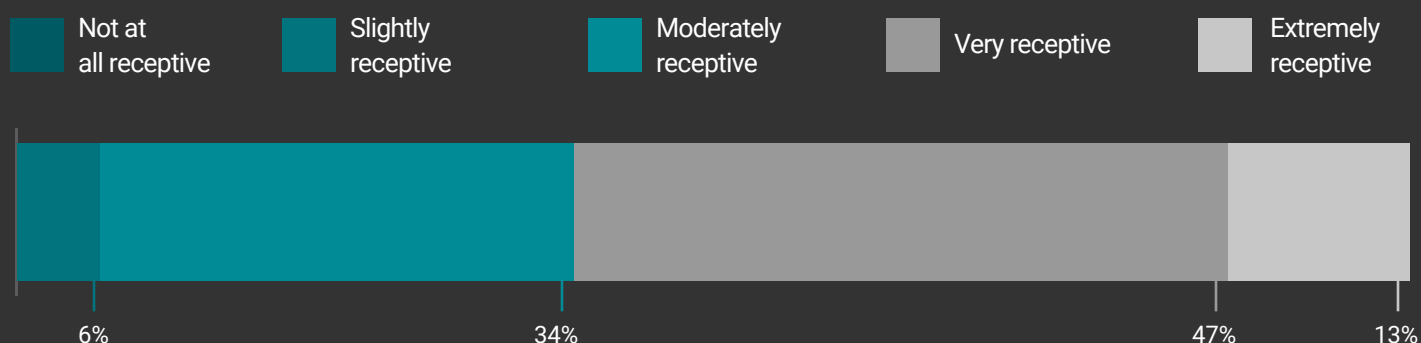
How comfortable was the institution with making these changes? (n=164)

| Very uncomfortable | Somewhat uncomfortable | Neither uncomfortable nor comfortable | Somewhat comfortable | Very comfortable |

| 4% | 5% | 14% | 41% | 36% |
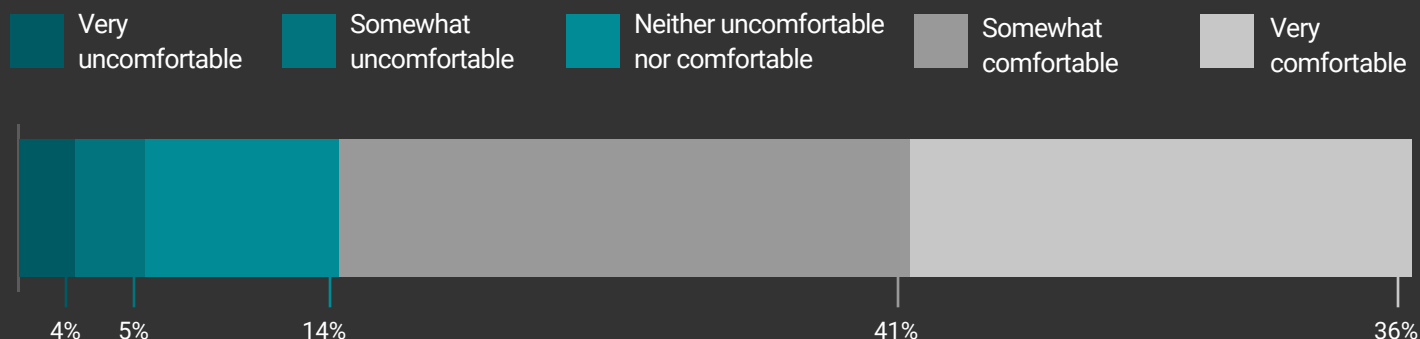
Note: Respondents were only shown these questions if their institution implemented or considered implementing policies due to structural racism in the U.S.

ACADEMIC HEALTH OF INSTITUTION

The "academic health" of most institutions is doing well. Most provosts indicate that the "academic health" of their institution is at least good (87 percent), with none reporting that it is failing.

How would you assess the "academic health" of your institution (i.e., the academic quality of the education your institution provides) as of the fall of 2020?
(n=179)

| Failing | Poor | Fair | Good | Excellent |

| 1% | 12% | | 66% | 21% |
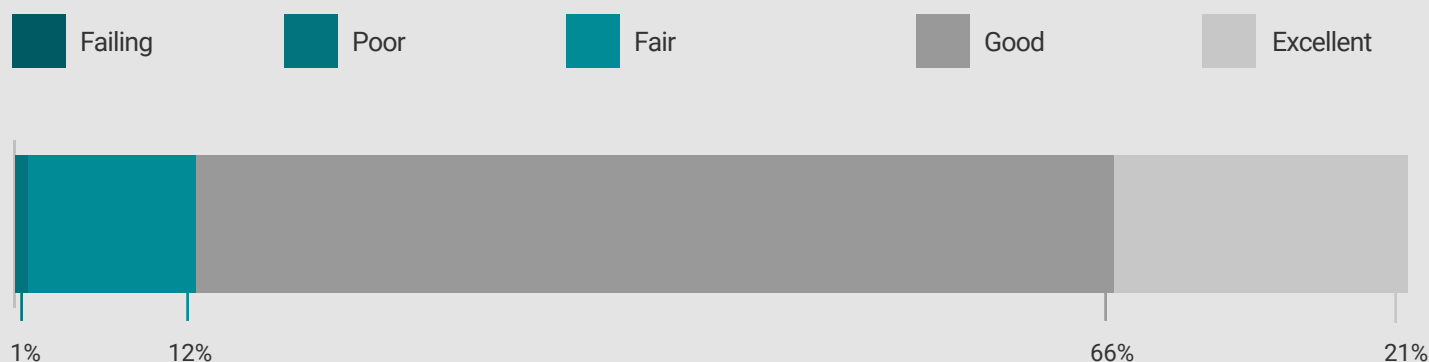
EFFECTIVENESS OF INSTITUTIONAL ACTIONS

Provosts feel that their institutions are providing a good education for their students and preparing them for the future. Almost all respondents report that their institutions are at least somewhat effective at providing a quality undergraduate education (99 percent) and preparing students for the world of work (98 percent). Most, but fewer, indicate that their institution is at least somewhat effective at using data to aid and inform campus decisions (85 percent).

How would you rate the effectiveness of your institution in the following areas?
(n=179)

Legend: Not effective at all | Not too effective | Somewhat effective | Very effective

Providing a quality undergraduate education
- Somewhat effective: 34%
- Very effective: 66%

Preparing students for the world of work
- Not too effective: 2%
- Somewhat effective: 47%
- Very effective: 51%

Offering undergraduate support services
- Not too effective: 4%
- Somewhat effective: 44%
- Very effective: 52%

Identifying and assessing student outcomes
- Not effective at all: 2%
- Not too effective: 4%
- Somewhat effective: 59%
- Very effective: 29%

Recruiting and retaining talented faculty
- Not too effective: 1%... 10%
- Somewhat effective: 55%
- Very effective: 34%

Controlling rising prices for students and their families
- Not too effective: 13%
- Somewhat effective: 49%
- Very effective: 38%

Using data to aid and inform campus decision-making
- Not effective at all: 2%
- Not too effective: 13%
- Somewhat effective: 55%
- Very effective: 30%

PERCEPTIONS OF TENURE

Around two-thirds of provosts report that tenure remains important and viable at their institution.

Eighteen percent do not feel that this is the case. No significant difference exist between sectors.

Please indicate your level of agreement with the following statement:
Tenure remains important and viable at my institution.

Legend: Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree

Total (n=179)
12% | 6% | 20% | 22% | 41%

Public (n=91)
7% | 8% | 21% | 18% | 47%

Private not-for-profit (n=81)
12% | 4% | 17% | 30% | 37%
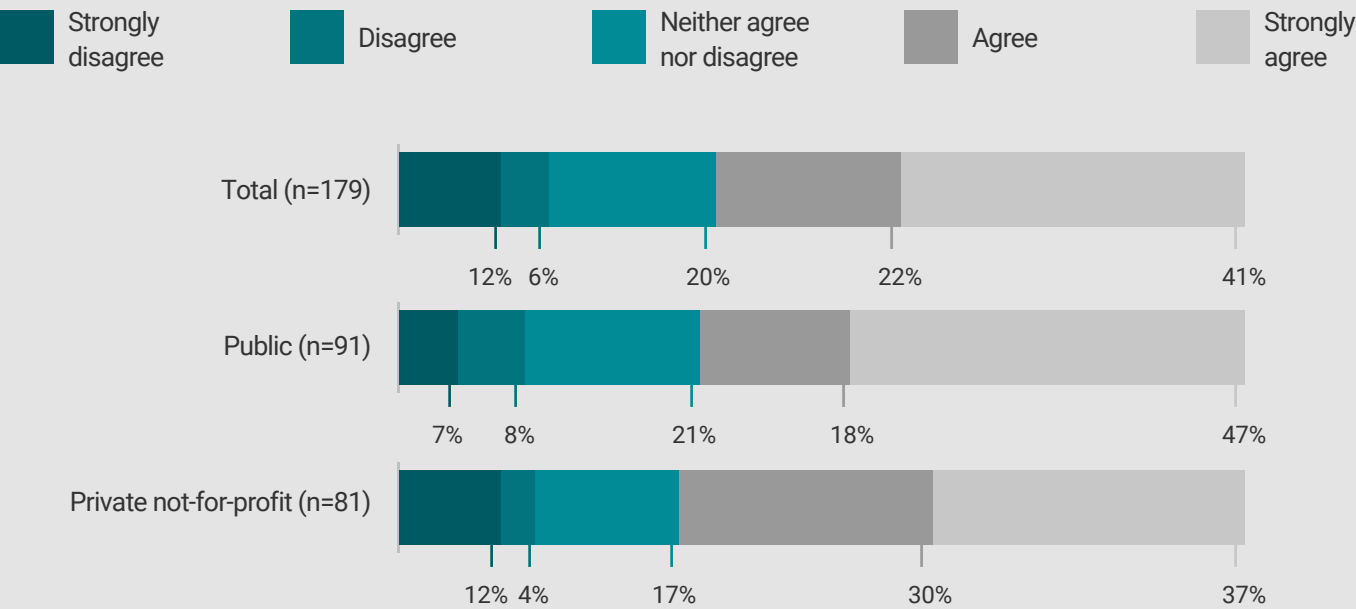
RELIANCE ON TENURE

Many provosts indicate that their institution relies significantly on nontenure track faculty for instruction, and that in the future they will remain as reliant on them as they are today. Seventy-two percent report that their institution relies significantly on nontenure track faculty and 65 percent report that they will be as reliant on these faculty members for instruction in the future as they are today.

Does your institution rely significantly on nontenure track faculty for instruction?
(n=179)
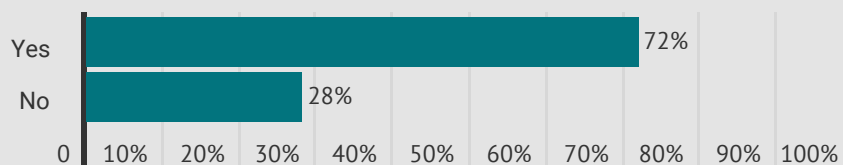
Yes	72%
No	28%

0 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

In the future, do you anticipate that your institution will become more reliant, less reliant or about as reliant as it is today on nontenure track faculty members for instruction? (n=179)

More reliant on nontenure track faculty members	25%
As reliant as it is today on nontenure track faculty members	65%
Less reliant on nontenure track faculty members	11%

0 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
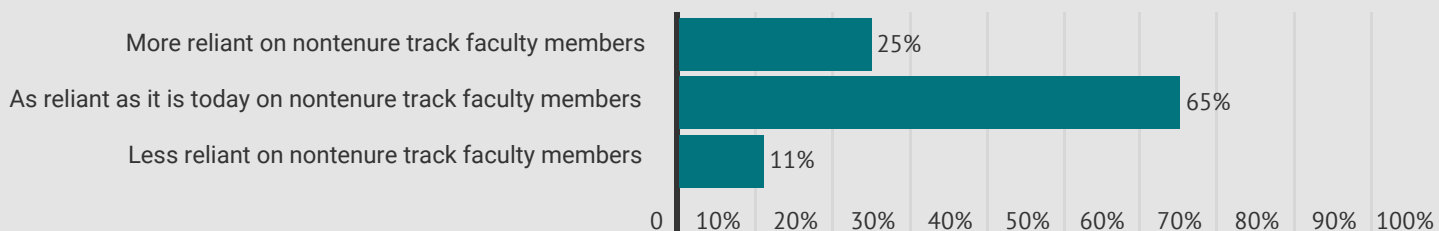
RELIANCE ON TENURE – BY SECTOR

Public and private not-for profit institutions have different perceptions on how much their institutions will rely on nontenured faculty. Significantly more provosts from private institutions (35 percent) report that they will be more reliant on nontenure track faculty members for instruction than those from public institutions (16 percent).

Does your institution rely significantly on nontenure track faculty for instruction?

Legend: ■ Public (n=81)   ■ Private not-for-profit (n=91)

- Yes
  - Public: 72%
  - Private not-for-profit: 70%
- No
  - Public: 28%
  - Private not-for-profit: 30%

In the future, do you anticipate that your institution will become more reliant, less reliant or about as reliant as it is today on nontenure track faculty members for instruction?

Legend: ■ Public (n=91)   ■ Private not-for-profit (n=81)

- More reliant on nontenure track faculty members*
  - Public: 16%
  - Private not-for-profit: 35%
- As reliant as it is today on nontenure track faculty members*
  - Public: 71%
  - Private not-for-profit: 56%
- Less reliant on nontenure track faculty members
  - Public: 12%
  - Private not-for-profit: 10%
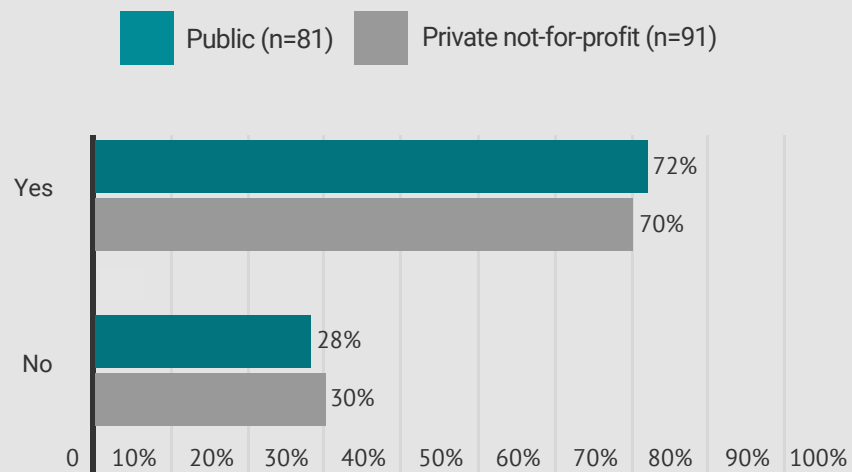
Note: An asterisk (*) indicates at least one statistically significant difference between groups.

SYSTEMS OF TENURE AND Ph.D. STUDENTS

Opinions on using a system of long-term contracts (over the existing tenure system) are split. Fifty-one percent of provosts favor this system, while 49 percent oppose it.

Opinions are also mixed when it comes to the idea of graduate programs admitting more Ph.D. students than they should. Provosts generally neither agree or disagree with this statement (42 percent) or agree that graduate programs are admitting more Ph.D. students than they should, given the job market (44 percent).

Do you favor or oppose a system of long-term contracts over the existing tenure system in higher education? (n=179)
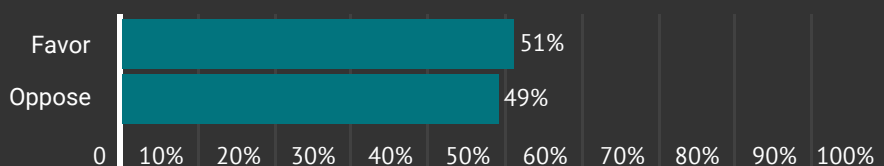
Favor	51%
Oppose	49%

Please indicate your level of agreement with the following statement:
Graduate programs at higher education institutions in this country are admitting more Ph.D. students than they should, given the current job market. (n=179)

Strongly disagree · Disagree · Neither agree nor disagree · Agree · Strongly agree

3%	12%	42%	25%	18%
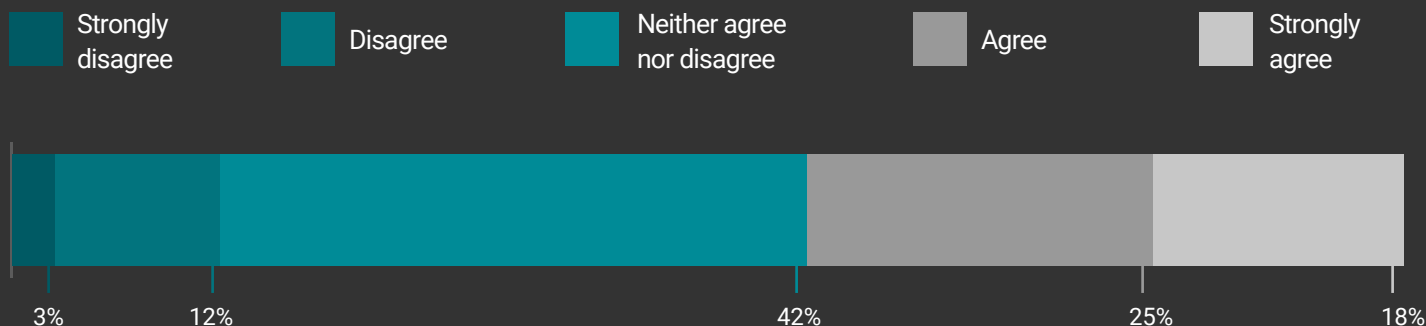
SYSTEMS OF TENURE AND Ph.D. STUDENTS– BY SECTOR

Does your institution rely significantly on nontenure track faculty for instruction?
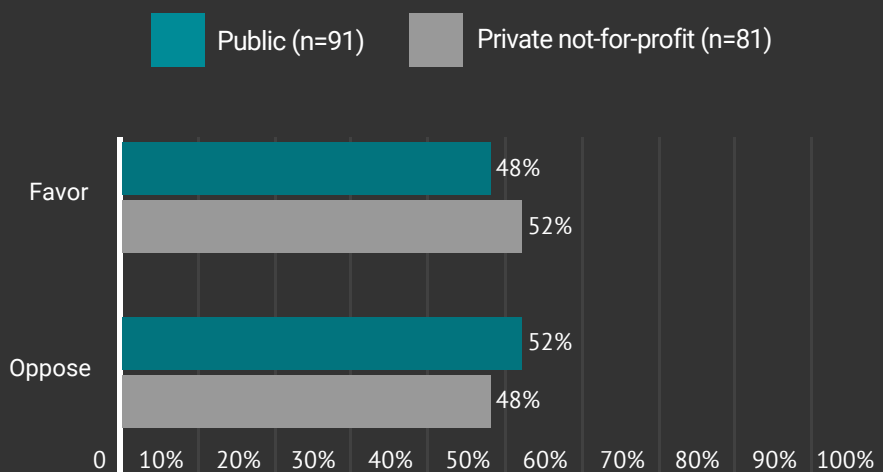
■ Public (n=91) ■ Private not-for-profit (n=81)

Favor	Public: 48% / Private not-for-profit: 52%
Oppose	Public: 52% / Private not-for-profit: 48%

0 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Please indicate your level of agreement with the following statement:
Graduate programs at higher education institutions in this country are admitting more Ph.D. students than they should, given the current job market.

■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

Public (n=91)
3% 12% 41% 23% 21%

Private not-for-profit (n=81)
2% 11% 44% 28% 15%
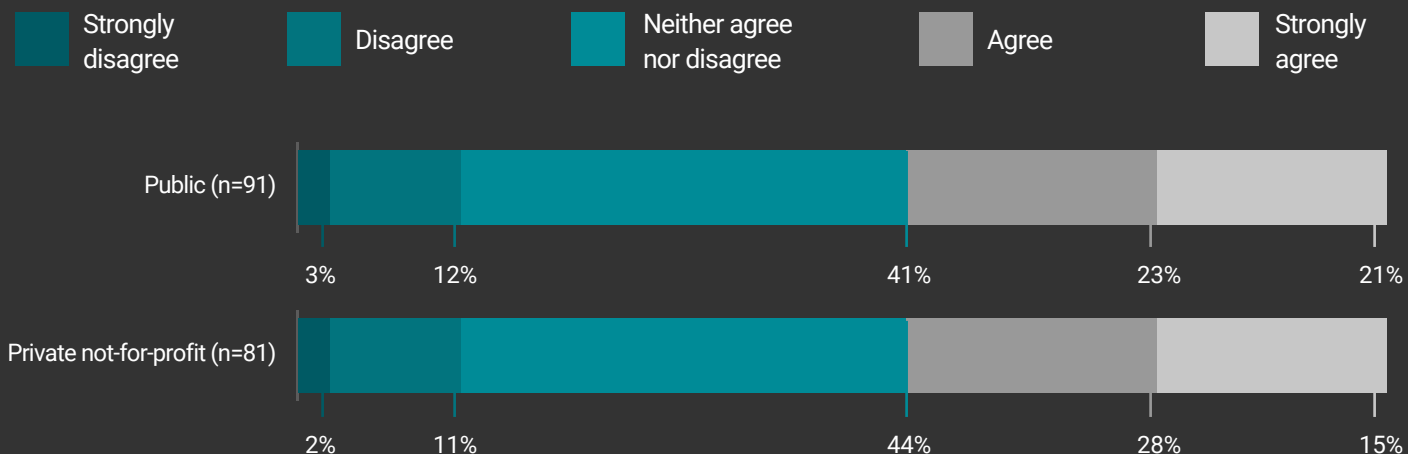
TEACHING AND RESEARCH AT INSTITUTION

Provosts generally agree that for faculty roles, teaching is more important than research. Eighty percent of respondents agree that their role in teaching is more important than research.

- Significantly more provosts from public institutions (25 percent) find teaching and research to be equally important as compared to those from private institutions (11 percent).

Which comes closest to your view about faculty roles at your institution?
(n=179)

Teaching is much more important than research.	45%
Teaching is more important than research.	35%
Teaching and research are equally important.	18%
Research is more important than teaching.	2%
Research is much more important than teaching.	

0 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Public (n=91)   ■ Private not-for-profit (n=81)

	Public	Private
Teaching is much more important than research.	48%	41%
Teaching is more important than research.*	23%	47%
Teaching and research are equally important.*	25%	11%
Research is more important than teaching.	3%	1%
Research is much more important than teaching.		

0 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

NON-TENURE FACULTY OPTIONS

Provosts report that their institution has most often implemented the following faculty models beyond the tenure tract distinction: multiple year contracts (49 percent), voting rights as a faculty member (47 percent), and better recognition of the roles of those who are teachers only (41 percent). Few have created new job titles (29 percent) as an alternative to the tenure track distinctions.

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.
(n=179)

- **My college has not considered doing this**
- **My college has considered doing this**
- **My college has done this**

Multiple-year contracts
- 39%
- 13%
- 49%

Voting rights as a faculty member
- 40%
- 13%
- 47%

Better recognition of the roles of those who are teachers only
- 35%
- 24%
- 41%

New job titles
- 51%
- 20%
- 29%
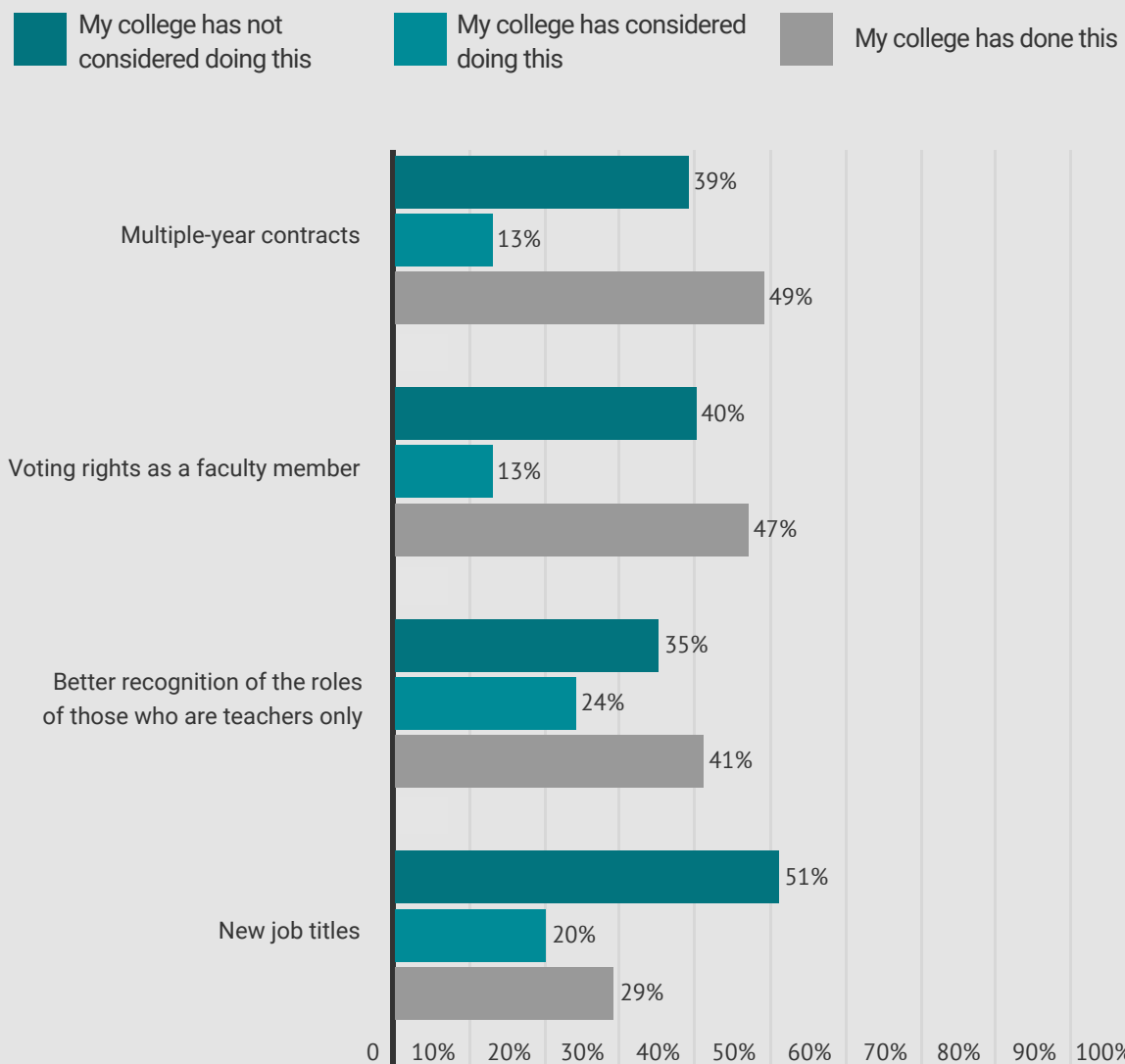
NON-TENURE FACULTY OPTIONS – BY SECTOR

In some areas, private institutions have further explored faculty models beyond the tenure track as compared to public institutions. Significantly more private institutions (33 percent) have considered better recognition for teaching roles as compared to public institutions (16 percent). Additionally, significantly more private institutions (58 percent) have implemented multiple-year contracts as compared to public ones (41 percent).

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.

Legend:
- My college has not considered doing this
- My college has considered doing this
- My college has done this

Voting rights as a faculty member
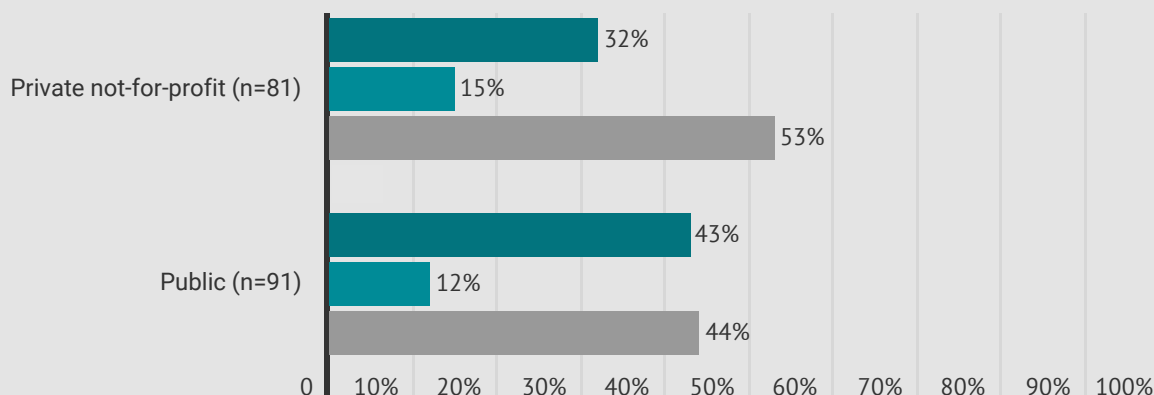
Private not-for-profit (n=81)	Not considered	32%
	Considered	15%
	Done	53%
Public (n=91)	Not considered	43%
	Considered	12%
	Done	44%

Better recognition of the roles of those who are teachers only

Private not-for-profit (n=81)	Not considered	30%
	Considered	33%
	Done	37%
Public (n=91)	Not considered	42%
	Considered	16%
	Done	42%
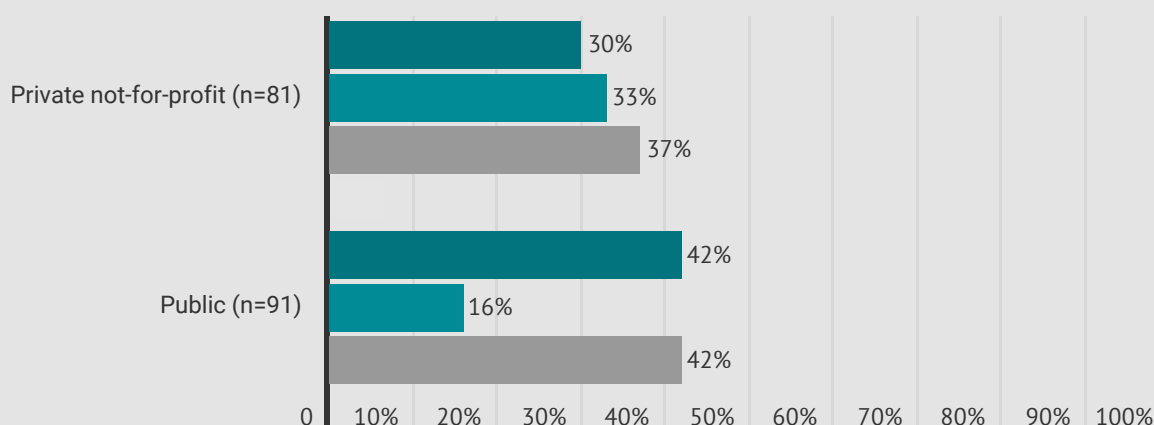
*Note: An asterisk (*) indicates at least one statistically significant difference between groups.*

NON-TENURE FACULTY OPTIONS – BY SECTOR (cont.)

Legend:
- My college has not considered doing this
- My college has considered doing this
- My college has done this

Multiple-year contracts*

Private not-for-profit (n=81)
- My college has not considered doing this: 32%
- My college has considered doing this: 15%
- My college has done this: 53%

Public (n=91)
- My college has not considered doing this: 43%
- My college has considered doing this: 12%
- My college has done this: 44%

New job titles

Private not-for-profit (n=81)
- My college has not considered doing this: 30%
- My college has considered doing this: 33%
- My college has done this: 37%

Public (n=91)
- My college has not considered doing this: 42%
- My college has considered doing this: 16%
- My college has done this: 42%
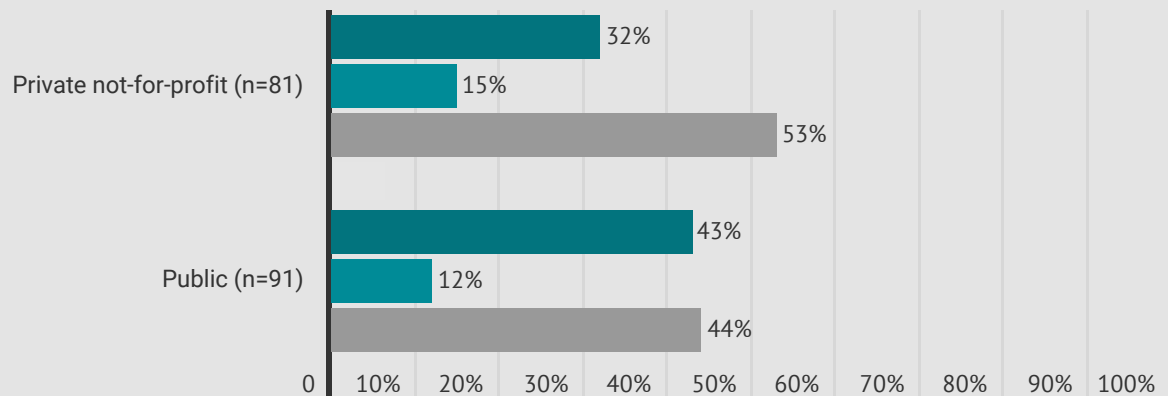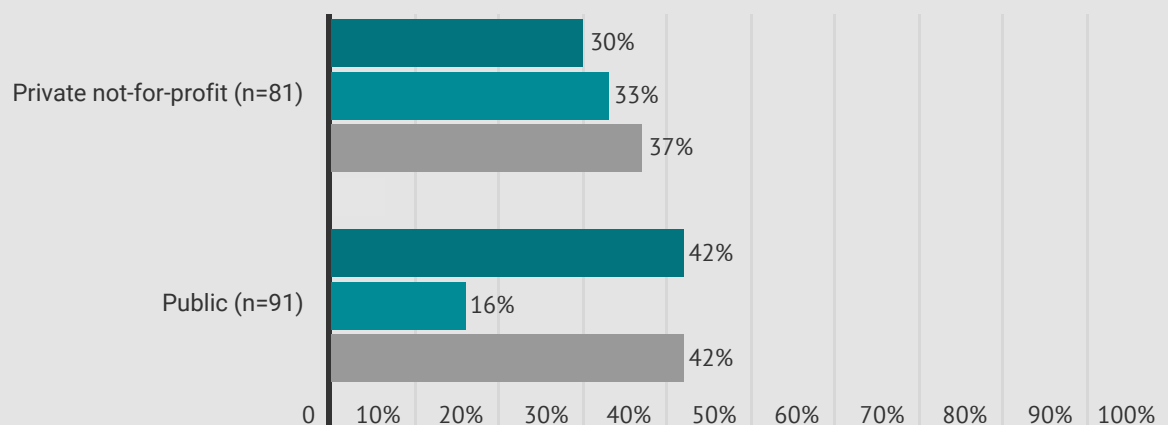
Note: An asterisk (*) indicates at least one statistically significant difference between groups.

PROFESSIONAL DEVELOPMENT OFFERINGS

Most institutions already offer professional development in the areas of: teaching with technology (97 percent), promoting active teaching techniques (90 percent), and promoting student success (85 percent). Fewer report that their institution already has professional development in the form of measuring the effectiveness of digital tools (46 percent), and more report that while their institution does not have it, they would like to offer it (47 percent).

Does your institution currently offer, or would you like them to offer, professional development for faculty members in each of the following areas?
(n=178)

Legend:
- Yes, it offers
- No, would like it to offer
- No, would not like to offer
- No opinion

Teaching with technology
- 97%
- 2%
- 0%
- 1%

Promoting active teaching techniques
- 90%
- 9%
- 1%
- 0%

Promoting student success
- 85%
- 14%
- 0%
- 1%
- - -

Using assessment systems
- 68%
- 24%
- 3%
- 5%

Measuring the effectiveness of digital tools
- 46%
- 47%
- 2%
- 5%

(x-axis: 0, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, 100%)
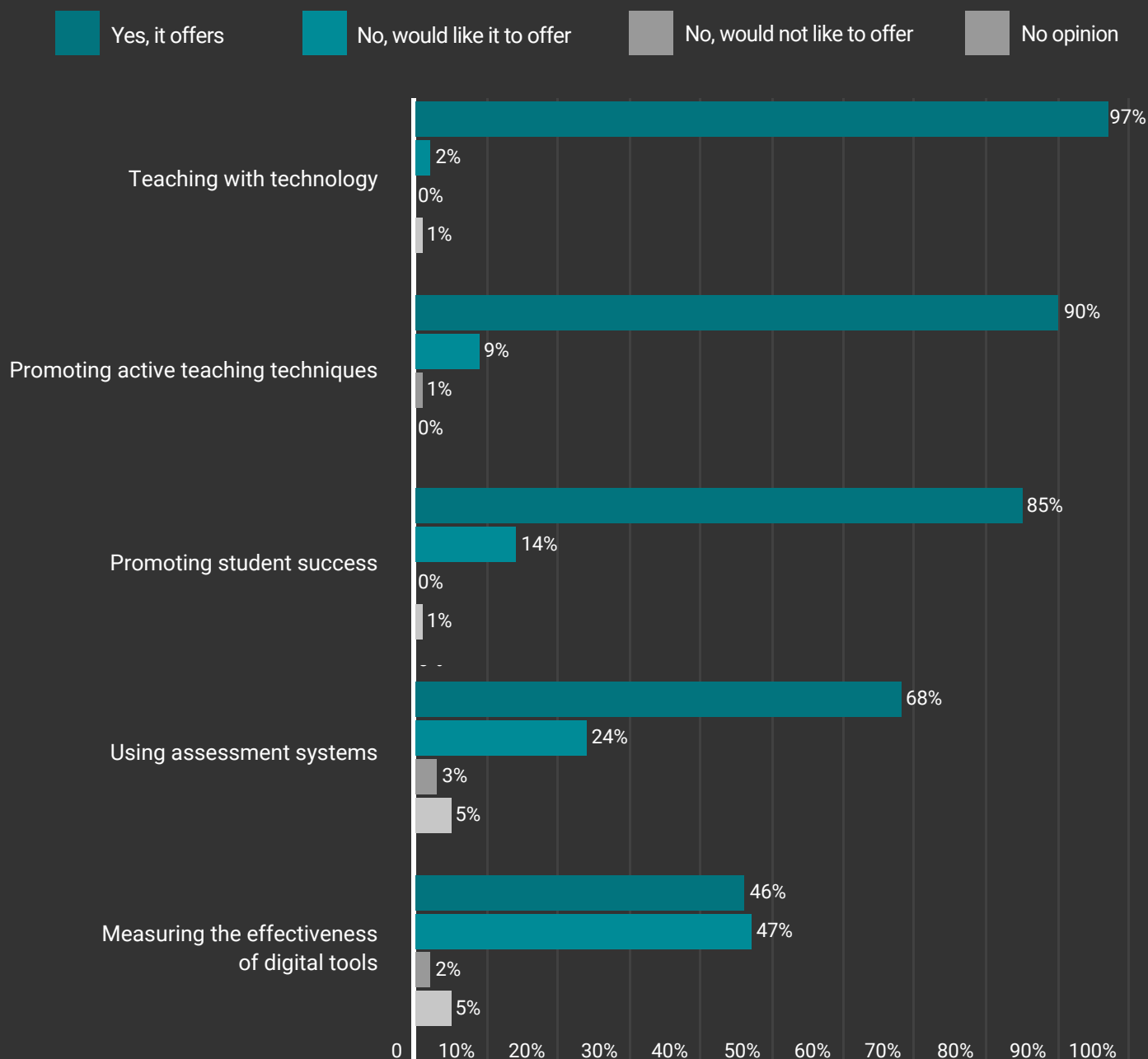
PROFESSIONAL DEVELOPMENT OFFERINGS – BY SECTOR

More public institutions already offer professional development in certain areas than private institutions. Significantly more provosts at public institutions (92 percent) report that they offer professional development for promoting student success as compared to private institutions (75 percent). Additionally, significantly more provosts from public institutions (96 percent) report that they offer professional development in promoting active teaching techniques as compared to those at private institutions (84 percent).

Does your institution currently offer, or would you like them to offer, professional development for faculty members in each of the following areas?

■ Yes, it offers   ■ No, would like it to offer   ■ No, would not like to offer   ■ No opinion

Teaching with technology

Private not-for-profit (n=80)
- 95%
- 4%
- 0%
- 1%

Public (n=91)
- 1%
- 0%

0 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
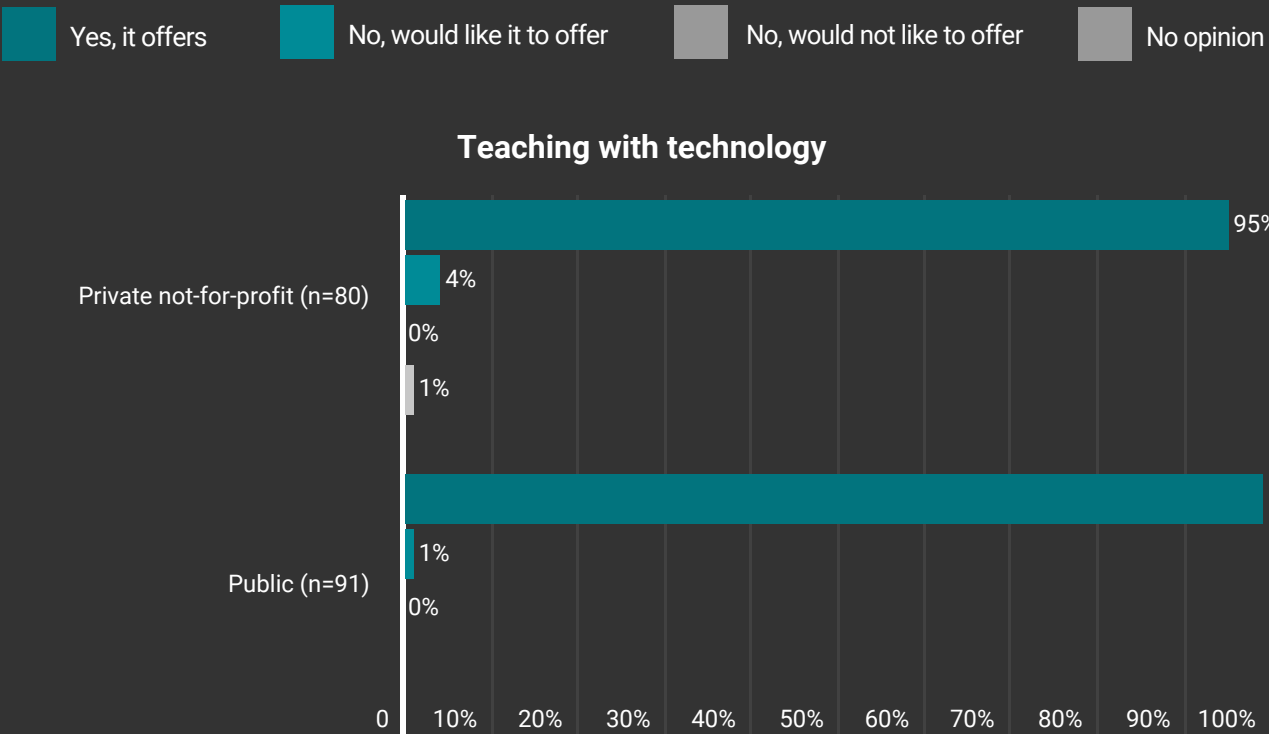
Note: An asterisk (*) indicates at least one statistically significant difference between groups.

PROFESSIONAL DEVELOPMENT OFFERINGS – BY SECTOR (cont.)

- Yes, it offers
- No, would like it to offer
- No, would not like to offer
- No opinion
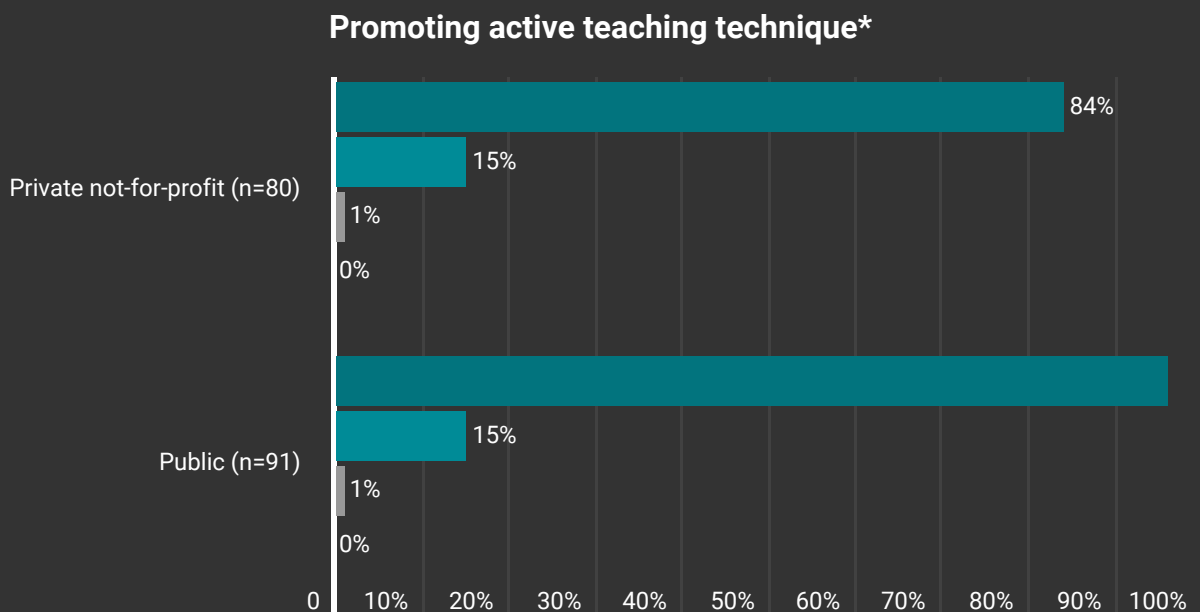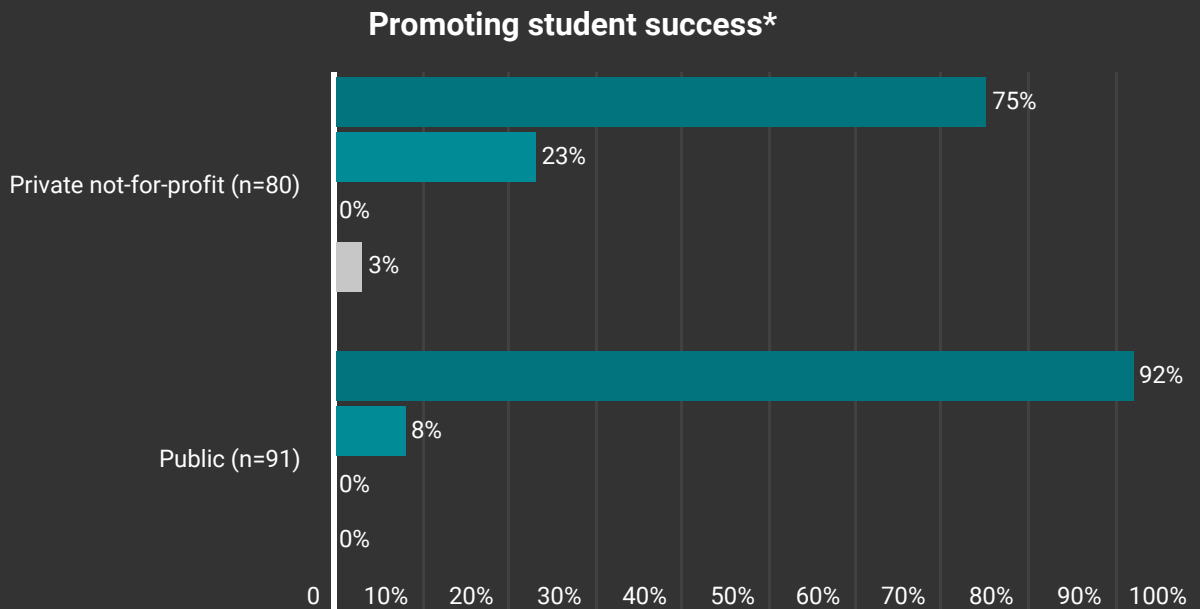
Promoting student success*
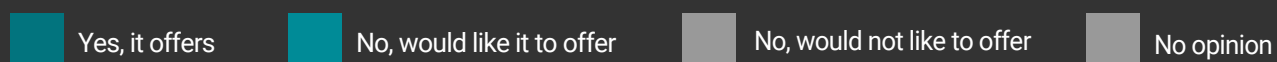
Private not-for-profit (n=80)
- 75%
- 23%
- 0%
- 3%

Public (n=91)
- 92%
- 8%
- 0%
- 0%

Promoting active teaching technique*

Private not-for-profit (n=80)
- 84%
- 15%
- 1%
- 0%

Public (n=91)
- 15%
- 1%
- 0%

PROFESSIONAL DEVELOPMENT OFFERINGS – BY SECTOR (cont.)

Legend: ■ Yes, it offers   ■ No, would like it to offer   ■ No, would not like to offer   ■ No opinion

Using assessment systems

Private not-for-profit (n=80)
- 65%
- 26%
- 3%
- 6%

Public (n=91)
- 69%
- 23%
- 3%
- 4%

Measuring the effectiveness of digital tools

Private not-for-profit (n=80)
- 36%
- 55%
- 4%
- 5%

Public (n=91)
- 51%
- 44%
- 0%
- 5%
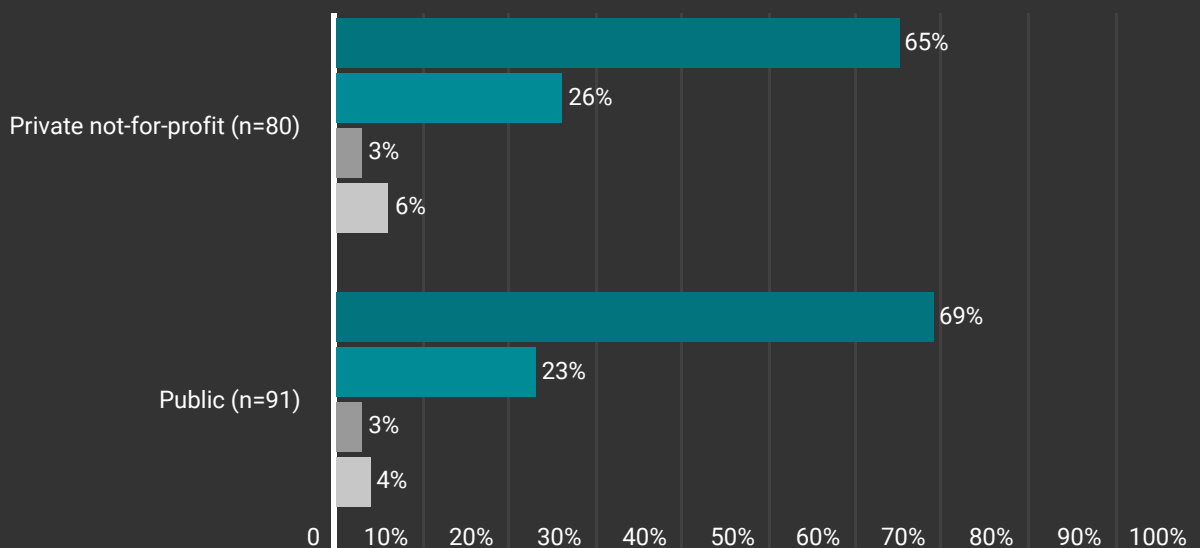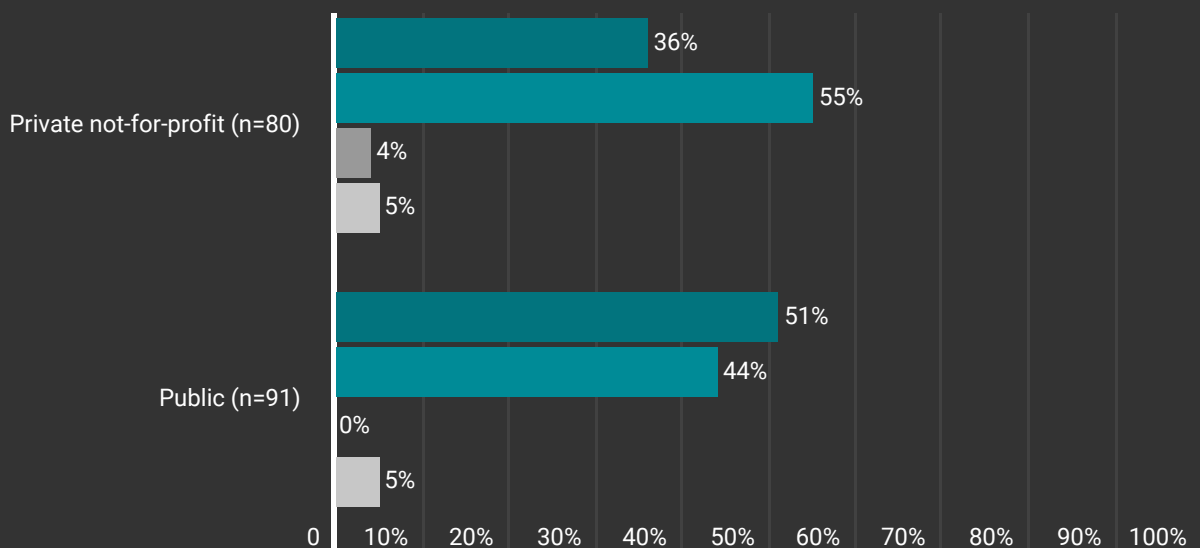
EMPHASIS ON PRACTICES AT INSTITUTION

Provosts report that they plan to increase collaboration with other institutions and expand online programs over the next year. Respondents report that they will increase emphasis over the next year on increasing collaboration with other colleges and universities (85 percent), expanding online programs and offerings (84 percent), as well as funding programs based on the alignment with their mission (81 percent).

- Most report that they will not be changing the academic mission of the institution (93 percent), cutting athletics programs (90 percent), or altering the tenure policy (90 percent).
- Significantly more provosts from private institutions (28 percent) indicate that they plan to increase emphasis on using outside providers to expand online programs as compared to public ones (8 percent).

Please indicate whether you plan to increase emphasis on the following practices at your institution over the next year.
(n=176)

Practice	Yes	No
Expanding online programs and offerings	84%	16%
Increasing collaboration with other colleges and universities	85%	15%
Funding programs based on the alignment with our mission	81%	19%
Cutting underperforming academic programs	69%	31%
Dismissing underperforming faculty members	46%	54%
Promoting retirement of older professors	41%	59%
Increasing use of part-time faculty members	30%	70%
Dismissing underperforming tenured faculty members	23%	77%
Using outside providers to expand online programs	17%	83%

EMPHASIS ON PRACTICES AT INSTITUTION (cont.)

Legend: ■ Yes　■ No

Practice	Yes	No
Increasing teaching loads for full-time faculty members	13%	87%
Outsourcing some instructional services	13%	87%
Altering the tenure policy	10%	90%
Cutting athletics programs	10%	90%
Changing the academic mission of the institution	7%	93%

LIBERAL ARTS EDUCATION

Provosts agree that liberal arts education is essential, but indicate that this might not be a widely held belief. While 93 percent agree that liberal arts education is central to undergraduate studies, 92 percent say that liberal arts education is not well understood in the U.S. About three-fourths also expect to see the number of liberal arts colleges decline significantly over the next five years.

Please indicate your level of agreement with the following statements:
(n=175)

Legend: ■ Strongly disagree　■ Disagree　■ Neither agree nor disagree　■ Agree　■ Strongly agree

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Liberal arts education is central to undergraduate education – even in professional programs.	1%	1%	5%	36%	57%
The concept of a liberal arts education is not well understood in the U.S.		2%	6%	47%	45%

LIBERAL ARTS EDUCATION (cont.)

Legend: **Strongly disagree** | **Disagree** | **Neither agree nor disagree** | **Agree** | **Strongly agree**

My institution is increasing attention on the ability of our degree programs to help students get good jobs.
1% 2% 14% 52% 31%

I except to see the number of liberal arts colleges decline significantly over the next five years.
6% 21% 58% 15%

Politicians, presidents, and boards are increasingly unsympathetic to liberal arts education.
10% 23% 50% 16%

I feel pressure from my president, board or donors to focus on academic programs that have a clear orientation toward careers.
6% 9% 22% 36% 17%

Liberal arts education in all types of institutions in the U.S. is in decline.
13% 33% 45% 9%

Liberal arts education has become too divorced from the career needs of students and graduates.
12% 32% 22% 28% 6%

Liberal arts faculty members are not sufficiently interested in the desire of parents and students for career preparation.
13% 30% 25% 24% 9%

LIBERAL ARTS EDUCATION – BY LIBERAL ARTS INSTITUTIONS

Some experiences and perceptions differ between provosts who work at liberal arts institutions and those who don't.

- Significantly fewer provosts from liberal arts institutions (63 percent) report that they expect to see the number of liberal arts colleges decline significantly over the next five years as compared to those who do not work at a liberal arts institution (84 percent). Additionally, significantly fewer provosts from liberal arts institutions report that they feel pressure from their president, board, or donors to focus on academic programs that have a clear orientation toward careers as compared to those who do not work at a liberal arts institution (64 percent).

Please indicate your level of agreement with the following statements:
% Strongly Agree + % Agree

Liberal Arts Institution (n=94) Non-Liberal Arts Institution (n=81)

Statement	Liberal Arts Institution	Non-Liberal Arts Institution
Liberal arts education is central to undergraduate education – even in professional programs.	94%	91%
The concept of a liberal arts education is not well understood in the U.S.	94%	90%
My institution is increasing attention on the ability of our degree programs to help students get good jobs.	80%	85%
I expect to see the number of liberal arts colleges decline significantly over the next five years.*	63%	84%
Politicians, presidents, and boards are increasingly unsympathetic to liberal arts education.	68%	64%
Liberal arts education in all types of institutions in the U.S. is in decline.	51%	57%
I feel pressure from my president, board, or donors to focus on academic programs that have a clear orientation toward careers.*	44%	64%
Liberal arts education has become too divorced from the career needs of students and graduates.	30%	38%
Liberal arts faculty members are not sufficiently interested in the desire of parents and students for career preparation.	29%	37%

Note: An asterisk (*) indicates at least one statistically significant difference between groups.

GENERAL EDUCATION REQUIREMENTS

Provosts view general education as a crucial part of a college degree, though they perceive that other stakeholders are not as enthusiastic about the requirements. Though 93 percent of provosts believe this to be true, fewer say that faculty members at their college are enthusiastic about teaching courses that are part of the general education requirement (62 percent). Additionally, only 26 percent say that students at their college understand the purpose of their general education requirements.

Please indicate your level of agreement with the following statements:
(n=174)

Legend: Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree

General education is a crucial part of any college degree.
2% 2% 3% 41% 52%

Faculty members at my college are enthusiastic about teaching courses that are part of our general education
2% 11% 25% 47% 15%

Students at my college emerge from general education courses with sufficient writing skills.
2% 19% 24% 48% 7%

General education requirements have become too expensive.
7% 36% 21% 27% 9%

Students at my college understand the purpose of our general education requirments.
7% 33% 34% 24% 2%

SATISFACTION AND EFFECTIVENESS OF GENERAL EDUCATION REQUIREMENTS

Many provosts indicate that they are satisfied with their institution's general education requirements and that its effectiveness has been evaluated recently, though there remains room for improvement. Seventy-one percent of respondents report that they are satisfied with their general education requirements and 68 percent say that their college recently evaluated the effectiveness of their general education requirements.

How satisfied or dissatisfied are you with your institution's general education program and requirements? (n=174)

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied

| 4% | 25% | 57% | 14% |
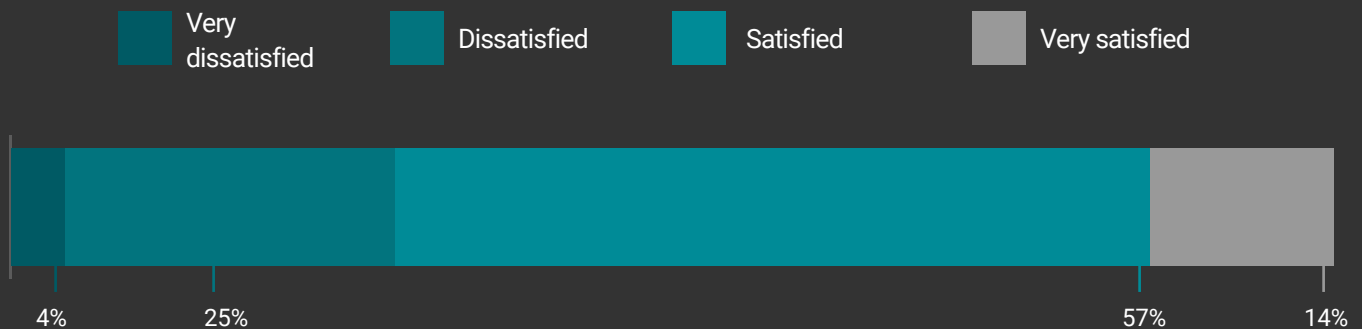
Please indicate your level of agreement with the following statement:
My college recently evaluated the effectiveness of our general education requirements. (n=174)

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

| 2% | 17% | 13% | 47% | 21% |

ACADEMIC DEPARTMENTS

Provosts indicate that there are competing opinions when it comes to decisions around which academic departments to prioritize. While most agree that a high-quality undergraduate education requires departments in fields like English (84 percent), they also note that politicians and board members are prioritizing STEM and professional programs over general education (72 percent). Few say that determining departments to cut should be based on the number of students majoring in that program (29 percent).

Please indicate your level of agreement with the following statements:
(n=174)

Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree

High-quality undergraduate education requires healthy departments in fields (e.g., English, history, political science, and other liberal arts fields).
1% 4% 11% 47% 37%

Politicians and board members are prioritizing STEM and professional programs over those that support general education
2% 6% 20% 53% 19%

The number of students majoring in a program is an appropriate way to determine which departments to cut.
7% 34% 29% 26% 4%

PROGRAM FUNDING

Roughly equal amounts of respondents believe that major funding will be allocated to professional/pre-professional programs, STEM fields, and online programs in the next budget year. Few believe that there will be a major allocation of funds to the arts and sciences programs in the next year, with only 28 percent believing this to be the case.

Please indicate your level of agreement with the following statements:
I anticipate major allocation of funds to the following categories in the next budget year.
(n=174)

Legend: Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree

Professional or preprofessional programs: 3% | 7% | 36% | 46% | 13%

STEM fields: 7% | 36% | 42% | 15%

Online programs: 4% | 11% | 29% | 26% | 13%

Arts and sciences programs: 2% | 19% | 51% | 25% | 13%
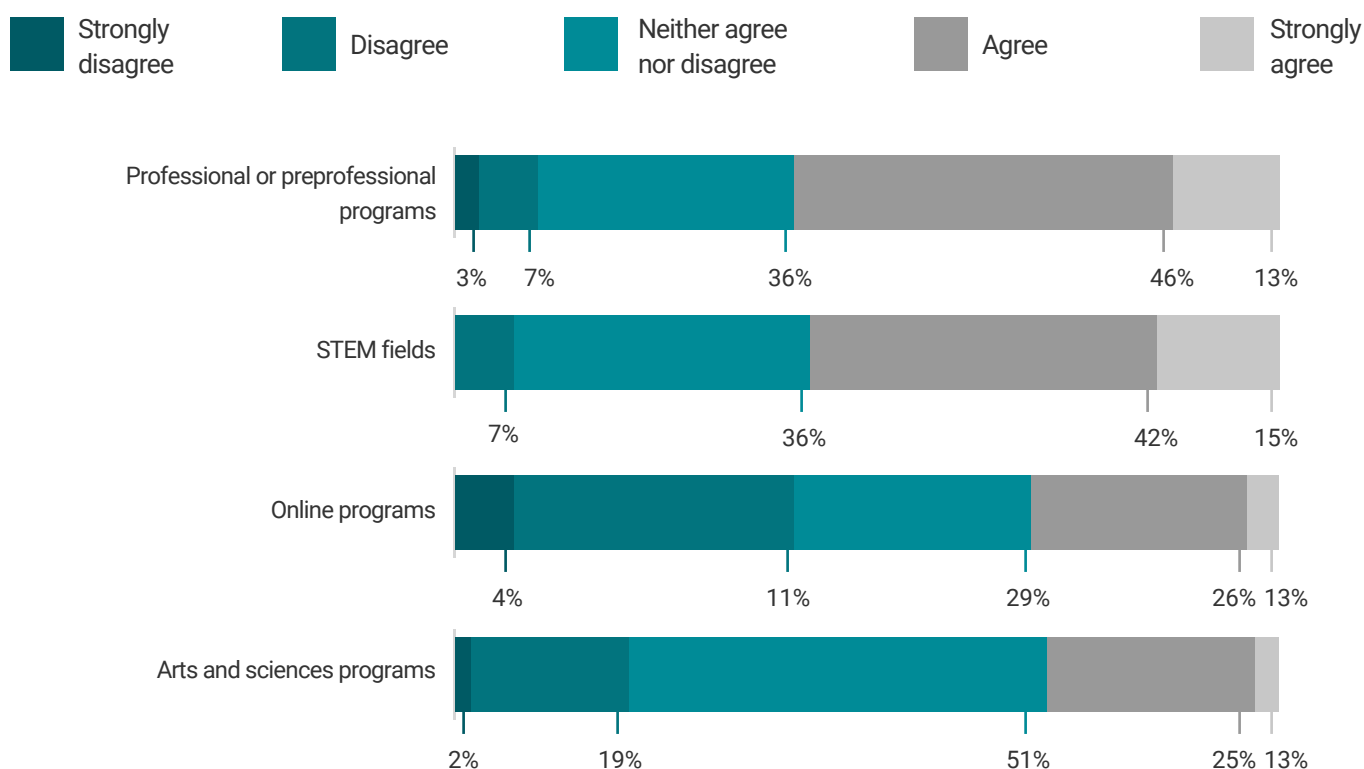
ACCUSATIONS OF SEXUAL HARASSMENT AND ASSAULT

Provosts agree that sexual harassment findings should be taken seriously at their institution. They are also not generally surprised by the number of cases in the past year. Most report that findings of sexual harassment should be treated as grounds for dismissal (84 percent) and that colleges should bar all romantic relationships between faculty members and students (75 percent). Few are surprised by the number of cases in the past year (18 percent) or believe that when a faculty member is found responsible for sexual harassment that it should be made public (25 percent).

Many colleges have recently dealt with allegations of faculty members abusing their positions to sexually harass or assault junior colleagues or students. Please indicate your level of agreement with the following statements:
(n=173)

Strongly disagree · Disagree · Neither agree nor disagree · Agree · Strongly agree

A finding of sexual harassment by a tenured faculty member should be treated as grounds for dismissal.
3%   12%   39%   45%

I believe colleges should bar all romantic relationships between faculty members and students
9%   16%   35%   40%

Higher education has tolerated sexual harassment by faculty member for too long.
2%   8%   24%   39%   27%

When faculty member is found responsible for sexual harassment, the college should make that finding public.
4%   38%   34%   18%   6%

I am surprised by the number of cases of alleged or actual sexual harassment that emerged in the past year.
11%   46%   25%   13%   5%

ACCUSATIONS OF SEXUAL HARASSMENT AND ASSAULT – BY SECTOR

Provosts from different sectors vary in their perceptions on how to handle some sexual harassment issues. Significantly more provosts from private institutions (86 percent) report that they believe that colleges should bar all romantic relationships between faculty members and students than those from public ones (67 percent). Additionally, significantly more provosts from public institutions (29 percent) report that they believe that their colleges should make findings of sexual harassment public as compared to private ones (16 percent).

Please select all that apply.
% Strongly Agree + % Agree

Public (n=86)　　　Private not-for-profit (n=80)

	Public	Private
A finding of sexual harassment by a tenured faculty member should be treated as grounds for dismissal.	85%	83%
I believe colleges should bar all romantic relationships between faculty member and students.*	67%	86%
Higher education has tolerated sexual harassment by faculty members for too long.	66%	68%
When a faculty member is found responsible for sexual harassment, the college should make that finding public.*	29%	16%
I am surprised by the number of cases of alleged or actual sexual harassment that have emerged in the past year.	16%	19%

Note: An asterisk (*) indicates at least one statistically significant difference between groups.

CONCERN OVER BACKLASH

About three-fourths of provosts are concerned to some extent about backlash related to colleges' efforts to prevent sexual assault and sexual harassment. Still, most are not very concerned (49 percent), with fewer who are concerned (25 percent) or very concerned (2 precent).

How concerned are you that there will be a backlash against colleges' efforts to prevent sexual assault and sexual harassment?
(n=173)

Legend: Not concerned at all | Not very concerned | Concerned | Very concerned

| 24% | 49% | 25% | 2% |

ACTIONS TAKEN TO ADDRESS SEXUAL HARASSMENT

Most provosts agree that their college responds effectively and fairly to allegations of sexual harassment. Eighty-seven percent report this to be the case. Still, 12 percent find that their institution has tolerated sexual harassment by faculty members for too long.

There is not a uniform policy across institutions when it comes to romantic relationships between faculty and students. Half report that their institution bars all romantic relationships between faculty and students, while 27 percent report that their institution does not bar that type of relationship.

- Significantly more provosts from private institutions (62 percent) report that their college bars all romantic relationships between faculty members and students as compared to public ones (38 percent).

Please indicate your level of agreement with the following statements about what your institution has done to address sexual harassment:
(n=172)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

My college responds effectively and fairly to allegations of sexual harassment.,
1% | 11% | | 51% | 37%

My college bars all romantic relationships between faculty members and students.
4% | 24% | 22% | 24% | 26%

My institution has tolerated sexual harassment by faculty members for too long.
30% | 39% | 19% | 10% | 2%
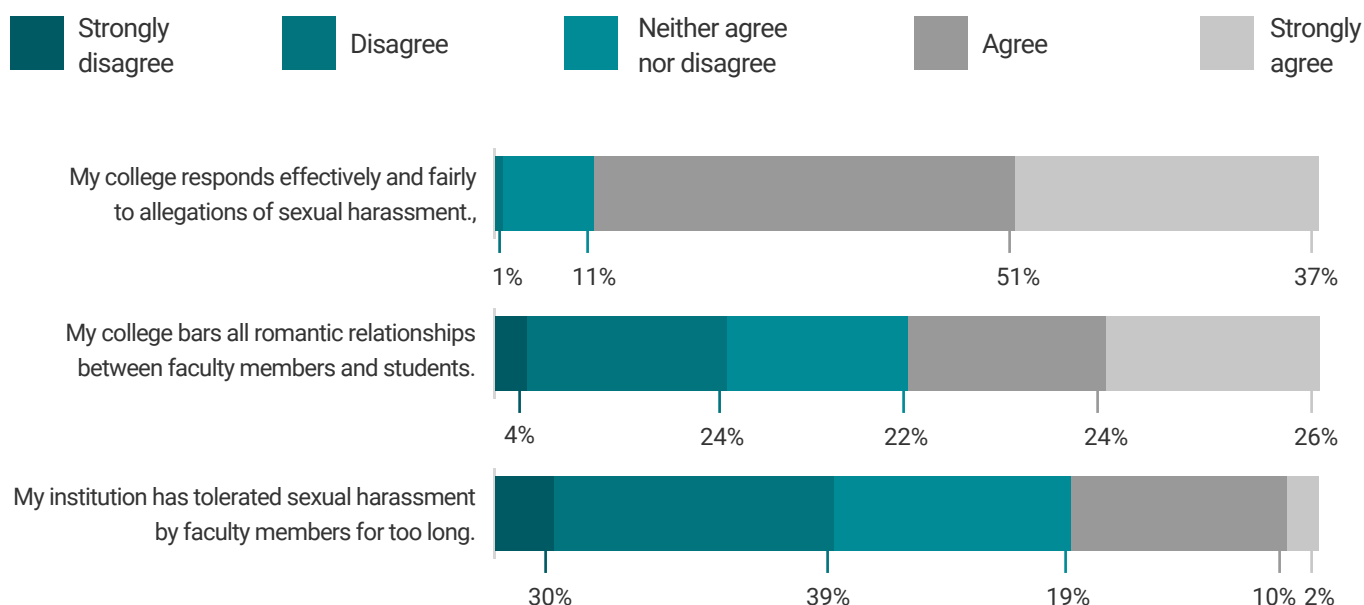
ALLEGATIONS AGAINST FACULTY MEMBERS

A little more than a quarter of provosts report that there have been allegations of sexual harassment against faculty members at their college in the past year.

- Significantly more provosts from public institutions (42 percent) report that there have been allegations of sexual harassment against faculty members at their college in the past year than at private ones (18 percent).

Have there been allegations of sexual harassment against any faculty members at your college in the past year?
(n=172)
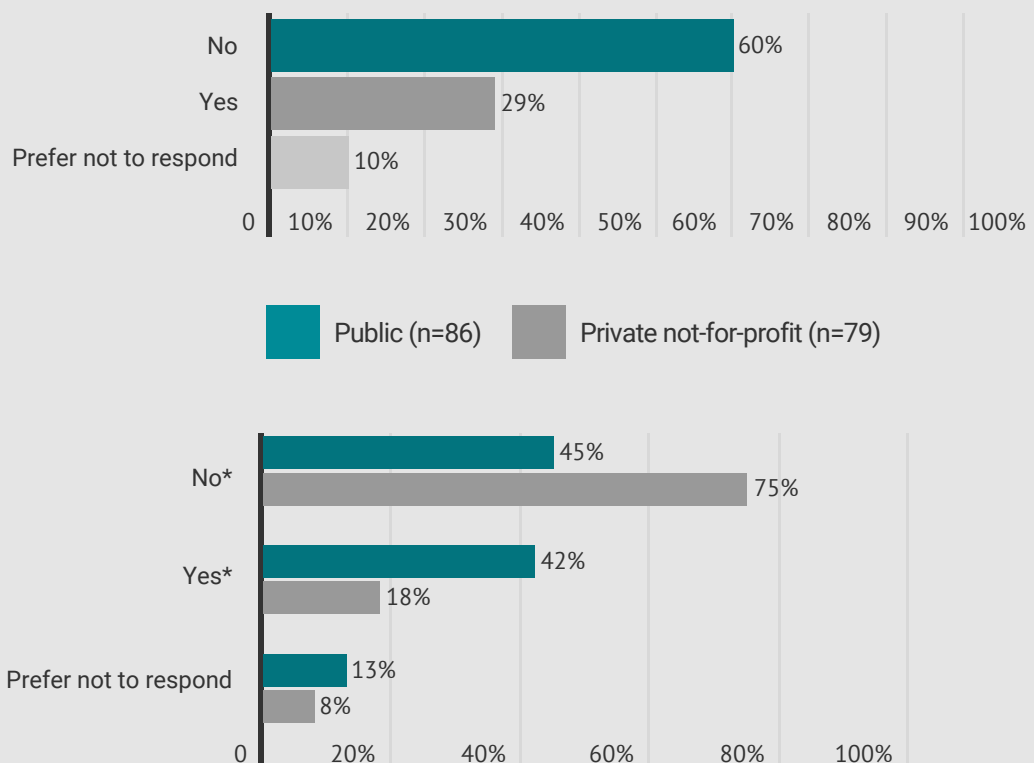
Response	Percent
No	60%
Yes	29%
Prefer not to respond	10%

Public (n=86)   Private not-for-profit (n=79)

Response	Public	Private not-for-profit
No*	45%	75%
Yes*	42%	18%
Prefer not to respond	13%	8%

Note: An asterisk (*) indicates at least one statistically significant difference between groups.

GRADUATE STUDENTS' RIGHT TO UNIONIZE

Most universities do not have graduate student unions, though some provosts believe that these students should have the right to unionize. Only 4 percent indicate that their college has a graduate student union, though 40 percent believe that graduate students should have the right to unionize. 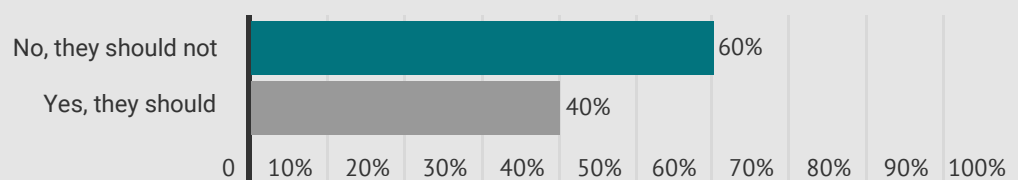Of the 60 percent who do not believe graduate student should unionize, 95 percent say it is because graduate students' primary role is of a students rather than an employee.

Do you believe graduate students should or should not have the right to unionize?
(n=171)

No, they should not	60%
Yes, they should	40%

Does your college have graduate student union?
(n=171)

Yes	4%
No	
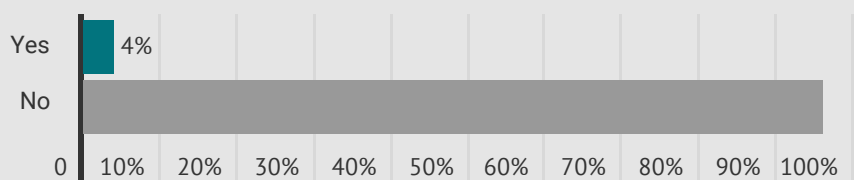
Which of the following is a bigger factor in why you do not think graduate students should have the right to unionize?
(n=171)

The principle that graduate students' primary role is a student, and their secondary role is an employee	95%
The cost to the institution	5%
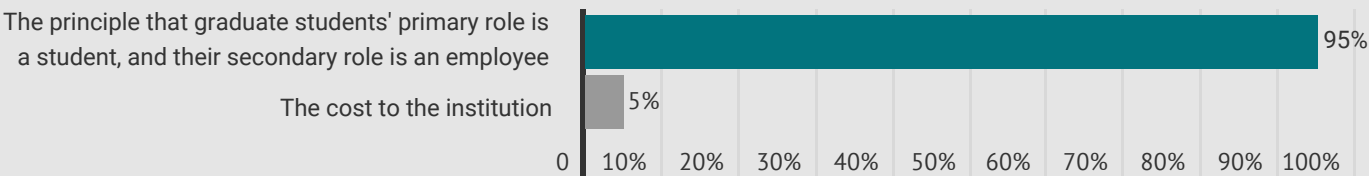
Note: Respondents were only shown the question to the right if they do not believe graduate students should have the right to unionize.

ASSESSMENT EFFORTS

Respondents indicate that their institutions generally make effective use of data, with 79 percent indicating that this is the case.

Does your institution make effective use of data used to measure student outcomes?(n=171)

Yes	79%
No	21%
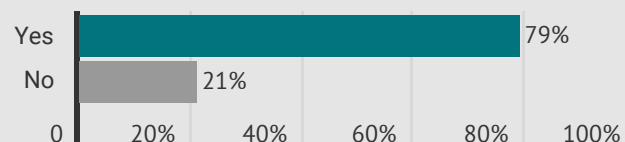
Provosts indicate that often faculty members do not value assessment efforts at their institutions.

Many report that faculty view assessment as requiring a lot of work on their part (78 percent), and fewer indicate that faculty members value assessment efforts at their college (40 percent).

Most colleges have now been engaged in assessment of student learning for a number of years. Given that, please indicate your level of agreement with the following statements.

(n=171)

■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

| Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Faculty members at my college view assessment as requiring a lot of work on their parts.	1%	8%	13%	58%	20%
My college regularly makes changes in the curriculum, teaching practices, or student services based on what it finds through assessment.	2%	13%	24%	50%	11%
At my college, assessment systems has improved the quality of teaching and learning at my college.	2%	11%	33%	48%	6%
The growth of assessment systems has improved the quality of teaching and learning at my college.	1%	13%	36%	43%	7%
Faculty members value assessment efforts at my college.	3%	20%	36%	36%	5%
My college's use of assessment is more about keeping accreditors and politicians happy than it is about teaching and learning.	8%	40%	26%	21%	5%

TEXTBOOKS

Conflicting opinions and policies exist when it comes to the use of faculty textbooks. Though 64 percent report that their college allows faculty to receive profits from the sale of textbooks they wrote and assign to their students, 63 percent also say that faculty members who are authors should never profit from the sale of those books to their students.

- No significant differences exist between institution types.
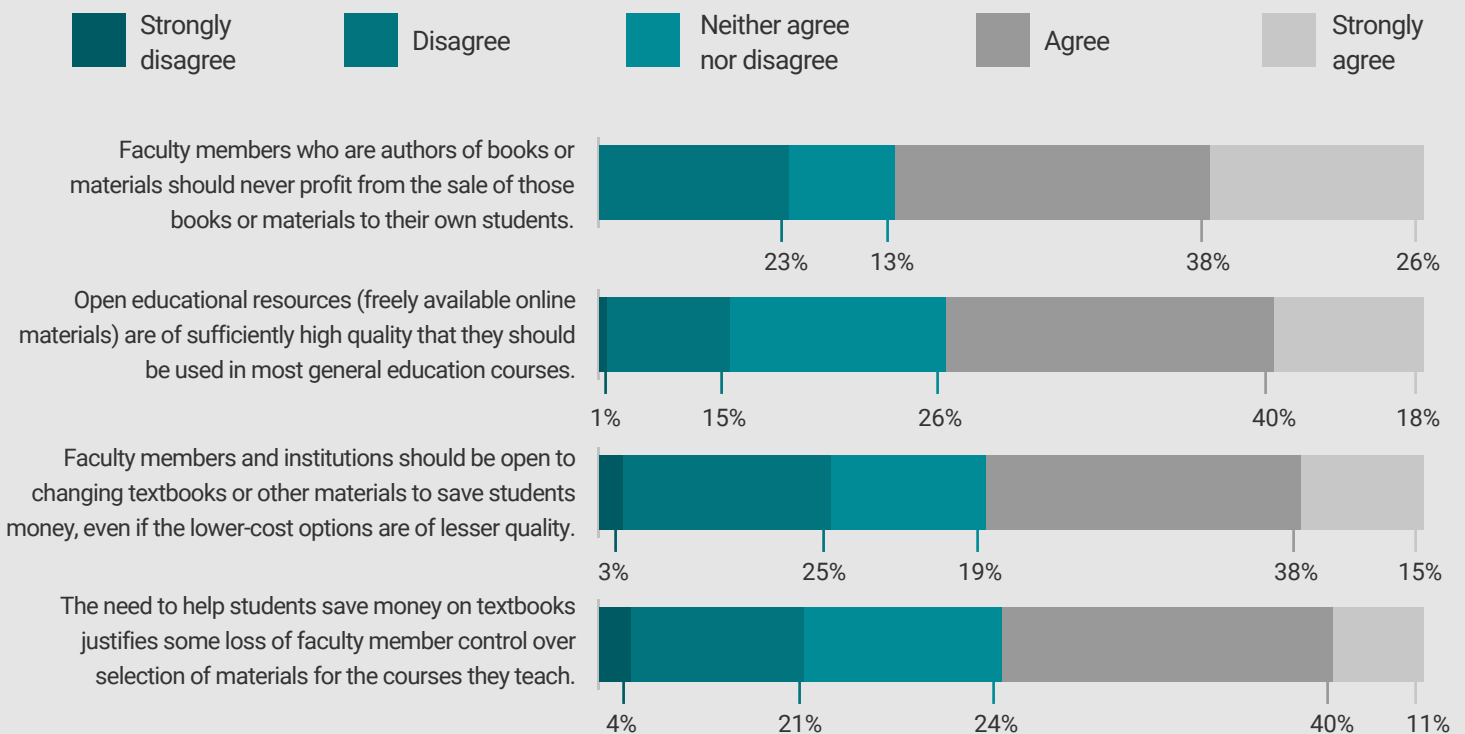
Please indicate your level of agreement with the following statements:
(n=168)

Legend: Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree

Faculty members who are authors of books or materials should never profit from the sale of those books or materials to their own students.
23% | 13% | 38% | 26%

Open educational resources (freely available online materials) are of sufficiently high quality that they should be used in most general education courses.
1% | 15% | 26% | 40% | 18%

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.
3% | 25% | 19% | 38% | 15%

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.
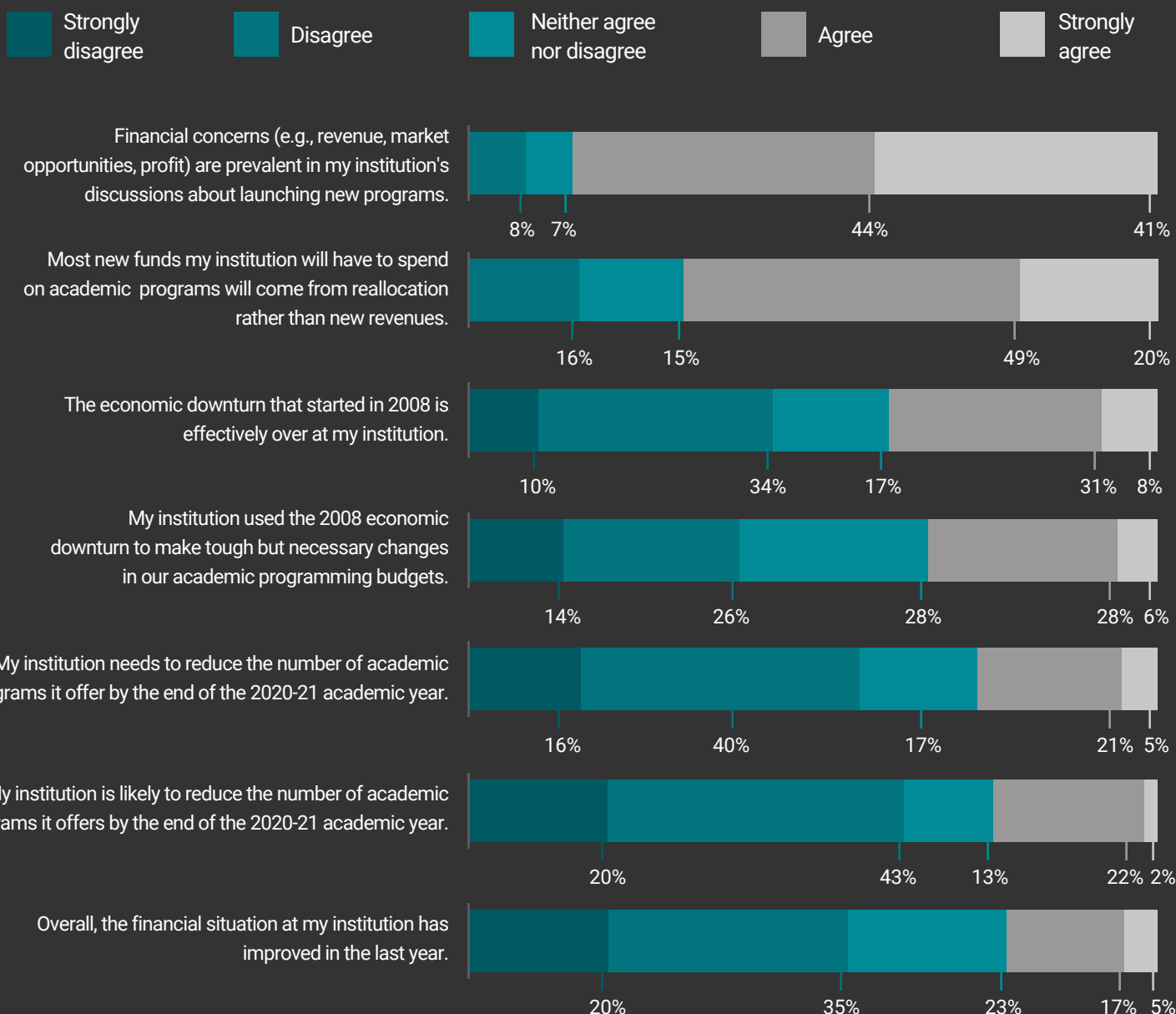4% | 21% | 24% | 40% | 11%

Does your college allow faculty members to receive profits from the sale of textbooks they wrote and assign to their students as course readings?
(n=168)

Yes, it allow it	64%
No, it does not allow it	36%

Scale: 0 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
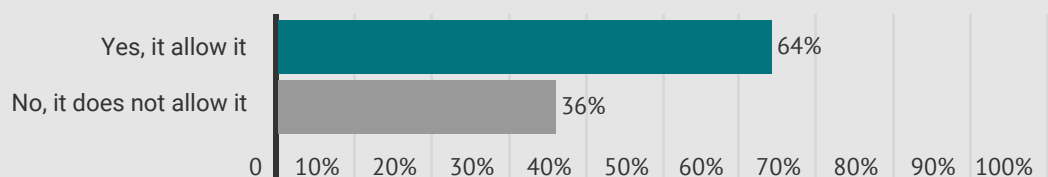
BUDGET AND FINANCES

Provosts agree that finances are top of mind as they examine their academic programs. Many report that financial concerns are prevalent in discussions regarding launching new programs (86 percent) and that most new funds for the institution to spend on academic programs will come from reallocation rather than new revenue (69 percent).

Please indicate your level of agreement with the following statements:
(n=167)

Legend: Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree

Financial concerns (e.g., revenue, market opportunities, profit) are prevalent in my institution's discussions about launching new programs.
8% | 7% | 44% | 41%

Most new funds my institution will have to spend on academic programs will come from reallocation rather than new revenues.
16% | 15% | 49% | 20%

The economic downturn that started in 2008 is effectively over at my institution.
10% | 34% | 17% | 31% | 8%

My institution used the 2008 economic downturn to make tough but necessary changes in our academic programming budgets.
14% | 26% | 28% | 28% | 6%

My institution needs to reduce the number of academic programs it offer by the end of the 2020-21 academic year.
16% | 40% | 17% | 21% | 5%

My institution is likely to reduce the number of academic programs it offers by the end of the 2020-21 academic year.
20% | 43% | 13% | 22% | 2%

Overall, the financial situation at my institution has improved in the last year.
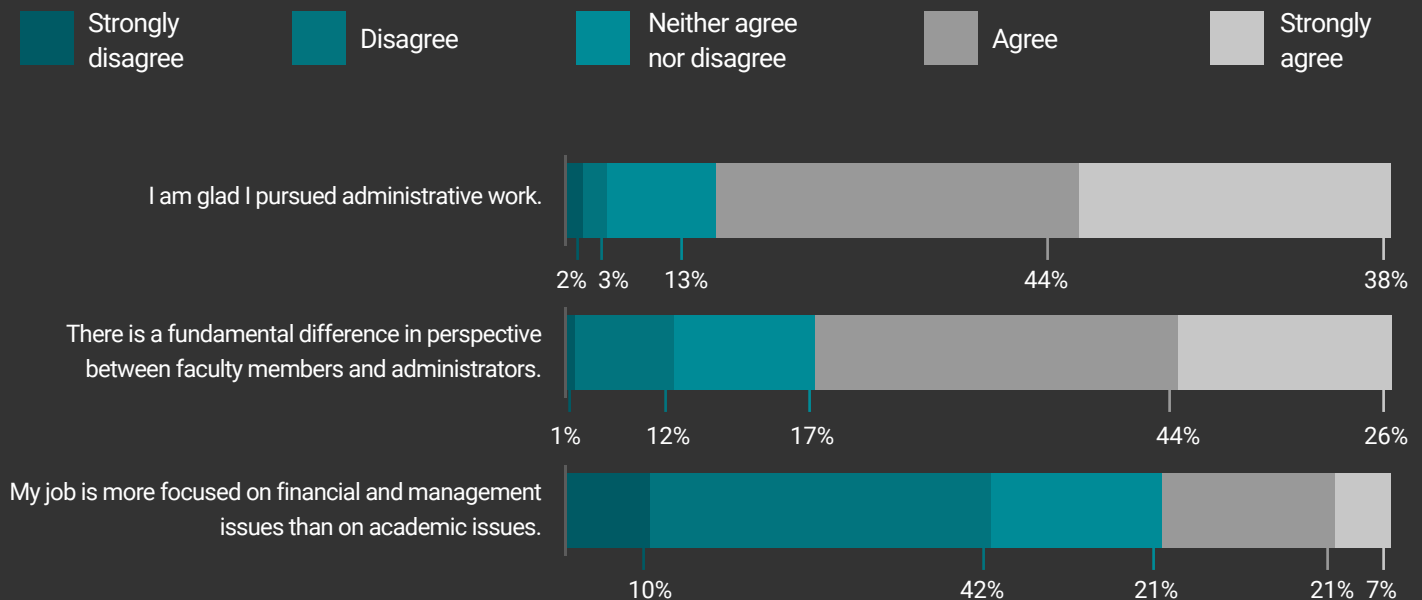20% | 35% | 23% | 17% | 5%

BUDGET AND FINANCES (cont.)

More than half of provosts indicate that there is a gap in perspective between faculty and administrators.
Seventy-one percent report that there is a fundamental difference in perspective between faculty members and administrators.

Please indicate your level of agreement with the following statements:
(n=167)

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

I am glad I pursued administrative work.
2% 3% 13% 44% 38%

There is a fundamental difference in perspective between faculty members and administrators.
1% 12% 17% 44% 26%

My job is more focused on financial and management issues than on academic issues.
10% 42% 21% 21% 7%

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