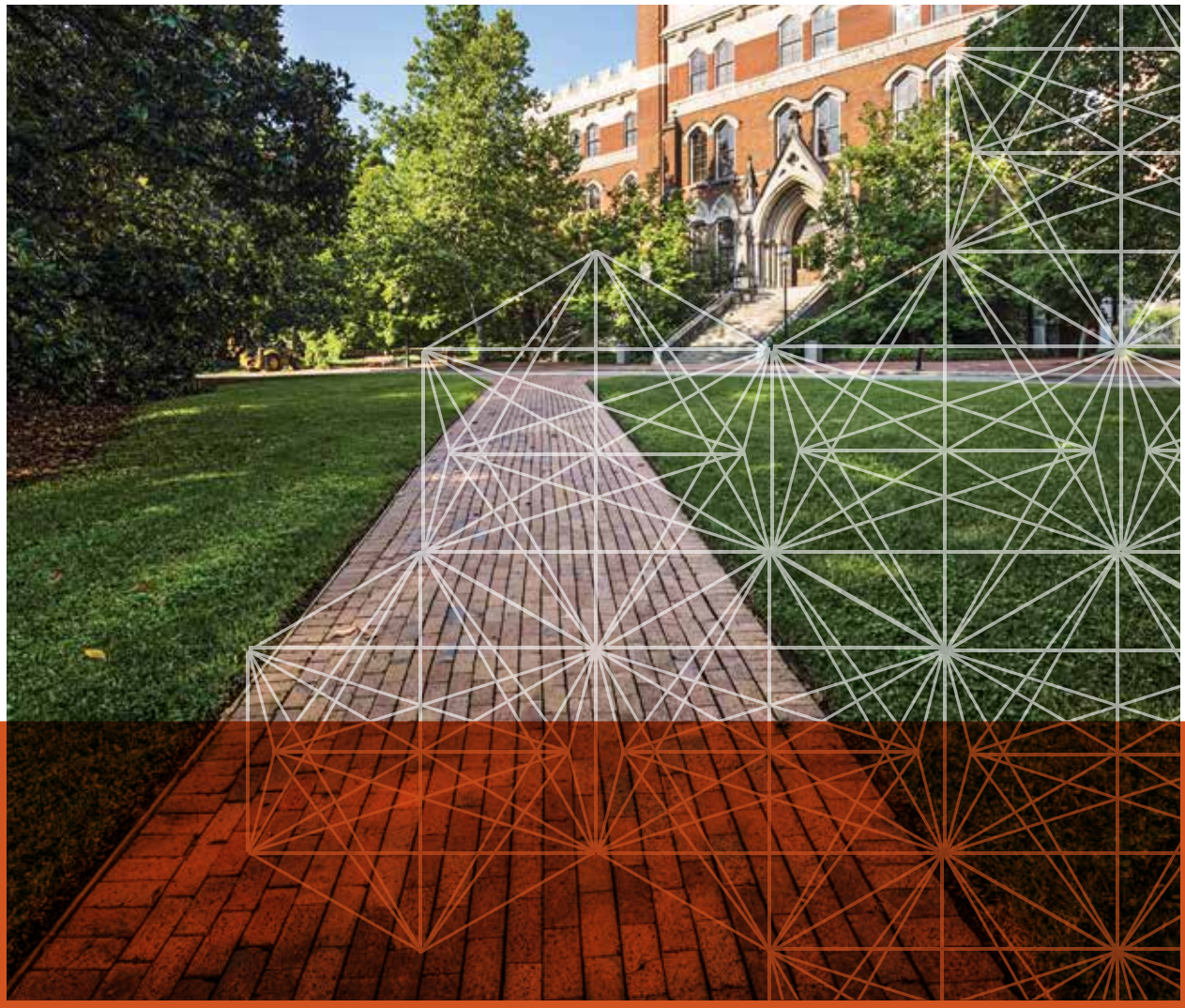

Mission-Driven Innovation

An Empirical Study of Adaptation and Change among Independent Colleges

James C. Hearn and Jarrett B. Warshaw

A REPORT FOR

The Council of Independent Colleges

About the Project on the Future of Independent Higher Education

This report was prepared as a component of CIC's Project on the Future of Independent Higher Education, a multi-year initiative to identify and examine the forces that are most likely to affect the future of independent colleges and universities and to help member institutions prepare for both new challenges and new opportunities. With the guidance of a steering committee of college and university presidents (see inside back cover), the project considers potentially disruptive changes to American society and explores fresh approaches to higher education and new college business models. The project also examines the distinctive characteristics and missions of independent colleges that have enabled them to offer a high-quality education for so many years. The project is supported by the Lumina Foundation for Education and the TIAA-CREF Institute.

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A Report for the Council of Independent Colleges

December 2015

The Council of Independent Colleges is an association of 755 nonprofit independent colleges and universities and higher education affiliates and organizations that has worked since 1956 to support college and university leadership, advance institutional excellence, and enhance public understanding of private higher education's contributions to society. CIC is the major national organization that focuses on providing services to leaders of independent colleges and universities as well as conferences, seminars, and other programs that help institutions improve educational quality, administrative and financial performance, and institutional visibility. CIC conducts the largest annual conference of college and university presidents. CIC also provides support to state fundraising associations that organize programs and generate contributions for private colleges and universities. The Council is headquartered at One Dupont Circle in Washington, DC. For more information, visit *www.cic.edu.*

About the Authors

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Preface

A widely held but fundamentally incorrect view is that the American liberal arts college is nearing the end of its lifecycle. As the forces of disruptive innovation converge to undermine the small residential college, so the argument goes, these institutions will no longer be able to compete within the wider postsecondary landscape. Eventually, most residential liberal arts colleges will succumb to the weight of their antiquated budgetary models and simply go out of business.

A few recent high-profile small college closures have only increased the volume of hand-wringing over the alleged imminent demise of the traditional liberal arts college. But rarely do the prognosticators consider the wider context of change, and very few base their conclusions on representative, empirical data.

The Council of Independent Colleges recently launched a Project on the Future of Independent Higher Education to explore fresh approaches to higher education and new college business models. The long-term goal of this project is to engage CIC's member colleges and universities in a reconsideration of institutional missions, strategic plans, and financial models that retain the student-centered nature of independent colleges.

CIC has undertaken a series of research initiatives to support the work of the project's Steering Committee as it considers what is essential—and what is negotiable—in the liberal arts college model. This report explores the topic of mission-driven innovation and presents the results of a national study of adaptation and change among small and mid-sized independent colleges and universities.

As it turns out, smaller private liberal arts colleges have been far more responsive to environmental shifts than one would expect from what one reads in the popular media. Not only do these institutions intentionally adapt to new challenges, but they do so by embracing—not abandoning—their historic missions. On the whole, the results presented by this report paint a picture of support for institutional change and optimism about the future—a far cry from the bleak portrayal often drawn of liberal arts colleges.

Richard Ekman
President
Council of Independent Colleges

December 2015

Mission-Driven Innovation:

An Empirical Study of Adaptation and Change among Independent Colleges

Executive Summary

The challenges that independent colleges face have been well documented. Economic pressures, government disinvestment, student vocationalism, institutional costs, and market competition are all on the rise, and strategic flexibility is constrained. Together, these challenges arguably narrow the line independent colleges must walk to maintain their fiscal health and ensure their viability for the future.

This complex environment has prompted innumerable commentaries in popular and professional venues, yet there has been little systematic attention to the experiences of independent colleges "on the ground." That is, there have been published accounts of experiences on individual campuses and many reports on financing and degree trends in the various sectors of higher education, but there has been much less insight into perceptions and actions across the range of independent colleges. Is the reality on these campuses as pessimistic and pinched as the public view would suggest? Is a hunkered-down, defensive stance indeed the "new normal?" Or might energetic adaptation and innovation be more the norm?

As part of the Council of Independent Colleges' Project on the Future of Independent Higher Education, this study addressed such issues via a survey of the presidents of all CIC member institutions. Specifically, the study sought answers to four important research questions:

1. What are the challenges independent colleges face as they seek to adapt and prosper?
2. What innovations are these colleges undertaking?
3. What factors are driving or associated with innovation efforts on these campuses?
4. What are the perceived effects of these innovations?

Taken as a whole, the survey findings suggest three themes: *mission-centered adaptability, support for innovation,* and *presidential optimism*. Leaders of the nation's independent colleges perceive significant

challenges, but they are engaged in varied and aggressive change efforts on multiple fronts. Every responding president reported pursuing some form of (1) cost containment and reduction (two-thirds doing so "aggressively") and (2) revenue enhancement and diversification to improve financial health, with 92 percent of respondents pursuing both. Indeed, one-third (33 percent) reported pursuing both "aggressively." Moreover, the survey results indicate activism rather than retreat across the independent college sector. Certainly, some institutions are relatively quiet, but numerous others are changing across the board. Key drivers of innovation include market forces, economic pressures, prospective students and families, and competition from other institutions.

The typical CIC president, at any one time, appears to oversee a campus undertaking multiple initiatives, in varied stages of implementation and institutionalization. Campuses of modest size and rather straightforward missions have undertaken in recent years an average of 15 substantive innovations, which range from revenue enhancement and diversification efforts to fiscal initiatives and innovations to adaptations in academic operations. Indeed, many independent colleges are meeting their challenges by aggressively pursuing significant and wide-ranging innovations. The image of the hidebound college steadfastly resisting reform is nowhere to be seen.

The major findings of the study include the following:

- The most frequent cost-focused measures taken by independent college presidents included leaving open faculty positions unfilled (64 percent), freezing salaries (61 percent), reducing other staff (61 percent), restructuring or closing academic programs (57 percent each), and outsourcing operations (49 percent).
- Popular strategies for revenue enhancement and diversification included opening new undergraduate programs (83 percent) and graduate programs (74 percent), making changes to campus approaches to fundraising (70 percent), and expanding online courses and programs (65 percent).
- College presidents also indicated a wide range of other initiatives and innovations, including changes to admissions strategy (77 percent) and financial aid practices (71 percent), expansion of athletic programs and facilities (62 percent), increased international-student recruitment (58 percent), and resource-allocation system reform (47 percent).

Responding presidents predominantly viewed these innovations as congruent with institutional mission. In fact, only 3 percent of these presidents perceived that the recent innovations were constraining their institutions' missions. About one-third (34 percent) perceived mission expansion, and almost two-thirds (63 percent) of the presidents perceived that the innovations were helping preserve their institutions' missions. As one president remarked, recent changes on campus "expanded our understanding of our mission." Thus, presidents expressed widespread confidence in the mission-centeredness of their chosen reforms.

Importantly, presidents report largely favorable acceptance of those innovations. Although faculty members appear somewhat less strongly supportive than others, presidents perceive favorable support among all campus constituencies and especially among their governing boards and administrative cabinets.

Finally, although leaders are realistic about the dangers and risks ahead, their prevailing mood appears strikingly optimistic. Although it is unsurprising that presidents would have positive views of their leadership, 64 percent of respondents were either very satisfied (17 percent) or somewhat satisfied (47 percent) with campus innovations. Sitting at the presidents' desks, respondents characterized the prospects for effective, mission-driven change as quite positive on their campuses.

Introduction

Shifting Contexts and Increased Pressures

Independent colleges face a wide range of challenges. Economic conditions have placed pressures on families' ability to pay for higher education just as federal and state spending to facilitate college opportunity has slowed. The expansion of loans rather than grants, in particular, has changed the degrees that students often pursue. Many students pursue degrees they think are likely to lead to well-paying jobs that will facilitate loan repayment, rather than pursuing liberal arts degrees historically associated with four-year colleges (Breneman 1994; Pryor et al. 2012). That trend has been fueled further by opinion leaders and politicians who criticize liberal arts degrees as increasingly irrelevant for modern workforces (Kiley 2013). Meanwhile, independent colleges' competition for students has escalated, marked by aggressive tuition discounting in many institutions (Winston 1999). Just as calls for aggressive market adaptation and bold curricular innovation have risen, independent colleges are confronting rising costs for infrastructure and health care needs as well as "locked in" (heavily tenured) faculty workforces that constrain strategic flexibility (Brewer and Tierney 2011). Together, these challenges narrow the line independent colleges must walk to maintain their fiscal health and ensure their viability for the future (Baker, Baldwin, and Makker 2012).

This seemingly fraught context has prompted a wide range of commentaries in popular and professional venues. Numerous analysts, prominently including Christensen (2011) and Selingo (2013), have detailed the wide-ranging issues that set the context for these institutions. Headlines in professional outlets regularly highlight institutions' victories and defeats in this sector. For example, on March 2, 2015, the *Chronicle of Higher Education* reported glowingly on three small-college adaptations, but the following day the same publication reported on Sweet Briar College's apparent demise.[1]

Yet for all the anecdotes and prognostications, there has been little systematic attention to the experiences of independent colleges "on the ground." That is, there are published accounts of experiences on individual campuses and many reports on financing and degree trends in the various sectors of higher education, but there is less insight into perceptions and actions across the range of independent colleges. Is the reality on these campuses as pessimistic and pinched as many public and professional observers suggest? Is a hunkered-down, defensive stance indeed the "new normal?" Or might energetic adaptation and innovation be the norm?

As part of the Council of Independent Colleges' (CIC) Project on the Future of Independent Higher Education, this study addresses those questions via a survey of the presidents of all CIC member institutions. Taken as a whole, the survey findings reveal that the nation's independent colleges are engaged in varied and aggressive change on multiple fronts. Further, while leaders are realistic about the dangers and risks ahead, their prevailing mood appears strikingly energetic and optimistic. Sitting at the presidents' desks, respondents characterize the prospects for effective, mission-driven change as quite positive.

The Potential for Effective Campus Change

A popular caricature of higher education institutions is one of deeply institutionalized resistance to change, fueled in good part by stubborn allegiance to outmoded, slow-moving decision-making processes. Because their organizational roots extend far back into medieval times, institutions' organizational conservatism may not be particularly surprising (Kerr 1994). Yet, perhaps paradoxically, colleges' centuries-old survival may owe as much to a remarkable ability to adapt successfully to emerging circumstances as it owes to their refusal to conform readily to external demands for change. As Burton Clark (1983, 186–187) observed, some institutions' "peculiar internal constitution… allows them to bend and adapt themselves to a whole variety of circumstances and environments, thus producing diversity" while at the same time maintaining "an appearance of similarity that allows us to recognize them in all the guises they take." Change does indeed take place in colleges and universities, and sometimes it is far from slow and far from trivial.

Institutions' adaptive skills are especially on display in the independent college sector that comprises CIC's membership. A century ago, private nondoctoral colleges may have closely resembled one another, but now they arguably constitute the most richly diverse sector of U.S. higher education (Astin 1999; Oakley 2005). A good part of that diversity no doubt stems from their heightened marketplace vulnerability. Lacking assured public funding, and often with few revenue sources other than students and their families, independent colleges face high levels of tuition dependency and great resource uncertainties (Gumport and Sporn 1999; Kraatz, Ventresca, and Deng 2010). Those uncertainties can provide powerful incentives to go where current and potential student markets lead them.

For some institutions, that may imply "doubling down" on historic missions or student markets, but for others, it may mean expanding curricular offerings into new arenas and shifting teaching and learning systems into new modes of delivery. Some four-year colleges are debating abandoning their liberal arts missions altogether (Baker et al. 2012), but most appear to be making less dramatic adjustments in the face of environmental pressures.[2]

For all the anecdotes and prognostications, there has been little systematic attention to the experiences of independent colleges "on the ground."

Questions for Research

Whatever their choices, independent nondoctoral institutions seem increasingly ready to make significant changes that can contribute to sustained institutional viability. The research study presented here was aimed to expand understanding of the nature and effects of the choices those institutions are making.

Specifically, CIC sought answers to four important research questions:

1. What are the challenges independent colleges face as they seek to adapt and prosper?
2. What innovations are those colleges undertaking?
3. What factors are driving or associated with innovation efforts on these campuses?
4. What are the perceived effects of these innovations?

These questions, dealing with the broad conditions the colleges face, the choices they are making in response, the factors propelling their chosen innovations, and the perceived effects of those innovations, point to the heart of the challenges and opportunities in this critical sector of U.S. higher education.

Independent colleges face a wide range of challenges that narrow the line they must walk to maintain their fiscal health and ensure their viability for the future.

Methodology in Brief

CIC in October 2014 invited the presidents of all 632 CIC member institutions to participate in an online survey. Although the institutions that make up CIC's membership vary, the institutions generally are small, nondoctoral, mission-oriented, tuition-dependent, residential, and historically committed to the liberal arts.

The survey was designed to provide information on intiatives and innovations CIC institutions have pursued to contain and reduce costs and enhance and diversify revenues. Beyond ascertaining the prevalent academic, fiscal, and operational innovations of the past five years, CIC also sought information on presidents' perceptions of their institutions' external and internal contexts and on the impacts they anticipated as a result of the changes they had pursued.

One-third of the presidents surveyed (206 presidents out of 632 contacted, for a total of 33 percent) responded to the survey. In surveys seeking self-reports of change, respondents often come from especially active, change-oriented institutions. This self-selection may skew the results. The findings of the CIC survey, however, suggest that the respondents reflect the larger CIC membership reasonably well by Carnegie Classification, full-time equivalent enrollment, annual operating budget, endowment, and geographic location (see Table A1, page 33).

This report uses descriptive and interpretive approaches to present the results of survey data analysis. Differences in survey responses by institutional characteristics have been examined, but tests of statistical significance are not presented. Instead, institutional differences that appear most meaningful are highlighted.

The appendices provide additional information about the survey project. Appendix A provides information regarding the survey design and analysis and includes a table comparing institutional characteristics of the CIC population and the survey sample. Appendix B presents the actual response distributions for each of the survey items.

A century ago, private nondoctoral colleges may have closely resembled one another, but now they arguably constitute the most richly diverse sector of U.S. higher education.

HIGHLIGHTS: Introduction

- The independent sector currently faces a range of challenges, including decreases in family incomes and government investments in higher education, public skepticism regarding the value of a liberal arts education, and structural barriers to trimming college operating budgets.
- Much of the recent commentary on the independent sector by the media and higher education opinion leaders too often has relied on anecdotal rather than systematic, representative, and empirical data to assess the condition of and outlook for the sector.
- Independent colleges and universities have a long history of institutional market responsiveness and adaptation resulting from their historic lack of guaranteed public funding, relatively small number of revenue streams, and high degree of tuition dependency.

General Findings

The pages that follow highlight findings of special interest, including the challenges presidents describe as shaping their campus actions, the cost-focused initiatives they have undertaken, their efforts to enhance and diversify revenues, their other innovative actions, the "innovation profiles" of campuses, and presidents' perceptions of their campus climates for innovation.

For each of these topical areas, the report provides descriptive data on the pervasiveness of different kinds of initiatives. Early analyses suggested institutional differences in some of these innovations, so the report includes cross-tabular information on those apparent differences. Together, the descriptive and cross-tabular results reveal intriguing innovation patterns in the survey sample.

Challenges

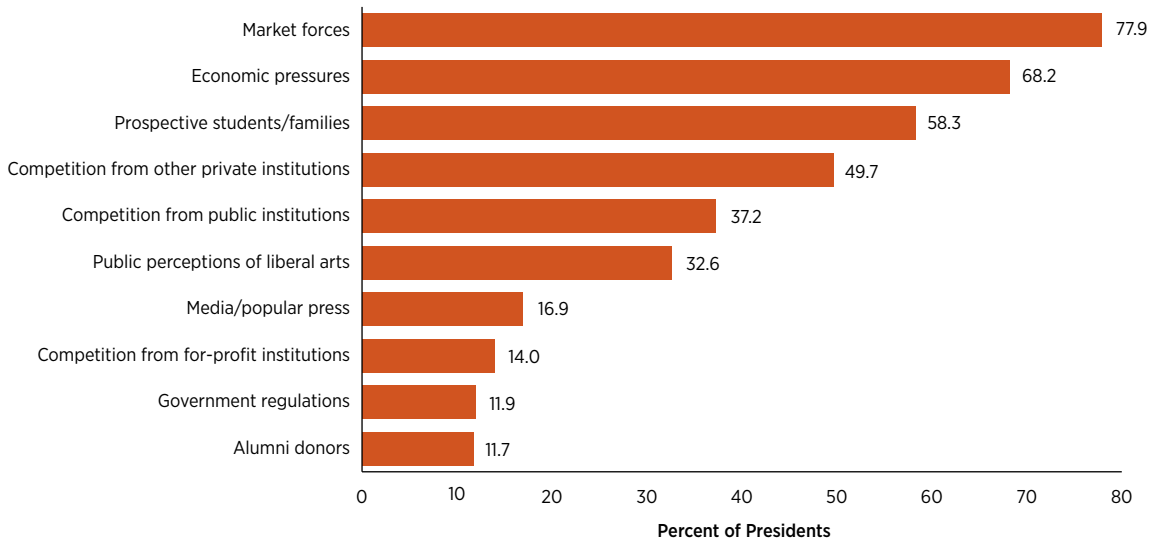
Figure 1 shows the perceptions of presidents regarding the "significant" drivers of initiatives to contain and reduce costs and enhance and diversify revenues on their campuses. More than three-quarters of the presidents (78 percent) reported market forces as a significant driver of such changes and innovations. Economic pressures were judged influential by 68 percent of respondents. In addition, 58 percent described prospective students and families as significant drivers, 50 percent said the same about competition from other private institutions, 37 percent reported competition from public institutions as a significant driver, and 14 percent reported competition from for-profit institutions as a driver. Together, these responses clearly suggest that presidents prioritize market responsiveness and financial positioning as they move to make changes on their campuses.

Presidents also mentioned other significant influences driving changes at their colleges. One-third cited public perceptions of liberal arts education as a factor, 17 percent noted influences of the media, and 12 percent each cited government regulations and alumni donors as influential.

The large proportion (68 percent) of presidents indicating economic pressures as a significant driver of innovations prompted examination of those responses

FIGURE 1

Perceived "Significant" Drivers of Change and Innovation



in more detail. Figure 2 breaks down perceived economic pressures by institutional size. Although it appears that institutions are experiencing these pressures slightly differently, the overall conclusion here must be that there are no major institutional-size differences in perceptions of financial challenge.

Cost-Focused Initiatives

Nearly two out of every three presidents (65 percent) responded that they were aggressively increasing efforts to contain and/or reduce costs on their campuses. Because personnel costs constitute the largest single cost category on most campuses, initiatives focused on those costs were prominent among the survey responses. In fact, as one president noted in the open-ended section of the survey, "reductions in workforce provided resistance and pain, but [such reactions were] short-lived because it was acknowledged as necessary."

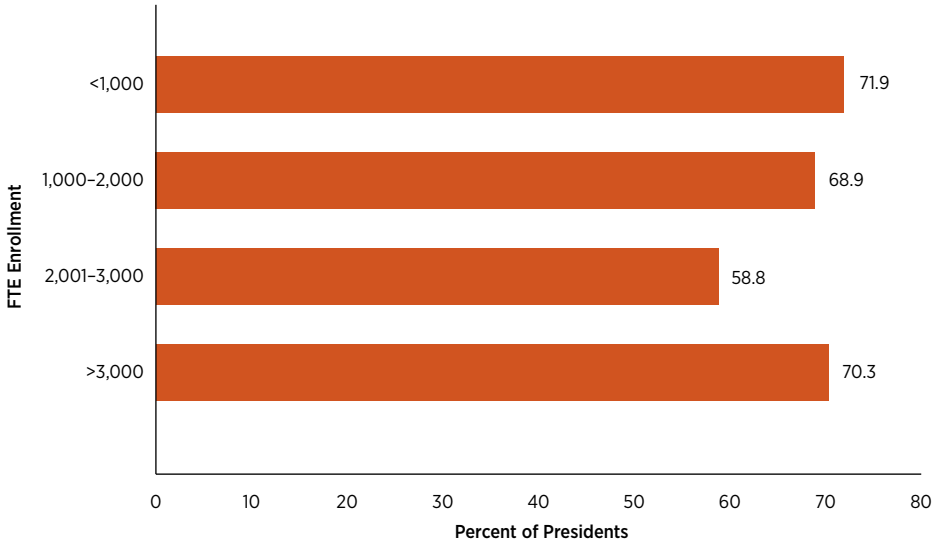
Figure 3 shows an inventory of institutions' efforts to control and reduce costs via human-resource approaches over the past five years. The coloration indicates three empirical themes for the specific initiatives: workforce (orange), financial (green), and operational (yellow). Because human resources consume the great majority of costs on most campuses, all of the initiatives in the figure have significant financial implications. The coloring of the bars highlights the extent to which these initiatives are directly financial or more indirectly so, via workforce and operational reforms.

Unsurprisingly, responding presidents targeted workforce-related factors frequently as areas for cost containment and reduction. Nearly two-thirds (64 percent) of the presidents reported leaving unfilled faculty positions open, 61 percent reduced the number of other staff, 38 percent reduced the number of senior administrators, 38 percent incentivized faculty retirements, 35 percent changed faculty composition toward non-tenure track and adjunct positions, and 33 percent eliminated faculty positions.

Small college presidents prioritize market responsiveness and financial positioning as they move to make changes on their campuses.

FIGURE 2

Economic Pressures as "Significant" Driver of Change, by Institutional Size



The second most prominent focus of human resource-related cost containment and reduction was financial. Overall, 61 percent froze salaries, 38 percent reduced employee benefits, 30 percent reduced budgets for faculty or staff travel and support, and 14 percent reduced support for faculty scholarship.

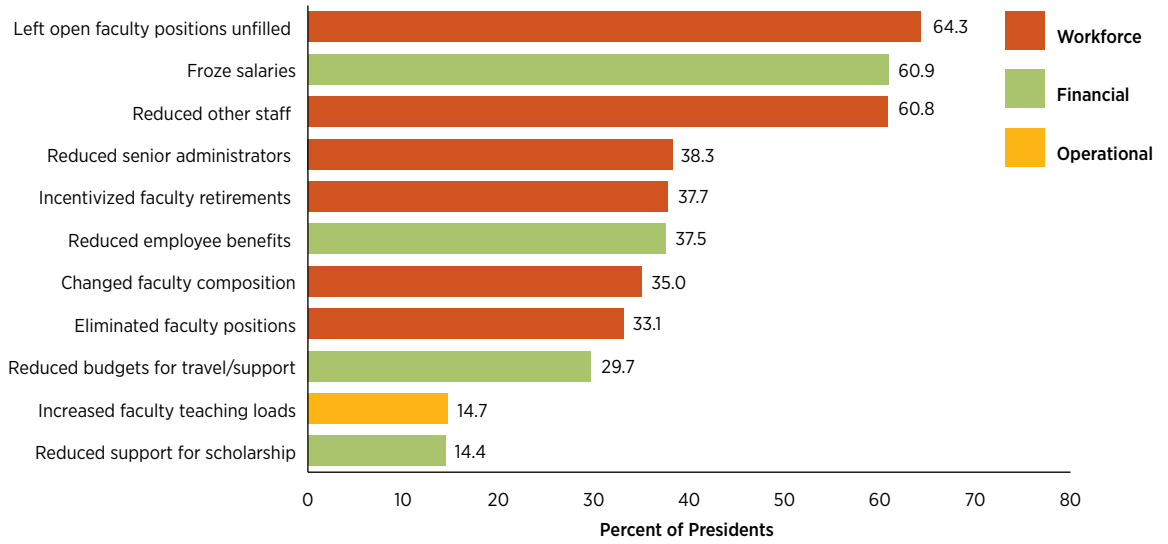
While presidents seemed to favor the workforce and financial areas for reform, some also pursued operationally-focused efforts to control and reduce human resource costs. Specifically, about 15 percent reported taking the bold move of increasing faculty workloads.

In sum, on many campuses, a climate of constraint appears to have emerged with noteworthy influences on faculty/staff composition, workforce levels, compensation, professional support, and workloads. These results prompted a more detailed look at the nature of the institutions choosing the different human resource cost initiatives. Among the more striking patterns were those associated with salary freezes. Although 61 percent of the institutions overall froze salaries, only 37 percent of institutions in the New England region and 46 percent of institutions in the Far West region did so.[3] In contrast, salaries were frozen at 83 percent of the institutions with presidents in office less than a year, 78 percent of the smallest institutions (less than 1,000 enrollment), 81 percent of the institutions with operating budgets under $25 million a year, 73 percent of institutions with endowments under $25 million, and 73 percent of institutions in the "smaller masters" Carnegie Classification. Similar patterns held for institutional moves to reduce staff other than faculty members. Such choices were especially frequent among institutions with the newest presidents, the smallest enrollments, and the smallest budgets. On the whole, it appears that the smaller institutions with fewer resources are feeling the most financial pressures.

Presidents also can pursue cost containment and/or reduction through initiatives that target academic programming and campus operations. Figure 4 highlights these alternative approaches to cost control, using color to group reforms into structural (blue), financial (green), and operational (yellow) themes. Structurally, 57 percent of the presidents reported restructuring academic programs and departments, 57 percent closed under-enrolled courses and programs, 42 percent

FIGURE 3

Recent Human Resource-Focused Cost Initiatives



shared programs and services with other organizations, and 8 percent reduced athletics or dropped sports. Financially, 13 percent of presidents reduced funding for student services and 2 percent reduced student financial aid. Operationally, 49 percent outsourced some functions and 37 percent increased class sizes. Taken together, these findings suggest that cost initiatives in recent years have brought major structural and operational shifts to many campuses.

Interestingly, however, the survey findings suggest that reductions in student services funding and student financial aid were not widespread. As Figure 4 reveals, only 15 percent of sample institutions reduced one or the other, and none reduced both. On the other hand, academic operations were a primary target for cost initiatives, and there were noteworthy institutional differences in those efforts. Overall, 57 percent of the sampled institutions reported closing academic courses and programs, but 75 percent of colleges in the sample with endowments of $25–$50 million reported such actions.

There also were major regional differences in these actions: 79 percent of colleges in the New England region reported academic closures, while only 38 percent of colleges in the West region did so.[4] The study explored whether these differences might be associated with other variations (e.g., in resources), but found no definitive patterns. The roots of these regional differences thus remain unclear. Perhaps differences in immediate competitive environments might play a role: Peer colleges in the West tend to be farther apart and less concentrated in particular areas than those in New England, and in recent years population growth (and thus potential market growth) has been greater in the West.

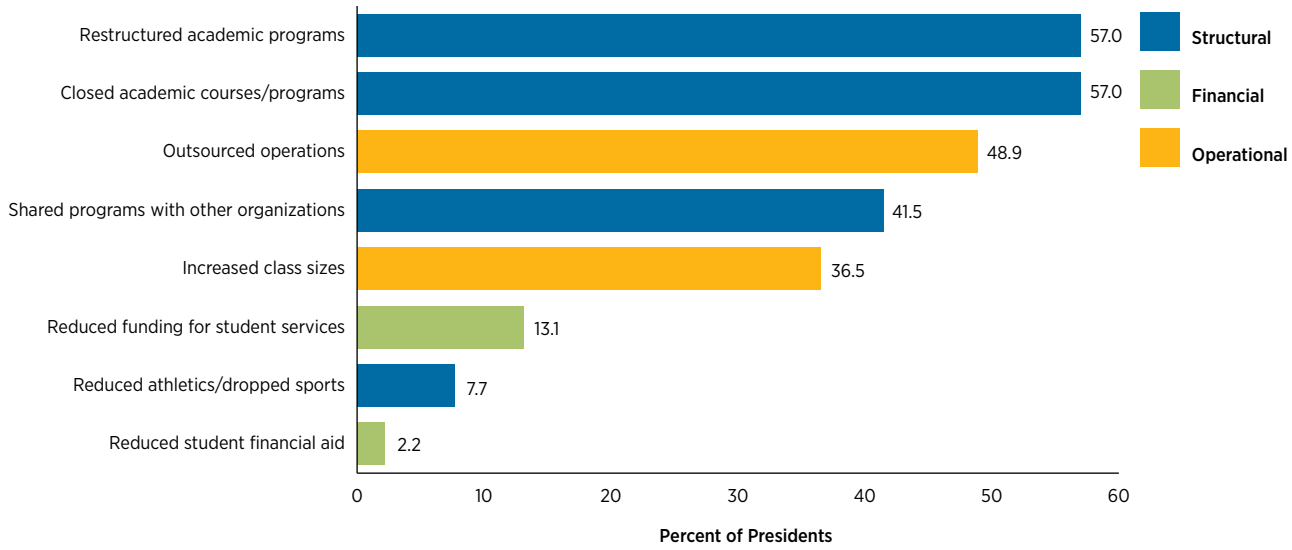
Innovations to Enhance and Diversify Revenues

Of course, cost initiatives represent only one tool available to leaders of independent colleges facing severe challenges. In the face of increased economic pressures, many institutions in the survey reported creative efforts and innovations in the pursuit of expanding and diversifying their revenue streams.

Prominent among these innovations were efforts to innovate in academic programming to improve

FIGURE 4

Recent Academic and Operations-Focused Cost Initiatives



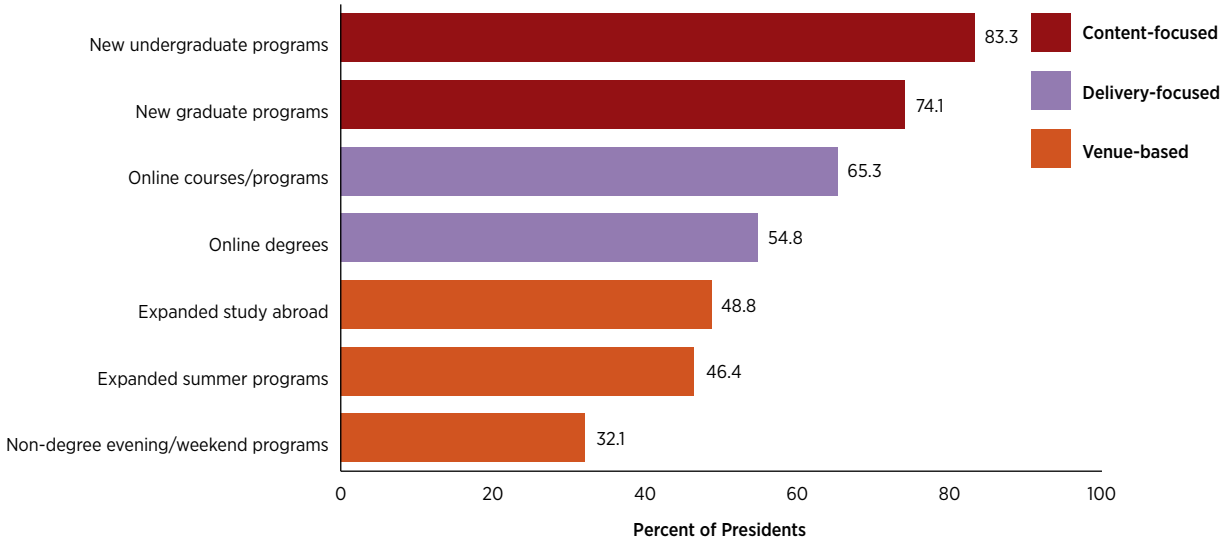
revenue flow (see Figure 5). Although most of these efforts could be considered content-focused (red), there also were numerous delivery-focused (purple) and venue-based (orange) initiatives. In the domain of content initiatives, a striking 83 percent of all institutions created new undergraduate programs and 74 percent created new graduate programs. Online delivery of educational programming also was frequent: 65 percent of the institutions initiated online courses and programs, while 55 percent implemented online degrees. But venue-related innovation also was pervasive, with 49 percent of the institutions expanding study-abroad offerings, 46 percent expanding summer offerings and programs, and 32 percent creating non-degree evening and weekend programs. Over only five years, this considerable amount of movement in the academic heart of institutions suggests institutions doing the hard work of transforming themselves. Conversely, the image of the hidebound college steadfastly resisting reform is nowhere to be seen.

Nearly two out of every three presidents indicated that they were aggressively increasing their efforts to contain and/or reduce costs on their campuses.

To examine these patterns in more detail, this study investigated whether certain kinds of institutions were especially likely or unlikely to pursue revenues through particular academic initiatives. One major finding stood out: The largest responding colleges were by far the most likely to initiate new online courses and programs. Overall, 65 percent of the sample reported such actions, but 86 percent of the institutions with enrollments over 3,000 did so and 82 percent of the institutions with operating budgets over $100 million a year did so. Intriguingly, however, it was the institutions with endowments in the middle range ($25–$50 million) that were especially likely to innovate online: 81 percent of institutions in this range did so. In contrast, only 45 percent of those with endowments over $100 million became more active online. Overall, one might infer that the economies of scale that come with larger size and greater operating budgets may fuel online innovation along with the financial pressures that accompany modest endowments.

FIGURE 5

Recent Academic Innovations to Enhance and Diversify Revenues



Further analysis of online innovation revealed that these initiatives were especially unlikely in baccalaureate colleges focused on the arts and sciences: Only 28 percent of institutions with that traditional liberal-arts college profile initiated online programming. A regional pattern in online innovation appeared as well: Only 51 percent of institutions in the Southeast region originated such programs, while 74 percent of institutions in the New England region did so.[5]

Over only five years, the considerable amount of movement in the academic heart of institutions—the college curriculum—suggests that institutions are doing the hard work of transforming themselves.

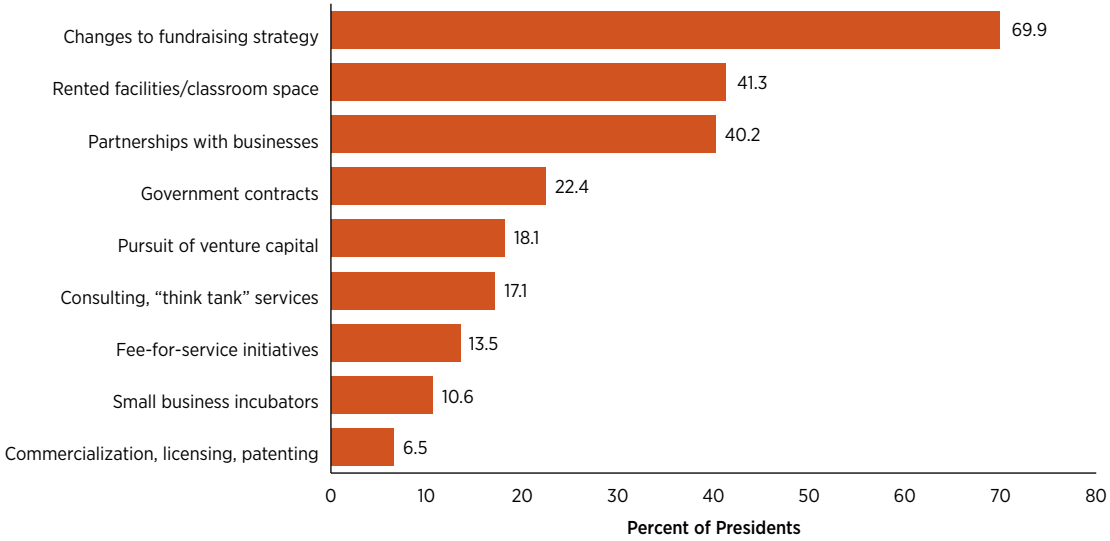
The image of institutions in motion is further reinforced by survey responses regarding approaches to enhance and diversify revenues beyond the academic core. As noted in Figure 6, 70 percent of institutions changed fundraising strategies over the past five years, 41 percent rented facilities and classroom space, and 40 percent partnered with businesses. Among less widely adopted approaches, 22 percent pursued government contracts, 18 percent pursued venture capital, 17 percent offered consulting and "think tank" services, 14 percent implemented fee-for-service initiatives, 11 percent implemented small business incubators, and 7 percent pursued commercialization, licensing, patenting, and technology transfers. Many of these activities have been more closely associated with other higher-education sectors, notably research universities (Geiger 2004), but their emergence in the independent college sector suggests that older notions of what does and does not "fit" in such settings may be more fluid than once thought.

Other Innovations

Some organizational reforms on campuses do not fall easily into the cost-control and reduction or revenue-generation categories. Among those are a wide variety of innovations in academic operations. The academic innovations reported in Figure 7 are classified into five themes: structural (blue), financial (green),

FIGURE 6

Other Recent Innovations to Enhance and Diversify Revenues

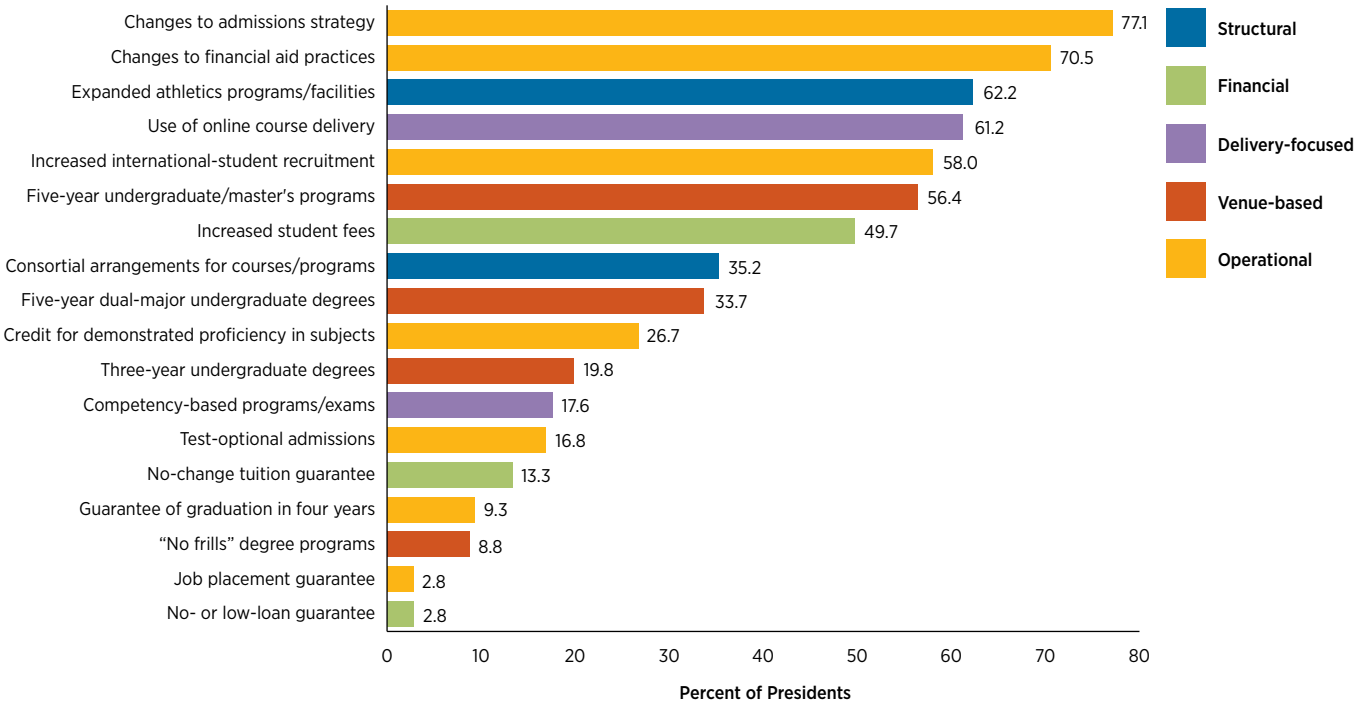


delivery-focused (purple), venue-based (orange), and operational (yellow). Of these, operational innovations were most frequently reported: 77 percent of the presidents responded that their institutions changed admissions strategies over the past five years, 71 percent changed financial aid practices, 58 percent sought to recruit more international students, 27 percent gave students credit for demonstrated proficiency in a subject, 17 percent initiated test-optional admissions, 9 percent guaranteed graduation in four years, and 3 percent offered job placement guarantees. Venue-based academic changes were second in frequency: 56 percent of the institutions implemented five-year undergraduate and master's programs, 34 percent offered five-year dual-major undergraduate degree programs, 20 percent offered three-year undergraduate programs, and 9 percent created "no frills" degree programs. Under financial innovations relating to academic operations, 50 percent of the institutions increased student fees, 13 percent implemented no-change tuition guarantees (for example, tuition freezes), and 3 percent instituted no- or low-loan programs. Structurally, 62 percent expanded athletic programs and facilities for students, and 35 percent launched collaborative consortial arrangements with other institutions for courses and programs. Finally, there were two notable delivery-focused initiatives in academic operations: 61 percent of the institutions used online course delivery, while 18 percent implemented competency-based programs and exams.

The image of institutions in motion is further reinforced by the range of approaches to enhance and diversify revenues beyond the academic core.

FIGURE 7

Recent Innovations in Academic Operations



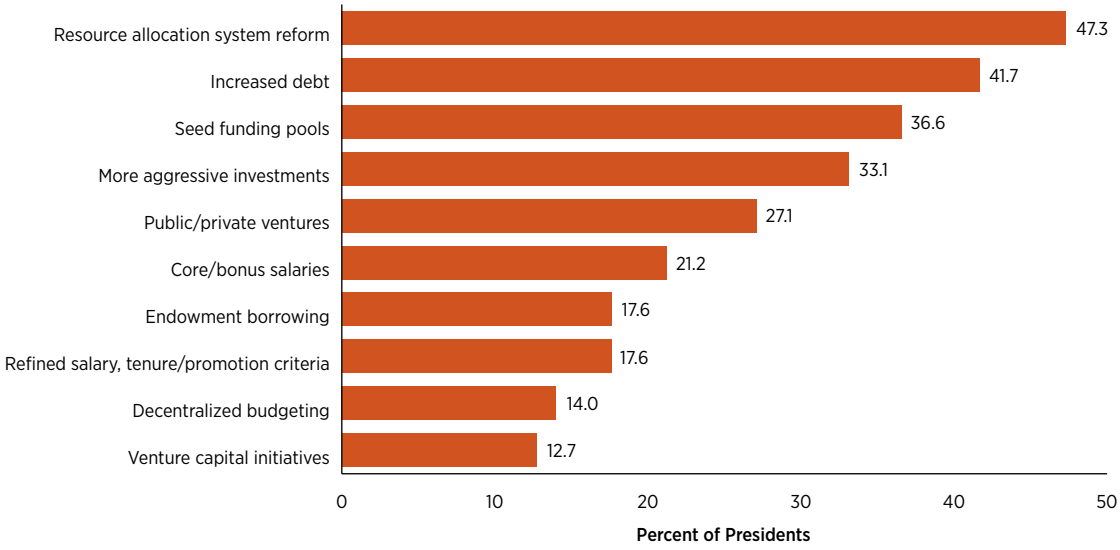
Some institutional differences in these academic innovations are striking. For example, although 77 percent of all institutions changed their admissions strategies over the past five years, certain kinds of colleges were significantly more likely to do so—88 percent of the institutions with enrollments under 1,000 and 88 percent of the institutions with annual operating budgets under $25 million—perhaps because of higher levels of tuition dependence in such settings. A remarkable 88 percent of institutions in the West region changed admissions strategies, while only 65 percent of Midwest-region institutions did so.[6] In contrast, only 63 percent of medium-sized master's-granting institutions altered their admissions approaches.

The findings for athletics also deserve special attention. Earlier, Figure 4 highlighted the relative rarity of institutions cutting back on athletics commitments as a response to cost pressures: Fewer than 10 percent of presidents reported reducing athletic funding or dropping sports. Figure 7 shows that in fact nearly two-thirds (64 percent) of responding presidents reported substantial *investments* in expanded athletic programs and facilities. Contrary to frequently cited reports from larger institutions,[7] it is clear that numerous CIC college leaders see athletic spending as one potential path to improve the institution's position. Athletic expansion may increase visibility and appeal among prospective students and families, thus buttressing recruiting and application pools and facilitating enrollment management in tuition-dependent settings.

To explore this further, institutional differences in athletic expansion were examined. Athletic expansion was less likely in institutions with presidents in office less than one year (40 percent reported making such a change in the last five years), institutions with enrollments of 2,001 to 3,000 students (50 percent),

FIGURE 8

Recent Initiatives and Innovations in Fiscal Operations



institutions with annual operating budgets over $100 million (48 percent), institutions with endowments of $75 to $100 million (44 percent), and baccalaureate colleges focused on the arts and sciences (50 percent). On the other hand, 79 percent of smaller master's-granting institutions reported expanding athletics.

Interestingly, there was wide regional variation in the expansion of athletics. Only 46 percent of the Far West institutions and 53 percent of the New England institutions reported expansion, while 75 percent of the institutions in the West reported doing so.

Presidents also led changes in other areas of their institutions. Figure 8 suggests that campuses pursued a wide array of fiscal initiatives and innovations on campuses. Nearly half (47 percent) initiated reforms to their budgeting and resource allocation system, 42 percent incurred more debt, 37 percent implemented competitive seed- and opportunity-funding pools, 33 percent pursued more aggressive investment strategies, 27 percent initiated public/private ventures, 21 percent instituted core and bonus components to salaries, 18 percent borrowed from their endowments, 18 percent refined salary or tenure and promotion criteria to align with strategic initiatives and goals, 14 percent implemented decentralized budgeting, and 13 percent pursued venture capital initiatives.

Of these efforts, the findings for incurring more debt and borrowing from the endowment merit further attention. Somewhat fewer institutions than expected reported making those choices. With this in mind, the study included examination of the institutional characteristics associated with these potentially risky moves. Cross-tabular analyses reveal that the financially more vulnerable institutions were somewhat more likely to report assuming additional debt: 42 percent of all institutions did so, but 53 percent of institutions with operating budgets less than $25 million did so. Conversely, only 30 percent of institutions with endowments greater than $100 million assumed more debt. Region also related to incurring debt: 55 percent of Southeastern institutions incurred more debt in contrast to 36 percent of the Midwestern institutions.

The patterns for endowment borrowing were similar in some respects, notably in the positive relationships with smaller operating budgets and smaller endowments. Distinctly from incurring additional debt, size seemed to play a role in endowment borrowing: Larger size may buffer institutions from this choice. While 17 percent of all institutions reported borrowing from endowment, 42 percent of institutions with an FTE enrollment of less than 1,000 did so and only 6 percent of institutions with more than 3,000 students did so. Also, the regional difference for endowment borrowing was different from that for assuming debt: 31 percent of institutions in the West reported borrowing from their endowments compared to only 11 percent of New England institutions.

The percentages reported in the figures above suggest that the great majority of institutions pursued some form of cost containment and reduction or revenue enhancement and diversification, and that would indeed be the case. In fact, every responding institution reported pursuing one of these paths to improved financial health, and 92 percent pursued both. One-third of the colleges (33 percent) reported pursuing both "aggressively." What is more, the percentages suggest that academic and fiscal initiatives are extraordinarily pervasive: Virtually every institution reported noteworthy academic innovations, and well over half reported important changes in the fiscal arena.

Every responding institution reported pursuing either cost containment and reduction or revenue enhancement and diversification, and one-third of the colleges reported pursing both aggressively.

HIGHLIGHTS: General Findings

- Every responding independent college president is currently attempting some form of cost containment and reduction or revenue enhancement and diversification to improve institutional financial health, and nearly all of them are pursuing both strategies simultaneously.
- A majority of independent college presidents cite market forces, economic pressures, and prospective students and families as significant drivers of their campus efforts to contain costs and diversify revenues.
- The most frequent cost-focused measures taken by independent college presidents included leaving open faculty positions unfilled, freezing salaries, reducing other staff, restructuring or closing academic programs, and outsourcing operations.
- Popular strategies for revenue enhancement and diversification included opening new academic programs, expanding online offerings, and making changes to campus approaches to fundraising.
- College presidents also indicated a wide range of other initiatives and innovations, including changes to admissions and financial aid practices, expansion of athletics programs and facilities, and resource-allocation system reform.

The Innovators: Examining Campus Innovation Profiles

Because presidents reported large proportions of initiatives in each of the various domains above, this study examined how innovation was distributed across the full range of the sample. Were just a few institutions "busting the curve," with the rest content to pursue only one or two primary activities? Or was innovative action spread rather evenly across the full study sample? The results suggest that a number of institutions were particularly aggressive in their pursuit of effective adaptation, while only a handful pursued a limited number of changes.

For this analysis, the study focused first on revenue enhancement and diversification. Two out of five (42 percent) sample presidents reported that their institutions were aggressively increasing efforts to enhance and diversify revenues. Figure 9 shows the distribution of institutions by their total number of recent academic innovations in pursuit of revenue enhancement and diversification over the past five years. One in five (21 percent) had four innovations, the largest share of the sample, followed by 18 percent with five innovations and 17 percent with six innovations. About 5 percent did not have any innovations, 10 percent had one innovation, 9 percent had two innovations, and 6 percent had seven innovations.

Figure 10 shows the distribution of institutions by the total number of other innovations to enhance and diversify revenues beyond the academic core (recall from Figure 6 that these initiatives included such activities as changing fundraising strategies, renting facilities and classroom spaces, and establishing partnerships with businesses). In the survey results, 15 percent of campuses reported three innovations, 24 percent reported two, 19 percent reported one, and 23 percent reported none. At the other end of the scale, four institutions (about 2 percent of the sample) reported more than six innovations. In other words, 58 percent of the presidents reported two or more of these approaches to enhance and diversify revenues beyond those generated by traditional classroom use. Although it is unclear how many of these strategies had already been used in some form for more than five years, it

FIGURE 9

Distribution of Institutions by Count of Recent Academic Innovations to Enhance and Diversify Revenues

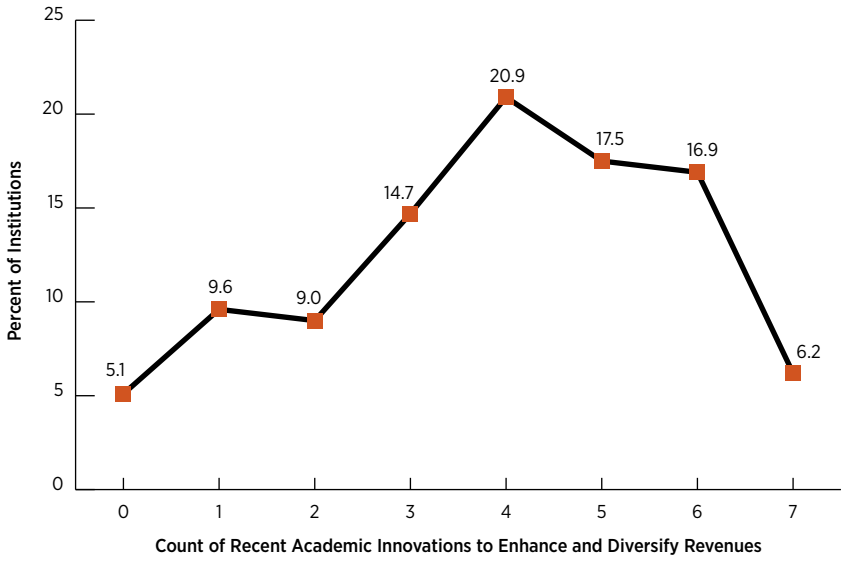


FIGURE 10

Distribution of Institutions by Count of Other Recent Innovations to Enhance and Diversify Revenues

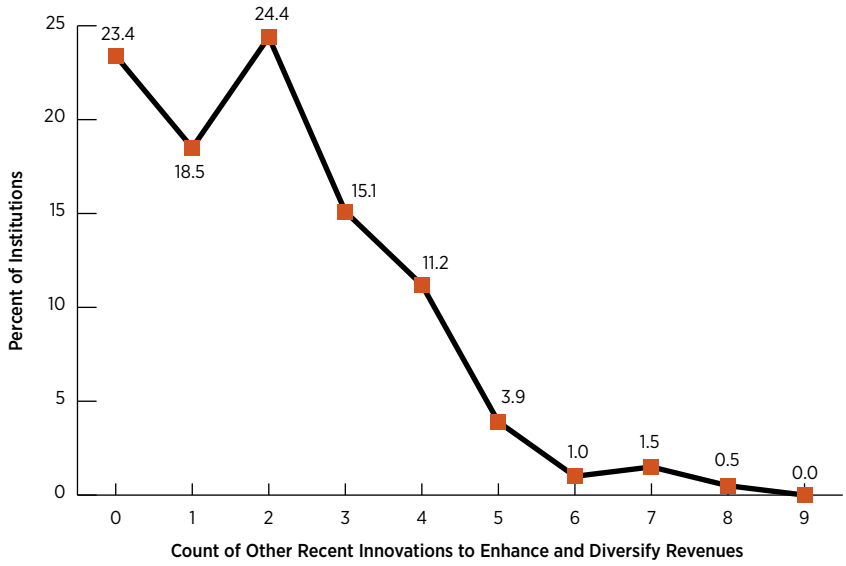


FIGURE 11

Distribution of Institutions by Count of Recent Innovations in Academic Operations

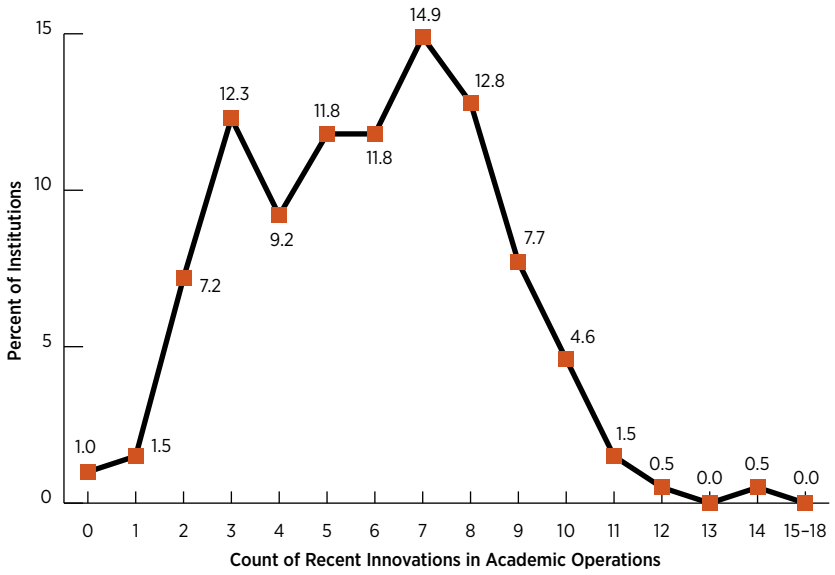


FIGURE 12

Distribution of Institutions by Count of Recent Fiscal Innovations

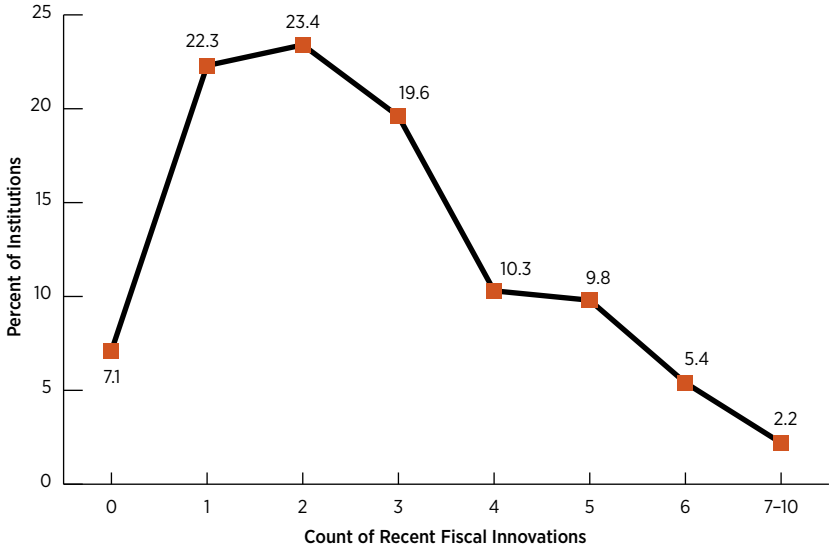
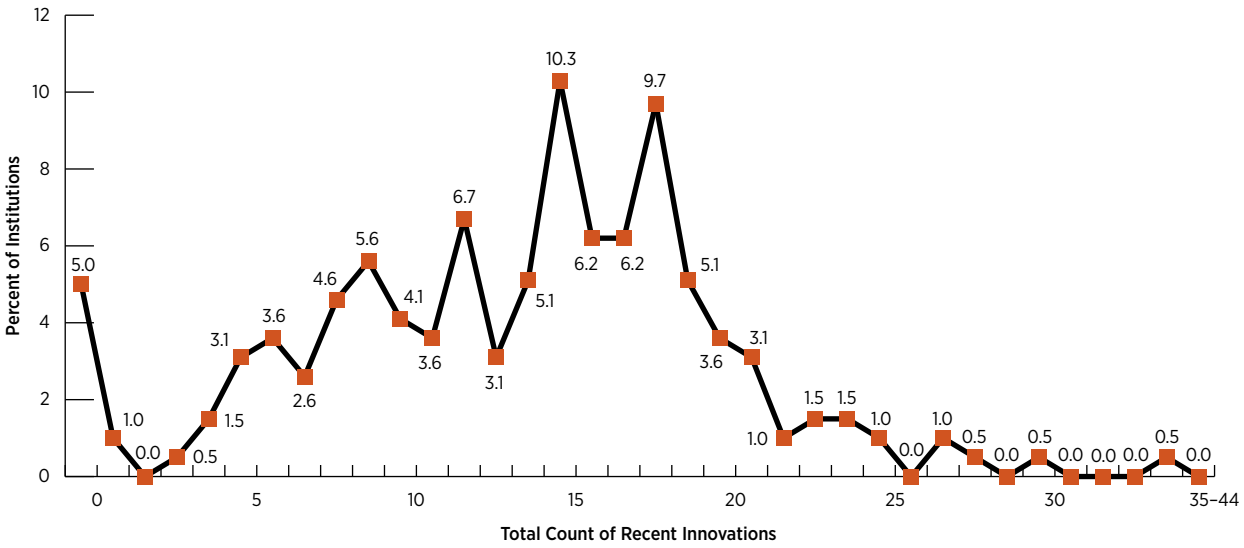


FIGURE 13

Distribution of Institutions by Total Count of Recent Innovations



appears that these non-academic innovations are a noteworthy focus of presidents' strategic efforts.

Next the study examined innovations beyond those targeting revenue enhancement and diversification. Figure 11 shows the distribution of institutions by total number of recent innovations in academic operations, such as changes to academic strategy or financial aid practices (see Figure 4). Of 18 possible innovations, the most common number of innovations on a given campus was seven, and most institutions reported between five and eight academic innovations. Only a handful of institutions reported fewer than two innovations.

Figure 12 shows the distribution of institutions by the number of recent fiscal innovations implemented in the past five years, such as resource allocation system reform or seed funding pools (see Figure 8). Because such initiatives as increasing debt and borrowing on endowments can serve to fund innovations, those efforts are included in these counts. Interestingly, only four institutions—about 2 percent of the sample—pursued seven or more innovations. Five percent had six innovations, 10 percent had five innovations, a little more than 10 percent had four innovations, 20 percent had three innovations, 23 percent had two innovations, 22 percent had one innovation, and 7 percent did not have any innovations of this type. Here, the most common number of innovations was two, a total reported by almost a quarter of the sample.

Figure 13 combines the preceding figures, providing an overall "innovation profile" of the surveyed campuses. Specifically, the figure shows the distribution of institutions by the total number of recent innovations in revenue enhancement and diversification and other

areas combined. The average (and most common) number of overall innovations was 15, and the majority of institutions reported between 12 and 19 innovations. The distribution is roughly bell-shaped, but it is thin on the high end: Few institutions reported more than 21 innovations. Interestingly, however, one president reported pursuing 34 out of the 44 total possible innovations the survey listed. Only a handful of presidents reported pursuing fewer than four innovations.

Viewing these patterns as a whole, a portrait of activism rather than retreat appears across the board. Every responding president reported pursuing some form of cost containment and reduction or revenue enhancement and diversification to improve financial health, and 92 percent pursued both. Certainly, some institutions are relatively quiet, but numerous others are changing in multiple and significant ways. The typical CIC president, at any one time, appears to oversee a campus featuring multiple recent active initiatives, in varied stages of implementation and institutionalization.

HIGHLIGHTS: The Innovators

- Two out of every five independent college presidents reported that their institutions were aggressively increasing efforts to enhance and diversify revenues.
- On average, presidents of smaller private colleges are currently pursuing 15 different types of campus innovation.
- Smaller private colleges seem to embrace dynamic activism and not the hidebound, defensive posture sometimes attributed to them by external observers.

Campus Climates for Innovation

The survey sought to address the campus contexts that serve as seedbeds for innovation. No president leads alone, and campuses can nurture or constrain the best-laid aspirations and plans of change-oriented leaders. Support from the campus community can indicate which innovations are likely to be sustained.

The most pressing campus-climate question involves innovation in the context of institutional heritage. The plethora of activity on campuses detailed above might suggest to outsiders a headlong rush to change in the face of existential threats. The survey sought to examine the extent to which, instead, changes were being viewed in the context of inherited themes.

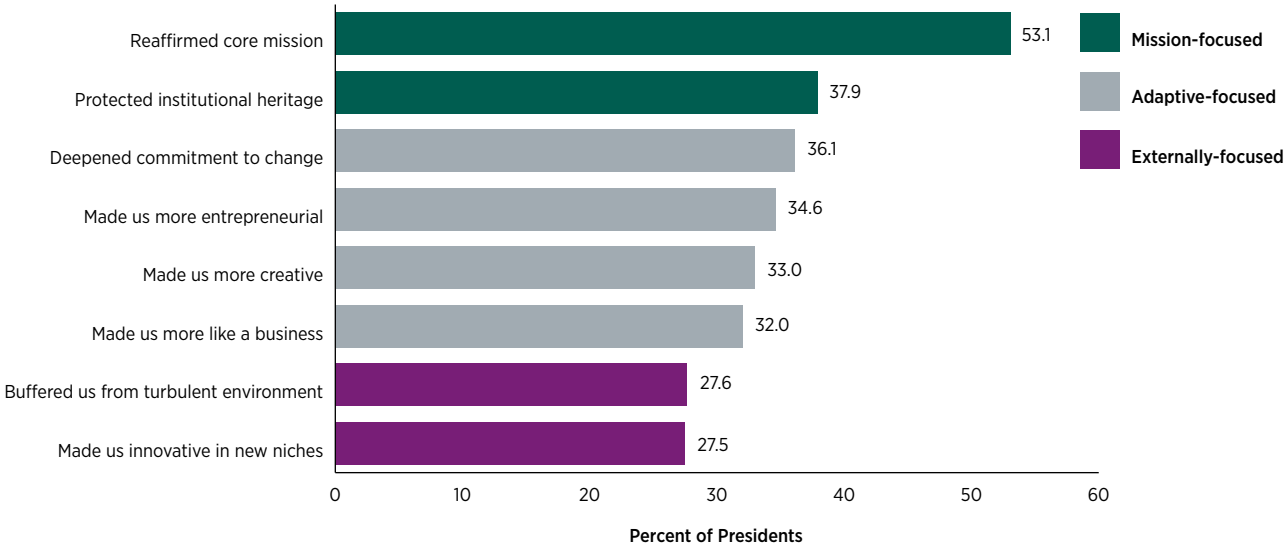
Only 3 percent of the surveyed presidents perceived that recent innovations were constraining their institution's mission. About one-third (34 percent) perceived mission expansion, and nearly two-thirds (63 percent) of presidents perceived that the innovations were helping preserve their institution's mission. As one president phrased it, recent changes on campus "expanded our understanding of our mission." Thus, presidents expressed widespread confidence in the mission-centeredness of their chosen reforms.

The survey also asked presidents to provide their impressions of how the innovations they pursued were affecting their campuses (see Figure 14). The responses can be grouped into mission-focused (forest green), adaptive-focused (gray), or externally-focused (plum) innovations. Presidents could provide more than one response on this item. More than half (53 percent) reported that innovations were reaffirming core missions, while 38 percent perceived innovations as protecting their institution's heritage. Taking these responses as a group, 56 percent of the presidents reported at least one of these top two responses. Thus, presidents tended to characterize their campus innovations as in keeping with their core missions.

Beyond connections to core missions, presidents also had positive reports on how their campuses were being

FIGURE 14

Effects Presidents "Significantly" Attributed to Innovations



Presidents expressed widespread confidence in the mission-centeredness of their chosen reforms.

otherwise affected by innovations. Just over one-third (36 percent) of presidents perceived deepened commitments to change and adaptability, 35 percent reported their campuses were becoming more entrepreneurial, 33 percent reported more organizational creativity, and 32 percent reported more business-like operations and mindsets on campus—each of these outcomes reflects adaptive capabilities on campuses. Finally, over a quarter of presidents reported close attention to external environments, both for identifying needed buffering and for exploring new niches (28 percent of respondents reported these behaviors). These results suggest that CIC presidents view their innovations as widely influential on their campuses.

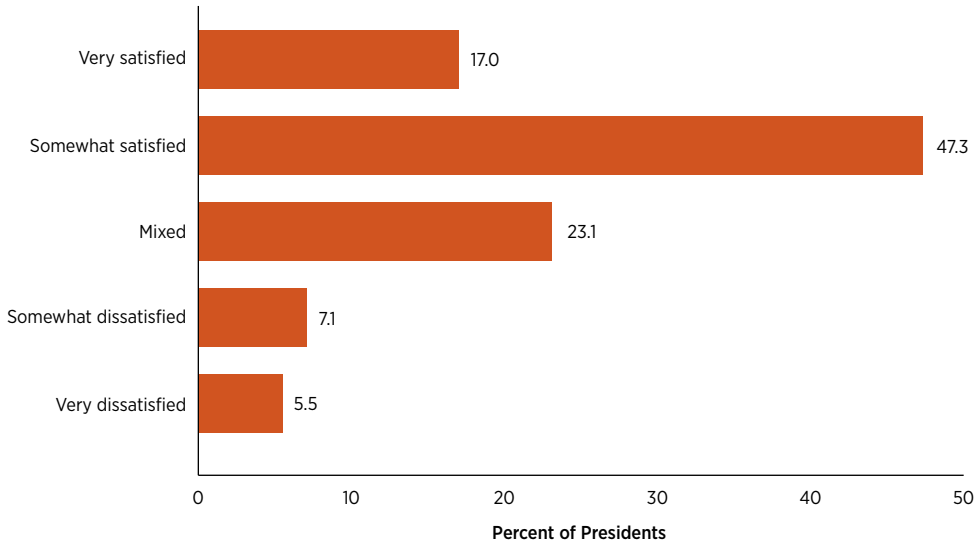
Satisfaction with Innovation

Although it isn't surprising that presidents would have positive views of their leadership, it is useful to view satisfaction patterns overall. Figure 15 reveals that 64 percent of presidents were either very (17 percent) or somewhat (47 percent) satisfied. Another 23 percent reported mixed satisfaction, and 13 percent reported being either somewhat or very dissatisfied.

To explore this finding further, the study examined the connections between presidential reports of satisfaction with cost and revenue-oriented initiatives and their institutions' innovation profiles. Presidents who were very satisfied with their innovations were especially likely to report having pursued aggressive efforts at revenue diversification: 77 percent of the very satisfied presidents did so, compared to an overall sample level of 43 percent of presidents. For athletics, 77 percent of the very satisfied presidents reported expanding athletics, as opposed to 63 percent overall. Similarly, 93 percent of very satisfied presidents reported adding new undergraduate programs, compared to 83 percent overall.

FIGURE 15

Presidents' Level of Satisfaction with Recent Innovations



Conversely, very dissatisfied and somewhat dissatisfied presidents as a group were appreciably less likely to report aggressive efforts at cost containment and reduction than others (48 percent versus 66 percent overall) and appreciably more likely to report changes in admissions strategies (86 percent versus the overall rate of 77 percent). Also, very dissatisfied presidents were appreciably more likely to report creation of new online courses and programs (90 percent versus an overall rate of 65 percent). In sum, it does not appear that satisfaction was associated with active innovation more generally, but it does appear that certain innovations are more associated with satisfaction than others.

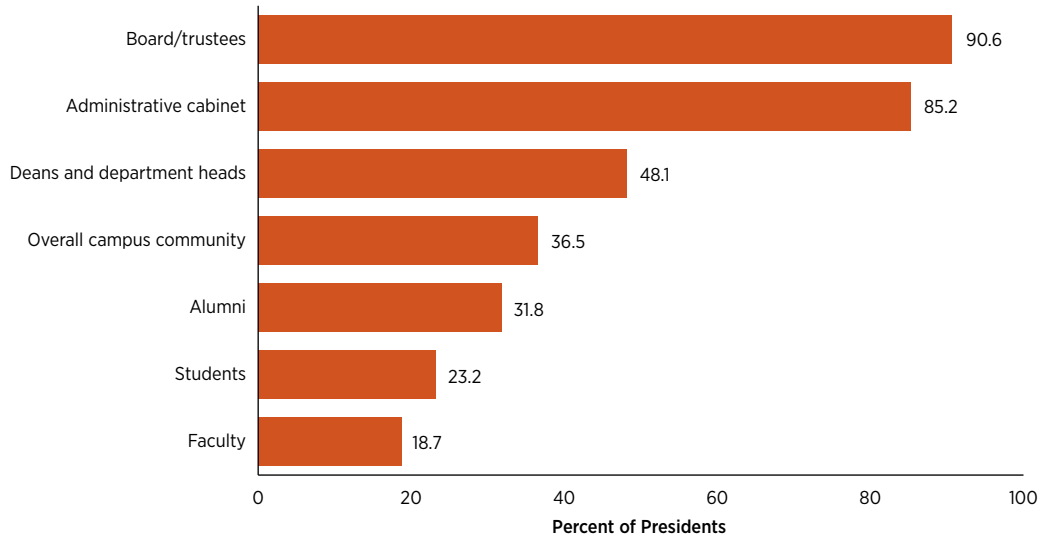
Next, the project examined connections between satisfaction reports and institutional characteristics. While the overall proportion of very satisfied presidents was 17 percent, an important difference emerged among presidents of larger institutions. For example, 30 percent of the presidents of colleges with over 3,000 in enrollment reported being very satisfied, as did 43 percent of presidents of larger master's-offering campuses.

Support for Innovation

Figure 16 shows presidents' perceptions of supportiveness from various constituent groups. Specifically, the figure reports the extent to which various groups were perceived as being "very" supportive of recent innovations. Presidents perceived those closest to their decision making and closest in organizational structures as quite supportive: 91 percent indicated that trustees were very supportive, and 85 percent saw their cabinet staff as very supportive. Other campus stakeholders were appreciably less likely to be viewed as very supportive. Nearly half (48 percent) of presidents reported that deans and program heads were very supportive of their innovations, 23 percent said students were very supportive, and 19 percent said that faculty members were very supportive. Overall, 37 percent of the presidents perceived their full campus community to be very supportive. Presidents reported similar support among alumni (32 percent saw alumni as very supportive). In the open-ended section of the survey, however, one president cautioned against reading too much into these estimates by leaders: "It is

FIGURE 16

Constituent Groups "Very Supportive" of Innovations



Presidents perceived those closest to their decision making and closest in organizational structures as "very supportive," but presidents were less likely to view other campus stakeholders as "very supportive."

difficult to communicate the variety of efforts beyond the campus, and so I cannot be certain that alumni, etc., see the cause-effect at work." Still, the results in Figure 16 focus only on those groups presidents see as "very supportive." When one adds the "very supportive" and "somewhat supportive" reports, it is clear that CIC presidents see favorable support for their innovation initiatives among the various constituencies.

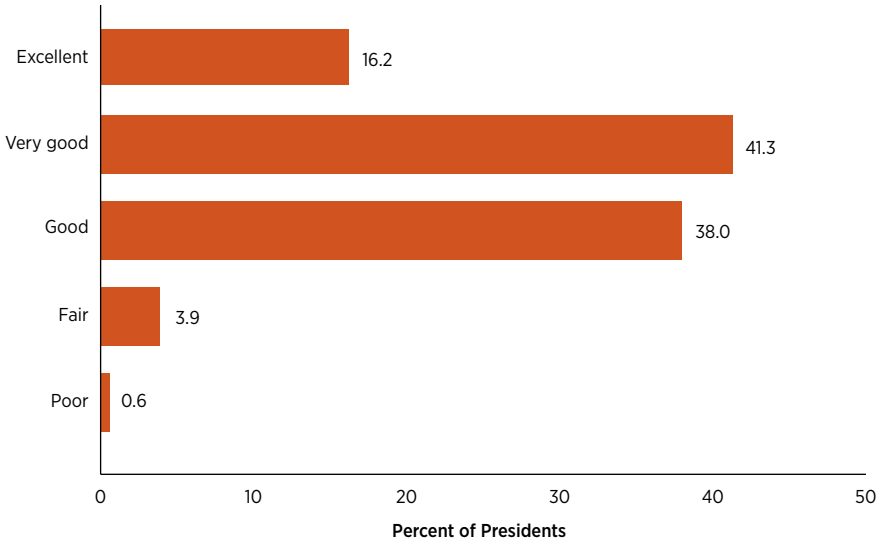
Did overall campus support vary by specific innovations as well as other institutional characteristics? Some variations of these kinds were indeed detected. Overall, 45 percent of institutions with expanded athletic programs had an environment of very strong campus support, compared with 23 percent of institutions that did not expand athletics. Perhaps unsurprisingly, presidential tenure also mattered: Just under half (49 percent) of the presidents with more than 10 years of experience in their current positions reported very strong campus support, while only 24 percent of presidents with less than one year of experience in their current positions made such reports.

Future Outlook

Presidents' confidence in campus support is bolstered by their expectations for their colleges going forward. Figure 17 shows presidents' perceptions of their institutions' future financial health. One in six (16 percent) presidents perceived the future financial health as excellent and 41 percent perceived it as "very good." Taken together, 57 percent expressed strong faith in future finances. In contrast, about 5 percent perceived the future financial health as either "fair" (4 percent) or "poor" (1 percent). Said another way, although optimism generally prevailed, about one in 20 presidents reported troubling financial prospects.

FIGURE 17

Presidents' Perceptions of Future Financial Health



Analysis of institutional characteristics suggests that presidential perceptions of future financial health also are related to demographics. Unsurprisingly, 76 percent of the presidents of institutions with operating budgets above $100 million reported very good and excellent financial outlooks, compared to 44 percent of presidents of institutions with operating budgets of $25 to $50 million. About 77 percent of the presidents of master's colleges and universities with medium-sized programs reported positive future financial outlooks, compared to 50 percent of baccalaureate colleges with traditional liberal arts and science programs. Striking regional differences emerged as well, with 69 percent of the presidents of institutions in the West reporting very good and excellent future financial outlooks and only 46 percent of institutions in the Midwest doing so. Together, such results suggest the importance of leadership to build campus commitments to change and adaptation. The results also indicate the need for resource bases and programmatic depth to position innovations for success moving forward.

HIGHLIGHTS: Campus Climates for Innovation

- Independent college presidents overwhelmingly view current campus innovations as either preserving or expanding their institutions' existing missions.
- The majority of independent college presidents expressed satisfaction with campus innovations.
- Boards of trustees and cabinet members were viewed as very supportive by a wide majority of smaller private college presidents.
- All but a very small minority of independent college presidents hold a positive outlook for their institutions' financial future.

Conclusion

Taken as a whole, the survey findings suggest three dominant themes: *mission-centered adaptability, support for innovation,* and *presidential optimism*. Every responding president reported pursuing some form of cost containment and reduction or revenue enhancement and diversification to improve financial health, and more than nine out of ten pursued both. Indeed, one-third (33 percent) of respondents reported pursuing both "aggressively."

The typical CIC president, at any one time, appears to oversee a campus undertaking multiple initiatives, in varied stages of implementation and institutionalization.

The typical CIC president, at any one time, appears to oversee a campus undertaking multiple initiatives, in varied stages of implementation and institutionalization.

Campuses of modest size and well-defined missions have undertaken an average of 15 substantive innovations in recent years. Colleges are meeting their challenges by aggressively pursuing a wide range of innovations.

Responding presidents predominantly viewed these innovations as congruent with institutional mission. In fact, only 3 percent of the presidents perceived that the recent innovations were constraining their institutions' missions. About one-third (34 percent) perceived mission expansion, and almost two-thirds (63 percent) of the presidents perceived that the innovations were helping preserve their institutions' missions.

In addition, presidents report largely favorable acceptance of those innovations. Although faculty members, students, and alumni appear somewhat less strongly supportive than others, presidents perceive favorable support among all campus constituencies and especially among their governing boards and administrative cabinets.

Finally, while leaders are realistic about the dangers and risks ahead, their prevailing mood appears quite optimistic. Presidents naturally tend to have positive views of their leadership, but the findings are still striking: 64 percent of respondents were either very (17 percent) or somewhat (47 percent) satisfied with their institution's innovations. Sitting at the presidents' desks, the respondents characterized the prospects for effective, mission-driven change as quite positive on their campuses.

Unquestionably, the world surrounding independent colleges is changing and uncertainties abound. Still, those changes are arguably developing in ways that can be understood sufficiently to propel action. Effective intervention in the face of identified threats does not require operating from a position of fiscal strength or complete knowledge, but a posture of responsiveness to change.

The survey results show ample evidence of responsiveness and even some daring. As one such president noted, "We are nimble and agile and move on opportunities in weeks rather than months or years."

Presidents clearly are not pursuing "duck and cover" strategies, waiting for an inevitable tide to wash over them and their colleges. Lao Tzu observed centuries ago, "If you do not change direction, you may end up where you are heading." Whether presidents are able to dance away from the dangers, and even redirect some of the environment's power in their own institutions' favor, remains to be seen. But the CIC survey suggests that few will be blamed for a lack of trying.

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HIGHLIGHTS: Conclusion

- Smaller private colleges and universities are adapting to the external challenges they currently face by innovating across a wide range of institutional dimensions.
- Presidents of independent colleges perceive a high level of support for their leadership from their boards of trustees and administrative cabinets.
- Independent college presidents have optimistically embraced innovation and adaptation as a means to preserve and expand institutional mission.

Endnotes

1 See Biemiller, "How 3 Colleges Made Tough Choices" (2015) and "Is Sweet Briar's Closing a Warning Sign for Other Small Colleges?" (2015).

2 Often, institutions are moving in the direction of integrating humanities and professional education (Colby, Ehrlich, Sullivan, and Dolle 2011; Ewest and Kliegl 2012; Keohane 2001; Spellman 2009).

3 The New England region is composed of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Far West region is composed of Alaska, California, Hawaii, Nevada, Oregon, and Washington.

4 The West region is composed of Arizona, Colorado, Idaho, Kansas, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Utah, and Wyoming.

5 The Southeast region is composed of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

6 The Midwest region is composed of Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin.

7 A widely reported finding is that fewer than 20 institutions actually make money on Division I athletics (Hirko and Sweitzer 2015).

APPENDIX A: Methodology

In this research, CIC sought to obtain survey data to address four research questions:

1. What are the challenges independent colleges face as they seek to adapt and prosper?
2. What innovations are these colleges undertaking?
3. What factors are driving or associated with innovation efforts on these campuses?
4. What are the perceived effects of these innovations?

Survey Design

The survey was designed to examine in detail the challenges and innovations associated with the academic, operational, and financial operations of CIC member institutions. Two definitions lie behind properly understanding the survey design and the interpretation of the findings. For this project, "innovation" was defined as an approach or effort new to the organization that adopts it (Rogers 1983). In this way, an innovation may not necessarily be new or unique in a broader sense (e.g., to all CIC member institutions). Instead, an innovative approach was defined as a new initiative within the local setting of a specific institution. "Recent" was defined as an initiative or set of initiatives implemented in the past five years.

Survey Sample

As part of its broader interests in the future of liberal arts colleges in the United States, CIC disseminated the survey to all presidents of member institutions in October 2014. From the CIC population of 632 institutions/presidents, 206 presidents responded, producing a total response rate of 32.6 percent. Among presidents who responded, 50 percent had been in their current positions for seven years or more, while nearly 41 percent had been in their current positions for one to six years. The institutions included in the sample spanned the United States, representing 41 states.

As noted in Table A1, 42 percent reported an FTE enrollment of 1,000 to 2,000 students, and 34 percent had annual operating budgets of $25 to $50 million. Consistent with the CIC membership, 96 percent are classified as nondoctoral institutions.

The sample of institutions thus appears well balanced and reasonably representative of the full CIC population. A note of caution is required in interpreting the results, however. There is likely some self-selection bias in the sample that may skew the findings somewhat. For instance, the 206 institutions could be especially innovative relative to the population of CIC membership, a level of activity that made their presidents more likely to respond relative to their peers on less actively changing campuses. Yet, the findings of the survey suggests there is variation in the innovations that institutions—and their presidents—have pursued, and there is considerable variation in the degree to which institutions are innovating. The heterogeneity and balanced sample may thus temper methodological concerns about the respondents and their reasons for participating in the survey.

Analytic Procedure

The 206 presidents who responded on behalf of their institutions did not always provide an answer for each survey item. Some presidents skipped questions but responded to others. A judgment call was made as part of the survey analysis to code skipped questions as "missing data." A lack of response could mean that an institution has not implemented a particular initiative; it also could indicate a legitimate skip, however. To be conservative, the counts, percentages, and other descriptive statistics in the report represent the subset of institutions for which there is a clear, identifiable response to a question. There are no "derived" variables in the analysis—that is, variables constructed from others. Rather the analysis uses straightforward count data from the survey items.

TABLE A1

Comparison of CIC Population and Survey Sample

	CIC Membership (%)	Survey Sample (%)
FTE Enrollment		
<1,000	18	18
1,000–2,000	35	42
2,001–3,000	23	19
>3,000	24	21
Annual Operating Budget		
<$25M	24	18
$25M–$50M	36	34
$50M–$75M	20	19
$75M–$100M	10	13
>$100M	10	16
Endowment		
<$25M	43	32
$25M–$50M	21	24
$50M–$75M	12	12
$75M–$100M	6	6
>$100M	18	26
Carnegie Classification		
Baccalaureate	52	46
Master's	41	50
Doctoral/Research	4	4
Other	3	1
Location		
Mid East	19	19
Midwest	29	32
New England	10	11
Southeast	25	23
West	11	9
Far West	7	7

APPENDIX B: Responses to Survey Items

Table B1

Over the past five years, has your institution increased its efforts to diversify revenue streams?

Yes, aggressively (%)	42.2
Yes, somewhat (%)	51.5
No (%)	6.3

Table B2

To what extent have the following motives driven institutional attempts to diversify revenue streams?

	Not a Motive (%)	Somewhat of a Motive (%)	Strong Motive (%)
Address fiscal constraints or shortfalls	6.1	32.8	61.1
Help us compete with peers	20.2	43.9	35.8
Build on existing strengths	3.4	37.1	59.4
Develop new strengths and market niches	5.6	29.8	64.6
Help us impact our local/regional community	14.9	40.0	45.1
Raise national profile	31.2	40.5	28.3

Table B3

Which educational activities has your institution initiated in the last five years to diversify its revenue streams?

	Not Initiated (%)	Plan to Initiate (%)	Initiated (%)
New undergraduate programs	4.6	12.1	83.3
New graduate programs	12.1	13.8	74.1
Non-degree evening or weekend programs	49.4	18.5	32.1
Online courses/programs	16.2	18.5	65.3
Online degrees	30.1	15.1	54.8
Expanded summer offerings/programs	22.6	31.0	46.4
Expanded study-abroad programs/offerings	29.2	22.0	48.8

Table B4

Which other new activities has your institution pursued in the last five years to diversify its revenue streams?

	Not Initiated (%)	Plan to Initiate (%)	Initiated (%)
Increase student fees	43.4	6.9	49.7
Recruit more international students	21.0	21.0	58.0
Expansion of athletic programs	26.6	10.2	63.3
Changes to admissions strategy	11.2	11.7	77.1
Changes to student financial aid practices	19.3	10.2	70.5
Pursuit of venture capital for new initiatives	64.3	17.5	18.1
Commercialization, licensing, patenting, and/or technology transfer efforts	87.6	5.9	6.5
Rented facilities and/or classroom space	46.5	12.2	41.3
Small business incubators	71.8	17.6	10.6
Partnerships with businesses	31.6	28.2	40.2
Federal, state, and/or local government contracts	65.3	12.4	22.4
Consulting, "think tank" services for local community	69.4	13.5	17.1
Fee-for-service initiatives	76.6	9.9	13.5
Changes to fundraising strategies	11.6	18.5	69.9

Table B5

To launch a new revenue-seeking initiative usually requires a front-end investment. How often have the following items served as sources of funding for your institution's new revenue-seeking initiatives over the past five years?

	Never (%)	Sometimes (%)	Regularly (%)
Endowment	48.6	43.4	8.0
Tuition and fees	19.3	52.8	27.8
External contracts and grants	25.0	50.6	24.4
Philanthropic gifts	3.9	47.2	48.9
Shifting budgetary allocations	2.3	58.2	39.5
Incurred additional debt	49.4	39.1	11.5
Discretionary funds	14.5	64.2	21.4

Table B6

Over the past five years, has your institution increased its efforts to contain and/or reduce costs?

Yes, aggressively (%)	64.8
Yes, somewhat (%)	34.2
No (%)	1.0

Table B7

How often are the following criteria used by your institution to select areas for cost containment or reduction?

	Not Used (%)	Used Sometimes (%)	Always Used (%)
Cost-benefit analysis	2.7	48.6	48.6
Centrality to mission, purpose, and values	0.0	17.8	82.2
Across-the-board cuts	55.7	40.0	4.3
Core vs. peripheral connections to curriculum	13.0	57.6	29.3
Relevance to marketplace position	12.0	50.8	37.2
Philanthropic or government funding opportunity	20.9	54.9	24.2
Impact on local/regional community	31.9	52.2	15.9
Recommendation from the board	29.4	57.2	13.3
Recommendation from faculty committee/faculty senate	22.7	69.1	8.3
Change in student demand/interest	6.0	59.0	35.0

Table B8

To what extent have the following factors motivated increased activity to contain or reduce costs in the past five years?

	Not at All (%)	To Some Extent (%)	To a Great Extent (%)
Decreased revenue flows	16.7	38.2	45.2
Increased expenses	8.6	60.5	30.8
Limited ability to increase tuition and fees	7.5	49.5	43.0
Create long-term fiscal stability	0.5	25.3	74.2
Free up resources to pursue new revenue streams	14.1	56.5	29.3
Help us improve quality of existing programs	7.5	58.1	34.4
Help us improve efficiency of activities most central to mission	3.8	53.5	42.7
Strengthen our mission	4.4	44.8	50.8

Table B9

Which changes in human resource practices has your institution pursued in the past five years to contain or reduce costs?

	Not Initiated (%)	Plan to Initiate (%)	Initiated (%)
Frozen salaries	37.0	2.2	60.9
Reduced employee benefits	57.6	4.9	37.5
Reduced number of senior administrators	53.0	8.7	38.3
Reduced number of other staff	25.8	13.4	60.8
Eliminated faculty positions	55.8	11.0	33.1
Incentivized faculty retirements	44.3	18.0	37.7
Left open faculty positions unfilled	23.1	12.6	64.3
Changed faculty composition toward non-tenure track positions, such as adjuncts	52.5	12.6	35.0
Increased faculty work/teaching loads	71.7	13.6	14.7
Reduced support for faculty scholarship	77.9	7.7	14.4
Reduced budgets for travel, faculty/staff support	56.0	14.3	29.7

Table B10

Which other organizational actions has your institution pursued in the past five years to contain or reduce costs?

	Not Initiated (%)	Plan to Initiate (%)	Initiated (%)
Outsourced operations	39.0	12.1	48.9
Established collaborative/shared programs and services with other colleges or organizations	23.0	35.5	41.5
Restructured academic programs or departments	18.3	24.7	57.0
Closed under-enrolled academic courses or programs	18.3	24.7	57.0
Increased class sizes	40.3	23.2	36.5
Reduced funding for student services	80.3	6.6	13.1
Reduced student financial aid	88.5	9.3	2.2
Reduced athletic expenditures and/or dropped sports	81.2	11.0	7.7

Table B11

Which educational activities has your institution initiated in the last five years to diversify its revenue streams?

	Not Initiated (%)	Plan to Initiate (%)	Initiated (%)
Test-optional admissions	77.7	5.6	16.8
Credit for proficiency in subject	60.0	13.3	26.7
Competency-based programs/exams	63.7	18.7	17.6
Three-year undergraduate degrees	64.3	15.9	19.8
Five-year dual-major degrees	53.6	12.7	33.7
Five-year undergrad/master's degrees	25.4	18.2	56.4
"No-frills" degree programs	83.4	7.7	8.8
Guarantee of graduation in four years	84.6	6.0	9.3
No-change tuition guarantee	84.5	2.2	13.3
No- or low-loan guarantee	96.6	0.6	2.8
Job-placement guarantee	92.7	4.5	2.8
Consortial-based courses/programs	43.6	21.2	35.2
Expanded athletics programs/facilities	24.4	13.3	62.2
Online course delivery	21.9	16.9	61.2

Table B12

Over the last five years, what new approaches has your institution initiated in its fiscal operations?

	Not Initiated (%)	Plan to Initiate (%)	Initiated (%)
Public/private ventures	60.8	12.2	27.1
Seeking venture capital	75.7	11.6	12.7
Decentralized budgeting	78.2	7.8	14.0
Other budgeting and resource-allocation system reform	31.9	20.9	47.3
Opportunity/"seed" funding pools to support promising innovations proposed competitively by faculty and staff	44.8	18.6	36.6
Instituting "core" and "bonus" components in salaries	62.6	16.2	21.2
Refining salary/promotion/tenure criteria to more directly incentivize pursuit of strategic goals	58.2	24.2	17.6
More aggressive investment strategies	55.8	11.0	33.1
Borrowing from endowments	74.2	8.2	17.6
Incurred more debt	48.9	9.4	41.7

Table B13

How influential have the following sources of ideas for academic and fiscal innovations been to your institution?

	Not Influential (%)	Somewhat Influential (%)	Very Influential (%)
Peer institutions	15.2	72.3	12.5
Aspirational institutions	18.7	60.4	20.9
Professional networks/associations	22.1	60.8	17.1
Private-sector companies	48.1	41.4	10.5
Non-profit organizations in other fields/sectors	53.3	41.7	5.0
President's prior experience from work at another college or university	20.3	42.3	37.4
Consultants	22.3	59.8	17.9
Board/trustees	6.6	66.5	26.9
Faculty	12.0	66.8	21.2
Students	29.3	59.1	11.6
Alumni	28.0	64.3	7.7
Media/popular press	52.5	44.7	2.8

Table B14

What "levers" have you, as president, used in the last five years to build support for innovations to increase revenue and/or contain costs?

	Not Used (%)	Used Unsuccessfully (%)	Used with Moderate Success (%)	Used with Significant Success (%)
Appeal to mission, purpose, values	2.2	1.6	46.2	50.0
Strategic planning process/strategic plan	1.1	2.7	29.7	66.5
Reference to budget/resource constraints or opportunities	4.4	3.3	50.8	41.4
Reference to shifting environmental conditions	5.5	3.9	46.4	44.2
Hiring choices	12.9	5.1	51.1	30.9
Leveraging alumni/donor base	9.0	9.6	61.8	19.7
Leveraging faculty leaders or influential faculty members	8.8	13.8	56.4	21.0

Table B15

Over the past five years, to what extent have the following external forces driven innovations that increase revenue and/or contain costs at your institution?

	Not a Driver (%)	Moderate Driver (%)	Significant Driver (%)
Competition from public institutions	15.0	47.8	37.2
Competition from for-profit institutions	55.3	30.7	14.0
Competition from other private institutions	3.9	46.4	49.7
Prospective students/families	3.3	38.3	58.3
Alumni/donors	27.9	60.3	11.7
Government regulations	33.3	54.8	11.9
Economic pressures	1.1	30.7	68.2
Market forces in higher education	0.6	21.5	77.9
Public perceptions of liberal arts education	14.9	52.5	32.6
Media/popular press	27.5	55.6	16.9

Table B16

How supportive of innovations that increase revenue and/or contain costs at your institution have the following campus stakeholders been?

	Not Supportive (%)	Somewhat Supportive (%)	Very Supportive (%)
Board/trustees	0.0	9.4	90.6
Administrative cabinet and associated staff	0.0	14.8	85.2
Deans and academic department/program heads	2.2	49.7	48.1
Faculty	8.2	73.1	18.7
Students	5.1	71.8	23.2
Alumni	4.5	63.7	31.8
Overall campus community	0.0	63.5	36.5

Table B17

Overall, how satisfied are you that recent innovations to increase revenue and/or contain costs at your institution have met their intended goals?

Very dissatisfied	5.5
Somewhat dissatisfied	7.1
Mixed	23.1
Somewhat satisfied	47.3
Very satisfied	17.0

Table B18

In your judgment, recent innovations to increase revenue and/or contain costs at your campus have:

Constrained the mission (%)	3.3
Preserved the mission (%)	62.6
Expanded the mission (%)	34.1

Table B19

Overall, to what degree have innovations to increase revenue and/or contain costs at your institution achieved the following results:

	Not at all (%)	Minimally (%)	Somewhat (%)	Significantly (%)
Made us innovative in new niches	5.5	18.7	48.4	27.5
Made us more entrepreneurial in a competitive market	3.8	17.0	44.5	34.6
Enabled us to commit to further change and adaptation	2.2	12.2	49.4	36.1
Made us more creative as an organization	1.6	13.2	52.2	33.0
Helped us operate more like a business	2.2	22.7	43.1	32.0
Helped buffer us from a turbulent environment	5.0	24.9	42.5	27.6
Protected our heritage	1.6	13.7	46.7	37.9
Reaffirmed our core mission	1.7	9.5	35.8	53.1

Table B20

Please rate your institution's overall financial health for the following points in time:

	Poor (%)	Fair (%)	Good (%)	Very Good (%)	Excellent (%)
Five years ago	18.3	34.4	22.2	18.9	6.1
The present	6.2	22.5	32.6	26.4	12.4
Five years from now (projected)	0.6	3.9	38.0	41.3	16.2

Table B21

How many years have you served in your current presidency?

<1 Year (%)	9.5
1–3 Years (%)	20.7
4–6 Years (%)	19.6
7–10 Years (%)	25.1
>10 Years (%)	25.1

Table B22

What is your institution's current FTE enrollment?

<1,000 FTE (%)	18.3
1,000–2,000 FTE (%)	42.2
2,001–3,000 FTE (%)	18.9
>3,000 FTE (%)	20.6

Table B23

What is the approximate size of your institution's annual operating budget?

<$25M (%)	17.8
$25–$50M (%)	33.9
$50–$75M (%)	18.9
$75–$100M (%)	13.3
>$100M (%)	16.1

Table B24

What is the approximate size of your institution's endowment?

<$25M (%)	31.8
$25–$50M (%)	24.6
$50–$75M (%)	11.7
$75–$100M (%)	6.1
>$100M (%)	25.7

Table B25

What is your institution's Carnegie Classification?

Baccalaureate (%)	45.8
Master's (%)	49.7
Doctoral/Research and Other (%)	4.6

Table B26

In what state is your institution located?

Mid East (%)	18.5
Midwest (%)	30.9
New England (%)	10.7
Southeast (%)	23.0
West (%)	9.6
Far West (%)	7.3

Table B27

Would you be willing to be contacted for follow-up questions?

Yes (%)	55.5
No (%)	44.5

APPENDIX C: Results of Crosstab Analyses

Table C1

Frozen Salaries, by Geographic Region

Geographic Region	Percent of Institutions
Mid East	68.8
Midwest	67.3
New England	36.8
Southeast	67.5
West	56.3
Far West	45.5
Overall	61.8

Table C2

Frozen Salaries, by Presidential Tenure

Presidential Tenure	Percent of Institutions
<1 year	82.4
1–3 years	68.6
4–6 years	55.9
7–10 years	59.2
>10 years	53.3
Overall	61.1

Table C3

Frozen Salaries, by FTE Enrollment

FTE Enrollment	Percent of Institutions
<1,000	78.1
1,000–2,000	69.3
2,001–3,000	50.0
>3,000	40.0
Overall	61.4

Table C4

Frozen Salaries, by Operating Budget

Operating Budget	Percent of Institutions
<$25M	81.3
$25–$50M	72.9
$50–$75M	47.1
$75–$100M	60.9
>$100M	32.1
Overall	61.4

Table C5

Frozen Salaries, by Endowment

Endowment	Percent of Institutions
<$25M	72.7
$25–$50M	61.4
$50–$75M	52.4
$75–$100M	40.0
>$100M	55.6
Overall	61.1

Table C6

Frozen Salaries, by Carnegie Classification

Carnegie Classification	Percent of Institutions
Baccalaureate Colleges—Arts and Sciences	67.3
Baccalaureate Colleges—Diverse Fields	56.7
Master's Colleges and Universities—Smaller Programs	72.1
Master's Colleges and Universities—Medium Programs	50.0
Master's Colleges and Universities—Larger Programs	57.1
Doctoral/Research Universities	50.0
Research Universities—Very High Research Activity	0
Overall	61.8

Table C7

Closed Academic Courses and Programs, by Endowment

Endowment	Percent of Institutions
<$25M	53.6
$25–$50M	75.0
$50–$75M	52.4
$75–$100M	50.0
>$100M	43.5
Overall	55.9

Table C8

Closed Academic Courses and Programs, by Geographic Region

Geographic Region	Percent of Institutions
Mid East	54.5
Midwest	56.4
New England	78.9
Southeast	57.5
West	37.5
Far West	50.0
Overall	56.6

Table C9

New Online Courses and Programs, by FTE Enrollment

FTE Enrollment	Percent of Institutions
<1,000	58.1
1,000–2,000	55.1
2,001–3,000	70.0
>3,000	85.7
Overall	64.8

Table C10

New Online Courses and Programs, by Operating Budget

Operating Budget	Percent of Institutions
<$25M	62.1
$25–$50M	63.2
$50–$75M	64.5
$75–$100M	52.4
>$100M	81.5
Overall	64.8

Table C11

New Online Courses and Programs, by Endowment

Endowment	Percent of Institutions
<$25M	71.7
$25–$50M	80.5
$50–$75M	57.1
$75–$100M	55.6
>$100M	45.0
Overall	64.6

Table C12

New Online Courses and Programs, by Carnegie Classification

Carnegie Classification	Percent of Institutions
Baccalaureate Colleges—Arts and Sciences	27.9
Baccalaureate Colleges—Diverse Fields	77.8
Master's Colleges and Universities—Smaller Programs	70.7
Master's Colleges and Universities—Medium Programs	83.3
Master's Colleges and Universities—Larger Programs	85.7
Doctoral/Research Universities	85.7
Research Universities—Very High Research Activity	100.0
Overall	65.0

Table C13

New Online Courses and Programs, by Geographic Region

Geographic Region	Percent of Institutions
Mid East	64.5
Midwest	72.5
New England	73.7
Southeast	51.4
West	53.3
Far West	63.6
Overall	64.2

Table C14

Changed Admissions Strategy, by FTE Enrollment

FTE Enrollment	Percent of Institutions
<1,000	87.9
1,000–2,000	71.4
2,001–3,000	78.1
>3,000	77.8
Overall	77.2

Table C15

Changed Admissions Strategy, by Operating Budget

Operating Budget	Percent of Institutions
<$25M	87.5
$25–$50M	72.4
$50–$75M	81.3
$75–$100M	61.9
>$100M	82.1
Overall	77.2

Table C16

Changed Admissions Strategy, by Geographic Region

Geographic Region	Percent of Institutions
Mid East	81.3
Midwest	65.4
New England	78.9
Southeast	83.8
West	87.5
Far West	83.3
Overall	77.4

Table C17

Changed Admissions Strategy, by Carnegie Classification

Carnegie Classification	Percent of Institutions
Baccalaureate Colleges—Arts and Sciences	80.4
Baccalaureate Colleges—Diverse Fields	78.6
Master's Colleges and Universities—Smaller Programs	76.2
Master's Colleges and Universities—Medium Programs	63.3
Master's Colleges and Universities—Larger Programs	78.6
Doctoral/Research Universities	100.0
Research Universities—Very High Research Activity	100.0
Overall	76.8

Table C18

Expanded Athletics, by Presidential Tenure

Presidential Tenure	Percent of Institutions
<1 year	40.0
1–3 years	61.8
4–6 years	61.8
7–10 years	74.4
>10 years	64.3
Overall	63.7

Table C19

Expanded Athletics, by FTE Enrollment

FTE Enrollment	Percent of Institutions
<1,000	72.7
1,000–2,000	62.3
2,001–3,000	50.0
>3,000	68.6
Overall	63.3

Table C20

Expanded Athletics, by Operating Budget

Operating Budget	Percent of Institutions
<$25M	64.5
$25–$50M	67.2
$50–$75M	62.5
$75–$100M	71.4
>$100M	48.1
Overall	63.3

Table C21

Expanded Athletics, by Endowment

Endowment	Percent of Institutions
<$25M	70.9
$25–$50M	66.7
$50–$75M	66.7
$75–$100M	44.4
>$100M	51.2
Overall	63.1

Table C22

Expanded Athletics, by Carnegie Classification

Carnegie Classification	Percent of Institutions
Baccalaureate Colleges—Arts and Sciences	50.0
Baccalaureate Colleges—Diverse Fields	60.7
Master's Colleges and Universities—Smaller Programs	78.6
Master's Colleges and Universities—Medium Programs	63.3
Master's Colleges and Universities—Larger Programs	71.4
Doctoral/Research Universities	50.0
Research Universities—Very High Research Activity	100.0
Overall	63.5

Table C23

Expanded Athletics, by Geographic Region

Geographic Region	Percent of Institutions
Mid East	56.3
Midwest	66.7
New England	52.6
Southeast	70.3
West	75.0
Far West	45.5
Overall	63.3

Table C24

Incurred Additional Debt, by Operating Budget

Operating Budget	Percent of Institutions
<$25M	53.1
$25–$50M	38.3
$50–$75M	47.1
$75–$100M	30.4
>$100M	40.7
Overall	42.0

Table C25

Incurred Additional Debt, by Endowment

Endowment	Percent of Institutions
<$25M	48.2
$25–$50M	43.2
$50–$75M	52.4
$75–$100M	36.4
>$100M	30.2
Overall	42.3

Table C26

Incurred Additional Debt, by Geographic Region

Geographic Region	Percent of Institutions
Mid East	35.5
Midwest	36.4
New England	52.6
Southeast	55.0
West	43.8
Far West	33.3
Overall	42.8

Table C27

Endowment Borrowing, by FTE Enrollment

FTE Enrollment	Percent of Institutions
<1,000	42.4
1,000–2,000	15.8
2,001–3,000	8.8
>3,000	5.7
Overall	17.4

Table C28

Endowment Borrowing, by Geographic Region

Geographic Region	Percent of Institutions
Mid East	21.2
Midwest	21.8
New England	10.5
Southeast	10.0
West	31.3
Far West	8.3
Overall	17.7

Table C29

Presidents' Satisfaction, by Self-Reported Aggressiveness in Revenue Diversification

Satisfaction	Percent of Presidents
Very dissatisfied	40.0
Somewhat dissatisfied	38.5
Mixed	28.6
Somewhat satisfied	38.4
Very satisfied	77.4
Overall	42.9

Table C30

Presidents' Satisfaction, by Self-Reported Aggressiveness in Cost Containment/Reduction

Satisfaction	Percent of Presidents
Very dissatisfied	50.0
Somewhat dissatisfied	46.2
Mixed	61.9
Somewhat satisfied	69.8
Very satisfied	74.2
Overall	65.9

Table C31

Presidents' Satisfaction, by Expanded Athletics

Satisfaction	Percent of Presidents
Very dissatisfied	70.0
Somewhat dissatisfied	63.6
Mixed	56.4
Somewhat satisfied	60.0
Very satisfied	77.4
Overall	63.2

Table C32

Presidents' Satisfaction, by Changed Admissions Strategy

Satisfaction	Percent of Presidents
Very dissatisfied	90.0
Somewhat dissatisfied	81.8
Mixed	74.4
Somewhat satisfied	76.8
Very satisfied	74.2
Overall	76.9

Table C33

Presidents' Satisfaction, by New Undergraduate Programs

Satisfaction	Percent of Presidents
Very dissatisfied	80.0
Somewhat dissatisfied	72.7
Mixed	81.1
Somewhat satisfied	82.5
Very satisfied	93.3
Overall	83.3

Table C34

Presidents' Satisfaction, by New Online Courses and Programs

Satisfaction	Percent of Presidents
Very dissatisfied	90.0
Somewhat dissatisfied	72.7
Mixed	67.6
Somewhat satisfied	56.4
Very satisfied	71.0
Overall	64.7

Table C35

Presidents' Satisfaction, by FTE Enrollment

FTE Enrollment	Percent of Presidents "Very Satisfied" with Innovations
<1,000	18.2
1,000–2,000	15.8
2,001–3,000	5.9
>3,000	29.7
Overall	17.2

Table C36

Presidents' Satisfaction, by Carnegie Classification

Carnegie Classification	Percent of Presidents "Very Satisfied" with Innovations
Baccalaureate Colleges—Arts and Sciences	9.8
Baccalaureate Colleges—Diverse Fields	16.7
Master's Colleges and Universities—Smaller Programs	13.6
Master's Colleges and Universities—Medium Programs	20.0
Master's Colleges and Universities—Larger Programs	42.9
Doctoral/Research Universities	28.6
Research Universities—Very High Research Activity	100.0
Overall	17.5

Table C37

Overall Campus Support, by Expansion of Athletics

Expanded Athletics	Percent of Presidents Perceiving Campus as "Very Supportive"
Yes	45.3
No	23.0
Overall	37.1

Table C38

Overall Campus Support, by Presidential Tenure

Presidential Tenure	Percent of Presidents Perceiving Campus as "Very Supportive"
<1 year	23.5
1–3 years	41.7
4–6 years	31.4
7–10 years	27.3
>10 years	48.8
Overall	36.0

Table C39

Presidents' Perceptions of Future Financial Health, by Operating Budget

Operating Budget	Percent of Presidents Perceiving "Very Good" or "Excellent" Future Financial Health
<$25M	53.1
$25–$50M	44.3
$50–$75M	61.8
$75–$100M	70.8
>$100M	75.9
Overall	57.5

Table C40

Presidents' Perceptions of Future Financial Health, by Carnegie Classification

Carnegie Classification	Percent of Presidents Perceiving "Very Good" or "Excellent" Future Financial Health
Baccalaureate Colleges—Arts and Sciences	51.0
Baccalaureate Colleges—Diverse Fields	60.0
Master's Colleges and Universities—Smaller Programs	47.7
Master's Colleges and Universities—Medium Programs	76.7
Master's Colleges and Universities—Larger Programs	57.1
Doctoral/Research Universities	71.4
Research Universities—Very High Research Activity	100.0
Overall	57.6

Table C41

Presidents' Perceptions of Future Financial Health, by Geographic Region

Geographic Region	Percent of Presidents Perceiving "Very Good" or "Excellent" Future Financial Health
Mid East	60.6
Midwest	46.4
New England	57.9
Southeast	62.5
West	68.8
Far West	61.5
Overall	57.1

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