

American College President Study 2017

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 **TIAA Institute**

AMERICAN COLLEGE PRESIDENT STUDY 2017

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FOREWORD

*Molly Corbett Broad, President, American Council on Education, and
Stephanie Bell-Rose, Senior Managing Director and Head, TIAA Institute*

Now more than ever, leading an institution of higher education is a difficult and complicated endeavor. Colleges and universities face unprecedented challenges as our nation looks to them to promote social mobility and economic growth in an increasingly competitive global environment. Presidents play a critical role in ensuring their institution's success, especially as internal and external pressures have grown at a time of resource instability and demographic change. Deepening the understanding of these exceptional leaders, the pathways they have taken, and the key trends and topics that most impact their work has only grown in importance.

The American Council on Education (ACE), in partnership with the TIAA Institute, is pleased to present the 2017 edition of the American College President Study (ACPS). This report continues to be the most comprehensive examination of presidents from across the spectrum of American higher education. It presents information on presidents' education, career path, and length of service, as well as race/ethnicity and gender. And for the first time, it offers insight into how presidents perceive matters related to diversity and inclusion, state funding, and their state's political climate.

As the nation's largest higher education association and only convener of presidents from all sectors of higher education, ACE is strongly committed to supporting effective leadership. Fulfilling higher education's twenty-first-century mission depends upon a visionary, bold, and diverse community of leaders, and it is in that spirit that ACE has conducted the ACPS.

TIAA is a long-term, dedicated partner of ACE and proud to champion its efforts. Support for the ACPS is part of a broader set of joint initiatives between the two organizations that arise from a mutual commitment to leadership excellence and organizational success in higher education. Other partnership initiatives are the TIAA Institute Theodore M. Hesburgh Award for Leadership Excellence in Higher Education, research and convenings focused on data analytics in support of informed decision making, and programming designed to advance leadership diversity objectives. These collaborations help ensure the continued health and vitality of our nation's colleges and universities and are important expressions of TIAA's commitment to the field.

In 2018, ACE and TIAA will each celebrate their 100th anniversary, and so we are especially pleased to present this edition of the ACPS together. We hope you find its content and the unique perspective it provides interesting and helpful. ACE and the TIAA Institute will foster dialogue about the study's findings through a series of roundtables, webinars, and presentations. We expect this work to motivate and inform strategies and policies to effectively shape the future of the college presidency and believe that it can strengthen the foundations of excellence on which American colleges and universities have always existed.

EXECUTIVE SUMMARY

As U.S. higher education reaches yet another critical juncture in its history, understanding the college presidency—and the inherent challenges and opportunities within reach of the field’s most senior leaders—has become more important than ever. Myriad stakeholders are wondering how colleges and universities will respond to an environment typified by stagnant public support, forthcoming enrollment declines, and stubborn equity gaps. While some perceive today’s fraught environment as perilous, it is also the case that a unique opportunity exists for transformational change in higher education—change that will require creative and innovative leadership.

Reconceiving higher education to meet contemporary demands calls upon many colleges and universities, and the leaders at their helm, to reassess value propositions, funding streams, processes and delivery models, and revenue formulas while staying true to institutional mission. Constructively reinventing business models will require that presidents push for reform in key areas that include diversity and inclusion, and resource strategies, while also nurturing data-enabled cultures and committing to data-informed decision making.

At a time of intensifying pressures in higher education leadership, this eighth edition of the American College President Study (ACPS), examines the contemporary profile of the presidency. In addition to the study’s longtime look at presidential demographics, search and selection processes, career trajectories, and duties and responsibilities, this version of the ACPS newly examines the views of presidents in three key areas: diversity and inclusion, state funding and political climate, and areas of importance for the future. Findings are based on responses to a national survey of college and university presidents administered in 2016 by the American Council on Education’s (ACE) Center for Policy Research and Strategy. The study was supported by the TIAA Institute. The data reflect responses from 1,546 presidents, chancellors, and CEOs at public, private not-for-profit, and private for-profit institutions of various types. Below are three main takeaways from these findings.

KEY TAKEAWAY 1: Diversifying the presidency will continue to grow in importance, especially as the nation’s student body grows more and more diverse, and the presidency grays. Strategies and policies that diversify the presidency, senior administrative positions, the faculty pipeline, and the student body in parallel should be developed and implemented with fidelity.

1. Women and racial/ethnic minorities were underrepresented among the presidency. Three out of every 10 college presidents were women, and fewer than one in five presidents (17 percent) were racial/ethnic minorities.
2. The average president was 62 years old, a full decade older than when the first ACPS was published 30 years ago. Additionally, a quarter (25 percent) of presidents had been a president before.
3. By prioritizing experienced presidents, colleges and universities further skew the pool of candidates toward white men, which works against efforts at diversifying the presidency.
4. Presidents recognize the importance of taking action to diversify higher education and the leadership pipeline. A vast majority indicated that it was important to undertake efforts to eliminate gender bias (89 percent) and racial bias (94 percent) in institutional policies and procedures, and 45 percent indicated that their institutions have initiatives in place to attract both women and racial/ethnic minority faculty.
5. More than half (54 percent) of presidents expected to leave their current post in five years or less, which presents an important opportunity to accelerate the diversification of the presidency.

KEY TAKEAWAY 2: Dollars remain an area of primary focus. Presidents anticipate that state and federal funding will decline in the years to come, and nearly all spend most of their time on matters related to fundraising and budget and finance. Many are turning to revenues from private gifts, grants, and contracts, tuition and fees, and endowments to fill in the gaps left by receding public support.

1. Over the next five years, nearly half of all presidents (41 percent) expected funding from state government to decrease, and 28 percent expected the same regarding funding from the federal government.
2. Conversely, presidents believed that revenues from private gifts, grants, and contracts (85 percent), tuition and fees (75 percent), and endowment income (64 percent) are the most likely to increase in the next five years.
3. Presidents indicated that budget and financial management (65 percent) and fundraising (58 percent) are their two most time-consuming activities.
4. Looking into the future, presidents identified budget and financial management (68 percent), fundraising (47 percent), enrollment management (38 percent), and diversity and equity issues (30 percent) as the areas that will be most important to their successors. These areas also represent important and controllable resource strategies that are key to future institutional viability.
5. Less than 20 percent of presidents chose strategic planning as an area of importance for the future. This may be worth closer examination, given that tying strategic investments, reinvestments, and disinvestments—which are becoming more common due to resource scarcity—to a long-term strategic plan can help soothe tensions and generate buy-in.

KEY TAKEAWAY 3: Data-informed decision making that prioritizes student success will continue to grow in importance, especially as funding and accountability pressures intensify.

1. Very few presidents saw measures such as *U.S. News & World Report's* rankings, competitive/external research grants, and tuition/fee costs for students as legitimate performance metrics.
2. Presidents identified assessment of student learning as the fourth most important area for future consideration.
3. Retention rates, graduation rates, and minority student outcomes were identified by presidents as the most legitimate performance metrics.
4. Taken together, the above three points suggest that presidents are prioritizing assessment and measurement related to student success and equitable outcomes over other markers of performance and prestige.
5. Still, only 12 percent of presidents indicated that using institutional research to inform decision making was a future area of importance. This signals a potential disconnect with institutional research offices and functions, and that perhaps more presidents need to awaken to the importance of data-informed decision making at the institutional level.

CHAPTER 1

Introduction and Methodology

College and university presidents lead complex institutions that are facing intense pressures to further promote social mobility and economic growth. In order to overcome the sheer volume and complexity of the challenges facing institutions, many presidents now rely more on highly skilled, diverse, and networked teams of senior leaders for support. While presidents do not lead alone, they are central to the well-being of their institutions and higher education as a whole, occupying a leadership role unlike any other. College and university presidents are expected to provide intellectual leadership, embody institutional values, and shape institutional policy and practice. Externally, they must succeed as fundraisers and advocates for the institution at large. Presidents work with past, current, and future students, while also spending time with boards, donors, agencies, lawmakers, faculty, community members, and business leaders. Increasingly, presidents must artfully combine their wisdom with data and analytics to make better decisions that improve the institution and boost student outcomes. They must be caretakers and crisis managers. The job requires vision, intellect, social acumen, dedication, and business savvy, all in equal measure.

The American College President Study (ACPS), conducted by the American Council on Education's (ACE) Center for Policy Research and Strategy (CPRS) and generously supported since its early years by the TIAA Institute, has long served the higher education community as the most comprehensive, in-depth, and frequently cited source of information about the college presidency and the higher education leadership pipeline. This report is the premier source of demographic data on college and university presidents, tracking leaders from all sectors of American higher education. Since its first iteration in 1986 (and first publication as *The American College President: A Contemporary Profile*, in 1988), with follow-up reports published in 1993, 1998, 2000, 2002, 2007, and 2012, the study has served the higher education community and beyond.

Like its predecessors, this report provides information on presidents of public and private accredited, degree-granting institutions. Institutions were categorized using the 2010 revision of the Basic Classification system developed by the Carnegie Foundation for the Advancement of Teaching.¹ Institutions are divided into five types, which include doctorate-granting universities; master’s institutions; bachelor’s colleges; associate colleges; and special focus institutions.² Data were also collected from leaders of certain institutions and systems not included in the Carnegie Classification, including some state higher education systems (these institutions are classified as “Other” throughout the report).

This report presents information on presidents’ education, career path, and length of service, along with personal characteristics such as age, relationship status, religious affiliation, political ideology, and sexual orientation. Data on race/ethnicity and gender identity are also included.³ As in previous studies, presidents provided information on the process that led to their hiring, including prior positions in their career paths to the presidency and contract negotiations and conditions. They were also asked whether or not they are evaluated as presidents, and about the frequency of such evaluations. For the first time, presidents reported on diversity and inclusion at their institutions, the funding climate they worked within, and their relationships with government officials, political constituencies, and governing boards. This report also includes presidential perspectives on matters concerning performance measures, and other topics shaping the future of higher education. Detailed tables are included in Appendices B and C.

METHODOLOGY

In 1986, ACE’s then Center for Leadership Development established an ongoing research program to collect data on college and university presidents. The 2017 report by ACE’s Center for Policy Research and Strategy continues in the footsteps of previous studies. As in earlier iterations, this eighth American College President Study solicited information from all identified presidents of accredited, degree-granting, U.S. higher education institutions.

Surveys were sent to 3,615 presidents, chancellors, and CEOs on April 18, 2016 (see Appendix A for survey instrument). All presidents with a valid email address received an invitation to complete the survey online. Nonresponding presidents received reminder emails between May and October 2016. Presidents without a valid email address and those who had not responded by July 2016 received a paper version of the survey, giving them the opportunity to respond through digital or print means. Respondents held office in the 2015 and 2016 academic years.

The responses analyzed in this report come from 1,546 presidents and CEOs. The response rate for the 2016 survey was 43 percent. This response rate provides a high level of confidence with which to estimate national trends. Table 1 shows the number and proportion of response by institution type. Total response rates by institution type exceed 50 percent for doctorate-granting, master’s, and bachelor’s institutions. The total response rate for associate colleges was approximately 37 percent, with special focus institutions at 24 percent.

- 1 Previous editions of the American College President Study used Carnegie Classifications that were available and current at the time. The 2017 report uses the 2010 Carnegie Classification. Some institutions have likely shifted category because of changes to the data and definitions used by the Carnegie Classification of Institutions of Higher Education. The American College President Study does not attempt to track these shifts, and so comparisons over time by institution type may have been affected by changes to the Carnegie Classification. The authors do not believe that these changes have had a major impact on the results presented in this report.
- 2 Special focus institutions offer degrees ranging from bachelor’s to doctoral degrees and award at least 50 percent of their degrees in a single discipline.
- 3 New response choices have been added to questions related to gender identity and sexual orientation. Data were not reported for groups with small sample sizes.

While the 2016 survey's response rate was one percentage point lower than that of the 2011 survey, approximately 300 more presidents were invited to participate in 2016. This was due to ACE's possession of more accurate mailing information for the population. It should be noted that our sample may not necessarily be representative of the results achievable if all accredited degree-granting college and university presidents had responded. Further, changes to the Carnegie Classification system may affect year-to-year comparisons within specific institution types. Finally, historical data referenced in this report are derived from earlier published editions of the ACPS.

TABLE 1. Number, Distribution, and Response Rate Calculation and Survey Respondents by Institution Type and Control: 2016

	Population		Survey Respondents		Response Rates
	Number	Percent	Number	Percent	Percent
Public					
Doctorate-granting	176	11.1	111	13.6	63.1
Master's	264	16.6	159	19.4	60.2
Bachelor's	122	7.7	62	7.6	50.8
Associate	937	58.9	438	53.5	46.7
Special focus	58	3.6	16	2.0	27.6
Other*	35	2.2	33	4.0	94.3
Total	1,592	100.0	819	100.0	51.4
Private (Not-for-Profit)					
Doctorate-granting	108	7.1	57	8.2	52.8
Master's	356	23.3	206	29.6	57.9
Bachelor's	494	32.4	277	39.8	56.1
Associate	76	5.0	23	3.3	30.3
Special focus	461	30.2	123	17.7	26.7
Other*	30	2.0	10	1.4	33.3
Total	1,525	100.0	696	100.0	45.6
For-Profit					
Doctorate-granting	10	2.0	1	3.2	10.0
Master's	28	5.6	3	9.7	10.7
Bachelor's	58	11.7	6	19.4	10.3
Associate	269	54.0	10	32.3	3.7
Special focus	86	17.3	6	19.4	7.0
Other*	47	9.4	5	16.1	10.6
Total	498	100.0	31	100.0	6.2
Total					
Doctorate-granting	294	8.1	169	10.9	57.5
Master's	648	17.9	368	23.8	56.8
Bachelor's	674	18.6	345	22.3	51.2
Associate	1,282	35.5	471	30.5	36.7
Special focus	605	16.7	145	9.4	24.0
Other*	112	3.1	48	3.1	42.9
Total	3,615	100.0	1,546	100.0	42.8

* "Other" includes higher education systems and institutions not present in the Carnegie universe.

CHAPTER 2

Summary Profile

The demographic profile of the typical college or university president is slowly changing, but continues to be primarily white (83 percent) and male (70 percent) (see Table 2). The typical president in 2016 was 62 years of age, held a PhD (see Figure 1), and had an average length of service of seven years.

TABLE 2. Characteristics of Presidents: 2016, 2011, and 2006 (in percent)

	2016	2011	2006
Demographics			
Women	30.1	26.4	23.0
Minority	16.8	12.6	13.6
Currently married	85.2	85.0	83.2
Has children	84.0	85.3	85.7
Education			
Has PhD or EdD	79.5	76.8	75.0
Presidents' top three fields of study:			
Education or higher education	41.1	37.7	43.0
Social sciences	14.2	11.9	13.8
Humanities/fine arts	11.3	14.2	13.7
Career History			
Prior position			
President/CEO/interim president/CEO system	23.9	19.5	21.4
CAO or provost/other senior executive in academic affairs/dean*	42.7	44.7	43.8
Other senior campus executive**	16.3	11.9	17.3
Outside higher education	15.0	20.3	13.1
Never been a faculty member	18.8	30.4	31.1
Ever worked outside higher education	58.0	47.8	63.0
Average			
Age (in years)	61.7	60.7	59.9
Years in present job	6.5	7.0	8.5
Years spent primarily in the classroom/lab***	10.2	9.6	NA

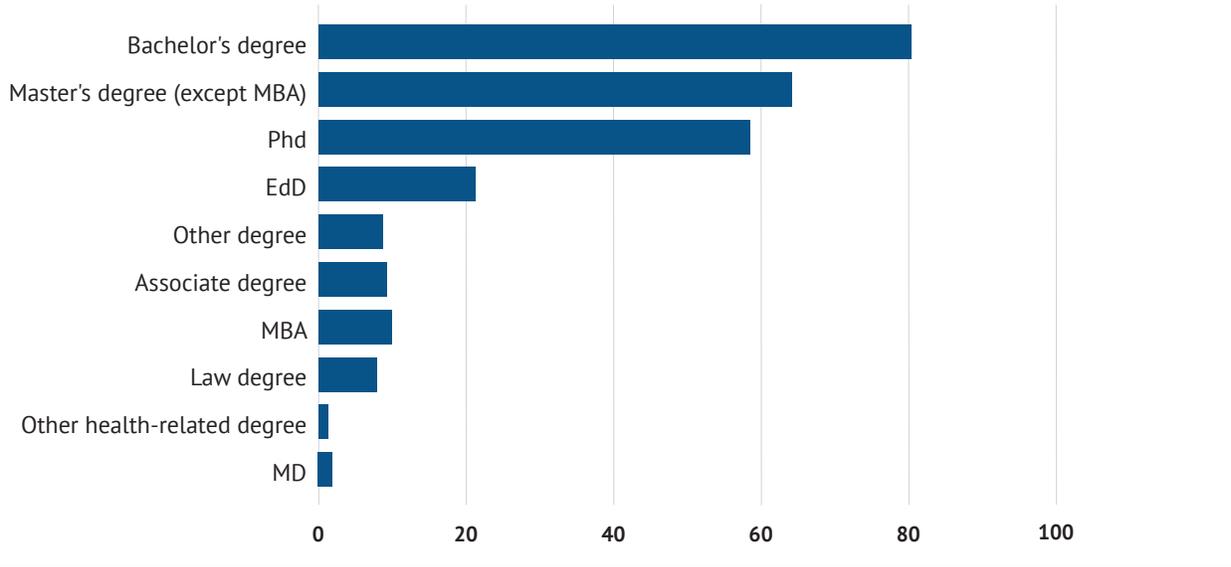
* Excludes department chairs and faculty.

** Reflects sum of all senior executive positions outside academic affairs.

*** This includes only those presidents who indicated having spent time primarily in the classroom/lab.

NA: Data were not collected, or were collected in a non-comparable format, in the 2011 survey.

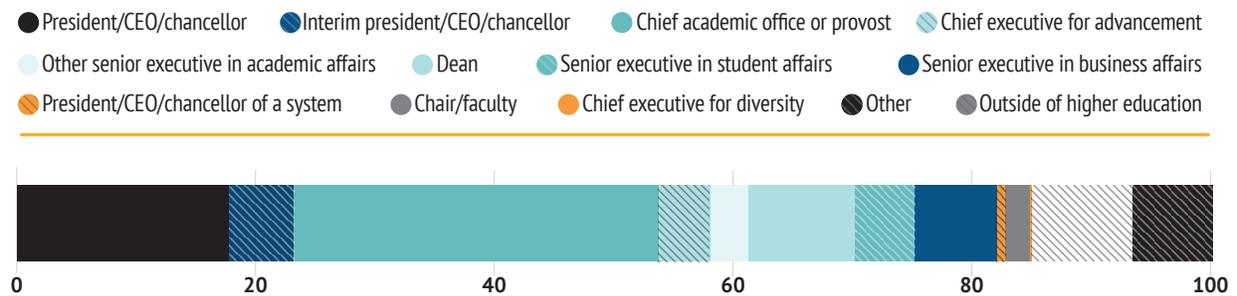
FIGURE 1. Percentage Distribution of Presidents, by All Degrees Earned: 2016



EDUCATION AND CAREER PATH

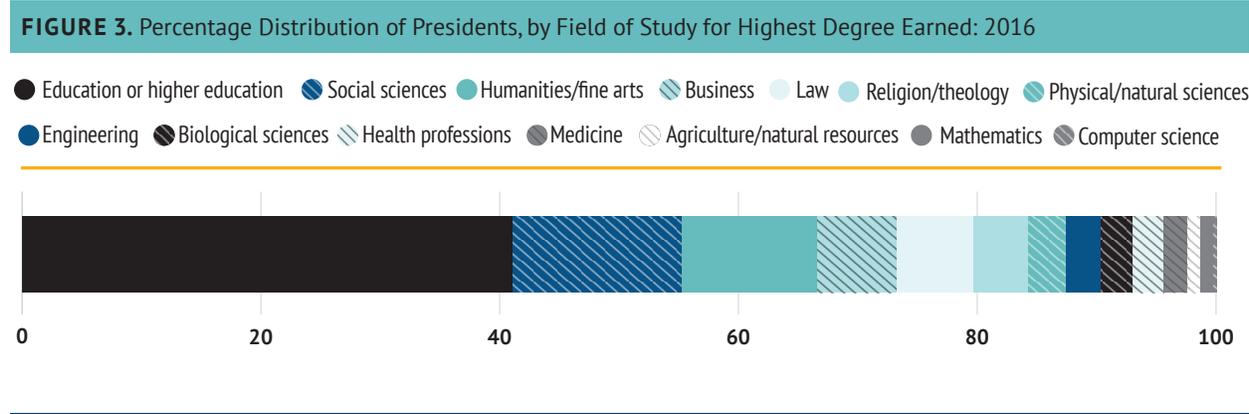
Eighty-one percent of presidents had experience as faculty members, up from 70 percent in 2011. Presidents spent an average of 10 years in a faculty role, and 25 percent served as president of another institution at some point in their career prior to accepting their current position. Fifteen percent of presidents' immediate prior positions were outside higher education, down from 20 percent in 2011 (see Figure 2).

FIGURE 2. Percentage Distribution of Presidents, by Immediate Prior Position: 2016



Forty-one percent of presidents received their highest-earned degree in the field of education (see Figure 3), followed by social sciences (14 percent), and humanities and fine arts (11 percent). Eleven percent of presidents earned their highest degree in science, technology, engineering, or mathematics (STEM)

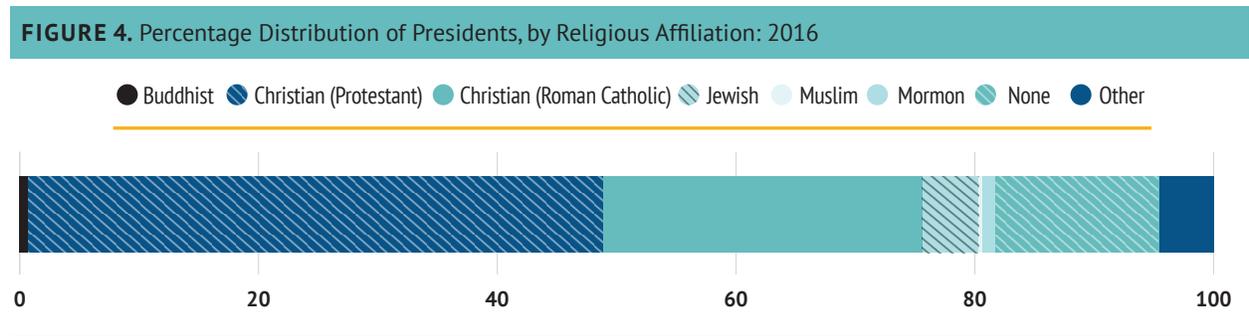
fields.^{4,5} The percentage of presidents who received their highest degree in the field of religion/theology was 5 percent, down from 7 percent in 2011.



FAMILY LIFE

Presidents varied in the ways they chose or did not choose to partner. The 2016 survey included expanded categories for relationship status to better capture presidents’ personal relationships. Eighty-five percent of presidents were currently married, 1 percent responded they had a domestic partner, 6 percent had never been married, and 6 percent were divorced. Twelve percent of presidents’ spouses were employed or compensated by their same institution, with another 38 percent employed outside the institution. While 84 percent of presidents reported having children, only 22 percent of presidents had children under the age of 18.

In terms of religious affiliations, 75 percent of college presidents were Christian, including 48 percent who identified as Protestant and 27 percent who reported they were Catholic (see Figure 4). Five percent of presidents identified as Jewish, 1 percent identified as Mormon, and less than 1 percent each identified as Buddhist or Muslim. A total of 14 percent of presidents identified as having no religious preference or affiliation.



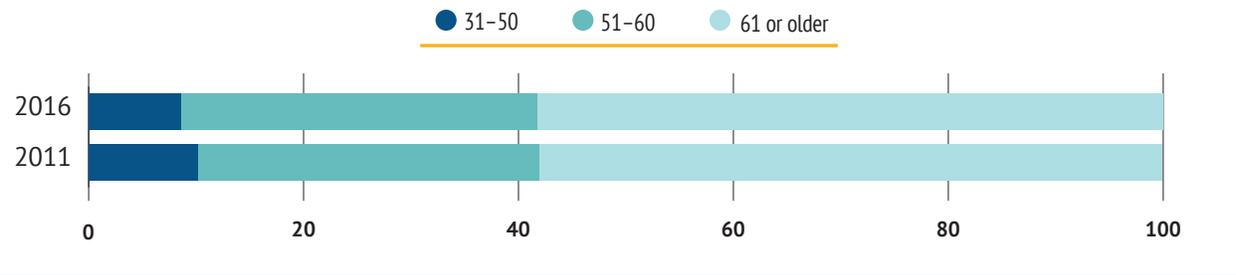
4 In the 2017 study, STEM fields included biological science, computer science, engineering, mathematics, agriculture/natural resources, and physical/natural sciences.
 5 See Appendix A for a complete survey instrument. The full list of degree fields is included as a part of question 44.

KEY CHANGES OVER TIME

The percentage of college presidents who were women increased four percentage points, from 26 percent in 2011 to 30 percent in 2016. Since 1986, the percentage of women presidents has increased 21 percent. The percentage of college presidents who were minorities also increased four percentage points, from 13 percent in 2011 to 17 percent in 2016 (see Table 2). Since 1986, the percentage of minority presidents has increased 9 percent. These trends suggest that opportunities to lead higher education institutions have gradually increased for women and minorities. As will be discussed in Chapters 6 and 7 of this report, the pace of these changes has not occurred consistently across different types of institutions.

Presidents were slightly older than their counterparts from five years ago. The average age of presidents rose from 61 years to 62, and has increased by a decade since 1986. The share of presidents who were older than 60 remained steady at 58 percent (see Figure 5), while the percentage of presidents age 71 and older more than doubled, from 5 percent in 2011 to 11 percent in 2016. The average length of service for current presidents remained seven years. These trends suggest a higher level of presidential turnover in the near future due to retirements and shorter tenures. This is important to consider, given that 54 percent of presidents expect to leave their current presidency in five years or less.

FIGURE 5. Percentage Distribution of Presidents, by Age: 2016 and 2011



After increasing from 13 percent in 2006 to 20 percent in 2011, the share of presidents coming from outside higher education fell to 15 percent in 2016. Twenty-six percent of current presidents had been a president before, up slightly from 2011 (25 percent). Five percent had served as interim president in their immediate prior position. Forty-three percent of presidents served as chief academic officer, provost, dean, or other senior executive in academic affairs in their immediate prior position, down from 45 percent in 2011, and 44 percent in 2006.

Taken together, these findings on age and career path suggest that, as the presidency becomes more complex, institutions are increasingly selecting leaders with experience in senior executive roles in higher education.

Table 3 provides summary data for presidents in 2016 by gender and race/ethnicity, along with comparable 2011 and 2006 data, where available.

TABLE 3. Percentage Distribution of Presidents, by Gender and Race/Ethnicity: 2016, 2011, 2006

	2016	2011	2006
Women and Men			
African American	7.9	5.9	5.9
Asian American	2.3	1.5	0.9
White	83.2	87.2	86.4
Hispanic	3.9	3.8	4.5
American Indian	0.7	0.8	0.7
Middle Eastern	0.6	--	--
Multiple races*	1.4	0.8	1.5
Men			
African American	7.6	5.3	5.3
Asian American	2.6	1.7	0.9
White	83.1	88.6	88.0
Hispanic	4.4	3.2	3.8
American Indian	0.3	0.7	0.5
Middle Eastern	0.8	--	--
Multiple races*	1.3	0.5	1.5
Women			
African American	9.0	7.7	8.1
Asian American	1.8	1.2	1.0
White	83.1	83.0	81.1
Hispanic	2.9	5.6	6.7
American Indian	1.3	0.9	1.5
Middle Eastern	0.2	--	--
Multiple races*	1.8	1.6	1.7

* Multiple races was indicated as "Other" in 2011 and 2006.

CHAPTER 3

College Presidents and the Institutions They Serve

The portrait of the average president masks important differences among leaders of higher education that are reflected by the type of institution they serve. Institutions vary in size and mission. College presidents are often selected because they embody the values of, and are prepared to meet the challenges associated with, a particular type of institution. Often, large portions of their careers are spent learning about the unique opportunities and challenges facing a specific kind of institution. As such, presidents have tended to come from the ranks within their own or similar institutions. For these reasons, it is important to profile presidents based on the unique traits of the institutions they lead (Appendix B provides detailed data by institution type).

DOCTORATE-GRANTING UNIVERSITIES

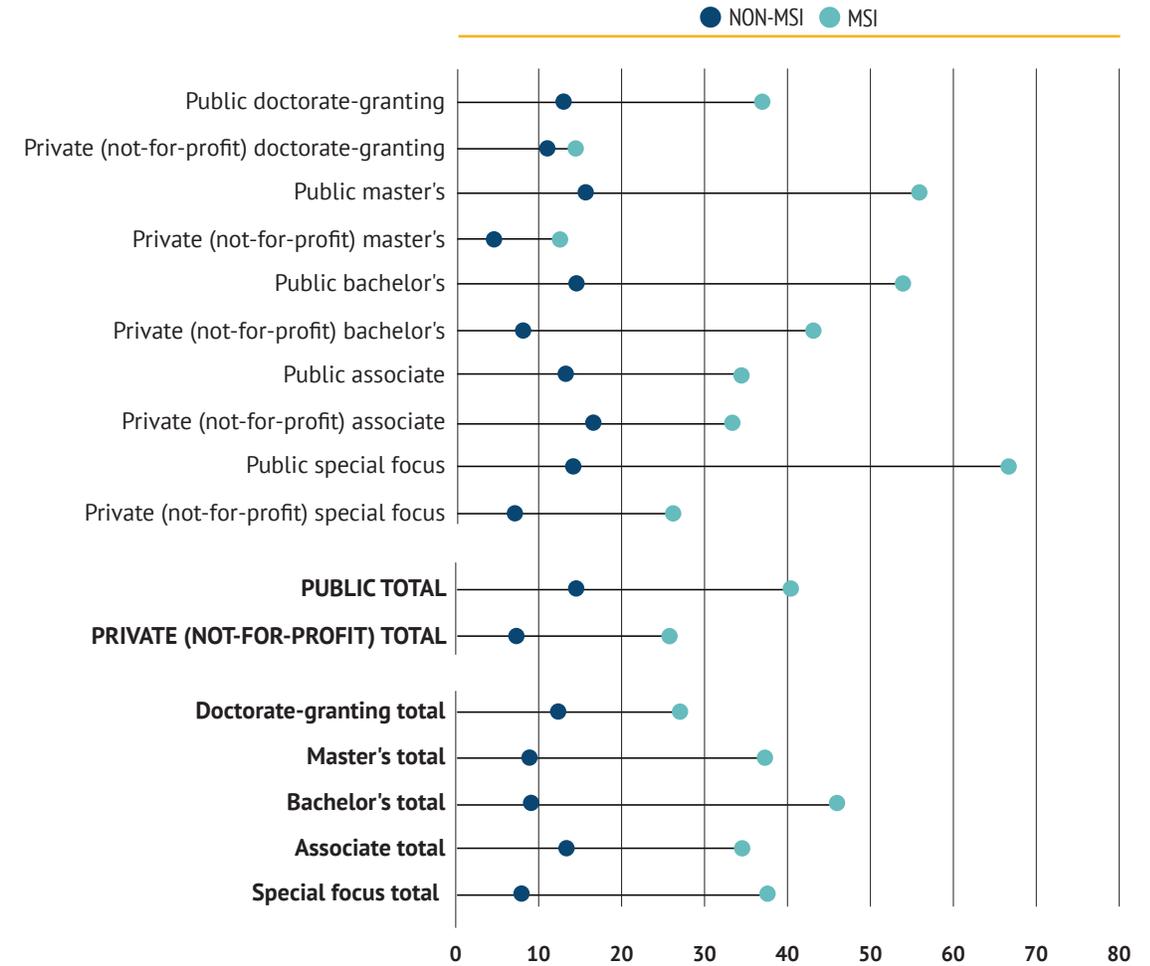
Presidents of doctorate-granting universities are responsible for generally large organizations. Combined, the 2015 fall enrollment of all doctorate-granting universities exceeded 6 million students. The typical doctorate-granting university enrolled just under 20,000 students in the fall of 2015. Almost 60 percent of these institutions are public. Presidents of doctorate-granting universities constituted 11 percent of survey respondents, and their response rate was 58 percent.

There are noticeable changes in the demographic characteristics in this institution type between 2011 and 2016. Eighteen percent of presidents of doctorate-granting universities were members of a racial/ethnic minority group (compared with 13 percent in 2011, 11 percent in 2006, and 2 percent in 1986). Twelve percent of presidents of doctorate-granting universities that were not minority serving institutions (MSIs)⁶

⁶ Using Integrated Postsecondary Education Data System (IPEDS) data along with the MSI eligibility criteria published by the Department of Education, a list of Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), and MSI-eligible institutions was generated. Due to the inability to disaggregate IPEDS data on Alaska Native and Native Hawaiian student enrollment from Native American enrollment, a list of designated Alaska Native- and Native Hawaiian-Serving Institutions (ANNHs) and Native American-Serving, Nontribal Institutions (NASNTIs) was pulled from the College Scorecard data.

belonged to an underrepresented racial/ethnic minority group (see Figure 6), compared with 9 percent in 2011. Twenty-two percent of presidents of doctorate-granting universities were women (compared with 22 percent in 2011, 14 percent in 2006, and 4 percent in 1986).

FIGURE 6. Percentage of Presidents Who Are Minorities, by Minority Serving Institution (MSI) and Institution Type and Control: 2016



Presidents of public doctorate-granting universities were more likely than presidents of private doctorate-granting universities to be a member of a racial/ethnic minority group. Twenty-one percent of presidents of public doctorate-granting universities identified themselves as a racial/ethnic minority, up from 18 percent in 2011. Thirteen percent of presidents of private doctorate-granting universities identified themselves as racial/ethnic minority (see Table 4), up from 5 percent in 2011.

TABLE 4. Characteristics of Presidents at Doctorate-Granting Universities: 2016, 2011, and 2006 (in percent)

	Public 2016	Private 2016 (Not-for-Profit)	Total 2016 [#]	Total 2011 [#]	Total 2006 [#]
Demographics					
Women	23.2	19.6	21.8	22.3	13.8
Minority	20.7	12.5	17.9	12.8	11.4
Currently married	88.3	85.7	87.5	86.7	85.5
Has children	90.1	82.1	86.9	85.2	87.6
Education					
Has PhD or EdD	88.3	86.0	87.0	87.9	77.7
Presidents' top three fields of study:					
Social sciences	24.1	25.0	24.2	--	--
Education or higher education	17.6	21.4	18.8	--	--
Engineering	13.9	16.1	14.6	--	--
Career History					
Prior position					
President/CEO*	27.2	27.3	27.1	20.9	27.5
CAO or provost/other senior executive in academic affairs/dean**	52.4	49.1	51.0	59.5	54.5
Other senior campus executive***	4.9	9.1	6.9	4.0	6.5
Outside higher education	13.6	14.6	13.9	15.0	7.0
Never been a faculty member	4.7	13.0	7.5	NA	12.1
Ever worked outside higher education	35.5	55.1	42.0	38.8	50.0
Average					
Age (in years)	63.9	63.5	63.7	62.7	61.8
Years in present job	6.2	7.4	6.6	6.2	7.6
Years spent primarily in the classroom/lab****	12.3	11	11.9	12.7	NA

* Includes interim president/CEO/chancellor, president/CEO/chancellor of a system, and interim president/CEO/chancellor of a system.

** Excludes department chairs and faculty.

*** Reflects sum of all senior executive positions outside academic affairs.

**** This includes only those presidents who indicated having spent time primarily in the classroom/lab.

Total includes private, for-profit institutions.

NA: Data were not collected, or were collected in a non-comparable format, in the 2011 survey.

Women were more likely to be presidents of public—versus private—doctorate-granting universities. Women were presidents of 23 percent of public doctorate-granting universities and 20 percent of private doctorate-granting universities.

Eighty-eight percent of all presidents of doctorate-granting universities were currently married, a slight increase from 2011 when 87 percent of these presidents were married. Presidents of private doctorate-granting universities were slightly less likely to be married than those of public doctorate-granting universities (86 and 88 percent, respectively) (see Table 4).

The discrepancy in relationship status between presidents of public and private doctorate-granting universities can be explained in part by the number of presidents in the private sector whose religious vows preclude them from marriage. Eleven percent of presidents of private doctorate-granting universities described their relationship status as unmarried due to membership in a religious order.

Presidents of doctorate-granting universities were slightly older than presidents in other classifications—the average age was 64 years, and 67 percent were age 61 or older, down from 70 percent in 2011. Four percent of presidents in this institution type were under 51 years of age, a slight increase from 3 percent in 2011 (see Appendix B). Twenty-seven percent of presidents of doctorate-granting universities served

as president⁷ in their position immediately prior to their current presidency, compared with 21 percent in 2011, and 28 percent in 2001 and 2006. Twenty-nine percent of presidents of doctorate-granting universities had held two or more presidencies during their career,⁸ which was the most of any institution type. This may suggest that doctorate-granting universities place a premium on previous presidential experience.

In 2016, half (51 percent) of presidents from doctorate-granting universities had served as provost/CAO, dean, or other senior executive in academic affairs in their immediate prior position. Only 14 percent of presidents of doctorate-granting universities were working outside higher education in their immediate prior position, which is slightly down from 2011 (15 percent), but still up from 2006 (7 percent). Seven percent of doctorate-granting university presidents came from college or university executive positions outside academic affairs, which is up from 4 percent in 2011 (see Table 4). In 2016, 29 percent of presidents of doctorate-granting universities had been employed by the same institution in their previous job, compared with 30 percent in 2011 (see Appendix B), and 26 percent in 2006.

Thirty-two percent of presidents of doctorate-granting universities received their highest-earned degree in STEM disciplines, the most of any field of study, followed by social sciences (24 percent). Nineteen percent of doctorate-granting university presidents earned their highest degree in the field of education.

Finally, presidents of private doctorate-granting universities have served in their positions longer than their public counterparts. Nearly 30 percent of private doctorate-granting university presidents had served in their current positions for more than 10 years, compared with 15 percent of public doctorate-granting university presidents.

MASTER'S INSTITUTIONS

Master's institutions enrolled more than 4 million students in the fall of 2015, with an average student body of roughly 6,000 students. Nearly two-thirds of all master's institutions were private institutions. Presidents of master's institutions represented 24 percent of all survey respondents, and their response rate was 57 percent.

Twenty-nine percent of presidents in this institution type were women, compared with 23 percent in 2011, and 22 percent in 2006. The 2016 proportion of minority presidents of master's institutions increased to 15 percent, up from 13 percent in 2011. Six percent of presidents of private master's institutions identified themselves as a racial/ethnic minority, compared with 27 percent of presidents of public master's institutions (see Table 5). The comparatively large proportion of public master's institutions headed by minorities is due in part to the concentration of Historically Black Colleges and Universities (HBCUs) in this classification. When MSIs are excluded, 16 percent of public master's institutions and 9 percent of master's institutions were headed by minorities (see Figure 6). Public master's institutions had a similar percentage of women presidents as did private master's institutions (30 and 29 percent, respectively).

7 This calculation includes those who were a president/CEO/chancellor or interim president/CEO/chancellor of a college, university, or system.

8 This includes their current presidency.

TABLE 5. Characteristics of Presidents at Master's Institutions: 2016, 2011, and 2006 (in percent)

	Public 2016	Private 2016 (Not-for-Profit)	Total 2016 [#]	Total 2011 [#]	Total 2006 [#]
Demographics					
Women	30.3	28.6	29.1	22.8	21.5
Minority	26.8	5.9	14.8	12.4	12.9
Currently married	92.4	81.9	86.3	83.2	78.5
Has children	84.8	77.2	80.4	81.2	79.2
Education					
Has PhD or EdD	89.9	81.6	84.8	85.0	86.8
Presidents' top three fields of study:					
Education or higher education	24.8	32.8	29.7	--	--
Social sciences	24.8	14.7	19.0	--	--
Humanities/fine arts	14.7	15.7	15.1	--	--
Career History					
Prior position					
President/CEO*	27.5	20.8	23.6	20.5	21.6
CAO or provost/other senior executive in academic affairs/dean**	45.8	44.2	44.9	47.7	44.6
Other senior campus executive***	15.7	16.8	16.5	13.7	18.4
Outside higher education	11.1	17.3	14.5	15.5	11.1
Never been a faculty member	12.3	22.4	18.0	NA	26.3
Ever worked outside higher education	47.1	61.9	55.7	47.5	54.6
Average					
Age (in years)	63.5	62.9	63.1	62.0	61.1
Years in present job	5.7	7.8	7.0	7.5	9.0
Years spent primarily in the classroom/lab****	11.2	10.4	10.8	9.9	NA

* Includes interim president/CEO/chancellor, president/CEO/chancellor of a system, and interim president/CEO/chancellor of a system.

** Excludes department chairs and faculty.

*** Reflects sum of all senior executive positions outside academic affairs.

**** This includes only those presidents who indicated having spent time primarily in the classroom/lab.

Total includes private, for-profit institutions.

NA: Data were not collected, or were collected in a non-comparable format, in the 2011 survey.

Presidents of master's institutions in 2016 were older than presidents of bachelor's and associate colleges. They were also older than presidents in this classification in previous survey years. The average age of a master's institution president was 63 years, which was higher than in 2011 (62 years) (see Table 5). Sixty-seven percent of master's institution presidents were over 60 years of age, compared with 65 percent and 56 percent in 2011 and 2006, respectively. Twenty-eight percent of presidents of master's institutions were between 51 years of age and 60 years of age, and 5 percent were 50 years of age or younger. As is also shown in the data for doctorate-granting universities, retirements may soon have a substantial impact on the leadership of master's institutions.

Presidents of public and private master's institutions had differing relationship statuses, partially due to the large number of private colleges with religious affiliations. Eight percent of presidents of private master's institutions have never been married due to their affiliation with a religious order, compared with none of the presidents at public master's institutions. This helps to explain why 82 percent of presidents of private master's institutions were currently married versus 92 percent of presidents of public master's institutions (see Table 5). In total, 13 percent of private master's institution presidents had never married, compared with 1 percent of public master's institution presidents.

Twenty-four percent of presidents of master's institutions served as president⁹ in the position immediately prior to their current presidency, compared with 21 percent in 2011, and 22 percent in 2006. Twenty-five percent of presidents of master's institutions had held two or more presidencies during their career.¹⁰ This suggests that master's institutions could be placing an emphasis on previous presidential experience in their searches.

In 2016, 45 percent of presidents from master's institutions had served as provost/CAO, dean, or other senior executive in academic affairs in their immediate prior position, a decrease from 2011 (48 percent). The percentage of master's institutions presidents coming directly from outside higher education slightly decreased, from 16 percent in 2011 to 15 percent in 2016. Seventeen percent of master's institution presidents came from executive positions outside academic affairs, compared with 14 percent in 2011.

Thirty percent of master's institutions received their highest-earned degree in education, the most of any field of study. Presidents with social sciences degrees were the second most common.

BACHELOR'S COLLEGES

In total, bachelor's colleges had a 2015 fall enrollment of more than 1 million students, with an average 2015 fall enrollment of about 1,700 students. Many public bachelor's colleges are also special-mission institutions, such as HBCUs. Presidents of bachelor's colleges represented 22 percent of all survey respondents, and their response rate was 51 percent.

In the first presidents' survey in 1986, the proportion of women presidents of bachelor's colleges was relatively high in comparison to other types of institutions. After climbing to 23 percent in 2006, the percentage of women presidents remained steady in 2011, and has since increased to 28 percent. Public bachelor's colleges had a higher percentage of women presidents than private bachelor's colleges (33 and 26 percent, respectively). Yet, a higher percentage of public and private bachelor's colleges were led by women in 2016, compared with 2011. Since the last survey, the proportion of public bachelor's colleges led by women presidents increased from 28 percent to 33 percent, while the proportion of female-led private bachelor's colleges increased from 22 percent to 26 percent.

In 2016, the percentage of minority presidents leading bachelor's colleges (15 percent) was the same as at master's institutions, but less than at associate colleges. The proportion of minority presidents leading bachelor's colleges increased from 12 percent in 2011 to 15 percent in 2016 (see Table 6). Excluding MSIs, 9 percent of bachelor's colleges were headed by members of racial/ethnic minority groups in 2016, a 2 percent increase since 2011.

Similar to other types of institutions, a large majority of presidents of bachelor's colleges were currently married (87 percent). Comparable proportions of presidents of private bachelor's colleges (88 percent) and public bachelor's (87 percent) colleges were currently married. Four percent of presidents of private bachelor's colleges were unmarried due to their membership in a religious order, versus zero percent of presidents of public bachelor's colleges. This is explained in part by the presence of religious or theological institutions in the private sector.

9 This calculation includes those who were a president/CEO/chancellor or interim president/CEO/chancellor of a college, university, or system.

10 This includes their current presidency.

TABLE 6. Characteristics of Presidents at Bachelor's Colleges: 2016, 2011, and 2006 (in percent)

	Public 2016	Private 2016 (Not-for-Profit)	Total 2016 [#]	Total 2011 [#]	Total 2006 [#]
Demographics					
Women	32.8	26.3	27.9	22.9	23.2
Minority	23.0	13.0	14.6	12.2	13.1
Currently married	86.7	87.9	87.0	87.0	86.7
Has children	82.0	83.1	83.2	88.1	86.4
Education					
Has PhD or EdD	87.1	77.3	78.8	76.3	78.4
Presidents' top three fields of study:					
Education or higher education	37.7	34.2	34.8	--	--
Social sciences	24.6	14.7	16.2	--	--
Humanities/fine arts	8.2	18.0	15.9	--	--
Career History					
Prior position					
President/CEO*	32.3	15.7	19.4	13.5	17.7
CAO or provost/other senior executive in academic affairs/dean**	40.3	38.8	38.7	44.2	44.5
Other senior campus executive***	16.1	25.0	23.2	12.3	22.0
Outside higher education	6.5	16.4	14.3	25.7	11.5
Never been a faculty member	15.8	23.9	22.0	NA	32.2
Ever worked outside higher education	49.1	52.3	52.7	42.0	58.1
Average					
Age (in years)	60.8	60.4	60.4	60.1	59.7
Years in present job	4.9	6.0	5.8	6.7	8.1
Years spent primarily in the classroom/lab****	12.7	11.3	11.5	10.6	NA

* Includes interim president/CEO/chancellor, president/CEO/chancellor of a system, and interim president/CEO/chancellor of a system.

** Excludes department chairs and faculty.

*** Reflects sum of all senior executive positions outside academic affairs.

**** This includes only those presidents who indicated having spent time primarily in the classroom/lab.

Total includes private, for-profit institutions.

NA: Data were not collected, or were collected in a non-comparable format, in the 2011 survey.

The average age of a bachelor's college president was 60 years old, which has remained stable since 2006. Eleven percent of bachelor's college presidents were under 51 years of age, compared with 12 percent in 2011. Fifty-one percent were age 61 and older, down from 55 percent in 2011. Thirty-eight percent of bachelor's college presidents were between the ages of 51 and 60, which was higher than doctorate-granting universities (29 percent), master's institutions (28 percent), and associate colleges (37 percent).

Nineteen percent of presidents of bachelor's colleges served as president¹¹ in the position immediately prior to their current presidency, compared with 14 percent in 2011, and 18 percent in 2006. Twenty-two percent of presidents of bachelor's colleges had held two or more presidencies during their career.¹² The growing percentage of presidents coming directly from another presidency suggests that, much like doctorate-granting universities and master's institutions, bachelor's colleges increasingly value presidential experience.

In 2016, 39 percent of presidents from bachelor's colleges had served as provost/CAO, dean, or other senior executive in academic affairs in their immediate prior position, a decrease from 2011 (44 percent). The percentage of bachelor's college presidents coming directly from outside higher education also

11 This calculation includes those who were a president/CEO/chancellor or interim president/CEO/chancellor of a college, university, or system.

12 This includes their current presidency.

declined sharply between 2011 (26 percent) and 2016 (14 percent). Less than a quarter of bachelor's college presidents came from executive positions outside academic affairs (23 percent), compared with 12 percent in 2011.

More presidents of bachelor's colleges received their highest-earned degree in education than in any other field. Presidents with social sciences degrees were the second most common.

ASSOCIATE COLLEGES

Nationally, the total 2015 fall enrollment for all associate colleges was almost 7 million students; the average 2015 fall enrollment was more than 5,000 students. Seventy-eight percent of associate colleges are public. Presidents of associate colleges represented 31 percent of survey respondents, and 37 percent of associate college presidents responded to the survey.

In 2016, 36 percent of associate college presidents were women, the highest of any institution type (see Table 7). This represented a 3 percent increase from 2011, when 33 percent of associate college presidents were women. The difference in the percentage of associate college presidents who were women varied slightly between public and private institutions (36 percent and 35 percent, respectively).

TABLE 7. Characteristics of Presidents at Associate Colleges: 2016, 2011, and 2006 (in percent)

	Public 2016	Private 2016 (Not-for-Profit)	Total 2016 [#]	Total 2011 [#]	Total 2006 [#]
Demographics					
Women	36.0	34.8	35.8	33.0	28.8
Minority	20.2	19.1	20.0	12.9	13.9
Currently married	84.6	72.7	84.2	86.8	83.2
Has children	86.0	72.7	85.5	85.5	86.8
Education					
Has PhD or EdD	86.5	47.8	83.2	81.1	78.7
Presidents' top three fields of study:					
Education or higher education	70.0	52.2	68.2	--	--
Humanities/fine arts	8.1	13.0	8.2	--	--
Social sciences	7.9	0.0	7.5	--	--
Career History					
Prior position					
President/CEO*	29.6	9.5	28.4	23.2	26.3
CAO or provost/other senior executive in academic affairs/dean**	41.4	28.6	40.4	44.4	43.4
Other senior campus executive***	17.4	19.0	17.8	13.3	18.9
Outside higher education	11.4	38.1	12.9	16.8	9.4
Never been a faculty member	20.4	25.0	20.7	NA	37.7
Ever worked outside higher education	61.4	71.4	62.5	45.6	67.0
Average					
Age (in years)	60.3	61.4	60.2	59.6	59.1
Years in present job	6.2	8.7	6.4	6.9	8.5
Years spent primarily in the classroom/lab****	8.1	7.1	8.0	7.7	NA

* Includes interim president/CEO/chancellor, president/CEO/chancellor of a system, and interim president/CEO/chancellor of a system.

** Excludes department chairs and faculty.

*** Reflects sum of all senior executive positions outside academic affairs.

**** This includes only those presidents who indicated having spent time primarily in the classroom/lab.

Total includes private, for-profit institutions.

NA: Data were not collected, or were collected in a non-comparable format, in the 2011 survey.

Associate colleges also had the highest proportion of minority presidents (20 percent). Excluding MSIs, 13 percent of associate colleges were led by racial/ethnic minority presidents. This is because many MSIs are associate colleges, and many of those institutions are headed by minorities.

Like their counterparts at bachelor's colleges, presidents of associate colleges were younger than their peers at doctorate-granting and master's institutions. In 2016, the average age of associate college presidents was 60, the same as in 2011. Thirteen percent of associate college presidents were age 50 or younger, the highest proportion of any classification (see Table 7).

Twenty-eight percent of associate college presidents served as president in their immediate prior position.¹³ Twenty-nine percent of associate college presidents had held two or more presidencies during their career, which was more than bachelor's colleges or master's institutions, and the same as doctorate-granting universities.¹⁴

In 2016, 40 percent of presidents from associate colleges had served as provost/CAO, dean, or other senior executive in academic affairs in their immediate prior position, a decrease from 2011 (44 percent). Eighteen percent of associate college presidents came from higher education leadership positions outside academic affairs, a 5 percent increase from 2011. The percentage of associate college presidents immediately coming from outside higher education decreased between 2011 (17 percent) and 2016 (13 percent) (see Table 7).

SPECIAL FOCUS INSTITUTIONS

Special focus institutions are difficult to analyze as a group because they represent diverse missions. Examples of institutions in this category are military academies, medical/dental colleges, seminaries and religious institutions, professional schools, and tribally controlled colleges and universities. These institutions together enrolled more than 900,000 students in fall 2015, with an average fall 2015 enrollment of more than 600 students. Presidents of special focus institutions represented 9 percent of all survey responses, and their survey response rate was 24 percent.

Because special focus institutions may select presidents based on reasons related to their institutional mission, it is difficult to interpret how representative average figures are of the overall population. For example, the most typical training for presidents of public special focus institutions was either medicine (44 percent), education (31 percent), or other health professions (13 percent). Yet, presidents of private special focus institutions were most likely to have been trained in education (24 percent), religion/theology (21 percent), and humanities/fine arts (13 percent).

Special focus institutions were also more likely than any other institution type to hire first-time presidents. Eighty-eight percent of special focus institution presidents reported that this was their first presidency, which was higher than first-time presidents of bachelor's colleges (78 percent), master's institutions (75 percent), associate colleges (71 percent), and doctorate-granting universities (71 percent).

Data describing presidents of special focus institutions are included in the appendices, but because of the unique characteristics of these institutions and the relatively low response rate in this category, comparisons with the overall survey population are not provided.

13 This calculation includes those who were a president/CEO/chancellor or interim president/CEO/chancellor of a college, university, or system.

14 This includes their current presidency.

SPECIAL DESIGNATION MINORITY SERVING INSTITUTIONS

Seven types of postsecondary institutions have special recognition in federal law as minority serving institutions (MSIs). MSIs include Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), Predominantly Black Institutions (PBIs), Asian American Native American Pacific Islander-Serving Institutions (AANAPISIs), Alaska Native- and Native Hawaiian-Serving Institutions (ANNHs), and Native American-Serving, Nontribal Institutions (NASNTIs). The presidents of these colleges hold unique leadership roles in the communities they serve.

In 2016, 33 percent of presidents of MSIs were women, and 36 percent were members of a racial/ethnic minority group (see Table 8). The majority of HSIs were led by non-Hispanic presidents (83 percent). In contrast, 3 percent of HBCU presidents were not African American. A large majority of presidents of MSIs were currently married (83 percent) and had children (85 percent). The average age of MSI presidents in 2016 was 62 years old. Regarding their prior position, 26 percent of presidents had served as president in their immediate prior position, 45 percent of presidents had served as provost/CAO, dean, or other senior executive in academic affairs in their immediate prior position, and 12 percent of presidents had worked outside higher education (see Table 8).

TABLE 8. Characteristics of Presidents at Minority Serving Institutions (MSIs): 2016 (in percent)

	Public 2016	Private 2016 (Not-for-Profit)	Total 2016
Demographics			
Women	34.0	30.1	32.7
Minority	40.4	25.8	35.5
Currently married	83.3	82.3	83.0
Has children	85.0	83.9	84.6
Education			
Has PhD or EdD	87.4	76.8	83.8
Presidents' top three fields of study:			
Education or higher education	44.9	22.8	37.5
Humanities/fine arts	20.8	14.6	20.7
Social sciences	9.4	20.3	11.1
Career History			
Prior position			
President/CEO*	27.4	23.9	26.3
CAO or provost/other senior executive in academic affairs/dean**	43.9	47.0	44.9
Other senior campus executive***	16.9	12.8	15.5
Outside higher education	10.1	14.5	11.6
Never been a faculty member	14.8	16.4	15.3
Ever worked outside higher education	50.5	53.1	51.3
Average			
Age (in years)	61.5	63.0	62.0
Years in present job	6.1	7.0	6.4
Years spent primarily in the classroom/lab****	10.8	10.8	10.8

* Includes interim president/CEO/chancellor, president/CEO/chancellor of a system, and interim president/CEO/chancellor of a system.

** Excludes department chairs and faculty.

*** Reflects sum of all senior executive positions outside academic affairs.

**** This includes only those presidents who indicated having spent time primarily in the classroom/lab.

Presidents of public MSIs were more likely than presidents of private MSIs to be a member of a racial/ethnic minority group. Forty percent of presidents of public MSIs identified themselves as a racial/ethnic minority, but only 26 percent of private MSIs did so (see Table 8).

Forty-five percent of presidents of public MSIs received their highest-earned degree in education, the most of any field of study, compared with 23 percent of presidents of private MSIs. Social science was the second most common field for presidents of both public and private MSIs (see Table 8).

CHAPTER 4

Presidential Career Paths

Each individual's journey to the presidency is different, though there are common employment patterns followed by many institutional leaders. The vast majority of college and university presidents were established leaders from within higher education with top-level administrative experience. Prior presidential experience and senior executive positions within academic affairs were the most common signposts on the path to the presidency.

PATHWAYS TO THE PRESIDENCY

In 2016, 85 percent of presidents held a position within higher education immediately prior to becoming president, while the remaining 15 percent held a position outside higher education. These figures have remained relatively consistent since 2001 (see Table 9). Most presidents previously served as provost/CAO, dean, or other senior executive in academic affairs (43 percent). Twenty-four percent of presidents served as president¹⁵ at a different institution immediately prior to their current presidency. An additional 16 percent served as a senior executive on campus in some other capacity, and 2 percent served as a department chair or faculty member.

¹⁵ This calculation includes those who were a president/CEO/chancellor or interim president/CEO/chancellor of a college, university, or system.

TABLE 9. Presidents' Immediate Prior Position: 2016 to 2001

	2016	2011	2006	2001
Inside Higher Education (total)	85.0	79.6	86.9	85.3
President/CEO*	23.9	19.5	21.4	20.4
CAO or provost/other senior executive in academic affairs/dean	42.7	44.7	43.8	40.8
Other senior campus executive**	16.3	11.9	17.3	19.7
Chair/faculty	2.1	3.5	4.1	4.4
Outside Higher Education (total)	15.2	20.3	13.1	14.7
K-12 administrator/educator	1.0	1.8	1.6	0.9
Business/industry	1.6	1.9	2.3	2.0
Religious counselor/member of religious order	1.0	1.8	1.9	1.7
Elected or appointed government official	1.2	2.0	--	--
Legal professional	0.8	1.0	0.7	--
Military personnel	0.5	0.2	0.3	0.4
Medical professional	0.8	0.8	0.4	--
Nonprofit sector	1.6	1.9	1.5	--
Local/state/federal government	--	--	1.6	1.8
Other	6.7	8.9	2.8	7.9

* Includes interim president/CEO/chancellor/president/CEO/chancellor of a system, and interim president/CEO/chancellor of a system.

** Reflects sum of all senior executive positions outside academic affairs.

Overall, presidents of public institutions were more likely than presidents of private institutions to indicate that their immediate prior position was president (see Table 10). Presidents of public doctorate-granting universities and private special focus institutions were most likely to indicate their previous position was provost/CAO, dean, or other senior executive in academic affairs (52 percent), followed by private doctorate-granting universities (49 percent).

TABLE 10. Percentage Distribution of Presidents, by Immediate Prior Position and Institution Type: 2016

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Total*	
	Public	Private (Not-for-Profit)	Public	Private (Not-for-Profit)	Public	Private (Not-for-Profit)	Public	Private (Not-for-Profit)	Public	Private (Not-for-Profit)	Public	Private (Not-for-Profit)
President/CEO*	27.2	27.3	27.5	20.8	32.3	15.7	29.5	9.5	13.3	11.6	29.1	17.7
CAO or provost/other senior executive in academic affairs/dean	52.4	49.1	45.8	44.2	40.3	38.8	41.4	28.6	46.7	51.8	43.0	42.9
Other senior campus executive**	4.9	9.1	15.7	16.8	16.1	25.0	17.4	19.1	20.0	6.3	14.9	17.5
Chair/faculty	1.9	0.0	0.0	1.0	4.8	4.1	0.2	4.8	0.0	8.0	0.9	3.5
Outside higher education	13.6	14.6	11.1	17.3	6.5	16.4	11.4	38.1	20.0	22.3	12.1	18.4

* Includes interim president/CEO/chancellor/president/CEO/chancellor of a system, and interim president/CEO/chancellor of a system.

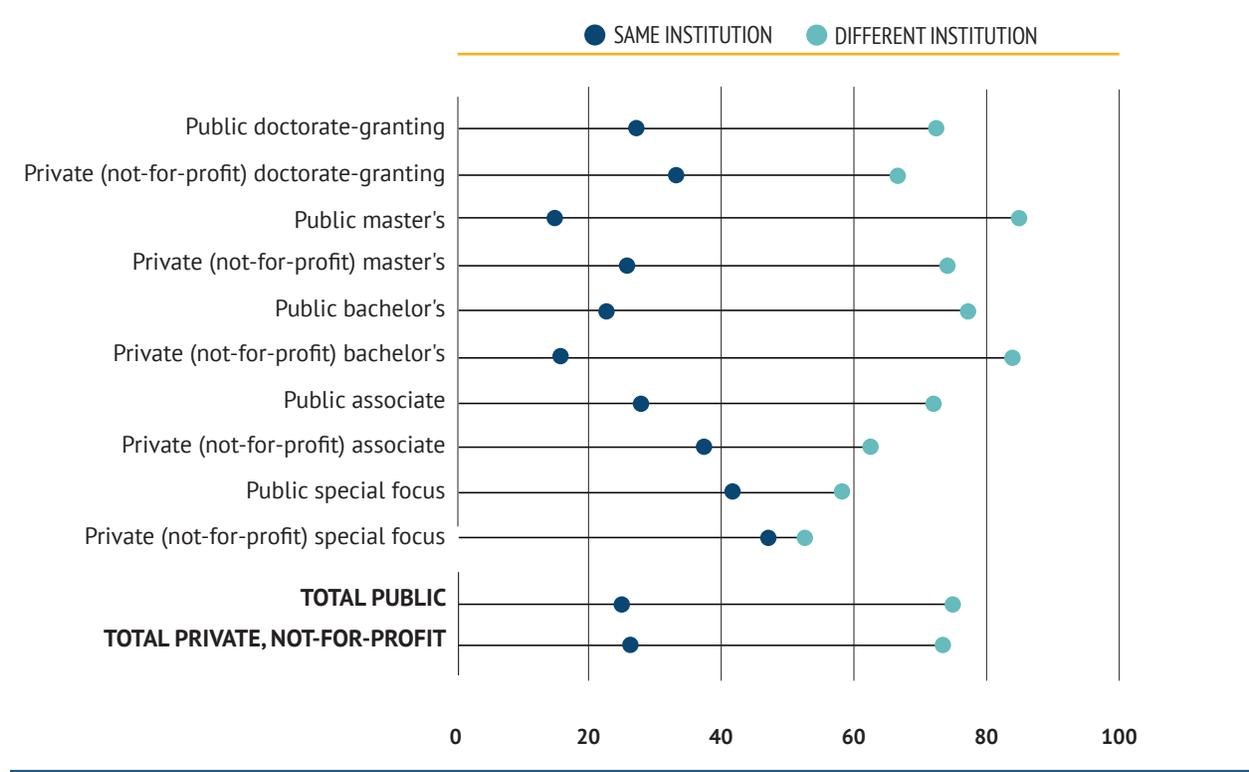
** Reflects sum of all senior executive positions outside academic affairs.

Presidents of private institutions were more likely to report having immediately worked outside higher education. In 2016, 18 percent of presidents from private institutions came from outside higher education, compared with 12 percent for the public institutions. Presidents of private associate colleges were more likely to have worked outside higher education in their immediate prior position (38 percent) than were

presidents of public associate colleges (11 percent). Overall, presidents of private institutions were more likely to have previously served as higher education department chairs and faculty members, when compared with presidents of public institutions (4 and 1 percent, respectively) (see Table 10).

Most presidents previously worked at a different institution prior to becoming president of their current institution (75 percent for public and 74 percent for private institutions) (see Figure 7). This means that about one in four presidents of public and private institutions were promoted from within the institution where they currently serve. Presidents of private special focus institutions were more likely to be hired from within the same institution (47 percent), while presidents of public master’s institutions were less likely to be hired from within the same institution (15 percent) (see Figure 7).

FIGURE 7. Percentage Distribution of Presidents’ Immediate Prior Place of Employment, by Institution Type and Control: 2016



LENGTH OF PRESIDENTIAL SERVICE

On average, presidents of public institutions served for six years,¹⁶ and presidents of private institutions served for seven years, similar to the average length of service in 2011 (see Table 11). Presidents of public special focus and private associate colleges had the longest service on average (nine years each), both increasing three percentage points from 2011. Presidents of public bachelor’s colleges reported the lowest average number of years of service (five years). Looking at presidents by gender, women presidents served

¹⁶ Length of service describes the amount of time presidents have served in their current position upon answering the survey. As a result, it does not equal total time as president, but only captures the length of service until the time frame of this study at the current institution.

fewer years than men on average (six and seven years, respectively). By racial/ethnic group, American Indian presidents reported the highest average number of years of service in 2016 (10 years) (see Table 11).

TABLE 11. Mean Number of Years in Current Presidency, by Control, Type, and Demographic Characteristics: 2016 and 2011

	2016			2011		
	Public	Private (Not-for-Profit)	Total*	Public	Private (Not-for-Profit)	Total*
Institution Type						
Doctorate-granting	6.2	7.4	6.6	5.8	6.8	6.2
Master's	5.7	7.8	7.0	6.8	8.2	7.5
Bachelor's	4.9	6.0	5.8	6.4	6.5	6.7
Associate	6.2	8.7	6.4	6.9	5.4	6.9
Special focus	8.5	7.6	7.5	5.9	8.0	7.6
Gender						
Men	6.2	7.4	6.8	7.0	7.4	7.2
Women	5.5	6.3	5.8	6.1	7.3	6.5
Race/Ethnicity						
African American	5.6	5.2	5.5	7.4	7.2	7.3
Asian American	5.8	4.4	5.4	5.1	10.5	6.9
White	6.1	7.3	6.7	6.7	7.2	6.9
Hispanic	5.4	7.1	5.7	6.9	9.9	7.3
American Indian	12.0	1.1	9.8	8.6	9.2	8.8
Middle Eastern	4.7	2.5	4.2	**	**	**
Multiple races	4.7	8.2	6.2	**	**	**
Total	6.0	7.1	6.5	6.7	7.4	7.0

* Total includes private, for-profit institutions.

**This racial/ethnic group was not collected during these years.

CHAPTER 5

Presidential Search and Selection

Searching for and hiring a president is a complex process, requiring an open but confidential exchange of information between candidates and hiring institutions. This exchange is often critical in determining the success or failure of a college presidency. Detailing a variety of challenges presidents typically face upon assuming their new roles, the 2016 survey updates key information on presidential search and selection.

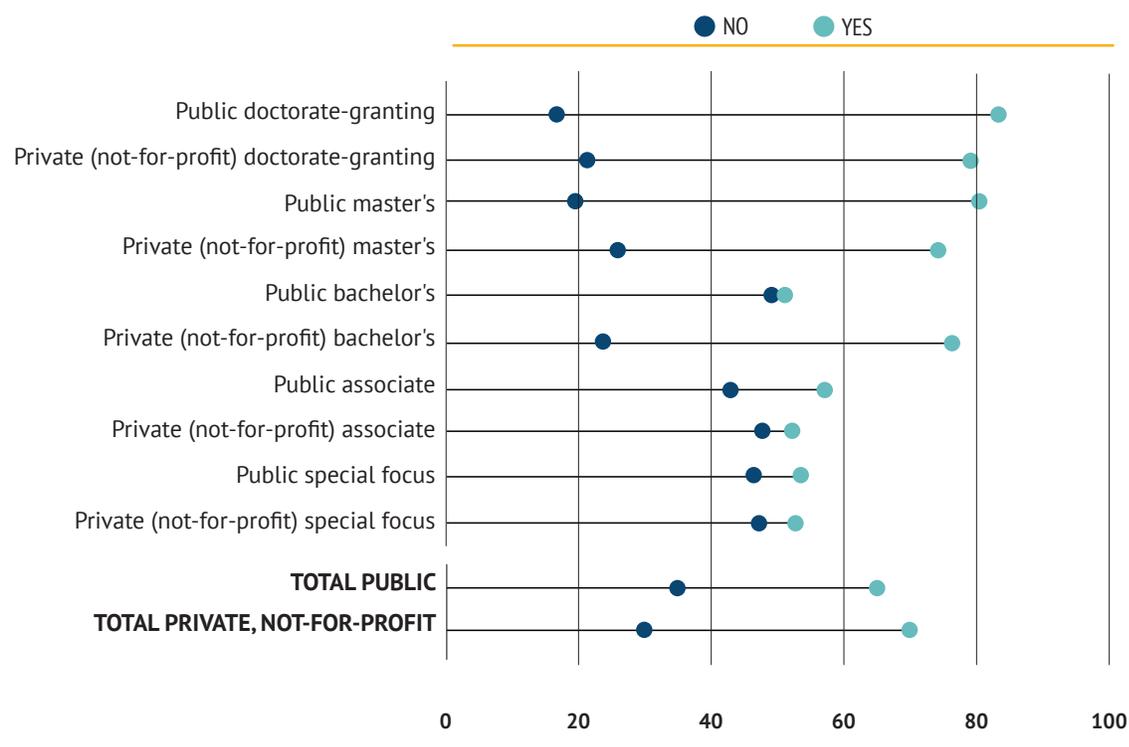
CHARACTERISTICS OF THE SEARCH PROCESS

Two out of three current presidents were hired through the use of a search consultant (see Table 12). Presidents of public doctorate-granting universities and public master's institutions were more likely than presidents of other institution types to engage search consultants (83 and 80 percent, respectively) (see Figure 8).

TABLE 12. Percentage of Presidential Searches That Used a Search Consultant: 2016

	Total
1978–1985	44.4
1986–1990	15.4
1991–1995	53.6
1996–2000	50.8
2001–2005	58.9
2006–2010	67.4
2011–2013	69.3
2014–2016	71.2
Total	66.9

FIGURE 8. Percentage of Institutions That Used a Search Consultant, by Institution Type and Control: 2016



INSTITUTIONAL DISCLOSURE

As the competition for a limited pool of accomplished candidates intensifies, more candidates expect greater disclosure and transparency from the search committee regarding the health and well-being of the institution. Most presidents felt informed of the current challenges facing the institution or system they would eventually lead (72 percent) (see Table 13). The majority of presidents also reported being sufficiently familiar with their institution’s financial conditions before being hired (71 percent). Still, three in 10 presidents indicated that they did not feel informed of the institution or system’s current challenges or financial conditions prior to being hired. Seventy-nine percent of presidents reported having a clear understanding of their board’s expectations, as well as the expectations of their institution or system.

TABLE 13. Presidents’ Perspectives on the Level of Disclosure in the Search Process: 2016 (in percent)

	Doctorate-Granting	Master’s	Bachelor’s	Associate	Special Focus	Total*
The search process disclosed the current challenges facing the institution/system	79.4	69.1	69.9	72.8	71.4	71.5
The search process disclosed the institution’s/system’s financial condition	76.3	69.7	59.9	77.1	72.1	70.7
The search process disclosed the board’s expectations	78.1	79.4	77.0	79.0	80.7	78.8
The search process disclosed the institution’s/system’s expectations	80.6	77.5	82.3	77.5	79.3	79.2

* Total includes institutions classified as “Other.”

Presidents of bachelor’s colleges reported having more difficulty obtaining a full and accurate disclosure of their institution or system’s financial information in comparison to presidents of other institution types (see Table 13).

NEGOTIATIONS AND CONTRACTS

Many presidents reported seeking negotiating advice from someone prior to accepting an offer of employment. The majority of presidents sought advice from colleagues in the field of higher education (60 percent) or from family members (57 percent) (see Appendix B). In 2016, 81 percent of all presidents indicated that they had received a written contract with their job offer.

TABLE 14. Percentage of Presidents Who Received a Written Contract: 2016

	Total
1978–1985	55.6
1986–1990	76.9
1991–1995	62.1
1996–2000	80.3
2001–2005	72.4
2006–2010	78.5
2011–2013	81.6
2014–2016	85.9
Total	80.9

Most presidents reported having a three-year contract length (34 percent), with the majority of three-year terms reported by presidents of associate colleges. One-third of presidents reported receiving a contract of five years or longer, and 18 percent reported receiving a contract of one year or less. More than half of presidents of doctorate-granting universities reported receiving a contract of five years or longer (52 percent) (see Table 15).

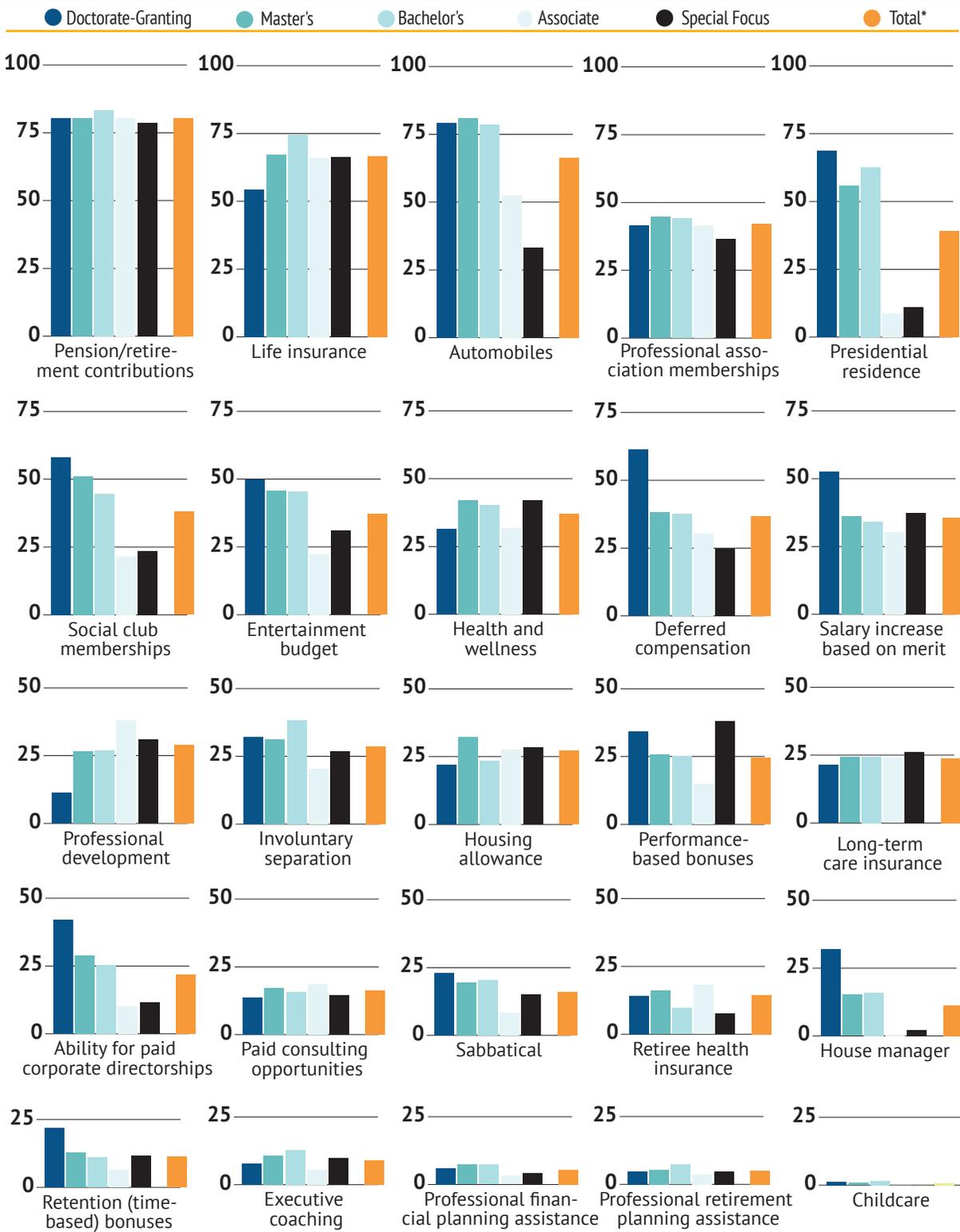
TABLE 15. Percentage Distribution of Contract Terms, by Institution Type: 2016

	Doctorate-Granting	Master’s	Bachelor’s	Associate	Special Focus	Total*
<1	7.1	7.3	4.9	2.9	13.5	6.0
1	7.9	11.8	10.6	13.9	8.3	11.5
2	2.4	5.9	6.0	13.1	7.3	8.0
3	23.0	25.6	26.8	52.0	26.0	33.7
4	7.9	8.0	9.5	8.1	2.1	8.0
5 or more	51.6	41.5	42.3	10.0	42.7	32.7

* Total includes institutions classified as “Other.”

At least two-thirds of all responding presidents reported the following conditions of employment: pension or retirement benefits, an automobile, and life insurance (see Figure 9). More than one-third reported the following additional conditions: deferred compensation, entertainment budget, health and wellness benefits, presidential residence, professional association membership, social club membership, and a salary increase based on merit.

FIGURE 9. Percentage Distribution of Presidents' Conditions of Employment, by Institution Type: 2016



* Total includes institutions classified as "Other."

Presidents of private institutions were more likely than presidents of public institutions to receive specific types of benefits. Using a standard of more than 10 percentage points difference, the following conditions of employment that were more typical of presidents in the private sector included an entertainment budget, health and wellness benefits, performance-based bonuses, a presidential residence, professional association memberships, social club memberships, and sabbaticals. Presidents of public institutions were more likely to receive retiree health insurance (see Table 16).

TABLE 16. Employment Benefits, by Institution Control: 2016 (in percent)

	Public	Private (Not-for-Profit)	Total*
Ability for paid corporate directorships	19.7	24.7	21.8
Automobiles	63.5	71.7	66.3
Childcare	0.1	1.3	0.7
Deferred compensation	34.1	40.7	36.7
Entertainment budget	31.1	45.0	37.1
Health and wellness	31.1	43.7	37.1
House manager	10.9	12.1	11.2
Involuntary separation	19.8	39.8	28.7
Life insurance	61.3	73.3	66.6
Long term care insurance	19.9	28.3	23.9
Pension/retirement contributions	79.4	82.9	80.3
Performance-based bonuses	15.4	33.6	24.4
Paid consulting opportunities	16.7	15.8	16.3
Presidential residence	30.2	51.4	39.1
Housing allowance	29.2	25.6	27.2
Professional association memberships	37.2	48.0	42.2
Social club memberships	28.5	50.6	38.0
Executive coaching	5.0	13.5	8.9
Professional development	28.9	28.3	28.8
Professional financial planning assistance	2.6	8.9	5.4
Professional retirement planning assistance	4.6	5.5	5.0
Retention (time-based) bonuses	8.2	14.4	11.3
Retiree health insurance	19.7	8.6	14.4
Sabbatical	10.5	23.0	15.9
Salary increase based on merit	32.8	37.8	35.5

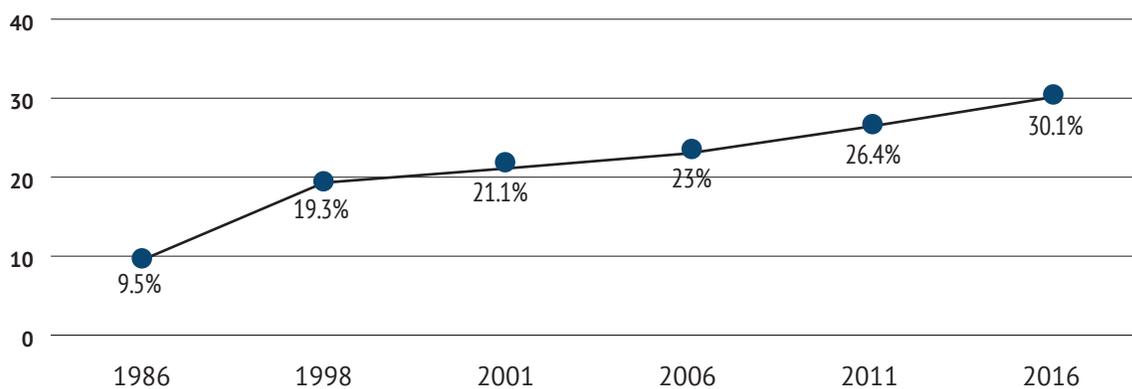
* Includes private, for-profit institutions.

CHAPTER 6

Women Presidents

In 2017, the longstanding gender gap in presidential leadership remains wide, and it is of deep concern not only for those who observe the pipeline to the presidency, but also for the higher education community at large. Women account for more than half of the U.S. population, and a majority of all undergraduates (56 percent) (Snyder, de Brey, and Dillow 2016). Of all bachelor's degrees granted since 1981 and doctoral degrees conferred in the last decade, over half have been earned by women (Johnson 2016). And yet, while the proportion of women presidents has tripled since 1986 (the first year of this survey), the percentage of presidents who were women increased only 4 percent between 2011 and 2016, growing from 26 to 30 percent over that time period (see Figure 10). Developing deeper insight into the unique experiences of women presidents is of paramount importance if the presidential gender gap is to be closed. By doing so, institutions, boards, search committees, and search firms can work to remove visible and invisible barriers that women face in their progression to the presidency.

FIGURE 10. Percentage of Presidencies Held by Women: Selected Years, 1986 to 2016



INSTITUTIONS SERVED

In 2016, women were most likely to lead associate colleges, followed by special focus and master's institutions, similar to where women presidents have primarily led since 1986. The largest increase in the percentage of women presidents within five years occurred at public special focus institutions, where women

represented 21 percent of presidents in 2011 and 40 percent of presidents in 2016 (see Table 17). And in 2016, women were more represented at public institutions than private institutions (33 and 27 percent, respectively). However, the increase in the representation of women presidents at private institutions between 2011 and 2016 was larger than that at public institutions (an increase of 5 percent and 4 percent, respectively). When the data are separated by institution type, women continue to be least likely to serve as president of doctorate-granting universities, representing 22 percent of all presidents of those institutions (see Appendix B).

TABLE 17. Percentage of Presidencies Held by Women, by Institution Type and Control: 2016 and 2011

	Public		Private (Not-for-Profit)	
	2016	2011	2016	2011
Doctorate-granting	23.2	23.9	19.6	20.7
Master's	30.3	22.9	28.6	22.5
Bachelor's	32.8	27.5	26.3	22.3
Associate	36.0	32.3	34.8	40.7
Special focus	40.0	21.4	29.3	17.8
Total	32.9	29.4	27.3	21.9

CAREER PATH AND LENGTH OF SERVICE

In 2016, the majority of presidents were serving their first presidency, although women were five percentage points more likely to have this status than men (78 and 73 percent, respectively) (see Appendix C).

TABLE 18. Characteristics of Presidents, by Gender: 2016 (in percent)

	Men	Women
Demographics		
Minority	16.9	16.9
Currently married	89.8	74.7
Has children	88.6	73.7
Altered career to care for dependent, spouse/partner, or parent?	16.3	31.6
Education		
Has PhD/EdD	77.0	86.3
Presidents' top three fields of study:		
Education or higher education	36.6	51.3
Social sciences	14.5	13.4
Humanities/fine arts	10.6	12.6
Career History		
Prior position		
President/CEO*	23.8	24.3
CAO or provost/other senior executive in academic affairs/dean**	41.1	46.1
Other senior campus executive***	16.7	14.9
Outside higher education	15.9	13.6
Average		
Age (in years)	61.8	61.3
Years in present job	6.8	5.8
Years spent primarily in the classroom/lab****	10.0	10.6

* Includes interim president/CEO/chancellor, president/CEO/chancellor of a system, and interim president/CEO/chancellor of a system.

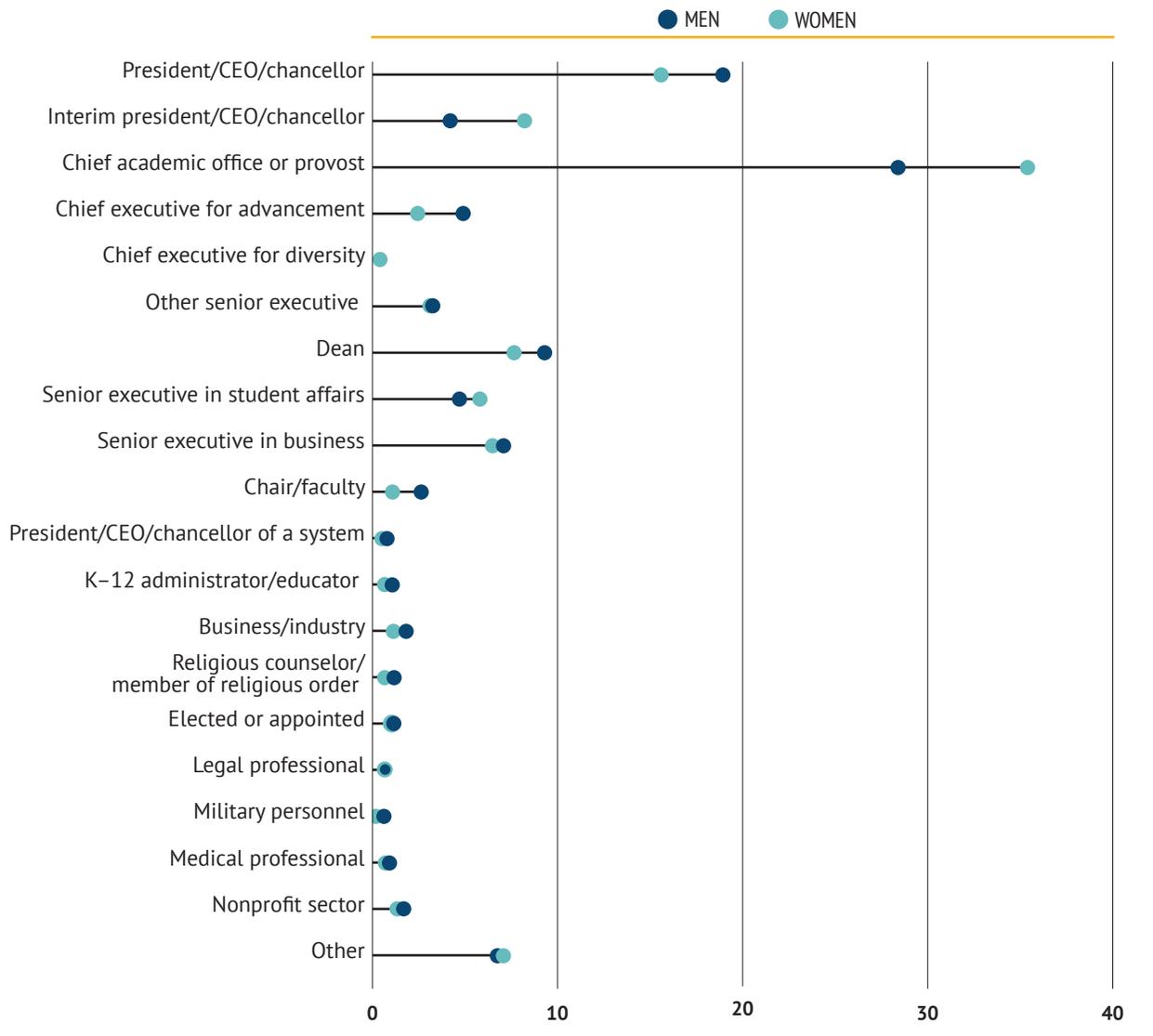
** Excludes department chairs and faculty.

*** Reflects sum of all senior executive positions outside academic affairs.

**** This includes only those presidents who indicated having spent time primarily in the classroom/lab.

Women presidents, on average, had one year less experience in their current positions (six and seven years, respectively) and one year more, on average, as faculty prior to assuming the presidency than their male counterparts (11 and 10 years, respectively). In terms of career history, women were as likely to have been a president¹⁷ in their immediate prior position as men (24 percent each), but more likely to have served as a provost/CAO, dean, or other senior executive in academic affairs prior to assuming the presidency (46 percent for women and 41 percent for men). Women were slightly less likely than men to have worked outside higher education immediately prior to the presidency (14 and 16 percent, respectively) (see Figure 11).

FIGURE 11. Percentage Distribution of Presidents, by Gender and Immediate Prior Position: 2016



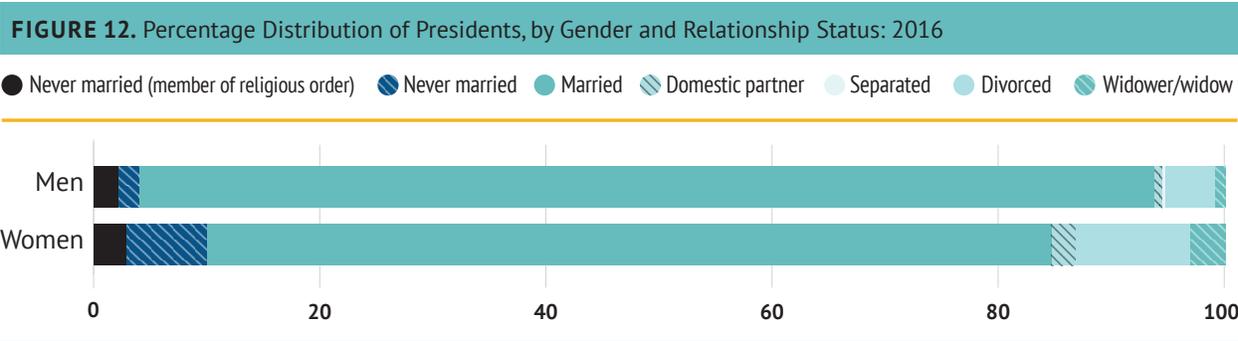
¹⁷ This calculation includes those who were a president/CEO/chancellor or interim president/CEO/chancellor of a college, university, or system.

EDUCATION

While the vast majority of presidents held advanced degrees, women presidents were more likely to have earned a PhD or an EdD than their male peers (86 and 77 percent, respectively). Education was the most common field of study for both women and men presidents (51 and 37 percent, respectively), followed by social sciences (13 and 15 percent, respectively) and humanities/fine arts (13 and 11 percent, respectively) (see Table 18). Men were more than twice as likely as women presidents to have degrees in the STEM¹⁸ fields (14 and 6 percent, respectively).

FAMILY LIFE

Male and female presidents tended to answer questions regarding family life and responsibilities differently. Women presidents were twice as likely to have altered their career progression to care for a dependent, spouse/partner, or parent than male presidents (32 and 16 percent, respectively) (see Table 18), which may reflect the dual roles women often play in their personal and professional lives (Coltrane 2000; Fox, Fonseca, and Bao 2011). These dual roles, in turn, may also provide context as to why women were more likely to be serving in their first presidency than men. While the majority of presidents were married (85 percent), men were more likely to currently be married than women (90 and 75 percent, respectively) and women were less likely to have children (74 percent and 89 percent, respectively) (see Table 18). Ten percent of women presidents reported that they have never been married, compared with 4 percent of men. Women presidents were more likely to report either being divorced, separated, or widowed than were men (13 percent versus 6 percent) (see Figure 12).



18 In the 2017 study, STEM fields included biological science, computer science, engineering, mathematics, agriculture/natural resources, and physical/natural sciences.

CHAPTER 7

Minority Presidents

The representation of racial and ethnic minority groups¹⁹ in the college presidency, like that of women presidents, has progressed slowly and steadily, but insufficiently. In 1986, the first year of this study, racial/ethnic minority groups represented 8 percent of all college and university presidents. In 2016, minorities accounted for 17 percent of presidents, an increase of nine percentage points from 30 years ago. Since 2011, the representation of minority presidents grew from 13 to 17 percent.

With an increasingly diverse secondary and postsecondary student body, the college presidency has a way to go if it is to mirror the population of students served by higher education. According to U.S. Census data, by 2024, 44 percent of college students will come from communities of color, with the greatest growth occurring within the African American and Hispanic populations (28 percent growth between 2013 and 2024 for African Americans and 25 percent for Hispanics) (Hussar and Bailey 2016). As more and more individuals from communities of color access and progress through higher education institutions, it is imperative that the higher education field provides pathways to leadership for men and women of color.

Disaggregating the 2016 survey respondents by racial/ethnic minority group, 8 percent of all presidents were African American, 4 percent were Hispanic, 2 percent were Asian American, and 1 percent each were Middle Eastern, American Indian, or those who identified as multiple races (see Table 19). The increase in the share of African American presidents, from 6 to 8 percent between 2011 and 2016, accounts for half of the increase in the share of minority presidents. The share of Hispanic presidents remained unchanged from 2011.²⁰

19 In this study, presidents who identified their race as other than white or who identified their ethnicity as Hispanic or Latino(a) were classified as a minority.

20 Because of the very small number of Asian American, American Indian, Middle Eastern, and multiple race presidents, not all tables and figures in this chapter present detailed information for these groups.

TABLE 19. Percentage Distribution of Presidents, by Race/Ethnicity: Selected Years, 2016 to 1986

	2016	2011	2006	2001	1998	1995	1990	1986
White	83.2	87.2	86.4	87.2	88.7	89.3	90.4	91.9
African American	7.9	5.9	5.9	6.3	6.3	5.9	5.5	5
Hispanic	3.9	3.8	4.5	3.7	3.2	2.9	2.6	2.2
Asian American	2.3	1.5	0.9	1.2	0.9	0.8	0.4	0.4
American Indian/Alaska Native	0.7	0.8	0.7	1.1	0.9	0.8	0.8	0.5
Middle Eastern	0.6	**	**	**	**	**	**	**
Multiple races***	1.4	0.8	1.5	0.5	**	**	**	**
Total minority*	16.8	12.8	13.5	12.8	11.3	10.7	9.6	8.1

*Total may not sum due to rounding.

**This racial/ethnic group was not collected during these years.

***Multiple races was indicated as "Other" in 2011, 2006, and 2001.

Within the three most represented racial/ethnic groups that make up postsecondary presidencies—namely African American, Hispanic, and white—the proportion of women in 2016 roughly resembles the overall pattern of gender difference in these roles, with the exception of Hispanic women (see Table 20). Whereas roughly one-third of African American and white presidents were women, just 22 percent of Hispanic presidents were women (see Table 21). Moreover, Hispanic presidents who are women have shown a 17 percentage point decrease between 2011 and 2016, while white women have shown a five percentage point increase. Among African American presidents, the percentage of women remained unchanged.

TABLE 20. Characteristics of Presidents, by Race/Ethnicity: 2016 (in percent)

	African American	Hispanic	White
Demographics			
Women	33.9	21.7	30.1
Currently married	86.8	81.7	85.6
Currently divorced	7.4	15.0	5.2
Has children	91.7	88.3	83.3
Education			
Has PhD or EdD	79.3	81.7	79.9
Presidents' top three fields of study:			
Education or higher education	47.1	31.7	40.9
Social sciences	17.7	13.3	14.2
Humanities	5.9	21.7	11.4
Career History			
Prior Position			
President/CEO*	27.0	24.6	23.8
CAO or provost/other senior executive in academic affairs/dean**	40.9	43.9	42.8
Other senior campus executive***	20.0	17.5	15.7
Outside higher education	11.3	8.8	15.8
Holds tenured faculty position	35.3	40.7	29.6
Average			
Age (in years)	60.9	61.1	61.9
Years in present job	5.5	5.7	6.7

* Includes interim president/CEO/chancellor, president/CEO/chancellor of a system, and interim president/CEO/chancellor of a system.

** Excludes department chairs and faculty.

*** Reflects sum of all senior executive positions outside academic affairs.

TABLE 21. Percentage Distribution of Presidents, by Race/Ethnicity and Gender: 2016 and 2011

	African American		Hispanic		White	
	2016	2011	2016	2011	2016	2011
Women	33.9	34.0	21.7	38.7	30.1	25.1
Men	66.1	66.0	78.3	61.3	69.9	74.9

INSTITUTIONS SERVED

The representation of racial/ethnic minority presidents has increased for all institution types since 1986. The largest growth in the proportion of minority presidents occurred at doctorate-granting universities and associate colleges, increasing by 16 and 11 percentage points between 1986 and 2016, respectively.

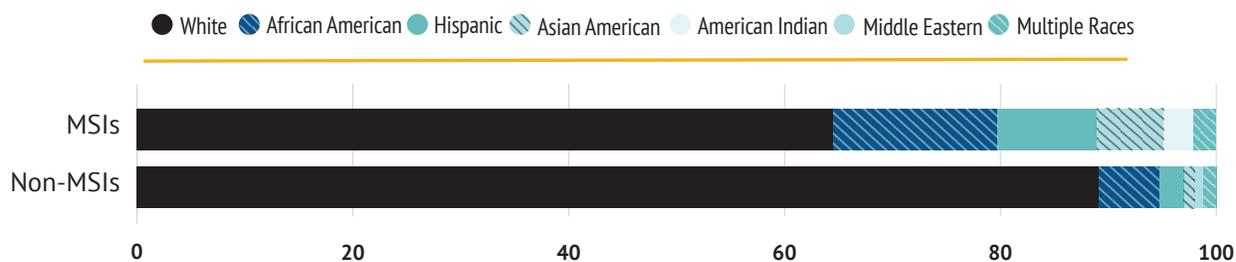
In 2016, racial/ethnic minority presidents were most highly represented at public special focus and public master's institutions, where they led 44 percent and 27 percent of institutions, respectively (see Table 22). Minorities were least well-represented at private master's institutions, where they held the presidency at only 6 percent of institutions. In general, public institutions were much more likely to be led by a minority president than were private institutions (22 and 11 percent, respectively).

TABLE 22. Percentage of Presidents Who Were Racial/Ethnic Minorities, by Institution Type and Control: Selected Years, 2016 to 1986

	2016	2011	2006	2001	1998	1986
Public and Private (Not-for-Profit)						
Doctorate-granting	18.0	12.9	11.4	8.6	7.1	2.4
Master's	15.0	12.5	12.9	12.8	14.7	12.6
Bachelor's	14.9	11.9	13.1	12.1	10.0	6.4
Associate	20.2	12.7	13.9	13.9	12.4	8.6
Special focus	14.5	9.6	15.2	11.7	8.8	5.1
Total	16.9	12.7	13.5	12.6	11.3	8.1
Public						
Doctorate-granting	20.7	18.0	14.5	11.3	8.7	2.8
Master's	26.8	20.9	21.8	20.3	25.6	17.3
Bachelor's	23.0	21.6	27.6	29.7	25.0	11.5
Associate	20.2	12.9	14.4	14.9	13.1	8.1
Special focus	43.8	14.3	29.7	25.0	19.2	2.4
Total	22.3	16.5	17.3	16.8	16.1	9.0
Private (Not-for-Profit)						
Doctorate-granting	12.5	5.2	4.8	3.3	4.1	1.4
Master's	5.9	5.6	5.0	3.9	1.9	6.8
Bachelor's	13.0	10.1	10.3	9.3	7.9	5.9
Associate	19.1	7.4	6.7	7.0	3.7	11.3
Special focus	10.7	9.1	13.5	9.6	7.2	5.7
Total	10.6	8.3	9.3	7.8	5.9	4.6

The representation of racial/ethnic minority presidents of MSIs decreased from 2011. In 2016, minorities represented slightly more than one-third of presidents of MSIs (36 percent), a decrease from 53 percent in 2011. Excluding all MSIs, 11 percent of all colleges and universities represented in this survey were led by minority presidents (see Figure 13).

FIGURE 13. Percentage Distribution of Presidents at Minority Serving Institutions (MSIs) and Non-MSIs, by Race/Ethnicity: 2016



FAMILY LIFE

Responses from racial/ethnic minority and white presidents indicated somewhat different family life experiences (see Table 20). Although a high proportion of presidents from all racial/ethnic groups were married, groups differed in the percentage who were divorced. For example, Hispanic presidents were more likely to be divorced (15 percent) than African American and white presidents (7 and 5 percent, respectively) (see Table 20).

The majority of presidents in the three most represented racial/ethnic groups had children, with African American and Hispanic presidents more likely to have children (92 and 88 percent, respectively) than white presidents (83 percent). When considering age, minority presidents did not differ substantially from their white counterparts. The average ages of African American (61 years of age), Hispanic (61 years of age), and white (62 years of age) presidents were within one year of each other.

The spouses of African American and Hispanic presidents were slightly more likely than those of white presidents to have paid employment outside their institution. Thirty-seven percent of the spouses of African American presidents and 38 percent of the spouses of Hispanic presidents worked outside their institution, compared with 34 percent of the spouses of white presidents (see Appendix C).

EDUCATION AND LENGTH OF SERVICE

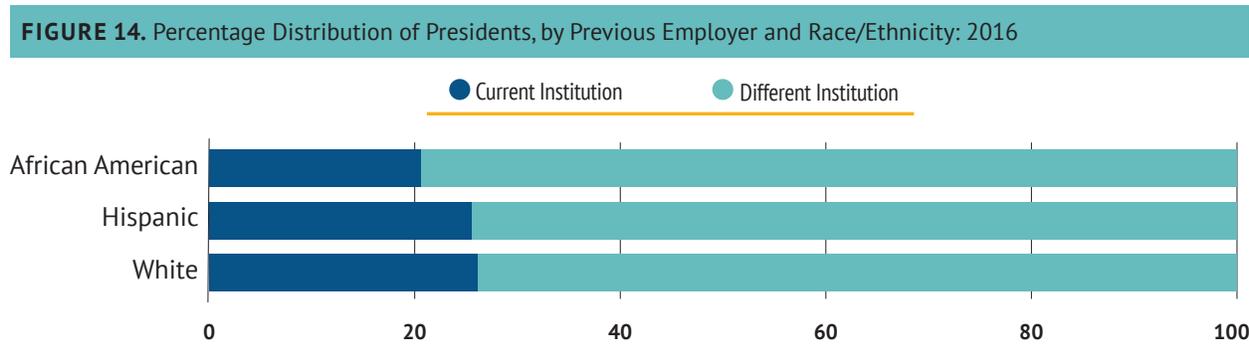
Racial/ethnic minority presidents and white presidents followed similar educational paths. Education was the most common field in which both minority and white presidents earned their highest academic degree (see Table 20). African American and white presidents were more likely to have earned their degrees in education; 47 and 41 percent, respectively, compared with 32 percent of Hispanic presidents. When looking at average length of service, African American and Hispanic presidents had served slightly less time in their current role than white presidents. In 2016, African American and Hispanic presidents had served six years and white presidents had served seven years in their current presidency, on average.

CAREER PATH

The share of presidents who had either served in a prior presidency or who had been a chief academic officer or dean prior to assuming the presidency varied for the three largest racial/ethnic groups (see Table

20). African Americans were more likely to have previously served as president (27 percent),²¹ followed by Hispanic (25 percent) and white presidents (24 percent). Hispanic and white presidents were more likely than African American presidents to have been provost/CAO, dean, or other senior executive in academic affairs (44 percent for Hispanic presidents, 43 percent for white presidents, and 41 percent for African American presidents); while African American presidents were more likely to have served in other senior campus executive roles (20 percent for African Americans, compared with 18 percent for Hispanics and 16 percent for whites). Finally, whites were more likely than African Americans and Hispanics to have come directly from a position outside higher education (16 percent for whites, compared with 11 percent for African Americans and 9 percent for Hispanics). Hispanic presidents were the least likely of the three groups to have ever worked outside higher education.

In terms of promotion from within one’s institution, Hispanic presidents were slightly more likely than African American presidents to have served in a leadership role at the same institution prior to assuming the presidency. Twenty-one percent of African American presidents had been promoted from within their current institution, compared with 26 percent of Hispanic presidents and white presidents (see Figure 14). Finally, minority presidents were more likely than white presidents to hold a tenured faculty position during their presidency (see Table 20).



PROFILE OF MINORITY PRESIDENTS BY GENDER

The diversity of the American college president can also be examined through the intersection of gender and race/ethnicity. Women of color²² were greatly underrepresented in 2016, representing only 5 percent of all college and university presidents (see Table 23). The representation of men of color²³ was more than double that of women of color, at 12 percent. When looking at representation within gender, women and men of color also represented a small proportion of all presidents, making up 17 percent of their respective gender groups in 2016.

21 This calculation includes those who were a president/CEO/chancellor or interim president/CEO/chancellor of a college, university, or system.

22 For the purposes of this report, a woman of color is defined as any individual who identified her race as other than white or who identified her ethnicity as Hispanic or Latina. Because of a very small sample size, women of individual racial/ethnic groups were not examined.

23 For the purposes of this report, a man of color is defined as any individual who identified his race as other than white or who identified his ethnicity as Hispanic or Latino. Because of a very small sample size, men of individual racial/ethnic groups were not examined.

TABLE 23. Percentage Distribution of Presidents, by Race/Ethnicity and Gender: 2016

	2016
White men	58.1
White women	25.0
Men of color	11.8
Women of color	5.1

INSTITUTIONS SERVED

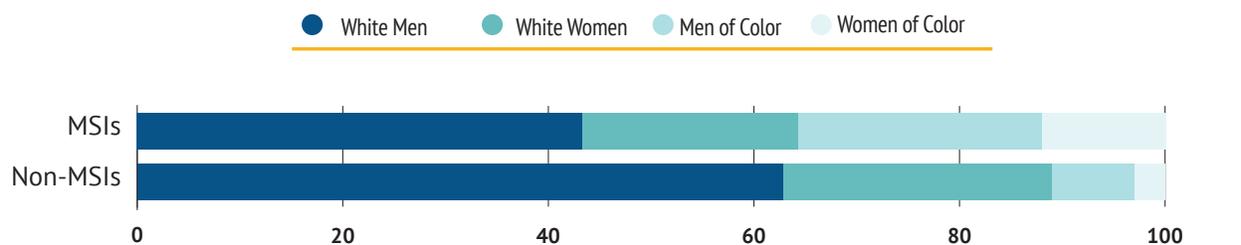
In general, men of color had greater representation than women of color at doctorate-granting, master's, bachelor's, and associate institutions. Women of color presidents were most likely to serve public special focus institutions by a large margin, leading 33 percent of institutions (see Table 24). Public associate colleges were the next-largest institution type/control, at 7 percent. Women of color presidents were least represented at private doctorate-granting universities, where they led only 2 percent of institutions. In contrast, men of color represented 11 percent of presidents of private doctorate-granting universities. In general, women of color were more likely to serve as president of public institutions than private institutions (7 and 3 percent, respectively). Men of color followed a similar trend (16 percent for public and 7 percent for private institutions).

TABLE 24. Percentage Distribution of Presidents, by Race, Gender, and Institution Type and Control: 2016

	White Men	White Women	Men of Color	Women of Color
Public and Private (Not-for-Profit)				
Doctorate-granting	63.4	18.3	14.6	3.7
Master's	59.1	25.8	11.8	3.4
Bachelor's	60.7	24.2	11.7	3.4
Associate	51.2	28.6	13.0	7.3
Special focus	63.5	22.6	5.8	8.0
Total	57.9	25.2	11.9	5.1
Public				
Doctorate-granting	60.2	18.5	16.7	4.6
Master's	47.1	25.8	22.6	4.5
Bachelor's	47.5	29.5	19.7	3.3
Associate	51.2	28.6	12.9	7.4
Special focus	53.3	6.7	6.7	33.3
Total	51.4	26.3	15.8	6.6
Private (Not-for-Profit)				
Doctorate-granting	69.6	17.9	10.7	1.8
Master's	68.3	25.7	3.5	2.5
Bachelor's	63.8	23.0	9.8	3.4
Associate	52.4	28.6	14.3	4.8
Special focus	64.8	24.6	5.7	4.9
Total	65.5	23.9	7.4	3.3

As seen in Figure 15, men were more likely than women to be presidents of MSIs (67 percent) and white men were more likely than men of color to be presidents of these institutions (43 and 24 percent, respectively). Further, women of color had the lowest representation among presidents of MSIs compared with other groups (12 percent). When examining minority presidents exclusively, however, women of color were more likely to serve as president of MSIs than men of color. Fifty-six percent of women of color presidents were at an MSI, compared with 49 percent of men of color presidents.

FIGURE 15. Percentage Distribution of Presidents at Minority Serving Institutions (MSIs) and Non-MSIs, by Race and Gender: 2016



FAMILY LIFE

Family life differed somewhat between minority and white presidents based on gender (see Table 25). Women of color were less likely than white women to have altered their career progression to care for a dependent, spouse/partner, or parent (26 and 32 percent, respectively). In contrast, men of color were more likely to have altered their career than white men (22 and 15 percent, respectively). While the majority of all presidents were married, women of color presidents were less likely to be married (68 percent) and were more likely to be divorced than all other groups (18 percent) (see Table 25). The majority of all presidents had children, with men of color presidents the most likely to have children (91 percent). When considering age, presidents did not differ greatly, with women of color being the youngest (59 years old, on average) and white presidents being the oldest (62 years old for men and women).

TABLE 25. Characteristics of Presidents, by Race/Ethnicity and Gender: 2016 (in percent)

	White Men	White Women	Men of Color	Women of Color
Demographics				
Currently married	89.7	76.3	89.9	67.5
Currently divorced	4.0	8.3	6.7	18.2
Has children	88.5	71.6	90.5	84.4
Altered career to care for dependent, spouse/partner, or parent?	15.2	32.0	21.8	26.0
Education				
Has PhD or EdD	76.6	87.6	81.1	81.8
Presidents' top three fields of study:				
Education or higher education	36.5	50.9	37.1	54.7
Social sciences	14.2	13.6	16.3	13.3
Humanities	10.7	12.8	10.1	10.7
Career History				
Prior position				
President/CEO*	23.3	25.2	26.2	21.1
CAO or provost/other senior executive in academic affairs/ dean**	41.4	45.5	38.7	48.7
Other senior campus executive***	16.1	14.4	19.6	18.4
Outside higher education	16.9	13.6	11.3	11.8
Current presidency is first presidency	73.9	76.6	69.3	81.3
Holds tenured faculty position	29.7	28.5	41.2	27.6
Averages				
Age (in years)	61.9	61.8	61.3	58.9
Years in present job	6.9	6.1	6.1	4.7

* Includes interim president/CEO/chancellor, president/CEO/chancellor of a system, and interim president/CEO/chancellor of a system.

** Excludes department chairs and faculty.

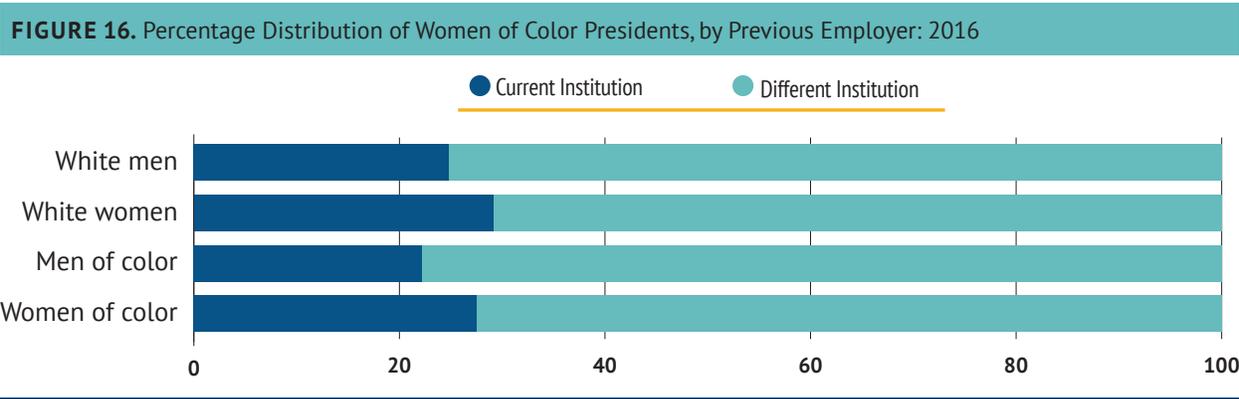
*** Reflects sum of all senior executive positions outside academic affairs.

EDUCATION AND LENGTH OF SERVICE

Minority presidents followed a similar educational path compared with white presidents. The majority of women of color presidents had earned a PhD or EdD (82 percent), but were less likely to have earned an advanced degree than white women (88 percent) (see Table 25). Men of color presidents were slightly more likely than white men to have earned a PhD or EdD (81 and 77 percent, respectively). Education was the most common field in which both groups earned their highest degree. The four groups also served a similar number of years in their current presidency. For the majority of all presidents, their current presidency was their first. Eighty-one percent of women of color presidents reported their current presidency as their first, while 69 percent of men of color presidents reported not having held a prior presidency (see Table 25).

CAREER PATH

A large majority of women and men of color worked at a different institution in the position prior to their current presidency (73 and 78 percent, respectively) (see Figure 16). In their immediate prior position, women of color were more likely than men of color presidents to have served as provost/CAO, dean, or other senior executive in academic affairs (49 and 39 percent, respectively) (see Table 25). Women of color were less likely to have served as presidents in their immediate prior position than men of color (21 and 26 percent, respectively), and a small percentage of women and men of color presidents worked outside higher education prior to their current presidency (12 and 11 percent, respectively). The majority of women and men of color presidents did not hold a tenured faculty position in their current role (72 and 59 percent, respectively) (see Table 25).



CHAPTER 8

Duties and Responsibilities of the College President

Since 1998, the American College President Study has provided information on presidents' duties. The question set has expanded in each subsequent study, further detailing how presidents use their time in service of their institution and the broader higher education community. This 2017 edition of the ACPS presents presidents' answers to new questions about the internal and external constituencies that offer them the greatest support, as well as those who seem to understand institutional challenges the least.

KEY CHALLENGES

Understanding key challenges through presidents' eyes is crucial, as it helps to explain where they spend their time and how they engage with internal and external stakeholders. Presidents overwhelmingly agreed that their biggest frustration was never having enough money (61 percent), which was 16 percent higher than their second biggest frustration, faculty resistance to change. Perhaps relatedly, 27 percent of presidents identified campus politics as an area of frustration (see Table 26).

TABLE 26. Top Five Challenges Facing Presidents: 2016 (in percent)

	Total
Never enough money	60.8
Faculty resistance to change	45.0
Lack of time to think	44.1
Problems inherited from the previous leadership	34.5
Belief by others you are infinitely accessible	31.3
Too many demands and not enough time	30.1
Campus politics	27.0
Difficulty cultivating leadership in others	27.0
Work-life balance	26.1
Unrealistic expectations for problem solving	23.4

Forty-four percent of presidents expressed frustration with a lack of time to think and reflect, while 30 percent of presidents felt there were too many demands and insufficient time. More than one-third of presidents cited problems inherited from previous leadership as a major frustration, while 27 percent of presidents thought that cultivating leadership in others was another difficulty.

USES OF TIME

Sixty-five percent of presidents cited spending the most time on budget and financial management, followed by fundraising (58 percent), and managing a senior-level team (42 percent) (see Table 27). There were some minor differences by institution type; for a more comprehensive list of duties and functions, see Appendix B.

TABLE 27. Presidents' Primary Uses of Time: 2016 (in percent)

	Total
Budget/financial management	64.9
Fundraising	58.1
Managing a senior-level team	42.0
Governing board relations	33.2
Enrollment management	31.8
Strategic planning	29.1
Community relations	24.6
Communication—internal	23.4
Personnel issues	21.0
Communication—external	19.5
Capital improvement projects	17.2
Academic issues	14.4
Government relations—state level	14.8
Shared governance	13.8
Accreditation	11.1

INTERNAL STAKEHOLDERS

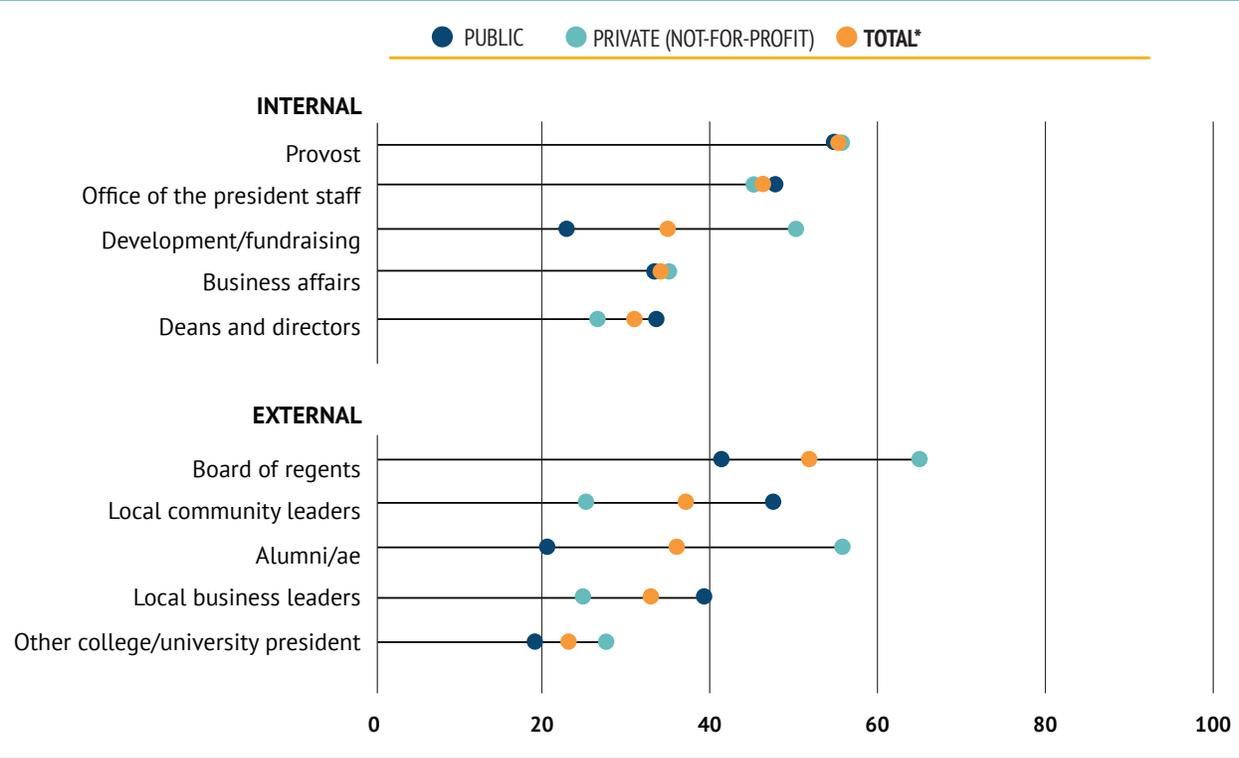
Regardless of control or institution type, presidents identified students as the internal group who least understood institutional challenges, followed by faculty. Beyond these two internal groups there were some subtle differences based on institution type. Department heads were seen as a group with a limited understanding of institutional challenges by the third-highest proportion of leaders of both doctorate-granting universities and special focus institutions (see Table 28). For presidents of master's, bachelor's, and associate institutions, the third-highest designation belonged to athletics.

TABLE 28. Presidents' Top Three Internal Constituents That Understand Institution Challenges the Least, by Institution Type: 2016

	First	Percent	Second	Percent	Third	Percent
Doctorate-granting	Students	62.1	Faculty	56.8	Department heads	32.0
Master's	Students	64.4	Faculty	60.1	Athletics	27.7
Bachelor's	Students	68.1	Faculty	60.9	Athletics	29.9
Associate	Students	61.2	Faculty	52.9	Athletics	28.9
Special focus	Students	63.5	Faculty	53.1	Department heads	20.7

Conversely, presidents identified the provost (55 percent), office of the president staff (47 percent), and development/fundraising staff (35 percent) as the three internal constituent groups most supportive of advancing the institutional mission (see Figure 17). This rank order held true for leaders of doctorate-granting, master’s, and bachelor’s institutions. Presidents of associate colleges, however, had a slightly different perception. The three internal constituent groups most supportive of advancing the institutional mission, according to leaders of associate colleges, were office of the president staff (49 percent), the provost (45 percent), and campus deans and directors (42 percent).

FIGURE 17. Percentage Distribution of Presidents’ Most Supportive Constituents, by Institution Control: 2016



* Includes for-profit institutions.

There were also some slight differences in identified supportive constituents based on control. Presidents of private institutions identified provosts (56 percent) as their most supportive internal constituents, followed by office of the president staff (46 percent), and development/fundraising staff (51 percent). Like their private institution counterparts, leaders of public institutions also identified the provost (55 percent) and office of president staff (48 percent) as the two most supportive internal stakeholders. Leaders of public institutions reported a different choice—deans and directors (34 percent)—as the third most supportive internal constituent group.

EXTERNAL STAKEHOLDERS

Presidents were also asked to identify which external constituent group understood the challenges facing their institution the least. State legislators were chosen as the external stakeholder group with the most limited understanding of the challenges facing the institution across most survey groups, although leaders of public institutions (45 percent) were more likely than private institution presidents (35 percent)

to believe so. Among private institution presidents, the second most commonly identified external constituent group was the media (35 percent); 27 percent of public institution presidents chose the media. Thirty-four percent of the leaders of public institutions viewed the governor’s office as a stakeholder with a limited understanding of the challenges facing them (see Table 29).

TABLE 29. Presidents’ Top Five Constituents That Understand Challenges the Least, by Institution Control: 2016

	Public	Percent	Private (Not-for-Profit)	Percent	Total*	Percent
Internal Rank						
1	Students	61.2	Students	67.0	Students	63.5
2	Faculty	54.6	Faculty	59.6	Faculty	56.5
3	Athletics	27.0	Athletics	25.9	Athletics	26.4
4	Department heads	20.8	Department heads	21.6	Department heads	21.0
5	Student affairs	10.7	Student affairs	14.5	Student affairs	12.5
External Rank						
1	State legislators	44.8	Media	35.3	State legislators	40.0
2	Governor’s office	34.4	State legislators	34.9	Media	30.7
3	Media	26.9	Federal agencies	32.5	Governor’s office	28.9
4	Members of Congress	18.2	Members of Congress	27.9	Federal agencies	24.6
5	Federal agencies	17.0	Governor’s office	22.7	Members of Congress	23.4

* Total includes private, for-profit institutions.

The least understanding external group chosen by the highest percentage of special focus institution presidents was the media (35 percent). The governor’s office was seen as a group with a limited understanding of institutional challenges by the second-highest proportion of presidents of master’s institutions (35 percent), and the third-highest proportion of leaders of doctorate-granting universities (28 percent). Thirty-one percent of leaders of bachelor’s colleges saw federal agencies as the third least understanding external constituent group.

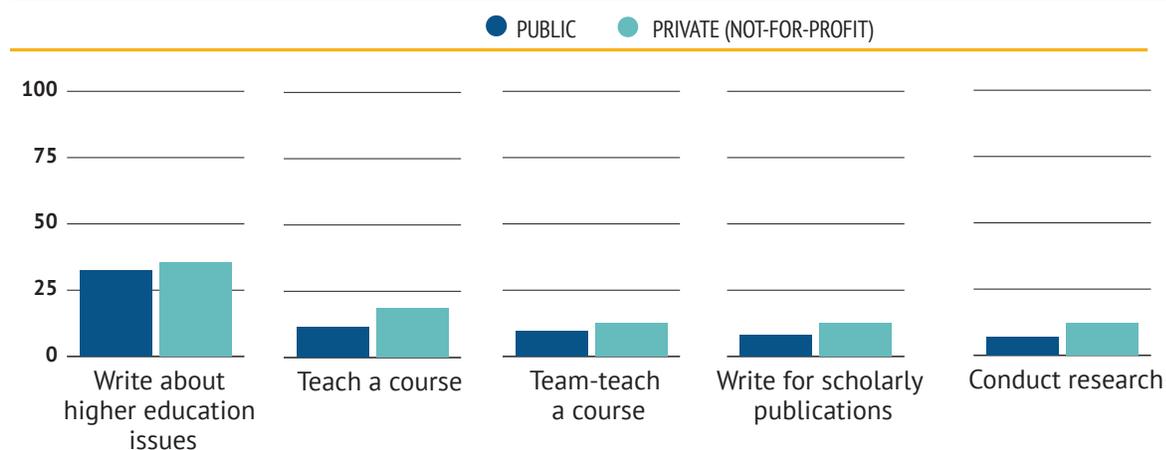
Presidents chose boards of regents (52 percent), local community leaders (37 percent), and alumni (36 percent) as the three external groups that offered the most support (see Figure 17). Alumni were seen by the largest share of doctorate-granting university presidents (63 percent) as the most supportive external group, followed by boards of regents (57 percent), and local business leaders (28 percent). Local community leaders were viewed as the most supportive external group by the largest percentage of presidents of associate colleges (58 percent). Leaders of master’s institutions (59 percent) and bachelor’s colleges (60 percent) each saw their boards of regents as the most supportive external constituents.

OTHER DUTIES

Thirty-four percent of presidents reported regularly writing about higher education issues since becoming president (see Appendix B). Presidents of doctorate-granting universities were the most likely to do so (48 percent), followed by presidents of bachelor’s colleges (39 percent).

Roughly one in 10 presidents have written for scholarly publications, while another 10 percent have conducted research. Presidents of special focus institutions were the most likely to engage in such activities. Presidents of public institutions were less likely than their private institution peers to do so. Fifteen percent of presidents taught a course by themselves, while another 11 percent have team-taught a course. Private institution presidents were more likely than public institution presidents to engage in both activities (see Figure 18).

FIGURE 18. Percentage Distribution of Presidents' Other Activities, by Institution Control: 2016



As community leaders, many presidents also serve on the governing boards of not-for-profit organizations, corporations, and other colleges and universities. Eighty-six percent of all presidents served on at least one external board. Additionally, 88 percent of all presidents sat on two or more boards, while 42 percent of all presidents sat on more than three external boards. Seventy-nine percent of doctorate-granting universities, and 70 percent of associate college presidents sat on three or more boards.

In 2016, 75 percent of presidents served on boards of nonprofit organizations, 43 percent served on a higher education organization board, and 39 percent sat on an economic development board. Eight percent served on the board of a publicly held corporation, and 8 percent served on the board of another college or university (see Appendix B).

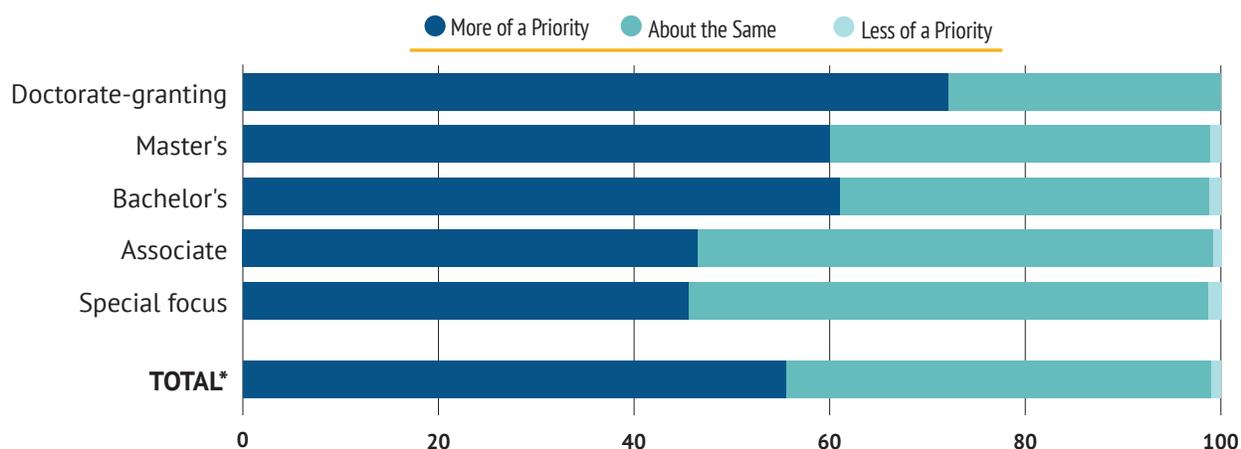
CHAPTER 9

Presidential Perspectives on Diversity and Inclusion

The changing makeup of the student body, among a host of other factors, has made apparent the need to develop and sustain campus environments that are inclusive of all perspectives and backgrounds. Institutional leadership across the country has strengthened its commitment to building and sustaining positive campus climates in recent years, especially in light of increased student activism and renewed tensions between the principles of freedom of expression and developing a campus environment within which all students feel safe and welcome. To these ends, the 2016 survey included questions aimed at better understanding the perspectives of institutional leadership on issues surrounding diversity and inclusion and campus climate.

More than half of presidents reported that racial climate on campus was more of a priority than it had been three years ago (56 percent), while 44 percent said it was about the same (see Figure 19). Only 1 percent of presidents reported that racial climate was less of a priority. By institution type, presidents of doctorate-granting universities were most likely to report increased priority (72 percent), followed by those of bachelor's colleges and master's institutions (61 and 60 percent, respectively) (see Figure 19).

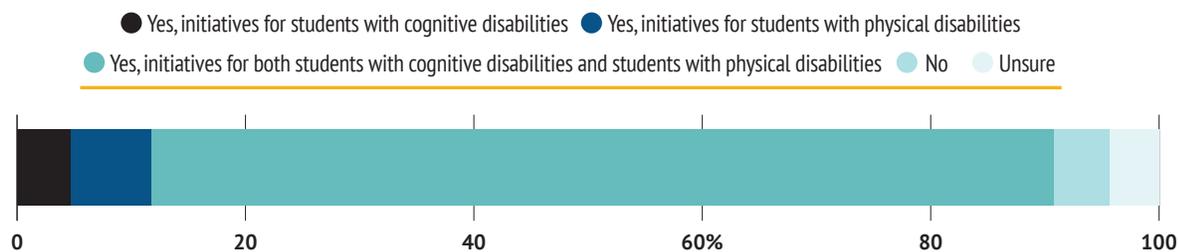
FIGURE 19. Presidents' Views on the Level of Priority Racial Climate Has on Their Campus, by Institution Type: 2016



* Total includes institutions classified as "Other."

As part of new survey questions on diversity and inclusion, presidents were asked about their support for students with disabilities. Nearly four out of five presidents reported that their institution or system had implemented initiatives to support both students with cognitive disabilities and students with physical disabilities (79 percent) (see Figure 20).

FIGURE 20. Percentage of Presidents Whose Institutions or Systems Have Support for Students with Disabilities: 2016



FACULTY RECRUITMENT

As of 2016, a large number of presidents indicated that their institutions had implemented initiatives to attract a diverse faculty body—another issue of critical importance to campus diversity and inclusion efforts. Slightly less than half of presidents indicated that their institution has initiatives in place to attract both women and racial/ethnic minority faculty (45 percent) (see Table 30). An additional 21 percent of presidents reported their institutions have initiatives to attract minority faculty specifically and 2 percent stated they have initiatives to attract women faculty specifically. Broken out by institution type, presidents of doctorate-granting universities were more likely to have initiatives in place to attract both women and minority faculty (68 percent), followed by special focus institutions (50 percent).

TABLE 30. Percentage of Presidents Whose Institutions Have Initiatives to Attract Diverse Faculty, by Institution Type: 2016

	Doctorate-Granting	Master's	Bachelor's	Associate	Special Focus	Total*
Yes, initiatives to attract female faculty	1.9	1.1	2.7	1.3	1.4	1.7
Yes, initiatives to attract minority faculty	16.0	22.7	20.5	23.1	17.7	21.1
Yes, initiatives to attract both female and minority faculty	68.0	47.4	43.5	36.0	49.7	45.3
No	12.8	24.7	29.2	35.8	26.2	28.1
Unsure	1.3	4.2	4.2	3.9	5.0	3.9

* Total includes institutions classified as "Other."

When asked about their unique role (and the role of their peers) in articulating the importance of a diverse faculty, most reported that college and university presidents should encourage faculty searches that yield a diverse candidate pool. The majority of presidents believed it is important or very important for the president to encourage a search that yields a significant number of qualified women candidates (81 percent) (see Table 31). By institution type, this number went up to 92 percent for presidents of doctorate-granting universities. Finally, presidents overwhelmingly believed it is important or very important for the president to encourage a faculty search that yields a significant number of qualified minority candidates (90 percent) (see Table 31). This number went up to 95 percent for presidents of doctorate-granting universities.

TABLE 31. Percentage of Presidents Who Believe the President Should Encourage Faculty Searches That Yield a Significant Number of Diverse Candidates, by Institution Type: 2016

	Doctorate-Granting	Master's	Bachelor's	Associate	Special Focus	Total*
Qualified Women Candidates						
Very important	56.0	42.0	38.9	30.1	34.8	38.8
Important	35.5	42.5	45.1	41.9	39.7	41.9
Slightly important	7.8	13.8	10.9	21.3	15.6	14.8
Unimportant	0.6	1.7	5.0	6.7	9.9	4.5
Qualified Racial Minority Candidates						
Very important	63.6	59.5	51.5	47.0	53.9	53.9
Important	31.5	32.2	37.4	41.8	31.5	36.1
Slightly important	4.9	7.4	9.1	8.6	11.2	8.1
Unimportant	0.0	0.8	2.1	2.6	3.5	1.8

* Total includes institutions classified as "Other."

PERSPECTIVES ON THE PRESIDENT'S ROLE IN CAMPUS CLIMATE

A majority of presidents reported that it is important or very important for college and university presidents to address issues related to campus climate. This includes those who indicated the importance of making clear, public statements that the status of women and racial minorities on campus is important or very important (81 percent and 92 percent, respectively) (see Table 32). A high percentage of presidents also thought it is important or very important to ensure periodic review of institutional or system policies

and procedures to eliminate gender bias (89 percent) and racial bias (94 percent). By institution type, presidents of doctorate-granting universities were most likely to indicate the importance of these various actions.

TABLE 32. Percentage of Presidents Who Stated It Was Important for the President to Address Issues Related to Campus Climate, by Institution Type: 2016

	Doctorate-Granting	Master's	Bachelor's	Associate	Special Focus	Total*
Make clear in public statements that the status of women on campus(es) is a high priority						
Very important	55.2	44.6	44.7	32.8	39.2	41.8
Important	34.6	37.7	40.9	42.7	35.0	39.1
Slightly important	9.1	15.2	8.5	19.0	14.7	14.3
Unimportant	1.2	2.5	5.9	5.6	11.2	4.8
Ensure periodic review of institutional or system policies and procedures to eliminate gender bias						
Very important	56.6	48.2	47.9	47.5	42.7	48.8
Important	39.2	42.1	39.7	40.2	37.1	39.8
Slightly important	3.6	8.9	9.7	10.1	12.6	9.1
Unimportant	0.6	0.8	2.7	2.2	7.7	2.3
Make clear in public statements that the status of racial minorities on campus(es) is a high priority						
Very important	68.7	63.7	56.6	49.7	55.9	57.7
Important	28.9	28.9	35.8	40.2	30.8	34.0
Slightly important	1.8	6.9	5.6	8.0	9.1	6.6
Unimportant	0.6	0.6	2.1	2.2	4.2	1.7
Ensure periodic review of institutional or system policies to eliminate racial bias						
Very important	69.9	64.3	60.1	59.3	63.2	62.5
Important	28.3	31.6	33.4	34.5	28.5	31.9
Slightly important	1.8	3.6	4.7	5.2	6.3	4.5
Unimportant	0.0	0.6	1.8	1.1	2.1	1.1

* Total includes institutions classified as "Other."

There were some differences in these perspectives between men and women, and minority and non-minority presidents. Men were slightly more likely than women to indicate that it is important or very important for presidents to state publicly the status of women on campus as a high priority (82 and 78 percent, respectively) (see Table 33). And minority presidents, compared with their white peers, were more likely to state this level of importance (86 and 80 percent, respectively).

Minority presidents were more likely to believe it is important or very important for presidents to ensure periodic review of institutional or system policies and procedures to eliminate gender bias than white presidents (94 and 88 percent, respectively) (see Table 33). And women were slightly more likely to believe it is important or very important for the president to ensure periodic review of institutional or system policies and procedures to eliminate racial bias than men (97 and 93 percent, respectively) (see Table 33).

TABLE 33. Percentage of Presidents Who Stated It Was Important for the President to Address Issues Related to Campus Climate, by Gender and Race: 2016

	Men	Women	White	Racial/Ethnic Minority
Make clear in public statements that the status of women on campus(es) is a high priority				
Very important	41.2	43.2	39.9	52.2
Important	41.0	34.4	40.2	34.0
Slightly important	13.4	16.6	14.7	11.5
Unimportant	4.4	5.8	5.3	2.4
Ensure periodic review of institutional or system policies and procedures to eliminate gender bias				
Very important	47.2	52.9	47.0	58.7
Important	40.8	37.0	40.6	35.3
Slightly important	9.7	8.2	10.1	4.4
Unimportant	2.4	2.0	2.3	1.6
Make clear in public statements that the status of racial minorities on campus(es) is a high priority				
Very important	56.2	61.3	56.9	62.6
Important	35.4	30.6	34.7	29.5
Slightly important	6.7	6.6	6.7	5.9
Unimportant	1.7	1.5	1.6	2.0
Ensure periodic review of institutional or system policies to eliminate racial bias				
Very important	61.0	66.6	62.2	65.9
Important	32.4	30.1	32.7	26.6
Slightly important	5.4	2.6	4.2	6.0
Unimportant	1.1	0.7	0.9	1.6

* Numbers may not total due to rounding.

CHAPTER 10

Perspectives on Funding, Performance Metrics, and State Political Climate

For the first time, the ACPS solicited information on the accountability and state political climate in which presidents work. Presidents were asked to anticipate the growth or decline of revenue sources over the next five years, share their thoughts on the legitimacy of performance measures ranging from student outcomes to research grants awarded, and assess their state's political climate.

CHANGING REVENUE COMPOSITION BY CONTROL

Presidents were asked to forecast whether or not specific revenue sources would increase, decrease, or stay the same within the next five years (see Table 34). Of those who responded, the largest shares of presidents indicated that the funding sources they anticipate increasing include revenues from private gifts, grants, and contracts (85 percent) and tuition and fees (75 percent), followed by endowment income (64 percent). Presidents cited revenues from state government (41 percent) and the federal government (28 percent) as the most likely sources to decrease.

TABLE 34. Presidents' Views on Funding Sources: 2016 (in percent)

	Increase	Decrease	Stay the Same	Not Applicable
Local governments	8.4	9.7	22.9	59.0
State government	13.9	41.4	28.7	16.0
Federal government	19.1	27.7	42.4	10.8
Sales and service	41.6	2.0	36.4	20.0
Endowment income	63.7	3.4	26.7	6.2
Tuition and fees	75.0	6.1	18.3	0.7
Private gifts, grants, and contracts	84.7	1.8	12.0	1.6

PUBLIC INSTITUTIONS

Responses from presidents differed somewhat by institution control. The revenue sources most likely to increase during the next five years, according to the responses of public university presidents, were revenues from private gifts, grants, and contracts (86 percent), tuition and fees (77 percent), and endowments (64 percent). Leaders of public institutions identified revenues from state government (56 percent) and funds from the federal government (28 percent) as the sources most likely to decrease during the same time span.

Among public college or university presidents, presidents of master's institutions expressed the strongest belief in a coming decline of revenues from both state governments (62 percent) and the federal government (31 percent). Ninety-five percent of public doctorate-granting university presidents, 94 percent of public master's institution presidents, and 82 percent of associate college presidents thought that revenues from private gifts, grants, and contracts would increase in the near-term. Eighty-five percent of public bachelor's college presidents expected revenues from tuition and fees to increase.

PRIVATE INSTITUTIONS

Over the next five years, the funding streams anticipated to increase by the largest shares of private college or university presidents included revenues from private gifts, grants, and contracts (86 percent), tuition and fees (74 percent), and endowments (66 percent). Conversely, these presidents thought that revenues from the federal government (28 percent) and state governments (25 percent) were likely to decrease.

Thirty-three percent of private bachelor's college presidents, the largest share of any private institution presidential subgroup, expected revenues from the federal government to decline over the next five years. Thirty percent of presidents of private master's institutions and 22 percent of private doctorate-granting universities expected revenues from state governments to decline. Ninety-one percent of private associate college presidents, 86 percent of private master's institution presidents, and 86 percent of private bachelor's college presidents expected to see revenue growth from private gifts, grants, and contracts. Sixty-one percent of private doctorate-granting university presidents expected increases in revenues from tuition and fees, while 75 percent expect increases in revenue from endowments over the next five years.

METRICS BY CONTROL

New questions related to the legitimacy of specific performance measures were included in this version of the ACPS. Respondents were asked to score 11 separate measures ranging from student outcomes to competitive research grants on a scale of zero (not legitimate at all) to 10 (completely legitimate) (see Table 35) (see Appendix A for the survey instrument).

TABLE 35. Most Legitimate and Least Legitimate Performance Measures: 2016

	Public	Private (Not-for-Profit)
Graduation rates	7.7	8.2
Retention rates	8.0	8.2
Bachelor's degree completion	6.4	7.9
Class size/student to faculty member ratio	5.6	6.6
Student achievement on national learning assessment exams	6.1	5.9
Tuition and fee costs for in-state students	5.5	3.8
Minority student outcomes	7.6	7.4
Student diversity	5.9	4.5
Faculty diversity	6.7	6.7
<i>U.S. News & World Report</i> rankings	2.2	2.8
Competitive/external research grants awarded	4.1	4.0

On average, public institution presidents scored retention rates as the most legitimate (8.0), followed by graduation rates (7.7), and minority student outcomes (7.6). Public institution presidents saw *U.S. News & World Report's* rankings as being the least legitimate, with a mean score of 2.2. Competitive/external research grants awarded had the second-lowest mean legitimacy score (4.1) among public institution presidents.

The most legitimate metrics among private institution presidents were also retention rates and graduation rates, each having received a mean legitimacy score of 8.2. The least legitimate metric, according to private institution presidents, was the *U.S. News & World Report* rankings, which received a mean legitimacy score of 2.8. Metrics related to tuition and fee costs for in-state students (3.8) were considered by private institution presidents as the second least legitimate metric type.

Beyond retention and graduation rates, there were some notable differences in the perception of performance measures between public and private institution presidents. The largest gaps in the perception of the legitimacy of different measures spanned tuition and fee costs for in-state students (1.7), followed by measures related to student diversity (1.4), and class size (1.0). Public institution presidents favored metrics related to tuition and fee costs and student diversity, whereas private institution presidents preferred class size.

STATE POLITICAL CLIMATE

This edition of the ACPS included questions designed to explore whether college presidents perceived their state political climate as supportive of or hostile toward higher education and public universities. Fifty percent of presidents characterized their state political climate as supportive, and 41 percent of presidents believed that their state political climate was hostile. Public college or university presidents were more likely to perceive their political climates as hostile (45 percent) than their private college or univer-

sity counterparts (36 percent). Slightly more than half (52 percent) of private institution presidents and slightly less than half (48 percent) of public institution presidents thought that their state political climate was supportive (see Table 36).

TABLE 36. Perceptions of Political Climate, by Institution Control: 2016 (in percent)

	Public	Private (Not-for-Profit)
(Very hostile) -5	4.6	3.5
-4	7.2	5.4
-3	10.1	6.9
-2	11.8	10.6
-1	11.7	9.6
(Neutral) 0	6.3	11.8
1	11.7	11.3
2	13.4	14.6
3	13.4	17.4
4	8.2	7.7
(Very supportive) 5	1.5	1.3

The perception of a supportive or hostile political climate differed to an extent by Carnegie Classification. Fifty-two percent of associate college presidents and roughly half of master’s institution presidents believed that their state political climates were supportive. Only presidents of doctorate-granting universities were more likely to describe their state political climates as hostile (47 percent) than as supportive (46 percent).

While presidents had a mixed perspective on their state political climates, it is still true that higher education and state government remain codependent, even if states shrink general appropriations in favor of pools of performance and incentive funds. Support for higher education remains the third-largest budget area of state spending from state and local tax sources (Sigritz 2015). In total, 52 percent of revenues for public higher education institutions come from state support (Carlson and Laderman 2016). Nevertheless, many college and university presidents—especially leaders of public institutions—see diminished state support as a troubling sign that is likely to continue.

The effects of this increasingly fraught environment are numerous. Mindful that a large share of total revenues is on the wane, presidents are looking to private gifts, grants, contracts, tuition/fees, and endowments as a means to diversify their funding bases. State lawmakers, believing that they continue to invest heavily in higher education and finding it unacceptable that students are left to foot the bill, have reached the point where they are demanding improved performance and data transparency. As a result, college and university presidents, often reluctantly, face data-informed performance cultures that are external in their origins and which continue to mature. Growing demands for accountability and transparency further pressurize the already strenuous role of the president.

CHAPTER 11

Looking to the Future

Future presidents will be asked to confront a number of new and familiar challenges facing higher education. The ACPS asked current presidents to draw upon their unique perspective and identify the top five areas of growing importance that future presidents will need to address. Presidents also reported on their career plans and succession planning.

ISSUES FACING FUTURE PRESIDENTS

Presidents were asked to consider the top areas or issues future leaders will need to be prepared to address (see Table 37). They identified budget and financial management (68 percent) and fundraising (47 percent) as the areas most likely to grow in importance. Enrollment management (38 percent), diversity and equity issues (30 percent), and assessment of student learning (30 percent) were also identified as important issues facing future presidents.

TABLE 37. Areas of Importance for the Future: 2016 (in percent)

	Total
Budget/financial management	67.5
Fundraising	47.4
Enrollment management	37.5
Diversity/equity issues	30.1
Assessment of student learning	29.8

RESPONSES BY INSTITUTION TYPE

Budget and financial management was the most commonly identified area of growing importance across all institution types (see Table 38). Seventy percent of presidents of doctorate-granting universities, 73 percent at master's institutions, 68 percent at bachelor's colleges, 65 percent at associate colleges, and 57 percent at special focus institutions expected issues around budgets and financial management to grow in the future. Similarly, fundraising was identified as the second most important growing area of focus for each institution type. The third, fourth, and fifth most commonly identified areas of growing importance differed across the various institution types. Presidents of doctorate-granting universities rounded out

their choices by identifying diversity and equity (40 percent), enrollment management (31 percent), and assessment of student learning (29 percent) as areas of growing concern.

TABLE 38. Areas of Importance for the Future, by Institution Type: 2016 (in percent)

Doctorate-Granting	
Budget/financial management	70.4
Fundraising	52.1
Diversity/equity issues	39.6
Enrollment management	30.8
Assessment of student learning	29.0
Master's	
Budget/financial management	72.8
Fundraising	49.5
Enrollment management	44.8
Diversity/equity issues	34.0
Assessment of student learning	28.0
Bachelor's	
Budget/financial management	68.1
Fundraising	50.1
Enrollment management	41.7
Diversity/equity issues	33.6
Academic issues	29.3
Associate	
Budget/financial management	65.2
Fundraising	43.3
Enrollment management	34.2
Assessment of student learning	31.6
Accreditation	31.0
Special Focus	
Budget/financial management	57.2
Fundraising	43.5
Academic issues	37.9
Accreditation	33.8
Assessment of student learning	32.4

Presidents of master's institutions identified the same areas as their counterparts at doctorate-granting universities, though they placed a greater emphasis on enrollment management issues (45 percent) relative to diversity and equity issues (34 percent). Presidents of bachelor's colleges highlighted enrollment management (42 percent), diversity and equity issues (34 percent), and academic issues (29 percent) as their remaining selections of a top five. Similar to other presidents, presidents of associate colleges identified enrollment management (34 percent) and assessment of student learning (32 percent) as top concerns. Finally, presidents of special focus institutions identified academic issues (38 percent), accreditation (34 percent), and assessment of student learning (32 percent) as additional areas of growing importance.

RESPONSES BY INSTITUTION CONTROL

Presidents of public and private, not-for-profit institutions anticipated issues of budget and financial management, fundraising, enrollment management, and diversity and equity to be of growing importance (see

Table 39). Among each institution type, the difference between the proportion of public and private not-for-profit presidents selecting the category was within one to two percentage points, with the exception of enrollment management. A much higher percentage of presidents of private not-for-profit institutions selected enrollment management (43 percent) than did their public counterparts (33 percent). Only the fifth-highest areas of growing importance differed between the two sectors. For public college or university presidents, assessment of student learning rose to be included among the top five (29 percent), while presidents of private not-for-profit institutions expressed the growing importance of academic issues (29 percent).

For-profit presidents identified a few areas of growing importance that may be seen as more unique to their sector. Issues around accreditation (65 percent) and the assessment of student learning (58 percent) ranked highest. Similar to their not-for-profit counterparts, budget and financial management (52 percent) and enrollment management (39 percent) were also identified as growing areas of importance. Finally, like the presidents of the private institutions, academic issues (42 percent) were another area of growing importance.

TABLE 39. Areas of Importance for the Future, by Institution Control: 2016 (in percent)

Public	
Budget/financial management	67.8
Fundraising	47.9
Enrollment management	33.0
Diversity/equity issues	29.6
Assessment of student learning	29.4
Private (Not-for-Profit)	
Budget/financial management	67.8
Fundraising	48.6
Enrollment management	42.8
Diversity/equity issues	31.6
Academic issues	29.2
For-Profit	
Accreditation	64.5
Assessment of student learning	58.1
Budget/financial management	51.6
Academic issues	41.9
Enrollment management	38.7

AFTER THE PRESIDENCY

The ACPS asked presidents a series of questions about their plans post-presidency. Twenty-two percent of college and university presidents were planning to step down from their current positions within the next two years, and more than half of presidents anticipate stepping down within the next five years (see Table 40). Seventy-eight percent of presidents were planning to step down within the next nine years. Around 10 percent of presidents reported being unsure of when they might leave office.

TABLE 40. Anticipation of Stepping Down from Current Position, by Institution Type: 2016 (in percent)

	Doctorate-Granting	Master's	Bachelor's	Associate	Special Focus	Total*
Within the next year or two	21.6	22.5	22.4	21.9	18.1	21.8
3–5 years from now	37.1	29.6	28.2	33.9	34.7	32.1
6–9 years from now	24.6	26.6	21.8	23.0	25.7	23.9
10 or more years from now	6.6	11.2	13.5	13.3	12.5	12.0
Don't know	10.2	10.1	14.1	7.9	9.0	10.2

* Total includes institutions classified as "Other."

With a substantial amount of turnover expected in the college presidency, institutions and systems will need to have presidential succession plans in place in order to ensure smooth leadership transitions. However, only 24 percent of presidents reported that their institution or system had a presidential succession plan (see Table 41). Presidents of doctorate-granting universities were the least likely to report having a succession plan (16 percent), followed by associate colleges (21 percent), master's institutions (23 percent), bachelor's colleges (24 percent), and special focus institutions (37 percent).

TABLE 41. A Presidential Succession Plan at Institution, by Institution Type: 2016 (in percent)

	Doctorate-Granting	Master's	Bachelor's	Associate	Special Focus	Total*
Yes	16.3	23.4	24.2	21.2	37.1	23.5
No	83.7	76.7	75.8	78.8	62.9	76.5

* Total includes institutions classified as "Other."

Finally, presidents were asked to report on their career plans after they leave their current presidency (see Table 42). Thirty-seven percent of current presidents reported that they plan to retire and hold no other positions. Plans to retire were highest among presidents of master's institutions (42 percent). Around 24 percent of presidents plan to move to another presidency before leaving the workforce. Additionally, a substantial number plan to move to faculty (18 percent), consultant positions (30 percent), or to a non-profit organization outside higher education (19 percent).

TABLE 42. Next Step After Current Position, by Institution Type: 2016 (in percent)

	Doctorate-Granting	Master's	Bachelor's	Associate	Special Focus	Total*
Retire and hold no other position	34.3	41.9	34.8	37.8	37.2	37.4
Move to another presidency	18.3	24.7	27.0	28.0	15.9	24.4
Move to a senior position (non-president)	4.7	2.2	4.9	6.4	4.8	4.7
Become a CEO of a higher education field	9.5	6.3	7.0	8.3	2.1	6.9
Become an honorific chancellor at current institution	7.1	5.4	7.3	1.7	11.7	5.6
Move to the faculty at this or another institution	37.3	16.6	16.2	11.0	20.7	17.5
Become employed outside of higher education—nonprofit, philanthropic	20.1	16.3	26.4	15.3	21.4	19.0
Become employed outside of higher education—corporation, for-profit	6.5	4.6	9.3	9.8	5.5	7.7
Become a consultant for a search firm	7.1	13.0	14.8	13.2	4.1	11.8
Become a consultant—other	18.9	25.3	27.0	27.2	19.3	24.8
Don't know	14.2	14.7	14.8	13.6	12.4	14.2
Other	5.9	6.5	7.3	7.6	9.7	7.2

* Total includes institutions classified as "Other."

CHAPTER 12

Summary and Conclusion

Since the last iteration of this study, the higher education landscape has arguably grown more complex and competitive. Colleges and universities face more scrutiny from government, the private sector, and civic society about the value they provide for people, communities, and economies. Funding streams have become more unstable. The composition of the student body has and will continue to change, while technology and data analytics are reshaping the higher education landscape. As a result of the convergence of these forces, pressures to transform colleges and universities have grown, making the job of being a president harder. Given the changing landscape, understanding the presidency is more important than ever before.

As with the 2011 survey, the most sobering conclusion to be drawn from the data continues to be the slow pace of change in the diversity of top leadership positions at U.S. colleges and universities. Women continue to increase their representation within the ranks of college and university presidents, but at a slow rate. After declining in 2011, the proportion of racial and ethnic minorities increased in 2016. Yet despite these positive gains, the 2016 profile remains similar to that of a president in 2011: a white male who had earned a doctorate and had served as president of his institution for an average of seven years.

Another persistent demographic trend is the graying of the presidency. Between 1986 and 2016, the percentage of presidents age 50 or younger decreased from 42 percent to 10 percent. The share of presidents who were 61 or older (58 percent) remains the same as it did in 2011, but the percentage of those who are 71 or older doubled in that span, from 5 percent to 11 percent. Colleges and universities appear to be making the intentional choice of employing presidents with greater experience. This is reasonable given the

perils of a fraught environment, but in doing so they deprioritize gender and racial/ethnic diversity. Still, more than half of presidents expected to leave their current positions within five years, which should raise hopes for an acceleration of the diversification of the presidency in the short term.

The most common road to the presidency continues to be the traditional route of academic affairs: 43 percent of presidents had been a senior executive in this area. This is a trend that may contribute to the gender and race/ethnicity imbalances given that the chief academic officer profession and tenured faculty body are both predominately white and male (Eckel, Cook, and King 2009; Johnson 2016; Snyder, de Brey, and Dillow 2016). While few presidents come from the ranks of the same institution, many come from similar institutions. Also, despite several high-profile examples to the contrary, the share of college and university presidents who came to the presidency directly from outside higher education was only 15 percent, down from 20 percent in 2011.

This exposure to multiple institutions may be useful to presidents, given what they see as key challenges: money, time, and culture. Presidents manage myriad tasks while leading and answering to a diverse set of internal and external constituencies with a growing set of expectations. Presidents consistently cite students, faculty, state government, and the media as the audiences who least understand the challenges facing institutions. Conversely, they indicated receiving the greatest support from boards of regents, local community leaders, and alumni.

FUTURE PROSPECTS

Higher education has reached an inflection point as the student body diversifies, enrollments plateau, funding volatility grows, accountability and political climates become more intense and tumultuous, and technology introduces new competitors and expectations around data availability and performance. These ongoing changes create growing demands and pressures that can make the role of the president more stressful. In order to manage these pressures constructively and to engage in strategic thinking, presidents need the space to think and reflect. Yet many are unable to do so, which can hinder much-needed institutional reforms.

Still, it is incumbent on presidents to guide their institutions through a process of innovation. Internally, presidents are doing so by doubling down on student success and post-graduate outcomes for an increasingly diverse student population. In order to promote equitable access and outcomes, they are using their platforms to promote diversity and inclusion as part of a broader set of efforts to reconfigure their institutions to contemporary student demands. Externally, degrees and jobs are quickly becoming the way in which consumers and investors evaluate the performance of colleges and universities, a perspective that is still anathema to many campus stakeholders. Balancing these conflicting views requires of presidents the ability to soothe tensions, guide culture and process change, and communicate value, all while making their campus more cost-effective.

Perhaps that is why a large share of presidents are spending much of their time on matters related to budget, finance, and fundraising. The convergence of these internal and external pressures makes it more important to develop holistic approaches to resource utilization that go beyond the traditional focus on revenue generation and diversification by embedding efficiency and optimization strategies. Using analytics functions to make better decisions and leveraging technology to scale out quality, cost-effective best practices are two areas that should be on the radar of a larger share of presidents.

Still, the environment is promising, not perilous, especially for those presidents who see this as an oppor-

tunity to transform their institutions in ways that reflect the changing times and the changing face of our nation. Because the job has many distinct challenges, presidents need diverse and complementary perspectives. As an extension, developing a more diverse pool of senior leaders should be a priority for the entire higher education community. Colleges and universities can make intentional efforts to improve the pathways to the presidency for women and minorities. ACE's *Moving the Needle: Advancing Women in Higher Education Leadership* initiative remains committed to raising awareness about and working toward gender parity and diversity. This initiative is but one example of how the higher education field can work toward diversifying higher education leadership. In creating a more diverse community of senior leaders, current presidents can better steer their institutions through turbulent times and leverage the value of diverse perspectives around them, while also grooming a new generation of presidents. As a result, future students, faculty, and staff will be better served and will see themselves in one of the most prestigious and important jobs in the nation.

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APPENDIX A: SURVEY INSTRUMENT

Q1: Position Title:

- President/CEO/chancellor of a higher education institution
- President/CEO/chancellor of a higher education system
- Not a president/CEO/chancellor

General Information: First, we're interested in learning some general information about you and your presidency.

Q2: Your name (Note: This information is strictly confidential and for follow-up purposes only):

Q3: Please indicate the date you were appointed to your current and first president/CEO positions as well as if these positions were interim appointments. (Note: If your current and first presidency are one in the same, please fill in both "date appointed" lines with identical information.)

	Date appointed (mm/yyyy)	Was this an interim appointment?	
		Yes	No
Current president/CEO position		<input type="radio"/>	<input type="radio"/>
First president/CEO position		<input type="radio"/>	<input type="radio"/>

Q4: As (president/CEO) OR (President/CEO/Chancellor of a higher education system), to whom do you report?

- System head
- Governing board
- State commissioner/superintendent
- Corporate/church board or leader
- Other (please specify):

Q5: Do you hold a tenured faculty position at your current institution/system at this time?

- Yes
- No

Your Predecessor: In an effort to learn presidents' pathways out of their positions, we're interested in learning about your predecessor.

Q6: How many years did your predecessor serve as president/CEO?

- 1 year or less
- 2 to 5 years
- 6 to 10 years
- 11 to 15 years
- 16 or more years
- Don't know

Q7: Which of the following best describes the career status of your predecessor?

- Retired and holds no other position
- Moved to another college, university, or system presidency
- Moved to a senior higher education campus/system position (non-president)

- Became a CEO of a higher education-related (non-campus) organization, association, or state system
- Honorary chancellor at current institution
- Went to the faculty at this or another institution/system
- Employed outside of higher education - nonprofit, philanthropic (e.g., foundation president)
- Employed outside of higher education - corporation, for profit
- Became a consultant for a search firm
- Became a consultant - other
- Don't know
- Other (please specify):

Prior Position to Current Presidency: In an effort to learn more about the pathway to the presidency, we're interested in learning about the position you had prior to this presidency. (Q8a-c: Select one from a, b, OR c. If you held multiple positions concurrently, select the one that occupied the majority of your time.)

Q8a: What position did you hold immediately prior to assuming current president/CEO assignment?

- President/CEO/chancellor
- Interim president/CEO/chancellor
- Chief academic officer or provost
- Chief executive for advancement or development (e.g., VP of Development)
- Chief executive for diversity (e.g., Chief Diversity Officer)
- Other senior executive in academic affairs (not including dean)
- Dean
- Senior executive in student affairs
- Senior executive in business and/or administration
- Chair/faculty

Q8b: What position did you hold immediately prior to assuming current president/CEO assignment?

- President/CEO/chancellor of a system
- Interim president/CEO/chancellor of a system

Q8c: What position did you hold immediately prior to assuming current president/CEO assignment?

- K-12 administrator/educator
- Business/industry
- Religious counselor/member of religious order
- Elected or appointed government official
- Legal professional
- Military personnel
- Medical professional (e.g., doctor or hospital administrator)
- Nonprofit sector (e.g., foundation, museum, or association)
- Other (please specify):

Please tell us a little about the institution you were at prior to your current presidency.

Q9: Institution or system of position held immediately before assuming your current presidency/CEO assignment:

- Same institution/system as current position
- Different institution/system from current position

Q10: Institutional control of position held immediately prior to your current presidency/CEO position (even if it's the same institution/system):

- Public
- Private, nonprofit
- Private, for-profit

Q11: Was the institution where you held a position immediately prior to your current presidency/CEO position a minority-serving institution and/or a women's college or university?

- Yes (Proceed to question Q12)
- No (Skip to question Q13)

Q12: Please specify which type(s) of minority-serving institution(s) and/or women's college or university. (Check ALL that apply.)

- Historically black college or university (HBCU)
- Hispanic-serving institution (HSI)
- Tribal college or university (TCU)
- Alaska Native-serving institution (ANSI)
- Native Hawaiian-serving institution (NASI)
- Predominantly Black Institution (PBI)
- Asian American and Native American Pacific Islander-serving institution (AANAPISI)
- Native American-serving nontribal institution (NASNTI)
- Women's College or University

Q13: Institutional type of position held immediately prior to your current presidency/CEO position (even if it's the same institution) (if you were in an institution level position prior to your current system presidency):

- Doctoral/research university
- Master's college or university
- Baccalaureate college
- Associate's college (community college)
- Special focus institution (e.g., school of law, teachers college, theological seminary)
- Not applicable; was not in an institution position prior to current system presidency

Search and Acceptance Process: As we continue to explore your pathway to this presidency, we are interested in the search and acceptance process for your current position.

Q14: Was a search consultant used in the search that resulted in your selection for your current presidency?

- Yes
- No

Q15a-g: Before accepting the position, from whom did you seek advice in negotiating the terms of employment? (Check ALL that apply.)

- Attorney
- Colleagues in the field of higher education
- Colleagues outside of higher education

- Financial planner/accountant/other financial expert
- Spouse/partner/family
- Did not seek advice
- Other (please specify):

Q16: Do you have a written contract?

- Yes (Proceed to question Q17)
- No (Skip to question Q18)

Q17: What is the term of your current contract?

Q18: Do you feel that the disclosure in the search process provided:

	Yes	No
A realistic assessment of the current challenges facing the institution/system?	<input type="radio"/>	<input type="radio"/>
A full and accurate disclosure of the institution's/systems financial condition?	<input type="radio"/>	<input type="radio"/>
A clear understanding of the board's expectations?	<input type="radio"/>	<input type="radio"/>
A clear understanding of the institution's/systems expectations?	<input type="radio"/>	<input type="radio"/>

Q19: Which of the following are components of your agreed-upon conditions of employment? (Check ALL that apply.)

- Ability for paid corporate directorships
- Automobile (with or without a driver)
- Childcare
- Deferred compensation
- Entertainment budget
- Health and wellness
- House manager
- Involuntary separation agreement
- Life insurance
- Long term care insurance
- Pension/retirement contributions
- Performance-based bonuses
- Permission to pursue paid consulting opportunities
- Presidential residence
- Housing allowance
- Professional association membership(s)
- Social club membership(s)
- Executive coaching
- Professional development (other)
- Professional financial planning assistance
- Professional retirement planning assistance
- Retention (time-based) bonuses
- Retiree health insurance
- Sabbaticals
- Salary increase based on merit

Q20: Do you have a formal performance evaluation?

- Yes (Proceed to question Q21)
- No (Skip to question Q23)

Q21: What is the frequency of your formal performance evaluation?

- Annual
- Every two years
- Every three years
- Every four years
- Every five years

Q22: Who performs your formal performance evaluation?

- Board chair
- Board or sub-committee of board
- Independent/outside consultant
- System head
- Other (please specify):

Constituents: As a president, we know you work with a variety of constituents both inside and outside of your institution or system in a variety of ways. We are interested in your insights about these groups.

Q23: Select the top three (3) internal constituent groups (i.e., within the college/university/system) that provide you with the most support to advance the institutional mission.

- Office of the president staff
- Provost
- Deans and directors
- Department heads
- Business affairs
- Legal affairs
- Admission office
- Student affairs
- Development/fundraising
- External affairs/public relations
- Research office (Institutional Research/IR)
- Athletics
- Faculty
- Students
- Other (please specify):
- Institution presidents (System Only)

Q24: Select the top three (3) external constituent groups (i.e., outside of the college/university/system) that provide you with the most support to advance the institutional mission.

- Board of regents (of the institution)
- System office (Institution Only)
- Coordinating board (across sectors)
- State legislators
- Governor's office
- Other state agencies
- Regional accreditation organization
- Members of congress
- Federal agencies
- Alumni/ae
- Grantmaking foundations

- Local business leaders
- Local community leaders
- Other college/university presidents
- Athletic organizations (e.g., NCAA)
- Media
- Higher education association(s)
- Other (please specify):
- System board (System Only)

Q25: Select the top three (3) internal constituent groups (i.e., within the college/university/system) that understands the challenges your institution/system faces the least.

- Office of the president staff
- Provost
- Deans and directors
- Department heads
- Business affairs
- Legal affairs
- Admission office
- Student affairs
- Development/fundraising
- External affairs/public relations
- Research office (Institutional Research/IR)
- Athletics
- Faculty
- Students
- Other (please specify):
- Institution presidents (System Only)

Q26: Select the top three (3) external constituent groups (i.e., outside of the college/university/system) that understands the challenges your institution/system faces the least.

- Board of regents (of the institution)
- System office (Institution Only)
- Coordinating board (across sectors)
- State legislators
- Governor's office
- Other state agencies
- Regional accreditation organization
- Members of congress
- Federal agencies
- Alumni/ae
- Grantmaking foundations
- Local business leaders
- Local community leaders
- Other college/university presidents
- Athletic organizations (e.g., NCAA)
- Media
- Higher education association(s)
- Other (please specify):
- System board (System Only)

Role of Spouse or Partner: We are also interested in the role of your spouse or partner.

Q27: Please describe the employment status of your (current) spouse or partner: (Check ALL that apply.)

- Compensated by your institution or system for role as host, fund raiser, and/or spouse or domestic partner
- Employed at your institution or system, in capacity not related to presidency
- Unpaid participant in campus or system activities
- Employed outside of your institution or system
- Not applicable. No spouse or domestic partner

Q28: Do you feel that the disclosure in the search process provided a clear understanding of your spouse or partner's role, if applicable?

- Yes
- No
- Not applicable

Q29: Have you ever altered your career progression to care for a dependent, spouse or partner, or parent?

- No
- Yes, left my position
- Yes, worked part time/reduced schedule
- Yes, postponed seeking tenure
- Yes, postponed job search or promotion
- Yes, other (please specify):

Q30: Have you ever altered your career progression for your spouse or partner's career?

- Yes
- No
- Not applicable

Q31: Has your spouse or partner altered his or her career progression for your career?

- Yes
- No
- Not applicable

Background: Please tell us a little about you and your background.

Q32: What is your gender identity?

- Male
- Female
- Other (please specify)

Q33: What is your sexual orientation?

- Heterosexual or straight
- Gay or lesbian
- Bisexual
- Other (please specify):

Q34: Year of birth:

Q35: Are you Hispanic or Latino(a)?

- Yes
- No

Q36: What is your race? (Check ALL that apply.) Note: We provide broad racial background options below. If you wish to provide further detail, please use the appropriate text box.

- Caucasian, White, or White American (non-Middle Eastern descent)
- Middle Eastern or Arab American
- Black, Afro-Caribbean, or African American
- American Indian/Alaska Native
- Asian or Asian American

Q37: What is your marital status?

- Never married (member of religious order)
- Never married
- Married
- Domestic partner
- Separated
- Divorced
- Widower/widow

Q38: Do you have children?

- Yes (Proceed to question Q39)
- No (Skip to question Q40)

Q39: Do you have children under the age of 18?

- Yes
- No

Q40: Please indicate your religious preference or affiliation:

- Buddhist
- Christian (Protestant)
- Christian (Roman Catholic)
- Jewish
- Muslim
- Mormon
- None
- Other (please specify):

Q41: On a scale of political ideology, individuals can be arranged from strongly liberal to strongly conservative. Which of the following categories best describes your views?

- Very liberal
- Moderately liberal
- Middle of the road
- Moderately conservative
- Very conservative

Q42: Does your background include any of the following types of international experience? (Check ALL that apply)

- Born outside United States and its territories (do not include U.S. military bases)
- Post-secondary study outside the United States

- Obtained a post-secondary academic degree outside the United States
- Professional experience overseas (outside the field of higher education)
- Employment at a higher education institution outside the United States
- International research or teaching grant or fellowship (e.g. Fulbright)
- None

Education: We are interested in your educational background as well.

Q43: Please check all the degrees you have earned: (Check ALL that apply.)

- Associate's degree
- Bachelor's degree
- Master's degree (except MBA)
- Master's of Business Administration (MBA)
- Doctorate of Philosophy (PhD)
- Doctorate of Education (EdD)
- Doctorate of Medicine (MD)
- Other health-related degree (e.g., DDS, DVM)
- Law degree (e.g., JD, LLB, LLD, JSD)
- Other (e.g., theology, doctorate of ministry, master's of divinity) (please specify):

Q44: Please indicate the major field of study for your highest earned degree:

- Agriculture/natural resources
- Biological sciences
- Business
- Computer science
- Education or higher education
- Engineering
- Humanities/fine arts
- Law
- Mathematics
- Health professions
- Medicine
- Physical/natural sciences
- Religion/theology
- Social sciences

Your Duties and Institution: As you know, institution and system presidents have many duties. Because of the many roles and tasks that fall to presidents, the option lists for these next few questions are lengthy. However, please know that we appreciate the time you are taking to inform the field on leadership roles in higher education.

Q45: In which of the following areas did you feel underprepared for your first presidency? (Check ALL that apply.)

- Academic issues (e.g. curriculum changes)
- Accreditation
- Assessment of student learning
- Athletics
- Budget/financial management
- Campus internationalization (e.g. integrating international students, global curriculum)
- Global engagement (e.g. international partnerships, exchange agreements, joint degree programs)
- Capital improvement projects

- Communication - external (e.g., media/public relations)
- Communication - internal
- Community relations
- Crisis management
- Diversity/equity issues
- Enrollment management
- Entrepreneurial ventures
- Faculty governance
- Shared governance
- Personnel issues (excluding faculty)
- Fundraising
- Alumni as stakeholder group (excluding fundraising)
- Governing board relations
- Government relations (state-level)
- Government relations (federal)
- Managing a senior-level team
- Risk management/legal issues
- Spousal role
- Strategic planning
- Student life/conduct issues
- Technology planning (using technological developments to advance institutional mission)
- Using institutional research (evidence) to inform decision-making
- Other (please specify):

Q46: Select the top five (5) areas that occupy most of your time.

- Academic issues (e.g., curriculum changes)
- Accreditation
- Assessment of student learning
- Athletics
- Budget/financial management
- Campus internationalization (e.g. integrating international students, globalizing curriculum)
- Global engagement (e.g. international partnerships, exchange agreements, joint degree programs)
- Capital improvement projects
- Communication - external (e.g., media/public relations)
- Communication - internal
- Community relations
- Crisis management
- Diversity/equity issues
- Enrollment management
- Entrepreneurial ventures
- Faculty governance
- Shared governance
- Personnel issues (excluding faculty)
- Fundraising
- Alumni as stakeholder group (excluding fundraising)
- Governing board relations
- Government relations (state-level)
- Government relations (federal)
- Managing a senior-level team

- Risk management/legal issues
- Spousal role
- Strategic planning
- Student life/conduct issues
- Technology planning (using technological developments to advance institutional mission)
- Using institutional research (evidence) to inform decision-making
- Other (please specify):

Q47: What five (5) things do you find most frustrating?

- Athletics
- Belief by others that you are infinitely accessible (emails, meetings, etc.)
- Board/board members (Institution Only)
- Cabinet dynamics
- Campus politics
- Difficulty of cultivating leadership in others (e.g., faculty, chairs, deans, etc.)
- Faculty resistance to change
- Lack of time to think/reflect
- Never enough money
- Policymakers
- Problems inherited from the previous leadership
- Too many demands and not enough time
- Unclear expectations and metrics of success for own performance
- Unrealistic expectations to solve everyone's problems
- Unresponsive campus governance structures
- Work-life balance
- Workforce management/recruitment, retention, and retirement
- Other (please specify):
- Institutional presidents (System Only)
- System Board/Board Members (System Only)

Q48: Since becoming president, do you perform any of the following regularly? (Check ALL that apply.)

- Conduct research in your academic discipline
- Teach a course by yourself
- Team teach a course
- Write for scholarly publications in your academic discipline
- Write about higher education issues
- None of the above

Q49: Are you a member of any external boards (e.g., board of trustees, board of governors, board of managers, executive board, etc.)?

- Yes (Proceed to question Q50)
- No (Skip to question Q52)

Q50: On how many external boards do you currently sit?

- (Type a number.)

Q51: Please indicate the type of external boards on which you serve as a member at the present time: (Check ALL that apply.)

- Nonprofit
- Publicly-held corporation

- Privately-held firm
- Pre-K or K–12 school
- Different college or university
- Economic development board
- Professional/higher education organization/association
- Other (please specify):

Career Pathway to Presidency: We are interested in the pathway your career has taken to the presidency.

Q52: Over the course of your career, but prior to your first presidency, for how many years were you: (please type a number even if your response is 0 years)

- Primarily in the classroom/lab:
- Primarily a full-time administrator:
- Split between academic and administrative responsibilities:
- Employed full-time outside of higher education:

Q53: Choose the path that most accurately describes your career progression to your first presidency/CEO position:

- Moved through the ranks to president while staying at one institution
- Moved through the ranks to president by changing institutions once or twice
- Moved through the ranks to president by changing institutions three or more times
- Became president after moving in and out of higher education
- Became president after spending my career mostly/completely outside higher education

Q54: Including your current presidency, how many presidencies (of both institutions and systems) have you held?

- 1
- 2
- 3
- 4
- 5 or more

Q55: Before your first presidency, in how many presidential searches were you a semi-finalist or finalist? (Type a number even if your response is 0.)

- Semi-finalist (and not finalist):
- Finalist:

Q56: Which of the following formal, off-campus leadership development programs did you participate in prior to becoming a president? (Check ALL that apply.)

- ACE Fellows Program
- ACE Advancing the Presidency
- ACE National Women's Forum
- ACE Spectrum Executive Leadership Program
- ACE Institute for New Chief Academic Officers
- AACC's Future President Institute (FPI)
- AASCU's Millennium Institute
- Aspen Presidential Fellowship for Community College Excellence
- Harvard's Institute for Educational Management (IEM)
- Other ACE Leadership Program(s) (please specify):
- Other non-ACE Leadership Program(s) (please specify):

Funding, Accountability and Political Climate: The following questions are new to the survey this year and are aimed at getting an understanding of the accountability and political climate in which you work.

Q57: In the next five years, do you expect the percentage of your institution's/system's total revenue from each of the sources listed below to increase, decrease, or stay the same?

	Increase	Decrease	Stay the same	Not applicable
Local governments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Federal government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuition and fees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private gifts, grants, and contracts (incl. corporate training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Endowment income	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sales and service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q58: Please indicate the extent to which you believe the following indicators are legitimate performance measures for your institution or system. (0 = Not legitimate at all, 10 = Completely legitimate)

	0	1	2	3	4	5	6	7	8	9	10
Graduation rates	<input type="radio"/>										
Retention rates	<input type="radio"/>										
Bachelor's degree completion at yours or another institution	<input type="radio"/>										
Class sizes/student to faculty member ratio	<input type="radio"/>										
Student achievement on national learning assessment exams	<input type="radio"/>										
Tuition and fee costs for in-state students	<input type="radio"/>										
Minority student outcomes	<input type="radio"/>										
Student diversity	<input type="radio"/>										
Faculty diversity	<input type="radio"/>										
<i>US News and World Report</i> rankings	<input type="radio"/>										
Competitive/external research grants awarded	<input type="radio"/>										

Q59: How would you describe the political climate in your state as it relates to higher education and public universities? Slide the scale to indicate your response:

- 5 (Very Hostile) – 0 (Neutral) – 5 (Very Supportive)

Diversity & Equity: Another new group of questions focuses on diversity and equity issues at colleges and universities.

Q60: Has your institution or system implemented any initiatives to attract female and/or minority faculty?

- Yes, initiatives to attract female faculty
- Yes, initiatives to attract minority faculty
- Yes, initiatives to attract both female and minority faculty
- No
- Unsure

Q61: In your opinion, how important is it for the president to act as described below?

	Very Important	Important	Slightly Important	Unimportant
Make clear in public statements that the status of women on campus(es) is a high priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure periodic review of institutional or system policies and procedures to eliminate gender bias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage that searches yield a significant number of qualified women candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q62: In your opinion, how important is it for the president to act as described below?

	Very Important	Important	Slightly Important	Unimportant
Make clear in public statements that the status of racial minorities on campus(es) is a high priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure periodic review of institutional or system policies to eliminate racial bias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage that searches yield a significant number of qualified racial minority candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q63: Compared to three years ago, has the racial climate on your campus(es) become more of a priority, about the same, or less of a priority than in the past?

- More of a priority
- About the same
- Less of a priority

Q64: Has your institution or system implemented any initiatives to ensure that students with disabilities are supported?

- Yes, initiatives for students with cognitive disabilities have been implemented
- Yes, initiatives for students with physical disabilities have been implemented
- Yes, initiatives for both students with cognitive disabilities and students with physical disabilities have been implemented
- No
- Unsure

Looking to the Future: As a president, you have a unique perspective on the future of higher education. We are interested in your thoughts.

Q65: Select the top five (5) areas you think will grow in importance and will need to be addressed by presidents in the future.

- Academic issues (e.g., curriculum changes)
- Accreditation
- Assessment of student learning
- Athletics
- Budget/financial management
- Campus internationalization (e.g. integrating international students, globalizing curriculum)
- Global engagement (e.g. international partnerships, exchange agreements, joint degree programs)
- Capital improvement projects
- Communication - external (e.g., media/public relations)
- Communication - internal
- Community relations
- Crisis management

- Diversity/equity issues
- Enrollment management
- Entrepreneurial ventures
- Faculty governance
- Shared governance
- Personnel issues (excluding faculty)
- Fundraising
- Alumni as a stakeholder group (excluding fundraising)
- Governing board relations
- Government relations (state-level)
- Government relations (federal)
- Managing a senior-level team
- Risk management/legal issues
- Spousal role
- Strategic planning
- Student life/conduct issues
- Technology planning (using technological developments to advance institutional mission)
- Using institutional research (evidence) to inform decision-making
- Other (please specify):

Q66: Which of the following, if any, do you think national associations such as ACE should offer that would provide value to your institution or system?

- Research and data on national trends
- More information about day-to-day challenges
- Specialized programs based on institution type
- Materials and resources to inform campus strategy
- Discussion forums on current issues
- Professional development for cabinet-level executives
- Professional development for career advancement
- Collaboration between different types of colleges/universities
- Customized programs and support to member institutions
- Succession planning assistance
- Other (please specify):

Your Future Plans: We're interested in learning about your plans post-presidency.

Q67: When do you anticipate stepping down from your current position?

- Within the next year or two
- 3–5 years from now
- 6–9 years from now
- 10 or more years from now
- Don't know

Q68: Does your institution or system have a presidential succession plan?

- Yes
- No

Q69: What next steps are you considering after you leave your current position? (Check ALL that apply.)

- Retire and hold no other position
- Move to another college, university, or system presidency
- Move to a senior higher education campus/system position (non-president)
- Become a CEO of a higher education-related (non-campus) organization, association, or state system
- Become an honorific chancellor at current institution
- Move to the faculty at this or another institution
- Become employed outside of higher education - nonprofit, philanthropic (e.g., foundation president)
- Become employed outside of higher education - corporation, for profit
- Become a consultant for a search firm
- Become a consultant - other
- Don't know
- Other (please specify):

APPENDIX B.

Characteristics of Presidents, by Institution Type: 2016 and 2011

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
WHAT IS YOUR CURRENT POSITION?														
President/CEO/Chancellor (institution)	97.6	---	98.9	---	98.8	---	99.2	---	97.2	---	64.6	---	97.6	---
President/CEO/Chancellor (system)	2.4	---	1.1	---	1.2	---	0.9	---	2.8	---	35.4	---	2.4	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
IS YOUR CURRENT PRESIDENT/CEO POSITION INTERIM?														
Yes	8.8	---	6.6	---	7.1	---	7.6	---	10.0	---	10.6	---	7.7	---
No	91.3	---	93.4	---	92.9	---	92.4	---	90.0	---	89.4	---	92.3	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
WAS YOUR FIRST PRESIDENT/CEO POSITION INTERIM?														
Yes	21.8	---	22.6	---	20.3	---	19.5	---	16.2	---	25.0	---	20.5	---
No	78.2	---	77.4	---	79.7	---	80.6	---	83.8	---	75.0	---	79.5	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
TO WHOM DO YOU REPORT?														
System head (institution only)	31.7	25.2	25.6	26.6	10.0	10.9	27.4	28.0	8.5	6.5	21.3	---	21.6	21.2
Governing board	64.0	67.2	72.3	70.2	81.8	87.0	66.0	64.6	90.1	88.2	68.1	---	73.1	73.4
State commissioner/superintendent	1.2	0.8	0.0	0.9	0.9	0.0	1.3	1.4	0.0	0.0	0.0	---	0.7	0.8
Corporate/church board or leader	1.8	2.3	1.4	0.6	4.4	1.1	0.6	1.2	0.7	2.6	4.3	---	1.9	1.3
Other	1.2	4.6	0.8	1.7	2.9	1.1	4.7	4.7	0.7	2.6	6.4	---	2.7	3.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
DO YOU HOLD A TENURED FACULTY POSITION?														
Yes	81.4	77.1	43.7	46.0	27.3	29.3	5.7	5.7	25.2	25.7	41.7	---	30.8	29.1
No	18.6	22.9	56.3	54.0	72.7	70.7	94.3	94.3	74.8	74.3	58.3	---	69.3	70.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
HOW MANY YEARS DID YOUR PREDECESSOR SERVE AS PRESIDENT/CEO?														
1 year or less	7.8	3.8	5.2	2.9	4.1	2.5	6.6	5.4	6.9	2.0	6.4	---	5.9	4.1
2 to 5 years	31.1	26.7	21.7	23.5	27.9	27.1	31.2	31.5	25.0	36.0	51.1	---	28.2	29.1
6 to 10 years	25.2	32.8	30.0	30.2	31.4	32.5	28.0	27.8	29.2	26.7	17.0	---	28.7	29.4
11 to 15 years	20.4	16.8	18.1	20.3	19.9	19.6	15.0	15.1	9.7	12.7	12.8	---	16.9	17.0
16 or more years	15.6	19.8	24.5	23.0	16.4	18.2	18.6	19.2	28.5	20.7	4.3	---	19.7	19.7
Don't know	0.0	0.0	0.6	0.0	0.3	0.0	0.6	1.0	0.7	2.0	8.5	---	0.7	0.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
WHAT IS THE CAREER STATUS OF YOUR PREDECESSOR?														
Retired and holds no other position	36.5	38.3	40.5	41.4	37.7	36.5	53.5	47.2	38.0	34.4	36.2	---	43.0	41.0
Moved to another college, university, or system presidency	10.2	16.4	17.6	15.7	18.2	20.6	20.3	20.5	6.3	9.9	17.0	---	16.7	17.7
Moved to a senior HE position	1.8	1.6	3.9	6.1	5.3	4.6	5.0	6.8	2.8	9.3	2.1	---	4.1	6.1
Became a CEO	2.4	3.1	0.8	1.7	1.5	2.1	0.9	2.1	1.4	1.3	0.0	---	1.2	1.9
Honorific chancellor	2.4	5.5	1.7	2.0	0.6	1.4	0.2	0.2	5.6	3.3	4.3	---	1.5	1.8
Went to the faculty	22.8	16.4	8.8	6.1	4.4	3.5	1.1	1.9	8.5	4.0	8.5	---	7.0	4.8
Employed outside higher education - nonprofit, philanthropic*	7.8		4.7		8.8		3.9		9.2		2.1	---	6.0	
Employed outside higher education - corporation, for profit*	3.0	7.0	1.7	9.6	2.4	9.6	0.9	3.5	6.3	17.2	0.0	---	2.1	8.1
Became a consultant for a search firm*	1.2		1.7		1.8		0.7		0.7		0.0	---	1.2	
Became a consultant - other*	3.6	2.3	5.0	3.5	6.5	7.8	3.5	3.3	5.6	6.0	4.3	---	4.7	4.4
Don't know	0.6	1.6	3.6	3.5	3.8	3.5	3.7	3.3	4.9	3.3	6.4	---	3.6	3.3
Other	7.8	7.8	10.2	10.4	9.1	10.3	6.7	11.2	10.6	11.3	19.2	---	8.9	10.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0

Note: "Employed outside of higher education" was one category in the 2011 survey.

"Became a consultant" was one category in the 2011 survey.

WHAT WAS YOUR IMMEDIATE PRIOR POSITION? (WITHIN HIGHER EDUCATION)														
President/CEO/Chancellor	20.1	20.9	17.1	20.5	14.9	13.5	21.7	23.2	9.0	14.7	25.5	---	17.8	19.5
Interim president/CEO/Chancellor	6.3	---	6.0	---	4.2	---	6.1	---	3.8	---	4.3	---	5.4	---
President/CEO/Chancellor of a system	0.6	---	0.6	---	0.3	---	0.7	---	0.0	---	6.4	---	0.7	---
Interim president/CEO/chancellor of a system	0.0	---	0.0	---	0.0	---	0.0	---	0.0	---	0.0	---	0.0	---
Chief academic office or provost	37.1	41.9	31.3	34.5	23.8	31.9	34.3	37.5	30.8	23.2	17.0	---	30.6	34.0
Chief executive for advancement or development	0.6	---	5.1	---	9.5	---	2.0	---	2.3	---	0.0	---	4.3	---
Chief executive for diversity	0.0	---	0.0	---	0.0	---	0.2	---	0.0	---	0.0	---	0.1	---
Other senior executive in academic affairs (not including dean)*	0.6	17.6	4.0	13.2	4.5	12.3	2.5	6.9	3.0	9.5	4.3	---	3.2	10.7
Dean*	13.2		9.7		10.4		3.6		17.3		4.3		8.9	
Senior executive in student affairs	2.5	2.0	4.8	5.3	4.5	4.0	7.9	6.1	1.5	1.6	2.1	---	5.0	4.5
Senior executive in business and/or administration	3.8	2.0	6.5	8.4	9.2	8.3	7.7	7.2	3.8	5.3	4.3	---	6.9	7.4
Chair/faculty	1.3	0.7	0.6	2.6	4.5	4.3	0.5	2.2	6.8	8.4	2.1	---	2.1	3.5

Note: In 2011 survey, "dean" was included in "other senior executive in academic affairs."

WHAT WAS YOUR IMMEDIATE PRIOR POSITION? (OUTSIDE HIGHER EDUCATION)														
K-12 administrator/educator	0.6	0.0	0.6	0.8	0.6	1.8	1.6	2.2	0.0	1.6	4.3	---	1.0	1.8
Business/industry	1.3	1.4	2.0	1.8	1.8	1.5	0.7	1.3	2.3	4.7	4.3	---	1.6	1.9
Religious counselor/member of religious order	0.6	2.7	0.6	2.4	1.5	2.8	0.5	0.2	3.0	3.2	2.1	---	1.0	1.8
Elected or appointed government official	1.9	3.4	0.9	1.8	0.9	3.4	0.7	1.1	1.5	2.1	6.4	---	1.2	2.0
Legal professional	0.6	0.7	1.1	0.8	1.2	0.9	0.2	0.4	0.8	3.2	0.0	---	0.8	1.0
Military personnel	0.0	0.0	0.3	0.0	0.6	0.3	0.7	0.6	0.0	0.0	2.1	---	0.5	0.2
Medical professional	0.0	0.7	0.0	0.0	0.6	0.9	0.7	0.0	5.3	4.7	0.0	---	0.8	0.8
Nonprofit sector	0.0	0.0	2.0	2.4	1.8	1.5	1.1	0.7	3.8	5.8	0.0	---	1.6	1.9
Other	8.8	6.1	7.1	5.5	5.4	12.6	6.8	10.3	5.3	12.2	10.6	---	6.7	8.9

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
WHERE DID YOU HOLD YOUR IMMEDIATE PRIOR POSITION?														
Same institution/system as current position	29.2	29.5	21.7	27.6	17.4	25.4	28.7	31.1	46.4	31.9	25.7	---	26.0	29.0
Different institution/system from current position	70.8	58.9	78.3	62.1	82.7	61.0	71.3	57.6	53.6	37.8	74.3	---	74.0	57.1
NA*	---	11.6	---	10.3	---	13.7	---	11.2	---	30.3	---	---	---	13.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0

Note: 2011 survey had an "NA" category.

WAS THE INSTITUTION AT WHICH YOU SERVED IN YOUR IMMEDIATE PRIOR POSITION PUBLIC OR PRIVATE?														
Public	66.2	63.4	46.5	49.4	29.3	24.5	91.1	91.7	17.9	19.6	77.1	---	57.2	58.5
Private, nonprofit	32.4	33.3	51.9	48.7	68.7	72.6	6.5	5.6	76.8	71.0	20.0	---	40.5	38.0
Private, for-profit	1.4	3.3	1.6	1.9	2.0	3.0	2.4	2.7	5.4	9.3	2.9	---	2.3	3.5
Total	100.0	---	100.0	100.0										

WAS THE INSTITUTION OF YOUR PRIOR POSITION AN MSI AND/OR WOMEN'S COLLEGE?														
Yes	4.8	---	14.6	---	12.6	---	16.5	---	18.6	---	20.0	---	14.1	---
No	95.2	---	85.4	---	87.4	---	83.5	---	81.4	---	80.0	---	85.9	---
Total	100.0	---												

IF SO, WHAT TYPE OF MSI OR WOMEN'S COLLEGE WAS IT?														
HBCU	2.4	---	2.7	---	2.3	---	0.4	---	1.4	---	2.1	---	1.8	---
HSI	1.8	---	4.9	---	3.8	---	9.3	---	4.8	---	8.3	---	5.8	---
TCU	0.0	---	0.0	---	0.0	---	0.0	---	4.1	---	0.0	---	0.4	---
ANSI	0.0	---	0.3	---	0.0	---	0.0	---	0.7	---	0.0	---	0.1	---
NASI	0.0	---	0.3	---	0.3	---	1.1	---	0.0	---	0.0	---	0.5	---
PBI	0.0	---	0.5	---	0.6	---	2.3	---	0.7	---	0.0	---	1.0	---
AANAPISI	0.0	---	0.5	---	0.9	---	1.9	---	0.7	---	0.0	---	1.0	---
NASNTI	0.0	---	0.3	---	0.0	---	1.1	---	0.0	---	0.0	---	0.4	---
Women's college/university	0.0	---	2.7	---	3.5	---	0.2	---	0.7	---	0.0	---	1.6	---

AT WHAT TYPE OF INSTITUTION DID YOU HOLD THE POSITION IMMEDIATELY PRIOR TO YOUR CURRENT PRESIDENCY/CEO?														
Doctoral/research university	81.9	79.5	27.4	32.2	21.3	23.3	2.4	1.6	28.4	40.2	41.2	---	24.7	24.6
Master's college or university	12.5	16.4	60.7	49.2	33.1	27.5	4.6	4.0	24.8	24.3	8.8	---	27.1	23.4
Baccalaureate college	3.5	3.3	10.0	15.6	38.7	44.9	6.1	2.7	13.8	14.0	2.9	---	14.5	14.9
Associate college	0.0	0.8	1.0	1.6	4.2	2.5	85.6	90.1	6.4	2.8	29.4	---	29.6	34.0
Special focus institution	2.1	0.0	0.7	1.3	2.4	1.7	1.2	1.6	26.6	18.7	11.8	---	3.9	2.9
NA (system only)	0.0	0.0	0.3	0.0	0.4	0.0	0.0	0.0	0.0	0.0	5.9	---	0.3	0.2
Total	100.0	---	100.0	100.0										

WAS A SEARCH CONSULTANT USED IN THE SEARCH THAT RESULTED IN YOUR SELECTION?														
Yes	81.9	74.4	76.5	67.9	71.3	64.0	56.1	46.6	51.8	37.9	60.4	---	66.9	56.2
No	18.1	25.6	23.5	32.1	28.7	36.0	43.9	53.4	48.3	62.1	39.6	---	33.1	43.8
Total	100.0	---	100.0	100.0										

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
WHOM DID YOU CONSULT FOR ADVICE?														
Attorney	32.5	37.0	35.9	28.9	36.2	26.5	26.5	17.7	22.1	25.5	25.0	---	31.1	24.5
Colleagues in the field	55.0	58.5	61.1	58.4	62.6	57.6	64.3	60.0	47.6	46.4	47.9	---	60.1	57.2
Colleagues outside of higher education	13.0	18.5	13.6	11.8	16.5	13.1	11.7	11.3	18.6	20.9	18.8	---	14.2	14.0
Financial planner/accounter	6.5	7.4	7.1	6.9	6.1	4.9	7.6	5.1	7.6	4.6	4.2	---	6.9	5.7
Spouse/partner/family	56.2	57.8	53.8	46.8	62.0	57.6	55.2	49.1	55.9	54.9	58.3	---	56.7	51.5
Did not seek advice	20.1	20.7	21.2	27.2	16.8	23.3	17.8	26.7	27.6	29.4	25.0	---	19.8	25.8
Other	1.8	1.5	2.2	3.5	2.3	3.5	2.8	3.3	2.8	2.0	6.3	---	2.5	3.2
DO YOU HAVE A WRITTEN CONTRACT?														
Yes	78.7	75.6	80.3	74.1	85.8	82.1	83.0	78.8	70.4	68.6	69.6	---	80.9	76.1
No	21.3	24.4	19.7	25.9	14.2	17.9	17.0	21.2	29.6	31.4	30.4	---	19.1	23.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
WHAT IS THE TERM LENGTH OF YOUR WRITTEN CONTRACT?														
<1	7.1	---	7.3	---	4.9	---	2.9	---	13.5	---	12.9	---	6.0	---
1	7.9	8.5	11.8	16.8	10.6	17.9	13.9	20.2	8.3	17.9	12.9	---	11.5	17.6
2	2.4	1.2	5.9	5.9	6.0	7.1	13.1	11.5	7.3	8.3	9.7	---	8.0	8.2
3	23.0	28.0	25.6	30.2	26.8	27.2	52.0	48.9	26.0	29.8	16.1	---	33.7	36.6
4	7.9	7.3	8.0	8.9	9.5	8.7	8.1	10.6	2.1	6.0	12.9	---	8.0	8.8
5 or more	51.6	54.9	41.5	38.1	42.3	39.1	10.0	8.7	42.7	38.1	35.5	---	32.7	28.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
Mean	3.9	---	3.5	---	3.6	---	2.8	---	3.4	---	3.5	---	3.4	---
Median	5.0	---	3.0	---	4.0	---	3.0	---	3.0	---	3.0	---	3.0	---
THE SEARCH PROCESS DISCLOSED THE CURRENT CHALLENGES FACING THE INSTITUTION/SYSTEM														
Yes	79.4	75.9	69.1	71.1	69.9	78.9	72.8	75.6	71.4	72.2	61.7	---	71.5	74.9
No	20.6	24.1	30.9	28.9	30.1	21.1	27.2	24.4	28.6	27.8	38.3	---	28.5	25.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
THE SEARCH PROCESS DISCLOSED THE INSTITUTION/SYSTEM'S FINANCIAL CONDITION														
Yes	76.3	78.0	69.7	74.2	59.9	70.4	77.1	83.3	72.1	70.4	70.2	---	70.7	76.7
No	23.8	22.0	30.3	25.8	40.1	29.6	22.9	16.7	27.9	29.6	29.8	---	29.3	23.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
THE SEARCH PROCESS DISCLOSED THE BOARD'S EXPECTATIONS														
Yes	78.1	79.7	79.4	77.6	77.0	79.6	79.0	84.2	80.7	77.5	83.0	---	78.8	80.4
No	21.9	20.3	20.6	22.4	23.0	20.4	21.0	15.8	19.3	22.5	17.0	---	21.2	19.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
THE SEARCH PROCESS DISCLOSED THE INSTITUTION/SYSTEM'S EXPECTATIONS														
Yes	80.6	80.5	77.5	76.7	82.3	80.7	77.5	81.6	79.3	75.5	80.9	---	79.2	79.3
No	19.4	19.5	22.5	23.3	17.7	19.3	22.5	18.4	20.7	24.5	19.2	---	20.8	20.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
WHICH OF THE FOLLOWING ARE COMPONENTS OF YOUR AGREED-UPON CONDITIONS OF EMPLOYMENT?														
Ability for paid corporate directorships	42.0	54.5	28.8	31.5	25.2	23.8	10.2	13.8	11.7	16.1	16.7	---	21.8	24.4
Automobiles	79.3	80.6	81.0	85.5	78.6	83.3	52.7	58.2	33.1	37.6	54.2	---	66.3	69.3
Childcare	1.2	---	0.8	---	1.5	---	0.0	---	0.0	---	0.0	---	0.7	---
Deferred compensation	61.5	56.0	38.3	39.9	37.7	41.8	30.4	28.0	24.8	25.5	29.2	---	36.7	35.9
Entertainment budget	49.7	47.0	45.7	52.9	45.5	47.9	22.3	27.0	31.0	33.6	31.3	---	37.1	40.1
Health and wellness	31.4	33.6	41.9	35.5	40.3	35.8	31.9	27.2	42.1	35.6	33.3	---	37.1	33.1
House manager*	32.0	42.5	15.2	34.7	15.9	44.7	0.2	3.4	2.1	2.7	8.3	---	11.2	22.8
Involuntary separation	32.0	23.1	31.3	28.3	38.3	30.1	20.4	20.4	26.9	27.5	16.7	---	28.7	24.9
Life insurance	54.4	62.7	67.1	74.9	74.5	73.4	66.0	69.2	66.2	64.4	54.2	---	66.6	70.4
Long-term care insurance	21.3	20.1	24.2	19.9	24.4	19.5	24.0	15.5	26.2	18.8	18.8	---	23.9	18.1
Pension/retirement contributions	80.5	88.1	80.4	89.3	83.2	86.9	80.3	81.5	78.6	79.2	64.6	---	80.3	84.5
Performance-based bonuses	34.3	29.9	25.8	26.9	25.2	25.9	14.7	17.6	37.9	39.6	27.1	---	24.4	25.1
Paid consulting opportunities	13.6	34.3	17.1	27.5	15.7	24.1	18.5	27.6	14.5	27.5	8.3	---	16.3	27.8
Presidential residence*	68.6	67.2	55.7	55.2	62.6	66.7	8.7	7.9	11.0	10.7	22.9	---	39.1	37.3
Housing allowance	21.9	25.4	32.1	33.5	23.5	28.7	27.6	24.2	28.3	40.3	27.1	---	27.2	28.9
Professional association memberships	41.4	---	44.6	---	44.1	---	41.4	---	36.6	---	37.5	---	42.2	---
Social club memberships	58.0	59.7	51.1	57.5	44.6	59.6	21.4	22.5	23.5	25.5	27.1	---	38.0	41.9
Executive coaching	7.7	---	10.6	---	12.8	---	5.5	---	9.7	---	2.1	---	8.9	---
Professional development	11.2	17.2	26.4	33.5	26.7	36.2	38.0	50.3	31.0	43.0	27.1	---	28.8	39.8
Professional financial planning assistance	5.9	---	7.3	---	7.3	---	3.2	---	4.1	---	0.0	---	5.4	---
Professional retirement planning assistance	4.7	7.5	5.4	9.2	7.3	6.7	3.6	6.4	4.8	4.0	0.0	---	5.0	7.0
Retention (time-based) bonuses	21.9	19.4	12.8	13.0	11.0	13.5	6.2	6.6	11.7	4.0	14.6	---	11.3	10.7
Retiree health insurance	14.2	26.9	16.0	19.7	9.6	17.7	18.1	26.5	7.6	14.1	22.9	---	14.4	21.7
Sabbatical	23.1	20.9	19.6	24.6	20.3	29.4	8.3	11.9	15.2	11.4	8.3	---	15.9	19.0
Salary increase based on merit	52.7	61.9	36.1	49.7	34.2	47.2	30.4	33.3	37.2	44.3	25.0	---	35.5	44.5
<i>Note: The term "house manager" replaced the term "house keeper" in the 2011 survey. The term "presidential residence" replaced the term "presidential house" in the 2011 survey.</i>														
DO YOU HAVE A FORMAL ANNUAL PERFORMANCE EVALUATION?														
Yes	93.4	86.7	87.7	86.5	90.0	87.6	94.0	90.2	90.2	82.8	83.0	---	90.9	87.3
No	6.6	13.3	12.3	13.5	10.0	12.4	6.0	9.8	9.8	17.2	17.0	---	9.1	12.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
WHAT IS THE FREQUENCY OF YOUR FORMAL ANNUAL PERFORMANCE EVALUATION?														
Annual	85.8	---	88.6	---	84.6	---	92.7	---	86.8	---	82.1	---	88.4	---
Every two years	3.9	---	3.2	---	5.6	---	5.0	---	6.2	---	7.7	---	4.8	---
Every three years	5.2	---	5.4	---	5.2	---	2.3	---	4.7	---	5.1	---	4.3	---
Every four years	0.7	---	1.0	---	0.7	---	0.0	---	1.6	---	0.0	---	0.6	---
Every five years	4.5	---	1.9	---	3.9	---	0.0	---	0.8	---	5.1	---	2.0	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
WHO PERFORMS YOUR FORMAL PERFORMANCE EVALUATION?														
Board chair	12.9	19.8	16.8	11.4	20.3	19.9	10.4	7.8	27.1	26.4	28.2	---	16.4	14.0
Board or sub-committee of board	50.3	56.0	56.7	62.1	63.9	66.7	51.5	55.3	59.7	65.6	35.9	---	55.6	60.3
Independent/outside consultant	1.3	0.0	1.9	0.3	0.7	0.4	1.4	0.5	0.0	0.0	5.1	---	1.3	0.4
System head (institution only)	31.6	18.1	21.5	22.8	9.8	10.2	28.9	29.7	8.5	5.6	25.6	---	21.3	20.3
Other head	3.9	6.0	3.2	3.4	5.3	2.8	7.9	6.8	4.7	2.4	5.1	---	5.4	5.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
WHAT ARE THE MOST SUPPORTIVE INTERNAL CONSTITUENT GROUPS?														
Office of the president staff	48.5	---	45.1	---	45.2	---	48.6	---	42.1	---	54.2	---	46.6	---
Provost	72.2	---	67.7	---	57.1	---	45.2	---	35.9	---	35.4	---	55.0	---
Deans and directors	25.4	---	20.4	---	21.7	---	41.8	---	48.3	---	39.6	---	31.0	---
Department heads	3.0	---	4.6	---	5.8	---	10.2	---	15.2	---	8.3	---	7.5	---
Business affairs	32.5	---	39.7	---	34.8	---	30.2	---	37.9	---	25.0	---	34.3	---
Legal affairs	6.5	---	3.8	---	4.9	---	4.5	---	9.0	---	10.4	---	5.2	---
Admission office	4.7	---	12.8	---	19.4	---	2.1	---	11.7	---	2.1	---	9.7	---
Student affairs	11.2	---	10.6	---	11.0	---	20.6	---	6.2	---	12.5	---	13.5	---
Development/fundraising	34.9	---	40.2	---	50.1	---	19.8	---	39.3	---	22.9	---	35.0	---
External affairs/public relations	11.2	---	12.8	---	11.3	---	14.7	---	4.8	---	16.7	---	12.2	---
Research office	9.5	---	1.6	---	4.6	---	15.3	---	2.8	---	6.3	---	7.6	---
Athletics	1.2	---	5.2	---	2.9	---	1.5	---	0.0	---	0.0	---	2.5	---
Faculty	20.7	---	17.7	---	12.8	---	26.5	---	24.8	---	20.8	---	20.4	---
Students	9.5	---	6.5	---	5.8	---	5.9	---	11.0	---	6.3	---	6.9	---
Other	5.3	---	7.1	---	8.4	---	8.5	---	8.3	---	12.5	---	7.9	---
Institution presidents	0.0	---	0.0	---	0.6	---	0.2	---	0.0	---	20.8	---	0.8	---
WHAT ARE THE MOST SUPPORTIVE EXTERNAL CONSTITUENT GROUPS?														
Board of regents	56.8	---	59.0	---	60.0	---	37.8	---	57.9	---	43.8	---	51.9	---
System office	17.2	---	17.4	---	7.8	---	38.9	---	7.6	---	20.8	---	21.0	---
Coordinating board	2.4	---	2.5	---	4.1	---	7.6	---	4.1	---	6.3	---	4.7	---
State legislators	18.3	---	12.8	---	8.1	---	25.1	---	5.5	---	29.2	---	15.9	---
Governor's office	9.5	---	3.8	---	0.3	---	2.6	---	1.4	---	12.5	---	3.3	---
Other state agencies	0.6	---	1.1	---	0.3	---	2.6	---	0.7	---	6.3	---	1.4	---
Regional accreditation organization	3.6	---	9.5	---	7.8	---	10.4	---	21.4	---	16.7	---	10.1	---
Members of Congress	1.8	---	1.6	---	0.9	---	1.1	---	0.7	---	4.2	---	1.3	---
Federal agencies	10.7	---	1.6	---	2.9	---	1.9	---	2.8	---	6.3	---	3.2	---
Alumni/ae	63.3	---	47.3	---	53.6	---	5.3	---	42.1	---	16.7	---	36.2	---
Grantmaking foundations	11.8	---	12.0	---	21.5	---	9.3	---	17.2	---	14.6	---	13.8	---
Local business leader	28.4	---	31.3	---	24.1	---	46.9	---	22.1	---	20.8	---	32.9	---
Local community leaders	24.3	---	33.2	---	27.8	---	57.5	---	24.1	---	22.9	---	37.3	---
Other college/university president	14.2	---	19.3	---	30.1	---	22.5	---	31.7	---	12.5	---	23.1	---
Athletic organizations	1.2	---	2.2	---	2.0	---	0.0	---	0.0	---	0.0	---	1.1	---
Media	1.2	---	2.2	---	2.9	---	1.9	---	2.1	---	0.0	---	2.1	---
Higher education associations	3.6	---	5.2	---	6.4	---	4.0	---	7.6	---	8.3	---	5.2	---
Other	7.1	---	7.9	---	8.4	---	8.9	---	15.9	---	12.5	---	9.1	---
System board (system only)	0.6	---	0.3	---	0.3	---	0.2	---	2.1	---	22.9	---	1.2	---

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
WHAT ARE THE INTERNAL CONSTITUENT GROUPS THAT UNDERSTAND YOUR INSTITUTION'S CHALLENGES THE LEAST?														
Office of the president staff	10.7	---	8.7	---	6.1	---	13.0	---	16.6	---	16.7	---	10.6	---
Provost	15.4	---	13.9	---	11.3	---	13.4	---	4.1	---	10.4	---	12.3	---
Deans and directors	9.5	---	10.9	---	7.5	---	13.8	---	13.8	---	16.7	---	11.3	---
Department heads	32.0	---	26.6	---	19.1	---	14.2	---	20.7	---	18.8	---	21.0	---
Business affairs	11.2	---	10.6	---	9.0	---	11.0	---	9.0	---	12.5	---	10.4	---
Legal affairs	4.7	---	4.1	---	4.4	---	10.0	---	6.2	---	10.4	---	6.4	---
Admission office	6.5	---	6.3	---	4.6	---	7.9	---	9.7	---	10.4	---	6.9	---
Student affairs	8.9	---	12.2	---	14.8	---	11.0	---	15.9	---	14.6	---	12.5	---
Development/fundraising	7.1	---	7.3	---	6.4	---	12.3	---	13.8	---	18.8	---	9.6	---
External affairs/public relations	6.5	---	4.6	---	2.9	---	6.8	---	7.6	---	2.1	---	5.3	---
Research office	7.7	---	7.9	---	6.7	---	4.7	---	8.3	---	4.2	---	6.5	---
Athletics	21.3	---	27.7	---	29.9	---	28.9	---	12.4	---	27.1	---	26.4	---
Faculty	56.8	---	60.1	---	60.9	---	52.9	---	53.1	---	43.8	---	56.5	---
Students	62.1	---	64.4	---	68.1	---	61.2	---	63.5	---	52.1	---	63.5	---
Other	11.2	---	8.2	---	9.6	---	10.6	---	11.7	---	6.3	---	9.8	---
Institution president (system only)	0.0	---	0.3	---	0.6	---	0.0	---	0.7	---	2.1	---	0.3	---
WHAT ARE THE EXTERNAL CONSTITUENT GROUPS THAT UNDERSTAND YOUR INSTITUTION'S CHALLENGES THE LEAST?														
Board of regents	17.2	---	13.0	---	12.2	---	13.8	---	13.8	---	12.5	---	13.6	---
System office (institution only)	11.8	---	6.0	---	3.8	---	12.5	---	1.4	---	8.3	---	7.8	---
Coordinating board	7.1	---	4.9	---	2.9	---	5.9	---	1.4	---	2.1	---	4.6	---
State legislators	46.8	---	45.4	---	38.0	---	39.3	---	27.6	---	33.3	---	40.0	---
Governor's office	28.4	---	35.3	---	20.0	---	33.3	---	22.1	---	20.8	---	28.9	---
Other state agencies	19.5	---	13.6	---	9.6	---	20.2	---	11.0	---	12.5	---	15.1	---
Regional accreditation organization	4.1	---	6.8	---	8.7	---	13.4	---	9.0	---	18.8	---	9.5	---
Members of Congress	22.5	---	23.1	---	26.1	---	21.2	---	26.9	---	18.8	---	23.4	---
Federal agencies	16.0	---	23.1	---	31.3	---	22.7	---	29.7	---	22.9	---	24.6	---
Alumni/ae	14.2	---	18.5	---	21.5	---	15.5	---	19.3	---	16.7	---	17.8	---
Grantmaking foundations	3.6	---	4.9	---	5.2	---	6.6	---	9.0	---	8.3	---	5.8	---
Local business leaders	10.7	---	15.5	---	13.6	---	12.5	---	18.6	---	18.8	---	14.0	---
Local community leaders	18.3	---	13.3	---	17.4	---	15.5	---	20.7	---	16.7	---	16.2	---
Other college/university president	6.5	---	9.0	---	10.4	---	9.3	---	15.2	---	6.3	---	9.6	---
Athletic organizations	7.1	---	9.8	---	9.0	---	9.3	---	6.9	---	14.6	---	9.1	---
Media	33.7	---	31.8	---	35.1	---	24.4	---	34.5	---	31.3	---	30.7	---
Higher education association	5.3	---	6.8	---	6.4	---	5.7	---	13.1	---	12.5	---	7.0	---
Other	2.4	---	3.0	---	3.5	---	3.4	---	6.9	---	6.3	---	3.6	---
System board (system only)	0.6	---	0.3	---	0.3	---	0.0	---	0.0	---	2.1	---	0.3	---
WHAT IS THE EMPLOYMENT STATUS OF YOUR SPOUSE OR DOMESTIC PARTNER?														
Compensated by your institution/system	4.7	7.4	3.5	6.7	9.0	13.8	0.6	0.4	2.8	2.0	0.0	---	3.8	5.4
Employed at your institution/system	9.5	14.8	7.9	9.6	7.8	10.2	4.9	3.8	8.3	12.2	10.4	---	7.2	8.6
Unpaid participant in campus/system	66.3	59.3	61.4	56.4	52.5	58.0	40.3	45.5	44.8	39.5	45.8	---	51.5	50.9
Employed outside of your institution/system	15.4	23.0	24.5	27.6	28.1	24.7	48.6	50.7	40.7	44.2	39.6	---	33.6	36.1
Not applicable	8.9	13.3	13.0	14.5	9.3	11.0	14.4	13.0	15.9	13.6	12.5	---	12.4	13.5

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
DID THE SEARCH PROCESS DISCLOSE THE SPOUSE OR DOMESTIC PARTNER'S ROLE?														
Yes	57.6	62.4	54.3	52.7	53.6	58.7	42.6	49.3	38.6	46.1	40.4	---	49.0	52.5
No	25.5	21.1	28.3	26.9	28.0	25.3	25.5	17.5	24.8	20.4	25.5	---	26.6	21.7
Not applicable	17.0	16.5	17.5	20.4	18.5	16.0	31.9	33.2	36.6	33.6	34.0	---	24.4	25.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
HAVE YOU EVER ALTERED YOUR CAREER PROGRESS TO CARE FOR A DEPENDENT, SPOUSE, OR PARENT?														
No	83.4	85.1	81.5	82.2	78.0	79.2	72.0	78.7	81.4	72.3	85.4	---	78.1	79.4
Yes, left position	1.8	0.0	3.0	3.1	2.9	1.2	4.7	2.8	0.0	1.6	0.0	---	3.0	2.1
Yes, reduced schedule/worked part-time	1.8	2.0	1.9	1.8	3.2	2.1	5.5	3.5	9.7	4.3	2.1	---	4.0	2.8
Yes, postponed seeking tenure	0.0	9.5	0.3	8.6	0.6	12.8	0.0	9.0	0.0	17.6	0.0	---	0.2	10.8
Yes, postponed job search	7.7	1.4	10.3	2.6	8.4	2.1	14.9	5.3	8.3	2.7	6.3	---	10.7	3.5
Yes, other	1.8	2.0	2.5	1.6	4.9	2.4	3.0	0.7	0.7	1.6	4.2	---	3.0	1.5
HAVE YOU EVER ALTERED YOUR CAREER PROGRESSION FOR YOUR SPOUSE OR PARTNER'S CAREER?														
Yes	21.2	11.9	18.3	10.6	20.6	10.2	23.8	14.6	20.0	12.5	25.5	---	21.2	12.6
No	70.3	85.1	71.2	82.5	73.1	85.9	68.9	83.0	70.3	84.9	68.1	---	70.6	83.5
Not applicable	8.5	3.0	10.5	6.9	6.3	3.9	7.3	2.5	9.7	2.6	6.4	---	8.2	3.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
HAS YOUR SPOUSE OR PARTNER ALTERED HIS OR HER CAREER PROGRESSION FOR YOUR CAREER?														
Yes	67.9	63.9	63.4	59.2	67.4	58.5	60.9	55.2	47.2	50.0	72.3	---	62.8	56.7
No	23.0	32.3	25.2	30.6	26.1	35.9	30.9	41.9	43.8	46.1	21.3	---	28.6	37.8
Not applicable	9.1	3.8	11.4	10.1	6.5	5.6	8.2	2.9	9.0	3.9	6.4	---	8.7	5.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
GENDER IDENTITY														
Male	78.2	77.7	70.7	77.2	72.1	77.1	64.2	67.0	69.0	79.5	75.0	---	69.8	73.6
Female	21.8	22.3	29.0	22.8	27.9	22.9	35.8	33.0	30.3	20.5	25.0	---	30.1	26.4
Other*	0.0	---	0.3	---	0.0	---	0.0	---	0.7	---	0.0	---	0.1	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
<i>Note: The category "other" was not available in the 2011 survey.</i>														
SEXUAL ORIENTATION														
Heterosexual or straight	96.9	---	95.3	---	96.4	---	94.8	---	92.9	---	100.0	---	95.5	---
Gay or lesbian	1.8	---	3.9	---	2.7	---	3.7	---	5.0	---	0.0	---	3.3	---
Bisexual	0.6	---	0.3	---	0.6	---	0.4	---	0.7	---	0.0	---	0.5	---
Other	0.6	---	0.6	---	0.3	---	1.1	---	1.4	---	0.0	---	0.7	---
Total	100	---	100	---	100	---	100	---	100	---	100	---	100	---
AGE														
31-40	0.0	0.0	0.0	0.5	0.9	0.3	0.4	0.8	1.4	0.0	0.0	---	0.5	0.5
41-50	3.7	2.9	5.3	5.4	10.2	11.5	12.1	12.4	4.9	12.2	2.1	---	8.2	9.6
51-60	29.0	26.8	28.2	29.5	37.9	32.9	36.5	33.3	25.9	33.3	39.6	---	33.1	31.8
61-70	53.1	63.8	53.1	60.6	43.0	51.0	42.1	50.6	54.6	45.0	41.7	---	47.3	53.2
71 or older	14.2	6.5	13.4	4.0	8.1	4.3	8.9	2.9	13.3	9.4	16.7	---	11.0	4.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
Mean	63.7	62.7	63.1	62.0	60.4	60.1	60.2	59.6	63.1	60.8	62.7	---	61.7	60.7
Median	64.0	63.0	64.0	63.0	61.0	61.5	61.0	61.0	64.0	61.0	62.5	---	62.0	62.0

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
RACE/ETHNICITY														
Hispanic/Latino(a)	3.6	2.7	5.2	3.4	1.8	3.4	4.7	5.0	2.1	3.2	8.3	---	3.9	3.8
Caucasian, White, or White American	82.1	87.2	85.2	87.4	85.4	87.7	80.0	86.9	85.4	89.2	79.2	---	83.2	87.2
Middle Eastern or Arab American	0.6	---	0.3	---	0.9	---	0.9	---	0.0	---	0.0	---	0.6	---
Black, Afro-Caribbean, or African American	7.1	6.1	7.4	7.3	8.9	7.7	8.8	5.3	4.9	3.2	8.3	---	7.9	5.9
American Indian/Alaska Native	0.0	0.0	0.0	0.5	0.0	0.3	0.6	0.6	4.9	0.5	0.0	---	0.7	0.8
Asian or Asian American	5.4	2.0	1.4	1.3	0.9	0.6	3.0	1.5	2.1	2.2	2.1	---	2.3	1.5
Multiple races*	1.2	2.0	0.6	0.0	2.1	0.3	1.9	0.7	0.7	1.6	2.1	---	1.4	0.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.9	100.0	---	100.0	100.0
<i>Note: Multiple races was indicated as "Other" in 2011.</i>														
RELATIONSHIP STATUS														
Never married (member of religious order)	3.6	1.5	4.7	3.2	3.0	2.5	0.2	2.5	2.1	2.0	0.0	---	2.4	2.5
Never married	2.4	5.9	3.6	7.8	2.7	2.8	4.1	0.4	4.2	2.0	2.1	---	3.4	3.4
Married	87.5	86.7	86.3	83.2	87.0	87.0	84.2	86.8	78.5	82.2	85.4	---	85.2	85.0
Domestic partner	0.0	0.0	0.3	0.9	1.8	1.8	1.3	0.8	3.5	2.6	0.0	---	1.2	1.2
Separated	0.0	0.7	0.0	0.0	0.3	0.4	0.2	0.4	0.0	2.0	2.1	---	0.2	0.5
Divorced	4.8	4.4	3.8	3.8	4.1	4.2	7.9	6.4	9.7	7.9	10.4	---	6.0	5.7
Widower/window	1.8	0.7	1.4	1.2	1.2	1.4	2.1	2.7	2.1	1.3	0.0	---	1.6	1.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
DO YOU HAVE CHILDREN?														
Yes	86.9	85.2	80.4	81.2	83.2	88.1	85.5	85.5	84.8	88.4	89.6	---	84.0	85.3
No	13.1	14.8	19.6	18.8	16.8	11.9	14.5	14.5	15.2	11.6	10.4	---	16.0	14.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
IF SO, ARE YOUR CHILDREN UNDER 18?														
Yes	15.8	16.3	18.4	16.4	27.0	27.4	25.4	21.7	17.9	18.3	14.0	---	22.0	20.8
No	84.3	83.7	81.6	83.6	73.1	72.6	74.6	78.3	82.1	81.7	86.1	---	78.1	79.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
RELIGIOUS AFFILIATION														
Buddhist	0.6	0.0	1.1	0.5	0.3	0.0	0.7	1.1	0.7	1.1	0.0	---	0.7	0.6
Christian (Protestant)	43.9	36.8	40.8	43.1	56.9	61.7	50.0	55.8	42.5	53.2	52.1	---	48.1	52.0
Christian (Roman Catholic)	28.7	29.9	34.4	35.8	24.5	20.4	24.1	24.8	21.6	19.7	20.8	---	26.8	26.1
Jewish	7.9	9.7	4.7	5.5	4.7	4.0	1.5	2.6	11.5	8.0	4.2	---	4.7	4.9
Muslim	0.6	1.4	0.3	0.0	0.3	0.3	0.0	0.2	0.0	0.0	2.1	---	0.3	0.2
Mormon	1.2	---	0.8	---	0.6	---	2.0	---	0.0	---	2.1	---	1.1	---
None	11.6	16.7	14.7	12.5	10.0	9.0	15.2	10.0	17.3	13.3	14.6	---	13.7	11.3
Other	5.5	5.6	3.1	2.6	2.7	4.6	6.5	5.5	6.5	4.8	4.2	---	4.6	4.9
Total	100.0	100.1	100.0	100.1	100.0	---	100.0	100.0						
POLITICAL IDEOLOGY														
Very liberal	6.1	---	11.1	---	9.2	---	10.1	---	15.4	---	6.3	---	10.1	---
Moderately liberal	32.9	---	40.9	---	39.6	---	32.8	---	35.0	---	33.3	---	36.5	---
Middle of the road	42.7	---	24.9	---	25.2	---	29.8	---	22.4	---	20.8	---	28.0	---
Moderately conservative	18.3	---	20.4	---	21.0	---	24.3	---	16.1	---	27.1	---	21.3	---
Very conservative	0.0	---	2.8	---	5.0	---	3.0	---	11.2	---	12.5	---	4.1	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
INTERNATIONAL EXPERIENCES														
Born outside U.S.	14.8	---	6.0	---	6.7	---	6.2	---	7.6	---	12.5	---	7.5	---
Study outside U.S.	17.8	---	16.3	---	20.0	---	11.0	---	15.9	---	16.7	---	15.7	---
Degree outside U.S.	10.7	---	6.5	---	7.0	---	3.0	---	9.0	---	8.3	---	6.3	---
Professional experience overseas	21.3	---	19.6	---	22.0	---	17.0	---	34.5	---	29.2	---	21.2	---
Employment outside U.S.	8.9	---	7.1	---	10.1	---	4.5	---	6.9	---	8.3	---	7.2	---
International grant	20.7	---	16.0	---	14.5	---	6.2	---	7.6	---	10.4	---	12.2	---
None	50.3	---	54.6	---	47.5	---	65.8	---	51.0	---	47.9	---	55.4	---
ALL DEGREES EARNED														
Associate degree	3.0	2.7	3.8	5.2	6.7	7.0	18.7	16.2	7.6	7.4	4.2	---	9.3	9.3
Bachelor's degree	76.3	81.2	82.1	86.0	82.0	86.3	83.4	84.5	71.7	77.7	64.6	---	80.3	84.0
Master's degree (except MBA)	58.6	63.1	60.9	70.2	64.1	68.4	73.7	76.3	54.5	60.1	45.8	---	64.2	69.9
MBA	6.5	3.4	12.2	9.1	8.1	5.5	11.7	8.2	7.6	6.4	6.3	---	9.9	7.3
Doctor of philosophy (PhD)	79.3	80.5	71.2	71.8	63.2	62.6	46.3	41.0	35.2	36.7	43.8	---	58.5	55.5
Doctor of education (EdD)	8.3	7.4	13.9	13.2	15.7	13.7	37.2	40.3	15.9	6.9	22.9	---	21.2	21.3
Doctor of medicine (MD)	4.7	2.0	0.5	0.0	0.6	0.3	0.0	0.0	9.7	8.5	8.3	---	1.9	1.3
Other health-related degree	0.0	0.7	0.3	0.0	0.3	0.6	0.4	0.4	10.3	11.2	2.1	---	1.3	1.7
Law degree	10.1	9.4	10.6	7.8	9.3	9.4	4.0	4.0	6.2	8.0	12.5	---	7.9	7.0
Other	3.6	6.0	9.5	10.6	10.4	13.4	4.7	4.7	21.4	27.7	8.3	---	8.7	11.0
MAJOR FIELD OF STUDY FOR HIGHEST DEGREE EARNED														
Agriculture/natural resources	4.9	2.7	0.6	0.5	0.3	1.0	1.3	0.4	0.0	0.0	0.0	---	1.1	0.7
Biological sciences	4.2	5.4	4.4	4.4	2.1	2.5	1.5	1.8	0.7	1.6	4.2	---	2.6	2.8
Business	5.5	3.4	8.0	5.7	8.6	6.0	5.6	4.9	4.9	6.3	4.2	---	6.7	5.6
Computer science	1.8	2.0	0.3	3.6	0.0	2.9	0.0	7.9	0.0	4.2	2.1	---	0.3	5.0
Education or higher education	18.8	15.5	29.7	28.1	34.8	31.0	68.2	63.4	25.2	13.2	31.3	---	41.1	37.7
Engineering	14.6	8.8	1.9	1.3	1.5	2.2	0.9	0.5	2.1	1.6	4.2	---	3.0	1.9
Humanities/fine arts	3.6	10.1	15.1	21.6	15.9	19.6	8.2	7.7	11.9	11.6	4.2	---	11.3	14.2
Law	7.3	7.4	8.0	6.0	7.7	7.3	3.7	2.7	4.9	7.4	12.5	---	6.4	5.4
Mathematics	0.6	0.7	1.7	1.0	1.2	1.3	0.9	1.3	0.0	0.0	2.1	---	1.1	1.0
Health professions	3.0	2.7	2.2	1.6	1.5	1.0	0.9	0.7	11.2	12.1	4.2	---	2.6	2.5
Medicine	3.6	2.0	0.8	0.8	0.9	0.6	0.0	0.0	10.5	7.9	8.3	---	2.0	1.5
Physical/natural sciences	5.5	6.1	4.7	2.3	3.5	3.5	0.9	0.9	1.4	9.5	6.3	---	3.1	3.1
Religion/theology	2.4	5.4	3.9	5.2	5.9	10.1	0.6	2.0	17.5	17.4	8.3	---	4.6	6.7
Social sciences	24.2	27.7	19.0	17.7	16.2	11.1	7.5	5.7	9.8	7.4	8.3	---	14.2	11.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
IN WHICH OF THE FOLLOWING AREAS DID YOU FEEL UNPREPARED FOR YOUR FIRST PRESIDENCY?														
Academic issues	7.1	19.8	10.6	15.7	9.3	21.2	7.6	16.1	17.2	29.5	12.5	---	9.7	18.8
Accreditation*	11.2	---	13.6	---	20.6	---	10.8	---	26.2	---	27.1	---	15.7	---
Assessment of student learning*	13.0	13.5	20.4	21.4	21.7	21.5	16.8	17.6	27.6	28.8	22.9	---	19.5	20.3
Athletics	26.6	38.7	26.1	28.1	20.3	28.5	18.5	21.5	11.7	7.6	12.5	---	20.8	24.3
Budget/financial management	13.0	21.6	15.5	20.4	17.7	23.8	18.7	23.5	15.2	32.6	20.8	---	16.8	23.9
Campus internationalization	8.9	18.9	15.2	23.0	14.5	23.8	17.8	28.7	12.4	19.7	12.5	---	14.8	24.7
Global engagement	14.2	---	18.5	---	21.5	---	21.9	---	18.6	---	16.7	---	19.7	---
Capital improvement projects	17.2	22.5	19.0	26.8	18.6	23.8	24.2	31.2	23.5	28.8	27.1	---	21.0	27.4
Communication-External	17.8	---	8.7	---	9.3	---	9.6	---	18.6	---	14.6	---	11.2	---
Communication-Internal	7.1	---	2.2	---	5.5	---	3.6	---	2.1	---	4.2	---	4.0	---
Community relations	7.1	15.3	3.5	13.7	4.9	11.9	5.3	11.1	8.3	16.7	12.5	---	5.5	12.8
Crisis management	26.0	17.1	16.6	20.1	20.6	17.3	23.8	22.2	17.2	18.2	29.2	---	21.2	19.8
Diversity/equity issues	11.8	---	10.9	---	12.8	---	6.8	---	10.3	---	10.4	---	10.1	---
Enrollment management	12.4	18.0	14.4	20.1	15.9	23.5	9.3	15.6	16.6	30.3	25.0	---	13.5	20.0
Entrepreneurial ventures	22.5	33.3	20.7	28.1	24.1	28.8	23.1	27.1	21.4	15.2	16.7	---	22.3	26.7
Faculty governance*	8.9	16.2	6.8	16.0	11.9	17.3	11.7	15.6	13.8	24.2	14.6	---	10.5	17.0
Shared governance	11.8	---	10.3	---	8.7	---	9.3	---	16.6	---	20.8	---	10.7	---
Personnel issues	8.3	16.2	5.7	14.4	7.8	10.4	8.3	14.3	9.0	13.6	8.3	---	7.6	13.7
Fundraising	14.8	35.1	22.8	31.0	22.6	29.2	38.6	49.3	32.4	49.2	37.5	---	28.1	40.0
Alumni as stakeholder group (excluding fundraising)	3.0	---	5.2	---	9.9	---	12.3	---	11.7	---	10.4	---	8.9	---
Governing board relations	25.4	30.6	20.9	21.1	16.5	19.6	18.1	21.5	17.2	20.5	16.7	---	19.1	21.9
Government relations (state-level)*	18.9	23.4	24.5	19.8	20.0	23.8	20.0	23.3	24.1	18.9	22.9	---	21.4	21.9
Government relations (federal)*	14.8	---	21.7	---	22.3	---	21.0	---	24.8	---	12.5	---	20.9	---
Managing a senior-level team	7.7	---	8.2	---	7.3	---	6.2	---	6.9	---	6.3	---	7.1	---
Risk management/legal issues	17.8	24.3	16.9	33.5	19.1	34.2	19.3	25.6	20.7	28.8	20.8	---	18.7	29.7
Spousal role	11.2	---	9.0	---	10.4	---	7.0	---	8.3	---	4.2	---	8.7	---
Strategic planning	5.3	11.7	3.5	14.1	4.6	13.5	6.4	15.2	10.3	21.2	6.3	---	5.6	14.8
Student life/conduct issues	7.1	14.4	6.8	17.9	9.0	14.6	6.2	10.0	8.3	15.2	8.3	---	7.3	13.8
Technology planning	18.9	28.8	26.1	39.3	32.2	43.1	18.9	25.3	26.9	33.3	29.2	---	24.6	33.6
Using IR (evidence) to inform decision making	6.5	---	7.9	---	6.7	---	6.8	---	15.2	---	12.5	---	8.0	---
Other	3.0	---	4.6	---	2.9	---	4.3	---	5.5	---	4.2	---	4.0	---

Note: "Assessment of student learning" was indicated as "accountability/assessment of student learning" in the 2011 survey. The term "faculty governance" replaced the term "faculty issues" in the 2011 survey. "Government relations" was combined as one category in the 2011 survey.

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
WHICH AREAS OCCUPY MOST OF YOUR TIME?														
Academic issues	17.2	9.8	14.1	13.2	14.2	10.3	11.5	10.0	18.6	17.8	22.9	---	14.4	12.2
Accreditation*	1.2	---	4.4	---	10.7	---	16.1	---	22.1	---	16.7	---	11.1	---
Assessment of student learning*	0.0	0.8	0.5	2.3	2.3	2.8	4.0	8.7	4.1	5.3	2.1	---	2.3	4.9
Athletics	18.9	16.5	12.0	5.0	5.2	4.3	3.4	1.2	0.0	0.0	2.1	---	7.2	4.0
Budget/financial management	63.9	57.1	66.0	59.6	66.7	60.3	62.0	59.5	69.7	48.7	60.4	---	64.9	57.9
Campus internationalization	0.6	4.5	1.1	2.3	1.2	1.1	0.0	0.4	0.0	4.6	0.0	---	0.6	1.9
Global engagement	4.7	---	2.7	---	1.5	---	1.1	---	3.5	---	4.2	---	2.3	---
Capital improvement projects	13.0	9.8	17.1	9.6	15.1	9.6	19.3	19.1	21.4	7.2	14.6	---	17.2	12.6
Communication (external)	34.9	---	19.6	---	14.8	---	17.4	---	17.2	---	25.0	---	19.5	---
Communication (internal)	18.9	---	23.4	---	18.3	---	29.9	---	22.1	---	16.7	---	23.4	---
Community relations	16.0	15.8	19.6	20.2	18.0	14.2	39.7	35.5	15.9	11.8	18.8	---	24.6	22.7
Crisis management	10.1	5.3	4.1	4.7	5.8	2.1	5.7	3.3	6.9	6.6	4.2	---	5.9	4.2
Diversity/equity issues	9.5	---	10.3	---	4.9	---	3.0	---	4.1	---	4.2	---	6.0	---
Enrollment management	18.9	14.3	34.8	27.2	40.6	27.3	28.5	11.6	31.7	16.4	22.9	---	31.8	19.6
Entrepreneurial ventures	7.7	6.0	6.8	7.3	7.3	4.3	5.5	4.4	9.0	13.2	6.3	---	6.8	6.1
Faculty governance*	3.0	13.5	7.1	12.3	6.4	13.1	7.4	17.6	5.5	15.8	2.1	---	6.3	15.0
Shared governance	10.7	---	13.0	---	12.5	---	17.0	---	15.2	---	6.3	---	13.8	---
Personnel issues	8.3	10.5	15.2	14.3	18.6	16.0	32.5	34.0	20.7	17.1	16.7	---	21.0	21.6
Fundraising	69.8	60.9	65.5	57.6	72.5	65.2	36.7	25.3	66.9	50.7	39.6	---	58.1	47.0
Alumni as stakeholder group (excluding fundraising)	3.6	---	3.0	---	6.1	---	1.1	---	4.1	---	2.1	---	3.2	---
Governing board relations	38.5	25.6	34.0	16.1	35.1	24.8	28.5	19.9	33.1	21.7	41.7	---	33.2	20.7
Government relations (state-level)*	18.3	15.8	11.7	12.3	6.1	6.0	22.9	19.7	5.5	5.9	37.5	---	14.8	13.1
Government relations (federal)*	1.8	---	1.9	---	2.3	---	2.8	---	4.1	---	6.3	---	2.6	---
Managing a senior-level team	37.3	---	44.8	---	51.3	---	36.5	---	37.9	---	35.4	---	42.0	---
Risk management/legal issues	4.7	0.0	6.3	2.6	6.7	1.4	6.2	5.4	4.1	3.3	6.3	---	6.0	3.1
Spousal role	0.6	---	0.5	---	0.6	---	0.0	---	0.0	---	0.0	---	0.3	---
Strategic planning	25.4	17.3	29.9	24.9	30.1	27.7	25.9	15.6	37.9	33.6	33.3	---	29.1	22.2
Student life/conduct issues	3.6	6.0	2.5	1.2	5.8	3.2	1.3	1.9	3.5	7.9	0.0	---	3.0	3.4
Technology planning	1.8	0.0	1.4	1.5	0.9	0.0	2.3	1.7	2.1	1.3	4.2	---	1.8	1.1
Using IR (evidence) to inform decision making	2.4	---	3.0	---	4.4	---	8.7	---	3.5	---	8.3	---	5.2	---
Other (please specify)	4.7	---	5.4	---	1.2	---	5.9	---	2.1	---	2.1	---	4.1	---

Note: "Assessment of student learning" was indicated as "accountability/assessment of student learning" in the 2011 survey. The term "faculty governance" replaced the term "faculty issues" in the 2011 survey. "Government relations" was combined as one category in the 2011 survey.

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
WHICH THINGS DO YOU FIND THE MOST FRUSTRATING?														
Athletics	14.8	12.8	8.2	4.7	5.8	5.0	4.0	2.3	1.4	0.7	4.2	---	6.3	4.2
Belief by others that you are infinitely accessible	37.9	33.8	33.2	29.9	30.4	30.6	29.7	30.0	23.5	29.3	39.6	---	31.3	30.4
Board/board members	25.4	21.8	17.9	14.1	18.6	19.9	16.8	13.0	19.3	17.3	2.1	---	18.2	15.9
Cabinet dynamics	7.7	9.0	15.2	5.9	11.3	7.5	16.1	9.3	14.5	7.3	14.6	---	13.7	7.9
Campus politics	21.3	20.3	27.2	26.1	28.4	28.5	28.9	28.3	24.1	22.7	27.1	---	27.0	26.3
Difficulty of cultivating leadership	20.1	29.3	26.4	33.1	23.2	31.0	28.2	32.9	37.2	34.0	39.6	---	27.0	32.2
Faculty resistance	42.0	27.8	46.2	45.2	44.4	44.1	44.2	34.9	51.7	37.3	39.6	---	45.0	38.6
Lack of time	49.7	45.9	45.4	43.7	45.2	39.1	39.1	38.0	42.8	47.3	58.3	---	44.1	41.5
Never enough money	54.4	51.1	63.0	63.9	68.4	66.5	57.5	64.0	60.0	58.7	45.8	---	60.8	62.5
Policymakers	23.1	24.8	19.3	18.5	20.6	14.6	31.4	28.1	15.2	10.7	31.3	---	23.7	21.0
Problems inherited from the previous leadership	21.9	18.0	33.4	27.6	34.2	27.8	38.4	27.1	37.9	34.0	41.7	---	34.5	27.5
Too many demands/not enough time	29.0	40.6	27.7	34.6	29.3	39.5	30.8	37.0	34.5	39.3	39.6	---	30.1	37.6
Unclear expectations and metrics	5.3	7.5	3.0	9.1	5.2	7.1	6.4	9.5	5.5	12.0	6.3	---	5.1	8.8
Unrealistic expectations	25.4	20.3	21.2	24.6	25.2	23.1	23.8	27.1	20.7	24.7	22.9	---	23.4	24.4
Unresponsive governance	16.0	15.8	16.9	21.7	16.5	22.1	12.1	18.4	7.6	10.7	6.3	---	14.0	18.5
Work-life balance	26.0	35.3	23.1	31.1	24.9	32.0	27.4	30.2	29.7	36.7	35.4	---	26.1	32.4
Workforce management	8.9	9.8	10.6	10.6	11.9	12.1	17.0	13.8	21.4	19.3	18.8	---	13.9	13.0
Other	8.9	---	9.5	---	8.1	---	10.8	---	10.3	---	8.3	---	9.6	---
Institutional presidents (system only)	0.0	---	0.0	---	0.0	---	0.0	---	0.0	---	0.0	---	0.0	---
System board/board member (system only)	1.8	---	0.0	---	0.0	---	0.0	---	0.7	---	4.2	---	0.4	---
WHAT ARE YOUR ACADEMIC ACTIVITIES OUTSIDE OF THE PRESIDENCY?														
Conduct research	13.0	16.1	9.2	19.1	9.0	19.8	5.5	16.1	15.9	23.2	22.9	---	9.5	19.7
Teach a course by yourself	14.8	28.7	12.8	31.1	15.7	32.3	12.5	33.2	23.5	40.0	12.5	---	14.6	33.6
Team teach a course	13.6	23.0	9.5	28.2	13.6	26.9	7.2	22.1	12.4	32.6	18.8	---	10.7	26.5
Write for scholarly publications	13.0	24.1	11.1	21.5	9.0	18.0	4.7	9.0	19.3	32.6	22.9	---	10.0	20.1
Write about higher education issues	47.9	75.9	34.0	70.3	39.1	66.5	26.8	59.8	25.5	32.6	33.3	---	33.6	61.7
None of the above	36.7	---	49.7	---	45.2	---	60.1	---	42.8	---	43.8	---	49.6	---
DO YOU SERVE ON EXTERNAL BOARDS?														
Yes	86.2	90.4	88.0	88.7	81.6	85.5	92.3	88.5	73.8	74.0	87.5	---	86.3	86.2
No	13.8	9.6	12.0	11.3	18.4	14.5	7.7	11.5	26.2	26.0	12.5	---	13.7	13.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
NUMBER OF EXTERNAL BOARDS														
0	0.0	---	0.0	---	0.4	---	0.0	---	0.0	---	0.0	---	0.1	---
1	7.1	7.8	9.7	8.3	15.0	12.0	10.2	8.3	26.4	26.5	11.9	---	12.1	11.2
2	13.6	20.0	21.3	23.9	26.6	24.6	20.3	20.8	31.1	31.3	23.8	---	22.2	22.8
3	30.0	25.6	23.8	24.8	23.7	23.4	22.7	25.2	17.9	21.7	21.4	---	23.5	24.5
>3	49.3	46.7	45.3	43.1	34.3	40.1	46.8	45.7	24.5	20.5	42.9	---	42.2	41.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
Mean	4.2	3.8	3.5	3.6	3.1	3.5	3.7	3.8	2.7	2.9	3.7	---	3.5	3.6
Median	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	---	3.0	3.0

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
TYPE OF EXTERNAL BOARDS														
Nonprofit	76.9	82.8	76.4	87.0	66.7	87.4	82.0	88.1	61.4	81.1	75.0	---	74.5	86.5
Publicly-held corporation	18.9	26.2	6.5	12.4	5.5	8.8	7.0	11.0	4.1	13.5	4.2	---	7.5	12.5
Privately-held firm	12.4	15.6	8.7	10.7	8.7	12.6	7.2	11.0	6.2	8.1	4.2	---	8.3	11.4
Pre-K or K-12 school	5.3	2.5	7.1	8.5	3.2	8.4	6.6	5.6	6.9	5.4	4.2	---	5.8	6.6
Different college or university	5.3	9.0	12.0	12.4	8.4	10.5	4.5	7.3	8.3	12.6	14.6	---	7.9	9.7
Economic development board	38.5	37.7	37.8	40.7	28.1	33.1	57.5	65.3	15.2	22.5	22.9	---	39.1	45.6
Professional/higher education organization/association	42.0	53.3	45.1	51.5	42.6	48.5	46.3	48.9	34.5	34.2	33.3	---	43.2	48.5
Other	4.7	9.0	10.6	6.5	7.3	7.9	12.5	8.4	8.3	10.8	18.8	---	9.8	8.0
PRIOR TO YOUR FIRST PRESIDENCY, FOR HOW MANY YEARS WERE YOU PRIMARILY IN THE CLASSROOM/LAB?														
None	12.7	18.0	23.5	30.3	28.9	32.9	30.1	29.9	26.6	40.5	36.4	---	26.2	30.4
1	3.2	0.0	1.2	2.9	2.3	1.1	4.4	4.1	3.1	3.9	2.3	---	2.9	2.8
2	3.2	1.5	2.1	2.9	2.6	3.5	7.0	7.4	7.0	3.3	6.8	---	4.4	4.5
3	3.8	3.8	4.8	2.9	3.6	4.2	6.8	7.0	6.3	3.3	0.0	---	5.0	4.8
4	2.6	2.3	2.1	2.9	3.3	3.5	4.2	4.5	4.7	3.3	2.3	---	3.3	3.5
5	3.2	2.3	6.6	6.9	7.2	3.9	8.4	9.8	8.6	8.5	11.4	---	7.2	7.2
6 to 10	26.8	28.6	24.1	24.3	18.4	22.3	21.9	20.7	15.6	15.7	18.2	---	21.5	22.0
11 to 15	21.0	21.1	20.5	14.5	17.7	15.2	10.0	9.2	10.2	9.2	4.6	---	15.3	12.8
16 to 20	15.9	15.0	11.5	9.2	8.5	8.8	3.5	5.3	10.9	8.5	9.1	---	8.8	8.3
>20	7.6	7.5	3.6	3.2	7.5	4.6	3.7	2.2	7.0	3.9	9.1	---	5.5	3.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
Mean	10.4	10.4	8.2	6.9	8.2	7.1	5.6	5.4	7.6	5.8	6.5	---	7.5	6.7
Median	10.0	10.0	8.0	6.0	7.0	6.0	4.0	4.0	5.0	3.0	5.0	---	6.0	5.0
PRIOR TO YOUR FIRST PRESIDENCY, FOR HOW MANY YEARS WERE YOU PRIMARILY A FULL-TIME ADMINISTRATOR?														
None	5.7	7.5	6.6	8.6	10.7	14.4	2.8	5.3	20.5	20.3	25.0	---	8.0	10.4
1 to 2	1.3	0.0	1.2	0.6	3.7	1.1	0.7	0.8	1.5	5.2	2.3	---	1.6	1.2
3 to 5	18.2	3.0	10.3	4.0	10.7	3.9	6.9	3.1	17.4	11.8	15.9	---	11.0	4.6
6 to 10	33.3	16.5	24.9	12.4	26.4	13.0	25.1	8.8	27.3	16.3	9.1	---	26.0	12.2
11 to 15	19.5	21.1	23.2	18.4	14.1	17.6	22.7	17.0	13.6	20.9	9.1	---	19.4	18.3
16 to 20	8.2	22.6	16.1	16.7	13.2	13.0	17.8	15.4	8.3	11.8	29.6	---	14.8	15.2
>20	13.8	29.3	17.8	39.4	21.2	37.0	24.0	49.6	11.4	13.7	9.1	---	19.2	38.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
Mean	11.2	16.6	13.4	18.5	12.7	16.4	15.3	20.7	9.7	10.8	10.6	---	13.2	17.6
Median	10.0	16.0	12.0	18.0	10.0	15.5	13.5	20.0	8.0	10.0	9.0	---	12.0	17.0
PRIOR TO YOUR FIRST PRESIDENCY, FOR HOW MANY YEARS DID YOU HAVE DUTIES SPLIT BETWEEN ACADEMIC AND ADMINISTRATIVE DUTIES?														
None	28.4	39.1	38.0	49.1	42.7	53.0	50.6	58.7	41.2	52.9	47.7	---	42.5	52.4
1 to 2	8.1	6.0	12.5	9.5	11.2	7.8	13.9	11.9	8.4	5.2	9.1	---	11.7	8.9
3 to 5	25.0	22.6	22.0	15.6	21.7	17.7	16.1	13.1	16.8	14.4	18.2	---	19.8	15.8
6 to 10	23.7	15.0	16.9	13.0	13.3	12.0	12.2	9.2	13.5	13.1	13.6	---	15.0	11.9
11 to 15	9.5	9.0	4.8	6.4	5.9	3.9	3.7	3.5	8.4	8.5	6.8	---	5.6	5.5
16 to 20	4.1	5.3	3.5	2.3	1.8	2.1	2.0	1.4	4.2	2.0	2.3	---	2.7	2.1
>20	1.4	3.0	2.2	4.0	3.5	3.5	1.7	2.2	7.6	3.9	2.3	---	2.7	3.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
Mean	5.3	5.2	4.3	4.1	4.2	3.7	3.2	2.8	5.9	4.2	4.2	---	4.2	3.7
Median	4.0	3.0	2.0	1.0	2.0	0.0	0.0	0.0	3.0	0.0	1.5	---	2.0	0.0

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
YEARS EMPLOYED OUTSIDE OF HIGHER EDUCATION														
None	58.0	60.2	44.3	52.5	47.3	58.0	37.5	54.4	25.0	29.4	31.1	---	42.0	52.2
1	4.2	5.3	3.2	4.1	1.7	3.2	5.0	3.3	1.5	0.0	0.0	---	3.3	3.2
2	2.1	3.8	6.4	5.2	4.7	4.9	10.0	6.3	2.3	2.6	2.2	---	6.1	5.1
3	6.3	6.8	4.8	3.5	7.1	3.9	6.0	4.3	3.8	3.9	6.7	---	5.8	4.1
4	3.5	2.3	4.1	2.9	4.0	2.8	4.3	4.1	5.3	3.3	4.4	---	4.2	3.3
5	5.6	3.0	8.3	4.9	3.7	1.8	5.7	3.9	6.8	2.6	8.9	---	6.1	3.6
6 to 10	8.4	6.0	11.8	9.3	10.7	8.1	12.2	11.9	11.4	14.4	6.7	---	11.1	10.2
11 to 15	3.5	2.3	5.7	6.4	5.0	5.7	8.1	3.5	13.6	9.2	13.3	---	7.1	5.0
16 to 20	2.1	1.5	4.5	5.2	4.0	2.8	6.0	2.9	12.1	10.5	8.9	---	5.5	4.1
>20	6.3	9.0	7.0	6.1	11.7	8.8	5.3	5.5	18.2	24.2	17.8	---	8.9	9.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
Mean	4.4	4.3	5.6	4.9	6.5	5.0	5.5	4.1	11.1	11.7	10.2	---	6.3	5.4
Median	0.0	0.0	2.0	0.0	2.0	0.0	2.0	0.0	8.0	10.0	5.0	---	2.0	0.0
PATH OF CAREER PROGRESSION AS AN ADMINISTRATOR														
Moved up while staying at one institution	17.1	18.5	15.6	14.5	11.5	13.4	15.9	18.9	26.2	20.9	16.7	---	16.0	16.7
Moved up by changing institutions once or twice	49.4	37.8	37.6	30.3	40.5	36.4	36.5	36.0	26.2	23.5	31.3	---	37.9	33.3
Moved up by changing institutions three or more times	22.0	30.4	33.4	39.3	30.2	30.7	36.3	33.3	16.6	13.1	20.8	---	30.3	31.8
Became president after moving in & out of higher education	6.7	5.2	6.1	8.4	5.3	6.7	5.6	5.6	9.0	12.4	8.3	---	6.2	7.4
Became president spending my career mostly/completely outside higher education	4.9	8.1	7.2	7.5	12.4	12.7	5.8	6.2	22.1	30.1	22.9	---	9.6	10.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
NUMBER OF PRESIDENCIES HELD (INCLUDING CURRENT POSITION)														
1	70.7	74.8	74.8	73.7	77.9	78.5	71.1	71.7	87.6	79.7	56.3	---	74.5	74.6
2	21.0	20.7	21.1	19.9	17.7	17.3	21.2	20.5	8.3	11.1	27.1	---	19.3	18.8
3	6.6	3.0	2.7	4.0	3.0	3.2	6.3	5.3	4.1	7.8	10.4	---	4.7	4.7
4	1.2	0.7	1.4	1.4	0.6	1.1	0.9	1.4	0.0	1.3	6.3	---	1.1	1.3
5 or more	0.6	0.7	0.0	0.9	0.9	0.0	0.7	1.0	0.0	0.0	0.0	---	0.5	0.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
IN HOW MANY PRESIDENTIAL SEARCHES WERE YOU A SEMIFINALIST?														
None	61.5	59.4	55.3	52.2	54.1	60.4	54.4	65.8	77.1	78.4	68.2	---	57.9	62.6
1	14.1	8.3	13.0	15.0	18.5	13.1	16.0	11.1	15.0	10.5	13.6	---	15.5	12.0
2	11.5	10.5	9.5	11.0	10.3	8.8	10.2	6.1	4.3	5.9	4.6	---	9.5	8.2
3	6.4	9.0	8.4	7.5	7.0	5.7	6.2	7.2	2.1	2.6	0.0	---	6.3	6.4
4 to 5	3.2	6.8	7.8	7.2	5.5	6.7	8.0	5.7	0.7	2.6	6.8	---	6.1	6.1
6 to 7	1.3	3.0	2.3	3.5	2.1	2.1	1.8	2.0	0.0	0.0	0.0	---	1.7	2.2
>7	1.9	3.0	3.8	3.7	2.4	3.2	3.3	2.0	0.7	0.0	6.8	---	2.9	2.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
Mean	1.0	1.4	1.4	1.5	1.2	1.2	1.4	1.1	0.4	0.4	1.2	---	1.2	1.2
Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
IN HOW MANY PRESIDENTIAL SEARCHES WERE YOU A FINALIST?														
None	48.7	42.9	49.4	47.4	48.5	63.3	46.1	44.9	66.7	74.3	63.6	---	50.1	52.7
1	24.1	23.3	17.7	20.5	25.6	15.5	19.2	19.9	19.3	12.5	11.4	---	20.6	19.0
2	15.2	17.3	15.5	14.7	14.8	10.2	13.7	13.7	10.4	7.2	13.6	---	14.2	12.6
3	4.4	7.5	8.2	9.0	6.6	7.8	11.0	8.4	3.0	4.6	6.8	---	7.8	7.8
4 to 5	6.3	7.5	7.0	6.4	3.0	2.5	7.3	10.0	0.7	1.3	2.3	---	5.4	6.2
6 to 7	0.6	1.5	1.7	1.4	1.5	0.7	2.0	1.2	0.0	0.0	2.3	---	1.5	1.0
>7	0.6	0.0	0.6	0.6	0.0	0.0	0.7	1.8	0.0	0.0	0.0	---	0.4	0.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---	100.0	100.0
Mean	1.0	1.2	1.2	1.2	1.0	0.7	1.3	1.4	0.5	0.5	0.8	---	1.1	1.1
Median	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	0.0	0.0	---	0.0	0.0
LEADERSHIP DEVELOPMENT PROGRAM PARTICIPATION PRIOR TO PRESIDENCY														
ACE Fellows Program	2.4	---	7.1	---	6.7	---	3.0	---	2.8	---	4.2	---	4.7	---
ACE Advancing the Presidency	7.1	---	8.2	---	7.3	---	1.9	---	4.8	---	0.0	---	5.4	---
ACE National Women's Forum	1.8	---	3.8	---	3.2	---	2.1	---	1.4	---	4.2	---	2.7	---
ACE Spectrum Executive Leadership Program	0.0	---	0.8	---	0.6	---	0.6	---	0.7	---	0.0	---	0.6	---
ACE Institute for New Chief Academic Officers	3.0	---	4.6	---	2.9	---	1.3	---	1.4	---	0.0	---	2.6	---
AACC's Future President Institute (FPI)	1.2	---	2.2	---	1.2	---	17.4	---	0.0	---	2.1	---	6.3	---
AASCU's Millennium Institute	2.4	---	5.7	---	2.3	---	0.9	---	0.7	---	0.0	---	2.5	---
Aspen Presidential Fellowship for Community College Excellence	0.0	---	0.3	---	0.3	---	1.3	---	0.7	---	0.0	---	0.6	---
Harvard's Institute for Educational Management (IEM)	14.2	---	29.4	---	23.8	---	8.3	---	15.2	---	6.3	---	18.0	---
Other ACE Leadership Program(s)	2.4	---	2.5	---	2.9	---	3.0	---	2.1	---	6.3	---	2.8	---
Other non-ACE leadership program(s)	20.1	---	29.6	---	27.3	---	46.7	---	32.4	---	47.9	---	34.1	---
EXPECTATION OF INSTITUTIONS/SYSTEM'S SHARE OF TOTAL REVENUE: LOCAL GOVERNMENT														
Increase	3.1	---	5.0	---	1.8	---	19.2	---	4.1	---	8.3	---	8.4	---
Decrease	11.6	---	9.4	---	8.6	---	11.0	---	6.9	---	8.3	---	9.7	---
Stay the same	20.7	---	17.7	---	20.1	---	32.1	---	14.5	---	27.1	---	22.9	---
NA	64.6	---	68.0	---	69.6	---	37.7	---	74.5	---	56.3	---	59.0	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
EXPECTATION OF INSTITUTIONS/SYSTEM'S SHARE OF TOTAL REVENUE: STATE GOVERNMENT														
Increase	14.6	---	14.0	---	10.4	---	17.9	---	9.7	---	10.4	---	13.9	---
Decrease	41.8	---	43.6	---	32.0	---	53.6	---	18.8	---	41.7	---	41.4	---
Stay the same	28.5	---	29.6	---	34.9	---	25.0	---	25.0	---	25.0	---	28.7	---
NA	15.2	---	12.9	---	22.8	---	3.7	---	46.5	---	22.9	---	16.0	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
EXPECTATION OF INSTITUTIONS/SYSTEM'S SHARE OF TOTAL REVENUE: FEDERAL GOVERNMENT														
Increase	37.6	---	18.6	---	13.9	---	16.4	---	16.7	---	29.2	---	19.1	---
Decrease	25.5	---	29.9	---	30.2	---	29.4	---	16.7	---	18.8	---	27.7	---
Stay the same	33.3	---	40.8	---	44.7	---	46.9	---	40.3	---	33.3	---	42.4	---
NA	3.6	---	10.7	---	11.2	---	7.3	---	26.4	---	18.8	---	10.8	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
EXPECTATION OF INSTITUTIONS/SYSTEM'S SHARE OF TOTAL REVENUE: TUITION AND FEES														
Increase	75.0	---	81.6	---	74.5	---	73.6	---	66.2	---	66.7	---	75.0	---
Decrease	3.1	---	3.8	---	6.7	---	5.6	---	14.5	---	8.3	---	6.1	---
Stay the same	21.3	---	14.5	---	18.2	---	19.5	---	19.3	---	22.9	---	18.3	---
NA	0.6	---	0.0	---	0.6	---	1.3	---	0.0	---	2.1	---	0.7	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
EXPECTATION OF INSTITUTIONS/SYSTEM'S SHARE OF TOTAL REVENUE: PRIVATE GIFTS, GRANTS, AND CONTRACTS														
Increase	90.9	---	89.1	---	85.6	---	80.5	---	79.3	---	81.3	---	84.7	---
Decrease	0.0	---	1.4	---	1.8	---	1.7	---	4.8	---	2.1	---	1.8	---
Stay the same	7.3	---	9.0	---	10.9	---	16.5	---	12.4	---	12.5	---	12.0	---
NA	1.8	---	0.6	---	1.8	---	1.3	---	3.5	---	4.2	---	1.6	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
EXPECTATION OF INSTITUTIONS/SYSTEM'S SHARE OF TOTAL REVENUE: ENDOWMENT INCOME														
Increase	80.6	---	70.1	---	66.8	---	49.6	---	67.6	---	62.5	---	63.7	---
Decrease	4.2	---	1.7	---	5.3	---	3.2	---	4.1	---	0.0	---	3.4	---
Stay the same	12.7	---	27.2	---	25.3	---	33.9	---	21.4	---	27.1	---	26.7	---
NA	2.4	---	1.1	---	2.7	---	13.3	---	6.9	---	10.4	---	6.2	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
EXPECTATION OF INSTITUTIONS/SYSTEM'S SHARE OF TOTAL REVENUE: SALES AND SERVICE														
Increase	54.3	---	47.0	---	42.0	---	34.3	---	35.4	---	45.8	---	41.6	---
Decrease	0.6	---	1.9	---	2.1	---	3.2	---	0.7	---	0.0	---	2.0	---
Stay the same	35.2	---	35.9	---	38.8	---	38.8	---	29.2	---	25.0	---	36.4	---
NA	9.9	---	15.2	---	17.2	---	23.7	---	34.7	---	29.2	---	20.0	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
LEGITIMATE PERFORMANCE MEASURES: GRADUATION RATES														
Not legitimate at all	1.2	---	1.4	---	1.2	---	1.3	---	1.4	---	4.2	---	1.4	---
1	0.0	---	0.3	---	0.0	---	1.1	---	1.4	---	2.1	---	0.6	---
2	1.2	---	0.6	---	2.1	---	2.6	---	1.4	---	4.2	---	1.8	---
3	1.8	---	1.7	---	1.2	---	3.7	---	1.4	---	2.1	---	2.2	---
4	0.6	---	1.9	---	1.5	---	1.7	---	0.0	---	0.0	---	1.4	---
5	1.8	---	8.0	---	5.0	---	9.4	---	4.9	---	8.3	---	6.8	---
6	4.8	---	8.2	---	6.5	---	8.8	---	2.1	---	0.0	---	6.8	---
7	5.4	---	13.7	---	13.8	---	15.7	---	12.5	---	8.3	---	13.2	---
8	24.1	---	20.6	---	19.7	---	20.4	---	18.8	---	14.6	---	20.3	---
9	10.24	---	9.9	---	11.4	---	7.9	---	11.8	---	4.2	---	9.7	---
Completely legitimate	48.8	---	33.8	---	37.8	---	27.5	---	44.4	---	52.1	---	36.0	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
Mean	8.6	---	7.9	---	8.1	---	7.4	---	8.3	---	7.9	---	7.9	---
Median	9.0	---	8.0	---	8.0	---	8.0	---	9.0	---	10.0	---	8.0	---

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
LEGITIMATE PERFORMANCE MEASURES: RETENTION RATES														
Not legitimate at all	1.2	---	1.1	---	0.3	---	0.7	---	0.0	---	2.1	---	0.7	---
1	0.0	---	0.0	---	0.0	---	0.2	---	2.1	---	2.1	---	0.3	---
2	0.6	---	0.8	---	0.9	---	0.9	---	2.1	---	0.0	---	0.9	---
3	0.6	---	1.1	---	1.5	---	2.2	---	1.4	---	4.2	---	1.6	---
4	0.0	---	0.8	---	0.9	---	2.4	---	0.7	---	0.0	---	1.2	---
5	2.4	---	4.7	---	5.6	---	5.0	---	3.5	---	8.3	---	4.7	---
6	3.0	---	8.3	---	5.9	---	7.7	---	5.6	---	0.0	---	6.5	---
7	8.4	---	14.4	---	16.4	---	17.9	---	10.4	---	8.3	---	14.7	---
8	22.3	---	27.1	---	19.1	---	22.6	---	23.6	---	16.7	---	22.7	---
9	10.8	---	10.8	---	15.0	---	12.3	---	14.6	---	6.3	---	12.4	---
Completely legitimate	50.6	---	30.9	---	34.6	---	28.4	---	36.1	---	52.1	---	34.3	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
Mean	8.7	---	8.0	---	8.2	---	7.9	---	8.2	---	8.3	---	8.1	---
Median	10.0	---	8.0	---	8.0	---	8.0	---	9.0	---	10.0	---	8.0	---
LEGITIMATE PERFORMANCE MEASURES: BACHELOR'S DEGREE COMPLETION														
Not legitimate at all	0.6	---	0.8	---	0.9	---	22.3	---	22.3	---	20.0	---	9.9	---
1	0.0	---	0.0	---	0.0	---	2.0	---	2.2	---	2.2	---	0.9	---
2	0.0	---	0.6	---	0.6	---	4.0	---	1.4	---	2.2	---	1.7	---
3	0.6	---	0.8	---	0.9	---	5.7	---	0.7	---	2.2	---	2.3	---
4	0.6	---	1.1	---	1.8	---	4.6	---	1.4	---	2.2	---	2.3	---
5	3.1	---	5.0	---	3.9	---	11.7	---	7.2	---	4.4	---	6.7	---
6	3.1	---	4.2	---	4.7	---	8.6	---	2.2	---	4.4	---	5.3	---
7	4.9	---	11.6	---	13.9	---	11.9	---	10.8	---	8.9	---	11.3	---
8	17.8	---	28.8	---	21.6	---	13.4	---	22.3	---	6.7	---	20.1	---
9	17.8	---	15.2	---	17.2	---	6.0	---	11.5	---	4.4	---	12.5	---
Completely legitimate	51.5	---	31.9	---	34.6	---	9.9	---	18.0	---	42.2	---	27.0	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
Mean	8.9	---	8.3	---	8.3	---	5.0	---	6.0	---	6.5	---	7.1	---
Median	10.0	---	8.0	---	9.0	---	5.0	---	8.0	---	8.0	---	8.0	---
LEGITIMATE PERFORMANCE MEASURES: CLASS SIZE/STUDENT TO FACULTY MEMBER RATIO														
Not legitimate at all	3.0	---	3.9	---	1.5	---	8.6	---	7.6	---	8.5	---	5.2	---
1	3.0	---	1.7	---	2.4	---	1.7	---	1.4	---	2.1	---	2.0	---
2	4.2	---	3.0	---	3.2	---	6.3	---	3.5	---	4.3	---	4.3	---
3	6.1	---	6.9	---	4.1	---	8.2	---	2.8	---	8.5	---	6.2	---
4	4.9	---	5.5	---	5.3	---	6.3	---	3.5	---	6.4	---	5.5	---
5	18.2	---	16.0	---	17.4	---	19.6	---	12.4	---	27.7	---	17.7	---
6	13.9	---	11.9	---	10.6	---	10.1	---	5.5	---	2.1	---	10.4	---
7	17.6	---	15.4	---	15.6	---	15.7	---	17.2	---	6.4	---	15.7	---
8	10.9	---	18.7	---	18.5	---	11.9	---	22.1	---	12.8	---	15.9	---
9	6.7	---	5.5	---	8.2	---	5.0	---	9.7	---	6.4	---	6.5	---
Completely legitimate	11.5	---	11.6	---	13.2	---	6.7	---	14.5	---	14.9	---	10.8	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
Mean	6.1	---	6.2	---	6.6	---	5.4	---	6.5	---	5.7	---	6.0	---
Median	6.0	---	7.0	---	7.0	---	5.0	---	7.0	---	5.0	---	6.0	---

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
LEGITIMATE PERFORMANCE MEASURES: STUDENT ACHIEVEMENT ON NATIONAL LEARNING ASSESSMENT EXAMS														
Not legitimate at all	2.4	---	3.9	---	4.7	---	6.5	---	16.7	---	12.5	---	6.2	---
1	1.8	---	1.7	---	2.1	---	1.5	---	2.1	---	4.2	---	1.8	---
2	9.2	---	4.2	---	5.6	---	5.0	---	4.9	---	0.0	---	5.2	---
3	2.4	---	6.9	---	5.9	---	5.6	---	2.8	---	6.3	---	5.4	---
4	6.1	---	3.6	---	7.4	---	6.0	---	4.9	---	4.2	---	5.6	---
5	14.0	---	21.1	---	14.2	---	16.0	---	9.7	---	14.6	---	15.9	---
6	10.4	---	11.4	---	9.5	---	8.6	---	9.7	---	10.4	---	9.8	---
7	14.0	---	12.7	---	16.9	---	14.7	---	10.4	---	10.4	---	14.1	---
8	15.9	---	21.1	---	20.4	---	16.0	---	18.1	---	8.3	---	18.1	---
9	9.2	---	6.1	---	6.2	---	10.3	---	9.0	---	10.4	---	8.2	---
Completely legitimate	14.6	---	7.5	---	7.1	---	9.9	---	11.8	---	18.8	---	9.7	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
Mean	6.4	---	6.1	---	6.0	---	6.1	---	5.6	---	6.0	---	6.0	---
Median	7.0	---	6.0	---	7.0	---	7.0	---	6.0	---	6.0	---	7.0	---
LEGITIMATE PERFORMANCE MEASURES: TUITION AND FEE COSTS FOR IN-STATE STUDENTS														
Not legitimate at all	16.3	---	18.1	---	21.3	---	14.1	---	34.3	---	19.2	---	19.0	---
1	6.3	---	5.3	---	4.4	---	3.7	---	5.6	---	2.1	---	4.6	---
2	4.4	---	7.0	---	9.8	---	6.3	---	6.3	---	8.5	---	7.1	---
3	6.9	---	6.4	---	8.3	---	6.1	---	1.4	---	4.3	---	6.2	---
4	4.4	---	6.4	---	5.0	---	5.2	---	2.8	---	2.1	---	5.0	---
5	14.4	---	17.0	---	18.9	---	15.6	---	14.7	---	19.2	---	16.6	---
6	6.3	---	7.2	---	5.9	---	11.3	---	7.0	---	4.3	---	8.0	---
7	10.6	---	8.6	---	8.9	---	11.9	---	5.6	---	8.5	---	9.6	---
8	10.6	---	10.3	---	9.5	---	11.7	---	9.8	---	8.5	---	10.5	---
9	10.6	---	3.6	---	3.3	---	6.5	---	6.3	---	4.3	---	5.4	---
Completely legitimate	9.4	---	10.0	---	4.7	---	7.8	---	6.3	---	19.2	---	8.0	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
Mean	5.1	---	4.7	---	4.1	---	5.1	---	3.9	---	5.2	---	4.7	---
Median	5.0	---	5.0	---	5.0	---	5.0	---	4.0	---	5.0	---	5.0	---
LEGITIMATE PERFORMANCE MEASURES: MINORITY STUDENT OUTCOMES														
Not legitimate at all	1.2	---	1.4	---	0.9	---	2.6	---	4.2	---	6.3	---	2.0	---
1	0.0	---	0.3	---	0.6	---	1.3	---	1.4	---	6.3	---	0.9	---
2	1.2	---	1.4	---	1.8	---	1.7	---	0.7	---	0.0	---	1.4	---
3	2.4	---	1.1	---	2.9	---	2.2	---	2.1	---	2.1	---	2.1	---
4	1.2	---	2.2	---	2.4	---	2.8	---	3.5	---	0.0	---	2.4	---
5	4.8	---	10.0	---	10.9	---	8.8	---	9.7	---	14.6	---	9.4	---
6	4.8	---	6.1	---	11.1	---	10.1	---	4.2	---	2.1	---	8.0	---
7	11.5	---	18.0	---	15.5	---	16.8	---	19.4	---	16.7	---	16.5	---
8	24.7	---	23.0	---	19.1	---	20.0	---	21.5	---	6.3	---	20.7	---
9	19.9	---	13.9	---	15.8	---	16.1	---	13.2	---	14.6	---	15.6	---
Completely legitimate	28.3	---	22.7	---	19.1	---	17.6	---	20.1	---	31.3	---	21.0	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
Mean	8.1	---	7.6	---	7.4	---	7.3	---	7.3	---	7.1	---	7.5	---
Median	8.0	---	8.0	---	8.0	---	8.0	---	8.0	---	8.0	---	8.0	---

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
LEGITIMATE PERFORMANCE MEASURES: STUDENT DIVERSITY														
Not legitimate at all	12.3	---	15.3	---	18.2	---	12.8	---	23.8	---	18.8	---	15.8	---
1	4.9	---	3.1	---	3.5	---	2.4	---	3.5	---	2.1	---	3.2	---
2	4.3	---	6.1	---	7.4	---	5.8	---	4.9	---	6.3	---	6.0	---
3	5.5	---	5.0	---	7.1	---	5.0	---	2.8	---	2.1	---	5.2	---
4	4.3	---	4.7	---	5.3	---	4.3	---	2.8	---	2.1	---	4.4	---
5	10.4	---	15.8	---	16.8	---	14.5	---	12.6	---	16.7	---	14.8	---
6	6.8	---	8.1	---	6.8	---	12.1	---	4.2	---	6.3	---	8.4	---
7	15.3	---	11.7	---	13.2	---	11.9	---	12.6	---	8.3	---	12.5	---
8	12.3	---	13.3	---	10.3	---	12.3	---	13.3	---	10.4	---	12.1	---
9	9.8	---	4.7	---	5.0	---	9.5	---	9.8	---	4.2	---	7.3	---
Completely legitimate	14.1	---	12.2	---	6.5	---	9.3	---	9.8	---	22.9	---	10.4	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
Mean	5.7	---	5.3	---	4.7	---	5.5	---	5.0	---	5.6	---	5.3	---
Median	7.0	---	5.5	---	5.0	---	6.0	---	5.0	---	6.0	---	6.0	---
LEGITIMATE PERFORMANCE MEASURES: FACULTY DIVERSITY														
Not legitimate at all	1.2	---	1.7	---	1.5	---	3.7	---	4.2	---	4.3	---	2.5	---
1	1.2	---	1.7	---	3.0	---	1.7	---	0.7	---	2.1	---	1.9	---
2	0.0	---	3.1	---	3.6	---	4.3	---	0.7	---	2.1	---	3.0	---
3	2.5	---	4.4	---	3.6	---	4.3	---	1.4	---	4.3	---	3.7	---
4	0.6	---	3.6	---	3.6	---	6.3	---	3.5	---	0.0	---	4.0	---
5	11.2	---	13.1	---	16.1	---	13.8	---	14.0	---	17.0	---	14.0	---
6	14.3	---	10.6	---	12.5	---	10.8	---	8.4	---	10.6	---	11.3	---
7	12.4	---	16.1	---	17.0	---	18.6	---	20.3	---	8.5	---	16.8	---
8	20.5	---	23.1	---	16.7	---	14.5	---	17.5	---	21.3	---	18.2	---
9	18.0	---	8.3	---	10.7	---	9.5	---	11.2	---	6.4	---	10.5	---
Completely legitimate	18.0	---	14.4	---	11.9	---	12.5	---	18.2	---	23.4	---	14.3	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
Mean	7.5	---	6.8	---	6.6	---	6.4	---	7.0	---	6.9	---	6.7	---
Median	8.0	---	7.0	---	7.0	---	7.0	---	7.0	---	8.0	---	7.0	---
LEGITIMATE PERFORMANCE MEASURES: U.S. NEWS & WORLD REPORT RANKINGS														
Not legitimate at all	21.8	---	35.8	---	26.7	---	65.9	---	49.7	---	50.0	---	43.2	---
1	10.3	---	6.7	---	9.2	---	6.5	---	10.5	---	4.2	---	7.9	---
2	11.5	---	10.6	---	10.7	---	6.7	---	6.3	---	10.4	---	9.1	---
3	9.1	---	8.1	---	9.8	---	3.5	---	5.6	---	4.2	---	6.8	---
4	4.9	---	6.9	---	9.2	---	3.2	---	4.2	---	4.2	---	5.7	---
5	13.3	---	13.1	---	15.1	---	5.0	---	8.4	---	6.3	---	10.4	---
6	7.3	---	4.2	---	7.7	---	3.5	---	4.9	---	8.3	---	5.3	---
7	9.1	---	7.5	---	4.5	---	1.5	---	3.5	---	4.2	---	4.7	---
8	6.1	---	3.1	---	3.9	---	2.6	---	3.5	---	6.3	---	3.6	---
9	3.0	---	1.9	---	2.1	---	0.7	---	0.7	---	0.0	---	1.5	---
Completely legitimate	3.6	---	2.2	---	1.2	---	1.1	---	2.8	---	2.1	---	1.9	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
Mean	3.7	---	2.9	---	3.1	---	1.4	---	2.1	---	2.4	---	2.5	---
Median	3.0	---	2.0	---	3.0	---	0.0	---	1.0	---	0.5	---	1.0	---

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
LEGITIMATE PERFORMANCE MEASURES: COMPETITIVE/EXTERNAL RESEARCH GRANTS AWARDED														
Not legitimate at all	1.2	---	14.2	---	20.1	---	45.4	---	30.3	---	22.9	---	25.4	---
1	2.4	---	7.5	---	7.7	---	7.2	---	5.5	---	10.4	---	6.8	---
2	4.9	---	10.0	---	8.0	---	6.7	---	4.1	---	6.3	---	7.3	---
3	2.4	---	10.3	---	8.9	---	6.1	---	6.9	---	2.1	---	7.3	---
4	2.4	---	6.4	---	8.0	---	5.7	---	7.6	---	0.0	---	6.0	---
5	7.9	---	18.3	---	15.7	---	10.0	---	10.3	---	10.4	---	13.1	---
6	7.9	---	8.1	---	8.6	---	5.2	---	5.5	---	2.1	---	6.9	---
7	11.5	---	10.3	---	8.3	---	4.8	---	9.7	---	16.7	---	8.4	---
8	17.6	---	7.2	---	9.2	---	5.0	---	4.1	---	8.3	---	7.9	---
9	18.2	---	3.9	---	2.7	---	1.3	---	4.1	---	2.1	---	4.4	---
Completely legitimate	23.6	---	3.9	---	3.0	---	2.6	---	11.7	---	18.8	---	6.7	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
Mean	7.4	---	4.3	---	4.0	---	2.5	---	4.0	---	4.8	---	4.0	---
Median	8.0	---	5.0	---	4.0	---	1.0	---	4.0	---	5.0	---	4.0	---
HOW IS THE POLITICAL CLIMATE IN YOUR STATE AS IT RELATES TO HIGHER EDUCATION?														
(Very hostile) -5	5.5	---	5.3	---	2.7	---	4.1	---	2.8	---	6.5	---	4.2	---
-4	6.7	---	8.3	---	4.8	---	7.3	---	3.5	---	0.0	---	6.3	---
-3	10.4	---	8.3	---	9.5	---	8.4	---	7.7	---	8.7	---	8.8	---
-2	13.4	---	10.2	---	12.2	---	10.8	---	12.6	---	6.5	---	11.3	---
-1	11.0	---	9.9	---	11.6	---	10.8	---	7.7	---	13.0	---	10.6	---
(Neutral) 0	7.3	---	8.6	---	10.1	---	6.5	---	15.4	---	13.0	---	8.9	---
1	14.6	---	9.4	---	12.5	---	12.3	---	9.8	---	6.5	---	11.5	---
2	14.6	---	14.1	---	13.1	---	13.8	---	12.6	---	19.6	---	13.9	---
3	11.0	---	16.0	---	17.3	---	14.2	---	18.9	---	8.7	---	15.3	---
4	5.5	---	7.5	---	5.7	---	10.1	---	7.0	---	15.2	---	7.9	---
(Very supportive) 5	0.0	---	2.5	---	0.6	---	1.7	---	2.1	---	2.2	---	1.5	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
HAS YOUR INSTITUTION IMPLEMENTED INITIATIVES TO ATTRACT FEMALE AND/OR MINORITY FACULTY?														
Yes, initiatives to attract female faculty	1.9	---	1.1	---	2.7	---	1.3	---	1.4	---	2.1	---	1.7	---
Yes, initiatives to attract minority faculty	16.0	---	22.7	---	20.5	---	23.1	---	17.7	---	18.8	---	21.1	---
Yes, initiatives to attract both female and minority faculty	68.0	---	47.4	---	43.5	---	36.0	---	49.7	---	45.8	---	45.3	---
No	12.8	---	24.7	---	29.2	---	35.8	---	26.2	---	27.1	---	28.1	---
Unsure	1.3	---	4.2	---	4.2	---	3.9	---	5.0	---	6.3	---	3.9	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
HOW IMPORTANT IS IT FOR THE PRESIDENT TO MAKE CLEAR IN PUBLIC STATEMENTS THAT THE STATUS OF WOMEN ON CAMPUS(ES) IS A HIGH PRIORITY?														
Very important	55.2	---	44.6	---	44.7	---	32.8	---	39.2	---	50.0	---	41.8	---
Important	34.6	---	37.7	---	40.9	---	42.7	---	35.0	---	31.3	---	39.1	---
Slightly Important	9.1	---	15.2	---	8.5	---	19.0	---	14.7	---	18.8	---	14.3	---
Unimportant	1.2	---	2.5	---	5.9	---	5.6	---	11.2	---	0.0	---	4.8	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
HOW IMPORTANT IS IT FOR THE PRESIDENT TO ENSURE PERIODIC REVIEW OF INSTITUTIONAL OR SYSTEM POLICIES AND PROCEDURES TO ELIMINATE GENDER BIAS?														
Very important	56.6	---	48.2	---	47.9	---	47.5	---	42.7	---	62.5	---	48.8	---
Important	39.2	---	42.1	---	39.7	---	40.2	---	37.1	---	29.2	---	39.8	---
Slightly Important	3.6	---	8.9	---	9.7	---	10.1	---	12.6	---	6.3	---	9.1	---
Unimportant	0.6	---	0.8	---	2.7	---	2.2	---	7.7	---	2.1	---	2.3	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
HOW IMPORTANT IS IT FOR THE PRESIDENT TO ENCOURAGE THAT SEARCHES YIELD A SIGNIFICANT NUMBER OF QUALIFIED WOMEN CANDIDATES?														
Very important	56.0	---	42.0	---	38.9	---	30.1	---	34.8	---	50.0	---	38.8	---
Important	35.5	---	42.5	---	45.1	---	41.9	---	39.7	---	41.7	---	41.9	---
Slightly Important	7.8	---	13.8	---	10.9	---	21.3	---	15.6	---	8.3	---	14.8	---
Unimportant	0.6	---	1.7	---	5.0	---	6.7	---	9.9	---	0.0	---	4.5	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
HOW IMPORTANT IS IT FOR THE PRESIDENT TO MAKE CLEAR IN PUBLIC STATEMENTS THAT THE STATUS OF RACIAL MINORITIES ON CAMPUS(ES) IS A HIGH PRIORITY?														
Very important	68.7	---	63.7	---	56.6	---	49.7	---	55.9	---	64.6	---	57.7	---
Important	28.9	---	28.9	---	35.8	---	40.2	---	30.8	---	27.1	---	34.0	---
Slightly Important	1.8	---	6.9	---	5.6	---	8.0	---	9.1	---	8.3	---	6.6	---
Unimportant	0.6	---	0.6	---	2.1	---	2.2	---	4.2	---	0.0	---	1.7	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
HOW IMPORTANT IS IT FOR THE PRESIDENT TO ENSURE PERIODIC REVIEW OF INSTITUTIONAL OR SYSTEM POLICIES TO ELIMINATE RACIAL BIAS?														
Very important	69.9	---	64.3	---	60.1	---	59.3	---	63.2	---	70.8	---	62.5	---
Important	28.3	---	31.6	---	33.4	---	34.5	---	28.5	---	20.8	---	31.9	---
Slightly Important	1.8	---	3.6	---	4.7	---	5.2	---	6.3	---	8.3	---	4.5	---
Unimportant	0.0	---	0.6	---	1.8	---	1.1	---	2.1	---	0.0	---	1.1	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
HOW IMPORTANT IS IT FOR THE PRESIDENT TO ENCOURAGE THAT SEARCHES YIELD A SIGNIFICANT NUMBER OF QUALIFIED RACIAL MINORITY CANDIDATES?														
Very important	63.6	---	59.5	---	51.5	---	47.0	---	53.9	---	62.5	---	53.9	---
Important	31.5	---	32.2	---	37.4	---	41.8	---	31.5	---	31.3	---	36.1	---
Slightly Important	4.9	---	7.4	---	9.1	---	8.6	---	11.2	---	4.2	---	8.1	---
Unimportant	0.0	---	0.8	---	2.1	---	2.6	---	3.5	---	2.1	---	1.8	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
HAS THE RACIAL CLIMATE ON YOUR CAMPUS BECOME MORE OF A PRIORITY?														
More of a priority	72.1	---	60.0	---	61.0	---	46.5	---	45.5	---	43.8	---	55.5	---
About the same	27.9	---	38.9	---	37.8	---	52.7	---	53.2	---	54.2	---	43.5	---
Less of a priority	0.0	---	1.1	---	1.2	---	0.9	---	1.4	---	2.1	---	1.0	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
HAS YOUR INSTITUTION IMPLEMENTED INITIATIVES TO SUPPORT STUDENTS WITH DISABILITIES?														
Yes, initiatives for students with cognitive disabilities	5.1	---	3.1	---	6.6	---	4.0	---	5.0	---	8.3	---	4.7	---
Yes, initiatives for students with physical disabilities	8.3	---	4.8	---	8.3	---	6.4	---	9.2	---	10.4	---	7.0	---
Yes, initiatives for both students with cognitive disabilities and students with physical disabilities have been implemented	80.8	---	83.2	---	73.8	---	82.7	---	70.9	---	70.8	---	79.1	---
No	1.9	---	2.8	---	6.3	---	4.4	---	9.9	---	6.3	---	4.8	---
Unsure	3.9	---	6.2	---	5.1	---	2.4	---	5.0	---	4.2	---	4.4	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
WHAT ARE THE TOP FIVE AREAS THAT WILL GROW IN IMPORTANCE FOR PRESIDENTS IN THE FUTURE?														
Academic issues	24.3	---	23.4	---	29.3	---	18.5	---	37.9	---	25.0	---	24.7	---
Accreditation	7.1	---	18.2	---	19.1	---	31.0	---	33.8	---	29.2	---	22.9	---
Assessment of student learning	29.0	---	28.0	---	28.1	---	31.6	---	32.4	---	31.3	---	29.8	---
Athletics	17.8	---	8.4	---	4.6	---	2.3	---	1.4	---	2.1	---	5.9	---
Budget/financial management	70.4	---	72.8	---	68.1	---	65.2	---	57.2	---	64.6	---	67.5	---
Campus internationalization	7.7	---	7.9	---	7.3	---	5.3	---	4.1	---	6.3	---	6.5	---
Global engagement	17.2	---	13.9	---	11.9	---	10.6	---	18.6	---	22.9	---	13.5	---
Capital improvement projects	13.0	---	10.9	---	9.3	---	10.6	---	11.0	---	10.4	---	10.7	---
Communication (external)	24.3	---	11.7	---	14.5	---	11.5	---	12.4	---	14.6	---	13.8	---
Communication (internal)	5.9	---	3.0	---	2.3	---	7.6	---	4.8	---	4.2	---	4.8	---
Community relations	3.6	---	5.7	---	4.1	---	10.2	---	10.3	---	8.3	---	7.0	---
Crisis management	12.4	---	13.9	---	15.9	---	25.1	---	6.9	---	12.5	---	16.9	---
Diversity/equity issues	39.6	---	34.0	---	33.6	---	22.1	---	26.2	---	33.3	---	30.1	---
Enrollment management	30.8	---	44.8	---	41.7	---	34.2	---	31.7	---	25.0	---	37.5	---
Entrepreneurial ventures	18.9	---	20.1	---	16.5	---	16.6	---	22.8	---	22.9	---	18.4	---
Faculty governance	1.8	---	2.7	---	4.4	---	2.1	---	4.8	---	0.0	---	2.9	---
Shared governance	8.9	---	12.5	---	14.8	---	9.3	---	4.8	---	0.0	---	10.5	---
Personnel issues	0.6	---	2.5	---	3.2	---	5.9	---	2.8	---	6.3	---	3.6	---
Fundraising	52.1	---	49.5	---	50.1	---	43.3	---	43.5	---	45.8	---	47.4	---
Alumni as a stakeholder group	3.0	---	2.2	---	1.7	---	2.3	---	3.5	---	6.3	---	2.5	---
Governing board relations	11.8	---	8.7	---	9.6	---	9.8	---	12.4	---	18.8	---	10.2	---
Government relations (state-level)	14.8	---	12.8	---	9.9	---	24.0	---	6.9	---	10.4	---	15.1	---
Government relations (federal)	3.6	---	6.5	---	14.2	---	6.4	---	17.9	---	2.1	---	8.8	---
Managing a senior-level team	3.6	---	3.5	---	2.3	---	4.9	---	9.7	---	4.2	---	4.3	---
Risk management/legal issues	18.3	---	19.0	---	21.5	---	14.2	---	12.4	---	6.3	---	17.0	---
Spousal role	1.2	---	0.0	---	0.3	---	0.2	---	0.0	---	0.0	---	0.3	---
Strategic planning	13.6	---	18.8	---	15.7	---	18.7	---	23.5	---	25.0	---	18.1	---
Student life/conduct issues	10.1	---	4.6	---	7.5	---	4.5	---	6.2	---	14.6	---	6.3	---
Technology planning	14.2	---	18.2	---	18.6	---	19.3	---	20.0	---	27.1	---	18.6	---
Using IR (evidence) to inform decision making	11.2	---	11.1	---	7.3	---	16.4	---	8.3	---	10.4	---	11.6	---
Other	3.0	---	3.3	---	4.9	---	3.8	---	2.8	---	2.1	---	3.7	---
WHAT SHOULD NATIONAL ASSOCIATIONS PROVIDE?														
Research and data on national trends	78.7	---	74.5	---	73.6	---	61.2	---	71.7	---	68.8	---	70.3	---
More information about day-to-day challenges	19.5	---	25.8	---	29.0	---	29.1	---	29.0	---	33.3	---	27.4	---
Specialized programs based on institution type	27.8	---	43.5	---	42.0	---	45.4	---	38.6	---	37.5	---	41.4	---
Materials and resources to inform campus strategy	33.7	---	42.1	---	35.7	---	28.9	---	32.4	---	25.0	---	34.3	---
Discussion forums on current issues	45.0	---	34.2	---	31.9	---	33.3	---	22.1	---	37.5	---	33.6	---
Professional development for cabinet-level executives	46.2	---	46.7	---	46.7	---	45.2	---	40.7	---	35.4	---	45.3	---
Professional development for career advancement	16.0	---	14.7	---	10.1	---	11.5	---	11.0	---	20.8	---	12.7	---
Collaboration between different types of colleges/universities	20.1	---	26.6	---	31.0	---	33.1	---	34.5	---	29.2	---	29.7	---
Customized programs and support to member institutions	11.8	---	17.1	---	14.5	---	13.8	---	15.9	---	14.6	---	14.8	---
Succession planning assistance	21.3	---	21.2	---	21.2	---	24.0	---	29.0	---	29.2	---	23.0	---
Other	2.4	---	2.7	---	2.3	---	3.2	---	0.7	---	4.2	---	2.6	---

	Doctorate-Granting		Master's		Bachelor's		Associate		Special Focus		Other		Total	
	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011	2016	2011
WHEN DO YOU ANTICIPATE STEPPING DOWN FROM YOUR CURRENT POSITION?														
Within the next year or two	21.6	---	22.5	---	22.4	---	21.9	---	18.1	---	22.9	---	21.8	---
3–5 years from now	37.1	---	29.6	---	28.2	---	33.9	---	34.7	---	35.4	---	32.1	---
6–9 years from now	24.6	---	26.6	---	21.8	---	23.0	---	25.7	---	20.8	---	23.9	---
10 or more years from now	6.6	---	11.2	---	13.5	---	13.3	---	12.5	---	12.5	---	12.0	---
Don't know	10.2	---	10.1	---	14.1	---	7.9	---	9.0	---	8.3	---	10.2	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
DOES YOUR INSTITUTION HAVE A PRESIDENTIAL SUCCESSION PLAN?														
Yes	16.3	---	23.4	---	24.2	---	21.2	---	37.1	---	27.1	---	23.5	---
No	83.7	---	76.7	---	75.8	---	78.8	---	62.9	---	72.9	---	76.5	---
Total	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---	100.0	---
WHAT NEXT STEPS ARE YOU CONSIDERING AFTER YOUR CURRENT POSITION?														
Retire and hold no other position	34.3	---	41.9	---	34.8	---	37.8	---	37.2	---	29.2	---	37.4	---
Move to another presidency	18.3	---	24.7	---	27.0	---	28.0	---	15.9	---	14.6	---	24.4	---
Move to a senior position (non-president)	4.7	---	2.2	---	4.9	---	6.4	---	4.8	---	6.3	---	4.7	---
Become a CEO of a higher education field	9.5	---	6.3	---	7.0	---	8.3	---	2.1	---	2.1	---	6.9	---
Become an honorific chancellor at current institution	7.1	---	5.4	---	7.3	---	1.7	---	11.7	---	10.4	---	5.6	---
Move to the faculty at this or another institution	37.3	---	16.6	---	16.2	---	11.0	---	20.7	---	18.8	---	17.5	---
Become employed outside of HE - nonprofit, philanthropic	20.1	---	16.3	---	26.4	---	15.3	---	21.4	---	10.4	---	19.0	---
Become employed outside of HE - corporation, for profit	6.5	---	4.6	---	9.3	---	9.8	---	5.5	---	10.4	---	7.7	---
Become a consultant for a search firm	7.1	---	13.0	---	14.8	---	13.2	---	4.1	---	6.3	---	11.8	---
Become a consultant - other	18.9	---	25.3	---	27.0	---	27.2	---	19.3	---	18.8	---	24.8	---
Don't know	14.2	---	14.7	---	14.8	---	13.6	---	12.4	---	18.8	---	14.2	---
Other	5.9	---	6.5	---	7.3	---	7.6	---	9.7	---	4.2	---	7.2	---

APPENDIX C.

Characteristics of Presidents, by Gender and Race/Ethnicity: 2016 and 2011

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
WHAT IS YOUR CURRENT POSITION?											
President/CEO/Chancellor (institution)	97.1	98.7	97.6	98.4	95.0	97.1	88.9	100.0	100.0	97.6	---
President/CEO/Chancellor (system)	2.9	1.3	2.4	1.7	5.0	2.9	11.1	0.0	0.0	2.4	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
IS YOUR CURRENT PRESIDENT/CEO POSITION INTERIM?											
Yes	8.1	6.7	7.3	9.0	10.9	10.3	0.0	10.0	13.6	7.7	---
No	91.9	93.3	92.7	91.0	89.1	89.7	100.0	90.0	86.4	92.3	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
WAS YOUR FIRST PRESIDENT/CEO POSITION INTERIM?											
Yes	18.6	24.5	19.6	24.7	19.1	33.3	22.2	20.0	33.3	20.5	---
No	81.4	75.5	80.4	75.3	81.0	66.7	77.8	80.0	66.7	79.5	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
TO WHOM DO YOU REPORT?											
System head (institution only)	20.2	25.1	19.6	28.8	50.9	41.2	11.1	0.0	18.2	21.6	21.2
Governing board	74.9	68.7	75.3	66.1	42.4	50.0	77.8	90.0	81.8	73.1	73.4
State commissioner/superintendent	0.9	0.4	0.6	1.7	1.7	0.0	0.0	0.0	0.0	0.7	0.8
Corporate/church board or leader	1.7	2.2	2.0	1.7	0.0	2.9	0.0	0.0	0.0	1.9	1.3
Other	2.4	3.6	2.5	1.7	5.1	5.9	11.1	10.0	0.0	2.7	3.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
DO YOU HOLD A TENURED FACULTY POSITION?											
Yes	31.4	28.1	29.6	35.3	40.7	48.6	44.4	10.0	27.3	30.8	29.1
No	68.6	71.9	70.4	64.7	59.3	51.4	55.6	90.0	72.7	69.3	70.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HOW MANY YEARS DID YOUR PREDECESSOR SERVE AS PRESIDENT/CEO?											
1 year or less	5.3	6.8	5.6	7.6	3.4	8.6	0.0	20.0	18.2	5.9	4.1
2 to 5 years	28.4	28.1	27.7	31.1	28.8	28.6	33.3	30.0	36.4	28.2	29.1
6 to 10 years	28.1	30.5	28.5	34.5	30.5	25.7	22.2	10.0	22.7	28.7	29.4
11 to 15 years	17.2	16.0	17.4	13.5	15.3	17.1	33.3	10.0	9.1	16.9	17.0
16 or more years	20.2	18.4	20.4	12.6	22.0	20.0	11.1	20.0	9.1	19.7	19.7
Don't know	0.9	0.2	0.6	0.8	0.0	0.0	0.0	10.0	4.6	0.7	0.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
WHAT IS THE CAREER STATUS OF YOUR PREDECESSOR?											
Retired and holds no other position	43.6	41.5	43.6	43.6	31.0	44.1	55.6	20.0	40.9	43.0	41.0
Moved to another college, university, or system presidency	16.4	17.0	16.0	18.0	20.7	23.5	22.2	10.0	31.8	16.7	17.7
Moved to a senior HE position	3.9	4.9	4.0	4.3	5.2	11.8	0.0	0.0	0.0	4.1	6.1
Became a CEO	1.1	1.1	1.4	0.0	0.0	0.0	0.0	0.0	0.0	1.2	1.9
Honorific chancellor	1.8	0.9	1.8	0.0	0.0	0.0	0.0	0.0	0.0	1.5	1.8
Went to the faculty	7.1	6.6	6.5	10.3	15.5	2.9	0.0	10.0	4.6	7.0	4.8
Employed outside higher education - nonprofit, philanthropic*	6.8	4.2	6.6	2.6	3.5	5.9	11.1	0.0	0.0	6.0	8.1
Employed outside higher education - corporation, for profit*	2.2	1.8	2.2	0.0	3.5	2.9	0.0	10.0	4.6	2.1	
Became a consultant for a search firm*	0.6	2.7	1.4	0.0	0.0	0.0	0.0	0.0	0.0	1.2	4.4
Became a consultant-other*	4.6	5.3	4.9	2.6	6.9	0.0	0.0	20.0	4.6	4.7	
Don't know	3.4	4.0	2.9	10.3	3.5	5.9	0.0	10.0	4.6	3.6	3.3
Other	8.5	10.2	8.9	8.6	10.3	2.9	11.1	20.0	9.1	8.9	10.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: "Employed outside of higher education" was one category in 2011 survey. "Became a consultant" was one category in 2011 survey.

WHAT WAS YOUR IMMEDIATE PRIOR POSITION? (WITHIN HIGHER EDUCATION)											
President/CEO/Chancellor	18.8	15.6	17.8	18.3	19.3	25.7	0.0	0.0	15.0	17.8	19.5
Interim president/CEO/Chancellor	4.2	8.2	5.3	7.0	5.3	2.9	12.5	0.0	5.0	5.4	---
President/CEO/Chancellor of a system	0.8	0.5	0.7	1.7	0.0	0.0	0.0	0.0	0.0	0.7	---
Interim president/CEO/chancellor of a system	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---
Chief academic office or provost	28.4	35.4	31.0	27.8	29.8	34.3	50.0	11.1	25.0	30.6	34.0
Chief executive for advancement or development	5.0	2.5	5.0	0.0	1.8	0.0	0.0	0.0	0.0	4.3	---
Chief executive for diversity	0.0	0.2	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.1	---
Other senior executive in academic affairs (not including dean)*	3.3	3.1	3.1	4.4	3.5	5.7	0.0	0.0	0.0	3.2	10.7
Dean*	9.3	7.6	8.8	8.7	10.5	11.4	0.0	11.1	5.0	8.9	
Senior executive in student affairs	4.7	5.8	4.1	11.3	8.8	2.9	12.5	44.4	5.0	5.0	4.5
Senior executive in business and/or administration	7.1	6.5	6.7	7.8	7.0	5.7	0.0	11.1	20.0	6.9	7.4
Chair/faculty	2.6	1.1	2.0	0.9	5.3	5.7	0.0	0.0	5.0	2.1	3.5

Note: In 2011 survey, "dean" was included in "other senior executive in academic affairs"

WHAT WAS YOUR IMMEDIATE PRIOR POSITION? (OUTSIDE HIGHER EDUCATION)											
K-12 administrator/educator	1.1	0.7	0.9	0.9	1.8	2.9	0.0	0.0	0.0	1.0	1.8
Business/industry	1.8	1.1	1.8	0.0	1.8	0.0	0.0	0.0	0.0	1.6	1.9
Religious counselor/member of religious order	1.2	0.7	1.2	0.0	0.0	0.0	0.0	0.0	5.0	1.0	1.8
Elected or appointed government official	1.2	1.1	0.9	2.6	1.8	0.0	12.5	11.1	0.0	1.2	2.0
Legal professional	0.8	0.7	0.8	0.0	1.8	0.0	0.0	0.0	0.0	0.8	1.0
Military personnel	0.6	0.2	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.2
Medical professional	0.9	0.7	0.8	0.9	0.0	0.0	0.0	0.0	0.0	0.8	0.8
Nonprofit sector	1.7	1.3	1.7	0.9	0.0	0.0	0.0	0.0	0.0	1.6	1.9
Other	6.7	7.1	7.0	6.1	1.8	2.9	12.5	11.1	15.0	6.7	8.9

WHERE DID YOU HOLD YOUR IMMEDIATE PRIOR POSITION?											
Same institution/system as current position	24.5	29.1	26.1	20.6	25.5	24.2	28.6	75.0	17.7	26.0	29.0
Different institution/system from current position	75.5	70.9	73.9	79.4	74.5	75.8	71.4	25.0	82.4	74.0	57.1
NA*	---	---	---	---	---	---	---	---	---	---	13.9
Total	100.0										

Note: 2011 survey had an "NA" category.

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
WAS THE INSTITUTION AT WHICH YOU SERVED IN YOUR IMMEDIATE PRIOR POSITION PUBLIC OR PRIVATE?											
Public	55.9	60.9	54.5	66.4	81.1	75.8	85.7	100.0	58.8	57.2	58.5
Private, nonprofit	42.0	36.4	43.1	30.8	17.0	24.2	14.3	0.0	41.2	40.5	38.0
Private, for-profit	2.1	2.7	2.4	2.8	1.9	0.0	0.0	0.0	0.0	2.3	3.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
WAS THE INSTITUTION OF YOUR PRIOR POSITION AN MSI AND/OR WOMEN'S COLLEGE?											
Yes	11.3	20.2	9.9	36.1	45.3	15.2	14.3	77.8	5.9	14.1	---
No	88.8	79.8	90.1	63.9	54.7	84.9	85.7	22.2	94.1	85.9	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
IF SO, WHAT TYPE OF MSI OR WOMEN'S COLLEGE WAS IT?											
HBCU	1.6	2.0	0.1	19.8	1.7	0.0	0.0	0.0	0.0	1.8	---
HSI	5.5	6.5	4.8	0.8	36.7	2.9	11.1	10.0	4.6	5.8	---
TCU	0.1	0.9	0.1	0.0	0.0	0.0	0.0	50.0	0.0	0.4	---
ANSI	0.1	0.2	0.1	0.0	0.0	0.0	0.0	10.0	0.0	0.1	---
NASI	0.4	0.7	0.2	0.8	0.0	5.7	0.0	10.0	0.0	0.5	---
PBI	0.9	1.3	0.5	7.4	1.7	0.0	0.0	0.0	0.0	1.0	---
AANAPISI	0.7	1.7	0.6	0.8	5.0	8.6	0.0	0.0	4.6	1.0	---
NASNTI	0.3	0.7	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.4	---
Women's college/university	0.4	4.4	1.7	1.7	0.0	0.0	0.0	0.0	0.0	1.6	---
AT WHAT TYPE OF INSTITUTION DID YOU HOLD THE POSITION IMMEDIATELY PRIOR TO YOUR CURRENT PRESIDENCY/CEO?											
Doctoral/research university	26.0	20.9	24.5	27.1	25.0	39.4	14.3	0.0	5.6	24.7	24.6
Master's college or university	27.5	26.7	27.8	25.2	26.9	15.2	14.3	0.0	27.8	27.1	23.4
Baccalaureate college	14.7	13.6	15.1	15.0	0.0	6.1	0.0	25.0	38.9	14.5	14.9
Associate college	27.3	35.3	28.1	32.7	42.3	36.4	57.1	75.0	27.8	29.6	34.0
Special focus institution	4.1	3.5	4.4	0.0	3.9	0.0	14.3	0.0	0.0	3.9	2.9
NA (system only)	0.5	0.0	0.2	0.0	1.9	3.0	0.0	0.0	0.0	0.3	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
WAS A SEARCH CONSULTANT USED IN THE SEARCH THAT RESULTED IN YOUR SELECTION?											
Yes	64.7	71.2	67.4	70.8	64.4	62.9	66.7	10.0	61.9	66.9	56.2
No	35.3	28.8	32.7	29.2	35.6	37.1	33.3	90.0	38.1	33.1	43.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
WHOM DID YOU CONSULT FOR ADVICE?											
Attorney	28.1	37.5	31.5	38.0	25.0	17.1	44.4	10.0	22.7	31.1	24.5
Colleagues in the field	56.7	68.4	60.4	70.3	48.3	57.1	66.7	20.0	68.2	60.1	57.2
Colleagues outside of higher education	14.8	12.6	14.3	19.0	6.7	5.7	33.3	10.0	13.6	14.2	14.0
Financial planner/accountant	6.2	8.7	6.9	6.6	5.0	0.0	22.2	10.0	18.2	6.9	5.7
Spouse/partner/family	55.4	60.4	58.2	54.6	40.0	60.0	66.7	30.0	59.1	56.7	51.5
Did not seek advice	22.4	13.9	20.3	10.7	28.3	25.7	22.2	20.0	9.1	19.8	25.8
Other	1.8	3.9	2.5	1.7	5.0	0.0	0.0	10.0	4.6	2.5	3.2
DO YOU HAVE A WRITTEN CONTRACT?											
Yes	81.0	80.5	81.4	82.4	66.1	80.0	100.0	80.0	81.0	80.9	76.1
No	19.1	19.5	18.6	17.7	33.9	20.0	0.0	20.0	19.1	19.1	23.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
WHAT IS THE TERM LENGTH OF YOUR WRITTEN CONTRACT?											
<1	6.3	5.1	5.7	5.2	5.3	14.8	11.1	12.5	0.0	6.0	---
1	11.6	11.5	10.9	13.5	13.2	7.4	11.1	25.0	23.5	11.5	17.6
2	7.8	8.7	8.3	5.2	18.4	3.7	0.0	12.5	0.0	8.0	8.2
3	30.0	42.4	33.5	37.5	31.6	37.0	22.2	37.5	47.1	33.7	36.6
4	9.8	3.9	7.5	12.5	13.2	7.4	0.0	0.0	17.7	8.0	8.8
5 or more	34.5	28.4	34.1	26.0	18.4	29.6	55.6	12.5	11.8	32.6	28.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean	3.4	3.2	3.4	3.2	2.9	3.4	3.6	2.6	3.0	3.4	---
Median	3.0	3.0	3.0	3.0	3.0	3.0	5.0	2.5	3.0	3.0	---
THE SEARCH PROCESS DISCLOSED THE CURRENT CHALLENGES FACING THE INSTITUTION/SYSTEM											
Yes	74.5	64.3	72.8	68.1	63.6	58.8	66.7	60.0	57.1	71.5	74.9
No	25.5	35.7	27.2	31.9	36.4	41.2	33.3	40.0	42.9	28.5	25.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
THE SEARCH PROCESS DISCLOSED THE INSTITUTION'S/SYSTEM'S FINANCIAL CONDITION											
Yes	72.9	65.7	72.3	65.5	63.6	61.8	66.7	50.0	52.4	70.7	76.7
No	27.1	34.3	27.7	34.5	36.4	38.2	33.3	50.0	47.6	29.3	23.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
THE SEARCH PROCESS DISCLOSED THE BOARD'S EXPECTATIONS											
Yes	79.8	76.2	80.5	72.4	70.9	64.7	66.7	70.0	76.2	78.8	80.4
No	20.3	23.8	19.5	27.6	29.1	35.3	33.3	30.0	23.8	21.2	19.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
THE SEARCH PROCESS DISCLOSED THE INSTITUTION/SYSTEM'S EXPECTATIONS											
Yes	79.6	78.0	81.0	66.4	80.0	64.7	88.9	50.0	76.2	79.2	79.3
No	20.4	22.0	19.0	33.6	20.0	35.3	11.1	50.0	23.8	20.8	20.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
WHICH OF THE FOLLOWING ARE COMPONENTS OF YOUR AGREED-UPON CONDITIONS OF EMPLOYMENT?											
Ability for paid corporate directorships	23.3	18.3	20.7	28.9	25.0	28.6	44.4	0.0	27.3	21.8	24.4
Automobiles	68.3	61.4	66.8	70.3	58.3	60.0	88.9	50.0	54.6	66.3	69.3
Childcare	0.9	0.2	0.6	0.0	1.7	2.9	0.0	0.0	0.0	0.7	---
Deferred compensation	37.9	34.2	37.4	41.3	15.0	40.0	33.3	10.0	36.4	36.7	35.9
Entertainment budget	39.7	31.2	38.1	35.5	31.7	34.3	22.2	20.0	36.4	37.1	40.1
Health and wellness	40.1	30.9	37.2	36.4	41.7	37.1	44.4	20.0	27.3	37.1	33.1
House manager*	10.7	11.8	11.0	14.1	8.3	22.9	11.1	0.0	0.0	11.2	22.8
Involuntary separation	29.0	28.1	29.9	28.9	16.7	25.7	33.3	10.0	13.6	28.7	24.9
Life insurance	66.0	68.4	66.6	67.8	56.7	68.6	77.8	80.0	72.7	66.6	70.4
Long-term care insurance	24.3	22.7	23.7	29.8	16.7	17.1	11.1	20.0	31.8	23.9	18.1
Pension/retirement contributions	80.0	81.7	81.6	76.0	68.3	77.1	77.8	80.0	81.8	80.3	84.5
Performance-based bonuses	23.7	26.4	25.1	26.5	11.7	22.9	11.1	30.0	22.7	24.4	25.1
Paid consulting opportunities	16.9	15.0	16.1	21.5	15.0	17.1	22.2	0.0	9.1	16.3	27.8
Presidential residence*	40.0	36.8	40.5	41.3	28.3	22.9	22.2	20.0	27.3	39.1	37.3
Housing allowance	27.8	25.7	26.4	38.0	21.7	25.7	33.3	20.0	22.7	27.2	28.9
Professional association memberships	42.1	42.5	42.4	50.4	26.7	31.4	44.4	0.0	50.0	42.2	---
Social club memberships	39.3	34.9	39.2	38.0	26.7	31.4	33.3	0.0	40.9	38.0	41.9
Executive coaching	7.0	13.7	9.0	13.2	6.7	0.0	0.0	0.0	9.1	8.9	---
Professional development	26.7	33.6	28.5	36.4	26.7	17.1	55.6	30.0	22.7	28.8	39.8
Professional financial planning assistance	5.5	5.2	6.0	2.5	0.0	0.0	11.1	0.0	9.1	5.4	---
Professional retirement planning assistance	4.9	5.5	5.2	4.1	6.7	0.0	11.1	0.0	4.6	5.0	7.0
Retention (time-based) bonuses	12.9	8.1	12.2	10.7	5.0	5.7	11.1	0.0	4.6	11.3	10.7
Retiree health insurance	14.3	14.8	14.0	14.1	21.7	17.1	22.2	10.0	27.3	14.4	21.7
Sabbatical	15.5	16.8	16.5	13.2	13.3	14.3	0.0	20.0	13.6	15.9	19.0
Salary increase based on merit	35.5	35.5	36.2	35.5	25.0	37.1	44.4	50.0	22.7	35.5	44.5

Note: The term "house manager" replaced the term "house keeper" in the 2011 survey. The term "presidential residence" replaced the term "presidential house" in the 2011 survey.

DO YOU HAVE A FORMAL ANNUAL PERFORMANCE EVALUATION?											
Yes	90.2	92.4	90.6	91.7	94.9	91.4	88.9	90.0	95.2	90.9	87.3
No	9.8	7.6	9.4	8.3	5.1	8.6	11.1	10.0	4.8	9.1	12.7
Total	100.0										

WHAT IS THE FREQUENCY OF YOUR FORMAL ANNUAL PERFORMANCE EVALUATION?											
Annual	87.5	90.5	89.2	84.6	82.1	87.5	75.0	88.9	85.0	88.4	---
Every two years	5.3	3.6	4.2	9.1	7.1	6.3	0.0	0.0	10.0	4.8	---
Every three years	4.3	4.1	4.1	2.7	8.9	0.0	12.5	11.1	5.0	4.3	---
Every four years	0.7	0.2	0.5	1.8	0.0	0.0	0.0	0.0	0.0	0.6	---
Every five years	2.2	1.7	1.9	1.8	1.8	6.3	12.5	0.0	0.0	2.0	---
Total	100.0	---									

WHO PERFORMS YOUR FORMAL PERFORMANCE EVALUATION?											
Board chair	17.5	13.4	17.7	11.8	5.5	6.5	12.5	22.2	15.0	16.4	14.0
Board or sub-committee of board	56.6	53.5	57.0	51.8	38.2	45.2	50.0	55.6	60.0	55.6	60.3
Independent/outside consultant	1.4	1.2	1.4	0.9	0.0	0.0	0.0	0.0	5.0	1.3	0.4
System head (institution only)	19.4	25.8	18.8	31.8	45.5	45.2	0.0	0.0	20.0	21.3	20.3
Other head	5.1	6.2	5.1	3.6	10.9	3.2	37.5	22.2	0.0	5.4	5.0
Total	100.0										

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
WHAT ARE THE MOST SUPPORTIVE INTERNAL CONSTITUENT GROUPS?											
Office of the president staff	47.5	44.2	45.6	59.5	50.0	42.9	55.6	40.0	36.4	46.6	---
Provost	56.8	51.4	56.7	48.8	53.3	42.9	66.7	10.0	59.1	55.0	---
Deans and directors	31.3	31.4	31.0	23.1	40.0	45.7	11.1	70.0	22.7	31.0	---
Department heads	7.3	8.3	7.6	5.0	8.3	5.7	0.0	30.0	4.6	7.5	---
Business affairs	36.2	30.3	35.0	33.1	30.0	28.6	22.2	30.0	40.9	34.3	---
Legal affairs	5.5	4.8	4.5	8.3	6.7	14.3	33.3	20.0	0.0	5.2	---
Admission office	10.9	7.4	10.6	5.8	3.3	2.9	0.0	0.0	9.1	9.7	---
Student affairs	12.6	15.9	13.0	15.7	18.3	5.7	0.0	20.0	36.4	13.5	---
Development/fundraising	34.0	37.3	36.5	33.9	15.0	22.9	33.3	50.0	45.5	35.0	---
External affairs/public relations	11.0	15.5	11.8	12.4	10.0	22.9	33.3	20.0	13.6	12.2	---
Research office	6.8	9.8	7.9	5.0	8.3	8.6	11.1	10.0	4.6	7.6	---
Athletics	2.7	1.7	2.4	2.5	1.7	2.9	0.0	0.0	9.1	2.5	---
Faculty	19.9	22.2	19.5	21.5	31.7	37.1	11.1	30.0	18.2	20.4	---
Students	7.6	5.7	6.7	9.1	6.7	11.4	0.0	10.0	4.6	6.9	---
Other	6.9	10.2	8.0	9.9	6.7	5.7	11.1	0.0	0.0	7.9	---
Institution presidents	1.0	0.4	0.6	1.7	3.3	0.0	11.1	0.0	0.0	0.8	---
WHAT ARE THE MOST SUPPORTIVE EXTERNAL CONSTITUENT GROUPS?											
Board of regents	55.0	45.1	54.2	40.5	41.7	37.1	55.6	70.0	31.8	51.9	---
System office	20.2	23.3	19.9	24.0	38.3	34.3	22.2	10.0	18.2	21.0	---
Coordinating board	4.6	5.0	4.5	5.0	5.0	5.7	0.0	0.0	13.6	4.7	---
State legislators	16.8	13.7	14.3	27.3	25.0	25.7	44.4	0.0	13.6	15.9	---
Governor's office	3.9	2.0	2.8	7.4	5.0	5.7	0.0	0.0	0.0	3.3	---
Other state agencies	1.4	1.5	1.1	0.8	6.7	5.7	11.1	0.0	0.0	1.4	---
Regional accreditation organization	10.4	9.6	10.0	9.1	15.0	2.9	0.0	30.0	13.6	10.1	---
Members of Congress	1.4	0.9	0.8	4.1	0.0	5.7	0.0	10.0	0.0	1.3	---
Federal agencies	3.1	3.5	2.9	4.1	3.3	8.6	11.1	20.0	0.0	3.2	---
Alumni/ae	38.1	31.2	37.7	33.9	28.3	37.1	22.2	10.0	27.3	36.2	---
Grantmaking foundations	12.6	17.4	13.9	14.1	15.0	5.7	11.1	20.0	22.7	13.8	---
Local business leader	33.2	33.1	33.5	30.6	30.0	31.4	55.6	0.0	36.4	32.9	---
Local community leaders	36.8	39.2	37.9	35.5	31.7	40.0	33.3	30.0	36.4	37.3	---
Other college/university president	22.1	25.9	24.5	15.7	20.0	11.4	0.0	30.0	31.8	23.1	---
Athletic organizations	1.1	0.9	1.1	0.8	0.0	0.0	0.0	0.0	4.6	1.1	---
Media	2.1	2.2	1.9	2.5	5.0	0.0	0.0	0.0	4.6	2.1	---
Higher education associations	5.2	5.2	5.4	4.1	1.7	2.9	11.1	0.0	9.1	5.2	---
Other	8.5	10.9	9.6	5.8	6.7	8.6	11.1	30.0	4.6	9.1	---
System board (system only)	1.4	0.7	1.0	1.7	3.3	2.9	0.0	0.0	0.0	1.2	---

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
WHAT ARE THE INTERNAL CONSTITUENT GROUPS THAT UNDERSTAND YOUR INSTITUTION'S CHALLENGES THE LEAST?											
Office of the president staff	11.6	8.9	9.8	19.8	3.3	14.3	11.1	30.0	18.2	10.6	---
Provost	14.2	8.3	11.8	18.2	8.3	11.4	33.3	10.0	18.2	12.3	---
Deans and directors	12.5	8.9	11.1	11.6	13.3	11.4	11.1	20.0	18.2	11.3	---
Department heads	20.9	22.2	20.1	27.3	30.0	14.3	22.2	40.0	22.7	21.0	---
Business affairs	11.3	8.7	10.1	17.4	3.3	2.9	0.0	30.0	13.6	10.4	---
Legal affairs	6.7	5.9	6.2	5.8	8.3	8.6	0.0	30.0	13.6	6.4	---
Admission office	7.2	6.1	6.3	11.6	16.7	5.7	0.0	0.0	0.0	6.9	---
Student affairs	12.6	12.9	13.0	12.4	13.3	5.7	11.1	0.0	9.1	12.5	---
Development/fundraising	9.5	10.2	8.9	7.4	25.0	5.7	22.2	20.0	18.2	9.6	---
External affairs/public relations	4.5	7.4	4.7	7.4	8.3	14.3	11.1	0.0	9.1	5.3	---
Research office	6.3	7.4	6.5	6.6	3.3	14.3	11.1	10.0	9.1	6.5	---
Athletics	27.0	25.9	27.0	21.5	28.3	22.9	22.2	20.0	27.3	26.4	---
Faculty	57.3	56.9	58.7	47.1	48.3	48.6	66.7	30.0	40.9	56.5	---
Students	64.3	64.1	65.6	48.8	65.0	68.6	44.4	40.0	50.0	63.5	---
Other	9.1	12.0	10.3	9.9	1.7	11.4	22.2	0.0	4.6	9.8	---
Institution president (system only)	0.4	0.2	0.2	0.0	1.7	2.9	0.0	0.0	0.0	0.3	---
WHAT ARE THE EXTERNAL CONSTITUENT GROUPS THAT UNDERSTAND YOUR INSTITUTION'S CHALLENGES THE LEAST?											
Board of regents	14.7	11.3	12.5	21.5	10.0	17.1	22.2	50.0	18.2	13.6	---
System office (institution only)	8.5	6.1	7.2	14.9	5.0	14.3	0.0	0.0	9.1	7.8	---
Coordinating board	5.1	3.5	4.3	3.3	6.7	11.4	0.0	0.0	13.6	4.6	---
State legislators	39.9	41.4	40.6	43.8	40.0	22.9	22.2	30.0	27.3	40.0	---
Governor's office	27.6	33.1	30.1	24.0	30.0	17.1	11.1	40.0	18.2	28.9	---
Other state agencies	14.0	18.1	15.0	15.7	26.7	11.4	11.1	0.0	9.1	15.1	---
Regional accreditation organization	10.1	8.5	9.1	9.9	13.3	11.4	11.1	10.0	13.6	9.5	---
Members of Congress	23.8	23.5	24.7	11.6	25.0	22.9	33.3	30.0	13.6	23.4	---
Federal agencies	25.1	24.6	26.2	16.5	20.0	20.0	33.3	10.0	4.6	24.6	---
Alumni/ae	17.8	18.5	16.6	29.8	25.0	22.9	0.0	10.0	13.6	17.8	---
Grantmaking foundations	6.1	5.5	5.6	10.7	1.7	8.6	0.0	0.0	9.1	5.8	---
Local business leaders	14.7	13.3	14.1	16.5	10.0	14.3	22.2	0.0	13.6	14.0	---
Local community leaders	17.3	14.6	15.8	22.3	15.0	17.1	33.3	10.0	13.6	16.2	---
Other college/university president	9.8	9.6	9.1	11.6	8.3	2.9	44.4	40.0	22.7	9.6	---
Athletic organizations	8.8	10.0	8.8	5.8	16.7	14.3	22.2	10.0	9.1	9.1	---
Media	31.6	29.9	32.2	20.7	25.0	31.4	33.3	10.0	31.8	30.7	---
Higher education association	7.0	7.4	6.6	10.7	8.3	2.9	0.0	0.0	22.7	7.0	---
Other	3.3	4.6	3.1	5.0	1.7	8.6	0.0	30.0	13.6	3.6	---
System board (system only)	0.4	0.0	0.2	0.0	0.0	2.9	0.0	0.0	0.0	0.3	---
WHAT IS THE EMPLOYMENT STATUS OF YOUR SPOUSE OR DOMESTIC PARTNER?											
Compensated by your institution/system	5.4	0.4	4.2	1.7	3.3	2.9	0.0	0.0	0.0	3.8	5.4
Employed at your institution/system	7.5	6.8	7.0	5.8	13.3	11.4	0.0	20.0	4.6	7.2	8.6
Unpaid participant in campus/system	58.0	38.6	52.8	48.8	40.0	48.6	88.9	10.0	54.6	51.5	50.9
Employed outside of your institution/system	30.2	42.9	33.5	37.2	38.3	22.9	33.3	30.0	40.9	33.6	36.1
Not applicable	8.5	22.0	11.8	14.1	15.0	17.1	0.0	40.0	13.6	12.4	13.5

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
DID THE SEARCH PROCESS DISCLOSE THE SPOUSE OR DOMESTIC PARTNER'S ROLE?											
Yes	53.2	39.1	51.7	46.2	25.4	31.4	22.2	0.0	45.5	49.0	52.5
No	28.2	23.3	25.3	28.6	39.0	34.3	66.7	30.0	36.4	26.6	21.7
Not applicable	18.6	37.6	23.1	25.2	35.6	34.3	11.1	70.0	18.2	24.4	25.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HAVE YOU EVER ALTERED YOUR CAREER PROGRESS TO CARE FOR A DEPENDENT, SPOUSE, OR PARENT?											
No	83.7	68.4	79.0	77.7	81.7	88.6	44.4	90.0	50.0	78.1	79.4
Yes, left position	2.6	3.9	3.2	1.7	1.7	2.9	0.0	0.0	4.6	3.0	2.1
Yes, reduced schedule/worked part-time	2.4	8.1	4.1	3.3	5.0	0.0	11.1	0.0	9.1	4.0	2.8
Yes, postponed seeking tenure	0.2	0.2	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.2	10.8
Yes, postponed job search	8.9	15.0	10.1	13.2	10.0	5.7	11.1	10.0	36.4	10.7	3.5
Yes, other	2.4	4.4	2.8	4.1	0.0	2.9	33.3	0.0	0.0	3.0	1.5
HAVE YOU EVER ALTERED YOUR CAREER PROGRESSION FOR YOUR SPOUSE OR PARTNER'S CAREER?											
Yes	16.9	31.3	21.3	22.7	17.0	14.3	12.5	10.0	36.4	21.2	12.6
No	77.5	54.9	71.1	66.4	72.9	80.0	75.0	60.0	54.6	70.6	83.5
Not applicable	5.7	13.9	7.6	10.9	10.2	5.7	12.5	30.0	9.1	8.2	3.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HAS YOUR SPOUSE OR PARTNER ALTERED HIS OR HER CAREER PROGRESSION FOR YOUR CAREER?											
Yes	67.3	52.4	63.5	62.2	62.7	48.6	55.6	30.0	77.3	62.8	56.7
No	26.8	32.4	28.3	28.6	28.8	40.0	33.3	40.0	13.6	28.6	37.8
Not applicable	5.8	15.2	8.3	9.2	8.5	11.4	11.1	30.0	9.1	8.7	5.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
GENDER IDENTITY											
Male	---	---	69.9	66.1	78.3	77.1	88.9	30.0	63.6	69.8	73.6
Female	---	---	30.1	33.9	21.7	22.9	11.1	60.0	36.4	30.1	26.4
Other*	---	---	0.0	0.0	0.0	0.0	0.0	10.0	0.0	0.1	---
Total	---	---	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>Note: The category "other" was not available in the 2011 survey.</i>											
SEXUAL ORIENTATION											
Heterosexual or straight	96.4	93.6	95.2	100.0	94.9	94.1	100.0	100.0	95.5	95.5	---
Gay or lesbian	2.6	5.1	3.7	0.0	3.4	2.9	0.0	0.0	0.0	3.3	---
Bisexual	0.5	0.4	0.5	0.0	0.0	2.9	0.0	0.0	0.0	0.5	---
Other	0.6	0.9	0.6	0.0	1.7	0.0	0.0	0.0	4.6	0.7	---
Total	100	100	100	100	100	100	100	100	100	100	---
AGE											
31-40	0.5	0.4	0.2	2.5	0.0	0.0	0.0	10.0	0.0	0.5	0.5
41-50	9.0	6.2	7.7	11.6	10.2	9.1	0.0	20.0	4.6	8.2	9.6
51-60	31.7	36.5	32.7	26.5	37.3	48.5	44.4	30.0	54.6	33.1	31.8
61-70	46.6	48.7	48.0	50.4	39.0	33.3	55.6	30.0	40.9	47.3	53.2
71 or older	12.2	8.2	11.3	9.1	13.6	9.1	0.0	10.0	0.0	11.0	4.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean	61.8	61.3	61.9	60.9	61.1	60.1	62.3	57.9	59.2	61.7	60.7
Median	63.0	62.0	63.0	62.0	61.0	60.0	63.0	59.0	57.5	62.0	62.0

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
RACE/ETHNICITY											
Hispanic/Latino(a)	4.4	2.9	---	---	---	---	---	---	---	3.9	3.8
Caucasian, White, or White American	83.1	83.1	---	---	---	---	---	---	---	83.2	87.2
Middle Eastern or Arab American	0.8	0.2	---	---	---	---	---	---	---	0.6	---
Black, Afro-Caribbean, or African American	7.6	9.0	---	---	---	---	---	---	---	7.9	5.9
American Indian/Alaska Native	0.3	1.3	---	---	---	---	---	---	---	0.7	0.8
Asian or Asian American	2.6	1.8	---	---	---	---	---	---	---	2.3	1.5
Multiple races*	1.3	1.8	---	---	---	---	---	---	---	1.4	0.8
Total	100.0	100.0	---	---	---	---	---	---	---	100.0	100
<i>Note: Multiple races was indicated as "Other" in 2011.</i>											
RELATIONSHIP STATUS											
Never married (member of religious order)	2.2	2.9	2.9	0.0	0.0	0.0	0.0	0.0	0.0	2.4	2.5
Never married	1.8	7.1	3.2	4.1	1.7	5.7	0.0	10.0	4.6	3.4	3.4
Married	89.8	74.7	85.6	86.8	81.7	82.9	88.9	60.0	77.3	85.2	85.0
Domestic partner	0.7	2.4	1.2	0.0	0.0	2.9	11.1	0.0	4.6	1.2	1.2
Separated	0.3	0.0	0.2	0.8	0.0	0.0	0.0	0.0	0.0	0.2	0.5
Divorced	4.4	9.9	5.2	7.4	15.0	5.7	0.0	30.0	13.6	6.0	5.7
Widower/widow	0.9	3.1	1.7	0.8	1.7	2.9	0.0	0.0	0.0	1.6	1.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
DO YOU HAVE CHILDREN?											
Yes	88.6	73.7	83.3	91.7	88.3	80.0	88.9	90.0	86.4	84.0	85.3
No	11.4	26.3	16.7	8.3	11.7	20.0	11.1	10.0	13.6	16.0	14.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
IF SO, ARE YOUR CHILDREN UNDER 18?											
Yes	23.6	16.7	21.0	24.8	34.0	28.6	12.5	33.3	21.1	22.0	20.8
No	76.4	83.3	79.0	75.2	66.0	71.4	87.5	66.7	79.0	78.1	79.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
RELIGIOUS AFFILIATION											
Buddhist	0.8	0.5	0.6	0.0	1.7	6.3	0.0	0.0	0.0	0.7	0.6
Christian (Protestant)	51.6	40.6	47.9	77.3	10.0	31.3	22.2	33.3	52.4	48.1	52.0
Christian (Roman Catholic)	24.9	30.8	26.5	10.9	73.3	25.0	22.2	11.1	14.3	26.8	26.1
Jewish	4.7	4.9	5.4	0.0	5.0	0.0	0.0	0.0	0.0	4.7	4.9
Muslim	0.3	0.2	0.1	0.8	0.0	0.0	11.1	0.0	4.8	0.3	0.2
Mormon	1.4	0.5	1.3	0.0	0.0	0.0	0.0	0.0	4.8	1.1	---
None	12.3	16.5	14.5	7.6	8.3	21.9	33.3	0.0	4.8	13.7	11.3
Other	4.0	6.0	3.8	3.4	1.7	15.6	11.1	55.6	19.1	4.6	4.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
POLITICAL IDEOLOGY											
Very liberal	7.9	15.0	9.9	12.6	8.6	20.0	0.0	0.0	0.0	10.1	---
Moderately liberal	32.6	44.9	35.4	46.2	37.9	40.0	33.3	50.0	36.4	36.5	---
Middle of the road	28.6	26.9	27.3	29.4	31.0	31.4	44.4	50.0	36.4	28.0	---
Moderately conservative	25.3	12.8	22.7	11.8	22.4	5.7	22.2	0.0	18.2	21.3	---
Very conservative	5.7	0.4	4.7	0.0	0.0	2.9	0.0	0.0	9.1	4.1	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
INTERNATIONAL EXPERIENCES											
Born outside U.S.	7.9	6.8	4.2	9.9	31.7	68.6	55.6	0.0	4.6	7.5	---
Study outside U.S.	15.1	16.8	15.1	17.4	11.7	40.0	11.1	0.0	18.2	15.7	---
Degree outside U.S.	6.8	5.5	5.2	4.1	13.3	37.1	33.3	0.0	9.1	6.3	---
Professional experience overseas	24.2	14.6	21.3	18.2	21.7	25.7	33.3	20.0	27.3	21.2	---
Employment outside U.S.	7.3	7.2	7.3	1.7	11.7	22.9	11.1	0.0	4.6	7.2	---
International grant	12.3	12.6	12.5	13.2	6.7	11.4	0.0	0.0	22.7	12.2	---
None	54.4	59.3	57.0	57.9	53.3	20.0	33.3	80.0	50.0	55.4	---
ALL DEGREES EARNED											
Associate degree	9.5	8.9	9.3	7.4	3.3	5.7	11.1	40.0	27.3	9.3	9.3
Bachelor's degree	81.0	79.7	80.7	83.5	76.7	74.3	100.0	80.0	90.9	80.3	84.0
Master's degree (except MBA)	63.3	67.1	63.5	65.3	73.3	65.7	88.9	80.0	81.8	64.2	69.9
MBA	10.1	8.9	10.5	5.0	10.0	5.7	11.1	0.0	9.1	9.9	7.3
Doctor of philosophy (PhD)	58.0	59.7	59.1	55.4	61.7	54.3	88.9	50.0	63.6	58.5	55.5
Doctor of education (EdD)	19.1	27.0	21.0	24.0	20.0	22.9	0.0	40.0	27.3	21.2	21.3
Doctor of medicine (MD)	2.5	0.7	1.9	4.1	1.7	0.0	0.0	0.0	0.0	1.9	1.3
Other health-related degree	1.5	0.9	1.3	1.7	1.7	0.0	0.0	0.0	0.0	1.3	1.7
Law degree	9.0	5.2	8.0	9.1	6.7	11.4	11.1	0.0	0.0	7.9	7.0
Other	9.9	5.9	8.8	7.4	3.3	5.7	0.0	10.0	9.1	8.7	11.0
MAJOR FIELD OF STUDY FOR HIGHEST DEGREE EARNED											
Agriculture/natural resources	1.4	0.4	1.3	0.0	1.7	0.0	0.0	0.0	0.0	1.1	0.7
Biological sciences	2.8	2.2	2.9	0.8	3.3	0.0	0.0	0.0	4.6	2.6	2.8
Business	7.5	4.9	6.4	4.2	11.7	11.8	11.1	0.0	9.1	6.7	5.6
Computer science	0.4	0.2	0.2	0.0	0.0	5.9	0.0	0.0	0.0	0.3	5.0
Education or higher education	36.6	51.3	40.9	47.1	31.7	26.5	44.4	80.0	54.6	41.1	37.7
Engineering	3.8	1.1	2.6	3.4	3.3	11.8	22.2	0.0	0.0	3.0	1.9
Humanities/fine arts	10.6	12.6	11.4	5.9	21.7	11.8	11.1	10.0	0.0	11.3	14.2
Law	7.3	4.2	6.4	6.7	6.7	8.8	11.1	0.0	0.0	6.4	5.4
Mathematics	1.4	0.2	1.1	0.8	0.0	2.9	0.0	0.0	0.0	1.1	1.0
Health professions	1.6	5.1	2.8	2.5	1.7	0.0	0.0	0.0	0.0	2.6	2.5
Medicine	2.6	0.9	2.1	4.2	0.0	0.0	0.0	0.0	0.0	2.0	1.5
Physical/natural sciences	3.9	1.3	3.0	4.2	3.3	5.9	0.0	0.0	0.0	3.1	3.1
Religion/theology	5.7	2.2	4.9	2.5	1.7	2.9	0.0	0.0	9.1	4.6	6.7
Social sciences	14.5	13.4	14.2	17.7	13.3	11.8	0.0	10.0	22.7	14.2	11.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
IN WHICH OF THE FOLLOWING AREAS DID YOU FEEL UNPREPARED FOR YOUR FIRST PRESIDENCY?											
Academic issues	10.6	7.8	9.9	7.4	10.0	2.9	11.1	20.0	9.1	9.7	18.8
Accreditation*	17.4	12.0	15.8	14.1	15.0	8.6	22.2	40.0	9.1	15.7	---
Assessment of student learning*	20.7	16.8	19.8	18.2	20.0	11.4	11.1	60.0	13.6	19.5	20.3
Athletics	18.2	27.2	20.2	19.0	35.0	31.4	33.3	10.0	22.7	20.8	24.3
Budget/financial management	15.5	20.5	17.3	11.6	20.0	28.6	11.1	10.0	4.6	16.8	23.9
Campus internationalization	14.8	14.6	15.8	8.3	13.3	5.7	11.1	30.0	13.6	14.8	24.7
Global engagement	19.5	20.3	20.2	16.5	16.7	17.1	11.1	40.0	22.7	19.7	---
Capital improvement projects	18.1	28.1	20.3	20.7	26.7	40.0	22.2	20.0	13.6	21.0	27.4
Communication-External	10.6	12.4	11.3	8.3	11.7	25.7	0.0	10.0	9.1	11.2	---
Communication-Internal	3.7	4.4	4.2	1.7	3.3	8.6	0.0	0.0	0.0	4.0	---
Community relations	5.7	5.2	5.6	6.6	1.7	8.6	11.1	0.0	4.6	5.5	12.8
Crisis management	19.9	23.8	21.8	14.1	23.3	22.9	11.1	20.0	27.3	21.2	19.8
Diversity/equity issues	11.1	7.6	11.7	0.0	3.3	8.6	0.0	10.0	0.0	10.1	---
Enrollment management	13.4	14.2	14.1	5.0	15.0	17.1	33.3	10.0	13.6	13.5	20.0
Entrepreneurial ventures	19.8	28.1	21.4	33.1	26.7	34.3	11.1	10.0	13.6	22.3	26.7
Faculty governance*	11.2	9.4	11.0	8.3	10.0	5.7	0.0	10.0	9.1	10.5	17.0
Shared governance	11.4	9.6	10.9	10.7	10.0	14.3	11.1	0.0	9.1	10.7	---
Personnel issues	7.7	7.8	7.6	6.6	13.3	8.6	0.0	10.0	9.1	7.6	13.7
Fundraising	26.7	32.0	27.3	24.0	43.3	45.7	22.2	30.0	27.3	28.1	40.0
Alumni as stakeholder group (excluding fundraising)	7.7	11.8	8.2	8.3	15.0	14.3	33.3	20.0	18.2	8.9	---
Governing board relations	17.8	22.4	19.2	21.5	16.7	20.0	11.1	10.0	18.2	19.1	21.9
Government relations (state-level)*	20.2	24.0	22.0	19.8	21.7	25.7	11.1	0.0	18.2	21.4	21.9
Government relations (federal)*	19.2	25.1	21.7	16.5	16.7	25.7	33.3	10.0	18.2	20.9	
Managing a senior-level team	6.6	8.5	7.3	4.1	8.3	14.3	0.0	0.0	9.1	7.1	---
Risk management/legal issues	18.0	20.5	18.4	21.5	20.0	28.6	0.0	20.0	13.6	18.7	29.7
Spousal role	9.8	6.3	8.6	9.1	6.7	14.3	22.2	10.0	9.1	8.7	---
Strategic planning	6.3	3.9	5.2	4.1	13.3	14.3	0.0	0.0	9.1	5.6	14.8
Student life/conduct issues	7.7	6.8	7.9	5.8	5.0	5.7	0.0	0.0	4.6	7.3	13.8
Technology planning	24.7	24.8	25.5	18.2	25.0	20.0	22.2	10.0	36.4	24.6	33.6
Using IR (evidence) to inform decision making	8.5	6.8	8.3	5.0	5.0	11.4	0.0	20.0	9.1	8.0	---
Other	3.9	4.1	4.1	3.3	3.3	0.0	0.0	0.0	9.1	4.0	---

Note: "Assessment of student learning" was indicated as "accountability/assessment of student learning" in the 2011 survey. The term "faculty governance" replaced the term "faculty issues" in the 2011 survey. "Government relations" was combined as one category in the 2011 survey.

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
WHICH AREAS OCCUPY MOST OF YOUR TIME?											
Academic issues	14.7	13.9	13.7	18.2	23.3	17.1	22.2	10.0	13.6	14.4	12.2
Accreditation*	11.5	10.5	9.9	17.4	11.7	20.0	11.1	10.0	22.7	11.1	---
Assessment of student learning*	2.3	2.6	1.7	8.3	1.7	5.7	0.0	10.0	0.0	2.3	4.9
Athletics	7.8	5.9	7.3	8.3	8.3	5.7	11.1	0.0	0.0	7.2	4.0
Budget/financial management	66.6	61.4	66.5	61.2	60.0	48.6	33.3	90.0	63.6	64.9	57.9
Campus internationalization	0.7	0.4	0.3	0.8	3.3	0.0	0.0	0.0	9.1	0.6	1.9
Global engagement	2.7	1.3	2.3	1.7	3.3	5.7	0.0	0.0	0.0	2.3	---
Capital improvement projects	19.1	12.9	16.9	19.8	16.7	17.1	11.1	40.0	13.6	17.2	12.6
Communication (external)	19.2	20.7	19.7	18.2	23.3	28.6	22.2	10.0	4.6	19.5	---
Communication (internal)	21.7	27.0	24.0	24.0	25.0	20.0	11.1	20.0	13.6	23.4	---
Community relations	23.2	28.3	24.7	20.7	28.3	20.0	44.4	30.0	36.4	24.6	22.7
Crisis management	5.7	6.3	5.1	11.6	5.0	11.4	0.0	20.0	9.1	5.9	4.2
Diversity/equity issues	5.1	8.3	6.1	3.3	6.7	22.9	0.0	0.0	0.0	6.0	---
Enrollment management	31.7	32.0	31.8	35.5	41.7	17.1	33.3	20.0	13.6	31.8	19.6
Entrepreneurial ventures	7.2	5.9	7.1	5.0	6.7	5.7	0.0	0.0	4.6	6.8	6.1
Faculty governance*	5.8	7.4	5.4	11.6	8.3	5.7	11.1	20.0	13.6	6.3	15.0
Shared governance	13.2	15.3	13.6	13.2	23.3	20.0	0.0	10.0	18.2	13.8	---
Personnel issues	20.8	22.4	20.5	23.1	20.0	25.7	22.2	60.0	22.7	21.0	21.6
Fundraising	61.1	52.1	59.7	53.7	48.3	48.6	66.7	20.0	63.6	58.1	47.0
Alumni as stakeholder group (excluding fundraising)	3.7	2.4	3.1	5.8	0.0	2.9	0.0	0.0	9.1	3.2	---
Governing board relations	34.5	31.2	34.3	24.8	35.0	22.9	22.2	20.0	36.4	33.2	20.7
Government relations (state-level)*	16.2	12.0	14.6	14.9	16.7	14.3	22.2	20.0	27.3	14.8	13.1
Government relations (federal)*	2.6	2.4	2.4	3.3	0.0	5.7	11.1	10.0	0.0	2.6	
Managing a senior-level team	40.9	45.5	43.6	35.5	28.3	40.0	44.4	20.0	40.9	42.0	---
Risk management/legal issues	5.4	7.4	5.7	7.4	3.3	5.7	22.2	0.0	4.6	6.0	3.1
Spousal role	0.3	0.4	0.3	0.8	0.0	0.0	0.0	0.0	0.0	0.3	---
Strategic planning	28.2	31.2	29.7	25.6	25.0	42.9	55.6	30.0	4.6	29.1	22.2
Student life/conduct issues	3.2	2.6	2.8	4.1	3.3	2.9	0.0	20.0	0.0	3.0	3.4
Technology planning	1.5	2.4	1.7	1.7	5.0	2.9	0.0	0.0	0.0	1.8	1.1
Using IR (evidence) to inform decision making	4.3	7.2	5.4	4.1	6.7	0.0	0.0	0.0	9.1	5.2	---
Other (please specify)	3.2	6.5	4.1	4.1	5.0	5.7	0.0	0.0	4.6	4.1	---

Note: "Assessment of student learning" was indicated as "accountability/assessment of student learning" in the 2011 survey. The term "faculty governance" replaced the term "faculty issues" in the 2011 survey. "Government relations" was combined as one category in the 2011 survey.

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
WHICH THINGS DO YOU FIND THE MOST FRUSTRATING?											
Athletics	7.1	4.4	6.7	5.0	8.3	0.0	11.1	0.0	4.6	6.3	4.2
Belief by others that you are infinitely accessible	33.2	27.7	31.4	33.9	36.7	28.6	22.2	10.0	13.6	31.3	30.4
Board/board members	18.5	17.9	18.1	19.0	21.7	17.1	11.1	10.0	22.7	18.2	15.9
Cabinet dynamics	12.4	16.8	13.4	15.7	10.0	20.0	22.2	20.0	13.6	13.7	7.9
Campus politics	27.5	26.4	26.7	31.4	31.7	25.7	0.0	30.0	36.4	27.0	26.3
Difficulty of cultivating leadership	26.6	29.0	26.6	27.3	20.0	37.1	33.3	60.0	22.7	27.0	32.2
Faculty resistance	46.8	41.4	46.2	33.9	51.7	31.4	33.3	50.0	50.0	45.0	38.6
Lack of time	41.5	50.3	44.1	43.0	51.7	54.3	0.0	30.0	45.5	44.1	41.5
Never enough money	61.6	60.6	60.9	64.5	65.0	42.9	77.8	80.0	54.6	60.8	62.5
Policymakers	23.8	23.8	24.0	18.2	25.0	20.0	44.4	40.0	36.4	23.7	21.0
Problems inherited from the previous leadership	33.0	39.0	33.4	40.5	45.0	42.9	44.4	50.0	31.8	34.5	27.5
Too many demands/not enough time	29.6	31.6	30.2	33.1	26.7	40.0	33.3	30.0	22.7	30.1	37.6
Unclear expectations and metrics	5.3	4.8	4.7	7.4	10.0	5.7	11.1	0.0	4.6	5.1	8.8
Unrealistic expectations	24.5	20.9	22.9	28.1	20.0	25.7	11.1	40.0	40.9	23.4	24.4
Unresponsive governance	13.8	14.8	14.8	12.4	13.3	2.9	22.2	0.0	4.6	14.0	18.5
Work-life balance	26.6	24.8	26.2	24.8	26.7	40.0	33.3	10.0	18.2	26.1	32.4
Workforce management	12.9	16.6	14.0	14.9	11.7	11.4	11.1	20.0	13.6	13.9	13.0
Other	8.5	12.2	10.4	6.6	3.3	5.7	22.2	0.0	4.6	9.6	---
Institutional presidents (system only)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---
System board/board member (system only)	0.4	0.4	0.4	0.0	1.7	0.0	0.0	0.0	0.0	0.4	---
WHAT ARE YOUR ACADEMIC ACTIVITIES OUTSIDE OF THE PRESIDENCY?											
Conduct research	10.5	7.6	9.9	7.4	6.7	11.4	11.1	10.0	9.1	9.5	19.7
Teach a course by yourself	17.4	8.1	15.3	9.9	13.3	5.7	33.3	0.0	22.7	14.6	33.6
Team teach a course	12.4	7.2	10.8	8.3	16.7	14.3	0.0	10.0	9.1	10.7	26.5
Write for scholarly publications	10.8	8.5	10.1	8.3	11.7	8.6	11.1	20.0	9.1	10.0	20.1
Write about higher education issues	34.7	31.6	32.7	43.8	35.0	34.3	44.4	30.0	36.4	33.6	61.7
None of the above	47.0	57.1	50.4	46.3	48.3	45.7	55.6	60.0	50.0	49.6	---
DO YOU SERVE ON EXTERNAL BOARDS?											
Yes	85.5	88.6	85.3	90.7	90.0	91.4	100.0	100.0	90.5	86.3	86.2
No	14.5	11.4	14.7	9.3	10.0	8.6	0.0	0.0	9.5	13.7	13.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER OF EXTERNAL BOARDS											
0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	---
1	12.6	11.0	12.5	8.5	21.2	6.7	0.0	10.0	0.0	12.1	11.2
2	23.7	19.3	23.0	15.1	17.3	26.7	22.2	10.0	15.8	22.2	22.8
3	22.5	26.0	24.3	19.8	11.5	26.7	22.2	50.0	31.6	23.5	24.5
>3	41.1	43.8	40.2	56.6	50.0	40.0	55.6	30.0	52.6	42.2	41.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean	3.5	3.6	3.4	4.1	3.7	3.5	4.0	3.1	3.8	3.5	3.0
Median	3.0	3.0	3.0	4.0	3.5	3.0	4.0	3.0	4.0	3.0	3.0

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
TYPE OF EXTERNAL BOARDS											
Nonprofit	73.2	78.9	73.4	80.2	83.3	82.9	88.9	80.0	77.3	74.5	86.5
Publicly-held corporation	7.4	8.1	7.1	10.7	10.0	5.7	11.1	20.0	4.6	7.5	12.5
Privately-held firm	8.9	6.8	7.8	11.6	6.7	11.4	11.1	0.0	27.3	8.3	11.4
Pre-K or K-12 school	5.4	6.8	5.9	4.1	5.0	8.6	11.1	0.0	4.6	5.8	6.6
Different college or university	7.6	8.1	7.4	14.9	6.7	5.7	11.1	0.0	9.1	7.9	9.7
Economic development board	37.3	43.8	39.1	43.8	28.3	28.6	55.6	50.0	59.1	39.1	45.6
Professional/higher education organization/association	42.6	45.3	41.8	48.8	46.7	62.9	44.4	60.0	63.6	43.2	48.5
Other	8.8	12.6	10.0	5.8	11.7	5.7	11.1	30.0	13.6	9.8	8.0
PRIOR TO YOUR FIRST PRESIDENCY, FOR HOW MANY YEARS WERE YOU PRIMARILY IN THE CLASSROOM/LAB?											
None	27.2	24.1	26.2	25.7	27.8	20.7	12.5	50.0	28.6	26.2	30.4
1	3.2	2.1	2.6	6.7	0.0	0.0	12.5	0.0	4.8	2.9	2.8
2	4.9	3.6	4.3	3.8	7.4	6.9	0.0	0.0	4.8	4.4	4.5
3	4.9	5.2	5.1	7.6	1.9	3.5	0.0	12.5	0.0	5.0	4.8
4	3.2	3.6	3.1	5.7	3.7	3.5	0.0	0.0	4.8	3.3	3.5
5	7.8	6.2	7.6	5.7	0.0	6.9	0.0	12.5	9.5	7.2	7.2
6 to 10	20.0	24.8	21.3	18.1	24.1	20.7	37.5	12.5	33.3	21.5	22.0
11 to 15	14.9	15.4	15.7	14.3	13.0	13.8	25.0	12.5	9.5	15.3	12.8
16 to 20	9.2	8.0	8.5	7.6	16.7	17.2	12.5	0.0	4.8	8.8	8.3
>20	4.8	7.1	5.6	4.8	5.6	6.9	0.0	0.0	0.0	5.5	3.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean	7.3	8.0	7.6	6.8	8.9	9.4	8.5	3.5	5.9	7.5	6.7
Median	5.0	7.0	6.0	5.0	9.0	9.0	9.0	1.5	5.0	6.0	5.0
PRIOR TO YOUR FIRST PRESIDENCY, FOR HOW MANY YEARS WERE YOU PRIMARILY A FULL-TIME ADMINISTRATOR?											
None	8.7	6.8	8.4	4.3	10.3	8.6	0.0	0.0	9.5	8.0	10.4
1 to 2	1.9	1.1	1.7	2.6	0.0	0.0	0.0	0.0	0.0	1.6	1.2
3 to 5	11.6	9.9	10.7	14.7	10.4	17.1	0.0	20.0	4.8	11.0	4.6
6 to 10	24.9	28.6	25.8	25.0	31.0	28.6	12.5	40.0	19.1	26.0	12.2
11 to 15	18.6	21.0	20.0	10.3	19.0	22.9	37.5	10.0	23.8	19.4	18.3
16 to 20	15.4	13.1	14.3	21.6	15.5	8.6	25.0	0.0	19.1	14.8	15.2
>20	19.0	19.6	19.1	21.6	13.8	14.3	25.0	30.0	23.8	19.2	38.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean	13.0	13.4	13.1	13.9	11.9	11.6	16.5	14.3	14.6	13.2	17.6
Median	12.0	11.0	12.0	12.5	10.0	10.0	15.0	10.0	13.0	12.0	17.0
PRIOR TO YOUR FIRST PRESIDENCY, FOR HOW MANY YEARS DID YOU HAVE DUTIES SPLIT BETWEEN ACADEMIC AND ADMINISTRATIVE DUTIES?											
None	43.7	39.8	43.1	40.6	29.6	41.4	28.6	62.5	45.0	42.5	52.4
1 to 2	11.4	12.3	11.9	7.9	14.8	10.3	14.3	0.0	15.0	11.7	8.9
3 to 5	19.1	21.5	19.5	23.8	20.4	17.3	28.6	0.0	20.0	19.8	15.8
6 to 10	13.9	17.5	14.7	11.9	24.1	20.7	14.3	25.0	15.0	15.0	11.9
11 to 15	5.9	4.9	6.0	5.0	1.9	3.5	14.3	12.5	0.0	5.6	5.5
16 to 20	3.2	1.5	2.2	7.9	1.9	6.9	0.0	0.0	0.0	2.7	2.1
>20	2.9	2.5	2.6	3.0	7.4	0.0	0.0	0.0	5.0	2.7	3.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean	4.2	4.1	4.1	5.0	5.7	3.7	3.9	3.8	3.6	4.2	3.7
Median	2.0	2.0	2.0	3.0	3.0	2.0	3.0	0.0	2.0	2.0	0.0

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
YEARS EMPLOYED OUTSIDE OF HIGHER EDUCATION											
None	41.4	42.2	41.9	45.1	52.0	37.0	37.5	11.1	35.0	42.0	52.3
1	3.3	3.2	3.3	3.9	0.0	0.0	12.5	0.0	5.0	3.3	3.2
2	6.1	6.3	5.6	5.9	12.0	18.5	12.5	11.1	5.0	6.1	5.1
3	5.1	7.5	5.6	4.9	4.0	22.2	0.0	11.1	5.0	5.8	4.1
4	3.8	5.3	4.1	5.9	4.0	7.4	0.0	0.0	5.0	4.2	3.3
5	6.0	6.3	6.4	4.9	4.0	0.0	0.0	0.0	10.0	6.1	3.6
6 to 10	10.2	13.4	11.3	8.8	10.0	11.1	12.5	11.1	10.0	11.1	10.2
11 to 15	7.3	6.6	6.9	7.8	8.0	3.7	12.5	22.2	15.0	7.1	5.0
16 to 20	6.4	3.4	5.7	4.9	0.0	0.0	0.0	22.2	5.0	5.5	4.1
>20	10.3	5.8	9.3	7.8	6.0	0.0	12.5	11.1	5.0	8.9	9.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean	6.8	5.3	6.5	5.8	4.2	2.9	8.3	11.6	6.0	6.3	5.4
Median	2.0	2.0	2.0	2.0	0.0	2.0	1.5	14.0	3.5	2.0	0.0
PATH OF CAREER PROGRESSION AS AN ADMINISTRATOR											
Moved up while staying at one institution	15.1	17.7	16.4	9.3	20.3	17.1	11.1	30.0	14.3	16.0	16.7
Moved up by changing institutions once or twice	38.6	36.5	38.2	38.1	37.3	45.7	22.2	20.0	42.9	37.9	33.3
Moved up by changing institutions three or more times	28.4	34.7	29.3	37.3	32.2	28.6	55.6	20.0	28.6	30.3	31.8
Became president after moving in & out of higher education	7.0	4.4	6.1	7.6	8.5	2.9	0.0	20.0	4.8	6.2	7.4
Became president spending my career mostly/completely outside higher education	10.9	6.6	10.0	7.6	1.7	5.7	11.1	10.0	9.5	9.6	10.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER OF PRESIDENCIES HELD (INCLUDING CURRENT POSITION)											
1	73.2	77.6	74.7	69.5	72.9	68.6	77.8	100.0	85.7	74.5	74.6
2	20.0	17.8	19.4	22.0	20.3	25.7	11.1	0.0	4.8	19.3	18.8
3	4.7	4.4	4.5	5.9	5.1	2.9	11.1	0.0	4.8	4.7	4.7
4	1.4	0.2	0.9	1.7	1.7	2.9	0.0	0.0	4.8	1.1	1.3
5 or more	0.7	0.0	0.5	0.9	0.0	0.0	0.0	0.0	0.0	0.5	0.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
IN HOW MANY PRESIDENTIAL SEARCHES WERE YOU A SEMIFINALIST?											
None	57.5	58.9	58.8	48.7	61.0	56.3	50.0	70.0	40.0	57.9	62.6
1	14.9	16.9	15.7	15.9	10.2	12.5	0.0	30.0	20.0	15.5	12.0
2	9.4	9.8	9.4	10.6	3.4	15.6	12.5	0.0	25.0	9.5	8.2
3	7.2	4.6	6.0	8.9	8.5	9.4	12.5	0.0	10.0	6.3	6.4
4 to 5	6.6	5.0	5.3	12.4	11.9	0.0	25.0	0.0	5.0	6.1	6.1
6 to 7	1.6	2.1	2.0	0.0	0.0	3.1	0.0	0.0	0.0	1.7	2.2
>7	3.0	2.7	2.9	3.5	5.1	3.1	0.0	0.0	0.0	2.9	2.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean	1.2	1.1	1.2	1.5	1.5	1.2	1.9	0.3	1.3	1.2	1.2
Median	0.0	0.0	0.0	1.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
IN HOW MANY PRESIDENTIAL SEARCHES WERE YOU A FINALIST?											
None	49.8	51.0	51.2	42.2	49.1	45.2	33.3	70.0	33.3	50.1	52.7
1	19.6	22.6	19.6	25.0	22.8	25.8	11.1	30.0	33.3	20.6	19.0
2	15.3	11.9	13.8	18.1	14.0	19.4	44.4	0.0	9.5	14.2	12.6
3	8.1	7.2	8.0	8.6	5.3	0.0	11.1	0.0	9.5	7.8	7.8
4 to 5	5.0	6.3	5.3	5.2	7.0	9.7	0.0	0.0	9.5	5.4	6.2
6 to 7	1.8	0.9	1.6	0.9	1.8	0.0	0.0	0.0	0.0	1.5	1.0
>7	0.5	0.2	0.4	0.0	0.0	0.0	0.0	0.0	4.8	0.4	0.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean	1.1	1.0	1.1	1.1	1.1	1.1	1.3	0.3	1.8	1.1	1.1
Median	1.0	0.0	0.0	1.0	1.0	1.0	2.0	0.0	1.0	0.0	0.0
LEADERSHIP DEVELOPMENT PROGRAM PARTICIPATION PRIOR TO PRESIDENCY											
ACE Fellows Program	4.2	6.1	3.7	14.1	11.7	2.9	0.0	0.0	0.0	4.7	---
ACE Advancing the Presidency	4.8	7.0	4.7	9.9	10.0	8.6	0.0	0.0	4.6	5.4	---
ACE National Women's Forum	0.2	8.7	2.6	5.0	5.0	0.0	0.0	0.0	0.0	2.7	---
ACE Spectrum Executive Leadership Program	0.4	1.1	0.2	3.3	3.3	0.0	0.0	0.0	0.0	0.6	---
ACE Institute for New Chief Academic Officers	2.3	3.5	2.6	2.5	5.0	0.0	0.0	0.0	0.0	2.6	---
AACC's Future President Institute (FPI)	5.5	8.5	6.1	7.4	8.3	2.9	11.1	0.0	18.2	6.3	---
AASCU's Millennium Institute	2.1	3.3	1.5	11.6	6.7	2.9	0.0	0.0	0.0	2.5	---
Aspen Presidential Fellowship for Community College Excellence	0.5	0.9	0.6	0.0	0.0	0.0	0.0	0.0	4.6	0.6	---
Harvard's Institute for Educational Management (IEM)	17.8	18.1	18.5	19.0	16.7	14.3	22.2	10.0	0.0	18.0	---
Other ACE Leadership Program(s)	2.5	3.5	2.3	6.6	6.7	0.0	11.1	0.0	4.6	2.8	---
Other non-ACE leadership program(s)	31.0	42.1	33.8	38.0	31.7	40.0	22.2	30.0	50.0	34.1	---
EXPECTATION OF INSTITUTIONS/SYSTEM'S SHARE OF TOTAL REVENUE: LOCAL GOVERNMENT											
Increase	9.1	7.0	8.4	10.3	10.3	2.9	0.0	10.0	0.0	8.4	---
Decrease	8.6	11.8	8.5	12.8	31.0	5.9	0.0	0.0	19.1	9.7	---
Stay the same	23.0	23.0	22.7	28.2	15.5	26.5	22.2	30.0	28.6	22.9	---
NA	59.3	58.1	60.4	48.7	43.1	64.7	77.8	60.0	52.4	59.0	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	21.0	100.0	---
EXPECTATION OF INSTITUTIONS/SYSTEM'S SHARE OF TOTAL REVENUE: STATE GOVERNMENT											
Increase	14.4	12.7	13.7	16.8	13.3	14.3	11.1	0.0	14.3	13.9	---
Decrease	39.3	46.3	40.8	41.2	58.3	37.1	44.4	44.4	52.4	41.4	---
Stay the same	30.0	25.7	28.4	31.1	20.0	40.0	33.3	33.3	33.3	28.7	---
NA	16.3	15.4	17.2	10.9	8.3	8.6	11.1	22.2	0.0	16.0	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
EXPECTATION OF INSTITUTIONS/SYSTEM'S SHARE OF TOTAL REVENUE: FEDERAL GOVERNMENT											
Increase	19.4	17.8	17.3	35.6	18.6	22.9	11.1	40.0	23.8	19.1	---
Decrease	27.8	27.6	27.9	19.5	44.1	17.1	11.1	20.0	38.1	27.7	---
Stay the same	42.5	43.0	43.1	36.4	30.5	57.1	66.7	40.0	38.1	42.4	---
NA	10.4	11.6	11.7	8.5	6.8	2.9	11.1	0.0	0.0	10.8	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
EXPECTATION OF INSTITUTIONS/SYSTEM'S SHARE OF TOTAL REVENUE: TUITION AND FEES											
Increase	75.1	74.1	75.3	75.8	68.3	71.4	66.7	70.0	71.4	75.0	---
Decrease	5.6	7.2	6.3	5.8	3.3	2.9	22.2	0.0	4.8	6.1	---
Stay the same	18.6	18.0	17.8	17.5	28.3	22.9	11.1	30.0	23.8	18.3	---
NA	0.7	0.7	0.6	0.8	0.0	2.9	0.0	0.0	0.0	0.7	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	10.0	100.0	100.0	---
EXPECTATION OF INSTITUTIONS/SYSTEM'S SHARE OF TOTAL REVENUE: PRIVATE GIFTS, GRANTS, AND CONTRACTS											
Increase	85.2	83.4	84.6	91.7	78.3	77.1	77.8	70.0	95.2	84.7	---
Decrease	1.7	2.0	2.0	0.8	0.0	2.9	0.0	0.0	0.0	1.8	---
Stay the same	11.6	12.9	11.8	6.7	18.3	17.1	22.2	30.0	4.8	12.0	---
NA	1.5	1.8	1.6	0.8	3.3	2.9	0.0	0.0	0.0	1.6	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
EXPECTATION OF INSTITUTIONS/SYSTEM'S SHARE OF TOTAL REVENUE: ENDOWMENT INCOME											
Increase	64.7	61.0	63.3	70.8	55.9	65.7	44.4	80.0	70.0	63.7	---
Decrease	3.2	3.7	3.6	1.7	1.7	2.9	22.2	0.0	5.0	3.4	---
Stay the same	26.6	27.4	27.1	20.8	35.6	20.0	33.3	20.0	15.0	26.7	---
NA	5.5	7.9	6.0	6.7	6.8	11.4	0.0	0.0	10.0	6.2	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
EXPECTATION OF INSTITUTIONS/SYSTEM'S SHARE OF TOTAL REVENUE: SALES AND SERVICE											
Increase	44.0	36.1	41.5	44.9	48.3	31.4	44.4	40.0	38.1	41.6	---
Decrease	2.0	2.0	2.0	2.5	1.7	2.9	0.0	0.0	4.8	2.0	---
Stay the same	35.0	39.2	36.8	33.1	31.7	37.1	33.3	30.0	38.1	36.4	---
NA	19.0	22.7	19.7	19.5	18.3	28.6	22.2	30.0	19.1	20.0	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
LEGITIMATE PERFORMANCE MEASURES: GRADUATION RATES											
Not legitimate at all	1.0	2.2	1.4	0.8	0.0	0.0	0.0	0.0	9.5	1.4	---
1	0.7	0.4	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.6	---
2	1.8	1.8	1.7	3.3	1.7	0.0	11.1	0.0	0.0	1.8	---
3	2.2	2.2	2.2	4.2	0.0	0.0	0.0	0.0	0.0	2.2	---
4	1.4	1.3	1.4	3.3	0.0	0.0	0.0	0.0	0.0	1.4	---
5	6.1	8.3	7.2	5.0	1.7	2.9	0.0	10.0	9.5	6.8	---
6	7.1	6.1	6.7	9.2	5.1	2.9	0.0	10.0	9.5	6.8	---
7	12.2	15.8	13.6	7.5	18.6	5.7	0.0	20.0	28.6	13.2	---
8	20.6	19.7	20.4	20.0	22.0	17.1	44.4	10.0	9.5	20.3	---
9	11.1	6.4	10.2	7.5	5.1	11.4	0.0	0.0	14.3	9.7	---
Completely legitimate	35.8	35.8	34.5	39.2	45.8	60.0	44.4	50.0	19.1	36.0	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
Mean	8.0	7.8	7.9	7.8	8.5	9.1	8.2	8.3	7.0	7.9	---
Median	8.0	8.0	8.0	8.0	9.0	10.0	8.0	9.0	7.0	8.0	---

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
LEGITIMATE PERFORMANCE MEASURES: RETENTION RATES											
Not legitimate at all	0.7	0.9	0.7	0.9	0.0	0.0	0.0	0.0	4.8	0.7	---
1	0.2	0.7	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.3	---
2	1.1	0.4	1.0	0.9	0.0	0.0	0.0	0.0	0.0	0.9	---
3	1.5	1.8	1.4	4.2	0.0	0.0	11.1	0.0	0.0	1.6	---
4	1.0	1.5	1.3	1.7	0.0	0.0	0.0	0.0	0.0	1.2	---
5	4.7	4.8	4.9	2.5	3.4	2.9	0.0	10.0	9.5	4.7	---
6	6.8	5.7	6.4	9.3	3.4	0.0	0.0	10.0	4.8	6.5	---
7	14.6	15.1	15.0	9.3	22.0	11.4	0.0	20.0	23.8	14.7	---
8	22.5	23.5	23.3	21.2	17.0	11.4	44.4	20.0	23.8	22.7	---
9	13.4	9.9	12.9	12.7	5.1	8.6	11.1	0.0	19.1	12.4	---
Completely legitimate	33.5	35.8	32.7	37.3	49.2	65.7	33.3	40.0	14.3	34.3	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
Mean	8.1	8.1	8.1	8.1	8.6	9.2	8.2	8.1	7.5	8.1	---
Median	8.0	8.0	8.0	8.5	9.0	10.0	8.0	8.0	8.0	8.0	---
LEGITIMATE PERFORMANCE MEASURES: BACHELOR'S DEGREE COMPLETION											
Not legitimate at all	9.3	11.4	9.7	10.4	8.6	6.3	11.1	10.0	28.6	9.9	---
1	0.8	1.1	0.9	1.7	0.0	0.0	0.0	0.0	0.0	0.9	---
2	1.7	1.6	1.5	4.4	0.0	3.1	0.0	0.0	0.0	1.7	---
3	2.1	2.9	2.1	6.1	0.0	3.1	11.1	0.0	0.0	2.3	---
4	1.8	3.6	2.3	2.6	3.5	0.0	0.0	0.0	4.8	2.3	---
5	7.1	5.8	6.7	6.1	3.5	3.1	11.1	30.0	14.3	6.7	---
6	5.6	4.7	5.4	6.1	5.2	0.0	0.0	10.0	4.8	5.3	---
7	12.3	9.6	11.0	11.3	13.8	15.6	11.1	20.0	19.1	11.3	---
8	20.6	19.2	20.5	15.7	20.7	25.0	22.2	20.0	9.5	20.1	---
9	12.4	11.8	13.3	8.7	10.3	12.5	0.0	0.0	0.0	12.5	---
Completely legitimate	26.2	28.5	26.6	27.0	34.5	31.3	33.3	10.0	19.1	27.0	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
Mean	7.1	7.0	7.1	6.6	7.6	7.7	6.8	6.1	5.2	7.1	---
Median	8.0	8.0	8.0	8.0	8.0	8.0	8.0	6.5	6.0	8.0	---
LEGITIMATE PERFORMANCE MEASURES: CLASS SIZE/STUDENT TO FACULTY MEMBER RATIO											
Not legitimate at all	4.5	7.0	5.6	3.4	1.7	5.9	0.0	0.0	9.5	5.2	---
1	1.9	2.2	2.1	2.5	0.0	0.0	0.0	0.0	0.0	2.0	---
2	4.4	3.7	3.8	4.2	6.9	5.9	11.1	0.0	9.5	4.3	---
3	6.9	4.8	6.0	7.6	12.1	2.9	11.1	0.0	4.8	6.2	---
4	5.5	5.0	5.7	3.4	3.5	0.0	11.1	10.0	14.3	5.5	---
5	19.0	14.3	17.5	16.8	20.7	23.5	11.1	10.0	9.5	17.7	---
6	11.0	9.0	10.4	10.9	12.1	2.9	0.0	20.0	9.5	10.4	---
7	15.9	15.6	15.3	18.5	15.5	23.5	22.2	10.0	19.1	15.7	---
8	15.0	18.0	16.7	15.1	8.6	11.8	22.2	10.0	9.5	15.9	---
9	6.8	5.5	6.2	6.7	8.6	5.9	11.1	10.0	14.3	6.5	---
Completely legitimate	9.1	14.9	10.7	10.9	10.3	17.7	0.0	30.0	0.0	10.8	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
Mean	6.0	6.2	6.0	6.2	6.0	6.4	5.9	7.5	5.3	6.0	---
Median	6.0	7.0	6.0	7.0	6.0	7.0	7.0	7.5	6.0	6.0	---

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
LEGITIMATE PERFORMANCE MEASURES: STUDENT ACHIEVEMENT ON NATIONAL LEARNING ASSESSMENT EXAMS											
Not legitimate at all	5.8	7.3	6.1	5.8	10.3	5.9	0.0	0.0	4.8	6.2	---
1	1.7	2.0	1.8	3.3	0.0	5.9	0.0	0.0	0.0	1.8	---
2	5.9	3.8	5.1	4.2	6.9	5.9	0.0	20.0	4.8	5.2	---
3	5.2	6.0	5.4	5.8	6.9	2.9	0.0	0.0	4.8	5.4	---
4	5.8	5.3	5.3	5.8	5.2	5.9	0.0	30.0	14.3	5.6	---
5	16.0	15.5	16.3	11.7	10.3	20.6	22.2	10.0	23.8	15.9	---
6	10.3	8.8	9.5	13.3	10.3	2.9	0.0	20.0	23.8	9.8	---
7	15.1	11.7	14.8	10.0	13.8	17.7	11.1	0.0	9.5	14.1	---
8	17.6	19.4	18.3	23.3	10.3	17.7	22.2	20.0	0.0	18.1	---
9	7.1	10.2	8.3	6.7	12.1	2.9	22.2	0.0	4.8	8.2	---
Completely legitimate	9.4	10.2	9.3	10.0	13.8	11.8	22.2	0.0	9.5	9.7	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
Mean	6.0	6.1	6.0	6.1	5.9	5.8	7.9	4.9	5.5	6.0	---
Median	6.0	7.0	7.0	6.5	6.5	6.5	8.0	4.5	5.0	7.0	---
LEGITIMATE PERFORMANCE MEASURES: TUITION AND FEE COSTS FOR IN-STATE STUDENTS											
Not legitimate at all	18.4	20.4	19.8	15.4	14.0	14.7	11.1	10.0	14.3	19.0	---
1	4.0	5.6	4.7	4.3	1.8	2.9	0.0	20.0	4.8	4.6	---
2	7.5	6.5	7.5	6.0	3.5	0.0	0.0	0.0	14.3	7.1	---
3	6.4	5.8	6.4	7.7	5.3	2.9	0.0	0.0	4.8	6.2	---
4	3.9	7.8	5.5	3.4	3.5	2.9	0.0	0.0	4.8	5.0	---
5	17.4	14.8	16.1	12.8	21.1	20.6	44.4	20.0	33.3	16.6	---
6	8.3	6.9	7.6	10.3	10.5	2.9	11.1	30.0	0.0	8.0	---
7	10.0	9.0	9.7	11.1	12.3	11.8	0.0	0.0	0.0	9.6	---
8	10.7	9.6	10.5	9.4	8.8	14.7	11.1	10.0	14.3	10.5	---
9	5.2	6.0	5.2	7.7	5.3	5.9	22.2	0.0	4.8	5.4	---
Completely legitimate	8.2	7.6	7.0	12.0	14.0	20.6	0.0	10.0	4.8	8.0	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
Mean	4.7	4.5	4.6	5.2	5.5	6.0	5.8	4.8	4.4	4.7	---
Median	5.0	5.0	5.0	6.0	6.0	7.0	5.0	5.5	5.0	5.0	---
LEGITIMATE PERFORMANCE MEASURES: MINORITY STUDENT OUTCOMES											
Not legitimate at all	2.3	1.3	1.8	3.4	5.1	2.9	0.0	0.0	0.0	2.0	---
1	1.1	0.4	0.9	0.8	3.4	0.0	0.0	0.0	0.0	0.9	---
2	1.5	1.3	1.6	0.0	0.0	0.0	0.0	0.0	9.5	1.4	---
3	2.2	2.0	2.3	1.7	0.0	0.0	0.0	0.0	4.8	2.1	---
4	2.5	2.2	2.4	1.7	1.7	0.0	0.0	10.0	0.0	2.4	---
5	9.2	9.7	9.6	6.7	8.5	8.6	0.0	20.0	0.0	9.4	---
6	9.2	5.5	8.3	7.6	5.1	0.0	11.1	0.0	14.3	8.0	---
7	16.8	16.1	17.7	10.1	13.6	8.6	0.0	0.0	19.1	16.5	---
8	21.6	18.7	20.7	19.3	13.6	28.6	66.7	10.0	28.6	20.7	---
9	14.7	17.4	15.5	17.7	18.6	17.1	0.0	10.0	14.3	15.6	---
Completely legitimate	19.1	25.3	19.2	31.1	30.5	34.3	22.2	50.0	9.5	21.0	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
Mean	7.3	7.7	7.4	7.9	7.6	8.3	8.2	8.1	7.0	7.5	---
Median	8.0	8.0	8.0	8.0	8.0	9.0	8.0	9.5	8.0	8.0	---

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
LEGITIMATE PERFORMANCE MEASURES: STUDENT DIVERSITY											
Not legitimate at all	14.7	18.5	16.4	13.6	10.7	17.1	11.1	10.0	9.5	15.8	---
1	2.8	4.0	3.2	2.5	3.6	2.9	0.0	10.0	0.0	3.2	---
2	6.4	5.1	6.4	5.1	3.6	0.0	0.0	0.0	14.3	6.0	---
3	5.3	4.9	5.3	5.9	3.6	2.9	0.0	10.0	4.8	5.2	---
4	3.6	6.5	4.9	2.5	0.0	2.9	11.1	0.0	4.8	4.4	---
5	14.7	15.1	14.6	11.9	14.3	14.3	33.3	20.0	28.6	14.8	---
6	9.1	6.9	8.2	7.6	14.3	2.9	11.1	30.0	4.8	8.4	---
7	13.0	10.9	12.7	16.1	10.7	8.6	0.0	0.0	4.8	12.5	---
8	12.6	11.1	12.0	12.7	12.5	14.3	22.2	0.0	19.1	12.1	---
9	7.1	7.4	7.3	10.2	3.6	8.6	11.1	0.0	4.8	7.3	---
Completely legitimate	10.6	9.6	9.3	11.9	23.2	25.7	0.0	20.0	4.8	10.4	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
Mean	5.4	5.0	5.2	5.7	6.2	6.2	5.6	5.2	5.1	5.3	---
Median	6.0	5.0	5.0	7.0	6.5	7.0	5.0	5.5	5.0	6.0	---
LEGITIMATE PERFORMANCE MEASURES: FACULTY DIVERSITY											
Not legitimate at all	2.5	2.5	2.6	0.9	3.5	0.0	0.0	0.0	4.8	2.5	---
1	2.1	1.3	1.4	5.1	5.2	0.0	0.0	0.0	0.0	1.9	---
2	3.2	2.7	3.4	0.9	0.0	0.0	0.0	0.0	9.5	3.0	---
3	3.8	3.6	4.1	3.4	1.7	0.0	0.0	0.0	0.0	3.7	---
4	3.6	4.7	4.0	2.6	1.7	0.0	11.1	11.1	9.5	4.0	---
5	14.5	12.5	14.9	7.7	12.1	8.8	0.0	22.2	9.5	14.0	---
6	11.2	11.8	11.7	8.6	8.6	5.9	22.2	0.0	14.3	11.3	---
7	17.5	15.4	16.7	18.0	19.0	17.7	0.0	22.2	14.3	16.8	---
8	18.5	17.2	17.9	17.1	19.0	26.5	44.4	11.1	19.1	18.2	---
9	9.5	12.5	10.5	10.3	10.3	11.8	11.1	11.1	14.3	10.5	---
Completely legitimate	13.6	15.9	12.8	25.6	19.0	29.4	11.1	22.2	4.8	14.3	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
Mean	6.7	6.9	6.6	7.3	7.0	8.1	7.4	7.2	6.2	6.7	---
Median	7.0	7.0	7.0	8.0	7.0	8.0	8.0	7.0	7.0	7.0	---
LEGITIMATE PERFORMANCE MEASURES: U.S. NEWS & WORLD REPORT RANKINGS											
Not legitimate at all	42.1	46.7	44.3	33.1	44.1	41.2	66.7	30.0	38.1	43.2	---
1	8.0	7.6	7.8	11.0	3.4	2.9	0.0	10.0	9.5	7.9	---
2	9.4	8.4	9.5	8.5	3.4	2.9	0.0	10.0	14.3	9.1	---
3	7.5	4.9	7.0	6.8	6.8	5.9	0.0	0.0	4.8	6.8	---
4	5.5	6.0	5.7	5.1	5.1	2.9	11.1	30.0	9.5	5.7	---
5	10.8	9.6	10.4	11.9	8.5	8.8	11.1	10.0	9.5	10.4	---
6	5.7	4.2	4.6	8.5	8.5	8.8	0.0	10.0	9.5	5.3	---
7	4.7	4.9	4.2	10.2	3.4	8.8	0.0	0.0	4.8	4.7	---
8	3.4	3.6	3.4	2.5	6.8	11.8	0.0	0.0	0.0	3.6	---
9	1.1	2.2	1.4	1.7	6.8	0.0	0.0	0.0	0.0	1.5	---
Completely legitimate	1.8	2.0	1.8	0.9	3.4	5.9	11.1	0.0	0.0	1.9	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
Mean	2.5	2.4	2.4	2.9	3.2	3.5	2.1	2.6	2.3	2.5	---
Median	1.0	1.0	1.0	2.0	2.0	3.0	0.0	3.0	2.0	1.0	---

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
LEGITIMATE PERFORMANCE MEASURES: COMPETITIVE/EXTERNAL RESEARCH GRANTS AWARDED											
Not legitimate at all	24.9	26.4	26.4	19.5	17.0	21.2	22.2	30.0	23.8	25.4	---
1	6.5	7.8	7.1	3.4	6.8	6.1	0.0	0.0	9.5	6.8	---
2	7.2	7.8	7.7	5.9	6.8	0.0	22.2	0.0	9.5	7.3	---
3	7.2	6.7	7.3	8.5	5.1	12.1	0.0	0.0	4.8	7.3	---
4	6.1	5.6	6.2	4.2	8.5	6.1	0.0	10.0	0.0	6.0	---
5	12.9	13.6	12.9	11.9	17.0	6.1	22.2	10.0	19.1	13.1	---
6	7.2	6.0	7.0	6.8	5.1	0.0	11.1	20.0	9.5	6.9	---
7	8.5	8.4	8.5	7.6	8.5	15.2	11.1	0.0	4.8	8.4	---
8	8.5	6.4	7.0	14.4	11.9	12.1	11.1	10.0	4.8	7.9	---
9	4.5	4.0	4.0	5.9	5.1	9.1	0.0	0.0	14.3	4.4	---
Completely legitimate	6.5	7.3	6.0	11.9	8.5	12.1	0.0	20.0	0.0	6.7	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
Mean	4.1	3.9	3.9	5.0	4.7	5.0	3.9	4.9	4.0	4.0	---
Median	4.0	4.0	4.0	5.0	5.0	5.0	5.0	5.5	5.0	4.0	---
HOW IS THE POLITICAL CLIMATE IN YOUR STATE AS IT RELATES TO HIGHER EDUCATION?											
(Very hostile) -5	4.1	4.4	4.3	3.3	1.7	2.9	0.0	10.0	4.8	4.2	---
-4	6.2	6.6	6.7	5.0	3.4	2.9	0.0	10.0	9.5	6.3	---
-3	9.1	8.4	8.9	7.5	8.5	5.9	11.1	0.0	23.8	8.8	---
-2	11.5	10.8	11.2	10.8	15.3	11.8	33.3	0.0	4.8	11.3	---
-1	9.8	12.1	10.9	8.3	13.6	2.9	0.0	0.0	14.3	10.6	---
(Neutral) 0	9.2	8.0	9.2	5.8	5.1	20.6	0.0	10.0	0.0	8.9	---
1	11.2	12.4	11.4	8.3	17.0	8.8	11.1	10.0	14.3	11.5	---
2	13.9	13.7	14.3	15.8	10.2	2.9	0.0	30.0	14.3	13.9	---
3	15.2	15.5	14.5	23.3	10.2	17.7	44.4	30.0	9.5	15.3	---
4	8.2	6.8	7.3	10.0	11.9	20.6	0.0	0.0	4.8	7.9	---
(Very supportive) 5	1.6	1.3	1.4	1.7	3.4	2.9	0.0	0.0	0.0	1.5	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
HAS YOUR INSTITUTION IMPLEMENTED INITIATIVES TO ATTRACT FEMALE AND/OR MINORITY FACULTY?											
Yes, initiatives to attract female faculty	2.0	0.9	1.5	2.5	1.7	0.0	0.0	0.0	4.8	1.7	---
Yes, initiatives to attract minority faculty	19.3	24.9	22.5	11.8	13.6	14.7	37.5	30.0	19.1	21.1	---
Yes, initiatives to attract both female and minority faculty	46.4	42.3	44.5	43.7	57.6	61.8	37.5	30.0	42.9	45.3	---
No	28.7	27.3	27.8	37.0	23.7	20.6	12.5	30.0	28.6	28.1	---
Unsure	3.6	4.6	3.7	5.0	3.4	2.9	12.5	10.0	4.8	3.9	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
HOW IMPORTANT IS IT FOR THE PRESIDENT TO MAKE CLEAR IN PUBLIC STATEMENTS THAT THE STATUS OF WOMEN ON CAMPUS(ES) IS A HIGH PRIORITY?											
Very important	41.2	43.2	39.9	57.5	44.1	70.6	33.3	30.0	33.3	41.8	---
Important	41.0	34.4	40.2	32.5	37.3	26.5	33.3	40.0	42.9	39.1	---
Slightly Important	13.4	16.6	14.7	8.3	17.0	2.9	33.3	10.0	19.1	14.3	---
Unimportant	4.4	5.8	5.3	1.7	1.7	0.0	0.0	20.0	4.8	4.8	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
HOW IMPORTANT IS IT FOR THE PRESIDENT TO ENSURE PERIODIC REVIEW OF INSTITUTIONAL OR SYSTEM POLICIES AND PROCEDURES TO ELIMINATE GENDER BIAS?											
Very important	47.2	52.9	47.0	60.5	63.8	68.6	11.1	30.0	52.4	48.8	---
Important	40.8	37.0	40.6	37.8	27.6	31.4	44.4	60.0	33.3	39.8	---
Slightly Important	9.7	8.2	10.1	1.7	8.6	0.0	11.1	10.0	9.5	9.1	---
Unimportant	2.4	2.0	2.3	0.0	0.0	0.0	33.3	0.0	4.8	2.3	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
HOW IMPORTANT IS IT FOR THE PRESIDENT TO ENCOURAGE THAT SEARCHES YIELD A SIGNIFICANT NUMBER OF QUALIFIED WOMEN CANDIDATES?											
Very important	37.5	41.6	36.9	50.4	53.5	68.6	22.2	20.0	23.8	38.8	---
Important	43.3	38.7	42.9	38.7	31.0	22.9	44.4	40.0	57.1	41.9	---
Slightly Important	14.7	15.0	15.5	9.2	13.8	8.6	11.1	30.0	4.8	14.8	---
Unimportant	4.5	4.7	4.7	1.7	1.7	0.0	22.2	10.0	14.3	4.5	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
HOW IMPORTANT IS IT FOR THE PRESIDENT TO MAKE CLEAR IN PUBLIC STATEMENTS THAT THE STATUS OF RACIAL MINORITIES ON CAMPUS(ES) IS A HIGH PRIORITY?											
Very important	56.2	61.3	56.9	61.7	66.1	80.0	33.3	50.0	47.6	57.7	---
Important	35.4	30.6	34.7	29.2	25.4	20.0	66.7	40.0	38.1	34.0	---
Slightly Important	6.7	6.6	6.7	7.5	6.8	0.0	0.0	0.0	9.5	6.6	---
Unimportant	1.7	1.5	1.6	1.7	1.7	0.0	0.0	10.0	4.8	1.7	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
HOW IMPORTANT IS IT FOR THE PRESIDENT TO ENSURE PERIODIC REVIEW OF INSTITUTIONAL OR SYSTEM POLICIES TO ELIMINATE RACIAL BIAS?											
Very important	61.0	66.6	62.2	64.7	72.4	82.9	11.1	40.0	61.9	62.5	---
Important	32.4	30.1	32.7	28.6	19.0	17.1	55.6	50.0	28.6	31.9	---
Slightly Important	5.4	2.6	4.2	5.0	8.6	0.0	11.1	10.0	9.5	4.5	---
Unimportant	1.1	0.7	0.9	1.7	0.0	0.0	22.2	0.0	0.0	1.1	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
HOW IMPORTANT IS IT FOR THE PRESIDENT TO ENCOURAGE THAT SEARCHES YIELD A SIGNIFICANT NUMBER OF QUALIFIED RACIAL MINORITY CANDIDATES?											
Very important	52.2	57.9	53.4	55.9	60.3	80.0	33.3	50.0	42.9	53.9	---
Important	37.4	33.5	36.6	35.6	31.0	17.1	55.6	20.0	47.6	36.1	---
Slightly Important	8.6	6.8	8.3	6.8	6.9	2.9	0.0	30.0	4.8	8.1	---
Unimportant	1.8	1.8	1.8	1.7	1.7	0.0	11.1	0.0	4.8	1.8	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
HAS THE RACIAL CLIMATE ON YOUR CAMPUS BECOME MORE OF A PRIORITY?											
More of a priority	54.1	58.8	56.4	50.0	48.3	60.0	66.7	44.4	61.9	55.5	---
About the same	44.8	40.8	43.1	46.7	48.3	40.0	22.2	55.6	38.1	43.5	---
Less of a priority	1.1	0.4	0.5	3.3	3.3	0.0	11.1	0.0	0.0	1.0	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
IMPLEMENTATION INITIATIVES TO SUPPORT STUDENTS WITH DISABILITIES											
Yes, initiatives for students with cognitive disabilities	5.2	3.4	4.7	5.1	5.0	2.9	0.0	0.0	4.8	4.7	---
Yes, initiatives for students with physical disabilities	7.9	5.4	5.9	11.1	15.0	8.8	0.0	30.0	4.8	7.0	---
Yes, initiatives for both students with cognitive disabilities and students with physical disabilities have been implemented	77.6	82.7	80.8	68.4	71.7	82.4	87.5	60.0	85.7	79.1	---
No	5.0	4.3	4.8	9.4	1.7	0.0	0.0	0.0	0.0	4.8	---
Unsure	4.3	4.3	3.8	6.0	6.7	5.9	12.5	10.0	4.8	4.4	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
WHAT ARE THE TOP FIVE AREAS THAT WILL GROW IN IMPORTANCE FOR PRESIDENTS IN THE FUTURE?											
Academic issues	26.3	21.4	25.5	24.8	16.7	17.1	44.4	30.0	18.2	24.7	---
Accreditation	23.7	21.6	21.4	30.6	23.3	28.6	22.2	50.0	31.8	22.9	---
Assessment of student learning	29.4	31.8	28.9	30.6	36.7	31.4	44.4	70.0	36.4	29.8	---
Athletics	6.1	5.0	6.2	4.1	5.0	2.9	11.1	0.0	9.1	5.9	---
Budget/financial management	67.9	67.3	68.8	64.5	61.7	54.3	66.7	50.0	81.8	67.5	---
Campus internationalization	6.3	7.4	6.0	8.3	13.3	8.6	11.1	0.0	13.6	6.5	---
Global engagement	12.8	15.5	12.8	14.1	25.0	22.9	0.0	20.0	13.6	13.5	---
Capital improvement projects	11.5	8.9	10.1	14.1	11.7	20.0	11.1	0.0	13.6	10.7	---
Communication (external)	13.7	13.9	13.6	14.9	13.3	20.0	11.1	30.0	9.1	13.8	---
Communication (internal)	5.2	4.1	5.1	3.3	3.3	5.7	0.0	0.0	4.6	4.8	---
Community relations	7.8	5.2	7.3	5.0	8.3	2.9	11.1	10.0	4.6	7.0	---
Crisis management	13.9	23.5	16.4	19.0	20.0	17.1	33.3	10.0	18.2	16.9	---
Diversity/equity issues	28.5	34.0	30.0	34.7	30.0	42.9	11.1	30.0	9.1	30.1	---
Enrollment management	39.1	34.4	38.9	25.6	35.0	42.9	44.4	20.0	31.8	37.5	---
Entrepreneurial ventures	16.9	22.4	18.4	20.7	16.7	20.0	11.1	30.0	18.2	18.4	---
Faculty governance	3.0	2.6	3.0	3.3	1.7	0.0	0.0	0.0	0.0	2.9	---
Shared governance	10.3	10.9	10.6	8.3	13.3	14.3	11.1	0.0	13.6	10.5	---
Personnel issues	4.1	2.4	3.6	3.3	1.7	0.0	0.0	10.0	9.1	3.6	---
Fundraising	49.6	43.4	48.1	46.3	55.0	45.7	44.4	40.0	31.8	47.4	---
Alumni as a stakeholder group	2.7	1.5	2.1	3.3	3.3	5.7	0.0	10.0	4.6	2.5	---
Governing board relations	10.1	10.9	9.7	14.9	13.3	11.4	0.0	0.0	13.6	10.2	---
Government relations (state-level)	15.1	15.9	16.0	9.1	11.7	14.3	11.1	10.0	22.7	15.1	---
Government relations (federal)	8.8	9.2	9.1	5.0	6.7	2.9	0.0	30.0	18.2	8.8	---
Managing a senior-level team	5.1	2.6	4.0	6.6	1.7	8.6	11.1	10.0	4.6	4.3	---
Risk management/legal issues	17.2	16.8	17.6	16.5	16.7	20.0	0.0	0.0	0.0	17.0	---
Spousal role	0.4	0.0	0.2	0.0	0.0	0.0	11.1	10.0	0.0	0.3	---
Strategic planning	19.4	15.3	18.8	15.7	13.3	22.9	33.3	0.0	13.6	18.1	---
Student life/conduct issues	6.3	6.1	6.4	7.4	1.7	5.7	11.1	20.0	0.0	6.3	---
Technology planning	18.3	19.8	19.2	22.3	18.3	8.6	11.1	0.0	9.1	18.6	---
Using IR (evidence) to inform decision making	10.0	15.3	12.1	11.6	10.0	2.9	11.1	10.0	0.0	11.6	---
Other	3.7	3.5	4.1	0.8	3.3	0.0	11.1	0.0	4.6	3.7	---
WHAT SHOULD NATIONAL ASSOCIATIONS PROVIDE?											
Research and data on national trends	70.4	70.8	71.2	66.1	71.7	68.6	77.8	40.0	68.2	70.3	---
More information about day-to-day challenges	26.5	30.3	27.5	26.5	26.7	31.4	44.4	10.0	36.4	27.4	---
Specialized programs based on institution type	40.1	45.8	42.2	41.3	31.7	31.4	55.6	40.0	50.0	41.4	---
Materials and resources to inform campus strategy	34.7	33.6	34.7	31.4	43.3	25.7	33.3	20.0	36.4	34.3	---
Discussion forums on current issues	32.6	36.8	34.0	33.1	35.0	31.4	55.6	20.0	31.8	33.6	---
Professional development for cabinet-level executives	45.1	46.2	45.1	49.6	41.7	54.3	33.3	40.0	50.0	45.3	---
Professional development for career advancement	12.8	12.9	12.1	18.2	15.0	8.6	44.4	0.0	13.6	12.7	---
Collaboration between different types of colleges/universities	29.8	30.1	28.5	36.4	35.0	17.1	66.7	60.0	36.4	29.7	---
Customized programs and support to member institutions	15.8	13.1	13.6	26.5	15.0	25.7	0.0	10.0	18.2	14.8	---
Succession planning assistance	21.4	27.2	21.4	38.8	25.0	20.0	33.3	40.0	27.3	23.0	---
Other	2.5	2.6	2.5	4.1	3.3	2.9	0.0	0.0	0.0	2.6	---

	Men	Women	White	African American	Hispanic	Asian American	Middle Eastern	American Indian	Multiple Races	2016 Total	2011 Total
WHEN DO YOU ANTICIPATE STEPPING DOWN FROM YOUR CURRENT POSITION?											
Within the next year or two	21.6	22.2	21.5	23.3	27.1	17.1	11.1	20.0	23.8	21.8	---
3–5 years from now	31.7	32.9	31.8	35.0	28.8	25.7	44.4	50.0	33.3	32.1	---
6–9 years from now	23.3	25.2	24.3	22.5	22.0	28.6	33.3	10.0	9.5	23.9	---
10 or more years from now	12.5	11.0	12.6	7.5	10.2	11.4	11.1	20.0	14.3	12.0	---
Don't know	10.9	8.8	9.7	11.7	11.9	17.1	0.0	0.0	19.1	10.2	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
DOES YOUR INSTITUTION HAVE A PRESIDENTIAL SUCCESSION PLAN?											
Yes	24.8	20.4	24.3	18.3	15.3	17.1	22.2	20.0	35.0	23.5	---
No	75.2	79.6	75.7	81.7	84.8	82.9	77.8	80.0	65.0	76.5	---
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	---
WHAT NEXT STEPS ARE YOU CONSIDERING AFTER YOUR CURRENT POSITION?											
Retire and hold no other position	37.3	38.1	39.2	28.9	28.3	40.0	33.3	40.0	22.7	37.4	---
Move to another presidency	24.3	24.8	23.3	30.6	31.7	28.6	22.2	10.0	40.9	24.4	---
Move to a senior position (non-president)	5.5	2.8	5.0	1.7	6.7	2.9	0.0	0.0	9.1	4.7	---
Become a CEO of a higher education field	6.7	7.4	6.5	5.8	15.0	8.6	22.2	0.0	0.0	6.9	---
Become an honorific chancellor at current institution	6.1	4.8	5.4	5.8	3.3	8.6	11.1	10.0	9.1	5.6	---
Move to the faculty at this or another institution	20.2	11.6	17.1	16.5	35.0	11.4	0.0	20.0	27.3	17.5	---
Become employed outside of HE - nonprofit, philanthropic	18.2	20.3	18.1	22.3	25.0	20.0	0.0	40.0	22.7	19.0	---
Become employed outside of HE - corporation, for profit	8.3	6.3	7.2	11.6	8.3	2.9	0.0	20.0	13.6	7.7	---
Become a consultant for a search firm	11.3	12.6	11.2	14.1	13.3	14.3	22.2	10.0	22.7	11.8	---
Become a consultant - other	24.5	25.5	24.1	30.6	23.3	28.6	22.2	40.0	18.2	24.8	---
Don't know	13.8	15.5	14.8	10.7	3.3	28.6	11.1	0.0	13.6	14.2	---
Other	6.4	9.4	7.2	5.0	6.7	11.4	22.2	10.0	9.1	7.2	---

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