A Study of Chief Academic Officers at Independent Colleges and Universities, 2009–2019

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Acknowledgements

About the Authors

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Note

Due to rounding, not all data may add up to 100 percent.

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Preface

I am pleased to share with you a new report by the Council of Independent Colleges (CIC), *A Study of Chief Academic Officers at Independent Colleges and Universities, 2009–2019*. Next to the president, the chief academic officer (CAO) is typically the second most-senior officer of a college or university who works closely with the president to guide the institutional mission of teaching, research, and service to the campus community. In today's higher education environment, CAOs are contending with major changes in their core responsibilities. This report characterizes some of those changes, and it also confirms that CAOs spend most of their time setting and directing the academic agenda of the institution.

This report follows up on a 2009 study on CAOs at CIC member institutions using data from a survey conducted by the American Council on Education (ACE). This new study, which used the same ACE survey instrument, was conducted by CIC to focus exclusively on CIC chief academic officers' characteristics, duties, career paths, and future plans.

A few notable takeaways from the data include:

- An overwhelming majority (93 percent) of CIC chief academic officers are satisfied or very satisfied with their jobs;

- The average age of CIC chief academic officers was 58 years old, only one year older than the average age of CIC chief academic officers in the 2009 survey data (57); and

- In 2019, the CIC chief academic officer respondents to the survey split evenly between male and female (50 percent each); a decade prior, in 2009, 61 percent of CIC chief academic officer respondents were male.

I hope you will find this report useful in illuminating the multiple roles assumed by chief academic officers at CIC member institutions as they serve their institutions.

Richard Ekman
President
Council of Independent Colleges

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A Study of Chief Academic Officers at Independent Colleges and Universities, 2009–2019

Executive Summary

Chief academic officers (CAOs) lead the academic enterprises of colleges and universities, serving as both advisors to presidents regarding academic issues and guides for faculty members regarding institutional teaching, research, and service missions. CIC conducted this study to examine not only current characteristics, duties, and career aspirations of CAOs at CIC member institutions but also changes across time since the initial study of CIC chief academic officers was conducted in 2009 (Hartley and Godin 2010). Where possible, comparisons were made with both the 2009 study and 2013 data provided by the American Council on Education (ACE) from a larger census of CAOs from which some data were published in infographic form (ACE n.d.). In 2019, 241 useable responses were collected from the CIC membership (totaling 652 institutions at the time the survey was conducted for a 37 percent response rate).[1]

Major results include the following:

Demographics

- In 2019, chief academic officers at CIC institutions' average age was 58 years old, identical to 2013 and only one year older than their average age in 2009 (57 years of age). Women and men reported average ages of 57 and 58, respectively. When examined by race/ethnicity, both CAOs of color and white CAOs reported average ages of 58.

- In 2019, the CIC CAO respondents split evenly between male and female (50 percent each), a notable change from 2013 (56 percent male, 44 percent female) and 2009 (61 percent male, 39 percent female).

- CAOs of color account for slightly over 9 percent of respondents, identical to the 2009 and 2013 studies.

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[1] This number is lower than CIC chief academic officers' responses in previous iterations of the survey (356 in 2009 and 331 in 2013, respectively).

- Five percent of respondents indicated that they identified as LGBTQ and another 1 percent preferred not to answer.

- The majority of 2019 respondents (85 percent) reported being married at the time of the survey. Eighty-two percent reported having children.

Length of Service, Tenure Status, and Professional Background

- Overall, the average length of time that CIC respondents reported serving in their current CAO position was 4.6 years, falling back to near-2009 levels (when they reported serving an average of 4.3 years) from 5.3 years in 2013.

- A majority of respondents (71 percent) reported having served only one president during their time as CAOs; 23 percent reported having served two presidents and 6 percent reported having served three or more presidents during their time as CAOs.

- Fifty-eight percent of CAOs at CIC member institutions reported having tenured faculty status, an increase from 51 percent in 2009 and 53 percent in 2013.

- In 2019, 60 percent of CIC chief academic officers' previous positions within higher education fell into the "other academic administrator" (associate/assistant vice president or dean) category, up from 50 percent in 2009.

- Forty-five percent of respondents indicated they had moved through the ranks to CAO while staying at one institution (up from 40 percent in 2009); another 39 percent changed institutions once or twice on their way to the CAO position (down from 48 percent in 2009), and 14 percent changed institutions three or more times before becoming CAOs at their present institutions.

Duties and Responsibilities, Job Satisfaction, and Working Relationships

- The top three functions that CIC chief academic officers reported spending the most time on in 2019 were supervising academic personnel, including deans (65 percent); curriculum and academic programs (54 percent); and budgeting/financial management (40 percent).

- Thirty-five percent of CIC chief academic officers reported spending significant time working with their institution's governing board; another 46 percent reported spending moderate time working with the board.

- In 2019, 16 percent of CIC CAOs regularly conducted research, 36 percent taught a solo course, 12 percent team-taught a course, 17 percent wrote for scholarly publications in their academic discipline, and 22 percent wrote about higher education issues.

- Respondents, unsurprisingly but overwhelmingly, chose setting the academic vision of the institution as their top priority (83 percent), almost identical to 2013 (84 percent). Strategic planning was chosen second-most often (50 percent). Accountability/ensuring student learning and attainment of credentials decreased by 8 percentage points between 2013 and 2019, but it was still chosen as the third-most popular response in 2019 (40 percent).

In 2019, 60 percent of CIC chief academic officers' previous positions within higher education fell into the "other academic administrator" (associate/assistant vice president or dean) category, up from 50 percent in 2009.

- The overwhelming majority of CAO respondents (93 percent) reported being satisfied overall with their jobs, with 53 percent being satisfied and another 40 percent being very satisfied, although the "very satisfied" figure has decreased by 9 percentage points from 2013.

- The top frustration of CIC CAOs in 2019 was never having enough money (58 percent) to carry out plans. The second-highest frustration was the lack of time to think and reflect (49 percent), followed closely by faculty resistance to change (45 percent) as the third-highest frustration.

- In 2019, respondents once again indicated their best relationship was with their institution's president (37 percent). CAOs' second-best relationship—also consistent with prior years' data—was with their deans (25 percent). Only 8 percent of CAOs in 2019 said their best relationship was with their faculty.

- CIC CAOs continued to report that their most challenging relationship was with their faculty (32 percent). Their second most challenging relationship was with vice presidents other than the CFO (24 percent), and their third most challenging relationship was with their CFO (16 percent).

CIC CAOs continued to report that their most challenging relationship was with their faculty (32 percent). Their second most challenging relationship was with vice presidents other than the CFO (24 percent), and their third most challenging relationship was with their CFO (16 percent).

Next Career Steps and Presidential Aspirations

- When asked what their next career steps were, most CIC CAOs declined to answer (possibly due to a lack of "no next step/retire" options in the question). Four percent indicated they did not know or were undecided, 4 percent said they would seek another CAO position, and 1 percent said they would look for work outside higher education. Sixteen percent, however, said they would seek a college presidency.

- When specifically asked whether or not they would seek a college presidency in the future, 37 percent of CAOs said they would not. Another 31 percent were undecided.

- CAOs' most popular reasons for indecision regarding a presidency had to do with uncertainty about liking the nature of the work (including fundraising and external relations), concerns about work-life balance, and discomfort with the presidency's increasingly political role. These responses were echoed by CAOs who said they would not seek a college presidency.

- Those CAOs who indicated that they would seek a college presidency most often anticipated becoming a president within three to five years from the time the question was asked (37 percent), with another 25 percent saying within the next year or so. Nineteen percent did not know, 12 percent said within six to nine years, 5 percent said this year (2019), and 2 percent said ten or more years from now.

Implications for Further Research and Practice

- Although the average age of CIC chief academic officers has not changed appreciably over a decade (from 57 in 2009 to 58 in 2019), this does not mean it should be disregarded—particularly given rapid changes in higher education. Younger faculty members and administrative colleagues should be given professional development opportunities to ensure a steady supply of potential new CAOs.

- Strengthening hiring practices and professional development pipelines for faculty of color at CIC institutions—not just for those aspiring to be CAOs—is necessary.

- Finding ways to support CAOs who have been in their positions between two and five years—those who reported the highest levels of job dissatisfaction—may be in order.

- Although many chief academic officers at CIC institutions do not wish to become college presidents, targeted training and mentoring should be provided for those who are interested in becoming presidents or who are undecided about pursuing a college presidency.

Introduction

Chief academic officers (CAOs) of independent colleges and universities are the principal leaders of their institutions' academic programs. As such, they oversee the core teaching, research, and academic service functions of their colleges and universities. They also often serve as the seconds-in-command of their institutions after the president; this may entail oversight of programs and functions that are not strictly academic in nature.

For more than a decade, the Council of Independent Colleges (CIC) has pursued a research agenda that in part supports professional development for leaders of small and mid-sized private independent colleges and universities. This has included a study of CIC chief academic officers' demographic characteristics, institutional roles, and career aspirations (Hartley and Godin 2010) using data from the American Council on Education's (ACE) census of chief academic officers conducted in 2008 (Eckel et al. 2009). Given current

changes in the higher education landscape—especially in the small and mid-sized independent college sector—re-examining the demographics, institutional roles, and career plans of chief academic officers at CIC institutions became a research priority.

This study extends Hartley and Godin's work but focuses only on chief academic officers at CIC member institutions surveyed in February–March 2019 using the instrument provided by ACE. In addition, previous CIC-specific data from the last ACE census of chief academic officers conducted in 2013 were used to examine trends over time. A total of 241 usable responses were collected from the CIC membership (totaling 652 institutions at the time the survey was conducted for a 37 percent response rate). Because this number is lower than previous CIC chief academic officers' responses in previous iterations of the survey (356 in 2009 and 331 in 2013, respectively), the results are interpreted with caution.

The first chapter of this report examines both institutional and individual demographics of CIC chief academic officers. Institutions are examined by full-time equivalent (FTE) student enrollment, geographic region, and Basic Carnegie Classification, while CAOs' demographics are analyzed according to age, race, gender, academic field of study, and other characteristics. The second chapter explores the pathways taken to the chief academic officer position as well as career alterations along the way. The third chapter discusses chief academic officers' duties and responsibilities as well as their relationships with others in the executive cabinet including the president. The fourth chapter investigates their next career steps and potential presidential aspirations. The final chapter discusses implications of the study results and offers suggestions for next steps in research and practice. Appendixes contain more detailed tables and a copy of the survey instrument.

Re-examining the demographics, institutional roles, and career plans of chief academic officers at CIC institutions became a research priority.

Chapter One: Individual and Institutional Demographics

Various reports over time surveying college presidents, chief business officers, and other senior institutional leaders have noted both the lack of representation of women and minorities in higher education leadership and a "graying" of the executive suite (ACE 2017; CIC 2018; NACUBO 2016). Therefore, this section provides information on the types of Council of Independent Colleges institutions where these CAOs work by enrollment size, regional distribution, and Basic Carnegie Classification. After that, it examines CIC chief academic officers' demographic characteristics (including gender, race/ethnicity, and marital status) over time and draws parallels with previously published reports as appropriate.

Institutional Demographics

Regional Distribution

Although not all CIC member institutions are represented in the survey, the overall response rate was 37 percent across regions. The three regions with the highest response rate were 47 percent in the Plains region, 43 percent in the Great Lakes region, and 39 percent in the New England region.

TABLE 1.1

CIC Institutional Member Regions

Region	States/Territories Included
Far West	AK, CA, HI, NV, OR, WA
Great Lakes	IL, IN, MI, OH, WI
New England	CT. MA, ME, NH, RI, VT
Mid East	DC, DE, MD, NJ, NY, PA
Outlying Areas	AS, FM, GU, MH, MP, PR, PW, VI
Plains	IA, KS, MN, MO, ND, NE, SD
Rocky Mountains	CO, ID, MT, UT, WY
Southeast	AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV
Southwest	AZ, NM, OK, TX

Table 1.2

Distribution of Survey Respondents by Institutional FTE Enrollment

Enrollment Category	Total CIC N	Survey Respondent N	% of Total
Less than 1,000 FTE	140	44	31.4%
1,000–2,000 FTE	252	87	34.5%
2,001–3,000 FTE	125	55	44.0%
3,000+ FTE	141	55	39.0%
Total	658	241	36.6%

Enrollment Size

Using the enrollment classifications employed by the CIC Key Indicators Tool (KIT) as a measurement (<1,000 FTE students; 1,000–2,000 FTE students; 2,001–3,000 FTE students; 3,000+ FTE students), the distribution of responding CAOs' institutional enrollment can be seen in Table 1.2 above.

Carnegie Classifications

CIC institutions range in Basic Carnegie Classification from Baccalaureate Colleges: Arts and Sciences Focus (26 percent of CIC's member institutions) to Doctoral Universities: Higher Research Activity (less than 1 percent of CIC's member institutions). The top three institutional Carnegie Classifications represented in the study were Baccalaureate Colleges: Arts and Sciences Focus (25 percent of respondents), Baccalaureate Colleges: Diverse Fields and Master's Colleges and Universities: Larger Programs (tied at 21 percent of respondents each), and Master's Colleges and Universities: Medium Programs (17 percent of respondents). (See Appendix A for a full respondent classification table.)

Individual Demographics

Age

As previously mentioned, the age of institutional leaders has been a subject of discussion in multiple reports on higher education executives, particularly when the pipeline to executive leadership in higher education is examined (ACE 2017; ACE 2013). CIC institutions, like institutions in other sectors, concurrently must contend with pending cabinet-level retirements and developing robust channels by which those interested in eventually assuming a senior academic or non-academic leadership role—or ascending from the CAO role to the presidency—may gain the experience and skills necessary. (This topic will be covered further in the section on CIC CAOs' career aspirations [page 50].)

Average age

In 2019, the average age of all chief academic officers at CIC institutions was 58 years old; this was identical to their average age in 2013 and only one year older than their average age in 2009 (57 years of age). Women and men reported average ages of 57 and 58, respectively. When examined by race/ethnicity, both CAOs of color and white CAOs reported average ages of 58.

The average age of CAOs who reported having been a chief academic officer or provost in their immediate prior position was 62 years old. This is slightly older than the 57-year-old average age of CAOs whose immediate prior position was not that of a CAO (for example, deans, department chairs, faculty, and other non-academic executives). The pattern repeats that of the 2009 CIC study, although the age gap has increased slightly over a decade—from two years in 2009 between CAOs with prior CAO experience and CAOs without prior CAO experience (averaging 58 and 56 years old, respectively) to five years in 2019.

Age ranges versus averages

Reviewing the data in light of age ranges, rather than overall averages, reveals a relative dearth of younger CAOs. In 2019, only 19 percent of CIC CAO respondents were between the ages of 31 and 50, while 46 percent were between the ages of 51 and 60 and 36

> *In 2019, only 19 percent of CIC CAO respondents were between the ages of 31 and 50, while 46 percent were between the ages of 51 and 60 and 36 percent were over 60.*

percent were over 60. This is relatively consistent with previous surveys, with the percentage of CAOs between 31 and 50 dropping in 2013 and 2019 from its 2009 peak of 23 percent (see Figure 1.1).

These results are not necessarily unusual; the potential CAO pool is relatively narrow given that significant seasoning and experience are generally required to become a chief academic officer and many faculty members prefer to focus on their own research and teaching rather than on climbing the ladder to serve the institution more broadly as a CAO. However, 82 percent of 2019 CIC CAO respondents being 51 and older has implications for institutional succession planning and mentorship to aid younger academics who might aspire to CAO positions in the future.

Age ranges by gender

Looking at respondents' age ranges by gender reveals that in 2019, 63 percent of CIC CAOs between 31 and 50 years old were female and 37 percent were male. Given the 31–50 age bracket is only 18 percent of total respondents and the 2019 survey had fewer respondents than in previous years, these data should be interpreted with caution. Yet, when combined with the overall gender composition of CIC CAOs in the 2019 survey (see p. 14 for further discussion of gender), the

**Figure 1.1**

CIC Chief Academic Officer Age Ranges, 2009–2019
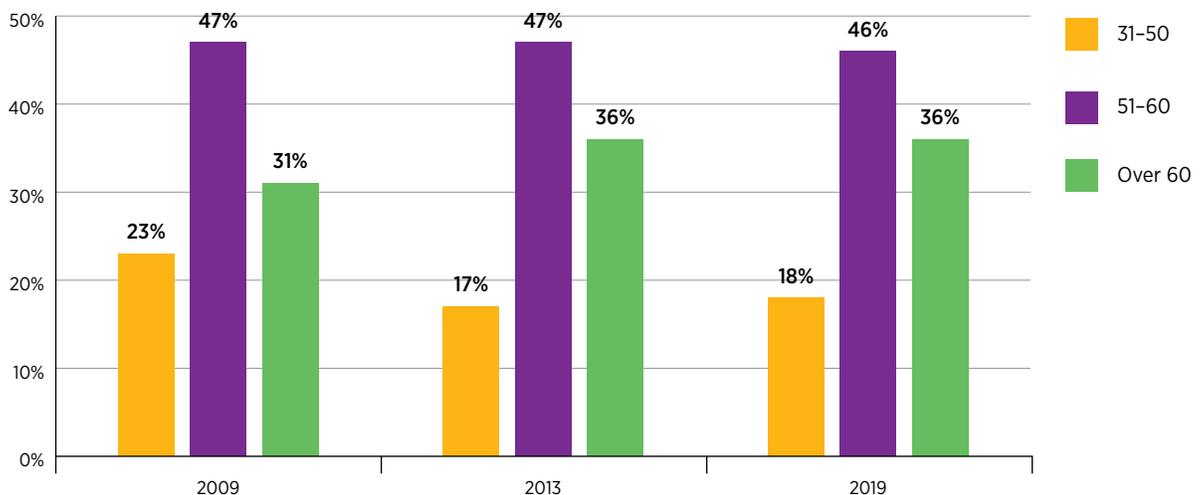
Figure 1.2

CIC Chief Academic Officer Age Ranges by Time in Position, 2019

Legend:
- 11+ years
- 6–10 years
- 2–5 years
- Up to 1 year
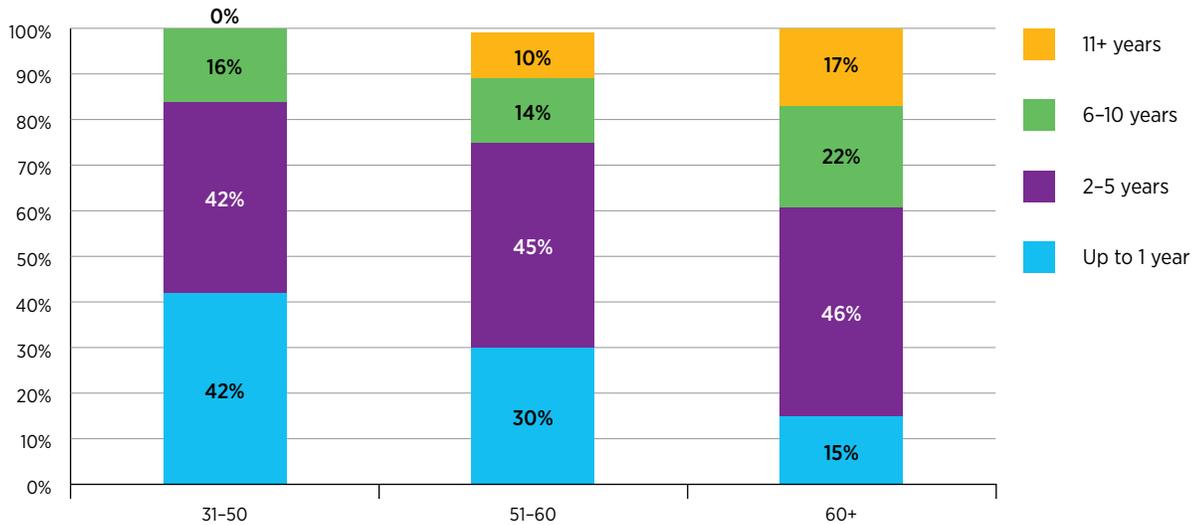
data may hint at more gender diversity in the younger ranks of CAOs at CIC institutions. By contrast, of those CAOs between 51 and 60 years old, 54 percent were male and 46 percent were female, and CAOs over 60 were almost evenly split in terms of gender (51 percent male, 49 percent female).

Age ranges by race/ethnicity

While the small number of CAOs of color at CIC institutions means these data should be interpreted with caution, the majority (55 percent) fell into the 51–60 age bracket; another 27 percent were over 60 at the time of the survey, and just 18 percent were in the 31–50 age range. This parallels the age ranges of white CAOs, 44 percent of whom were between 51 and 60, 37 percent of whom were over 60, and 19 percent of whom were between 31 and 50 years of age at the time of the survey.

Age ranges by length of time in position

Additional insight can be derived from these age ranges by examining them according to the length of time respondents reported having served in their CAO position at the time of the survey (see Figure 1.2).

Of those CAOs between the ages of 31 and 50, 42 percent had been in their position up to one year, and another 42 percent had been in their position between two and five years; 16 percent had been in their position between six and ten years.

At the opposite end of the age range, 15 percent of CAOs over 60 years old had been in their position for up to one year. Most CAOs (46 percent), have been in their position between two and five years; 23 percent had been in their position between six and ten years, and another 17 percent had been in their position for more than 11 years.

When looking at the middle spectrum of CAO age ranges (51–60), 30 percent had been in their CAO position for up to one year, whereas 45 percent had been in their position between two and five years, 14 percent had been in their position between six and ten years, and 10 percent had been in their position for over 11 years.

Figure 1.3

CIC Chief Academic Officer Gender over Time, 2009–2019
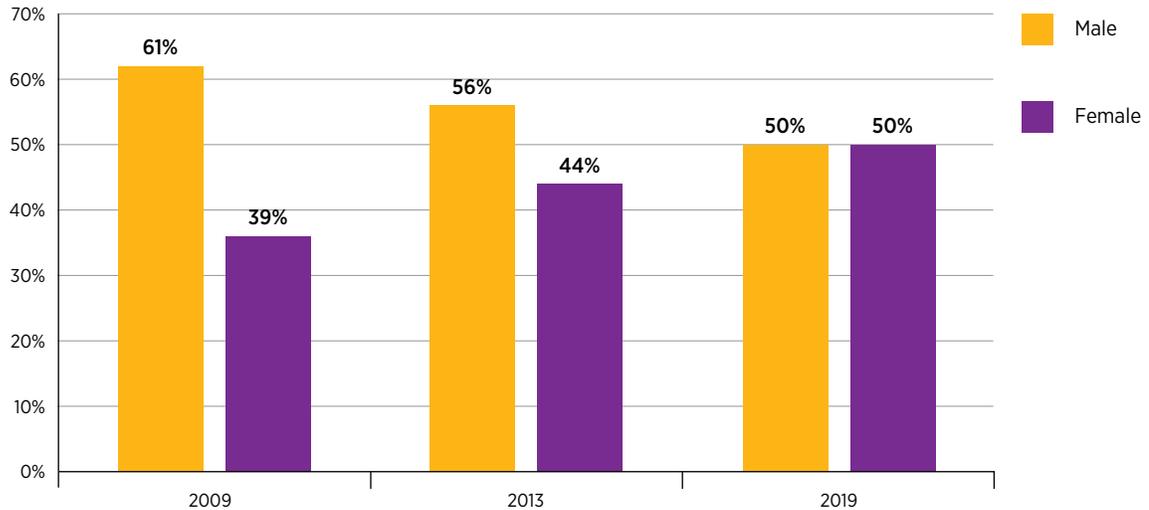
Gender

In 2019, the CIC CAO respondents split evenly between male and female (50 percent each); this result should be interpreted with caution, however, given the lower response rate than in previous survey administrations. Looking back at 2009 and 2013 (see Figure 1.3 above), the previous years' data suggest that greater numbers of women are assuming CAO positions at CIC institutions over time even if the 50/50 gender split in 2019 is solely the product of a lower response rate. More study would be needed to confirm whether this trend continues.

Race/Ethnicity

As in previous iterations of the ACE survey, respondents were asked to indicate their race/ethnicity and to indicate whether they were Hispanic/Latino(a) if they so chose. Given the low number of non-white CAOs—slightly over 9 percent of respondents, identical to the 2009 and 2013 studies—comparisons are only made between white, non-Hispanic CAOs and CAOs of color, an aggregation of the other racial/ethnic categories.[2] The low number of CAOs of color at CIC institutions parallels that of CIC presidents, however. In 2016, the

latest data available, 11 percent of CIC presidents were of color, an increase from only 5 percent in 2011 (CIC 2018, p. 15).

This lack of CAOs of color at CIC institutions contrasts with the number of students of color at CIC institutions, who constituted approximately 27 percent of total enrollment as of fall 2017 (CIC analysis of IPEDS data, April 2019). It is consistent with the overall profile of CIC faculty members, however. According to the most recent IPEDS data (fall 2017), 80 percent of those with faculty status of any rank at CIC institutions were white (CIC analysis of IPEDS data, April 2019; see Figure 1.4). In addition, 70 percent of newly hired faculty at CIC institutions as of fall 2017 were white (CIC analysis of IPEDS data, April 2019).

Therefore, in order to increase the number of CAOs of color at CIC institutions, attention to hiring as well as professional development and mentorship for faculty members and mid-level administrators of color is necessary in order to create pipeline opportunities for those interested in pursuing CAO positions. Recent special

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[2] The lower response rate to the 2019 survey also may have affected this data, so it should be interpreted with caution.

Figure 1.4

CIC Student and Faculty Racial Demographics, Fall 2017
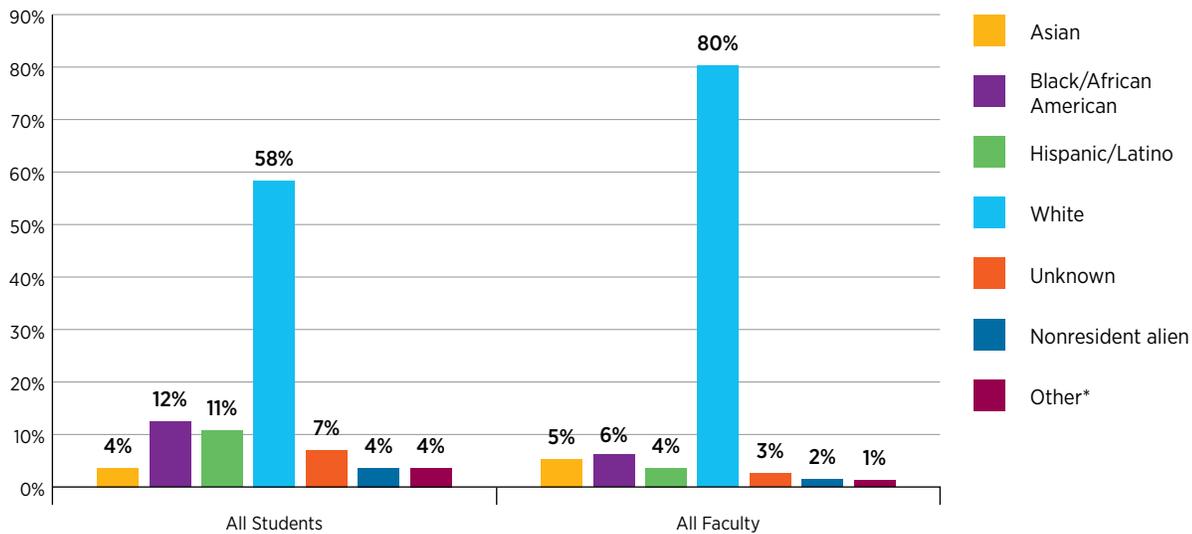
*"Other" category combines American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and two or more races
Note: CIC analysis of Integrated Postsecondary Education Data System (IPEDS), various surveys, fall 2017 data

funding opportunities for women and people of color to participate in CIC's Senior Leadership Academy have increased the percentage of applicants and participants from these groups. Although it will take time for that increase to translate into more CAOs of color, a number of those participants have already advanced to the CAO position. These efforts also have sent a wider signal that CIC is committed to increasing the diversity of the leadership pipeline. As a result, the CIC Executive Leadership Academy, which prepares vice presidents for presidencies, also has experienced an increase in applications from and participation by people of color. CIC's Presidential Vocation and Institutional Mission program, which seeks to help prospective presidents clarify their sense of vocation and best fit with institutional missions, can similarly focus on providing increased opportunity for people of color.

LGBTQ Identity

Respondents were asked, if they chose, to state whether they identified as LGBTQ; the majority of respondents (94 percent) indicated that they did not.

A total of 5 percent indicated that they identified as LGBTQ and another 1 percent preferred not to answer. In 2013, 3 percent identified as LGBTQ, 2 percent preferred not to answer, and 95 percent indicated that they did not identify as LGBTQ. The question was not asked in 2009.

Marital Status and Children

The majority of 2019 CIC CAO respondents (85 percent) reported being married at the time of the survey. (Note: The question does not ask how many times the respondent has been married.) Five percent reported being divorced, 4 percent reported never having been married, 2 percent reported being widows/widowers, 2 percent reported being in a domestic partnership, 1 percent reported never having been married due to membership in a religious order, and less than 1 percent reported being separated.

There were differences by gender in terms of marital status, however; fewer women respondents (81 percent) reported being married than male respondents

(89 percent). A total of 7 percent of women respondents reported being divorced compared to 3 percent of male respondents, and 5 percent of female respondents who were not members of a religious order reported never having been married compared to 3 percent of male respondents.

Since both the 2009 and 2013 studies showed greater differences between male and female respondents in terms of marital status, the 2019 data should be interpreted with caution due to the smaller N of the 2019 study. In 2009, 93 percent of male CIC CAOs were married compared with 68 percent of female CIC CAOs; in 2013, 94 percent of male CIC CAOs were married compared with 67 percent of female CIC CAOs.

The majority of respondents (82 percent) reported they had children, though only 32 percent overall had children under the age of 18. Seventy-seven percent of female CAOs reported having children as opposed to 86 percent of male CAOs; 26 percent of female CAOs reported having children under the age of 18, 13 percentage points fewer than the 39 percent of male CAOs who reported having children under the age of 18.

Highest Earned Degrees

Unsurprisingly for chief academic officers of CIC's four-year colleges and universities, the overwhelming majority of respondents (91 percent) reported having earned a PhD as their terminal degree. Another 5 percent reported having earned an EdD as their terminal degree. Other degrees reported included theological degrees, health profession degrees, and JDs as well as more than one terminal degree.

Major Fields of Study

In 2019, the most common major field of study reported by CIC chief academic officers was that of the humanities/fine arts (26 percent). This was followed by social sciences (22 percent), STEM (20 percent), education or higher education (17 percent), religion/theology (7 percent), health professions (4 percent), business (3 percent), other majors (2 percent), and law (<1 percent).

Figure 1.5

Major Fields of Study of CIC Chief Academic Officers, 2019
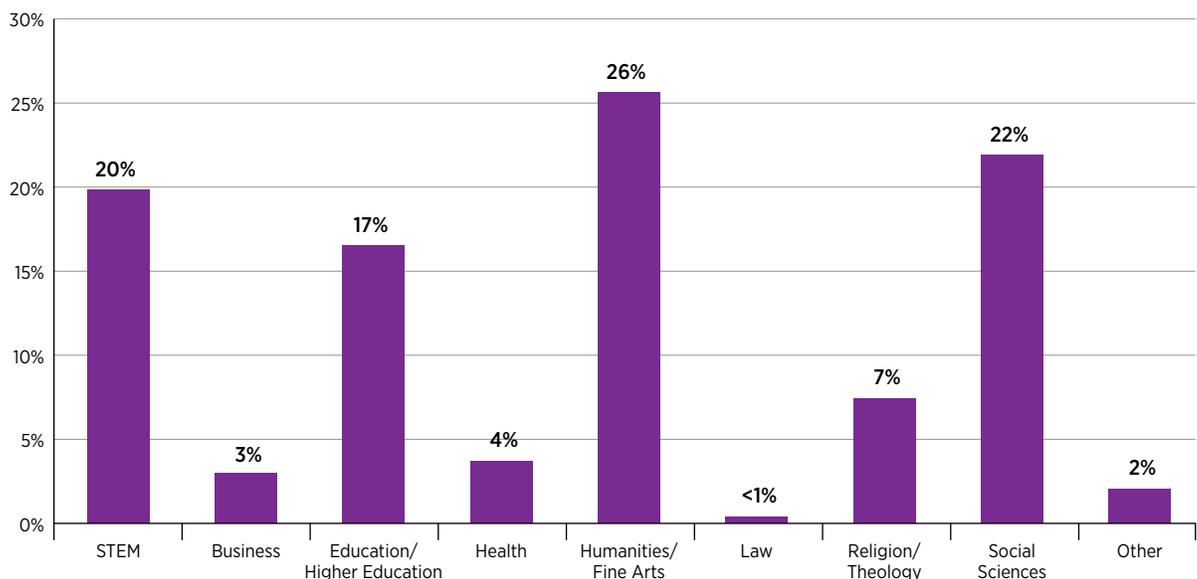
Figure 1.6

CIC Chief Academic Officers' Major Fields of Study over Time, 2009–2019
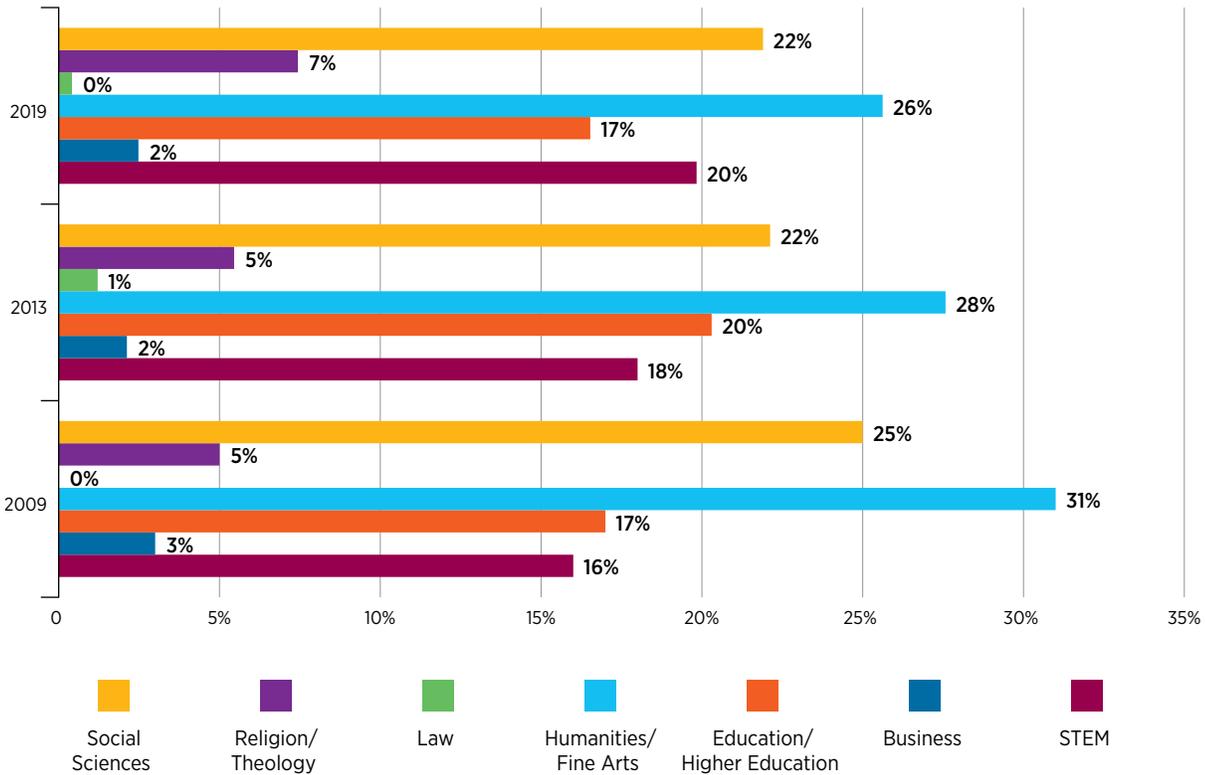
Although the humanities/fine arts are still the most common field of major study among CIC chief academic officers, this has decreased somewhat from 2009's report where 31 percent indicated their major field of study was that of the humanities/fine arts (see Figure 1.6 above). The percentage of respondents reporting their major field of study as the social sciences also has decreased slightly from 25 percent in 2009, while those indicating STEM as their major field of study has increased slightly from 16 percent in 2009 to 20 percent in 2019. Religion/theology as a major field of study has increased fractionally between 2009 and 2019 (from 5 percent to 7 percent respectively).

Length of Service in Current Position

Overall, the average length of time that CIC respondents reported serving in their CAO position was 4.6 years, falling back to near-2009 levels (when they reported serving an average of 4.3 years) from 5.3 years in 2013. Given the lower respondent N of 2019 compared to previous surveys, however, this result should be interpreted with caution.

Overall, the average length of time that CIC respondents reported serving in their CAO position was 4.6 years, falling back to near-2009 levels (when they reported serving an average of 4.3 years) from 5.3 years in 2013.

Figure 1.7

CIC Chief Academic Officer Time in Position, 2009–2019
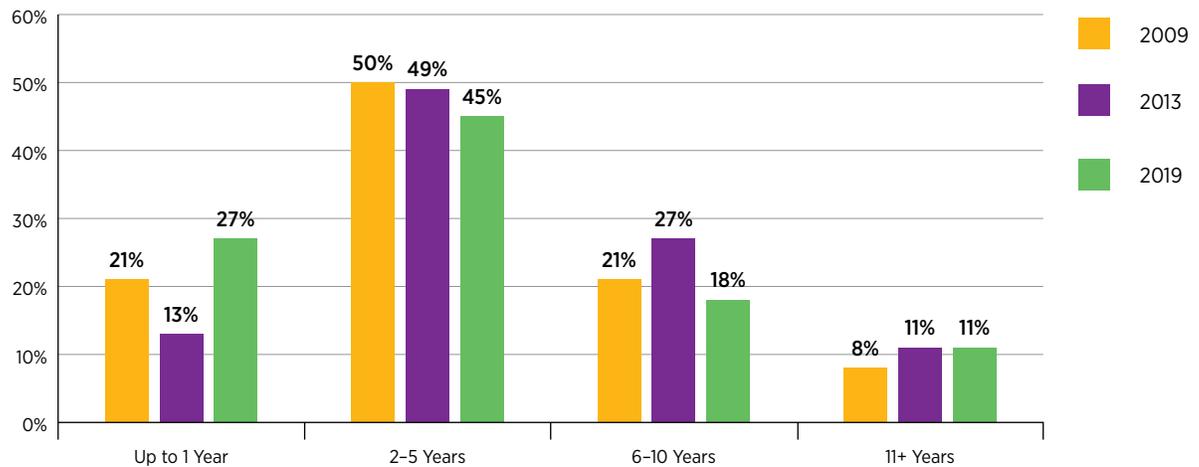
Length of service by time range

In 2019, a total of 27 percent of CIC CAOs reported having been in their position for up to one year, 45 percent reported having been CAOs between two and five years, 18 percent reported having served as CAOs between six and ten years, and 11 percent reported having been CAOs for 11 or more years. Thus a majority of responding CAOs (72 percent) in 2019 reported having been in their position from less than one year to five years. This may have implications for future research as well as CIC professional development offerings. (See Figure 1.7 above for a comparison between 2009 and 2019.)

Length of service by gender

In 2019, male CAOs reported having been in their positions slightly longer on average than female CAOs (4.9 years compared with 4.4 years). This average length of service for both genders is lower than in 2013, when male CAOs reported being in their positions for 5.6 years on average compared with female CAOs (5.0 years on average), and is closer to the 2009 report, when male CAOs reported having been in their position for an average of 4.5 years compared with 4.2 years for female CAOs.

Length of service by race/ethnicity

In 2019, 55 percent of CAOs of color responding to the survey had been in their position for less than one year. Another 32 percent had been in their position between two and five years; 9 percent had been in their position between six and ten years, and 5 percent had been in their position 11 years or more.[3] This result may indicate the need for high-quality programming for all new CAOs, with incentives for the participation of new CAOs of color. The 2013 data presented a different picture: 18 percent of CAOs of color had been in their position less than one year, 50 percent had been in their position between two and five years, 21 percent had been in their position between six and ten years, and 11 percent had been in their position for over 10 years.

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[3] This result and the 2013 result should be interpreted with caution given the low number of respondents overall combined with the low number of CAOs of color.

Number of Presidents Served in Current Position

A majority of respondents (71 percent) reported having served only one president during their time as CAOs; 23 percent reported having served two presidents and 6 percent reported having served three or more presidents during their time as CAOs. According to the last available data on CIC presidents, their tenure averaged 6.6 years as of 2016 (CIC 2018, p. 5), further explaining the majority of CAOs reporting having served only one president based on their lower average tenure of 4.6 years in this study.

A clear majority (92 percent) of those CAOs who were in their positions for less than one year, unsurprisingly, reported having served only one president. Another 8 percent reported having served two presidents. None reported having served three or more presidents. Conversely, of those CAOs who were in their positions for 11 or more years, 58 percent indicated they had served two presidents, 23 percent indicated having served three or more presidents, and 19 percent indicated having served only one president. Finally, 77 percent of CAOs who reported having been in their position for two to five years reported serving only one president, 18 percent reported having served two presidents, and 6 percent reported having served three or more presidents.

Tenure Status

Overall, 58 percent of CAOs at CIC member institutions reported having tenured faculty status, an increase from 51 percent in 2009 and 53 percent in 2013. Fifteen percent reported that tenure was not applicable at their institution (that is, the institution had no tenure system), and another 27 percent reported not having tenure.

Tenured faculty status and gender

Sixty-one percent of female CAOs and 54 percent of male CAOs reported having tenured faculty status in their current position. More male CAOs (18 percent) reported that tenure status was inapplicable to them (their institution had no tenure system) than female CAOs (13 percent); in addition, 28 percent of male CAOs reported not having tenured faculty status as opposed to 25 percent of female CAOs. This combination of factors may partly explain the difference between the genders in terms of tenured faculty status, though more qualitative research would be necessary to confirm it.

Tenured faculty status and race/ethnicity

Fifty-five percent of CAOs of color and 59 percent of white CAOs reported having tenured faculty status in their current position. More CAOs of color (23 percent) reported that tenure status was inapplicable to them (their institution had no tenure system) than white CAOs (15 percent); however, more white CAOs reported not having tenured faculty status in their current position (26 percent) than CAOs of color (23 percent).[4]

Tenured faculty status and LGBTQ status

The majority of those CAOs identifying as LGBTQ (73 percent) reported having tenured faculty status in their current position. Eighteen percent reported that tenure status was inapplicable to them (their institution had no tenure system), and 9 percent reported they did not have tenured faculty status in their current position.[5]

Tenured faculty status and immediate prior position

When analyzed by immediate prior position, 64 percent of former deans of academic colleges, 63 percent of former senior academic officers with campus-wide responsibilities (for example, dean of undergraduate or graduate studies), and 48 percent of former chief academic officers/provosts reported having tenured faculty status at their present position. (When considering the result, readers should bear in mind that only 17 percent of respondents overall previously served as CAOs/provosts.)

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[4] The data should be interpreted with caution given the low number of CAOs of color overall.
[5] The data should be interpreted with caution given the low number of CAOs identifying as LGBTQ.

Tenured faculty status and institutional Basic Carnegie Classification

The majority of CAOs (73 percent) at the largest grouping within CIC institutions' Basic Carnegie Classifications (Baccalaureate Colleges: Arts and Sciences Focus) reported having tenured faculty status, as did 48 percent of CAOs at schools with a Carnegie Classification of Baccalaureate Colleges: Diverse Fields and 57 percent of CAOs at institutions classified as Master's Colleges and Universities. (These are the three most numerous institutional classifications within the responding CIC membership.) Twenty percent of CAOs at institutions classified as Baccalaureate Colleges: Diverse Fields reported the question being inapplicable (because of no tenure system at their institution) as opposed to 20 percent of CAOs at institutions classified as Baccalaureate Colleges: Diverse Fields and 17 percent of CAOs at institutions classified as Master's Colleges and Universities.

Tenured faculty status and institutional FTE enrollment

While 76 percent of CAOs at the CIC institutions with the largest FTE enrollment (over 3,000 FTE students) reported having tenured faculty status, this was the largest percentage of respondents in the various enrollment size categories. The next-largest category of CAOs having tenured faculty status (60 percent) was at institutions with enrollments of 1,000–2,000 FTE students; 51 percent of CAOs at institutions with 2,001–3,000 students and only 39 percent of CAOs at institutions with under 1,000 FTE reported having tenured faculty status in their CAO position.

Thirty-nine percent of CAOs at the smallest CIC institutions (under 1,000 FTE) did *not* have tenured faculty status in their CAO position. This was identical to the percentage who had tenured faculty status; another 23 percent noted the question did not apply (their institution did not have a tenure track system). In addition, the percentage of CAOs without tenured faculty status at the smallest CIC institutions was 10 percentage points higher than the 29 percent of CAOs without tenured faculty status at institutions falling into the next-highest enrollment category (1,000–2,000 FTE). Only 27 percent of CAOs at institutions with 2,001–3,000 FTE students and 13 percent of CAOs at institutions with over 3,000 FTE students did not have tenured faculty status in their CAO position.

Chapter Two: Pathways to the CAO Position at CIC Institutions

In order to better understand CIC chief academic officers' career paths and obtain useful information for both research and practice, respondents were asked a series of questions regarding their previous positions. These included questions about their overall career progression as well as more specific questions about the types of institutions from which they came and whether they knew what their predecessor in the CAO position had gone on to do. CAOs also were asked whether they had altered their career paths for either caregiving or a spouse's career—as well as whether their spouse had altered their career path for the CAO.

Previous Positions of CIC Chief Academic Officers

As in CIC's 2009 report, respondents' previous positions were grouped according to the following categories: 1) chief academic officer/provost; 2) other academic administrator (for example, associate/ assistant vice president or dean); 3) non-academic officer (for instance, chief financial officer or vice president of student affairs); 4) faculty member or department chair; and 5) outside higher education. Since only 3 percent of 2019 respondents' previous positions were outside higher education (ranging from business to nonprofit to K–12 education) the core analysis focuses on CIC CAOs who held previous positions within higher education.

In 2019, 60 percent of CIC chief academic officers' previous positions within higher education fell into the "other academic administrator" category. Another 17 percent had previously been CAOs/provosts, tied with 17 percent who had previously been faculty members or department chairs. Only 4 percent moved to the CAO position from a non-academic officer position. When compared with previous surveys' data (see Figure 2.1), the percentage of CAOs at CIC institutions whose immediate prior position was that of "other

Figure 2.1

CIC Chief Academic Officers' Previous Positions, 2009–2019
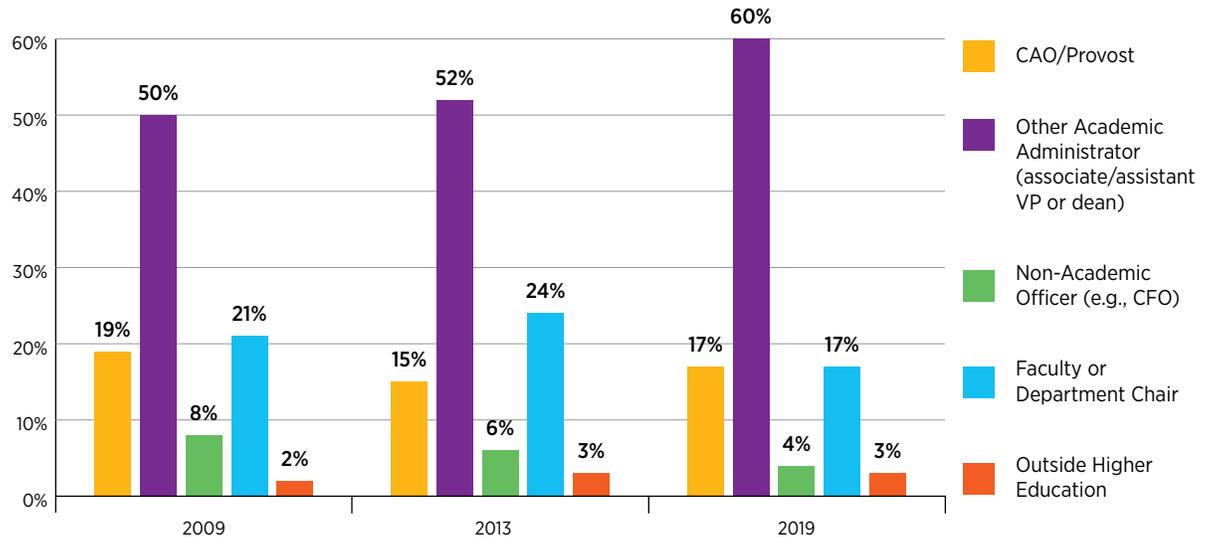
academic administrator" has increased by 10 percentage points from 2009.[6]

Gender and Immediate Previous Position in Higher Education

When analyzed by gender, the majority of both male (57 percent) and female (63 percent) CAOs' immediate previous position in higher education had been that of "other academic administrator" (for example, associate/assistant vice president or dean). However, more male CAOs (23 percent) had previously been chief academic officers/provosts than female CAOs (14 percent). A slightly higher percentage of female CAOs (17 percent) moved to the CAO position from a faculty or department chair role than did male CAOs (14 percent). Similar percentages of men and women came to the CAO role from non-academic officer positions (4 percent of male CAOs; 3 percent of female CAOs) and from outside higher education (3 percent for both male and female CAOs).

Race/Ethnicity and Immediate Previous Position in Higher Education

Analyzing the data by CAO race/ethnicity yields similar results for both CAOs of color and white CAOs; again, the majority of both CAOs of color (75 percent) and white CAOs (59 percent) held immediate prior positions of "other academic administrator." Thirteen percent of CAOs of color had previously been chief academic officers/provosts, as had 17 percent of white CAOs. Another 13 percent of CAOs of color moved to their chief academic officer role from the position of faculty or department chair, as had 18 percent of white CAOs. No CAOs of color responding to the survey had come to their role from outside higher education; 3 percent of white CAOs had.

LGBTQ Identity and Immediate Previous Position in Higher Education

Analyzing the data by LGBTQ identity yielded similar results as analyzing the data by race/ethnicity.[7] Sixty-four percent of LGBTQ CAOs indicated they held

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[6] This result should be interpreted with caution given the smaller response rate in 2019.

[7] The low numbers of CAOs identifying as LGBTQ and of CAOs of color mean the data should be interpreted with caution.

immediate prior positions of "other academic administrator," while 36 percent had previously been chief academic officers/provosts.

Previous Institutions

In 2019, there was very little difference between those CIC chief academic officers whose immediate prior institution had been different from their current one (47 percent) and those at the same institution they had been employed by before becoming CAO (46 percent). Two percent reported not having worked at a college or university prior to assuming their CAO position.

Unsurprisingly, the majority who responded to the question about institutional control (63 percent) reported their immediate prior institution had been a private nonprofit one; 18 percent reported having come from a public institution, and 1 percent reported having come from a for-profit institution. When asked about previous institutions' special missions, 74 percent did not come from an institution with a special mission. Four percent came from a Hispanic-Serving Institution (HSI), 2 percent came from an HBCU, and 3 percent came from a women's college.

Predecessor CAOs' Status

Respondents were asked if they knew what their immediate predecessor in the CAO position had gone on to do (for example, whether the person had moved to a different CAO position, become a college or university president, returned to the faculty, taken another administrative position, or retired). In 2019, the most common answer (24 percent) was that their predecessor had retired and held no other position. Unsurprisingly given the passage of time, the answer is 2 percentage points higher than in 2013 (22 percent) and 8 percentage points higher than in 2009 (16 percent).

The second most common answer in 2019 was that the CAO's predecessor had returned to the faculty

(20 percent). This response was slightly lower than in previous administrations of the survey (24 percent in 2013 and 23 percent in 2009), but that may be due to the lower 2019 overall response. The response that the CAO's predecessor moved to a different CAO position (15 percent) declined from 2013 (16 percent) and 2009 (20 percent). This can be attributed to the increase in retirements over time.

The response that the CAO's predecessor had become a college or university president (16 percent) was identical to 2013 and similar to 2009 (15 percent). (This finding will be discussed more later in the context of current CAOs' desires—or lack of desires—to seek a presidency in the future.) Finally, relatively few CAOs in 2019 reported that their predecessors had taken an administrative position other than that of president or CAO (7 percent); this is lower than both in 2013 (10 percent) and 2009 (12 percent). Other answers to the question included that the CAO's predecessor had died, been fired, or left the institution entirely.

Overall Career Progression as Administrator

In order to gauge how CAOs move through their careers prior to assuming their position, respondents were asked whether their career progression was best described as one of the following: (1) became CAO after moving in and out of higher education; (2) became CAO after spending their career mostly or completely out of higher education; (3) moved through the ranks to CAO by changing institutions once or twice; (4) moved through the ranks to CAO by changing institutions three or more times; or (5) moved through the ranks to CAO while staying at one institution.

In 2019, 45 percent of CIC respondents indicated they had moved through the ranks to CAO while staying at one institution; another 39 percent changed institutions once or twice on their way to the CAO position, and 14 percent changed institutions three or more times before becoming CAO at their present institution. Less

than 1 percent of respondents reported they became CAOs either after moving in and out of higher education or spending their career mostly or completely out of higher education.

In 2019, 45 percent of CIC respondents indicated they had moved through the ranks to CAO while staying at one institution; another 39 percent changed institutions once or twice on their way to the CAO position, and 14 percent changed institutions three or more times before becoming CAO at their present institution.

Figure 2.2 below presents a comparison between 2009, 2013, and 2019 data. (The response option of spending one's career mostly or completely outside higher education was added in 2013, so 2009 data are unavailable

for that option.) It is interesting to note that the percentage of CAOs who attained their positions while staying at one institution increased by 5 percentage points between 2013 and 2019 while remaining identical in 2009 and 2013, suggesting that more institutions were promoting from within.[8] The percentage of CAOs who changed institutions once or twice along the way to their positions decreased by 4 percentage points between 2013 and 2019 alone and by 9 percentage points between 2009 and 2019.

Career Progression by Gender

In 2019, the percentage of male and female CAOs who reported ascending to their positions after changing institutions three or more times was identical (14 percent), but other differences appeared by gender. Forty-four percent of female CAOs reported becoming CAOs after remaining at one institution and rising through the ranks to CAO. Another 41 percent became CAOs after changing institutions once or twice. None became CAOs after either moving in and out of higher education or spending their careers mostly or completely outside higher education. Forty-seven percent

Figure 2.2

CIC Chief Academic Officers' Career Progressions, 2009–2019

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

2009: 2%, 0%, 48%, 10%, 40%
2013: 2%, 1%, 43%, 13%, 40%
2019: 0%, 0%, 39%, 14%, 45%

8 The lower response rate in 2019 may have affected this data.

Figure 2.3

CIC Chief Academic Officers' Career Progression by Gender over Time, 2013–2019

Legend: Male 2013, Male 2019, Female 2013, Female 2019
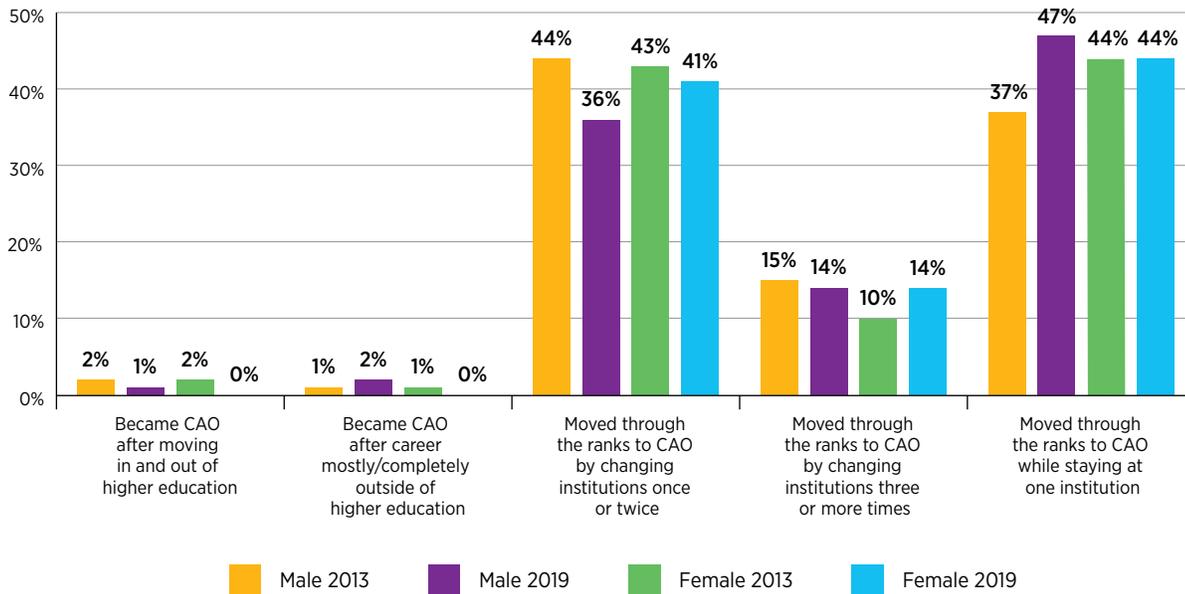
of male CAOs reported rising through the ranks at one institution to become CAO, with another 36 percent changing institutions once or twice. One percent of male CAOs moved in and out of higher education before attaining their positions, and another 1 percent became CAO after a career spent mostly or completely outside higher education.

In 2013, the percentages of male and female CAOs at CIC institutions who moved in and out of higher education before becoming CAOs were even at 2 percent; the percentages by gender for those who became CAO after careers spent mostly or completely outside higher education were also identical at 1 percent. More males (16 percent) than females (10 percent) became CAOs after changing institutions three or more times, however. The percentages of male and female CAOs who changed institutions once or twice were very close (44 percent for males and 43 percent for females), but only 37 percent of male CAOs attained their positions by rising through the ranks at the same institution versus 44 percent of female CAOs. (See Figure 2.3 above for a comparison of 2013 to 2019 by gender.)

Career Progression by Race/Ethnicity

In 2019, 50 percent of CAOs of color rose through the ranks to their positions by changing institutions once or twice; another 23 percent changed institutions three or more times, and an additional 23 percent rose through the ranks while staying at one institution. Five percent became CAOs after careers mostly or completely outside higher education, while none moved in and out of higher education before becoming CAOs. Although the low number of CAOs of color overall means the data should be interpreted with caution, there are some contrasts with white CAOs. For instance, only 37 percent of white CAOs rose through the ranks to their positions by changing institutions once or twice as opposed to 50 percent of CAOs of color, and 48 percent of white CAOs remained at one institution and worked their way up to the CAO position as opposed to 23 percent of CAOs of color. This finding suggests that CAOs of color may be finding more opportunities for promotion by either seeking jobs at different institutions or being recruited by other institutions.

Some of the 2019 career patterns for CAOs of color, including contrasts with white CAOs, were also true in 2013. (See Figure 2.4 below.) For instance, 57 percent of CAOs of color surveyed in 2013 rose through the ranks to their positions by changing institutions once or twice as opposed to 43 percent of white CAOs. And only 29 percent of CAOs of color in 2013 remained at one institution and worked their way up to the CAO position as opposed to 40 percent of white CAOs. But in 2013, only a slightly larger percentage of white CAOs (14 percent) changed institutions three or more times on their way to their CAO position than did CAOs of color (11 percent). This diverged from 2019's results, where the difference between CAOs of color (23 percent) and white CAOs (13 percent) who changed institutions three or more times on their journey to the CAO position was 10 percentage points. These results over time may be useful for CIC member institutions to consider when designing professional development programs for CAOs of color in particular.

Career Progression by Age Range

When looking at CIC CAOs' career progression by age ranges, 65 percent of the youngest CAO respondents (between the ages of 31 and 50) reported moving through the ranks at one institution to the CAO position; another 30 percent reported rising through the ranks to the CAO position by changing institutions once or twice. Five percent reported changing institutions three or more times as they moved through the ranks to CAO. Unsurprisingly for this age cohort, none reported either coming to the CAO position after a career spent entirely outside or moving in and out of higher education.

Respondents who were ages 51 to 60 were more likely than their younger counterparts to have changed institutions three or more times as they moved through the ranks to CAO (15 percent), but less likely to have moved through the ranks to the CAO position while remaining at one institution (39 percent). They also were more

Figure 2.4

CIC CAOs of Color and White CAOs' Career Progressions over Time, 2013–2019

Legend:
- CAOs of Color 2013
- CAOs of Color 2019
- White CAOs 2013
- White CAOs 2019

	CAOs of Color 2013	CAOs of Color 2019	White CAOs 2013	White CAOs 2019
Became CAO after moving in and out of higher education	0%	0%	1%	1%
Became CAO after career mostly/completely outside of higher education	0%	5%	1%	1%
Moved through the ranks to CAO by changing institutions once or twice	57%	40%	50%	37%
Moved through the ranks to CAO by changing institutions three or more times	11%	14%	23%	13%
Moved through the ranks to CAO while staying at one institution	29%	23%	40%	48%

Figure 2.5

CIC Chief Academic Officers' Career Progression by Age Range, 2019

Legend:
- Became CAO after moving in and out of higher education
- Became CAO after career mostly/completely outside of higher education
- Moved through the ranks to CAO by changing institutions once or twice
- Moved through the ranks to CAO by changing institutions three or more times
- Moved through the ranks to CAO while staying at one institution
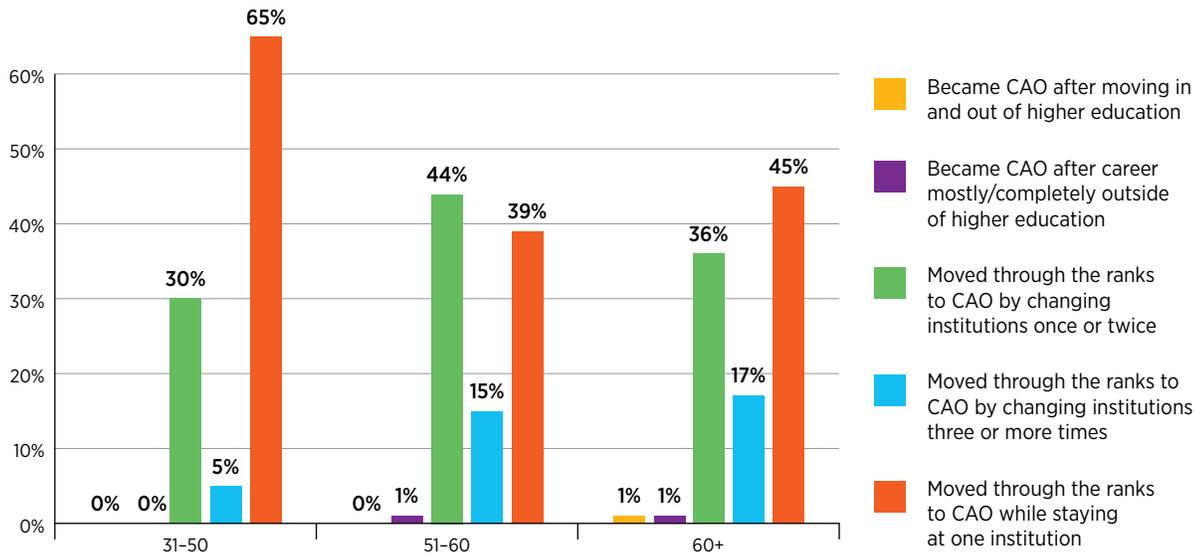
likely (44 percent) to have moved through the ranks to CAO by changing institutions once or twice. An additional 1 percent reported becoming CAO after a career spent mostly or completely outside of higher education; none reported moving in and out of higher education before becoming CAO.

Forty-five percent of the oldest CAO cohort (over 60) reported moving through the ranks to the CAO position while remaining at one institution, similar to their youngest peers. Another 36 percent reported moving through the ranks by changing institutions once or twice (lower than their peers between ages 51 to 60), while 17 percent (slightly higher than their peers between ages 51 to 60) reported changing institutions three or more times as they moved through the ranks to CAO. Only 1 percent reported becoming CAO after a career spent mostly or completely outside higher education, and none reported having moved in and out of higher education before becoming CAO.

Career Progression by Years as CAO

Similarly to age range results, the newest CAOs (in their current position for up to a year) were most likely to have either moved through the ranks at one institution to become CAO (42 percent) or changed institutions once or twice on their paths to becoming CAO (42 percent). Another 13 percent reported having changed institutions three or more times as they moved through the ranks to CAO, and 2 percent each reported either having become CAO after moving in and out of higher education or spending a career mostly or completely outside higher education.

CAOs who had been in their positions between two and five years also were most likely to either have moved through the ranks at one institution to become CAO (43 percent) or changed institutions once or twice on their paths to becoming CAO (39 percent). Another 18 percent reported having changed institutions three or more times as they moved through the ranks to CAO; none reported either having become CAO after moving in and out of higher education or spending a career mostly or completely outside higher education.

The newest CAOs (in their current position for up to one year) were most likely to have either moved through the ranks at one institution to become CAO (42 percent) or changed institutions once or twice on their paths to becoming CAO (42 percent).

Those CAOs who had been in their positions between six and ten years exhibited a similar pattern, although they were less likely than their newer counterparts to have changed institutions three or more times as they moved through the ranks to CAO (9 percent). Forty-seven percent reported having stayed at one institution and moved up the ranks to become CAO; another 42 percent changed institutions once or twice on their paths to becoming CAO. None reported either having become CAO after moving in and out of higher education or spending a career mostly or completely outside higher education.

The longest-serving CAOs (in their positions 11 years or more) had the highest percentage of having become CAO after a career spent mostly or entirely outside higher education (4 percent). The majority (58 percent) had moved through the ranks to CAO while staying at one institution; 23 percent had changed institutions once or twice, and 12 percent changed institutions three or more times as they moved through the ranks to CAO. None moved in or out of higher education before becoming CAO.

When looking back at 2013 data (see Figure 2.7), some differences in career progression from 2019 emerge, particularly among those CAOs who had been in their positions up to a year at that point in time. Of those, 60 percent reported they had moved through the ranks to CAO by changing institutions once or twice (18 percentage points greater than 2019's 42 percent), and 24 percent reported having moved through the ranks to CAO while staying at one institution (18 percentage points lower than 2019's 42 percent).

Figure 2.6

CIC Chief Academic Officers' Career Progressions by Years as CAO, 2019

Legend:
- Became CAO after moving in and out of higher education
- Became CAO after career mostly/completely outside of higher education
- Moved through the ranks to CAO by changing institutions once or twice
- Moved through the ranks to CAO by changing institutions three or more times
- Moved through the ranks to CAO while staying at one institution
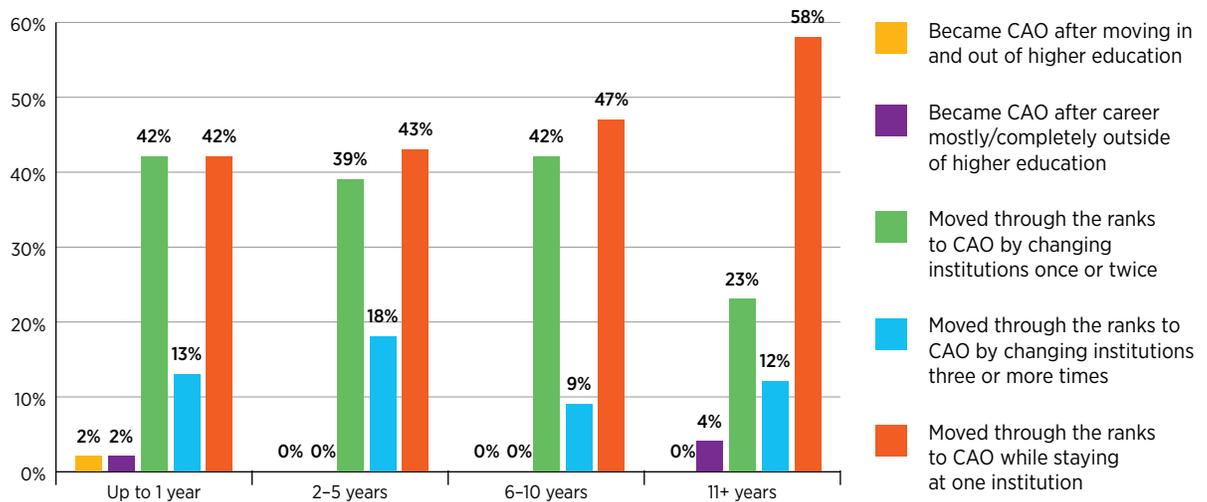
Figure 2.7

CIC Chief Academic Officers' Career Progression by Years as CAO, 2013

Legend:
- Became CAO after moving in and out of higher education
- Became CAO after career mostly/completely outside of higher education
- Moved through the ranks to CAO by changing institutions once or twice
- Moved through the ranks to CAO by changing institutions three or more times
- Moved through the ranks to CAO while staying at one institution
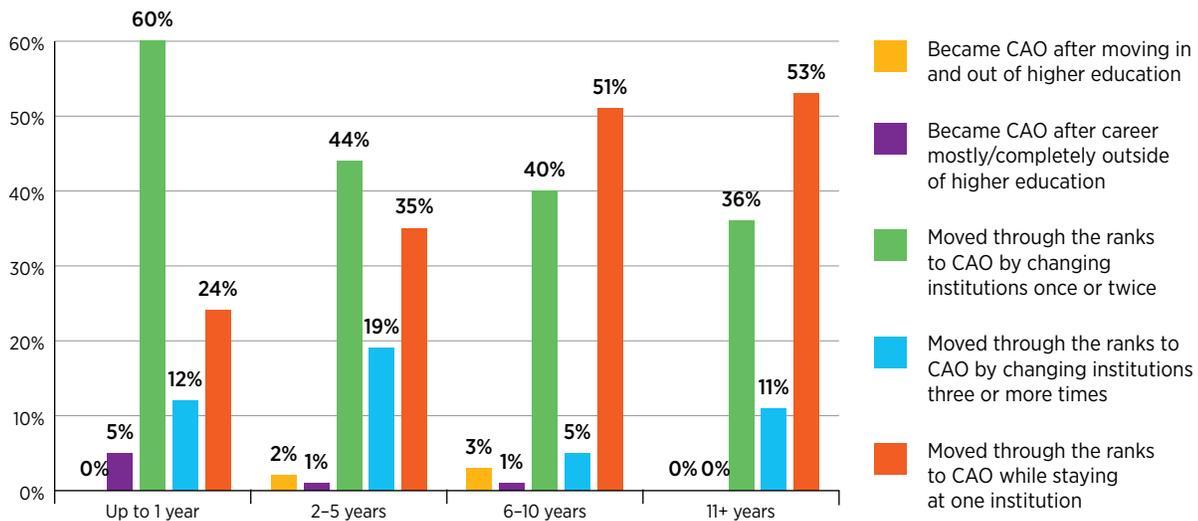
Smaller differences also emerged for those CAOs who had been in their positions between two and five years in 2013. Of those, 44 percent reported having moved through the ranks to CAO by changing institutions once or twice, as opposed to 39 percent in 2019, and another 35 percent reported having moved through the ranks to CAO while staying at one institution, as opposed to 43 percent in 2019.

Career Alterations

CAOs were asked questions about career alteration as a way of shedding additional light on their careers. Some related to caregiving for a family member (defined in this survey as a dependent, spouse/partner, or parent). Others focused on whether respondents had altered their career progression for their spouse or partner—or whether their spouse or partner had done so for them.

Career Alteration for Caregiving

The majority of respondents overall (81 percent) had not altered their careers to care for a family member.

Eight percent indicated that they had postponed a job search or promotion in order to care for a dependent, spouse/partner, or parent; another 5 percent indicated that they had worked part-time or reduced their schedule to do caregiving. Two percent indicated that they left a position in order to do caregiving, and another 2 percent gave other responses such as limiting their job search by geography, taking a job closer to an aging parent, taking an unpaid leave of absence, and relocating to another state. Less than 1 percent reported that they postponed seeking tenure.

Those who did alter their careers for caregiving were asked to estimate how many years they altered their job circumstances, if applicable. When grouped into ranges, 50 percent answered between one and five years, 19 percent answered between six and ten years, 14 percent answered between 11 and 15 years, and 5 percent answered less than one year. Another 12 percent gave responses that did not fit into year ranges (for example, reducing specific components of their job duties such as travel for parts of their careers).

Career alteration for caregiving by gender

Unsurprisingly, given decades of research on the "second shift" and domestic responsibilities borne predominantly by women, breaking down the caregiving question by gender adds nuance to the overall narrative. Eighty-nine percent of male CAOs had not altered their careers for caregiving as opposed to 75 percent of female CAOs. Only 12 percent of male CAOs, compared with more than double that amount of female CAOs (25 percent), had altered their careers for caregiving.

Fifty percent of both male and female CAOs who reported altering their careers for caregiving estimated they had done so for between one and five years. Another 21 percent of male CAOs and 18 percent of female CAOs estimated they had altered their careers for between six and ten years. Twenty-one percent of female CAOs, but no male CAOs, estimated they had altered their careers for between 11 and 15 years. Four percent of female CAOs and 7 percent of male CAOs estimated they had altered their careers for less than one year.

Career alteration for caregiving by age range

Again, unsurprisingly given broader societal patterns, when looking at the age ranges of those CAOs who reported altering their careers for caregiving, 65 percent specifically fell into the "sandwich generation" of CAOs (defined by the Pew Research Trust as between 40 to 59 years of age), as opposed to only 35 percent of CAOs age 60 and older. Only 12 percent of the youngest CAOs measured by this study's age ranges (age 31–50) reported altering their careers for caregiving; 58 percent were between 51–60 years old and 30 percent were 60 or older.

Career Alteration for a Spouse or Partner's Career and/or Career Alteration by a Spouse or Partner for the CAO's Career

Not only is academia by nature a mobile profession, but the systemic "two-body problem"—where partners/spouses both attempt to find work in one geographic location—potentially affects the lifetime trajectory of an academic career. The survey thus explored whether CAOs had altered their academic careers for a spouse/partner's career as well as whether their spouse/partner had done so for them; it did not ask for details on the spouse/partner's career field.

Figure 2.8

CIC Chief Academic Officers' Career Alterations for Spouse/Partner, 2009–2019

Legend:
- Altered career progression for spouse/partner career
- Did not alter career progression for spouse/partner career
- Inapplicable (no spouse/partner)

2009: 19%, 75%, 6%
2013: 17%, 79%, 4%
2019: 14%, 83%, 4%
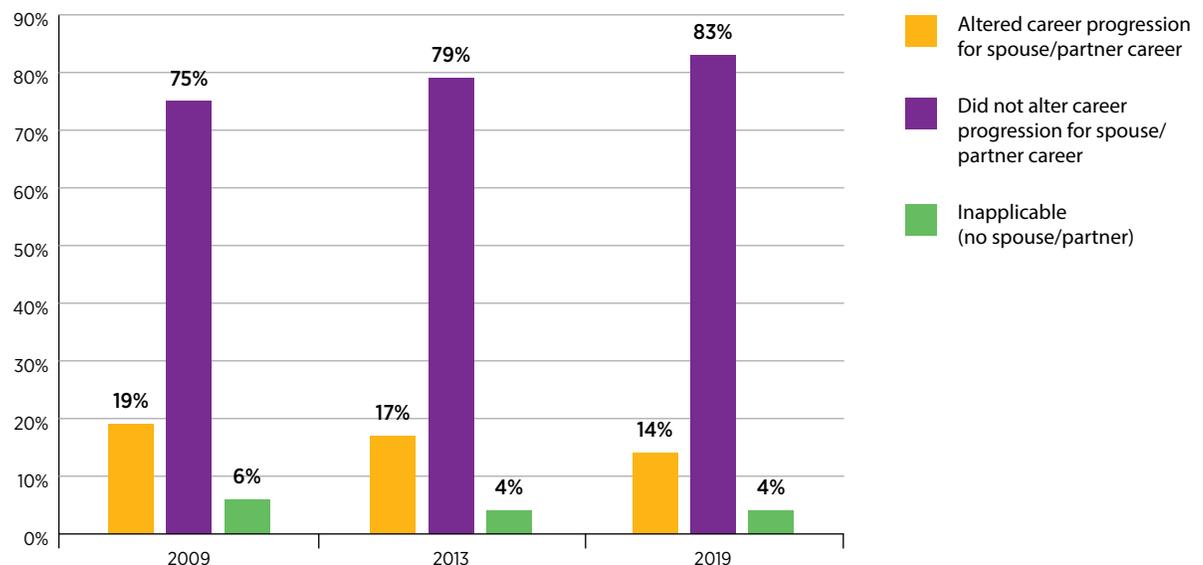
Figure 2.9

CIC Chief Academic Officers' Spousal Career Alteration, 2009–2019

Legend:
- Spouse/partner altered career progression for CAO's career
- Spouse/partner did not alter career progression for CAO's career
- Inapplicable (no spouse/partner)

Data:
- 2009: 52%, 42%, 6%
- 2013: 51%, 45%, 5%
- 2019: 49%, 47%, 4%
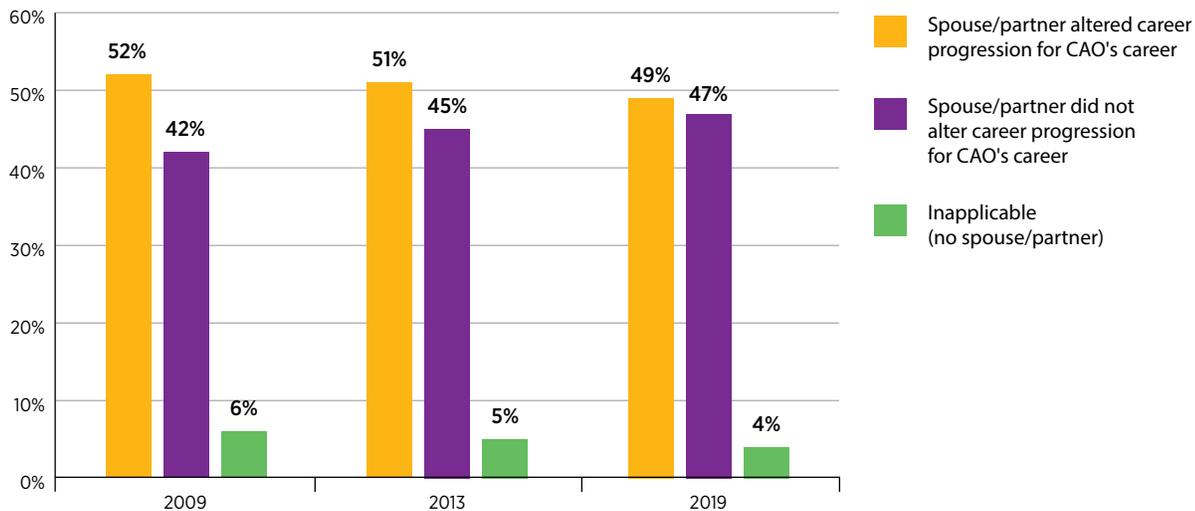
Most CIC CAOs had not altered their careers for a spouse/partner's career (83 percent), but 14 percent said that they had. Another 4 percent indicated that the question was not applicable to their personal situation. Results did not differ appreciably between CAOs of color and white CAOs or between LGBTQ and heterosexual CAOs. Over time, the percent of those reporting career alterations for a spouse/partner has decreased (see Figure 2.8).

When asked whether a spouse/partner had altered his or her career for the CAO's career, however, the results were quite different: 49 percent overall said a spouse/partner had altered his or her career for the CAO's career. Another 47 percent said their spouses/partners had not, and 4 percent indicated the question was not applicable to their personal situations. Again, the results did not differ appreciably when analyzed by CAOs of color versus white CAOs and by LGBTQ CAOs versus heterosexual CAOs. Over time, however, the percentage of those who reported their spouse/partner had altered their career for the CAO decreased (see Figure 2.9 above).

CAO Career Alteration and Spouse/Partner Career Alteration by Gender

Of the small percentage of CIC CAOs who reported they had altered their career for a spouse/partner's career in 2019 (14 percent overall), 61 percent were female and 39 percent were male. In 2013, the overall percentage of CIC CAOs who reported altering their career for a spouse/partner's career was 17 percent, of which 64 percent were female and 36 percent were male. In 2009, the overall percentage of CIC CAOs who reported altering their career for a spouse/partner's career was 19 percent; of those, 55 percent were female and 45 percent were male. Although the percentage of female CAOs reporting altering their career for a spouse/partner has increased by 6 percentage points since 2009, given both the low percentages overall and the lack of qualitative data to provide context, the data should be interpreted with caution.

In contrast, of those CAOs who reported in 2019 that a spouse/partner had altered their career for the CAO's career (49 percent overall), 52 percent were male and 48 percent were female. In 2013, 51 percent of CIC CAOs

reported that a spouse/partner had altered their career for the CAO's career; of those, 62 percent were male and 38 percent were female. In 2009, 52 percent of CAOs reported that a spouse/partner had altered their career for the CAO's career; of those, 71 percent were male and 29 percent were female. The 19-percentage-point decrease since 2009 in male CAOs reporting their spouse/partner had altered their career for the CAO's career, as well as the 19-percentage-point increase in female CAOs reporting their spouse/partner had altered their career for the CAO's career, should be interpreted with caution given the lower survey response in 2019.

Without knowing more about CAOs' spouses/partners (for example, their careers and types of alterations made or whether they are the CAOs' first or subsequent spouse/partner), the conclusions that can be drawn from these data are limited. The data, however, show that over time, CAOs at CIC institutions are more likely to have had their spouse/partner alter their career for the CAO's career than the opposite.

Chapter Three: Duties and Responsibilities of CIC Chief Academic Officers

"Chief academic officer" is a phrase that is both wide-ranging and varied depending on the institution at which the CAO is employed. The survey thus sought more detailed information on CIC chief academic officers' duties and responsibilities, ranging from what duties take up the majority of their time to the duties they—as opposed to their presidents and members of the faculty—consider the most important for the CAO.

Time-Consuming Duties, Then and Now

CIC chief academic officers are involved in many aspects of institutional stewardship of the academic enterprise, ranging from curricular management to budgeting and financial planning and even to facilities management. But which activities take up most of their time and how have they shifted over the years? As can be seen in Table 3.1, the top three functions that CIC academic officers reported spending the most time on

in 2019 were supervising academic personnel including deans (65 percent), curriculum and academic programs (54 percent), and budgeting/financial management (40 percent).

The top three functions that CIC academic officers reported spending the most time on in 2019 were supervising academic personnel including deans (65 percent), curriculum and academic programs (54 percent), and budgeting/financial management (40 percent).

In the past, CIC CAOs consistently reported supervising personnel including deans and tending to institutional curricula and academic programs as the two areas on which they spend most of their time. Some changes in the positioning of these categories occurred

Table 3.1

CIC Chief Academic Officers' Most Time-Consuming Activities, 2009–2019

Most Time-Consuming Activities[†]	2009 (N = 356)	2013 (N = 335)	2019 (N = 241)
Supervising personnel (including deans, etc.)*	50%	54%	65%
Curriculum and academic programs	63%	54%	54%
Budgeting/financial management	27%	29%	40%
Accountability, accreditation, assessment	35%	41%	34%
Strategic planning	28%	35%	31%
Campus/faculty governance	30%	21%	24%
Managing faculty positions (recruitment, retention, and retirement)*	46%	41%	23%
Enrollment management	6%	9%	13%
Entrepreneurial activities	6%	5%	6%
Student issues/student development	5%	7%	5%
Facilities, space allocation, and capital projects	2%	3%	3%

[†]Top three choices highlighted
* Question slightly changed over years but still comparable

between 2009 and 2019, however. In 2009, CIC CAOs reported spending the most time on curriculum and academic programs (63 percent) and the second-most time on personnel supervision (50 percent). In 2013, these two categories tied for the top response at 54 percent, with duties related to accountability, accreditation, and assessment and managing faculty positions (recruitment, retention, and retirement) tying for the second-highest response at 41 percent. In 2019, as seen in Table 3.1, the balance shifted toward supervising academic personnel (65 percent) with curriculum and academic program management dropping into a clear second place (54 percent).

Budgeting/financial management, the third-most-reported time-consuming duty in 2019 (40 percent), increased in importance by 13 percentage points from 2009 (27 percent) and 11 percentage points from 2013 (29 percent). This is understandable given the financial changes in higher education overall and the independent college sector in particular over the past decade. In a perhaps-related development given the impact

of student enrollment on institutional finances, the reporting of enrollment management as a time-consuming activity for CIC CAOs more than doubled from 6 percent in 2009 to 13 percent in 2019. Yet entrepreneurial activities—which are tied into budget and finance—remained largely flat between 2009 and 2019, with only 6 percent of CIC CAOs indicating it was one of their time-consuming duties. Strategic planning, another activity related to finance and budget, decreased slightly from 35 percent in 2013 to 31 percent in 2019; however, both these figures are higher than in 2009, when only 28 percent of CIC CAOs reported it being a time-consuming duty of their position.

The 2019 data show decreases in two key time-consuming categories for CIC CAOs—managing faculty positions and accountability, accreditation, and assessment—between 2013 and 2019. Respectively, there was a decrease of 18 percentage points for managing faculty (from 41 percent to 23 percent) and 7 percentage points for accountability, accreditation, and assessment (from 41 percent to 34 percent).[9]

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[9] This result should be interpreted with caution given the lower response rate in 2019 than in previous survey iterations.

Time-Consuming Duties in 2019 by Institutional Full-Time Equivalent (FTE) Enrollment

Examining responses from CIC CAOs based on their institutions' FTE enrollment categories (<1,000 FTE, 1,000–2,000 FTE, 2,001–3,000 FTE, and 3,000+ FTE) yielded some differences (see Table 3.2.). Supervising personnel (including deans) was the top response for CAOs in three of the four FTE categories; only those CAOs at CIC institutions with fewer than 1,000 FTE students did not list it as their top response. Instead, those CAOs chose curriculum and academic programs (71 percent), which was the second choice for CAOs at institutions with 1,000–2,000 FTE (58 percent) and 2,001–3,000 FTE (40 percent, tied with budgeting/financial management and strategic planning also at 40 percent) and the third choice for CAOs at institutions with 3,000+ FTE (51 percent).

The category of accountability, accreditation, and assessment was indicated as the third most-time-consuming duty by CAOs at institutions with fewer than 1,000 FTE students (48 percent) and 1,000–2,000 FTE (40 percent). Interestingly, this category appeared in fifth place for CAOs at institutions with 2,001–3,000 FTE (22 percent, with campus/faculty governance preceding it at 26 percent) and at institutions with 3,000+ FTE (27 percent, with strategic planning preceding it at 40 percent).

Budgeting/financial management, previously mentioned as a second-place tie (40 percent) with curriculum and academic programs for CAOs at institutions with 2,001–3,000 FTE, was the second-highest time-consuming duty for CAOs at institutions with 3,000+ FTE (53 percent). It tied for fifth place with campus/faculty governance for CAOs at institutions with fewer than 1,000 FTE students (25 percent) and took fourth place for CAOs at institutions with 1,000–2,000 FTE (39 percent), very close behind accountability, accreditation, and assessment. This suggests that CAOs at larger CIC institutions are more closely involved with budgeting/financial management than their peers at smaller

Table 3.2

CIC Chief Academic Officers' Most Time-Consuming Activities by FTE Enrollment, 2019

Most Time-Consuming Activities†	<1,000 FTE	1,000–2,000 FTE	2,001–3,000 FTE	3,000+ FTE
Supervising personnel (including deans, etc.)*	57%	61%	73%	69%
Curriculum and academic programs	71%	58%	40%	51%
Budgeting/financial management	25%	39%	40%	53%
Accountability, accreditation, assessment	48%	40%	22%	27%
Strategic planning	18%	26%	40%	40%
Campus/faculty governance	25%	21%	26%	26%
Managing faculty positions (recruitment, retention, and retirement)*	27%	22%	31%	15%
Enrollment management	16%	13%	16%	7%
Entrepreneurial activities	5%	7%	7%	6%
Student issues/student development	7%	9%	2%	2%
Facilities, space allocation, and capital projects	0%	2%	4%	4%

†Top three choices highlighted
* Question slightly changed over years but still comparable

institutions and are more likely to leave accountability, accreditation, and assessment to deans or assistant academic administrators.

Managing faculty positions (recruitment, retention, and retirement) was only listed in the top three most time-consuming priorities for those CAOs at CIC institutions with 2,001–3,000 FTE (31 percent, after a three-way tie for second place [40 percent] between curriculum and academic programs, budgeting/financial management, and strategic planning). CAOs at institutions with fewer than 1,000 FTE were the second-highest reporters in this category (27 percent), followed by those at institutions with 1,000–2,000 FTE (22 percent) and those at institutions with 3,000+ FTE (15 percent).

Reporting of enrollment management as a time-consuming duty was relatively similar for all CAOs except those at the largest CIC institutions. Sixteen percent

of CAOs at institutions with fewer than 1,000 FTE students and 2,001–3,000 FTE students indicated it as a time-consuming priority, while 13 percent of those CAOs at institutions with 1,000–2,000 FTE did so. At the largest CIC institutions with 3,000+ FTE, only 7 percent of CAOs reported that enrollment management was a time-consuming duty.

Facilities, space allocation, and capital projects, student issues/student development, and entrepreneurial activities are all relatively low in terms of reported time consumption across CIC institutional FTE categories. Student issues/student development duties, logically, consume more time for CAOs at smaller institutions (7 percent at institutions with <1,000 FTE and 9 percent at institutions with 1,000–2,000 FTE). Conversely, duties related to facilities, space allocation, and capital projects consume more time for CAOs at larger institutions (4 percent each at institutions with 2,001–3,000 and 3,000+ FTE).

Table 3.3

CIC Chief Academic Officers' Most Time-Consuming Activities by Selected Carnegie Classification, 2019

Most Time-Consuming Activities[†]	BA: Arts and Sciences	BA: Diverse Fields	Master's
Supervising personnel (including deans, etc.)*	58%	68%	67%
Curriculum and academic programs	52%	58%	52%
Budgeting/financial management	35%	30%	45%
Accountability, accreditation, assessment	25%	46%	35%
Strategic planning	28%	22%	37%
Campus/faculty governance	38%	24%	17%
Managing faculty positions (recruitment, retention, and retirement)	40%	20%	16%
Enrollment management	10%	18%	12%
Entrepreneurial activities	3%	6%	8%
Student issues/student development	3%	8%	5%
Facilities, space allocation, and capital projects	5%	0%	3%

[†]Top three choices highlighted
* Question slightly changed over years but still comparable

Time-Consuming Duties in 2019 by Carnegie Classification

When looking at the three most common Carnegie Classifications among CIC institutional members responding to the survey (Baccalaureate Colleges: Arts and Sciences; Baccalaureate Colleges: Diverse Fields; Master's Colleges and Universities [all sizes]), it is unsurprising that respondents' most commonly reported duties largely fall into the same pattern as by FTE enrollment. Supervising personnel (including deans, etc.) was the most popular response in all categories; curriculum and academic programs was the second-most popular response.

Where respondents differed by their institutions' Carnegie Classifications, however, was in the third most popular response. Respondents at Baccalaureate Colleges: Arts and Sciences institutions most often selected managing faculty positions (40 percent), while those at Baccalaureate Colleges: Diverse Fields selected accountability, accreditation, and assessment duties (46 percent) and those at Master's Colleges and Universities selected budgeting/financial management (45 percent).

Involvement in External Activities

While this discussion of internal activities might seem more than enough to fill a CIC CAO's time, respondents were asked to report on their level of involvement ("none," "a little," "moderate," or "significant") in entities/activities that were external to their role as chief academic officer but still related to the institution as a whole. These included alumni relations, community relations, corporate relations, government relations, fundraising, relationships with other colleges and universities, and working with the institution's governing board.

Governing board activity was the only non-role-specific activity for which all respondents to the question indicated at least some involvement as part of their CAO duties. Thirty-five percent of CIC CAOs reported spending significant time involved with their institution's governing boards, and another 46 percent reported spending moderate time involved with the boards. The remaining 19 percent indicated only spending a little time engaged with the governing boards.

Breaking down CAO governing board involvement by Carnegie Classification showed that 66 percent of CAOs at CIC doctoral universities (less than 4 percent of respondents) reported spending a significant amount of time involved with their institutional boards. This response was echoed by 22 percent of their counterparts at master's colleges and universities with smaller programs, 45 percent of their counterparts at master's colleges and universities with medium-sized programs, and 34 percent of their counterparts at master's colleges and universities with large programs. In the baccalaureate college classification within the CIC membership, 33 percent of CAOs at baccalaureate arts and sciences colleges and 28 percent of CAOs at diverse field colleges also reported spending significant time involved with their institutional boards. Another 50 percent of CAOs at baccalaureate arts and science colleges and 52 percent of CAOs at diverse field baccalaureate colleges indicated they spent moderate amounts of time involved with their institutional boards. This response pattern is most likely attributable to the importance of governance in the independent college sector.

Regarding other external activities, the majority of CAOs reported spending either a little (35 percent) or moderate (49 percent) time working with other colleges and universities; another 13 percent reported spending significant time working with other institutions, and only 3 percent reported spending no time on the topic. Alumni relations was an area where the majority (64 percent) of CIC CAO respondents reported they spent only a little time; another 10 percent indicated they spent a moderate amount of time working on the topic, and 17 percent indicated they spent no time on alumni relations. Fundraising was another topic that the majority of CIC respondents indicated they spent only a little time on (60 percent); another 17 percent indicated they spent moderate time on the topic, and

Table 3.4

Other Regular Activities Performed by CIC Chief Academic Officers, 2009–2019

Regular Activities	2009	2013	2019
Conduct research	21%	16%	16%
Teach solo course	42%	38%	36%
Team-teach course	14%	16%	12%
Write for scholarly publication in your academic discipline	17%	16%	17%
Write about higher education issues	24%	22%	22%

nearly one in five (19 percent) reported they spent no time on fundraising. CAOs were much less likely to work on government relations (44 percent reported no involvement at all and 45 percent indicated only a little involvement). Community relations, however, was an area where the majority of CAOs reported a little (52 percent) involvement; another 35 percent reported moderate involvement.

Other Regular Activities

In order to round out the picture of how CAOs spend their time, respondents were asked to indicate whether they regularly performed any of five academic-related functions: conducting research in their academic discipline, teaching (both a solo course and as part of a team-taught course), writing for scholarly publications in their academic discipline, and writing more generally about higher education issues. In 2019, 16 percent of

In 2019, 16 percent of CIC CAOs regularly conducted research, 36 percent taught a solo course, 12 percent team-taught a course, 17 percent wrote for scholarly publications in their academic discipline, and 22 percent wrote about higher education issues.

CIC CAOs regularly conducted research, 36 percent taught a solo course, 12 percent team-taught a course, 17 percent wrote for scholarly publications in their academic discipline, and 22 percent wrote about higher education issues.

Other Regular Activities over Time

Over time (see Table 3.4), the percentage of CAOs indicating they regularly conducted research in their academic discipline decreased from 21 percent in 2009 to 16 percent in 2019. Those reporting they taught a solo course also decreased from 42 percent in 2009 to 36 percent in 2019. While the reasons why are uncertain, CAOs' consistent frustration about lack of time to think and reflect might play a role.

Other Regular Activities by Gender

When analyzed by gender (see Table 3.5), a higher percentage of male CAOs at CIC institutions indicated they regularly conducted research in their academic discipline (21 percent), taught a solo course (40 percent), and wrote for a scholarly publication in their academic discipline (21 percent) than their female counterparts. Ten percent of female CAOs reported regularly conducting research in their academic discipline, 31 percent reported teaching a solo course, and 13 percent reported writing for a scholarly publication in their academic discipline. Similar percentages of male and female CAOs, however, reported team-teaching courses and writing more generally about higher education issues. The reason for the differences is unclear.

Table 3.5

CIC Chief Academic Officers' Other Regular Activities by Gender, 2019

Regular Activities	Male	Female
Conduct research	21%	10%
Teach solo course	40%	31%
Team-teach course	13%	10%
Write for scholarly publication in your academic discipline	21%	13%
Write about higher education issues	23%	21%

Other Regular Activities by Carnegie Classification

When the 2019 responses were analyzed by the Carnegie Classifications that make up the bulk of CIC respondents' institutions (see Table 3.6 below), more CAOs at master's colleges and universities (20 percent) reported conducting research in their academic discipline than those at baccalaureate institutions. However, more CAOs at arts and sciences baccalaureate institutions reported writing about higher education issues (28 percent) than their peers at either baccalaureate institutions in diverse fields or master's colleges and universities (20 percent each). Teaching a solo course was the most commonly reported activity for all three types of institutional respondents.

Important Duties

The most important duties of the CAO are—as in many other positions in higher education—perceived differently depending on a stakeholder's interests. CAOs were thus asked to pick what they considered to be their three most important duties from a broad variety stretching from traditional academic ones (for example, setting the academic vision of the institution) to more cross-cutting responsibilities (for instance, risk management/legal issues and governing board relations).

CAOs unsurprisingly but overwhelmingly chose setting the academic vision of the institution as their top priority (83 percent), almost identical to 2013 (84 percent).

They were then requested to make the same determination twice more based on what they thought their presidents and their faculty members deemed their three most important duties as CAOs. The survey question was expanded and changed considerably by ACE between the 2009 and 2013 iterations of the study, so only comparisons between 2013 and 2019 may be made.

Table 3.6

CIC Chief Academic Officers' Other Regular Activities by Carnegie Classification

Regular Activities	BA: Arts and Sciences	BA: Diverse Fields	Master's
Conduct research in academic discipline	15%	10%	20%
Teach solo course	38%	36%	35%
Team-teach course	12%	18%	10%
Write for scholarly publication in academic discipline	20%	12%	19%
Write about higher education issues	28%	20%	20%

Most Important CAO Duties as Perceived by the CAO

In 2019 (see Table 3.7), CAOs unsurprisingly but overwhelmingly chose setting the academic vision of the institution as their top priority (83 percent), almost identical to 2013 (84 percent). Strategic planning was chosen second-most often (50 percent). This is slightly higher than in 2013, when strategic planning tied for second place with accountability/ensuring student learning and attainment of credentials (48 percent for each). Accountability/ensuring student learning and attainment of credentials decreased by 8 percentage points between 2013 and 2019, but it was still chosen as the third-most popular response in 2019 (40 percent).

Supervising and managing personnel (38 percent) was the fourth most popular response, increasing by 4 percentage points from 2013 (34 percent). Advocating on behalf of the faculty was the fifth most popular response (34 percent, identical from 2013 to 2019). Budget/financial management increased from 22 percent in 2013 to 28 percent in 2019. Enrollment management increased from 8 percent in 2013 to 12 percent in 2019. CAOs were much less likely to select other categories (for example, entrepreneurial ventures, technology planning, and legal/risk management) in both 2013 and 2019.

Table 3.7

Most Important Duties to CIC Chief Academic Officers, 2013 and 2019

Most Important Duties†	2013	2019
Setting the academic vision of the institution	84%	83%
Strategic planning	48%	50%
Accountability/ensuring student learning and attainment of credentials	48%	40%
Supervising and managing personnel	34%	38%
Advocating on behalf of the faculty	34%	34%
Budget/financial management	22%	28%
Enrollment management	8%	12%
Entrepreneurial ventures	6%	7%
Technology planning (e.g., course redesign, MOOCs)	5%	2%
Governing board relations	4%	2%
Risk management/legal issues	1%	2%
Fundraising	0%	1%
Community relations	0%	<1%
Campus internationalization	2%	<1%
Government relations	0%	0%
Media/PR	0%	0%
Athletics	1%	0%

†Top three choices highlighted

Most Important CAO Duties to the President

In 2019, as in 2013, CIC CAOs considered their most important duty as a CAO in their president's mind to be setting the academic vision of the institution (68 percent in 2019 versus 67 percent in 2013; see Table 3.8). Strategic planning retained the number two position in 2019, increasing by 3 percentage points to 50 percent from 47 percent in 2013. CAOs perceived supervising and managing personnel to be the president's third most important priority (42 percent). This moved up from the fourth-most position (also 42 percent) in 2013, but the lower 2019 response rate may have affected this since in 2013 the difference between the third- and fourth-most positions was only 1 percentage point. Accountability/ensuring student learning and attainment of credentials (37 percent) traded places with supervising and managing personnel in 2019.

CAOs' attention to budget/financial management remained at the same level of perceived importance to the president in 2019 (fifth-most important) and only increased by 2 percentage points from 2013 (35 percent in 2019 vs. 33 percent in 2013). While the percentage of CAOs who indicated their enrollment management duty was a priority to their president increased from 15 percent in 2013 to 22 percent in 2019, it retained its place as sixth-most important in perceived presidential priorities from 2013 to 2019.

Table 3.8

Most Important Chief Academic Officer Duties to Presidents,* 2013 and 2019

Most Important Duties†	2013	2019
Setting the academic vision of the institution	67%	68%
Strategic planning	47%	50%
Supervising and managing personnel	42%	42%
Accountability/ensuring student learning and attainment of credentials	43%	37%
Budget/financial management	33%	35%
Enrollment management	15%	22%
Entrepreneurial ventures	10%	18%
Advocating on behalf of the faculty	13%	9%
Governing board relations	5%	6%
Risk management/legal issues	4%	3%
Fundraising	2%	3%
Community relations	1%	2%
Technology planning (e.g., course redesign, MOOCs)	4%	1%
Campus internationalization	3%	0%
Government relations	0%	<1%
Media/PR	0%	<1%
Athletics	1%	1%

*As perceived by CAO survey respondents
†Top three choices highlighted

The CAO duty to advocate on behalf of the faculty—which for CAOs themselves was the fifth most important response (34 percent)—was not perceived by CAOs as having the same level of importance to their president. In 2019, only 9 percent of CAOs thought advocating on behalf of the faculty was perceived as important by their president; this represents a decrease of 4 percentage points from 2013's 13 percent.

Most Important CAO Duties to the Faculty

Unsurprisingly, CAOs overwhelmingly perceive that their faculty think the CAO's most important duty is to advocate on behalf of the faculty (90 percent in 2019; 87 percent in 2013; see Table 3.9). The second most important CAO duty they perceive from their faculty's perspective, again unsurprisingly, is setting the academic vision of the institution (80 percent in 2019; 77 percent in 2013). In third place according to perceived importance to faculty both in 2019 and in 2013 was accountability/ensuring student learning and attainment of credentials (33 percent in 2019, decreasing slightly from 2013's 36 percent).

CAOs' perception of their budget/financial management duties' relative importance to the faculty remained in the same position from 2013 to 2019 (fourth most important), but it decreased slightly in percentage terms (29 percent in 2019 versus 31 percent in 2013).

Table 3.9

Most Important CIC Chief Academic Officer Duties to Faculty,* 2013 and 2019

Most Important Duties†	2013	2019
Advocating on behalf of the faculty	87%	90%
Setting the academic vision of the institution	77%	80%
Accountability/ensuring student learning and attainment of credentials	36%	33%
Budget/financial management	31%	29%
Supervising and managing personnel	21%	26%
Strategic planning	24%	18%
Enrollment management	4%	12%
Entrepreneurial ventures	1%	4%
Technology planning (e.g., course redesign, MOOCs)	4%	3%
Fundraising	2%	3%
Governing board relations	2%	1%
Community relations	1%	0%
Government relations	0%	0%
Media/PR	0%	0%
Risk management/legal issues	1%	<1%
Campus internationalization	2%	<1%
Athletics	0%	<1%

*As perceived by CAO survey respondents
†Top three choices highlighted

Supervising and managing personnel moved upward by one position in perceived relative importance to the faculty (from sixth most important to fifth most important) from 2013 to 2019; its importance increased by 5 percentage points (from 21 percent in 2013 to 26 percent in 2019). Strategic planning's rank in relative perceived importance to the faculty dropped to sixth position (18 percent in 2019), decreasing by 6 percentage points (24 percent in 2013).

In conclusion, while a solid majority of CIC CAOs over time perceive the CAO's responsibility for setting the academic vision of the institution as being as important to their presidents and almost as important to faculty as to CAOs themselves, their perceptions then diverge in varying ways.

To CAOs, faculty believe the most important job responsibility of a CAO is to advocate on their behalf—a perception not shared by either CAOs or presidents. While CAOs consider faculty advocacy important, they and their presidents share a sense that the broader institutional concern of strategic planning is the CAO's second most important duty. By contrast, setting the academic vision of the institution—the CAO and president's shared first priority for the CAO—takes second place to faculty advocacy at least as CAOs perceive their faculty's priorities.

Satisfaction

Even a quick glance at general news sources makes it clear that higher education as a whole is in a state of turmoil. Admissions and athletics scandals, sudden institutional closures, and hate crimes on campus dominate the news. The words "elitist" and "out of touch" are used by politicians and demagogues to describe all colleges and universities regardless of their actual sectors, missions, and student demographics. And seemingly everyone has an opinion on how to "fix" higher education.

Given both the general state of affairs in higher education and the number of internal and external duties for which chief academic officers at CIC institutions are responsible, the question of whether these CAOs are satisfied with their jobs is logical. A CAO is constantly required to switch roles dependent upon the task at hand (for example, shifting from academic leader to diplomat to advocate as appropriate when dealing with different institutional or external constituencies). In addition, as described earlier, the CAO also must attempt to balance her or his own professional commitment to research, teaching, scholarship, and the demands of the institution as a whole—not to mention the demands of families and other personal commitments. This makes for a difficult balancing act and potential dissatisfaction.

The majority of respondents (53 percent) are satisfied with their jobs. Another 40 percent are very satisfied, though this figure has decreased by 9 percentage points from 2013.

Surprisingly, in light of current events, the majority of respondents (53 percent) are satisfied with their jobs. Another 40 percent are very satisfied, though this figure has decreased by 9 percentage points from 2013.[10] Overall, when combining satisfied and very satisfied responses, the vast majority of CAOs who found their work agreeable remained stable: 92 percent in 2013 and 93 percent in 2019. (The question format was changed in 2013, so the 2009 results are not directly comparable.) Only 7 percent reported being dissatisfied; none reported being very dissatisfied. Figure 3.1 compares CAOs' reported job satisfaction levels in 2013 and 2019.

Satisfaction by Gender

Male and female CAOs reported identical dissatisfaction rates in 2019 (7 percent). Moving to satisfaction rates, while only 47 percent of female CAOs indicated they were satisfied with their jobs as opposed to

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[10] The decrease should be interpreted with caution given the lower response rate in 2019 than in 2013.

Figure 3.1

CIC Chief Academic Officers' Reported Job Satisfaction, 2013–2019
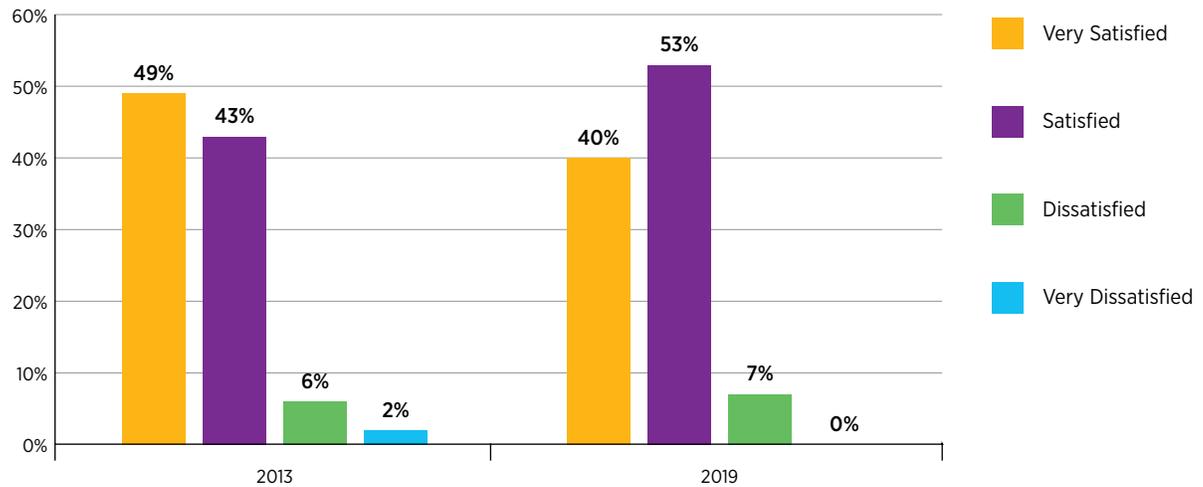
58 percent of male CAOs, 46 percent of female CAOs indicated they were very satisfied with their jobs as opposed to 34 percent of male CAOs. Overall, when combining very satisfied and satisfied, 93 percent of female CAOs and 92 percent of male CAOs fell into this category.

When comparing 2013 and 2019 job satisfaction responses by gender, both male and female CAOs' responses of being very satisfied with their positions decreased between 2013 and 2019; however, both male and female CAOs' responses of being satisfied with their positions increased between 2013 and 2019. (See Figure 3.2.) Dissatisfaction percentages differed between genders over time. When combining dissatisfied and very dissatisfied percentages, 11 percent of female CAOs expressed dissatisfaction with their positions in 2013 versus 6 percent of male CAOs in 2013. In 2019, 7 percent of female CAOs expressed dissatisfaction with their positions versus 8 percent of male CAOs. The reasons behind the shifts in satisfaction and dissatisfaction are unclear from the survey data.

Satisfaction by Race/Ethnicity

CAOs of color reported either being satisfied (55 percent) or very satisfied (46 percent).[11] Only 7 percent of white CAOs reported being dissatisfied, with 53 percent reporting being satisfied and another 40 percent reporting being very satisfied.

Satisfaction by LGBTQ Identity

While the small N of respondents who chose to identify themselves as LGBTQ should be taken into consideration, the majority reported either being satisfied (27 percent) or very satisfied (64 percent) with their positions.

Satisfaction by Institutional Region

As can be seen in Figure 3.3, the highest percentages of CIC CAOs reporting dissatisfaction with their jobs worked at institutions in New England and the Great Lakes (13 percent each). This is not altogether surprising given broader higher education trends, but it also should be noted that 50 percent of respondents from the New England region and 48 percent of respondents

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[11] The small number of CAOs of color (9 percent of respondents overall) should be taken into consideration when interpreting this data point.

Figure 3.2

CIC Chief Academic Officers' Job Satisfaction over Time by Gender, 2013–2019
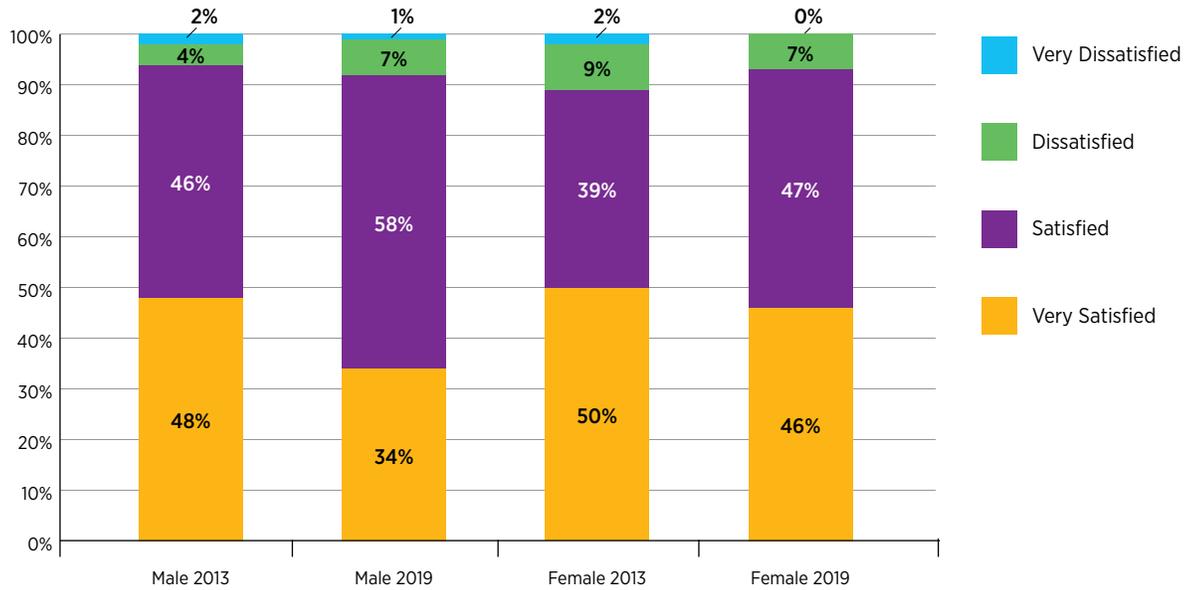

Figure 3.3

CIC Chief Academic Officers' Job Satisfaction by Institutional Region
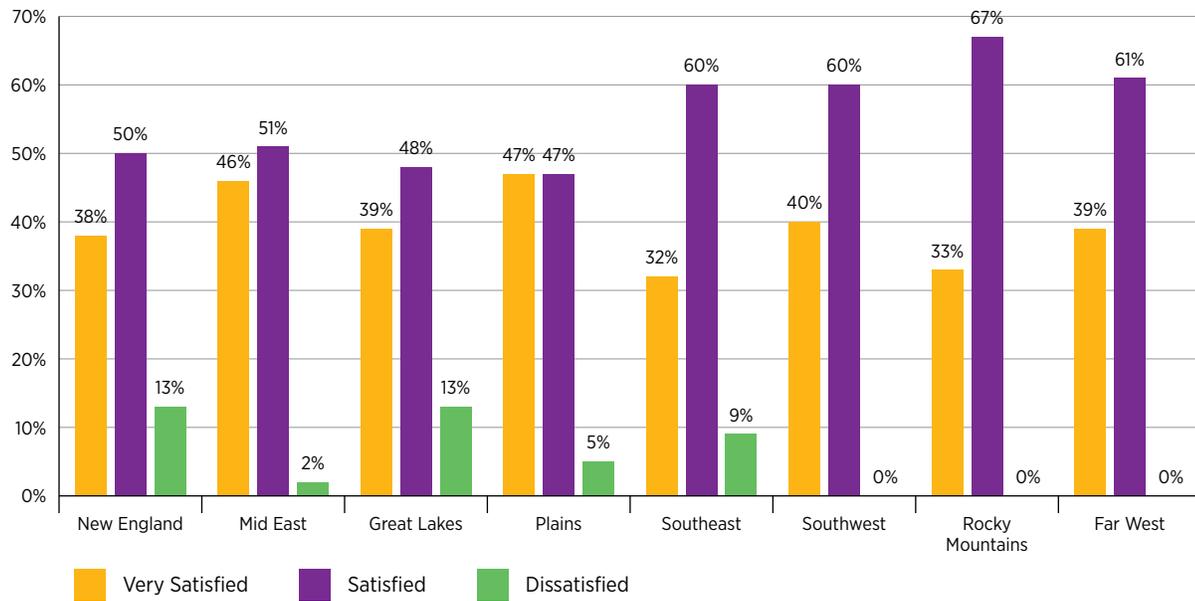
from the Great Lakes region reported they were satisfied with their positions.

Satisfaction by Institutional FTE Enrollment

Table 3.10 shows that while the majority of CIC CAOs report being either very satisfied or satisfied with their positions regardless of the FTE enrollment at their institutions, the largest percentage of those reporting dissatisfaction worked at institutions with between 1,000–2,000 FTE students (10 percent). Interestingly, only 5 percent of CAOs at institutions with enrollments under 1,000 FTE students indicated being dissatisfied with their positions despite well-known enrollment pressures on the smallest independent colleges. CAOs at the largest CIC institutions (over 3,000 FTE) were the largest percentage of those who reported being very satisfied with their jobs (49 percent).

The greatest amount of job dissatisfaction was expressed by those CAOs who had been in their positions between two and five years at the time of the survey.

Satisfaction by Length of Time as CAO

When analyzed by length of time as CAO, the newest CAOs (in their positions for up to one year) and the longest-serving CAOs (11 or more years in their positions) reported the highest degree of satisfaction in their jobs. Fifty percent of CAOs who had been in their positions

for up to one year at the time of the survey reported being satisfied and another 50 percent reported being very satisfied with their jobs. Of those CAOs on the job for 11 or more years, 42 percent reported being satisfied and another 54 percent reported being very satisfied with their job.

The greatest amount of job dissatisfaction was expressed by those CAOs who had been in their positions between two and five years at the time of the survey; 13 percent were dissatisfied compared with 5 percent of those who had been in their positions between six and ten years and 4 percent of CAOs who had been in their position for 11 or more years at the time of the survey.

Job Frustrations

Every job, no matter how satisfied an incumbent may be with it overall, has its frustrations; CIC CAOs are no exception to the rule. Paralleling previous studies of presidents (ACE 2017; CIC 2018), the CAO survey asked respondents to indicate whether they were frustrated by a list of common issues ranging from lack of money to lack of time to think and reflect to relations with their president/chancellor and board to campus infighting to work/life balance. (See Table 3.11.) Changes in answer choices and wording between 2013 and 2019 mean that not all answers are directly comparable.

Unsurprisingly and paralleling data on college presidents' frustrations both in other sectors and within

Table 3.10

CIC Chief Academic Officers' Job Satisfaction by Institutional Enrollment

Institutional Enrollment	Very Satisfied	Satisfied	Dissatisfied
<1,000 FTE	32%	64%	5%
1,000–2,000 FTE	35%	55%	10%
2,001–3,000 FTE	46%	47%	6%
3,000+ FTE	49%	46%	6%

Table 3.11

CIC Chief Academic Officers' Job Frustrations, 2019

Frustrations†	Percent
Never enough money	58%
Lack of time to think/reflect	49%
Faculty resistance to change	45%
The belief by others that you are infinitely accessible	26%
The difficulty of cultivating leadership in others	25%
Lack of work/life balance	15%
The president/chancellor	13%
Unresponsive campus governance structures	12%
Relationships with other administrators	10%
Campus infighting	10%
Revenue generation expectations	10%
Workforce management	9%
Unclear metrics for success in position	8%
Board members	6%
Athletics	2%

†Top three choices highlighted

the CIC membership (ACE 2017, p. 41; CIC 2018, p. 31), the top frustration of CIC CAOs was never having enough money (58 percent). The second-highest frustration was the lack of time to think and reflect (49 percent), followed closely by faculty resistance to change (45 percent) as the third-highest frustration. The frustrations regarding lack of money and lack of time to think and reflect are comparable to 2013, when they also were CIC CAOs' top two frustrations (53 percent and 50 percent, respectively). The faculty question was reworded in 2019 so is not directly comparable to 2013. CAOs expressed the lowest levels of frustration with athletics (2 percent), governing board members (6 percent), and unclear metrics for success in their position (8 percent).

Frustrations by Length of Time as CAO

As can be seen in Table 3.12, CAOs share similar frustrations regardless of their longevity as CAO. Never having enough money was the top frustration among all but the longest-serving CAOs (11 or more years), where it was narrowly edged out by lack of time to think and reflect (62 percent versus 65 percent, respectively). Lack of time to think and reflect was the second-highest frustration among CAOs serving between two and five years and six and ten years; it was the third-highest frustration among CAOs on the job less than one year. Faculty resistance to change was the second-highest frustration for those CAOs on the job for up to one year, but the third-highest frustration for all other groups.

CAOs share similar frustrations regardless of their longevity as CAO. Never having enough money was the top frustration among all but the longest-serving CAOs (11 or more years), where it was narrowly edged out by lack of time to think and reflect (62 percent versus 65 percent, respectively).

Relationships with Other Campus Personnel

CAOs were asked about their best—and most challenging—relationships with other campus personnel including deans, faculty members, their chief financial officers (CFOs), other vice presidents than the CFO, and their presidents. In 2019, respondents once again indicated their best relationship was with their presidents (37 percent); while the response has decreased by 9 percentage points from 2009's high of 46 percent and by 2 percentage points from 2013's 39 percent, the trend is consistent over time. CAOs' second-best relationship—also consistent with prior years' data—was with

Table 3.12

CIC Chief Academic Officers' Job Frustrations by Length of Time as CAO, 2019

Frustrations†	Up to 1 year	2–5 years	6–10 years	11+ years
Never enough money	55%	59%	58%	62%
Lack of time to think/reflect	45%	45%	51%	65%
Faculty resistance to change	53%	44%	42%	35%
The belief by others that you are infinitely accessible	28%	25%	19%	31%
Lack of work/life balance	16%	11%	21%	27%
The difficulty of cultivating leadership in others	31%	24%	23%	15%
Workforce management	3%	8%	16%	15%
Unclear metrics for success in position	8%	7%	12%	12%
The president/chancellor	9%	19%	9%	8%
Unresponsive campus governance structures	17%	9%	14%	8%
Relationships with other administrators	8%	12%	9%	8%
Campus infighting	11%	11%	7%	4%
Revenue generation expectations	8%	11%	12%	4%
Board members	2%	10%	0%	8%
Athletics	2%	1%	5%	0%

†Top three choices highlighted

their deans (25 percent). This response has increased from 19 percent in 2009 and 20 percent in 2013. However, only 8 percent of CAOs in 2019 said their best relationship was with their faculty. (See Figure 3.4 for full details.)

CAOs' most challenging relationships are mostly consistent over time as well (see Figure 3.5). In 2019, 32 percent reported their most challenging relationship was with their faculty members; this is only 2 percentage points lower than in 2009 (34 percent), though 8 percentage points higher than in 2013 (24 percent). Their second most challenging relationship was with vice presidents other than the CFO (24 percent), which has remained consistent from 2009–2019 (24 percent in 2009, 26 percent in 2013, and 24 percent in 2019). However, their third most challenging relationship, with their CFO (16 percent), was lower than in years past. The percentage of CIC CAOs who reported their most challenging relationship was with the CFO in 2009 was 21 percent and in 2013 was 20 percent.

In 2019, respondents once again indicated their best relationship was with their presidents (37 percent).

Figure 3.4

**CIC Chief Academic Officers' Best Working Relationships over Time, 2009–2019**
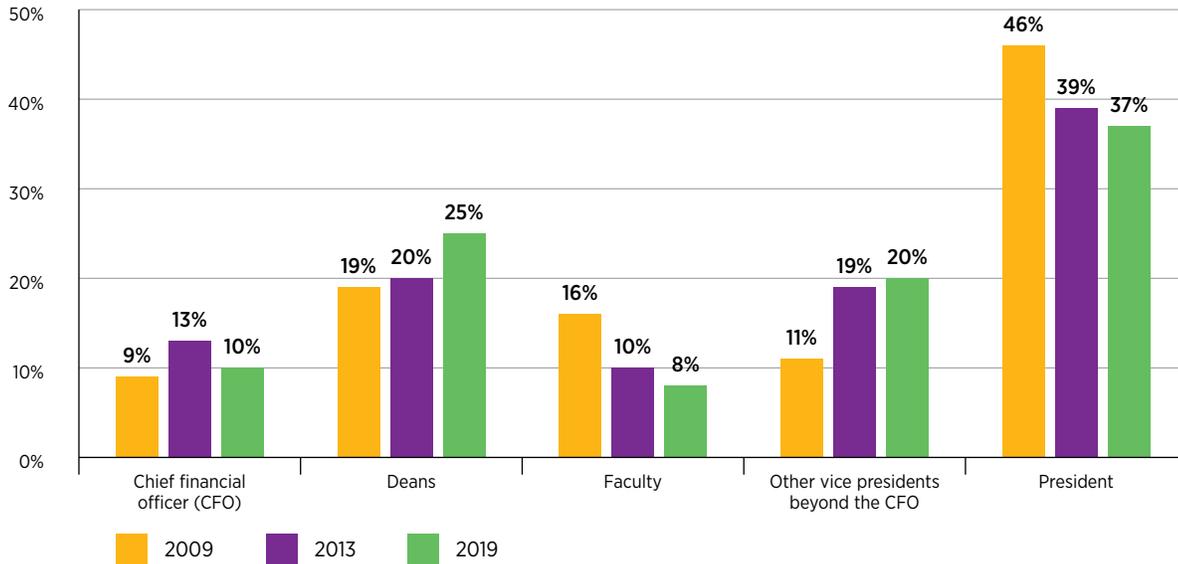
Figure 3.5

CIC Chief Academic Officers' Most Challenging Relationships over Time, 2009–2019
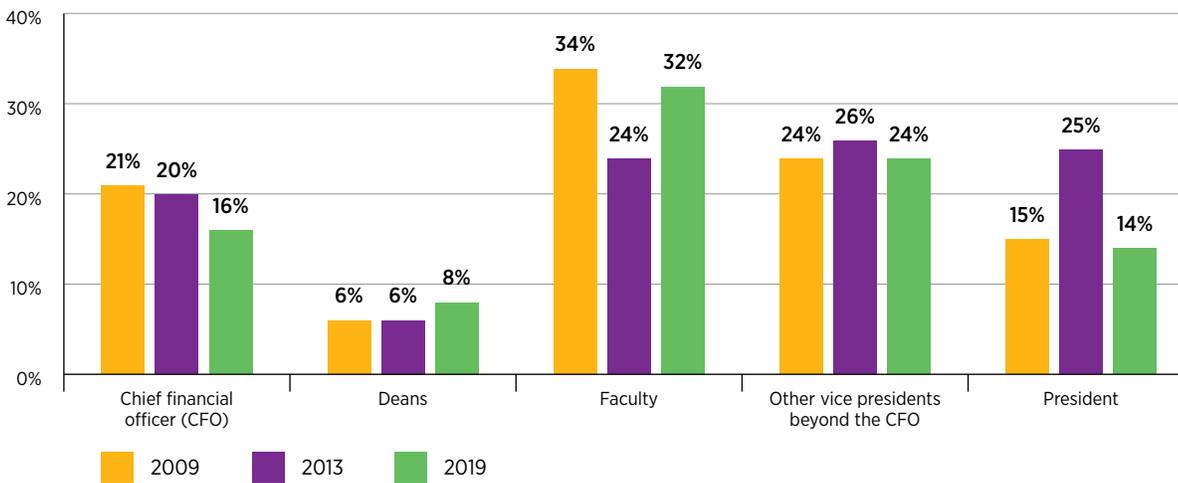
When it comes to reporting challenging relationships with presidents, CIC CAOs' responses have varied over time. In 2019, 14 percent of CAOs reported their most challenging relationship was with their president. This figure is closer to 2009's 15 percent, decreasing by 11 percentage points from 2013's 25 percent. It is unclear whether the lower response rate in 2019 may have affected this data point in particular, but the decrease is still notable.

Chapter Four: CIC Chief Academic Officers' Next Career Steps and Potential Presidential Aspirations

Chief academic officers at CIC institutions are predominantly the "number two" executives at their institutions. With the tenure of college presidents growing shorter (ACE 2017, p. 23) and increased concerns about pipelines to the presidency being inadequate, the question of whether CAOs—who work closely with presidents and often report good relationships with them—aspire to the presidency becomes more pressing. The survey asked a number of questions about CAOs' aspirations, or lack thereof, to become college presidents as well as what would help undecided CAOs decide whether to seek a presidency.

The majority of CIC chief academic officers surveyed are consistently not interested in pursuing a college presidency.

CAOs' Next Steps

When asked in general what their next career steps were, most CIC CAOs declined to answer (possibly due to a lack of "no next step/retire" options in the question). Of those who responded, 4 percent indicated they did not know or were undecided, 4 percent said they would seek another CAO position, and 1 percent said they would look for work outside higher education. Sixteen percent, however, said they would seek a college presidency.

Seeking a College Presidency: Yes, No, or Undecided?

When posed the specific question of whether or not they would seek a college presidency in the future—as opposed to the more general question about next career steps—37 percent of CAOs said they would not. Another 31 percent were undecided. Ten percent said they had already sought a presidency, failed to obtain it, and would keep trying; another 7 percent said they had tried and failed and were no longer interested in

Figure 4.1

CIC Chief Academic Officers' Plan to Seek a College Presidency over Time, 2009–2019
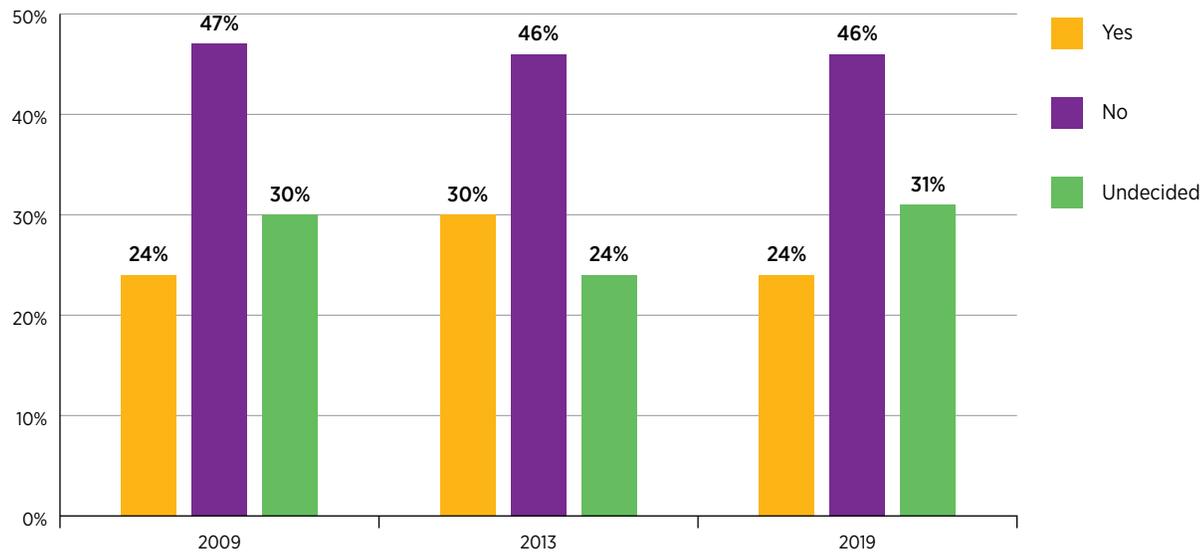
seeking a presidency. Fourteen percent said they would seek a presidency, slightly lower than the response to the more general question.

When looking at simple yes or no responses over time (namely, collapsing the more nuanced responses into "yes" or "no"), the majority of CIC chief academic officers surveyed are consistently not interested in pursuing a college presidency. (See Figure 4.1 above.) Positive responses peaked in 2013 (30 percent) and were identical in 2009 and 2019 (24 percent). The undecided responses followed an almost opposite pattern, being at their lowest in 2013 (24 percent) and within one percentage point of each other in 2009 and 2019 (30 and 31 percent, respectively).

Interest in seeking a presidency by gender
When broken down by simple yes/no/undecided categories, most male (43 percent) and female (47 percent) CAOs at CIC institutions were not interested in seeking a college presidency. However, 28 percent of male CAOs, as opposed to 21 percent of female CAOs, said they planned to seek a college presidency. The

undecided group showed very little difference by gender (32 percent of women versus 30 percent of men).

Interest in seeking a presidency by race/ethnicity
Although the low number of CAOs of color mean these data should be interpreted with caution, slightly more CAOs of color (27 percent) planned to seek a presidency than white CAOs (24 percent), and fewer CAOs of color (36 percent) ruled it out entirely than white CAOs (45 percent). More CAOs of color (36 percent) were undecided about seeking a presidency than white CAOs (31 percent).

Interest in seeking a presidency by LGBTQ identity
Again, the low number of self-identified LGBTQ chief academic officers in the survey response pool means the data should be interpreted with caution. Of those respondents who identified as LGBTQ, only 27 percent responded they planned to seek a presidency; 64 percent said they would not seek a presidency, and 9 percent were undecided.

Reasons CAOs were undecided about seeking a presidency

As can be seen in Table 4.1 below, the three most popular reasons selected by CAOs who indicated they were still undecided about seeking a presidency had to do with the nature of the work (for instance, fundraising and external relations), concerns about work-life balance, and comfort levels with the presidency's increasingly political role. These responses, as will be seen later, were echoed by the CAOs who said they would not seek a college presidency. Very few (1 percent) said they did not know enough about the position.

The 2019 results are largely consistent with 2013 responses. The top four reasons for CAO indecision about seeking a college presidency in 2019 (uncertainty about liking the work, concerns about work/life balance, uncertainty about comfort with the increasingly political role of the presidency, and the respondent not knowing whether she or he had the skills to succeed in the position) are in the same order in 2013. The only differences in 2013's responses were that "might want to return to the classroom/lab" and "concerns about the search process" tied at 4 percent, whereas in 2019 8 percent of respondents indicated "might want to return to the classroom/lab" and 5 percent indicated "concerns about the search process."

Getting to "yes": What would help undecided CAOs opt to seek a college presidency

Interestingly, while only 1 percent of CAOs who were undecided about seeking a presidency indicated it was because they did not know enough about the position, when asked to indicate what would help them move from "undecided" to "yes" the most common response was obtaining mentoring from either a sitting or retired president (17 percent). (See Table 4.2.) Being approached by search consultants (13 percent) was 5 percentage points higher than getting professional coaching from search consultants (8 percent). These three responses also were the most common in 2013.

Although the reasons for the seeming disconnect regarding knowledge are unclear from the data, there was interest among those undecided CAOs in being mentored by a president in order to decide whether seeking a presidency would be the right move for them. Perhaps greater visibility for the CIC Executive Leadership Academy and the CIC Presidential Vocation and Institutional Mission programs, with their opportunities for one-on-one mentoring, would help undecided CAOs become more inclined to pursue a presidency.

Table 4.1

CIC Chief Academic Officers' Reasons for Indecision about Seeking a College Presidency, 2013 and 2019

Reasons for CAO Indecision about Seeking a Presidency	2013	2019
Uncertain if I will like the nature of the work (e.g., fundraising focus, external relations, etc.)	18%	21%
Concerns about work/life balance	11%	16%
Uncertain if I will be comfortable with the increasingly political role of the presidency	9%	13%
Do not know if I have the skills to succeed in the position	8%	11%
Might want to return to the classroom/lab	4%	8%
Considering possibly working outside of higher education	3%	6%
Concerns about the search process	4%	5%
Do not know enough about the position	1%	1%

Table 4.2

Factors That Would Help Undecided CIC Chief Academic Officers Seek a Presidency, 2013 and 2019

Factor	2013	2019
Mentoring from a (sitting or retired) president	13%	17%
Being approached by search consultants	8%	13%
More senior academic leadership experience	5%	9%
Professional coaching from search consultants	7%	8%
More knowledge about the job/responsibilities in general	4%	7%
Support from a spouse/partner	5%	6%
Reduced family-related responsibilities	5%	5%
Better compensation	2%	1%

Staying at "no": Reasons for not seeking a college presidency

As in previous years, the most common reason cited by CAOs for not seeking a college presidency was the unappealing nature of the work (30 percent), followed by the time demands of the position (21 percent) and not wanting to live "in a fishbowl" (16 percent). The positioning of some responses has shifted between 2013 and 2019 (see Table 4.3), but the most common reasons remain consistently in the top three or four. In addition, 2019 free responses cited such issues as the potential negative effect of a presidency on a spouse/partner and not wanting to move again for a presidency.

Reasons a previous presidential candidacy might have been unsuccessful

Those CAOs who reported having unsuccessfully sought presidential positions were invited to explain in free response why they thought they had not succeeded. The most common hypothesis was the CAO having no or very limited fundraising experience, followed by issues of "fit" (or lack thereof) and the institutions preferring other candidates with presidential experience to the CAO candidate.

Based on the data over time, it seems clear that many chief academic officers at CIC institutions—who, after all, have a closer view of the presidency than many others on campus—have weighed the pros and cons and are simply not interested in being college presidents. As one respondent commented, "The most important reason is as follows: The CAO role is a great fit for my gifts, competencies, and interests. I know who I am, and the current role is best for me and for the institution."

As in previous years, the most common reason cited by CAOs for not seeking a college presidency was the unappealing nature of the work (30 percent), followed by the time demands of the position (21 percent) and not wanting to live "in a fishbowl" (16 percent).

Table 4.3

CIC Chief Academic Officers' Reasons for Not Considering a College Presidency, 2013 and 2019

Reasons	2013	2019
Nature of the work is unappealing (e.g., fundraising focus, external relations, etc.)	31%	30%
Time demands of the position (e.g., too much time away from personal life)	13%	21%
Don't want to live "in a fishbowl"	15%	16%
Not comfortable with the increasingly political role of the presidency	10%	14%
Want to return to academic work and/or the classroom	11%	11%
Ready to retire	10%	11%
Too old to be considered a viable candidate ("aged out")	9%	5%
Don't know if I am ready	3%	3%
Do not feel prepared to succeed in the position	7%	3%
Not comfortable with the search process	2%	2%
Considering a position outside of higher education	1%	1%
Insufficient compensation	0%	1%
Already served as a president	1%	0%

CAOs Seeking to Move into a College Presidency

Although the majority of responding CAOs indicated they were not interested in a presidency, those interested were invited to answer follow-up questions. Questions concerned the timing of their presidential search, whether they had already mounted searches and if so how many, what steps they had taken to prepare for a presidential position, and areas in which they believed they needed to develop further proficiency in order to be a successful college president. These results are discussed below.

Timing of presidential ambitions by interested CAOs

CAOs who indicated they were interested in becoming college presidents were asked when they anticipated doing so. (Obviously a presidential search is not entirely under an applicant's control, given factors such as the timing of presidential vacancies in which they might be interested.) The most common answer was three to five years from the time the question was asked (37 percent), with another 25 percent saying within the next year or so; 19 percent did not know, 12 percent said within six to nine years, 5 percent said this year (2019), and 2 percent said ten or more years from now.

Timing of presidential ambitions by gender

When analyzed by gender,[12] some differences emerge (see Figure 4.2). Slightly more female CAOs (8 percent) than male CAOs (3 percent) responded that they anticipated becoming a president this year (2019); this also was true for those who anticipated becoming a president in the next year or two (28 percent of female CAOs vs. 24 percent of male CAOs). However, more male CAOs (41 percent) than female CAOs (32 percent) anticipated they would become presidents within three to five years.

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[12] The number of CAO respondents who actually wanted to become presidents is low enough that the data should be interpreted with caution.

Timing of presidential ambitions by race/ethnicity

The most common responses from those CAOs of color anticipating a college presidency tied between expecting to become a president three to five years from the present (33 percent) and not knowing (33 percent).[13] White CAOs' most popular response also was that they anticipated becoming a president three to five years from the present (39 percent); however, 26 percent expected becoming a president within the next year or two and 18 percent did not know when they would become a president.

### Timing of presidential ambitions by age range

Unsurprisingly, no CAOs between 51 and 60 or over 60 years of age answered that they anticipated becoming a college president ten or more years from the present; only 8 percent of those CAOs between 31 and 50 years of age selected that option. The three most popular

answers from those oldest CAOs (over 60 years of age) who anticipated becoming a college president were unknown (39 percent), three to five years from now (31 percent), and within the next year or two (23 percent).

CAOs between ages 51 and 60 were more certain about their prospects than their older counterparts; only 17 percent said they did not know when they would become a college president. Thirty-seven percent indicated they anticipated becoming a college president three to five years from when the question was asked, and 27 percent indicated they anticipated becoming a college president in the next year or two. The responses of six to nine years from now and unknown tied at 17 percent each.

The youngest CAOs (ages 31 to 50) matched the CAOs between ages 51 and 60 by indicating that they anticipated becoming a college president three to five years

Figure 4.2
CIC Chief Academic Officers' Anticipated Timing of a Presidency by Gender, 2019
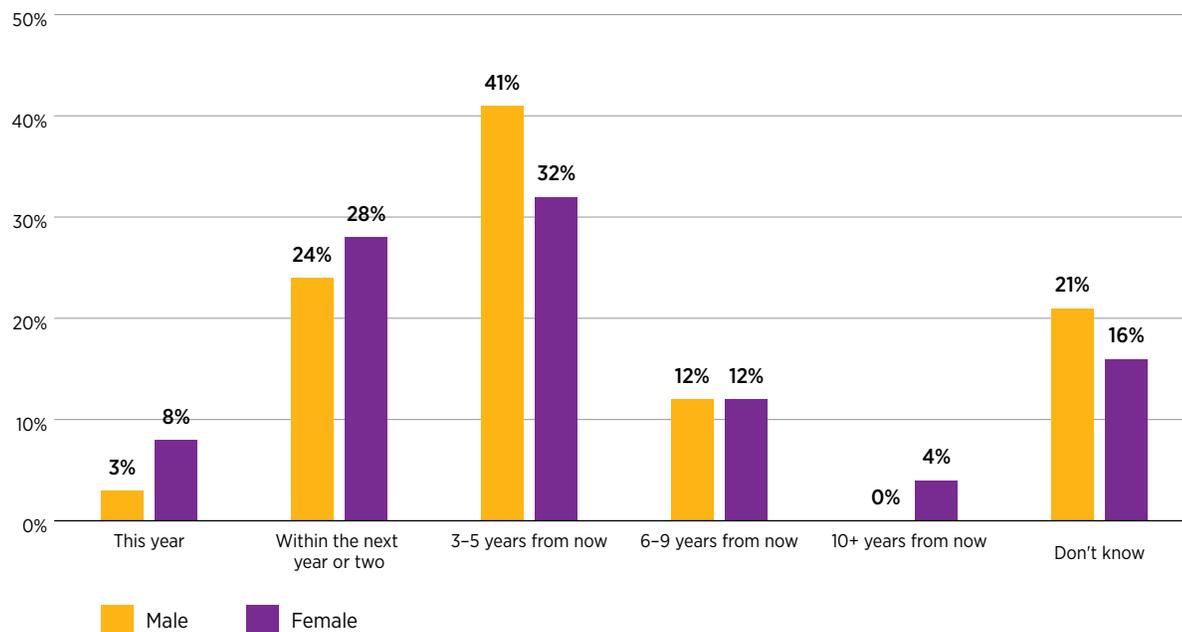
[13] Again, the number of CAOs of color is low enough that data should be interpreted with caution.

from the present as their most popular answer (46 percent); 15 percent answered within the next year or two, tying with six to nine years from now (15 percent) as the second most popular answer. The other answer choices (this year, unknown, and ten or more years from now) all tied at 8 percent each.

Timing of presidential ambitions by immediate prior position in higher education

When examining presidential ambitions by CAOs' immediate prior positions (CAO or provost; other campus academic affairs executive; other campus non-academic-affairs executive; dean of an academic college; department chair/head; faculty), the most common two answers were that respondents anticipated becoming a college president in either three to five years from now (selected by respondents in six of seven categories) or within the next year or two (selected by respondents in five of seven categories). This preference for relatively short progression from the CAO position to the presidency (either becoming a president in the next year or two or becoming a president three to five years from the present) indicated by CAOs with different prior professional backgrounds and experiences has implications for CIC programming related to the presidency. In particular, CIC's Executive Leadership Academy and Presidential Vocation and Institutional Mission program would be appropriate for respondents interested in a presidency within the next few years. CIC also offers a session or sessions at the Institute for Chief Academic Officers for CAOs considering a presidency.

Areas where CAOs interested in a presidency feel they need further proficiency in order to succeed as presidents

Those CAOs who indicated they were interested in seeking a presidency were asked to list areas in which they believed they needed to develop further proficiency in order to succeed in a presidential position (see Table 4.4). Unsurprisingly when considered in light of unsuccessful presidential candidate CAOs' pinpointing their lack of fundraising experience as a

reason for their failure, fundraising topped the list at 18 percent of responses. Alumni relations (8 percent) and budget/financial management, capital improvement projects, and governing board relations (tied at 7 percent each) rounded out the three most popular answers. Respondents to the 2013 survey also indicated fundraising (23 percent), alumni relations, budget/financial management, and governing board relations (all tied at 9 percent), and government relations (7 percent) as areas in which they felt they needed further proficiency in order to succeed in a presidential position. This also is consistent with the 2009 survey, where fundraising, governing board relations, and budget/financial management were the top three items listed.

Since fundraising was consistently placed very low on CAOs' lists—ranging from 1 to 3 percent in 2019 and lower in 2013—of what they perceived as the three most important duties to themselves, their president, and their faculty (see pp. 39–43), their assessment of themselves as needing more fundraising proficiency in order to be successful presidents is logical. This has implications for CIC programs as follows: Once every four years, including 2019, chief advancement officers are invited to join CAOs at CIC's Institute for Chief Academic Officers. These Institutes enable participants to take advantage of the expertise of the chief advancement officers, who offer workshops on fundraising and other advancement opportunities; the Institutes also encourage CAOs, particularly those interested in pursuing presidencies, to cooperate and collaborate with their chief advancement officers on a regular basis.

Table 4.4

CIC Chief Academic Officers' Self-Identified Areas for Improvement to Succeed as College Presidents, 2019

Area	Percent
Fundraising	18%
Alumni relations	8%
Budget/financial management	7%
Capital improvement projects	7%
Governing board relations	7%
Government relations	6%
Athletics	6%
Economic development	5%
Media relations	5%
Change management	4%
Community relations	4%
Crisis management	4%
Risk management/legal issues	4%
Enrollment management	3%
Global branding/marketing	3%
Conflict management	1%
Strategic planning	1%
Technology	<1%
None	<1%

Chapter Five: Implications for Further Research and Practice

These study findings provide not only a decade-spanning perspective on CIC chief academic officers' demographics, roles, responsibilities, frustrations, and career ambitions, but also implications for further research and practice regarding CAOs in the independent higher education sector. Among these are the following:

- **While the average age of CIC chief academic officers has not changed appreciably over a decade (from 57 in 2009 to 58 in 2019), this does not mean it should be disregarded—particularly given rapid changes in higher education**. Institutions should encourage younger faculty members interested in someday becoming chief academic officers to obtain professional development and training that would help them both as faculty members and as future CAOs. (For example, training could be in budgetary matters and fundraising given the perennial CAO frustration of "never enough money" [see p. 47].) Currently, CIC offers, in partnership with the American Academic Leadership Institute, the Senior Leadership Academy, which is a yearlong program for mid-level administrators aspiring to senior leadership positions in independent colleges and universities. In addition, CIC offers annual Workshops for Department and Division Chairs that cover a wide range of topics, including leadership, budget matters, the use of data, and legal issues. Perhaps efforts could be made to encourage younger faculty members to participate in the leadership development programs.

- **Strengthening hiring practices and professional development pipelines for faculty members of color at CIC institutions—not just for those aspiring to be CAOs—is necessary.** The student population at CIC institutions is becoming more diverse; however, this diversity is not reflected in the ranks of either full-time faculty members or chief academic officers at CIC institutions. Just over 9 percent of CIC chief academic officer respondents to the 2019 survey were people of color—identical to the 2009 survey—and in 2017, 80 percent of CIC faculty of any rank were white. Although CIC's leadership development programs place an emphasis on

diverse candidates, greater effort needs to be undertaken in order to increase the number of women and minority leaders at CIC institutions; revising the CIC Institute for Chief Academic Officers' mentoring model to align it more specifically with other CIC leadership development programs to create a true pipeline is one possible method. Institutions themselves may have to hire for diversity outside their own ranks as well as promoting professional development from within.

On the research side, more study is needed on the barriers to inclusion of faculty members of color in the ranks of CAOs and other academic officers, both to inform professional development and to encourage institutions to remove barriers. In addition, more research on dean-level and administrative positions that lead to the CAO role—particularly in terms of structural barriers to diversity—should be conducted.

- **Finding ways to specifically support CAOs who have been in their position between two and five years—those who reported the highest levels of job dissatisfaction—may be in order.** Even the most satisfied CAO will be dissatisfied with her or his job from time to time. But the survey data suggest that those CAOs at CIC institutions who have been in their position between two and five years seem to be at a particular pressure point of having been in their position long enough to have moved through the so-called honeymoon phase but not long enough to have a long-term perspective on the work's ups and downs. CIC itself can review and realign its CAO mentoring models at the Institute for Chief Academic Officers (for example, by developing a mentoring program for CAOs in their third or fourth years of service and using survey information to inform topics covered in the workshop offered for CAOs in their third or fourth year of service).

- **While recognizing that many chief academic officers at CIC institutions do not wish to become college presidents, institutions should provide targeted training and mentoring for those who are interested in becoming presidents or who are undecided about pursuing a college presidency.** The largest area identified by CAOs interested in seeking a college presidency as one in which they could use more training in order to be successful was fundraising (18 percent). CAOs who had unsuccessfully sought a presidency also hypothesized their failure was related to insufficient or no fundraising experience. In addition, both CAOs who were undecided about seeking a presidency and those who had ruled out seeking a presidency cited fundraising as either a presidential duty they were unsure they would like or one they knew they would *not* like. CAOs also identified alumni relations and budget/financial management as areas in which they could use further proficiency in order to be a successful president. While CIC offers sessions on these topics at the Institute for Chief Academic Officers and they are addressed in the Executive Leadership Academy, more targeted workshops—as well as encouraging interested faculty members to request that their institution nominate them to participate in CIC leadership development programs—may be in order.

Further, those CAOs who were undecided about whether to seek a college presidency indicated their decision would be aided by mentoring from a sitting or retired president (17 percent). This expression of interest in presidential mentoring dovetails with a recommendation from the 2018 CIC report on the independent college presidency: "Consider new and creative ways in which retired presidents can continue to serve the institution" (CIC 2018, p. 61).

The largest area identified by CAOs interested in seeking a college presidency as one in which they could use more training in order to be successful was fundraising (18 percent).

Appendix A: Supplementary Tables and Figures

Survey Respondents by Expanded Carnegie Class

Carnegie Classification	Percent
BA: Arts and Sciences	25%
BA: Diverse	21%
Master's: Larger	21%
Master's: Medium	17%
Master's: Small	10%
Other*	7%
Total	100%

*Includes doctoral universities, special focus institutions, and mixed baccalaureate/associate colleges

Figure 1.4A

CIC Student and Faculty Racial Demographics, Fall 2017[††]
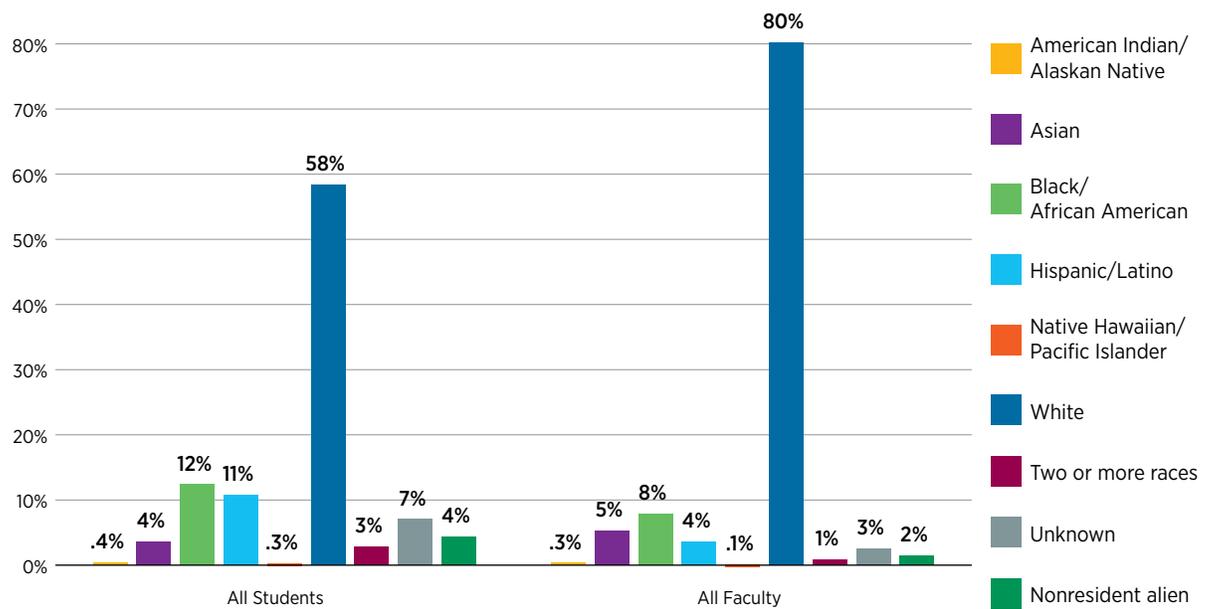
††All race/ethnicity categories disaggregated

Table 3.1A

Most Important Duties to CIC Chief Academic Officers by Carnegie Classification, 2019

Most Important Duties†	Bacca-laureate Colleges Arts and Sciences	Bacca-laureate Colleges Diverse Fields	Special Focus Institutions	Bacca-laureate/ Associate Colleges	Master's Colleges and Uni-versities	Doctoral Universities Moderate Research Activity
Setting the academic vision of the institution	90%	80%	100%	100%	79%	78%
Strategic planning	50%	48%	43%	0%	50%	78%
Accountability/ensuring student learning and attainment of credentials	30%	54%	57%	50%	38%	33%
Advocating on behalf of the faculty	32%	44%	14%	0%	34%	33%
Budget/financial management	22%	20%	14%	0%	36%	33%
Supervising and managing personnel	45%	34%	0%	100%	38%	22%
Entrepreneurial ventures	12%	2%	14%	0%	6%	11%
Governing board relations	3%	0%	0%	0%	2%	11%
Enrollment management	10%	16%	14%	0%	13%	0%
Technology planning (e.g., course redesign, MOOCs)	2%	0%	0%	50%	3%	0%
Risk management/legal issues	2%	2%	14%	0%	1%	0%
Fundraising	2%	0%	0%	0%	1%	0%
Community relations	0%	0%	14%	0%	0%	0%
Campus internationalization	0%	0%	0%	0%	1%	0%
Government relations	0%	0%	0%	0%	0%	0%
Media/PR	0%	0%	0%	0%	0%	0%
Athletics	0%	0%	0%	0%	0%	0%

†Top three choices highlighted

Appendix Table 3.1B

Most Important Duties to CIC Chief Academic Officer by Institution Enrollment Size, 2019

Most Important Duties[†]	<1,000 FTE	1,000– 2,000 FTE	2,001– 3,000 FTE	3,000+ FTE
Setting the academic vision of the institution	73%	86%	78%	89%
Strategic planning	46%	46%	58%	53%
Accountability/ensuring student learning and attainment of credentials	39%	49%	29%	36%
Supervising and managing personnel	32%	41%	42%	33%
Advocating on behalf of the faculty	41%	38%	27%	31%
Budget/financial management	25%	18%	36%	38%
Enrollment management	21%	12%	15%	6%
Entrepreneurial ventures	9%	6%	9%	6%
Technology planning (e.g., course redesign, MOOCs)	2%	2%	2%	2%
Governing board relations	0%	1%	4%	4%
Risk management/legal issues	5%	1%	0%	2%
Fundraising	2%	0%	0%	2%
Community relations	2%	0%	0%	0%
Campus internationalization	2%	0%	0%	0%
Government relations	0%	0%	0%	0%
Media/PR	0%	0%	0%	0%
Athletics	0%	0%	0%	0%

[†]Top three choices highlighted

Table 3.2A

Most Important CIC Chief Academic Officer Duties to Faculty by Carnegie Classification, 2019*

Most Important Duties†	Bacca-laureate Colleges Arts and Sciences	Bacca-laureate Colleges Diverse Fields	Special Focus Institutions	Bacca-laureate/ Associate Colleges	Master's Colleges and Universities	Doctoral Universities Moderate Research Activity
Advocating on behalf of the faculty	93%	86%	71%	100%	91%	89%
Setting the academic vision of the institution	75%	80%	71%	100%	84%	67%
Budget/financial management	28%	24%	14%	0%	31%	44%
Accountability/ensuring student learning and attainment of credentials	23%	48%	43%	50%	31%	33%
Strategic planning	13%	18%	14%	50%	20%	22%
Supervising and managing personnel	23%	32%	43%	0%	22%	22%
Enrollment management	13%	6%	14%	0%	13%	11%
Governing board relations	2%	0%	0%	0%	0%	11%
Entrepreneurial ventures	8%	0%	14%	0%	3%	0%
Technology planning (e.g., course redesign, MOOCs)	2%	4%	14%	0%	2%	0%
Risk management/legal issues	0%	0%	0%	0%	1%	0%
Fundraising	7%	2%	0%	0%	2%	0%
Community relations	0%	0%	0%	0%	0%	0%
Campus internationalization	2%	0%	0%	0%	0%	0%
Government relations	0%	0%	0%	0%	0%	0%
Media/PR	0%	0%	0%	0%	0%	0%
Athletics	2%	0%	0%	0%	0%	0%

*As perceived by CAO respondents
†Top three choices highlighted

Table 3.2B

Most Important CIC Chief Academic Officer Duties to Faculty by Institution Enrollment Size, 2019*

Most Important Duties†	<1,000 FTE	1,000–2,000 FTE	2,001–3,000 FTE	3,000+ FTE
Advocating on behalf of the faculty	86%	91%	95%	87%
Setting the academic vision of the institution	73%	88%	76%	86%
Accountability/ensuring student learning and attainment of credentials	30%	38%	22%	40%
Budget/financial management	23%	25%	42%	26%
Strategic planning	21%	13%	18%	24%
Supervising and managing personnel	32%	24%	31%	20%
Enrollment management	14%	14%	9%	9%
Entrepreneurial ventures	7%	3%	2%	4%
Fundraising	7%	1%	2%	4%
Governing board relations	0%	1%	0%	2%
Technology planning (e.g., course redesign, MOOCs)	7%	2%	2%	0%
Risk management/legal issues	0%	0%	2%	0%
Community relations	0%	0%	0%	0%
Campus internationalization	0%	1%	0%	0%
Government relations	0%	0%	0%	0%
Media/PR	0%	0%	0%	0%
Athletics	3%	0%	0%	0%

*As perceived by CAO respondents
†Top three choices highlighted

Table 3.2C

Most Important CIC Chief Academic Officer Duties to Faculty by Years as CAO, 2019*

Most Important Duties†	Up to 1 Year	2–5 Years	6–10 Years	11+ Years
Setting the academic vision of the institution	84%	74%	81%	92%
Advocating on behalf of the faculty	86%	92%	95%	85%
Accountability/ensuring student learning and attainment of credentials	30%	27%	44%	50%
Budget/financial management	25%	37%	19%	19%
Supervising and managing personnel	33%	22%	28%	19%
Strategic planning	25%	18%	9%	15%
Enrollment management	11%	15%	5%	12%
Entrepreneurial ventures	2%	6%	2%	4%
Fundraising	3%	2%	5%	4%
Governing board relations	0%	2%	0%	0%
Technology planning (e.g., course redesign, MOOCs)	2%	2%	7%	0%
Risk management/legal issues	0%	1%	0%	0%
Community relations	0%	0%	0%	0%
Campus internationalization	0%	1%	0%	0%
Government relations	0%	0%	0%	0%
Media/PR	0%	0%	0%	0%
Athletics	2%	0%	0%	0%

*As perceived by CAO respondents
†Top three choices highlighted

Table 3.3A

Most Important Duties to CIC Chief Academic Officers, 2009*

Most Important Duties†	Percent
Promoting academic quality	56%
Setting the academic vision of the institution	52%
Leading change and fostering innovation	32%
Managing faculty hiring, retention, and retirement	18%
Ensuring student success	13%
Advocating on behalf of faculty	10%
Making important decisions even when unpopular	8%
Supporting the president and managing up	5%
Fixing financial problems and spending money wisely	3%
Helping advance knowledge and scholarship	2%

*Question heavily rewritten and expanded between 2013 and 2016 so not comparable with later iterations
†Top three choices highlighted

Table 3.4A

CIC Chief Academic Officers' Most Time-Consuming Duties by Institutional Enrollment Size, 2019

Most Time-Consuming Duties†	<1,000 FTE	1,000–2,000 FTE	2,001–3,000 FTE	3,000+ FTE
Supervising and managing personnel (including deans, etc.)	57%	60%	73%	69%
Budgeting/financial management	25%	39%	40%	53%
Curriculum and academic programs	71%	58%	40%	51%
Strategic planning	18%	26%	40%	40%
Accountability, accreditation, assessment	48%	40%	22%	27%
Campus/faculty governance	25%	21%	26%	26%
Managing faculty positions (recruitment, retention, and retirement)	27%	22%	31%	15%
Entrepreneurial activities	5%	7%	7%	6%

†Top three choices highlighted

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2019 CIC Chief Academic Officers Survey

2019 CIC Chief Academic Officers Survey

Thank you for participating in the 2019 CIC Chief Academic Officers Survey. This survey is used with the permission of the American Council on Education (ACE) to obtain information on CIC chief academic officers' roles, demographics, and career patterns. All responses will remain confidential. If you have questions regarding the survey instrument or the purpose of the survey, please contact Lesley McBain, Director of Research Projects, at lmcbain@cic.nche.edu.

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2019 CIC Chief Academic Officers Survey

Your Current Position

1. Overall, how satisfied are you in your position as Chief Academic Officer (CAO)?

○ Very satisfied

○ Satisfied

○ Dissatisfied

○ Very dissatisfied

2. Date appointed to current CAO position (mm/dd/yyyy); if you do not remember the exact date, please approximate.

Month / Date / Year

| MM/DD/YYYY |

3. To whom do you report directly as CAO?

○ President/Chancellor (CEO)

○ Executive/Senior Vice President

○ Other Vice President

○ None of the above (please specify title in "other" comment field)

○ Other (please specify)

4. How many presidents have you served in your current position as CAO?

○ One

○ Two

○ Three or more

5. Do you hold tenured faculty status in your current position?

◯ Yes

◯ No

◯ Not applicable (no tenure system)

6. Does your institution have a collective bargaining agreement for its faculty (full- and/or part-time) and/or other academic affairs employees?

◯ Yes

◯ No

7. Which of the following best describes your place within the campus administration?

◯ Officially designated number two (presiding over the campus in the president's/chancellor's absence)

◯ Practically number two, although not officially designated

◯ Someone else is the clear number two (e.g., CFO, executive vice president, etc.)

◯ One of many/a few chief officers of equal status

8. What happened to the person previously serving in your CAO position?

◯ Moved to a different CAO position

◯ Moved to a presidency

◯ Took another administrative position (not CAO or president)

◯ Returned to the faculty

◯ Retired and holds no other positions

◯ Other (please specify)

◯ Employed outside of higher education

◯ Became a consultant

◯ Moved to a senior higher education related organization, association, or system office position

◯ Don't know

2019 CIC Chief Academic Officers Survey

Your Career History

9. Which of the following best describes your career progression as an administrator?

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

10. Have you ever altered your career progression to care for a dependent, spouse/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

Other (please specify)

[   ]

11. If you have ever altered your career progression to care for a dependent, spouse/partner, or parent, for how many years did you alter your job circumstances?

[   ]

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12. Have you ever altered your career progression for your spouse's/partner's career?

○ Yes

○ No

○ Not applicable

13. Has your spouse/partner altered his or her career progression for your career?

○ Yes

○ No

○ Not applicable

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14. Position held immediately before assuming your current CAO assignment was (*if inside higher education* **)**

○ Campus president/chancellor/CEO

○ Chief academic officer or provost of a campus

○ System executive

○ Assistant to the president/chief of staff

○ Dean of an academic college (e.g., arts and sciences, engineering, business, etc.)

○ Senior academic officer with campus-wide responsibility (e.g., dean of graduate school, vice president of research, dean of undergraduate studies, etc.)

○ Other campus executive in academic affairs (e.g., associate or assistant provost, associate dean, institute head/director)

○ Other senior campus executive *outside* academic affairs (e.g., development, student affairs, government relations, finance or administration, library)

○ Department chair/head

○ Faculty

○ Other (please specify)

_____

15. Position held immediately before assuming your current CAO assignment was (*if outside higher education* **)**

○ K-12 administrator/teacher

○ Nonprofit executive (e.g., foundation, museum, or association)

○ Business/industry executive

○ Government agency personnel or elected official

○ Other (please specify)

○ Religious counselor/position

○ Legal, medical, or other personnel

○ Military personnel

_____

16. Institution you served immediately prior to assuming your current CAO assignment:

◯ Did not work at a college or university

◯ Same institution as current job

◯ Different institution from current job

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2019 CIC Chief Academic Officers Survey

17. Previous institution type (as determined by the Carnegie Classification):

○ Doctorate-granting university   ○ Associate's college

○ Master's college or university   ○ Special-focus institution

○ Baccalaureate college

18. Previous institution control:

○ Public

○ Private, nonprofit

○ Private, for-profit

19. Previous institution special mission:

○ Historically black college or university   ○ Women's college

○ Hispanic-serving institution   ○ None of the above

○ Tribal college

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20. Of the following, identify the <u>**three**</u> things you currently spend the most time on:

- ☐ Accountability, accreditation, assessment
- ☐ Budgeting/financial management
- ☐ Curriculum and academic programs
- ☐ Managing faculty positions (recruitment, retention, and retirement)
- ☐ Supervising and managing personnel (including deans, etc.)
- ☐ Campus/faculty governance

- ☐ Entrepreneurial activities
- ☐ Strategic planning
- ☐ Enrollment management
- ☐ Facilities, space allocation, and capital projects
- ☐ Student issues/student development

21. For each of the following external activities, indicate the level of your involvement:

	None	A Little	Moderate	Significant
Alumni relations	○	○	○	○
Community relations and outreach	○	○	○	○
Corporate relations/economic development	○	○	○	○
Government relations	○	○	○	○
Fund raising	○	○	○	○
With other colleges and universities	○	○	○	○
With the governing board	○	○	○	○

Please describe any other major external activities not mentioned above and the level of your involvement:

22. Which of the following duties do <u>you</u> believe are the <u>three</u> most important parts of your job?

☐ Setting the academic vision of the institution

☐ Strategic planning

☐ Accountability/ensuring student learning and attainment of credentials

☐ Athletics

☐ Budget/financial management

☐ Enrollment management

☐ Entrepreneurial ventures

☐ Advocating on behalf of the faculty

☐ Supervising and managing personnel

☐ Fund raising

☐ Community relations

☐ Governing board relations

☐ Government relations

☐ Media/public relations

☐ Risk management/legal issues

☐ Technology planning (e.g., course redesign, MOOCs)

☐ Campus internationalization

23. Which of the following duties does <u>your president</u> believe are the <u>three</u> most important parts of your job?

- [ ] Setting the academic vision of the institution
- [ ] Strategic planning
- [ ] Accountability/ensuring student learning and attainment of credentials
- [ ] Athletics
- [ ] Budget/financial management
- [ ] Enrollment management
- [ ] Entrepreneurial ventures
- [ ] Advocating on behalf of the faculty
- [ ] Supervising and managing personnel
- [ ] Fund raising
- [ ] Community relations
- [ ] Governing board relations
- [ ] Government relations
- [ ] Media/public relations
- [ ] Risk management/legal issues
- [ ] Technology planning (e.g., course redesign, MOOCs)
- [ ] Campus internationalization

24. Which of the following duties does <u>your faculty</u> believe are the <u>three</u> most important parts of your job?

- [ ] Setting the academic vision of the institution
- [ ] Strategic planning
- [ ] Accountability/ensuring student learning and attainment of credentials
- [ ] Athletics
- [ ] Budget/financial management
- [ ] Enrollment management
- [ ] Entrepreneurial ventures
- [ ] Advocating on behalf of the faculty
- [ ] Supervising and managing personnel
- [ ] Fund raising
- [ ] Community relations
- [ ] Governing board relations
- [ ] Government relations
- [ ] Media/public relations
- [ ] Risk management/legal issues
- [ ] Technology planning (e.g., course redesign, MOOCs)
- [ ] Campus internationalization

25. What __three__ things do you find most frustrating?

- [ ] Never enough money
- [ ] The belief by others that you are infinitely accessible (emails, meetings, etc.)
- [ ] Unclear expectations and metrics of success for you in this position
- [ ] The difficulty of cultivating leadership in others (e.g., faculty, chairs, deans, etc.)
- [ ] Unresponsive campus governance structures
- [ ] Faculty resistance to change
- [ ] Board members
- [ ] President/chancellor

- [ ] Relationships with other administrators
- [ ] Campus infighting
- [ ] Athletics
- [ ] The expectation for generating revenue
- [ ] Work-life balance
- [ ] Lack of time to think/reflect
- [ ] Workforce management/recruitment, retention, and retirement

26. With whom do you have the __best__ relationship?

- ( ) President
- ( ) Chief financial officer (CFO)
- ( ) Other vice presidents beyond CFO (including executive, associate, or assistant VP)

- ( ) Deans
- ( ) Faculty

27. With whom do you have the __most challenging__ relationship?

- ( ) President
- ( ) Chief financial officer (CFO)
- ( ) Other vice presidents beyond CFO (including executive, associate, or assistant VP)

- ( ) Deans
- ( ) Faculty

28. Since becoming CAO, do you perform any of the following functions regularly? Check all that apply.

- [ ] Conduct research in your academic discipline
- [ ] Teach a course by yourself
- [ ] Team-teach a course

- [ ] Write for scholarly publication in your academic discipline
- [ ] Write about higher education issues

29. Do you plan to seek a presidency in the future?

◯ Yes

◯ Yes, I have already made unsuccessful
attempts but will continue to seek one.

◯ No

◯ No, I have already tried and failed. I am no
longer interested.

◯ Undecided

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30. How many presidential searches have you pursued so far where you were considered a candidate? Since what year?

31. Please explain why you think your attempts to seek a presidency were unsuccessful.

32. When do you anticipate becoming a president?

○ This year
○ 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

33. Your plan for the next step in your career is to:

○ Seek a presidency
○ Seek another CAO position
○ Seek a different administrative position within a college, university, or system
○ Seek work outside of higher education (e.g., corporation, government, nonprofit)
○ Don't know/undecided

34. In what areas do you feel you need to develop further proficiency if you are to be a successful president? Check all that apply.

- [ ] None
- [ ] Alumni relations
- [ ] Athletics
- [ ] Budget/financial management
- [ ] Capital improvement projects
- [ ] Change management
- [ ] Community relations
- [ ] Conflict management
- [ ] Crisis management
- [ ] Economic development

- [ ] Enrollment management
- [ ] Fund raising
- [ ] Governing board relations
- [ ] Government relations
- [ ] Media relations
- [ ] Personnel management
- [ ] Risk management/legal issues
- [ ] Strategic planning
- [ ] Technology-enabled course/program delivery (including MOOCs)
- [ ] Global branding/marketing

- [ ] Other (please specify)

_____

35. What steps have you taken to prepare for a presidency? Check all that apply.

- [ ] None
- [ ] Discussed with family
- [ ] Sought diverse professional responsibilities (broadened portfolio)
- [ ] Participated in leadership development program(s) (e.g., offerings by ACE, AASCU, AACC, League for Innovation, or Harvard University)

- [ ] Spoken with mentor(s)
- [ ] Hired an executive coach
- [ ] Spoken with search consultants
- [ ] Intentionally sought duties and responsibilities not originally in my portfolio (e.g., board relations, alumni giving, etc.)

- [ ] Other (please specify)

_____

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36. How many presidential searches have you pursued so far where you were considered a candidate? Since what year?

37. Please explain why you think your attempts to seek a presidency were unsuccessful.

38. What are your reasons for not considering a presidency? Please check all that apply.

- ☐ Already served as a president
- ☐ Considering a position outside of higher education
- ☐ Do not feel prepared to succeed in the position
- ☐ Insufficient compensation
- ☐ Nature of the work is unappealing (e.g., fundraising focus, external relations, etc.)
- ☐ Not comfortable with the increasingly political role of the presidency
- ☐ Don't want to live "in a fishbowl"
- ☐ Other (please specify)

- ☐ Not comfortable with the search process
- ☐ Time demands of the position (e.g., too much time away from personal life)
- ☐ Want to return to academic work and/or the classroom
- ☐ Don't know if I am ready
- ☐ Ready to retire
- ☐ Too old to be considered a viable candidate ("aged out")

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39. What are the reasons for being undecided about seeking a presidency? Check all that apply.

- Concerns about the search process
- Do not know enough about the position
- Do not know if I have the skills to succeed in the position
- Uncertain if I will like the nature of the work (e.g., fundraising focus, external relations, etc.)
- Other (please specify)

- Uncertain if I will be comfortable with the increasingly political role of the presidency
- Concerns about work/life balance
- Might want to return to the classroom/lab
- Considering possibly working outside of higher education

40. Which of the following would help you move from "undecided" to "seeking a presidency"? Check all that apply.

- More knowledge about the job/responsibilities in general
- Mentoring from a (sitting or retired) president
- More senior academic leadership experience
- More academic leadership training
- Professional coaching from search consultants
- Other (please specify)

- Better compensation
- Reduced family-related responsibilities
- Support from a spouse/partner
- Being approached by search consultants

![The Council of Independent Colleges logo] **2019 CIC Chief Academic Officers Survey**

Your Background

41. Gender identity:

⚪ Male

⚪ Female

⚪ Other

Other (please specify)

[   ]

42. Year of birth:

[   ]

43. Are you Hispanic or Latino(a)?

⚪ Yes

⚪ No

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44. If you are not Hispanic or Latino(a), what is your race?

○ White

○ African American

○ Asian

○ Native Hawaiian or other Pacific Islander

○ American Indian or Alaskan Native

○ Two or more races

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45. Marital status:

○ Never married (member of religious order)　　○ Separated

○ Never married　　○ Divorced

○ Married　　○ Widower/widow

○ Domestic partner

46. Religious preference (please select one):

○ None　　○ Christian (Roman Catholic)

○ Buddhist　　○ Jewish

○ Christian (Protestant)　　○ Muslim

Other (please specify)

[   ]

47. Do you identify as LGBTQ?

○ Yes

○ No

○ Prefer not to say

48. What is the highest level of educational attainment by your most educated parent?

○ Some secondary education　　○ Bachelor's degree

○ High school diploma　　○ Some graduate education

○ Some college but no degree　　○ Graduate/professional degree

○ Associate degree

49. Do you have children?

○ Yes

○ No

50. If you have children, do you have children under the age of 18?

○ Yes

○ No

51. Please check all the degrees you have earned:

☐ Associate   ☐ EdD

☐ Bachelor's   ☐ MD

☐ Master's (except MBA)   ☐ Other health degree (e.g., DDS)

☐ MBA   ☐ Law (e.g., JD, LLB, LLD, JSD)

☐ PhD

☐ Other (e.g., theology, doctor of ministry, master of divinity). Please specify.

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

○ Agriculture/natural resources   ○ Law

○ Biological sciences   ○ Mathematics

○ Business   ○ Health professions

○ Computer science   ○ Medicine

○ Education or higher education   ○ Physical/natural sciences

○ Engineering   ○ Religion/theology

○ Humanities/fine arts   ○ Social sciences

○ None of the above (please indicate)

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2019 CIC Chief Academic Officers Survey

Thank You

Thank you very much for completing the 2019 CIC Chief Academic Officers Survey.

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