INSIDE HIGHER ED

2023 Survey of

College and University Chief Academic Officers

A SURVEY BY *INSIDE HIGHER ED* AND HANOVER RESEARCH

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EDITORS, *INSIDE HIGHER ED*

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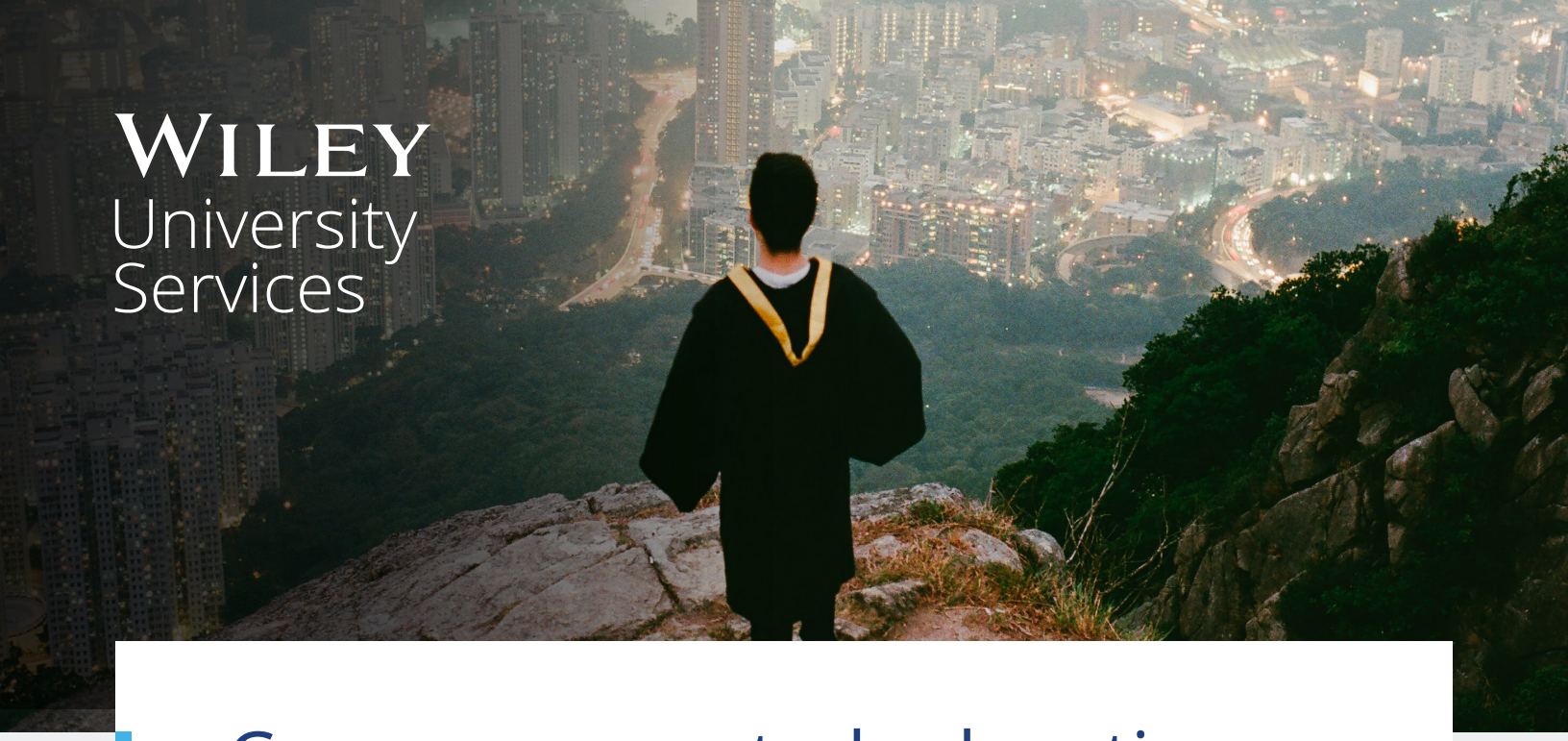

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INTRODUCTION

Inside Higher Ed has partnered with Hanover Research to develop and disseminate a survey to college and university provosts and chief academic officers to understand how they view challenges facing higher education in the U.S. this year. This survey was administered online in January 2023 using the Qualtrics platform. Results include 401 respondents following data cleaning. Written analysis for the overall results are found throughout the report, along with some analysis based on sector and some longitudinal narrative in the appendix for specified sections. Results for the following segmentations can be found in the accompanying data supplement: sector, public institutions and degrees, private institutions and degrees, and region. Currently serving as a provost or chief academic officer at a four-year private, four-year public, two-year public, or for-profit institution.

METHODOLOGY

- Hanover sent invitations via email to 2,635 provosts, with regular reminders sent throughout the January 12 through January 31, 2023, field period. Hanover collected 401 fully or partially completed surveys, yielding an 15 percent response rate.
- The survey is an attempted census of all provosts using the most comprehensive sample information available to target all eligible U.S. colleges and universities from the Integrated Postsecondary Education Data System (IPEDS) database. The margin-of-error for this survey is 4.51 percent given a total n-count of 401.
- After data collection, Hanover identified and removed low-quality respondents.
- Specialty colleges - namely, Bible colleges and seminaries with a Carnegie Classification of 24 - and institutions with an enrollment of fewer than 500 students were excluded from the sample.
- Sample sizes vary across questions as some questions only pertain to a subset of respondents.

METHODOLOGY (CONT.)

- Conclusions drawn from a small sample size (n<20) should be interpreted with caution.
- "Don't Know or Not Applicable" responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
- For full aggregate and segmented results, please consult the accompanying data supplement. Due to small sample sizes, some sectors have been excluded. The 2018 Carnegie Classification was used to determine sector classifications. Some colleges lacked a classification and were excluded from those segmentations.
- For simplicity and clarity, this analysis refers to both "Provosts" and "Chief Academic Officers" as "Provosts".

	All Institutions, by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	For-profit*	Doctoral	Master's/ Bacc.	Associate	Doctoral/ Master's	Bacc.
Total sample size	401	201	172	5	42	69	87	104	53

Note: An asterisk (*) indicates that data is not reported for these groups due to small sample size. Some schools lacked a classification and were excluded from these segmentations.

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HIGH LEVEL KEY FINDINGS

- Most provosts indicate that the academic health of their institution is either good or excellent (84 percent), and that changes made during the pandemic have not negatively impacted the academic quality of their institution. No provosts indicate that their academic health is failing, and they are most likely to rate their institution's academic health as good (61 percent). Further, more than half of provosts indicate that their institution is "very effective" at providing a quality undergraduate education. However only 19 percent indicate that their institution very effectively recruits and retains talented faculty.
- Most provosts are satisfied with their institution's general education program (70 percent), and about two-thirds of provosts report that their institution recently evaluated the effectiveness of their general education requirements (66 percent). When comparing provosts in different regions though, significantly more provosts in the South (78 percent) than those in the Northeast (62 percent) indicate that they are satisfied with their institution's general education program. Additionally, less than one third of provosts agree that students at their institution understand the purpose of general education requirements (28 percent).
- A vast majority of provosts (87 percent) agree that healthy undergraduate education requires healthy departments in fields; yet most (75 percent) also agree that politicians and board members are prioritizing STEM and professional programs over those that support general education. Most provosts anticipate major allocation of funds to STEM fields and professional or preprofessional programs in the next budget year. Additionally, more than half of provosts anticipate major allocation of funds to online programs (55 percent). However, only 32 percent anticipate that arts and sciences programs will be prioritized in the next budget year. Less than one third of provosts agree that the number of students majoring in a program is an appropriate way to determine which departments to cut (32 percent).
- Most provosts (82 percent) report that their institution uses data to measure student outcomes. Provosts are most likely to agree that faculty members at their college view assessment as requiring a lot of work on their behalf (80 percent); however, they also report that their college regularly makes changes in the curriculum, teaching practices, or student services based on what it finds through assessment (65 percent). Approximately half of provosts agree that the growth of assessment systems has improved the quality of teaching and learning (50 percent) and has led to better use of technology in teaching and learning (53 percent). Provosts at public institutions (56 percent) are significantly more likely than provosts and private nonprofit institutions (44 percent) to agree that the growth of assessment systems has improved the quality of teaching and learning at their college.

HIGH LEVEL KEY FINDINGS (CONT.)

- An overwhelming majority of provosts indicate that financial concerns are prevalent in their institution's discussions about launching new academic programs. Most provosts agree that most new funds their institutions will have to spend on academic programs will come from reallocation rather than new revenues (71 percent). Although provosts tend to report that budgets are a concern at their institution, only about 32 percent of provosts report that their institution needs to reduce the numbers of academic programs it offers by the end of the 2022-23 academic year. Regarding inflation, most provosts agree that inflation will create real limits on any budget growth.
- Survey results show that provosts have clear priorities and plans to increase emphasis on specific areas over the next year. For instance, more than three-quarters of provosts plan to prioritize collaboration with other colleges and universities, and only 6 percent would like to prioritize cutting athletic programs. Other areas of priority include fundings programs based on their alignment with their mission (81 percent) and expanding online programs and offerings (81 percent). Additionally, about two-thirds of provosts plan to prioritize cutting underperforming academic programs (65 percent).
- More than half of provosts report that they believe faculty current feel at least very engaged with their work, but they are less likely to report that faculty feel supported by or connected to the administration. In fact, less than a quarter of provosts indicate that faculty feel at least very supported by (23 percent) and very connected to (12 percent) the administration at their institution. Provosts from private nonprofit institutions (58 percent) are more likely than those from public institutions (46 percent) to report that faculty at their institution are at least very engaged with their work. Nearly three-quarters of provosts believe faculty at their institution are likely to say that they have the right resources and tools to help them feel supported, engaged, and connected (73 percent).
- Only about a third of provosts agree that their institution has taken concrete steps to address faculty burnout. Provosts also report that faculty and staff turnover rates differ at their institution, such that 39 percent of provosts indicate that faculty turnover has been at least somewhat higher, but 71 percent of provosts indicate that staff turnover has been at least somewhat higher. Provosts in the West (47 percent) are more likely than those in the Midwest (25 percent) to report that their institution has taken concrete steps to address faculty burnout. Additionally, provosts feel that the "Great Resignation" has affected their institution's staff jobs (74 percent) the most, followed by faculty jobs (40 percent), and administration jobs (40 percent).

HIGH LEVEL KEY FINDINGS (CONT.)

- Most provosts agree that tenure remains important and viable at their institution. Provosts are split when considering a system of long-term contracts over the existing tenure system in higher education, as 52 percent of provosts indicate they would favor, and 48 percent indicate they would oppose. Further, more than three-quarters of provosts report that their institution relies significantly on nontenure track faculty for instruction, and most do not expect this level of reliance to change in the future. About two-thirds of provosts indicate that in the future, their institution will be as reliant as it is today on nontenure track faculty members (66 percent).
- Most provosts indicate that their institution currently offers different types of professional development but are least likely to offer professional development about measuring the effectiveness of digital tools. A vast majority of provosts report that their institution offers professional development in teaching with technology (90 percent), promoting active teaching techniques (88 percent), and promoting student success (85 percent). Provosts from public institutions (45-95 percent) are more likely than provosts from private nonprofit institutions (25-86 percent) to indicate that their institutions offer professional development in all surveyed areas, except for promoting active teaching techniques.
- About half of provosts report that their institution finds supporting faculty and staff mental health to be at least very important (49 percent). However, only about one third of provosts indicate that their institution has formal plans to address the mental health needs among faculty and staff. Most provosts agree that one-on-one meetings with leaders (79 percent) and informal in-person conversations (77 percent) are the most helpful when it comes to increasing their awareness of general mental health of faculty, staff, and administrators.
- Most provosts agree that their college responds effectively and fairly to allegations of sexual harassment (86 percent). A vast majority of provosts agree that a finding of sexual harassment by a tenured faculty member should be treated as grounds for dismissal (87 percent). In addition, more than three-quarters agree that colleges should bar all romantic relationships between faculty members and students (77 percent). Provosts from public institutions (38 percent) are much less likely than provosts from private nonprofit institutions (60 percent) to agree that their college bars all romantic relationships between faculty members and students.
- Almost all provosts do not believe that graduate students should have the right to unionize; given that a graduate student's primary role is a student, and their second role is an employee (97 percent). Very few provosts (5 percent) indicate that their college has a graduate student union.

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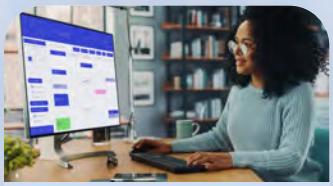
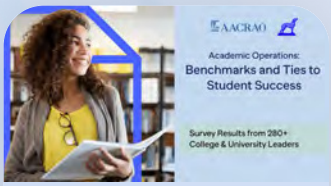


Class Scheduling: Policy, Data Use & Technology

View Results



Academic Ops Benchmarks & Student Success

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View Results

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Key Highlights

90% Respondents agree academic operations barriers impact students

54% Institutions do not have an approved catalog before students are recruited and admitted to that catalog

25% Institutions agree or strongly agree that they engage in student-centric scheduling

"Our annual survey to students who don't return tells us class availability is a big reason why they didn't come back."

! Faculty availability and faculty preference represent the top two factors that influence creating the course schedule

"Overcoming faculty preference as a driving force in undergraduate-class scheduling means overcoming a great deal of inertia."

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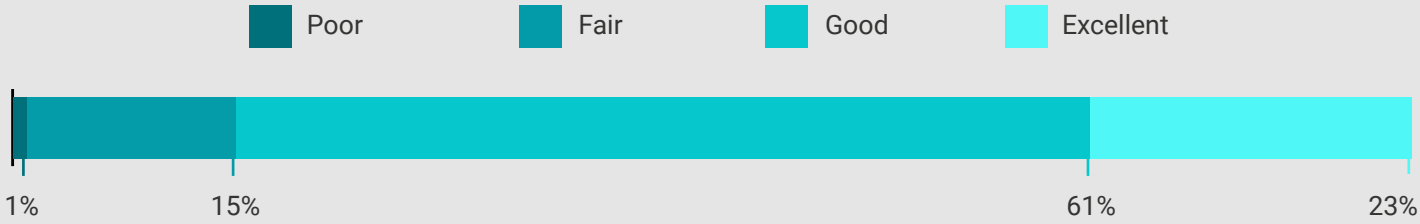
KEY FINDINGS FOR ALL FIGURES

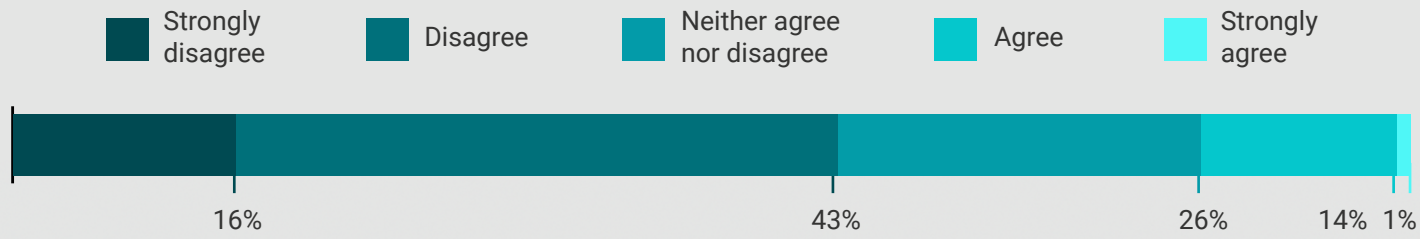
ACADEMIC HEALTH

Most provosts indicate that the academic health of their institution is either good or excellent, and that changes made during the pandemic have not negatively impacted the academic quality of their institution. No provosts indicate that their academic health is failing, and. they are most likely to rate it as good (61 percent). Survey results do not show significant differences at the regional or sector-level

How would you assess the "academic health" of your institution (i.e., the academic quality of the education your institution provides) as of the fall of 2022? (n=387)



To what extent do you agree or disagree with the following statement: Changes made during the pandemic over the last two years have negatively impacted the academic quality of my institution. (n=387)



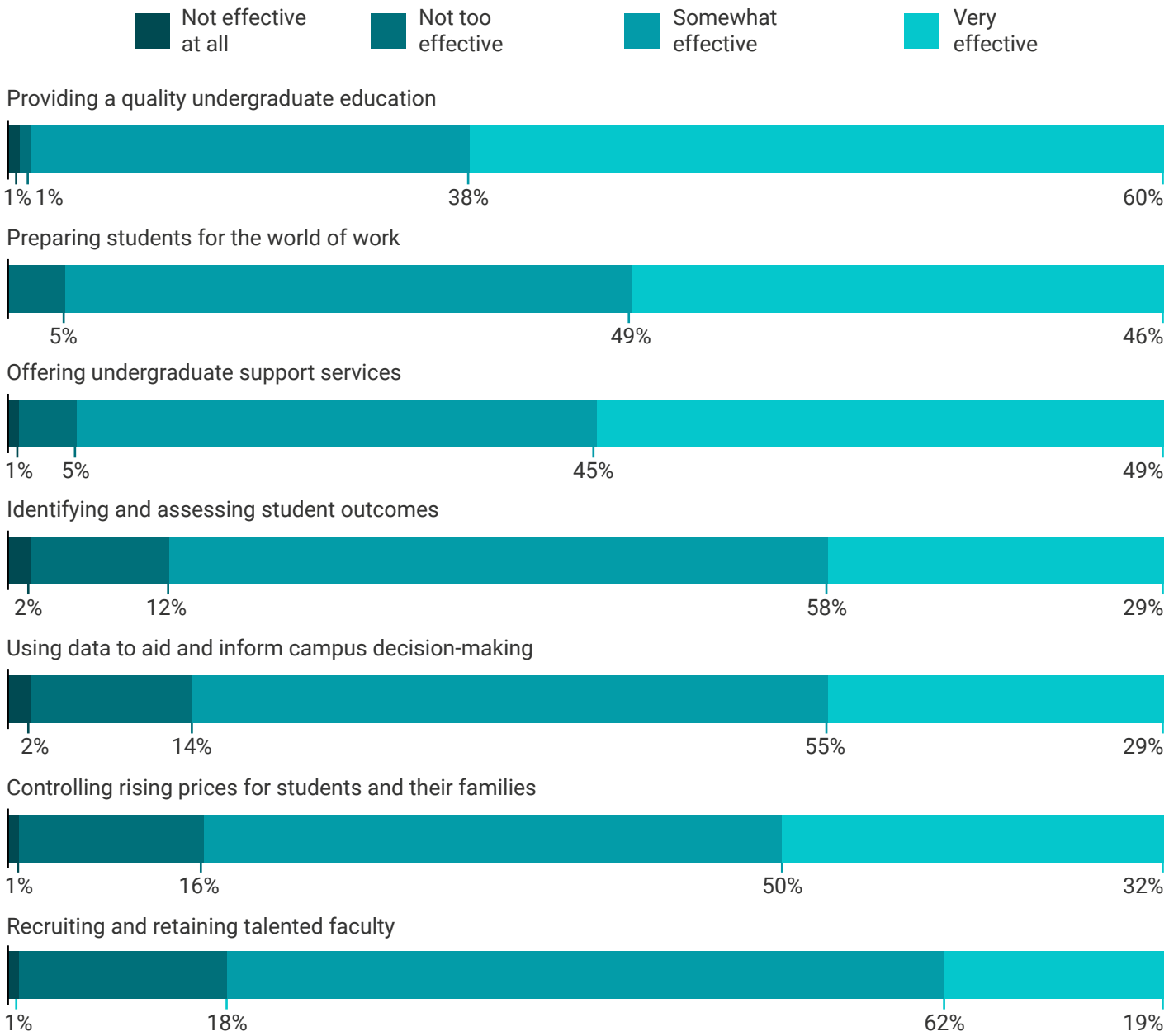
KEY FINDINGS FOR ALL FIGURES

EFFICACY: ACADEMICS AND SUPPORT

Provosts are likely to rate the efficacy of their institution favorably when evaluating academics but rate their institution less favorably when evaluating support for faculty and students' families. Provosts are most likely to indicate that their institution provides a quality undergraduate education (98 percent), however only 19 percent indicate that their institution very effectively recruits and retains talented faculty.

Provosts at public institutions (91 percent) are significantly more likely than provosts at private nonprofit institutions (73 percent) to indicate that their institution is at least somewhat effective at controlling rising prices for students and their families.

How would you rate the effectiveness of your institution in the following areas? (n=385)



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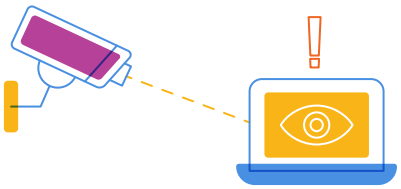

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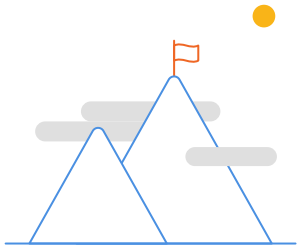

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5

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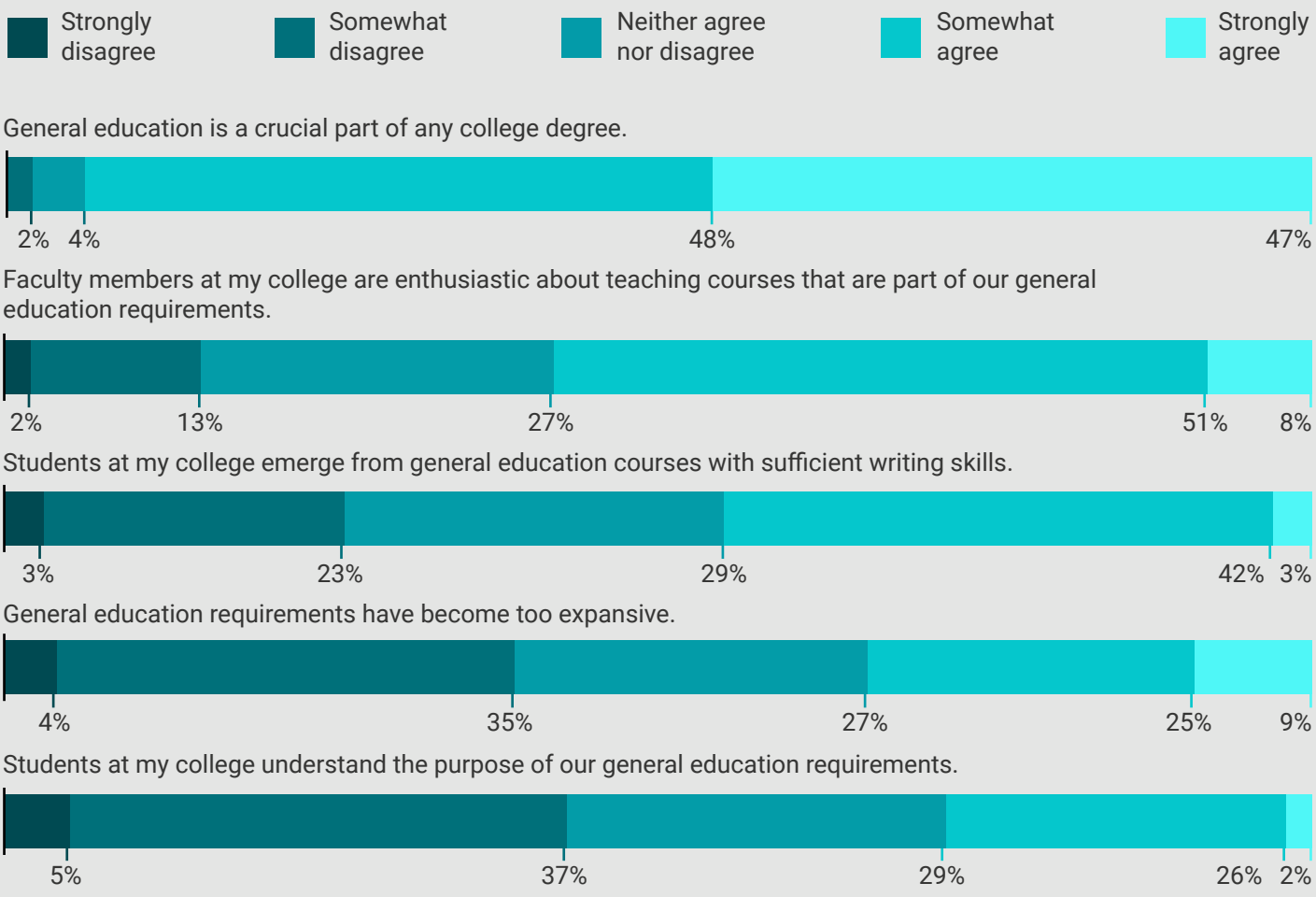
KEY FINDINGS FOR ALL FIGURES

PERCEPTIONS OF GENERAL EDUCATION

A vast majority of provosts agree that general education is a crucial part of any college degree. More than half of provosts agree that faculty members at their college are enthusiastic about teaching general education courses (58 percent). Only 34 percent of provosts agree that the general education requirements have become too expansive. However, less than one third of provosts agree that students at their institution understand the purpose of general education requirements (29 percent).

Please indicate your level of agreement with the following statements regarding general education requirements. (n=374)



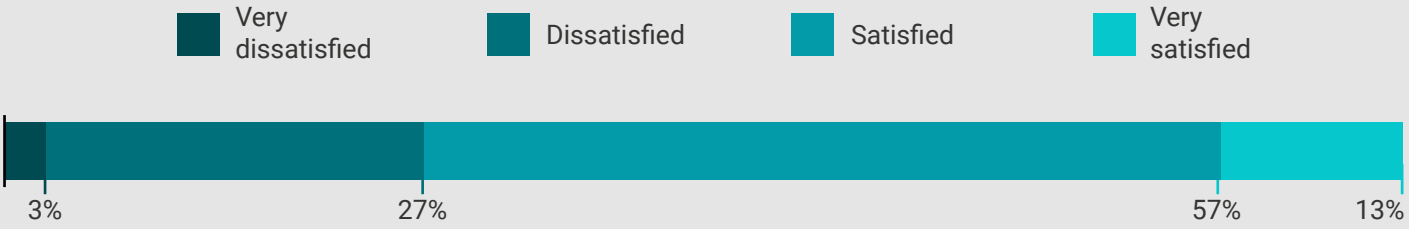
KEY FINDINGS FOR ALL FIGURES

SATISFACTION WITH GENERAL EDUCATION

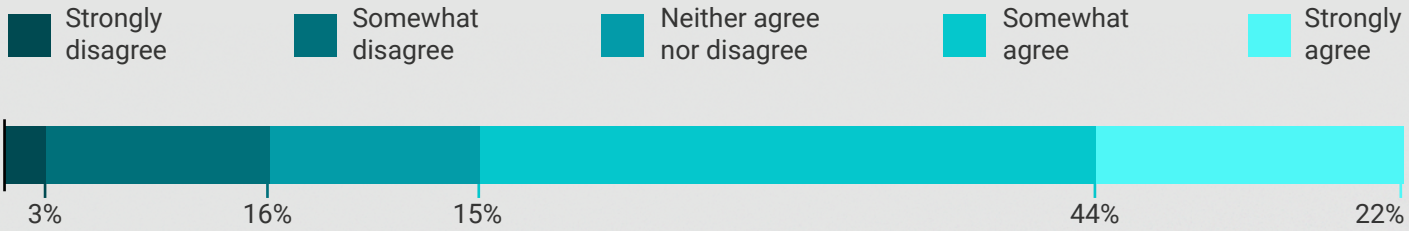
Most provosts are satisfied with their institution's general education program, and about two-thirds of provosts report that their institution recently evaluated the effectiveness of their general education requirements. In fact, more than two-thirds of provosts are "satisfied" or "very satisfied" with their institution's general education program and requirements (70 percent). However, significantly more provosts in the South (78 percent) than those in the Northeast (62 percent) indicate that they are satisfied with their institution's general education program.

Interestingly, provosts at private nonprofit institutions (73 percent) are significantly more likely than provosts at public institutions (61 percent) to indicate that their college has recently evaluated the effectiveness of their general education requirements.

How satisfied or dissatisfied are you with your institution's general education program and requirements? (n=276)



Please indicate your level of agreement with the following statement: My college recently evaluated the effectiveness of our general education requirements. (n=374)

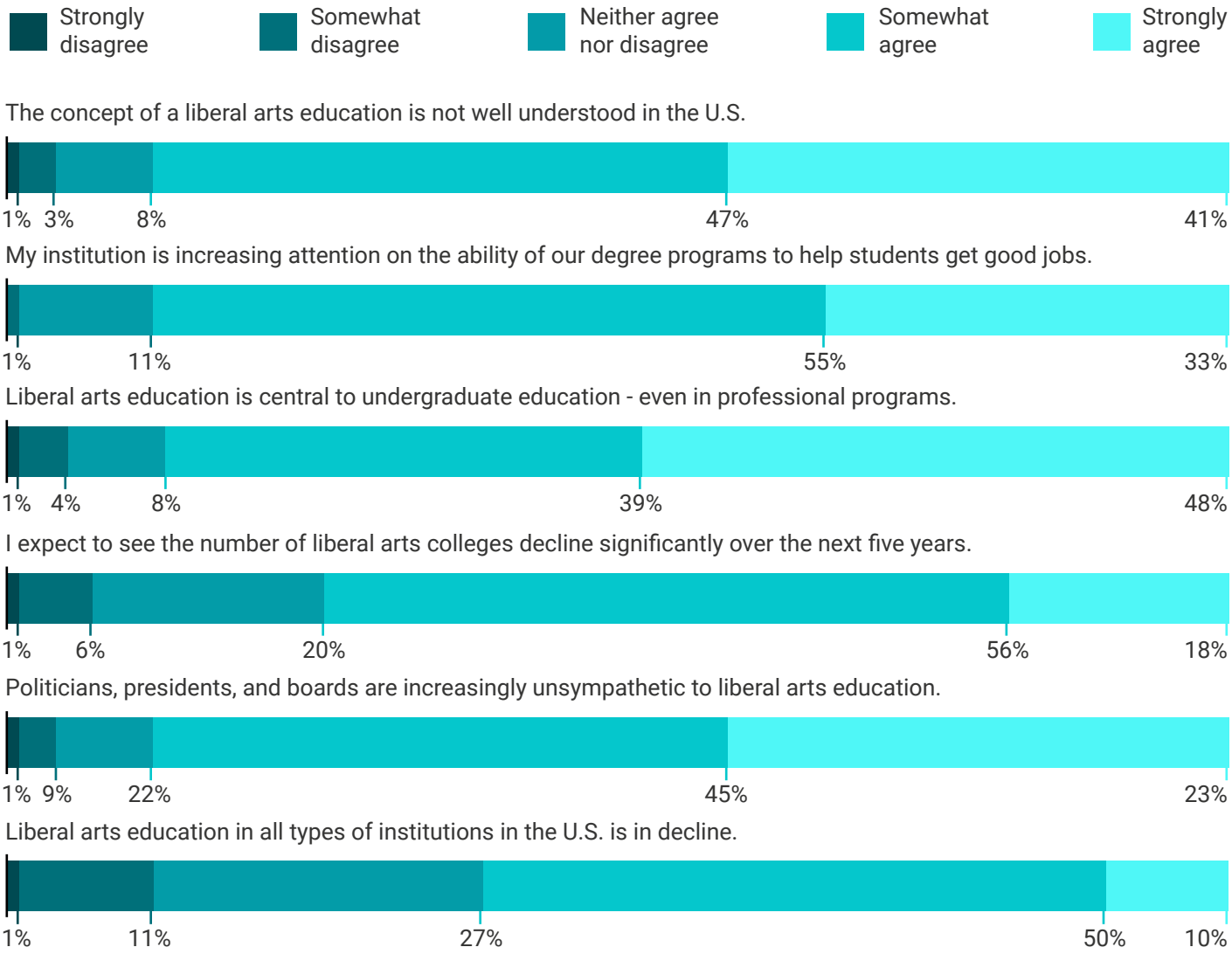


KEY FINDINGS FOR ALL FIGURES

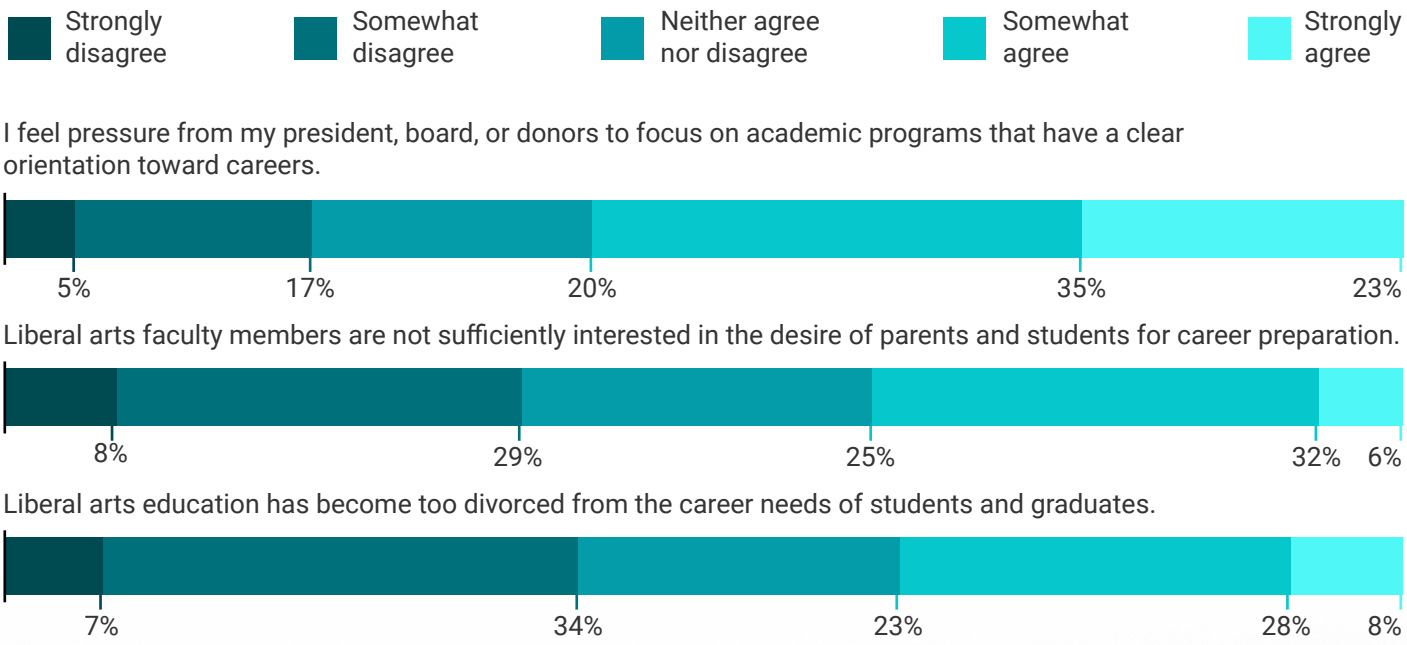
LIBERAL ARTS EDUCATION

Most provosts have a positive view of liberal arts education and agree that liberal arts education is central to undergraduate and professional education. A similar share of provosts agree that the concept of liberal arts education is not well understood in the U.S. (89 percent). Provosts at private nonprofit institutions (96 percent) are more likely than those at public institutions (82 percent) to agree that liberal arts education is central to undergraduate and professional programs.

Please indicate your level of agreement with the following statements about liberal arts education: (n=375)



LIBERAL ARTS EDUCATION (CONT.)



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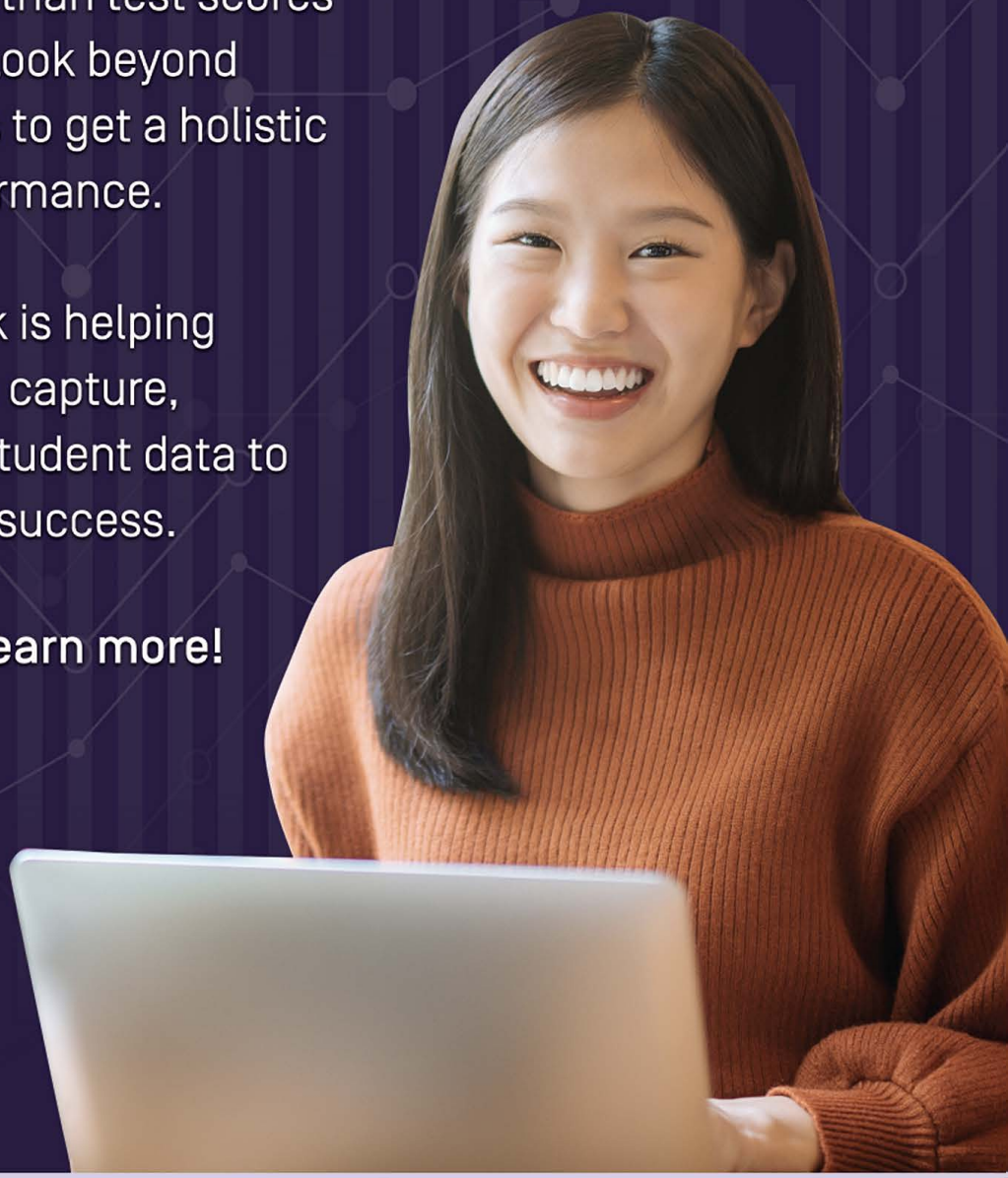

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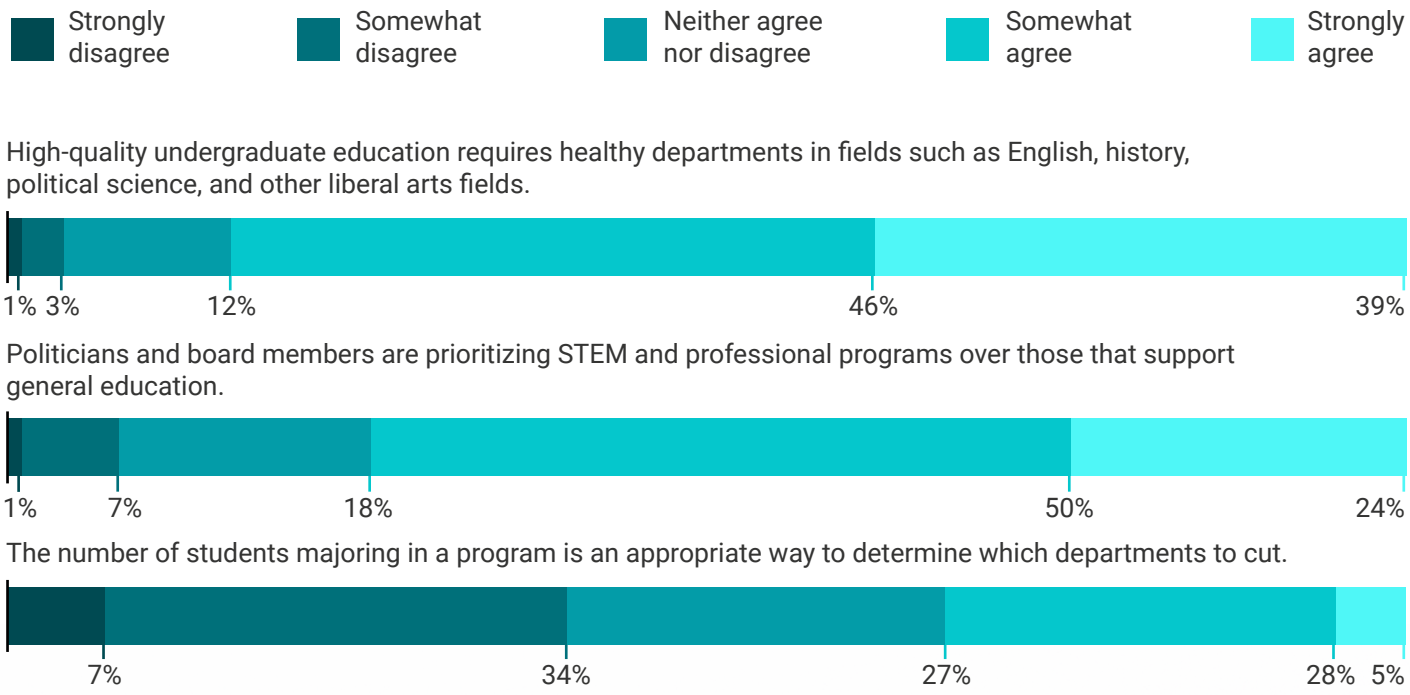
PROGRAM PRIORITIES

Approximately three-quarters of provosts indicate that politicians and board members are prioritizing STEM and professional programs over those that support general education. Most provosts (85 percent) agree that high-quality undergraduate education requires healthy departments in fields; yet most (74 percent) also agree that STEM and professional programs being prioritized. Only about one third of provosts agree that the number of students majoring in a program is an appropriate way to determine which departments to cut (33 percent).

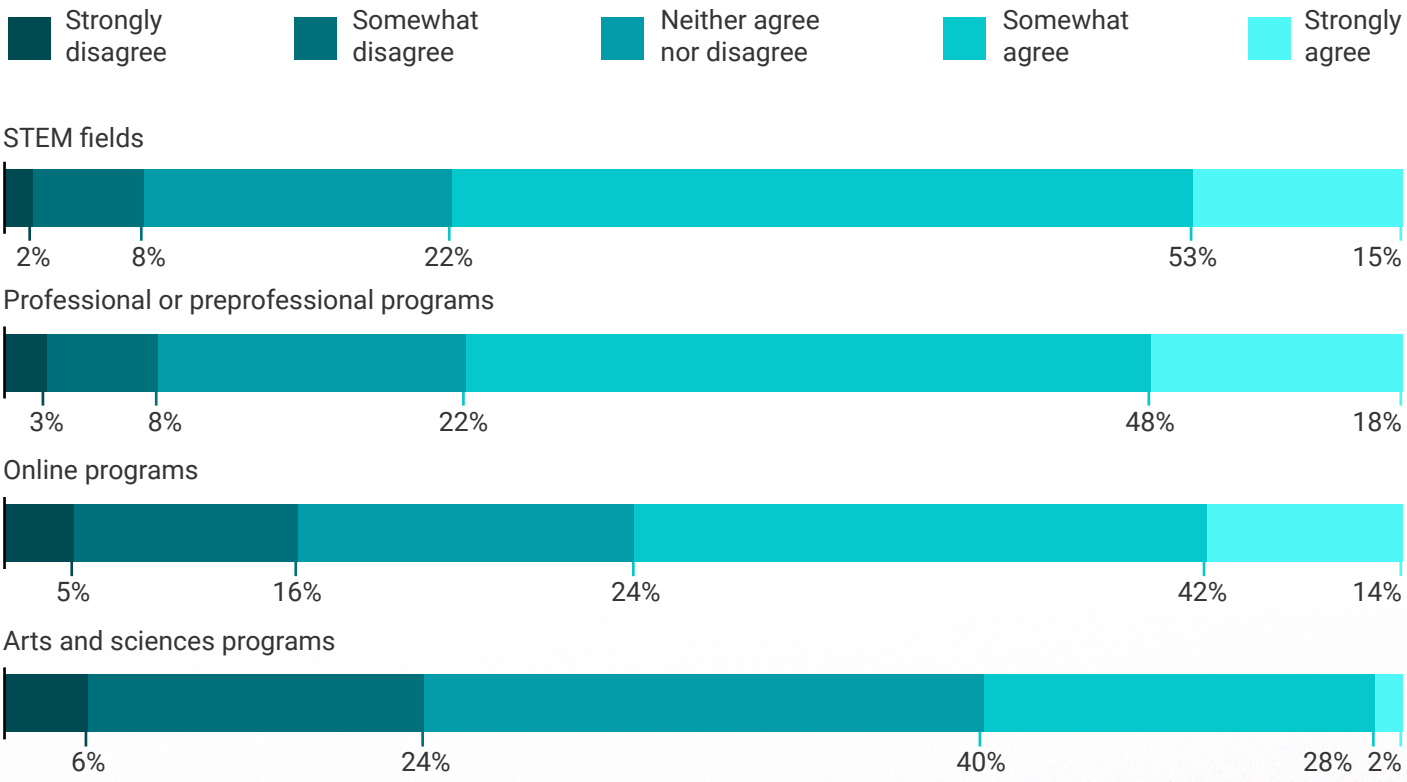
Please indicate your level of agreement with the following statements: (n=373)



PROGRAM PRIORITIES - BUDGETING

Most provosts anticipate major allocation of funds to STEM fields and professional or pre-professional programs in the next budget year. Additionally, more than half of provosts anticipate major allocation of funds to online programs (55 percent). However, only 30 percent anticipate that arts and sciences programs will be prioritized in the next budget year. Significantly more provosts in the West (43 percent) than provosts in the Northeast (26 percent) and Midwest (25 percent) anticipate the prioritization of arts and sciences programs in the next budget year.

Please indicate your level of agreement with the following statements: I anticipate major allocation of funds to the following categories in the next budget year. (n=373)

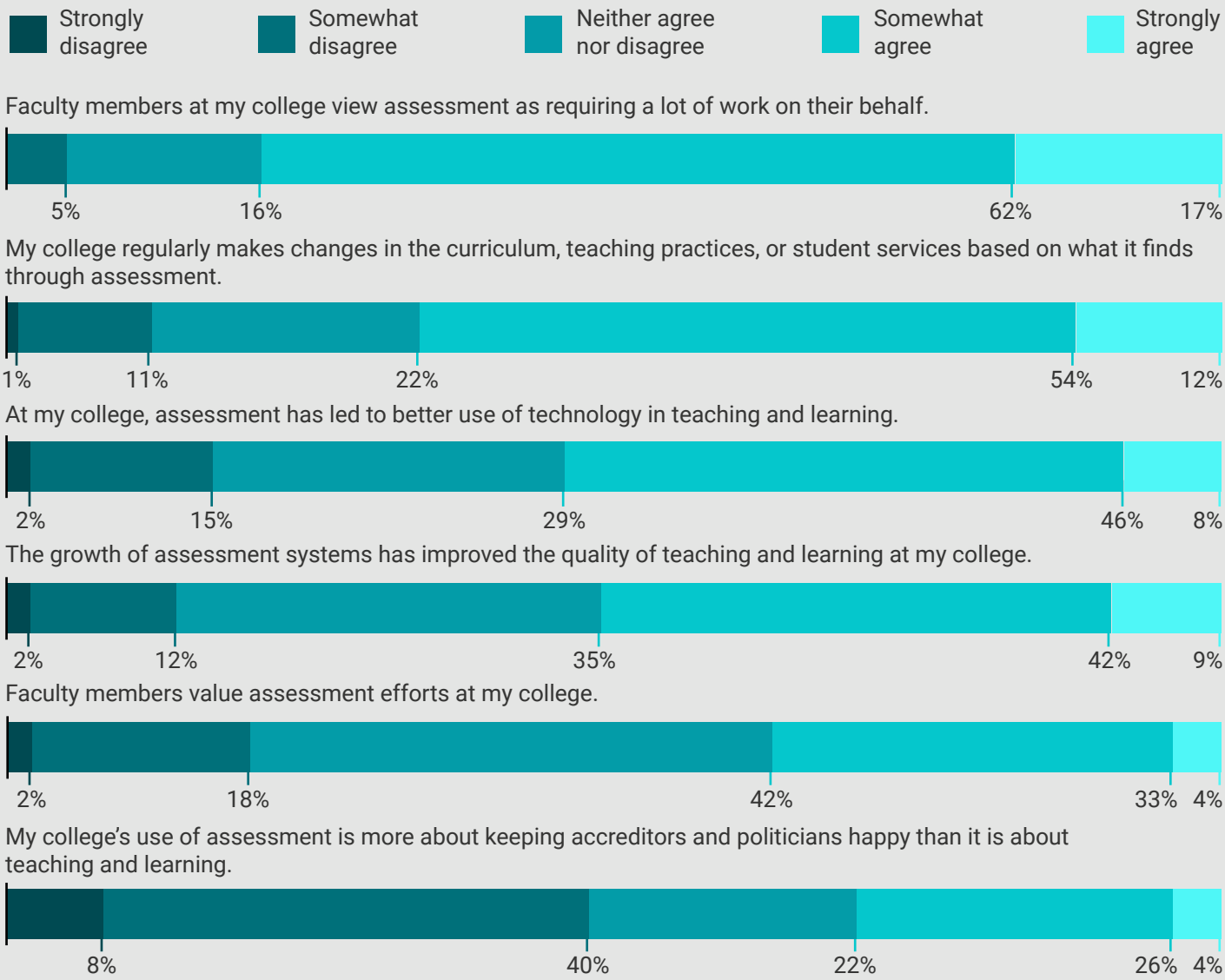


KEY FINDINGS FOR ALL FIGURES

STUDENT DATA AND EVALUATION

Most provosts (82 percent) report that their institution uses data to measure student outcomes. Provosts are most likely to agree that faculty members at their college view assessment as requiring a lot of work on their behalf (79 percent); however, they also report that their college regularly makes changes in the curriculum, teaching practices, or student services based on what it finds through assessment (66 percent). Approximately half of provosts agree that the growth of assessment systems has improved the quality of teaching and learning (51 percent) and has led to better use of technology in teaching and learning (54 percent). However, provosts at public institutions (56 percent) are significantly more likely than provosts and private nonprofit institutions (44 percent) to agree that the growth of assessment systems has improved the quality of teaching and learning at their college.

Most colleges have now been engaged in assessment of student learning for a number of years. Given that, please indicate your level of agreement with the following statements. (n=364)

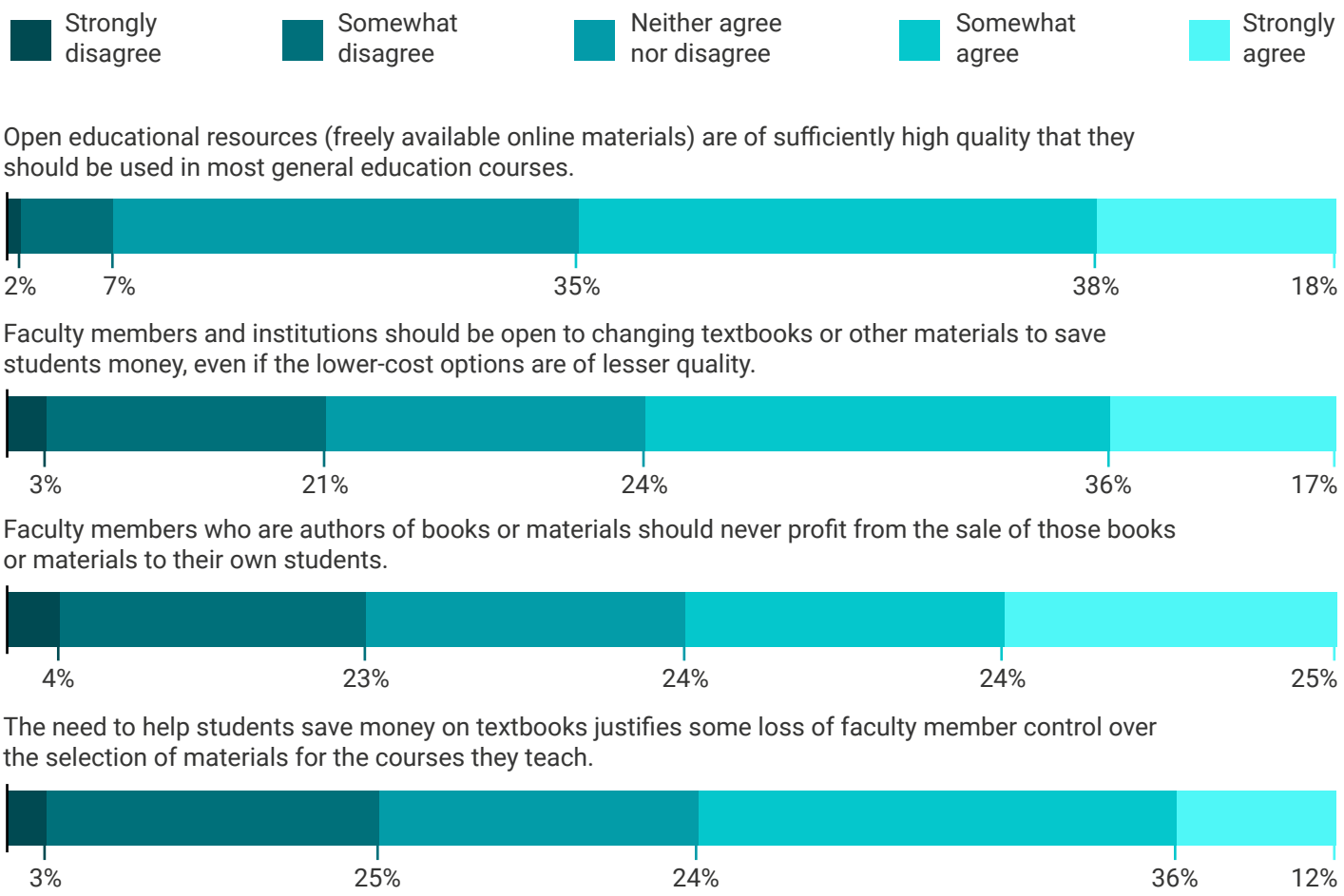


KEY FINDINGS FOR ALL FIGURES

TEXTBOOKS AND RESOURCES

Most provosts' views about textbooks and resources tend to be centered toward student interests. For instance, more than half of provosts agree that open educational resources (freely available online materials) are sufficient and should be used in most general education courses (56 percent). Additionally, about half of provosts feel as though faculty members should be open to changing textbooks or other materials to save students money, even if the lower-cost options are of lesser quality (53 percent). Provosts at public institutions (62 percent) are significantly more likely than those at private nonprofit institutions (48 percent) to agree that open education resources are of sufficiently high quality.

Please indicate your level of agreement with the following statements regarding textbooks: (n=362)

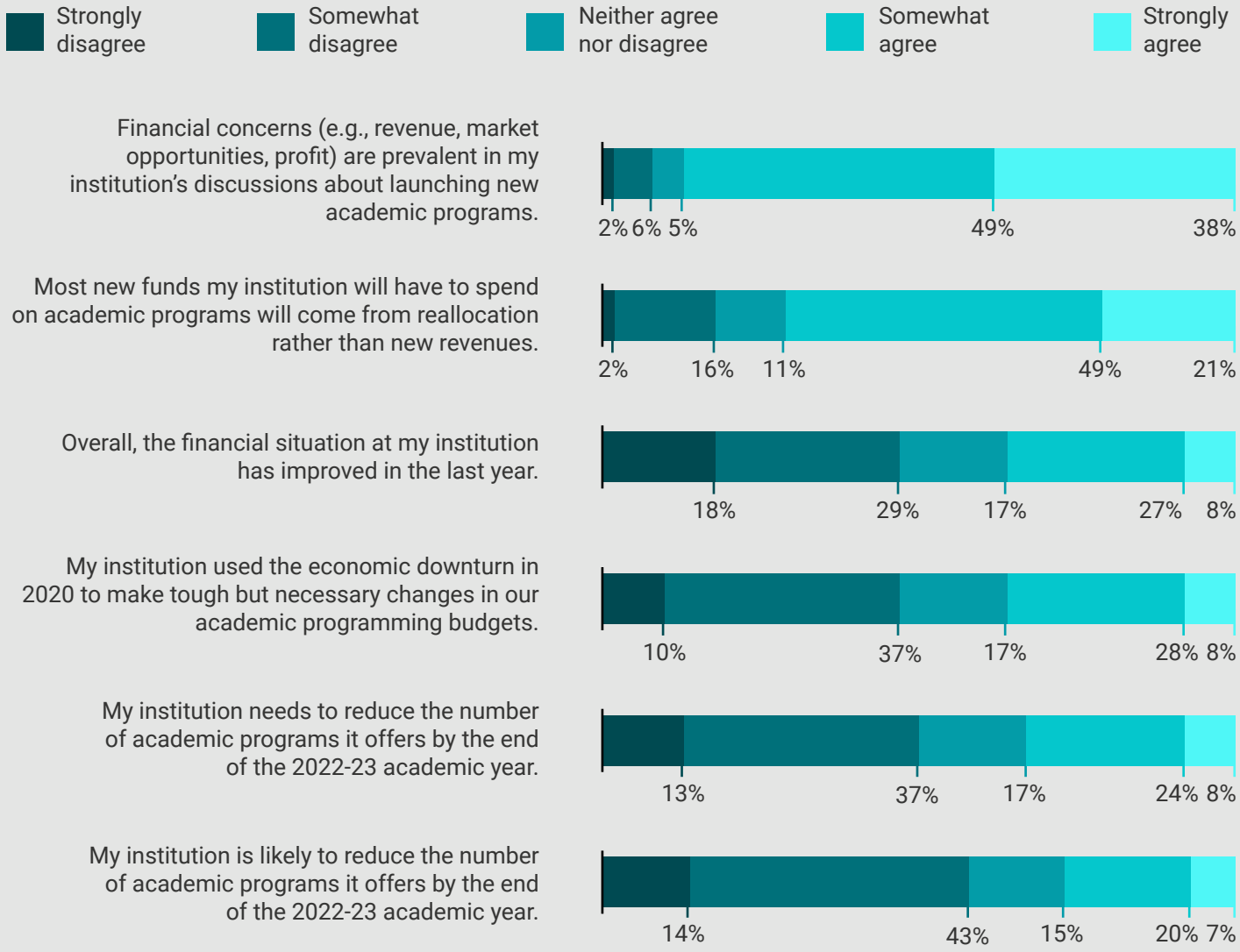


KEY FINDINGS FOR ALL FIGURES

FINANCIAL OUTLOOK

An overwhelming majority of provosts indicate that financial concerns are prevalent in their institution's discussions about launching new academic programs. Most provosts agree that most new funds their institutions will have to spend on academic programs will come from reallocation rather than new revenues (70 percent). Although provosts tend to report that budgets are a concern at their institution, only 32 percent of provosts report that their institution needs to reduce the numbers of academic programs it offers by the end of the 2022-23 academic year. Significantly more provosts in the Northeast (76 percent) than provosts in the South (62 percent) agree that most new funds at their institution will have to spend on academic programs will come from reallocation rather than new revenues.

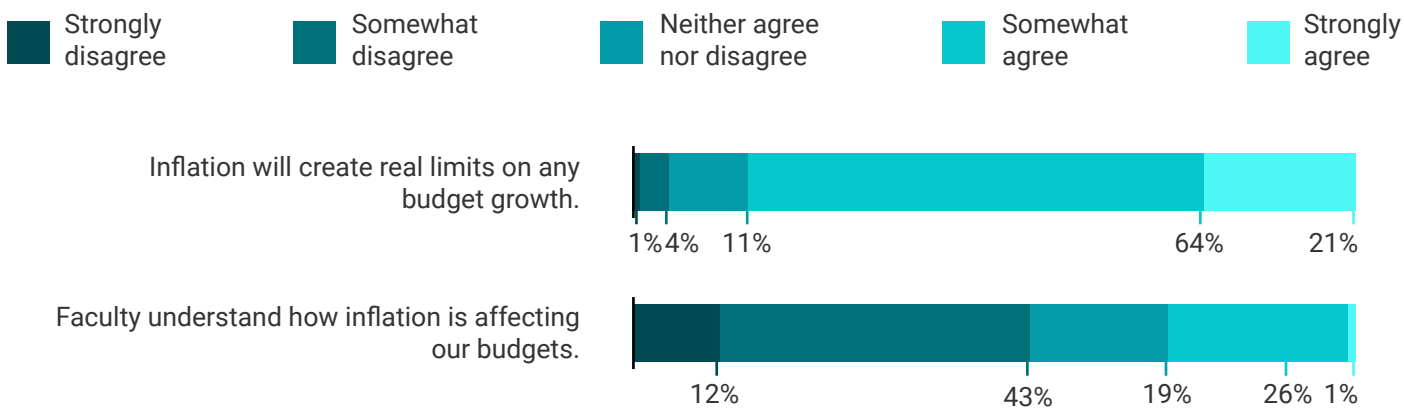
Please indicate your level of agreement with the following statements about budget and finances: (n=350)



INFLATION

Most provosts agree that inflation will create real limits on any budget growth. However, only about a quarter of provosts indicate that faculty understand how inflation is affecting their budgets (27 percent). Provosts at private nonprofit institutions (32 percent) are more likely than provosts at public institutions (21 percent) to agree that faculty understand how inflation is affecting their budgets. Additionally, provosts in the Northeast (92 percent) are significantly more likely than those in the Midwest (81 percent) to agree that inflation will create limits on any budget growth.

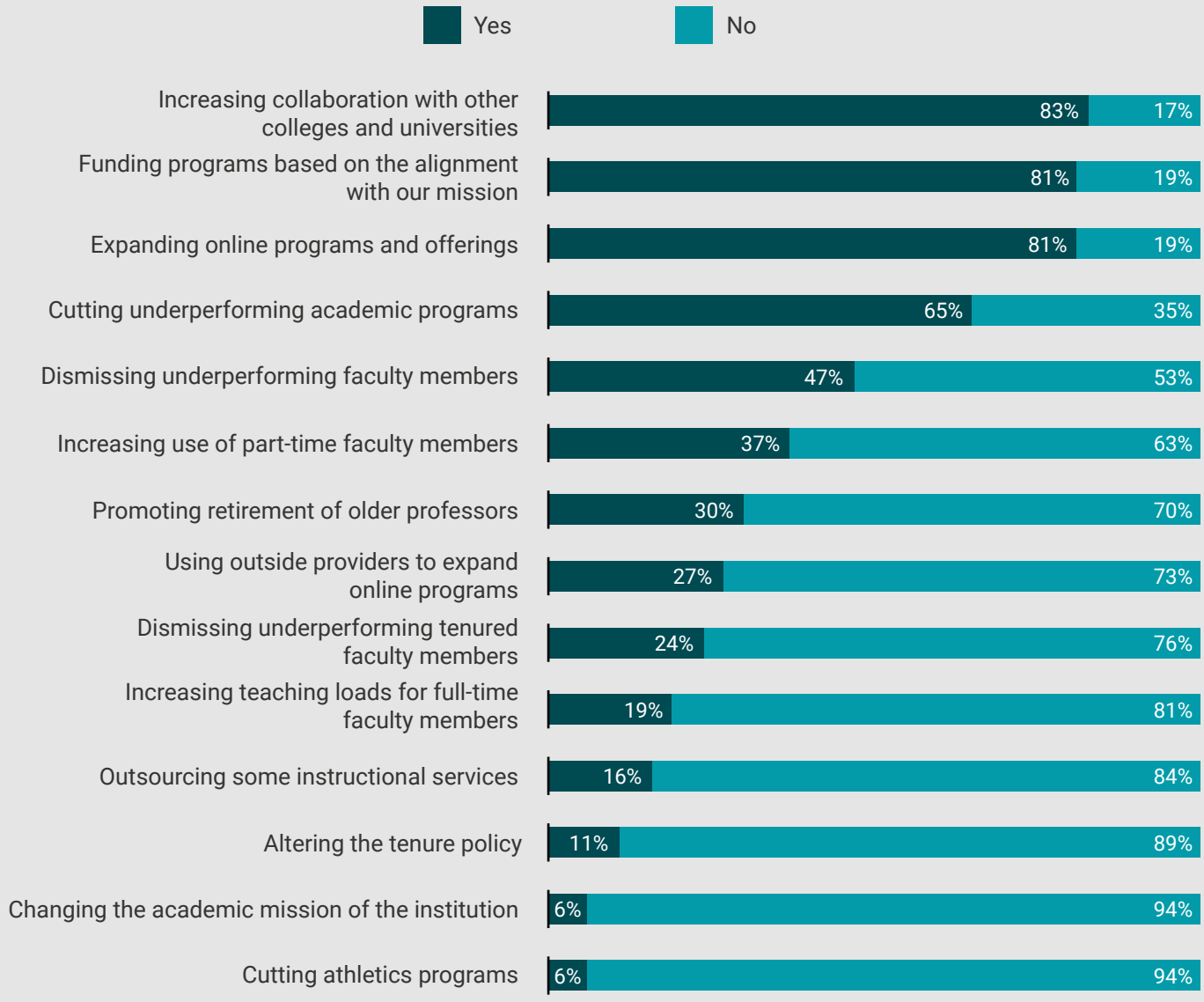
Please indicate your level of agreement with the following statements related to inflation and your institution: (n=350)



PRIORITIES

Survey results show that provosts have clear priorities and plans to increase emphasis on specific areas over the next year. For instance, 83 percent of provosts plan to prioritize collaboration with other colleges and universities, and only 6 percent would like to prioritize cutting athletic programs. Other areas of priority include funding programs based on their alignment with their mission (81 percent) and expanding online programs and offerings (81 percent). Additionally, about two-thirds of provosts plan to prioritize cutting underperforming academic programs (65 percent). Provosts at public institutions (79 percent, 74 percent) are significantly more likely than those at private nonprofit institutions (66 percent, 61 percent) to indicate that they plan to prioritize using outside providers to expand online programs and promoting retirement of older professors.

Please indicate whether you plan to increase emphasis on the following practices at your institution over the next year. (n=375)

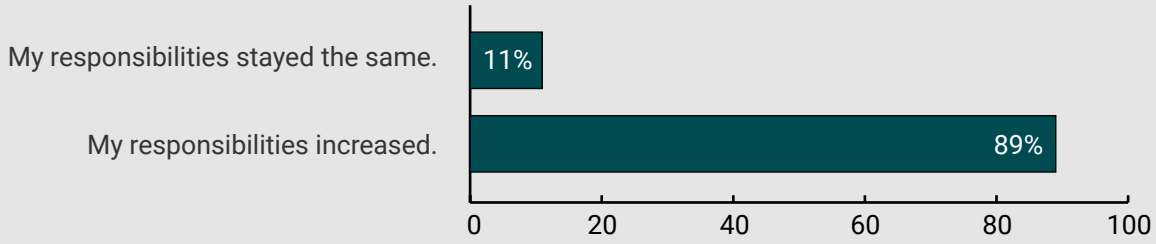


KEY FINDINGS FOR ALL FIGURES

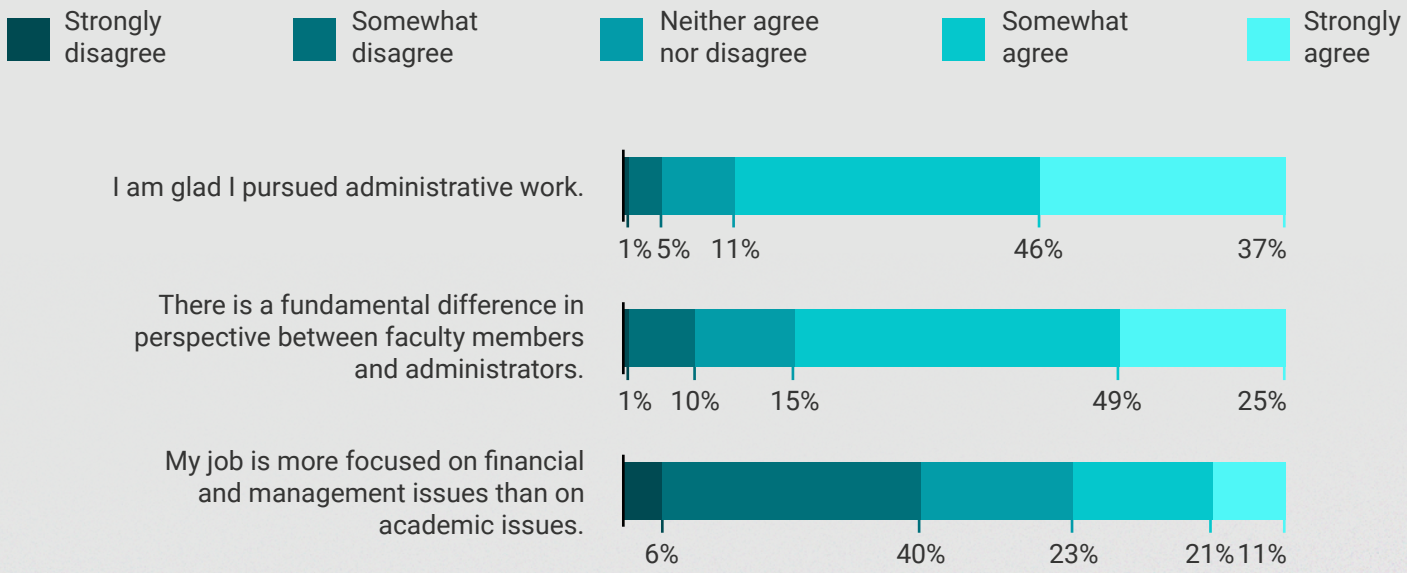
PROVOST RESPONSIBILITIES

Most provosts report that the volume of their job responsibilities increased due to the pandemic. More than three-quarters of provosts are glad they pursued administrative work (83 percent). Only about one-third of respondents agree that their job is more focuses on financial and management issues than on academic issues (32 percent). Provosts' responsibilities differ among public and private institutions such that provosts from public institutions are less likely to indicate that their job is more focused on financial and management issues than on academic issues (25 percent) compared to provosts from private nonprofit institutions (41 percent).

How did the pandemic affect the volume of your responsibilities? (n=401)



Please indicate your level of agreement with the following statements: (n=350)

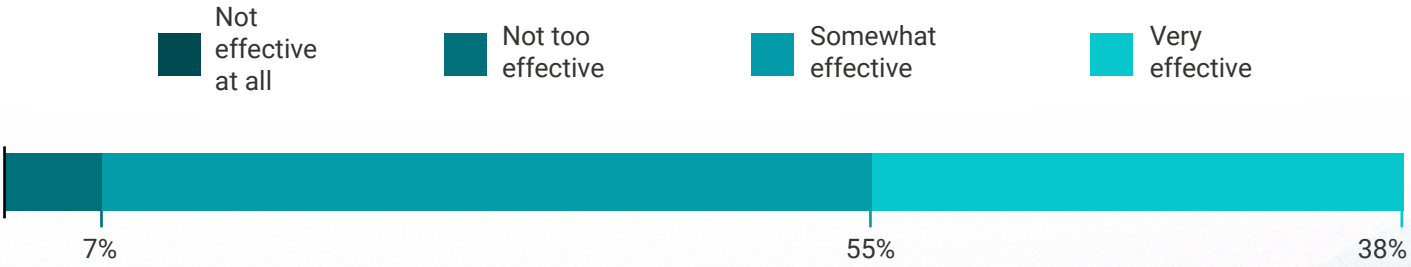


KEY FINDINGS FOR ALL FIGURES

PANDEMIC COMMUNICATION

Almost all provosts indicate that their office has been at least "somewhat effective" at communicating with faculty during this academic year about pandemic-related matters. However, only 38 percent report that their office has been very effective at doing so. Provosts in the South (96 percent) are more likely than provosts in the Midwest (89 percent) to indicate that their office is at least "somewhat effective" at communicating with faculty about pandemic-related matters.

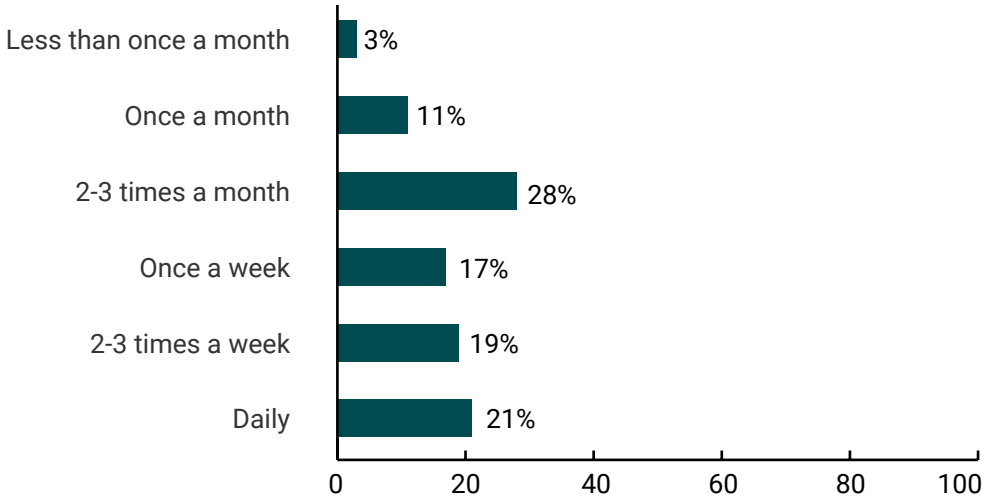
How effective do you believe you (or your office) has been at communicating with faculty during this academic year about pandemic-related matters? (n=401)



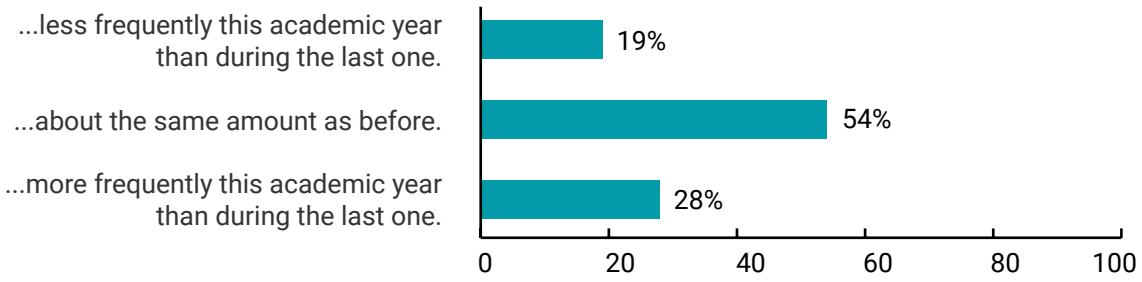
PANDEMIC COMMUNICATION (CONT.)

More than half of provosts report that the frequency with which they communicate with faculty is about the same as the last academic year. Provosts' frequency of communication with faculty about pandemic-related matters is approximately normally distributed, with 2-3 times a month communications being the most common (28 percent), and less than once a month (3 percent) and once a month (11 percent) communication being the least common. It is more likely for provosts from public institutions (32 percent) than it is for those in private institutions (22 percent) to report that their office communicates with faculty more frequently this academic year than during the last one.

During this academic year, how frequently do you (or your office) directly communicate with faculty? (n=401)



Have you decreased or increased the frequency with which you (or your office) communicates with faculty this academic year as compared to the last one? My office communicates with faculty... (n=400)

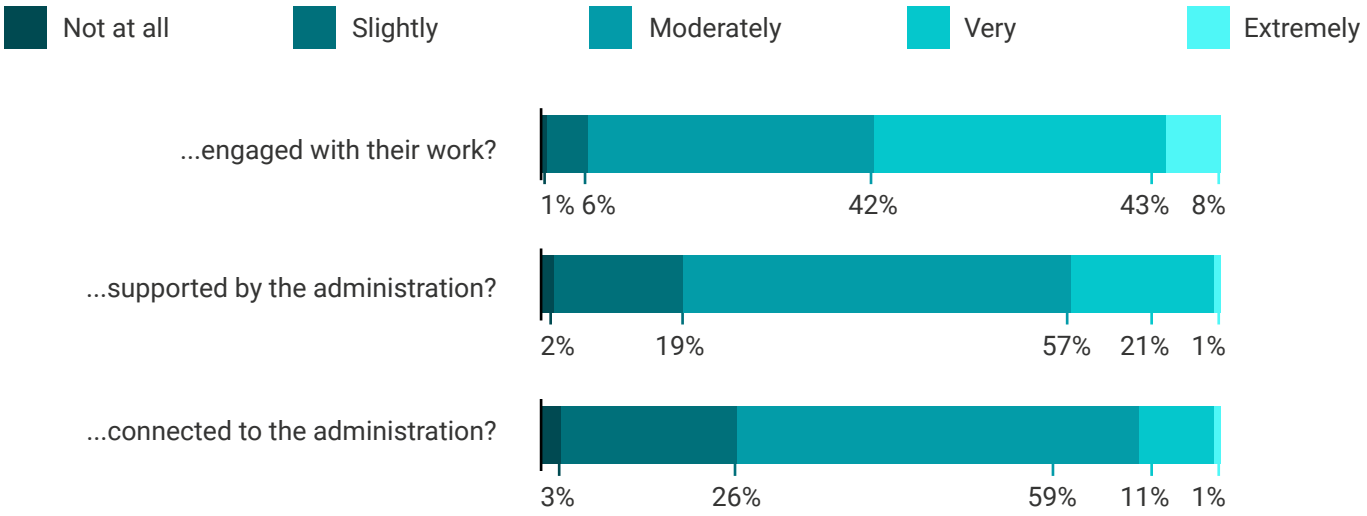


KEY FINDINGS FOR ALL FIGURES

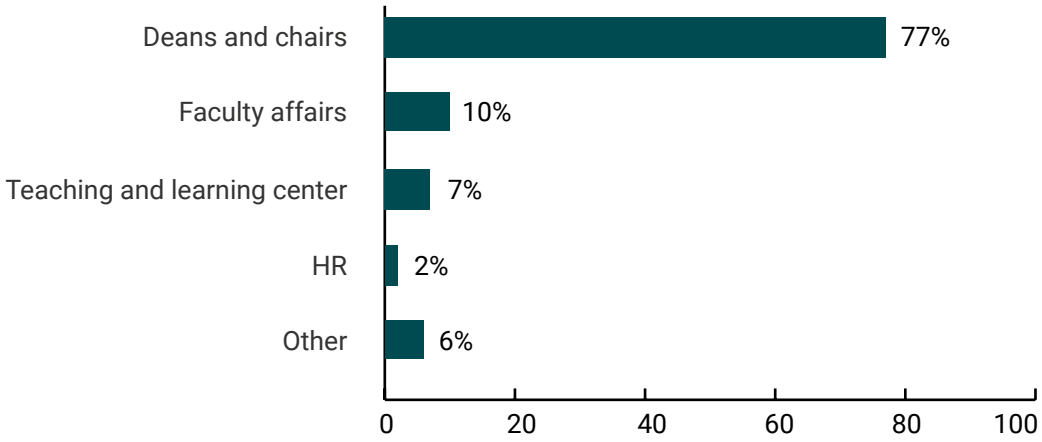
FACULTY ENGAGEMENT

More than half of provosts report that faculty current feel at least very engaged with their work, but they are less likely to report that faculty feel supported or connected to the administration. Provosts are most likely to report that the deans and chairs (77 percent) at their institution are primarily responsible for ensuring faculty and supported, engaged, and connected. Provosts from private nonprofit institutions (58 percent, 17 percent) are more likely than those from public institutions (46 percent, 10 percent) to report that faculty at their institution are at least very engaged and very connected to the administration.

To what extent do you believe faculty currently feel... (n=400)



At your institution, who is primarily responsible for ensuring faculty are supported, engaged, and connected? (n=400)



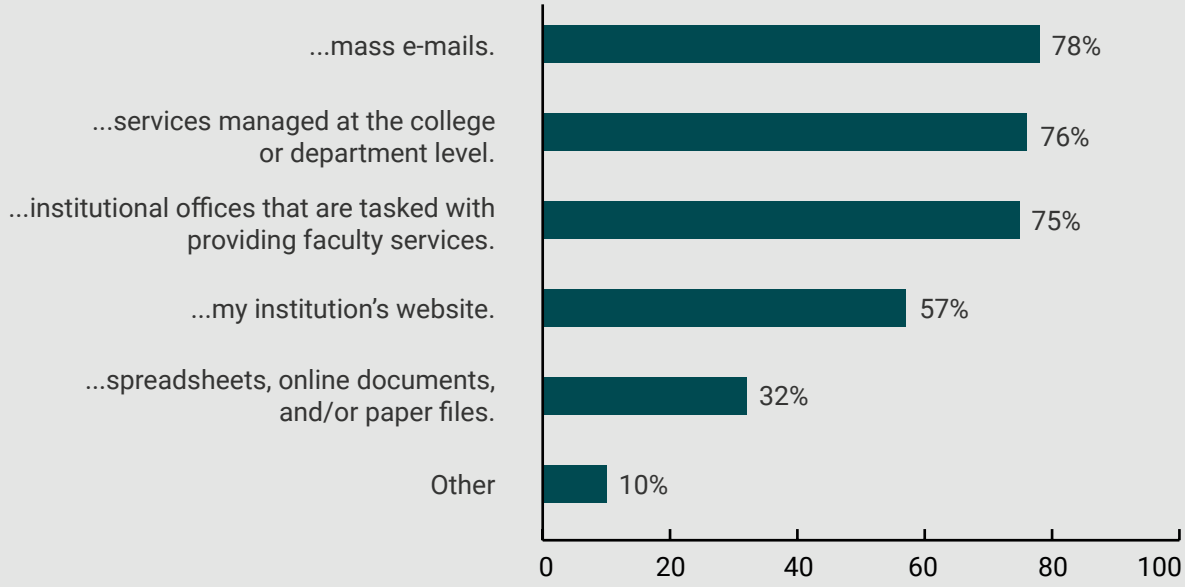
KEY FINDINGS FOR ALL FIGURES

FACULTY ENGAGEMENT: RESOURCES

Almost all provosts report that they believe faculty at their institution would describe the resources and tools made available to them during the pandemic as at least somewhat effective. Overall, mass emails (78 percent), services managed at the college or department level (76 percent), and institutional offices that are tasked with providing faculty services (75 percent) are the most common channels available to faculty to ensure they are supported, engaged, and connected. Provosts from public institutions (63 percent) are more likely than those from private nonprofit institutions (52 percent) to report that faculty at their institution use their institution's website as a channel for support, engagement, and connection.

Please indicate your level of agreement with the following statement: I believe faculty would describe the resources and tools made available to them during the pandemic as... (n=391)

Through what channel(s) are resources and tools made available to faculty to ensure they are supported, engaged, and connected? Please select all that apply. Resources and tools are made available to faculty through... (n=397)

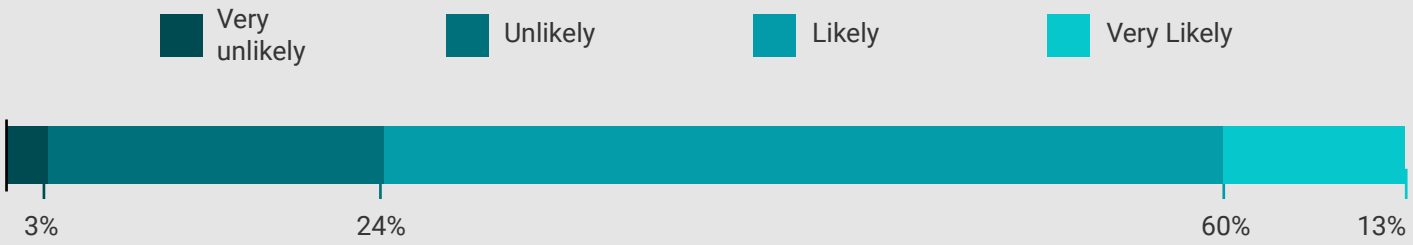


KEY FINDINGS FOR ALL FIGURES

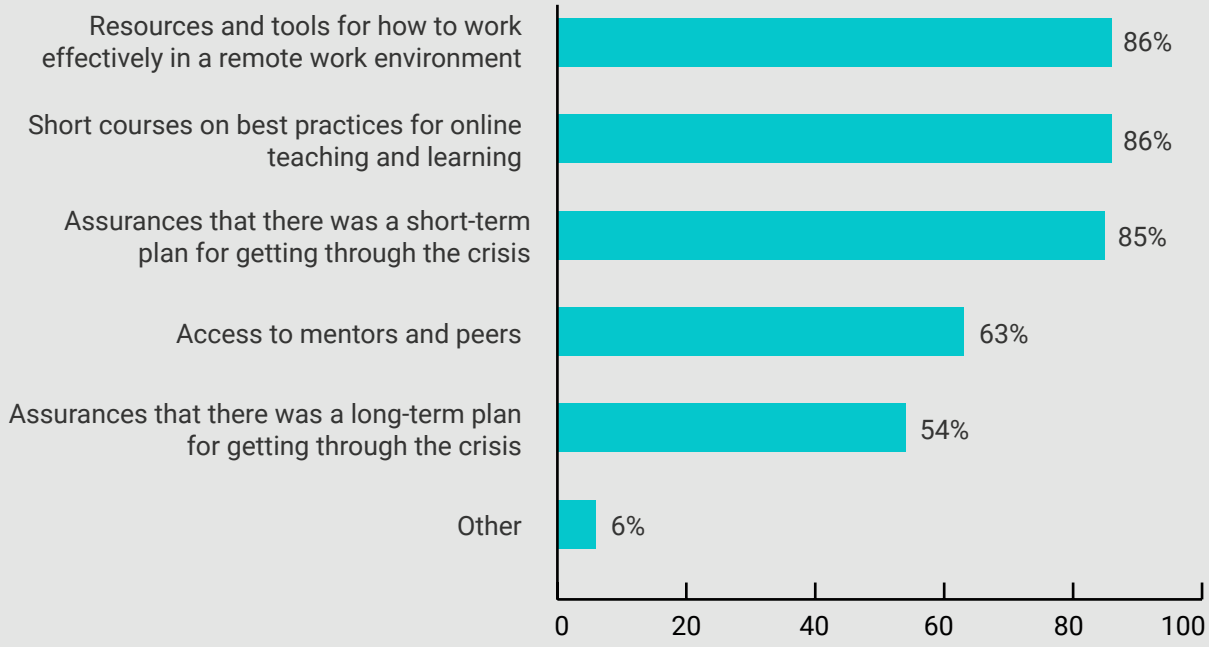
FACULTY ENGAGEMENT: SUPPORT

Most provosts report that they believe faculty at their institution are likely to say that they have the right resources and tools to help them feel supported, engaged, and connected. When asked whether specific types of supports were provided to faculty members, provosts are most likely to report that their institution provided resources and tools for how to work remotely (86 percent), short courses on best practice for online teaching and learning (86 percent), and assurances that there was a short-term plan for getting through the crisis (85 percent). Provosts from the South (79 percent) are more likely than provosts from the West (65 percent) to indicate that their faculty are likely to say they have the right resources and tools to help them feel supported, engaged, and connected.

How likely or unlikely are your faculty to say they have the right resources and tools to help them feel supported, engaged, and connected? (n=377)



Did your institution provide any of the following to faculty members? Please select all that apply. (n=392)

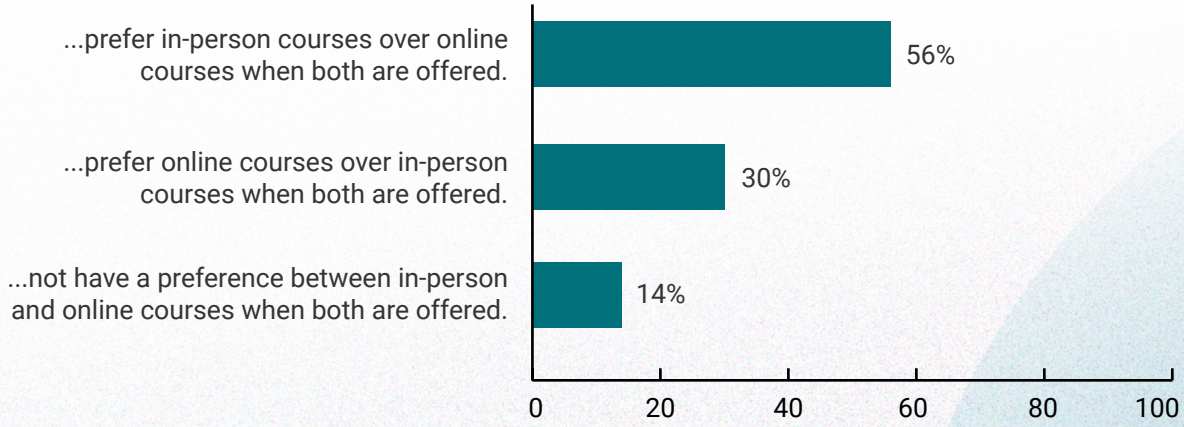


KEY FINDINGS FOR ALL FIGURES

PROGRAM FORMATS

More than half of provosts report that students at their institution prefer in-person courses over online courses when both are offered. Further, less than a third of provosts indicate that students tend to prefer online courses over in-person courses (30 percent). Few report that students at their institution have no preference (14 percent). Provosts from public institutions (37 percent) are much less likely than those at private nonprofit institutions (80 percent) to report that students at their institution prefer in-person classes over online classes when both are offered. Additionally, provosts in the Northeast (70 percent) are more likely than those in the South (54 percent) and West (42 percent) to report that students at their institution tend to prefer in-person courses over online courses.

Based on student enrollment data over the past two years, do students prefer in-person or online courses when both are offered? Students tend to... (n=385)

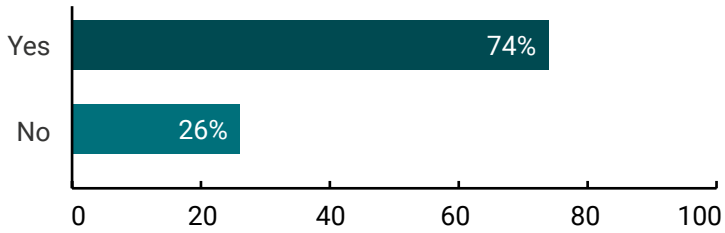


KEY FINDINGS FOR ALL FIGURES

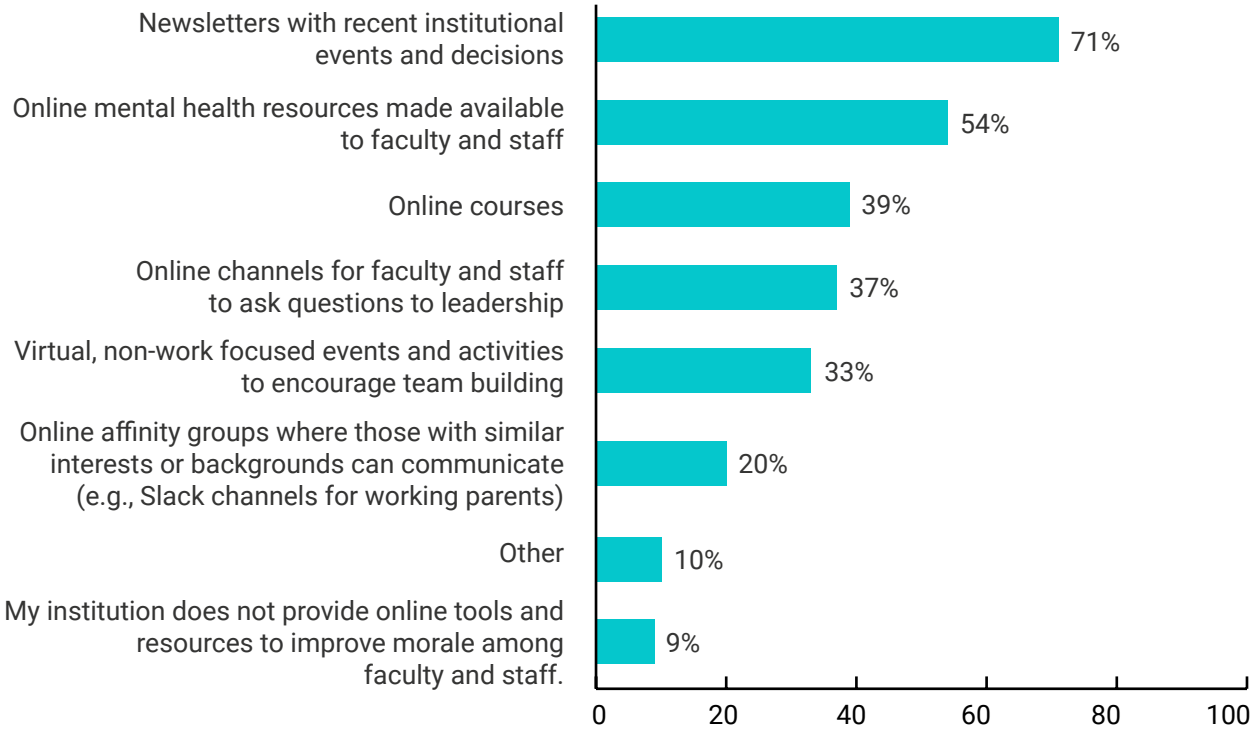
FACULTY SATISFACTION

Nearly three-quarters of provosts report that their institution surveys its faculty, staff, and administrators to assess their job satisfaction. Newsletters with recent institutional events and decisions (71 percent) and online mental health resources (54 percent) are the most common online tools that provosts' institutions have in order to help build morale among faculty and staff. About half of provosts indicate that their institutions has a way to track how often these online resources are most utilized (52 percent). Provosts from public institutions (62 percent, 49 percent) are more likely than provosts from private nonprofit institutions (46 percent, 26 percent) to report that their institution has online mental health resources and online courses to help build morale among faculty and staff.

Does your institution survey its faculty, staff, and administrators to assess their job satisfaction? (n=385)



Which of the following online tools and resources does your institution have to help build morale among faculty and staff? Please select all that apply. (n=384)

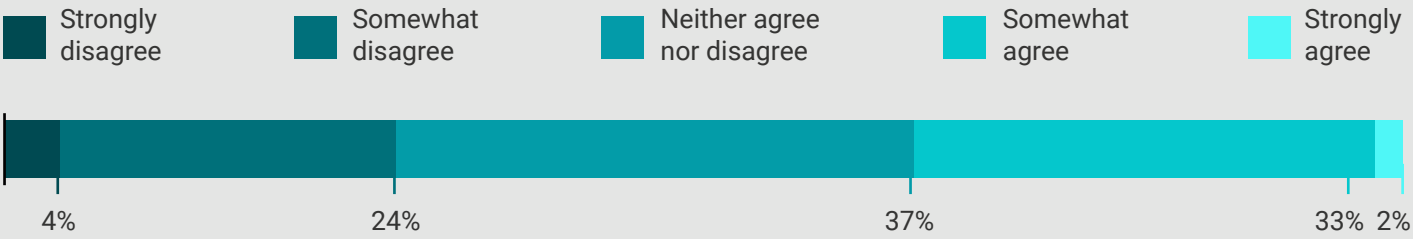


KEY FINDINGS FOR ALL FIGURES

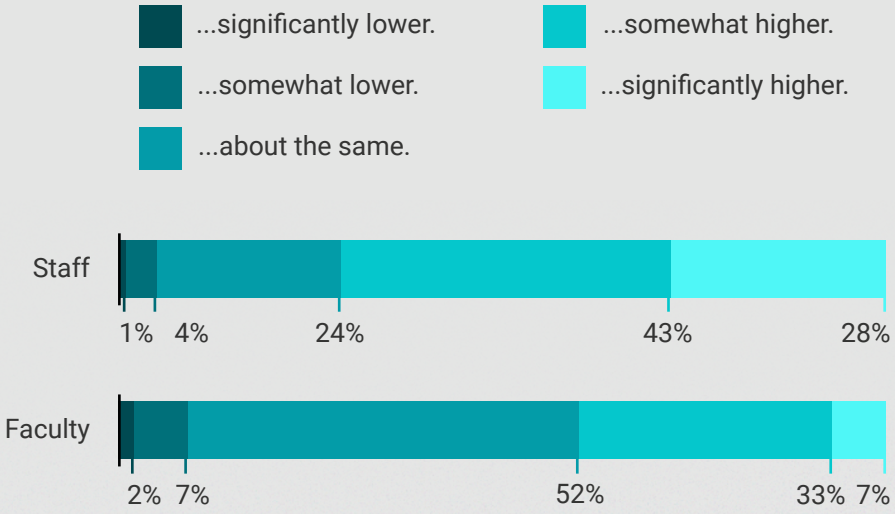
FACULTY TURNOVER AND BURNOUT

Only about a third of provosts agree that their institution has taken concrete steps to address faculty burnout. Provosts also report that faculty and staff turnover rates differ at their institution, such that 40 percent of provosts indicate that faculty turnover has been at least somewhat higher, but 71 percent of provosts indicate that staff turnover has been at least somewhat higher. Provosts in the West (47 percent) are more likely than those in the Midwest (25 percent) to report that their institution has taken concrete steps to address faculty burnout.

To what extent do you agree or disagree with the following statements regarding faculty turnover and burnout? My institution has taken concrete steps to address faculty burnout. (n=384)



To what extent has turnover of the following groups decreased or increased over the past year? As compared to previous years, turnover is... (n=382)

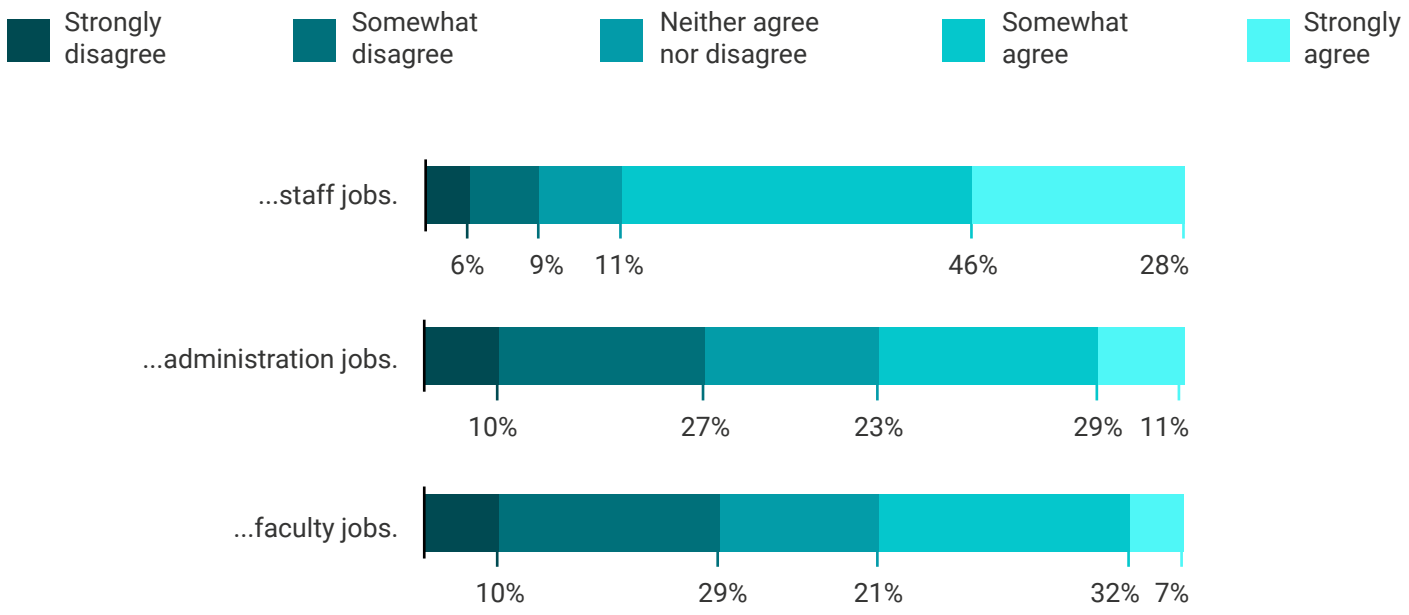


KEY FINDINGS FOR ALL FIGURES

THE GREAT RESIGNATION

Provosts report that staff jobs have been more affected by the "Great Resignation" than faculty and administration jobs. Specifically, provosts feel that the Great Resignation has affected their institution's staff jobs (74 percent) the most, followed by faculty jobs (40 percent), and administration jobs (40 percent). Survey results do not show any statistically significant differences at the regional or sector level.

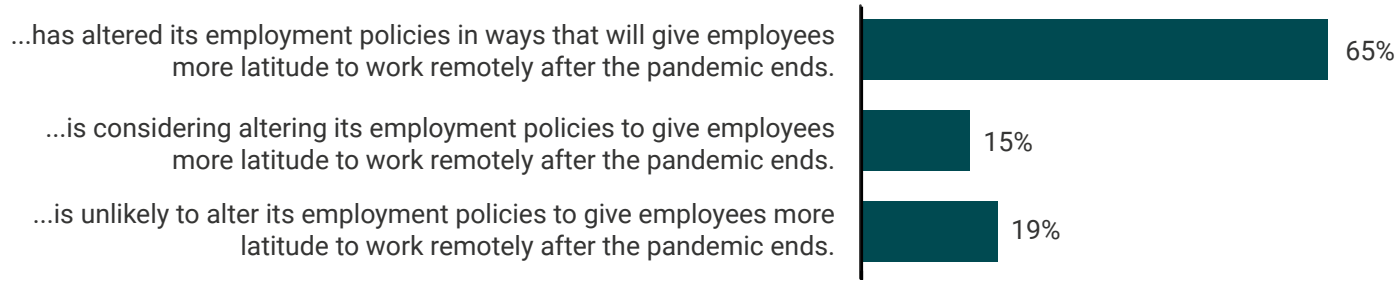
To what extent do you agree or disagree with the following statements regarding the "great resignation"? I feel that the "Great Resignation" has affected my institution's... (n=382)



REMOTE WORK POLICIES

Most provosts report that their institution has altered its employment policies in a way that will give employees more latitude to work remotely after the pandemic ends. About the same amount of provosts report that their institution is either considering altering their employment policies (15 percent) or that they are unlikely to alter its employment policies at all (19 percent). Provosts in the South (52 percent) are less likely than those in the Northeast (79 percent), West (72 percent), and Midwest (68 percent) to indicate that their institution has altered its employment polices in ways that will give employees more latitude to work remotely after the pandemic ends.

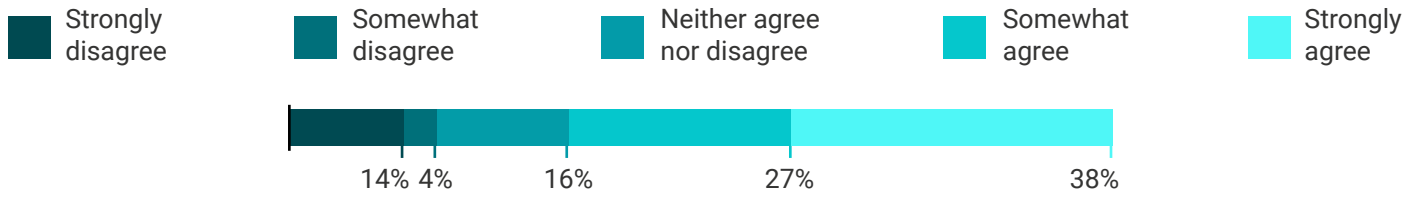
Which of the following best describes your institution? My institution... (n=382)



VIEW OF TENURE SYSTEM

Approximately two-thirds of provosts agree that tenure remains important and viable at their institution. When considering a system of long-term contracts over the existing tenure system in higher education, 52 percent of provosts indicate they would favor, and 48 percent indicate they would oppose. Provosts in the Northeast (73 percent) and the West (73 percent) are more likely than those in the South (57 percent) to agree that tenure remains important and viable at their institution.

Please indicate your level of agreement with the following statement: Tenure remains important and viable at my institution. (n=382)



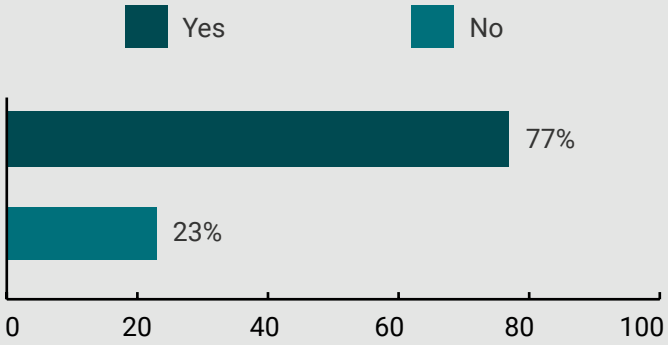
Do you favor or oppose a system of long-term contracts over the existing tenure system in higher education? (n=381)

KEY FINDINGS FOR ALL FIGURES

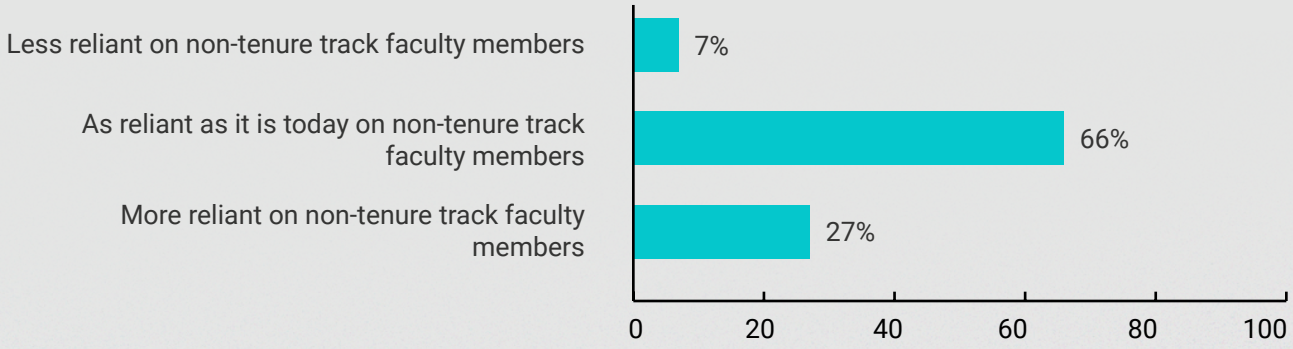
RELIANCE ON NON-TENURE TRACK FACULTY

More than three-quarters of provosts report that their institution relies significantly on nontenure track faculty for instruction, and most do not expect this level of reliance to change in the future. Provosts are most likely to indicate that in the future, their institution will be as reliant as it is today on nontenure track faculty members (66 percent). Overall, provosts expect that institutions may become more reliant rather than less reliant (27 percent more reliant, 7 percent less reliant). It is more likely for provosts in the West (87 percent) to report that their institution relies significantly on non-tenure track faculty for instruction than it is for provosts in the South (73 percent)

Does your institution rely significantly on nontenure track faculty for instruction? (n=381)



In the future, do you anticipate that your institution will become more reliant, less reliant or about as reliant as it is today on nontenure track faculty members for instruction? (n=381)

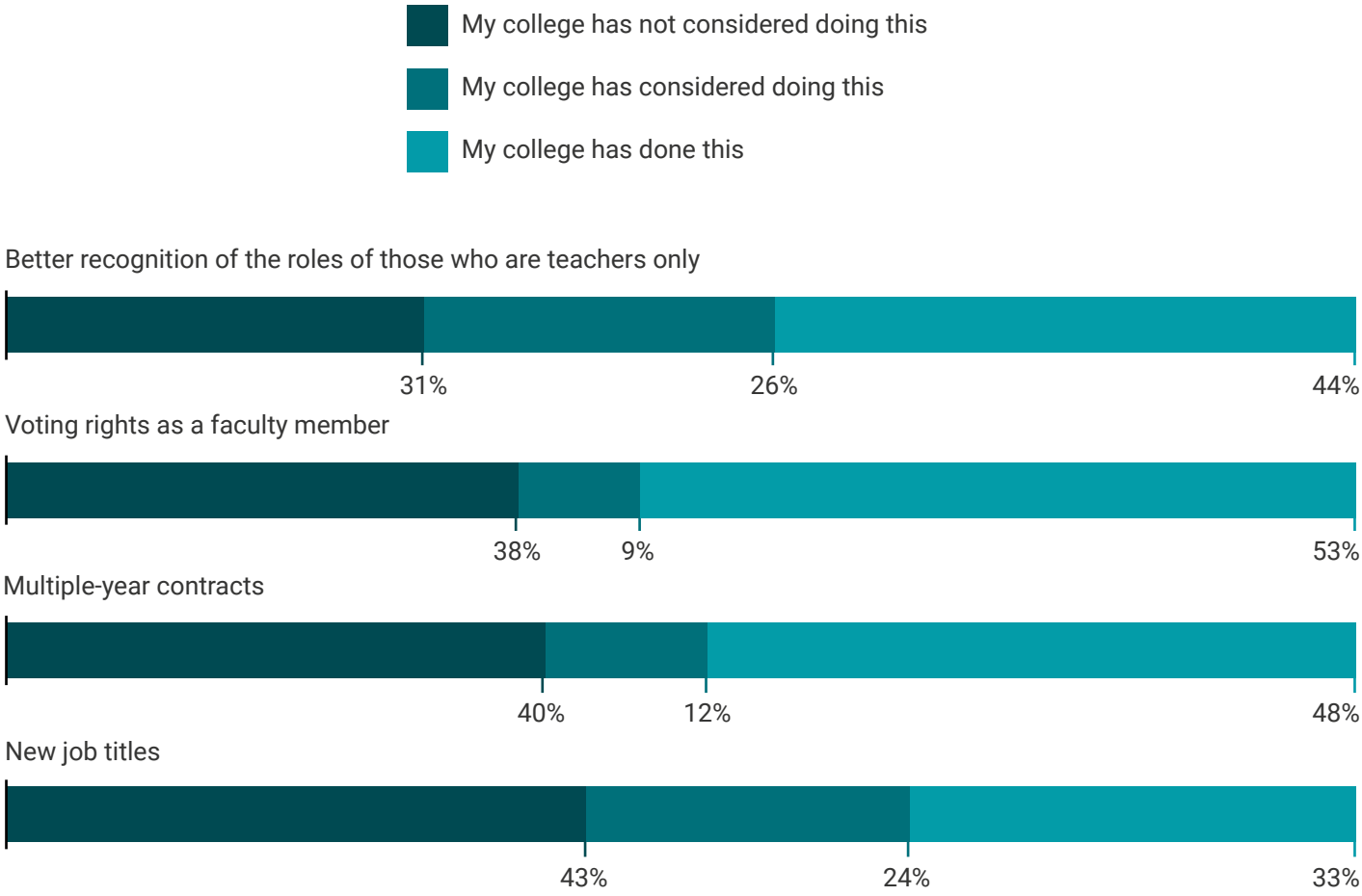


KEY FINDINGS FOR ALL FIGURES

CONSIDERATIONS FOR NEW MODELS

Provosts are split on whether their institution is exploring new faculty models beyond a tenure track versus nontenure track distinction. Provosts are most likely to indicate that their college has allowed nontenure track faculty voting rights as a faculty member (53 percent) and multiple-year contracts (48 percent). Provosts indicate that their college is least likely to consider new job titles as a new faculty model (43 percent have not considered). Provosts at private nonprofit institutions (39-64 percent) are more likely than those at public institutions (28-46 percent) to indicate that they have explored all surveyed new faculty models, except for better recognition of the roles of those who are teachers only.

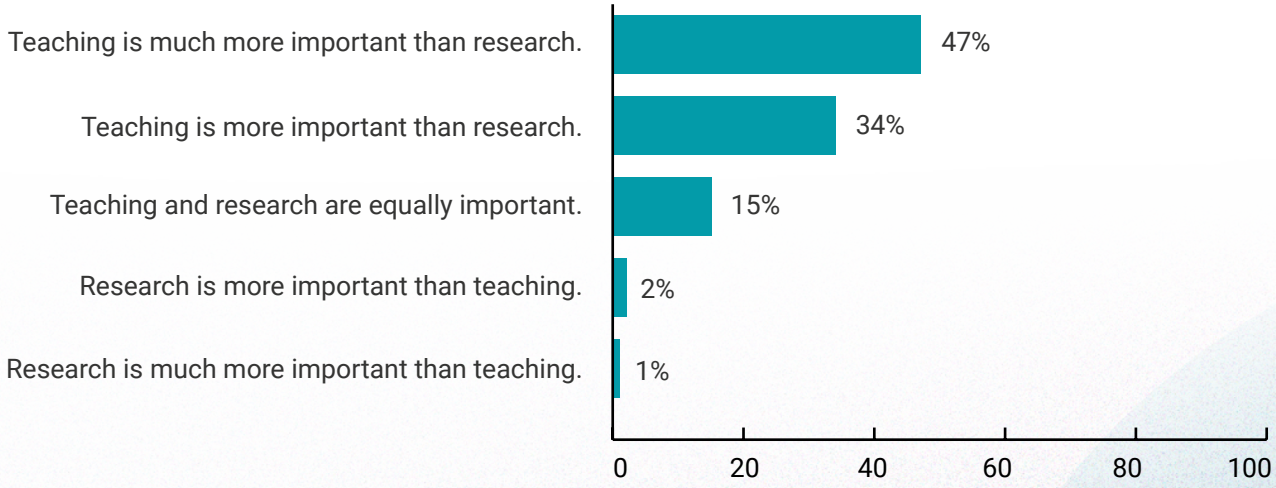
As you may know, some colleges are exploring new faculty models beyond a tenure track versus non-tenure track distinction. Please indicate whether your college has done or has considered doing each of the following for nontenure track faculty members. (n=379)



VIEWS ON FACULTY ROLES

Nearly half of provosts indicate that at their institution, teaching is more important than research. Only about 3 percent of provosts indicate that research is more important than teaching. Provosts from public institutions (77 percent) are less likely than provosts from private nonprofit institutions (87 percent) to indicate that teaching is more or much more important than research. Additionally, provosts from the Midwest (90 percent) are more likely than those from the Northeast (74 percent) and West (68 percent) to indicate that teaching is more or much more important than research.

Which comes closest to your view about faculty roles at your institution? (n=381)

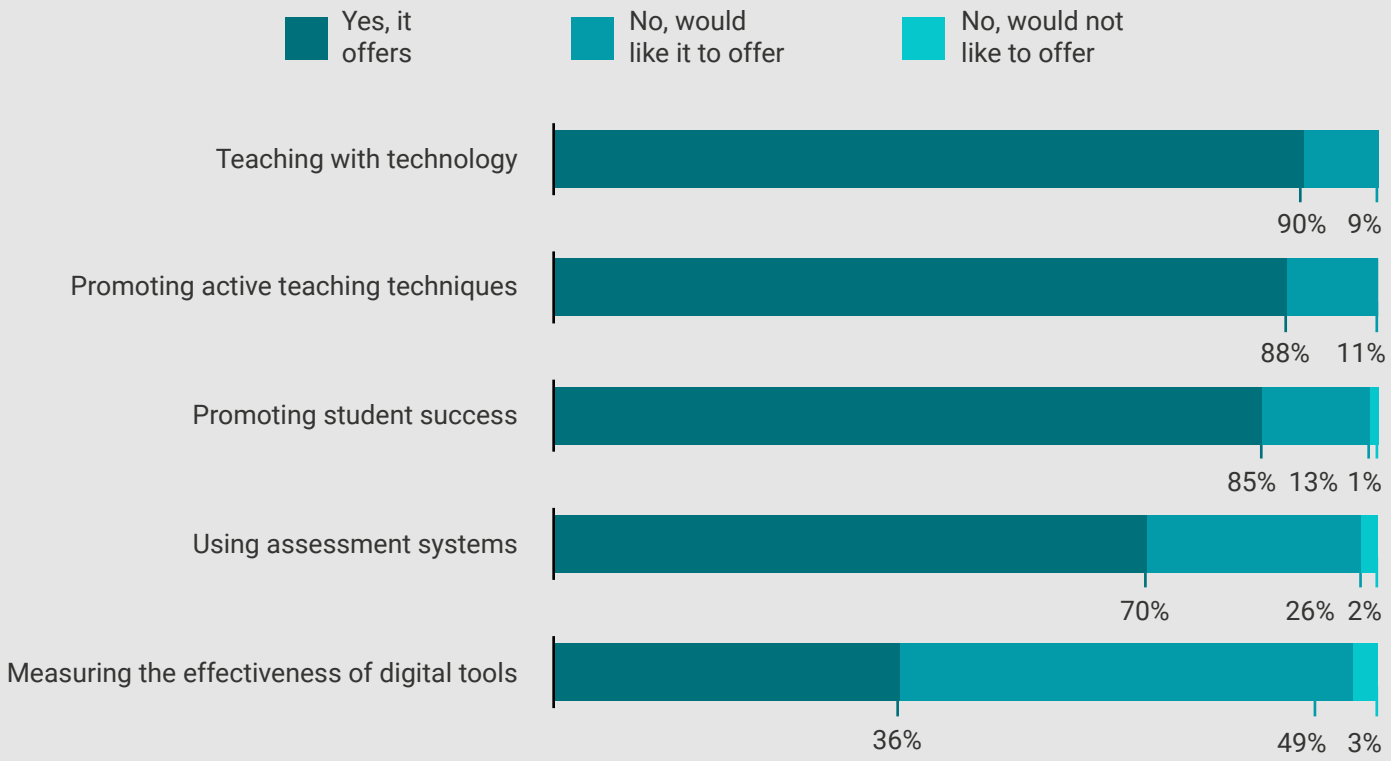


KEY FINDINGS FOR ALL FIGURES

PROFESSIONAL DEVELOPMENT

Most provosts indicate that their institution currently offers different types of professional development, but are least likely to offer professional development about measuring the effectiveness of digital tools. However, about half of provosts indicate that this is a development area they would like their institution to offer (49 percent). Almost all provosts report that their institution offers professional development in teaching with technology (90 percent), promoting active teaching techniques (88 percent), and promoting student success (85 percent). Provosts from public institutions (45-95 percent) are more likely than provosts from private nonprofit institutions (25-86 percent) to indicate that their institutions offer professional development in all surveyed areas, except for promoting active teaching techniques.

Does your institution currently offer, or would you like them to offer, professional development for faculty members in each of the following areas? (n=378)

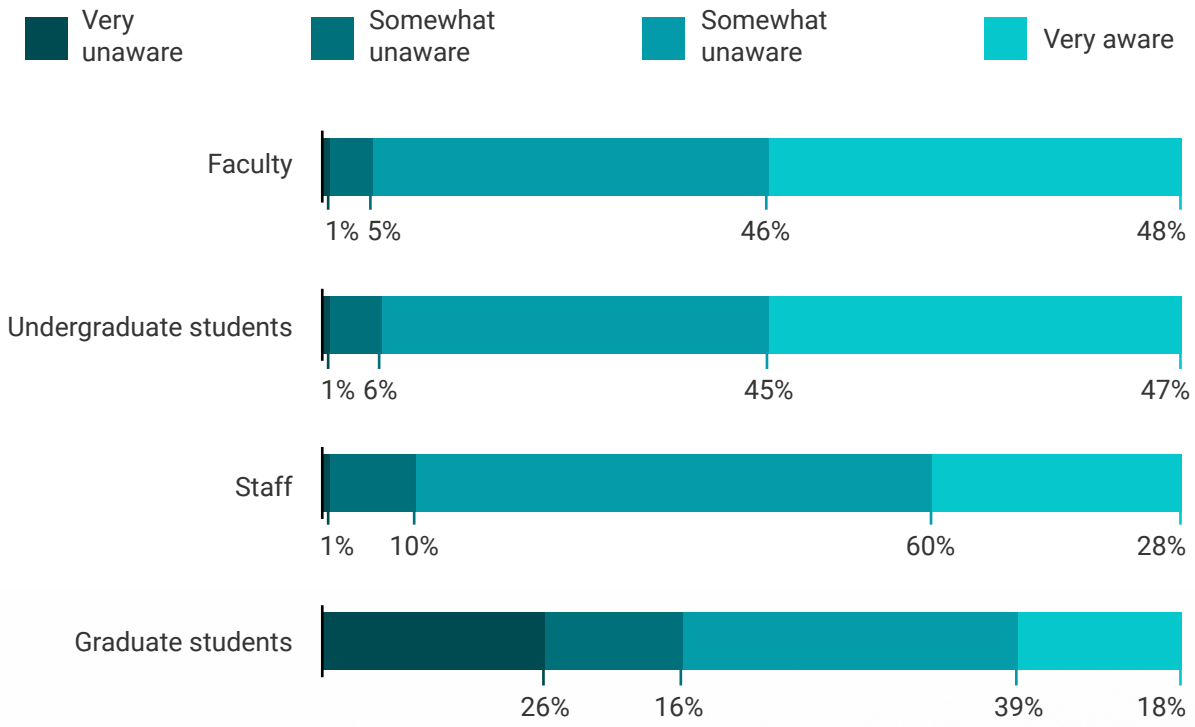


KEY FINDINGS FOR ALL FIGURES

AWARENESS OF GENERAL MENTAL HEALTH

Provosts are more likely to be aware of faculty, undergraduate student, and staff mental health than graduate student mental health. Provosts are most likely to indicate that they are very aware of faculty mental health (48 percent), followed by undergraduate students (47 percent), staff (28 percent) and graduate students (18 percent). Provosts at private nonprofit institutions (71 percent) are more likely than those at public institutions (47 percent) to be at least somewhat aware of graduate student mental health.

How would you rate your own level of awareness of the general state of mental health as it relates to following members of your community? (n=401)

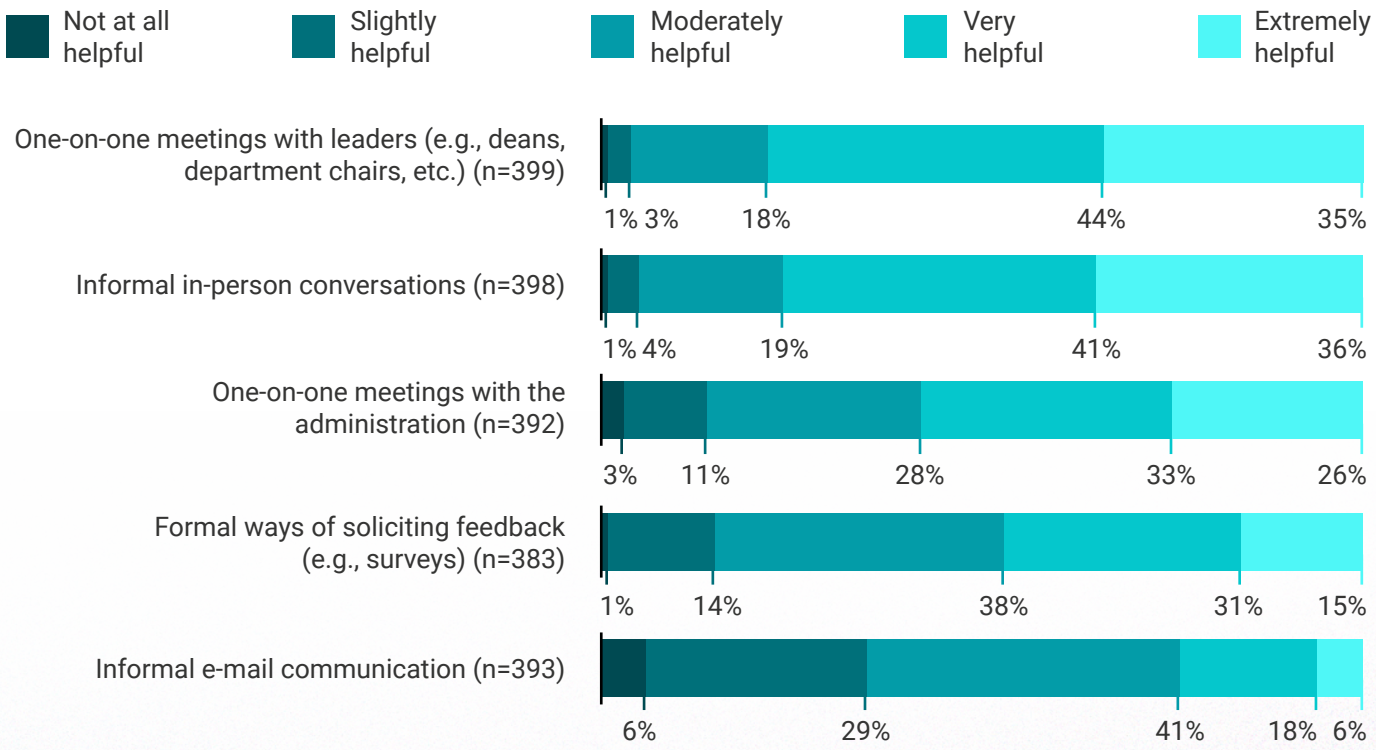


KEY FINDINGS FOR ALL FIGURES

INCREASING MENTAL HEALTH AWARENESS

Provosts are most likely to indicate that one-on-one meetings with leaders and informal in-person conversations are the most helpful when it comes to increasing their awareness of general mental health of faculty, staff, and administrators. More than three-quarters of provosts indicate that one-on-one meetings with leaders (79 percent) and informal in-person conversations (77 percent) are at least very helpful. The least helpful method is informal e-mail communication (24 percent). Provosts in the Midwest (85 percent) are more likely than those in the Northeast (73 percent) to indicate that one-on-one meetings with leaders are at least very helpful when it comes to increasing their awareness of the general mental health of faculty, staff, and administrators. Survey results do not show any statistically significant differences at the sector level.

How helpful are each of the following when it comes to increasing your awareness of the general state of mental health of faculty, staff, and administrators?

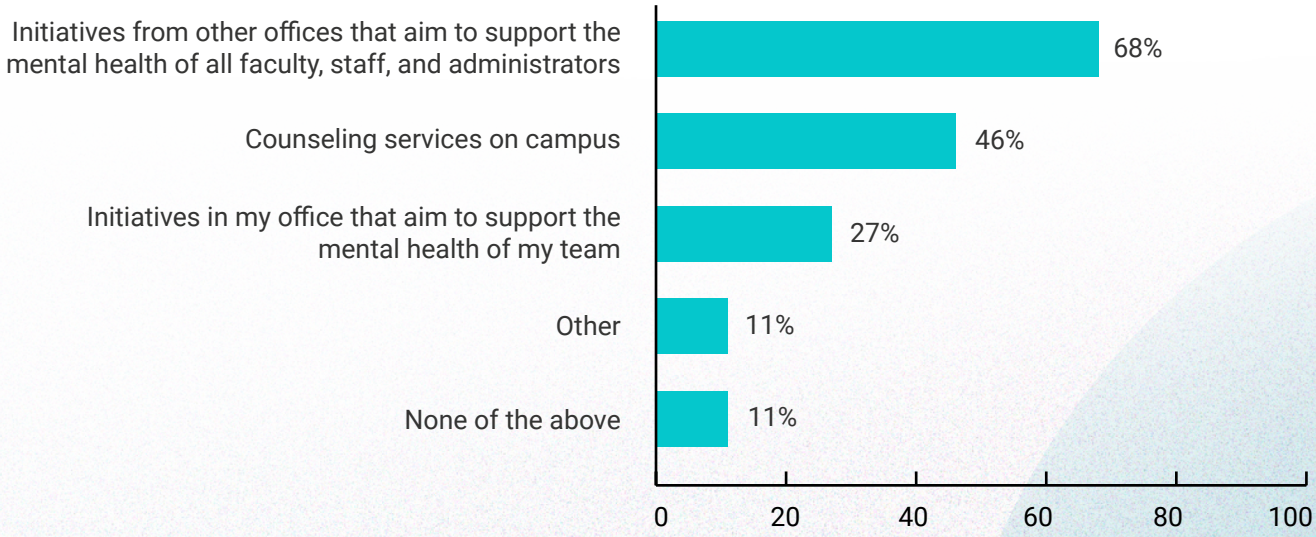


KEY FINDINGS FOR ALL FIGURES

MENTAL HEALTH SUPPORT

More than two-thirds of provosts indicate that their leadership team receives mental health support from initiatives from other offices. Further, nearly half of provosts report that their leadership team receives support from the counseling services on campus (46 percent). Provosts in the Midwest (18 percent) are less likely than those in the Northeast (31 percent), South (31 percent), and West (33 percent) to indicate that their leadership team receives mental health support from initiatives in their office. Survey results do not show any statistically significant differences at the sector level.

From which of the following areas does your leadership team receive mental health support? (n=401)

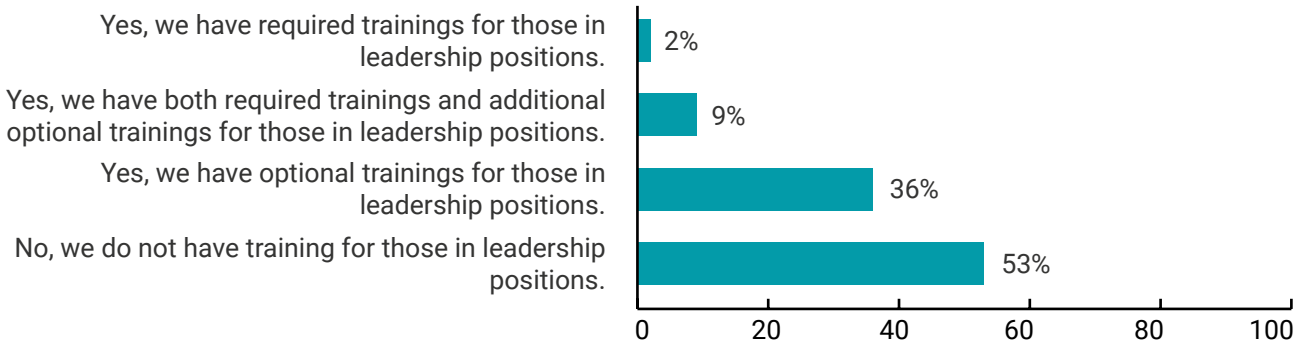


KEY FINDINGS FOR ALL FIGURES

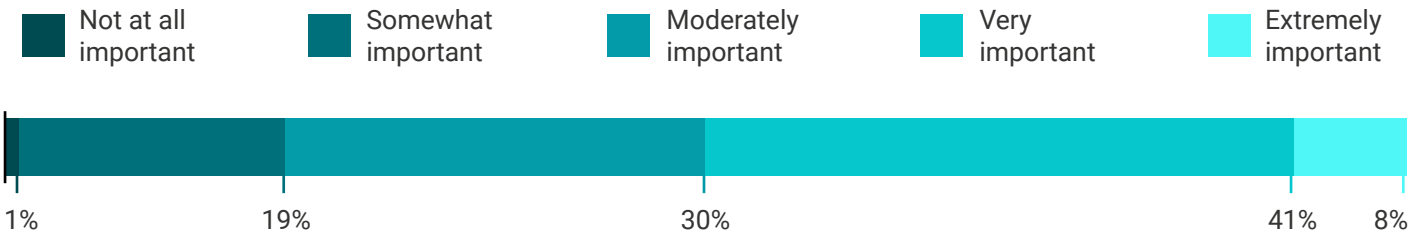
MENTAL HEALTH INITIATIVES

Although about half of provosts indicate that their institution finds supporting faculty and staff mental health to be at least very important, only about a third of provosts indicate that their institution has formal plans to address the mental health needs among faculty and staff. Further, more than half of provosts report that their institution does not have training for those in leadership positions to help them support the mental health needs of their faculty and staff (53 percent). Provosts from private nonprofit institutions (59 percent) are more likely than those from public institutions (48 percent) to indicate that their institution does not have trainings for those in leadership positions.

Does your institution provide training for those in leadership positions to help them support the mental health needs of their faculty and staff? (n=401)



What amount of importance does your institution place on supporting faculty and staff mental health? My institution finds supporting faculty and staff mental health to be... (n=401)



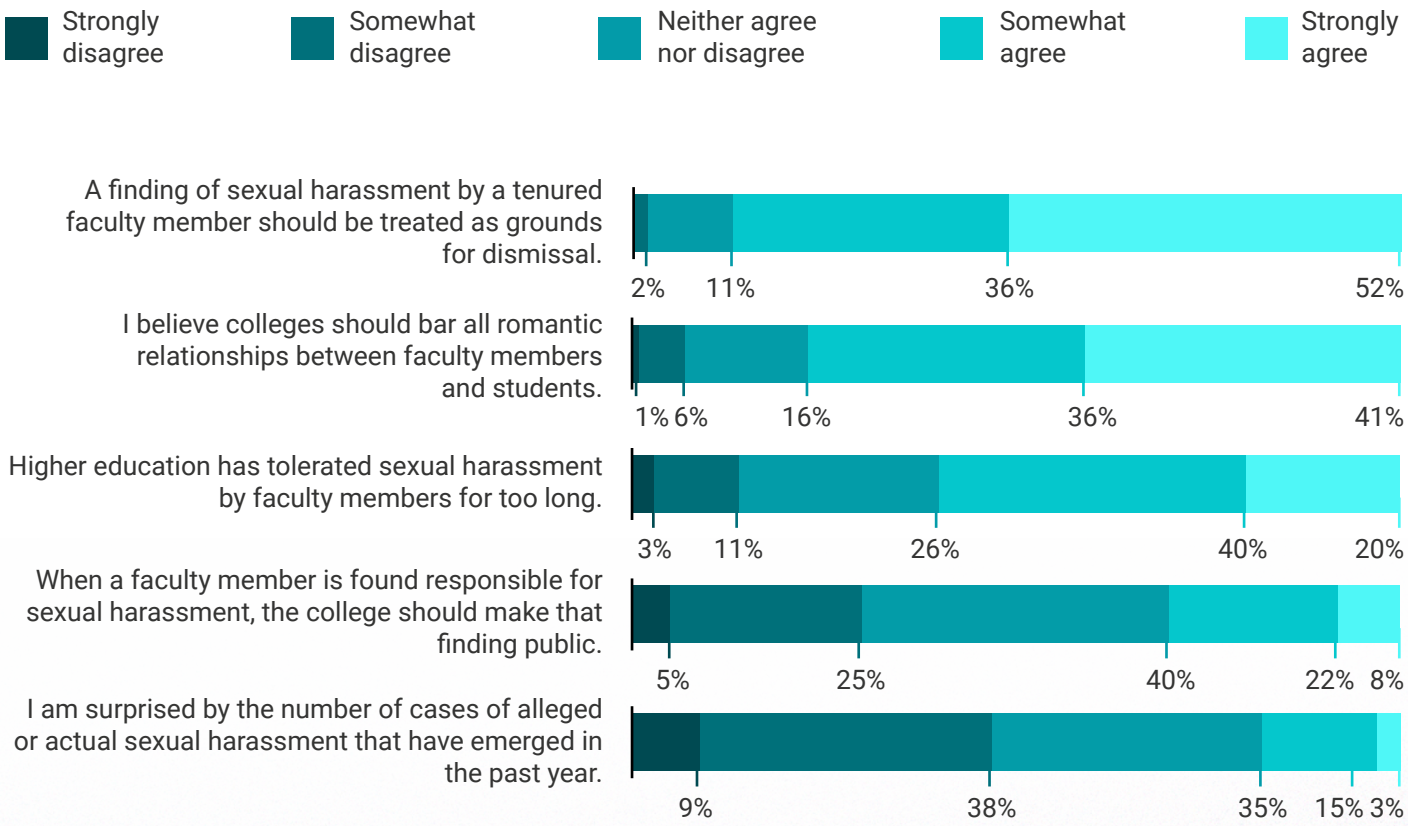
To what extent do you agree or disagree with the following statement? My institution has formal plans to address the mental health needs among faculty and staff. (n=401)

KEY FINDINGS FOR ALL FIGURES

VIEWS ON FACULTY SEXUAL HARASSMENT

Most provosts agree that a finding of sexual harassment by a tenured faculty member should be treated as grounds for dismissal. In addition, more than three-quarters agree that colleges should bar all romantic relationships between faculty members and students (77 percent). Nearly half of provosts disagree that they are surprised by the number of cases alleged or actual sexual harassment that have emerged in the past year (47 percent). Provosts from public institutions (73 percent) are less likely than those from private nonprofit institutions (84 percent) to agree that colleges should bar all romantic relationships between faculty members and students.

Many colleges have recently dealt with allegations of faculty members abusing their positions to sexually harass or assault junior colleagues or students. Please indicate your level of agreement with the following statements: (n=372)

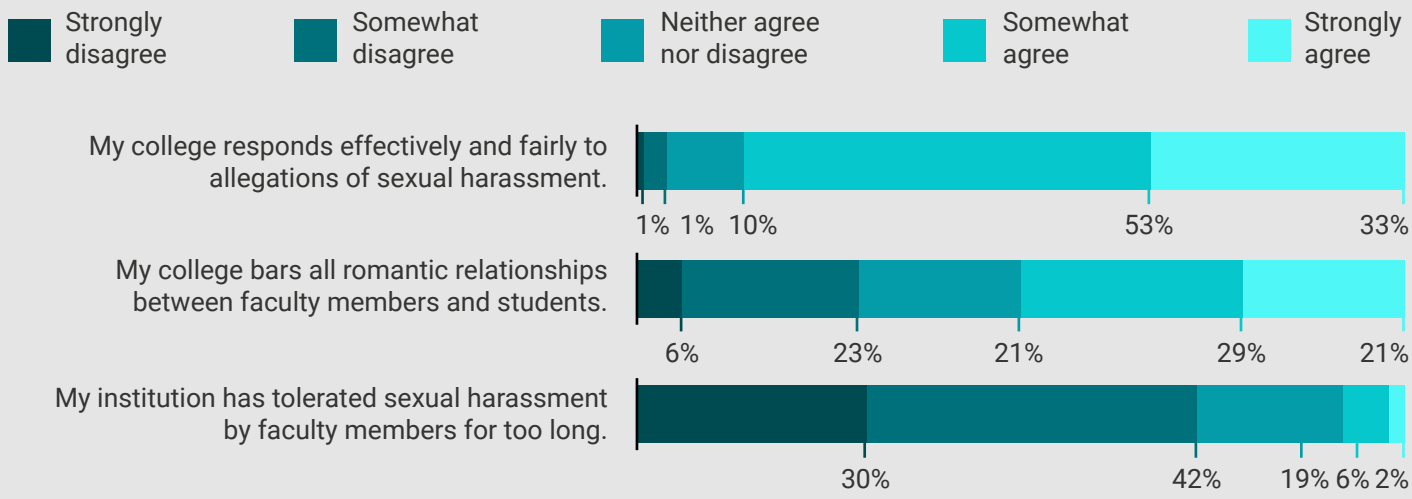


KEY FINDINGS FOR ALL FIGURES

ADDRESSING SEXUAL HARASSMENT

Most provosts agree that their college responds effectively and fairly to allegations of sexual harassment. However, just half of provosts agree that their college bars all romantic relationships between faculty members and students (50 percent). Provosts are likely to disagree that their institution has tolerated sexual harassment by faculty members for too long (72 percent). Provosts from public institutions (38 percent) are much less likely than provosts from private nonprofit institutions (60 percent) to agree that their college bars all romantic relationships between faculty members and students.

Please indicate your level of agreement with the following statements about what your institution has done to address sexual harassment: (n=371)

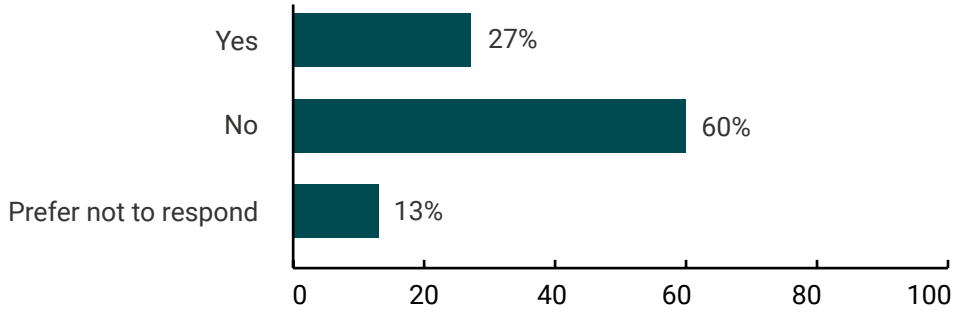


KEY FINDINGS FOR ALL FIGURES

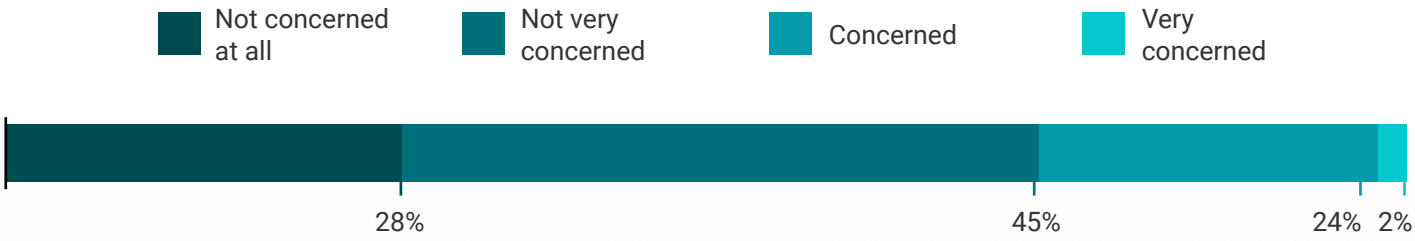
ALLEGATIONS OF SEXUAL HARASSMENT

More than a quarter of provosts report that there have been allegations of sexual harassment against faculty members at their institution within the past year. Overall, provosts tend to be either not very concerned (45 percent) or not concerned at all (28 percent) that where will be a backlash against college's efforts to prevent sexual assault and sexual harassment. Provosts in the West (36 percent) are more likely than those in the South (21 percent) to report that there have been allegations of sexual harassment against faculty at their institution.

Have there been allegations of sexual harassment against any faculty members at your college in the past year? (n=370)



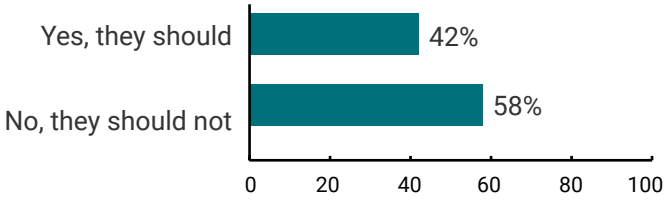
How concerned are you that there will be a backlash against colleges' efforts to prevent sexual assault and sexual harassment? (n=372)



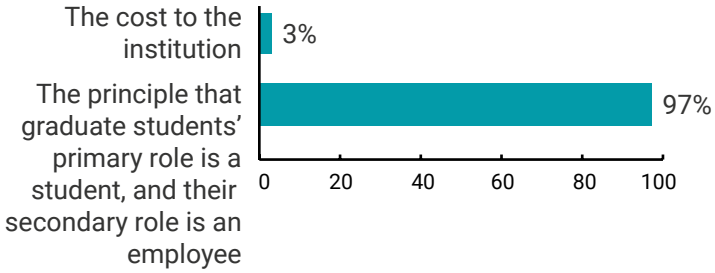
GRADUATE STUDENT UNIONS

Most provosts do not believe that graduate students should have the right to unionize; given that a graduate student's primary role is a student, and their second role is an employee.Very few provosts (5 percent) indicate that their college has a graduate student union. It is more likely for provosts in the West (15 percent) than those in the Midwest (3 percent) and the South (2 percent) to indicate that their college has a graduate student union.

Do you believe graduate students should or should not have the right to unionize? (n=370)



Which of the following is a bigger factor in why you do not think graduate students should have the right to unionize? (n=214)

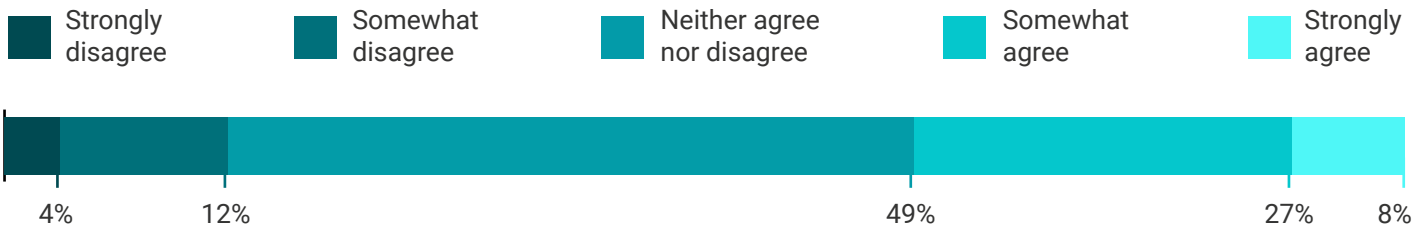


Does your college have a graduate student union? (n=370)

GRADUATE STUDENT ADMISSIONS

About half of provosts neither agree nor disagree that graduate programs at higher education institutions in this county are admitting more Ph.D. students than they should, given the current job market. This suggests that provosts are unsure about how they feel. However, provosts are more likely to agree (35 percent) than disagree (16 percent). Survey results do not show any statistically significant differences at the regional or sector level.

Please indicate your level of agreement with the following statement: Graduate programs at higher education institutions in this country are admitting more Ph.D. students than they should, given the current job market. (n=381)



Which of the following best describes your primary role at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Provost	58	65	54	20	95	71	53	74
% Chief academic officer	34	27	39	71	5	19	43	18
% Other provost-equivalent role	8	8	7	9	0	10	4	8
% None of the above	0	0	0	0	0	0	0	0

How many years have you served as the provost or chief academic officer at this institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Less than 6 months	6	6	6	1	17	6	11	3
% 6 months to less than 3 years	45	44	45	43	43	49	38	48
% 3 years to less than 5 years	23	26	21	22	26	17	36	20
% 5 years to less than 10 years	19	17	21	26	12	20	13	19
% 10 or more years	7	7	6	8	2	7	2	10

How many years have you served as the provost or chief academic officer at any institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Less than 6 months	6	6	5	2	14	3	9	4
% 6 months to less than 3 years	36	37	36	29	40	43	32	39
% 3 years to less than 5 years	22	23	22	23	21	20	32	19
% 5 years to less than 10 years	25	23	27	32	19	25	23	22
% 10 or more years	11	11	10	14	5	9	4	15

What type of higher education institution do you work for?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Private (four year)	45	99	0	0	0	0	100	100
% Community college	26	0	50	0	100	83	0	0
% Public (four year)	26	0	50	100	0	17	0	0
% For-profit institution	2	0	0	0	0	0	0	0
% Private (two year)	1	1	0	0	0	0	0	0

Do you consider your institution to be a liberal arts institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	50	76	34	31	24	43	85	81
% No	50	24	66	69	76	57	15	19

How would you rate your own level of awareness of the general state of mental health as it relates to following members of your community?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Faculty								
% Very unaware	1	1	1	1	2	1	2	1
% Somewhat unaware	5	5	4	5	2	6	6	2
% Somewhat aware	46	44	47	51	38	48	43	46
% Very aware	48	51	47	44	57	45	49	51
Graduate students								
% Very unaware	26	11	38	71	0	20	25	5
% Somewhat unaware	16	18	15	10	14	20	21	18
% Somewhat aware	39	49	32	10	48	49	42	54
% Very aware	18	22	15	8	38	10	13	23

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Staff								
% Very unaware	1	2	1	1	0	1	2	2
% Somewhat unaware	10	9	11	10	12	12	13	6
% Somewhat aware	60	59	61	61	55	64	57	62
% Very aware	28	30	27	28	33	23	28	31
Undergraduate students								
% Very unaware	1	1	2	1	5	1	0	0
% Somewhat unaware	6	3	7	11	0	6	4	2
% Somewhat aware	45	39	50	53	36	54	36	39
% Very aware	47	57	41	34	60	39	60	59

How helpful are each of the following when it comes to increasing your awareness of the general state of mental health of faculty, staff, and administrators?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Formal ways of soliciting feedback (e.g., surveys)								
% Not at all helpful	1	2	1	2	0	0	2	2
% Slightly helpful	14	14	13	19	10	9	16	14
% Moderately helpful	38	36	41	43	38	40	33	36
% Very helpful	31	34	29	25	31	32	41	31
% Extremely helpful	15	14	15	11	21	18	8	16
Informal e-mail communication								
% Not at all helpful	6	5	6	6	7	6	6	6
% Slightly helpful	29	30	29	31	26	29	29	32
% Moderately helpful	41	41	40	38	50	33	37	39
% Very helpful	18	16	20	17	17	26	21	15
% Extremely helpful	6	8	5	7	0	6	8	8
Informal in-person conversations								
% Not at all helpful	1	1	1	0	0	1	0	1
% Slightly helpful	4	4	4	2	5	6	0	6
% Moderately helpful	19	18	19	15	24	22	19	18
% Very helpful	41	39	42	43	48	35	35	39
% Extremely helpful	36	39	35	40	24	35	46	36

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
One-on-one meetings with leaders (e.g., deans, department chairs, etc.)								
% Not at all helpful	1	0	1	2	0	0	0	0
% Slightly helpful	3	4	3	5	0	3	4	4
% Moderately helpful	18	18	18	21	14	17	11	19
% Very helpful	44	42	45	43	48	45	47	39
% Extremely helpful	35	37	34	29	38	35	38	38
One-on-one meetings with the administration								
% Not at all helpful	3	2	3	6	0	1	0	3
% Slightly helpful	11	13	11	8	12	13	6	17
% Moderately helpful	28	28	27	27	26	27	34	24
% Very helpful	33	30	35	36	38	33	38	27
% Extremely helpful	26	27	24	23	24	25	22	28

From which of the following areas does your leadership team receive mental health support?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Initiatives from other offices that aim to support the mental health of all faculty, staff, and administrators	68	70	69	64	81	67	62	71
% Counseling services on campus	46	46	47	41	60	45	40	50
% Initiatives in my office that aim to support the mental health of my team	27	23	29	31	26	29	21	22
% Other	11	8	13	18	5	10	4	9
% None of the above	11	12	9	14	10	4	13	13

Does your institution provide training for those in leadership positions to help them support the mental health needs of their faculty and staff?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes, we have required trainings for those in leadership positions.	2	1	3	3	0	6	2	0
% Yes, we have both required trainings and additional optional trainings for those in leadership positions.	9	9	7	8	7	6	6	11
% Yes, we have optional trainings for those in leadership positions.	36	31	41	46	48	30	23	32
% No, we do not have training for those in leadership positions.	53	59	48	43	45	58	70	58

What amount of importance does your institution place on supporting faculty and staff mental health? My institution finds supporting faculty and staff mental health to be...	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not at all important	1	0	2	1	0	4	0	0
% Somewhat important	19	23	16	18	12	16	25	23
% Moderately important	30	33	28	32	17	30	42	29
% Very important	41	37	45	38	64	42	28	41
% Extremely important	8	7	9	10	7	7	6	7

To what extent do you agree or disagree with the following statement? My institution has formal plans to address the mental health needs among faculty and staff.	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly disagree	6	6	6	7	2	9	13	3
% Disagree	28	32	25	29	12	29	32	33
% Neither agree nor disagree	31	27	33	30	40	33	30	26
% Agree	31	33	30	29	36	26	25	37
% Strongly agree	4	2	5	6	10	3	0	2

How did the pandemic affect the volume of your responsibilities?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% My responsibilities decreased.	0	0	0	0	0	0	0	0
% My responsibilities stayed the same.	11	10	10	10	5	12	8	13
% My responsibilities increased.	89	90	90	90	95	88	92	88

During the pandemic, how frequently do you (or your office) directly communicate with faculty?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Never	0	0	0	0	0	0	0	0
% Less than once a month	3	3	3	3	2	4	2	4
% Once a month	11	10	11	9	12	14	13	9
% 2-3 times a month	28	26	29	20	52	28	15	29
% Once a week	17	17	18	22	7	19	19	17
% 2-3 times a week	19	20	18	20	19	16	23	19
% Daily	21	23	20	26	7	19	28	22

How effective do you believe you (or your office) has been at communicating with faculty during this academic year about pandemic-related matters?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not effective at all	0	1	0	0	0	0	2	1
% Not too effective	7	6	8	9	7	7	4	7
% Somewhat effective	55	53	55	52	48	64	57	51
% Very effective	38	40	37	39	45	29	38	41

Have you decreased or increased the frequency with which you (or your office) communicates with faculty this academic year as compared to the last one? My office communicates with faculty...	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ...less frequently this academic year than during the last one.	19	23	16	17	27	9	17	27
% ...about the same amount as before.	54	56	52	49	49	58	62	52
% ...more frequently this academic year than during the last one.	28	22	32	33	24	33	21	21

To what extent do you believe faculty currently feel...	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
...connected to the administration?								
% Not at all	3	2	4	1	0	9	2	2
% Slightly	26	31	24	24	17	28	32	30
% Moderately	59	51	64	66	71	57	45	52
% Very	11	15	10	9	12	7	19	14
% Extremely	1	2	0	0	0	0	2	2
...engaged with their work?								
% Not at all	1	1	1	0	0	1	0	1
% Slightly	6	5	8	9	7	6	2	7
% Moderately	42	37	47	43	49	51	42	37
% Very	43	46	42	44	41	38	45	42
% Extremely	8	12	4	5	2	4	11	13
...supported by the administration?								
% Not at all	2	0	4	0	2	9	0	0
% Slightly	19	26	14	13	10	17	21	29
% Moderately	57	54	57	57	61	55	57	52
% Very	21	18	26	30	27	17	21	16
% Extremely	1	2	1	0	0	1	2	3

At your institution, who is primarily responsible for ensuring faculty are supported, engaged, and connected?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Deans and chairs	77	74	78	78	73	78	74	72
% Faculty affairs	10	12	7	6	20	1	15	11
% Teaching and learning center	7	8	6	6	2	7	6	11
% HR	2	2	2	1	2	1	2	2
% Other	6	6	6	7	4	7	9	4

Through what channel(s) are resources and tools made available to faculty to ensure they are supported, engaged, and connected? Please select all that apply. Resources and tools are made available to faculty through...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ...mass e-mails.	78	76	79	70	98	83	75	80
% ...services managed at the college or department level.	76	77	75	81	78	78	75	74
% ...institutional offices that are tasked with providing faculty services.	75	71	80	81	73	71	66	73
% ...my institution's website.	57	52	63	57	78	62	36	60
% ...spreadsheets, online documents, and/or paper files.	32	28	34	44	20	29	30	28
% Other	10	13	8	12	7	3	9	13

Did your institution provide any of the following to faculty members? Please select all that apply.	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Resources and tools for how to work effectively in a remote work environment	86	85	88	90	88	88	88	91
% Assurances that there was a short-term plan for getting through the crisis	85	89	83	87	93	86	81	85
% Short courses on best practices for online teaching and learning	86	83	88	82	85	84	77	84
% Access to mentors and peers	63	61	66	66	70	62	62	61
% Assurances that there was a long-term plan for getting through the crisis	54	50	57	57	65	54	44	50
% Other	6	8	4	1	10	4	10	9

How likely or unlikely are your faculty to say they have the right resources and tools to help them feel supported, engaged, and connected?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Very unlikely	3	4	2	2	0	3	4	3
% Unlikely	24	28	24	16	26	34	32	28
% Likely	60	59	58	61	59	52	53	62
% Very likely	13	9	16	20	15	11	11	7

Please indicate your level of agreement with the following statement: I believe faculty would describe the resources and tools made available to them during the pandemic as...	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ...not effective at all.	0	0	1	1	0	0	0	0
% ...not too effective.	7	8	6	5	5	9	12	5
% ...somewhat effective.	76	76	75	77	80	70	75	75
% ...very effective.	17	17	18	17	15	22	14	20

To what extent do you agree or disagree with the following statement? We are honoring the commitments we made to diversity, equity, and inclusion in 2022.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly disagree	3	4	3	2	3	3	2	5
% Disagree	3	3	4	5	0	5	2	3
% Neither agree nor disagree	14	13	14	19	13	11	10	15
% Agree	44	46	41	41	33	48	56	44
% Strongly agree	35	34	38	33	51	34	29	33

How would you assess the "academic health" of your institution (i.e., the academic quality of the education your institution provides) as of the fall of 2022?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Failing	0	0	0	0	0	0	0	0
% Poor	1	0	0	0	0	0	0	0
% Fair	15	13	17	24	13	12	12	15
% Good	61	62	61	57	50	71	60	61
% Excellent	23	25	22	18	38	18	28	25

To what extent do you agree or disagree with the following statement: Changes made during the pandemic over the last two years have negatively impacted the academic quality of my institution.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly disagree	16	16	13	18	13	9	18	16
% Disagree	43	46	44	39	48	46	46	45
% Neither agree nor disagree	26	22	28	29	25	29	12	26
% Agree	14	16	13	11	15	16	22	13
% Strongly agree	1	1	1	2	0	0	2	0

How would you rate the effectiveness of your institution in the following areas?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Controlling rising prices for students and their families								
% Not effective at all	1	1	1	2	0	0	2	1
% Not too effective	16	26	8	9	5	9	28	25
% Somewhat effective	50	56	45	42	46	46	56	55
% Very effective	32	17	46	47	49	46	14	19
Identifying and assessing student outcomes								
% Not effective at all	2	1	2	2	0	1	0	1
% Not too effective	12	13	12	12	15	9	14	15
% Somewhat effective	58	56	62	52	64	72	54	60
% Very effective	29	30	25	33	21	18	32	25
Offering undergraduate support services								
% Not effective at all	1	1	1	0	0	1	0	0
% Not too effective	5	3	5	7	0	6	2	2
% Somewhat effective	45	51	39	38	36	43	46	52
% Very effective	49	45	55	54	64	50	52	46
Preparing students for the world of work								
% Not effective at all	0	0	0	0	0	0	0	0
% Not too effective	5	6	5	6	5	4	6	6
% Somewhat effective	49	49	48	46	54	47	56	49
% Very effective	46	45	47	48	41	49	38	45
Providing a quality undergraduate education								
% Not effective at all	1	1	1	0	0	1	0	0
% Not too effective	1	0	2	2	3	1	0	0
% Somewhat effective	38	35	40	44	28	41	28	37
% Very effective	60	65	58	53	69	56	72	63
Recruiting and retaining talented faculty								
% Not effective at all	1	1	1	1	0	1	0	0
% Not too effective	18	17	21	21	15	22	14	18
% Somewhat effective	62	61	61	60	56	65	62	62
% Very effective	19	22	17	17	28	12	24	21
Using data to aid and inform campus decision-making								
% Not effective at all	2	2	2	3	3	1	2	4
% Not too effective	14	12	17	10	12	12	15	20
% Somewhat effective	55	53	57	49	50	57	58	60
% Very effective	29	34	23	38	35	30	25	16

Based on student enrollment data over the past two years, do students prefer in-person or online courses when both are offered? Students tend to...	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ...prefer in-person courses over online courses when both are offered.	56	80	37	57	26	37	86	80
% ...prefer online courses over in-person courses when both are offered.	30	13	43	23	59	38	8	13
% ...not have a preference between in-person and online courses when both are offered	14	8	20	20	15	25	6	7

Does your institution survey its faculty, staff, and administrators to assess their job satisfaction?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	74	67	77	77	85	72	60	69
% No	26	33	23	23	15	28	40	31

Which of the following online tools and resources does your institution have to help build morale among faculty and staff? Please select all that apply.	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Newsletters with recent institutional events and decisions	71	71	72	75	87	62	64	72
% Online mental health resources made available to faculty and staff	54	46	62	59	69	60	32	49
% Online courses	37	26	49	53	51	44	28	37
% Online channels for faculty and staff to ask questions to leadership	39	34	38	40	49	31	18	41
% Virtual, non-work focused events and activities to encourage team building	33	35	31	26	44	28	12	30
% Online affinity groups where those with similar interests or backgrounds can communicate (e.g., Slack channels for working parents)	20	14	24	16	46	19	2	21
% Other	10	10	10	14	8	7	16	6
% My institution does not provide online tools and resources to improve morale among faculty and staff.	9	11	7	6	3	12	18	9

Does your institution have a way to track how often these online resources are most utilized?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	52	52	52	63	45	51	57	44
% No	48	48	48	37	55	49	43	56

To what extent do you agree or disagree with the following statements regarding faculty turnover and burnout? My institution has taken concrete steps to address faculty burnout.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly disagree	4	2	7	9	0	9	2	3
% Disagree	24	29	21	19	13	26	30	29
% Neither agree nor disagree	37	36	37	39	33	37	36	36
% Agree	33	32	34	33	49	28	32	30
% Strongly agree	2	1	2	1	5	0	0	1

To what extent has turnover of the following groups decreased or increased over the past year? As compared to previous years, turnover is...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Faculty								
% ...significantly lower.	2	2	1	3	0	0	0	3
% ...somewhat lower.	7	8	5	8	3	4	12	6
% ...about the same.	52	51	53	43	64	60	52	51
% ...somewhat higher.	33	29	35	38	31	34	22	31
% ...significantly higher.	7	10	5	9	3	1	14	9
Staff								
% ...significantly lower.	1	2	1	0	0	1	4	1
% ...somewhat lower.	4	4	4	6	3	3	2	5
% ...about the same.	24	17	24	29	13	25	22	15
% ...somewhat higher.	43	46	42	35	46	49	42	48
% ...significantly higher.	28	31	29	29	38	22	30	32

To what extent do you agree or disagree with the following statements regarding the "great resignation"? I feel that the "great resignation" has affected my institution's...	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
...administration jobs.								
% Strongly disagree	10	11	7	5	7	18	5	8
% Disagree	27	25	27	23	28	24	27	26
% Neither agree nor disagree	23	21	28	26	26	14	29	30
% Agree	29	31	29	36	29	29	32	24
% Strongly agree	11	12	10	10	9	15	8	12
...faculty jobs.								
% Strongly disagree	10	8	10	3	7	13	10	12
% Disagree	29	30	27	33	28	28	31	22
% Neither agree nor disagree	21	23	22	33	29	14	19	24
% Agree	32	32	34	26	31	37	35	30
% Strongly agree	7	6	7	5	4	9	6	12
...staff jobs.								
% Strongly disagree	6	5	4	0	3	10	2	8
% Disagree	9	9	8	3	12	9	12	2
% Neither agree nor disagree	11	12	10	15	18	6	12	8
% Agree	46	46	47	46	41	52	48	48
% Strongly agree	28	28	31	36	26	23	27	34

Which of the following best describes your institution? My institution...	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ...has altered its employment policies in ways that will give employees more latitude to work remotely after the pandemic ends.	65	66	63	61	77	59	48	71
% ...is considering altering its employment policies to give employees more latitude to work remotely after the pandemic ends.	15	16	15	11	15	19	26	13
% ...is unlikely to alter its employment policies to give employees more latitude to work remotely after the pandemic ends.	19	18	22	28	8	22	26	16

Please indicate your level of agreement with the following statement: Tenure remains important and viable at my institution.	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly disagree	14	12	14	28	3	4	14	10
% Disagree	4	5	4	8	0	1	8	3
% Neither agree nor disagree	16	17	13	24	0	7	4	19
% Agree	27	30	25	19	26	29	28	33
% Strongly agree	38	36	44	22	72	57	46	36

Does your institution rely significantly on non-tenure track faculty for instruction?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	77	73	80	85	90	67	56	81
% No	23	27	20	15	10	33	44	19

In the future, do you anticipate that your institution will become more reliant, less reliant or about as reliant as it is today on non-tenure track faculty members for instruction?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Less reliant on non-tenure track faculty members	7	7	7	8	5	7	8	8
% As reliant as it is today on non-tenure track faculty members	66	65	68	67	67	69	66	60
% More reliant on non-tenure track faculty members	27	28	26	25	28	24	26	32

Do you favor or oppose a system of long-term contracts over the existing tenure system in higher education?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Favor	52	54	46	62	28	37	40	57
% Oppose	48	46	54	38	72	63	60	43

Please indicate your level of agreement with the following statement: Graduate programs at higher education institutions in this country are admitting more Ph.D. students than they should, given the current job market.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly disagree	4	1	5	3	15	3	0	1
% Disagree	12	10	13	11	21	10	4	11
% Neither agree nor disagree	49	49	47	58	26	46	42	51
% Agree	27	32	25	19	33	28	40	31
% Strongly agree	8	8	9	9	5	12	14	6

Which comes closest to your view about faculty roles at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Teaching is much more important than research.	47	43	51	80	10	42	50	39
% Teaching is more important than research.	34	44	26	19	18	39	40	49
% Teaching and research are equally important.	15	10	19	1	51	19	10	9
% Research is more important than teaching.	2	2	3	0	15	0	0	3
% Research is much more important than teaching.	1	1	1	0	5	0	0	1

As you may know, some colleges are exploring new faculty models beyond a tenure track versus non-tenure track distinction. Please indicate whether your college has done or has considered doing each of the following for non-tenure track faculty members.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Better recognition of the roles of those who are teachers only								
% My college has not considered doing this	31	24	37	55	10	31	31	22
% My college has considered doing this	26	30	22	13	21	34	27	33
% My college has done this	44	47	41	32	69	34	43	46
Multiple-year contracts								
% My college has not considered doing this	40	26	51	77	13	43	31	25
% My college has considered doing this	12	14	10	4	10	16	8	17
% My college has done this	48	60	39	19	77	40	61	58
New job titles								
% My college has not considered doing this	43	36	49	64	18	49	37	37
% My college has considered doing this	24	25	23	21	18	30	29	25
% My college has done this	33	39	28	15	64	21	35	39
Voting rights as a faculty member								
% My college has not considered doing this	38	26	46	69	13	37	31	26
% My college has considered doing this	9	10	8	8	8	9	10	11
% My college has done this	53	64	46	23	79	54	59	63

Does your institution currently offer, or would you like them to offer, professional development for faculty members in each of the following areas?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Measuring the effectiveness of digital tools								
% Yes, it offers	36	25	45	49	46	42	18	29
% No, would like it to offer	49	55	43	40	38	46	53	54
% No, would not like to offer	3	4	2	4	3	0	6	3
% No opinion	12	16	10	6	13	12	22	14
Promoting active teaching techniques								
% Yes, it offers	88	85	90	86	97	91	90	85
% No, would like it to offer	11	13	9	14	3	7	8	14
% No, would not like to offer	0	0	0	0	0	0	0	0
% No opinion	1	1	1	0	0	1	2	1
Promoting student success								
% Yes, it offers	85	79	91	92	95	87	84	75
% No, would like it to offer	13	19	8	6	5	10	16	22
% No, would not like to offer	1	0	1	1	0	1	0	0
% No opinion	1	2	1	0	0	1	0	3
Teaching with technology								
% Yes, it offers	90	86	95	91	97	97	84	88
% No, would like it to offer	9	13	5	9	3	3	16	10
% No, would not like to offer	0	1	0	0	0	0	0	1
% No opinion	0	1	0	0	0	0	0	1
Using assessment systems								
% Yes, it offers	70	62	78	78	82	79	59	61
% No, would like it to offer	26	32	20	21	13	21	33	33
% No, would not like to offer	2	2	1	1	0	0	6	1
% No opinion	2	4	1	0	5	0	2	5

Please indicate your level of agreement with the following statements about faculty and staff:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Collecting and managing data about faculty and their work has become more challenging.								
% Strongly disagree	5	7	3	3	3	3	10	5
% Disagree	27	26	27	23	28	31	14	28
% Neither agree nor disagree	39	38	42	44	41	40	37	42
% Agree	24	25	23	25	23	22	35	21
% Strongly agree	4	4	4	5	5	3	4	4
My institution has felt the effects of what's been called the Great Resignation.								
% Strongly disagree	6	5	6	9	3	3	8	3
% Disagree	13	10	15	12	10	22	4	14
% Neither agree nor disagree	13	12	13	10	10	19	16	10
% Agree	46	50	45	45	59	34	41	54
% Strongly agree	21	23	21	23	18	21	31	19
My institution is doing more now to retain and engage faculty members than it was before the Great Resignation.								
% Strongly disagree	3	2	3	4	3	3	2	2
% Disagree	20	22	17	18	13	19	24	22
% Neither agree nor disagree	40	38	41	34	44	48	43	38
% Agree	31	33	31	36	31	24	24	34
% Strongly agree	6	5	8	8	10	6	6	4
Recruiting faculty members now is more challenging that it was prior to the pandemic.								
% Strongly disagree	4	4	3	4	5	1	6	3
% Disagree	20	20	17	9	28	21	24	20
% Neither agree nor disagree	19	17	22	17	28	25	14	20
% Agree	38	38	39	44	26	37	27	39
% Strongly agree	19	21	19	26	13	15	29	18
Recruiting faculty members now is more challenging that it was prior to the pandemic.								
% Strongly disagree	22	19	26	23	38	19	24	17
% Disagree	48	50	48	48	44	51	49	48
% Neither agree nor disagree	21	21	18	21	15	18	18	23
% Agree	6	7	6	4	3	10	6	9
% Strongly agree	2	2	2	4	0	1	2	3

Please indicate your level of agreement with the following statements about faculty and staff:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
We are seeing higher than usual faculty turnover rates.								
% Strongly disagree	7	9	3	3	5	3	10	7
% Disagree	33	30	35	32	33	40	24	34
% Neither agree nor disagree	25	24	28	22	41	27	27	22
% Agree	31	30	30	40	18	24	27	32
% Strongly agree	5	7	4	3	3	6	12	5
We are seeing higher than usual staff turnover rates.								
% Strongly disagree	2	2	1	1	3	0	4	1
% Disagree	11	7	12	14	0	15	6	7
% Neither agree nor disagree	11	7	13	13	10	16	10	6
% Agree	47	52	46	45	46	45	41	56
% Strongly agree	29	32	28	26	41	24	39	30
We've made adjustments to employee compensation in light of record inflation.								
% Strongly disagree	8	7	8	8	3	10	12	6
% Disagree	21	26	16	13	8	25	29	23
% Neither agree nor disagree	13	12	15	13	13	16	12	12
% Agree	44	44	45	44	56	40	35	48
% Strongly agree	14	11	17	22	21	7	12	11
We've seen increased union activity on our campus(es) this academic year.								
% Strongly disagree	36	46	28	26	28	31	49	44
% Disagree	20	23	20	23	8	24	29	22
% Neither agree nor disagree	24	18	26	29	28	19	16	18
% Agree	13	9	18	19	18	16	6	9
% Strongly agree	7	5	8	3	18	9	0	7

Please indicate your level of agreement with the following statements regarding online instruction:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Data we've collected support the notion that students prefer in-person to online instruction.								
% Strongly disagree	5	5	2	0	6	8	3	0
% Disagree	17	26	6	15	19	36	6	6
% Neither agree nor disagree	29	26	33	26	30	25	33	24
% Agree	35	35	35	49	37	25	38	33
% Strongly agree	14	8	24	10	7	6	20	37
We've increased our online course offerings this academic year.								
% Strongly disagree	6	3	9	8	3	1	4	22
% Disagree	21	17	26	13	16	21	24	27
% Neither agree nor disagree	14	12	15	15	15	8	15	20
% Agree	46	50	41	46	54	48	48	27
% Strongly agree	13	17	9	18	12	22	9	4

Please indicate your level of agreement with the following statements regarding speech on campus: We have a clear response plan in place for addressing...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
...student complaints about professors' classroom speech.								
% Strongly disagree	4	2	6	0	4	1	6	4
% Disagree	16	16	15	21	16	14	16	10
% Neither agree nor disagree	19	19	20	15	19	21	21	18
% Agree	51	49	52	51	48	48	48	61
% Strongly agree	11	13	8	13	12	16	8	6
...student complaints about professors' extramural speech.								
% Strongly disagree	7	6	10	0	9	6	9	10
% Disagree	32	32	32	46	36	22	31	33
% Neither agree nor disagree	30	30	29	26	30	32	33	20
% Agree	25	25	25	21	22	29	19	37
% Strongly agree	6	7	5	8	3	10	7	0

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
...trolling of/outside attacks on professors.								
% Strongly disagree	11	10	12	0	10	16	10	16
% Disagree	35	34	37	33	40	29	33	41
% Neither agree nor disagree	27	28	26	28	25	30	31	20
% Agree	22	22	20	28	19	21	20	20
% Strongly agree	5	6	5	10	4	5	5	2

Please indicate whether you plan to increase emphasis on the following practices at your institution over the next year.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Altering the tenure policy								
% Yes	11	9	13	15	7	8	16	10
% No	89	91	87	85	93	92	84	90
Changing the academic mission of the institution								
% Yes	6	8	4	0	13	8	5	2
% No	94	92	96	100	87	92	95	98
Cutting athletics programs								
% Yes	6	5	7	5	4	4	9	4
% No	94	95	93	95	96	96	91	96
Cutting underperforming academic programs								
% Yes	65	63	66	62	60	66	69	65
% No	35	37	34	38	40	34	31	35
Dismissing underperforming faculty members								
% Yes	47	45	48	36	36	56	48	45
% No	53	55	52	64	64	44	52	55
Dismissing underperforming tenured faculty members								
% Yes	24	27	20	28	24	29	20	22
% No	76	73	80	72	76	71	80	78
Expanding online programs and offerings								
% Yes	81	81	81	87	85	74	87	71
% No	19	19	19	13	15	26	13	29

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Funding programs based on the alignment with our mission								
% Yes	81	83	78	87	84	81	82	76
% No	19	17	22	13	16	19	18	24
Increasing collaboration with other colleges and universities								
% Yes	83	88	77	90	88	86	75	76
% No	17	12	23	10	12	14	25	24
Increasing teaching loads for full-time faculty members								
% Yes	19	15	23	18	18	10	27	12
% No	81	85	77	82	82	90	73	88
Increasing use of part-time faculty members								
% Yes	37	36	36	21	37	43	36	35
% No	63	64	64	79	63	57	64	65
Outsourcing some instructional services								
% Yes	16	12	19	13	6	18	19	22
% No	84	88	81	87	94	82	81	78
Promoting retirement of older professors								
% Yes	30	26	39	28	25	26	47	27
% No	70	74	61	72	75	74	53	73
Using outside providers to expand online programs								
% Yes	27	21	34	33	19	17	35	37
% No	73	79	66	67	81	83	65	63

Please indicate your level of agreement with the following statements about liberal arts education:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
I expect to see the number of liberal arts colleges decline significantly over the next five years.								
% Strongly disagree	1	0	1	0	0	0	1	2
% Disagree	6	5	5	3	7	5	5	4
% Neither agree nor disagree	20	22	15	23	18	23	15	14
% Agree	56	59	56	59	63	55	49	69
% Strongly agree	18	15	22	15	12	17	29	10
I feel pressure from my president, board, or donors to focus on academic programs that have a clear orientation toward careers.								
% Strongly disagree	5	4	6	5	0	6	8	2
% Disagree	17	15	21	13	16	13	20	22
% Neither agree nor disagree	20	19	20	26	18	18	20	22
% Agree	35	36	35	36	42	32	32	35
% Strongly agree	23	26	19	21	24	30	19	18
Liberal arts education has become too divorced from the career needs of students and graduates.								
% Strongly disagree	7	5	10	10	3	5	9	16
% Disagree	34	32	40	41	33	25	34	49
% Neither agree nor disagree	23	20	22	26	16	22	23	18
% Agree	28	32	22	13	34	39	28	10
% Strongly agree	8	11	6	10	13	9	5	6
Liberal arts education in all types of institutions in the U.S. is in decline.								
% Strongly disagree	1	1	2	5	0	0	2	2
% Disagree	11	11	13	23	9	5	11	18
% Neither agree nor disagree	27	27	24	21	25	32	22	22
% Agree	50	49	54	38	52	52	57	51
% Strongly agree	10	12	7	13	13	10	8	6
Liberal arts education is central to undergraduate education - even in professional programs.								
% Strongly disagree	1	2	0	0	1	4	0	0
% Disagree	4	5	1	0	4	8	2	0
% Neither agree nor disagree	8	11	2	3	7	17	1	4
% Agree	39	41	35	41	36	47	34	27
% Strongly agree	48	41	61	56	51	25	63	69

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Liberal arts faculty members are not sufficiently interested in the desire of parents and students for career preparation.								
% Strongly disagree	8	9	8	15	10	4	9	6
% Disagree	29	27	31	41	19	26	28	37
% Neither agree nor disagree	25	20	25	15	25	18	23	24
% Agree	32	36	31	26	34	44	34	29
% Strongly agree	6	8	4	3	10	8	5	4
My institution is increasing attention on the ability of our degree programs to help students get good jobs.								
% Strongly disagree	0	0	1	0	0	0	1	0
% Disagree	1	0	2	0	0	0	2	0
% Neither agree nor disagree	11	8	12	5	3	12	9	16
% Agree	55	57	58	72	60	49	60	57
% Strongly agree	33	35	28	23	37	39	28	27
Politicians, presidents, and boards are increasingly unsympathetic to liberal arts education.								
% Strongly disagree	1	1	1	5	0	0	1	0
% Disagree	9	8	11	8	6	9	11	14
% Neither agree nor disagree	22	22	19	15	22	22	18	18
% Agree	45	46	46	44	48	48	43	43
% Strongly agree	23	23	23	28	24	21	26	24
The concept of a liberal arts education is not well understood in the U.S.								
% Strongly disagree	1	1	0	0	1	1	0	0
% Disagree	3	3	2	3	3	4	0	4
% Neither agree nor disagree	8	10	3	13	7	12	2	2
% Agree	47	50	44	44	48	55	45	41
% Strongly agree	41	35	51	41	40	29	53	53

Please indicate your level of agreement with the following statements regarding general education requirements:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Faculty members at my college are enthusiastic about teaching courses that are part of our general education requirements.								
% Strongly disagree	2	2	2	5	1	0	2	2
% Disagree	13	15	11	26	15	9	8	14
% Neither agree nor disagree	27	25	30	33	34	14	32	20
% Agree	51	50	51	33	45	64	51	57
% Strongly agree	8	8	7	3	4	13	7	6
General education is a crucial part of any college degree.								
% Strongly disagree	0	0	0	0	0	0	0	0
% Disagree	2	2	1	0	1	4	2	0
% Neither agree nor disagree	4	4	2	5	4	3	2	0
% Agree	48	47	46	41	45	53	47	41
% Strongly agree	47	47	50	54	49	40	48	59
General education requirements have become too expansive.								
% Strongly disagree	4	2	7	3	3	0	8	4
% Disagree	35	34	34	28	27	43	32	39
% Neither agree nor disagree	27	26	28	21	34	22	27	20
% Agree	25	30	22	31	30	27	21	29
% Strongly agree	9	9	9	18	6	8	11	8
Students at my college emerge from general education courses with sufficient writing skills.								
% Strongly disagree	3	2	4	5	3	0	4	2
% Disagree	23	18	28	5	33	13	29	22
% Neither agree nor disagree	29	35	23	46	28	34	22	29
% Agree	42	43	40	41	36	51	42	37
% Strongly agree	3	2	4	3	0	3	2	10
Students at my college understand the purpose of our general education requirements.								
% Strongly disagree	5	6	5	5	7	5	6	2
% Disagree	37	35	40	41	31	34	38	41
% Neither agree nor disagree	29	32	26	23	33	36	28	24
% Agree	26	26	26	26	28	25	24	27
% Strongly agree	2	1	4	5	0	0	3	6

How satisfied or dissatisfied are you with your institution's general education program and requirements?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Very dissatisfied	3	3	3	7	5	0	4	3
% Dissatisfied	27	27	31	48	28	17	34	29
% Satisfied	57	59	53	41	44	75	51	51
% Very satisfied	13	12	13	3	23	8	11	17

Please indicate your level of agreement with the following statement: My college recently evaluated the effectiveness of our general education requirements.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly disagree	3	2	4	3	0	4	5	4
% Disagree	16	19	11	23	21	17	11	8
% Neither agree nor disagree	15	18	11	21	13	21	11	10
% Agree	44	43	46	36	42	48	43	53
% Strongly agree	22	17	27	18	24	10	29	24

Please indicate your level of agreement with the following statements:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
High-quality undergraduate education requires healthy departments in fields (e.g., English, history, political science, and other liberal arts fields).								
% Strongly disagree	1	1	0	0	3	0	0	0
% Disagree	3	3	2	0	5	3	4	0
% Neither agree nor disagree	12	8	12	3	9	8	13	8
% Agree	46	46	46	38	44	53	43	47
% Strongly agree	39	42	40	59	39	36	39	45
Politicians and board members are prioritizing STEM and professional programs over those that support general education.								
% Strongly disagree	1	0	2	0	0	0	1	2
% Disagree	7	4	10	5	5	4	8	14
% Neither agree nor disagree	18	17	16	10	17	21	15	14
% Agree	50	50	51	46	56	48	55	47
% Strongly agree	24	28	22	38	23	27	21	22
The number of students majoring in a program is an appropriate way to determine which departments to cut.								
% Strongly disagree	7	8	7	15	6	5	9	6
% Disagree	34	34	35	33	36	32	30	45
% Neither agree nor disagree	27	27	27	31	24	27	28	22
% Agree	28	27	28	18	29	27	28	24
% Strongly agree	5	5	3	3	5	8	4	2

Please indicate your level of agreement with the following statements: I anticipate major allocation of funds to the following categories in the next budget year.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Arts and sciences programs								
% Strongly disagree	6	7	6	5	8	8	6	2
% Disagree	24	24	23	21	32	18	21	24
% Neither agree nor disagree	40	41	35	38	44	40	37	35
% Agree	28	27	31	33	17	34	31	33
% Strongly agree	2	1	4	3	0	0	4	6
Online programs								
% Strongly disagree	5	2	8	0	2	4	5	16
% Disagree	16	15	17	10	24	9	15	20
% Neither agree nor disagree	24	27	21	23	32	25	18	27
% Agree	42	44	43	51	35	48	48	31
% Strongly agree	14	12	11	15	8	14	13	6
Professional or preprofessional programs								
% Strongly disagree	3	4	2	0	3	6	1	6
% Disagree	8	11	6	10	15	6	6	6
% Neither agree nor disagree	22	22	20	31	26	16	19	24
% Agree	48	46	54	49	47	44	57	51
% Strongly agree	18	17	17	10	9	27	17	12
STEM fields								
% Strongly disagree	2	3	2	0	3	4	2	2
% Disagree	8	7	9	5	11	3	8	6
% Neither agree nor disagree	22	21	20	28	21	16	21	22
% Agree	53	55	52	54	56	57	54	55
% Strongly agree	15	15	16	13	9	21	15	14

Many colleges have recently dealt with allegations of faculty members abusing their positions to sexually harass or assault junior colleagues or students. Please indicate your level of agreement with the following statements:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
A finding of sexual harassment by a tenured faculty member should be treated as grounds for dismissal.								
% Strongly disagree	0	0	1	0	0	0	0	0
% Disagree	2	1	2	3	2	0	2	0
% Neither agree nor disagree	11	12	8	15	12	11	7	10
% Agree	36	38	35	41	47	29	35	37
% Strongly agree	52	49	54	41	39	61	56	53
Higher education has tolerated sexual harassment by faculty members for too long.								
% Strongly disagree	3	3	4	0	0	7	4	2
% Disagree	11	12	10	8	14	13	9	12
% Neither agree nor disagree	26	28	21	15	29	33	24	10
% Agree	40	39	43	46	41	33	45	47
% Strongly agree	20	19	21	31	17	14	17	29
I am surprised by the number of cases of alleged or actual sexual harassment that have emerged in the past year.								
% Strongly disagree	9	9	10	8	5	14	8	8
% Disagree	38	34	45	44	36	28	47	43
% Neither agree nor disagree	35	40	27	36	45	39	22	37
% Agree	15	11	17	8	11	14	22	10
% Strongly agree	3	4	1	5	3	4	0	2
I believe colleges should bar all romantic relationships between faculty members and students.								
% Strongly disagree	1	1	0	3	2	0	0	0
% Disagree	6	6	6	3	5	9	3	10
% Neither agree nor disagree	16	20	10	13	24	21	10	8
% Agree	36	38	35	41	36	38	34	35
% Strongly agree	41	34	49	41	33	32	53	47
When a faculty member is found responsible for sexual harassment, the college should make that finding public.								
% Strongly disagree	5	5	5	0	9	4	5	2
% Disagree	25	23	27	21	26	24	29	16
% Neither agree nor disagree	40	40	40	38	35	46	38	45
% Agree	22	23	22	28	21	21	20	27
% Strongly agree	8	9	7	13	9	5	7	10

How concerned are you that there will be a backlash against colleges' efforts to prevent sexual assault and sexual harassment?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not concerned at all	28	32	23	21	23	45	20	27
% Not very concerned	45	40	51	51	36	38	47	53
% Concerned	24	25	25	26	35	16	31	18
% Very concerned	2	3	1	3	6	1	1	2

Please indicate your level of agreement with the following statements about what your institution has done to address sexual harassment:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
My college bars all romantic relationships between faculty members and students.								
% Strongly disagree	6	9	3	10	11	8	3	2
% Disagree	23	27	20	26	32	22	16	27
% Neither agree nor disagree	21	25	17	21	26	28	19	12
% Agree	29	24	33	26	22	26	37	29
% Strongly agree	21	14	27	18	9	16	24	31
My college responds effectively and fairly to allegations of sexual harassment.								
% Strongly disagree	1	1	1	0	2	1	1	0
% Disagree	3	3	2	5	5	1	3	2
% Neither agree nor disagree	10	12	8	18	11	9	11	2
% Agree	53	53	55	46	60	51	53	59
% Strongly agree	33	31	34	31	23	37	32	37
My institution has tolerated sexual harassment by faculty members for too long.								
% Strongly disagree	30	26	31	15	17	37	30	29
% Disagree	42	43	42	46	45	41	40	47
% Neither agree nor disagree	19	22	17	28	26	16	19	14
% Agree	6	7	7	10	8	4	7	8
% Strongly agree	2	3	2	0	5	3	3	2

Have there been allegations of sexual harassment against any faculty members at your college in the past year?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	27	28	27	46	25	23	25	27
% No	60	56	63	23	57	71	64	63
% Prefer not to respond	13	16	10	31	18	7	11	10

Do you believe graduate students should or should not have the right to unionize?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes, they should	42	45	42	62	42	39	35	59
% No, they should not	58	55	58	38	58	61	65	41

Which of the following is a bigger factor in why you do not think graduate students should have the right to unionize?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% The cost to the institution	3	3	4	0	5	2	6	0
% The principle that graduate students' primary role is a student, and their secondary role is an employee	97	97	96	100	95	98	94	100

Does your college have a graduate student union?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	5	9	2	28	8	0	3	0
% No	95	91	98	72	92	100	97	100

Does your institution make effective use of data used to measure student outcomes?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	82	83	80	79	83	85	76	82
% No	18	17	20	21	17	15	24	18

Most colleges have now been engaged in assessment of student learning for a number of years. Given that, please indicate your level of agreement with the following statements.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
At my college, assessment has led to better use of technology in teaching and learning.								
% Strongly disagree	2	2	1	0	3	1	2	0
% Disagree	15	17	15	13	25	14	13	21
% Neither agree nor disagree	29	26	34	32	25	23	34	33
% Agree	46	47	45	47	39	55	44	44
% Strongly agree	8	8	5	8	8	7	6	2
Faculty members at my college view assessment as requiring a lot of work on their parts.								
% Strongly disagree	0	0	0	0	0	0	0	0
% Disagree	5	3	5	5	2	4	4	4
% Neither agree nor disagree	16	17	15	24	16	15	14	17
% Agree	62	61	63	53	66	61	65	63
% Strongly agree	17	19	17	18	17	20	17	17
Faculty members value assessment efforts at my college.								
% Strongly disagree	2	3	2	0	3	4	3	0
% Disagree	18	20	17	26	22	16	16	23
% Neither agree nor disagree	42	38	48	42	42	32	51	44
% Agree	33	35	29	26	27	46	24	33
% Strongly agree	4	4	4	5	6	1	6	0
My college regularly makes changes in the curriculum, teaching practices, or student services based on what it finds through assessment.								
% Strongly disagree	1	2	0	0	2	3	0	0
% Disagree	11	12	11	8	17	9	11	13
% Neither agree nor disagree	22	21	24	24	28	15	29	17
% Agree	54	55	55	61	44	61	47	67
% Strongly agree	12	10	10	8	9	12	12	4

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
My college's use of assessment is more about keeping accreditors and politicians happy than it is about teaching and learning.								
% Strongly disagree	8	9	6	11	6	9	8	2
% Disagree	40	40	39	53	42	34	39	35
% Neither agree nor disagree	22	23	20	18	20	28	20	21
% Agree	26	21	32	11	27	22	29	40
% Strongly agree	4	6	2	8	5	7	3	2
The growth of assessment systems has improved the quality of teaching and learning at my college.								
% Strongly disagree	2	2	1	0	2	3	0	2
% Disagree	12	13	14	16	13	12	17	8
% Neither agree nor disagree	35	30	42	29	31	30	36	56
% Agree	42	49	36	45	50	50	35	29
% Strongly agree	9	6	8	11	5	5	11	4

Please indicate your level of agreement with the following statements regarding textbooks:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Faculty members and institutions should be open to changing textbooks or other materials to save students money, even if the lower-cost options are of lesser quality.								
% Strongly disagree	3	3	3	5	3	1	4	2
% Disagree	21	26	17	24	30	22	17	17
% Neither agree nor disagree	24	23	24	27	27	19	27	15
% Agree	36	33	39	30	25	41	34	46
% Strongly agree	17	15	18	14	16	16	17	21
Faculty members who are authors of books or materials should never profit from the sale of those books or materials to their own students.								
% Strongly disagree	4	3	4	3	6	1	4	2
% Disagree	23	21	25	24	25	15	21	31
% Neither agree nor disagree	24	22	27	27	17	22	27	27
% Agree	24	24	24	22	22	27	27	21
% Strongly agree	25	30	20	24	30	34	20	19

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Open educational resources (freely available online materials) are of sufficiently high quality that they should be used in most general education courses.								
% Strongly disagree	1	2	1	3	2	1	0	2
% Disagree	7	5	11	11	5	3	13	6
% Neither agree nor disagree	35	31	40	41	33	26	37	42
% Agree	38	43	32	35	47	44	31	35
% Strongly agree	18	19	16	11	14	26	18	15
The need to help students save money on textbooks justifies some loss of faculty member control over selection of materials for the courses they teach.								
% Strongly disagree	3	3	3	5	3	1	3	2
% Disagree	25	27	25	30	36	19	23	27
% Neither agree nor disagree	24	20	25	19	22	18	29	19
% Agree	36	38	37	35	31	44	38	38
% Strongly agree	12	13	10	11	8	18	6	15

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

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes, it allows it	60	51	74	59	50	49	77	69
% No, it does not allow it	40	49	26	41	50	51	23	31

Please indicate your level of agreement with the following statements about budget and finances:

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Financial concerns (e.g., revenue, market opportunities, profit) are prevalent in my institution's discussions about launching new academic programs.								
% Strongly disagree	2	2	3	3	2	1	2	2
% Disagree	6	7	4	8	3	9	6	0
% Neither agree nor disagree	5	5	4	0	5	9	3	4
% Agree	49	55	42	58	51	57	43	38
% Strongly agree	38	31	48	31	40	24	46	55

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Most new funds my institution will have to spend on academic programs will come from reallocation rather than new revenues.								
% Strongly disagree	2	1	4	3	2	0	4	4
% Disagree	16	17	13	22	13	19	8	26
% Neither agree nor disagree	11	10	12	11	6	13	11	13
% Agree	49	51	47	42	56	50	49	36
% Strongly agree	21	21	24	22	24	18	27	21
My institution is likely to reduce the number of academic programs it offers by the end of the 2022-23 academic year.								
% Strongly disagree	14	14	15	19	13	12	13	15
% Disagree	43	47	38	47	51	44	35	47
% Neither agree nor disagree	15	14	15	14	14	13	16	15
% Agree	20	20	21	11	19	26	22	19
% Strongly agree	7	5	12	8	3	4	15	4
My institution needs to reduce the number of academic programs it offers by the end of the 2022-23 academic year.								
% Strongly disagree	13	14	13	22	13	9	11	13
% Disagree	37	38	36	33	43	37	34	43
% Neither agree nor disagree	17	19	17	17	14	24	16	19
% Agree	24	22	24	17	24	25	26	21
% Strongly agree	8	7	10	11	6	6	13	4
My institution used the economic downturn in 2020 to make tough but necessary changes in our academic programming budgets.								
% Strongly disagree	10	11	9	8	6	18	7	13
% Disagree	37	41	34	44	46	35	38	32
% Neither agree nor disagree	17	16	18	22	13	15	14	21
% Agree	28	23	31	22	27	21	32	26
% Strongly agree	8	8	8	3	8	12	9	9
Overall, the financial situation at my institution has improved in the last year.								
% Strongly disagree	18	15	23	19	16	10	26	19
% Disagree	29	25	34	19	33	22	34	30
% Neither agree nor disagree	17	20	13	19	17	24	11	19
% Agree	27	31	22	31	29	32	22	19
% Strongly agree	8	9	8	11	5	12	6	13

Please indicate your level of agreement with the following statements:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
I am glad I pursued administrative work.								
% Strongly disagree	1	2	1	0	3	1	0	2
% Disagree	5	7	4	6	5	7	2	9
% Neither agree nor disagree	11	11	11	3	13	15	8	15
% Agree	46	41	53	44	40	41	54	51
% Strongly agree	37	40	31	47	40	35	35	23
My job is more focused on financial and management issues than on academic issues.								
% Strongly disagree	6	8	4	0	8	10	4	4
% Disagree	40	44	32	39	46	46	22	53
% Neither agree nor disagree	23	23	22	31	17	24	30	9
% Agree	21	18	26	19	22	13	27	26
% Strongly agree	11	8	15	11	6	7	17	9
There is a fundamental difference in perspective between faculty members and administrators.								
% Strongly disagree	1	1	1	0	0	0	1	0
% Disagree	10	11	8	8	13	12	7	9
% Neither agree nor disagree	15	12	19	17	14	9	20	15
% Agree	49	49	48	50	46	50	44	57
% Strongly agree	25	27	24	25	27	29	28	19

Please indicate your level of agreement with the following statements:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Faculty understand how inflation is affecting our budgets.								
% Strongly disagree	12	14	11	11	16	13	7	15
% Disagree	43	49	37	58	46	47	44	26
% Neither agree nor disagree	19	16	21	14	19	13	18	30
% Agree	26	21	30	17	19	26	28	30
% Strongly agree	1	0	2	0	0	0	3	0
Inflation will create real limits on any budget growth.								
% Strongly disagree	1	1	1	0	2	0	0	0
% Disagree	4	7	1	3	5	12	1	0
% Neither agree nor disagree	11	11	10	8	10	12	13	6
% Agree	64	63	63	72	70	53	59	72
% Strongly agree	21	18	25	17	14	24	27	21

What is your age?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Under 30	0	0	0	0	0	0	0	0
% 30 to 39	1	1	1	0	0	3	1	0
% 40 to 49	15	15	13	11	10	22	7	21
% 50 to 59	53	54	56	36	59	59	54	60
% 60 to 69	27	28	26	53	29	16	32	17
% 70 and older	2	1	4	0	2	0	4	2
% Prefer not to respond	1	1	1	0	2	0	1	0

With which of the following gender identities do you most identify?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Female	52	49	54	50	38	57	50	62
% Male	46	50	44	47	62	40	48	38
% Non-binary/Gender non-conforming	0	1	0	0	0	1	0	0
% Not listed/Prefer to self-describe (specify, if desired):	0	0	0	0	0	0	0	0
% Prefer not to respond	1	1	1	3	0	1	2	0

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