Inside Higher Ed

2025 Survey of

# College and University Chief Academic Officers

A SURVEY BY *INSIDE HIGHER ED* AND HANOVER RESEARCH

Colleen Flaherty & Sara Custer
Editors, *Inside Higher Ed*

Coursedog Honorlock watermark

Coursedog

# *The* Intelligent Academic Operations Platform

Coursedog unifies how higher ed manages scheduling, curriculum, catalog, syllabus, assessment, and more. Built on a layer of actionable analytics and seamless integrations with every major SIS, Coursedog is where academic operations drive student success.

**www.coursedog.com**



**Curriculum | Catalog | Syllabus | Scheduling | Faculty Workload**

**Events | Course Demand | Assessment | Analytics**

SERVING 300+ INSTITUTIONS WITH 2.5M+ STUDENTS

# TABLE OF CONTENTS


Introduction and Methodology ..... 4
Key Findings ..... 5
The Provost's Role ..... 9
Academic Programs and Success ..... 12
Digital Learning ..... 15
Well-Being and Safety ..... 20
Diversity, Equity, Inclusion and Access ..... 24
Campus Speech ..... 27
Federal Policy Environment ..... 34
Institutional Effectiveness and Change Management ..... 41
Faculty Tenure and Shared Governance ..... 43
Faculty, Staff and Administrator Retention ..... 46
Assessment Efforts ..... 48
Artificial Intelligence ..... 49
Detailed Tables ..... 54
About *Inside Higher Ed* and Hanover Research ..... 102

# INTRODUCTION AND METHODOLOGY

*Inside Higher Ed* and Hanover Research sent survey invitations via email to 2,538 provosts, with regular reminders sent throughout the June and July 2025 field period. Hanover collected 478 fully or partially completed surveys, yielding a 19 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 percent, given a total n-count of 478. Conclusions drawn from a small sample size (n<20) should be interpreted with caution. In the charts and percentages that follow, some percentages may not total 100 due to rounding.

| | 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** | 478 | 214 | 256 | 8 | 55 | 74 | 85 | 143 | 118 |

*Note: An asterisk indicates that data is not reported for this group due to small sample size.*

# KEY FINDINGS

- **The provost's role continues to be a rewarding but resource-strapped one.** While 91 percent of respondents are glad they pursued administrative work and 86 percent enjoy being a provost, only 29 percent feel they consistently have the resources needed to implement initiatives. Most describe strong relationships with presidents, with 87 percent saying their decisions are supported publicly, for example. Yet half also say their job is more about fixing problems than planning ahead.
- **Provosts express confidence in academics at their institutions but hint at uneven support for disciplines and student populations.** Nearly four in five (79 percent) rate their institution's academic health as good or excellent and 87 percent say their institution has innovative academic programs that serve students well. But 54 percent also report pressures to prioritize STEM and professional programs, and not quite six in 10 (59 percent) believe their institution has adequate resources for students with disabilities.
- **Digital learning is mainstream, with variations in scale, organization and quality.** While 92 percent of institutions represented offer online courses, nearly half of provosts (46 percent) say less than one-quarter of course sections are available virtually. Some 70 percent of provosts express confidence in the quality of online offerings, and the slight majority report that online operations are partially centralized. There is little appetite for new partnerships with outside online program managers.
- **Concerns about student and employee well-being remain pressing, with mental health at the center.** Nearly seven in 10 provosts believe their institution has responded effectively to what's been called the student mental health crisis, but only 40 percent see undergraduate health on their campus improving. Provosts say top threats to campus safety include mental health (80 percent), personal stress (66 percent), academic stress (51 percent) and food and housing insecurity (42 percent). Among community college provosts, food and housing insecurity is the leading concern.
- **Campus DEI efforts are shifting under new legal and political pressures.** Ten percent of provosts report declines in student racial diversity since the Supreme Court's 2023 ruling on affirmative action, and 40 percent say their institution has reduced faculty-related DEI efforts in some form, with elevated rates in the South. Many of these say their institution has otherwise scaled back on DEI, such as in marketing and websites, training and scholarships, and aid. Some 54 percent of all provosts also agree that antisemitism is a moderate or significant problem in higher education today.

# KEY FINDINGS (Cont.)

- **Provosts are relatively optimistic about their own campus's climate for campus speech but skeptical about higher education overall.** Two-thirds rate their institution's environment for civil dialogue as good or excellent, compared to only 16 percent across the sector. While 64 percent see strong promotion of critical thinking on their campus, fewer describe success in promoting understanding and consensus-building among students (42 percent). Common interventions include voluntary—but not mandatory—faculty training (49 percent). A quarter of provosts cite recent pressure from donors or alumni regarding institutional positions.
- **The federal policy climate presents funding and other challenges, and many institutions are proceeding with caution.** More than half (56 percent) report federal funding declines under the second Trump administration, and 74 percent are very or extremely concerned about recent changes to federal student aid programs. Many are also concerned about international enrollment. About one in five (22 percent) says academic freedom at their institutions has been affected, rising to 43 percent at public doctoral universities. Some 47 percent cite a "strategic compliance" approach to this new environment and 41 percent, a "wait and see" approach.
- **Despite financial strain, provosts believe their institutions are effective in delivering on core academic missions.** Ninety-nine percent rate their undergraduate education as strong, 96 percent say it's effective in preparing students for the workforce and 95 percent approve of student support services. Most provosts have a good understanding of how academic programs are funded, but 43 percent believe their institutions should reduce the number of programs offered in the near future.
- **Support for tenure remains stronger among provosts than among other campus leaders, though alternative models are gaining traction.** Just over half of provosts (53 percent) say tenure is very or extremely important to their institution's academic health, and 57 percent believe its benefits outweigh drawbacks. Yet half would favor long-term contracts over the current tenure system. Many institutions represented are also thinking beyond the tenure and non-tenure-track binary, with 67 percent offering non-tenure-track professors opportunities for advancement and promotion, for instance.

# KEY FINDINGS (Cont.)

- **Employee satisfaction is seen as relatively strong, but turnover is a mounting challenge.** While 76 percent of provosts believe administrators at their institution are satisfied, and about two-thirds say the same of staff and faculty, 49 percent report unusually high staff turnover this year and 30 percent flag elevated faculty turnover. Competitive offers elsewhere (76 percent) and burnout (46 percent) are top drivers of attrition.
- **Assessment remains more of a compliance burden than a valued tool to faculty, though provosts report it drives change.** Less than half of respondents (42 percent) think that faculty members value assessment efforts. Even so, most provosts (64 percent) say their institution regularly uses assessment results to adjust curriculum, teaching or student services. And just one in four believes that the accreditation system is broken and needs and overhaul.
- **Artificial intelligence is reshaping campus priorities, with provosts both concerned about risks and eager to prepare students.** Nearly three in 10 institutions represented (29 percent) have reviewed curricula to prepare students for AI in the workplace, with another 63 percent planning to do so. Half of provosts see generative AI as a moderate academic integrity risk, and 24 percent as a significant one. Adoption for some uses or applications continues to advance, but only 14 percent of provosts report having comprehensive governance policies.




# Lead Confidently

## Assess Securely. Rest Easy.

Protect academic integrity in a world of AI-driven cheating without adding stress for faculty or students.

- #1 Online Proctoring Solution on G2
- Advanced AI Blocking Tools
- Flat-rate, Predictable Pricing
- 99% Support Resolution Rate
- Integrity Reports That Drive Action

> *"Honorlock has become part of our essential toolset. The need is clear to our tech teams, instructors, and even students."*

**Paul Fisher**

Chief Information Officer,
Seton Hall University

Honorlock®

Give your campus, and yourself, peace of mind.
Learn how at **go.honorlock.com/provosts**

# JOB SATISFACTION AND TRAINING

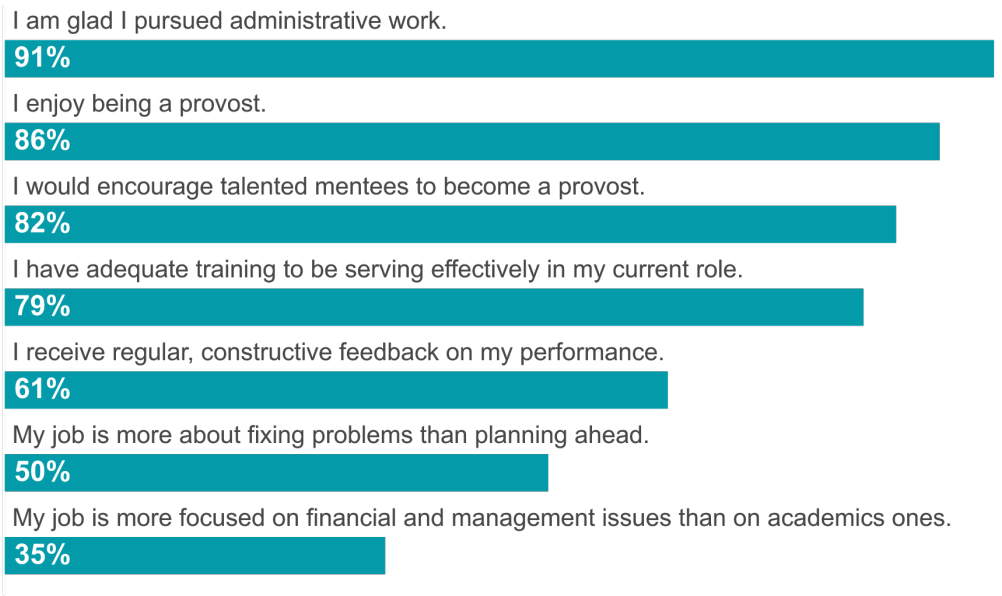
It's widely acknowledged that the president's role is one of the toughest jobs around, but today's provosts have their own set of challenges. Still, provosts this year—as in last year's survey—are largely glad they pursed administrative work: nine in 10 (91 percent) at least somewhat agree this is the case. Nearly as many (86 percent) at least somewhat agree they enjoy being a provost.

Some eight in 10 agree that they'd encourage talented mentees to become a provost (82 percent) and that they have adequate training to be serving effectively in their role (79 percent). But on this latter point, younger provosts—those 40–49, n=66—are somewhat less likely to agree they have the proper training for their role (71 percent).

Fewer provosts agree they receive regular, constructive feedback on their performance, however (61 percent). And half agree that their job is more about fixing problems than planning ahead (50 percent). Provosts in the Midwest (n=137) are most likely to say this, by region, at 58 percent.

About a third of provosts (35 percent) agree their job is more focused on financial and management issues than on academic ones, roughly the same as last year's survey for this same question.

**Provosts (all) who agree or strongly agree with these statements about their role:**



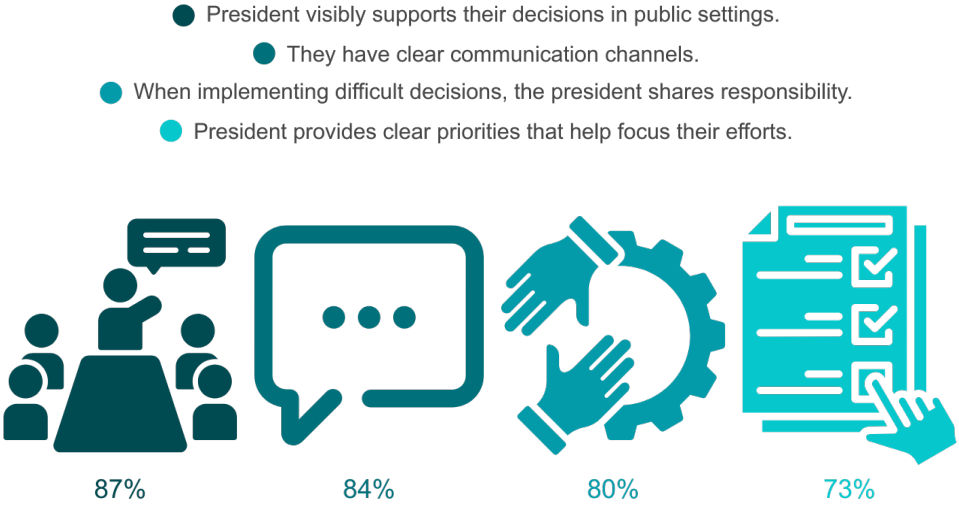
THE PROVOST'S ROLE

# RELATIONSHIP WITH PRESIDENT AND FACULTY LEADERS

Provosts report generally strong working relationships with their presidents: More than eight in 10 say that the president supports their decisions in public settings (87 percent); they feel comfortable sharing challenges and concerns with their president (86 percent); and that they and their president enjoy clear communication channels (84 percent).

Most provosts also report that their president shares responsibility when implementing difficult decisions (80 percent) and provides clear priorities to help focus their efforts (73 percent).

**Provosts (all) who agree or strongly agree with the following on their relationship with their president:**




These results are relatively consistent across the sample, including by sector (public and private nonprofit).

Similarly, most provosts report somewhat (45 percent) or very effective (47 percent) working relationships with faculty members at their institution. This, too, is relatively consistent across the sample.

**Provosts (all) who rate their working relationship with faculty leaders at their institution as somewhat or very effective:**



# ADOPTING NEW STRATEGIC INITIATIVES

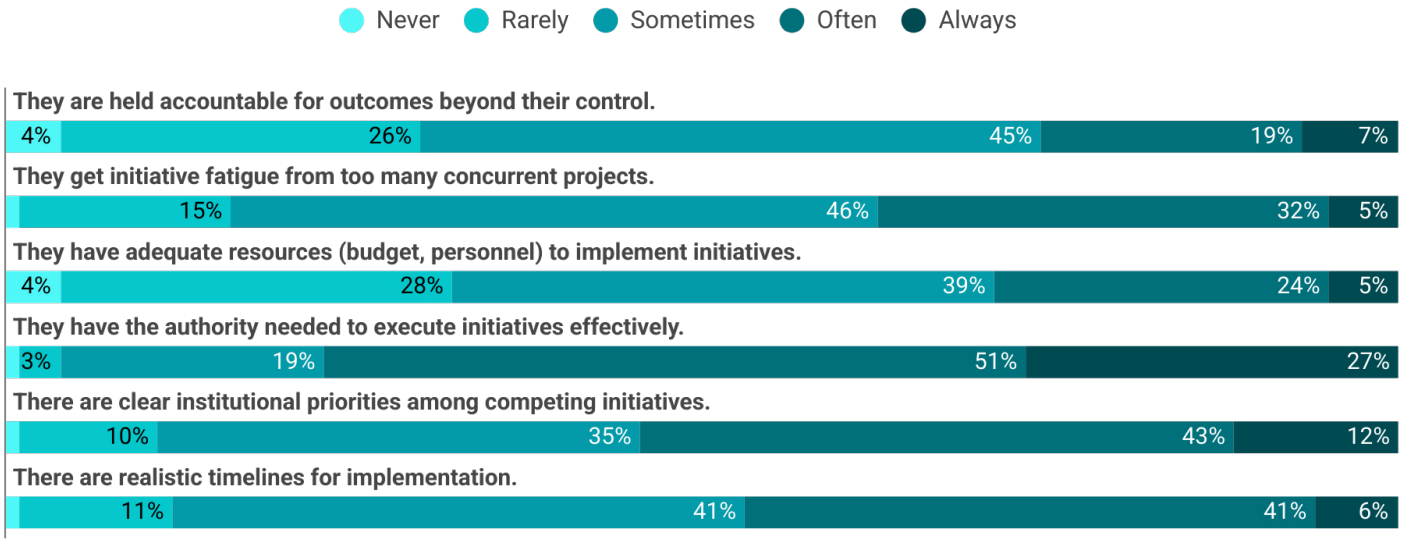
More friction emerges when provosts are asked about their experiences with implementing new initiatives. While a majority say they often or always have the needed authority to execute initiatives effectively (78 percent), fewer agree there are often or always clear institutional priorities among competing initiatives (55 percent)—or that there are realistic timelines for implementation (47 percent). Even fewer provosts report typically having adequate resources, such as budget and personnel, to carry out initiatives (29 percent).

Still, just about a third of provosts say they often or always get initiative fatigue from too many current projects (37 percent). And just a quarter say they're often or always held accountable for outcomes beyond their control (26 percent).

By sector, provosts at public institutions are more likely to say they're held accountable for outcomes beyond their control than are provosts at private nonprofits (32 percent versus 20 percent, respectively). By institution type, provosts at public doctoral institutions are most likely to report having clear institutional priorities around competing initiatives.

On timelines for strategic initiative implementation, 41 percent of women (n=229) say they're often or always realistic, versus 54 percent of men (n=179).

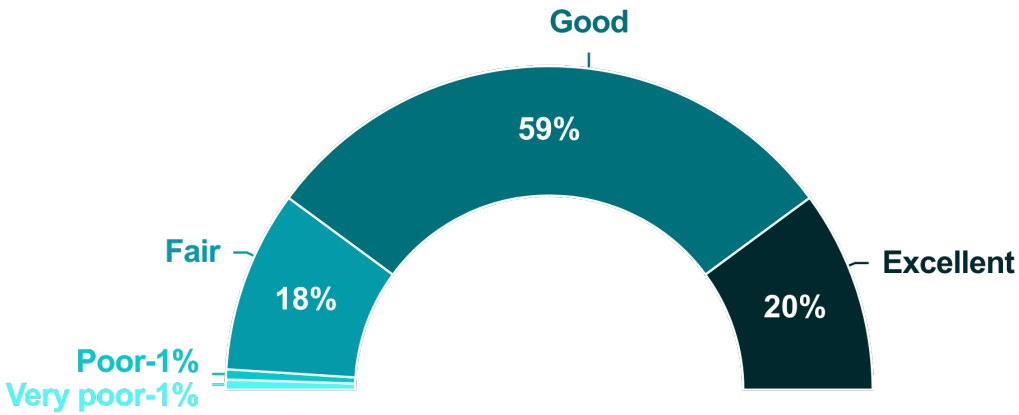
**Provosts (all) say how often they experience the following when tasked with implementing new strategic initiatives:**



# ACADEMIC HEALTH

Asked about the overall academic health of their institution, some six in 10 provosts rate it as good (59 percent); an additional two in 10 rate it as excellent (20 percent). Most of the remainder rate it as fair. This is relatively consistent across the sample.

**Provosts (all) rate the overall academic health of their college or university:**




Most provosts also at least somewhat agree that high-quality undergraduate education requires healthy departments in liberal arts fields such as English, history and political science (88 percent, the same as last year's survey). And most agree that their institution offers innovative academic programs designed to prepare students for professional success and lifelong learning (87 percent) and that it has a strong general education program that provides students knowledge and skills from a variety of disciplines (84 percent).

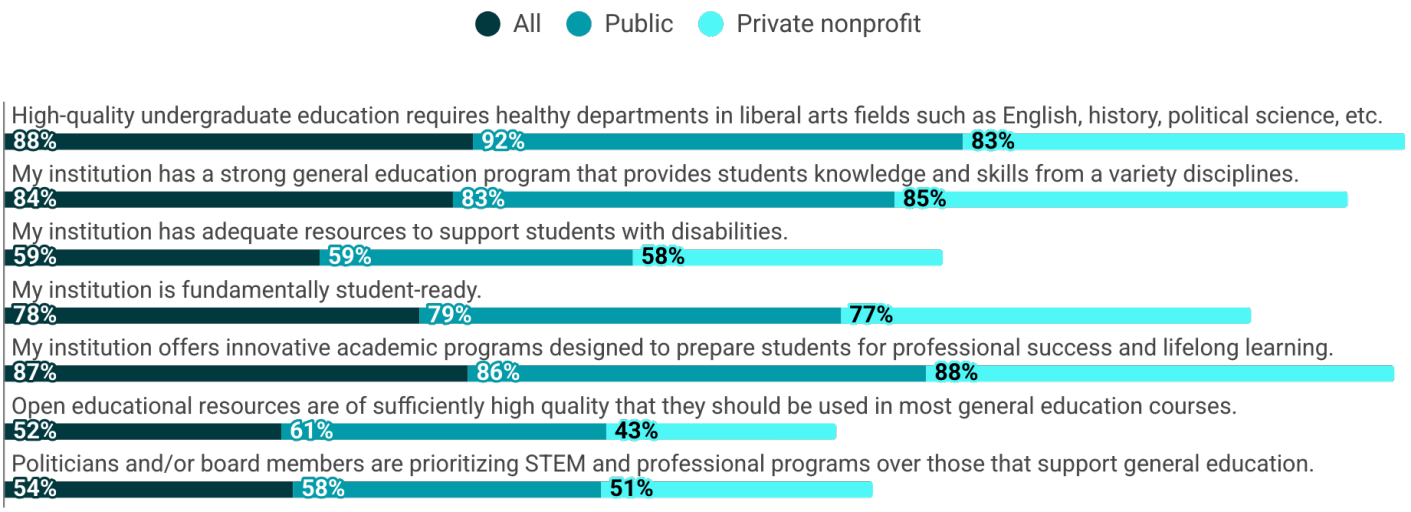
At the same time, half of provosts indicate that politicians and/or board members are prioritizing STEM and professional programs over those that support general education, at 54 percent. Yet, this is down from last year's 67 percent for the same question. This year, by region, provosts in the West (n=74) are least likely to indicate this is the case, at 45 percent.

# ACADEMIC HEALTH (Cont.)

On student success, three in four provosts agree that their institution is fundamentally student-ready (78 percent), while fewer say it has adequate resources to support students with disabilities, in particular (59 percent).

Just over half of provosts, 52 percent, agree that open educational resources (OER), or freely available online materials, are of sufficiently high quality that they should be used in most general education courses. This is also down somewhat from last year's 61 percent. In 2025, public institution provosts approve of OER for widespread use at a higher rate than their private nonprofit peers, at 61 percent versus 43 percent, respectively.

**Provosts who agree or strongly agree with the following statements on general education and more, all and by sector:**

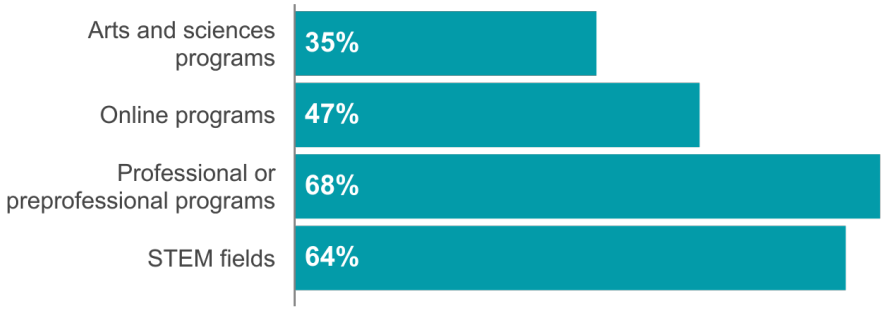


# ALLOCATION OF FUNDS

Two in three provosts (68 percent) expect a major allocation of funds to professional or preprofessional programs in the next budget year. Same for STEM fields (64 percent). About half say this of online programs (47 percent). A third expect this kind of funding for other arts and sciences programs (35 percent).

By institution type, provosts from private nonprofit baccalaureate colleges are least likely to expect an infusion of funds for online programs (31 percent). These same provosts expect a major allocation of funds to arts and sciences at a higher rate than other peers (46 percent).

**Provosts (all) who expect or strongly expect a major allocation of funds to the following areas in the next budget year at their institution:**



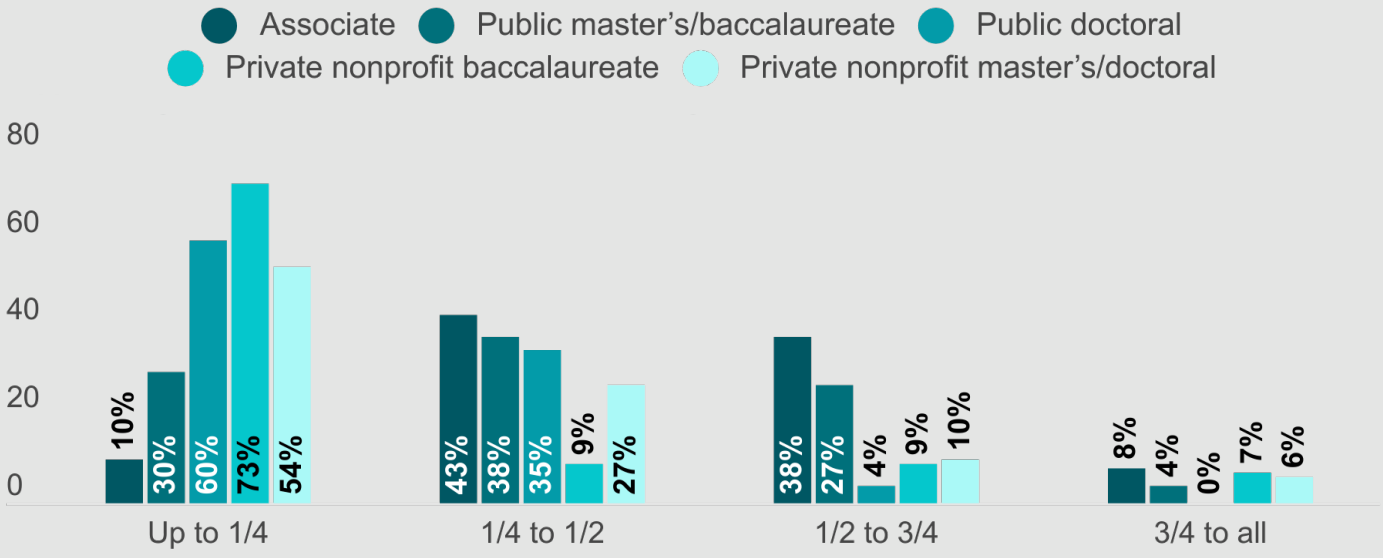
DIGITAL LEARNING

# ONLINE COURSE OPTIONS

Unsurprisingly, given the growth of online course offerings across higher education, most institutions represented (92 percent) offer online courses. But consistent with the previous finding on funding for online programs, private nonprofit baccalaureate institutions are least likely to do so, at 73 percent.

Online options are still limited, however, despite reports of increased demand even among campus-based students across higher education: The plurality of provosts reporting online offerings, 46 percent, indicate that less than a quarter of courses are available online or in a hybrid format, with some variation by institution type. Very few provosts (6 percent) report that three-quarters to all their institution's courses are offered online or in a hybrid format.

**Provosts whose institution offers online classes say what share of courses are available in an online or hybrid format, by institution type (n=436):**



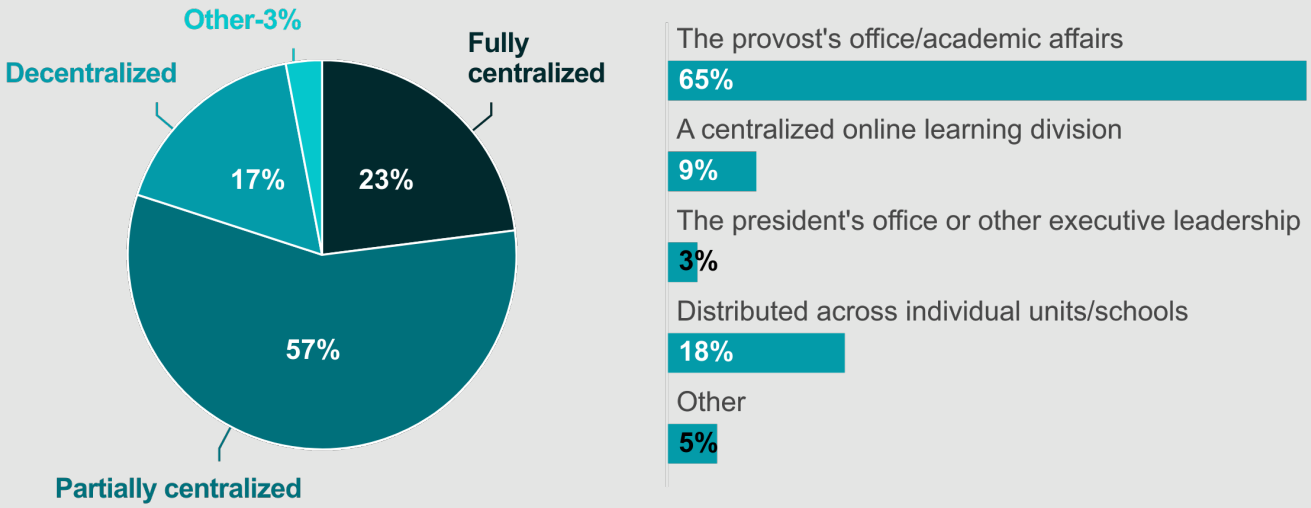

***Note:*** *Chart excludes up to 3% of respondents from each institution type who are unsure.*

# ORGANIZATION AND OVERSIGHT OF ONLINE OPERATIONS

Asked about the current structure of online education operations at their institution, more than half describe it as partially centralized with some services handled at the institutional level and some at the unit/school level (57 percent). The remainder are mostly split between fully centralized (23 percent) and decentralized models (17 percent). This is relatively consistent across the sample.

Many respondents (65 percent) also report that oversight and decision-making for online education at their institution currently sits in the provost's office.

**Left: Provosts (n=436) describe the current structure of online education operations at their institution. Right: Where oversight and decision-making for online education currently sits:**



DIGITAL LEARNING

# SCALING ONLINE OPERATIONS FOR QUALITY

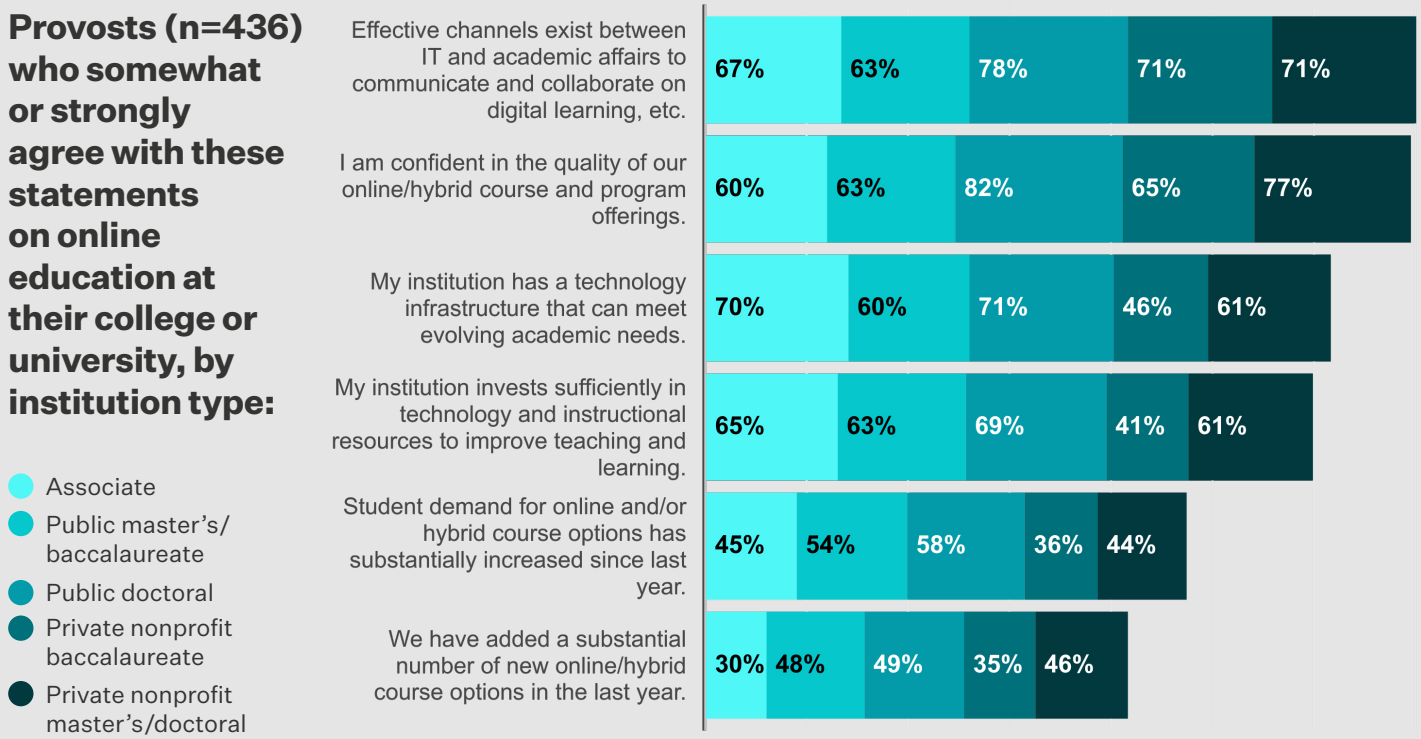
Some seven in 10 (70 percent) provosts at least somewhat agree that they're confident in the quality of their institution's online and hybrid course offerings, though this decreases to 60 percent among community college provosts. Some 69 percent overall agree that effective channels exist between IT and academic affairs to communicate and collaborate on key online learning and digital learning and other key issues. These responses parallel technology leaders' in *Inside Higher Ed*'s 2025 Survey of Campus Chief Technology/Information Officers with Hanover.

About six in 10 provosts each agree that their institution has a technology structure that can meet evolving academic needs (61 percent) and that the institution invests sufficiently in technology and instructional resources to improve teaching and learning (59 percent).

Regarding demand and supply of online options, 46 percent of provosts say student demand for online and/or hybrid course options has increased substantially over the last year. About as many provosts say their institution has added a substantial number of new online/hybrid course options over the last year, at 41 percent—though this decreases to 30 percent among community college provosts, perhaps signaling some cooling in new offerings at these institutions, which have long been drivers in online learning.

By sector, private nonprofit institution provosts are least likely to indicate readiness on digital learning by several measures: Some 55 percent report their institution has the technology infrastructure to support evolving academic needs, versus 67 percent of public peers, for example. But private nonprofit provosts are also less likely to report increased student demand for online options (40 percent versus 51 percent).

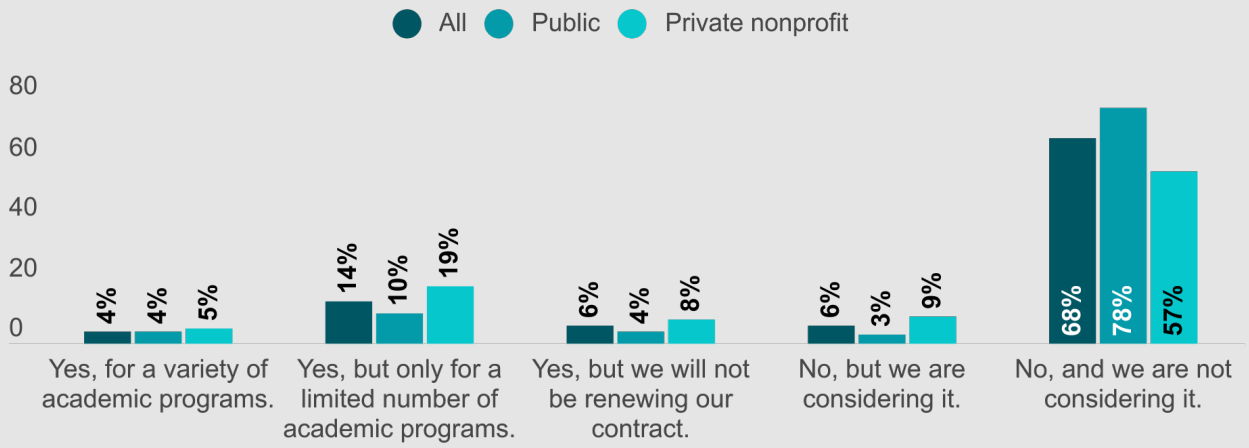
**Provosts (n=436) who somewhat or strongly agree with these statements on online education at their college or university, by institution type:**



# ONLINE PROGRAM MANAGERS

Consistent with the findings of our annual CTO survey and other data, provosts express little institutional appetite for new partnerships with online program managers (OPM) to run online programs. Some 68 percent say their college or university has not partnered with an OPM and is not considering it. Some 14 percent report partnerships for a limited number of academic programs only. Private nonprofit institution provosts are most likely to report such partnerships, by sector, for a limited number of academic programs,

**Provosts say whether and how their institution has partnered with an online program manager, all and by sector (n=436):**




***Note:*** *Chart excludes up to 1% of respondents from each category who are unsure.*

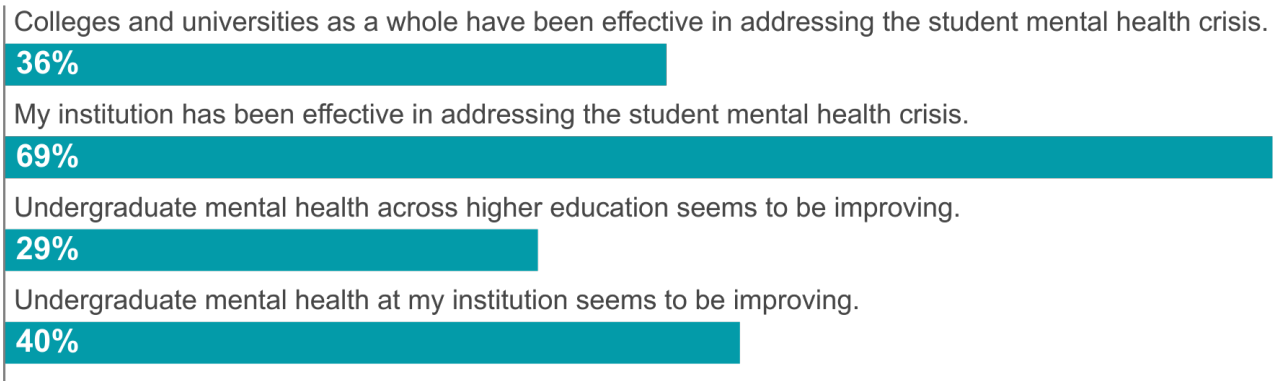

One Platform.
Endless Insight.
Real Results.
Replace fragmented systems with Watermark's streamlined solutions that save time, cut costs, and empower smarter, faster decisions across your institution.
watermark™
Master your data
Click here to get started

# STUDENT MENTAL HEALTH

Some 69 percent of provosts somewhat or strongly agree that their institution has been effective in addressing what's been called the student mental health crisis. But fewer—40 percent—agree that undergraduate mental health at their institution seems to be improving. Similarly, in *Inside Higher Ed*'s 2025 Survey of College and University Presidents with Hanover, most presidents agreed their institution has been effective in addressing what's been called the student mental health crisis, but just 44 percent said that the needle on undergraduate mental health on their campus seems to be moving.

Even fewer provosts say that undergraduate mental health across higher education is improving (29 percent). And just 36 percent agree that colleges and universities beyond their own have been effective in addressing the student mental health crisis.

**Provosts (all) who somewhat or strongly agree with these statements on student mental health:**



# STUDENT MENTAL HEALTH (Cont.)

What nonclinical steps have institutions taken in the last year to promote health and well-being on campus? The top two are emphasizing the importance of social connection and/or creating new opportunities for campus involvement (76 percent) and investing in wellness facilities and/or services to promote overall well-being (59 percent). Also relatively popular: flexibility with due dates for coursework (42 percent).

Encouraging faculty members to limit high-stakes exams is still relatively unpopular in longer list of options (20 percent of provosts report this step), even though students positively link this kind of change to their academic success in *Inside Higher Ed*'s Student Voice surveys with Generation Lab.

**Provosts say what steps their institution has taken in the last year to promote health and well-being on campus, all and by sector:**

| Action | % All | % Public | % Private nonprofit |
|---|---|---|---|
| Emphasized the importance of social connection and/or created new opportunities for campus involvement | 76 | 73 | 79 |
| Invested in wellness facilities and/or services to promote overall well-being | 59 | 58 | 60 |
| Encouraged faculty to allow students more flexibility with due dates for their coursework | 42 | 48 | 37 |
| Established or expanded peer mental health programs and/or training | 40 | 42 | 39 |
| Introduced or expanded emergency grant programs | 37 | 48 | 27 |
| Introduced or expanded stress management courses/initiatives | 36 | 34 | 36 |
| Encouraged faculty to limit high-stakes exams | 20 | 20 | 19 |
| Included mental health day(s) in the academic calendar | 10 | 11 | 9 |
| Rethought exams schedules | 10 | 10 | 11 |
| Offered "mental health days" for staff and faculty | 10 | 7 | 12 |
| Other | 3 | 4 | 3 |
| None of these | 5 | 6 | 3 |

# THREATS TO SAFETY

As for biggest threats to student well-being and/or safety, provosts are most likely to cite mental health concerns (80 percent), followed by personal stress (66 percent) and academic stress (51 percent), selecting up to three options from a longer list. Indeed, academic stress, or at least too much of it, is something many student themselves flag as a threat to their well-being and their academic success in *Inside Higher Ed*'s Student Voice surveys.

Food and housing insecurity is No. 4 for provosts, at 42 percent. More traditional campus safety threats, such as substance use, sexual assault and relationship violence and hazing fall much farther down the list.

A key difference: Public institution provosts are much more likely than their private nonprofit peers to cite food and housing insecurity as a top risk, at 64 percent versus 23 percent, respectively. Community college provosts seem to be driving much of this difference, with 86 percent selecting this as a top risk—indeed, the top risk—to student well-being and safety at their institution.

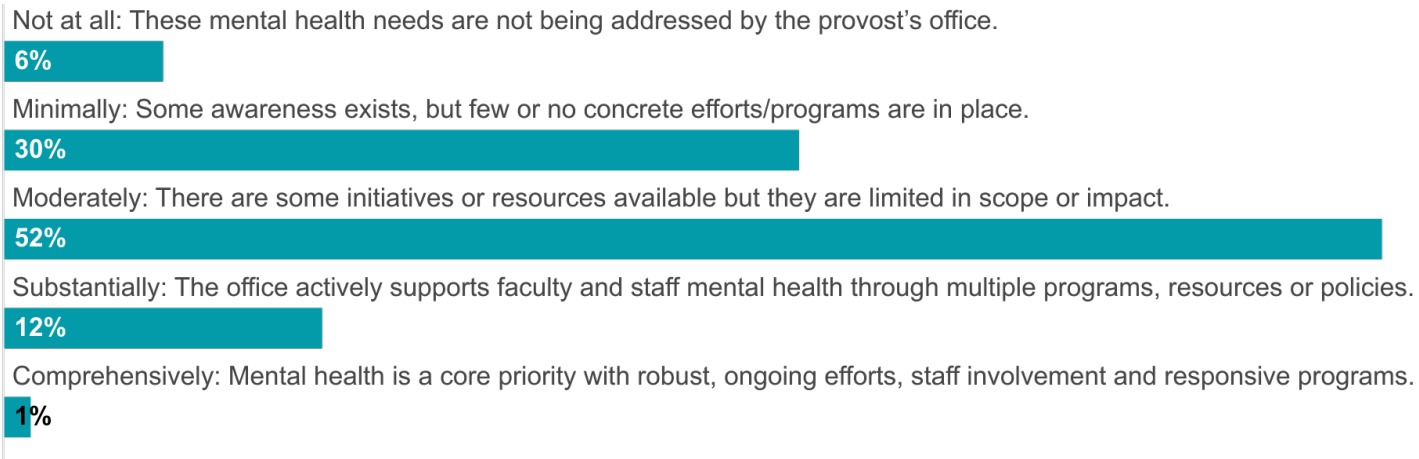
**Provosts name the biggest threats to student well-being and/or safety at their institution, all and by sector (selecting up to 3):**

| Concern | % All | % Public | % Private nonprofit |
|---|---|---|---|
| Mental health concerns | 80 | 78 | 84 |
| Personal stress | 66 | 58 | 72 |
| Academic stress | 51 | 44 | 57 |
| Food and housing insecurity | 42 | 64 | 23 |
| Alcohol and substance use issues | 13 | 12 | 14 |
| Digital safety and cybersecurity risks | 9 | 11 | 8 |
| Sexual assault and relationship violence | 5 | 6 | 5 |
| Physical health issues | 5 | 2 | 8 |
| Transportation safety | 2 | 3 | 1 |
| Physical security threats | 2 | 1 | 2 |
| Hazing and/or dangerous group behaviors | 1 | 1 | 1 |
| None of these | 0 | 0 | 0 |
| Other | 9 | 9 | 9 |

# FACULTY, STAFF AND ADMINISTRATOR WELL-BEING

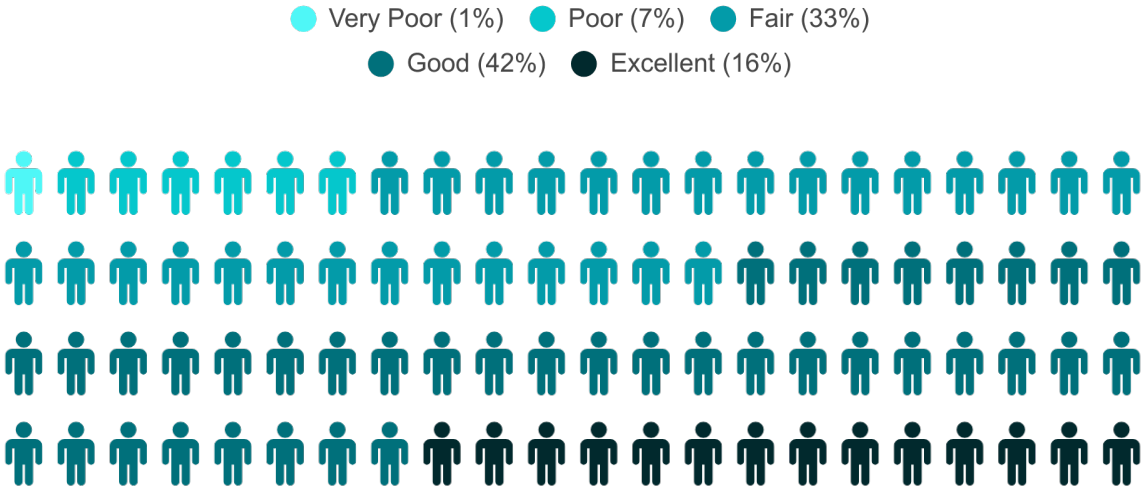
In the current challenging climate for higher education, about half of provosts say that their office is moderately addressing the mental health needs of faculty and staff (52 percent). Some 30 percent report minimal efforts from their office to address faculty and staff mental health.

**Provosts (all) say how and whether their office is currently addressing faculty and staff mental health needs:**




How do provosts rate their own well-being, including their mental health, factoring in their level of job stress? Most say it's good (42 percent) or fair (33 percent). Provosts who also agree that their job is more about fixing problems than planning ahead are less likely than those who disagree to rate their well-being as good or excellent (44 percent versus 79 percent, respectively).

**Provosts (all) rate their own well-being, including their mental health, factoring in their level of job stress:**

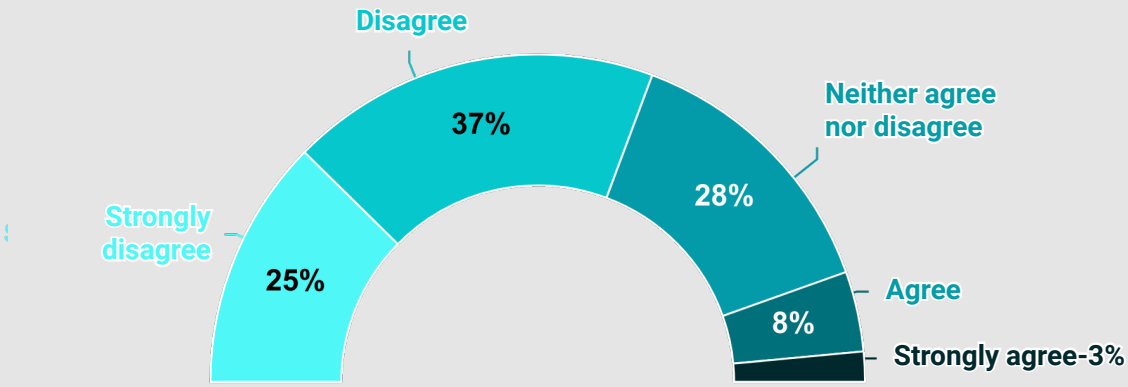


# CHANGES TO DIVERSITY AND RELATED EFFORTS

About one in 10 provosts (11 percent) agrees or strongly agrees that the 2023 U.S. Supreme Court decision limiting affirmative action in admissions has led to a decrease in student racial diversity at their institution.

In last year's survey, 11 percent of provosts expected the decision would decrease student racial diversity at their institution. So this year's finding—which is consistent across sectors and regions—aligns with that expectation.

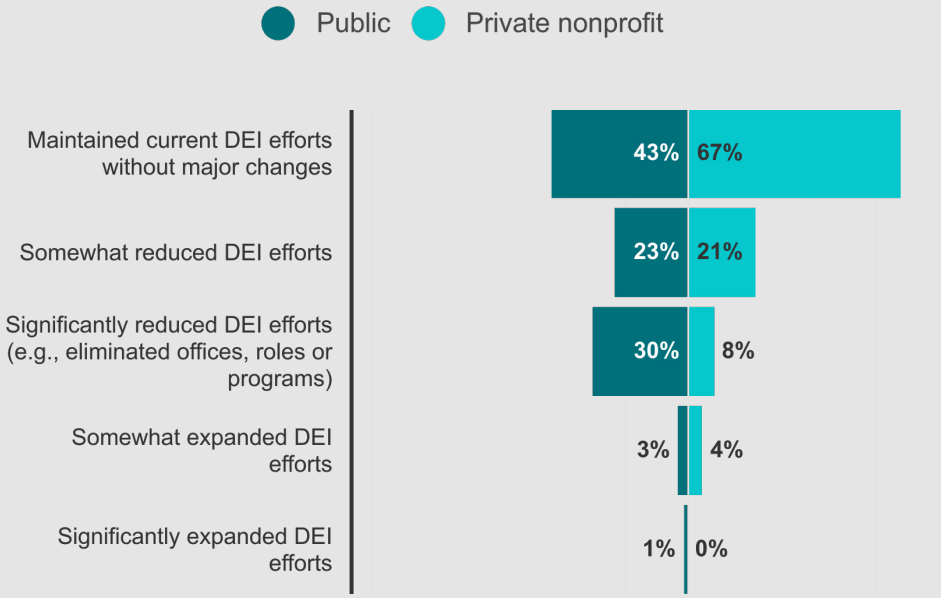
**Provosts (all) on whether the 2023 U.S. Supreme Court decision on affirmative action has led to a decrease in student racial diversity at their institution:**



# CHANGES TO DIVERSITY AND RELATED EFFORTS (Cont.)

The second Trump administration has since taken a series of steps to broaden the scope of that ruling and otherwise limit diversity, equity and inclusion efforts within higher education. Here, a slight majority of institutions represented (56 percent) have not changed their approach to faculty-related DEI efforts specifically in the last year. But 22 percent have somewhat reduced their faculty DEI efforts. Another 18 percent report significant reductions; this increases to 34 percent among provosts in the South (n=140). Public institutions are generally more impacted than private nonprofit ones in the sample.

**Provosts say how their institution has changed its approach to faculty-related diversity, equity and inclusion initiatives in the last year, by sector:**



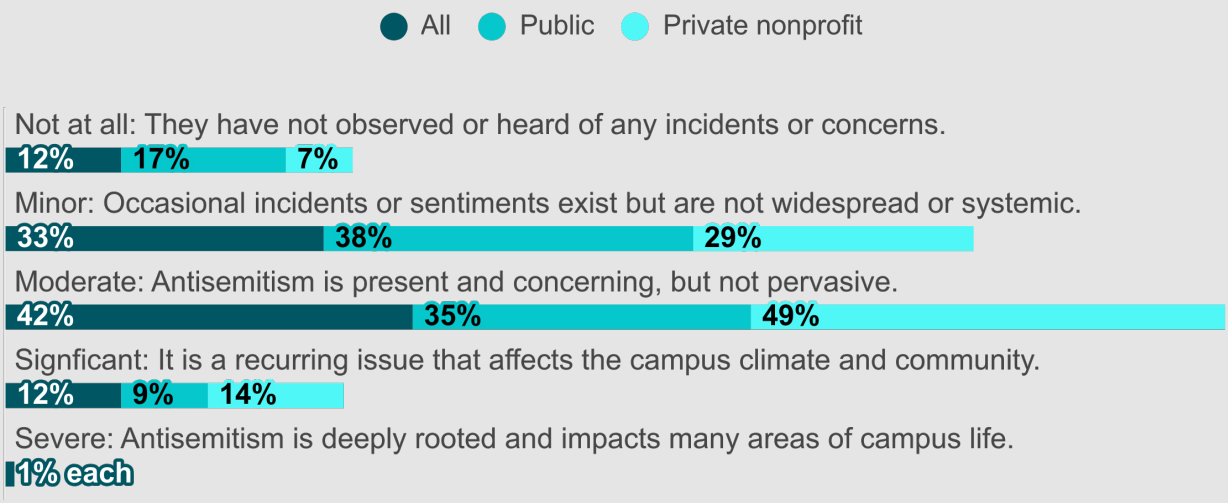

Among the subgroup of provosts to report some or significant reductions to their faculty-related DEI efforts (n=174), most indicate their institution has otherwise pulled back on DEI efforts, beyond admissions. Top areas for reductions: marketing/websites (56 percent of this group); training programs (39 percent); scholarships and financial aid (37 percent); and curriculum and curriculum development (30 percent). Again, public institutions are most impacted, by sector: 33 percent of these public institution provosts report changes to student support services, versus 8 percent of private nonprofit peers, for example.

# ANTISEMITISM

With the Trump administration investigating and withholding funds from some institutions over antisemitism, 42 percent of provosts, the plurality, describe antisemitism as a moderate problem in higher education today, defined as present and concerning but not pervasive. Another 33 percent say it is a minor problem, meaning there are occasional incidents or sentiments but it is not widespread or systemic. The remainder are split between it being not at all a problem and it being a significant, recurring problem that affects the campus climate and community. Almost no provosts say it is a severe and widespread problem across higher education.

By sector, provosts at private nonprofit institutions are more likely than their public peers to rate antisemitism a moderate or significant problem, at 63 percent versus 44 percent, respectively. Provosts who say they do not work at a liberal arts institution are more likely than their liberal arts peers (n=252) to say that antisemitism is not a problem (18 percent versus 7 percent, respectively). Provosts at community colleges are most likely to say it's not a problem (22 percent), by institution profile.

**Provosts on to what degree they believe antisemitism is a problem in higher education today, all and by sector:**



# SPEECH CLIMATE

As is typical in *Inside Higher Ed*'s stakeholder surveys, provosts take a rosier view of their own institution than others, with 68 percent rating their own campus climate for civil discourse as good (57 percent) or excellent (11 percent), versus 16 percent across higher education. By institution type, private nonprofit doctoral/master's institution provosts have the highest ratings for their own campus, at 78 percent good or excellent.

By region, provosts in the Northeast (n=99) are most approving of their campus climate for civil discourse, at 77 percent good or excellent. Those in the West are least approving, at 59 percent good or excellent.

In last year's survey, 62 percent of provosts rated the climate for open inquiry and dialogue on their own campus highly.

## PROMOTING OPEN INQUIRY AND EXPRESSION

Asked how well their institution promotes some of the skills associated with positive campus speech environments, two in three provosts say it's very or extremely effective at promoting critical thinking (64 percent). About half each say the same of free inquiry and free expression. There is more room for improvement around promoting understanding and consensus-building: Some 42 percent say their institution is highly effective.

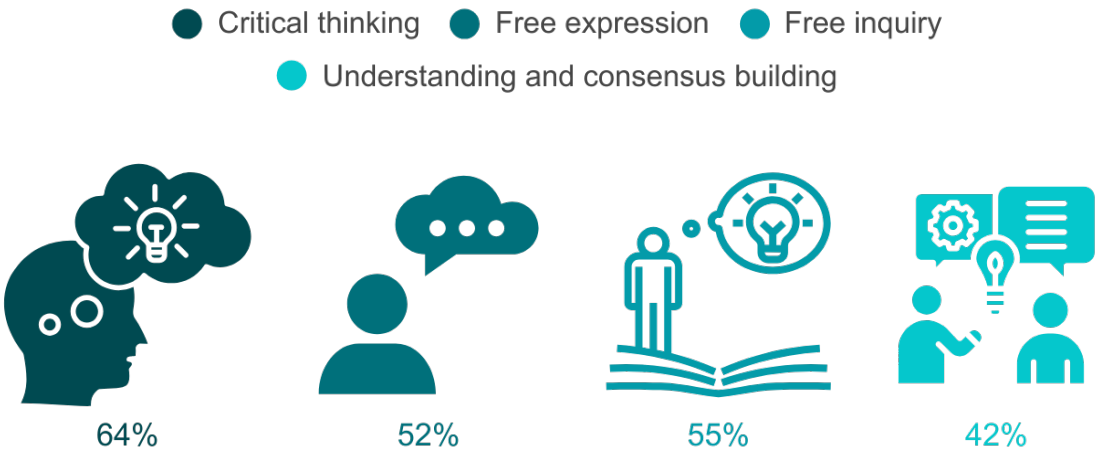
By sector, provosts at private nonprofits are most likely to say their institution excels in promoting critical thinking (72 percent versus 55 percent for public institution peers). On free expression, this is reversed, with 57 percent of public nonprofit provosts saying their institution is highly effective, versus 47 percent of private nonprofit provosts.

Provosts who say they work at a liberal arts institution are more likely than those who don't to say their college is highly effective here, including in promoting critical thinking (69 percent versus 59 percent, respectively).

# PROMOTING OPEN INQUIRY AND EXPRESSION (Cont.)

Region also appears to factor in. For example, 41 percent of Midwest provosts rate their institution highly effective in promoting free expression, compared to 64 percent of those in the West. Similarly, 34 percent of Midwest provosts rate their institution highly effective in promoting understanding and consensusbuilding, versus 47 percent in the Northeast.

**Provosts (all) who say their institution is very or extremely effective at promoting—including giving students the opportunity to practice—the following related to campus speech:**



# ACTIONS TAKEN AND ISSUES FACED

As in last year's survey, most provosts (75 percent) indicate their institution has taken one or more steps in the last 12 months to educate students, faculty and staff about the importance of civil discourse and to prepare them to engage with those with whom they might disagree. Top steps taken: offering faculty training on facilitating difficult dialogues/constructive conversation in the classroom, offering staff training on facilitating difficult dialogues and constructive conversations, and establishing a voluntary difficult dialogues/constructive conversations initiative on campus.

Mandatory faculty training of this nature remains unpopular, at 5 percent in 2025.

**All actions taken in the last 12 months:**

- Offered faculty training on facilitating difficult dialogues/constructive conversations in the classroom: **49%**
- Offered staff training on facilitating difficult dialogues/constructive conversations: **37%**
- Established a voluntary difficult dialogues/constructive conversations initiative on campus: **35%**
- Embedded training on difficult dialogues/constructive conversations into freshman orientation: **21%**
- Embedded training on difficult dialogues/constructive conversations into a first-year seminar/program: **20%**
- Embedded training on difficult dialogues/constructive conversations into the curriculum beyond the first year: **14%**
- Required faculty training on facilitating difficult dialogues/constructive conversations in the classroom: **5%**
- Required staff training on facilitating difficult dialogues/constructive conversations: **5%**
- Other: **4%**

The last 12 months have been tumultuous ones for campus speech, and 57 percent of provosts indicate their institution has experienced one or more related issues. About a quarter of provosts each do report pressure from donors or alumni regarding institutional positions; internal disputes about appropriate speech policies; and general public criticism of institutional statements or positions.

# ACTIONS TAKEN AND ISSUES FACED (Cont.)

Twenty percent total report legislative oversight or intervention in campus matters. This disproportionately affects public institutions, by sector, and rises to 27 percent among provosts in the South and 26 percent in the Midwest. It falls to 6 percent among provosts in the Northeast. It's 16 percent in the West.

Some 19 percent of provosts report campus protests. Very few (7 percent) say they've experienced faculty violations of campus time, manner and place policies for protests.

**Provosts indicate what kind of speech-related issues their institution has faced in the last year, all and by sector:**

| Concern | % All | % Public | % Private nonprofit |
|---|---|---|---|
| Pressure from donors or alumni regarding institutional positions | 25 | 24 | 26 |
| Internal disputes about appropriate speech policies | 24 | 26 | 23 |
| General public criticism of institutional statements or positions | 22 | 29 | 17 |
| Legislative oversight or intervention in campus matters | 20 | 38 | 6 |
| Student protests | 19 | 24 | 16 |
| Formal complaints about the curriculum and/or faculty research areas | 17 | 24 | 11 |
| Faculty violations of time, manner and place policies | 7 | 11 | 4 |
| Other | 2 | 1 | 3 |
| None of these | 43 | 36 | 48 |

# SUPPORTS NEEDED

What would be most helpful to provosts in navigating campus speech challenges? From a list, respondents are most likely to cite faculty development on teaching controversial topics (40 percent). However, based on the previous findings, mandatory faculty training on teaching controversial topics is not a common approach.

About a third of provosts each say the following would be helpful: model speech policies that balance multiple interests; examples of effective student programs on civil discourse and/or constructive dialogue; and clear legal guidance on institutional obligations around campus speech.

**What provosts say would be most helpful, selecting up to two options:**

- Faculty development on teaching controversial topics: **40%**
- Model policies that balance multiple interests: **33%**
- Examples of effective student programs on civil discourse and/or constructive dialogue: **31%**
- Clear legal guidance on institutional obligations: **30%**
- Communication strategies for various constituencies: **20%**
- Peer networking with other institutions facing similar challenges: **14%**
- A better sense of how to measure the effectiveness of our interventions/efforts in this area: **13%**
- Other: **2%**

# THOUGHTS ON INTERVENTIONS

Despite the large share of provosts who rate higher education's speech climate poorly, few provosts support recent federal interventions or investigations into campus speech and protests, such as that at Columbia University: Just 20 percent agree that this kind of approach may be justified in some cases. This increases to 28 percent among community college provosts, however.

One in three (32 percent) agrees that faculty members should be discouraged from participating in student-led campus protests. This recalls the earlier finding that few provosts report recent faculty violations of campus time, place and manner policies for protests.

Provosts who previously indicated that antisemitism is a nonexistent or minor issue in higher education today are less likely to agree that federal interventions like that at Columbia are sometimes warranted (12 percent) than are provosts who describe antisemitism as a moderate or significant problem (23 percent). Still, community college provosts—who are especially likely to say that antisemitism is not a problem in higher education—are most likely to agree that these interventions are sometimes warranted, by institution type (28 percent).

## Numbers to Know: Provosts on Campus Speech



**32%**

Agree or strongly agree that faculty members should be discouraged from participating in student-led protests (all).



**20%**

Agree or strongly agree that recent federal interventions/investigations into campus speech and protests (e.g., Columbia University) may be justified in some cases (all).

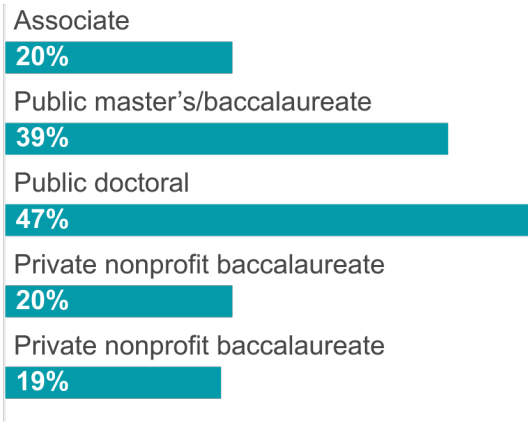
# INSTITUTIONAL NEUTRALITY

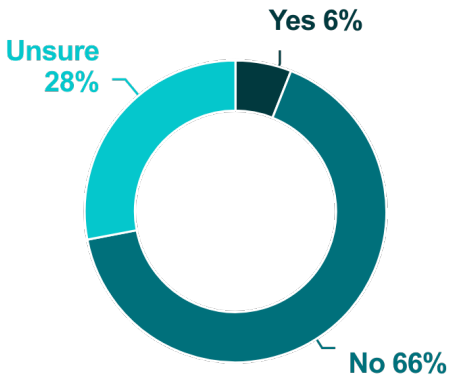
About a quarter of provosts (26 percent) report that their institution has an institutional neutrality policy. About half say it does not, while a significant share—25 percent—are unsure. These policies are more common at public institutions represented, by sector: 34 percent versus 20 percent for private nonprofits. Among public doctoral institution provosts, in particular, 47 percent report having an institutional neutrality policy.

Among all provosts who definitively report not having such a policy (n=220), just 6 percent say the institution is considering adopting one.

Provosts who report having an institutional neutrality policy are slightly more likely than those who don't to rate their campus's climate for civil discourse as good or excellent (74 percent versus 68 percent, respectively).

**Left: Provosts whose college or university has an institutional neutrality policy, by institution type. Right: Provosts whose institution does not have such a policy (n=220) say whether it's considering one:**



FEDERAL POLICY ENVIRONMENT

# TRUMP'S IMPACT: FUNDING, STUDENT AID AND INTERNATIONAL ENROLLMENT

Few provosts—just 9 percent—agree or strongly agree that the current federal policy environment for higher education is forcing changes that might be good for colleges and universities in the long run. Same for whether regulatory compliance at the federal level may be good for higher education in the long run. This is consistent across the sample.

### Numbers to Know: Provosts on the Federal Policy Environment



**9%**

Agree or strongly agree that changes—real and anticipated—in regulatory compliance at the federal level may benefit higher education in the long run (all).



**9%**

Agree or strongly agree that the current federal policy environment for higher education is forcing change that may benefit colleges and universities in the long run (all).

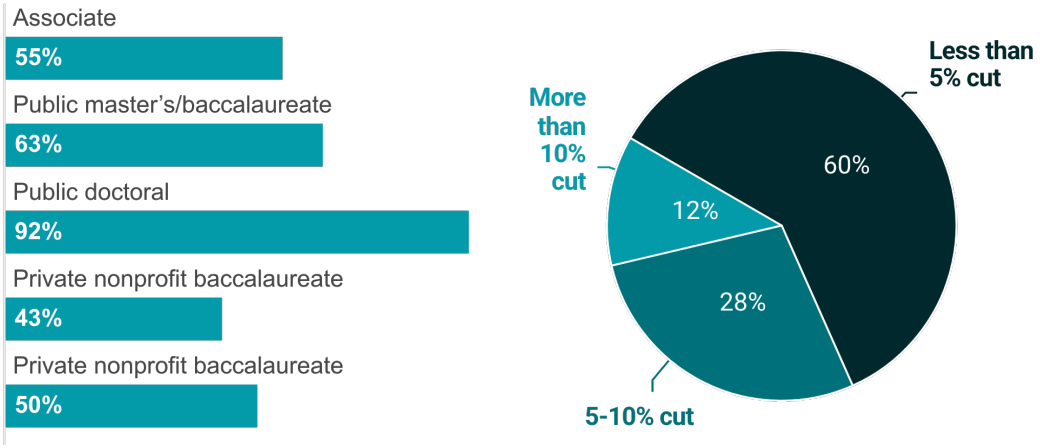
More than half of all provosts—56 percent—say that funding to their institution has decreased during the second Trump administration. No one reports an increase in federal funding. (In *Inside Higher Ed*'s 2025 Survey of College and University Chief Business Officers, which fielded earlier in the year, in April and May, 46 percent of respondents reported a drop in federal funding to that point.) Public institution provosts are most likely to report decreased funding, by sector, at 67 percent. Doctoral publics are driving much of that difference: 92 percent of these provosts say funding to their institution has decreased under the second Trump administration. This is just one of several points in the survey in which doctoral publics appear to be most impacted.

By region, provosts in the South (47 percent) are least likely to report a decrease in funding. Those in the West (67 percent) and Northeast (64 percent) are most likely.

# TRUMP'S IMPACT: FUNDING, STUDENT AID AND INTERNATIONAL ENROLLMENT (Cont.)

Of provosts reporting a drop in funding (n=246), six in 10 say the decrease is less than 5 percent. About a quarter report declines of 5 to 10 percent. The remainder report a change of negative 10 percent or greater.

**Left: Provosts who say that federal funding to their college or university has decreased under the second Trump administration, by institution type. Right: Provosts whose institution has seen a decrease in federal funding (n=246) on scale of the cuts:**




In light of mass layoffs at the federal Education Department plus other recent changes to federal student aid, such as new graduate and professional student loan caps under the One Big Beautiful Bill Act, most provosts (74 percent) are either very or extremely concerned about student aid programs under this administration. Among public master's/baccalaureate institution provosts, specifically, this jumps to 83 percent.

Concerning the Trump administration's actions toward international students and related impacts on enrollment, two in three provosts are extremely (39 percent) or very (26 percent) concerned.

## Numbers to Know: Provosts on Impact of Federal Policy Changes

**74%**

Very or extremely concerned about potential changes to federal student aid programs under the current administration (all).

**65%**

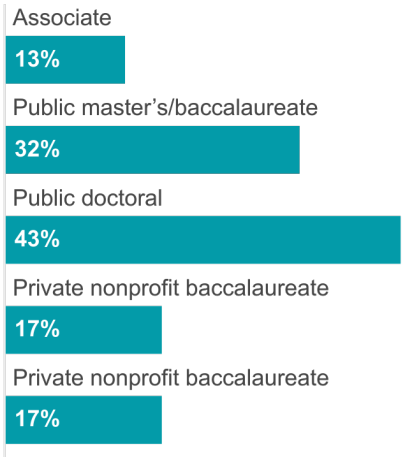
Very or extremely concerned about international student enrollment under the current administration (all).

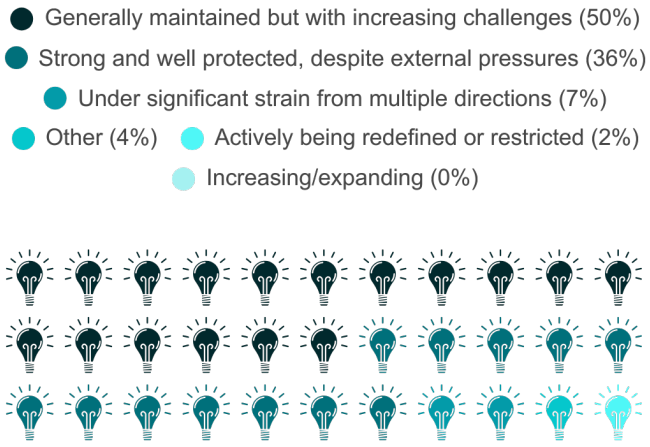
# TRACKING ACADEMIC FREEDOM

At this point in the second Trump administration, which is interacting with higher education in unprecedented ways, 22 percent of provosts say that academic freedom at their institution has been impacted. This increases to 43 percent among doctoral public institution provosts.

How would provosts characterize the state of academic freedom at their institution today? Half say it's generally maintained but with increasing challenges. Roughly a third say it's strong and well protected, despite external pressures. Fewer, 7 percent, say it's under significant strain from multiple directions and 2 percent report it's actively being redefined or restricted.

**Left: Provosts who say that academic freedom at their college or university has been impacted under the current federal administration, by institution type. Right: Provosts (all) characterize the current state of academic freedom at their institution:**



# RESPONDING TO FUNDING SHIFTS

Nearly all provosts (90 percent) indicate their institution has taken step(s) to address or respond to the changing funding environment for higher education. Forty percent report that their institution has pursued alternative funding sources, such as private donors and industry partnerships. Roughly a third report restructuring or scaling back specific programs dependent on federal grants. A quarter report reducing operational expenses.

Less common responses, so far: adopting hiring freezes (10 percent) or reducing or pausing graduate admissions (3 percent). Still, these numbers escalate to 30 percent and 14 percent, respectively, among public doctoral institution provosts.

Some 32 percent of provosts report not having been significantly impacted by federal funding changes at this time—though this decreases to 23 percent among public institution provosts. Accordingly, public institution provosts are more likely to indicate their institution has taken such actions as limiting professional development and/or travel funds, at 22 percent (versus 13 percent of private nonprofit institution provosts).

**How institutions have responded:**

- Pursued alternative funding sources (e.g., private donors, industry partnerships): **40%**
- Restructured or scaled back specific programs dependent on federal grants: **32%**
- Reduced operational expenses: **26%**
- Reallocated internal resources to protect vulnerable programs: **21%**
- Reduced staff positions: **21%**
- Limited professional development and/or travel funds: **17%**
- Postponed planned facility projects/improvements: **10%**
- Implemented hiring freeze(s): **10%**
- Partnered with other institutions to share resources: **6%**
- Paused or reduced graduate student admissions: **3%**
- Other: **3%**

# ACADEMIC PROGRAM AND RESEARCH ADJUSTMENTS

More than half of the provosts (63 percent) also indicate their institution has made some kind of academic program adjustment(s) in response to recent federal policies and/or actions. The top three actions taken are creating contingency plans for programs that may face increased scrutiny, changing terminology in department names or descriptions, and modifying language in course descriptions or program materials.

More intensive steps, such as adjusting research priorities to align with current federal funding opportunities (11 percent) and revising curriculum content in politically sensitive areas (9 percent) are less common for the group—though public institutions are more affected. On revising curriculum, for example, 15 percent of public institution provosts report taking this step, versus 5 percent of their private nonprofit peers.

**Here is how all institutions represented have responded:**

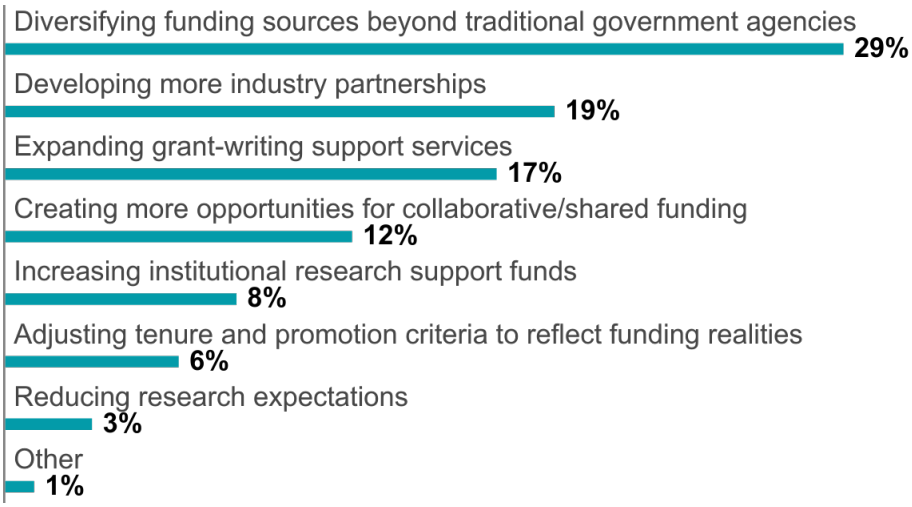
- Created contingency plans for programs that may face increased scrutiny: **24%**
- Changed terminology in departmental names or descriptions: **24%**
- Modified language in course descriptions or program materials: **23%**
- Reviewed and modified international student/scholar programs: **16%**
- Altered data collection/analytics processes linked to student demographics/identities: **12%**
- Adjusted research priorities to align with current federal funding opportunities: **11%**
- Revised curriculum content in politically sensitive areas: **9%**
- Consolidated academic departments or programs: **5%**
- Implemented new oversight processes for research with international components: **5%**
- Scaled back climate change research or sustainability initiatives: **3%**
- Other: **3%**

# SUSTAINING RESEARCH FUNDING

Regarding changes in federal research funding availability, in particular, 56 percent of provosts indicate that their institution hasn't taken special steps because it doesn't receive significant amounts regardless. But 29 percent of all provosts report that their institution is diversifying funding sources beyond traditional government agencies—and this is 73 percent among public doctoral institution provosts. Some 19 percent of institutions are developing more industry partnerships. An additional 17 percent are expanding grant-writing services.

Actions such as increasing institutional research support funds or adjusting tenure and promotion criteria to reflect new funding realities are less common.

**Provosts (all) who say their institution is doing the following in response to changes in research funding availability:**



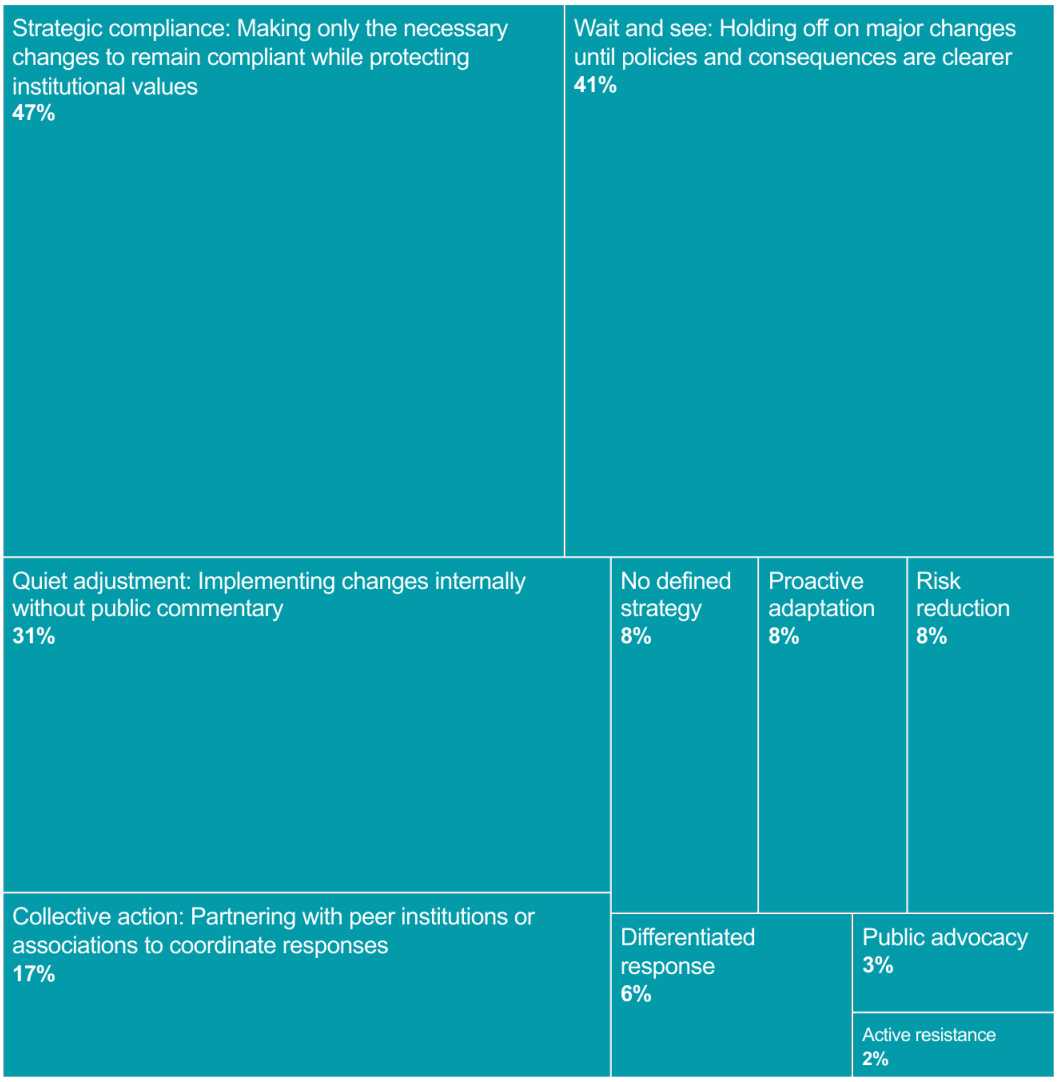

***Note:*** *56% of provosts report that their institution does not receive significant federal research funding.*

FEDERAL POLICY ENVIRONMENT

# INSTITUTIONAL APPROACHES

How do provosts characterize their institution's response strategies to the current federal policy environment? Picking up to two options from a longer list, 47 percent describe it as strategic compliance, making only the necessary changes while preserving institutional values. Some 41 percent say it's "wait and see," holding off on major changes until policies and expectations are clearer. Relatively few provosts (17 percent) describe it as collective action or partnering with other institutions. But fewer still (8 percent) report having no defined strategy. This is somewhat consistent across the sample.

**Provosts (all) describe their institution's overall approach(es) to the current federal policy environment, selecting up to two options:**




***Note:*** *Chart excludes 1% of provosts who chose other.*

# PROVIDING A QUALITY EDUCATION AND MORE

On institutional effectiveness, provosts give their institutions high marks across a variety of metrics from providing a quality undergraduate education to using data to inform student success initiatives to controlling rising prices for students and their families, despite broad public concerns about affordability. This, too, is relatively consistent across the sample.

**These provosts rate their institution somewhat or very effective in the following areas:**

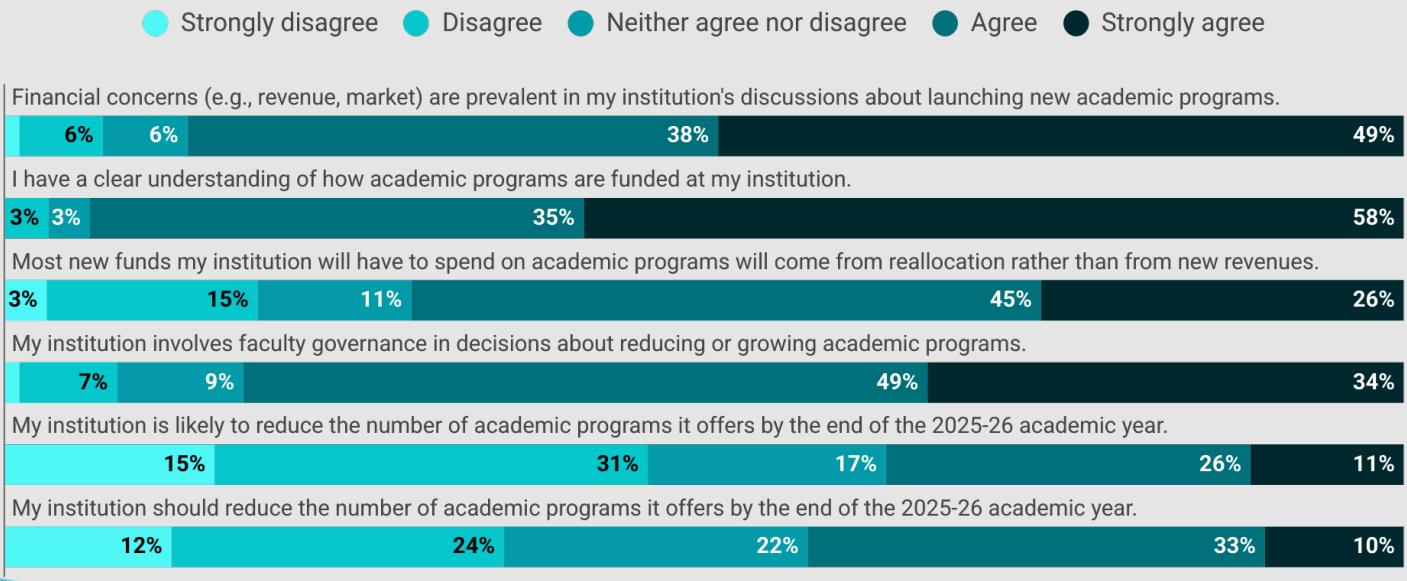
- Providing a quality undergraduate education: **99%**
- Preparing students for the world of work: **96%**
- Offering undergraduate support services beyond academic advising: **95%**
- Providing academic advising: **94%**
- Meaningfully measuring student outcomes: **89%**
- Recruiting and retaining talented faculty: **87%**
- Using data to aid and inform campus decision-making: **87%**
- Using data to inform student success initiatives: **87%**
- Creating a data-driven campus culture around student success: **86%**
- Controlling rising prices for students and their families: **82%**

# CHANGE MANAGEMENT

Although departmental funding metrics can be complex, 93 percent of provosts agree or strongly agree that they have clear understanding of how academic programs are funded at their institution. Another 87 percent say that financial concerns (about revenue, market opportunities, profit, etc.) are prevalent in their institution's discussions about launching new academic programs. Almost as many, 83 percent, agree their institution involves faculty governance in decisions about reducing or growing academic programs (83 percent). And most provosts agree that most new funds their institution will have to spend on new programs will come from reallocation rather than from revenues.

That said, 43 percent of provosts agree their institution should reduce the number of academic programs offered by the end of the current academic year; 37 percent say it's likely to do so. Closer to six in 10 chief business officers and five in 10 presidents said their institutions offer too many academic programs based on enrollment in their own surveys this year, for reference.

**Provosts (all) on their level of agreement with the following statements on budget and change management:**



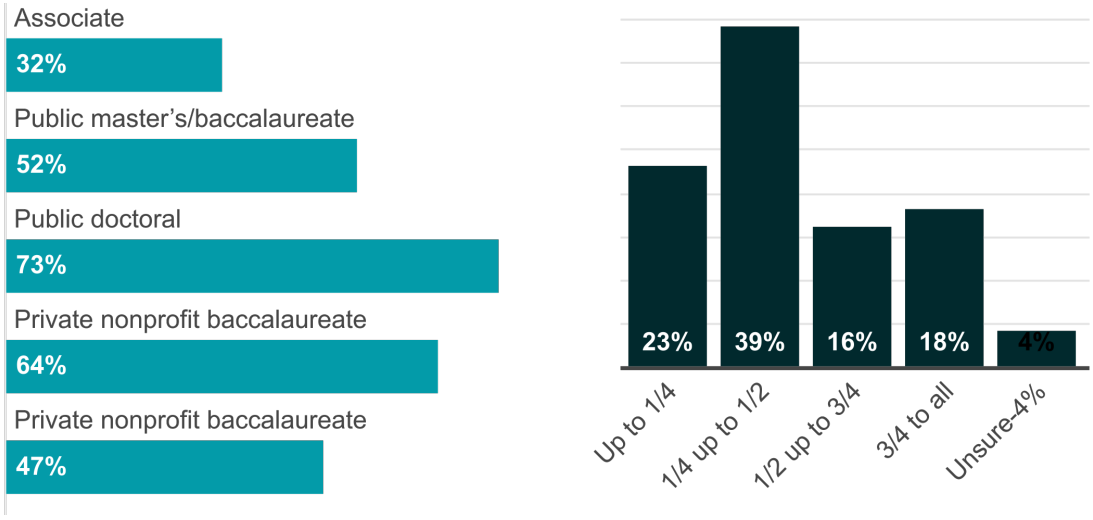
# TENURE VERSUS NON-TENURE-TRACK

A majority of provosts (53 percent) say that faculty tenure is very (31 percent) or extremely important (22 percent) to the overall health of their institution. Some 73 percent of doctoral public provosts say it's highly important.

Another quarter of all provosts say tenure is moderately important (26 percent), versus slightly or not at all important.

As for who teaches at their institutions, a plurality of provosts, 39 percent, report that non-tenure-track faculty members deliver a quarter to half of course sections. Relatively few, 18 percent, indicate that non-tenure-track faculty members teach three-quarters to all course sections.

**Left: Provosts who say that tenure is very or extremely important to the health of their college or university, by institution type. Right: Provosts (all) on share of course sections delivered by non-tenure-track instructors:**




Interestingly—in contrast to other stakeholder surveys at *Inside Higher Ed* this year—more than half of provosts, 57 percent, somewhat or strongly agree that the pros of tenure outweigh the cons. This rises to 81 percent among doctoral public provosts. (For context: Just 37 percent of presidents and 28 percent of chief business officers agreed that the pros outweigh the cons.)

In a parallel finding, 55 percent of provosts indicate they'd favor a system of long-term contracts for tenure-track and tenured faculty over the current tenure system. The remainder oppose this idea. That's about the same as last year's survey.

# TENURE VERSUS NON-TENURE-TRACK (Cont.)

Many provosts, 69 percent, also say their institution will be about as reliant as it is today on non-tenure-track faculty members for instruction in the near future/next two years.

### Numbers to Know: Provosts on Faculty Tenure

**22% vs. 9%**

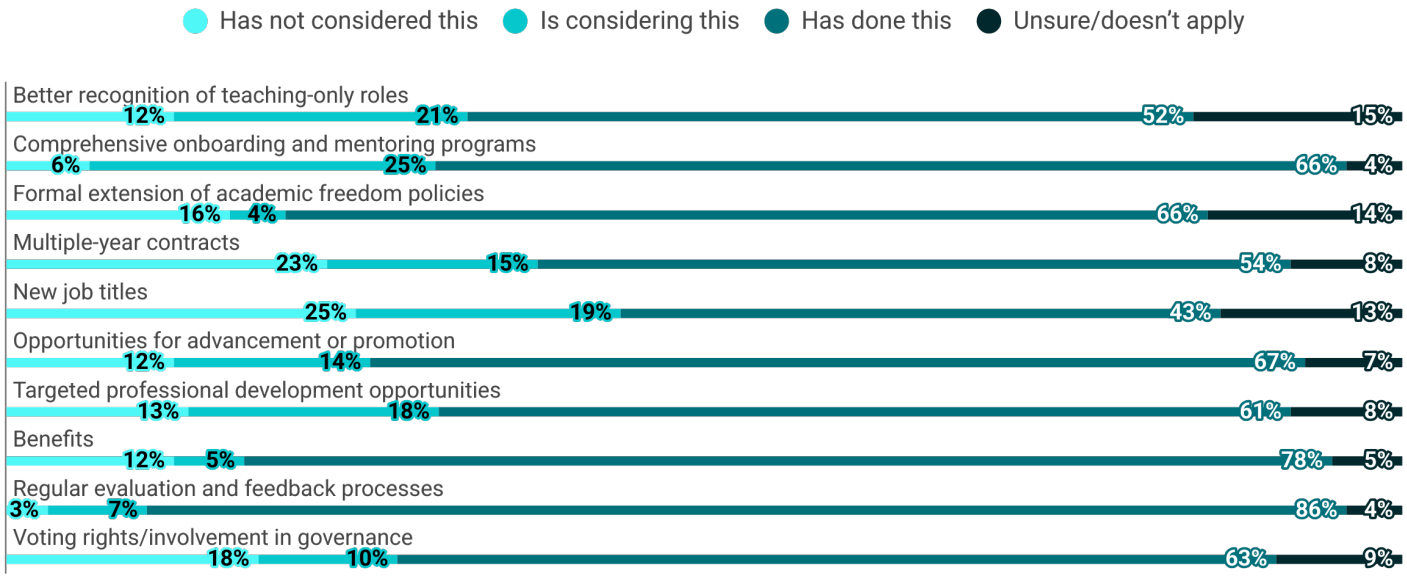
Respondents (all) who say their institution will be more reliant on non-tenure-track faculty members within two years versus those who say it will be less so.

**55% vs. 45%**

Respondents (all) who favor a system of long-term faculty contracts over the existing tenure system versus those who oppose the idea.

Like last year, most provosts indicate their institution is experimenting with new faculty models beyond the traditional tenure-track and non-tenure-track binary. Some of the most popular adaptations include providing non-tenure-track faculty members regular evaluation and feedback processes (86 percent report doing this); providing benefits (78 percent, versus 65 percent in last year's survey); and opportunities for advancement and promotion (67 percent).

### Provosts (all) indicate their institution's stance on implementing the following for non-tenure-track faculty:



## SHARED GOVERNANCE AND MORE

Some 64 percent of provosts also agree, somewhat or strongly, that shared governance at their institution works well. Just 45 percent say the same of shared governance across higher education as a whole.

At the same time, 50 percent of provosts agree that politicians' efforts to influence institutional strategy and policy is an increasing risk to their institution; for public institution presidents, this rises to 62 percent. This falls to 32 percent in the Northeast, by region. Donor efforts to influence institutional strategy is less of a concern, at 15 percent for all provosts.

Just 12 percent of provosts agree that faculty members have too much say in financial matters at their institution, pushing back on one criticism of shared governance structures.

## GRADUATE ADMISSIONS

As for whether graduate programs in the U.S. institutions are admitting too many Ph.D. students based on the current job market, just over half agree or strongly agree, while 23 percent disagree or strongly disagree and 25 percent are neutral.

Among private doctoral/master's institution provosts, 53 percent agree there are too many Ph.D. students admitted. Among public doctoral peers, 46 percent agree.

**Provosts (all) who agree or strongly agree U.S. graduate programs admit too many Ph.D. students given the current job market:**



52%

# MEASURING JOB SATISFACTION

Most provosts say their institution surveys its faculty, staff and administrators to assess their job satisfaction (79 percent), with public institutions most likely to do so by sector (85 percent versus 73 percent of private nonprofits).

As for how satisfied provosts believe various employee groups are, three in four (76 percent) say administrators are somewhat or very satisfied. Two in three say the same of staff (65 percent).

Despite long-simmering concerns about non-tenure-track faculty members within higher education, provosts are about as likely to say that tenure-track (62 percent) and non-tenure-track faculty colleagues (61 percent) are at least somewhat satisfied in their jobs.

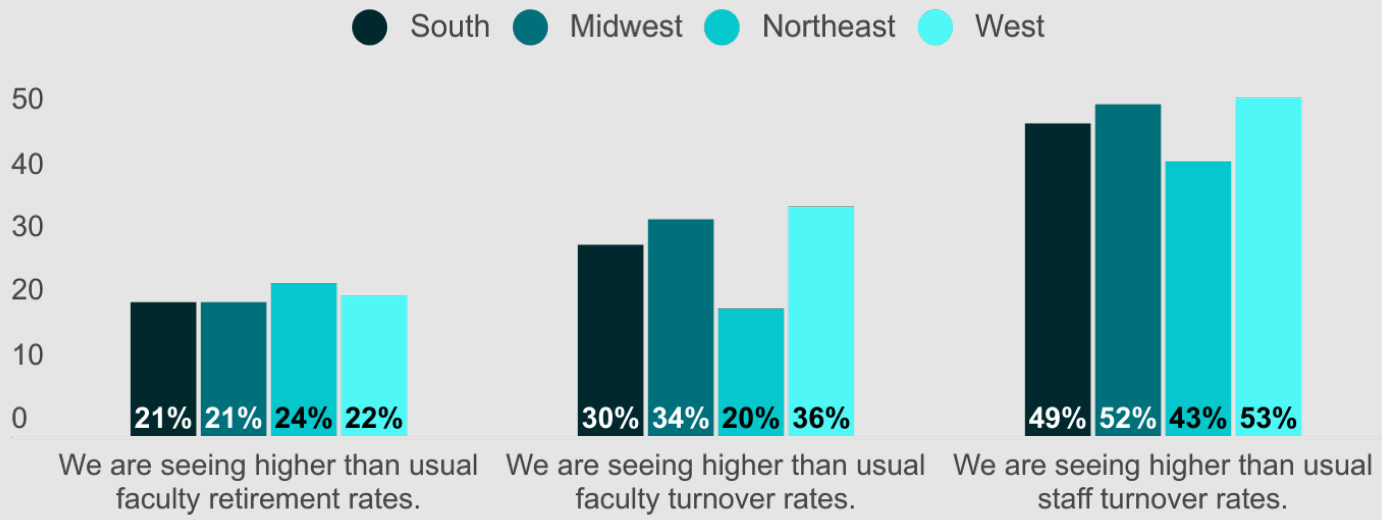
# EMPLOYEE TURNOVER

Some 54 percent of provosts agree or strongly agree their institution has had consistent staffing and senior leadership over academic affairs. Nearly as many (49 percent) agree that their institution is seeing higher than usual staff turnover rates, down from last year's 64 percent.

Some 30 percent of provosts say the same of faculty turnover rates, about the same as last year. Some 22 percent report higher than usual faculty retirement rates.

By region, provosts in the Northeast are least likely to report higher faculty turnover rates, at 20 percent; those in the West are most likely (36 percent). Roughly half of the institutions experiencing increasing faculty retirement are also experiencing atypically high faculty turnover rates.

**Provosts who agree or strongly with the following on faculty and staff turnover at their institution, by region:**



# EMPLOYEE TURNOVER (Cont.)

What are the major causes of employee turnover at respondents' institutions? Provosts are most likely to point to competitive offers elsewhere (76 percent), burnout (46 percent), and natural career progression (44 percent). Those provosts struggling with unusually high faculty turnover are also likely to point to insufficient resources for the demands/expectations of the job (56 percent of this group). Same for staff turnover (51 percent).

**Selecting up to five options, these are what provosts say are the top drivers of turnover at their institution:**

- Competitive offers elsewhere: **76%**
- Burnout: **46%**
- Natural career progression: **44%**
- Insufficient resources for the demands/expectations of the job: **39%**
- Lack of opportunity for growth: **31%**
- Lack of work-life balance: **26%**
- Significant family or life events: **26%**
- Negative experiences with workplace culture: **20%**
- Internal promotions or transfers: **17%**
- Negative views of leadership: **16%**
- Political climate in my state/region: **12%**
- Involuntary departures/employee terminations: **11%**
- Lack of feedback or recognition: **4%**
- Other: **6%**

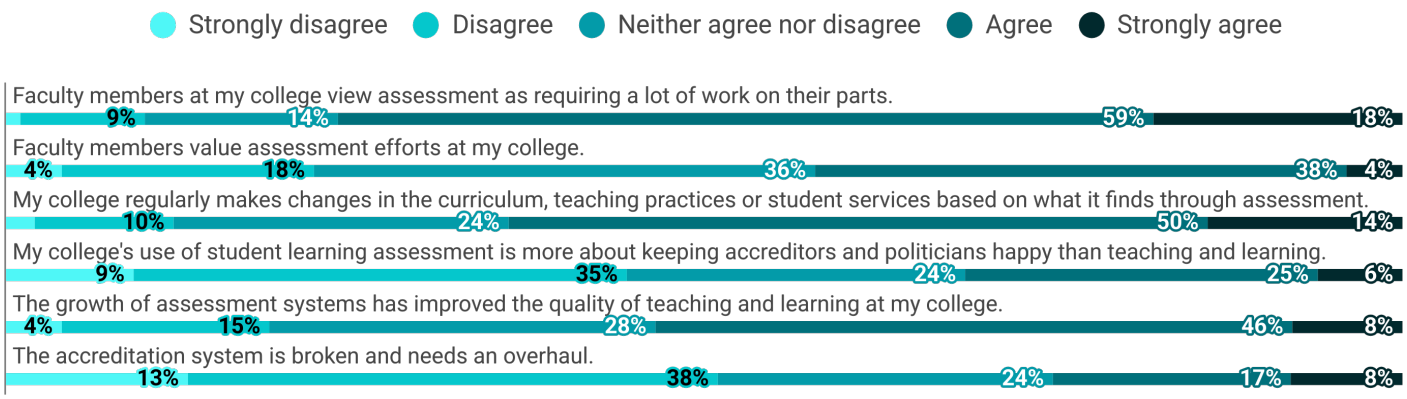
Political climate in the state or region increases to 20 percent among public institution provosts. By region, it's 19 percent in the South, 17 percent in the Midwest, 2 percent in the Northeast and 6 percent in the West. So, while regional political climates may be linked to turnover, issues such as compensation and burnout have a bigger effect.

# ASSESSMENT AND ACCREDITATION

On assessment and accreditation, most provosts indicate that faculty members at their college view assessment as requiring a lot of work on their parts (77 percent). Provosts are much less likely to agree or strongly agree that faculty members value assessment efforts at their college (42 percent), or that the growth of assessment systems has improved the quality of teaching and learning at their college (54 percent).

Even so, nearly two in three provosts say that their college regularly makes changes in the curriculum, teaching or student services based on what it finds through assessment. And relatively few provosts—25 percent—agree that the accreditation system is broken and needs an overhaul, even as it faces criticism from the Trump administration (though this rises to 37 percent in the South, by region).

**Provosts (all) on their level of agreement with the following statements on assessment/accreditation:**



# CURRICULUM REVIEWS, ACADEMIC INTEGRITY AND STUDENT ACCESS

About three in 10 institutions represented (29 percent) have reviewed the curriculum to ensure that it will prepare students for artificial intelligence in the workplace. That is a meaningful jump from last year's 14 percent. In 2025, most other provosts are planning to review the curriculum for this purpose (63 percent).

By institution type, private baccalaureate institution provosts are most likely to report that their institution has not reviewed the curriculum with AI and the workplace in mind and that it is not planning to do so (16 percent).

Half of all provosts report that generative AI has proven to be a moderate risk to academic integrity at their institution thus far; most of the remainder are split between it being a minor (23 percent) or significant (24 percent) risk versus an extreme or nonexistent one. (In their own survey, most chief technology officers rated it a moderate or significant risk.)

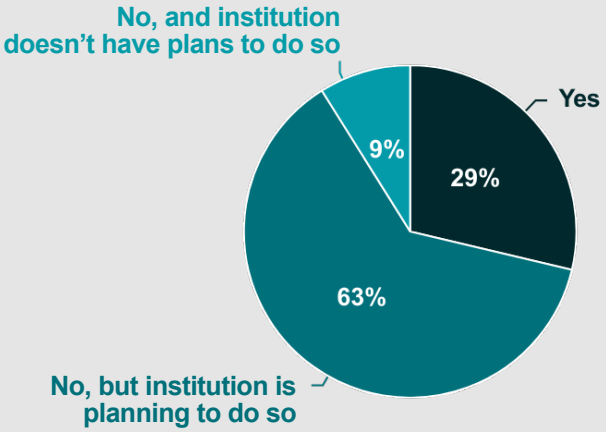
By sector, provosts at private nonprofit institutions are somewhat more likely to describe generative AI as a significant academic integrity risk (28 percent) than are public institution provosts (19 percent).

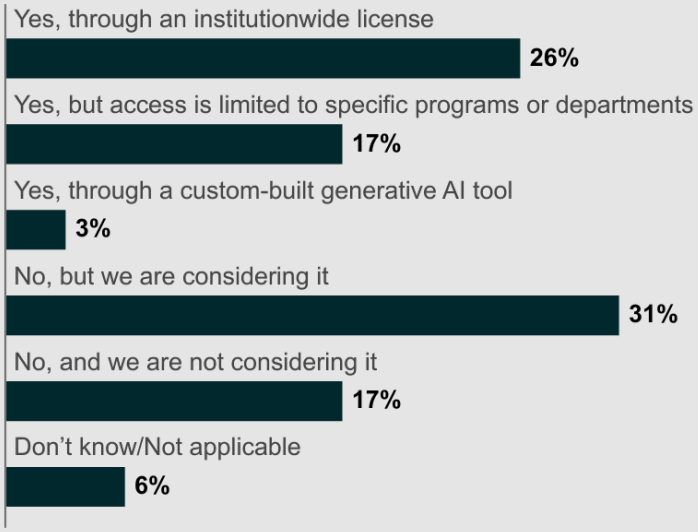
About half of provosts also report that their institution provides students special access to generative AI tools, either through an institutionwide license (26 percent), limited access through specific programs or departments (17 percent), or custom-built tools (3 percent). Much of the remainder are considering providing such access (31 percent). This is generally consistent with what chief technology officers reported.

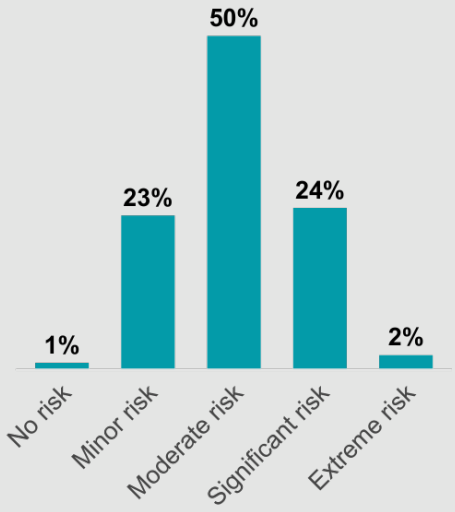
# CURRICULUM REVIEWS, ACADEMIC INTEGRITY AND STUDENT ACCESS (Cont.)

By institution type, provosts at public doctoral institutions are especially likely to report offering student access through an institutionwide license, at 60 percent of this group.

**Top: Provosts (all) say whether their institution has reviewed curricula to prepare students for artificial intelligence in the workplace. Bottom left: Provosts on whether/how students have access to generative AI tools through the institution. Bottom right: Provosts say how much of a risk to academic integrity generative AI has proven to be so far:**



# POLICIES

What actions have institutions taken on AI governance and policy development? The most common step from a list of options is offering professional development for faculty on AI and/or integrating AI literacy into the curriculum (65 percent). About half of institutions represented are actively developing AI policies or monitoring peer institutions before finalizing their approach (51 percent). About the same share have adopted specific AI policies for academic integrity, teaching and/or research (45 percent).

Relatively few institutions are taking an intentionally light approach to regulation, or otherwise have no formal AI governance structure or policies (19 percent). On the other hand, relatively few institutions have developed comprehensive AI governance policies and/or adopted an institutional AI strategy (14 percent). For reference, just 11 percent of chief technology officers reported having a comprehensive AI strategy earlier this year—something for leaders to continue to think about.

**Steps institutions have taken or are taking on AI governance and policy development:**

- Offered professional development for faculty on AI and/or integrated AI literacy into the curriculum: **65%**
- Actively developing AI policies, through committees and/or task forces, but haven't fully implemented them yet, or are monitoring peer institutions before finalizing an approach: **51%**
- Adopted specific AI policies for academic integrity, teaching, and/or research: **45%**
- Conducting/have conducted institutional assessment of AI usage and needs: **28%**
- Developed guidelines for administrative use of AI in institutional operations and/or data privacy policies addressing AI systems: **26%**
- Intentionally taking a minimal regulation approach to AI, or currently have no formal AI governance structure or policies: **19%**
- Established comprehensive AI governance policies and/or adopted an institutional AI strategy: **14%**
- Created partnerships with industry for AI development or implementation: **10%**
- Other: **3%**

# FACULTY ENGAGEMENT AND INSTITUTIONAL READINESS

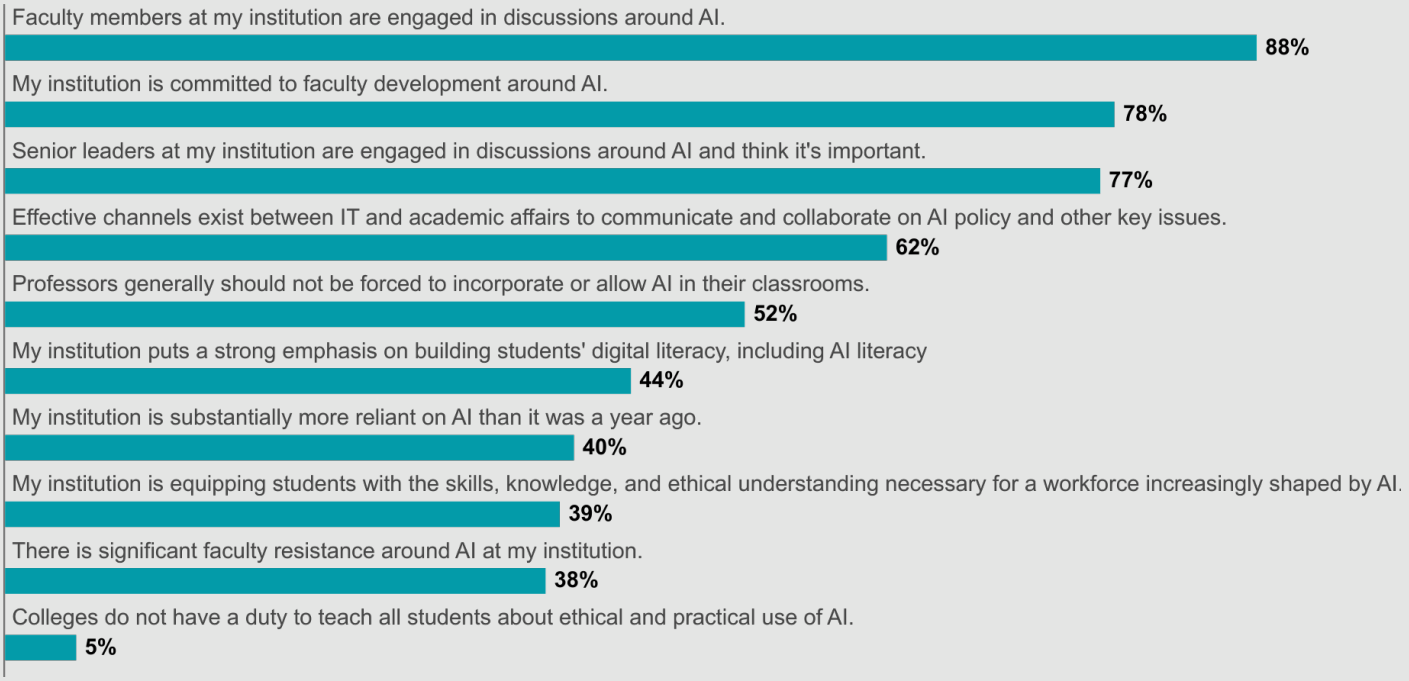
Like Student Voice respondents, nearly all provosts indicate agreement that colleges and universities have a duty to teach all students about the practical and ethical uses of AI. At the same time, 52 percent agree that professors generally should not be forced to incorporate or allow AI in their classrooms.

Despite reports of widespread faculty resistance to AI, most provosts agree at least somewhat that faculty members at their institution are engaged in discussions around AI (88 percent) and that their institution is committed to faculty development around AI (78 percent). Just 38 percent report significant faculty resistance about AI at their institution, though this increases to 49 percent among community college provosts.

As for other senior leaders at their institution, most provosts agree they're engaged in discussions around AI and think it's important (77 percent). But this isn't necessarily filtering down to students: Less than half of provosts agree their institution puts a strong emphasis on building students' digital literacy, including their AI literacy (44 percent), or that it's equipping students with the skills, knowledge and ethical understanding necessary for a workforce increasingly shaped by AI (39 percent).

Public institution provosts are more likely than private nonprofit provosts to agree that their institution puts a strong emphasis on building students' digital literacy, including AI literacy (52 percent versus 37 percent, respectively).

**Provosts (all) who somewhat or strongly agree with the following on artificial intelligence at their institution:**



ARTIFICIAL INTELLIGENCE

# APPLICATIONS

Virtual chat assistants and chatbots are the top reported institutional use of AI in 2025, at 50 percent. Research and data analysis is No. 2, at 31 percent. Continuing a trend seen across *Inside Higher Ed*'s other stakeholder surveys, public institution provosts are more likely than their private nonprofit peers to report the use of virtual chat assistants and chatbots (58 percent versus 44 percent). Use of AI in admissions, at 27 percent across the provost sample, is up from last year's 18 percent. Personalized learning pathways is still uncommon, at 6 percent.

**Institutional uses of AI:**

- Virtual chat assistants and chatbots: **50%**
- Research and data analysis: **31%**
- Learning Management Systems (LMS): **28%**
- Admissions processes: **27%**
- Predictive analytics to predict student performance and trends: **25%**
- Administrative processes (e.g., scheduling, resource allocation): **24%**
- Student engagement: **19%**
- Grading and assessment: **17%**
- Institutional planning and decision-making: **15%**
- Student advising and support: **15%**
- Cybersecurity: **15%**
- Fundraising: **10%**
- Personalized learning pathways: **6%**
- Facilities management: **4%**
- Other: **7%**

Some 11 percent of provosts indicate their institution does not use AI for any of these purposes, also down from last year's 21 percent.

| Which of the following best describes your primary role at your institution? | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Provost | 61 | 57 | 65 | 22 | 66 | 96 | 54 | 74 |
| % Chief Academic Officer | 28 | 34 | 23 | 66 | 22 | 2 | 31 | 17 |
| % Other provost-equivalent role | 11 | 9 | 12 | 12 | 12 | 2 | 15 | 8 |

| How many years have you served as the provost or chief academic officer at this institution? | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Less than 6 months | 4 | 5 | 4 | 9 | 3 | 2 | 4 | 3 |
| % 6 months to less than 3 years | 45 | 49 | 42 | 46 | 57 | 44 | 45 | 39 |
| % 3 years to less than 5 years | 24 | 20 | 29 | 20 | 9 | 33 | 25 | 29 |
| % 5 years to less than 10 years | 21 | 21 | 19 | 20 | 26 | 18 | 20 | 21 |
| % 10 or more years | 6 | 5 | 7 | 5 | 5 | 4 | 5 | 7 |

| How many years have you served as the provost or chief academic officer at any institution? | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Less than 6 months | 5 | 7 | 3 | 12 | 5 | 4 | 4 | 2 |
| % 6 months to less than 3 years | 33 | 36 | 32 | 31 | 42 | 36 | 34 | 29 |
| % 3 years to less than 5 years | 26 | 21 | 32 | 20 | 14 | 33 | 29 | 32 |
| % 5 years to less than 10 years | 24 | 27 | 20 | 28 | 30 | 22 | 23 | 22 |
| % 10 or more years | 11 | 8 | 13 | 9 | 9 | 5 | 10 | 15 |

| What type of higher education institution do you work for? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **% Public (four year)** | 24 | 53 | 0 | 5 | 74 | 100 | 0 | 0 |
| **% Private (four year)** | 53 | 0 | 98 | 0 | 0 | 0 | 94 | 98 |
| **% Community college** | 21 | 46 | 0 | 95 | 23 | 0 | 0 | 0 |
| **% Private (two year)** | 1 | 0 | 2 | 0 | 0 | 0 | 2 | 0 |
| **% For-profit institution** | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 1 |
| **% Graduate-only institution** | 1 | 1 | 1 | 0 | 3 | 0 | 1 | 1 |

| Do you consider your institution to be a liberal arts institution? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **% Yes** | 56 | 34 | 77 | 34 | 39 | 25 | 81 | 70 |
| **% No** | 44 | 66 | 23 | 66 | 61 | 75 | 19 | 30 |

| Please indicate your level of agreement with the following statements: | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **I am glad I pursued administrative work.** | | | | | | | | |
| % Strongly Disagree | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| % Disagree | 1 | 1 | 1 | 2 | 1 | 0 | 2 | 0 |
| % Neither Agree Nor Disagree | 7 | 8 | 6 | 8 | 9 | 4 | 5 | 7 |
| % Agree | 34 | 30 | 37 | 29 | 32 | 29 | 44 | 31 |
| % Strongly Agree | 58 | 61 | 55 | 60 | 57 | 67 | 49 | 60 |
| **I enjoy being a provost.** | | | | | | | | |
| % Strongly Disagree | 1 | 1 | 0 | 1 | 0 | 4 | 0 | 1 |
| % Disagree | 4 | 1 | 5 | 1 | 1 | 2 | 3 | 7 |
| % Neither Agree Nor Disagree | 9 | 11 | 8 | 7 | 18 | 9 | 8 | 7 |
| % Agree | 38 | 35 | 42 | 33 | 34 | 40 | 45 | 38 |
| % Strongly Agree | 48 | 50 | 45 | 57 | 47 | 45 | 43 | 47 |

| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **I have adequate training to be serving effectively in my current role.** | | | | | | | | |
| % Strongly Disagree | 1 | 2 | 1 | 2 | 1 | 2 | 0 | 1 |
| % Disagree | 8 | 9 | 7 | 11 | 14 | 0 | 5 | 8 |
| % Neither Agree Nor Disagree | 12 | 9 | 15 | 11 | 9 | 5 | 19 | 12 |
| % Agree | 41 | 41 | 42 | 42 | 31 | 51 | 42 | 42 |
| % Strongly Agree | 38 | 40 | 35 | 34 | 45 | 42 | 35 | 37 |
| **I receive regular, constructive feedback on my performance.** | | | | | | | | |
| % Strongly Disagree | 5 | 7 | 3 | 7 | 5 | 9 | 3 | 3 |
| % Disagree | 17 | 12 | 22 | 13 | 11 | 11 | 25 | 18 |
| % Neither Agree Nor Disagree | 17 | 19 | 16 | 16 | 20 | 20 | 16 | 15 |
| % Agree | 39 | 36 | 42 | 32 | 42 | 36 | 39 | 44 |
| % Strongly Agree | 22 | 26 | 18 | 32 | 22 | 24 | 17 | 19 |
| **I would encourage talented mentees to become a provost.** | | | | | | | | |
| % Strongly Disagree | 1 | 1 | 1 | 1 | 0 | 2 | 0 | 1 |
| % Disagree | 4 | 3 | 4 | 2 | 4 | 2 | 4 | 4 |
| % Neither Agree Nor Disagree | 14 | 11 | 17 | 6 | 15 | 13 | 15 | 17 |
| % Agree | 46 | 46 | 47 | 42 | 47 | 49 | 47 | 45 |
| % Strongly Agree | 36 | 40 | 31 | 48 | 34 | 35 | 33 | 31 |
| **My job is more about fixing problems than planning ahead.** | | | | | | | | |
| % Strongly Disagree | 1 | 1 | 0 | 1 | 3 | 0 | 0 | 1 |
| % Disagree | 26 | 26 | 26 | 26 | 22 | 31 | 25 | 28 |
| % Neither Agree Nor Disagree | 23 | 21 | 25 | 20 | 27 | 15 | 27 | 20 |
| % Agree | 33 | 34 | 32 | 38 | 30 | 35 | 31 | 33 |
| % Strongly Agree | 17 | 18 | 17 | 15 | 19 | 20 | 17 | 18 |
| **My job is more focused on financial and management issues than on academic issues.** | | | | | | | | |
| % Strongly Disagree | 4 | 5 | 2 | 7 | 3 | 4 | 5 | 1 |
| % Disagree | 34 | 37 | 31 | 40 | 31 | 42 | 38 | 25 |
| % Neither Agree Nor Disagree | 27 | 27 | 28 | 24 | 36 | 20 | 25 | 30 |
| % Agree | 26 | 24 | 28 | 22 | 23 | 29 | 25 | 30 |
| % Strongly Agree | 9 | 7 | 11 | 7 | 7 | 5 | 6 | 15 |

| Please rate your agreement with the following statements regarding your working relationship with the president at your institution: | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **I feel comfortable sharing challenges and concerns with the president.** | | | | | | | | |
| % Strongly Disagree | 2 | 2 | 2 | 1 | 1 | 4 | 3 | 1 |
| % Disagree | 6 | 6 | 6 | 6 | 9 | 2 | 6 | 6 |
| % Neither Agree Nor Disagree | 6 | 7 | 5 | 8 | 7 | 7 | 6 | 5 |
| % Agree | 25 | 24 | 26 | 26 | 23 | 22 | 25 | 27 |
| % Strongly Agree | 61 | 61 | 61 | 59 | 59 | 65 | 59 | 62 |
| **The president and I have clear communication channels.** | | | | | | | | |
| % Strongly Disagree | 1 | 2 | 0 | 2 | 1 | 2 | 0 | 1 |
| % Disagree | 7 | 7 | 7 | 5 | 9 | 9 | 9 | 6 |
| % Neither Agree Nor Disagree | 7 | 7 | 7 | 6 | 11 | 4 | 9 | 6 |
| % Agree | 26 | 23 | 29 | 27 | 18 | 24 | 31 | 26 |
| % Strongly Agree | 59 | 61 | 56 | 60 | 61 | 62 | 52 | 60 |
| **The president provides clear priorities that help me focus my efforts.** | | | | | | | | |
| % Strongly Disagree | 4 | 6 | 2 | 6 | 7 | 4 | 2 | 3 |
| % Disagree | 10 | 10 | 10 | 11 | 11 | 7 | 13 | 8 |
| % Neither Agree Nor Disagree | 13 | 13 | 13 | 6 | 18 | 16 | 12 | 14 |
| % Agree | 35 | 33 | 37 | 39 | 27 | 31 | 37 | 36 |
| % Strongly Agree | 39 | 39 | 37 | 39 | 38 | 42 | 37 | 39 |
| **The president visibly supports my decisions in public settings.** | | | | | | | | |
| % Strongly Disagree | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| % Disagree | 4 | 5 | 4 | 4 | 8 | 2 | 8 | 1 |
| % Neither Agree Nor Disagree | 7 | 8 | 6 | 7 | 11 | 4 | 8 | 5 |
| % Agree | 29 | 29 | 30 | 29 | 23 | 36 | 28 | 30 |
| % Strongly Agree | 58 | 58 | 58 | 60 | 57 | 56 | 56 | 62 |
| **When implementing difficult decisions, the president shares responsibility.** | | | | | | | | |
| % Strongly Disagree | 4 | 6 | 2 | 6 | 4 | 7 | 2 | 2 |
| % Disagree | 7 | 7 | 7 | 8 | 11 | 2 | 9 | 5 |
| % Neither Agree Nor Disagree | 9 | 10 | 8 | 8 | 12 | 9 | 12 | 6 |
| % Agree | 30 | 26 | 34 | 33 | 15 | 31 | 33 | 32 |
| % Strongly Agree | 50 | 51 | 49 | 45 | 58 | 51 | 44 | 55 |

| Please rate the effectiveness of your working relationship with faculty leaders at your institution: | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Very Ineffective | 3 | 3 | 2 | 4 | 3 | 2 | 3 | 2 |
| % Somewhat Ineffective | 3 | 2 | 3 | 5 | 1 | 0 | 3 | 3 |
| % Neither Effective nor Ineffective | 3 | 5 | 2 | 2 | 5 | 7 | 3 | 1 |
| % Somewhat Effective | 45 | 44 | 46 | 45 | 43 | 44 | 42 | 48 |
| % Very Effective | 47 | 46 | 47 | 45 | 47 | 47 | 49 | 47 |

| When tasked with implementing new strategic initiatives, how often do you experience the following? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **I am held accountable for outcomes beyond my control.** | | | | | | | | |
| % Never | 4 | 3 | 4 | 7 | 0 | 0 | 8 | 1 |
| % Rarely | 26 | 24 | 27 | 25 | 25 | 20 | 25 | 28 |
| % Sometimes | 45 | 42 | 48 | 42 | 40 | 43 | 50 | 46 |
| % Often | 19 | 25 | 14 | 18 | 29 | 30 | 10 | 19 |
| % Always | 7 | 8 | 6 | 8 | 7 | 7 | 7 | 6 |
| **I get initiative fatigue from too many concurrent projects.** | | | | | | | | |
| % Never | 1 | 2 | 1 | 1 | 3 | 2 | 3 | 0 |
| % Rarely | 15 | 15 | 15 | 12 | 14 | 22 | 15 | 16 |
| % Sometimes | 46 | 46 | 45 | 40 | 50 | 47 | 47 | 45 |
| % Often | 32 | 31 | 34 | 37 | 26 | 27 | 33 | 33 |
| % Always | 5 | 7 | 4 | 10 | 8 | 2 | 3 | 6 |
| **I have adequate resources (budget, personnel) to implement initiatives.** | | | | | | | | |
| % Never | 4 | 2 | 5 | 0 | 5 | 0 | 5 | 5 |
| % Rarely | 28 | 27 | 29 | 20 | 34 | 29 | 26 | 30 |
| % Sometimes | 39 | 38 | 41 | 45 | 30 | 38 | 40 | 41 |
| % Often | 24 | 25 | 23 | 26 | 23 | 27 | 24 | 21 |
| % Always | 5 | 8 | 3 | 9 | 8 | 5 | 4 | 3 |

| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **I have the authority needed to execute initiatives effectively.** | | | | | | | | |
| % Never | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 1 |
| % Rarely | 3 | 4 | 2 | 6 | 4 | 0 | 2 | 3 |
| % Sometimes | 19 | 19 | 19 | 18 | 19 | 22 | 21 | 17 |
| % Often | 51 | 48 | 53 | 48 | 49 | 47 | 48 | 56 |
| % Always | 27 | 29 | 25 | 28 | 28 | 31 | 27 | 24 |
| **There are clear institutional priorities among competing initiatives.** | | | | | | | | |
| % Never | 1 | 1 | 0 | 2 | 0 | 0 | 1 | 0 |
| % Rarely | 10 | 10 | 10 | 14 | 9 | 5 | 12 | 8 |
| % Sometimes | 35 | 34 | 35 | 33 | 42 | 25 | 37 | 32 |
| % Often | 43 | 43 | 42 | 38 | 41 | 56 | 36 | 47 |
| % Always | 12 | 11 | 12 | 13 | 8 | 13 | 14 | 12 |
| **There are realistic timelines for implementation.** | | | | | | | | |
| % Never | 1 | 0 | 1 | 0 | 0 | 2 | 1 | 1 |
| % Rarely | 11 | 11 | 12 | 13 | 9 | 9 | 12 | 12 |
| % Sometimes | 41 | 43 | 40 | 44 | 45 | 38 | 40 | 39 |
| % Often | 41 | 41 | 41 | 36 | 42 | 47 | 38 | 41 |
| % Always | 6 | 5 | 6 | 7 | 4 | 4 | 9 | 6 |

| **How would you rate the overall academic health of your institution?** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Very Poor | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| % Poor | 1 | 2 | 1 | 4 | 1 | 0 | 1 | 1 |
| % Fair | 18 | 21 | 17 | 19 | 24 | 18 | 18 | 16 |
| % Good | 59 | 57 | 62 | 61 | 54 | 55 | 60 | 62 |
| % Excellent | 20 | 21 | 19 | 16 | 20 | 27 | 20 | 19 |

| Please indicate your level of agreement with the following statements: | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **High-quality undergraduate education requires healthy departments in fields such as English, history, political science, and other liberal arts fields.** | | | | | | | | |
| % Strongly Disagree | 1 | 1 | 1 | 0 | 3 | 2 | 2 | 0 |
| % Disagree | 3 | 1 | 5 | 0 | 1 | 4 | 4 | 6 |
| % Neither Agree Nor Disagree | 8 | 5 | 10 | 2 | 8 | 4 | 5 | 14 |
| % Agree | 32 | 37 | 28 | 40 | 37 | 31 | 22 | 34 |
| % Strongly Agree | 56 | 56 | 55 | 58 | 51 | 60 | 67 | 47 |
| **My institution has a strong general education program that provides students knowledge and skills from a variety disciplines.** | | | | | | | | |
| % Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| % Disagree | 5 | 7 | 3 | 4 | 5 | 13 | 4 | 2 |
| % Neither Agree Nor Disagree | 11 | 10 | 11 | 7 | 11 | 13 | 12 | 10 |
| % Agree | 48 | 49 | 47 | 50 | 47 | 49 | 40 | 53 |
| % Strongly Agree | 37 | 35 | 38 | 39 | 37 | 25 | 43 | 34 |
| **My institution has adequate resources to support students with disabilities.** | | | | | | | | |
| % Strongly Disagree | 2 | 1 | 2 | 1 | 3 | 0 | 2 | 3 |
| % Disagree | 18 | 18 | 18 | 21 | 23 | 7 | 19 | 16 |
| % Neither Agree Nor Disagree | 21 | 21 | 22 | 19 | 22 | 24 | 22 | 21 |
| % Agree | 49 | 47 | 50 | 46 | 35 | 65 | 45 | 54 |
| % Strongly Agree | 10 | 12 | 8 | 12 | 18 | 4 | 12 | 6 |
| **My institution is fundamentally student-ready.** | | | | | | | | |
| % Strongly Disagree | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| % Disagree | 6 | 5 | 8 | 7 | 5 | 2 | 6 | 9 |
| % Neither Agree Nor Disagree | 15 | 16 | 15 | 13 | 22 | 13 | 16 | 15 |
| % Agree | 56 | 57 | 55 | 61 | 54 | 56 | 52 | 57 |
| % Strongly Agree | 22 | 21 | 22 | 19 | 18 | 29 | 27 | 19 |

| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **My institution offers innovative academic programs designed to prepare students for professional success and lifelong learning.** | | | | | | | | |
| % Strongly Disagree | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| % Disagree | 3 | 3 | 3 | 5 | 3 | 0 | 3 | 4 |
| % Neither Agree Nor Disagree | 10 | 11 | 9 | 8 | 11 | 15 | 8 | 9 |
| % Agree | 53 | 48 | 56 | 51 | 46 | 47 | 57 | 56 |
| % Strongly Agree | 35 | 38 | 32 | 36 | 39 | 38 | 31 | 31 |
| **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 | 0 | 1 | 1 | 0 | 0 | 1 | 1 |
| % Disagree | 13 | 9 | 16 | 11 | 8 | 6 | 19 | 14 |
| % Neither Agree Nor Disagree | 35 | 30 | 41 | 24 | 28 | 40 | 38 | 42 |
| % Agree | 36 | 42 | 30 | 44 | 46 | 34 | 31 | 30 |
| % Strongly Agree | 16 | 19 | 12 | 20 | 18 | 21 | 12 | 13 |
| **Politicians and/or board members are prioritizing STEM and professional programs over those that support general education.** | | | | | | | | |
| % Strongly Disagree | 3 | 1 | 4 | 1 | 0 | 2 | 7 | 2 |
| % Disagree | 17 | 15 | 20 | 17 | 11 | 16 | 17 | 21 |
| % Neither Agree Nor Disagree | 26 | 27 | 25 | 33 | 23 | 22 | 27 | 23 |
| % Agree | 34 | 35 | 34 | 30 | 39 | 36 | 32 | 36 |
| % Strongly Agree | 20 | 23 | 16 | 19 | 27 | 24 | 17 | 17 |

| 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 | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **Arts and sciences programs** | | | | | | | | |
| % Strongly Disagree | 7 | 8 | 6 | 5 | 8 | 13 | 5 | 7 |
| % Disagree | 29 | 27 | 30 | 27 | 26 | 26 | 25 | 33 |
| % Neither Agree Nor Disagree | 29 | 33 | 27 | 33 | 33 | 32 | 23 | 29 |
| % Agree | 26 | 27 | 26 | 32 | 25 | 21 | 30 | 23 |
| % Strongly Agree | 9 | 6 | 11 | 4 | 7 | 8 | 16 | 7 |
| **Online programs** | | | | | | | | |
| % Strongly Disagree | 8 | 4 | 11 | 1 | 7 | 4 | 19 | 4 |
| % Disagree | 21 | 18 | 24 | 22 | 14 | 17 | 33 | 17 |
| % Neither Agree Nor Disagree | 24 | 28 | 21 | 34 | 26 | 23 | 16 | 23 |
| % Agree | 32 | 35 | 31 | 35 | 32 | 40 | 20 | 37 |
| % Strongly Agree | 15 | 15 | 13 | 8 | 21 | 17 | 11 | 19 |
| **Professional or preprofessional programs** | | | | | | | | |
| % Strongly Disagree | 3 | 4 | 2 | 0 | 6 | 10 | 3 | 2 |
| % Disagree | 12 | 9 | 15 | 13 | 6 | 6 | 15 | 14 |
| % Neither Agree Nor Disagree | 17 | 21 | 14 | 21 | 20 | 25 | 12 | 15 |
| % Agree | 45 | 46 | 45 | 41 | 52 | 46 | 46 | 42 |
| % Strongly Agree | 22 | 19 | 24 | 24 | 17 | 13 | 24 | 27 |
| **STEM fields** | | | | | | | | |
| % Strongly Disagree | 3 | 3 | 3 | 1 | 3 | 6 | 4 | 3 |
| % Disagree | 13 | 7 | 17 | 12 | 3 | 6 | 13 | 22 |
| % Neither Agree Nor Disagree | 21 | 24 | 18 | 23 | 30 | 17 | 14 | 21 |
| % Agree | 45 | 45 | 46 | 45 | 45 | 45 | 51 | 40 |
| % Strongly Agree | 18 | 21 | 16 | 19 | 20 | 26 | 18 | 14 |

| Does your institution offer online courses? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Yes | 92 | 100 | 86 | 100 | 99 | 100 | 73 | 98 |
| % No | 8 | 0 | 14 | 0 | 1 | 0 | 27 | 2 |

| Approximately what share of your courses are offered online or in a hybrid format (n=436)? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % 0-24% | 46 | 30 | 63 | 10 | 30 | 60 | 73 | 54 |
| % 25-49% | 30 | 39 | 21 | 43 | 38 | 35 | 9 | 27 |
| % 50-74% | 18 | 25 | 10 | 38 | 27 | 4 | 9 | 10 |
| % 75-100% | 6 | 5 | 4 | 8 | 4 | 0 | 7 | 6 |
| % Unsure | 2 | 1 | 2 | 1 | 0 | 2 | 1 | 3 |

| How would you describe the current structure of online education operations at your institution (n=436)? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Fully centralized and managed through a central office/division | 23 | 25 | 21 | 27 | 22 | 24 | 22 | 21 |
| % Partially centralized with some services handled at the institutional level and some at the unit/school level | 57 | 58 | 57 | 56 | 53 | 67 | 51 | 60 |
| % Decentralized, with each unit/school managing its own online operations | 17 | 17 | 18 | 15 | 25 | 9 | 18 | 17 |
| % Other | 3 | 0 | 4 | 1 | 0 | 0 | 9 | 1 |

| Where does oversight and decision-making for online education currently sit at your institution (n=436)? | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % The provost's office/ academic affairs | 65 | 60 | 71 | 68 | 56 | 53 | 80 | 64 |
| % A centralized online learning division | 9 | 13 | 6 | 10 | 15 | 15 | 2 | 7 |
| % The president's office or other executive leadership (beyond the provost) | 3 | 2 | 4 | 2 | 0 | 5 | 1 | 6 |
| % Distributed across individual units/schools | 18 | 20 | 16 | 15 | 27 | 16 | 12 | 18 |
| % Other | 5 | 5 | 4 | 5 | 1 | 11 | 5 | 4 |

| To what extent do you agree or disagree with the following statements related to digital learning at your institution (n=436)? | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **Effective channels exist between IT and academic affairs to communicate and collaborate on digital learning policy and other key issues/decisions.** | | | | | | | | |
| % Strongly Disagree | 2 | 1 | 3 | 2 | 1 | 0 | 0 | 4 |
| % Somewhat Disagree | 15 | 16 | 15 | 14 | 23 | 7 | 16 | 15 |
| % Neither Agree nor Disagree | 13 | 14 | 12 | 16 | 12 | 15 | 13 | 10 |
| % Somewhat Agree | 41 | 41 | 42 | 39 | 37 | 51 | 49 | 38 |
| % Strongly Agree | 28 | 27 | 27 | 29 | 26 | 27 | 22 | 33 |
| **I am confident in the quality of our online/hybrid course and program offerings.** | | | | | | | | |
| % Strongly Disagree | 3 | 4 | 1 | 1 | 10 | 0 | 1 | 1 |
| % Somewhat Disagree | 15 | 16 | 14 | 20 | 16 | 9 | 20 | 10 |
| % Neither Agree nor Disagree | 13 | 13 | 13 | 18 | 11 | 9 | 13 | 13 |
| % Somewhat Agree | 49 | 47 | 50 | 46 | 45 | 53 | 47 | 52 |
| % Strongly Agree | 21 | 19 | 22 | 14 | 18 | 29 | 18 | 25 |
| **My institution has a technology infrastructure that can meet evolving academic needs.** | | | | | | | | |
| % Strongly Disagree | 5 | 4 | 6 | 4 | 7 | 2 | 7 | 4 |
| % Somewhat Disagree | 19 | 15 | 24 | 14 | 21 | 9 | 27 | 21 |
| % Neither Agree nor Disagree | 15 | 14 | 16 | 12 | 12 | 18 | 19 | 13 |
| % Somewhat Agree | 44 | 46 | 42 | 47 | 41 | 51 | 38 | 44 |
| % Strongly Agree | 17 | 21 | 13 | 23 | 19 | 20 | 8 | 17 |

| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **My institution invests sufficiently in technology and instructional resources to improve teaching and learning.** | | | | | | | | |
| % Strongly Disagree | 5 | 5 | 5 | 6 | 7 | 0 | 6 | 4 |
| % Somewhat Disagree | 20 | 15 | 24 | 14 | 16 | 13 | 28 | 22 |
| % Neither Agree nor Disagree | 16 | 15 | 18 | 14 | 14 | 18 | 25 | 13 |
| % Somewhat Agree | 40 | 45 | 36 | 39 | 42 | 56 | 27 | 41 |
| % Strongly Agree | 19 | 21 | 16 | 27 | 21 | 13 | 14 | 19 |
| **Student demand for online and/or hybrid course options has substantially increased since last year.** | | | | | | | | |
| % Strongly Disagree | 5 | 3 | 7 | 1 | 4 | 4 | 7 | 5 |
| % Somewhat Disagree | 23 | 22 | 25 | 27 | 24 | 15 | 28 | 23 |
| % Neither Agree nor Disagree | 26 | 23 | 28 | 28 | 18 | 24 | 28 | 28 |
| % Somewhat Agree | 30 | 32 | 28 | 28 | 32 | 38 | 25 | 30 |
| % Strongly Agree | 16 | 20 | 11 | 17 | 22 | 20 | 11 | 14 |
| **We have added a substantial number of new online/hybrid course options in the last year.** | | | | | | | | |
| % Strongly Disagree | 12 | 9 | 16 | 10 | 10 | 5 | 20 | 12 |
| % Somewhat Disagree | 22 | 19 | 25 | 25 | 16 | 13 | 32 | 22 |
| % Neither Agree nor Disagree | 24 | 31 | 18 | 35 | 26 | 33 | 13 | 20 |
| % Somewhat Agree | 28 | 27 | 29 | 22 | 27 | 36 | 27 | 29 |
| % Strongly Agree | 13 | 14 | 12 | 8 | 21 | 13 | 7 | 17 |

**As many know, online program managers (OPM) are for-profit companies that provide a service creating and running online programs. Has your institution partnered with an OPM? Choose the most appropriate response for your situation (n=436):**

| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Yes, for a variety of academic programs. | 4 | 4 | 5 | 0 | 5 | 7 | 2 | 6 |
| % Yes, but only for a limited number of academic programs. | 14 | 10 | 19 | 4 | 4 | 27 | 11 | 23 |
| % Yes, but we will not be renewing our contract. | 6 | 4 | 8 | 0 | 3 | 13 | 4 | 11 |
| % No, but we are considering it. | 6 | 3 | 9 | 0 | 8 | 0 | 10 | 10 |
| % No, and we are not considering it. | 68 | 78 | 57 | 95 | 77 | 53 | 71 | 50 |
| % Not sure/don't know | 1 | 1 | 1 | 1 | 3 | 0 | 2 | 1 |

| To what degree to do you agree with the following statements related to mental health: | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **Colleges and universities as a whole have been effective in addressing the student mental health crisis.** | | | | | | | | |
| % Strongly Disagree | 4 | 4 | 4 | 4 | 6 | 2 | 4 | 2 |
| % Somewhat Disagree | 28 | 29 | 27 | 30 | 33 | 25 | 30 | 25 |
| % Neither Agree nor Disagree | 33 | 29 | 35 | 23 | 31 | 34 | 36 | 35 |
| % Somewhat Agree | 34 | 35 | 34 | 41 | 29 | 34 | 30 | 38 |
| % Strongly Agree | 1 | 3 | 0 | 3 | 1 | 6 | 0 | 0 |
| **My institution has been effective in addressing the student mental health crisis.** | | | | | | | | |
| % Strongly Disagree | 2 | 2 | 1 | 1 | 3 | 2 | 1 | 1 |
| % Somewhat Disagree | 12 | 14 | 9 | 16 | 15 | 9 | 12 | 7 |
| % Neither Agree nor Disagree | 18 | 21 | 16 | 19 | 24 | 20 | 18 | 15 |
| % Somewhat Agree | 56 | 50 | 61 | 53 | 49 | 45 | 57 | 64 |
| % Strongly Agree | 13 | 14 | 12 | 11 | 8 | 24 | 12 | 13 |
| **Undergraduate mental health across higher education seems to be improving.** | | | | | | | | |
| % Strongly Disagree | 6 | 7 | 6 | 7 | 10 | 2 | 6 | 6 |
| % Somewhat Disagree | 31 | 28 | 34 | 34 | 27 | 22 | 34 | 33 |
| % Neither Agree nor Disagree | 33 | 35 | 32 | 23 | 39 | 46 | 35 | 30 |
| % Somewhat Agree | 26 | 26 | 27 | 31 | 19 | 26 | 24 | 31 |
| % Strongly Agree | 2 | 4 | 1 | 4 | 4 | 4 | 2 | 0 |
| **Undergraduate mental health at my institution seems to be improving.** | | | | | | | | |
| % Strongly Disagree | 4 | 3 | 4 | 5 | 3 | 2 | 3 | 5 |
| % Somewhat Disagree | 19 | 18 | 19 | 17 | 23 | 15 | 23 | 15 |
| % Neither Agree nor Disagree | 37 | 37 | 38 | 36 | 36 | 38 | 39 | 37 |
| % Somewhat Agree | 32 | 31 | 31 | 32 | 28 | 35 | 28 | 36 |
| % Strongly Agree | 8 | 10 | 7 | 9 | 10 | 11 | 8 | 6 |

| Which of the following pose the biggest threats to student well-being and/or safety at your institution? Please select up to three options. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Mental health concerns | 80 | 78 | 84 | 74 | 78 | 82 | 85 | 79 |
| % Alcohol and substance use issues | 13 | 12 | 14 | 11 | 10 | 18 | 13 | 13 |
| % Sexual assault and relationship violence | 5 | 6 | 5 | 5 | 7 | 5 | 4 | 5 |
| % Physical security threats | 2 | 1 | 2 | 0 | 3 | 2 | 1 | 3 |
| % Food and housing insecurity | 42 | 64 | 23 | 86 | 56 | 40 | 14 | 31 |
| % Personal stress | 66 | 58 | 72 | 56 | 67 | 49 | 76 | 71 |
| % Academic stress | 51 | 44 | 57 | 37 | 38 | 60 | 65 | 53 |
| % Digital safety and cybersecurity risks | 9 | 11 | 8 | 7 | 11 | 18 | 5 | 9 |
| % Physical health issues | 5 | 2 | 8 | 4 | 3 | 0 | 9 | 7 |
| % Hazing and/or dangerous group behaviors | 1 | 1 | 1 | 0 | 0 | 4 | 2 | 1 |
| % Transportation safety | 2 | 3 | 1 | 6 | 1 | 2 | 1 | 1 |
| % Other | 9 | 9 | 9 | 6 | 8 | 13 | 6 | 11 |
| % None of these | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| What nonclinical steps, if any, has your institution taken to promote health and well-being on campus since in the last 12 months? Please select all that apply. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Offered "mental health" days for staff and faculty | 10 | 7 | 12 | 6 | 7 | 9 | 11 | 12 |
| % Included mental health day(s) in the academic calendar | 10 | 11 | 9 | 6 | 11 | 20 | 10 | 8 |
| % Encouraged faculty to allow students more flexibility with due dates for their coursework | 42 | 48 | 37 | 56 | 42 | 44 | 41 | 35 |
| % Encouraged faculty to limit high-stakes exams | 20 | 20 | 19 | 20 | 21 | 18 | 22 | 18 |
| % Invested in wellness facilities and/or services to promote overall wellbeing | 59 | 58 | 60 | 51 | 56 | 71 | 56 | 65 |
| % Introduced or expanded stress management courses/initiatives | 36 | 34 | 36 | 35 | 26 | 45 | 36 | 36 |
| % Introduced or expanded emergency grant programs | 37 | 48 | 27 | 41 | 59 | 45 | 24 | 28 |
| % Emphasized the importance of social connection and/or created new opportunities for campus involvement | 76 | 73 | 79 | 59 | 81 | 82 | 79 | 79 |
| % Established or expanded peer mental health programs and/or training | 40 | 42 | 39 | 35 | 40 | 56 | 41 | 36 |
| % Rethought exams schedules | 10 | 10 | 11 | 11 | 5 | 13 | 11 | 10 |
| % Other | 3 | 4 | 3 | 6 | 3 | 2 | 2 | 4 |
| % None of the above | 5 | 6 | 3 | 9 | 7 | 0 | 4 | 4 |

| To what extent is your office addressing the mental health needs of faculty and staff in the current climate? | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Not at all - Mental health needs are not currently being addressed by our office. | 6 | 7 | 5 | 10 | 4 | 5 | 7 | 4 |
| % Minimally - Some awareness exists, but few or no concrete efforts or programs are in place. | 30 | 26 | 34 | 17 | 38 | 22 | 31 | 35 |
| % Moderately - There are some initiatives or resources available, but they are limited in scope or impact. | 52 | 54 | 50 | 57 | 44 | 62 | 52 | 49 |
| % Substantially - Our office actively supports faculty and staff mental health through multiple programs, resources or policies. | 12 | 13 | 11 | 16 | 14 | 9 | 9 | 11 |
| % Comprehensively - Mental health is a core priority, with robust, ongoing efforts, staff involvement and responsive programming. | 1 | 0 | 1 | 0 | 0 | 2 | 1 | 1 |

| How would you rate your own well-being, including your mental health, factoring in your level of job stress: | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Very Poor | 1 | 1 | 0 | 0 | 3 | 2 | 1 | 0 |
| % Poor | 7 | 7 | 8 | 6 | 8 | 5 | 10 | 6 |
| % Fair | 33 | 30 | 36 | 33 | 34 | 20 | 35 | 37 |
| % Good | 42 | 45 | 40 | 43 | 45 | 47 | 42 | 37 |
| % Excellent | 16 | 17 | 15 | 17 | 10 | 25 | 12 | 20 |

| To what extent do you agree or disagree with the following statements regarding the U.S. Supreme Court's ruling on affirmative action in 2023? The U.S. Supreme Court decision on affirmative action... | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **... led to a decrease in student racial diversity at my institution.** | | | | | | | | |
| % Strongly Disagree | 25 | 24 | 26 | 31 | 22 | 17 | 21 | 30 |
| % Disagree | 37 | 34 | 38 | 30 | 29 | 45 | 42 | 36 |
| % Neither Agree Nor Disagree | 28 | 32 | 25 | 33 | 38 | 25 | 27 | 22 |
| % Agree | 8 | 8 | 8 | 4 | 9 | 11 | 7 | 8 |
| % Strongly Agree | 3 | 2 | 3 | 1 | 2 | 2 | 3 | 4 |

| To what extent has your institution modified its approach to faculty DEI initiatives in the last year? Please select all that apply. | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Significantly reduced DEI efforts (e.g., eliminated offices, roles, or programs) | 18 | 30 | 8 | 25 | 20 | 48 | 8 | 9 |
| % Somewhat reduced DEI efforts | 22 | 23 | 21 | 24 | 26 | 19 | 17 | 24 |
| % Maintained current DEI efforts without major changes | 56 | 43 | 67 | 44 | 48 | 33 | 69 | 65 |
| % Somewhat expanded DEI efforts | 4 | 3 | 4 | 5 | 4 | 0 | 7 | 2 |
| % Significantly expanded DEI efforts | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 |

| In what areas is your institution scaling back diversity and inclusion efforts (beyond admissions)? Please select all that apply (n=174). | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Faculty or Staff Hiring | 22 | 31 | 8 | 18 | 16 | 58 | 12 | 7 |
| % Curriculum/Curriculum Development | 30 | 35 | 22 | 21 | 47 | 39 | 31 | 17 |
| % Training Programs | 39 | 46 | 28 | 38 | 34 | 64 | 27 | 29 |
| % Outreach and Community Engagement | 26 | 27 | 25 | 38 | 16 | 25 | 12 | 32 |
| % Scholarship and Financial Aid | 37 | 45 | 25 | 26 | 44 | 67 | 23 | 24 |
| % Leadership Positions | 22 | 25 | 18 | 15 | 19 | 42 | 15 | 20 |
| % Student Support Services | 23 | 33 | 8 | 21 | 31 | 47 | 4 | 10 |
| % Campus Facilities and Accessibility | 5 | 7 | 2 | 10 | 3 | 8 | 0 | 2 |
| % Research Initiatives | 19 | 24 | 11 | 8 | 19 | 47 | 12 | 10 |
| % Alumni Engagement | 5 | 7 | 3 | 5 | 6 | 8 | 4 | 2 |
| % Mentorship Programs | 23 | 30 | 11 | 28 | 19 | 42 | 4 | 17 |
| % Marketing/Websites | 56 | 61 | 49 | 46 | 59 | 78 | 42 | 51 |
| % Retention Efforts | 13 | 17 | 6 | 18 | 6 | 25 | 12 | 5 |
| % Campus Climate Surveys | 20 | 23 | 15 | 21 | 13 | 36 | 31 | 5 |
| % Other | 7 | 6 | 9 | 13 | 3 | 0 | 8 | 10 |

| To what extent do you believe antisemitism is a problem in higher education today? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Not a problem at all - I have not observed or heard of any incidents or concerns. | 12 | 17 | 7 | 22 | 16 | 12 | 7 | 8 |
| % A minor problem - Occasional incidents or sentiments exist but are not widespread or systemic. | 33 | 38 | 29 | 28 | 38 | 51 | 30 | 27 |
| % A moderate problem - Antisemitism is present and concerning, but not pervasive. | 42 | 35 | 49 | 35 | 38 | 31 | 51 | 46 |
| % A significant problem - It is a recurring issue that affects the campus climate and community. | 12 | 9 | 14 | 12 | 9 | 6 | 11 | 17 |
| % A severe and widespread problem - Antisemitism is deeply rooted and impacts many areas of campus life. | 1 | 1 | 1 | 3 | 0 | 0 | 1 | 2 |

| How would you rate the climate for civil discourse in each of the following? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **Higher education generally** | | | | | | | | |
| % Very Poor | 6 | 7 | 5 | 4 | 13 | 4 | 5 | 5 |
| % Poor | 30 | 26 | 35 | 31 | 24 | 20 | 33 | 36 |
| % Fair | 47 | 49 | 46 | 44 | 48 | 58 | 47 | 46 |
| % Good | 16 | 17 | 14 | 18 | 15 | 18 | 16 | 13 |
| % Excellent | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 0 |
| **Your campus** | | | | | | | | |
| % Very Poor | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| % Poor | 3 | 3 | 2 | 4 | 4 | 2 | 4 | 1 |
| % Fair | 29 | 31 | 28 | 30 | 34 | 29 | 35 | 21 |
| % Good | 57 | 54 | 59 | 50 | 52 | 64 | 51 | 66 |
| % Excellent | 11 | 11 | 11 | 16 | 8 | 5 | 10 | 12 |

| How effective is your institution in promoting (including giving students the opportunity to practice) the following: | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **Critical thinking** | | | | | | | | |
| % Not at All Effective | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % Somewhat Effective | 6 | 7 | 4 | 8 | 7 | 7 | 5 | 3 |
| % Moderately Effective | 30 | 37 | 25 | 38 | 32 | 44 | 17 | 31 |
| % Very Effective | 48 | 42 | 53 | 39 | 47 | 40 | 53 | 52 |
| % Extremely Effective | 16 | 13 | 18 | 15 | 14 | 9 | 25 | 14 |
| **Free expression** | | | | | | | | |
| % Not at All Effective | 0 | 1 | 0 | 0 | 3 | 0 | 0 | 0 |
| % Somewhat Effective | 12 | 12 | 12 | 16 | 11 | 7 | 16 | 8 |
| % Moderately Effective | 36 | 30 | 41 | 33 | 31 | 24 | 42 | 40 |
| % Very Effective | 41 | 47 | 36 | 44 | 49 | 48 | 32 | 39 |
| % Extremely Effective | 11 | 10 | 11 | 6 | 7 | 20 | 10 | 13 |
| **Free inquiry** | | | | | | | | |
| % Not at All Effective | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 |
| % Somewhat Effective | 10 | 13 | 8 | 19 | 8 | 9 | 8 | 7 |
| % Moderately Effective | 34 | 35 | 34 | 37 | 35 | 35 | 33 | 35 |
| % Very Effective | 43 | 42 | 45 | 35 | 46 | 45 | 42 | 46 |
| % Extremely Effective | 12 | 9 | 14 | 8 | 10 | 11 | 17 | 12 |
| **Understanding and consensus-building** | | | | | | | | |
| % Not at All Effective | 1 | 1 | 0 | 0 | 4 | 0 | 1 | 0 |
| % Somewhat Effective | 12 | 16 | 8 | 19 | 15 | 13 | 10 | 8 |
| % Moderately Effective | 45 | 42 | 49 | 42 | 41 | 44 | 52 | 44 |
| % Very Effective | 35 | 36 | 34 | 36 | 34 | 38 | 28 | 39 |
| % Extremely Effective | 7 | 4 | 9 | 3 | 6 | 4 | 9 | 9 |

| Within the last year, has your institution taken any of the following steps to educate students, faculty and staff about the importance of civil discourse and to prepare them to engage with those with whom they disagree? Please select all that apply. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Embedded training on difficult dialogues/ constructive conversations into freshman orientation | 21 | 16 | 26 | 4 | 15 | 33 | 23 | 29 |
| % Embedded training on difficult dialogues/ constructive conversations into a first-year seminar/program | 20 | 14 | 26 | 8 | 14 | 24 | 25 | 26 |
| % Embedded training on difficult dialogues/ constructive conversations into the curriculum beyond the first year | 14 | 12 | 15 | 6 | 13 | 19 | 16 | 14 |
| % Established a voluntary difficult dialogues/ constructive conversations initiative on campus | 35 | 32 | 38 | 15 | 36 | 50 | 39 | 36 |
| % Offered faculty training on facilitating difficult dialogues/constructive conversations in the classroom | 49 | 48 | 50 | 35 | 49 | 67 | 50 | 48 |
| % Required faculty training on facilitating difficult dialogues/constructive conversations in the classroom | 5 | 4 | 5 | 5 | 4 | 2 | 4 | 8 |
| % Offered staff training on facilitating difficult dialogues/constructive conversations | 37 | 39 | 37 | 25 | 47 | 48 | 39 | 35 |
| % Required staff training on facilitating difficult dialogues/constructive conversations | 5 | 7 | 2 | 4 | 11 | 6 | 3 | 3 |
| % Other | 4 | 4 | 3 | 5 | 6 | 2 | 3 | 4 |
| % None of the above - My institution has not taken steps to educate students, faculty and staff about the importance of civil discourse or to prepare them to engage with those with whom they disagree. | 25 | 30 | 23 | 44 | 26 | 13 | 22 | 21 |

| Which of the following issues related to campus speech has your institution faced in the past year? Please select all that apply. | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Student protests | 19 | 24 | 16 | 5 | 22 | 54 | 19 | 13 |
| % Faculty violations of time, manner and place policies | 7 | 11 | 4 | 5 | 14 | 17 | 1 | 5 |
| % Formal complaints about the curriculum and/or faculty research areas | 17 | 24 | 11 | 14 | 18 | 48 | 10 | 11 |
| % Pressure from donors or alumni regarding institutional positions | 25 | 24 | 26 | 9 | 25 | 44 | 28 | 23 |
| % Legislative oversight or intervention in campus matters | 20 | 38 | 6 | 28 | 32 | 59 | 7 | 5 |
| % General public criticism of institutional statements or positions | 22 | 29 | 17 | 15 | 28 | 50 | 15 | 17 |
| % Internal disputes about appropriate speech policies | 24 | 26 | 23 | 11 | 26 | 48 | 22 | 23 |
| % Other | 2 | 1 | 3 | 3 | 1 | 0 | 3 | 4 |
| % None of the above | 43 | 36 | 48 | 49 | 43 | 7 | 52 | 47 |

| What resources or support would be most helpful to you as a provost in navigating campus speech challenges, including those concerning free speech and academic freedom? Please select up to two options. | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Clear legal guidance on institutional obligations | 30 | 33 | 27 | 41 | 32 | 23 | 22 | 31 |
| % Peer networking with other institutions facing similar challenges | 14 | 15 | 14 | 13 | 14 | 19 | 15 | 14 |
| % Model policies that balance multiple interests | 33 | 35 | 32 | 35 | 28 | 43 | 36 | 29 |
| % Communication strategies for various constituencies | 20 | 21 | 18 | 14 | 21 | 30 | 17 | 23 |
| % Faculty development on teaching controversial topics | 40 | 41 | 40 | 39 | 50 | 30 | 41 | 40 |
| % Examples of effective student programs on civil discourse and/or constructive dialogue | 31 | 31 | 32 | 27 | 33 | 34 | 32 | 30 |
| % A better sense of how to measure the effectiveness of our interventions/efforts in this area | 13 | 12 | 15 | 10 | 14 | 11 | 17 | 12 |
| % Other | 2 | 1 | 3 | 3 | 0 | 2 | 1 | 4 |

| Please indicate your level of agreement with the following statements regarding speech on campus: | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **Faculty should be discouraged from participating in student-led protests.** | | | | | | | | |
| % Strongly Disagree | 10 | 11 | 9 | 17 | 9 | 6 | 9 | 7 |
| % Disagree | 24 | 25 | 23 | 26 | 29 | 19 | 26 | 22 |
| % Neither Agree Nor Disagree | 34 | 35 | 33 | 31 | 37 | 40 | 33 | 31 |
| % Agree | 24 | 24 | 24 | 22 | 17 | 34 | 24 | 25 |
| % Strongly Agree | 8 | 5 | 11 | 4 | 8 | 2 | 8 | 15 |
| **Recent federal interventions/investigations into campus speech and protests (e.g., Columbia University) may be justified in some cases.** | | | | | | | | |
| % Strongly Disagree | 28 | 32 | 25 | 26 | 39 | 29 | 22 | 26 |
| % Disagree | 33 | 27 | 38 | 24 | 23 | 38 | 42 | 35 |
| % Neither Agree Nor Disagree | 19 | 20 | 18 | 22 | 23 | 15 | 19 | 17 |
| % Agree | 16 | 18 | 14 | 22 | 15 | 17 | 9 | 18 |
| % Strongly Agree | 4 | 2 | 5 | 6 | 0 | 0 | 7 | 4 |

| Does your college or university have an institutional neutrality policy? | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Yes | 26 | 34 | 20 | 20 | 39 | 47 | 20 | 19 |
| % No | 49 | 41 | 56 | 46 | 38 | 38 | 56 | 56 |
| % Unsure | 25 | 25 | 24 | 34 | 24 | 15 | 24 | 24 |

| Is your college or university considering adopting an institutional neutrality policy (n=220)? | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Yes | 6 | 6 | 6 | 0 | 7 | 15 | 11 | 1 |
| % No | 66 | 65 | 66 | 67 | 59 | 70 | 64 | 69 |
| % Unsure | 28 | 29 | 28 | 33 | 33 | 15 | 25 | 30 |

| To what extent do you agree with the following related to federal policy: | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **Changes (real and anticipated) in regulatory compliance at the federal level may benefit higher education in the long run.** | | | | | | | | |
| % Strongly Disagree | 39 | 42 | 38 | 31 | 53 | 42 | 41 | 34 |
| % Disagree | 38 | 33 | 43 | 32 | 32 | 34 | 44 | 43 |
| % Neither Agree nor Disagree | 14 | 16 | 11 | 25 | 9 | 14 | 9 | 13 |
| % Agree | 7 | 7 | 6 | 10 | 4 | 8 | 3 | 9 |
| % Strongly Agree | 2 | 2 | 3 | 1 | 1 | 2 | 4 | 2 |
| **The current federal policy environment for higher education is forcing change that may benefit colleges and universities in the long run.** | | | | | | | | |
| % Strongly Disagree | 43 | 46 | 42 | 37 | 57 | 42 | 45 | 39 |
| % Disagree | 32 | 27 | 36 | 26 | 29 | 26 | 39 | 34 |
| % Neither Agree nor Disagree | 16 | 18 | 13 | 27 | 6 | 20 | 10 | 16 |
| % Agree | 6 | 8 | 5 | 8 | 6 | 10 | 3 | 7 |
| % Strongly Agree | 3 | 2 | 4 | 1 | 1 | 2 | 4 | 4 |

| Has academic freedom at your institution been impacted under this administration? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Yes | 22 | 27 | 17 | 13 | 32 | 43 | 17 | 17 |
| % No | 71 | 63 | 77 | 77 | 57 | 49 | 77 | 78 |
| % Unsure | 8 | 10 | 5 | 10 | 11 | 8 | 6 | 5 |

| How would you characterize the state of academic freedom at your institution today? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Strong and well protected, despite external pressures | 36 | 31 | 40 | 38 | 28 | 24 | 39 | 43 |
| % Generally maintained but with increasing challenges | 50 | 53 | 50 | 50 | 53 | 57 | 52 | 46 |
| % Under significant strain from multiple directions | 7 | 10 | 3 | 6 | 11 | 14 | 1 | 6 |
| % Actively being redefined or restricted | 2 | 3 | 1 | 3 | 6 | 2 | 1 | 2 |
| % Increasing/expanding | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| % Other | 4 | 3 | 5 | 3 | 3 | 4 | 8 | 2 |

| How has federal funding at your institution been affected under the Trump administration? It has ... | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % ... decreased | 56 | 67 | 48 | 55 | 63 | 92 | 43 | 50 |
| % ... increased | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % No change | 36 | 26 | 43 | 33 | 32 | 8 | 48 | 42 |
| % Not sure | 8 | 6 | 9 | 12 | 6 | 0 | 8 | 8 |

| How much has federal funding at your institution decreased under the Trump administration? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Under 5% | 60 | 53 | 68 | 58 | 53 | 47 | 74 | 65 |
| % 5%-10% | 28 | 36 | 18 | 42 | 31 | 36 | 15 | 20 |
| % More than 10% | 12 | 11 | 14 | 0 | 16 | 17 | 11 | 15 |

| How has your institution responded to changes in federal funding for higher education under under this administration? Please select all that apply. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Implemented hiring freeze(s) | 10 | 14 | 7 | 4 | 13 | 30 | 2 | 11 |
| % Reduced staff positions | 21 | 25 | 18 | 15 | 25 | 40 | 12 | 21 |
| % Paused or reduced graduate student admissions | 3 | 5 | 2 | 0 | 3 | 14 | 1 | 2 |
| % Restructured or scaled back specific programs dependent on federal grants | 32 | 40 | 26 | 41 | 36 | 44 | 21 | 29 |
| % Pursued alternative funding sources (e.g., private donors, industry partnerships) | 40 | 44 | 37 | 33 | 38 | 70 | 30 | 40 |
| % Reallocated internal resources to protect vulnerable programs | 21 | 30 | 14 | 23 | 29 | 42 | 14 | 14 |
| % Partnered with other institutions to share resources | 6 | 7 | 6 | 3 | 13 | 4 | 6 | 7 |
| % Reduced operational expenses | 26 | 29 | 23 | 19 | 28 | 46 | 13 | 31 |
| % Postponed planned facility projects/improvements | 10 | 14 | 7 | 6 | 15 | 24 | 5 | 8 |
| % Limited professional development and/or travel funds | 17 | 22 | 13 | 15 | 24 | 30 | 7 | 17 |
| % Our institution has not yet been significantly impacted by federal funding changes | 32 | 23 | 39 | 28 | 29 | 4 | 44 | 35 |
| % Other | 3 | 4 | 3 | 6 | 3 | 2 | 5 | 1 |
| % None of the above | 10 | 9 | 9 | 13 | 10 | 0 | 10 | 10 |

| Which of the following academic program adjustments has your institution made in response to recent federal policies and/or actions? Please select all that apply. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Modified language in course descriptions or program materials | 23 | 27 | 19 | 18 | 26 | 42 | 17 | 23 |
| % Revised curriculum content in politically sensitive areas | 9 | 15 | 5 | 8 | 19 | 19 | 2 | 8 |
| % Adjusted research priorities to align with current federal funding opportunities | 11 | 17 | 6 | 9 | 17 | 29 | 5 | 8 |
| % Changed terminology in departmental names or descriptions | 24 | 26 | 22 | 25 | 25 | 29 | 21 | 23 |
| % Scaled back climate change research or sustainability initiatives | 3 | 4 | 2 | 1 | 4 | 8 | 3 | 2 |
| % Altered data collection/analytics processes linked to student demographics/identities | 12 | 15 | 10 | 16 | 17 | 13 | 13 | 6 |
| % Implemented new oversight processes for research with international components | 5 | 7 | 3 | 0 | 6 | 19 | 3 | 4 |
| % Reviewed and modified international student/scholar programs | 16 | 17 | 16 | 12 | 17 | 27 | 17 | 15 |
| % Created contingency plans for programs that may face increased scrutiny | 24 | 32 | 19 | 26 | 31 | 44 | 17 | 19 |
| % Consolidated academic departments or programs | 5 | 8 | 3 | 4 | 6 | 17 | 2 | 5 |
| % Other | 3 | 2 | 4 | 3 | 0 | 2 | 6 | 4 |
| % None of the above | 37 | 28 | 45 | 36 | 31 | 10 | 49 | 41 |

| How is your institution responding to changes in research funding availability, specifically? Please select all that apply. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Increasing institutional research support funds | 8 | 10 | 7 | 0 | 8 | 29 | 8 | 5 |
| % Expanding grant-writing support services | 17 | 20 | 14 | 9 | 17 | 42 | 11 | 16 |
| % Diversifying funding sources beyond traditional government agencies | 29 | 34 | 26 | 13 | 31 | 73 | 22 | 28 |
| % Developing more industry partnerships | 19 | 24 | 15 | 7 | 21 | 56 | 8 | 20 |
| % Adjusting tenure and promotion criteria to reflect funding realities | 6 | 8 | 6 | 0 | 4 | 25 | 7 | 5 |
| % Reducing research expectations | 3 | 5 | 3 | 3 | 6 | 6 | 4 | 2 |
| % Creating more opportunities for collaborative/shared funding | 12 | 16 | 8 | 4 | 13 | 42 | 5 | 10 |
| % Other | 1 | 1 | 2 | 0 | 0 | 4 | 0 | 3 |
| % Not applicable - My institution does not receive significant research funding. | 56 | 48 | 60 | 79 | 46 | 2 | 66 | 58 |

| How would you characterize your institution's main response strategies to the current federal policy environment? Please select up to two options. | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Proactive adaptation - Taking early, significant steps to align with emerging federal priorities | 8 | 10 | 6 | 3 | 13 | 17 | 7 | 7 |
| % Strategic compliance - Making only the necessary changes to remain compliant while protecting institutional values | 47 | 48 | 47 | 49 | 44 | 52 | 48 | 47 |
| % Active resistance - Challenging federal policies through legal, political or advocacy means | 2 | 4 | 1 | 3 | 1 | 8 | 0 | 2 |
| % Collective action - Partnering with peer institutions or associations to coordinate responses | 17 | 18 | 15 | 16 | 17 | 25 | 15 | 15 |
| % Wait-and-see - Holding off on major changes until policies and consequences are clearer | 41 | 41 | 41 | 41 | 44 | 38 | 38 | 42 |
| % Differentiated response - Varying responses across units or departments within the institution | 6 | 6 | 5 | 5 | 6 | 8 | 6 | 5 |
| % Public advocacy - Making visible, public statements or campaigns about federal policy impacts | 3 | 3 | 3 | 3 | 1 | 6 | 5 | 2 |
| % Quiet adjustment - Implementing changes internally without public commentary | 31 | 34 | 29 | 39 | 26 | 38 | 31 | 26 |
| % Risk reduction - Diversifying funding or operations to lessen reliance on federal support | 8 | 10 | 7 | 8 | 7 | 17 | 3 | 11 |
| % Other | 1 | 1 | 1 | 3 | 0 | 0 | 1 | 2 |
| % No defined strategy - We have not developed or adopted a specific approach. | 8 | 7 | 9 | 11 | 7 | 0 | 9 | 9 |

| To what extent are you concerned about potential changes to federal student aid programs under this administration? | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Not at All Concerned | 3 | 3 | 3 | 5 | 1 | 0 | 3 | 2 |
| % Somewhat Concerned | 7 | 7 | 7 | 12 | 3 | 6 | 7 | 9 |
| % Moderately Concerned | 16 | 13 | 17 | 9 | 13 | 21 | 23 | 16 |
| % Very Concerned | 33 | 36 | 32 | 33 | 38 | 40 | 30 | 33 |
| % Extremely Concerned | 40 | 41 | 41 | 41 | 46 | 33 | 38 | 41 |

| To what extent are you concerned about international student enrollment under this administration? | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Not at All Concerned | 5 | 7 | 3 | 14 | 3 | 0 | 5 | 2 |
| % Somewhat Concerned | 14 | 18 | 10 | 26 | 13 | 13 | 10 | 10 |
| % Moderately Concerned | 16 | 15 | 17 | 16 | 19 | 6 | 13 | 21 |
| % Very Concerned | 26 | 23 | 29 | 16 | 24 | 33 | 36 | 22 |
| % Extremely Concerned | 39 | 38 | 41 | 28 | 42 | 48 | 35 | 44 |

| How would you rate the effectiveness of your institution in the following areas? | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **Controlling rising prices for students and their families** | | | | | | | | |
| % Not Effective at All | 2 | 2 | 1 | 1 | 4 | 0 | 1 | 2 |
| % Not Too Effective | 17 | 11 | 22 | 7 | 13 | 17 | 16 | 25 |
| % Somewhat Effective | 54 | 49 | 59 | 53 | 46 | 46 | 59 | 57 |
| % Very Effective | 28 | 38 | 18 | 39 | 37 | 38 | 24 | 17 |
| **Creating a data-driven campus culture around student success** | | | | | | | | |
| % Not Effective at All | 1 | 1 | 0 | 0 | 1 | 0 | 2 | 0 |
| % Not Too Effective | 14 | 14 | 14 | 19 | 17 | 4 | 19 | 9 |
| % Somewhat Effective | 60 | 55 | 65 | 56 | 54 | 54 | 61 | 67 |
| % Very Effective | 26 | 30 | 21 | 25 | 28 | 42 | 18 | 24 |
| **Meaningfully measuring student outcomes** | | | | | | | | |
| % Not Effective at All | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 |
| % Not Too Effective | 11 | 10 | 11 | 13 | 8 | 8 | 13 | 9 |
| % Somewhat Effective | 53 | 50 | 57 | 47 | 64 | 33 | 59 | 53 |
| % Very Effective | 36 | 39 | 31 | 38 | 28 | 58 | 28 | 37 |
| **Offering undergraduate support services beyond academic advising** | | | | | | | | |
| % Not Effective at All | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| % Not Too Effective | 5 | 6 | 4 | 4 | 8 | 4 | 4 | 4 |
| % Somewhat Effective | 41 | 44 | 38 | 53 | 42 | 31 | 44 | 35 |
| % Very Effective | 54 | 51 | 58 | 43 | 49 | 65 | 51 | 61 |

| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **Preparing students for the world of work** | | | | | | | | |
| % Not Effective At All | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % Not Too Effective | 4 | 4 | 4 | 5 | 4 | 2 | 3 | 4 |
| % Somewhat Effective | 37 | 38 | 38 | 33 | 36 | 48 | 40 | 35 |
| % Very Effective | 59 | 58 | 59 | 62 | 60 | 50 | 57 | 61 |
| **Providing a quality undergraduate education** | | | | | | | | |
| % Not Effective At All | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| % Not Too Effective | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 2 |
| % Somewhat Effective | 25 | 28 | 23 | 26 | 32 | 23 | 22 | 24 |
| % Very Effective | 74 | 72 | 76 | 72 | 68 | 77 | 77 | 74 |
| **Providing academic advising** | | | | | | | | |
| % Not Effective At All | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % Not Too Effective | 6 | 9 | 4 | 12 | 11 | 0 | 2 | 6 |
| % Somewhat Effective | 49 | 49 | 50 | 51 | 46 | 50 | 49 | 50 |
| % Very Effective | 45 | 42 | 46 | 37 | 43 | 50 | 50 | 43 |
| **Recruiting and retaining talented faculty** | | | | | | | | |
| % Not Effective At All | 1 | 1 | 0 | 0 | 1 | 2 | 1 | 0 |
| % Not Too Effective | 13 | 13 | 13 | 11 | 21 | 4 | 13 | 12 |
| % Somewhat Effective | 58 | 58 | 57 | 58 | 56 | 60 | 56 | 59 |
| % Very Effective | 29 | 28 | 30 | 32 | 21 | 33 | 30 | 30 |
| **Using data to aid and inform campus decision-making** | | | | | | | | |
| % Not Effective At All | 0 | 1 | 0 | 0 | 0 | 2 | 1 | 0 |
| % Not Too Effective | 13 | 11 | 14 | 16 | 11 | 4 | 15 | 12 |
| % Somewhat Effective | 56 | 53 | 60 | 51 | 57 | 50 | 58 | 60 |
| % Very Effective | 31 | 35 | 25 | 33 | 32 | 44 | 26 | 27 |
| **Using data to inform student success initiatives** | | | | | | | | |
| % Not Effective At All | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % Not Too Effective | 13 | 14 | 12 | 16 | 15 | 8 | 17 | 9 |
| % Somewhat Effective | 55 | 50 | 61 | 53 | 56 | 38 | 62 | 58 |
| % Very Effective | 32 | 36 | 27 | 31 | 29 | 54 | 21 | 33 |

| Please indicate your level of agreement with the following statements about budgets and change management: | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **Financial concerns (revenue, market opportunities, profit, etc.) are prevalent in my institution's discussions about launching new academic programs.** | | | | | | | | |
| % Strongly Disagree | 1 | 1 | 1 | 0 | 1 | 0 | 2 | 0 |
| % Disagree | 6 | 9 | 3 | 12 | 4 | 13 | 4 | 2 |
| % Neither Agree Nor Disagree | 6 | 8 | 5 | 7 | 11 | 4 | 6 | 5 |
| % Agree | 38 | 43 | 35 | 44 | 37 | 50 | 36 | 33 |
| % Strongly Agree | 49 | 40 | 57 | 37 | 46 | 33 | 52 | 60 |
| **I have a clear understanding of how academic programs are funded at my institution.** | | | | | | | | |
| % Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| % Disagree | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 3 |
| % Neither Agree Nor Disagree | 3 | 3 | 4 | 5 | 3 | 0 | 3 | 4 |
| % Agree | 35 | 32 | 38 | 32 | 40 | 21 | 40 | 37 |
| % Strongly Agree | 58 | 61 | 55 | 61 | 53 | 74 | 53 | 55 |
| **Most new funds my institution will have to spend on academic programs will come from reallocation rather than from new revenues.** | | | | | | | | |
| % Strongly Disagree | 3 | 4 | 2 | 5 | 4 | 0 | 1 | 3 |
| % Disagree | 15 | 10 | 18 | 9 | 10 | 10 | 23 | 16 |
| % Neither Agree Nor Disagree | 11 | 12 | 11 | 19 | 10 | 4 | 13 | 9 |
| % Agree | 45 | 46 | 44 | 48 | 46 | 44 | 44 | 43 |
| % Strongly Agree | 26 | 28 | 25 | 19 | 29 | 42 | 19 | 29 |
| **My institution involves faculty governance in decisions about reducing or growing academic programs.** | | | | | | | | |
| % Strongly Disagree | 1 | 2 | 0 | 3 | 0 | 2 | 0 | 0 |
| % Disagree | 7 | 8 | 6 | 9 | 9 | 6 | 5 | 5 |
| % Neither Agree Nor Disagree | 9 | 10 | 9 | 7 | 13 | 10 | 9 | 9 |
| % Agree | 49 | 49 | 48 | 51 | 44 | 52 | 47 | 53 |
| % Strongly Agree | 34 | 32 | 37 | 31 | 34 | 29 | 40 | 33 |

| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **My institution is likely to reduce the number of academic programs it offers by the end of the 2025-26 academic year.** | | | | | | | | |
| % Strongly Disagree | 15 | 12 | 16 | 14 | 15 | 4 | 26 | 10 |
| % Disagree | 31 | 32 | 31 | 36 | 28 | 30 | 33 | 29 |
| % Neither Agree Nor Disagree | 17 | 17 | 18 | 16 | 17 | 19 | 15 | 19 |
| % Agree | 26 | 26 | 28 | 20 | 28 | 30 | 21 | 32 |
| % Strongly Agree | 11 | 14 | 8 | 14 | 11 | 17 | 6 | 10 |
| **My institution should reduce the number of academic programs it offers by the end of the 2025-26 academic year.** | | | | | | | | |
| % Strongly Disagree | 12 | 10 | 12 | 11 | 11 | 6 | 21 | 7 |
| % Disagree | 24 | 22 | 26 | 26 | 21 | 17 | 25 | 26 |
| % Neither Agree Nor Disagree | 22 | 24 | 21 | 21 | 24 | 28 | 25 | 18 |
| % Agree | 33 | 30 | 35 | 30 | 31 | 30 | 26 | 42 |
| % Strongly Agree | 10 | 14 | 6 | 12 | 14 | 19 | 4 | 7 |

| **In your opinion, how important is tenure to the overall health of your institution?** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Not at all Important | 12 | 9 | 14 | 14 | 9 | 2 | 15 | 15 |
| % Slightly Important | 9 | 9 | 9 | 18 | 8 | 2 | 4 | 13 |
| % Moderately Important | 26 | 31 | 21 | 36 | 32 | 23 | 17 | 25 |
| % Very Important | 31 | 32 | 31 | 21 | 33 | 42 | 33 | 30 |
| % Extremely Important | 22 | 19 | 24 | 11 | 18 | 31 | 31 | 18 |

| To what extent do you agree with the following statements related to faculty, tenure and shared governance? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **Donor efforts to influence institutional strategy and policy are an increasing risk for my institution.** | | | | | | | | |
| % Strongly Disagree | 33 | 31 | 36 | 30 | 35 | 25 | 36 | 35 |
| % Somewhat Disagree | 27 | 30 | 26 | 34 | 24 | 31 | 24 | 27 |
| % Neither Agree nor Disagree | 25 | 25 | 23 | 22 | 27 | 27 | 23 | 25 |
| % Somewhat Agree | 12 | 13 | 12 | 12 | 14 | 13 | 15 | 9 |
| % Strongly Agree | 2 | 2 | 3 | 1 | 0 | 4 | 2 | 4 |
| **Faculty have too much say in financial matters at my institution.** | | | | | | | | |
| % Strongly Disagree | 25 | 19 | 29 | 20 | 24 | 13 | 25 | 32 |
| % Somewhat Disagree | 41 | 43 | 41 | 47 | 34 | 48 | 46 | 35 |
| % Neither Agree nor Disagree | 23 | 25 | 20 | 21 | 28 | 25 | 22 | 20 |
| % Somewhat Agree | 9 | 10 | 8 | 9 | 10 | 13 | 5 | 12 |
| % Strongly Agree | 2 | 3 | 2 | 3 | 4 | 2 | 2 | 2 |
| **Politicians' efforts to influence institutional strategy and policy are an increasing risk to my institution.** | | | | | | | | |
| % Strongly Disagree | 13 | 6 | 20 | 5 | 6 | 6 | 16 | 22 |
| % Somewhat Disagree | 17 | 10 | 22 | 11 | 10 | 10 | 28 | 20 |
| % Neither Agree nor Disagree | 20 | 23 | 17 | 30 | 24 | 8 | 14 | 20 |
| % Somewhat Agree | 31 | 37 | 26 | 39 | 31 | 44 | 27 | 25 |
| % Strongly Agree | 19 | 24 | 15 | 14 | 30 | 31 | 14 | 14 |
| **Shared governance at my institution works well.** | | | | | | | | |
| % Strongly Disagree | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 4 |
| % Somewhat Disagree | 15 | 15 | 15 | 12 | 20 | 15 | 15 | 15 |
| % Neither Agree nor Disagree | 17 | 20 | 15 | 24 | 23 | 10 | 13 | 17 |
| % Somewhat Agree | 50 | 46 | 54 | 49 | 38 | 52 | 62 | 48 |
| % Strongly Agree | 14 | 16 | 12 | 13 | 17 | 21 | 8 | 16 |

| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **Shared governance in higher education in general works well.** | | | | | | | | |
| % Strongly Disagree | 5 | 4 | 6 | 4 | 1 | 6 | 6 | 6 |
| % Somewhat Disagree | 20 | 17 | 22 | 16 | 17 | 21 | 18 | 26 |
| % Neither Agree nor Disagree | 30 | 32 | 29 | 36 | 37 | 19 | 29 | 29 |
| % Somewhat Agree | 39 | 40 | 38 | 36 | 41 | 46 | 41 | 34 |
| % Strongly Agree | 6 | 7 | 5 | 9 | 4 | 8 | 6 | 5 |
| **The pros of faculty tenure outweigh the cons.** | | | | | | | | |
| % Strongly Disagree | 10 | 8 | 12 | 16 | 4 | 2 | 12 | 13 |
| % Somewhat Disagree | 11 | 12 | 11 | 16 | 13 | 4 | 6 | 16 |
| % Neither Agree nor Disagree | 21 | 24 | 19 | 34 | 21 | 13 | 13 | 23 |
| % Somewhat Agree | 33 | 37 | 29 | 24 | 39 | 54 | 32 | 27 |
| % Strongly Agree | 24 | 19 | 30 | 11 | 23 | 27 | 38 | 21 |

**What proportion of course sections at your institution are delivered by instructors who are not tenured (or on the tenure track)?**

| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % 0-24% | 23 | 13 | 31 | 8 | 17 | 15 | 51 | 15 |
| % 25-49% | 39 | 47 | 33 | 37 | 41 | 71 | 21 | 41 |
| % 50-74% | 16 | 19 | 14 | 13 | 31 | 10 | 7 | 20 |
| % 75-100% | 18 | 16 | 19 | 34 | 7 | 0 | 19 | 20 |
| % Unsure | 4 | 6 | 4 | 8 | 4 | 4 | 2 | 4 |

**In the [next two years/near 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 | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Less reliant on non-tenure track faculty members | 9 | 9 | 10 | 5 | 8 | 15 | 12 | 9 |
| % As reliant as it is today on non-tenure track faculty members | 69 | 70 | 67 | 78 | 68 | 60 | 72 | 64 |
| % More reliant on non-tenure track faculty members | 22 | 22 | 22 | 17 | 24 | 25 | 16 | 27 |

| Do you favor or oppose a system of long-term contracts [for tenure-track and tenured faculty] over the existing tenure system in higher education? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Favor | 55 | 53 | 55 | 55 | 51 | 54 | 44 | 64 |
| % Oppose | 45 | 47 | 45 | 45 | 49 | 46 | 56 | 36 |

| 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 | Public | Private Nonprofit | 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 | 12 | 14 | 10 | 17 | 19 | 4 | 12 | 9 |
| % My College Has Considered Doing This | 21 | 20 | 23 | 24 | 21 | 10 | 20 | 24 |
| % My College Has Done This | 52 | 50 | 53 | 28 | 53 | 81 | 52 | 54 |
| % Don't know/Does not apply | 15 | 16 | 14 | 32 | 7 | 4 | 16 | 13 |
| **Comprehensive onboarding and mentoring programs** | | | | | | | | |
| % My College Has Not Considered Doing This | 6 | 6 | 6 | 3 | 6 | 13 | 6 | 6 |
| % My College Has Considered Doing This | 25 | 28 | 23 | 29 | 36 | 15 | 16 | 28 |
| % My College Has Done This | 66 | 62 | 68 | 59 | 59 | 71 | 72 | 65 |
| % Don't know/Does not apply | 4 | 4 | 3 | 9 | 0 | 2 | 6 | 1 |
| **Formally extend academic freedom policies to non-tenure track faculty** | | | | | | | | |
| % My College Has Not Considered Doing This | 16 | 18 | 14 | 13 | 26 | 15 | 17 | 12 |
| % My College Has Considered Doing This | 4 | 5 | 4 | 4 | 4 | 6 | 3 | 4 |
| % My College Has Done This | 66 | 61 | 70 | 53 | 63 | 71 | 63 | 76 |
| % Don't know/Does not apply | 14 | 16 | 12 | 30 | 7 | 8 | 17 | 8 |
| **Multiple-year contracts** | | | | | | | | |
| % My College Has Not Considered Doing This | 23 | 32 | 15 | 46 | 33 | 8 | 12 | 19 |
| % My College Has Considered Doing This | 15 | 14 | 15 | 11 | 23 | 6 | 19 | 13 |
| % My College Has Done This | 54 | 43 | 65 | 20 | 40 | 83 | 61 | 67 |
| % Don't know/Does not apply | 8 | 11 | 4 | 24 | 4 | 2 | 9 | 2 |

| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **New job titles** | | | | | | | | |
| % My College Has Not Considered Doing This | 25 | 34 | 19 | 38 | 37 | 23 | 17 | 20 |
| % My College Has Considered Doing This | 19 | 16 | 20 | 16 | 20 | 13 | 17 | 24 |
| % My College Has Done This | 43 | 34 | 50 | 18 | 33 | 58 | 51 | 49 |
| % Don't know/Does not apply | 13 | 16 | 11 | 28 | 10 | 6 | 14 | 8 |
| **Opportunities for advancement or promotion** | | | | | | | | |
| % My College Has Not Considered Doing This | 12 | 17 | 8 | 20 | 23 | 4 | 10 | 6 |
| % My College Has Considered Doing This | 14 | 10 | 17 | 11 | 14 | 2 | 16 | 18 |
| % My College Has Done This | 67 | 63 | 70 | 46 | 60 | 94 | 65 | 74 |
| % Don't know/Does not apply | 7 | 10 | 5 | 24 | 3 | 0 | 9 | 2 |
| **Professional development opportunities specifically for contingent faculty** | | | | | | | | |
| % My College Has Not Considered Doing This | 13 | 8 | 17 | 8 | 9 | 8 | 16 | 17 |
| % My College Has Considered Doing This | 18 | 19 | 18 | 9 | 27 | 21 | 13 | 21 |
| % My College Has Done This | 61 | 65 | 57 | 66 | 61 | 71 | 61 | 54 |
| % Don't know/Does not apply | 8 | 8 | 8 | 17 | 3 | 0 | 10 | 7 |
| **Provide benefits** | | | | | | | | |
| % My College Has Not Considered Doing This | 12 | 10 | 14 | 17 | 6 | 4 | 11 | 16 |
| % My College Has Considered Doing This | 5 | 7 | 4 | 11 | 7 | 2 | 4 | 4 |
| % My College Has Done This | 78 | 78 | 79 | 62 | 84 | 94 | 78 | 79 |
| % Don't know/Does not apply | 5 | 5 | 4 | 11 | 3 | 0 | 8 | 2 |
| **Regular evaluation and feedback processes** | | | | | | | | |
| % My College Has Not Considered Doing This | 3 | 3 | 2 | 4 | 3 | 2 | 3 | 2 |
| % My College Has Considered Doing This | 7 | 4 | 10 | 3 | 9 | 0 | 8 | 12 |
| % My College Has Done This | 86 | 89 | 85 | 84 | 87 | 98 | 84 | 85 |
| % Don't know/Does not apply | 4 | 4 | 3 | 9 | 1 | 0 | 6 | 2 |
| **Voting rights as a faculty member/involvement in governance** | | | | | | | | |
| % My College Has Not Considered Doing This | 18 | 19 | 18 | 22 | 20 | 13 | 16 | 20 |
| % My College Has Considered Doing This | 10 | 9 | 10 | 11 | 11 | 4 | 10 | 9 |
| % My College Has Done This | 63 | 61 | 66 | 43 | 66 | 81 | 64 | 65 |
| % Don't know/Does not apply | 9 | 11 | 7 | 24 | 3 | 2 | 10 | 6 |

| 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 | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Strongly Disagree | 6 | 9 | 3 | 12 | 11 | 4 | 5 | 2 |
| % Disagree | 17 | 20 | 15 | 24 | 12 | 26 | 8 | 22 |
| % Neither Agree nor Disagree | 25 | 24 | 25 | 24 | 25 | 24 | 29 | 24 |
| % Agree | 38 | 36 | 41 | 29 | 37 | 39 | 40 | 40 |
| % Strongly Agree | 13 | 12 | 15 | 12 | 16 | 7 | 18 | 13 |

| Does your institution survey its faculty, staff and administrators to assess their job satisfaction? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Yes | 79 | 85 | 73 | 84 | 86 | 85 | 66 | 80 |
| % No | 21 | 15 | 27 | 16 | 14 | 15 | 34 | 20 |

| How satisfied do you believe each of the following groups is on your campus, on average? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **Administrators** | | | | | | | | |
| % Very Unsatisfied | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 2 |
| % Somewhat Unsatisfied | 10 | 11 | 9 | 11 | 16 | 6 | 7 | 11 |
| % Neither Satisfied nor Unsatisfied | 12 | 13 | 11 | 11 | 9 | 21 | 12 | 10 |
| % Somewhat Satisfied | 57 | 55 | 61 | 51 | 62 | 50 | 61 | 59 |
| % Very Satisfied | 19 | 19 | 17 | 25 | 12 | 21 | 18 | 18 |
| **Non-tenure track faculty** | | | | | | | | |
| % Very Unsatisfied | 3 | 3 | 4 | 1 | 4 | 2 | 2 | 5 |
| % Somewhat Unsatisfied | 23 | 24 | 23 | 17 | 30 | 25 | 25 | 20 |
| % Neither Satisfied nor Unsatisfied | 13 | 12 | 15 | 13 | 9 | 17 | 9 | 19 |
| % Somewhat Satisfied | 54 | 53 | 54 | 56 | 51 | 54 | 58 | 52 |
| % Very Satisfied | 6 | 8 | 4 | 14 | 6 | 2 | 6 | 4 |
| **Staff** | | | | | | | | |
| % Very Unsatisfied | 3 | 4 | 2 | 3 | 6 | 4 | 1 | 3 |
| % Somewhat Unsatisfied | 19 | 16 | 23 | 11 | 20 | 17 | 22 | 22 |
| % Neither Satisfied nor Unsatisfied | 12 | 16 | 10 | 13 | 13 | 23 | 12 | 9 |
| % Somewhat Satisfied | 56 | 53 | 58 | 53 | 52 | 56 | 58 | 56 |
| % Very Satisfied | 10 | 11 | 7 | 21 | 9 | 0 | 7 | 10 |
| **Tenure-track faculty** | | | | | | | | |
| % Very Unsatisfied | 5 | 5 | 4 | 0 | 9 | 4 | 5 | 4 |
| % Somewhat Unsatisfied | 24 | 19 | 28 | 14 | 22 | 19 | 35 | 22 |
| % Neither Satisfied nor Unsatisfied | 10 | 12 | 8 | 8 | 9 | 21 | 5 | 10 |
| % Somewhat Satisfied | 54 | 55 | 53 | 66 | 48 | 52 | 48 | 58 |
| % Very Satisfied | 8 | 9 | 6 | 12 | 11 | 4 | 8 | 6 |

| Please indicate your level of agreement with the following statements: | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **My institution has had consistent staffing and senior leadership over Academic Affairs.** | | | | | | | | |
| % Strongly Disagree | 7 | 8 | 6 | 3 | 14 | 6 | 8 | 6 |
| % Disagree | 26 | 29 | 25 | 35 | 26 | 25 | 21 | 27 |
| % Neither Agree Nor Disagree | 12 | 13 | 11 | 11 | 17 | 13 | 16 | 8 |
| % Agree | 38 | 35 | 40 | 37 | 26 | 44 | 44 | 38 |
| % Strongly Agree | 16 | 15 | 17 | 15 | 17 | 13 | 12 | 21 |
| **We are seeing higher than usual faculty retirement rates.** | | | | | | | | |
| % Strongly Disagree | 10 | 8 | 10 | 8 | 9 | 6 | 12 | 11 |
| % Disagree | 44 | 43 | 46 | 44 | 34 | 52 | 49 | 42 |
| % Neither Agree Nor Disagree | 24 | 26 | 22 | 19 | 37 | 23 | 22 | 23 |
| % Agree | 18 | 19 | 18 | 25 | 15 | 15 | 16 | 20 |
| % Strongly Agree | 3 | 4 | 3 | 4 | 4 | 4 | 2 | 3 |
| **We are seeing higher than usual faculty turnover rates.** | | | | | | | | |
| % Strongly Disagree | 7 | 7 | 7 | 7 | 10 | 4 | 5 | 10 |
| % Disagree | 38 | 41 | 36 | 43 | 32 | 50 | 34 | 39 |
| % Neither Agree Nor Disagree | 24 | 26 | 24 | 27 | 25 | 27 | 29 | 19 |
| % Agree | 25 | 22 | 28 | 19 | 32 | 13 | 27 | 27 |
| % Strongly Agree | 5 | 4 | 6 | 4 | 1 | 6 | 6 | 6 |
| **We are seeing higher than usual staff turnover rates.** | | | | | | | | |
| % Strongly Disagree | 4 | 5 | 4 | 4 | 7 | 2 | 2 | 6 |
| % Disagree | 26 | 28 | 24 | 31 | 19 | 38 | 20 | 28 |
| % Neither Agree Nor Disagree | 20 | 19 | 21 | 16 | 23 | 19 | 27 | 16 |
| % Agree | 42 | 41 | 43 | 43 | 46 | 33 | 41 | 44 |
| % Strongly Agree | 7 | 7 | 8 | 7 | 6 | 8 | 10 | 7 |

| What do you think are the major causes of turnover at your institution? Please select up to five options. | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Lack of opportunity for growth | 31 | 34 | 29 | 32 | 31 | 40 | 29 | 29 |
| % Burnout | 46 | 45 | 48 | 50 | 41 | 44 | 45 | 49 |
| % Lack of feedback or recognition | 4 | 3 | 4 | 3 | 1 | 4 | 9 | 2 |
| % Negative views of leadership | 16 | 17 | 15 | 19 | 19 | 10 | 13 | 17 |
| % Negative experiences with workplace culture | 20 | 27 | 16 | 27 | 23 | 31 | 18 | 13 |
| % Lack of work-life balance | 26 | 24 | 27 | 28 | 23 | 21 | 28 | 26 |
| % Natural career progression | 44 | 46 | 41 | 54 | 34 | 50 | 41 | 42 |
| % Competitive offers elsewhere | 76 | 74 | 78 | 58 | 81 | 88 | 75 | 79 |
| % Insufficient resources for the demands/ expectations of the job | 39 | 34 | 44 | 34 | 39 | 29 | 41 | 44 |
| % Involuntary departures/employee terminations | 11 | 6 | 15 | 5 | 11 | 0 | 17 | 13 |
| % Significant family or life events | 26 | 29 | 23 | 36 | 24 | 23 | 24 | 22 |
| % Internal promotions or transfers | 17 | 24 | 10 | 35 | 19 | 17 | 5 | 15 |
| % Political climate in my state/region | 12 | 20 | 7 | 9 | 19 | 38 | 9 | 5 |
| % Other | 6 | 6 | 7 | 5 | 9 | 4 | 7 | 6 |

| 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 | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **Faculty members at my college view assessment as requiring a lot of work on their parts.** | | | | | | | | |
| % Strongly Disagree | 1 | 1 | 0 | 3 | 0 | 0 | 0 | 1 |
| % Disagree | 9 | 4 | 11 | 3 | 1 | 10 | 13 | 12 |
| % Neither Agree Nor Disagree | 14 | 14 | 14 | 14 | 14 | 13 | 13 | 16 |
| % Agree | 59 | 60 | 58 | 61 | 61 | 58 | 55 | 59 |
| % Strongly Agree | 18 | 21 | 16 | 19 | 23 | 19 | 19 | 13 |
| **Faculty members value assessment efforts at my college.** | | | | | | | | |
| % Strongly Disagree | 4 | 5 | 3 | 10 | 1 | 4 | 3 | 2 |
| % Disagree | 18 | 20 | 17 | 16 | 23 | 21 | 17 | 15 |
| % Neither Agree Nor Disagree | 36 | 34 | 39 | 29 | 38 | 38 | 39 | 38 |
| % Agree | 38 | 35 | 41 | 41 | 30 | 33 | 39 | 42 |
| % Strongly Agree | 4 | 5 | 1 | 4 | 7 | 4 | 2 | 2 |

| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **My college regularly makes changes in the curriculum, teaching practices or student services based on what it finds through assessment.** | | | | | | | | |
| % Strongly Disagree | 2 | 3 | 2 | 4 | 4 | 0 | 2 | 2 |
| % Disagree | 10 | 12 | 9 | 17 | 9 | 10 | 13 | 6 |
| % Neither Agree Nor Disagree | 24 | 24 | 24 | 15 | 33 | 23 | 26 | 22 |
| % Agree | 50 | 46 | 54 | 49 | 38 | 54 | 45 | 59 |
| % Strongly Agree | 14 | 15 | 11 | 15 | 16 | 13 | 14 | 12 |
| **My college's use of student learning assessment is more about keeping accreditors and politicians happy than it is about teaching and learning.** | | | | | | | | |
| % Strongly Disagree | 9 | 11 | 8 | 14 | 7 | 10 | 8 | 8 |
| % Disagree | 35 | 30 | 40 | 25 | 30 | 38 | 40 | 39 |
| % Neither Agree Nor Disagree | 24 | 24 | 25 | 19 | 26 | 27 | 19 | 30 |
| % Agree | 25 | 28 | 23 | 38 | 26 | 19 | 27 | 20 |
| % Strongly Agree | 6 | 7 | 4 | 4 | 11 | 6 | 6 | 3 |
| **The accreditation system is broken and needs and overhaul.** | | | | | | | | |
| % Strongly Disagree | 13 | 17 | 10 | 18 | 20 | 10 | 10 | 11 |
| % Disagree | 38 | 32 | 42 | 28 | 37 | 31 | 39 | 44 |
| % Neither Agree Nor Disagree | 24 | 23 | 25 | 18 | 20 | 33 | 29 | 22 |
| % Agree | 17 | 19 | 16 | 25 | 13 | 19 | 15 | 16 |
| % Strongly Agree | 8 | 9 | 6 | 11 | 10 | 6 | 7 | 6 |
| **The growth of assessment systems has improved the quality of teaching and learning at my college.** | | | | | | | | |
| % Strongly Disagree | 4 | 2 | 5 | 1 | 4 | 0 | 5 | 6 |
| % Disagree | 15 | 18 | 13 | 15 | 20 | 19 | 16 | 10 |
| % Neither Agree Nor Disagree | 28 | 29 | 26 | 31 | 24 | 35 | 35 | 20 |
| % Agree | 46 | 43 | 48 | 47 | 43 | 35 | 38 | 56 |
| % Strongly Agree | 8 | 8 | 7 | 6 | 9 | 10 | 6 | 9 |

**Has your institution reviewed the curriculum to ensure that it will prepare students for AI in the workplace?**

| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Yes | 29 | 30 | 26 | 26 | 34 | 31 | 17 | 35 |
| % No, but my institution is planning to | 63 | 64 | 63 | 68 | 60 | 63 | 66 | 58 |
| % No, and my institution does not have plans to do so | 9 | 6 | 12 | 5 | 6 | 6 | 16 | 7 |

| How much of a risk or threat has generative AI proved to be to academic integrity at your institution so far? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % No Risk at All | 1 | 2 | 0 | 3 | 1 | 2 | 0 | 1 |
| % Minor Risk | 23 | 25 | 21 | 14 | 27 | 38 | 23 | 19 |
| % Moderate Risk | 50 | 51 | 49 | 54 | 47 | 52 | 44 | 54 |
| % Significant Risk | 24 | 19 | 28 | 26 | 20 | 8 | 32 | 23 |
| % Extreme Risk | 2 | 3 | 2 | 3 | 4 | 0 | 1 | 3 |

| Does your institution provide students with access to generative AI tools? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Yes, through an institution-wide license | 26 | 31 | 24 | 15 | 27 | 60 | 24 | 22 |
| % Yes, but access is limited to specific programs or departments | 17 | 16 | 17 | 17 | 19 | 13 | 16 | 19 |
| % Yes, through a custom-built generative AI tool | 3 | 3 | 2 | 1 | 4 | 4 | 2 | 2 |
| % No, but we are considering it | 31 | 32 | 31 | 39 | 31 | 21 | 29 | 33 |
| % No, and we are not considering it | 17 | 12 | 20 | 21 | 11 | 0 | 23 | 18 |
| % Don't know/Not applicable | 6 | 6 | 6 | 7 | 7 | 2 | 6 | 6 |

| Which of the following actions has your institution taken in relation to AI governance and policy development? Please select all that apply. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % We have established comprehensive AI governance policies and/or adopted an institutional AI strategy. | 14 | 17 | 11 | 13 | 17 | 23 | 10 | 13 |
| % We are actively developing AI policies, through committees and/or task forces, but haven't fully implemented them yet, or are monitoring peer institutions before finalizing our approach. | 51 | 51 | 53 | 60 | 46 | 44 | 43 | 60 |
| % We have implemented specific AI policies for academic integrity, teaching and/or research. | 45 | 44 | 46 | 49 | 37 | 46 | 40 | 51 |
| % We have developed guidelines for administrative use of AI in institutional operations and/or data privacy policies addressing AI systems. | 26 | 23 | 28 | 25 | 21 | 21 | 27 | 29 |
| % We offer professional development for faculty on AI and/or have integrated AI literacy into the curriculum. | 65 | 65 | 68 | 65 | 53 | 81 | 61 | 71 |
| % We are conducting/have conducted institutional assessment of AI usage and needs. | 28 | 29 | 27 | 21 | 29 | 42 | 21 | 33 |
| % We have established partnerships with industry for AI development or implementation | 10 | 12 | 8 | 6 | 13 | 21 | 3 | 13 |
| % We are intentionally taking a minimal regulation approach to AI, or currently have no formal AI governance structure or policies. | 19 | 16 | 22 | 14 | 16 | 19 | 24 | 19 |
| % Other | 3 | 4 | 3 | 3 | 3 | 6 | 4 | 2 |

| Please indicate how much you disagree or agree with the following statements related to higher education and/or your institution specifically and AI: | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **Colleges do not have a duty to teach all students about ethical and practical use of AI.** | | | | | | | | |
| % Strongly Disagree | 61 | 57 | 64 | 63 | 53 | 56 | 59 | 69 |
| % Somewhat Disagree | 30 | 32 | 30 | 28 | 31 | 38 | 36 | 23 |
| % Neither Agree nor Disagree | 4 | 5 | 2 | 3 | 10 | 2 | 3 | 3 |
| % Somewhat Agree | 3 | 4 | 1 | 6 | 4 | 0 | 1 | 2 |
| % Strongly Agree | 2 | 2 | 2 | 1 | 1 | 4 | 2 | 2 |
| **Effective channels exist between IT and academic affairs to communicate and collaborate on AI policy and other key issues.** | | | | | | | | |
| % Strongly Disagree | 5 | 5 | 5 | 7 | 3 | 4 | 5 | 6 |
| % Somewhat Disagree | 17 | 15 | 18 | 21 | 19 | 2 | 18 | 17 |
| % Neither Agree nor Disagree | 17 | 16 | 17 | 17 | 21 | 8 | 20 | 15 |
| % Somewhat Agree | 41 | 42 | 40 | 40 | 34 | 54 | 41 | 40 |
| % Strongly Agree | 21 | 22 | 20 | 15 | 23 | 31 | 15 | 23 |
| **Faculty members at my institution are engaged in discussions around AI.** | | | | | | | | |
| % Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % Somewhat Disagree | 4 | 5 | 3 | 6 | 4 | 6 | 7 | 1 |
| % Neither Agree nor Disagree | 7 | 8 | 6 | 6 | 11 | 8 | 7 | 6 |
| % Somewhat Agree | 58 | 58 | 60 | 67 | 47 | 63 | 63 | 55 |
| % Strongly Agree | 30 | 28 | 31 | 22 | 37 | 23 | 24 | 38 |
| **My institution is committed to faculty development around AI.** | | | | | | | | |
| % Strongly Disagree | 1 | 2 | 1 | 4 | 0 | 0 | 1 | 2 |
| % Somewhat Disagree | 7 | 7 | 7 | 6 | 10 | 6 | 11 | 3 |
| % Neither Agree nor Disagree | 14 | 13 | 14 | 14 | 11 | 15 | 13 | 15 |
| % Somewhat Agree | 47 | 45 | 49 | 46 | 49 | 40 | 50 | 48 |
| % Strongly Agree | 31 | 33 | 29 | 31 | 30 | 40 | 25 | 32 |
| **My institution is equipping students with the skills, knowledge and ethical understanding necessary for a workforce increasingly shaped by artificial intelligence.** | | | | | | | | |
| % Strongly Disagree | 6 | 6 | 6 | 10 | 6 | 2 | 8 | 4 |
| % Somewhat Disagree | 24 | 20 | 28 | 24 | 17 | 19 | 31 | 26 |
| % Neither Agree nor Disagree | 31 | 31 | 31 | 19 | 44 | 29 | 31 | 31 |
| % Somewhat Agree | 34 | 37 | 31 | 40 | 29 | 44 | 29 | 35 |
| % Strongly Agree | 5 | 6 | 3 | 7 | 4 | 6 | 2 | 5 |

| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
|---|---|---|---|---|---|---|---|---|
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| **My institution is substantially more reliant on AI than it was a year ago.** | | | | | | | | |
| % Strongly Disagree | 6 | 4 | 7 | 6 | 6 | 0 | 12 | 2 |
| % Somewhat Disagree | 20 | 18 | 22 | 24 | 17 | 13 | 25 | 18 |
| % Neither Agree nor Disagree | 35 | 36 | 33 | 32 | 44 | 31 | 33 | 34 |
| % Somewhat Agree | 32 | 33 | 31 | 33 | 24 | 46 | 26 | 36 |
| % Strongly Agree | 8 | 8 | 8 | 6 | 9 | 10 | 5 | 10 |
| **My institution puts a strong emphasis on building students' digital literacy, including AI literacy** | | | | | | | | |
| % Strongly Disagree | 5 | 5 | 4 | 7 | 6 | 0 | 4 | 5 |
| % Somewhat Disagree | 20 | 15 | 24 | 24 | 11 | 8 | 28 | 19 |
| % Neither Agree nor Disagree | 32 | 28 | 34 | 19 | 31 | 38 | 36 | 32 |
| % Somewhat Agree | 35 | 40 | 30 | 46 | 36 | 38 | 29 | 34 |
| % Strongly Agree | 9 | 12 | 7 | 4 | 16 | 17 | 4 | 10 |
| **Professors generally should not be forced to incorporate or allow AI in their classrooms.** | | | | | | | | |
| % Strongly Disagree | 6 | 6 | 6 | 6 | 6 | 6 | 3 | 10 |
| % Somewhat Disagree | 21 | 24 | 18 | 22 | 26 | 23 | 16 | 22 |
| % Neither Agree nor Disagree | 20 | 24 | 17 | 26 | 20 | 25 | 16 | 18 |
| % Somewhat Agree | 36 | 33 | 40 | 31 | 33 | 38 | 45 | 35 |
| % Strongly Agree | 16 | 14 | 18 | 15 | 16 | 8 | 19 | 16 |
| **Senior leaders at my institution are engaged in discussions around AI and think it's important.** | | | | | | | | |
| % Strongly Disagree | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 |
| % Somewhat Disagree | 11 | 8 | 14 | 8 | 11 | 2 | 16 | 11 |
| % Neither Agree nor Disagree | 11 | 12 | 11 | 13 | 10 | 13 | 13 | 10 |
| % Somewhat Agree | 43 | 42 | 45 | 47 | 37 | 40 | 48 | 42 |
| % Strongly Agree | 33 | 38 | 29 | 31 | 41 | 46 | 22 | 35 |
| **There is significant faculty resistance around AI at my institution.** | | | | | | | | |
| % Strongly Disagree | 4 | 5 | 4 | 3 | 6 | 6 | 3 | 4 |
| % Somewhat Disagree | 27 | 28 | 26 | 28 | 20 | 40 | 20 | 31 |
| % Neither Agree nor Disagree | 30 | 28 | 32 | 21 | 33 | 31 | 37 | 28 |
| % Somewhat Agree | 33 | 34 | 32 | 43 | 33 | 21 | 32 | 32 |
| % Strongly Agree | 6 | 6 | 6 | 6 | 9 | 2 | 9 | 4 |

| In what areas or ways is your institution currently using artificial intelligence? Please select all that apply. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Admissions processes | 27 | 19 | 35 | 11 | 19 | 29 | 27 | 42 |
| % Student advising and support | 15 | 19 | 11 | 11 | 14 | 38 | 7 | 16 |
| % Learning Management Systems (LMS) | 28 | 29 | 27 | 27 | 37 | 21 | 22 | 31 |
| % Research and data analysis | 31 | 33 | 30 | 23 | 29 | 54 | 26 | 34 |
| % Virtual chat assistants and chatbots | 50 | 58 | 44 | 55 | 56 | 67 | 33 | 51 |
| % Predictive analytics to predict student performance and trends | 25 | 29 | 21 | 21 | 30 | 38 | 17 | 27 |
| % Administration processes (e.g., scheduling, resource allocation) | 24 | 26 | 22 | 21 | 30 | 29 | 17 | 25 |
| % Cybersecurity | 15 | 16 | 14 | 11 | 19 | 19 | 10 | 18 |
| % Grading and assessment | 17 | 19 | 17 | 18 | 21 | 17 | 12 | 19 |
| % Institutional planning and decision-making | 15 | 15 | 15 | 10 | 23 | 10 | 15 | 17 |
| % Facilities management | 4 | 4 | 3 | 4 | 6 | 2 | 3 | 3 |
| % Student engagement | 19 | 20 | 18 | 20 | 20 | 21 | 11 | 23 |
| % Personalized learning pathways | 6 | 7 | 5 | 4 | 9 | 10 | 2 | 7 |
| % Fundraising | 10 | 8 | 13 | 3 | 6 | 19 | 8 | 16 |
| % Other | 7 | 6 | 8 | 4 | 7 | 8 | 11 | 6 |
| % None of the above - My institution does not currently utilize Artificial Intelligence. | 11 | 12 | 11 | 20 | 10 | 2 | 17 | 6 |

| What is your age? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Under 30 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| % 30 - 39 | 1 | 2 | 0 | 3 | 1 | 0 | 0 | 0 |
| % 40 - 49 | 16 | 19 | 14 | 30 | 14 | 8 | 13 | 13 |
| % 50 - 59 | 52 | 48 | 55 | 49 | 51 | 40 | 64 | 48 |
| % 60 - 69 | 28 | 28 | 28 | 14 | 29 | 46 | 20 | 35 |
| % 70 and older | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| % Prefer not to respond | 1 | 2 | 1 | 0 | 1 | 4 | 1 | 2 |

| With which of the following gender identities do you most identify? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctor-al/ Master's |
| % Female | 55 | 54 | 55 | 65 | 53 | 40 | 57 | 53 |
| % Male | 43 | 43 | 43 | 34 | 46 | 54 | 41 | 44 |
| % Non-binary/Gender nonconforming | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 |
| % Not listed/Prefer to self-describe (specify, if desired): | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % Prefer not to respond | 2 | 2 | 2 | 1 | 0 | 6 | 1 | 2 |

| With which of the following categories do you identify? Please select all that apply. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Asian | 2 | 3 | 1 | 1 | 1 | 6 | 1 | 1 |
| % American Indian or Alaska Native | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 |
| % Black or African American | 4 | 5 | 2 | 4 | 6 | 6 | 2 | 2 |
| % Hispanic or Latin(o/a/x) | 3 | 4 | 3 | 7 | 1 | 2 | 3 | 3 |
| % Middle Eastern or North African | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| % Native Hawaiian or Pacific Islander | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| % White | 88 | 84 | 92 | 86 | 87 | 77 | 92 | 91 |
| % Not listed/Prefer to self-describe (specify, if desired) : | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 |
| % Prefer not to respond | 3 | 4 | 2 | 1 | 4 | 8 | 2 | 3 |

| Do you consider yourself to be: | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All Institutions, by Sector | | | Public | | | Private Nonprofit | |
| | All | Public | Private Nonprofit | Assoc. | Master's/ Bacc. | Doctoral | Bacc. | Doctoral/ Master's |
| % Heterosexual or straight | 92 | 93 | 92 | 94 | 91 | 92 | 87 | 94 |
| % Gay or lesbian | 5 | 4 | 5 | 4 | 4 | 4 | 6 | 6 |
| % Bisexual | 2 | 2 | 2 | 1 | 1 | 2 | 5 | 0 |
| % Different identity | 1 | 2 | 1 | 0 | 3 | 2 | 2 | 1 |

# ABOUT *INSIDE HIGHER ED*

*Inside Higher Ed* is the leading digital media company serving the higher education space. Since our founding in 2004, we have become the go-to online source for higher education news, analysis, resources and services. Our mission is to serve all of higher education—individuals, institutions, corporations and non-profits—so they can do their jobs better, transforming their lives and those of the students they serve. We are proud to have earned the trust and loyalty of our more than 2 million monthly readers by speaking as a fiercely independent voice, providing thoughtful, substantive analysis on the pressing issues facing higher education today. *Inside Higher Ed* is owned by *Times Higher Education* (THE).

Learn more about *Inside Higher Ed* at www.insidehighered.com.

# ABOUT HANOVER RESEARCH

Founded in 2003, Hanover Research is a global research and analytics firm that delivers market intelligence through a unique, fixed-fee model to more than 1,200 clients. Headquartered in Arlington, Va., Hanover employs high-caliber market researchers, analysts, and account executives to provide a service that is revolutionary in its combination of flexibility and affordability. Hanover was named a Top 50 Market Research Firm by the American Marketing Association in 2015, 2016, 2017 and 2018 and has also been twice named a *Washington Business Journal* Fastest Growing Company.

To learn more about Hanover Research, visit www.hanoverresearch.com.



Inside Higher Ed

Copyright © 2025. All rights reserved.