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HIGHER ED

2022 Survey of

# College and University Chief Academic Officers

A SURVEY BY *INSIDE HIGHER ED* AND HANOVER RESEARCH

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EDITORS, *INSIDE HIGHER ED*



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# INTRODUCTION

This survey was administered online in March and April of 2022. Results include 178 respondents following data cleaning. Written analysis for the overall results is found throughout the report, along with some analysis based on sector and some longitudinal narrative in the appendix for specified sections. Results for the following segmentations can be found in the accompanying data supplement: Sector, Public Institutions and Degrees, Private Institutions and Degrees, and Region. Currently serving as a provost or chief academic officer at a four-year Private, four-year Public, two-year Public, or For-profit institution.

## METHODOLOGY

- Hanover sent invitations via email to 2,120 provosts, with regular reminders sent throughout the March 8 – April 8, 2022, field period. Hanover collected 178 fully or partially completed surveys, yielding an 8.4 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 7.03 percent given a total n-count of 178.
- After data collection, Hanover identified and removed low-quality respondents.
- Specialty colleges - namely, Bible colleges and seminaries with a Carnegie Classification of 24 - and institutions with an enrollment of fewer than 500 students were excluded from the sample.
- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size ( $n < 20$ ) should be interpreted with caution.

# METHODOLOGY (CONT.)

- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
- For full aggregate and segmented results, please consult the accompanying data supplement. Due to small sample sizes, some sectors have been excluded. The 2018 Carnegie Classification was used to determine sector classifications. Some colleges lacked a classification and were excluded from those segmentations.
- For simplicity and clarity, this analysis refers to both “Provosts” and “Chief Academic Officers” as “Provosts”.
- Some totals in the survey may not sum to 100 percent 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.
<b>Total sample size</b>	178	83	87	8	14	23	44	51	35

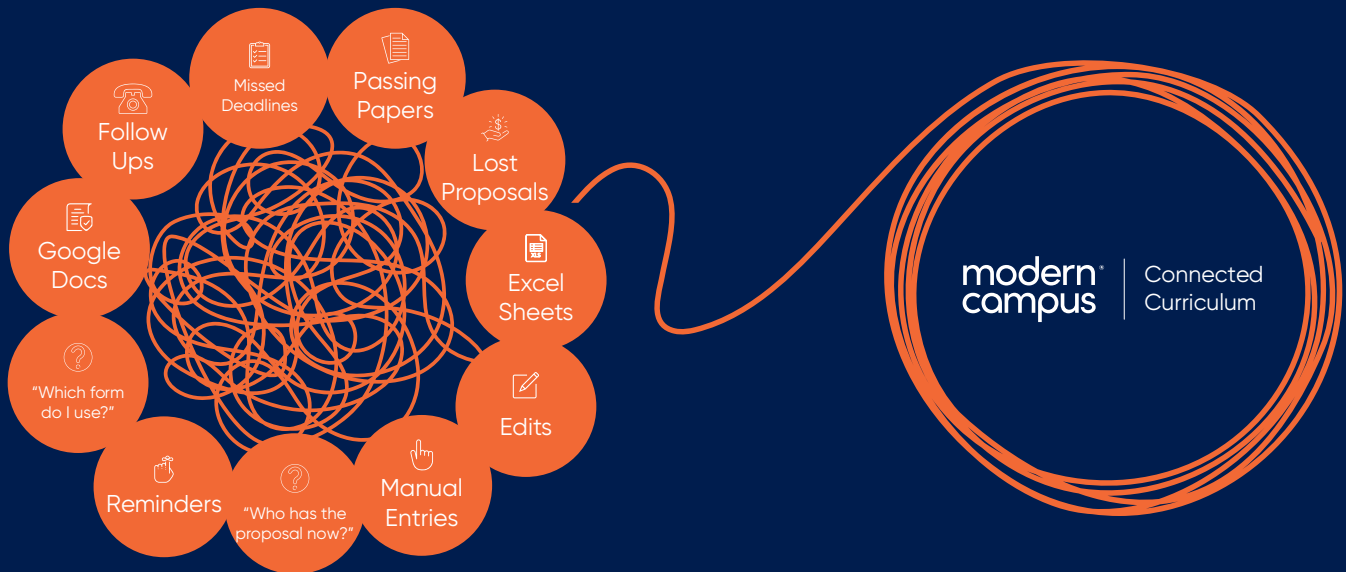
Note: An asterisk (\*) indicates that data is not reported for these groups due to small sample size.

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## HIGH LEVEL KEY FINDINGS

- Most provosts indicate that the academic health of their institution is either good or excellent, and that changes made during the pandemic have not negatively impacted the academic quality of their institution. No provosts indicate that their academic health is failing, 54 percent rate it as good or excellent. While provosts are confident about the academics of their institution, they rate their institution less favorably when evaluating support for faculty and students' families. Namely, only 22 percent of provosts agree that their institution very effectively recruits and retains talented faculty. Finally, only 31 percent of provosts agree that their institution effectively controls rising prices for students and families.
- Most provosts are satisfied with their institution's general education program, and about half of provosts report that their institution recently evaluated the effectiveness of their general education requirements. In addition, most provosts (89 percent) have a positive view of liberal arts education and agree that liberal arts education is central to undergraduate and professional education. A similar proportion of provosts agree that the concept of liberal arts education is not well understood in the U.S. (88 percent).
- Almost all provosts (86 percent) agree that healthy undergraduate education requires healthy departments (such as English); yet most (69 percent) also agree that STEM and professional programs being prioritized by politicians and board members. Provosts are clearly split on whether they agree that the number of students in a program is an appropriate way to determine which departments to cut, such that 30 percent neither agree nor disagree, and few provosts hold strong agreement or disagreement.
- Provosts are split on whether the financial situation at their institution has improved in the last year, and about 41 percent say that their institution used the economic downturn in 2020 to make changes in their academic budgets. Almost all provosts (87 percent) indicate that financial concerns are prevalent in their institution's discussion about launching new academic programs. In addition, provosts indicate that they have clear priorities over the next year. For instance, 87 percent of provosts plan to prioritize collaboration with other colleges and universities, and only 4 percent would like to prioritize cutting athletic programs. Other priority areas include expanding online programs and offerings (85 percent), and funding programs based on their alignment with the university's mission (81 percent).



## HIGH LEVEL KEY FINDINGS (CONT.)

- About two-thirds of provosts report that their institution adjusted campus operations in response to the Omicron variant, while 39 percent report that their campus did not. Many institutions moved classes temporarily online (41 percent). Almost all provosts believe that their communication with faculty during this academic year about pandemic-related matters has been at least somewhat effective. Provosts report that during the pandemic, once-a-week communications with faculty are the most common, and less than once a month and daily communication are the least common.
- More than half (59 percent) of provosts report that faculty currently feel very engaged with their work, but they have concerns that faculty do not feel supported or connected to the administration. Provosts are most likely to report that the deans and chairs (79 percent) at their institution are primarily responsible for ensuring faculty are supported, engaged, and connected. Provosts from private institutions are more likely to report that faculty at their institution are at least very engaged (67 percent for private institutions, and 51 percent for public institutions). In addition, most provosts (83 percent) believe faculty at their institution would say that they do not have the right resources and tools to help them feel supported, engaged, and connected.
- Most provosts (70 percent) report that their institution surveys its faculty, staff, and administrators to assess their job satisfaction. However, about half of provosts (51 percent) report that they neither agree nor disagree that their institution has taken concrete steps to address faculty burnout. Provosts also report that faculty and staff turnover rates differ at their institution, such that 48 percent of provosts indicate that faculty turnover has been at least somewhat higher, but 74 percent of provosts indicate that staff turnover has been at least somewhat higher. Finally, about half of provosts report that their institution has altered its employment policies in a way that will give employees more latitude to work remotely after the pandemic ends.
- A little less than two-thirds of provosts agree that tenure remains important and viable at their institution. When considering a system of long-term contracts over the existing tenure system in higher education, about 60 percent of provosts indicate they would favor, and 40 percent would oppose.

## HIGH LEVEL KEY FINDINGS (CONT.)

- Provosts are more likely to be aware of faculty, staff, and undergraduate mental health than graduate student mental health. Provosts indicate that they are most likely to be very aware of faculty mental health (65 percent), followed by undergraduate students (53 percent), staff (44 percent) and graduate students (25 percent). Provosts at private institutions are more likely to be at least somewhat aware of graduate student mental health (82 percent) compared to only 49 percent of provosts from public institutions. Finally, provosts are most likely to indicate that informal in-person conversations and one-on-one meetings with leaders are the most helpful when it comes to increasing their awareness of general mental health of faculty, staff, and administrators.
- Most provosts agree that their college responds effectively and fairly to allegations of sexual harassment; and that a finding of sexual harassment by a tenured faculty member should be treated as grounds for dismissal. About one-fourth of provosts report that there have been allegations of sexual harassment against faculty members at their institution within the past year. Overall, provosts tend to be either not very concerned (48 percent) or not concerned at all (23 percent) that there will be a backlash against college's efforts to prevent sexual assault and sexual harassment.
- Most provosts do not believe that graduate students should have the right to unionize; given that a graduate student's primary role is a student, and their second role is an employee. Very few provosts (4 percent) indicate that their college has a graduate student union.
- Since the widespread protests against police brutality, provosts are most likely to indicate that their institution has at least considered re-examining curriculum to assure it is inclusive and diverse. Most report that faculty at their institution were receptive to new changes to policies and practices, and that their institution was quite comfortable making said changes. On average, 63 percent of provosts report that faculty at their institution were at least very receptive to changes. Provosts from private institutions are more likely than provosts at public institutions to report that their staff were at least very receptive (71 percent for private, 54 percent for public).

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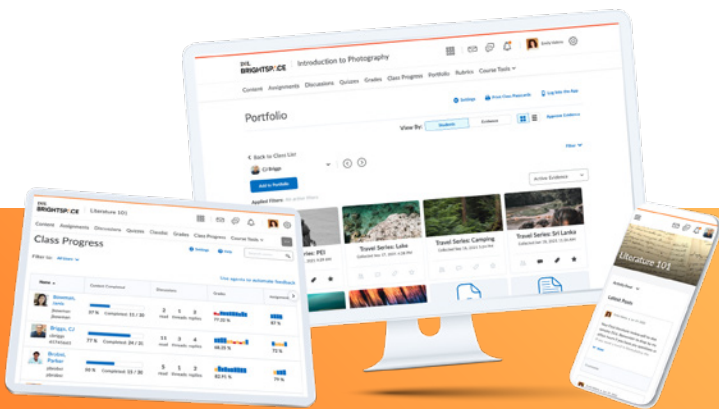
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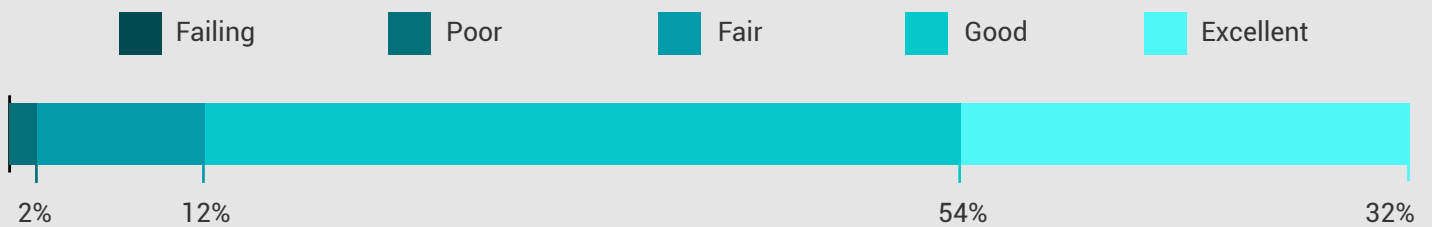
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KEY FINDINGS FOR ALL FIGURES

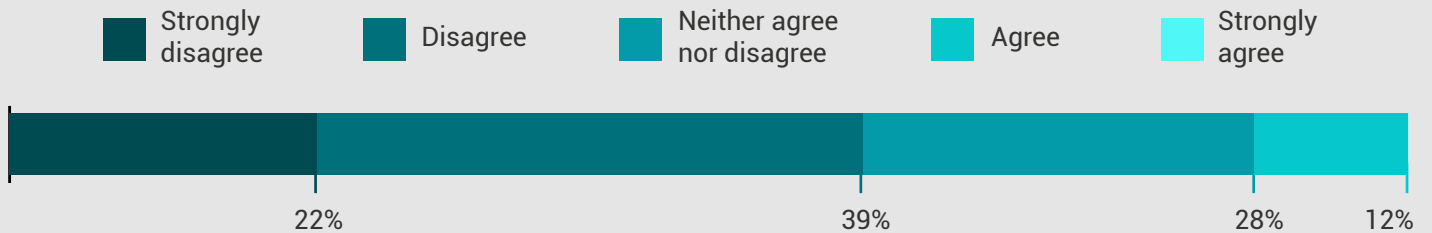
# ACADEMIC HEALTH

Most provosts indicate that the academic health of their institution is either good or excellent, and that changes made during the pandemic have not negatively impacted the academic quality of their institution. No provosts indicate that their academic health is failing, and they are most likely to rate it as good (54 percent). There are no significant differences between provosts at private non-profit institutions and public ones.

**How would you assess the “academic health” of your institution (i.e., the academic quality of the education your institution provides) as of the fall of 2020? (n=173)**



**To what extent do you agree or disagree with the following statement: Changes made during the pandemic over the last two years have negatively impacted the academic quality of my institution. (n=173)**

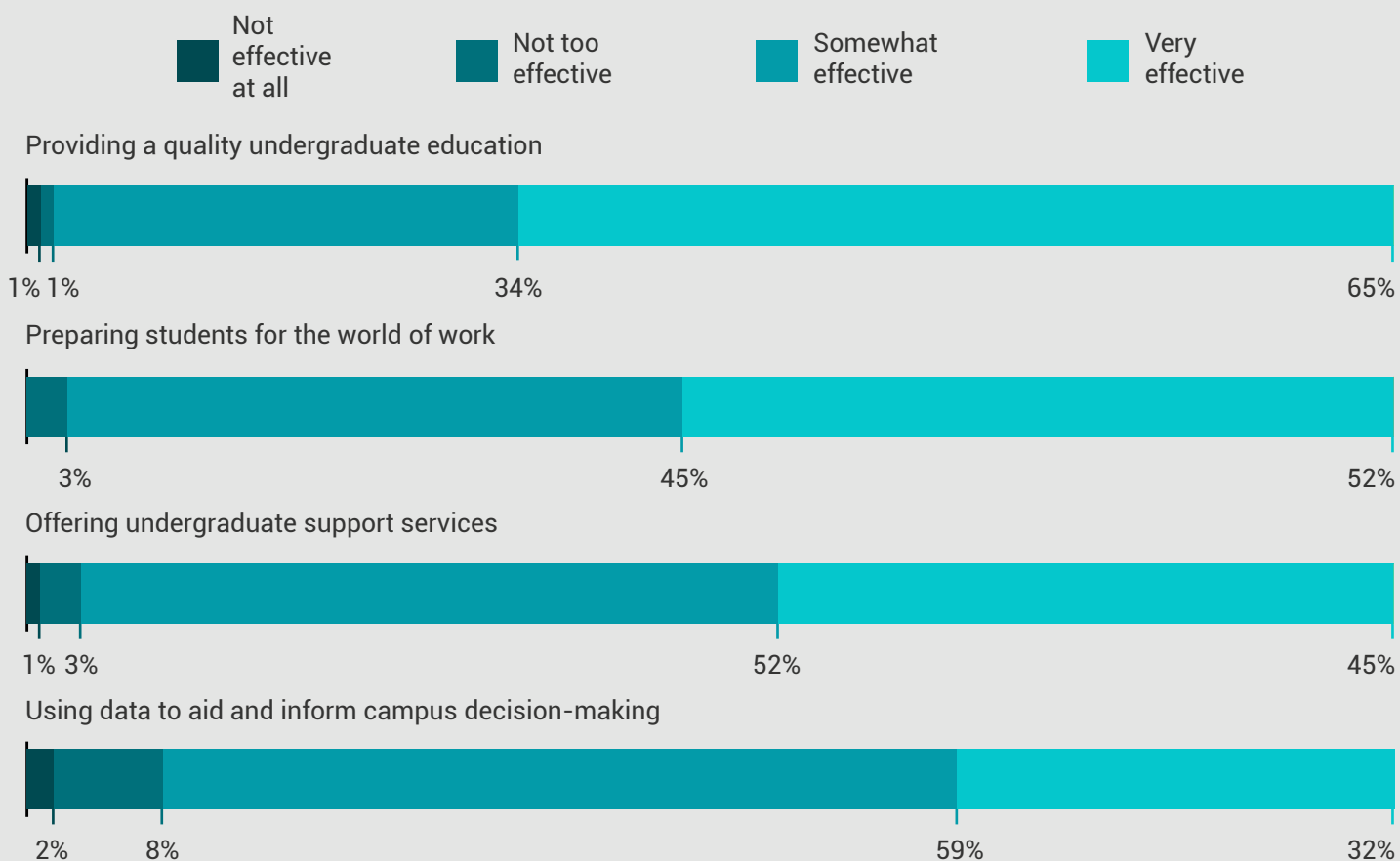


KEY FINDINGS FOR ALL FIGURES

# EFFICACY: ACADEMICS AND SUPPORT

Provosts are likely to rate the efficacy of their institution favorably when evaluating academics but rate their institution less favorably when evaluating support for faculty and students' families. Provosts are most likely to indicate that their institution provides a quality undergraduate education (98 percent), however only 22 percent indicate that their institution very effectively recruits and retains talented faculty. Provosts at public institutions (94 percent) are significantly more likely than provosts at private institutions (73 percent) to indicate that their institution is at least somewhat effective at controlling rising prices for students and their families.

## How would you rate the effectiveness of your institution in the following areas? (n=172)

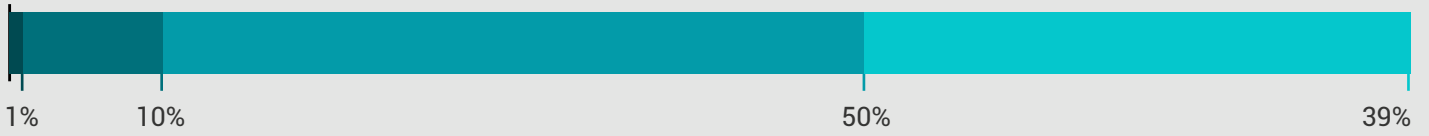


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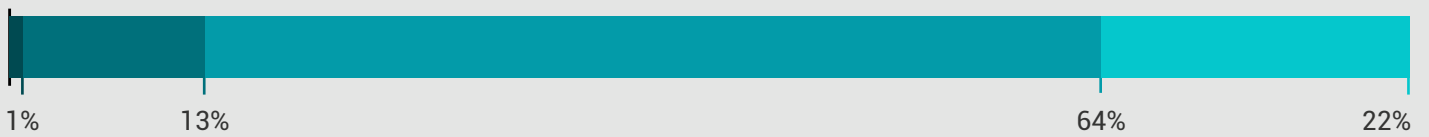
# EFFICACY: ACADEMICS AND SUPPORT (CONT.)



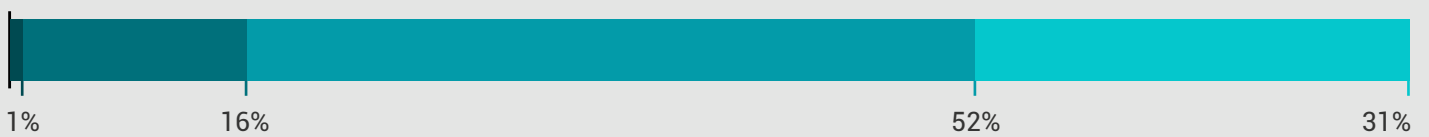
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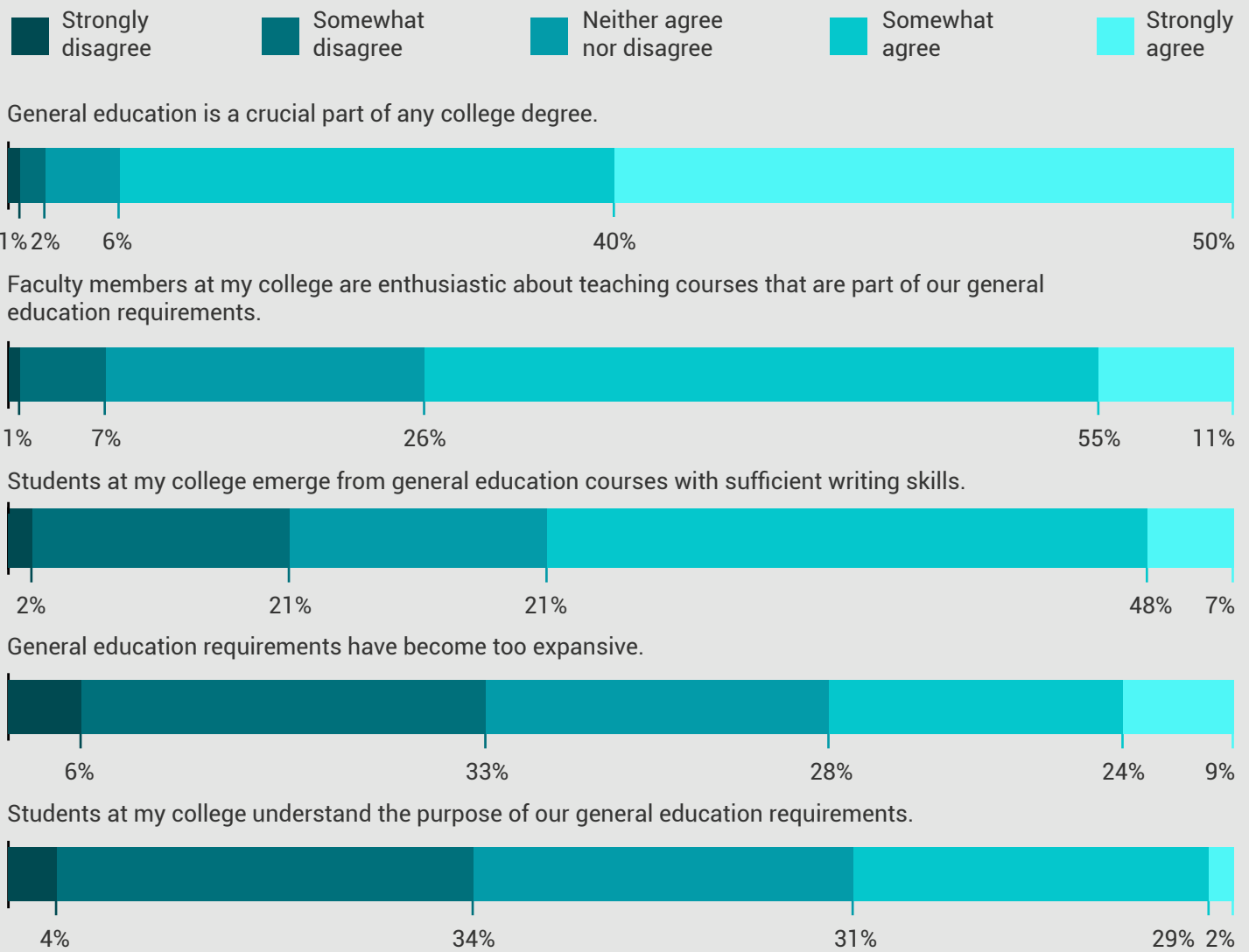
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KEY FINDINGS FOR ALL FIGURES

# PERCEPTIONS OF GENERAL EDUCATION

Most provosts tend to hold favorable opinions on general education and its role in a college degree. Provosts (90 percent) are very likely to agree that general education requirements are a crucial part of any college degree. However, provosts may also believe that students and faculty are less apt to value general education. About three-fourths (65 percent) of provosts agree that faculty are excited to teach general education courses, but only 32 percent of provosts agree that students at their institution understand the purpose of general education requirements.

**Please indicate your level of agreement with the following statements regarding general education requirements. (n=163)**



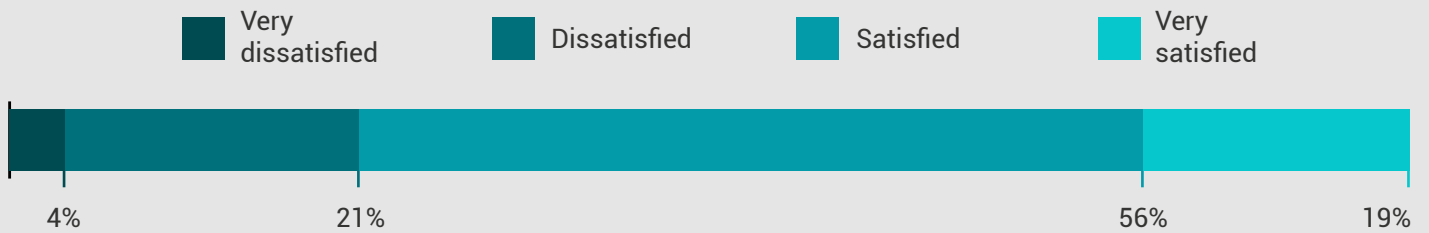


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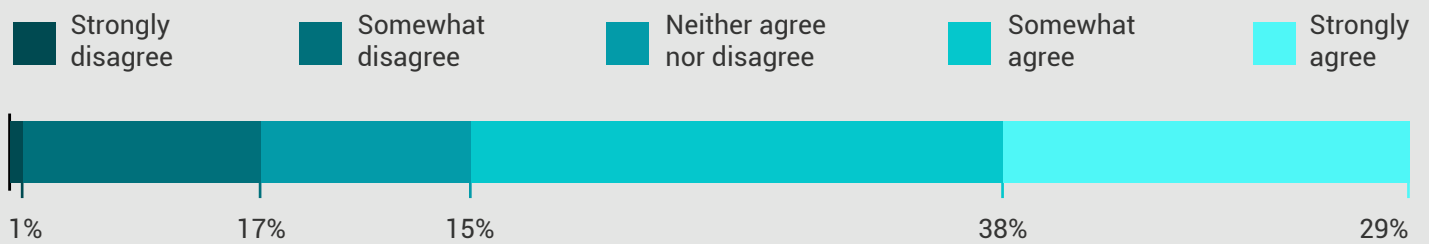
# SATISFACTION WITH GENERAL EDUCATION

Most provosts are satisfied with their institution’s general education program, and about half of provosts report that their institution recently evaluated the effectiveness of their general education requirements. Provosts (71 percent) are likely to be at least satisfied with their college’s general education program. However, provosts’ responses vary more when reporting whether their college recently evaluated the effectiveness of their general education requirements. In addition, provosts at private institutions (36 percent) are significantly more likely than those at public institutions (18 percent) to strongly agree.

**How satisfied or dissatisfied are you with your institution’s general education program and requirements? (n=163)**



**Please indicate your level of agreement with the following statement: My college recently evaluated the effectiveness of our general education requirements. (n=162)**

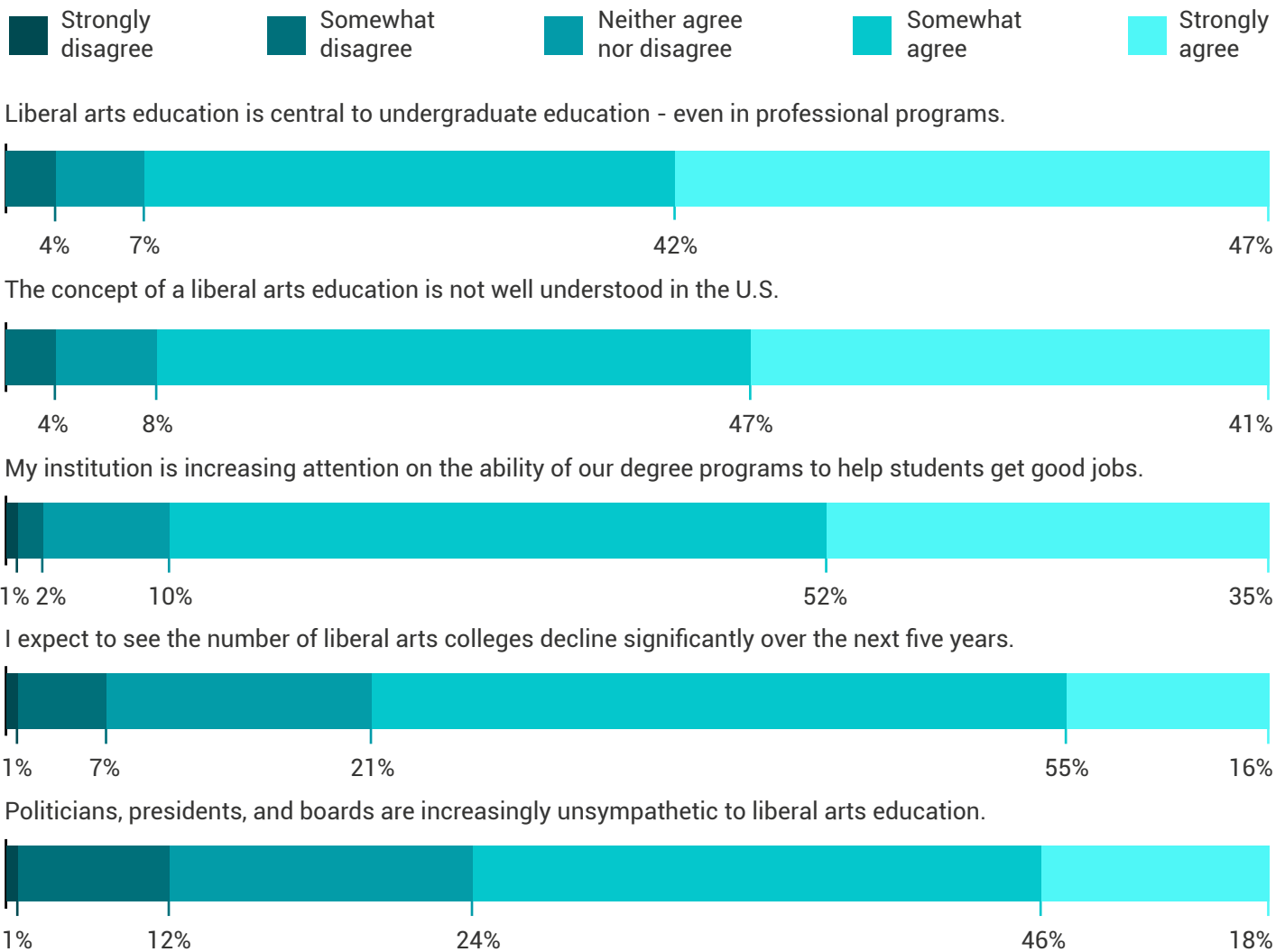


**KEY FINDINGS FOR ALL FIGURES**

# LIBERAL ARTS EDUCATION

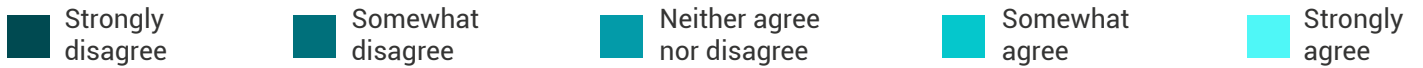
Most provosts have a positive view of liberal arts education and agree that liberal arts education is central to undergraduate and professional education. A similar amount of provosts agree that the concept of liberal arts education is not well understood in the U.S. (88 percent). In addition, provosts at private institutions (95 percent) are significantly more likely than those at public institutions (85 percent) to agree that liberal arts education is central to undergraduate and professional programs.

**Please indicate your level of agreement with the following statements about liberal arts education: (n=165)**



KEY FINDINGS FOR ALL FIGURES

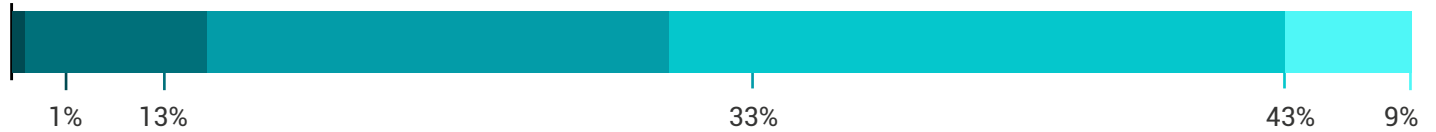
# LIBERAL ARTS EDUCATION (CONT.)



I feel pressure from my president, board, or donors to focus on academic programs that have a clear orientation toward careers.



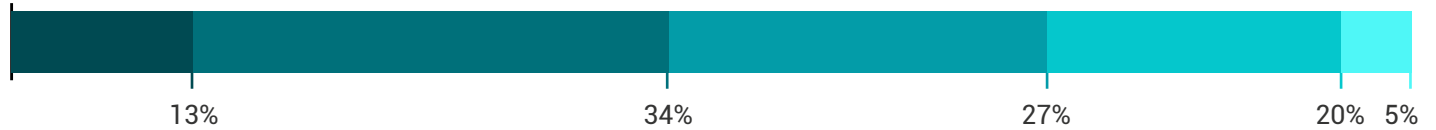
Liberal arts education in all types of institutions in the U.S. is in decline.



Liberal arts education has become too divorced from the career needs of students and graduates.



Liberal arts faculty members are not sufficiently interested in the desire of parents and students for career preparation.





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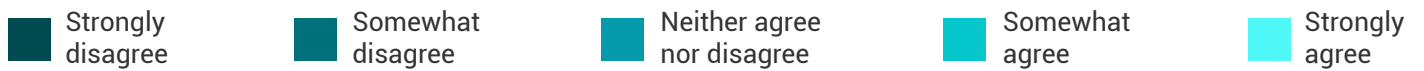


KEY FINDINGS FOR ALL FIGURES

# PROGRAM PRIORITIES

More than half of provosts indicate that politicians and board members are prioritizing STEM and professional programs over those that support general education. Almost all provosts (86 percent) agree that healthy undergraduate education requires healthy departments in liberal arts fields; yet most (69 percent) also agree that STEM and professional programs being prioritized. Provosts are clearly split on whether they agree that the number of students in a program is an appropriate way to determine which departments to cut, such that 30 percent neither agree nor disagree, and few provosts hold strong agreement or disagreement.

**Please indicate your level of agreement with the following statements: (n=160)**



High-quality undergraduate education requires healthy departments in liberal arts fields (e.g., English, history, political science, and other liberal arts fields).



Politicians and board members are prioritizing STEM and professional programs over those that support general education.



The number of students majoring in a program is an appropriate way to determine which departments to cut.

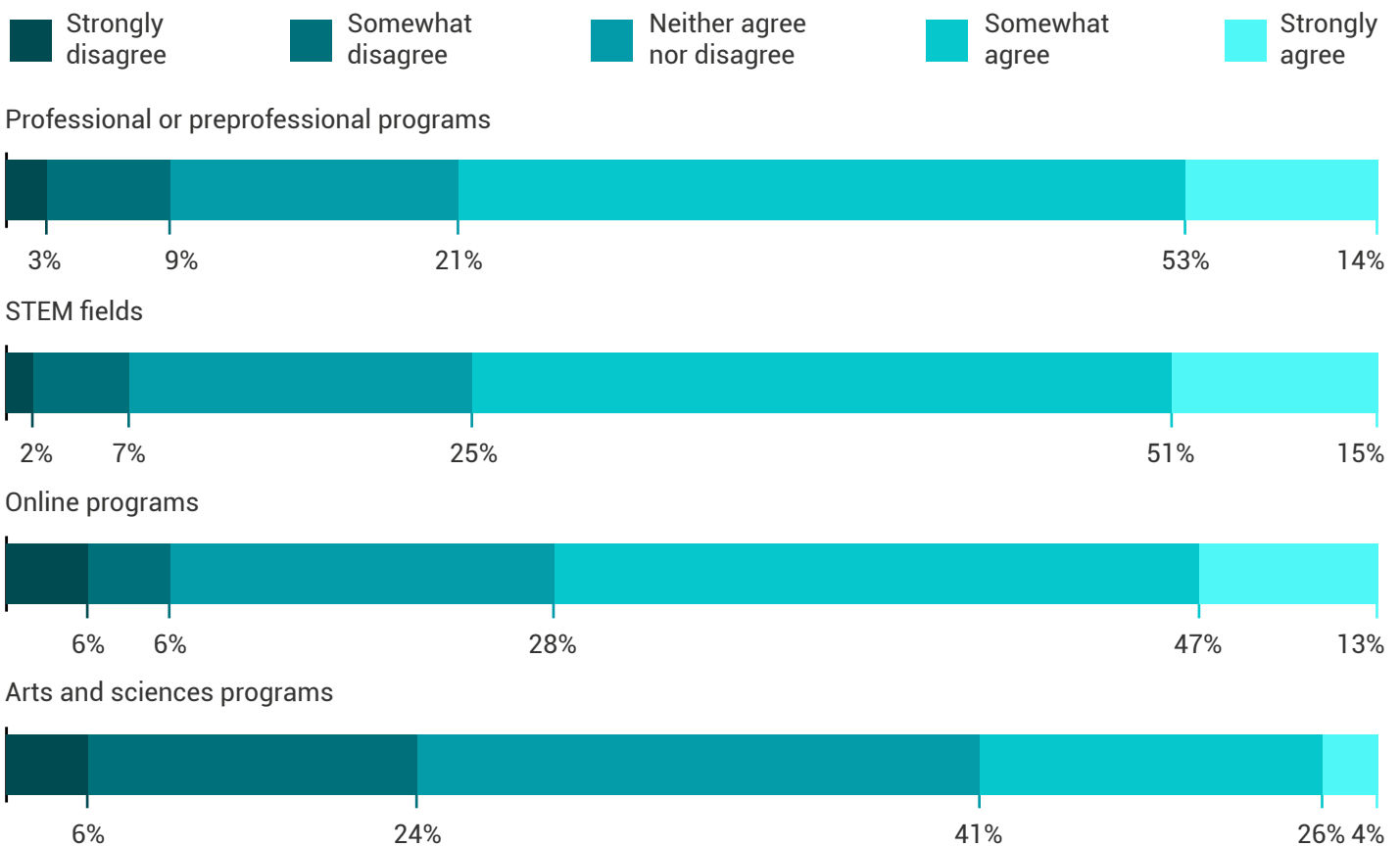


KEY FINDINGS FOR ALL FIGURES

# PROGRAM PRIORITIES - BUDGETING

Provosts are most likely to anticipate that professional programs will be prioritized in the next budget year, and that arts and sciences programs will be the least prioritized. Specifically, about two-thirds of provosts (66 percent) anticipate the prioritization of professional programs, compared to 30 percent of provosts who anticipate the prioritization of arts and sciences programs. Survey results did not reveal any significant regional differences or differences between provosts representing public and private institutions.

**Please indicate your level of agreement with the following statements: I anticipate major allocation of funds to the following categories in the next budget year. (n=160)**

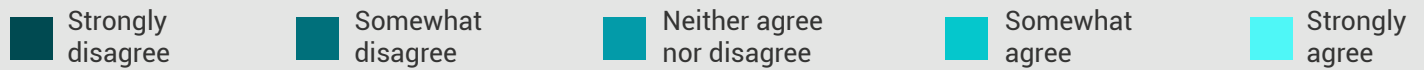


**KEY FINDINGS FOR ALL FIGURES**

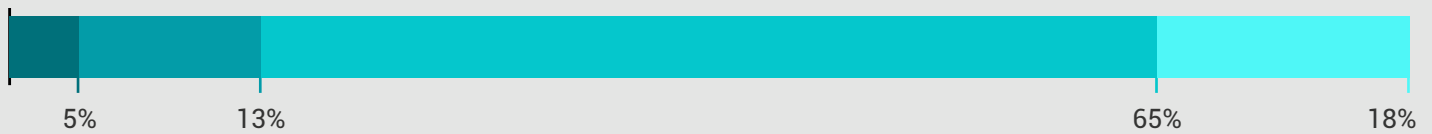
# STUDENT DATA AND EVALUATION

Most provosts (85 percent) report that their institution uses data to measure student outcomes. Specifically, provosts are most likely to agree that faculty members at their college view assessment as requiring a lot of work on their parts (83 percent); however, they also report that their college regularly makes changes in the curriculum, teaching practices, or student services based on what it finds through assessment (71 percent). Provosts (20 percent) are least likely to agree that their college’s use of assessment is more about keeping accreditors and politicians happy than it is about teaching the learning.

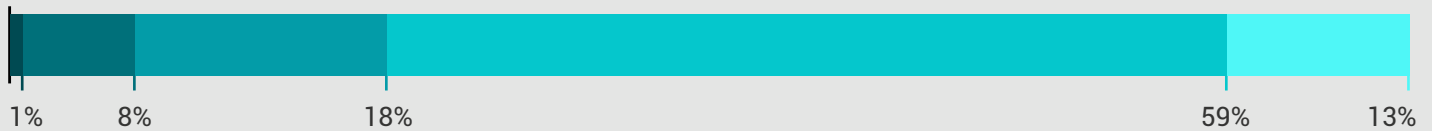
**Most colleges have now been engaged in assessment of student learning for a number of years. Given that, please indicate your level of agreement with the following statements. (n=153)**



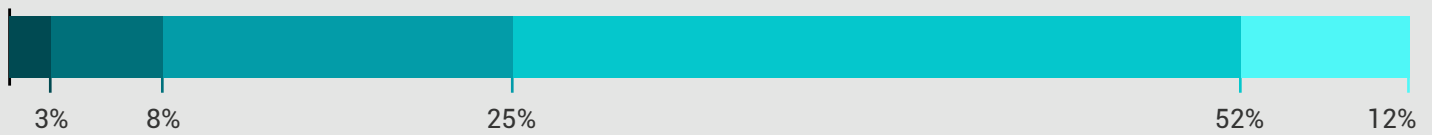
Faculty members at my college view assessment as requiring a lot of work on their parts.



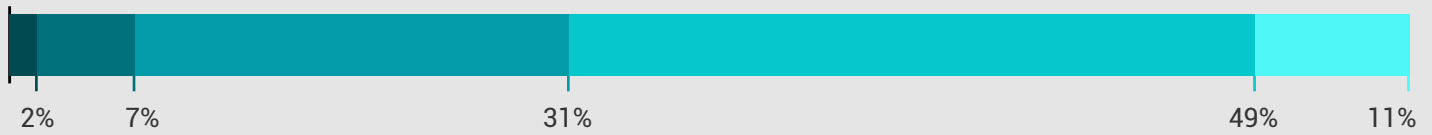
My college regularly makes changes in the curriculum, teaching practices, or student services based on what it finds through assessment.



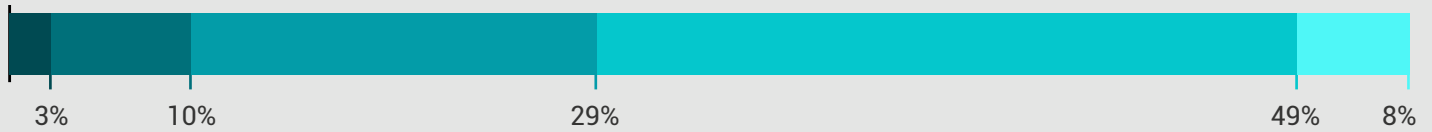
At my college, assessment has led to better use of technology in teaching and learning.



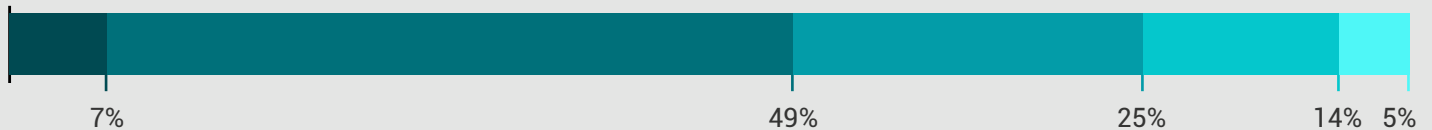
The growth of assessment systems has improved the quality of teaching and learning at my college.



Faculty members value assessment efforts at my college.



My college's use of assessment is more about keeping accreditors and politicians happy than it is about teaching and learning.





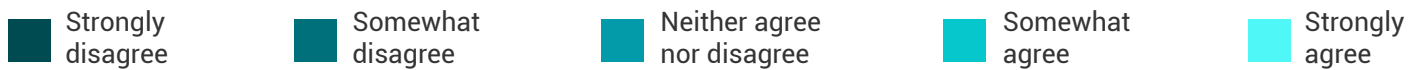
KEY FINDINGS FOR ALL FIGURES

# TEXTBOOKS AND RESOURCES

Most provosts' views about textbooks and resources tend to be centered towards student interests. For instance, 57 percent of provosts agree that open educational resources are sufficient and should be used in most general education courses. In addition, 59 percent of provosts report that their institution allows faculty to profit from the sale of textbooks they wrote and assign to their students as course readings, but 41 percent report that their institution does not allow it.

At the same time, provosts are split on limiting faculty member control over selection of materials for the courses they teach; such that 40 percent of provosts agree, but 22 percent of provosts are neutral, and 39 percent disagree. Provosts representing public institutions (49 percent) are more likely to agree than those representing private institutions. (31 percent).

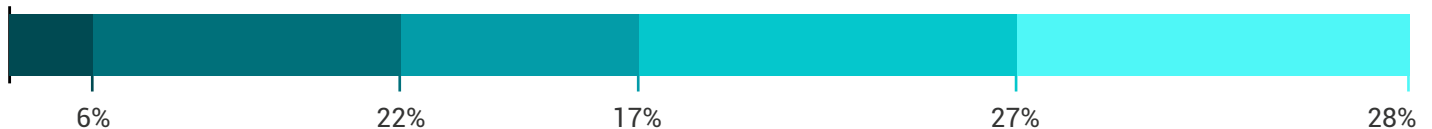
### Please indicate your level of agreement with the following statements regarding textbooks: (n=152)



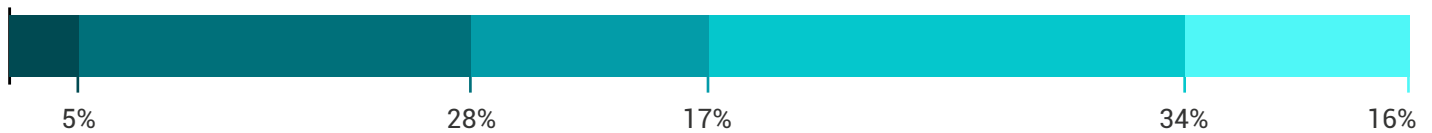
Open educational resources (freely available online materials) are of sufficiently high quality that they should be used in most general education courses.



Faculty members who are authors of books or materials should never profit from the sale of those books or materials to their own students.



Faculty members and institutions should be open to changing textbooks or other materials to save students money, even if the lower-cost options are of lesser quality.



The need to help students save money on textbooks justifies some loss of faculty member control over selection of materials for the courses they teach.

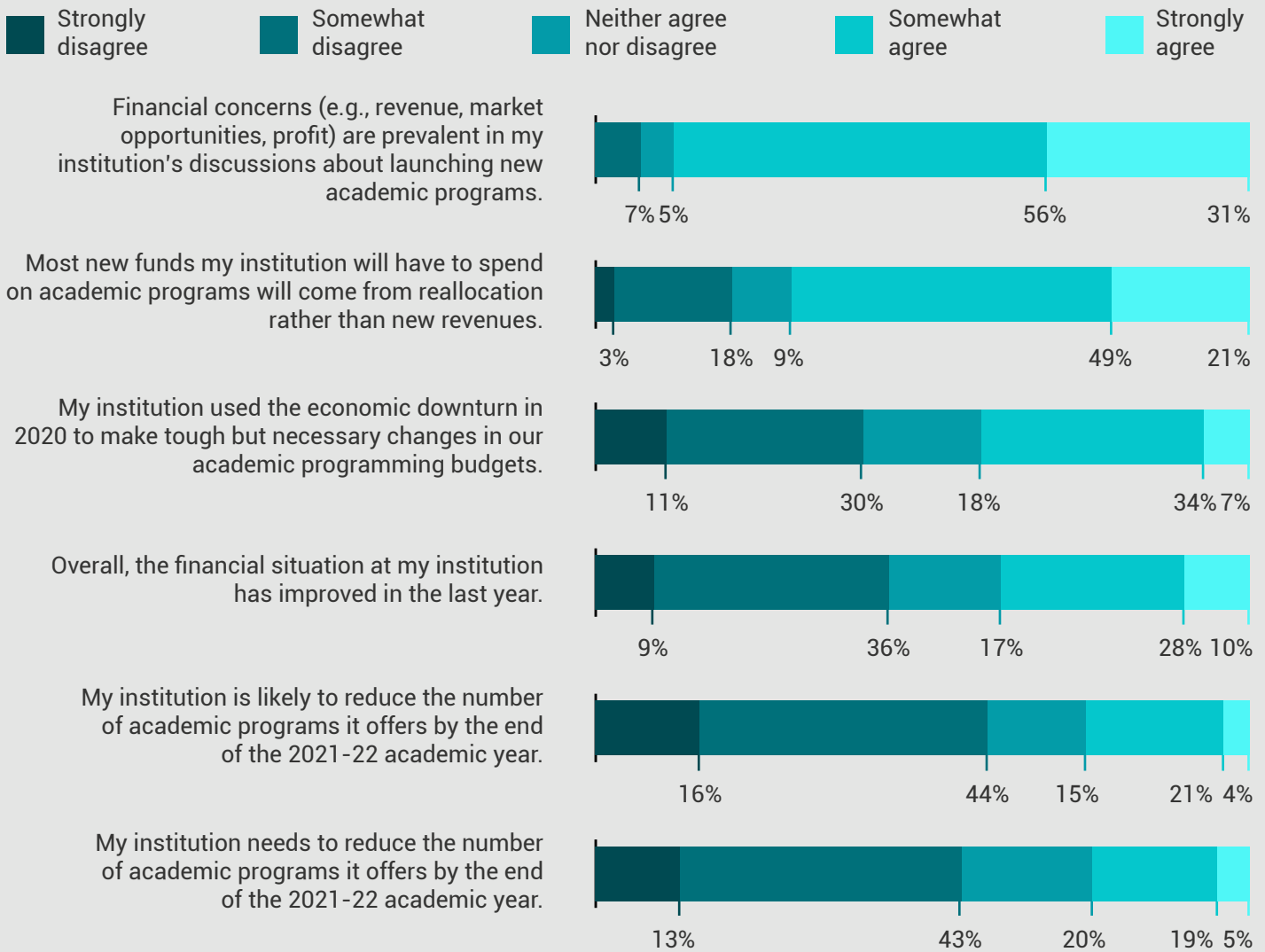




**KEY FINDINGS FOR ALL FIGURES**  
**FINANCIAL OUTLOOK**

Provosts are split on whether the financial situation at their institution has improved in the last year, and about 41 percent say that their institution used the economic downturn in 2020 to make changes in their academic budgets. Almost all provosts (87 percent) indicate that financial concerns are prevalent in their institution’s discussion about launching new academic programs. Although provosts tend to report that budgets are a concern at their institution, only about 22 percent of provosts report that their institution needs to reduce the numbers of academic programs it offers by the end of the 2021-2022 academic year. Survey results do not show significant regional or sector-level differences.

**Please indicate your level of agreement with the following statements about budget and finances: (n=149)**

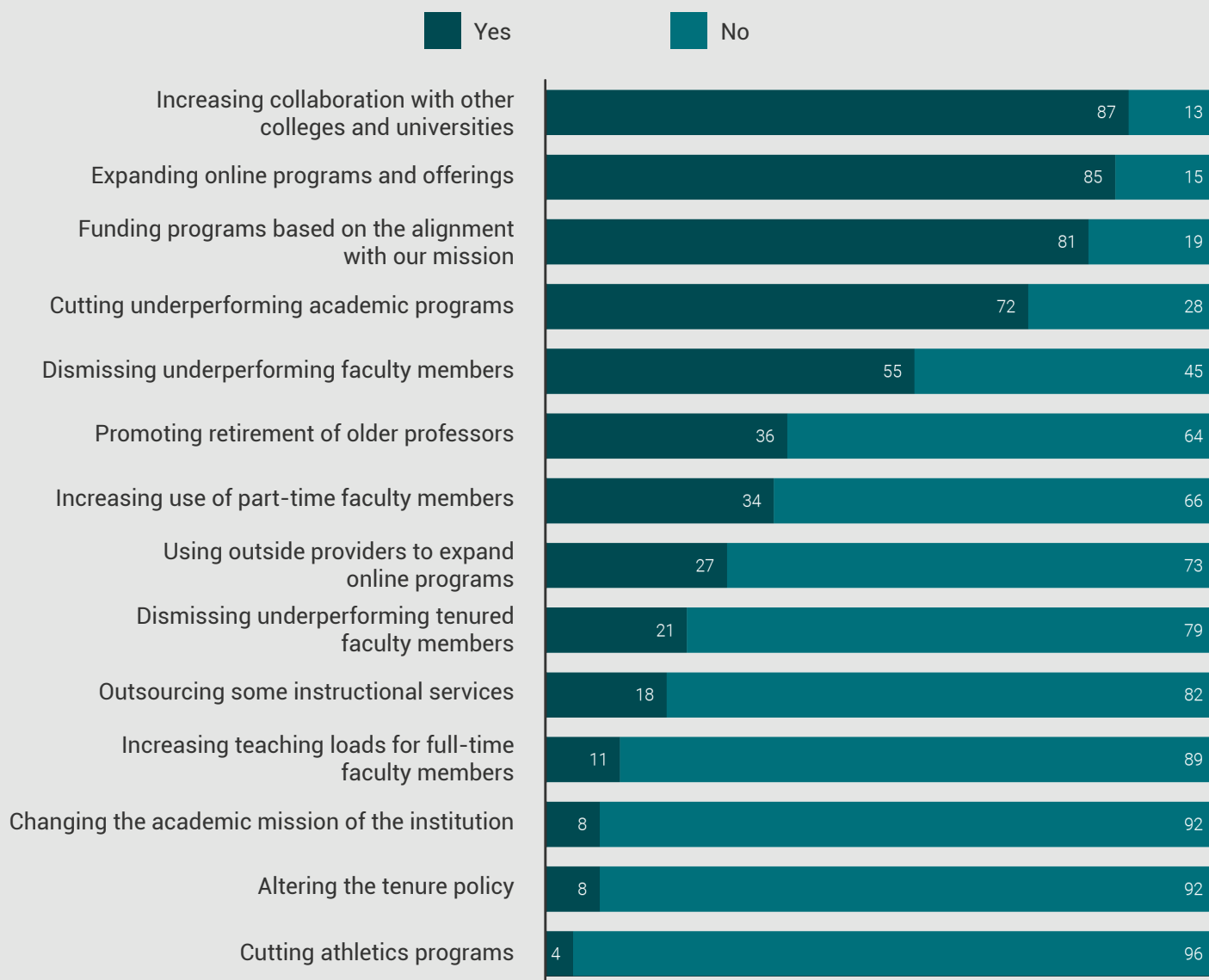


**KEY FINDINGS FOR ALL FIGURES**

# PRIORITIES

Survey results show that provosts have clear priorities and plans to increase emphasis on specific areas over the next year. For instance, 87 percent of provosts plan to prioritize collaboration with other colleges and universities, and only 4 percent would like to prioritize cutting athletic programs. Other areas of priority include expanding online programs and offerings (85 percent), and fundings programs based on their alignment with their mission (81 percent). Provosts at private and public universities only differed on how much they plan to prioritize increasing teaching loads for full-time faculty members (15 percent for private institutions, 5 percent for public institutions).

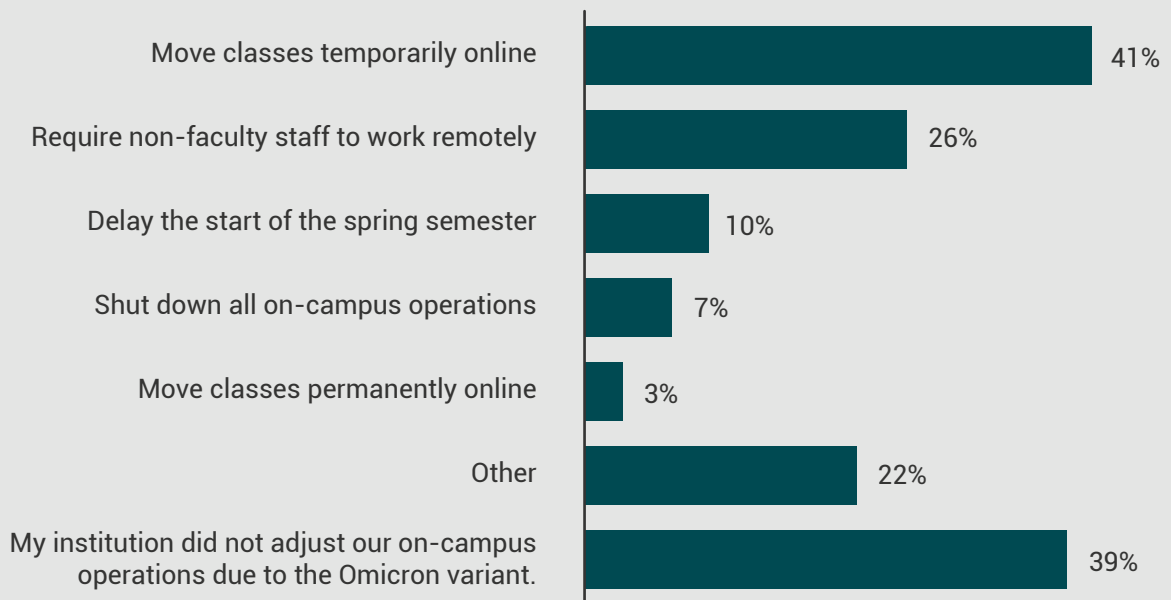
**Please indicate whether you plan to increase emphasis on the following practices at your institution over the next year. (n=167)**



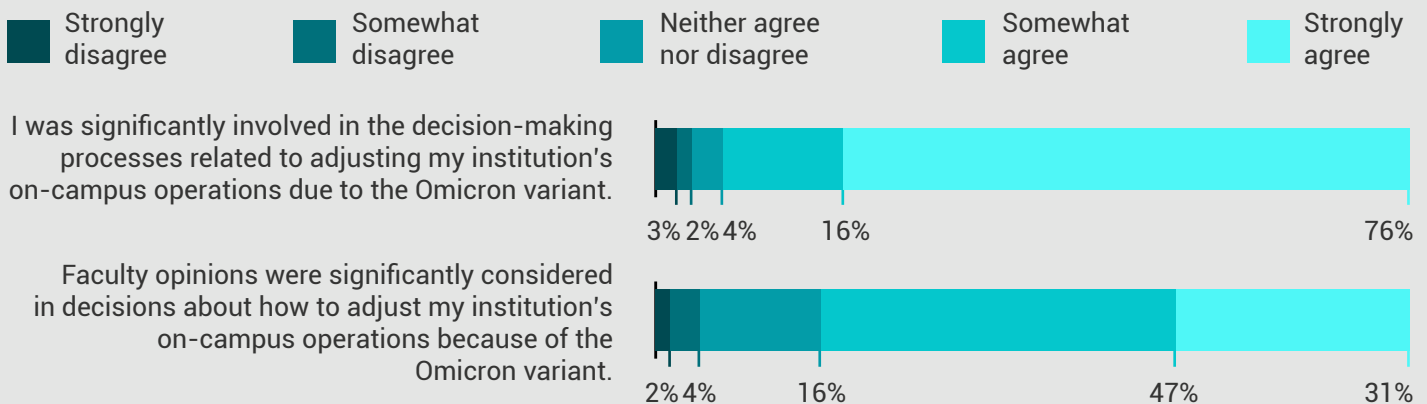
**KEY FINDINGS FOR ALL FIGURES**  
**PANDEMIC RESPONSE**

About two-thirds of provosts report that their institution adjusted campus operations in response to the Omicron variant, while 39 percent report that their campus did not. Provosts are most likely to indicate that their institution moved classes temporarily online (41 percent). Survey results did not show any significant regional or sector-level differences. Over three-fourths of provosts strongly agree that they were significantly involved in the decision-making processes related to adjusting on-campus operations due to the Omicron variant; thought they are less likely to strongly agree that faculty decision were significantly considered (31 percent).

**Did your institution do any of the following in reaction to the omicron variant?  
 Please select all that apply. (n=178)**



**To what extent do you agree or disagree with the following statements? (n=108)**

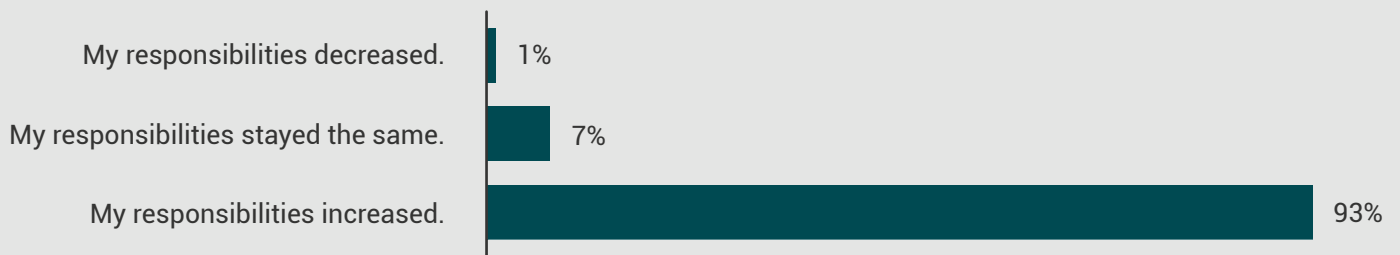


KEY FINDINGS FOR ALL FIGURES

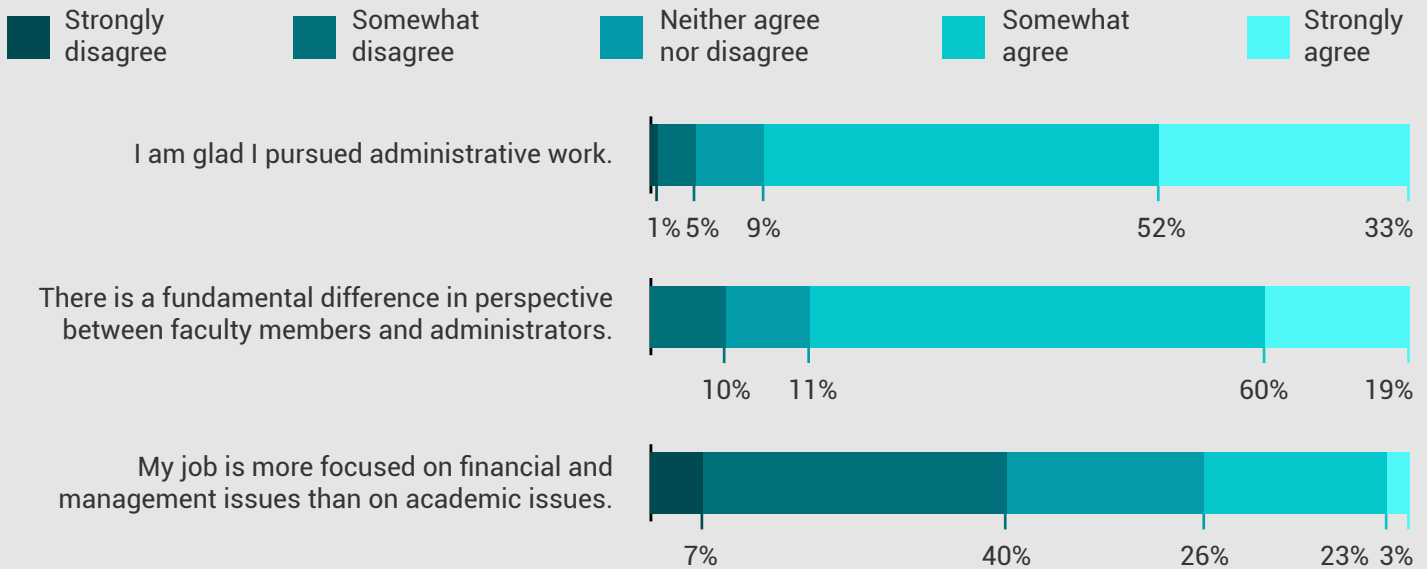
# PROVOST RESPONSIBILITIES

Almost all provosts report that the volume of their job responsibilities increased due to the pandemic. Overall, 85 percent of provosts indicate that they are glad they pursued administrative work, and 25 percent report that their job is more focused on financial and management issues than on academic issues. Provosts' responsibilities differ among public and private institutions such that provosts from public institutions are less likely to indicate that their job is more focused on financial and management issues than on academic issues (16 percent) compared to provosts from private institutions (35 percent).

## How did the pandemic affect the volume of your responsibilities? (n=178)



## Please indicate your level of agreement with the following statements: (n=149)

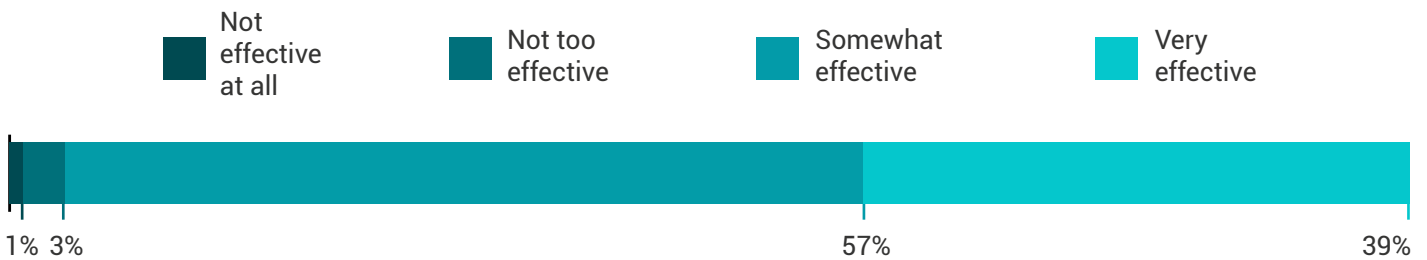


KEY FINDINGS FOR ALL FIGURES

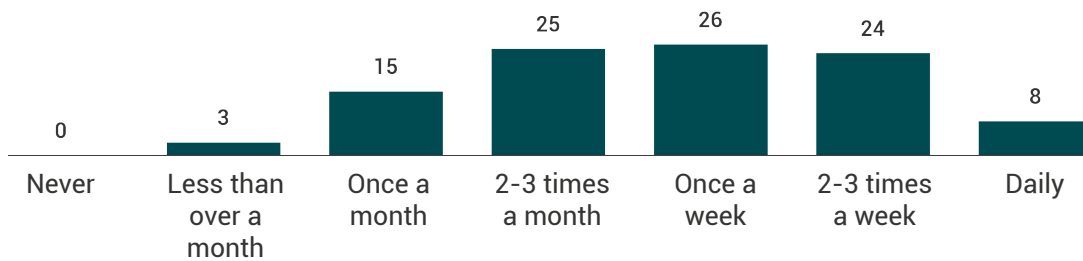
# PANDEMIC COMMUNICATION

Almost all provosts are likely to indicate that they believe that their communication with faculty during this academic year about pandemic-related matters has been at least somewhat effective. Provosts' frequency of communication with faculty about pandemic-related matters is also approximately normally distributed, with once-a-week communications being the most common, and less than once a month and daily communication being the least common. Survey results do not show significant differences in either effectiveness or frequency at the regional or sector-level.

**How effective do you believe you (or your office) has been at communicating with faculty during this academic year about pandemic-related matters? (n=178)**



**During the pandemic, how frequently do you (or your office) directly communicate with faculty? (n=178)**



**KEY FINDINGS FOR ALL FIGURES**

**PANDEMIC COMMUNICATION (CONT.)**

Provosts are most likely to report that they have communicated with their staff about the same amount as the year before. Specifically, 46 percent report the same amount of communication, 33 percent report more frequent communication, and 21 percent report less frequent communication. Survey results do not show significant differences in either effectiveness or frequency at the regional or sector-level.

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

**My office communicates with faculty... (n=178)**

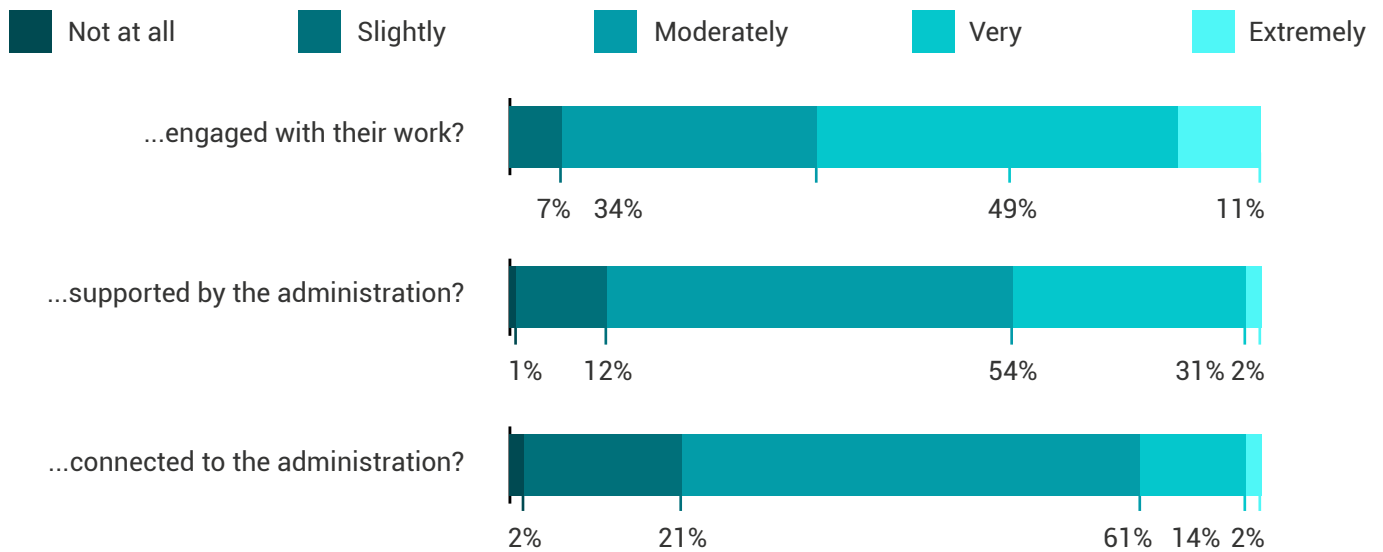


**KEY FINDINGS FOR ALL FIGURES**

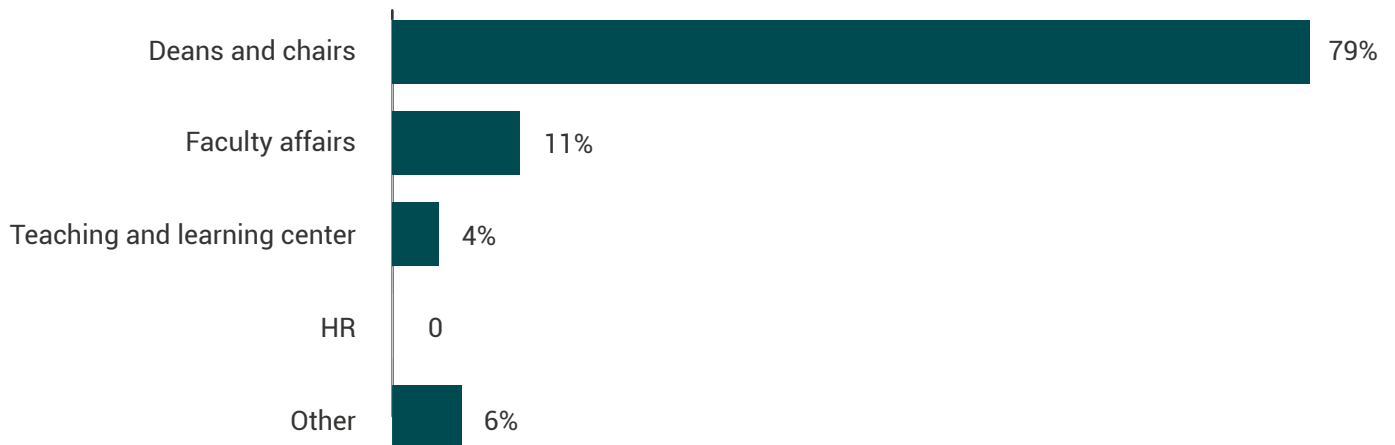
# FACULTY ENGAGEMENT

More than half (59 percent) of provosts report that faculty current feel at least very engaged with their work, but they are less likely to report that faculty feel supported or connected to the administration. Provosts are most likely to report that the deans and chairs (79 percent) at their institution are primarily responsible for ensuring faculty are supported, engaged, and connected. Provosts from private institutions are more likely to report that faculty at their institution are at least very engaged (67 percent for private institutions, and 51 percent for public institutions).

**To what extent do you believe faculty currently feel... (n=178)**



**At your institution, who is primarily responsible for ensuring faculty are supported, engaged, and connected? (n=178)**

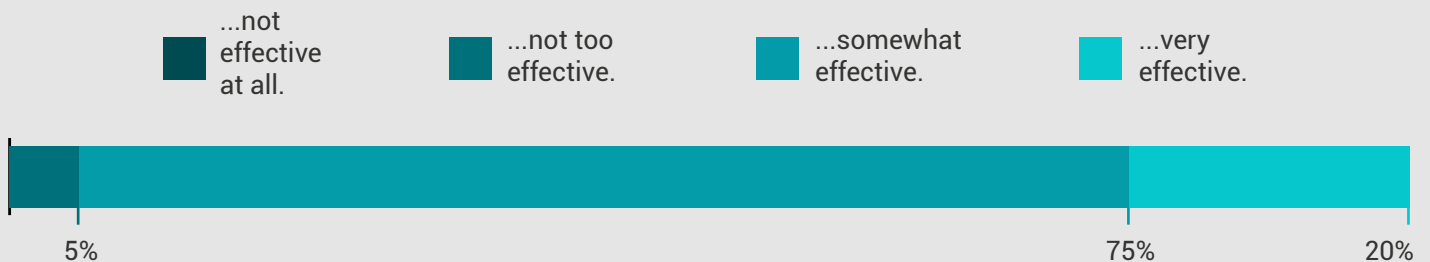


## KEY FINDINGS FOR ALL FIGURES

# FACULTY ENGAGEMENT: RESOURCES

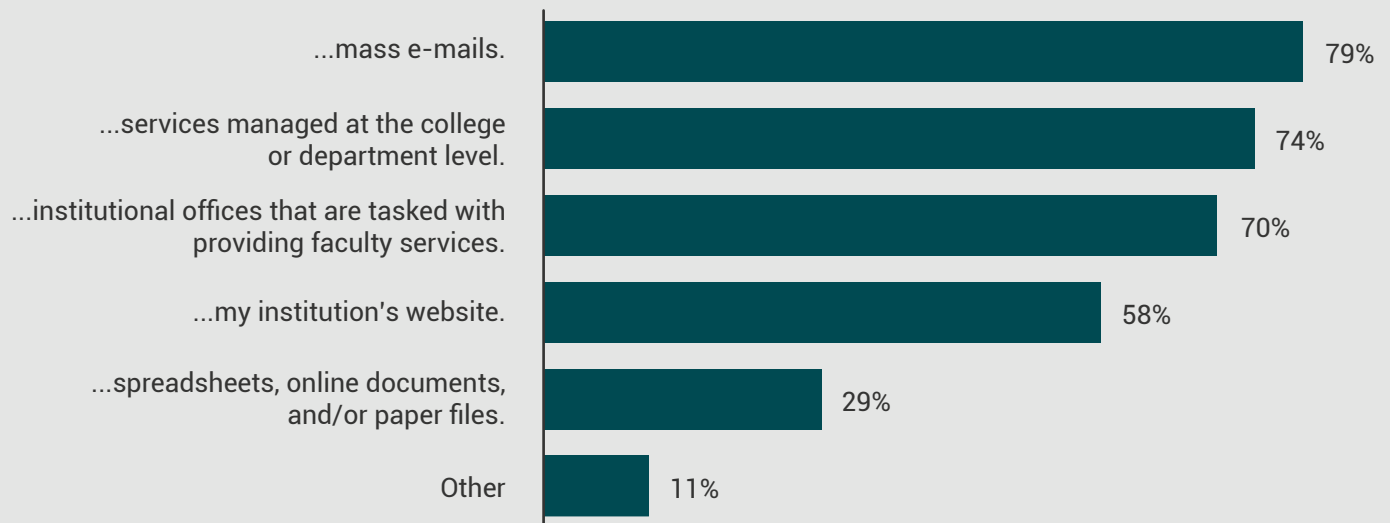
Almost all provosts report that they believe faculty at their institution would describe the resources and tools made available to them during the pandemic as at least somewhat effective. Overall, mass emails (79 percent), services managed at the college or department level (74 percent), and institutional offices that are tasked with providing faculty services are the most common channels available to faculty to ensure they are supported, engaged and connected. Provosts from public institutions are more likely to report that faculty at their institution use their institution's website as a channel for support, engagement, and connection (69 percent for private institutions, and 82 percent for public institutions).

**Please indicate your level of agreement with the following statement: I believe faculty would describe the resources and tools made available to them during the pandemic as... (n=175)**



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

**Resources and tools are made available to faculty through... (n=177)**



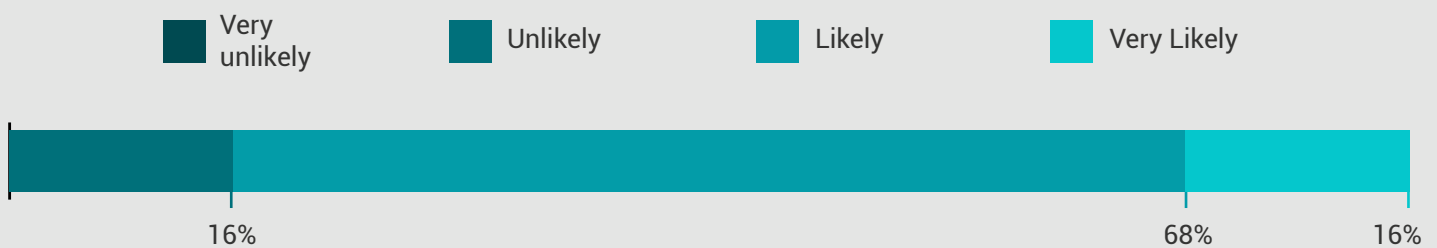


## KEY FINDINGS FOR ALL FIGURES

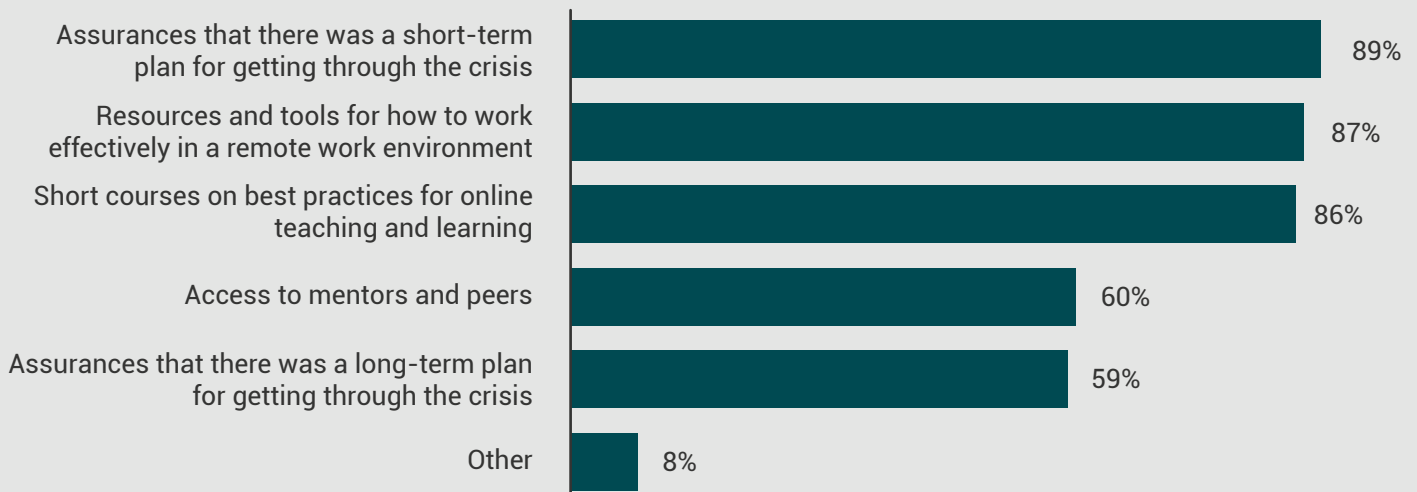
# FACULTY ENGAGEMENT: SUPPORT

Most provosts (83 percent) report that they believe faculty at their institution would say that they do not have the right resources and tools to help them feel supported, engaged, and connected. When asked whether specific types of supports were provided to faculty member during the pandemic, provosts are most likely to report that their institution provided a short-term plan for getting through the crisis (89 percent), resources and tools for how to work remotely (87 percent), and short courses on best practice for online teaching and learning (86 percent). Provosts from public institutions are more likely to report that faculty at their institution were provided with short courses on best practices in remote learning (82 percent for private institutions, and 93 percent for public institutions).

### How likely or unlikely are your faculty to say they have the right resources and tools to help them feel supported, engaged, and connected? (n=169)



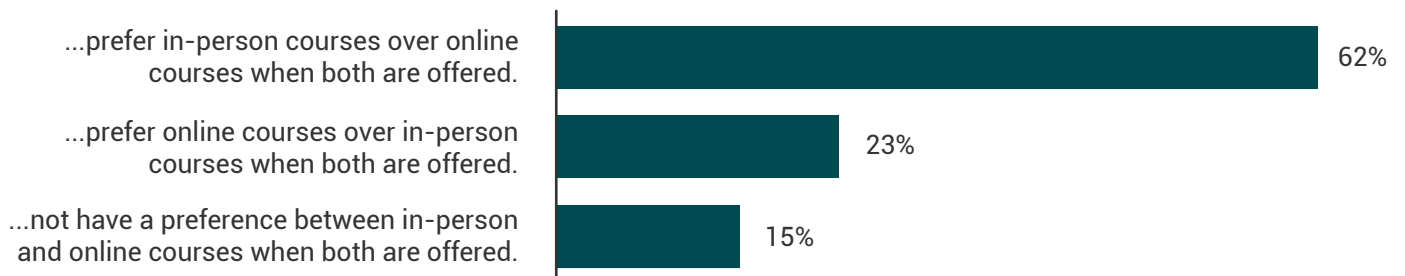
### Did your institution provide any of the following to faculty members? Please select all that apply. (n=175)



**KEY FINDINGS FOR ALL FIGURES**  
**PROGRAM FORMATS**

More than half of provosts (62 percent) report that students at their institution prefer in-person courses over online courses when both are offered. Few provosts (15 percent) report that students at their institution have no preference. Provosts from public institutions are much less likely to report that students at their institution prefer in-person classes over online classes when both are offered (82 percent for private institutions, and 44 percent for public institutions). Meanwhile, survey results do not show any significant differences between provosts at the regional level.

**Based on student enrollment data over the past two years, do students prefer in-person or online courses when both are offered? Students tend to... (n=172)**



KEY FINDINGS FOR ALL FIGURES

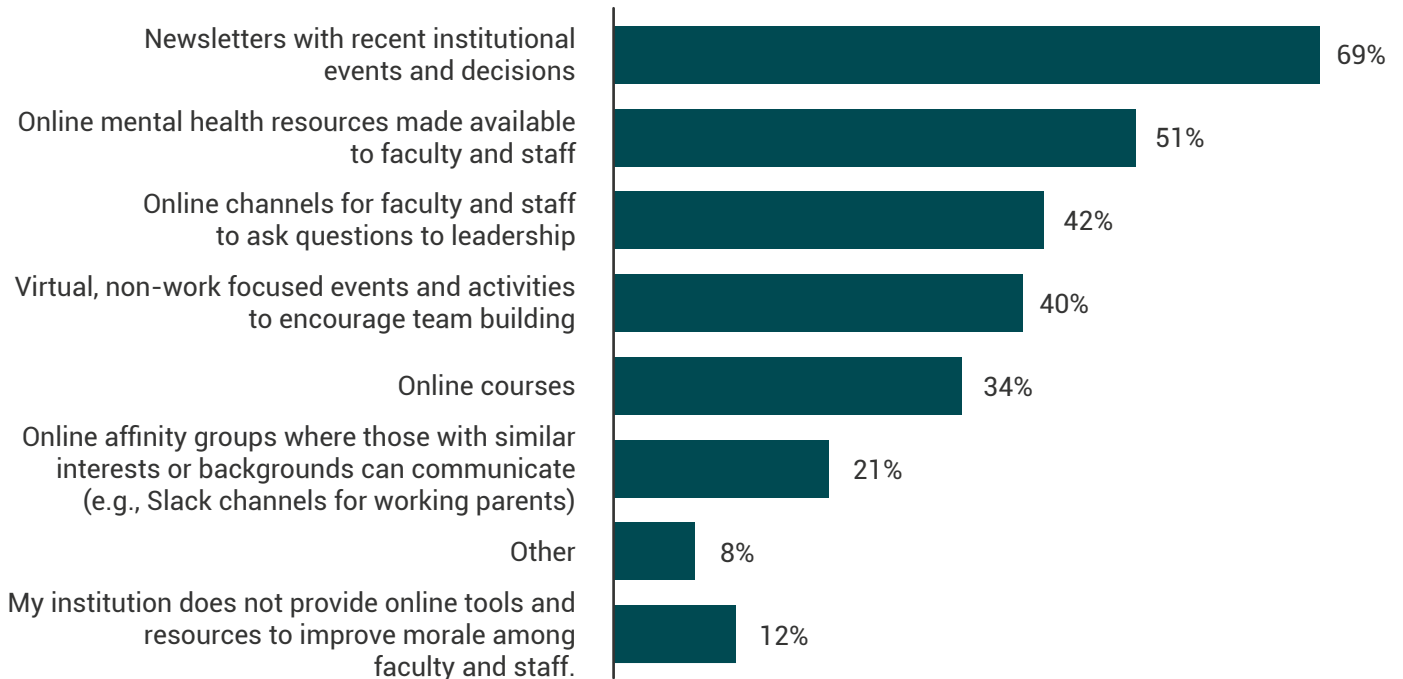
# FACULTY SATISFACTION

Most provosts (70 percent) report that their institution surveys its faculty, staff, and administrators to assess their job satisfaction. Provosts also report that their institution is likely to use online tools to help build morale among faculty and staff. Newsletters with recent institutional events and decisions are the most common type (69 percent), followed by online mental health resources (51 percent), and online channels for faculty and staff to ask questions to leadership (42 percent). Survey results do not show any statistically significant differences at the regional or sector level.

## Does your institution survey its faculty, staff, and administrators to assess their job satisfaction? (n=172)



## Which of the following online tools and resources does your institution have to help build morale among faculty and staff? Please select all that apply. (n=170)

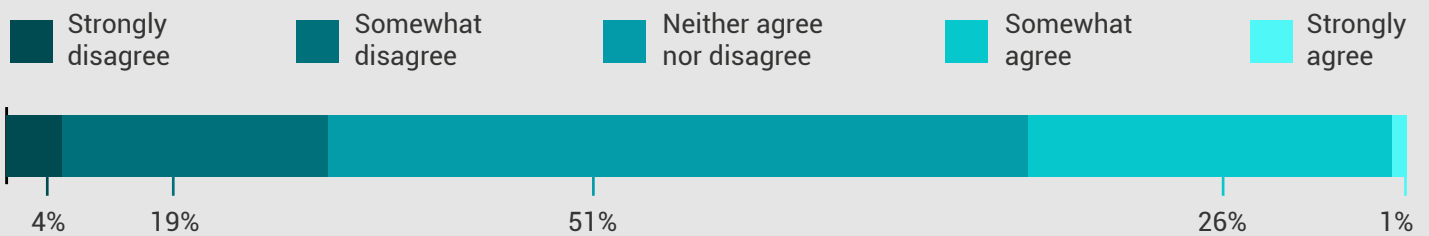


KEY FINDINGS FOR ALL FIGURES

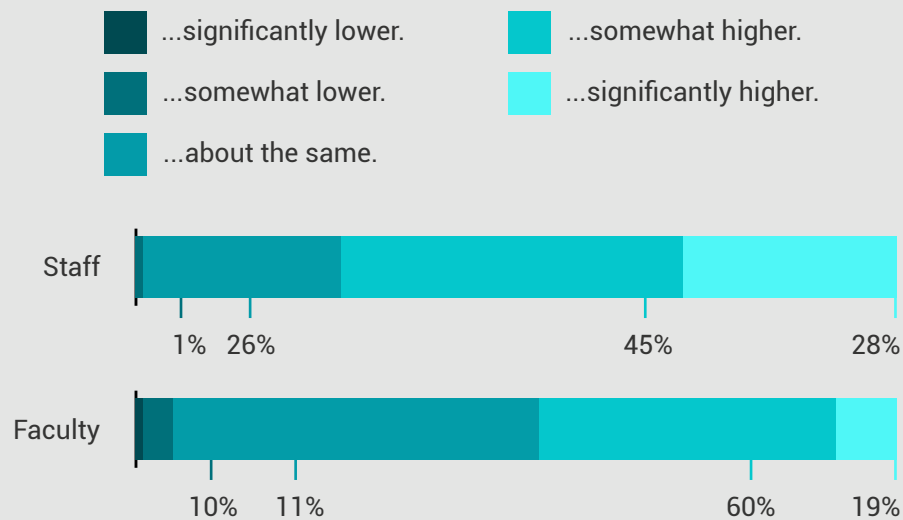
# FACULTY TURNOVER AND BURNOUT

About half of provosts (51 percent) report that they neither agree nor disagree that their institution has taken concrete steps to address faculty burnout. Provosts also report that faculty and staff turnover rates differ at their institution, such that 48 percent of provosts indicate that faculty turnover has been at least somewhat higher, but 74 percent of provosts indicate that staff turnover has been at least somewhat higher. Survey results do not show any statistically significant differences at the regional or sector level.

## To what extent do you agree or disagree with the following statements regarding faculty turnover and burnout? My institution has taken concrete steps to address faculty burnout. (n=170)



## To what extent has turnover of the following groups decreased or increased over the past year? As compared to previous years, turnover is... (n=170)

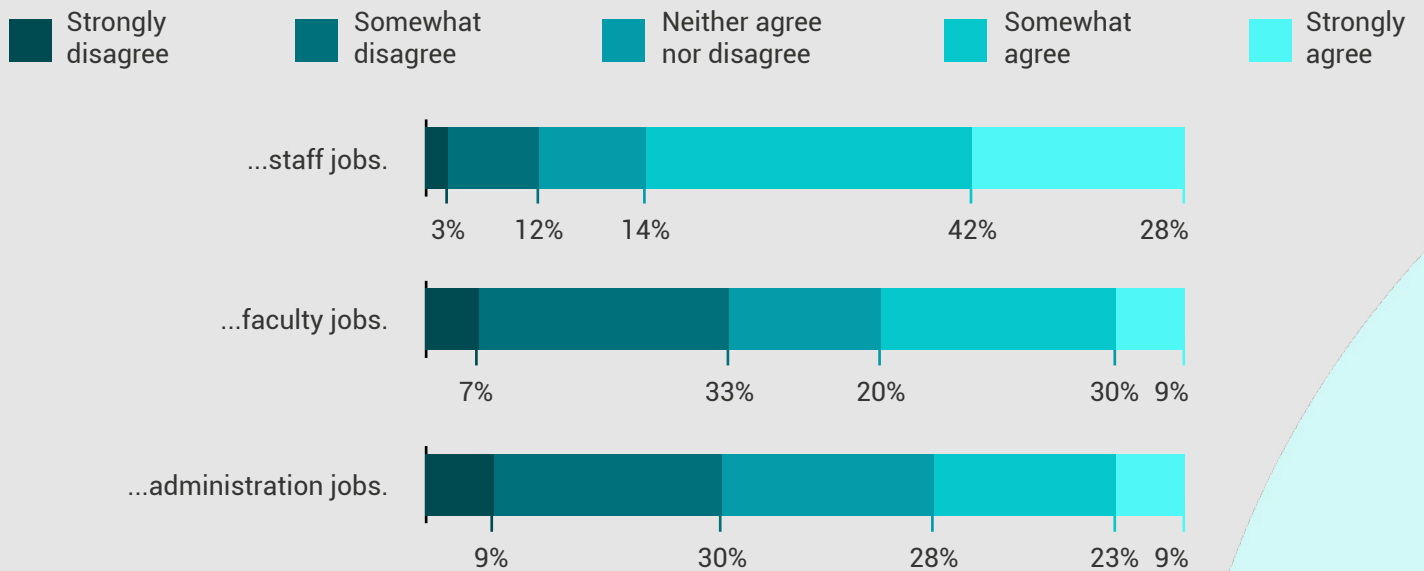


KEY FINDINGS FOR ALL FIGURES

# THE GREAT RESIGNATION

Provosts report that staff jobs have been more affected by the “Great Resignation” than faculty and administration jobs. Specifically, provosts feel that the Great Resignation has affected their institution’s staff jobs (71 percent) the most, followed by faculty jobs (40 percent), and administration jobs (32 percent). Provosts are most likely to indicate that they neither agree nor disagree when it comes to administration jobs (28 percent). Survey results do not show any statistically significant differences at the regional or sector level.

**To what extent do you agree or disagree with the following statements regarding the “great resignation”? I feel that the “Great Resignation” has affected my institution’s... (n=169)**

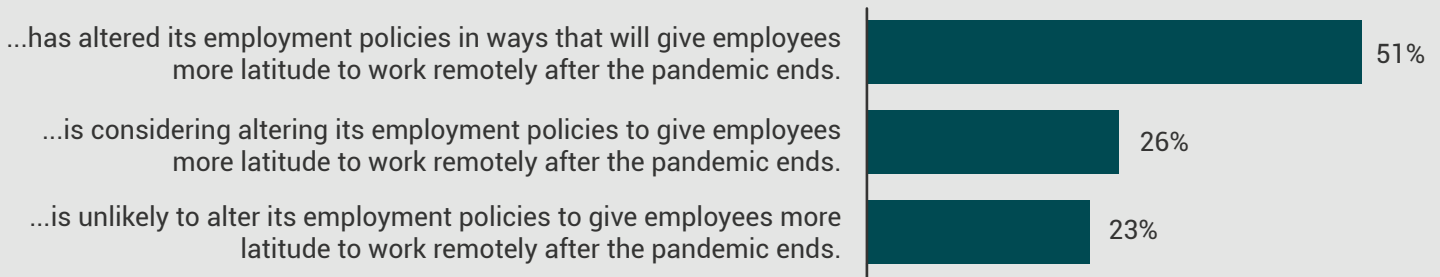


## KEY FINDINGS FOR ALL FIGURES

# REMOTE WORK POLICIES

About half of provosts report that their institution has altered its employment policies in a way that will give employees more latitude to work remotely after the pandemic ends. About the same amount of provosts report that their institution is either considering altering their employment policies (26 percent) or that they are unlikely to alter its employment policies at all (23 percent). Survey results do not show any statistically significant differences at the regional or sector level.

### Which of the following best describes your institution? My institution... (n=169)



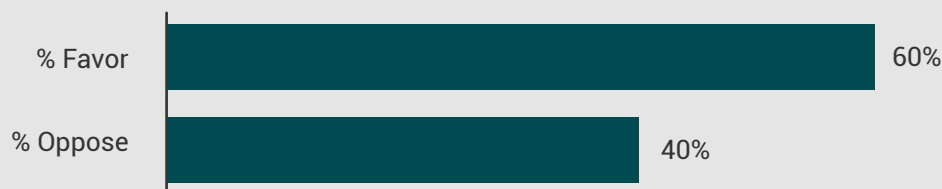
# VIEW OF TENURE SYSTEM

A little less than two-thirds of provosts agree that tenure remains important and viable at their institution. When considering a system of long-term contracts over the existing tenure system in higher education, about 60 percent of provosts indicate they would favor, and 40 percent indicate they would oppose. Survey results do not show any statistically significant differences at the regional or sector level.

### Please indicate your level of agreement with the following statement: Tenure remains important and viable at my institution. (n=169)



### Do you favor or oppose a system of long-term contracts over the existing tenure system in higher education? (n=169)



KEY FINDINGS FOR ALL FIGURES

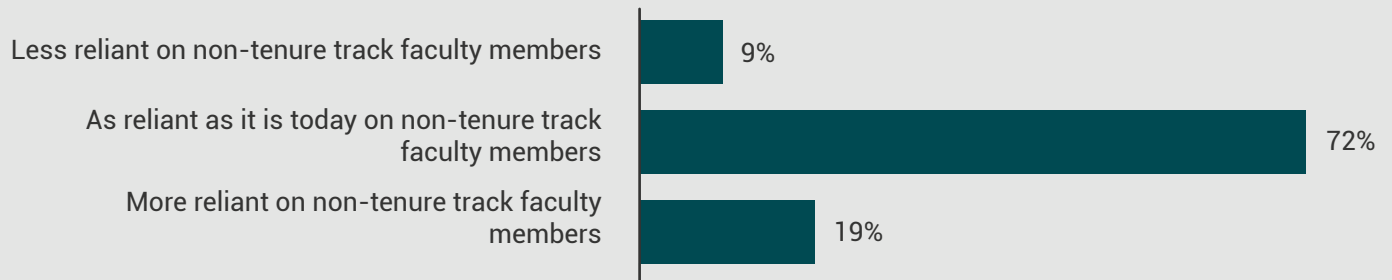
# RELIANCE ON NON-TENURE TRACK FACULTY

About three-fourths of provosts report that their institution relies significantly on non-tenure track faculty for instruction, and most do not expect this level of reliance to change in the future. Provosts are most likely to indicate that in the future, their institution will be as reliant as it is today on non-tenure track faculty members (72 percent). Overall, provosts expect that institutions may become more reliant rather than less reliant (19 percent more reliant, 9 percent less reliant). Survey results do not show any statistically significant differences at the regional or sector level.

## Does your institution rely significantly on nontenure track faculty for instruction? (n=169)



## In the future, do you anticipate that your institution will become more reliant, less reliant or about as reliant as it is today on nontenure track faculty members for instruction? (n=169)



KEY FINDINGS FOR ALL FIGURES

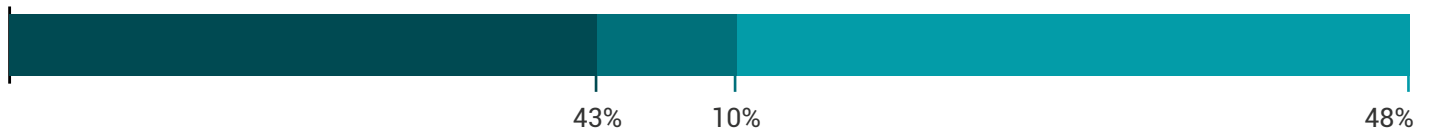
# CONSIDERATIONS FOR NEW MODELS

Provosts are split on whether their institution is exploring new faculty models beyond a tenure track versus non-tenure track distinction. Provosts are most likely to indicate that their college has allowed non-tenure track faculty voting rights as a faculty member (48 percent) and multiple-year contracts (42 percent). About the same amount (43-49 percent) of provosts indicate that their college has not considered each of the new faculty models. Provosts indicate that their college is least likely to consider new job titles as a new faculty model (49 percent have not considered). Survey results do not show any statistically significant differences at the regional or sector level.

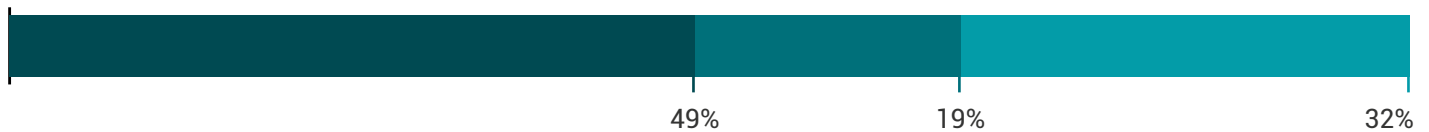
**As you may know, some colleges are exploring new faculty models beyond a tenure track versus non-tenure track distinction. Please indicate whether your college has done or has considered doing each of the following for nontenure track faculty members. (n=168)**

- My college has not considered doing this
- My college has considered doing this
- My college has done this

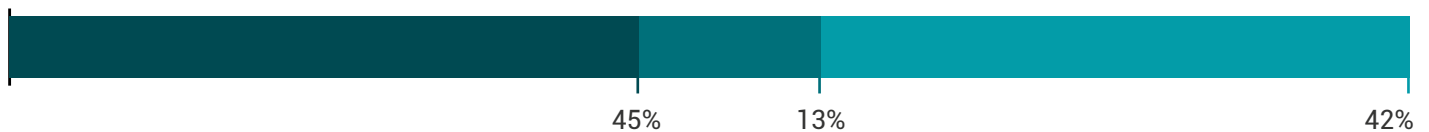
Voting rights as a faculty member



New job titles



Multiple-year contracts



Better recognition of the roles of those who are teachers only



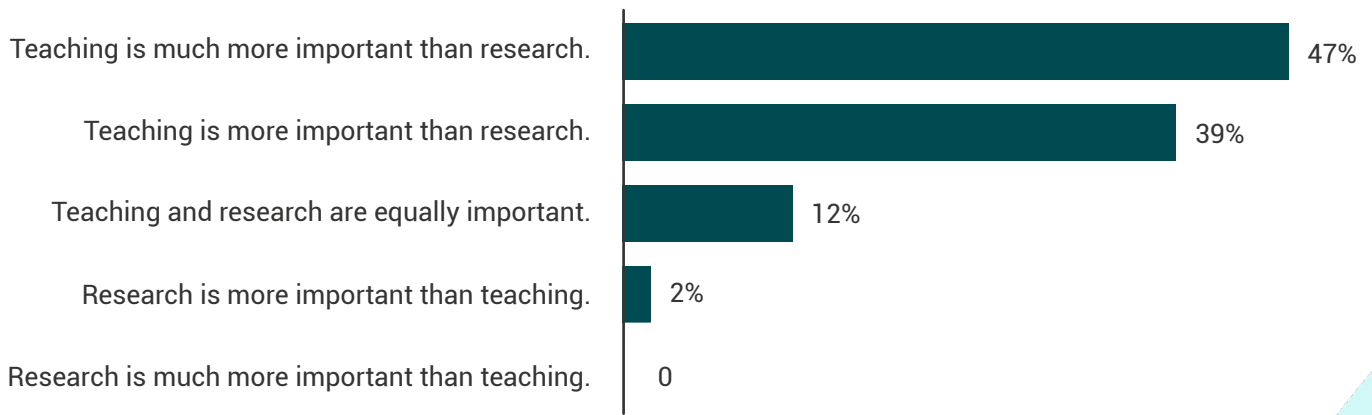


**KEY FINDINGS FOR ALL FIGURES**

# **VIEWS ON FACULTY ROLES**

Most provosts tend to indicate that at their institution, teaching is more important than research. Only 2 percent of provosts indicate that research is more important than teaching. Provosts from private institutions are significantly less likely to indicate that teaching is much more important than research; such that only 37 percent of provosts from private institutions agree, but 54 percent of provosts from public institutions agree. Survey results do not show any statistically significant differences at the regional level.

**Which comes closest to your view about faculty roles at your institution? (n=169)**

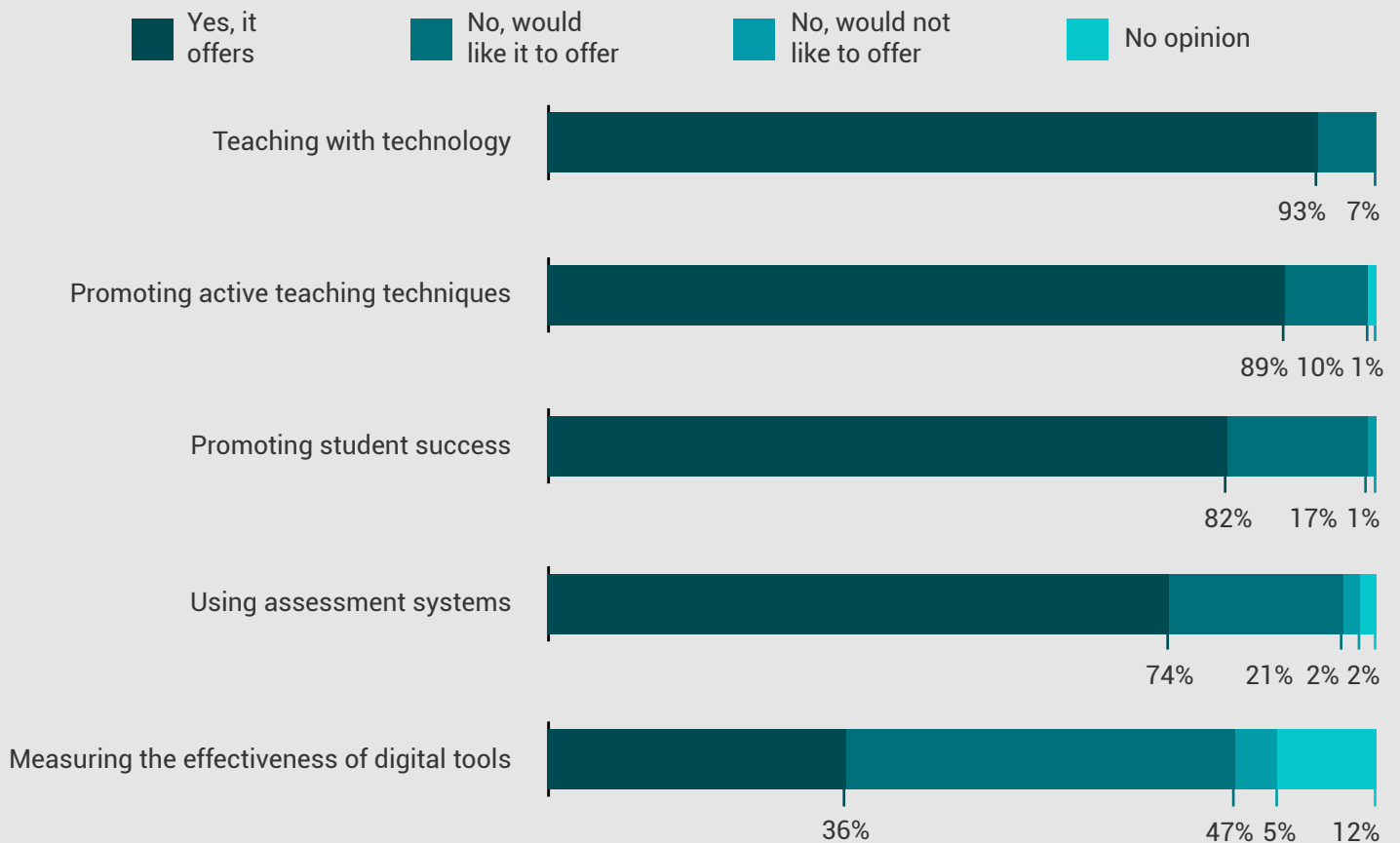


KEY FINDINGS FOR ALL FIGURES

# PROFESSIONAL DEVELOPMENT

Most provosts indicate that their institution currently offers different types of professional development, but are least likely to offer professional development about measuring the effectiveness of digital tools. A little less than half (47 percent) of provosts indicate that this is a development area they would like their institution to offer. On the other hand, provosts are most likely to indicate that their institution offers professional development around teaching with technology (93 percent are currently offering this). Survey results do not show any statistically significant differences at the regional level or sector level.

**Does your institution currently offer, or would you like them to offer, professional development for faculty members in each of the following areas? (n=168)**

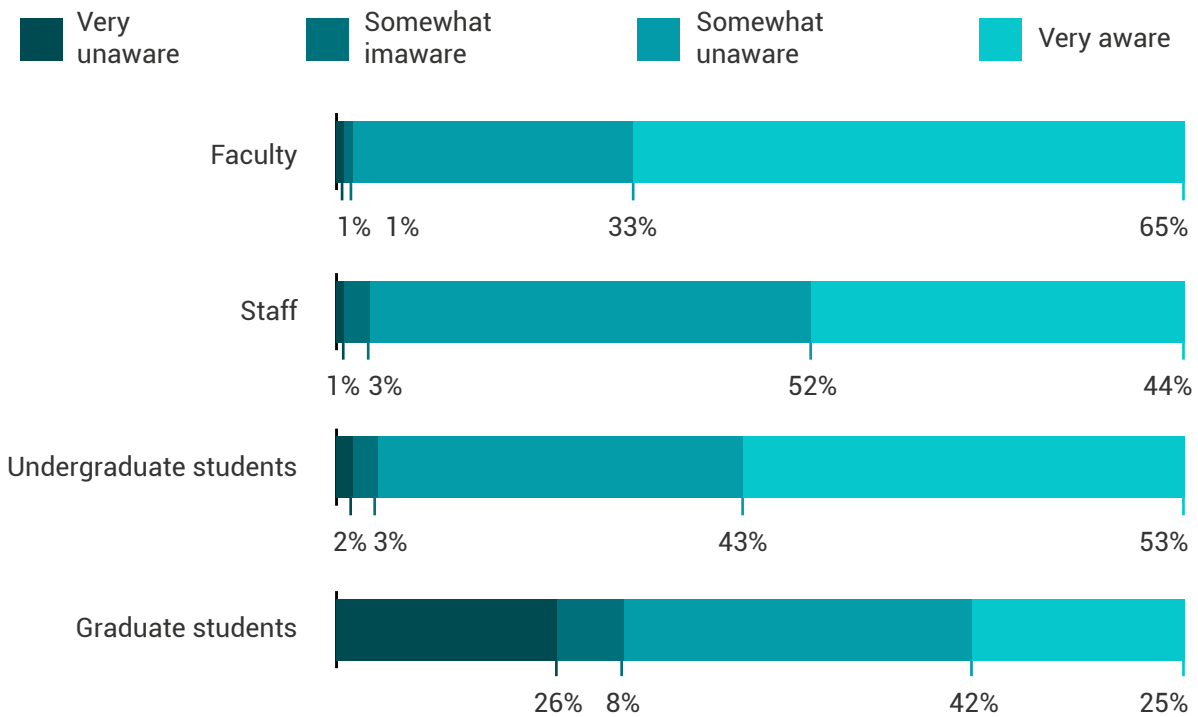


KEY FINDINGS FOR ALL FIGURES

# AWARENESS OF GENERAL MENTAL HEALTH

Provosts are more likely to be aware of faculty, staff, and undergraduate mental health than graduate student mental health. Provosts are most likely to indicate that they are very aware of faculty mental health (65 percent), followed by undergraduate students (53 percent), staff (44 percent) and graduate students (25 percent). Provosts at private institutions are more likely to be at least somewhat aware of graduate student mental health (82 percent) compared to only 49 percent of provosts from public institutions. Survey results do not show any statistically significant differences at the regional level.

## How would you rate your own level of awareness of the general state of mental health as it relates to following members of your community? (n=178)

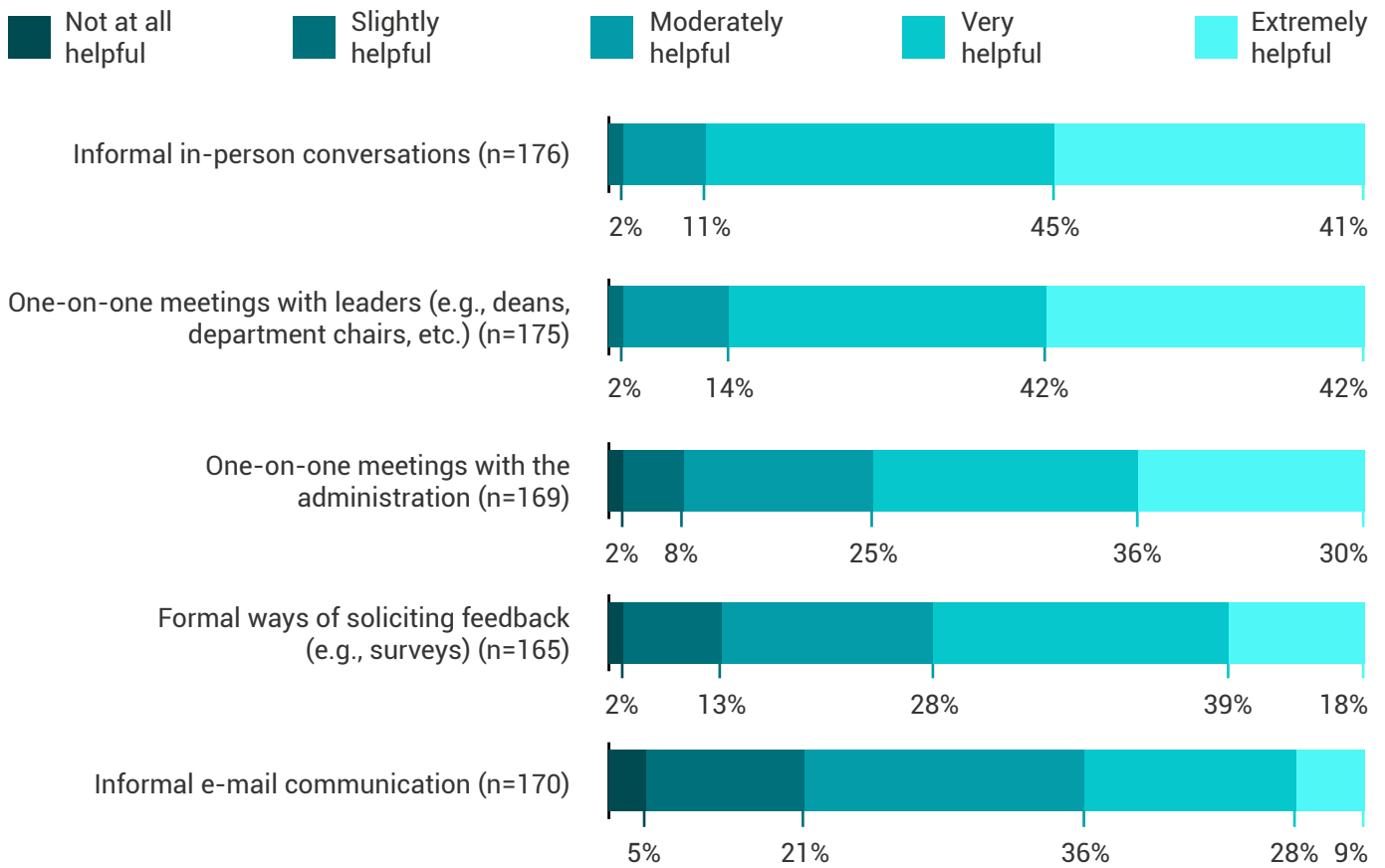


KEY FINDINGS FOR ALL FIGURES

# INCREASING MENTAL HEALTH AWARENESS

Provosts are most likely to indicate that informal in-person conversations and one-on-one meetings with leaders are the most helpful when it comes to increasing their awareness of general mental health of faculty, staff, and administrators. Informal in-person conversations (86 percent) are approximately equally helpful as one-on-one meetings with leaders (84 percent). The least helpful method is informal e-mail communication, though 37 percent of provosts indicate that it is at least very helpful to them.

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

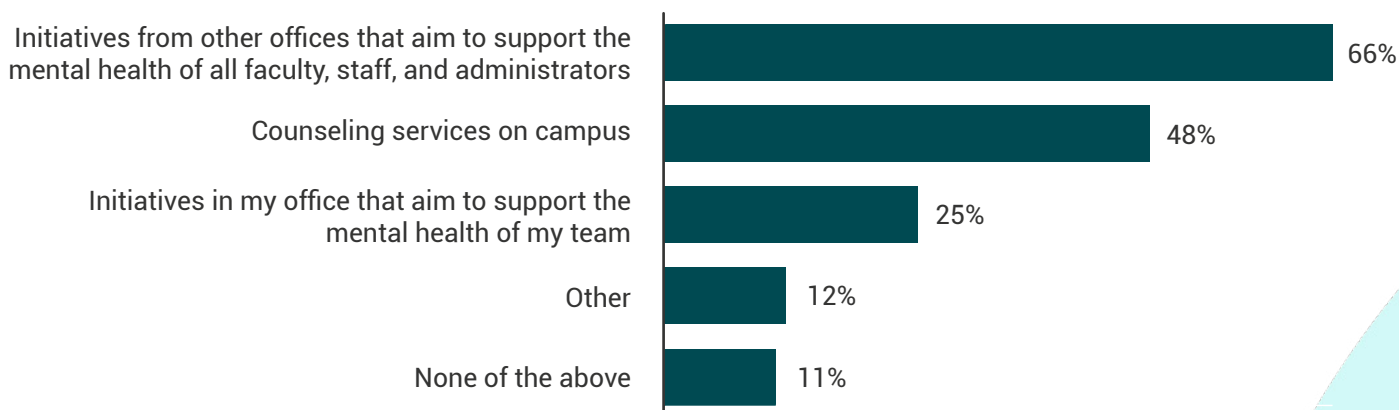


## KEY FINDINGS FOR ALL FIGURES

# MENTAL HEALTH SUPPORT

When considering the areas in which their leadership team receives mental health support, the most common type of support comes from initiatives from other offices. About half of provosts indicate that their leadership team receives support from on-campus counseling services (48 percent), and about 25 percent of provosts provide support within their own office. Provosts from private institutions are more likely than provosts from public institutions to indicate that their leadership team receives support from on-campus counseling (56 percent for private, 41 percent for public).

### From which of the following areas does your leadership team receive mental health support? (n=178)

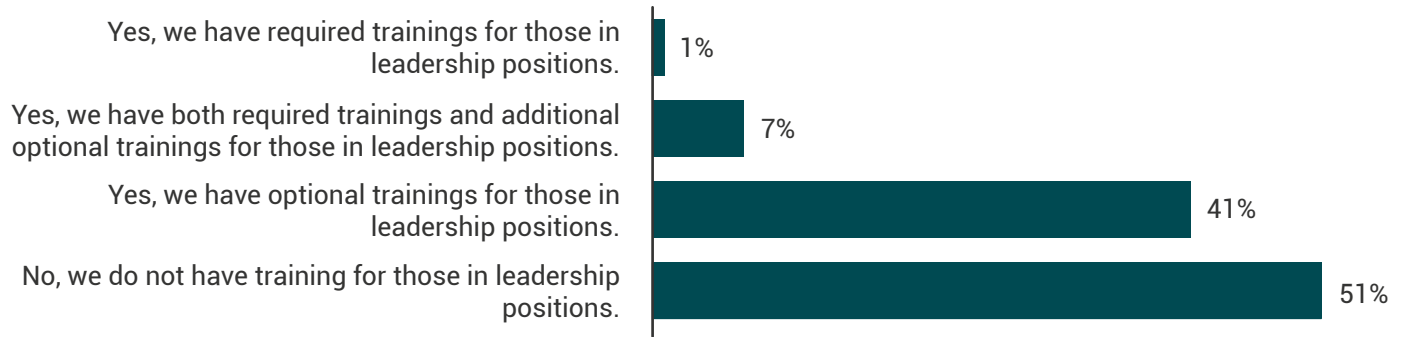


KEY FINDINGS FOR ALL FIGURES

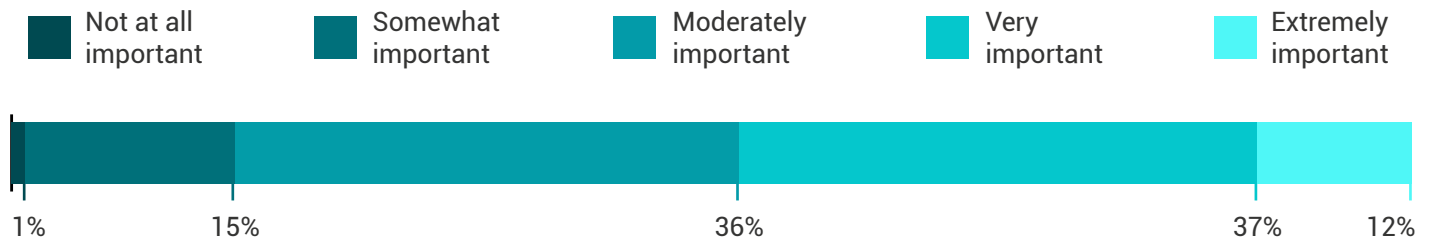
# MENTAL HEALTH INITIATIVES

Almost all provosts indicate that their institution find supporting faculty and staff mental health to be at least somewhat important. Although provosts tend to indicate that their institution prioritizes mental health (90 percent), a smaller proportion of provosts agree that their institution has formal plans to address mental health among faculty and staff (35 percent). Finally, while about half of provosts (49 percent) indicate that their institution provides trainings to leaders to support the mental health needs of their faculty and staff, 41 percent of those provosts also indicate that those trainings are optional.

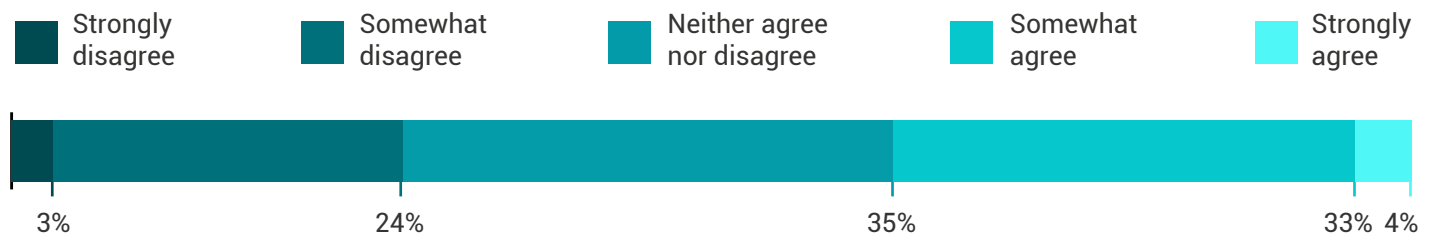
## Does your institution provide training for those in leadership positions to help them support the mental health needs of their faculty and staff? (n=178)



## What amount of importance does your institution place on supporting faculty and staff mental health? My institution finds supporting faculty and staff mental health to be... (n=178)



## To what extent do you agree or disagree with the following statement? My institution has formal plans to address the mental health needs among faculty and staff. (n=178)

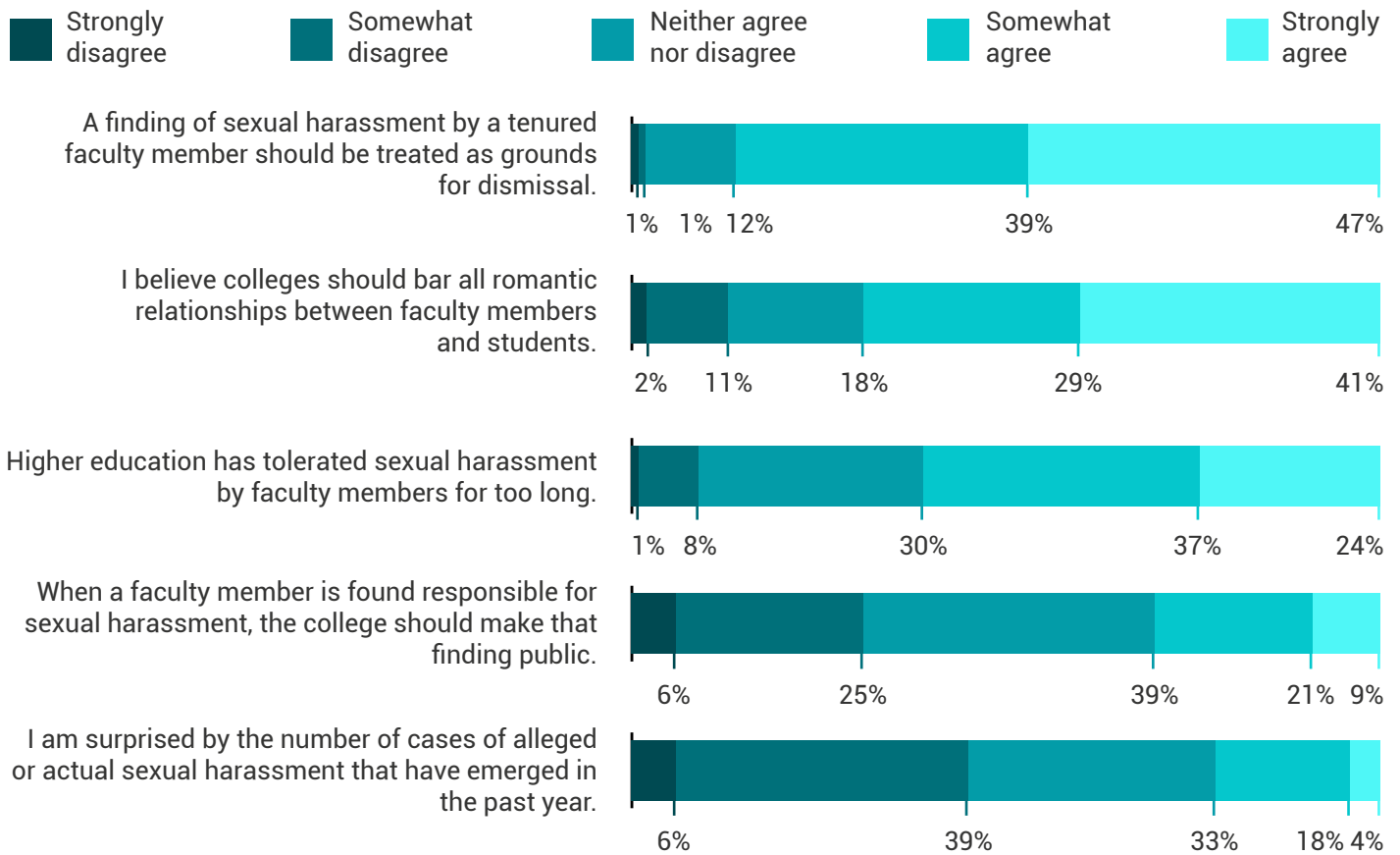


**KEY FINDINGS FOR ALL FIGURES**

# IEWS ON FACULTY SEXUAL HARASSMENT

Most provosts agree that a finding of sexual harassment by a tenured faculty member should be treated as grounds for dismissal. In addition, about two-thirds of provosts (69 percent) agree that colleges should bar all romantic relationships between faculty members and students. Finally, provosts vary in whether they are surprised by the number of cases of alleged or actual sexual harassment that have emerged in the past year, such that about 21 percent agree, 34 percent neither agree or disagree, and 46 percent disagree.

**Many colleges have recently dealt with allegations of faculty members abusing their positions to sexually harass or assault junior colleagues or students. Please indicate your level of agreement with the following statements: (n=158)**

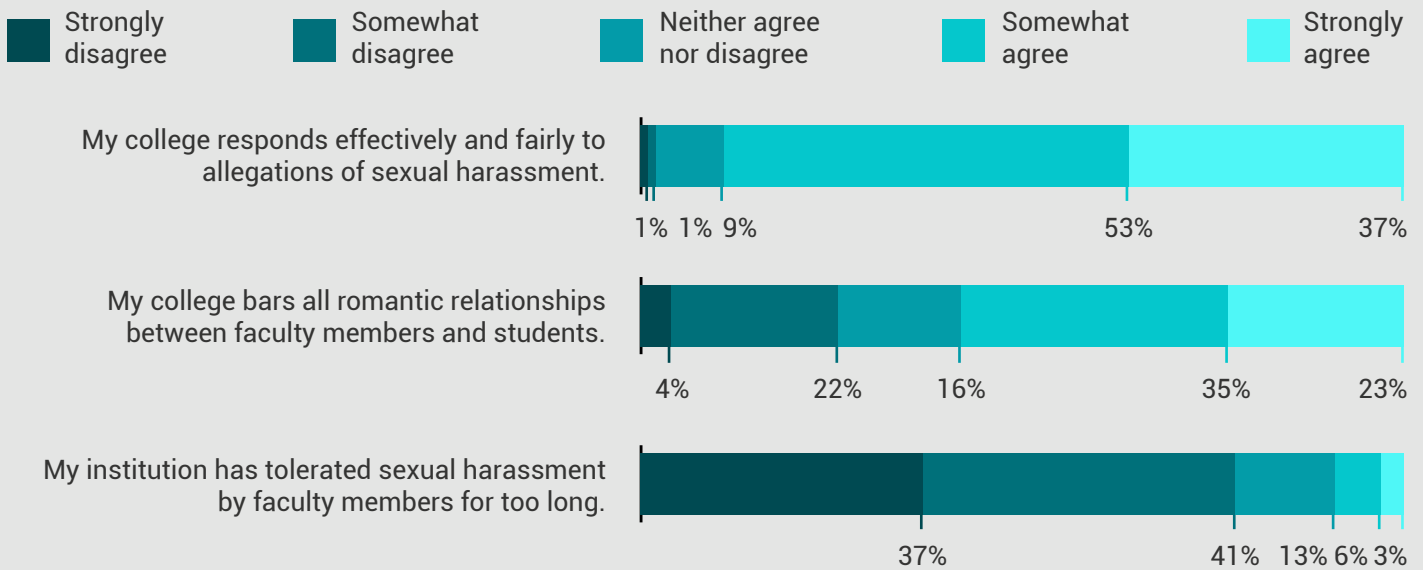


KEY FINDINGS FOR ALL FIGURES

# ADDRESSING SEXUAL HARASSMENT

Most provosts agree that their college responds effectively and fairly to allegations of sexual harassment. Overall, 58 percent of provosts report that their college bars all romantic relationships between faculty members and students. Provosts from private institutions (70 percent) are much more likely to agree than those from public institutions (45 percent). Finally, provosts are likely to disagree that their institution has tolerated sexual harassment by faculty members for too long (78 percent).

**Please indicate your level of agreement with the following statements about what your institution has done to address sexual harassment: (n=158)**



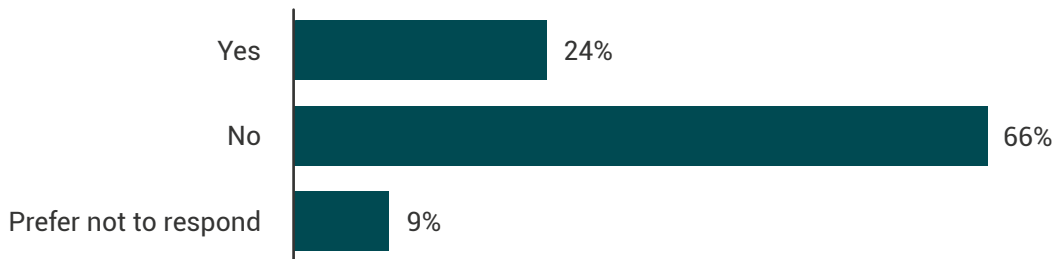


KEY FINDINGS FOR ALL FIGURES

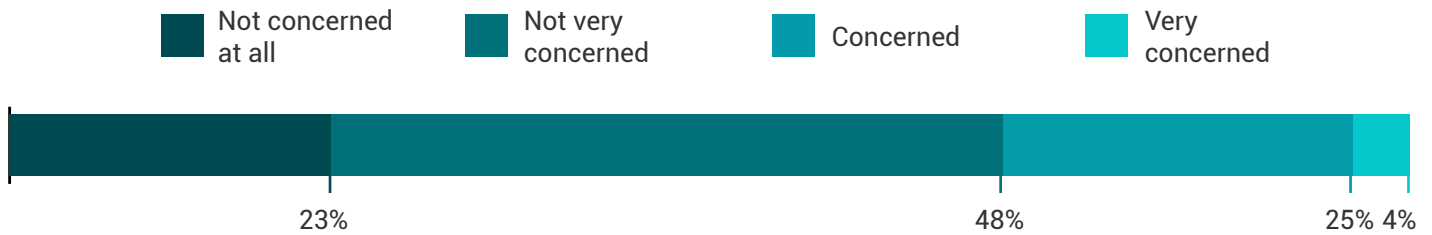
# ALLEGATIONS OF SEXUAL HARASSMENT

About one-fourth of provosts report that there have been allegations of sexual harassment against faculty members at their institution within the past year. Overall, provosts tend to be either not very concerned (48 percent) or not concerned at all (23 percent) that there will be a backlash against college's efforts to prevent sexual assault and sexual harassment. Survey results do not show any statistically significant differences at the regional or sector level.

### Have there been allegations of sexual harassment against any faculty members at your college in the past year? (n=158)



### How concerned are you that there will be a backlash against colleges' efforts to prevent sexual assault and sexual harassment? (n=158)

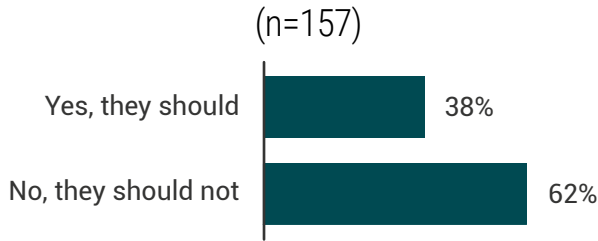


KEY FINDINGS FOR ALL FIGURES

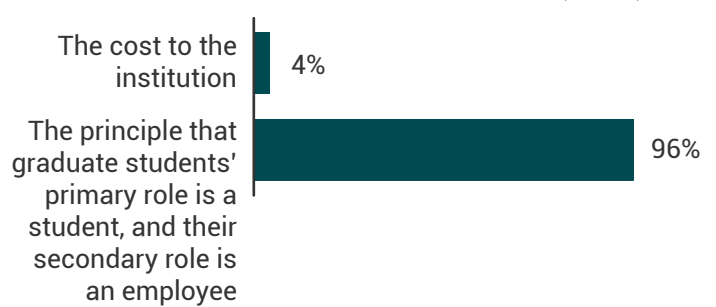
# GRADUATE STUDENT UNIONS

Most provosts do not believe that graduate students should have the right to unionize; given that a graduate student's primary role is a student, and their second role is an employee. Very few provosts (4 percent) indicate that their college has a graduate student union. Survey results do not show any statistically significant differences at the regional or sector level.

## Do you believe graduate students should or should not have the right to unionize? (n=157)



## Which of the following is a bigger factor in why you do not think graduate students should have the right to unionize? (n=98)



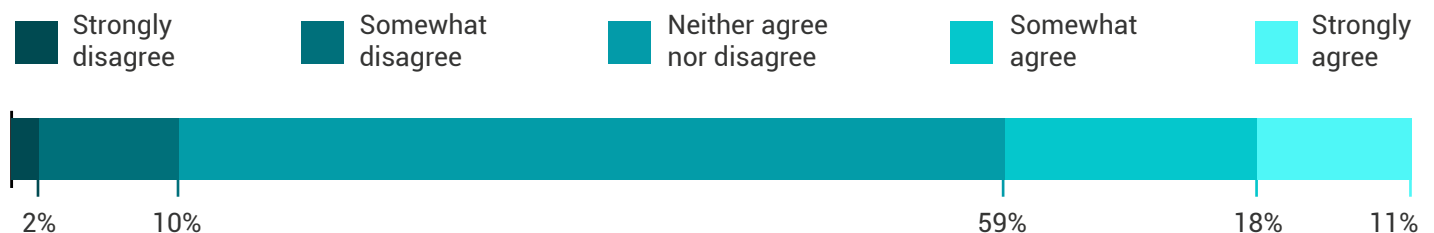
## Does your college have a graduate student union? (n=157)



# GRADUATE STUDENT ADMISSIONS

More than half of provosts (59 percent) neither agree nor disagree that graduate programs at higher education institutions in this county are admitting more Ph.D. students than they should, given the current job market. This suggests that provosts are unsure about how they feel. However, provosts are more likely to agree (29 percent) than disagree (12 percent). Survey results do not show any statistically significant differences at the regional or sector level.

## Please indicate your level of agreement with the following statement: Graduate programs at higher education institutions in this country are admitting more Ph.D. students than they should, given the current job market. (n=169)



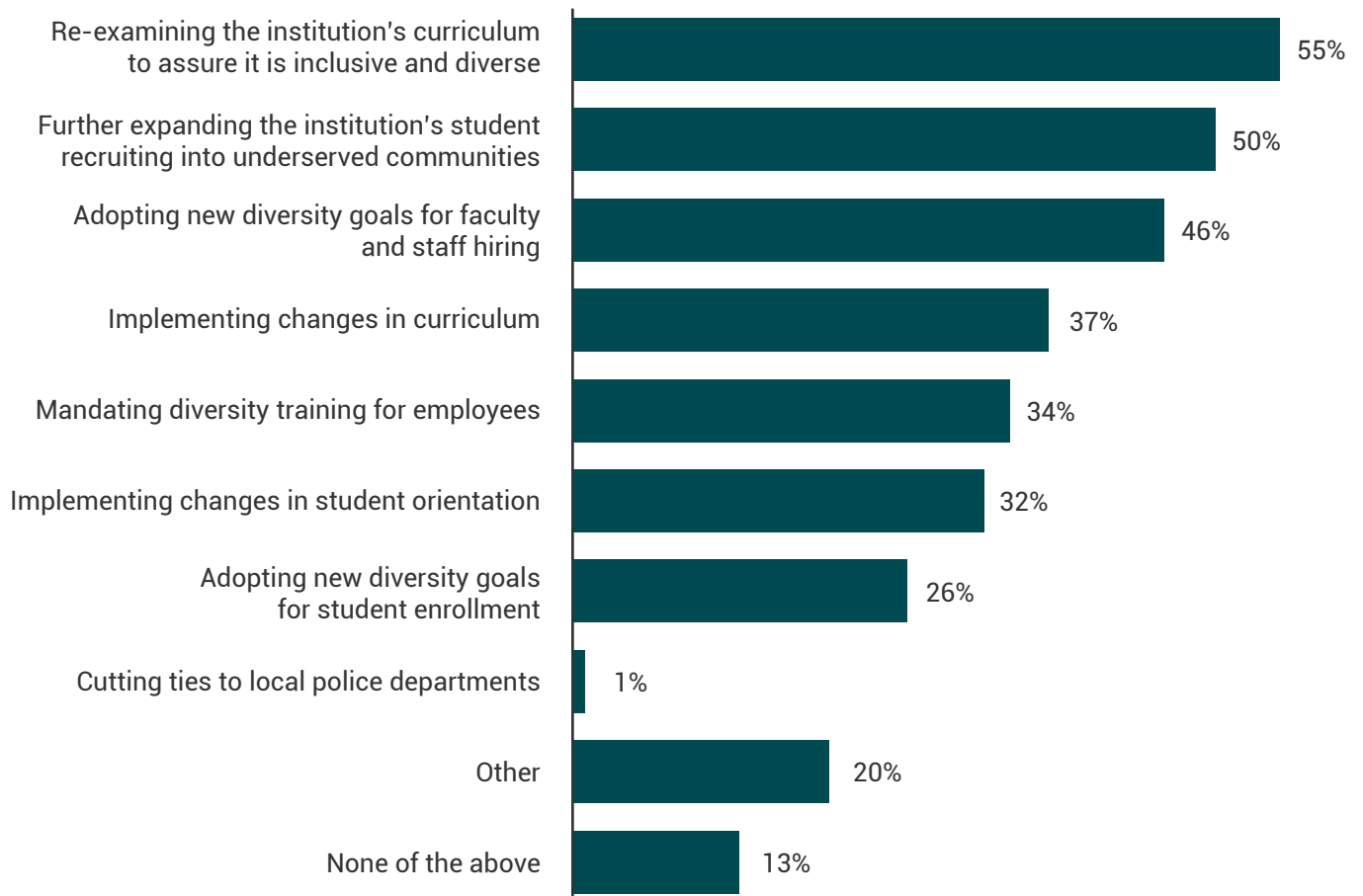
KEY FINDINGS FOR ALL FIGURES

# NEW POLICIES AMIDIST PROTESTS

Since the widespread protests against police brutality, a little over of half of provosts indicate that their institution has at least considered re-examining curriculum to assure it is inclusive and diverse. A similar amount of provosts (50 percent) report that their college has at least considered further expanding the institution’s student recruiting into underserved communities. Provosts are very unlikely to report that their institution has at least considered cutting ties to local police departments (1 percent). Survey results do not show any statistically significant differences at the regional or sector level.

**Since the widespread protests in the summer of 2020 against police brutality that disproportionately affects Black lives, many institutions have adopted new policies and practices.**

*Which of the following policies or structural changes has your institution*

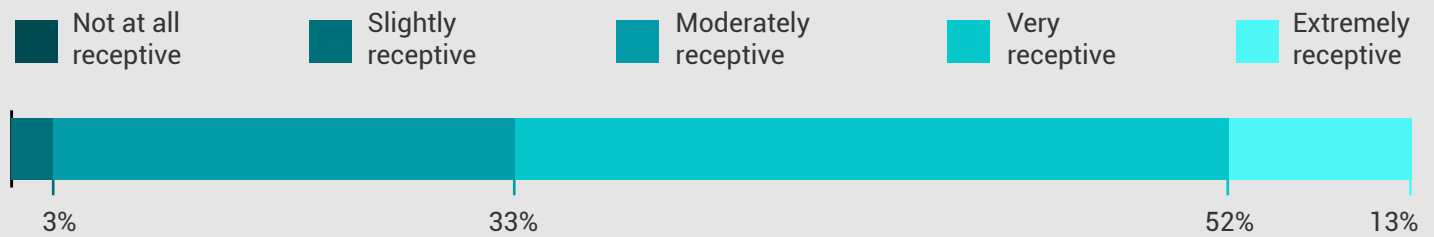


KEY FINDINGS FOR ALL FIGURES

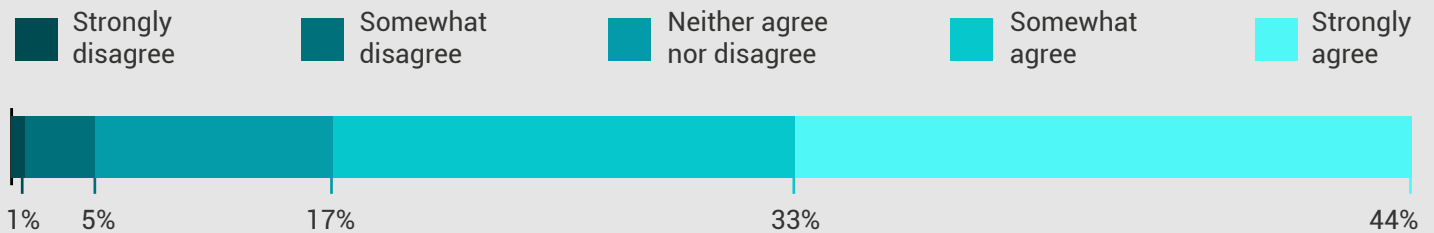
# RECEPTIVITY OF NEW POLICIES

Most provosts report that faculty at their institution were receptive to new changes to policies and practices, and that their institution was quite comfortable making said changes. On average, 63 percent of provosts report that faculty at their institution were at least very receptive to changes. Provosts from private institutions are more likely than provosts at public institutions to report that their staff were at least very receptive (71 percent for private, 54 percent for public). Similarly, provosts from private institutions are more likely than provosts at public institutions to report that their institution was at least very comfortable making changes (83 percent for private, 69 percent for public).

**How receptive were faculty to these changes? (n=151)**



**How comfortable was the institution with making these changes? (n=150)**



Which of the following best describes your primary role at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Provost	56	60	51	30	74	71	63	57
% Chief academic officer	36	32	41	59	22	21	37	29
% Other provost-equivalent role	8	8	8	11	4	7	0	14
% None of the above	0	0	0	0	0	0	0	0

How many years have you served as the provost or chief academic officer at this institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Less than 6 months	1	1	0	0	0	0	0	2
% 6 months to less than 3 years	35	36	36	27	52	43	31	39
% 3 years to less than 5 years	30	25	36	36	35	36	26	25
% 5 years to less than 10 years	22	25	17	20	13	14	29	22
% 10 or more years	11	13	11	16	0	7	14	12

How many years have you served as the provost or chief academic officer at any institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Less than 6 months	3	1	1	2	0	0	0	2
% 6 months to less than 3 years	25	29	24	18	30	36	29	29
% 3 years to less than 5 years	25	18	35	36	43	14	23	16
% 5 years to less than 10 years	27	28	25	20	26	43	29	25
% 10 or more years	20	24	14	23	0	7	20	27

**DETAILED TABLES**

What type of higher education institution do you work for?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Private (four year)	49	99	0	0	0	0	97	100
% Community college	24	0	52	95	0	0	0	0
% Public (four year)	22	0	48	5	100	100	0	0
% For-profit institution	4	0	0	0	0	0	0	0
% Private (two year)	1	1	0	0	0	0	3	0

Do you consider your institution to be a liberal arts institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	53	76	33	23	52	36	71	80
% No	47	24	67	77	48	64	29	20

Did your institution do any of the following in reaction to the omicron variant? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Move classes temporarily online	41	43	41	45	35	43	46	41
% Require non-faculty staff to work remotely	26	21	30	30	30	36	23	20
% Delay the start of the spring semester	10	8	12	16	4	14	11	6
% Shut down all on-campus operations	7	8	7	7	13	0	11	6
% Move classes permanently online	3	1	5	7	0	7	0	2
% Other	22	23	20	18	17	29	20	25
% My institution did not adjust our on-campus operations due to the omicron variant.	39	39	41	34	52	43	40	37

To what extent do you agree or disagree with the following statements?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Faculty opinions were significantly considered in decisions about how to adjust my institution's on-campus operations because of the omicron variant.</b>								
% Strongly disagree	2	4	0	0	0	0	0	6
% Disagree	4	4	4	3	9	0	10	0
% Neither agree nor disagree	16	13	16	14	27	13	5	19
% Agree	47	51	41	52	27	25	62	44
% Strongly agree	31	28	39	31	36	63	24	31
<b>I was significantly involved in the decision-making processes related to adjusting my institution's on-campus operations due to the omicron variant.</b>								
% Strongly disagree	3	6	0	0	0	0	5	6
% Disagree	2	2	2	0	0	13	5	0
% Neither agree nor disagree	4	2	6	7	9	0	5	0
% Agree	16	15	16	24	0	13	19	13
% Strongly agree	76	75	76	69	91	75	67	81

How would you rate your own level of awareness of the general state of mental health as it relates to following members of your community?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Faculty</b>								
% Very unaware	1	0	2	2	4	0	0	0
% Somewhat unaware	1	1	0	0	0	0	0	2
% Somewhat aware	33	30	36	41	39	21	29	29
% Very aware	65	69	61	57	57	79	71	69
<b>Graduate students</b>								
% Very unaware	26	9	43	70	13	7	23	0
% Somewhat unaware	8	9	7	0	26	0	6	10
% Somewhat aware	42	49	34	18	43	64	46	53
% Very aware	25	32	16	11	17	29	26	37

## DETAILED TABLES

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Staff</b>								
% Very unaware	1	0	1	0	4	0	0	0
% Somewhat unaware	3	1	4	2	9	0	0	2
% Somewhat aware	52	51	57	61	48	50	57	45
% Very aware	44	48	39	36	39	50	43	53
<b>Undergraduate students</b>								
% Very unaware	2	1	2	2	4	0	3	0
% Somewhat unaware	3	2	4	7	0	0	3	0
% Somewhat aware	43	31	53	55	52	50	43	24
% Very aware	53	66	41	36	43	50	51	76

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

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Formal ways of soliciting feedback (e.g., surveys)</b>								
% Not at all helpful	2	2	0	0	0	0	6	0
% Slightly helpful	13	15	12	12	16	8	12	17
% Moderately helpful	28	31	24	30	16	8	33	30
% Very helpful	39	40	38	42	32	42	36	40
% Extremely helpful	18	12	26	16	37	42	12	13
<b>Informal e-mail communication</b>								
% Not at all helpful	5	5	6	7	5	7	6	4
% Slightly helpful	21	24	19	14	14	43	26	21
% Moderately helpful	36	35	37	31	50	29	29	40
% Very helpful	28	31	25	33	18	14	34	30
% Extremely helpful	9	5	13	14	14	7	6	4
<b>Informal in-person conversations</b>								
% Not at all helpful	0	0	0	0	0	0	0	0
% Slightly helpful	2	2	2	2	0	7	0	2
% Moderately helpful	11	9	12	14	14	7	9	10
% Very helpful	45	51	42	37	55	43	57	47
% Extremely helpful	41	38	43	47	32	43	34	41



## DETAILED TABLES

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>One-on-one meetings with leaders (e.g., deans, department chairs, etc.)</b>								
% Not at all helpful	0	0	0	0	0	0	0	0
% Slightly helpful	2	2	1	2	0	0	3	2
% Moderately helpful	14	12	16	14	23	14	14	10
% Very helpful	42	49	36	40	41	21	57	42
% Extremely helpful	42	37	47	44	36	64	26	46
<b>One-on-one meetings with the administration</b>								
% Not at all helpful	2	1	2	2	0	7	0	2
% Slightly helpful	8	4	11	9	14	14	3	4
% Moderately helpful	25	27	23	26	32	7	33	23
% Very helpful	36	46	26	19	27	50	45	45
% Extremely helpful	30	22	37	44	27	21	18	26

<b>From which of the following areas does your leadership team receive mental health support?</b>								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Initiatives from other offices that aim to support the mental health of all faculty, staff, and administrators	66	68	67	61	61	100	51	80
% Counseling services on campus	48	56	41	39	39	57	63	53
% Initiatives in my office that aim to support the mental health of my team	25	28	20	18	17	29	29	25
% Other	12	6	16	18	22	0	6	6
% None of the above	11	13	10	14	4	0	20	8

Does your institution provide training for those in leadership positions to help them support the mental health needs of their faculty and staff?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes, we have required trainings for those in leadership positions.	1	0	1	2	0	0	0	0
% Yes, we have both required trainings and additional optional trainings for those in leadership positions.	7	5	11	11	13	7	6	4
% Yes, we have optional trainings for those in leadership positions.	41	34	47	48	43	50	31	37
% No, we do not have training for those in leadership positions.	51	61	41	39	43	43	63	59

What amount of importance does your institution place on supporting faculty and staff mental health? My institution finds supporting faculty and staff mental health to be...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not at all important	1	0	1	0	4	0	0	0
% Somewhat important	15	21	10	7	13	14	23	20
% Moderately important	36	33	39	41	43	21	31	33
% Very important	37	39	35	36	30	36	40	39
% Extremely important	12	7	16	16	9	29	6	8

To what extent do you agree or disagree with the following statement? My institution has formal plans to address the mental health needs among faculty and staff.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly disagree	3	6	1	0	4	0	9	4
% Disagree	24	29	22	25	22	14	37	22
% Neither agree nor disagree	35	36	36	34	43	29	31	39
% Agree	33	28	36	34	26	57	23	31
% Strongly agree	4	2	5	7	4	0	0	4

**DETAILED TABLES**

<b>How did the pandemic affect the volume of your responsibilities?</b>								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% My responsibilities decreased.	1	1	0	0	0	0	3	0
% My responsibilities stayed the same.	7	7	7	9	9	0	9	6
% My responsibilities increased.	93	92	93	91	91	100	89	94

<b>During the pandemic, how frequently do you (or your office) directly communicate with faculty?</b>								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Never	0	0	0	0	0	0	0	0
% Less than once a month	3	2	4	2	9	0	3	2
% Once a month	15	13	17	14	22	7	14	12
% 2-3 times a month	25	25	25	23	26	36	23	25
% Once a week	26	30	22	23	26	14	23	35
% 2-3 times a week	24	22	25	32	9	36	29	18
% Daily	8	8	7	7	9	7	9	8

<b>How effective do you believe you (or your office) has been at communicating with faculty during this academic year about pandemic-related matters?</b>								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not effective at all	1	0	1	2	0	0	0	0
% Not too effective	3	2	4	2	4	7	0	4
% Somewhat effective	57	55	61	59	70	57	60	51
% Very effective	39	43	34	36	26	36	40	45

Have you decreased or increased the frequency with which you (or your office) communicates with faculty this academic year as compared to the last one? My office communicates with faculty...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ...less frequently this academic year than during the last one.	21	24	18	14	22	29	29	22
% ...about the same amount as before.	46	48	46	48	39	43	51	45
% ...more frequently this academic year than during the last one.	33	28	36	39	39	29	20	33

To what extent do you believe faculty currently feel...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>...connected to the administration?</b>								
% Not at all	2	1	2	0	9	0	0	2
% Slightly	21	20	24	20	17	36	20	20
% Moderately	61	63	59	61	61	57	63	65
% Very	14	15	12	14	13	7	14	14
% Extremely	2	1	2	5	0	0	3	0
<b>...engaged with their work?</b>								
% Not at all	0	0	0	0	0	0	0	0
% Slightly	7	7	7	7	0	21	3	10
% Moderately	34	26	42	39	52	29	29	25
% Very	49	54	41	43	43	36	60	49
% Extremely	11	13	10	11	4	14	9	16
<b>...supported by the administration?</b>								
% Not at all	1	0	1	0	4	0	0	0
% Slightly	12	15	11	7	17	14	17	14
% Moderately	54	52	57	52	61	57	54	51
% Very	31	32	28	34	17	29	26	35
% Extremely	2	1	4	7	0	0	3	0

At your institution, who is primarily responsible for ensuring faculty are supported, engaged, and connected?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Deans and chairs	79	77	80	84	70	79	71	82
% Faculty affairs	11	14	10	7	13	14	20	10
% Teaching and learning center	4	3	5	2	13	0	0	4
% HR	0	0	0	0	0	0	0	0
% Other	6	6	6	7	4	7	9	4

Through what channel(s) are resources and tools made available to faculty to ensure they are supported, engaged, and connected? Please select all that apply. Resources and tools are made available to faculty through...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ...mass e-mails.	79	76	82	80	83	86	74	76
% ...services managed at the college or department level.	74	69	82	82	78	86	60	74
% ...institutional offices that are tasked with providing faculty services.	70	65	75	73	70	93	60	68
% ...my institution's website.	58	50	69	66	70	79	46	54
% ...spreadsheets, online documents, and/or paper files.	29	30	28	34	22	21	23	36
% Other	11	13	7	5	9	14	9	16

Did your institution provide any of the following to faculty members? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Assurances that there was a short-term plan for getting through the crisis	89	88	88	91	82	93	86	92
% Resources and tools for how to work effectively in a remote work environment	87	84	90	93	82	93	83	84
% Short courses on best practices for online teaching and learning	86	82	93	93	86	100	74	88
% Access to mentors and peers	60	64	56	59	50	57	60	65
% Assurances that there was a long-term plan for getting through the crisis	59	60	57	57	55	64	57	61
% Other	8	13	4	7	0	0	9	16

How likely or unlikely are your faculty to say they have the right resources and tools to help them feel supported, engaged, and connected?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Very unlikely	0	0	0	0	0	0	0	0
% Unlikely	16	22	12	7	20	14	23	21
% Likely	68	64	74	72	75	79	66	64
% Very likely	16	14	14	21	5	7	11	15

Please indicate your level of agreement with the following statement: I believe faculty would describe the resources and tools made available to them during the pandemic as...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ...not effective at all.	0	0	0	0	0	0	0	0
% ...not too effective.	5	6	5	7	5	0	11	2
% ...somewhat effective.	75	74	77	77	82	64	77	73
% ...very effective.	20	20	18	16	14	36	11	24

Since the widespread protests in the summer of 2020 against police brutality that disproportionately affects black lives, many institutions have adopted new policies and practices. Which of the following policies or structural changes has your institution taken or considered taking in response to concerns about longstanding structural racism in the U.S.? Please select all that apply.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Re-examining the institution's curriculum to assure it is inclusive and diverse	55	49	60	64	59	57	60	43
% Further expanding the institution's student recruiting into underserved communities	50	47	55	57	45	64	63	41
% Adopting new diversity goals for faculty and staff hiring	46	49	43	32	59	57	46	47
% Implementing changes in curriculum	37	40	32	30	45	21	34	45
% Mandating diversity training for employees	34	36	30	30	32	36	37	37
% Implementing changes in student orientation	32	36	27	20	32	43	49	27
% Adopting new diversity goals for student enrollment	26	22	33	39	32	21	20	24
% Cutting ties to local police departments	1	0	1	2	0	0	0	0
% Other	20	24	17	16	9	29	23	24
% None of the above	13	9	17	18	14	14	9	10

How receptive were faculty to these changes?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not at all receptive	0	0	0	0	0	0	0	0
% Slightly receptive	3	3	3	0	11	0	0	5
% Moderately receptive	33	26	43	44	47	25	28	26
% Very receptive	52	59	44	42	37	67	56	60
% Extremely receptive	13	12	10	14	5	8	16	9

How comfortable was the institution with making these changes?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Very uncomfortable	1	0	1	0	0	0	0	0
% Somewhat uncomfortable	5	3	9	6	17	8	0	5
% Neither uncomfortable nor comfortable	17	14	21	22	33	0	13	16
% Somewhat comfortable	33	38	28	33	22	25	44	35
% Very comfortable	44	45	40	39	28	67	44	44

How would you assess the “academic health” of your institution (i.e., the academic quality of the education your institution provides) as of the fall of 2020?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Failing	0	0	0	0	0	0	0	0
% Poor	2	2	1	0	5	0	3	2
% Fair	12	12	12	11	10	21	17	8
% Good	54	50	59	64	67	29	57	46
% Excellent	32	36	27	25	19	50	23	44

To what extent do you agree or disagree with the following statement: Changes made during the pandemic over the last two years have negatively impacted the academic quality of my institution.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly disagree	22	20	20	18	14	36	14	25
% Disagree	39	37	42	50	33	21	43	33
% Neither agree nor disagree	28	26	31	25	48	29	26	25
% Agree	12	17	7	7	5	14	17	17
% Strongly agree	0	0	0	0	0	0	0	0



How would you rate the effectiveness of your institution in the following areas?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Controlling rising prices for students and their families</b>								
% Not effective at all	1	1	1	0	5	0	3	0
% Not too effective	16	26	5	9	0	0	37	17
% Somewhat effective	52	61	44	37	62	43	51	69
% Very effective	31	12	50	53	33	57	9	15
<b>Identifying and assessing student outcomes</b>								
% Not effective at all	1	1	0	0	0	0	0	2
% Not too effective	10	10	13	14	14	0	11	8
% Somewhat effective	50	54	50	49	52	50	43	60
% Very effective	39	36	38	37	33	50	46	29
<b>Offering undergraduate support services</b>								
% Not effective at all	1	1	0	0	0	0	3	0
% Not too effective	3	2	4	0	14	0	3	2
% Somewhat effective	52	51	51	51	48	57	57	46
% Very effective	45	45	45	49	38	43	37	52
<b>Preparing students for the world of work</b>								
% Not effective at all	0	0	0	0	0	0	0	0
% Not too effective	3	1	5	2	10	7	0	2
% Somewhat effective	45	46	45	37	48	64	54	42
% Very effective	52	52	50	60	43	29	46	56
<b>Providing a quality undergraduate education</b>								
% Not effective at all	1	1	0	0	0	0	3	0
% Not too effective	1	0	3	0	5	7	0	0
% Somewhat effective	34	32	35	35	43	29	37	29
% Very effective	65	67	63	65	52	64	60	71
<b>Recruiting and retaining talented faculty</b>								
% Not effective at all	1	1	1	2	0	0	3	0
% Not too effective	13	11	18	19	19	14	9	13
% Somewhat effective	64	61	65	63	67	64	66	58
% Very effective	22	27	16	16	14	21	23	29
<b>Using data to aid and inform campus decision-making</b>								
% Not effective at all	2	2	1	0	5	0	3	2
% Not too effective	8	8	8	9	5	7	9	8
% Somewhat effective	59	61	58	63	71	14	60	60
% Very effective	32	29	34	28	19	79	29	29

## DETAILED TABLES

Based on student enrollment data over the past two years, do students prefer in-person or online courses when both are offered? Students tend to...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ...prefer in-person courses over online courses when both are offered.	62	82	44	26	62	79	83	81
% ...prefer online courses over in-person courses when both are offered.	23	10	35	49	10	21	6	13
% ...not have a preference between in-person and online courses when both are offered	15	8	21	26	29	0	11	6

Does your institution survey its faculty, staff, and administrators to assess their job satisfaction?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	70	71	66	72	43	86	77	67
% No	30	29	34	28	57	14	23	33

Which of the following online tools and resources does your institution have to help build morale among faculty and staff? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Newsletters with recent institutional events and decisions	69	70	69	70	57	93	71	68
% Online mental health resources made available to faculty and staff	51	43	60	70	29	79	53	36
% Online channels for faculty and staff to ask questions to leadership	42	28	55	65	38	57	26	38
% Virtual, non-work focused events and activities to encourage team building	40	33	43	42	29	64	24	30
% Online courses	34	27	36	30	33	64	24	30

**DETAILED TABLES**

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Online affinity groups where those with similar interests or backgrounds can communicate (e.g., Slack channels for working parents)	21	13	26	21	29	43	9	17
% Other	8	11	4	7	0	0	9	13
% My institution does not provide online tools and resources to improve morale among faculty and staff.	12	17	9	5	19	0	18	17

<b>Does your institution have a way to track how often these online resources are most utilized?</b>								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	54	49	56	63	47	50	57	41
% No	46	51	44	37	53	50	43	59

<b>To what extent do you agree or disagree with the following statements regarding faculty turnover and burnout? My institution has taken concrete steps to address faculty burnout.</b>								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly disagree	4	6	1	0	0	7	12	2
% Disagree	19	18	19	14	24	21	18	19
% Neither agree nor disagree	51	44	56	65	57	29	44	45
% Agree	26	32	21	19	19	36	26	34
% Strongly agree	1	0	3	2	0	7	0	0

To what extent has turnover of the following groups decreased or increased over the past year? As compared to previous years, turnover is...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Faculty</b>								
% ...significantly lower.	1	0	0	0	0	0	0	0
% ...somewhat lower.	4	2	5	5	0	14	0	4
% ...about the same.	48	49	48	47	38	64	47	51
% ...somewhat higher.	39	38	41	42	52	21	44	32
% ...significantly higher.	8	11	6	7	10	0	9	13
<b>Staff</b>								
% ...significantly lower.	0	0	0	0	0	0	0	0
% ...somewhat lower.	1	0	0	0	0	0	0	0
% ...about the same.	26	23	29	28	29	29	26	21
% ...somewhat higher.	45	44	48	56	43	36	38	47
% ...significantly higher.	28	33	24	16	29	36	35	32

To what extent do you agree or disagree with the following statements regarding the "great resignation"? I feel that the "great resignation" has affected my institution's...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>...administration jobs.</b>								
% Strongly disagree	9	10	9	12	0	7	12	9
% Disagree	30	35	26	28	24	29	27	40
% Neither agree nor disagree	28	26	30	23	57	14	21	28
% Agree	23	19	26	28	14	43	27	13
% Strongly agree	9	11	9	9	5	7	12	11
<b>...faculty jobs.</b>								
% Strongly disagree	7	7	8	9	5	7	9	6
% Disagree	33	28	36	35	33	50	18	34
% Neither agree nor disagree	20	19	21	16	24	21	21	17
% Agree	31	35	28	33	33	7	42	30
% Strongly agree	9	11	8	7	5	14	9	13

## DETAILED TABLES

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
...staff jobs.								
% Strongly disagree	3	4	3	2	0	7	6	2
% Disagree	12	10	14	12	19	14	6	13
% Neither agree nor disagree	14	15	13	16	10	0	12	17
% Agree	42	40	45	51	48	29	52	32
% Strongly agree	28	32	26	19	24	50	24	36

Which of the following best describes your institution? My institution...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ...has altered its employment policies in ways that will give employees more latitude to work remotely after the pandemic ends.	51	49	50	37	48	86	45	53
% ...is considering altering its employment policies to give employees more latitude to work remotely after the pandemic ends.	26	25	29	35	33	7	39	15
% ...is unlikely to alter its employment policies to give employees more latitude to work remotely after the pandemic ends.	23	26	21	28	19	7	15	32

Please indicate your level of agreement with the following statement: Tenure remains important and viable at my institution.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly disagree	15	16	13	21	5	0	21	11
% Disagree	5	4	5	7	5	0	9	0
% Neither agree nor disagree	20	23	14	26	0	0	15	30
% Agree	30	32	31	33	43	14	24	38
% Strongly agree	30	25	38	14	48	86	30	21

Does your institution rely significantly on non-tenure track faculty for instruction?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	73	69	74	79	57	86	67	70
% No	27	31	26	21	43	14	33	30

In the future, do you anticipate that your institution will become more reliant, less reliant or about as reliant as it is today on non-tenure track faculty members for instruction?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Less reliant on non-tenure track faculty members	9	6	13	9	14	21	9	4
% As reliant as it is today on non-tenure track faculty members	72	70	75	77	76	64	67	72
% More reliant on non-tenure track faculty members	19	23	13	14	10	14	24	23

Do you favor or oppose a system of long-term contracts over the existing tenure system in higher education?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Favor	60	63	55	65	48	36	58	66
% Oppose	40	37	45	35	52	64	42	34

Please indicate your level of agreement with the following statement: Graduate programs at higher education institutions in this country are admitting more Ph.D. students than they should, given the current job market.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly disagree	2	2	1	0	0	7	3	2
% Disagree	10	7	13	7	10	29	9	6
% Neither agree nor disagree	59	57	61	67	67	36	48	62
% Agree	18	20	15	12	24	14	21	19
% Strongly agree	11	14	10	14	0	14	18	11

Which comes closest to your view about faculty roles at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Teaching is much more important than research.	47	37	54	74	38	14	39	36
% Teaching is more important than research.	39	53	28	23	43	21	52	53
% Teaching and research are equally important.	12	9	16	2	19	50	9	9
% Research is more important than teaching.	2	1	3	0	0	14	0	2
% Research is much more important than teaching.	0	0	0	0	0	0	0	0

As you may know, some colleges are exploring new faculty models beyond a tenure track versus non-tenure track distinction. Please indicate whether your college has done or has considered doing each of the following for non-tenure track faculty members.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Better recognition of the roles of those who are teachers only</b>								
% My college has not considered doing this	45	46	46	64	33	0	36	51
% My college has considered doing this	21	27	16	2	33	36	24	30
% My college has done this	35	27	38	33	33	64	39	19
<b>Multiple-year contracts</b>								
% My college has not considered doing this	45	37	52	69	43	14	36	36
% My college has considered doing this	13	15	10	5	24	7	6	21
% My college has done this	42	48	38	26	33	79	58	43
<b>New job titles</b>								
% My college has not considered doing this	49	46	54	69	48	14	39	49
% My college has considered doing this	19	16	20	12	33	29	15	17
% My college has done this	32	38	25	19	19	57	45	34
<b>Voting rights as a faculty member</b>								
% My college has not considered doing this	43	38	46	62	33	7	42	34
% My college has considered doing this	10	7	13	5	29	14	3	11
% My college has done this	48	54	42	33	38	79	55	55

Does your institution currently offer, or would you like them to offer, professional development for faculty members in each of the following areas?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Measuring the effectiveness of digital tools</b>								
% Yes, it offers	36	31	39	50	14	50	27	34
% No, would like it to offer	47	53	42	38	43	50	48	55
% No, would not like to offer	5	7	3	0	10	0	9	6
% No opinion	12	9	16	12	33	0	15	4
<b>Promoting active teaching techniques</b>								
% Yes, it offers	89	90	87	95	67	100	94	87
% No, would like it to offer	10	10	11	5	29	0	6	13
% No, would not like to offer	0	0	0	0	0	0	0	0
% No opinion	1	0	1	0	5	0	0	0
<b>Promoting student success</b>								
% Yes, it offers	82	80	82	86	71	93	79	81
% No, would like it to offer	17	19	18	14	29	7	21	17
% No, would not like to offer	1	1	0	0	0	0	0	2
% No opinion	0	0	0	0	0	0	0	0
<b>Teaching with technology</b>								
% Yes, it offers	93	93	94	95	86	100	94	91
% No, would like it to offer	7	7	6	5	14	0	6	9
% No, would not like to offer	0	0	0	0	0	0	0	0
% No opinion	0	0	0	0	0	0	0	0
<b>Using assessment systems</b>								
% Yes, it offers	74	70	77	83	62	79	64	74
% No, would like it to offer	21	22	20	17	33	14	27	19
% No, would not like to offer	2	2	3	0	5	7	3	2
% No opinion	2	5	0	0	0	0	6	4



Please indicate whether you plan to increase emphasis on the following practices at your institution over the next year.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Altering the tenure policy</b>								
% Yes	8	9	6	0	10	21	3	13
% No	92	91	94	100	90	79	97	87
<b>Changing the academic mission of the institution</b>								
% Yes	8	5	11	17	5	7	9	2
% No	92	95	89	83	95	93	91	98
<b>Cutting athletics programs</b>								
% Yes	4	5	3	2	0	7	3	6
% No	96	95	97	98	100	93	97	94
<b>Cutting underperforming academic programs</b>								
% Yes	72	75	66	67	76	50	70	81
% No	28	25	34	33	24	50	30	19
<b>Dismissing underperforming faculty members</b>								
% Yes	55	58	49	50	52	50	61	57
% No	45	42	51	50	48	50	39	43
<b>Dismissing underperforming tenured faculty members</b>								
% Yes	21	19	24	17	33	36	18	19
% No	79	81	76	83	67	64	82	81
<b>Expanding online programs and offerings</b>								
% Yes	85	84	89	83	95	93	73	91
% No	15	16	11	17	5	7	27	9
<b>Funding programs based on the alignment with our mission</b>								
% Yes	81	77	85	81	90	93	70	81
% No	19	23	15	19	10	7	30	19
<b>Increasing collaboration with other colleges and universities</b>								
% Yes	87	83	91	88	95	93	79	87
% No	13	17	9	12	5	7	21	13
<b>Increasing teaching loads for full-time faculty members</b>								
% Yes	11	15	5	0	5	21	15	15
% No	89	85	95	100	95	79	85	85

## DETAILED TABLES

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Increasing use of part-time faculty members</b>								
% Yes	34	37	29	33	29	21	24	45
% No	66	63	71	67	71	79	76	55
<b>Outsourcing some instructional services</b>								
% Yes	18	22	13	7	24	7	24	21
% No	82	78	87	93	76	93	76	79
<b>Promoting retirement of older professors</b>								
% Yes	36	42	32	21	43	43	33	49
% No	64	58	68	79	57	57	67	51
<b>Using outside providers to expand online programs</b>								
% Yes	27	33	20	12	33	21	27	38
% No	73	67	80	88	67	79	73	62

### Please indicate your level of agreement with the following statements about liberal arts education:

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>I expect to see the number of liberal arts colleges decline significantly over the next five years.</b>								
% Strongly disagree	1	1	0	0	0	0	0	2
% Disagree	7	10	5	5	5	7	18	4
% Neither agree nor disagree	21	13	29	34	29	14	9	15
% Agree	55	61	51	44	67	50	58	65
% Strongly agree	16	15	14	17	0	29	15	13
<b>I feel pressure from my president, board, or donors to focus on academic programs that have a clear orientation toward careers.</b>								
% Strongly disagree	5	3	8	7	10	7	3	2
% Disagree	16	24	9	2	24	7	27	22
% Neither agree nor disagree	22	16	29	37	14	29	21	13
% Agree	38	45	32	32	29	36	33	54
% Strongly agree	18	13	22	22	24	21	15	9

## DETAILED TABLES

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Liberal arts education has become too divorced from the career needs of students and graduates.</b>								
% Strongly disagree	9	10	8	7	5	14	15	7
% Disagree	37	45	29	22	43	29	52	39
% Neither agree nor disagree	23	20	24	27	19	29	21	20
% Agree	26	23	31	34	29	29	12	30
% Strongly agree	5	3	8	10	5	0	0	4
<b>Liberal arts education in all types of institutions in the U.S. is in decline.</b>								
% Strongly disagree	1	1	1	0	5	0	3	0
% Disagree	13	15	13	7	14	29	12	17
% Neither agree nor disagree	33	26	41	44	43	29	24	26
% Agree	43	46	40	39	38	43	45	48
% Strongly agree	9	11	5	10	0	0	15	9
<b>Liberal arts education is central to undergraduate education - even in professional programs.</b>								
% Strongly disagree	0	0	0	0	0	0	0	0
% Disagree	4	3	5	7	0	7	6	0
% Neither agree nor disagree	7	3	10	20	0	0	3	2
% Agree	42	40	49	49	52	50	36	43
% Strongly agree	47	55	36	24	48	43	55	54
<b>Liberal arts faculty members are not sufficiently interested in the desire of parents and students for career preparation.</b>								
% Strongly disagree	13	18	8	5	5	21	21	15
% Disagree	34	38	29	24	38	29	42	35
% Neither agree nor disagree	27	25	31	32	33	21	21	28
% Agree	20	16	26	34	14	21	12	17
% Strongly agree	5	4	6	5	10	7	3	4
<b>My institution is increasing attention on the ability of our degree programs to help students get good jobs.</b>								
% Strongly disagree	1	0	3	2	5	0	0	0
% Disagree	2	4	0	0	0	0	6	2
% Neither agree nor disagree	10	10	8	7	0	14	9	11
% Agree	52	55	53	51	48	71	52	59
% Strongly agree	35	31	37	39	48	14	33	28

**DETAILED TABLES**

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Politicians, presidents, and boards are increasingly unsympathetic to liberal arts education.</b>								
% Strongly disagree	1	1	1	0	5	0	0	2
% Disagree	12	14	9	10	10	7	12	15
% Neither agree nor disagree	24	19	28	29	24	36	21	17
% Agree	46	53	41	37	43	43	48	54
% Strongly agree	18	14	21	24	19	14	18	11
<b>The concept of a liberal arts education is not well understood in the U.S.</b>								
% Strongly disagree	0	0	0	0	0	0	0	0
% Disagree	4	3	5	5	10	0	6	0
% Neither agree nor disagree	8	5	10	12	5	14	9	2
% Agree	47	46	50	54	52	36	33	57
% Strongly agree	41	46	35	29	33	50	52	41

<b>Please indicate your level of agreement with the following statements regarding general education requirements:</b>								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Faculty members at my college are enthusiastic about teaching courses that are part of our general education requirements.</b>								
% Strongly disagree	1	1	1	0	0	7	0	2
% Disagree	7	8	6	0	14	14	9	7
% Neither agree nor disagree	26	31	23	15	38	21	27	34
% Agree	55	53	56	66	48	43	52	52
% Strongly agree	11	8	13	20	0	14	12	5
<b>General education is a crucial part of any college degree.</b>								
% Strongly disagree	1	1	1	0	5	0	3	0
% Disagree	2	0	5	7	0	7	0	0
% Neither agree nor disagree	6	8	4	0	5	14	12	5
% Agree	40	41	40	44	48	21	42	41
% Strongly agree	50	50	50	49	43	57	42	55

## DETAILED TABLES

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>General education requirements have become too expansive.</b>								
% Strongly disagree	6	6	6	2	10	14	3	9
% Disagree	33	36	31	37	24	21	45	30
% Neither agree nor disagree	28	28	27	34	29	7	27	30
% Agree	24	22	27	24	33	21	18	23
% Strongly agree	9	8	9	2	5	36	6	9
<b>Students at my college emerge from general education courses with sufficient writing skills.</b>								
% Strongly disagree	2	4	0	0	0	0	6	2
% Disagree	21	27	17	10	14	43	24	30
% Neither agree nor disagree	21	23	19	12	33	14	21	25
% Agree	48	38	58	71	43	43	36	39
% Strongly agree	7	8	6	7	10	0	12	5
<b>Students at my college understand the purpose of our general education requirements.</b>								
% Strongly disagree	4	6	3	0	5	7	6	5
% Disagree	34	35	36	17	62	57	33	36
% Neither agree nor disagree	31	27	35	44	24	14	24	30
% Agree	29	29	26	39	10	14	30	30
% Strongly agree	2	3	1	0	0	7	6	0

<b>How satisfied or dissatisfied are you with your institution's general education program and requirements?</b>								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Very dissatisfied	4	4	4	0	5	14	3	5
% Dissatisfied	21	26	19	10	24	36	27	25
% Satisfied	56	50	63	68	71	36	45	55
% Very satisfied	19	21	14	22	0	14	24	16

**DETAILED TABLES**

<b>Please indicate your level of agreement with the following statement: My college recently evaluated the effectiveness of our general education requirements.</b>								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly disagree	1	3	0	0	0	0	0	5
% Disagree	17	19	17	10	33	7	15	23
% Neither agree nor disagree	15	12	19	18	24	14	15	9
% Agree	38	31	45	48	38	57	30	32
% Strongly agree	29	36	18	25	5	21	39	32

<b>Please indicate your level of agreement with the following statements:</b>								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>High-quality undergraduate education requires healthy departments in fields (e.g., English, history, political science, and other liberal arts fields).</b>								
% Strongly disagree	0	0	0	0	0	0	0	0
% Disagree	4	3	4	3	10	0	3	2
% Neither agree nor disagree	12	12	10	13	10	0	13	12
% Agree	51	51	49	60	48	29	47	53
% Strongly agree	34	34	36	25	33	71	38	33
<b>Politicians and board members are prioritizing STEM and professional programs over those that support general education.</b>								
% Strongly disagree	1	0	1	0	0	7	0	0
% Disagree	4	5	4	0	5	7	3	7
% Neither agree nor disagree	27	26	25	33	14	21	28	26
% Agree	48	54	43	40	52	36	53	56
% Strongly agree	21	14	27	28	29	29	16	12
<b>The number of students majoring in a program is an appropriate way to determine which departments to cut.</b>								
% Strongly disagree	6	5	6	3	5	21	6	5
% Disagree	36	39	34	28	33	43	25	49
% Neither agree nor disagree	30	29	31	35	33	21	38	23
% Agree	24	24	23	25	29	14	28	21
% Strongly agree	5	3	5	10	0	0	3	2

Please indicate your level of agreement with the following statements: I anticipate major allocation of funds to the following categories in the next budget year.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Arts and sciences programs</b>								
% Strongly disagree	6	8	4	3	0	7	16	0
% Disagree	24	16	29	28	33	29	16	16
% Neither agree nor disagree	41	41	43	40	52	36	25	53
% Agree	26	32	19	23	14	21	34	30
% Strongly agree	4	4	5	8	0	7	9	0
<b>Online programs</b>								
% Strongly disagree	6	7	5	5	5	0	16	0
% Disagree	6	8	5	3	10	7	13	5
% Neither agree nor disagree	28	28	30	33	33	21	28	28
% Agree	47	47	48	53	33	57	38	53
% Strongly agree	13	11	12	8	19	14	6	14
<b>Professional or preprofessional programs</b>								
% Strongly disagree	3	1	4	3	5	0	3	0
% Disagree	9	9	9	5	14	14	13	7
% Neither agree nor disagree	21	24	21	13	38	21	22	26
% Agree	53	53	53	63	38	50	44	58
% Strongly agree	14	13	13	18	5	14	19	9
<b>STEM fields</b>								
% Strongly disagree	2	1	3	3	0	0	3	0
% Disagree	7	5	8	3	14	14	6	5
% Neither agree nor disagree	25	26	25	23	33	21	19	33
% Agree	51	51	51	53	48	50	50	51
% Strongly agree	15	16	14	20	5	14	22	12

Many colleges have recently dealt with allegations of faculty members abusing their positions to sexually harass or assault junior colleagues or students. Please indicate your level of agreement with the following statements:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>A finding of sexual harassment by a tenured faculty member should be treated as grounds for dismissal.</b>								
% Strongly disagree	1	1	1	0	5	0	0	2
% Disagree	1	0	1	0	0	7	0	0
% Neither agree nor disagree	12	14	8	5	5	21	19	12
% Agree	39	34	45	44	60	29	25	40
% Strongly agree	47	50	44	51	30	43	56	47
<b>Higher education has tolerated sexual harassment by faculty members for too long.</b>								
% Strongly disagree	1	0	1	3	0	0	0	0
% Disagree	8	7	11	13	5	7	3	9
% Neither agree nor disagree	30	28	33	36	45	7	38	21
% Agree	37	38	33	23	40	57	28	44
% Strongly agree	24	28	21	26	10	29	31	26
<b>I am surprised by the number of cases of alleged or actual sexual harassment that have emerged in the past year.</b>								
% Strongly disagree	6	5	8	5	10	7	6	5
% Disagree	39	43	35	31	30	50	38	49
% Neither agree nor disagree	33	29	39	44	40	29	38	21
% Agree	18	16	17	21	15	14	13	19
% Strongly agree	4	7	1	0	5	0	6	7
<b>I believe colleges should bar all romantic relationships between faculty members and students.</b>								
% Strongly disagree	2	3	1	0	5	0	3	2
% Disagree	11	9	12	13	15	7	3	14
% Neither agree nor disagree	18	16	21	28	25	0	19	14
% Agree	29	24	35	38	30	21	16	30
% Strongly agree	41	49	31	21	25	71	59	40
<b>When a faculty member is found responsible for sexual harassment, the college should make that finding public.</b>								
% Strongly disagree	6	5	5	8	5	0	9	2
% Disagree	25	26	27	33	25	14	25	26
% Neither agree nor disagree	39	39	36	21	50	50	38	42
% Agree	21	18	25	33	15	21	16	21
% Strongly agree	9	11	7	5	5	14	13	9



How concerned are you that there will be a backlash against colleges' efforts to prevent sexual assault and sexual harassment?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not concerned at all	23	22	21	28	0	36	28	19
% Not very concerned	48	45	55	54	65	43	38	51
% Concerned	25	29	20	13	30	21	28	28
% Very concerned	4	4	4	5	5	0	6	2

Please indicate your level of agreement with the following statements about what your institution has done to address sexual harassment:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>My college bars all romantic relationships between faculty members and students.</b>								
% Strongly disagree	4	1	8	10	10	0	3	0
% Disagree	22	18	25	28	20	21	9	26
% Neither agree nor disagree	16	11	21	18	40	7	9	9
% Agree	35	37	32	33	15	57	38	37
% Strongly agree	23	33	13	10	15	14	41	28
<b>My college responds effectively and fairly to allegations of sexual harassment.</b>								
% Strongly disagree	1	1	0	0	0	0	0	2
% Disagree	1	1	1	0	5	0	0	2
% Neither agree nor disagree	9	9	9	10	5	14	3	14
% Agree	53	47	59	51	75	50	53	44
% Strongly agree	37	41	31	38	15	36	44	37
<b>My institution has tolerated sexual harassment by faculty members for too long.</b>								
% Strongly disagree	37	47	24	38	5	7	41	51
% Disagree	41	34	48	44	45	71	47	26
% Neither agree nor disagree	13	9	19	15	30	7	6	12
% Agree	6	7	7	3	15	7	3	9
% Strongly agree	3	3	3	0	5	7	3	2

Have there been allegations of sexual harassment against any faculty members at your college in the past year?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	24	22	28	21	25	57	19	26
% No	66	66	64	74	60	43	78	56
% Prefer not to respond	9	12	8	5	15	0	3	19

Do you believe graduate students should or should not have the right to unionize?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes, they should	38	39	39	41	37	43	31	47
% No, they should not	62	61	61	59	63	57	69	53

Which of the following is a bigger factor in why you do not think graduate students should have the right to unionize?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% The cost to the institution	4	4	4	4	8	0	5	4
% The principle that graduate students' primary role is a student, and their secondary role is an employee	96	96	96	96	92	100	95	96

Does your college have a graduate student union?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	4	3	5	0	5	21	3	2
% No	96	97	95	100	95	79	97	98

Does your institution make effective use of data used to measure student outcomes?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	85	83	86	85	89	93	84	81
% No	15	17	14	15	11	7	16	19

Most colleges have now been engaged in assessment of student learning for a number of years. Given that, please indicate your level of agreement with the following statements.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>At my college, assessment has led to better use of technology in teaching and learning.</b>								
% Strongly disagree	3	4	1	0	0	7	10	0
% Disagree	8	11	6	3	11	7	6	14
% Neither agree nor disagree	25	27	27	28	32	14	29	26
% Agree	52	51	55	53	58	57	48	51
% Strongly agree	12	8	11	17	0	14	6	9
<b>Faculty members at my college view assessment as requiring a lot of work on their parts.</b>								
% Strongly disagree	0	0	0	0	0	0	0	0
% Disagree	5	5	3	3	0	7	6	5
% Neither agree nor disagree	13	13	13	17	11	7	6	19
% Agree	65	64	68	58	84	71	71	58
% Strongly agree	18	17	17	22	5	14	16	19
<b>Faculty members value assessment efforts at my college.</b>								
% Strongly disagree	3	4	3	3	0	7	6	2
% Disagree	10	9	11	8	11	14	3	14
% Neither agree nor disagree	29	35	25	11	47	29	32	37
% Agree	49	48	51	61	42	43	48	47
% Strongly agree	8	4	10	17	0	7	10	0
<b>My college regularly makes changes in the curriculum, teaching practices, or student services based on what it finds through assessment.</b>								
% Strongly disagree	1	0	3	0	0	14	0	0
% Disagree	8	7	11	8	5	21	6	7
% Neither agree nor disagree	18	19	20	14	42	0	19	19
% Agree	59	60	59	67	53	57	61	60
% Strongly agree	13	15	7	11	0	7	13	14

## DETAILED TABLES

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>My college's use of assessment is more about keeping accreditors and politicians happy than it is about teaching and learning.</b>								
% Strongly disagree	7	7	6	3	5	14	10	5
% Disagree	49	55	44	42	53	43	61	49
% Neither agree nor disagree	25	17	32	33	37	14	6	26
% Agree	14	16	13	17	5	14	13	19
% Strongly agree	5	5	6	6	0	14	10	2
<b>The growth of assessment systems has improved the quality of teaching and learning at my college.</b>								
% Strongly disagree	2	1	3	3	0	7	3	0
% Disagree	7	8	4	0	5	14	6	9
% Neither agree nor disagree	31	28	38	39	47	14	23	33
% Agree	49	49	49	50	47	57	58	44
% Strongly agree	11	13	6	8	0	7	10	14

<b>Please indicate your level of agreement with the following statements regarding textbooks:</b>								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Faculty members and institutions should be open to changing textbooks or other materials to save students money, even if the lower-cost options are of lesser quality.</b>								
% Strongly disagree	5	4	6	3	11	7	3	5
% Disagree	28	26	34	39	26	36	19	31
% Neither agree nor disagree	17	23	11	14	0	14	19	24
% Agree	34	34	34	28	53	29	42	29
% Strongly agree	16	14	15	17	11	14	16	12
<b>Faculty members who are authors of books or materials should never profit from the sale of those books or materials to their own students.</b>								
% Strongly disagree	6	9	3	0	5	7	13	7
% Disagree	22	23	17	14	21	21	16	29
% Neither agree nor disagree	17	22	13	11	16	14	29	17
% Agree	27	26	30	28	37	29	26	24
% Strongly agree	28	20	38	47	21	29	16	24

**DETAILED TABLES**

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Open educational resources (freely available online materials) are of sufficiently high quality that they should be used in most general education courses.</b>								
% Strongly disagree	3	3	3	0	5	7	6	0
% Disagree	9	11	7	3	16	7	13	10
% Neither agree nor disagree	30	39	24	19	26	29	35	40
% Agree	45	36	51	53	53	43	35	38
% Strongly agree	13	11	15	25	0	14	10	12
<b>The need to help students save money on textbooks justifies some loss of faculty member control over selection of materials for the courses they teach.</b>								
% Strongly disagree	7	7	7	0	16	14	10	5
% Disagree	30	35	28	22	21	50	35	36
% Neither agree nor disagree	22	27	15	25	5	7	26	29
% Agree	30	24	34	33	47	21	23	24
% Strongly agree	12	7	15	19	11	7	6	7

<b>Does your college allow faculty members to receive profits from the sale of textbooks they wrote and assign to their students as course readings?</b>								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes, it allows it	59	72	46	39	58	57	68	76
% No, it does not allow it	41	28	54	61	42	43	32	24

<b>Please indicate your level of agreement with the following statements about budget and finances:</b>								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Financial concerns (e.g., revenue, market opportunities, profit) are prevalent in my institution's discussions about launching new academic programs.</b>								
% Strongly disagree	0	0	0	0	0	0	0	0
% Disagree	7	3	13	17	6	7	3	2
% Neither agree nor disagree	5	6	6	8	0	7	7	5
% Agree	56	57	53	42	61	71	50	61
% Strongly agree	31	35	29	33	33	14	40	32

## DETAILED TABLES

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>Most new funds my institution will have to spend on academic programs will come from reallocation rather than new revenues.</b>								
% Strongly disagree	3	3	1	3	0	0	3	2
% Disagree	18	15	23	28	6	36	7	20
% Neither agree nor disagree	9	8	9	11	6	7	10	7
% Agree	49	50	47	42	61	36	50	51
% Strongly agree	21	24	20	17	28	21	30	20
<b>My institution is likely to reduce the number of academic programs it offers by the end of the 2021-22 academic year.</b>								
% Strongly disagree	16	19	13	11	11	14	27	12
% Disagree	44	43	46	50	28	57	33	51
% Neither agree nor disagree	15	13	19	19	22	14	7	17
% Agree	21	19	20	19	28	14	23	17
% Strongly agree	4	6	3	0	11	0	10	2
<b>My institution needs to reduce the number of academic programs it offers by the end of the 2021-22 academic year.</b>								
% Strongly disagree	13	17	10	8	11	7	27	10
% Disagree	43	44	46	44	39	57	30	54
% Neither agree nor disagree	20	17	23	28	17	21	20	15
% Agree	19	17	17	19	28	0	17	17
% Strongly agree	5	6	4	0	6	14	7	5
<b>My institution used the economic downturn in 2020 to make tough but necessary changes in our academic programming budgets.</b>								
% Strongly disagree	11	14	7	3	6	14	17	10
% Disagree	30	29	33	39	28	21	23	34
% Neither agree nor disagree	18	21	16	17	17	14	23	20
% Agree	34	26	39	33	50	43	27	27
% Strongly agree	7	10	6	8	0	7	10	10
<b>Overall, the financial situation at my institution has improved in the last year.</b>								
% Strongly disagree	9	10	9	3	11	21	10	10
% Disagree	36	38	36	39	39	29	40	37
% Neither agree nor disagree	17	14	20	25	11	14	13	15
% Agree	28	28	27	22	33	29	27	27
% Strongly agree	10	11	9	11	6	7	10	12

## DETAILED TABLES

Please indicate your level of agreement with the following statements:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
<b>I am glad I pursued administrative work.</b>								
% Strongly disagree	1	1	0	0	0	0	3	0
% Disagree	5	4	7	6	11	7	3	5
% Neither agree nor disagree	9	8	10	11	11	7	7	10
% Agree	52	54	53	53	50	64	67	46
% Strongly agree	33	32	30	31	28	21	20	39
<b>My job is more focused on financial and management issues than on academic issues.</b>								
% Strongly disagree	7	7	9	6	6	21	10	5
% Disagree	40	31	50	56	33	50	30	29
% Neither agree nor disagree	26	28	26	28	33	14	27	29
% Agree	23	31	13	6	28	14	27	34
% Strongly agree	3	4	3	6	0	0	7	2
<b>There is a fundamental difference in perspective between faculty members and administrators.</b>								
% Strongly disagree	0	0	0	0	0	0	0	0
% Disagree	10	13	6	8	0	7	10	12
% Neither agree nor disagree	11	14	9	6	6	21	13	15
% Agree	60	50	71	72	83	50	53	49
% Strongly agree	19	24	14	14	11	21	23	24

What is your age?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Under 30	0	0	0	0	0	0	0	0
% 30 to 39	1	3	0	0	0	0	7	0
% 40 to 49	12	13	10	19	0	0	17	10
% 50 to 59	46	38	54	50	67	50	30	41
% 60 to 69	36	43	30	28	28	36	43	44
% 70 and older	3	3	4	0	6	14	0	5
% Prefer not to respond	1	1	1	3	0	0	3	0

With which of the following gender identities do you most identify?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Private Nonprofit	Public	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Female	47	49	43	47	28	50	57	44
% Male	51	50	54	47	72	50	43	54
% Non-binary/Gender non-conforming	1	0	1	3	0	0	0	0
% Not listed/Prefer to self-describe (specify, if desired):	0	0	0	0	0	0	0	0
% Prefer not to respond	1	1	1	3	0	0	0	2



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