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Ed

2024 Survey of

College and University Chief Academic Officers

A SURVEY BY *INSIDE HIGHER ED* AND HANOVER RESEARCH

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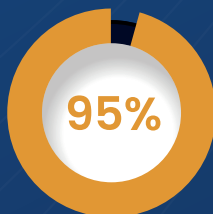
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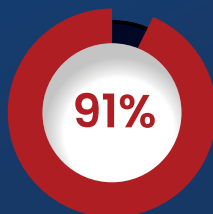
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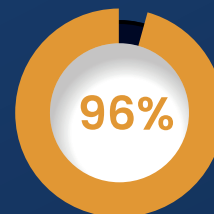
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Geoffrey Johnson
Assistant Vice President, Academic Operations
Florida Atlantic University

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INTRODUCTION AND METHODOLOGY

Inside Higher Ed and Hanover Research sent survey invitations via email to 2,636 provosts, with regular reminders sent throughout the February to March 2024 field period. Hanover collected 331 fully or partially completed surveys, yielding a 13 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 5.04 percent, given a total n-count of 331. Conclusions drawn from a small sample size (n<20) should be interpreted with caution. In the charts and percentages that follow, some percentages may not total 100 due to rounding.

	All Institutions, by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	For-profit*	Doctoral	Master's/ Bacc.	Associate	Doctoral/ Master's	Bacc.
Total sample size	331	159	165	7	32	52	75	87	77

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

KEY FINDINGS

- Two in 10 provosts (20 percent) say their institution has published a policy or policies governing the use of artificial intelligence, including in teaching and research, with those at private baccalaureate institutions and public doctoral institutions more likely than their peers from other kinds of institutions to say so. Another six in 10 provosts (63 percent) say such a policy is under development. Nearly all provosts surveyed (92 percent) say faculty and staff members at their institution have asked for additional training related to developments in generative AI, while three-quarters of provosts (78 percent) say their institution has offered training in response to faculty concerns or questions about AI within the last 18 months.
- Just one in seven provosts (14 percent) says their institution has reviewed the curriculum to ensure that it will prepare students for the rise of AI in the workplace, with provosts from the Midwest less likely than their peers from other regions to say so. Most provosts are concerned to some degree about the risk generative AI poses to academic integrity, with the plurality (47 percent) being moderately concerned, and older provosts expressing the most concern, by age. At the same time, most provosts are at least somewhat enthusiastic about AI's potential to boost their institution's capabilities: Just 2 percent are not at all enthusiastic. As for how institutions are using AI already, the top use from a long list is virtual chat assistants and chatbots (45 percent).
- Most provosts say they're aware of how various campus groups are doing with their mental health. Nearly all provosts say they're either somewhat (40 percent) or very (57 percent) aware of the general state of undergraduates' mental health. Asked whether their institution provides training for those in leadership positions on supporting the mental health needs of their faculty and staff, nearly half of provosts (45 percent) say it has optional training.
- Regarding last year's U.S. Supreme Court decision limiting race-conscious admissions, a majority of provosts agree (44 percent) or strongly agree (17 percent) that it will decrease student racial diversity in higher education in general. But few provosts agree (9 percent) or strongly agree (2 percent) that it will decrease student racial diversity at their own institution. As for whether their institution has curtailed its diversity and inclusion efforts beyond admissions in response to the court's decision or to other pressure from lawmakers, one in 10 provosts says it has. Provosts at public institutions in the South are most likely to have scaled back. Training programs have been most affected.
- Seven in 10 provosts rate the state of race relations on their own campus as good (61 percent) or excellent (10 percent). As for race relations in higher ed as whole, however, just three in 10 provosts say it's good (27 percent) or excellent (2 percent).

KEY FINDINGS (Cont.)

- Asked to rate the effectiveness of their institution at providing a quality undergraduate education, three in four provosts say it's very effective (72 percent). More than half of provosts say their institution is very effective (57 percent) at preparing students for the world of work. More than half also say their institution is very effective (55 percent) at offering undergraduate support services beyond academic advising. On providing academic advising itself, provosts are more split on whether their institution is very effective (45 percent) or somewhat effective (48 percent). About a third of provosts each say their institution is very effective at using data to measure student outcomes (37 percent); using data to inform student success initiatives (35 percent); using data to aid campus decision-making (34 percent); and controlling rising prices for students and their families (37 percent).
- On budgets and finances, eight in 10 provosts (82 percent) agree or strongly agree that financial concerns, including revenue, market opportunities and profit, factor in to discussions about launching new academic programs. About three in four provosts across institution types (74 percent) agree or strongly agree that most new funds that their institution spends on academic programs will have to come from reallocation, not new revenue. Not quite half of provosts (42 percent) agree or strongly agree that their institution should reduce its number of academic programs by the end of next academic year, while nearly as many (35 percent) say their institution is likely to do so by then. Provosts in the Midwest are likelier than peers elsewhere to want to make cuts.
- Based on student enrollment data, nearly six in 10 provosts (56 percent) say that students tend to prefer in-person courses over online or hybrid courses when both are offered. Three in 10 provosts (29 percent) say that students prefer online or hybrid courses. The numbers are similar for provosts on faculty preferences for teaching: 62 percent say faculty members prefer in-person courses over online or hybrid when both are offered, while 24 percent say professors prefer online or hybrid. Provosts at private nonprofit institutions are more likely than their public counterparts to report both a student and faculty preference for in-person courses. About half of provosts (53 percent) say that up to a quarter of course sections are offered online or in hybrid format.
- Two in three provosts (64 percent) agree or strongly agree that their institution is currently seeing higher-than-usual staff turnover rates. Nearly as many provosts (60 percent) agree or strongly agree that recruiting faculty members now is more challenging than it was before the pandemic. About a third each say they're seeing higher-than-usual faculty turnover (35 percent) and faculty retirement rates (30 percent). The majority of provosts (60 percent) say their institution has made adjustments to employee compensation in light of inflation, but fewer (39 percent) say their institution is doing more now to retain and engage faculty members than it was prior to the pandemic. Provosts in the South seem more affected by faculty turnover.

KEY FINDINGS (Cont.)

- On tenure, half of provosts (50 percent) say it's very or extremely important to the overall health of their institution, with provosts at public doctoral institutions especially likely to say so. Asked how viable tenure is within their institution—meaning how well it works and its likelihood to endure—nearly two-thirds of provosts (62 percent) say it's very or extremely viable. At the same time, more than half of provosts (57 percent) favor long-term contracts for faculty members over the current tenure system, with those at private nonprofit master's and doctoral institutions especially likely to say this.
- The plurality of provosts (38 percent) say a quarter to half of course sections at their institution are taught by untenured or non-tenure-track professors. Two in three provosts (65 percent) say their institution will be about as reliant as it is today on non-tenure-track faculty members for instruction in the near future.
- Some 45 percent of provosts agree or strongly agree that U.S. graduate programs admit too many Ph.D. students, given the current job market, with provosts at public doctoral and at private baccalaureate institutions most in agreement.
- On campus speech, seven in 10 provosts (73 percent) agree or strongly agree that their institution has a clear response plan in place for addressing student complaints about professors' speech in the classroom. About half as many provosts (36 percent) say the same for addressing student complaints about professors' extramural speech. Three in 10 provosts (31 percent) say they have a policy or plan for addressing online trolling or other outside attacks against professors. Six in 10 provosts (61 percent) say they have a clear response plan in place for addressing complaints about individual students' speech. Roughly the same share (58 percent) say they have a clear response plan in place for addressing complaints about student organizations' speech. Provosts at public institutions are more likely than their private nonprofit counterparts to report having every kind of speech plan, those at public doctoral institutions most of all.
- A quarter of provosts rate the climate for open inquiry and dialogue across higher education as good (26 percent) or excellent (1 percent). Regarding their own institution, however, provosts feel differently: Nearly two-thirds rate the climate for open inquiry and dialogue on their own campus as good (52 percent) or excellent (10 percent). About four in 10 provosts agree (32 percent) or strongly agree (7 percent) that current world events have stressed their institution's speech policies to the point that they may need to be revisited. Most institutions (74 percent) have taken at least one of a list of steps to educate students, faculty and staff about the importance of free speech and prepare them to engage with those with whom they disagree. The top action taken in this area is offering faculty training on facilitating difficult dialogues or constructive conversations in the classroom (55 percent).

KEY FINDINGS (Cont.)

- More than half of provosts say they're extremely (28 percent) or very (25 percent) concerned about the 2024 election results affecting the climate for free inquiry at their institution, with younger provosts least likely to be highly concerned, by age.
- Nine in 10 provosts (88 percent) agree or strongly agree that high-quality undergraduate education requires healthy departments in disciplines such as English, history, political science and other liberal arts fields, with provosts at public doctoral institutions especially likely to agree. Yet a majority of provosts (67 percent) also agree or strongly agree that politicians and board members are prioritizing STEM and professional programs over those that support general education. A third of provosts (34 percent) believe that the number of students majoring in a program is an appropriate way to determine which departments to cut, with community college provosts most likely to say this.
- Regarding assessment of student learning, some eight in 10 provosts (83 percent) agree or strongly agree that faculty members at their college or university view assessment as requiring a lot of work on their parts. About two-thirds of provosts (65 percent) say their institution regularly makes changes in the curriculum, teaching practices or student services based on what it finds through assessment. About half of provosts each say the following: the growth of assessment systems has improved the quality of teaching and learning at their college (52 percent); assessment has led to better use of technology in teaching and learning at their college (48 percent); and faculty members value assessment efforts at their college (44 percent). About three in 10 provosts (29 percent), meanwhile, say that their institution's use of student learning assessment is more about keeping accreditors and politicians happy than it is about teaching and learning. Provosts in the West are most likely to say their faculty members value assessment.
- On textbooks, three in five provosts (61 percent) agree or strongly agree that open educational resources, or freely available online materials, are of sufficiently high quality that they should be used in most general education courses. Seven in 10 provosts (70 percent) say that their institution has adopted open educational resources. About a third (34 percent) say their institution has adopted inclusive access, meaning digital-first materials plans from which students can opt out. About half as many (16 percent) say their institution has adopted equitable access, or digital-first materials typically bundled with tuition. Relatively few provosts (15 percent) say they've adopted none of these models.
- Four in 10 provosts (39 percent) agree, strongly or somewhat, that their job is more focused on financial management than on academic issues. Still, nine in 10 provosts (87 percent) agree or strongly agree that they're glad they pursued administrative work.

ARTIFICIAL INTELLIGENCE USE, POLICIES AND TRAINING

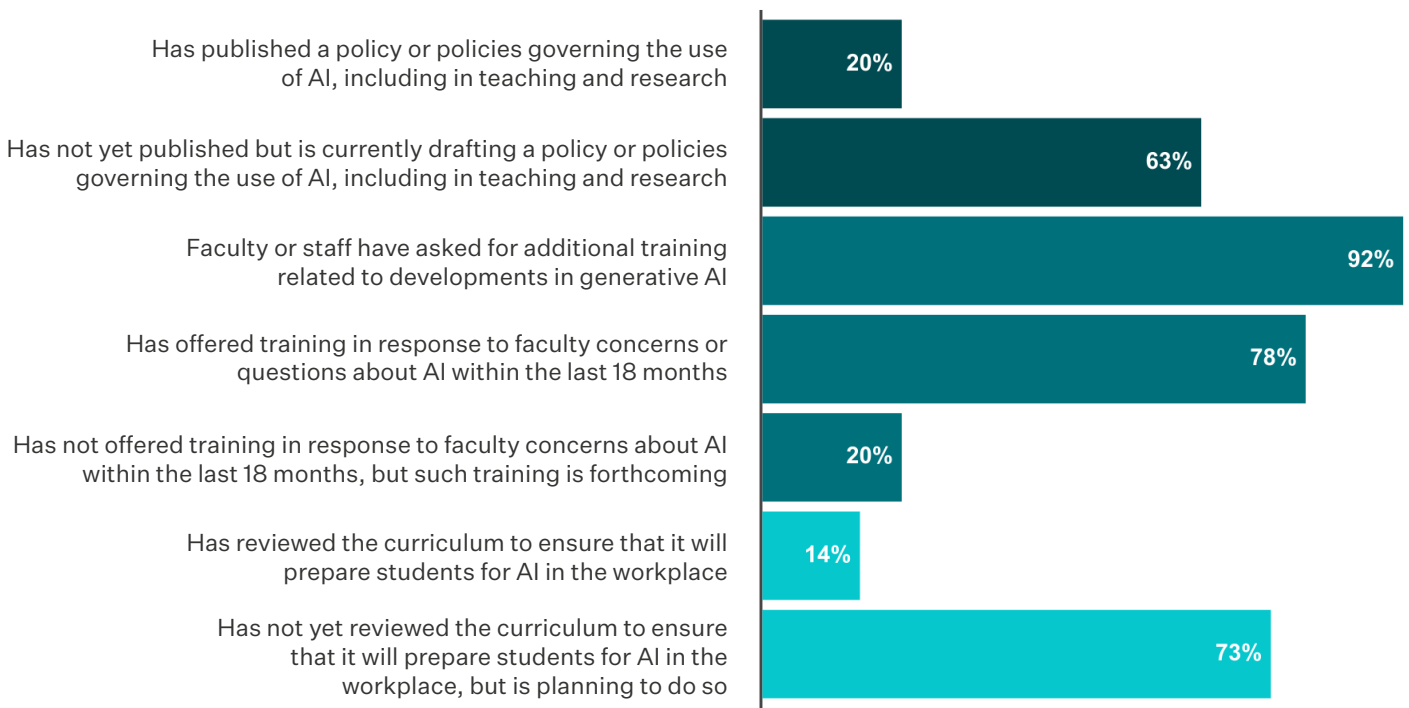
Two in 10 provosts (20 percent) say their institution has published a policy or policies governing the use of artificial intelligence, including in teaching and research. Another six in 10 provosts (63 percent) say that such a policy is under development. The remainder (17 percent) say no such policy is being drafted. This breakdown is similar to how presidents answered the same question in *Inside Higher Ed's* and Hanover Research's 2024 Survey of College and University Presidents (18 percent).

Back to provosts, by institution type, a quarter (25 percent) of those at public doctoral institutions say they've published a policy governing the use of AI, compared to just an eighth (13 percent) of those at associate degree-granting institutions and one-sixteenth (6 percent) of those at public master's and baccalaureate degree-granting institutions. Among provosts at private nonprofit institutions, 30 percent at baccalaureate institutions report having published an AI use policy, as do 23 percent at doctoral and master's institutions.

By age, younger provosts—those 40 to 49—are somewhat more likely than older ones to say their institution has developed an AI use policy (27 percent versus 19 percent each for those 50-59 and 60-69).

Nearly all provosts surveyed (92 percent) say faculty and staff members at their institution have asked for additional training related to developments in generative AI. This is consistent across institution types. About three-quarters of provosts (78 percent) say their institution has offered training in response to faculty concerns or questions about AI within the last 18 months, while most of the remainder (20 percent) say such training is forthcoming.

Provosts who indicate the following regarding their institution and AI (n=331):



ARTIFICIAL INTELLIGENCE

KEEPING UP WITH THE CURRICULUM

Just one in seven provosts (14 percent) says their institution has reviewed the curriculum to ensure that it will prepare students for the rise of AI in the workplace. Most remaining provosts (73 percent) say their institution is planning such a review, while another one in seven (13 percent) says no such review is planned.

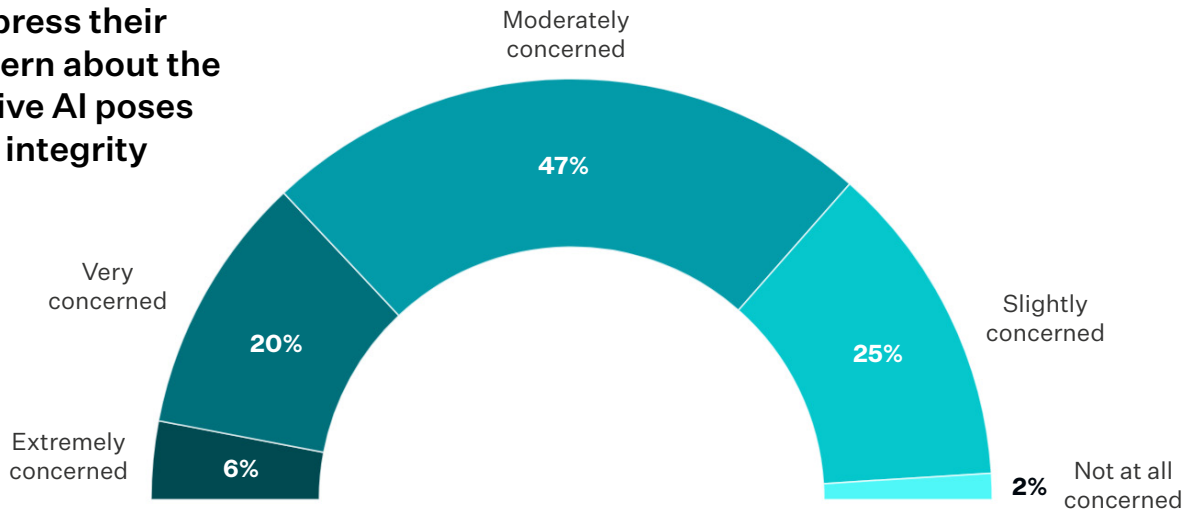
Provosts whose institutions are in the West (20 percent), Northeast (18 percent) and South (15 percent) are more likely than those in the Midwest (6 percent) to have conducted a curricular review based on the rise of AI in the workplace. Provosts from the Midwest are also likeliest to say that their institution isn't planning this kind of review (19 percent). Among provosts at public colleges and universities, those at doctoral institutions are especially likely to report having reviewed the curriculum in this way (28 percent versus 11 percent of community college and 12 percent of master's and baccalaureate institution provosts). Just 8 percent of provosts at private nonprofit baccalaureate institutions say they've conducted such a review and another quarter (25 percent) have no plans to do so.

ARTIFICIAL INTELLIGENCE

RISKS, BENEFITS AND APPLICATIONS

Most provosts are concerned about the risk generative AI poses to academic integrity. About a quarter are extremely (6 percent) or very (20 percent) concerned, while about half are moderately (47 percent) concerned. Another quarter are slightly concerned (25 percent) and just 2 percent are not at all concerned. This is relatively consistent across institution types, though more provosts are highly concerned at private nonprofit institutions (32 percent) than at public institutions (22 percent). Older provosts, those 60 to 69, show elevated rates of alarm, as well (33 percent are highly concerned, compared to 24 percent each for provosts 40 to 49 and 50 to 59).

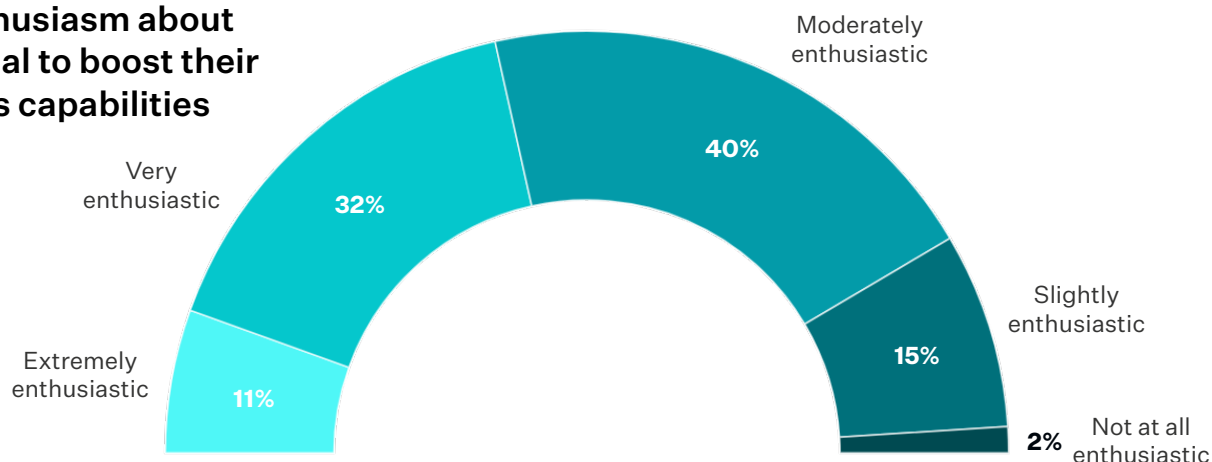
Provosts express their level of concern about the risk generative AI poses to academic integrity (n=331)



RISKS, BENEFITS AND APPLICATIONS (Cont.)

At the same time, most provosts are at least somewhat enthusiastic about AI’s potential to boost their institution’s capabilities: just 2 percent are not at all enthusiastic, while 15 percent are slightly enthusiastic, 40 percent are moderately enthusiastic, 32 percent are very enthusiastic and 11 percent are extremely enthusiastic.

Provosts express their level of enthusiasm about AI’s potential to boost their institution’s capabilities (n=329)



As for how institutions are using AI already, the top six uses from a long list are:

- Virtual chat assistants and chatbots (45 percent)
- Research and data analysis (26 percent)
- Learning Management Systems (23 percent)
- Predictive analytics to predict student performance (21 percent)
- Admissions (18 percent)
- Grading and assessment (18 percent)

About two in 10 provosts say their institution does not currently use AI.

These results mirror how presidents answered a similar question on AI in their annual survey, with the top reported AI use being chat assistants and chatbots (also 45 percent).

Provosts at private nonprofit institutions (27 percent) are significantly more likely than those at public institutions (15 percent) to say they’re not using AI. Provosts at public institutions are also much more likely to say that they’re using virtual chat assistants and chatbots (55 percent) than provosts at private nonprofit institutions (35 percent).

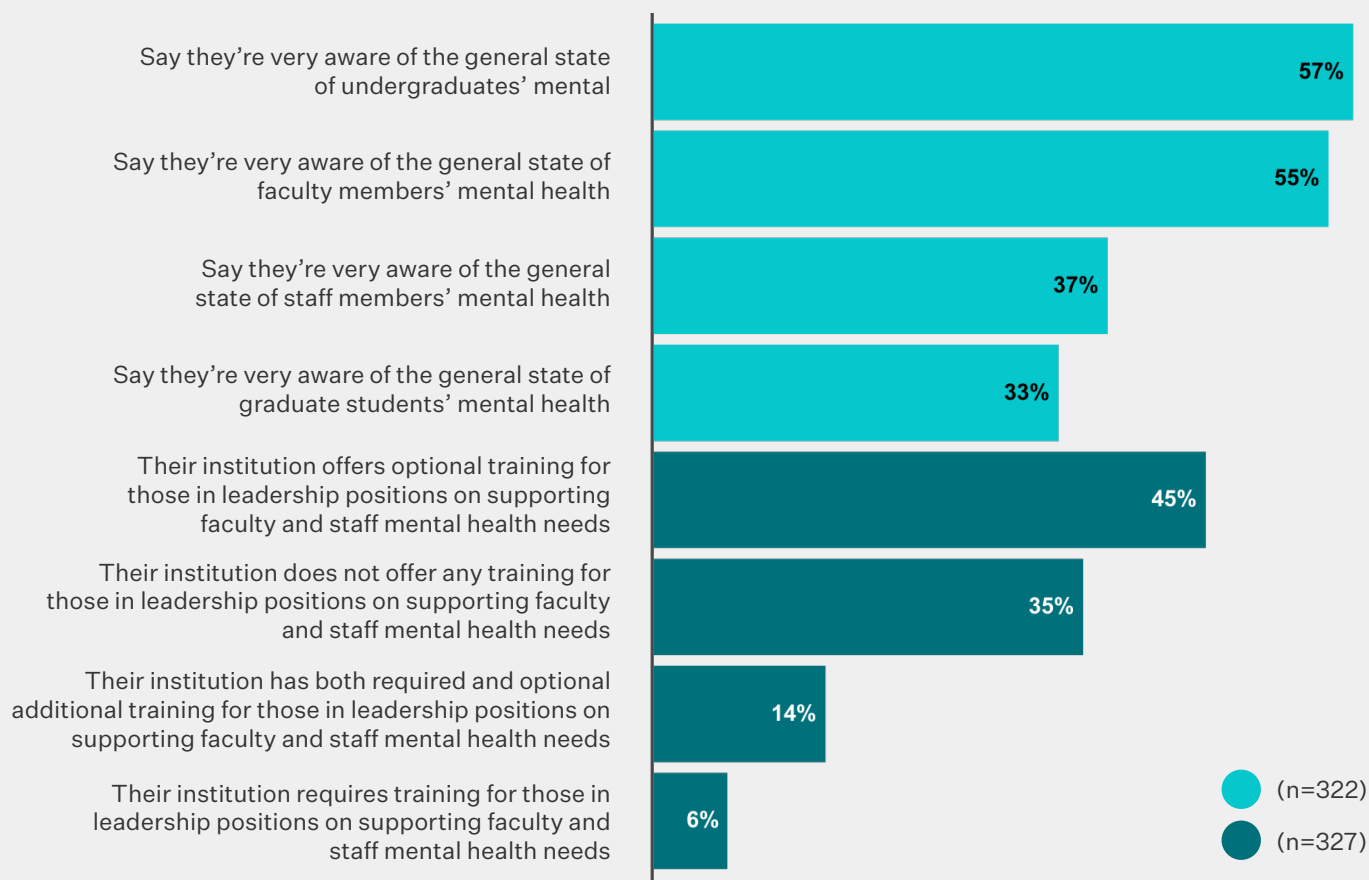
MENTAL HEALTH

AWARENESS AND TRAINING

Most provosts say they're aware of how various campus groups are doing with their mental health. Regarding undergraduates, nearly all provosts say they're either somewhat (40 percent) or very (57 percent) aware of the general state of their mental health. On faculty members, provosts generally say they're somewhat (40 percent) or very (55 percent) aware of the state of their mental health. On staff members, provosts say they're somewhat (55 percent) or very (37 percent) aware. Last, on graduate students, provosts say they're very (33 percent) or somewhat (47 percent) aware.

Asked whether their institution provides training for those in leadership positions on supporting the mental health needs of their faculty and staff, nearly half of provosts (45 percent) say they have optional training. A third (35 percent) say they don't have any such training, representing growth since last year's survey of provosts by *Inside Higher Ed* and Hanover, when half (53 percent) said their institution offered no training.

Provosts who indicate the following on mental health:



This year, the remainder of provosts are split between reporting having required leadership mental health training (6 percent) and having both required and additional optional training (14 percent). Provosts at private nonprofit institutions are much more likely than those at public institutions to report there is no mental health leadership training (48 percent versus 21 percent, respectively).

DIVERSITY, EQUITY AND INCLUSION

AFTER AFFIRMATIVE ACTION

Asked about last year’s U.S. Supreme Court decision limiting race-conscious admissions, a majority of provosts agree (44 percent) or strongly agree (17 percent) that it will decrease student racial diversity in higher education overall. A quarter are neutral (24 percent), while the rest disagree (10 percent) or strongly disagree (4 percent) that it will.

Asked how the decision will affect their own institution, however, few provosts agree (9 percent) or strongly agree (2 percent) that it will decrease student racial diversity. The rest disagree (38 percent) or strongly disagree (26 percent). This is relatively consistent across institution types and with how presidents answered the same set of questions in their survey—both in sentiment and in viewing conditions at their own institution more favorably than at colleges and universities as a whole. This is an established phenomenon across topics and job titles in *Inside Higher Ed’s* and Hanover’s annual surveys.

Provosts who agree or strongly agree that last year’s U.S. Supreme Court ruling on affirmative action will decrease student racial diversity, in higher ed generally and at their institution:

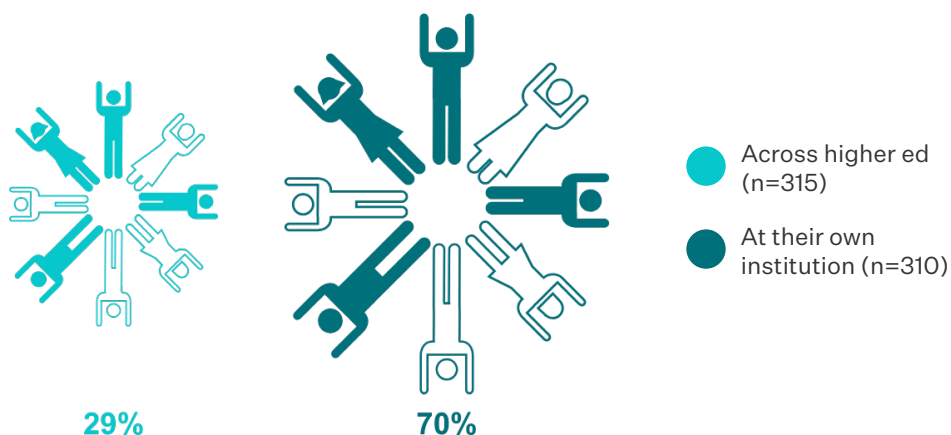


DIVERSITY, EQUITY AND INCLUSION

CAMPUS RACE RELATIONS

To that point, seven in 10 provosts rate the state of race relations on their own campus as good (61 percent) or excellent (10 percent). The rest say it's fair (28 percent) or poor (2 percent). Regarding the state of race relations in higher ed generally, however, just three in 10 provosts say it's good (27 percent) or excellent (2 percent). Most say it's fair (60 percent) or poor (11 percent).

Provosts who say the state of race relations is good or excellent, in higher ed generally and at their institution:



By race, Black and white provosts are about as likely to rate their own campus racial climate and that of higher ed as a whole good or excellent. Small sample sizes for other racial groups prevent a more thorough analysis by race.

By region, provosts in the South are both likeliest to rate general campus race relations (39 percent) and their own campus race relations (78 percent) as good or excellent.

Provosts in the West (74 percent) and South (70 percent) are more likely than those in the Midwest (56 percent) and Northeast (62 percent) to disagree that racial diversity will decrease at their institution following the court's the ruling on affirmative action.

DIVERSITY, EQUITY AND INCLUSION BEYOND ADMISSIONS

As for whether their institution has curtailed its diversity and inclusion efforts beyond admissions in response to the decision, or in response to other pressure from lawmakers, one in 10 (10 percent) says yes. The majority (87 percent) say no (the rest are unsure). Relatively more provosts at public institutions than private nonprofit ones have scaled back on DEI beyond admissions since last year, however (19 percent versus 3 percent, respectively). By region, provosts in the South are especially likely (25 percent) to say so (compared to 9 percent of provosts in the Midwest, 1 percent in the Northeast and 3 percent in the West). Provosts at public institutions in the South are driving most of this difference: 41 percent say they've scaled back DEI efforts beyond admissions in the last year.

Among those institutions broadly scaling back DEI efforts, the plurality are cutting back training programs (44 percent). About a third each are cutting back faculty and staff hiring (35 percent) and scholarship and financial aid (32 percent).

Provosts who say their institution has scaled back DEI efforts beyond admissions in response to the U.S. Supreme Court's 2023 decision on affirmative action or due to other pressure from lawmakers, by region and sector:



The top ways provosts say their institutions are cutting DEI efforts beyond admissions (n=34) are training programs (44%), faculty or staff hiring (35%) and scholarships and financial aid (32%).

INSTITUTIONAL EFFECTIVENESS AND CHANGE MANAGEMENT

HOW THEY'RE DOING

Asked to rate the effectiveness of their institution at providing a quality undergraduate education, three in four provosts say it's very effective (72 percent), while another one in four says it's somewhat effective (27 percent). In last year's survey, fewer provosts (60 percent) said their institution was very effective at this fundamental mission.

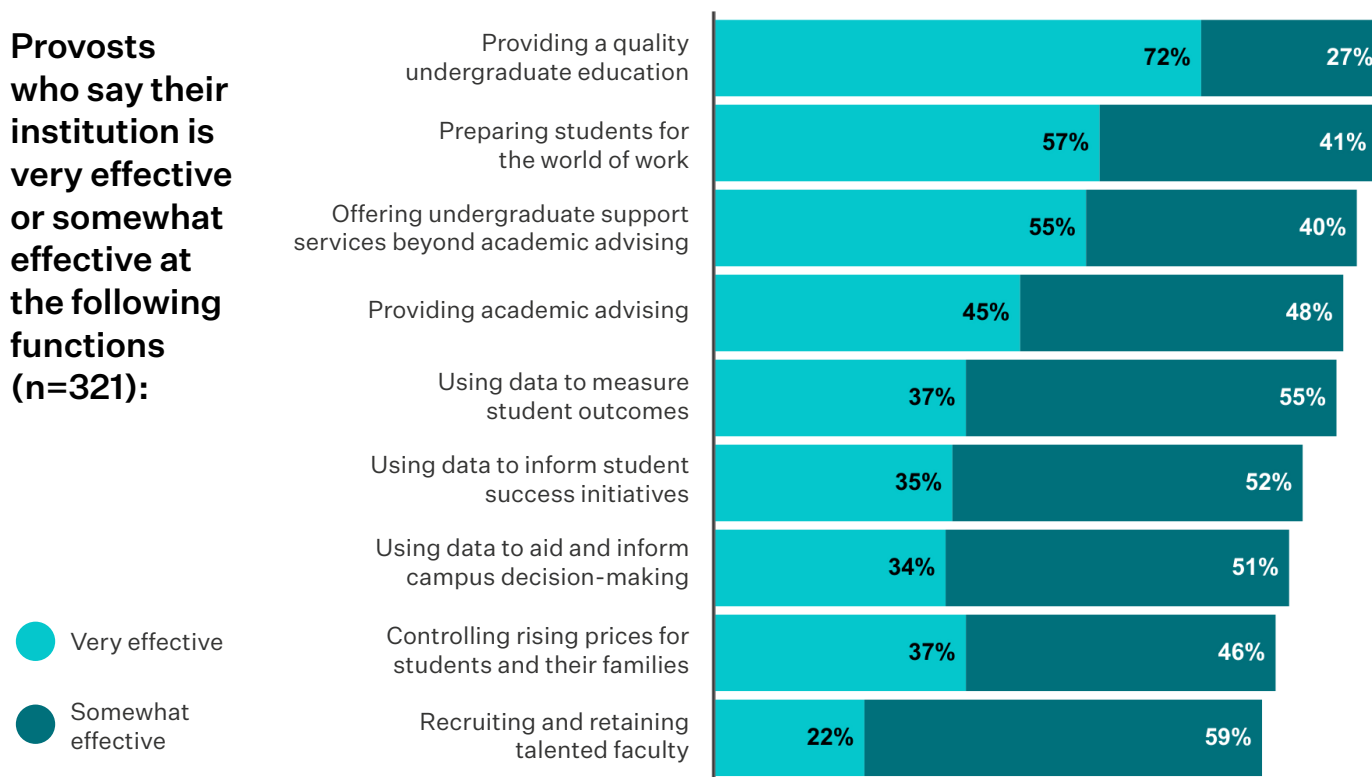
In 2024, more than half of provosts say their institution is very effective (57 percent) at preparing students for the world of work, while most of the remainder say it's somewhat effective (41 percent). This also represents an increase from last year, when 46 percent of provosts said their institution was effective in this area.

About half of provosts this year say their institution is very effective (55 percent) at offering undergraduate support services beyond academic advising, while most of the rest say it's somewhat effective (40 percent). On providing academic advising itself, provosts are more split on whether their institution is very effective (45 percent) or somewhat effective (48 percent).

Fewer provosts—about a third each—say their institution is very effective at the following: using data to measure student outcomes (37 percent); using data to inform student success initiatives (35 percent); using data to aid campus decision-making (34 percent); and controlling rising prices for students and their families (37 percent).

Just 22 percent of provosts say their institution is very effective at recruiting and retaining talented faculty, about the same as last year (19 percent).

Provosts who say their institution is very effective or somewhat effective at the following functions (n=321):



HOW THEY'RE DOING (Cont.)

Public and private nonprofit institution provosts are in relative alignment as to their general effectiveness across these areas, though those at public doctoral institutions express somewhat more confidence in how they use data than do provosts at other kinds of public institutions. For example, 93 percent of provosts at public doctoral institutions indicate they're at least somewhat effective at using data to inform student success initiatives, compared to 82 percent of provosts at community colleges.

By region, provosts in the South are least likely (12 percent) to say that they're very effective at recruiting and retaining talented faculty.

INSTITUTIONAL EFFECTIVENESS AND CHANGE MANAGEMENT

BUDGETS AND FINANCES

On budgets and finances, eight in 10 provosts (82 percent) agree or strongly agree that financial concerns, including revenue, market opportunities, and profit, factor in to discussions about launching new academic programs, with those at associate institutions least likely to say this (70 percent) and those at private doctoral and research institutions most likely to say so (91 percent). About three in four provosts across institution types (74 percent) agree or strongly agree that most new funds that their institution spends on academic programs will come have to come from reallocation, not new revenue.

Fewer than half of provosts (42 percent) agree or strongly agree that their institution should reduce its number of academic programs by the end of next academic year, while nearly as many (35 percent) say their institution is likely to do so by then. By region, provosts in the Midwest are more likely to report that their institution should reduce the number of academic programs it offers (48 percent). Provosts at private nonprofit master's and doctoral institutions are most likely to want to cut academic programs (58 percent) and those at public master's and baccalaureate institutions are least likely to want this (29 percent).

Provosts who agree or strongly agree with the following on budgets and finances (n=317):



82%

Financial concerns are prevalent in their institution's discussions about launching new academic programs.



74%

Most new funds their institution will have to spend on academic programs will come from reallocation, not new revenues.



42%

Their institution should reduce the number of academic programs it offers by the end of the next academic year.



35%

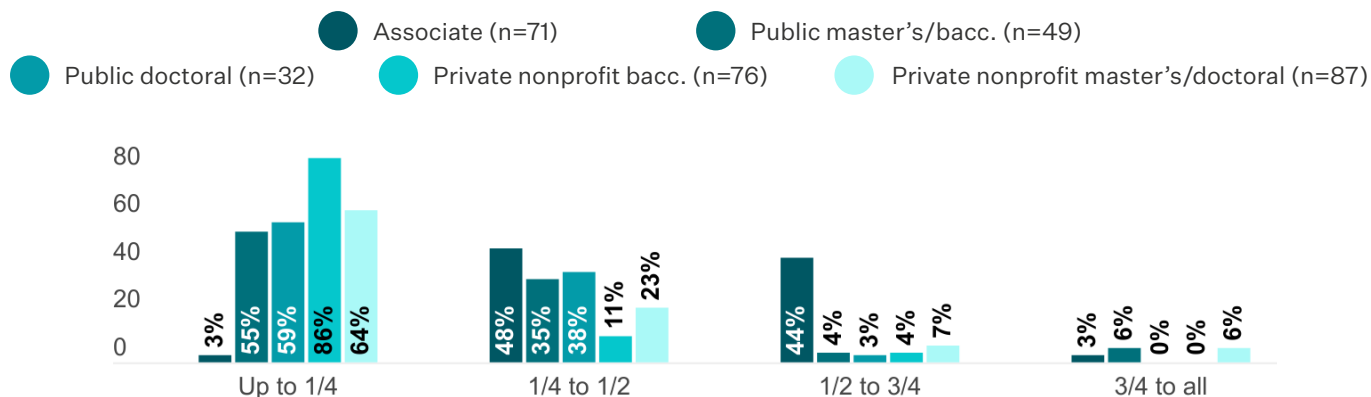
Their institution is likely to reduce the number of academic programs it offers by the end of the next academic year.

INSTITUTIONAL EFFECTIVENESS AND CHANGE MANAGEMENT

LEARNING AND TEACHING BY MODALITY

Nearly six in 10 provosts (56 percent) say that based on enrollment data, students tend to prefer in-person courses over online or hybrid courses when both are offered. Three in 10 provosts (29 percent) say that students prefer online or hybrid courses over in-person ones. The rest (15 percent) say students have no preference. The numbers are similar for provosts on faculty preferences for teaching: 62 percent say faculty members prefer in-person courses over online or hybrid when both are offered while 24 percent say they prefer online or hybrid, and 14 percent say faculty members have no preference.

Provosts say what share of their institution's courses are offered online or in hybrid format, by institution type:



By region, provosts in the West (44 percent) and South (36 percent) are most likely to say that students prefer online or hybrid courses. Provosts in the Midwest and Northeast (both 68 percent), meanwhile, are most likely to say that faculty members prefer teaching in person. Younger provosts (age 40 to 49) are also more likely than older ones to say that both students (44 percent) and faculty members (36 percent) prefer online/hybrid courses.

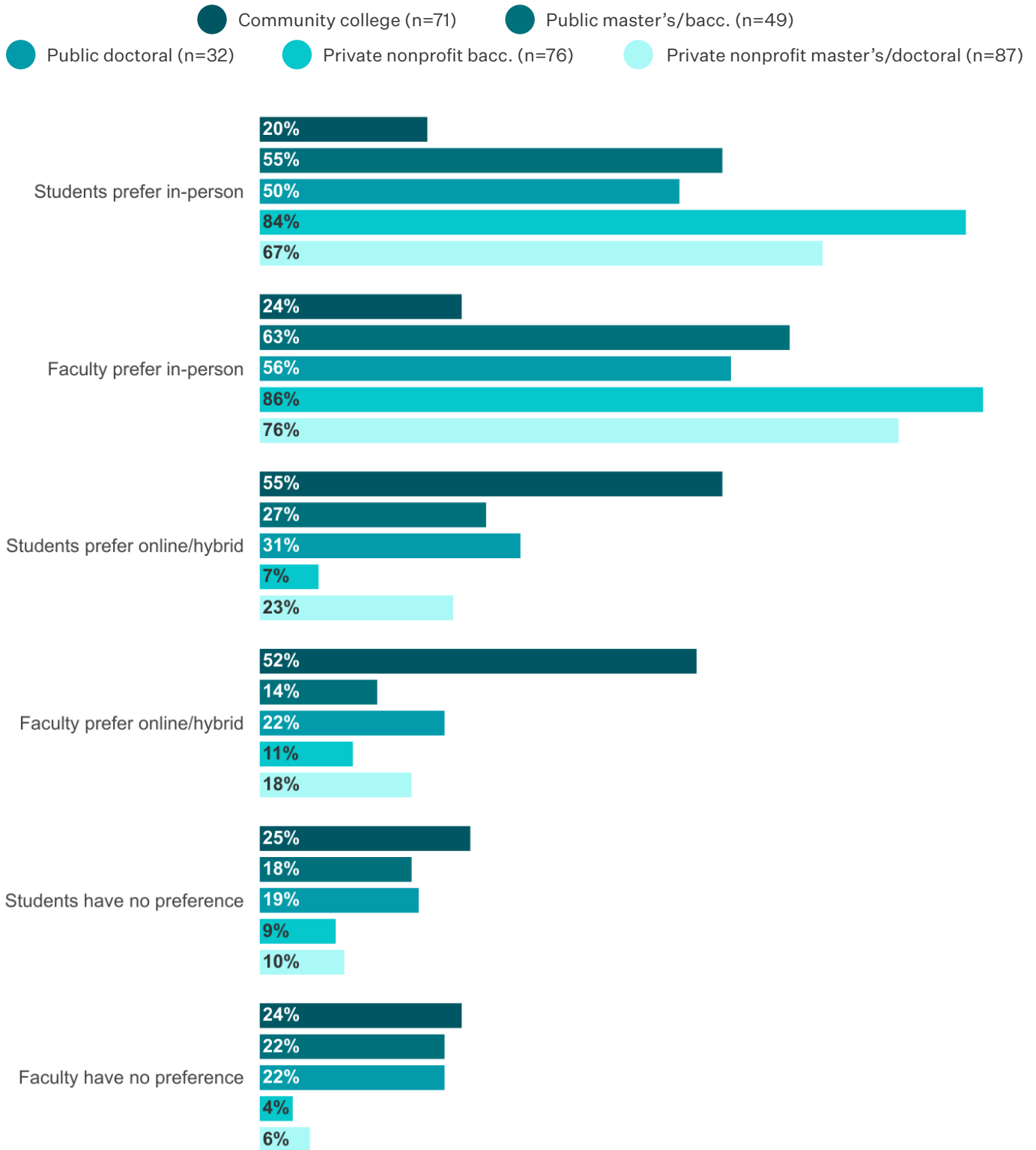
By sector, provosts at private nonprofit institutions are significantly more likely than their public counterparts to report a preference for in-person courses, both among students (75 percent versus 38 percent, respectively) and faculty members (80 percent versus 43 percent). And among public institution provosts, in particular, those at associate degree-granting institutions are most likely to say that both students (55 percent) and faculty (52 percent) prefer online or hybrid courses to in-person courses when both are offered.

About half of provosts (53 percent) say that up to a quarter of their course sections are offered online or in hybrid format, while 28 percent say between a quarter and half of course sections are offered online or in hybrid format. Few provosts report that up to three-quarters (14 percent) or all (4 percent) of their courses are offered this way. Just 25 percent of provosts at private nonprofit institutions report that more than a quarter of courses are offered online, compared to 66 percent of public institution provosts. Nearly all provosts at community colleges (95 percent), in particular, say that more than a quarter of classes are offered online or in hybrid format.

INSTITUTIONAL EFFECTIVENESS AND CHANGE MANAGEMENT

LEARNING AND TEACHING BY MODALITY (Cont.)

Provosts who say students and faculty tend to prefer the following course modalities when both are offered, by institution type:



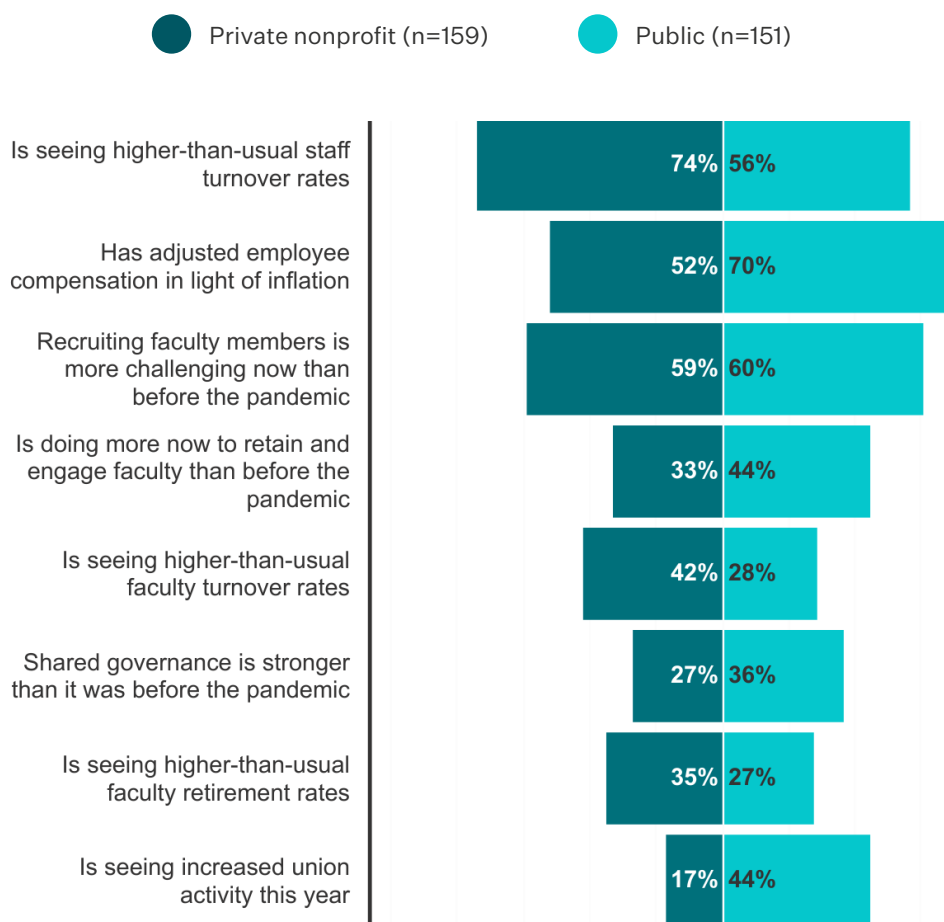
FACULTY AND STAFF RETENTION

TURNOVER AND RETENTION EFFORTS

Two in three provosts (64 percent) agree or strongly agree that their institution is currently seeing higher-than-usual staff turnover rates. Nearly as many provosts (60 percent) agree or strongly agree that recruiting faculty members now is more challenging than it was prior to the pandemic, while about a third each say they're seeing higher than usual faculty turnover rates (35 percent) and higher-than-usual faculty retirement rates (30 percent).

Three in five provosts (60 percent) say their institution has made adjustments to employee compensation in light of inflation, but just two in five (39 percent) say their institution is doing more now to retain and engage faculty members than it was prior to the pandemic.

Provosts who agree or strongly agree with the following on their institution's faculty and staff retention, by sector:



74% of all provosts say their institution surveys faculty, staff and administrators to assess their job satisfaction.

FACULTY AND STAFF RETENTION

TURNOVER AND RETENTION EFFORTS (Cont.)

Provosts at private nonprofit institutions are more likely to report seeing increased turnover than their public counterparts, both in terms of staff (74 percent versus 56 percent, respectively) and faculty (42 versus 28 percent). Provosts at private nonprofit institutions are also less likely to say they've made recent changes to employee compensation (70 percent versus 52 percent of public institution provosts) and that they're doing more now to retain and engage faculty (44 percent versus 33 percent).

By region, provosts in the South are most likely to say they're seeing increased faculty turnover (45 percent) and to say that recruiting faculty members is now more challenging than it was before the pandemic (71 percent). Provosts in the South are also least likely to say they've made changes to employee compensation (51 percent).

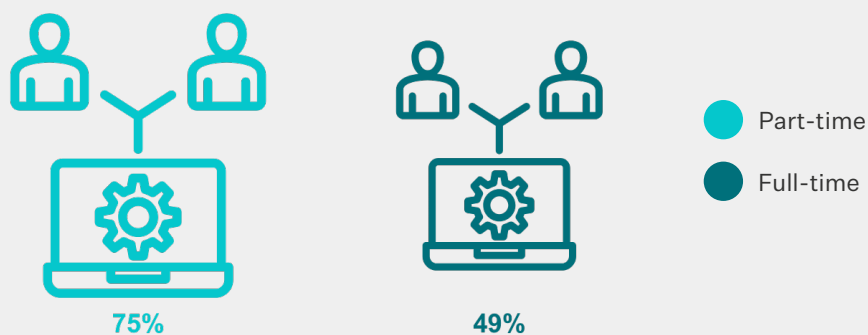
FACULTY AND STAFF RETENTION

JOB SATISFACTION, REMOTE WORK AND UNION ACTIVITY

Three in four provosts (74 percent) say their institution surveys faculty, staff and administrators to assess their job satisfaction, with public institution provosts more likely to say so than private nonprofit ones (79 percent versus 68 percent, respectively.) Among public institution provosts, those at doctoral institutions are most likely to survey their employees in this way (91 percent). By region, provosts in the Northeast are least likely to report such surveying (62 percent).

About half of provosts (49 percent) say they've altered their employment policies in ways that give employees more latitude to work remotely full-time since the pandemic. By region, provosts in the South are least likely to say they've done this (39 percent). Three in four provosts altogether (75 percent) say they've altered their employed policies in ways that give employees more latitude to work remotely part-time since the pandemic. Again, provosts in the South are least likely to say this (62 percent). Provosts at public doctoral universities are most likely to have allowed flexibility part-time (97 percent versus 59 percent of provosts at community colleges and 80 percent at public master's and baccalaureate institutions). For additional context, about six in 10 presidents in their recent survey said that up to a quarter of their faculty members and non-faculty staff are working in flexible, hybrid or remote arrangements this spring.

Provosts who say their institution has altered its employment policies to allow more remote work, part-time and full-time, since the pandemic (n=317):



Three in 10 provosts (30 percent) agree or strongly agree they're seeing increased union activity on their campus this academic year. By region, provosts in the Northeast (47 percent) and West (42 percent) are most likely to report increased union activity on their campus.

Just about the same share (31 percent) say shared governance is stronger than it was before the pandemic.

IMPORTANCE AND VIABILITY OF TENURE

On tenure, half of provosts (50 percent) say it's very or extremely important to the overall health of their institution. About a quarter (22 percent) say tenure is moderately important and the rest deem it slightly (11 percent) or not at all (17 percent) important.

Asked how viable tenure is within their institution—meaning how well it works and its likelihood to endure—nearly two-thirds of provosts (62 percent) say it's very or extremely viable. Some 18 percent say it's moderately viable, 9 percent say it's somewhat viable and 11 percent say it's not at all viable. Provosts at public and private nonprofit institutions are in relative agreement on these points, though provosts at private doctoral and master's institutions are less likely than those at private baccalaureate institutions to say both that tenure is highly important (45 percent versus 61 percent, respectively) and highly viable (50 percent versus 72 percent). By region, provosts in the Northeast are most likely to say that tenure is highly viable (75 percent).

FACULTY AND TENURE

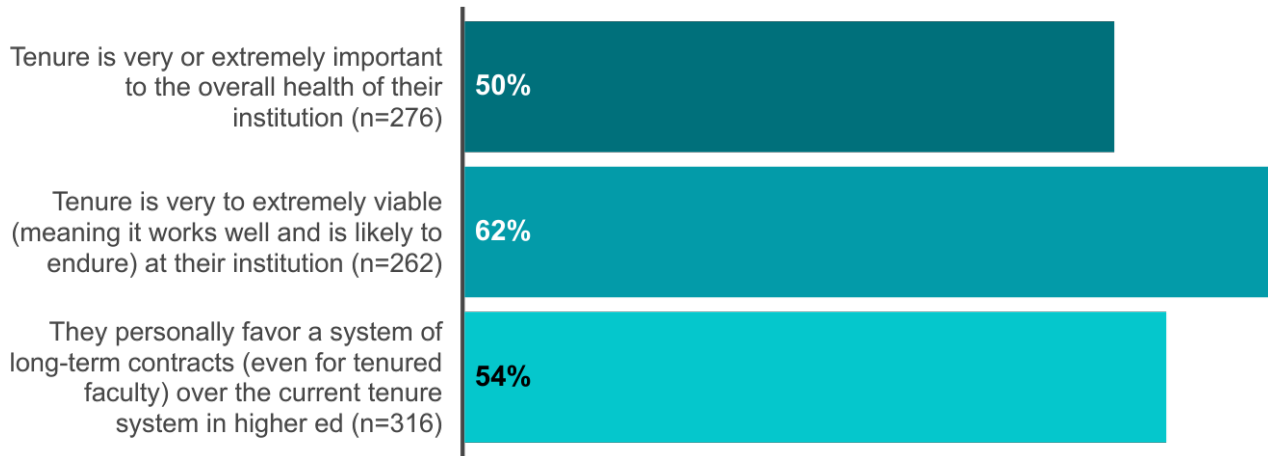
TENURE VS. LONG-TERM CONTRACTS

Provosts are split on support for a system of long-term faculty contracts over the existing tenure system in higher education, with 54 percent favoring this idea and 46 percent opposing it. Among private nonprofit institution provosts, those at doctoral and master’s institutions are especially likely to favor long-term contracts over the existing tenure system (67 percent, versus 44 percent of provosts at private baccalaureate institutions).

Among provosts at public institutions, however, those at doctoral institutions are the least likely to favor long-term contracts over the current tenure system (41 percent versus 54 percent of community college provosts and 53 percent of those at master’s and baccalaureate institutions).

Provosts aged 40 to 49 (60 percent) and those 50 to 59 (57 percent) are also likelier to favor long-term contracts over the current tenure system than are provosts 60 to 69 (46 percent). By region, provosts in the South (45 percent) are less likely to favor long-term contracts over tenure than are provosts in the Northeast (62 percent).

Provosts who say the following on faculty tenure:



45% of all provosts agree or strongly agree that graduate programs in the U.S. admit too many Ph.D. students given the state of the current job market.

RELIANCE ON NON-TENURE-TRACK FACULTY

A plurality of provosts (38 percent) say a quarter to half of all course sections are delivered by instructors who are not tenured or on the tenure-track. One in four provosts (23 percent) says up to a quarter of courses. The rest say half to three-quarters (16 percent) or three quarters to all courses (20 percent). Two in three provosts (65 percent) say their institution will be about as reliant as it is today on non-tenure-track faculty members for instruction in the next two years to near future. About a quarter (23 percent) say they'll be more reliant while 11 percent say they'll be less reliant.

Private nonprofit institution provosts are more likely than their public counterparts to say they have less than a quarter of course sections taught by non-tenure-track faculty (31 percent versus 16 percent, respectively). Among public institution provosts, in particular, those at community colleges are most likely to report (29 percent) that non-tenure-track instructors are teaching three-quarters to all of their course sections. By region, institutions in the South are also most likely to report that three-quarters to all of their course sections are taught by non-tenure-track professors (34 percent).

FACULTY AND TENURE

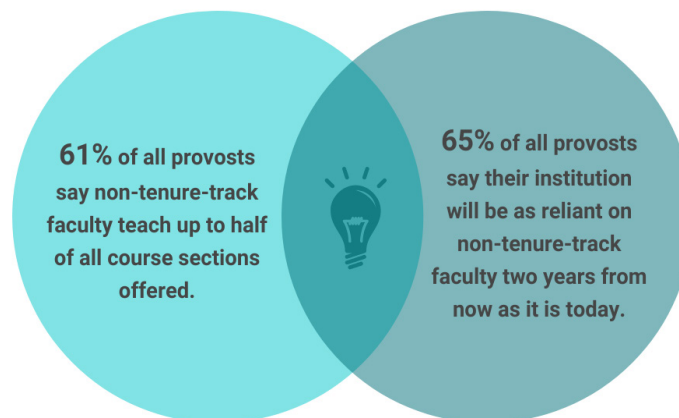
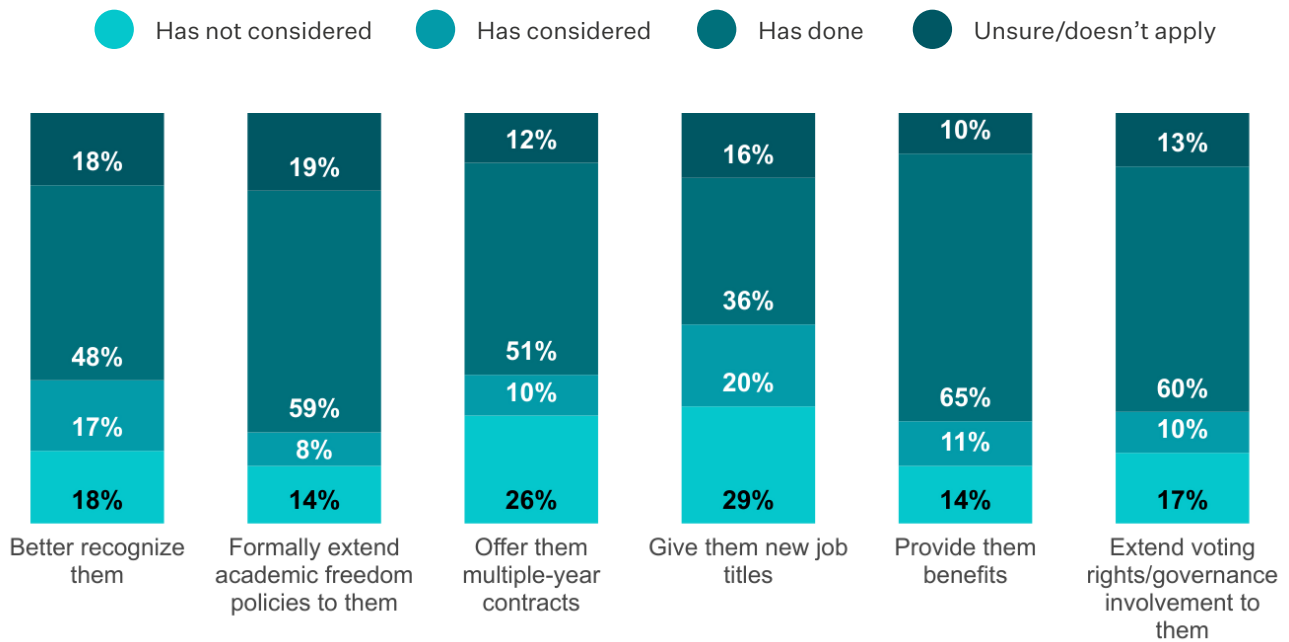
RELIANCE ON NON-TENURE-TRACK FACULTY (Cont.)

The following shares of provosts say their institution has done the following for non-tenure-track faculty:

- Provided benefits: 65 percent
- Offered faculty voting rights/involvement in shared governance: 60 percent
- Formally extended academic freedom policies to non-tenure-track faculty: 59 percent
- Offered multiple-year contracts: 51 percent
- Offered better recognition of those whose duties focus on teaching: 48 percent
- Offered new job titles: 36 percent
- Offered new job titles: 36 percent

Most provosts indicate their institution has at least considered taking the above steps.

Provosts who say whether their institution has considered doing or done the following for non-tenure-track faculty (n=311):



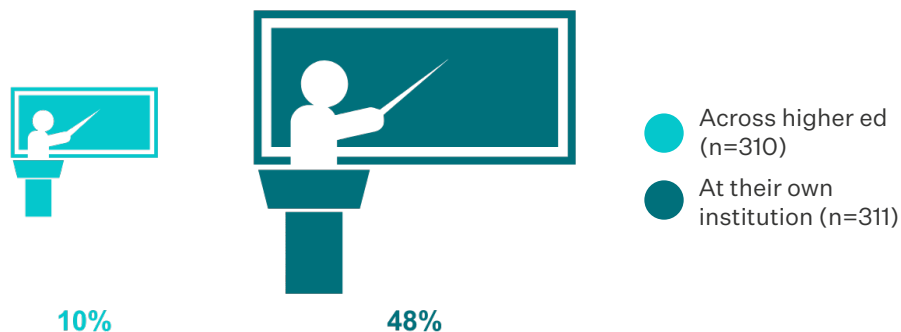
FACULTY AND TENURE

THE FACULTY ROLE

Asked about their beliefs on faculty duties at their institution, 48 percent of provosts indicate that teaching is much more important. Another 32 percent say teaching is more important than research and 15 percent say teaching and research are equally important. Just 5 percent say research is more important (4 percent) or much more important (1 percent) than teaching.

Asked the same question about higher education as a whole, a much larger share of provosts (44 percent) say that teaching and research are equally important. Unsurprisingly, provosts at both public doctoral and private master's or doctoral institutions are more likely than those at other kinds of institutions to say that research matters at least as much as teaching, with just 13 percent of public doctoral institution provosts, for instance, saying that teaching is more or much more important than research at their institution.

Provosts who believe that teaching is much more important than research, in higher ed generally and at their institution:



FACULTY AND TENURE

PH.D. ADMISSIONS

Nearly half of all provosts agree (33 percent) or strongly agree (13 percent) that graduate programs at higher education institutions in the U.S. admit more Ph.D. students than they should given the current job market. Another third (33 percent) neither agree nor disagree while the rest disagree (16 percent) or strongly disagree (5 percent). Provosts at public doctoral institutions are especially likely to agree or strongly agree that Ph.D. programs admit too many students (61 percent). Just 42 percent at private doctoral and master's institutions agree or strongly agree, however, compared to 59 percent of baccalaureate private provosts. By age, younger provosts (40 to 49) are less likely to agree or strongly agree (38 percent) that Ph.D. programs admit too many students than are older provosts (46 percent of those 50 to 59 and 48 percent of those 60 to 69).

CAMPUS SPEECH

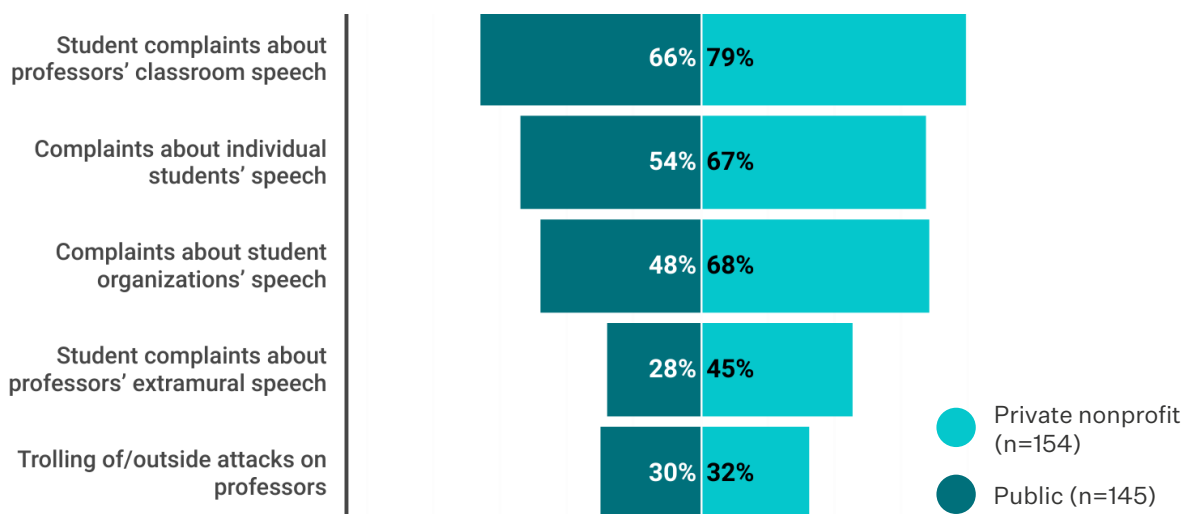
RESPONDING TO COMPLAINTS

On campus speech, seven in 10 provosts (73 percent) agree or strongly agree that their institution has a clear response plan in place for addressing student complaints about professors’ speech in the classroom. About half as many provosts (36 percent) say the same for addressing student complaints about professors’ extramural speech. Three in 10 provosts (31 percent) say they have a policy or plan for addressing online trolling or other outside attacks against professors.

Six in 10 provosts (61 percent) say they have a clear response plan in place for addressing complaints about individual students’ speech. About the same share (58 percent) say they have a clear response plan in place for addressing complaints about student organizations’ speech.

Provosts at public institutions (79 percent) are more likely than their private nonprofit counterparts (66 percent) to say that they have a clear response plan for addressing student complaints about professors’ classroom speech. Public institution provosts are also significantly more likely to say that they have a response plan for addressing complaints about individual students’ speech (67 percent versus 54 percent, respectively), complaints about student organizations’ speech (68 percent versus 48 percent) and for addressing student complaints about professors’ extramural speech (45 percent versus 28 percent).

Provosts who agree or strongly agree that their institution has a clear response plan or policy in place for addressing the following speech issues, by sector:



By region, provosts in the West are especially likely to have a clear response plan for addressing student complaints about classroom speech (82 percent). They’re also most likely to have a response plan in place for addressing student complaints about professors’ extramural speech (48 percent).

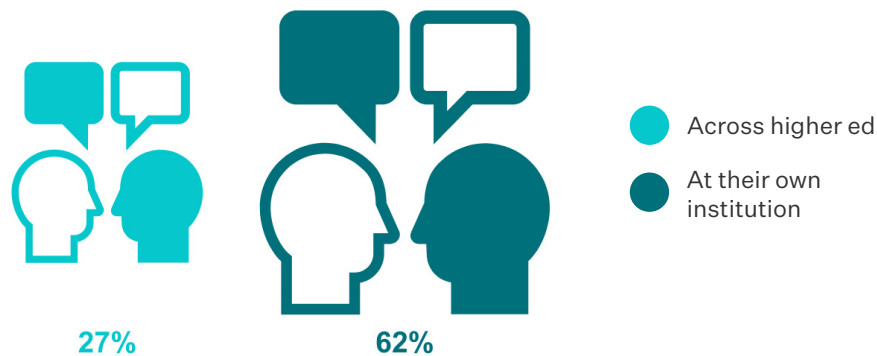
Provosts at doctoral institutions are likelier than their peers at associate and master’s or baccalaureate institution to have every kind of speech response plan. For example, 81 percent of public doctoral institutions have a policy in place for addressing complaints about student organizations’ speech, versus 65 percent each for associate and master’s or baccalaureate public nonprofit institutions.

CLIMATE FOR OPEN INQUIRY

As for how provosts rate the climate of open inquiry and dialogue in higher education generally, a quarter rate it good (26 percent) or excellent (1 percent). Half (49 percent) rate it fair, while the rest rate it poor (20 percent) or very poor (4 percent).

Regarding their own institution, however, provosts feel differently: Nearly two-thirds rate the climate for open inquiry and dialogue on their own campus as good (52 percent) or excellent (10 percent). A third rate it fair (32 percent) while very few rate it poor (5 percent) or very poor (1 percent).

Provosts who rate the climate for open inquiry and dialogue good or excellent, in higher ed generally and at their institution (n=305):



Black provosts (45 percent) are less likely to agree that the speech climate on their own campus is good or excellent than are multi-racial (60 percent) or white presidents (62 percent). By institution type, public doctoral institution provosts are most likely (44 percent) to agree that the general higher ed climate for open inquiry and dialogue is good or excellent and private baccalaureate institution provosts are least likely to agree (17 percent).

Provosts in the West, who are also more likely than those in other regions to have policies governing various campus speech concerns, are the most likely by region to say that the overall higher ed climate for open inquiry and dialogue is good or excellent (41 percent), though they're about as likely as those in other regions to view their own campus's speech climate as good or excellent.

Additionally, provosts who say that their institution requires faculty training on facilitating difficult dialogues (81 percent) and those who say that their institution has embedded training on difficult dialogues in freshman orientation (76 percent) are more likely than the overall sample (62 percent) to rate their campus speech climates as good or excellent.

CAMPUS SPEECH

EFFICACY OF POLICIES

As for how effective they think their campus speech policies are at creating an environment for constructive dialogue, relatively few provosts say they're extremely effective (3 percent) or very effective (19 percent). Half say they're moderately effective (52 percent). The rest say they're somewhat effective (23 percent) or not effective at all (3 percent).

Public and private nonprofit provosts are in relatively alignment, but 34 percent of public doctoral provosts say their policies are highly effective, compared to 23 percent of community college provosts and just 4 percent of public master's or baccalaureate provosts. By region, provosts in the West are likeliest to agree that their policies are effective, at 35 percent, versus 21 percent in the South, 19 percent in the Midwest and 17 percent in the Northeast.

Female provosts are also less likely than their male counterparts to agree that their campus speech policies are highly effective (17 percent versus 30 percent, respectively). And gay and lesbian provosts are less likely than their heterosexual counterparts to agree that their campus speech policies are highly effective (13 percent versus 24 percent, respectively).

About four in 10 provosts agree (32 percent) or strongly agree (7 percent) that current world events have stressed their institution's speech policies to the point that they may need to be revisited. An additional 26 percent of provosts neither agree nor disagree while the rest somewhat disagree (23 percent) or strongly disagree (13 percent). Gay and lesbian provosts are significantly more likely than their heterosexual counterparts to say that their campus speech policies need revisiting in light of world events (61 percent versus 36 percent, respectively). Provosts in the Northeast (47 percent) are most likely to agree that their institution's speech policies may need revisiting. And despite their relative confidence in the effectiveness of their campus speech policies, presidents in the West (44 percent) are also more likely than those in the Midwest (38 percent) and especially the South (29 percent) to say their speech policies may be revisiting in light of current world events.

Provosts who indicate the following on campus speech:



22%

Their institution's speech policies are very or extremely effective at creating an environment for constructive dialogue. An additional 52% say they're moderately effective (n=282).



39%

Somewhat or strongly agree that current world events have stressed their institution's speech policies to the point that they may need to be revised (n=292).



74%

Their institution has taken at least one step to educate students, faculty and staff about the importance of free speech and to prepare them to engage those with whom they disagree (n=305).



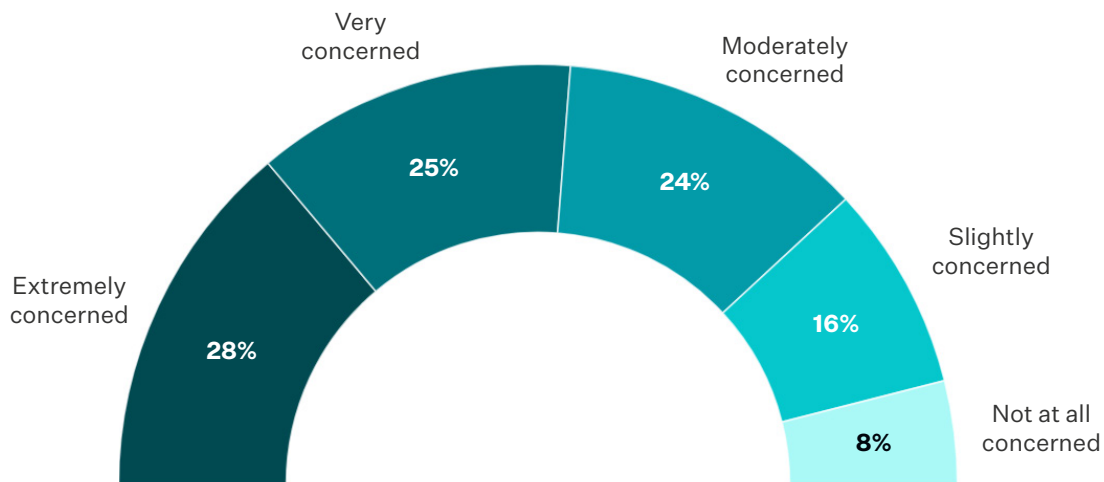
55%

Their institution has offered faculty training on facilitating difficult dialogues and constructive conversations in the classroom, making this No. 1 reported step taken to educate campus groups on speech issues. Just 5% of provosts say this kind of faculty training is required.

CONCERNS ABOUT THE ELECTION

As for how concerned provosts are about the 2024 general election results affecting the climate for free inquiry at their institution, more than half say they're extremely concerned (28 percent) or very concerned (25 percent). A quarter are moderately concerned (25 percent) and the rest are slightly concerned (16 percent) and not at all concerned (8 percent).

Provosts express their level of concern about the 2024 election results affecting the climate for free inquiry and civil dialogue at their institution (n=301):



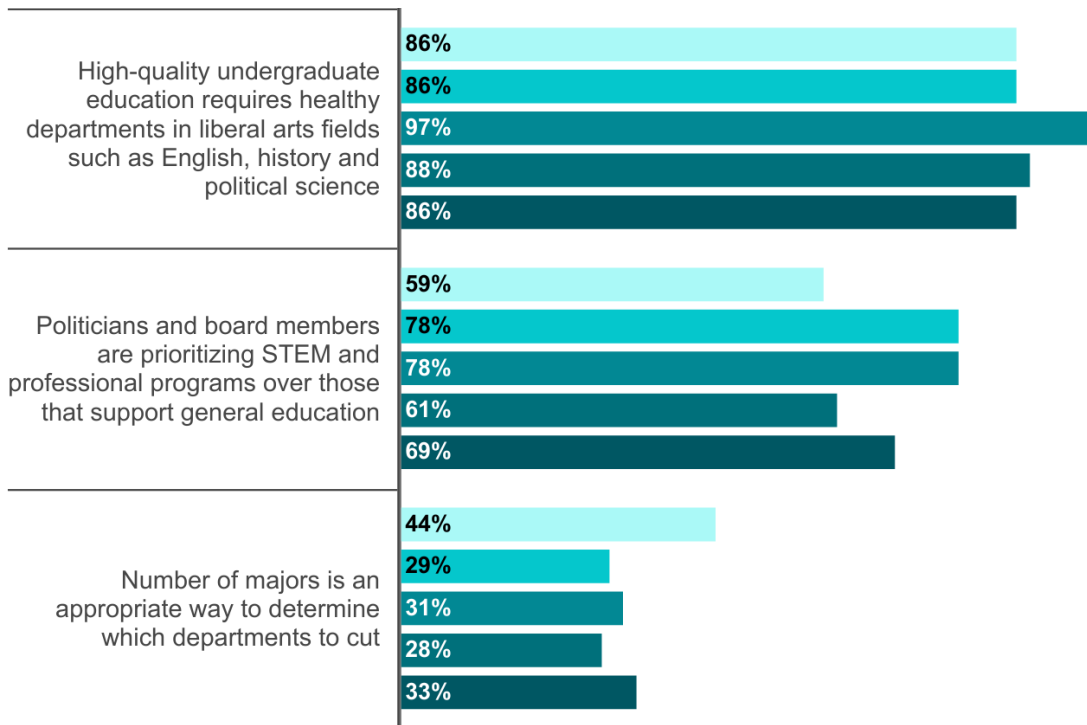
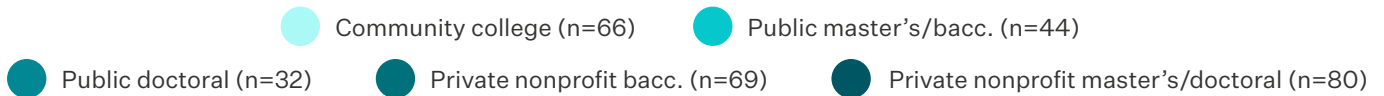
Relatively more gay and lesbian provosts are highly concerned about the election and the climate for free speech (66 percent) than are heterosexual provosts (52 percent). By age, younger provosts (40 to 49) are least likely to be highly concerned (29 percent versus 52 percent of provosts age 50 to 59 and 64 percent of provosts age 60 to 69). Provosts in the South are most likely to be unconcerned (16 percent), by region.

DECLINES IN MAJORS AND ACADEMIC DEPARTMENTS

THE ROLE OF LIBERAL ARTS, STEM AND PROFESSIONAL PROGRAMS

Nine in 10 provosts (88 percent) agree or strongly agree that high-quality undergraduate education requires healthy departments in disciplines such as English, history, political science and other liberal arts fields, about the same share as said so in last year’s survey of provosts (87 percent). Yet a majority of provosts this year (67 percent) and last year (74 percent) also agree or strongly agree that politicians and board members are prioritizing science, technology, engineering and math (STEM) and professional programs over those that support general education. And this year (34 percent) and last (33 percent), a third of provosts believe that the number of students majoring in a program is an appropriate way to determine which departments to cut.

Provosts who agree or strongly agree with the following on academic programs, by institution type:



DECLINES IN MAJORS AND ACADEMIC DEPARTMENTS

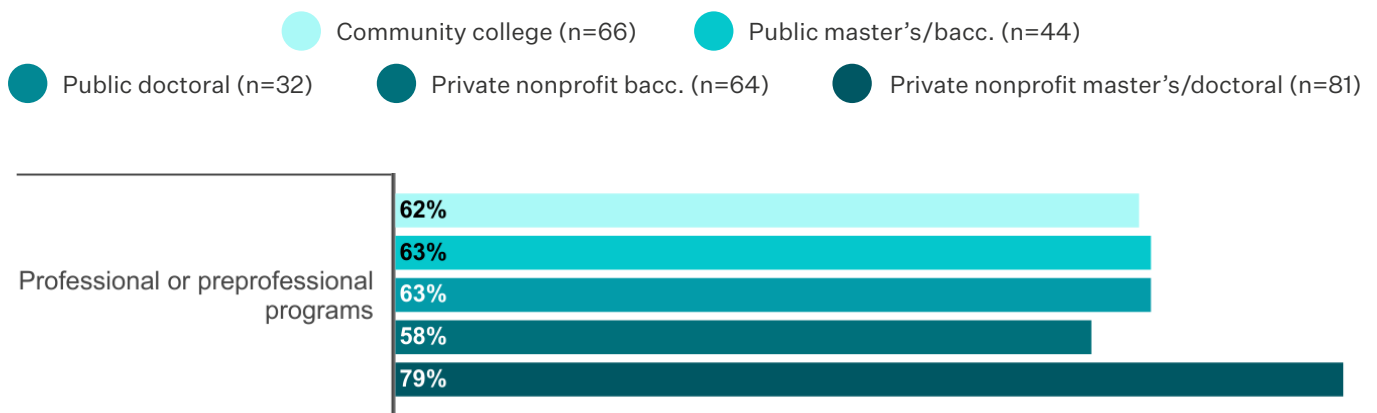
THE ROLE OF LIBERAL ARTS, STEM AND PROFESSIONAL PROGRAMS (Cont.)

Public and private nonprofit institution provosts are in alignment on all these issues this year, but among public institution provosts, those at doctoral universities are especially likely to say that high-quality undergraduate education requires healthy liberal arts programs (97 percent). Community college provosts, meanwhile, are least likely to agree that politicians and board members are prioritizing STEM and professional programs over other fields (59 percent versus 78 percent each for provosts at public nonprofit master’s or baccalaureate and doctoral institutions). Community college provosts are mostly likely to indicate that the number of students majoring in a program is an appropriate way to determine which departments to cut (44 percent).

Overall, two-thirds of provosts each agree or strongly agree that they’ll see a major allocation of funds to professional or preprofessional programs (66 percent) and STEM fields (62 percent) in their budget next year. About half say they’ll see a major allocation of funds toward online programs (47 percent). And less than a third say they’ll see a major allocation of funds toward arts and sciences programs (29 percent).

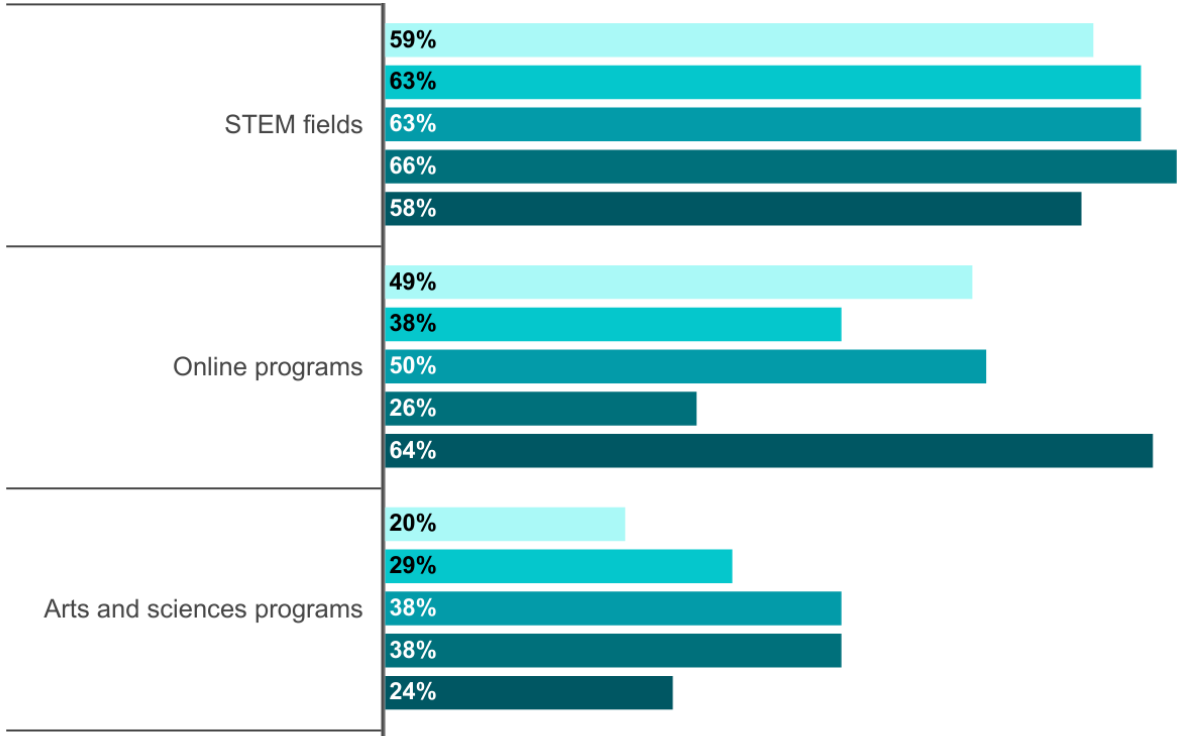
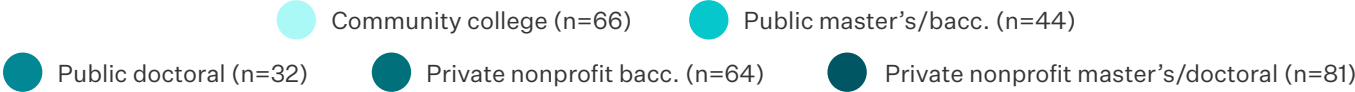
By region, provosts in the West are especially likely to expect a major allocation of funds toward online programs (60 percent). Community college provosts in the West, in particular, expect this (74 percent). Provosts in the Northeast are especially likely to expect a major allocation of funds toward STEM fields (70 percent).

Provosts who anticipate or strongly anticipate a major allocation of funds to the following categories in the next budget year, by institution type:



DECLINES IN MAJORS AND ACADEMIC DEPARTMENTS

THE ROLE OF LIBERAL ARTS, STEM AND PROFESSIONAL PROGRAMS (Cont.)



ASSESSMENT EFFORTS

WORKLOAD AND IMPACT

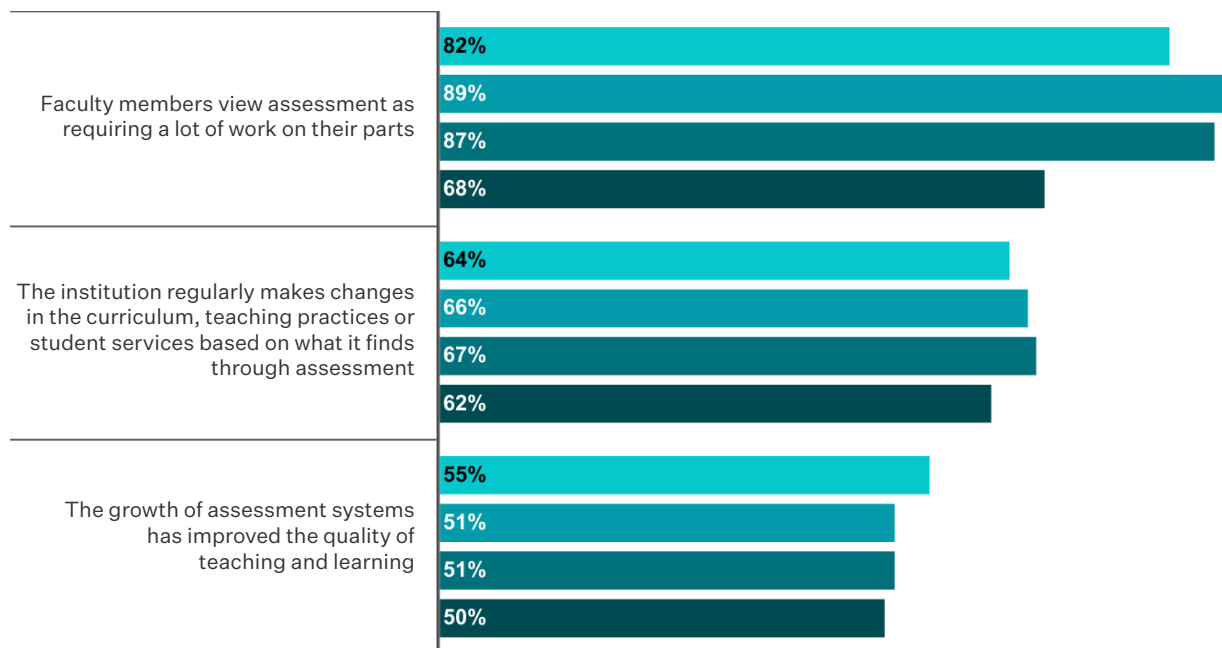
Regarding assessment of student learning, some eight in 10 provosts (83 percent) agree or strongly agree that faculty members at their college or university view assessment as requiring a lot of work on their parts. About two-thirds of provosts (65 percent) say their institution regularly makes changes in the curriculum, teaching practices or student services based on what it finds through assessment.

About half of provosts each say the following: the growth of assessment systems has improved the quality of teaching and learning at their college (52 percent); assessment has led to better use of technology in teaching and learning at their college (48 percent); and faculty members value assessment efforts at their institution (44 percent).

Three in 10 provosts (29 percent) say that their institution's use of student learning assessment is more about keeping accreditors and politicians happy than it is about teaching and learning. That's about the same share as last year.

Provosts who agree or strongly agree with the following regarding assessment of student learning at their college or university, by region:

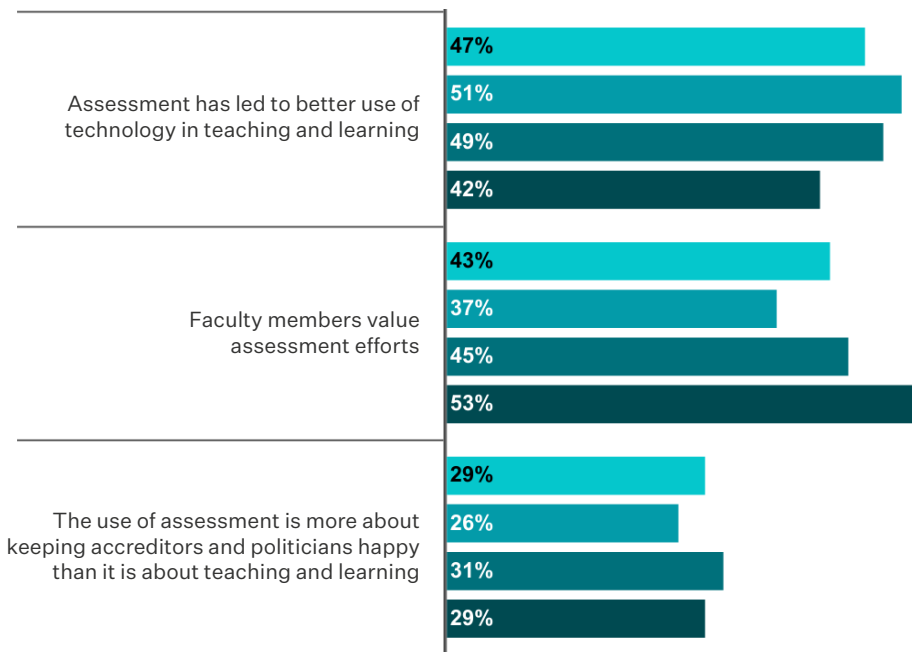
● Midwest (n=91)
 ● Northeast (n=70)
 ● South (n=84)
 ● West (n=53)



ASSESSMENT EFFORTS

WORKLOAD AND IMPACT (Cont.)

● Midwest (n=91)
 ● Northeast (n=70)
 ● South (n=84)
 ● West (n=53)



Provosts at private nonprofit institutions are somewhat more likely than those at public institutions to say that faculty members at their institution view assessment as requiring a lot of work (87 percent versus 79 percent, respectively). By region, provosts in the West are least likely to agree (68 percent) that faculty members view assessment as requiring a lot of work on their part. Provosts in the West are also most likely to agree that their faculty members value assessment efforts at their college (53 percent); provosts in the Northeast are least likely to agree (37 percent).

TEXTBOOKS

OPEN EDUCATIONAL RESOURCES

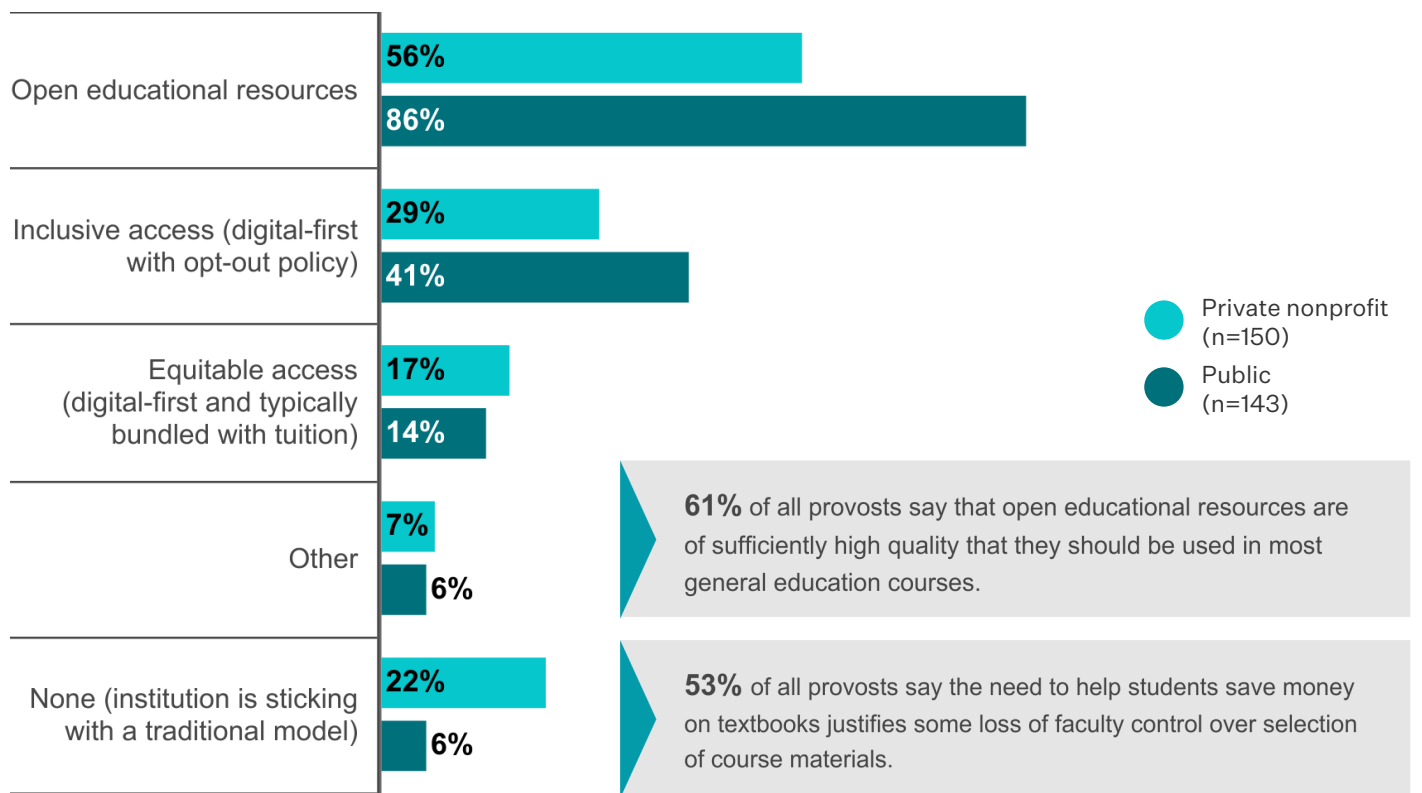
Six in 10 provosts (61 percent) agree or strongly agree that open educational resources, or freely available online materials, are of sufficiently high quality that they should be used in most general education courses. That's about the same as last year's survey of provosts (56 percent). This year, public institution provosts (68 percent) are more likely to say this than are private nonprofit institution provosts (55 percent). Among provosts at public institutions, those at community colleges are especially likely to agree (75 percent).

Half of provosts (53 percent) agree, somewhat or strongly, that the need to help students save money on textbooks justifies the loss of some faculty control over selection of materials for the courses they teach. Public institution provosts are slightly more likely to agree (57 percent versus 50 percent of private nonprofit institution provosts), with community college provosts (70 percent) driving most of this difference.

ADOPTION OF NEW COURSE MATERIALS MODELS

On adoption of new course materials models, seven in 10 provosts (70 percent) say their institution has adopted open educational resources. About a third (34 percent) say their institution has adopted inclusive access, meaning digital-first materials with opt-out options for students. About half as many (16 percent) say their institution has adopted equitable access, or digital-first materials typically bundled with tuition. Relatively few provosts (15 percent) say they’ve adopted none of these models. The rest (6 percent) say they’ve adopted other models.

Provosts who agree or strongly agree with the following on academic programs, by institution type:



Consistent with their relative support for open educational resources, provosts at public institutions are significantly more likely than their private nonprofit counterparts to say they’ve adopted open educational resources (86 percent versus 56 percent, respectively). Provosts at private institutions, meanwhile, are significantly more likely than public institution provosts to say they’re not experimenting with any new course materials models (22 percent versus 6 percent).

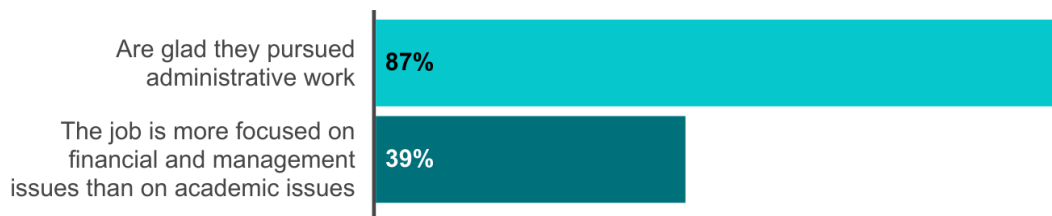
THE PROVOST'S ROLE

NO REGRETS

Nine in 10 provosts (87 percent) agree or strongly agree that they're glad they pursued administrative work, and this is relatively consistent across institution types and demographics, though gay and lesbian presidents (78 percent) are somewhat less likely to agree than their heterosexual counterparts (87 percent). Older provosts, those 60 to 69, are also somewhat more likely (94 percent) to say they're glad they pursued administrative work than are younger provosts (82 percent each for those 40 to 49 and 50 to 59).

Four in 10 provosts (39 percent) agree, strongly or somewhat, that their job is more focused on financial management than on academic issues. This increases to nearly half when considering only private nonprofit institution provosts (46 percent) and decreases to about a third when considering just public institution provosts (34 percent). Among public institution provosts, those at doctoral institutions are most likely to agree their job is more about finances and management than academics (45 percent versus 33 percent of public master's and baccalaureate institution provosts and 29 percent of community college provosts).

Provosts who agree or strongly agree with the following about being a chief academic officer (n=299):



DETAILED TABLES

Which of the following best describes your primary role at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Provost	63	62	65	100	85	29	71	58
% Chief Academic Officer	34	36	32	0	13	68	26	36
% Chief academic officer	0	0	0	0	0	0	0	0
% Other provost-equivalent role (please specify):	3	2	4	0	2	3	2	5
% None of the above	0	0	0	0	0	0	0	0
% Other provost-equivalent role	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	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Less than 6 months	5	6	4	9	4	5	5	4
% 6 months to less than 3 years	50	49	52	59	46	47	51	53
% 3 years to less than 5 years	24	25	24	28	23	24	21	27
% 5 years to less than 10 years	15	16	14	3	19	19	18	9
% 10 or more years	6	5	7	0	8	5	6	6
% 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 any institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Less than 6 months	5	6	4	6	6	5	3	4
% 6 months to less than 3 years	42	39	45	56	42	29	44	47
% 3 years to less than 5 years	24	26	23	34	21	25	23	23
% 5 years to less than 10 years	18	21	15	3	21	29	18	10
% 10 or more years	11	8	14	0	10	11	11	16
% None of the above	0	0	0	0	0	0	0	0

What type of higher education institution do you work for?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Private (four year)	48	0	96	0	10	100	97	96
% Community college	24	50	0	100	87	0	3	4
% Public (four year)	23	48	0	0	4	0	0	0
% Graduate-only institution	2	1	4	0	0	0	0	0
% For-profit institution	2	0	0	0	0	0	0	0
% Private (two year)	1	0	1	0	0	0	0	0

Do you consider your institution to be a liberal arts institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Yes	52	33	72	34	40	28	64	81
% No	48	67	28	66	60	72	36	19

Has your institution published a policy or policies governing the use of AI, including in teaching and research?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Yes	20	13	26	25	6	13	23	30
% No, but some are under development	63	69	58	66	71	68	62	52
% No, and none are currently in development	17	18	16	9	21	19	15	18
% Unsure	0	1	0	0	2	0	0	0

Have faculty or staff asked at your institution for additional training related to developments in generative AI?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Yes	92	93	90	97	94	91	90	90
% No	8	7	10	3	6	9	10	10

Has your institution offered training in response to faculty concerns or questions about generative AI within the last 18 months?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Yes	78	78	77	84	77	76	82	71
% No, but training is forthcoming	20	21	19	16	21	23	15	25
% No, and there are no plans to offer training	2	1	4	0	2	1	3	4

Has your institution reviewed the curriculum to ensure that it will prepare students for AI in the workplace?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Yes	14	14	12	28	12	11	15	8
% No, but my institution is planning to	73	79	68	69	81	81	69	68
% No, and my institution does not have plans to do so	13	7	20	3	8	8	16	25

How concerned are you about the risk generative AI poses to academic integrity?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Not at all Concerned	2	3	1	0	4	4	1	0
% Slightly Concerned	25	28	23	28	27	28	20	26
% Moderately Concerned	47	48	44	53	48	45	40	49
% Very Concerned	20	16	25	16	19	13	33	17
% Extremely Concerned	6	6	7	3	2	9	6	8

DETAILED TABLES

How enthusiastic are you about AI's potential to boost your institution's capabilities?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Not at all Enthusiastic	2	1	3	3	0	1	1	5
% Slightly Enthusiastic	15	13	18	6	13	15	16	21
% Moderately Enthusiastic	40	36	45	41	44	29	41	49
% Very Enthusiastic	32	38	25	34	37	40	29	19
% Extremely Enthusiastic	11	12	9	16	6	15	13	5

In what areas or ways is your institution currently using artificial intelligence? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Virtual chat assistants and chatbots	45	55	35	59	48	59	39	30
% Research and data analysis	26	28	25	59	27	15	29	25
% Learning Management Systems (LMS)	23	23	20	44	19	20	22	29
% Predictive analytics to predict student performance and trends	21	25	17	22	23	24	22	18
% None of the above - my institution does not currently utilize artificial intelligence	21	15	27	22	23	20	21	18
% Admissions processes	18	15	20	41	17	13	22	13
% Grading and assessment	18	16	18	22	21	17	20	14
% Administration processes (e.g., scheduling, resource allocation)	17	21	13	16	17	16	16	18
% Cybersecurity	16	14	17	13	27	8	11	14
% Student engagement	15	19	11	6	12	21	9	12
% Student advising and support	14	20	8	25	15	9	8	8
% Institutional planning and decision-making	9	11	7	6	10	13	6	10
% Personalized learning pathways	7	6	7	9	8	4	10	4
% Fundraising	6	4	8	9	8	0	8	5
% Facilities management	1	1	1	0	0	1	2	0
% Other	9	10	8	3	12	12	6	12

How would you rate your own level of awareness of the general state of mental health as it relates to the following members of your community?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Faculty members								
% Very Unaware	0	1	0	0	2	0	0	0
% Somewhat Unaware	4	3	5	3	2	4	3	6
% Somewhat Aware	40	43	37	41	39	46	39	34
% Very Aware	55	54	58	56	57	50	57	60
Graduate students								
% Very Unaware	4	7	2	0	5	75	1	3
% Somewhat Unaware	16	11	20	0	21	0	23	15
% Somewhat Aware	47	49	47	47	53	25	42	58
% Very Aware	33	34	31	53	21	0	35	24
Staff members								
% Very Unaware	1	2	0	3	4	0	0	0
% Somewhat Unaware	8	5	11	6	4	5	8	14
% Somewhat Aware	55	57	52	56	59	55	54	50
% Very Aware	37	36	37	34	33	39	38	36
Undergraduate students								
% Very Unaware	0	0	0	0	0	0	0	0
% Somewhat Unaware	2	3	3	0	0	5	2	3
% Somewhat Aware	40	44	36	28	48	47	36	36
% Very Aware	57	54	61	72	52	47	61	61

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	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Yes, we have required trainings for those in leadership positions.	6	6	5	3	10	5	7	3
% Yes, we have both required trainings and additional optional trainings for those in leadership positions.	14	22	7	13	28	22	8	5
% Yes, we have optional trainings for those in leadership positions.	45	50	41	63	44	49	46	35
% No, we do not have training for those in leadership positions	35	21	48	22	18	23	39	57

To what extent do you agree or disagree with the following statements regarding the U.S. Supreme Court's ruling on affirmative action in 2023? Last year's U.S. Supreme Court decision on affirmative action will...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
...decrease student racial diversity at my institution.								
% Strongly Disagree	26	29	23	22	31	32	28	17
% Disagree	38	34	43	31	31	37	42	44
% Neither Agree Nor Disagree	24	26	23	31	23	25	18	29
% Agree	9	8	10	6	13	5	12	8
% Strongly Agree	2	3	1	9	2	2	0	3
...decrease student racial diversity in higher education as a whole.								
% Strongly Disagree	4	5	4	9	2	4	5	3
% Disagree	10	12	9	6	13	13	12	6
% Neither Agree Nor Disagree	24	30	18	25	29	33	14	22
% Agree	44	37	50	38	42	34	51	49
% Strongly Agree	17	16	19	22	15	15	18	19

DETAILED TABLES

Has your institution curtailed its diversity and inclusion efforts beyond admissions in response to the decision (or from pressure from lawmakers)?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Yes	10	19	3	41	16	11	2	4
% No	87	77	96	53	82	84	98	95
% Unsure	3	5	1	6	2	5	0	1

In what areas is your institution scaling back diversity and inclusion efforts (beyond admissions)? Please select all that apply (n=34).

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Training Programs	44	52	0	54	75	25	50	67
% Faculty or staff hiring	35	38	20	38	63	13	0	33
% Scholarship and Financial Aid	32	28	60	31	25	25	50	0
% Leadership Positions	24	28	0	31	25	25	50	0
% Curriculum Development	18	21	0	23	38	0	50	0
% Outreach and Community Engagement	15	14	20	8	13	25	0	0
% Student Support Services	15	14	20	8	13	25	0	0
% Retention Efforts	12	10	20	8	13	25	0	0
% Campus Climate Surveys	12	14	0	0	13	25	0	0
% Mentorship Programs	9	10	0	0	25	13	0	0
% Campus Facilities and Accessibility	3	3	0	0	13	0	0	0
% Research Initiatives	3	3	0	0	13	0	0	0
% Alumni Engagement	3	3	0	0	13	0	0	0
% Other	21	21	20	15	25	25	50	0

Generally speaking, would you say the state of race relations on college and university campuses as a whole is excellent, good, fair or poor?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Poor	11	9	13	6	8	12	10	17
% Fair	60	57	62	44	65	57	61	63
% Good	27	30	25	41	22	30	28	21
% Excellent	2	4	1	9	4	1	1	0

Generally speaking, would you say the state of race relations on your campus is excellent, good, fair or poor?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Poor	2	1	2	0	0	3	1	3
% Fair	28	28	29	26	35	24	29	30
% Good	61	60	61	58	57	63	59	62
% Excellent	10	11	8	16	8	11	11	5

Based on student enrollment data, do students at your institution prefer in-person or online/hybrid courses when both are offered? Students tend to...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% ...prefer in-person courses over online/hybrid courses when both are offered.	56	38	75	50	55	20	67	84
% ...prefer online/hybrid courses over in-person courses when both are offered.	29	41	15	31	27	55	23	7
% ...not have a preference between in-person and online/hybrid courses when both are offered.	15	22	10	19	18	25	10	9

In your opinion, do faculty members at your institution prefer teaching in-person or online/hybrid courses when both are options? Faculty tend to...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% ...prefer in-person courses over online/hybrid courses when both are offered.	62	43	80	56	63	24	76	86
% ...prefer online/hybrid courses over in-person courses when both are offered.	24	34	15	22	14	52	18	11
% ...not have a preference between in-person and online/hybrid courses when both are offered.	14	23	5	22	22	24	6	4

Approximately what share of your courses are offered online or in a hybrid format?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
0-24%	53	32	74	59	55	3	64	86
25-49%	28	41	17	38	35	48	23	11
50-74%	14	22	5	3	4	44	7	4
75-100%	4	3	3	0	6	3	6	0
Unsure %	1	1	0	0	0	3	0	0

Has your institution altered its employment policies in ways that give employees more latitude to work remotely part-time since the pandemic?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Yes	75	74	78	97	80	59	79	75
% No	25	26	23	3	20	41	21	25

Has your institution altered its employment policies in ways that give employees more latitude to work remotely full-time since the pandemic?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Yes	49	50	47	75	51	39	49	45
% No	51	50	53	25	49	61	51	55

In your opinion, how important is tenure to the overall health of your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Not at all Important	17	13	19	0	4	30	23	15
% Slightly Important	11	15	7	9	13	20	9	5
% Moderately Important	22	23	22	19	25	24	23	20
% Very Important	32	30	34	38	35	20	31	38
% Extremely Important	18	19	18	34	23	6	14	23

In your opinion, how viable is tenure within your institution? Note: When thinking about viability, please consider how well tenure works at your institution along with its likelihood to endure.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Not at all Viable	11	10	11	0	0	28	14	8
% Somewhat Viable	9	10	8	0	8	17	11	5
% Moderately Viable	18	15	21	19	10	17	26	15
% Very Viable	45	45	45	63	54	24	38	53
% Extremely Viable	17	20	15	19	27	13	12	18

What proportion of course sections at your institution are delivered by instructors who are not tenured (or on the tenure track)?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
0-24%	23	16	31	9	18	17	14	51
25-49%	38	44	32	63	61	24	45	17
50-74%	16	18	14	22	12	20	20	7
75-100%	20	17	21	3	8	29	19	24
Unsure %	4	5	2	3	0	10	2	1

As you may know, some colleges are exploring new faculty models beyond a tenure track versus non-tenure-track distinction. Please indicate whether your college has done or has considered doing each of the following for non-tenure-track faculty members.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Better recognition of the roles of those who are teachers only								
% My College Has Not Considered Doing This	18	18	18	0	19	26	14	23
% My College Has Considered Doing This	17	13	21	9	17	12	26	15
% My College Has Done This	48	45	51	91	52	18	51	52
% Don't know/Does not apply	18	24	10	0	13	44	9	10
Formally extend academic freedom policies to non-tenure-track faculty								
% My College Has Not Considered Doing This	14	14	15	6	10	19	14	15
% My College Has Considered Doing This	8	9	8	13	8	7	8	8
% My College Has Done This	59	52	66	69	65	35	69	63
% Don't know/Does not apply	19	26	11	13	17	38	8	13
Multiple-year contracts								
% My College Has Not Considered Doing This	26	34	19	13	31	46	20	18
% My College Has Considered Doing This	10	9	11	3	13	9	11	13
% My College Has Done This	51	39	66	84	46	12	66	65
% Don't know/Does not apply	12	19	4	0	10	34	4	4
New job titles								
% My College Has Not Considered Doing This	29	32	26	13	35	40	24	30
% My College Has Considered Doing This	20	15	25	13	25	9	31	18
% My College Has Done This	36	30	41	75	25	13	38	45
% Don't know/Does not apply	16	22	8	0	15	38	8	7
Provide benefits								
% My College Has Not Considered Doing This	14	16	13	6	10	24	15	11
% My College Has Considered Doing This	11	14	9	6	13	18	11	7
% My College Has Done This	65	55	75	88	71	28	71	80
% Don't know/Does not apply	10	16	3	0	6	31	4	1
Voting rights as a faculty member/involvement in governance								
% My College Has Not Considered Doing This	17	15	19	13	10	19	19	20
% My College Has Considered Doing This	10	10	10	3	15	10	11	10
% My College Has Done This	60	53	68	81	65	32	67	69
% Don't know/Does not apply	13	22	3	3	10	38	4	1

How would you rate the effectiveness of your institution in the following areas?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Controlling rising prices for students and their families								
% Not Effective At All	2	1	3	0	0	1	2	4
% Not Too Effective	15	10	21	13	11	7	20	21
% Somewhat Effective	46	40	52	45	43	35	54	51
% Very Effective	37	50	24	42	46	57	24	24
Offering undergraduate support services beyond academic advising								
% Not Effective At All	1	1	1	0	2	0	1	0
% Not Too Effective	4	5	4	0	0	10	4	4
% Somewhat Effective	40	43	38	48	42	41	40	34
% Very Effective	55	52	58	52	56	49	55	62
Preparing students for the world of work								
% Not Effective At All	0	0	0	0	0	0	0	0
% Not Too Effective	3	3	2	13	0	0	1	4
% Somewhat Effective	41	40	42	39	43	39	39	45
% Very Effective	57	57	55	48	57	61	60	51
Providing a quality undergraduate education								
% Not Effective At All	0	0	0	0	0	0	0	0
% Not Too Effective	2	3	1	0	2	4	0	1
% Somewhat Effective	27	28	25	26	23	32	30	21
% Very Effective	72	69	74	74	75	63	70	78
Providing academic advising								
% Not Effective At All	1	0	1	0	0	0	1	1
% Not Too Effective	7	7	7	3	4	10	5	9
% Somewhat Effective	48	51	46	55	43	55	49	43
% Very Effective	45	42	46	42	53	35	45	46

How would you rate the effectiveness of your institution in the following areas?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Recruiting and retaining talented faculty								
% Not Effective At All	3	5	1	0	4	7	2	0
% Not Too Effective	16	15	17	19	12	15	17	17
% Somewhat Effective	59	66	54	65	71	62	52	57
% Very Effective	22	15	27	16	12	15	29	26
Using data to aid and inform campus decision-making								
% Not Effective At All	2	3	1	0	2	4	0	1
% Not Too Effective	14	13	15	7	14	15	14	16
% Somewhat Effective	51	49	53	47	47	52	52	55
% Very Effective	34	35	31	47	37	28	34	28
Using data to inform student success initiatives								
% Not Effective At All	2	2	1	0	0	4	1	1
% Not Too Effective	12	11	13	6	8	14	14	12
% Somewhat Effective	52	49	55	39	47	55	52	60
% Very Effective	35	38	30	55	45	27	33	27
Using data to measure student outcomes								
% Not Effective At All	0	0	1	0	0	0	0	1
% Not Too Effective	8	6	10	0	2	11	9	12
% Somewhat Effective	55	54	57	52	55	54	60	54
% Very Effective	37	40	32	48	43	35	31	33

Does your institution survey its faculty, staff and administrators to assess their job satisfaction?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Yes	74	79	68	91	78	76	67	68
% No	26	21	32	9	22	24	33	32

Which comes closest to your view about faculty roles within higher education as a whole?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Teaching is much more important than research.	10	14	4	0	10	24	4	6
% Teaching is more important than research.	33	26	38	22	25	28	39	38
% Teaching and research are equally important.	44	48	41	63	50	39	44	38
% Research is more important than teaching.	13	12	15	16	13	9	12	18
% Research is much more important than teaching.	1	1	1	0	2	0	2	0

Which comes closest to your view about faculty roles at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Teaching is much more important than research.	48	51	45	0	29	90	42	46
% Teaching is more important than research.	32	25	39	13	56	9	40	38
% Teaching and research are equally important.	15	17	15	59	10	1	14	15
% Teaching is more important than research.	0	0	0	0	0	0	0	0
% Research is more important than teaching.	4	7	1	28	2	0	2	0
% Research is more important than teaching.	0	0	0	0	0	0	0	0
% Research is much more important than teaching.	1	1	1	0	2	0	1	0

In the next two years/near future, do you anticipate that your institution will become more reliant, less reliant or about as reliant as it is today on non-tenure track faculty members for instruction?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Less reliant on non-tenure-track faculty members	11	12	11	16	18	6	5	18
% As reliant as it is today on non-tenure-track faculty members	65	67	64	59	65	71	63	64
% More reliant on nontenure track faculty members	23	21	26	25	16	23	33	18

Do you favor or oppose a system of long-term contracts for tenure-track and tenured faculty over the existing tenure system in higher education?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Favor	54	51	57	41	53	54	67	44
% Oppose	46	49	43	59	47	46	33	56

Please indicate your level of agreement with the following statement: Graduate programs at higher education institutions in this country are admitting more Ph.D. students than they should, given the current job market.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Strongly Disagree	5	3	6	3	3	3	5	7
% Disagree	16	21	10	26	18	21	9	11
% Neither Agree nor Disagree	34	34	36	10	44	44	44	23
% Agree	33	31	35	52	28	15	33	38
% Strongly Agree	13	12	14	10	8	18	9	21

Has your institution taken any of the following steps to educate students, faculty, and staff about the importance of free speech and to prepare them to engage with those with whom they disagree? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Embedded training on difficult dialogues/constructive conversations into freshman orientation	16	12	20	19	19	5	13	28
% Embedded training on difficult dialogues/constructive conversations into a first-year seminar/program	17	13	19	22	15	8	21	18
% Embedded training on difficult dialogues/constructive conversations into the curriculum beyond the first year	12	10	14	9	9	12	17	11
% Established a voluntary difficult dialogues/constructive conversations initiative on campus	36	33	40	47	45	18	35	46
% Offered faculty training on facilitating difficult dialogues/constructive conversations in the classroom	55	61	49	75	70	47	45	55
% Required faculty training on facilitating difficult dialogues/constructive conversations in the classroom	5	4	6	0	4	6	4	8
% Offered staff training on facilitating difficult dialogues/constructive conversations	38	39	37	50	45	29	30	45
% Required staff training on facilitating difficult dialogues/constructive conversations	5	6	4	0	6	8	1	7
% Other	2	2	3	6	2	0	2	3
% None of the above - my institution has not taken steps to educate students, faculty, and staff about the importance of free speech or to prepare them to engage with those with whom they disagree.	26	26	25	16	17	38	28	21

How would you rate the climate for open inquiry and dialogue on your campus?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Very Poor	1	1	0	0	0	3	0	0
% Poor	5	6	5	9	4	5	6	3
% Fair	32	32	34	31	29	35	28	39
% Good	52	50	54	34	60	49	57	51
% Excellent	10	11	8	25	6	8	9	7

How would you rate the climate for open inquiry and dialogue in higher education generally?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Very Poor	4	3	5	3	6	2	5	4
% Poor	20	18	22	16	13	23	20	24
% Fair	49	49	49	38	58	47	45	55
% Good	26	28	24	41	21	28	29	17
% Excellent	1	1	1	3	2	0	1	0

How effective do you believe your campus speech policies are at creating an environment for constructive dialogue?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Not at all Effective	3	6	1	7	2	8	0	2
% Somewhat Effective	23	23	23	17	33	18	28	17
% Moderately Effective	52	52	52	41	61	50	42	63
% Very Effective	19	16	22	24	4	22	28	15
% Extremely Effective	3	3	3	10	0	2	3	3

To what extent do you agree or disagree with the following statement: Current world events have stressed my institution’s speech policies to the point that they may need to be revised.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master’s/ Bacc.	Assoc.	Doctoral/ Master’s	Bacc.
% Strongly Disagree	13	11	14	9	11	12	16	12
% Somewhat Disagree	23	19	26	19	19	18	20	34
% Neither Agree nor Disagree	26	32	19	31	23	40	20	19
% Somewhat Agree	32	35	30	38	40	30	33	26
% Strongly Agree	7	3	10	3	6	0	11	9

How concerned are you about the 2024 election results affecting the climate for free inquiry and civil dialogue at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master’s/ Bacc.	Assoc.	Doctoral/ Master’s	Bacc.
% Not at All Concerned	8	10	6	13	2	14	1	11
% Slightly Concerned	16	17	13	9	9	26	17	8
% Moderately Concerned	24	22	26	16	32	18	22	31
% Very Concerned	25	23	28	31	25	17	28	27
% Extremely Concerned	28	29	27	31	32	26	32	23

DETAILED TABLES

Please indicate your level of agreement with the following statements regarding speech on campus:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
We have a clear response plan in place for addressing complaints about individual students' speech.								
% Strongly Disagree	4	4	4	0	4	6	5	3
% Disagree	16	13	19	13	17	11	15	23
% Neither Agree Nor Disagree	19	15	23	13	17	16	25	21
% Agree	48	54	42	58	58	48	43	41
% Strongly Agree	13	13	12	16	4	19	13	11
We have a clear response plan in place for addressing complaints about student organizations' speech.								
% Strongly Disagree	3	4	3	0	2	7	3	4
% Disagree	17	9	25	6	13	8	22	29
% Neither Agree Nor Disagree	21	19	23	13	21	20	23	24
% Agree	45	53	38	58	58	45	43	33
% Strongly Agree	13	16	10	23	6	20	10	10
We have a clear response plan in place for addressing student complaints about professors' classroom speech.								
% Strongly Disagree	1	1	1	0	2	2	2	0
% Disagree	12	8	16	3	13	8	18	14
% Neither Agree Nor Disagree	14	11	17	10	8	14	17	17
% Agree	57	61	51	71	65	55	50	52
% Strongly Agree	16	18	14	16	13	23	12	17
We have a clear response plan in place for addressing student complaints about professors' extramural speech.								
% Strongly Disagree	8	8	9	0	9	12	8	8
% Disagree	32	21	43	23	21	21	44	42
% Neither Agree Nor Disagree	23	26	21	23	28	26	19	24
% Agree	27	34	21	42	34	29	25	17
% Strongly Agree	9	11	7	13	9	12	5	8
We have a response plan/policy in place for how to address trolling of/outside attacks on professors.								
% Strongly Disagree	8	9	8	0	11	13	10	6
% Disagree	37	35	40	26	36	40	37	43
% Neither Agree Nor Disagree	23	24	22	35	28	15	21	24
% Agree	25	26	23	26	26	27	24	21
% Strongly Agree	6	5	7	13	0	5	8	6

Please indicate your level of agreement with the following statements: I anticipate major allocation of funds to the following categories in the next budget year.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Arts and sciences programs								
% Strongly Disagree	7	5	8	0	7	6	10	5
% Disagree	28	27	28	16	27	34	32	25
% Neither Agree Nor Disagree	37	41	33	47	38	40	34	32
% Agree	25	25	26	38	27	17	20	32
% Strongly Agree	3	2	5	0	2	3	4	6
Online programs								
% Strongly Disagree	8	4	12	0	7	3	1	26
% Disagree	17	12	22	13	18	8	16	30
% Neither Agree Nor Disagree	28	39	18	38	38	40	19	18
% Agree	34	36	32	38	27	42	44	16
% Strongly Agree	13	10	15	13	11	8	20	10
Professional or preprofessional programs								
% Strongly Disagree	3	3	3	0	4	3	1	6
% Disagree	12	12	12	13	11	11	9	17
% Neither Agree Nor Disagree	19	24	14	25	22	26	11	19
% Agree	51	47	54	47	48	48	60	45
% Strongly Agree	15	14	16	16	15	11	19	13
STEM fields								
% Strongly Disagree	2	2	1	0	4	2	3	0
% Disagree	12	9	14	9	15	5	15	14
% Neither Agree Nor Disagree	25	27	23	28	17	32	25	20
% Agree	45	45	45	44	46	45	39	51
% Strongly Agree	17	17	17	19	17	17	19	15

Most colleges have now been engaged in assessment of student learning for a number of years. Given that, please indicate your level of agreement with the following statements.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Assessment has led to better use of technology in teaching and learning at my college.								
% Strongly Disagree	2	2	2	0	2	3	1	3
% Disagree	18	16	21	6	18	20	18	24
% Neither Agree Nor Disagree	32	33	32	35	41	26	30	34
% Agree	40	40	40	48	36	38	48	30
% Strongly Agree	8	9	6	10	2	14	3	9
Faculty members at my college view assessment as requiring a lot of work on their parts.								
% Strongly Disagree	1	1	1	0	0	2	1	0
% Disagree	6	11	1	10	9	12	0	3
% Neither Agree Nor Disagree	10	10	11	10	11	9	11	12
% Agree	58	51	64	42	62	48	64	64
% Strongly Agree	24	27	23	39	18	29	24	22
Faculty members value assessment efforts at my college.								
% Strongly Disagree	2	3	1	3	0	6	1	1
% Disagree	20	21	21	16	22	23	19	23
% Neither Agree Nor Disagree	33	31	36	39	30	29	39	33
% Agree	38	38	37	35	46	35	36	36
% Strongly Agree	6	6	5	6	2	8	5	6
My college regularly makes changes in the curriculum, teaching practices or student services based on what it finds through assessment.								
% Strongly Disagree	3	3	3	0	2	5	5	1
% Disagree	13	17	9	16	20	17	5	13
% Neither Agree Nor Disagree	19	17	23	23	15	15	24	22
% Agree	52	48	55	45	61	41	54	55
% Strongly Agree	13	15	11	16	2	23	13	9

Most colleges have now been engaged in assessment of student learning for a number of years. Given that, please indicate your level of agreement with the following statements.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
My college's use of student learning assessment is more about keeping accreditors and politicians happy than it is about teaching and learning.								
% Strongly Disagree	9	10	6	19	7	8	3	10
% Disagree	38	35	40	26	43	33	38	42
% Neither Agree Nor Disagree	25	24	27	29	22	24	29	25
% Agree	21	22	20	16	20	26	23	17
% Strongly Agree	8	9	7	10	9	9	8	6
The growth of assessment systems has improved the quality of teaching and learning at my college.								
% Strongly Disagree	4	5	3	0	7	6	3	4
% Disagree	13	13	13	10	13	15	15	12
% Neither Agree Nor Disagree	31	34	30	42	38	27	28	32
% Agree	42	39	43	45	38	36	43	42
% Strongly Agree	10	9	11	3	4	15	11	10

Has your institution adopted any of the following course material models? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Open educational resources	70	86	56	81	87	88	65	45
% Inclusive access (digital-first model with opt-out option)	34	41	29	32	43	42	31	26
% Equitable access (digital-first and typically bundled with tuition)	16	14	17	10	15	15	15	30
% None of the above - my institution is sticking with a traditional course material model	15	6	22	10	2	6	21	13
% Other	6	6	7	6	7	5	3	13

DETAILED TABLES

Please indicate your level of agreement with the following statements regarding textbooks:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Open educational resources, freely available online materials, are of sufficiently high quality that they should be used in most general education courses.								
% Strongly Disagree	1	1	1	0	5	0	0	2
% Disagree	9	5	13	0	5	8	12	15
% Neither Agree Nor Disagree	29	25	31	34	32	17	30	33
% Agree	39	43	34	48	36	46	36	32
% Strongly Agree	22	25	20	17	23	29	22	18
The need to help students save money on textbooks justifies some loss of faculty member control over selection of materials for the courses they teach.								
% Strongly Disagree	3	4	3	3	4	3	1	4
% Disagree	23	16	30	20	18	14	29	30
% Neither Agree Nor Disagree	21	23	18	27	36	14	16	20
% Agree	40	41	38	33	40	45	39	38
% Strongly Agree	13	16	11	17	2	24	14	7

Please indicate your level of agreement with the following statements about budget and finances:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Financial concerns (revenue, market opportunities, profit, etc.) are prevalent in my institution's discussions about launching new academic programs.								
% Strongly Disagree	1	1	2	0	0	1	0	4
% Disagree	9	13	4	13	8	17	2	6
% Neither Agree Nor Disagree	8	9	6	9	6	11	7	6
% Agree	31	36	25	25	43	37	22	30
% Strongly Agree	51	40	63	53	43	33	69	55
Most new funds my institution will have to spend on academic programs will come from reallocation rather than from new revenues.								
% Strongly Disagree	3	3	2	0	6	3	1	4
% Disagree	14	13	12	13	8	17	9	16
% Neither Agree Nor Disagree	9	9	11	16	8	6	13	7
% Agree	40	41	40	31	43	43	36	45
% Strongly Agree	34	34	35	41	35	30	41	28

Please indicate your level of agreement with the following statements about budget and finances:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
My institution is likely to reduce the number of academic programs it offers by the end of the 2024-25 academic year.								
% Strongly Disagree	15	14	16	10	22	10	6	26
% Disagree	35	37	31	35	39	36	28	34
% Neither Agree Nor Disagree	16	17	16	16	10	22	19	12
% Agree	21	22	19	32	14	23	19	21
% Strongly Agree	14	10	18	6	14	9	28	7
My institution should reduce the number of academic programs it offers by the end of the 2024-25 academic year.								
% Strongly Disagree	14	13	16	3	20	13	8	23
% Disagree	24	25	23	25	24	24	19	27
% Neither Agree Nor Disagree	20	24	16	28	27	20	15	16
% Agree	26	24	28	31	16	26	33	22
% Strongly Agree	16	15	19	13	12	17	26	11

Please indicate your level of agreement with the following statements:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
High-quality undergraduate education requires healthy departments in fields such as English, history, political science, and other liberal arts fields.								
% Strongly Disagree	1	0	3	0	0	0	0	4
% Disagree	3	1	5	0	0	3	6	3
% Neither Agree Nor Disagree	8	10	6	3	14	11	8	4
% Agree	34	37	31	34	23	47	36	26
% Strongly Agree	53	52	55	63	64	39	50	62
I am glad I pursued administrative work.								
% Strongly Disagree	1	1	1	0	2	0	0	3
% Disagree	4	4	4	3	4	5	5	3
% Neither Agree Nor Disagree	8	6	11	6	9	5	9	13
% Agree	43	44	43	39	41	48	40	45
% Strongly Agree	43	45	41	52	43	42	46	36

DETAILED TABLES

Please indicate your level of agreement with the following statements:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
My institution is doing more now to retain and engage faculty members than it was before the pandemic.								
% Strongly Disagree	3	2	3	0	0	5	6	0
% Disagree	21	22	20	10	15	32	21	18
% Neither Agree Nor Disagree	38	32	44	20	30	38	43	44
% Agree	31	35	27	57	45	18	24	31
% Strongly Agree	8	9	7	13	11	6	6	7
My job is more focused on financial and management issues than on academic issues.								
% Strongly Disagree	5	7	2	6	4	9	0	4
% Disagree	32	37	26	19	30	50	29	23
% Neither Agree Nor Disagree	24	22	26	29	33	12	26	26
% Agree	24	19	29	29	15	17	29	30
% Strongly Agree	15	15	17	16	17	12	16	16
Politicians and board members are prioritizing STEM and professional programs over those that support general education.								
% Strongly Disagree	0	0	1	0	0	0	0	1
% Disagree	10	8	11	6	2	12	11	12
% Neither Agree Nor Disagree	23	23	22	16	20	29	20	25
% Agree	45	44	46	50	49	38	49	42
% Strongly Agree	22	25	20	28	29	21	20	19
Recruiting faculty members now is more challenging that it was prior to the pandemic.								
% Strongly Disagree	3	2	3	3	0	3	5	1
% Disagree	17	17	17	28	13	14	16	18
% Neither Agree Nor Disagree	21	21	21	16	29	17	16	26
% Agree	39	40	40	41	35	42	45	32
% Strongly Agree	20	21	19	13	23	23	17	22
Shared governance is stronger than it was before the pandemic.								
% Strongly Disagree	2	1	2	0	0	3	2	1
% Disagree	19	16	22	6	11	23	18	27
% Neither Agree Nor Disagree	48	47	49	56	53	39	54	44
% Agree	25	30	22	38	26	29	20	24
% Strongly Agree	5	6	5	0	11	6	6	4

Please indicate your level of agreement with the following statements:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
The number of students majoring in a program is an appropriate way to determine which departments to cut.								
% Strongly Disagree	9	7	11	6	11	5	10	13
% Disagree	32	30	34	34	36	25	30	38
% Neither Agree Nor Disagree	25	26	24	28	24	27	27	21
% Agree	29	30	26	28	24	36	27	25
% Strongly Agree	5	6	5	3	4	8	6	3
We are seeing higher-than-usual faculty retirement rates.								
% Strongly Disagree	4	1	5	0	2	1	6	4
% Disagree	38	35	41	32	37	34	38	44
% Neither Agree Nor Disagree	29	37	20	48	27	40	21	17
% Agree	26	21	32	19	27	17	33	31
% Strongly Agree	4	6	3	0	8	7	2	4
We are seeing higher-than-usual faculty turnover rates.								
% Strongly Disagree	6	9	3	6	4	13	2	4
% Disagree	28	26	30	19	29	28	29	31
% Neither Agree Nor Disagree	31	37	25	45	43	29	29	21
% Agree	30	27	34	29	24	28	28	40
% Strongly Agree	5	1	8	0	0	3	12	4
We are seeing higher-than-usual staff turnover rates.								
% Strongly Disagree	1	1	1	0	0	1	0	1
% Disagree	10	13	8	13	14	13	3	13
% Neither Agree Nor Disagree	24	30	18	22	29	36	16	21
% Agree	47	43	52	53	43	39	55	49
% Strongly Agree	17	13	22	13	14	11	26	17

Please indicate your level of agreement with the following statements:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
We've made adjustments to employee compensation in light of inflation.								
% Strongly Disagree	3	3	4	0	0	6	5	4
% Disagree	22	14	29	6	12	19	26	33
% Neither Agree Nor Disagree	14	14	14	6	16	16	14	15
% Agree	49	52	48	66	59	41	51	43
% Strongly Agree	11	17	4	22	12	19	5	4
We've seen increased union activity on our campus(es) this academic year.								
% Strongly Disagree	24	15	33	7	16	20	33	33
% Disagree	29	20	37	32	16	18	36	37
% Neither Agree Nor Disagree	17	20	13	11	20	25	11	16
% Agree	16	20	11	25	11	25	14	8
% Strongly Agree	15	24	6	25	36	12	6	6

What is your age?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Under 30	0	0	1	0	0	0	1	0
% 30 - 39	0	1	0	0	0	2	0	0
% 30 to 39	0	0	0	0	0	0	0	0
% 40 - 49	15	20	11	10	11	30	9	13
% 40 to 49	0	0	0	0	0	0	0	0
% 50 - 59	47	43	50	48	50	36	45	55
% 50 to 59	0	0	0	0	0	0	0	0
% 60 - 69	35	35	35	39	37	32	43	28
% 60 to 69	0	0	0	0	0	0	0	0
% 70 and older	1	1	2	3	0	0	1	3
% Prefer not to respond	1	1	1	0	2	0	1	1

With which of the following gender identities do you most identify?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Female	53	49	57	35	48	56	56	57
% Male	44	50	41	65	48	44	41	41
% Non-binary/Gender non-conforming	0	0	0	0	0	0	0	0
% Not listed/Prefer to self-describe (specify, if desired):	0	0	1	0	0	0	0	1
% Prefer not to respond	2	1	2	0	4	0	3	1

With which of the following categories do you identify? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Asian	2	1	2	6	0	0	0	4
% American Indian or Alaskan Native	1	1	1	0	0	2	1	0
% Black or African American	7	9	6	10	7	11	5	7
% Hispanic or Latin(o/a/x)	4	2	7	3	2	2	11	1
% Middle Eastern or North African	2	0	3	0	0	0	5	1
% Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0
% White	84	84	84	74	87	86	81	87
% Not listed/Prefer to self-describe (specify, if desired) :	1	1	0	0	0	2	0	0
% Prefer not to respond	3	4	2	10	4	2	3	1

Do you consider yourself to be:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
% Heterosexual or straight	91	87	94	94	89	82	98	90
% Gay or lesbian	6	10	3	3	7	15	1	4
% Bisexual	2	1	3	0	0	2	1	4
% Different identity	2	3	1	3	4	2	0	1

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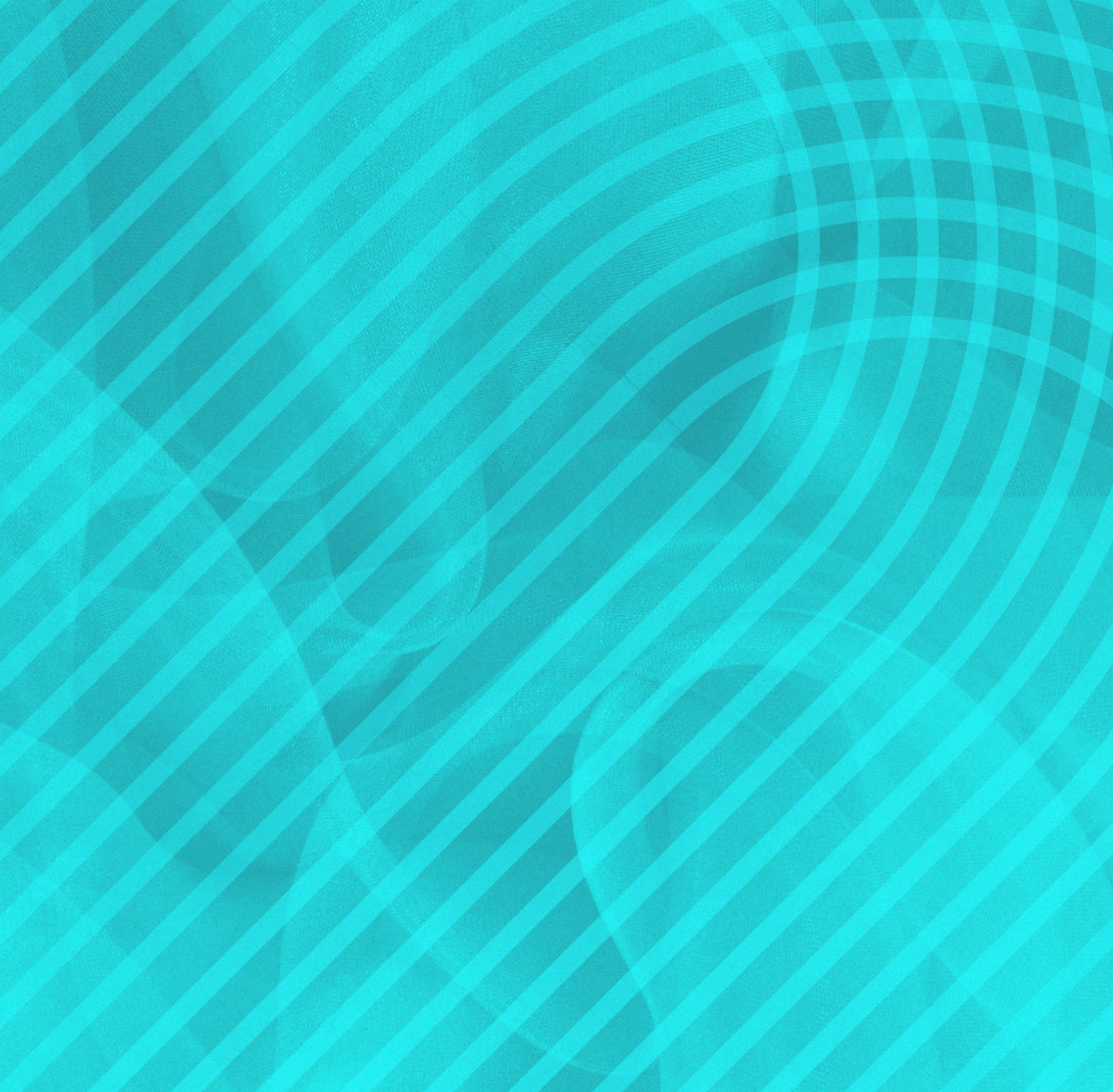
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