Inside Higher Ed

2025 Survey of

College and University Chief Academic Officers

A SURVEY BY *INSIDE HIGHER ED* AND HANOVER RESEARCH

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

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INTRODUCTION AND METHODOLOGY

Inside Higher Ed and Hanover Research sent survey invitations via email to 2,538 provosts, with regular reminders sent throughout the June and July 2025 field period. Hanover collected 478 fully or partially completed surveys, yielding a 19 percent response rate. The survey is an attempted census of all provosts using the most comprehensive sample information available to target all eligible U.S. colleges and universities from the Integrated Postsecondary Education Data System (IPEDS) database. The margin of error for this survey is 4 percent, given a total n-count of 478. Conclusions drawn from a small sample size (n<20) should be interpreted with caution. In the charts and percentages that follow, some percentages may not total 100 due to rounding.

	All Institutions, by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	For-profit*	Doctoral	Master's/ Bacc.	Associate	Doctoral/ Master's	Bacc.
Total sample size	478	214	256	8	55	74	85	143	118

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

KEY FINDINGS

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

KEY FINDINGS (Cont.)

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

KEY FINDINGS (Cont.)

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

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JOB SATISFACTION AND TRAINING

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

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

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

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

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

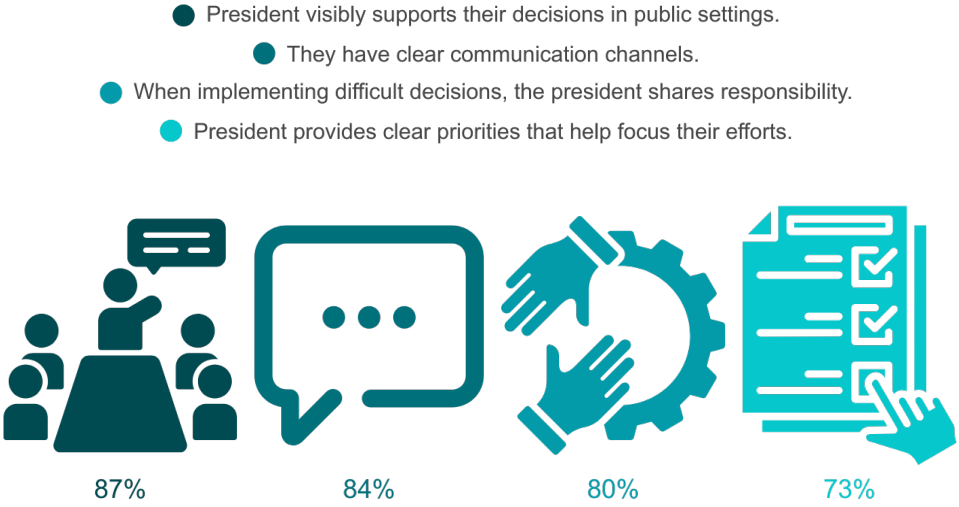
THE PROVOST'S ROLE

RELATIONSHIP WITH PRESIDENT AND FACULTY LEADERS

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

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

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



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

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

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

ADOPTING NEW STRATEGIC INITIATIVES

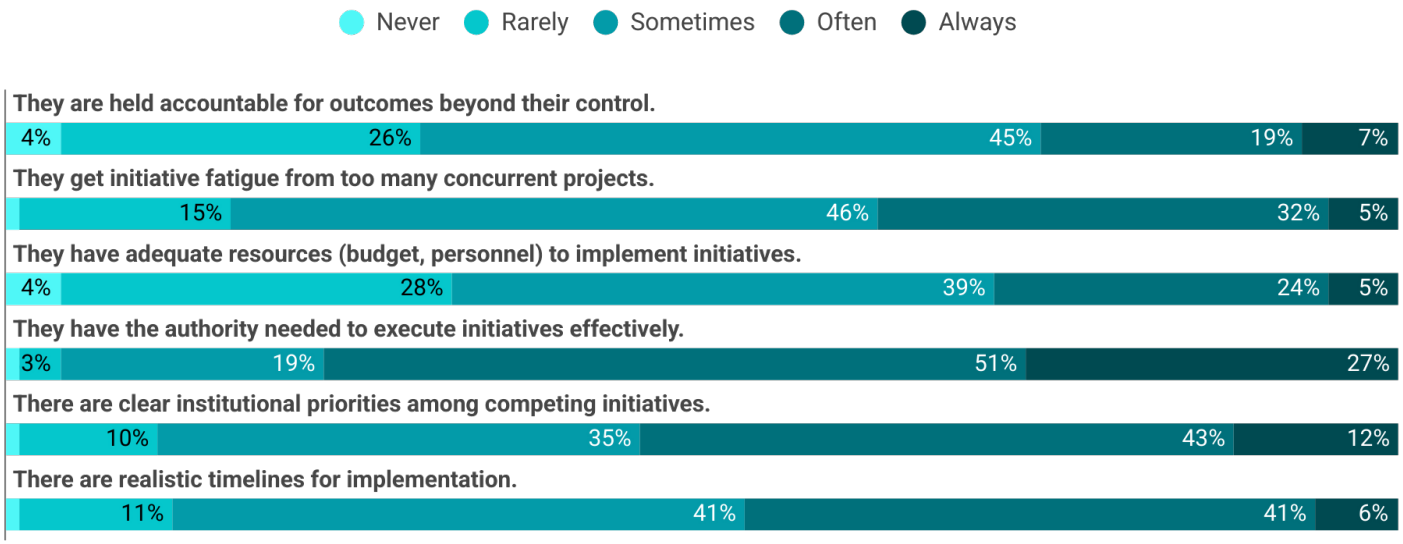
More friction emerges when provosts are asked about their experiences with implementing new initiatives. While a majority say they often or always have the needed authority to execute initiatives effectively (78 percent), fewer agree there are often or always clear institutional priorities among competing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

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

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

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

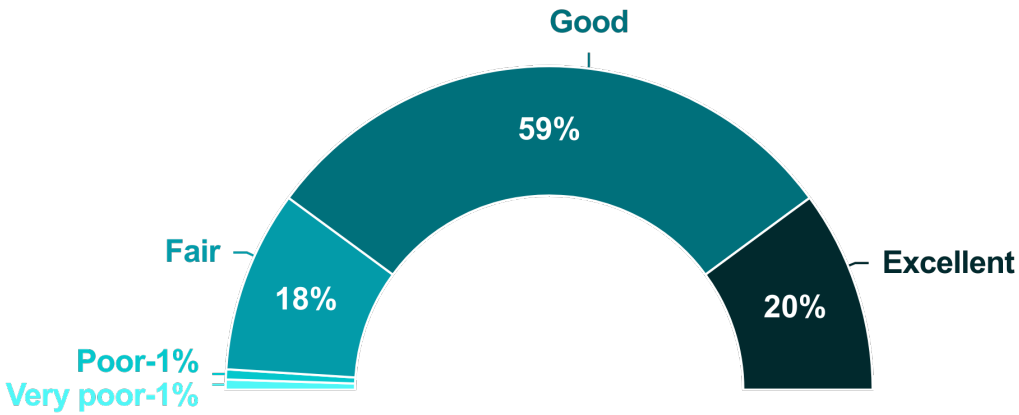
Provosts (all) say how often they experience the following when tasked with implementing new strategic initiatives:



ACADEMIC HEALTH

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

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



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

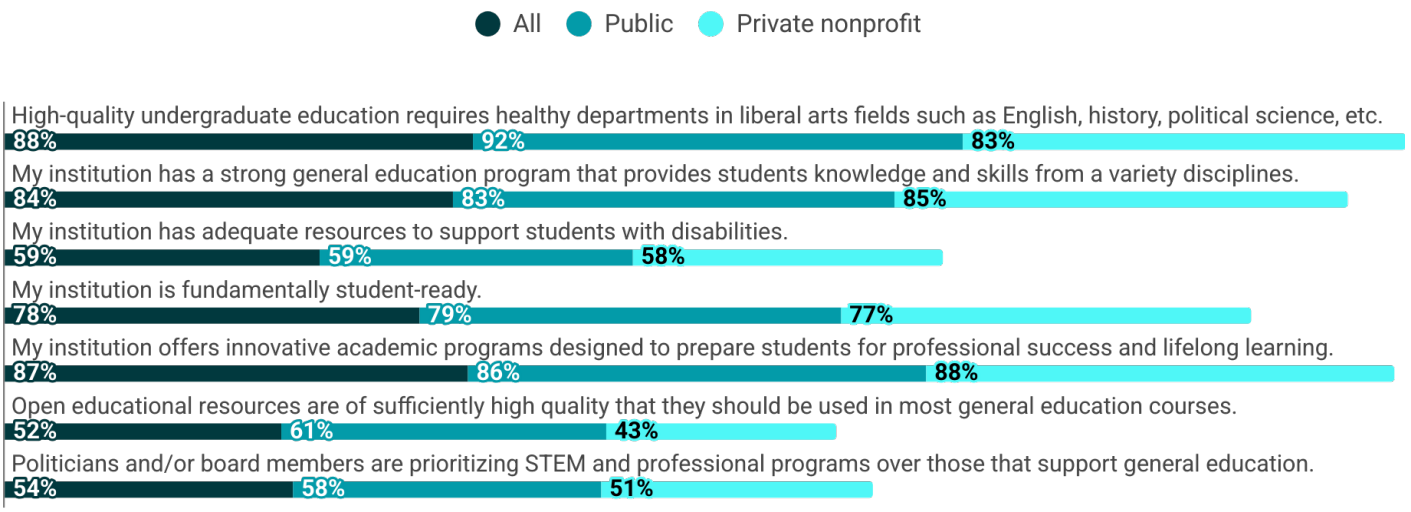
At the same time, half of provosts indicate that politicians and/or board members are prioritizing STEM and professional programs over those that support general education, at 54 percent. Yet, this is down from last year's 67 percent for the same question. This year, by region, provosts in the West (n=74)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

ACADEMIC HEALTH (Cont.)

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

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

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

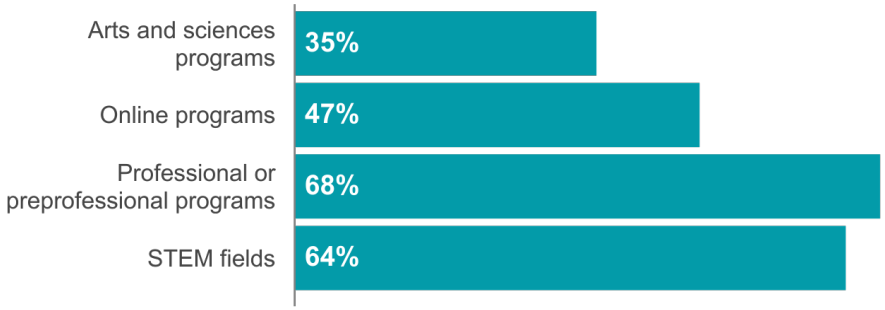


ALLOCATION OF FUNDS

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

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

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



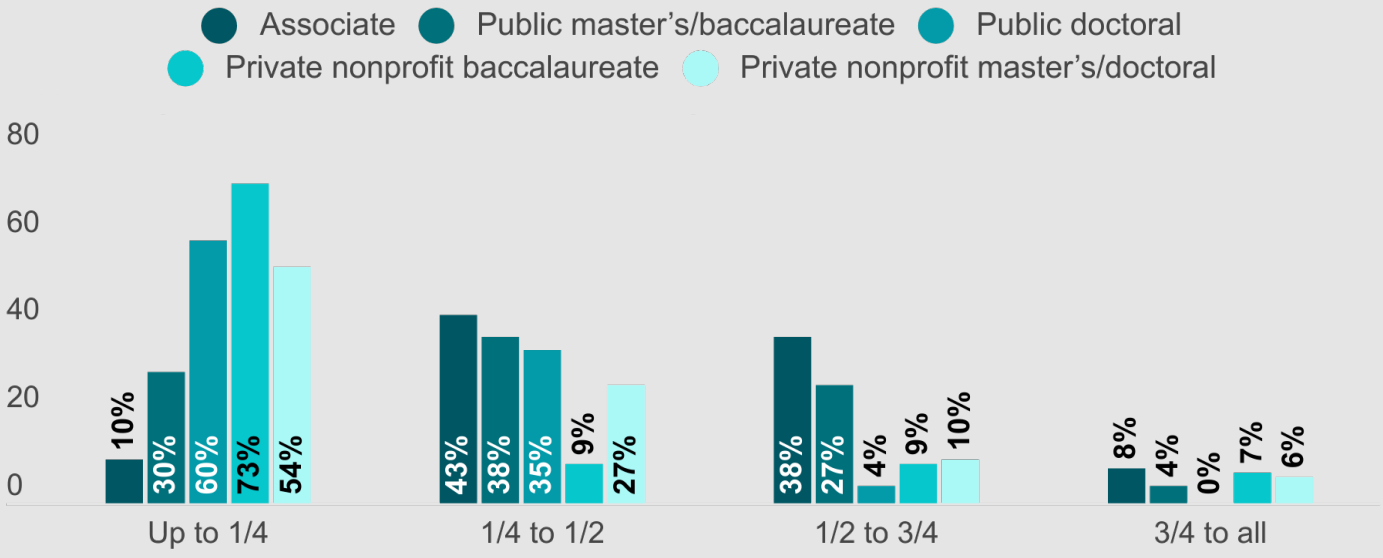
DIGITAL LEARNING

ONLINE COURSE OPTIONS

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

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

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



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

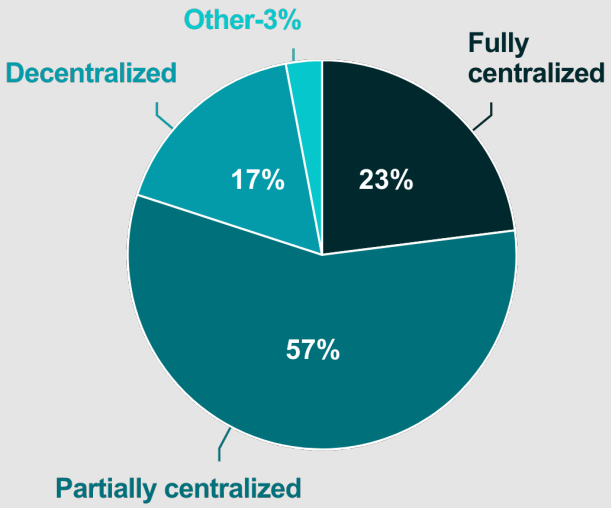
DIGITAL LEARNING

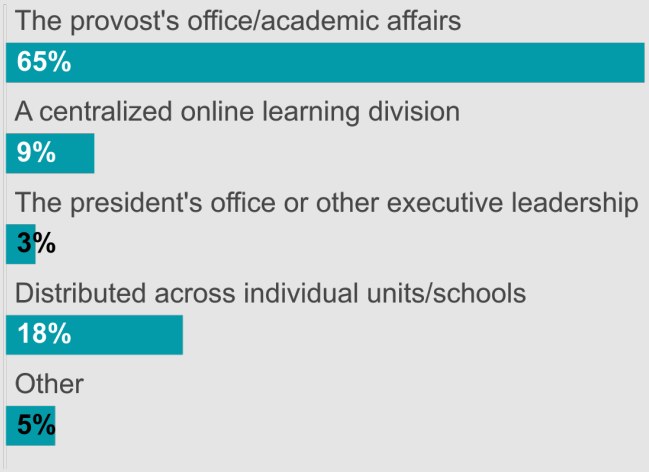
ORGANIZATION AND OVERSIGHT OF ONLINE OPERATIONS

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

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

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





DIGITAL LEARNING

SCALING ONLINE OPERATIONS FOR QUALITY

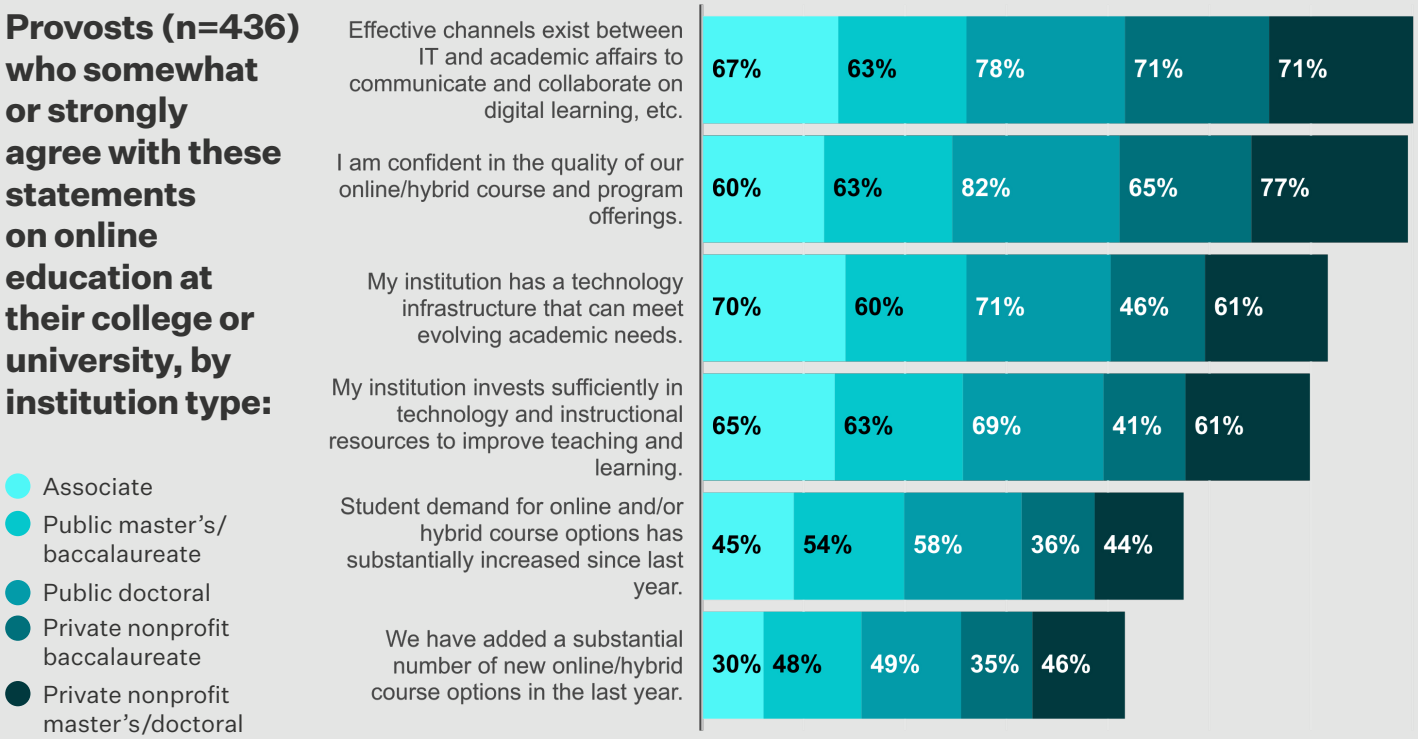
Some seven in 10 (70 percent) provosts at least somewhat agree that they're confident in the quality of their institution's online and hybrid course offerings, though this decreases to 60 percent among community college provosts. Some 69 percent overall agree that effective channels exist between IT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

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

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

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

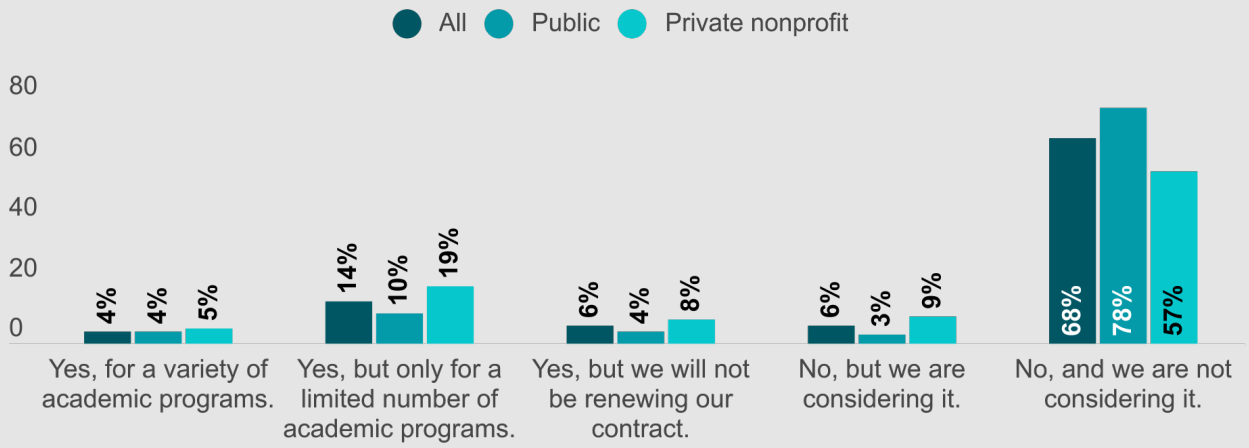
Provosts (n=436) who somewhat or strongly agree with these statements on online education at their college or university, by institution type:



ONLINE PROGRAM MANAGERS

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

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



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

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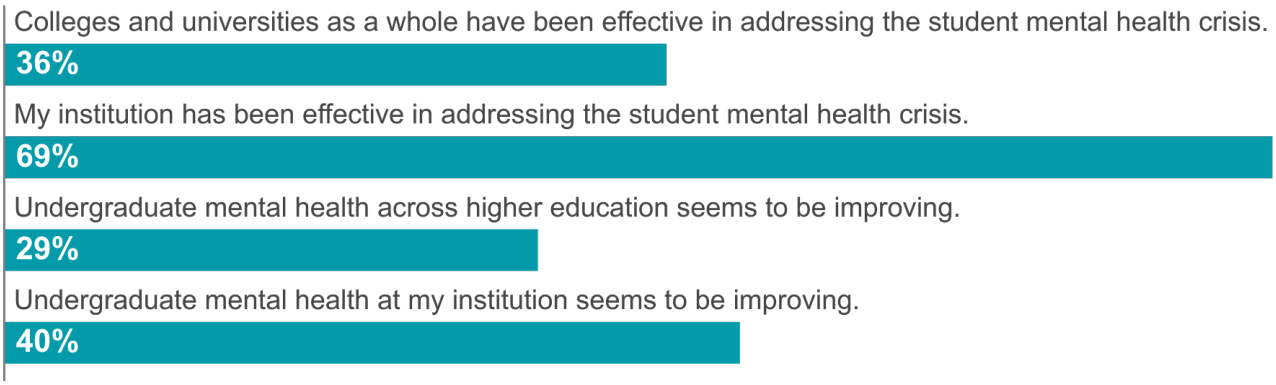
STUDENT MENTAL HEALTH

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

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

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



STUDENT MENTAL HEALTH (Cont.)

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

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

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

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

THREATS TO SAFETY

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

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

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

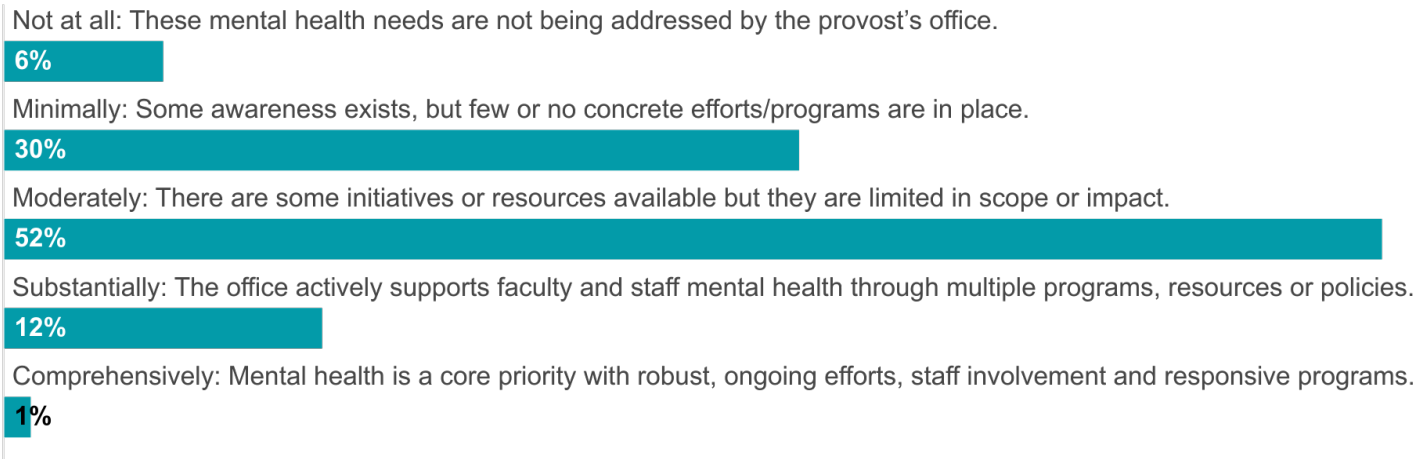
Provosts name the biggest threats to student well-being and/or safety at their institution, all and by sector (selecting up to 3):

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

FACULTY, STAFF AND ADMINISTRATOR WELL-BEING

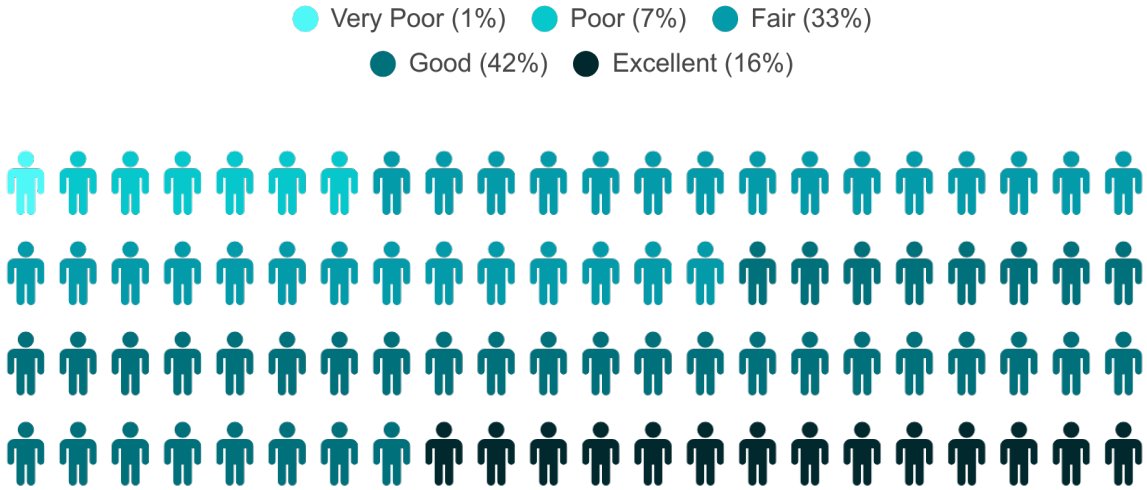
In the current challenging climate for higher education, about half of provosts say that their office is moderately addressing the mental health needs of faculty and staff (52 percent). Some 30 percent report minimal efforts from their office to address faculty and staff mental health.

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



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

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

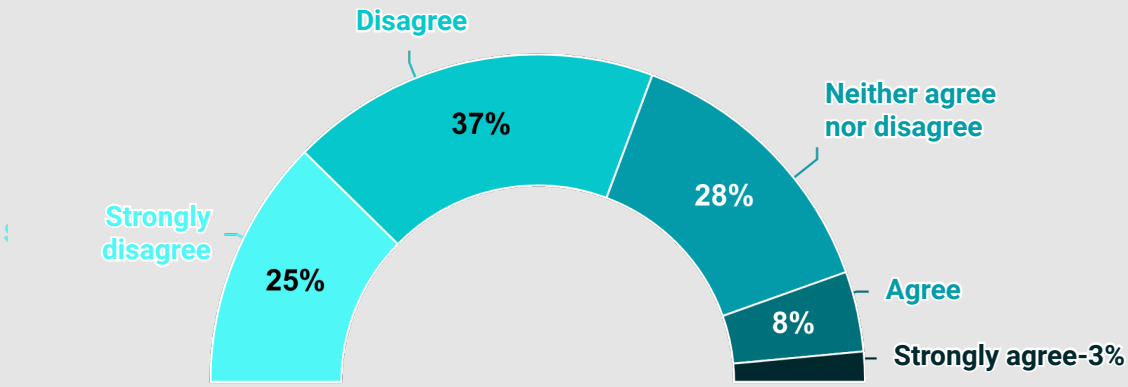


CHANGES TO DIVERSITY AND RELATED EFFORTS

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

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

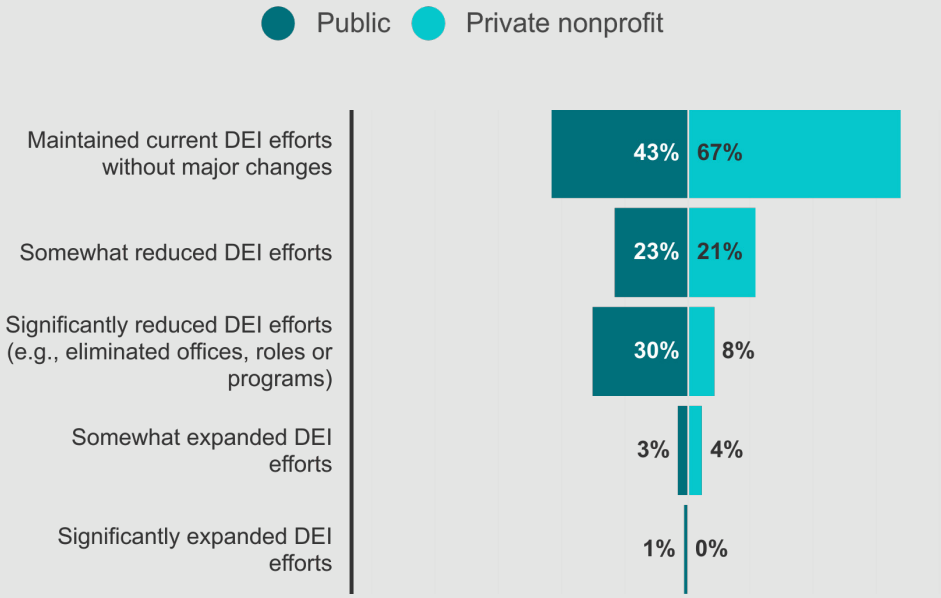
Provosts (all) on whether the 2023 U.S. Supreme Court decision on affirmative action has led to a decrease in student racial diversity at their institution:



CHANGES TO DIVERSITY AND RELATED EFFORTS (Cont.)

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

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



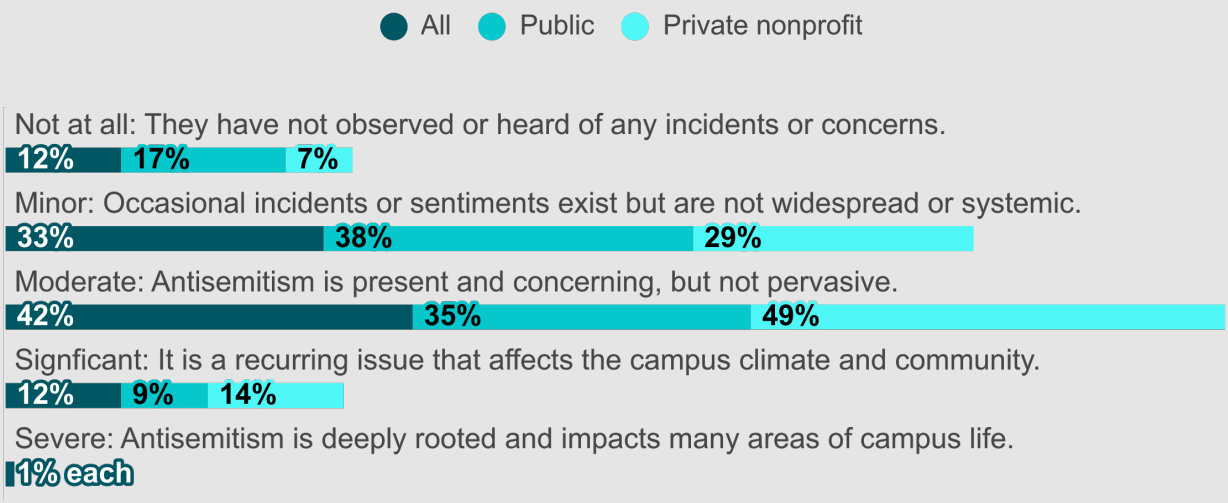
Among the subgroup of provosts to report some or significant reductions to their faculty-related DEI efforts (n=174), most indicate their institution has otherwise pulled back on DEI efforts, beyond admissions. Top areas for reductions: marketing/websites (56 percent of this group); training programs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

ANTISEMITISM

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

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

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



SPEECH CLIMATE

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

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

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

PROMOTING OPEN INQUIRY AND EXPRESSION

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

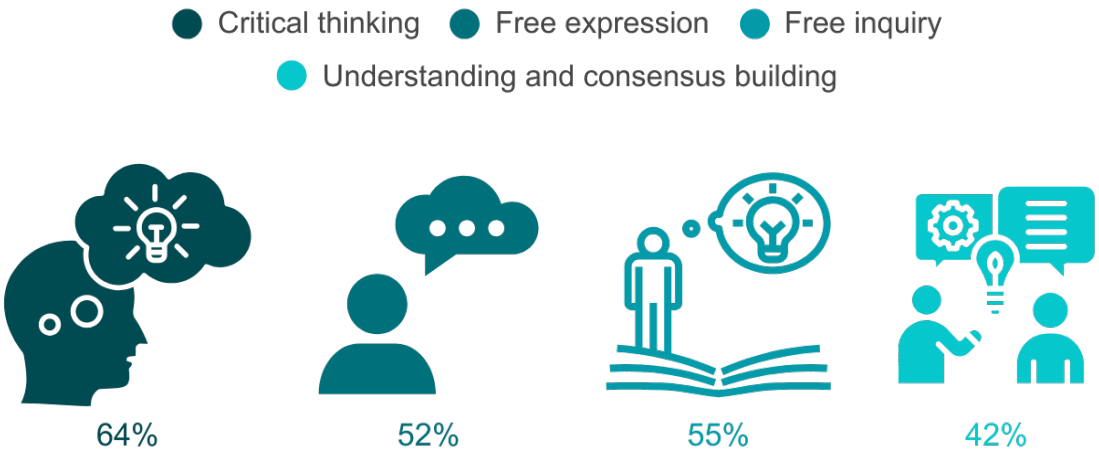
By sector, provosts at private nonprofits are most likely to say their institution excels in promoting critical thinking (72 percent versus 55 percent for public institution peers). On free expression, this is reversed, with 57 percent of public nonprofit provosts saying their institution is highly effective,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

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

PROMOTING OPEN INQUIRY AND EXPRESSION (Cont.)

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

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



ACTIONS TAKEN AND ISSUES FACED

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

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

All actions taken in the last 12 months:

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

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

ACTIONS TAKEN AND ISSUES FACED (Cont.)

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

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

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

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

SUPPORTS NEEDED

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

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

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

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

THOUGHTS ON INTERVENTIONS

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

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

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

Numbers to Know: Provosts on Campus Speech

32%

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

20%

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

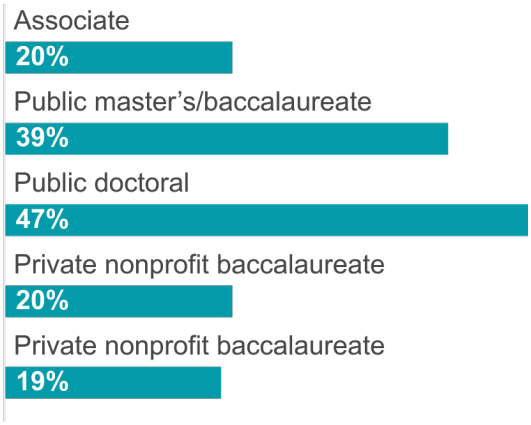
INSTITUTIONAL NEUTRALITY

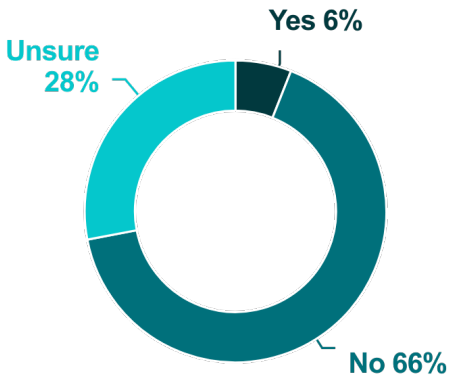
About a quarter of provosts (26 percent) report that their institution has an institutional neutrality policy. About half say it does not, while a significant share—25 percent—are unsure. These policies are more common at public institutions represented, by sector: 34 percent versus 20 percent for private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

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

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

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





FEDERAL POLICY ENVIRONMENT

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

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

Numbers to Know: Provosts on the Federal Policy Environment

9%

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

9%

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

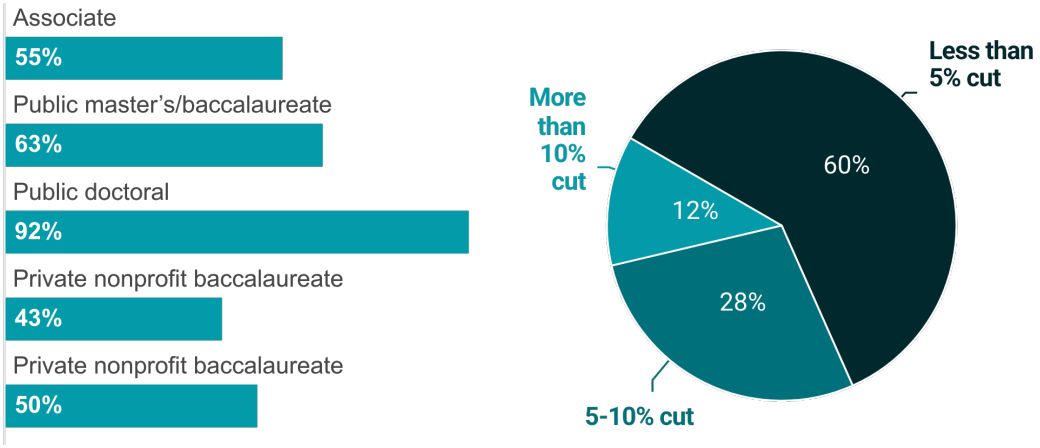
More than half of all provosts—56 percent—say that funding to their institution has decreased during the second Trump administration. No one reports an increase in federal funding. (In *Inside Higher Ed*'s 2025 Survey of College and University Chief Business Officers, which fielded earlier in the year,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

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

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

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

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



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

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

Numbers to Know: Provosts on Impact of Federal Policy Changes

74%

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

65%

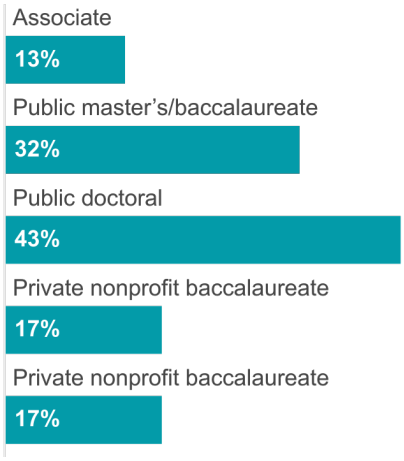
Very or extremely concerned about international student enrollment under the current administration (all).

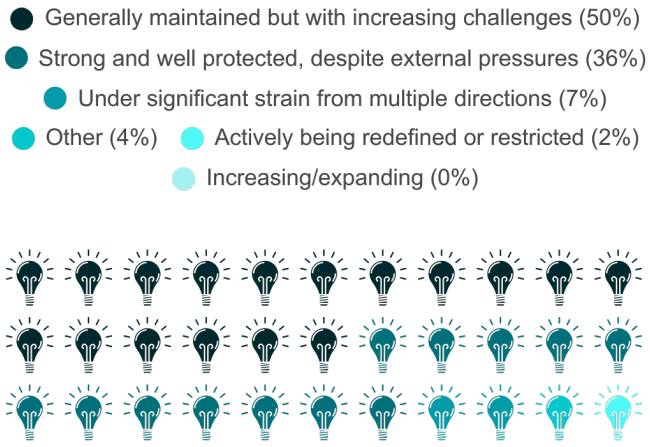
TRACKING ACADEMIC FREEDOM

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

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

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





RESPONDING TO FUNDING SHIFTS

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

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

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

How institutions have responded:

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

ACADEMIC PROGRAM AND RESEARCH ADJUSTMENTS

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

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

Here is how all institutions represented have responded:

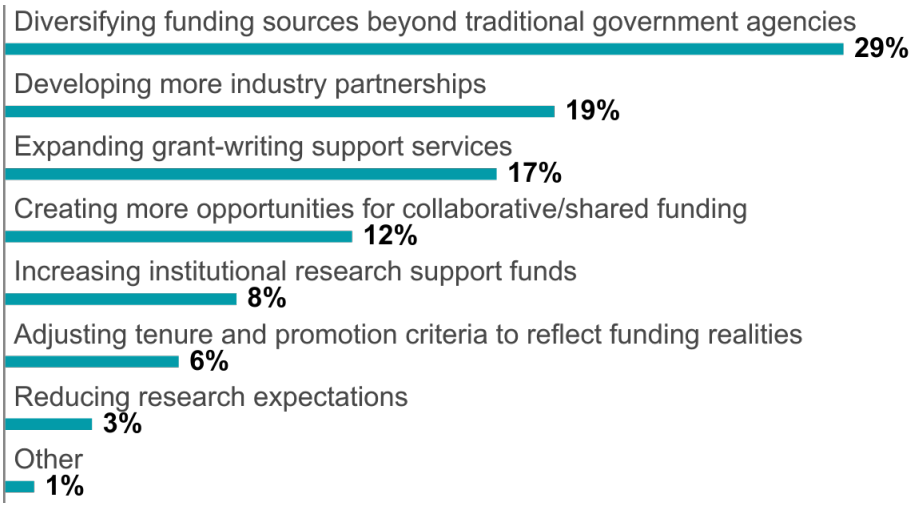
- Created contingency plans for programs that may face increased scrutiny: **24%**
- Changed terminology in departmental names or descriptions: **24%**
- Modified language in course descriptions or program materials: **23%**
- Reviewed and modified international student/scholar programs: **16%**
- Altered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

SUSTAINING RESEARCH FUNDING

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

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

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



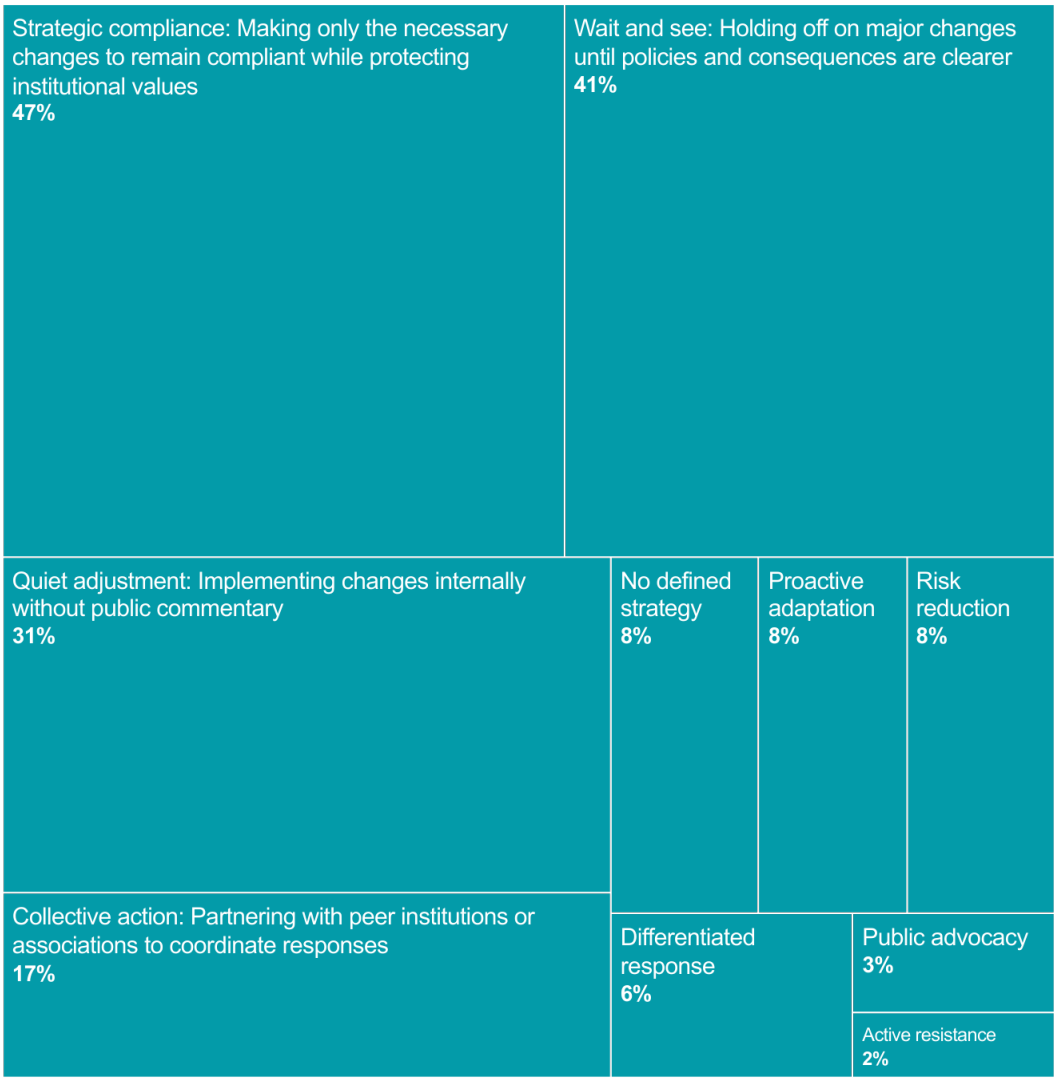
Note: *56% of provosts report that their institution does not receive significant federal research funding.*

FEDERAL POLICY ENVIRONMENT

INSTITUTIONAL APPROACHES

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

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



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

PROVIDING A QUALITY EDUCATION AND MORE

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

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

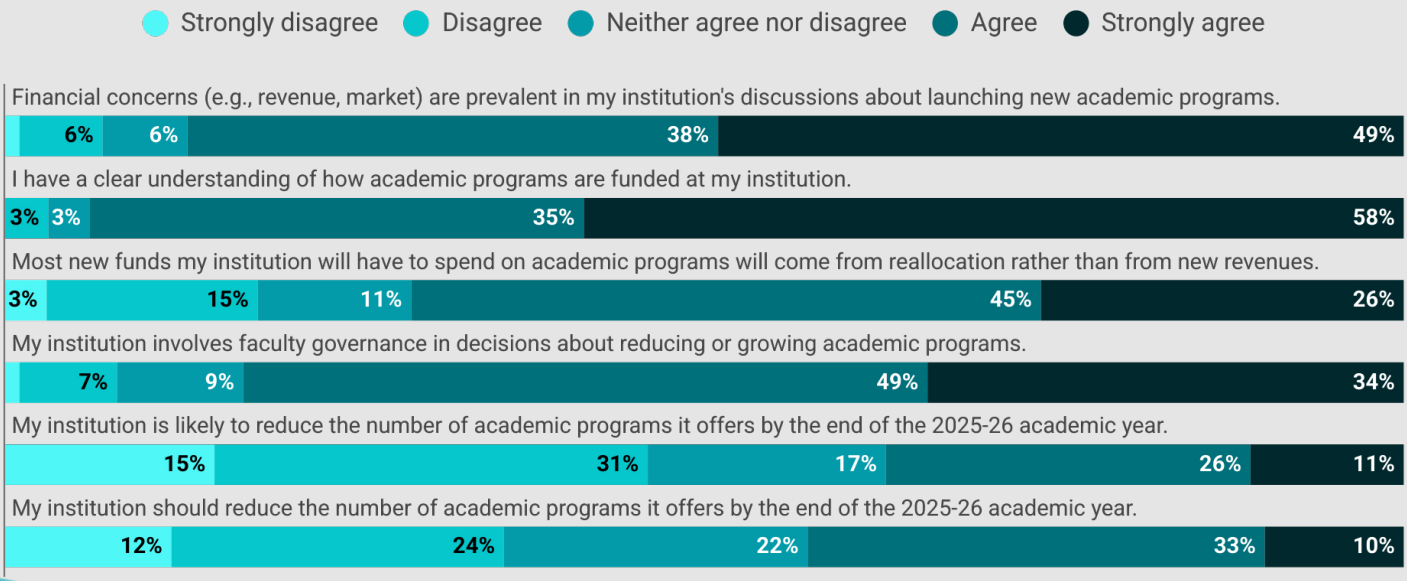
- Providing a quality undergraduate education: **99%**
- Preparing students for the world of work: **96%**
- Offering undergraduate support services beyond academic advising: **95%**
- Providing academic advising: **94%**
- Meaningfully measuring student outcomes: **89%**
- Recruiting and retaining talented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

CHANGE MANAGEMENT

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

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

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



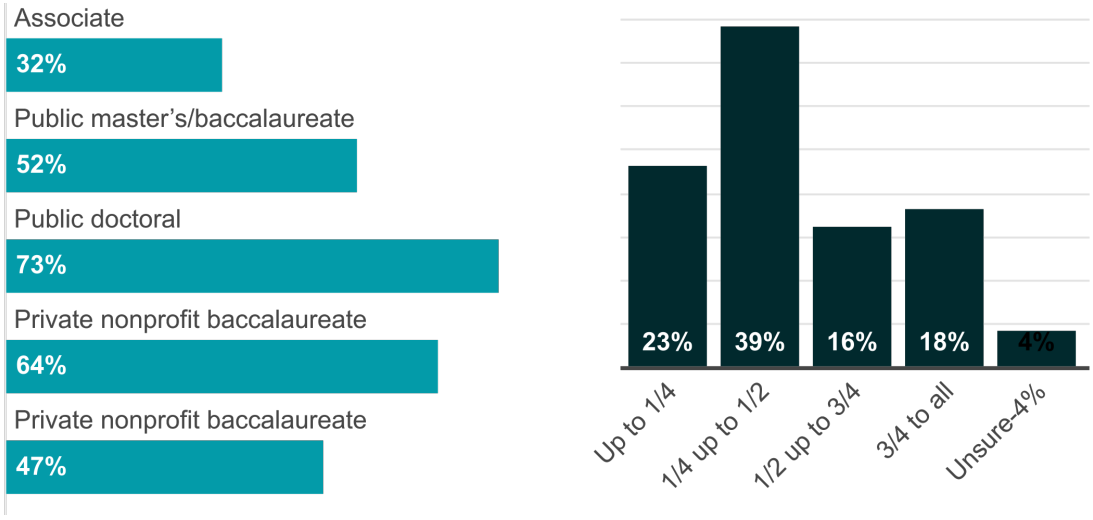
TENURE VERSUS NON-TENURE-TRACK

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

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

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

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



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

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

TENURE VERSUS NON-TENURE-TRACK (Cont.)

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

Numbers to Know: Provosts on Faculty Tenure

22% vs. 9%

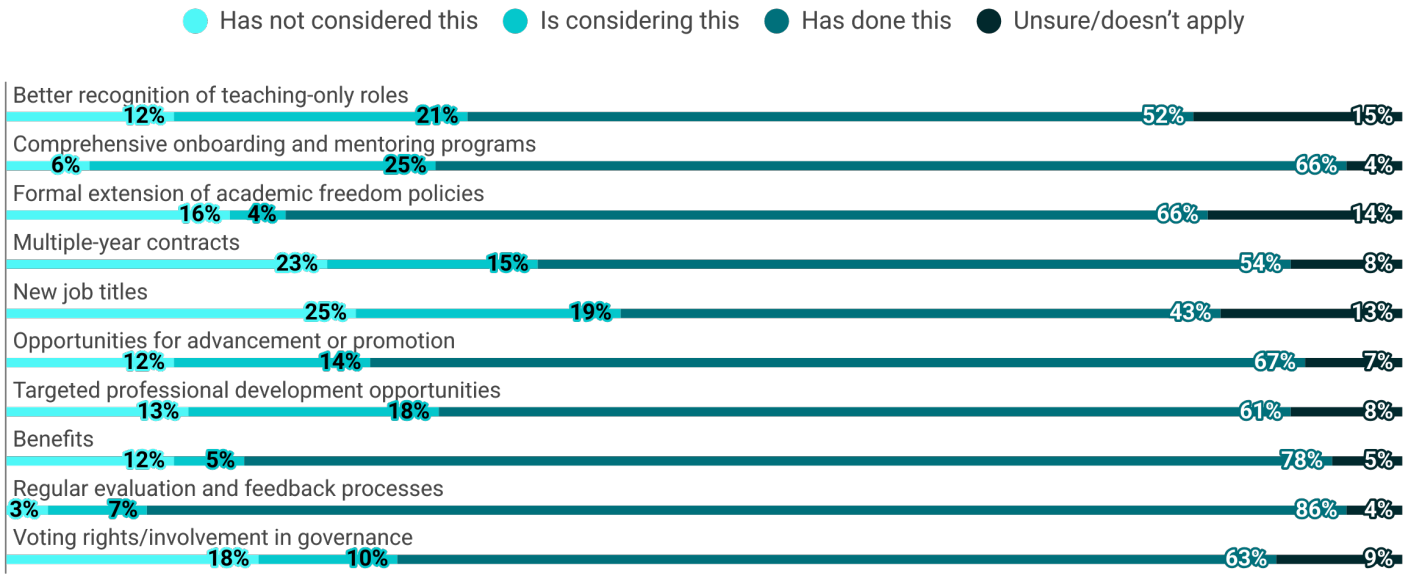
Respondents (all) who say their institution will be more reliant on non-tenure-track faculty members within two years versus those who say it will be less so.

55% vs. 45%

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

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

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



SHARED GOVERNANCE AND MORE

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

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

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

GRADUATE ADMISSIONS

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

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

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

52%

MEASURING JOB SATISFACTION

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

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

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

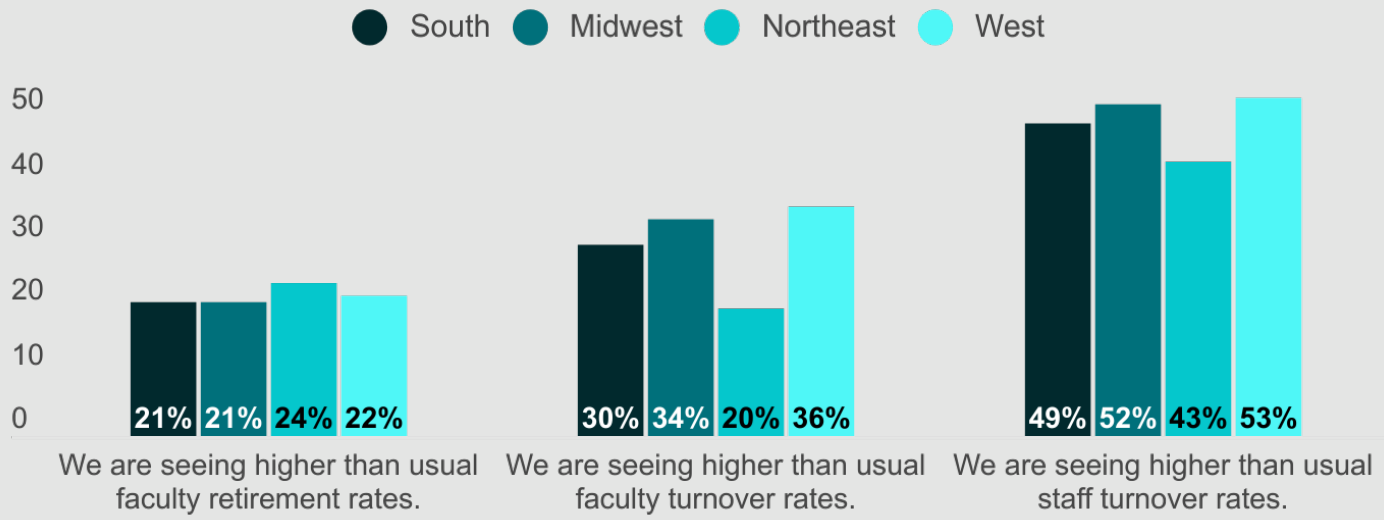
EMPLOYEE TURNOVER

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

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

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

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



EMPLOYEE TURNOVER (Cont.)

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

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

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

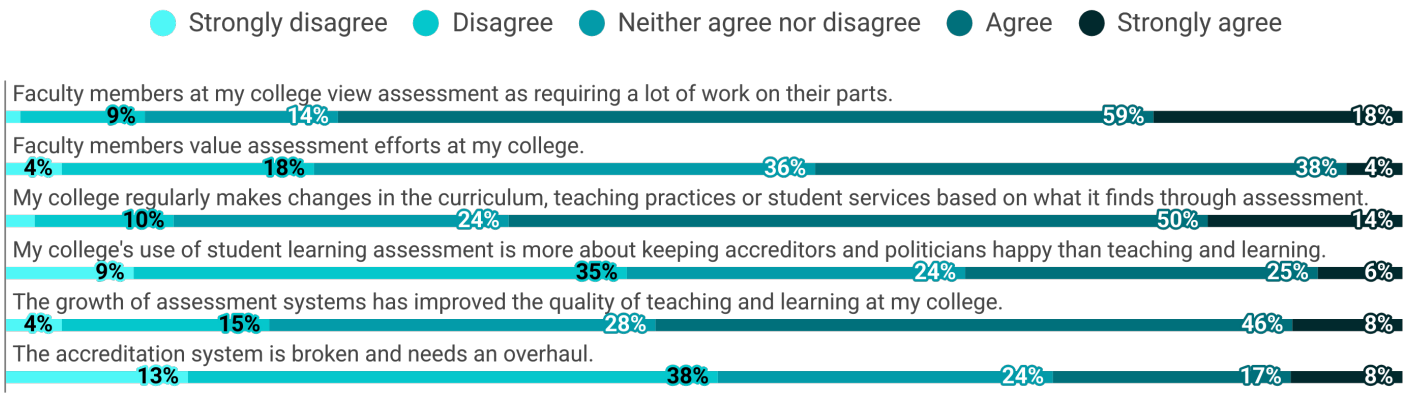
Political climate in the state or region increases to 20 percent among public institution provosts. By region, it's 19 percent in the South, 17 percent in the Midwest, 2 percent in the Northeast and 6 percent in the West. So, while regional political climates may be linked to turnover, issues such as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

ASSESSMENT AND ACCREDITATION

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

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

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



CURRICULUM REVIEWS, ACADEMIC INTEGRITY AND STUDENT ACCESS

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

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

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

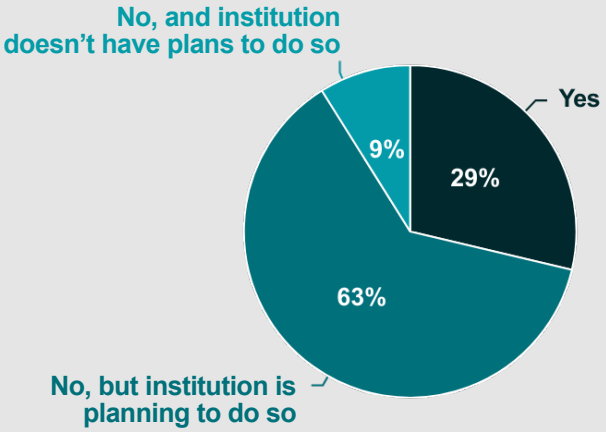
By sector, provosts at private nonprofit institutions are somewhat more likely to describe generative AI as a significant academic integrity risk (28 percent) than are public institution provosts (19 percent).

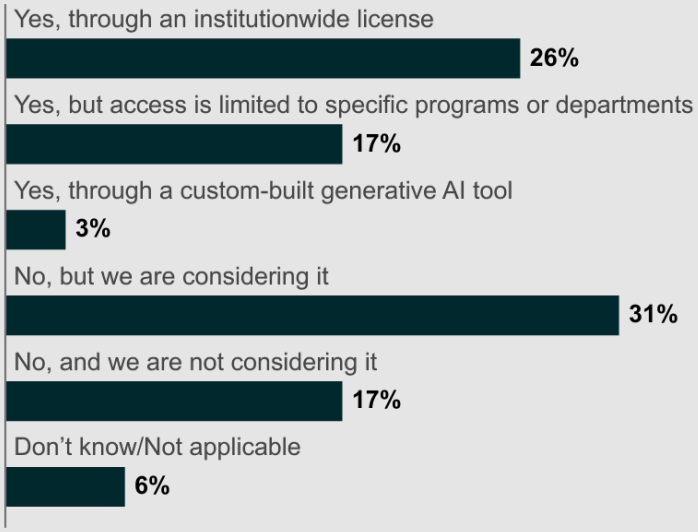
About half of provosts also report that their institution provides students special access to generative AI tools, either through an institutionwide license (26 percent), limited access through specific programs or departments (17 percent), or custom-built tools (3 percent). Much of the remainder are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

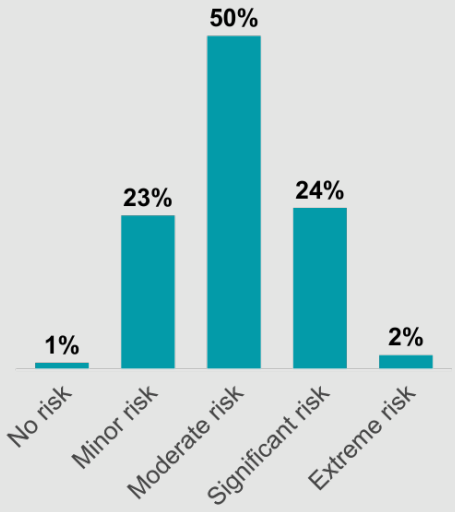
CURRICULUM REVIEWS, ACADEMIC INTEGRITY AND STUDENT ACCESS (Cont.)

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

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







POLICIES

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

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

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

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

FACULTY ENGAGEMENT AND INSTITUTIONAL READINESS

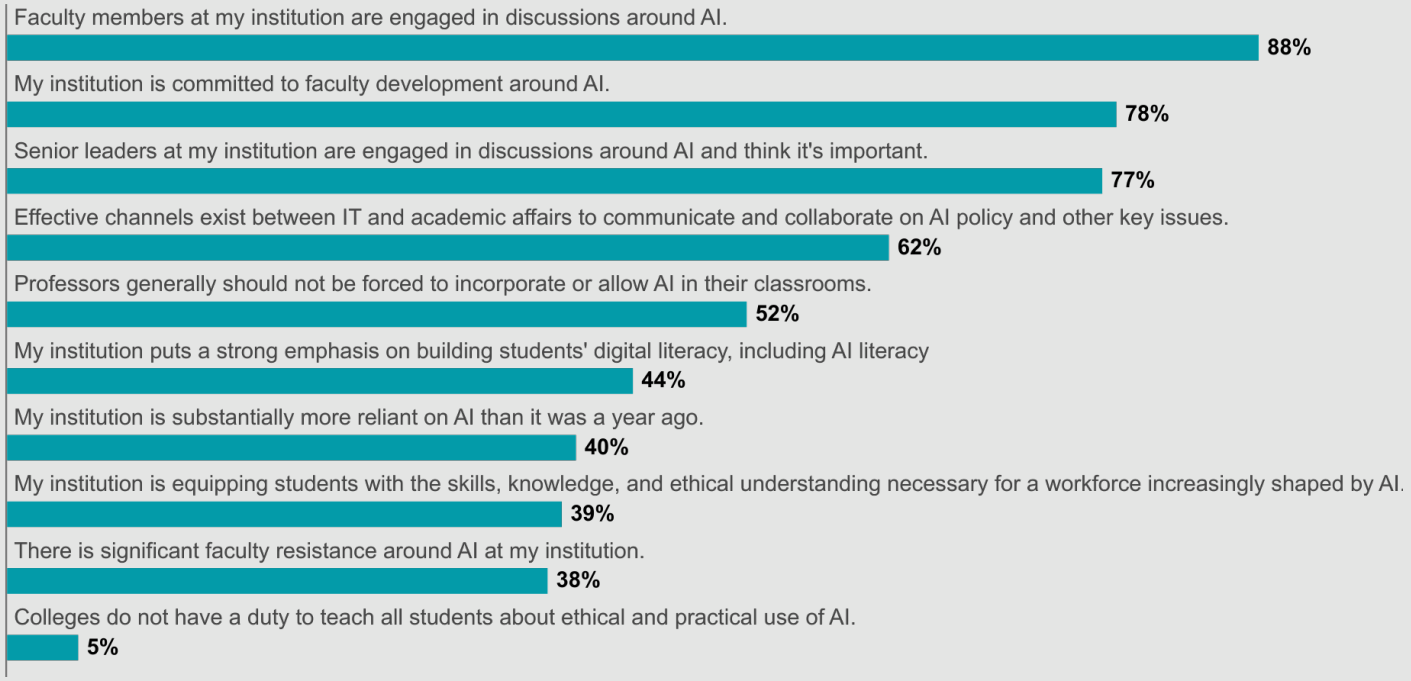
Like Student Voice respondents, nearly all provosts indicate agreement that colleges and universities have a duty to teach all students about the practical and ethical uses of AI. At the same time, 52 percent agree that professors generally should not be forced to incorporate or allow AI in their classrooms.

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

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

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

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



ARTIFICIAL INTELLIGENCE

APPLICATIONS

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

Institutional uses of AI:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Please indicate your level of agreement with the following statements: I anticipate major allocation of funds to the following categories in the next budget year.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Arts and sciences programs								
% Strongly Disagree	7	8	6	5	8	13	5	7
% Disagree	29	27	30	27	26	26	25	33
% Neither Agree Nor Disagree	29	33	27	33	33	32	23	29
% Agree	26	27	26	32	25	21	30	23
% Strongly Agree	9	6	11	4	7	8	16	7
Online programs								
% Strongly Disagree	8	4	11	1	7	4	19	4
% Disagree	21	18	24	22	14	17	33	17
% Neither Agree Nor Disagree	24	28	21	34	26	23	16	23
% Agree	32	35	31	35	32	40	20	37
% Strongly Agree	15	15	13	8	21	17	11	19
Professional or preprofessional programs								
% Strongly Disagree	3	4	2	0	6	10	3	2
% Disagree	12	9	15	13	6	6	15	14
% Neither Agree Nor Disagree	17	21	14	21	20	25	12	15
% Agree	45	46	45	41	52	46	46	42
% Strongly Agree	22	19	24	24	17	13	24	27
STEM fields								
% Strongly Disagree	3	3	3	1	3	6	4	3
% Disagree	13	7	17	12	3	6	13	22
% Neither Agree Nor Disagree	21	24	18	23	30	17	14	21
% Agree	45	45	46	45	45	45	51	40
% Strongly Agree	18	21	16	19	20	26	18	14

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In the [next two years/near future], do you anticipate that your institution will become more reliant, less reliant or about as reliant as it is today on non-tenure track faculty members for instruction?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Less reliant on non-tenure track faculty members	9	9	10	5	8	15	12	9
% As reliant as it is today on non-tenure track faculty members	69	70	67	78	68	60	72	64
% More reliant on non-tenure track faculty members	22	22	22	17	24	25	16	27

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

As you may know, some colleges are exploring new faculty models beyond a tenure track versus non-tenure track distinction. Please indicate whether your college has done or has considered doing each of the following for non-tenure track faculty members.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Better recognition of the roles of those who are teachers only								
% My College Has Not Considered Doing This	12	14	10	17	19	4	12	9
% My College Has Considered Doing This	21	20	23	24	21	10	20	24
% My College Has Done This	52	50	53	28	53	81	52	54
% Don't know/Does not apply	15	16	14	32	7	4	16	13
Comprehensive onboarding and mentoring programs								
% My College Has Not Considered Doing This	6	6	6	3	6	13	6	6
% My College Has Considered Doing This	25	28	23	29	36	15	16	28
% My College Has Done This	66	62	68	59	59	71	72	65
% Don't know/Does not apply	4	4	3	9	0	2	6	1
Formally extend academic freedom policies to non-tenure track faculty								
% My College Has Not Considered Doing This	16	18	14	13	26	15	17	12
% My College Has Considered Doing This	4	5	4	4	4	6	3	4
% My College Has Done This	66	61	70	53	63	71	63	76
% Don't know/Does not apply	14	16	12	30	7	8	17	8
Multiple-year contracts								
% My College Has Not Considered Doing This	23	32	15	46	33	8	12	19
% My College Has Considered Doing This	15	14	15	11	23	6	19	13
% My College Has Done This	54	43	65	20	40	83	61	67
% Don't know/Does not apply	8	11	4	24	4	2	9	2

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

Please indicate your level of agreement with the following statement: Graduate programs at higher education institutions in this country are admitting more Ph.D. students than they should, given the current job market.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly Disagree	6	9	3	12	11	4	5	2
% Disagree	17	20	15	24	12	26	8	22
% Neither Agree nor Disagree	25	24	25	24	25	24	29	24
% Agree	38	36	41	29	37	39	40	40
% Strongly Agree	13	12	15	12	16	7	18	13

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

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

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

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

Most colleges have now been engaged in assessment of student learning for a number of years. Given that, please indicate your level of agreement with the following statements.	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Faculty members at my college view assessment as requiring a lot of work on their parts.								
% Strongly Disagree	1	1	0	3	0	0	0	1
% Disagree	9	4	11	3	1	10	13	12
% Neither Agree Nor Disagree	14	14	14	14	14	13	13	16
% Agree	59	60	58	61	61	58	55	59
% Strongly Agree	18	21	16	19	23	19	19	13
Faculty members value assessment efforts at my college.								
% Strongly Disagree	4	5	3	10	1	4	3	2
% Disagree	18	20	17	16	23	21	17	15
% Neither Agree Nor Disagree	36	34	39	29	38	38	39	38
% Agree	38	35	41	41	30	33	39	42
% Strongly Agree	4	5	1	4	7	4	2	2

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

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

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

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

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

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

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

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

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

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

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

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

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

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