CENTER FOR ACADEMIC INNOVATION
UNIVERSITY OF MICHIGAN

Quantum Thinking

# Leading Academic Change

## National Survey 2.0

Full Summary Report

August 2024

# Introduction

Leaders in higher education face increasing pressure to ensure their institutions are well-positioned to adapt to our changing world. The need for rapid responses at scale has rarely been so clear as in the wake of two global disruptions: a pandemic that forced institutions to change their time-honored approach to delivering residential education, and the emergence of generative artificial intelligence that has called into question our basic assumptions about what counts as evidence of learning.

That higher education must change to stay relevant is not news. In analyzing the history of higher education, Geiger (2023) identified ten distinct eras of educational evolution in the United States, marked by changing demographics and social expectations, increasing importance placed on the role of science and technology, and expanding notions of who higher education should be designed to support. As part of responding to these demands, a growing number of institutions have established dedicated teams of in-house experts to support this work and the culture change around it, broadly termed *academic change* or *academic innovation*.

In 2014, the University System of Maryland William E. Kirwin Center for Academic Innovation and Quantum Thinking, funded by a grant from the Bill & Melinda Gates Foundation, partnered to conduct a survey of academic innovation units and centers for teaching and learning across the United States, culminating in the publication of the *Leading Academic Change: An Early Market Scan of Leading-edge Postsecondary Academic Innovation Centers* report, which characterized experiences from academic innovation leaders to provide a portrait of this emerging area (Bishop & Keehn, 2015).

Building on this work, in 2023, the University of Michigan Center for Academic Innovation and Quantum Thinking set out to investigate how the field of academic innovation has evolved in the previous decade. We leveraged the surveys from 2014 and 2015 as a foundation and invited select academic innovation leaders from across the country to contribute to a revised design that could fully capture the state of modern academic innovation. A primary goal of this research has been to develop an authoritative data source to support academic innovation leaders in their work, which often happens in silos and without a clear sense of how other leaders are approaching similar opportunities and challenges at their institutions.

With a decade of experimentation, the breadth of work that academic innovation encompasses and the degree to which these efforts are centrally supported has evolved substantially. Units charged with academic innovation are responsible for everything from faculty development and teaching support, building or deploying educational technology, online and on-campus learning design and delivery, research and development, and reimagining academic infrastructure, policy, and strategy. This report summarizes academic innovation leaders' characterizations of how their institutions have engaged in this space, offering insights and inspiration for leaders striving to foster a culture of continuous improvement and transformative learning experiences.

# Executive Summary

In 2024, the landscape of academic innovation leadership has undergone significant changes compared to a decade ago, reflecting a shift in priorities, reporting structures, budgets and staff. . In the Leading Academic Change National Survey 2.0, we heard from 138 academic innovation leaders representing 117 unique institutions regarding their perspectives on the state of academic innovation and how it is structured at their university. Key findings include:

**Reporting Structures and Leadership:**

- A notable shift has occurred in reporting lines, with 73% of academic innovation units reporting to the Provost/Academic Affairs, down from 81% in 2014. The emergence of the President/Chancellor as a new reporting line is evident, with 12% of units now aligning with this role to shape and support institutional strategic priorities.

**Budgets and Funding:**

- The average budget for these units has risen substantially to approximately $4.5 million, a significant increase from $522,000 in 2014 and drastically outpacing the rate of inflation (Bureau of Labor Statistics, 2024) . This increase is particularly notable among R1s and private four-year colleges, which invest over $1 million more annually than their counterparts. Conversely, R2 universities and community colleges invest the least in academic innovation.

- Budgets for these units are generally on the rise, contrasting with the stability observed in 2014.

**Unit Growth and Staffing:**

- Academic innovation is a growth area, with 22% of units established in the past four years, 38% between 2011-2020, and 25% existing for over two decades.

- Directors of these units increasingly come from administrative backgrounds (41% in 2024, up from 28% in 2014) and industry (17% in 2024, compared to none in 2014).

- Staffing has surged, with the average number of full-time professional staff growing from 6.4 in 2014 to 36.1 in 2024. Private four-year institutions have significantly higher staffing levels in administrative and tech support roles compared to other sectors.

**Mission and Engagement:**

- Mission changes remain common, with 33% of units experiencing changes in the past three years, and a third anticipating changes in the next three years. Notably, 36% of units that have experienced mission changes expect further changes, highlighting the dynamic nature of this field.

- Engagement in academic innovation is complex,  we asked about ten distinct types of initiatives. Common areas of focus include designing innovative learning spaces and

experiences, enhancing teaching through faculty support, and developing academic technology. Less common areas for 4yr private schools and community colleges involve new student pathways, adult learner programs, and expanding to new geographic areas.

**Priorities and Challenges:**

- Current priorities for academic innovation units include online and on-campus program development, supporting new academic initiatives, and adopting new technologies.
- Top priorities for the next three years include hiring and retaining qualified staff, supporting teaching in a GenAI world, and leveraging resources to advance student success.
- A cultural shift in higher education leadership is evident, with hiring and retaining staff becoming a top priority, unlike a decade ago.

**Impact and Collaboration:**

- Unit leaders perceive their greatest impact to be on faculty and through them, enhancing the student learning experience. Engagement with faculty spans many academic areas, with education and engineering faculty being the least engaged.
- Collaboration across campus is frequent with Academic Affairs, Information Technology, and Online Learning departments, while engagement with advancement/development remains rare. In the 2014 survey, the Library was also a frequent partner, but ten years later appears to be less frequently engaged in this work.

**Online Program Management (OPM):**

- OPM partnerships are prevalent, with 53% of schools currently or previously working with OPMs. These partnerships are most common at R1s and private four-year institutions, with community colleges being the least likely to engage with OPMs.
- Commonly used OPM services include student recruitment, enrollment services, technology platforms, and market research. Community colleges particularly favor online proctoring services.

**COVID Influence:**

- Post-COVID, staff across sectors prefer hybrid work arrangements, while faculty favor virtual meetings. Students, especially at community colleges, prefer lecture recordings over fully online courses.
- Many online learning initiatives that began during COVID have continued, underscoring the lasting impact of the pandemic on academic innovation.

**Community & Research Hubs:**

- Academic innovation leaders find their professional communities in a diffuse set of

organizations and annual events. While this overlapping set of networks plays an important role in advancing the shared work of postsecondary innovation, the growth and increasing maturity of the field necessitate a more centralized, flagship community home.

- Research in academic innovation is similarly decentralized, often occurring as a side project or byproduct of the work itself. A central clearinghouse or structure for ongoing, multifaceted research in academic innovation is warranted.

Overall, academic innovation units have evolved significantly over the past decade, with increased budgets, diversified leadership, and a strong emphasis on faculty engagement and technological advancement. The ongoing changes and emerging priorities reflect the dynamic and complex nature of this field in higher education.

# Report Methodology

## Survey Design

Designing the Leading Academic Change National Survey 2.0 began with the 2014 Leading Academic Change: An Early Market Scan of Leading-edge Postsecondary Academic Innovation Centers report and survey instruments as our foundation. In fall of 2023, Steering and Design Committees composed of academic innovation leaders throughout the U.S. (see the Contributors section for names and affiliations) provided feedback on each question and proposed new additions.The survey was designed to be shared with:

- Leaders situated in schools/colleges who are charged with enabling academic innovation.
- Directors of units/departments in higher education actively engaged with enabling academic innovation broadly, including advancing systemic changes in teaching and learning, leveraging novel technology, and broadening educational access.

Over the course of two months, we refined survey items and added new questions to capture developments in the field. The survey included multiple best-practice attributes for ensuring the reliability, validity, and overall quality of data including item randomization, varied question types, reverse-order scales, and respondent validation with options to refer based on inclusion criteria. The final, 79-item survey is available in Appendix C.

## Distribution and Pool Development

We distributed the survey through an online survey management platform and it was open from January to March 2024. Participants were recruited in a multi-phase strategy.

After an initial pilot test with members of the Steering and Design Committees, responses were invited from the list of respondents to the 2014 survey and via social media outreach and advertisements from the co-authors and sponsoring organizations. Invitations were also sent to the POD Network, the Online Learning Consortium (OLC), UPCEA and the Hail Storm (Harvesting Academic Innovation for Learners) communities.

We, also, manually developed a new pool of academic innovation leaders from our own networks and contacts across the country. Finally, we used publicly available lists such as the list of all U.S. postsecondary institutions available from the National Center for Education Statistics (2024). Institutions were selected via a stratified random sampling technique by institutional sector to ensure a representative sample across institution types. 204 academic innovation units were selected for inclusion. We then gathered their contact details from the institutions' public websites to send survey invitations.

## Response Details

The survey received 138 substantial responses which we used for analysis. Of these, 83 were complete, answering all presented survey questions. An additional 58 responses were incomplete

but nonetheless substantial (i.e., more than 30% complete), offering additional useful data which we included for the respective items answered. Throughout this report, we identify the exact number of respondents who answered a given item and for which data were analyzed.

## Data Analysis

Descriptive statistics were analyzed by two members of the research team to ensure trustworthiness. Qualitative data were analyzed using a standard thematic coding approach.

## Report Structure

Findings are organized into the following sections:

- ***Section One: Academic Innovation*** explores what *academic innovation* means in leaders' own words
- ***Section Two: Institutional History & Design*** details the structure of these units, and compares the current state in 2024 to what was depicted in 2014
- ***Section Three: Mission, Priorities & Obstacles*** walks through the kinds of activities units charged with academic innovation engage, explore show this has changed in the past ten years, and characterizes the obstacles faced
- ***Section Four: Unit Staffing & Budget*** outlines how these units are funded and what kinds of expertise they have invested in having on staff
- ***Section Five: Services & Partnerships*** describes the kinds of opportunities academic innovation units provide and who they partner with–both on and off campus.
- ***Section Six: Special Topics*** reports on several qualitative items where respondents shared their unstructured reflections on contemporary developments in the field.

# Section 1: What is *Academic Innovation* and how are these units changing campuses?

Q64: How do you define academic innovation?


**Image 1:** Word cloud generated from academic innovation leaders responses on how they define academic innovation

When asked how they define academic innovation, leaders in the field describe a broad set of practices to transform education through the integration of new teaching methods, curricula, and technologies. Survey participants stress the necessity of re-evaluating traditional pedagogical approaches, advocating for the implementation of more effective, evidence-based strategies to enhance student learning outcomes. This includes utilizing cutting-edge technologies like generative artificial intelligence, extended reality, and learning analytics, though the scope of innovation extends beyond digital tools alone. The core objective is to develop accessible and equitable educational environments, continually refining and adapting practices to align with the evolving needs of learners and future job markets.

In addition, they note that academic innovation is deeply context-driven, shaped by institutional needs, external pressures, and shifting demographic trends. It involves collaborative efforts with faculty, staff, and students to create customized solutions, often through co-creation and strategic partnerships. This iterative process of assessment and refinement ensures that innovative practices effectively contribute to improved student learning and institutional success. Leaders underscore the importance of viewing innovation as a pathway for positive change, strategically integrating educational advancements with a forward-looking perspective to remain responsive and competitive in the dynamic landscape of higher education.

## How do academic innovation units impact their campuses?

Leaders of academic innovation units perceive their greatest impact to be on faculty directly, and through engagement with faculty to affect student experience. Regional comprehensive institutions benefit from their significant impact on student outcomes and access for underserved populations, despite moderate engagement in strategic planning. Private, not-for-profit institutions and community colleges also see notable advancements in instructional practices and student engagement, though their involvement in launching non-traditional credentials and strategic mission design is more limited. Overall, these units facilitate continuous educational improvement, aligning innovations with institutional goals and addressing evolving student needs.

**Key takeaways:**

- Institutions in **all sectors** report being involved with **ten different types of academic innovation** signaling the complexity of the work leaders are engaged in.
- **In research-intensive (R1) and research-active (R2) institutions**, these units particularly excel in encouraging faculty to leverage technology and foster a sense of belonging amongst students, while also driving improvements in student success.
- Work in **institutional policy, non-traditional credentials,** and **shaping the strategic mission of the institution** are areas where 4-year private schools and community college units report less engagement.

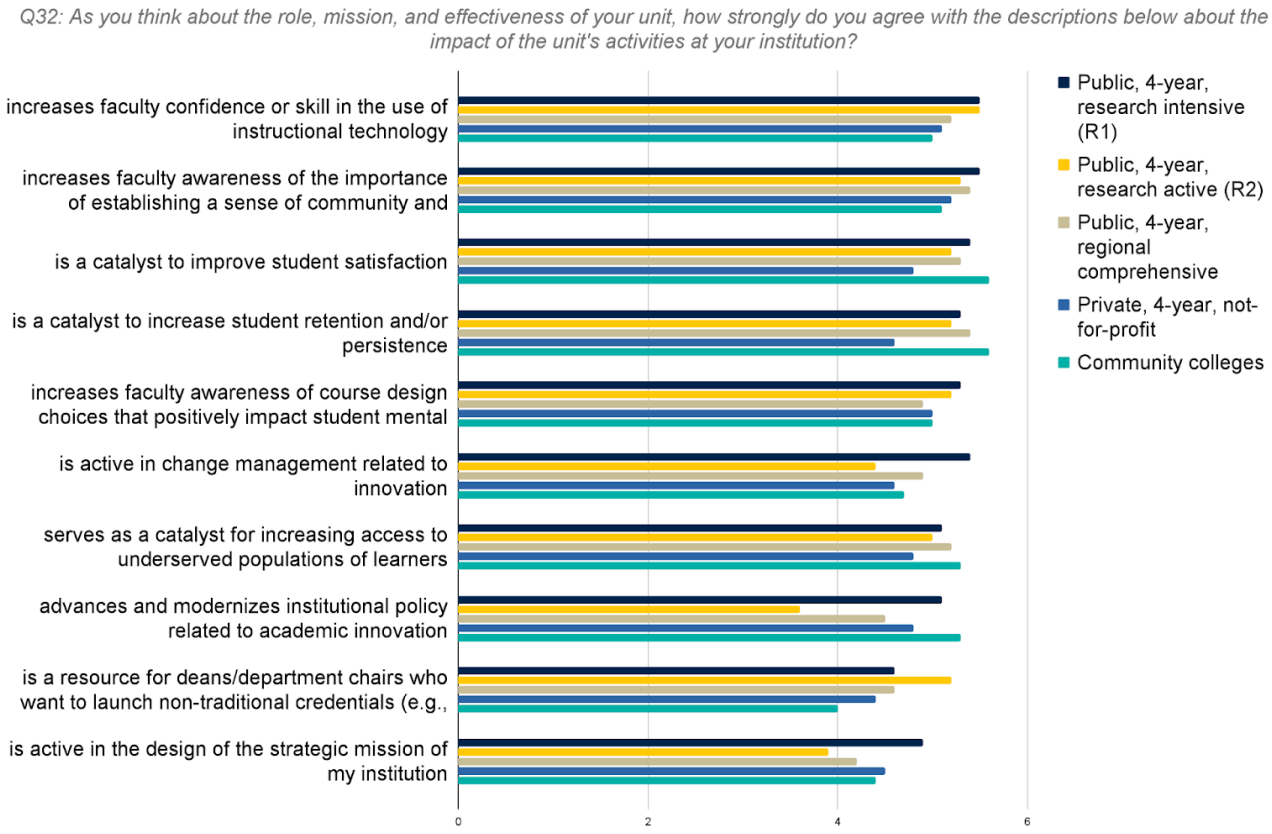


***Figure 1:*** *Academic leaders responses regarding the impact of their units on campus priorities, grouped by institutional sector*

*See page 101-102 of the data table in Appendix A for more details.*

# Section 2: Institutional History & Design

## How do these units break down by sector?

Participants represented 117 unique postsecondary institutions within the U.S. across the following sectors:

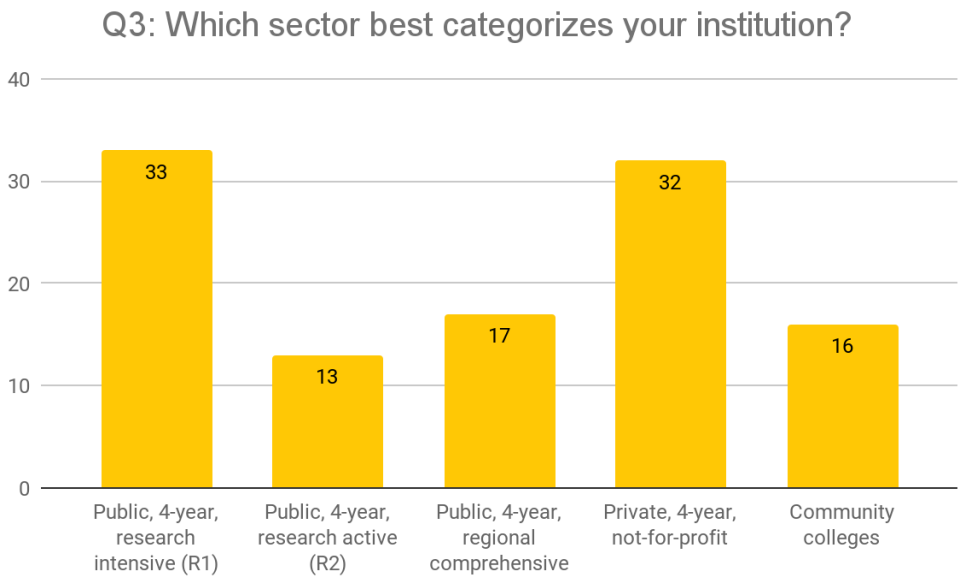


***Figure 2:*** *Unique institutions of academic innovation units who responded to the survey by sector*

Given the small number of responding institutions in the private, 2-year, not-for-profit; private, for-profit; and public university system categories, data for these sectors are not disaggregated throughout this report to preserve anonymity.

**Key Takeaway:**

- The institutions who responded to LAC 2.0 are primarily R1s and Private 4-year colleges. This could mean there is less academic innovation work happening in other sectors, or that our survey didn't reach these constituencies.

In addition to sector, respondents were asked to indicate if their college or university identified as a minority-serving institution (MSI). Of the 117 institutions included in our data, 49 (42%) identified such a designation. The following MSI designees are represented in the data:

| Minority-serving Institution Identification | Frequency |
|---|---|
| Hispanic-serving institution | 29 |

| | |
|---|---|
| Asian American and Native American Pacific Islander-serving institution | 10 |
| Historically Black college or university | 4 |
| Native American-serving nontribal institution | 2 |
| Predominantly Black institution | 2 |

## When did these units begin operations?

Over half of the respondents said their academic innovation units were relatively new, having been established since 2011. We tailored response options for this question with particular attention to COVID-19 because of its significant impact on online learning and educational technology. Consequently, we found that over 20% of these units were created during the pandemic era (from 2020 onwards). Notably, 17.2% of the units were established during the peak of the pandemic (2020-2022) when higher education faced major operational changes. Although there has been a steady rise in the creation of these units since the 1980s, the rate has surged dramatically in the 2020s, outpacing the previous decade by a wide margin (see *Figure 3*).

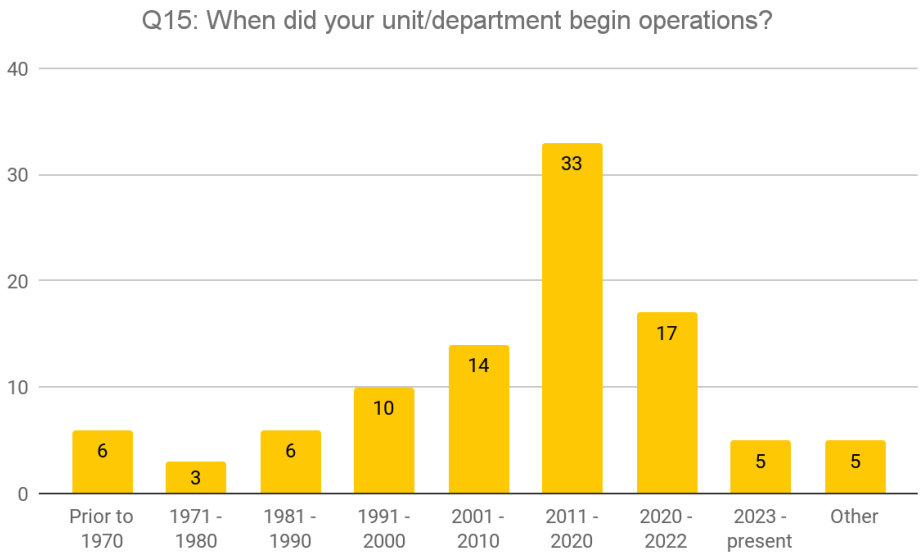


***Figure 3:*** *Academic Innovation units by founding year*

**Key takeaways:**

- Of the **17 units that were established prior to 1990,** they are more likely to have **names focused on teaching, learning, faculty development, and academic affairs**.

- **22%** of reporting academic innovation units were **created during the pandemic era** (2020 onwards)

*See page 73 of the data table in Appendix A for more details.*

## Have these units merged with others on campus?

Out of 135 responses, 49 institutions (36%) reported merging with another unit, 76 (56%) had not, and 10 (7%) were unsure or provided other responses. Of the 17 that were established prior to 1990, six reported having merged with others on their campus and have names that are more likely to include "digital" and "innovation."

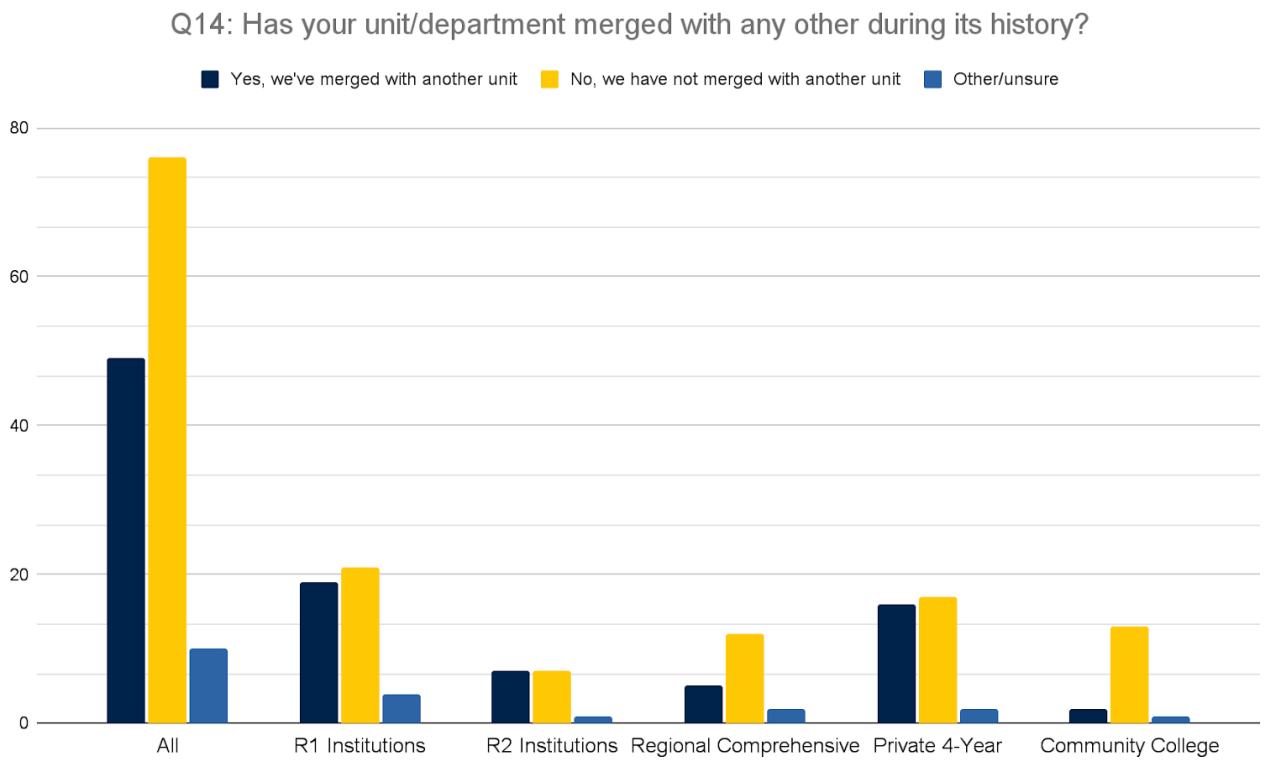


***Figure 4:*** *Academic Innovation Units by sector and whether or not they have merged with another unit during their history*

**Key Takeaway:**

- **Mergers** with other campus units have been **more common among research-intensive institutions (43%) and private 4-year institutions (46%)** as compared to regional comprehensive institutions (26%) and community colleges (13%).

*See page 73 of the data table in Appendix A for more details.*

## One campus center - or many?

To understand how colleges and universities support academic innovation, we asked about the units at each institution involved in this work and their focus areas. This helps us see whether academic innovation is managed centrally or spread across different departments, and what specific innovation activities each unit handles. Given the broad interpretation of academic innovation, it's important to see how each institution views and prioritizes it.

We found that research-intensive (R1) and regional comprehensive institutions tend to have more departments dedicated to academic innovation, averaging 2.7 departments per institution. In contrast, community colleges typically have a more centralized approach, with an average of 1.1 units responsible for academic innovation. Some institutions reported values lower than one, indicating that they either have no dedicated unit for academic innovation or handle it through other means without a specific unit.

**Key takeaways:**

- **In 2014, more than half of campuses identified 2 or more units charged with academic innovation**. That trend has continued in 2024 - academic innovation is diffused across campuses
- **The exception to this is community colleges**, which are more likely to only have one unit engaged in this work
- **Community colleges** also report values below one across all identified areas of academic innovation, suggesting varied institutional engagement. This variability may indicate that each institution focuses on a subset of these categories, which differs significantly from other community colleges, or it may reflect incomplete understanding of academic innovation's scope in the community college context.
- **R1 Institutions** show both the highest numbers of units engaged as well as engagement across *all* identified sub-categories of academic innovation.
- **Private 4-Year Institutions** are less engaged in academic innovation related to open online learning, continuing and professional education, online degrees, academic innovation research, online courses for residential students, and designing new pathways to their institutions compared to their peers.
- **16 of the institutions that responded to the survey *don't* have campus units charged with academic innovation at all,** which indicates this work is still happening but in a less structured manner
- **Across the board**, academic innovation units are least likely to be involved in developing new student pathways, though this work may still occur elsewhere on campuses.

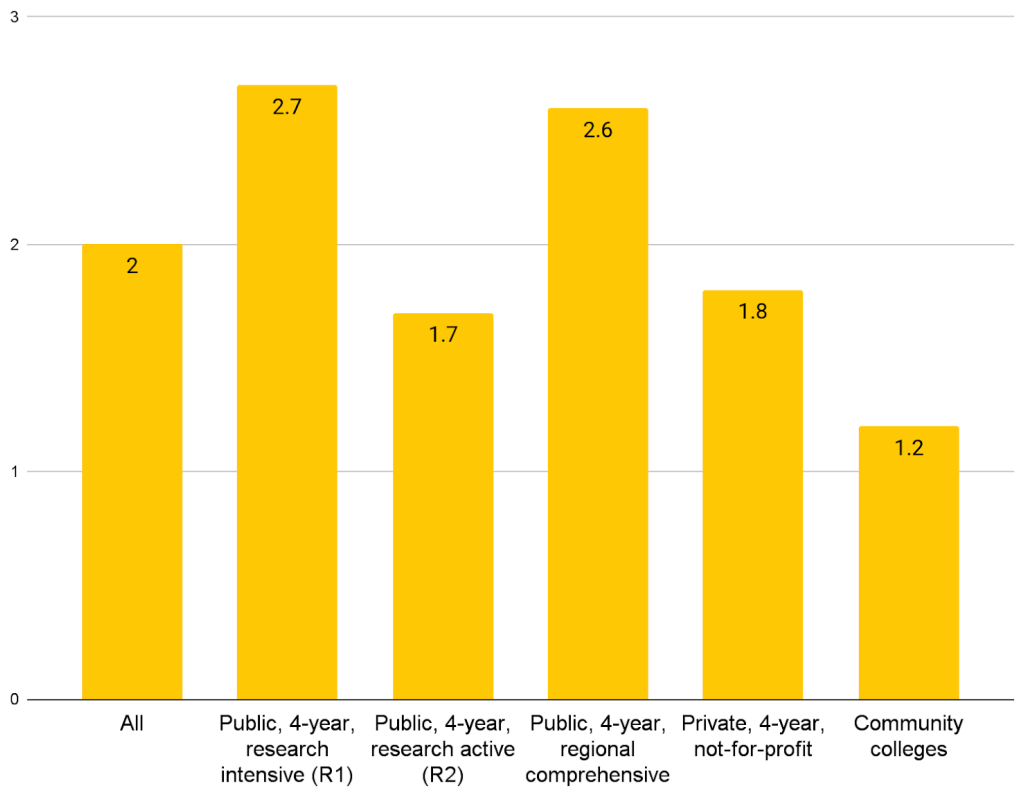


***Figure 5:*** *The average number of academic innovation units on campus by sector*

**Historical comparison:**

In 2014, 45% of institutions reported having only one unit dedicated to academic innovation. By 2024, 39% of institutions with such units still reported having only one on campus. This suggests that there has been only a small increase in campuses that have multiple units focused on academic innovation over this time period.

*See page 71 of the data table in Appendix A for more details.*

# Where do these units report?

Between 2014 and 2024, there has been a notable change in how academic innovation units are structured in higher education. In 2014, 81% of these units reported to Academic Affairs/Provost, showing a strong tie to traditional academic oversight. By 2024, this percentage decreased to 73%, while new reporting lines to the President/Chancellor (12%) emerged.

This shift indicates a broader integration of academic innovation into institutional strategy and leadership. Furthermore, the establishment of roles like Vice Provost for Online Learning and Chief Online Learning Officer underscores the growing importance of online education within the academic innovation landscape. These developments signify a trend towards expanding oversight and embedding academic innovation across different levels of university administration.

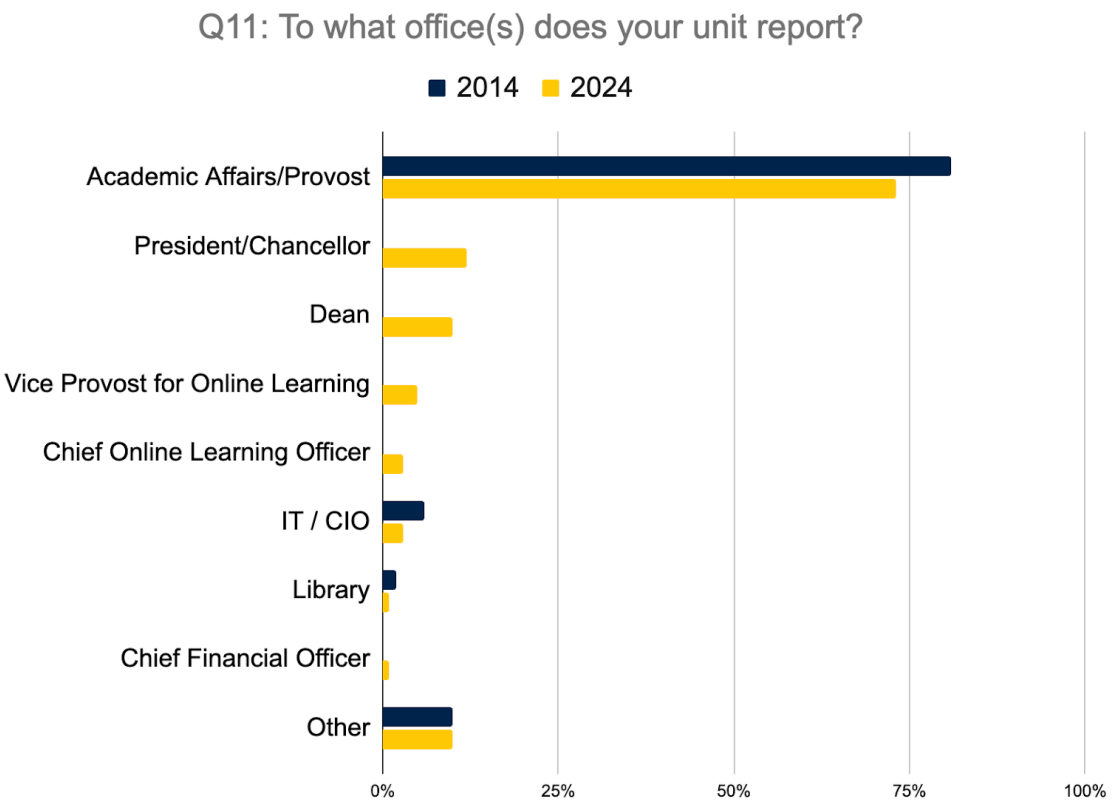


***Figure 6:*** *The average number of academic innovation units on campus by sector*

**Key takeaways:**

- Fewer units report to the Provost (81% in 2014, compared to 73% in 2024) indicating a shift to more diverse reporting structures
- The **President/Chancellor, Deans, Vice Provost for Online Learning, and Chief Online Learning Officer** have all emerged as new categories in 2024. The President/Chancellor is the most frequent new home (12% of all reporting units) signaling the growing importance of these units and additional career paths for leaders.

*See pages 72-73 of the data table in Appendix A for more details.*

# Have reporting paths changed, or will they in the near future?

To understand the pandemic's impact on academic innovation units, we asked if their reporting structures had changed in the past three years and if any future changes were expected. Out of 136 responses, 65% said their reporting paths hadn't changed, 24% had seen changes, and 11% mentioned unique situations.

Even though predicting the future is uncertain, we also asked about expected changes ahead. Of 137 responses, 23 anticipated changes ahead, while 87 did not, and 27 were unsure. Those expecting changes mainly predicted a shift towards closer alignment with academic affairs divisions. One respondent summed it up by saying, "change is the only constant in higher education lately."

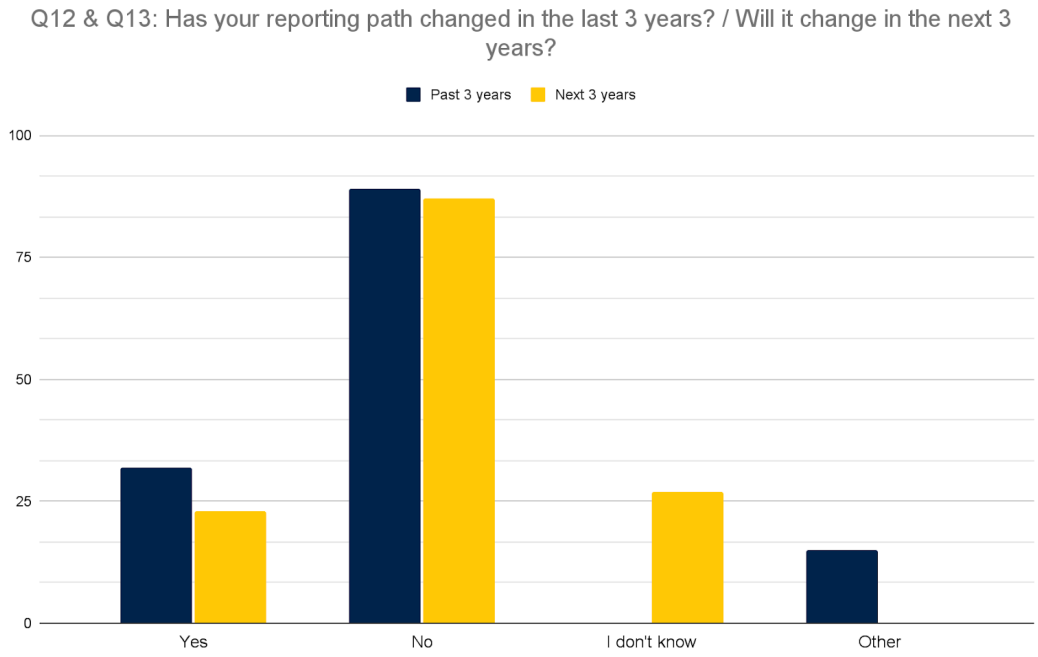


***Figure 7:*** *Reporting path changes in the past three years, as compared to anticipated changes in the next three years*

**Key takeaways:**

- **~65% of units** have not changed reporting structure and see themselves staying in their current location
- The other **third have changed reporting lines,** anticipate that they may in the next 3 years, or are uncertain–**that's a lot of ambiguity and change!**

*See page 73 of the data table in Appendix A for more details.*

# Section 3: Mission, Priorities & Challenges

## How consistent are these units' missions?

We asked respondents about their units' missions, priorities, and any recent or upcoming changes. Out of 132 responses, 33% said their missions had changed in the past three years, 55% said they had not, and 11% gave other answers. Recent mission changes were most common at regional comprehensive institutions, with nearly half reporting changes, and at R1 institutions, with almost 40% reporting changes.

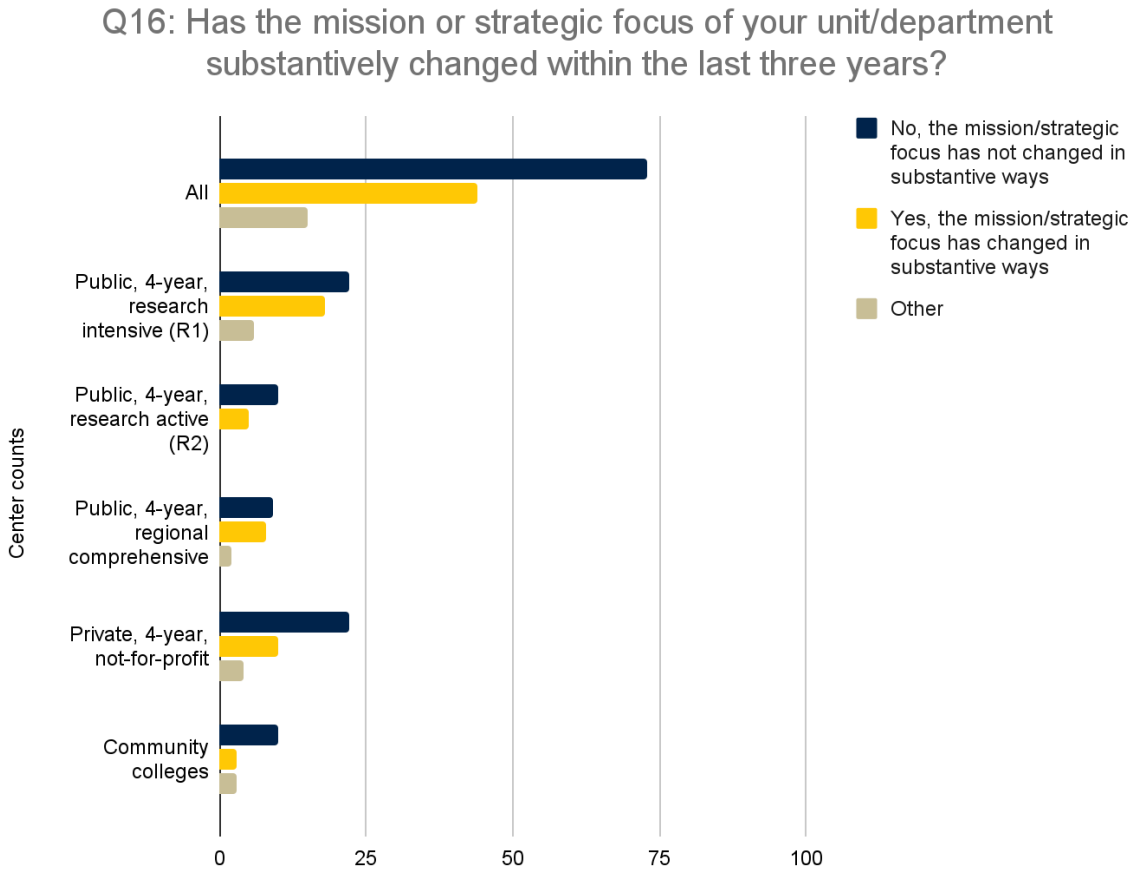


***Figure 8:*** *Mission changes in the past three years, reported by institutional sector*

## How have missions changed recently?

When asked to explain what changes had occurred, the responses reveal a variety of evolving focuses within academic innovation units. Many have expanded their roles to include support for online degree students. There is a notable trend towards merging and centralizing IT and library services, creating hybrid units with new curricula and course modalities, and expanding support for online, hybrid, and AI-enhanced education.

Units have shifted from solely supporting faculty development to encompassing broader institutional roles, including strategic initiatives, curriculum design, and online program development. Several respondents noted a move towards integrating technology and data into learning processes and fostering innovation through collaboration. Some units have transitioned from individual faculty support to organizational development and are aligning their missions with institutional strategic plans. The pandemic has accelerated these changes, leading to new online programs, expanded technology support, and efforts to enhance digital and hybrid learning environments.

*See page 73 of the data table in Appendix A for more details.*

## How are missions expected to change in the near future?

Similar to the reporting function changes above, we asked whether respondents anticipated any substantive changes to their mission or strategic focus in the next 3 years. Roughly one-third of respondents anticipate upcoming mission changes in the years ahead.

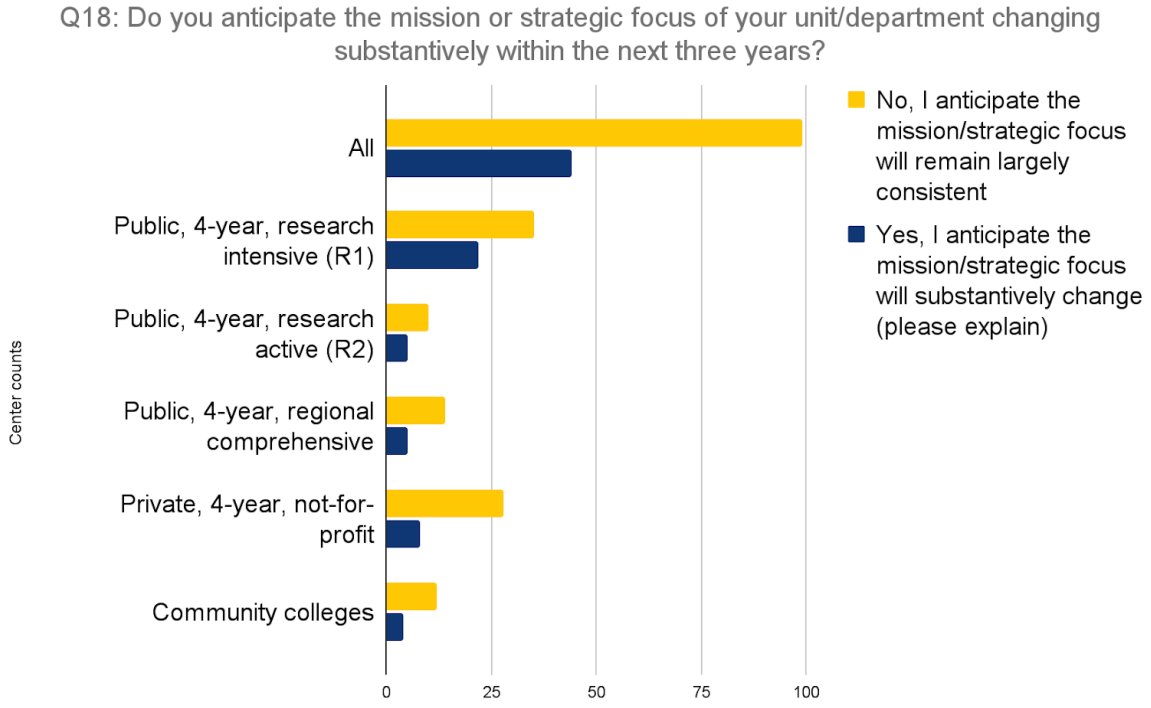

***Figure 9:*** *Mission change anticipated in the next three years, reported by institutional sector*

Responses regarding what is expected to change highlight several recurring themes about the future of academic innovation units. Many anticipate shifts toward more administrative and policy-focused roles, aligning their work closely with institutional strategic priorities. Emerging areas such as artificial intelligence, online program expansion, lifelong learning, and microcredentials are expected to become increasingly prominent. There is also a clear expectation for enhanced digital education efforts, both for online and residential students.

Leadership changes are commonly mentioned, with respondents noting the impact of new presidents, provosts, and deans on strategic directions. Many units are in the early stages of development or undergoing significant evolution, making adaptability crucial. Strategic planning and institutional restructuring are frequently mentioned as factors driving potential changes in mission and focus, reflecting a dynamic landscape in academic innovation.

**Key takeaways:**

- Similar to 2014, **~33% of units report mission change in the past 3 years** and **a third anticipate it may in the next three years**
- In a **3x increase from 2014, 36% of units that have experienced mission change anticipate that it will again in the next 3 years,** underscoring the degree to which this area of work is constantly changing

*See pages 73-74 of the data table in Appendix A for more details.*

## What activities and initiatives do academic innovation units currently prioritize?

Understanding how academic innovation work happens at colleges and universities requires a clear picture of what kinds of work are viewed as current priorities. Survey respondents were presented a 25-item list of potential priority areas and asked to sort them into four bins: top, medium, and low priorities, or not applicable. 102 respondents from 94 unique institutions completed this exercise and we list their prioritizations in the tables below. Table 2 displays the priority categorizations from respondents.

The data indicate a strong trend among academic innovation units towards prioritizing faculty development and online, for-credit course/program design and development. Faculty development is overwhelmingly recognized as a top priority by 67% of units, highlighting the ongoing need to enhance teaching skills and methodologies, particularly in a rapidly evolving educational landscape.

This focus aligns with the increasing emphasis on adapting to new technologies and pedagogical approaches, such as generative artificial intelligence and accessibility, both of which are also significantly prioritized (37% and 35% as top priorities, respectively). The development of on-campus

courses and programs, as well as supporting marginalized students, are also prominent, reflecting a balanced approach to both traditional and contemporary educational challenges.

Moreover, the data underscore a commitment to integrating advanced technologies and addressing systemic inequities within higher education. A notable 37% of units prioritize the support and adoption of educational technologies, while 30% are dedicated to tackling educational inequities through anti-racist pedagogy. Less emphasis is placed on areas such as physical campus learning spaces and non-credit course offerings, with fewer than 8% of units considering these as top priorities. This suggests a strategic shift towards digital transformation and inclusivity, with a focus on leveraging technology to enhance educational experiences and outcomes for a diverse student population. Overall, these priorities reflect a concerted effort to modernize teaching practices and create more equitable, technology-driven learning environments.

*Q26 - To what degree are the following activities or initiatives currently prioritized in your unit? 102 respondents from 94 institutions answered this question.*

| | **Number of units where this is a:** | | |
|---|---|---|---|
| **Item** | **Top priority** | **Medium priority** | **Low priority** |
| Faculty development | 67.0% | 16.5% | 5.8% |
| Online, for-credit course/program design and development | 50.5% | 18.5% | 8.7% |
| On-campus course/program design and development | 43.7% | 18.5% | 15.5% |
| Generative artificial intelligence/large language models | 36.9% | 37.9% | 8.7% |
| Supporting students from historically marginalized and underrepresented groups | 36.9% | 30.1% | 6.8% |
| Accessibility, including adaptive learning technologies and universal design for learning | 35.0% | 35.9% | 11.7% |
| Support/adoption of educational technologies | 32.0% | 35.9% | 14.6% |
| Communities of practice for teaching | 32.0% | 29.1% | 18.5% |
| Blended or hybrid course/program design and development | 30.1% | 25.2% | 26.2% |
| Addressing higher education's systemic inequities through efforts like anti-racist pedagogy | 30.1% | 23.3% | 17.5% |
| Student wellness and/or mental health | 25.2% | 34.0% | 13.6% |
| Using labor market data to help inform program or course development | 20.4% | 23.3% | 11.7% |
| Learning analytics | 14.6% | 35.9% | 26.2% |

| | | | |
|---|---|---|---|
| Recommending or selecting educational technologies for the institution | 14.6% | 26.2% | 31.1% |
| Digital badging or other micro-credentialing | 14.6% | 26.2% | 29.1% |
| Developing educational technologies | 12.6% | 28.2% | 26.2% |
| Workforce development programs | 12.6% | 13.6% | 12.6% |
| XR technologies, including augmented, virtual, and/or mixed reality | 11.7% | 15.5% | 25.2% |
| Research and experimentation | 10.7% | 30.1% | 26.2% |
| Licensing digital learning environments (e.g., learning management systems) | 7.8% | 20.4% | 14.6% |
| Online, open non-credit course/program design and development (e.g., MOOCs) | 7.8% | 10.7% | 31.1% |
| Open educational resources | 6.8% | 35.0% | 30.1% |
| Assessment of/credit for prior learning | 6.8% | 13.6% | 18.5% |
| Partnering with bootcamp programs | 2.9% | 10.7% | 11.7% |
| Physical campus learning spaces/classroom design | 1.9% | 16.5% | 34.0% |

**Key takeaways:**

- **Focus on Faculty and Technology**: **Faculty development (67%)** and **integration of educational technologies (32%)** are top priorities for many units, reflecting the push to modernize teaching methods.
- **Expansion of Online and Hybrid Learning**: Significant emphasis is placed on **developing online courses (50%)** and as well as **on-campus programs (44%),** with strong **attention to GenAI and accessible learning technologies** (37% and 35%).
- **Commitment to Equity and Inclusion**: **Supporting marginalized students (37%)** and **addressing systemic inequities (30%)** are key priorities, highlighting efforts to create inclusive and accessible learning environments.

*See pages 77-82 of the data table in Appendix A for more details.*

# What institutional priorities are envisioned for the next three years?

Across higher education sectors, the top institutional issues and priorities for the next three years include hiring and retaining qualified staff, integrating technology into instruction, and leveraging resources to advance student success. The emphasis on staff highlights the critical need for skilled personnel to support higher education. The integration of technology into teaching remains a key priority, underscoring the need for ongoing faculty development and support in adopting new educational technologies. Leveraging resources to enhance student success is a crucial focus, with R1s and regional comprehensive institutions placing particular importance on this area to improve student outcomes and engagement. The list of high to extremely important issues across sectors underscores the depth and breadth of work these units will need to engage with and prioritize.

Additional areas of great importance include the increasing need to support teaching in a world with generative AI and expanding online education programs. Institutions across all sectors are prioritizing adapting to AI technologies in teaching, demonstrating the growing influence of AI on educational methodologies. As compared to their peers in other sectors, developing online education programs is slightly less important for private institutions.

Other issues and priorities include improving data governance, enhancing instructional technology infrastructure, and fostering better connections between IT and academic units. Notably, designing hybrid and hyflex learning environments and offering synchronous online learning experiences is moderately less of a priority on the list, especially at R1 and private institutions. Upgrading/replacing the current campus learning management system was a lower priority item across all respondents, and notably remained the lowest priority within each sector when considered separately.

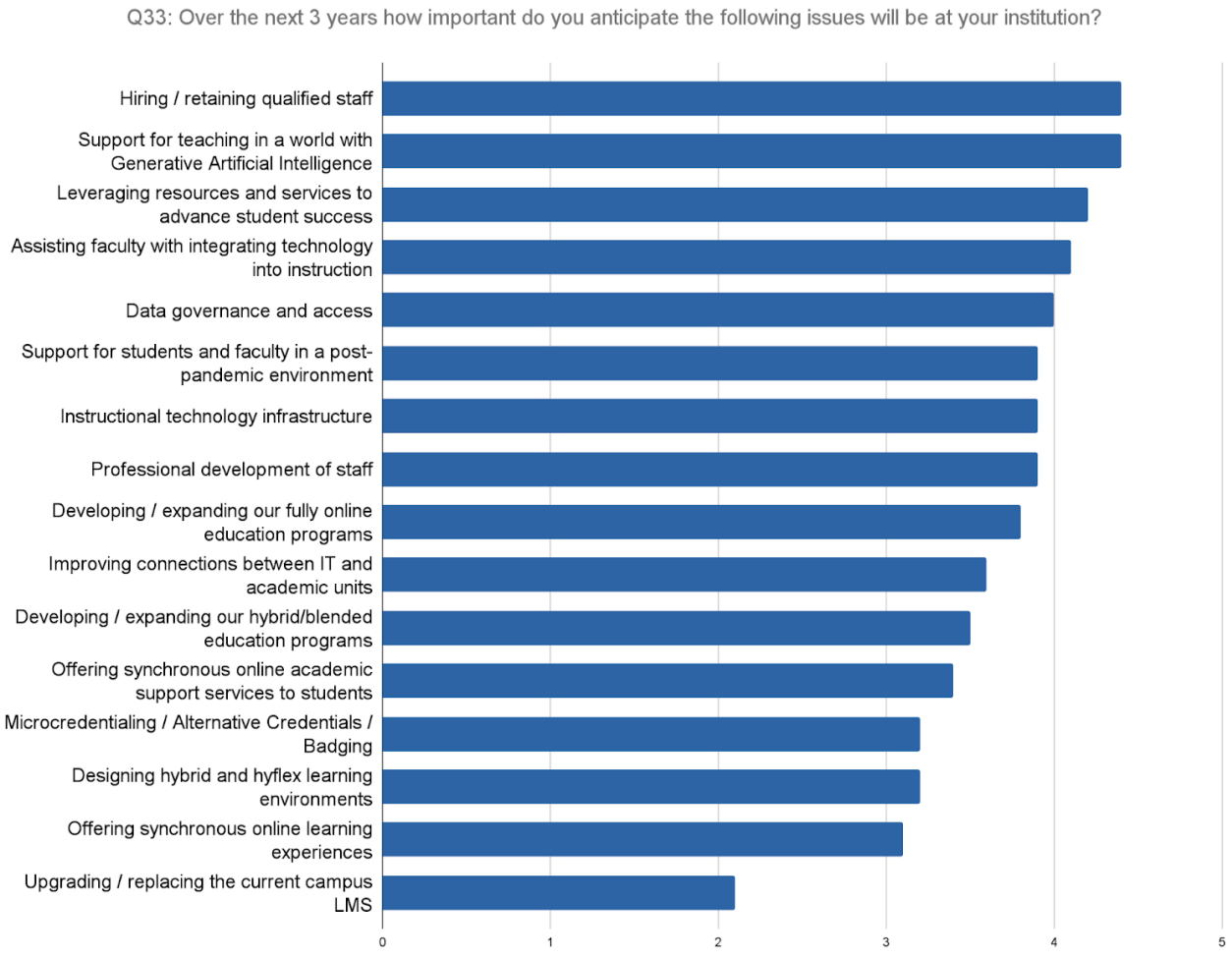


***Figure 10:*** *Institutional issues and priorities in the next three years*

**Key takeaways:**

- Top priorities for the next three years: **Hiring/retaining qualified staff,** supporting **teaching in a GenAI world** and **leveraging resources** and services **to advance student success**
- **Hiring/retaining staff was not considered a top institutional priority a decade ago,** this represents a **cultural shift in the complexities of higher education leadership**
- This question illustrates the **extensive nature of the work** these units are tasked with across the institution. Over half of the issues were rated extremely to very important over the next three years.

*See pages 102-103 of the data table in Appendix A for more details.*

# What obstacles do academic innovation units face?

Recognizing academic innovation departments operate within the intersecting ecosystems of institutions, governance structures, states, and economies, we wanted to capture the biggest perceived obstacles. The table outlines the major obstacles to success reported by 94 academic innovation leaders across various institution types, categorized by total responses and specific institution types.

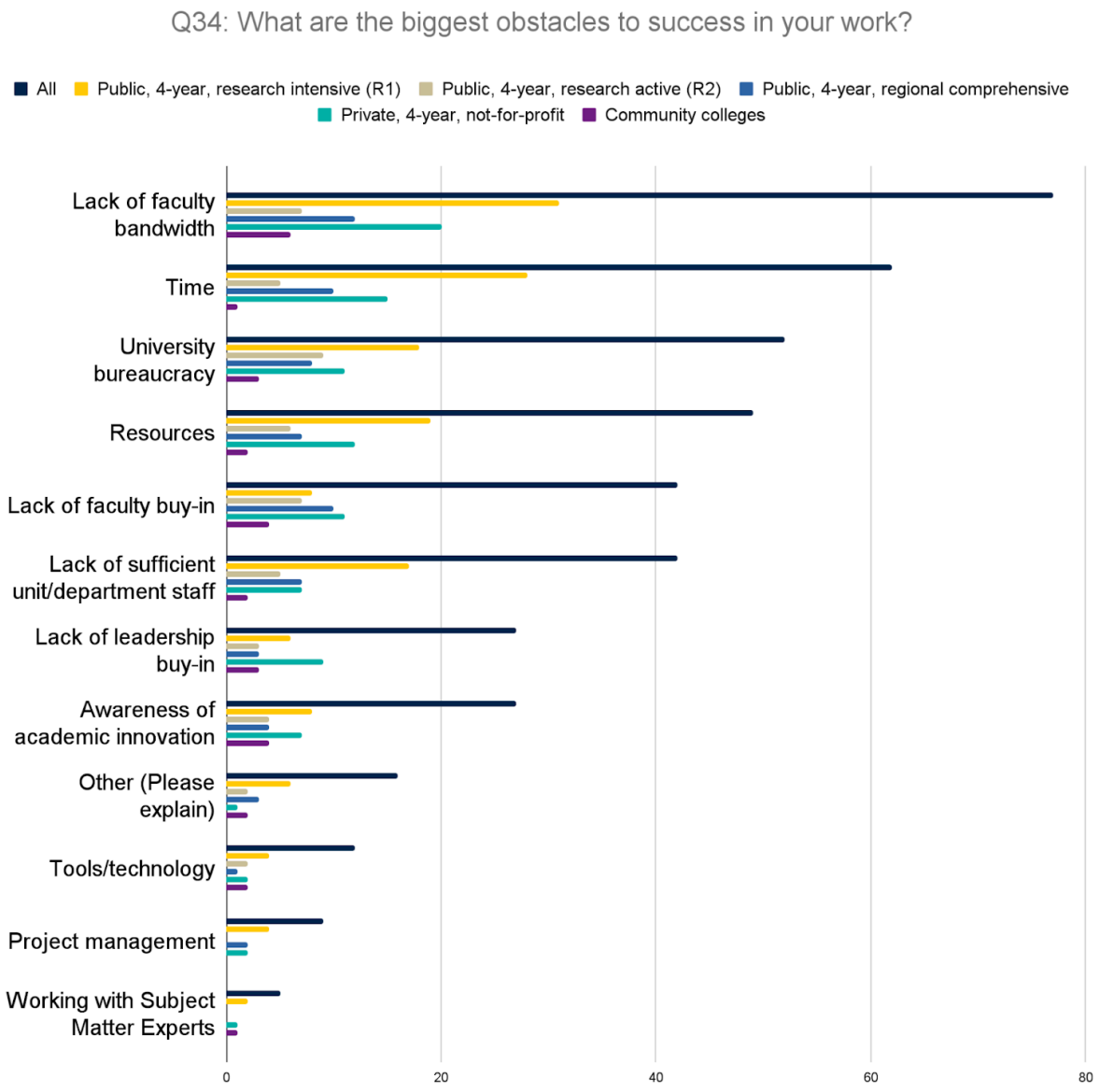


***Figure 11:*** *Biggest obstacles, grouped by institutional sector*

*See pages 103-104 of the data table in Appendix A for more details.*

**Key takeaways:**

- **Top Obstacles**: The most common challenges are a **lack of faculty bandwidth (75%)** and **insufficient time (60%)**. These issues are particularly pronounced in public, 4-year, research-intensive (R1) institutions, with 83% and 78% respectively, indicating a high demand on faculty time and capacity.
- **Private, 4-year, not-for-profit** institutions are more likely to cite lack of faculty buy-in (11) and resources (12) as major obstacles.
- **University bureaucracy** is a significant obstacle (50%), affecting R1 institutions (18) the most.
- **Lack of leadership buy-in (26%) and sufficient staff (41%)** are considerable challenges, particularly in larger institutions.
- **Awareness of academic innovation (26%) and resources (47%)** are additional concerns, indicating a need for better support and recognition of innovation efforts.

# Section 4: Unit Budget & Staffing

## How are institutions investing in academic innovation units?

In order to better understand how institutions are supporting academic innovation units, we asked about unit budgets. When asked about total annual budget *allocation,* responses range from $0 to $78,000,000, with an average of $4.63 million. Private 4-year institutions have the highest average at $5.34 million, while R2 institutions have the lowest average at $1.27 million. It is important to note that only 70 respondents shared their budget allocations, while 46 reported 'unknown' to this question.

Q20: What is the fiscal year 23/24 institutional budget allocation for your unit?

| Item | Total | R1 Institutions | R2 Institutions | Regional Comprehensive | Private 4-Year | Community College |
|---|---|---|---|---|---|---|
| *Minimum* | $0 | $30,000 | $6,000 | $1,300 | $0 | $0 |
| *Average* | $4,633,180 | $5,779,545 | $1,273,500 | $4,644,525 | $5,335,996 | $2,045,833 |
| *Maximum* | $78,000,000 | $32,500,000 | $3,000,000 | $30,000,000 | $78,000,000 | $6,500,000 |

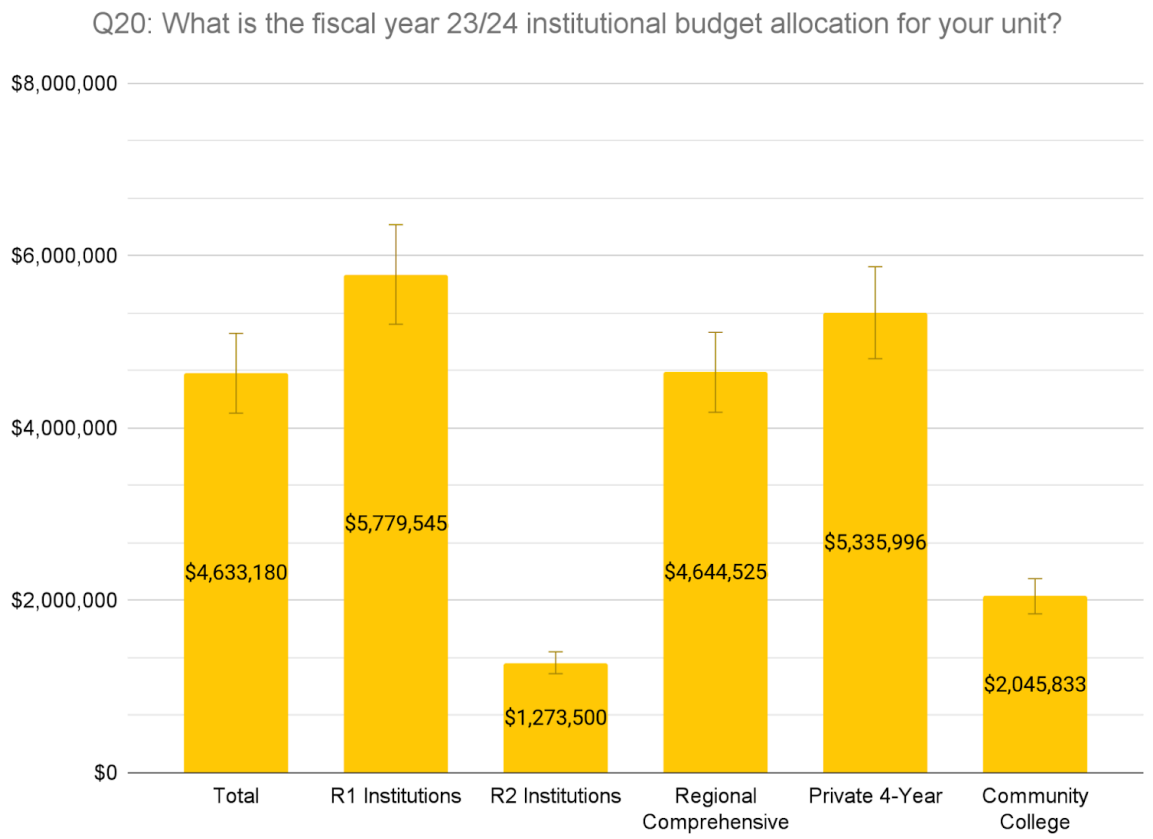


***Figure 12:*** *Average academic innovation unit budget allocations, grouped by institutional sector*

*See page 74 of the data table in Appendix A for more details.*

**Key takeaways**

- **The average unit budget is ~$4.5 million**, with **R1s and Private 4-year colleges investing on average an additional $1 million more a yea**r. R2 universities appear to invest the least in this work.
- The average budget in 2024 is also **substantially higher than in 2014 (when the average was $522K)**

# How much are academic innovation units spending per year?

To further understand how innovation units are operating, we asked innovation leaders how much their units spend per fiscal year. Responses show significant variability in the average and maximum budget expenditures across different types of institutions, reflecting differences in operational scale and priorities. Of the 60 institutions who reported both budget and expenses, 12 of them recorded expenses that exceed the budget provided by their institutions, indicating they are bringing in additional funding through other mechanisms. Aligned with institutional budgets, R1 and Private 4-Year institutions exhibit higher average and maximum expenditures and R2 institutions show lower expenditures.

Q21: What is the fiscal year 23/24 budget expenditure for your unit?

| Item | Total | R1 Institutions | R2 Institutions | Regional Comprehensive | Private 4-Year | Community College |
|---|---|---|---|---|---|---|
| *Minimum* | $2,550 | $20,000 | $6,000 | $16,000 | $2,550 | $73,000 |
| *Average* | $5,473,000 | $8,087,826 | $1,246,833 | $4,338,818 | $5,145,776 | $2,943,250 |
| *Maximum* | $68,000,000 | $32,000,000 | $2,800,000 | $22,500,000 | $68,000,000 | $6,500,000 |

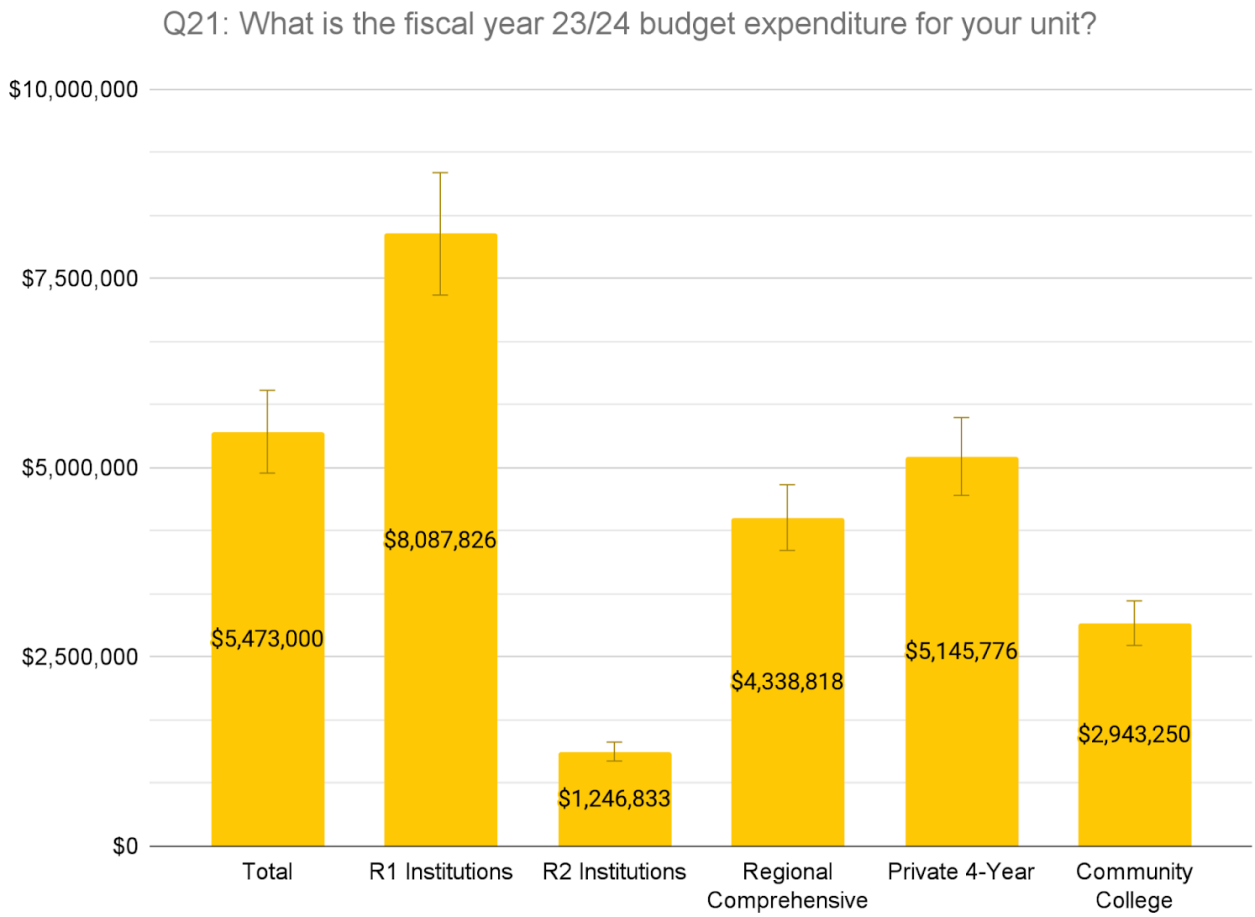


***Figure 13:*** *Average academic innovation unit expenses, grouped by institutional sector*

*See page 74 of the data table in Appendix A for more details.*

**Key takeaways:**

- Units at **R1 Institutions** report the **highest average expenditure at $8.09 million**, while **R2 Institutions** report the **lowest at $1.2 million**
- **20% of units** that reported both their central budget and their expenses **recorded expenses that exceed their institutional budget**, indicating they are bringing in additional funding through other mechanisms

## How have academic innovation budgets changed since 2020?

We asked respondents to identify how their units' annual budget allocations have changed since 2020. The responses reflect diverse financial trajectories and organizational developments. Some units have experienced budget increases, particularly to support expanded payroll due to team growth or raises and to bolster remote teaching and educational technology in response to the COVID-19 pandemic. Some units face annual budget changes driven by external factors such as investment performance or reliance on annual gifts, making financial planning and consistent programming a challenge.

Units in the process of building from the ground up are focusing on investing in initiatives that promise a return on investment and would power unit (and institutional) growth. A few units previously dependent on annual gifts have transitioned to endowed funds following the donor's death, ensuring more stable but potentially capped support.

Some departments report having no budget allocation, or lacking control over their budgets, indicating a lack of financial autonomy or reliance on central finance departments for budget decisions. A subset of responses highlight the difficulty in assessing budget changes due to major organizational restructuring, such as the merging of separate units into one.

## What are the primary funding sources for academic innovation units?

Additionally, respondents from 131 units shared the sources of their institutional funding. The **general fund** is the **most common primary funding source**, with significant reliance across all types of institutions. **Tuition and grants** provide essential funding for many units, particularly in **Private 4-Year** and **R1 Institutions**, respectively. **Other Sources** and **Student Fees** also play a significant role, with **Endowment** funds being particularly important for **Private 4-Year** institutions, suggesting reliance on accumulated wealth and investment income in private education sectors.

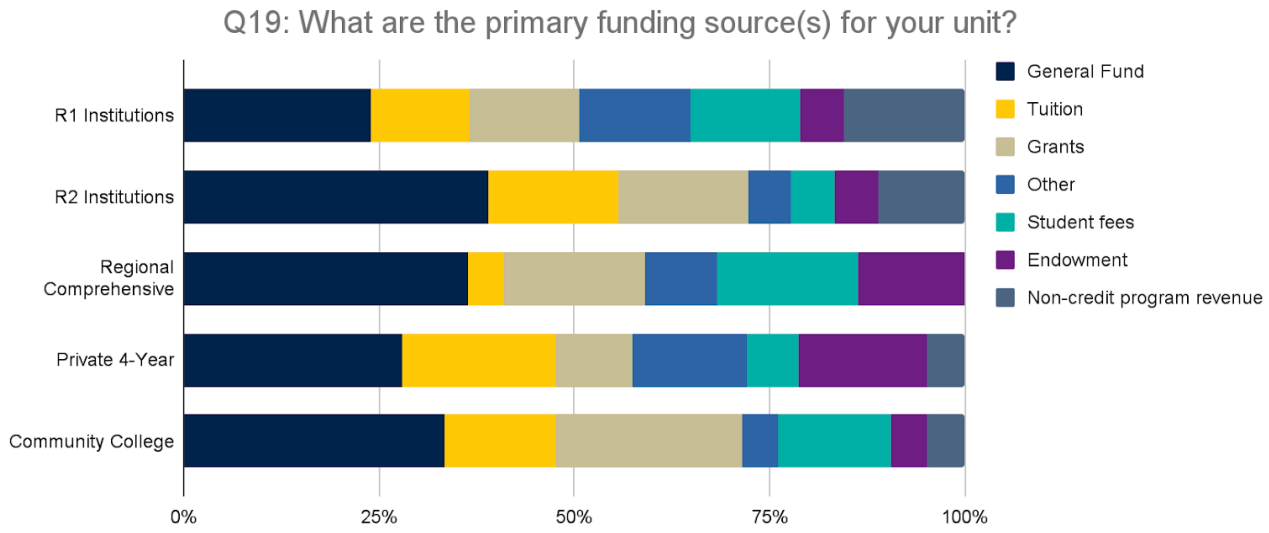


***Figure 14:*** *Primary sources of central funding for academic innovation unit expenses, grouped by institutional sector*

*See page 74 of the data table in Appendix A for more details.*

## What are the backgrounds and career paths of academic innovation leaders?

Survey responses from those who identified as either director-level or higher professionals in an administrative unit charged with academic innovation, technology adoption, or teaching and learning success, or a similarly-tasked leader appointed within an academic school or college. We explored common career trajectories leading to these positions as well as appointment status and any concurrent roles being held.

Past roles held by current leaders included faculty, administrative staff, and industry or other roles outside of postsecondary education. Of the prior types of positions respondents held, more than 40% were administrative roles, and more than 34% were faculty appointments, primarily oriented toward teaching. Only about 17% of past roles were outside higher education.

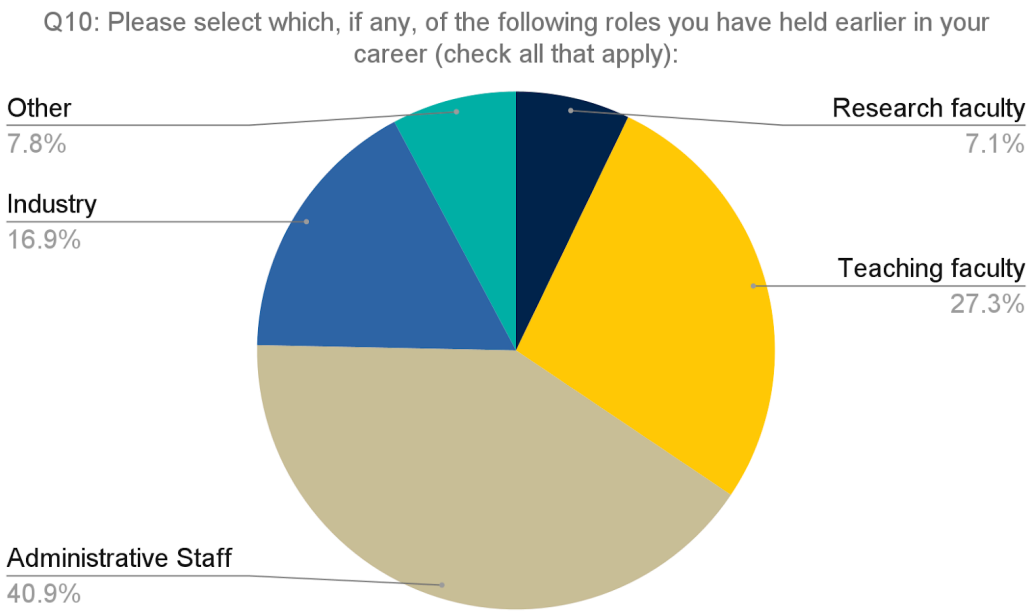


***Figure 15:*** *Career backgrounds of the leaders of units charged with academic innovation*

*See page 72 of the data table in Appendix A for more details.*

**Key takeaways:**

- **In 2024 Unit Directors are more likely to have backgrounds as administrative staff** (41% as compared to 28% in 2014) as compared to being teaching faculty (previously the most common pathway)
- A new pathway has emerged for unit directors: **17% now have a background in Industry** (as compared to 0% in 2014)
- In both time periods 7% reported having a background as research faculty and 7% reported some other pathway

## What are academic innovation leaders' responsibilities?

Of 76 respondents who answered a question regarding additional appointments beyond their academic innovation director or director-equivalent role, 46 (61%) had no additional appointment. Among those with additional responsibilities, 9 (12%) were also appointed as full-time faculty, 14 (18%) as part-time faculty, and 7 (9%) had another staff position.

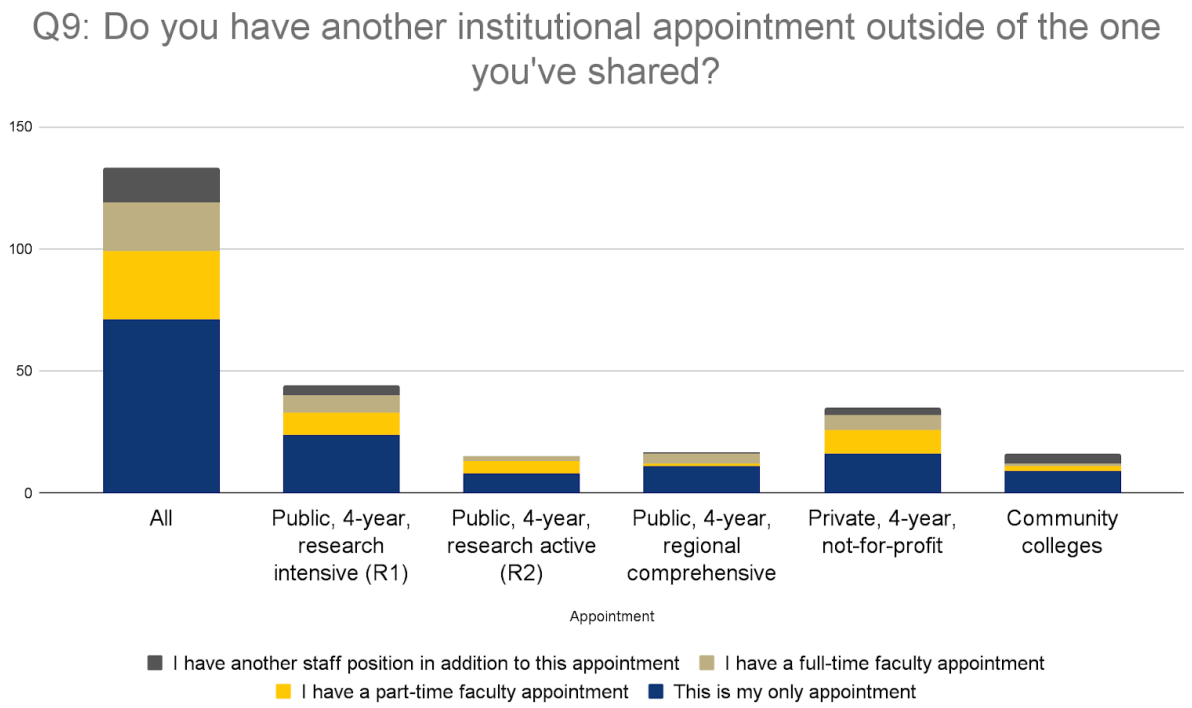


***Figure 16:*** *Responsibilities of leaders of units charged with academic innovation*

*See page 72 of the data table in Appendix A for more details.*

**Key takeaways:**

- **53% of Unit/Department directors are solely responsible for leading their center,** while 47% have other formal responsibilities in the form of staff and/or faculty appointments
- Leaders at **4-year regional comprehensive institutions** are slightly less likely than peers in other sectors to have multiple responsibilities

# What kind of staff are employed by academic innovation units?

Among 113 valid responses, the data shown below as captured to understand the various staff and faculty counts within academic innovation units. Due to the potential for a few large organizations to skew results, we have reported this out as minimum, maximum, median, and mean values for all employment categories, by institutional sector:

Q23: What is the approximate total number of personnel in your unit/department within the following employment categories:

| Employment Category | Total | R1 Institutions | R2 Institutions | Regional Comprehensive | Private 4-Year | Community College |
|---|---|---|---|---|---|---|
| *Minimum Full-time Staff* | 0 | 1 | 1 | 1 | 0 | 1 |
| *Median Full-time staff* | 10 | 18 | 7 | 5 | 9 | 7 |
| *Mean Full-time Staff* | 30 | 51 | 15 | 13 | 24 | 19 |
| *Maximum Full-time Staff* | 675 | 675 | 40 | 91 | 235 | 67 |
| *Minimum Undergraduates* | 0 | 0 | 0 | 0 | 0 | 0 |
| *Median Undergraduates* | 3 | 5 | 2 | 2 | 4 | 7 |
| *Mean Undergraduates* | 15 | 16 | 2 | 9 | 21 | 23 |
| *Maximum Undergraduates* | 200 | 90 | 6 | 42 | 200 | 100 |
| *Minimum Graduate students* | 0 | 0 | 0 | 0 | 0 | 0 |
| *Median Graduate students* | 2 | 3 | 1 | 0 | 3 | 0 |
| *Mean Graduate students* | 12 | 5 | 1 | 1 | 8 | 2 |
| *Maximum Graduate students* | 66 | 30 | 6 | 2 | 66 | 5 |
| *Minimum Faculty* | 0 | 0 | 0 | 0 | 0 | 0 |
| *Median Faculty* | 1 | 1 | 2 | 0 | 1 | 1 |
| *Mean Faculty* | 3 | 4 | 4 | 2 | 3 | 3 |
| *Maximum Faculty* | 32 | 23 | 12 | 9 | 32 | 17 |

| | | | | | | |
|---|---|---|---|---|---|---|
| *Minimum Part-time Staff* | 0 | 0 | 0 | 0 | 0 | 0 |
| *Median Part-time staff* | 1 | 0 | 1 | 1 | 1 | 4 |
| *Mean Part-time Staff* | 2 | 3 | 1 | 1 | 2 | 3 |
| *Maximum Part-time Staff* | 20 | 20 | 2 | 10 | 15 | 5 |
| *Minimum Postdocs/visiting scholars* | 0 | 0 | 0 | 0 | 0 | 0 |
| *Median Postdocs/visiting scholars* | 0 | 0 | 0 | 0 | 0 | 0 |
| *Mean Postdocs/visiting scholars* | 0 | 0 | 0 | 0 | 0 | 0 |
| *Maximum Postdocs/visiting scholars* | 1 | 1 | 0 | 0 | 1 | 0 |
| *Minimum Other* | 0 | 0 | 0 | 0 | 0 | 0 |
| *Median Other* | 0 | 0 | 0 | 0 | 0 | 0 |
| *Mean Other* | 0 | 2 | 0 | 0 | 0 | 0 |
| *Maximum Other* | 10 | 10 | 0 | 0 | 0 | 1 |

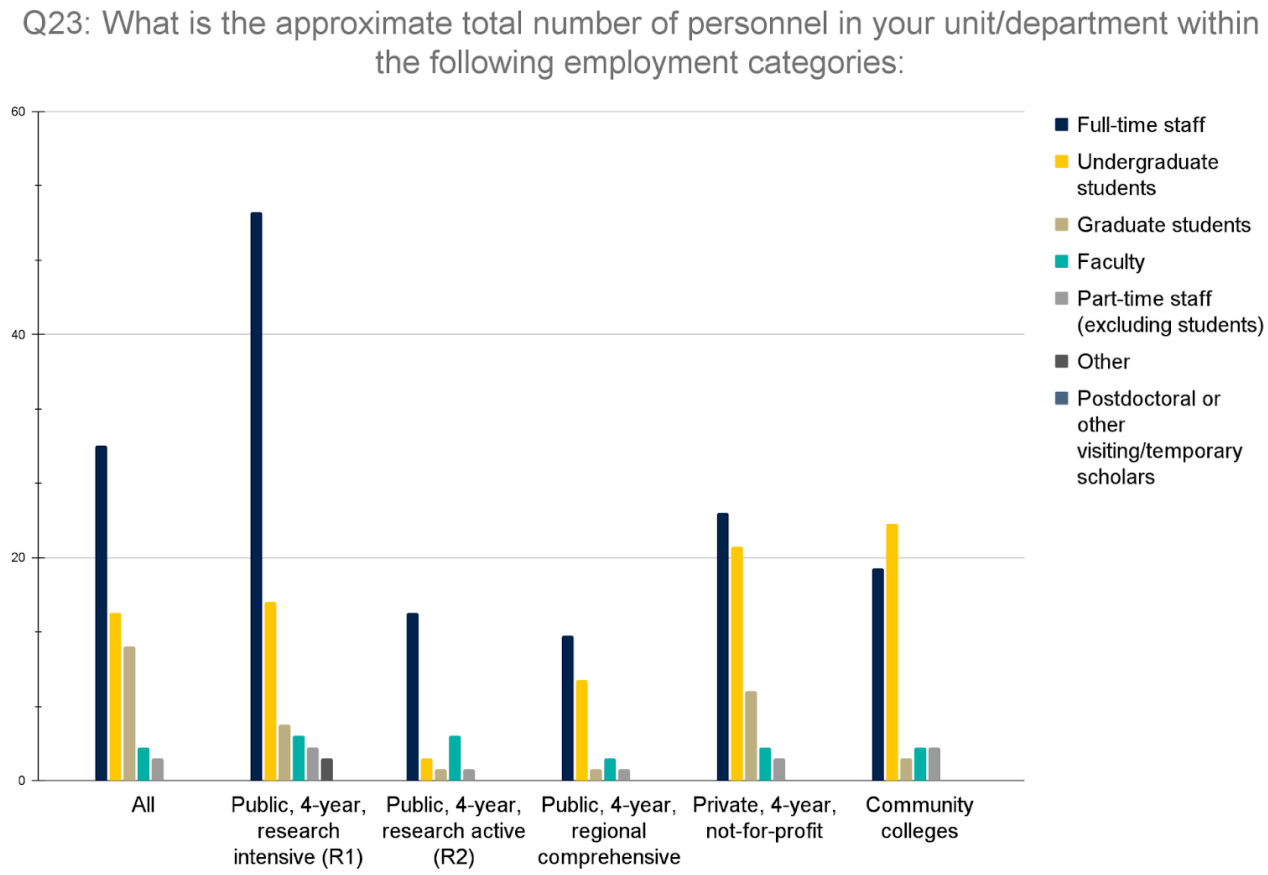


***Figure 17:*** *Average counts of employment roles within academic innovation units*

*See page 74 of the data table in Appendix A for more details.*

**Key takeaways:**

- **Academic Innovation units have grown significantly in the past 10 years.** In 2014, the average number of full time professional staff was 6.4 and is now 30!
- There is a very wide range of academic innovation unit size, with **institutions across all sectors reporting having zero full-time staff**, all the way up to one institution with 675 full-time staff.
- **R1s had the highest average staff count** in 2014 (10.6) and remain in the lead now (51)
- Community colleges are likely to employ the highest number of undergraduate students in this work, while **R1s are likely to employ higher numbers of graduate students**
- The **median number of part-time staff is highest in community colleges** (4), suggesting

that these institutions rely more on part-time staff compared to other categories. This could be due to the flexible and diverse needs of community college students, which might **necessitate a more adaptable staffing model**.

In addition to counts of staff in various types of employment, we also explored the various types of work unit faculty and staff are conducting:

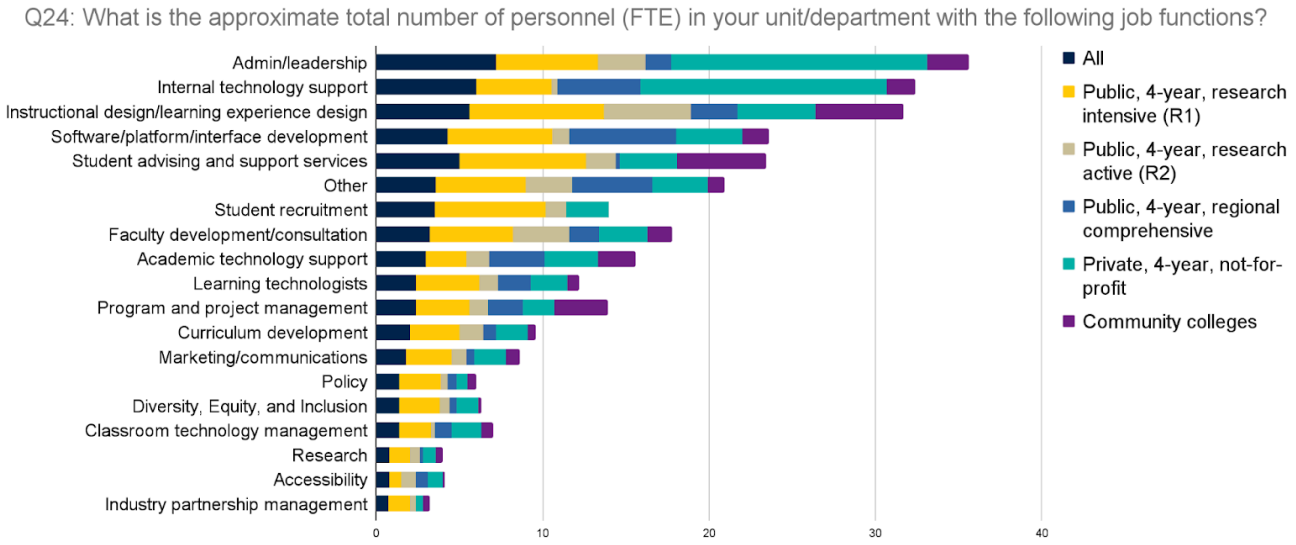


***Figure 18:*** *Average headcount for different types of staff roles, by institutional sector*

*See pages 75-76 of the data table in Appendix A for more details.*

**Key takeaways:**

- **Private 4-years** have more than **double the average number of staff in admin/leadership roles** and **internal technology support** than other sectors
- Instructional/learning experience design roles are common across all sectors
- **Research, accessibility, and industry partnership management** roles are **least common across all sectors**, with units often having no or only part-time staff here

# Section 5: Services Used and Partnerships

## What other departments are academic innovation units collaborating with on campus?

In other sections of this report, we see evidence of the ways Academic Innovation departments can influence the culture and path of an institution from within, creating conditions for advancements in teaching and learning, faculty development, access, and equity. This work often requires collaboration with other units, departments and individuals to be effective. The survey results on the degree of collaboration between academic innovation and other units reveal varying levels of interaction across different areas within institutions.

98 respondents rated the extent to which their unit collaborates with others within their institution:

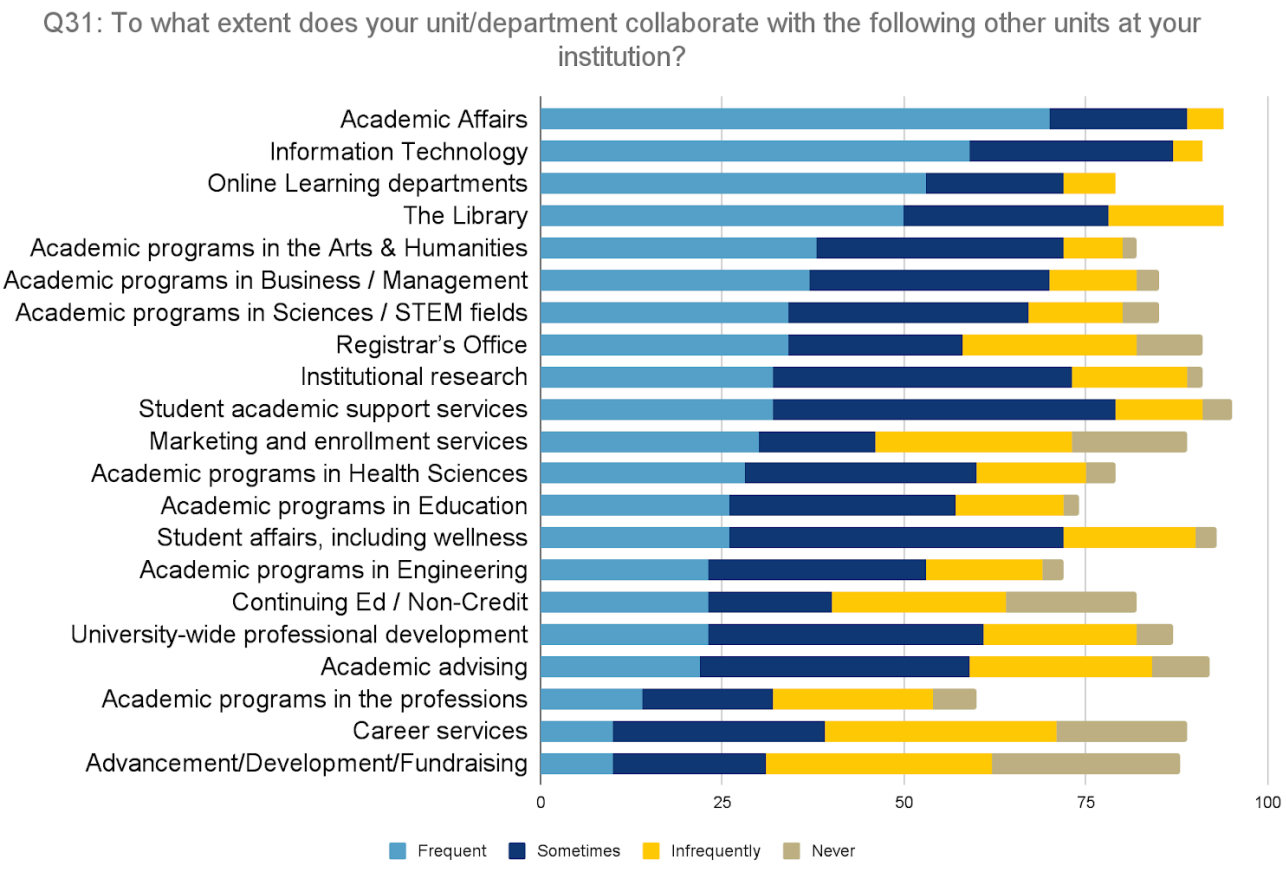


***Figure 19:*** *Campus collaborators by frequency of engagement*

*See pages 96-101 of the data table in Appendix A for more details.*

Academic innovation units report frequently collaborating with **Academic Affairs**, **Information Technology**, and **Online Learning** departments. There are more moderate levels of collaboration with academic programs and support services suggest a broad but not uniform integration, indicating areas for enhanced engagement, particularly in **Arts & Humanities**, **Business**, and **STEM** fields. That there is comparatively infrequent collaboration with **Advancement**, **Career Services**, and **Professional Programs** points to opportunities for better integrating innovation initiatives with external relations and career-focused units.

Common units named in response to the "other" option included the institution's graduate school, a center for faculty support and development, and DEI-related departments.

**Key takeaways:**

- In 2024, leaders report most frequently collaborating with **Academic Affairs, Information Technology and Online Learning departments**
- In 2014, **the library was in the top three but no longer is**
- **Academic programs in the professions, career services, and advancement/development** are all engaged infrequently and present opportunities for future growth

## Who on campus makes use of academic innovation services?

Academic Innovation units across sectors reported significant variability in who makes use of their services:

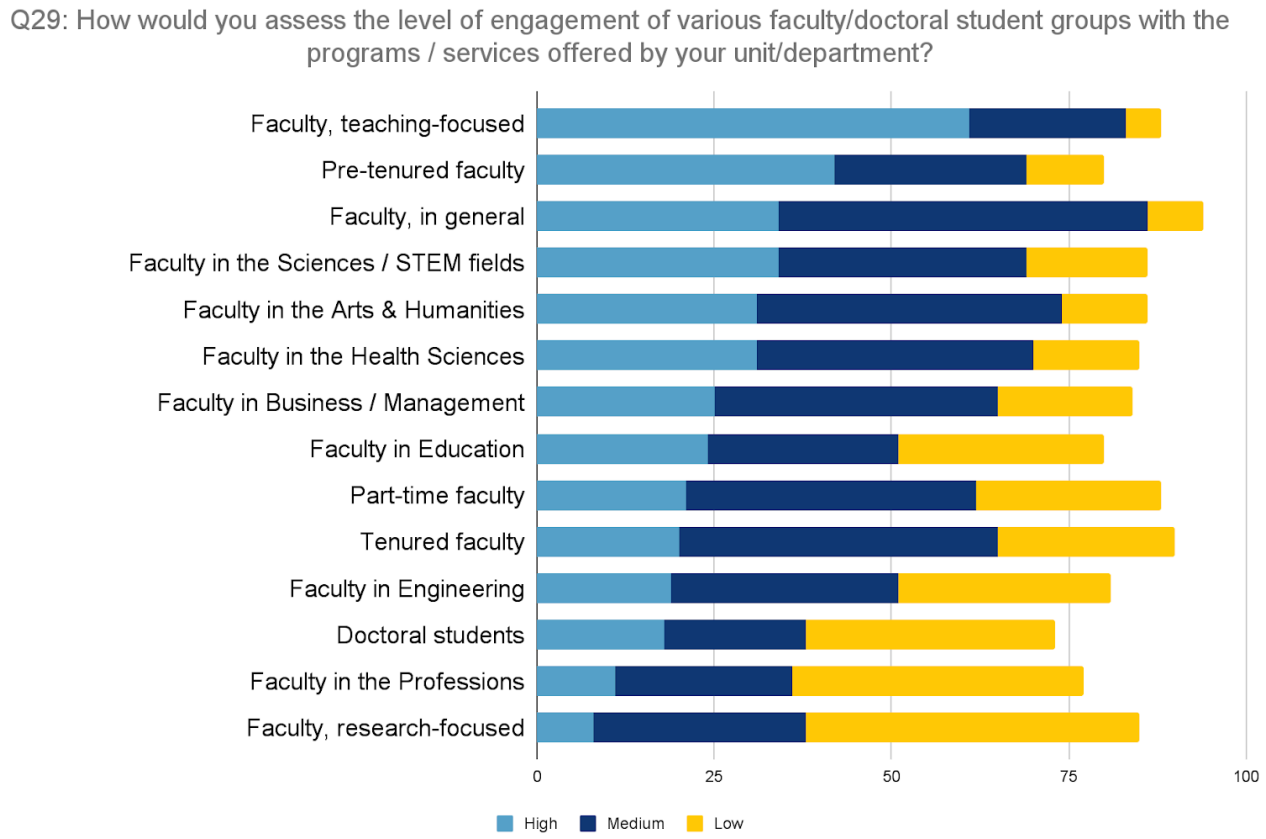


***Figure 20:*** *Summary of what kinds of faculty and graduate students make use of academic innovation services*

*See pages 93-95 of the data table in Appendix A for more details.*

**Key takeaways:**

- In the past decade teaching-focused faculty roles have skyrocketed in higher education and **they're at the top of the engagement list in 2024**
- **Pre-tenured faculty are more likely to be highly engaged than their peers;** their tenured colleagues are more likely to be moderately engaged.
- Faculty from each academic area have engaged to some degree with academic innovation services, with faculty in **Engineering and Professional schools tending to be the least engaged** overall
- Research-focused faculty, and doctoral students have little engagement also.

# How frequently do faculty make use of academic innovation services?

We next turn our focus to the level of faculty usage of academic innovation departments' services. 99 respondents reported their **most frequently used services include faculty and graduate student professional development, instructional/learning experience design, and course development for fully online programs.**

More moderately used offerings include educational technology support, course development for blended/hybrid and on-campus courses, media production, communities of practice for teaching, and integrating Generative AI technologies. Services like experimentation with new technology resources, educational research, and course evaluation are used less often.

Least utilized services include educational technology/software development and integration of AR/VR technologies, which see limited use or are not offered by many institutions.

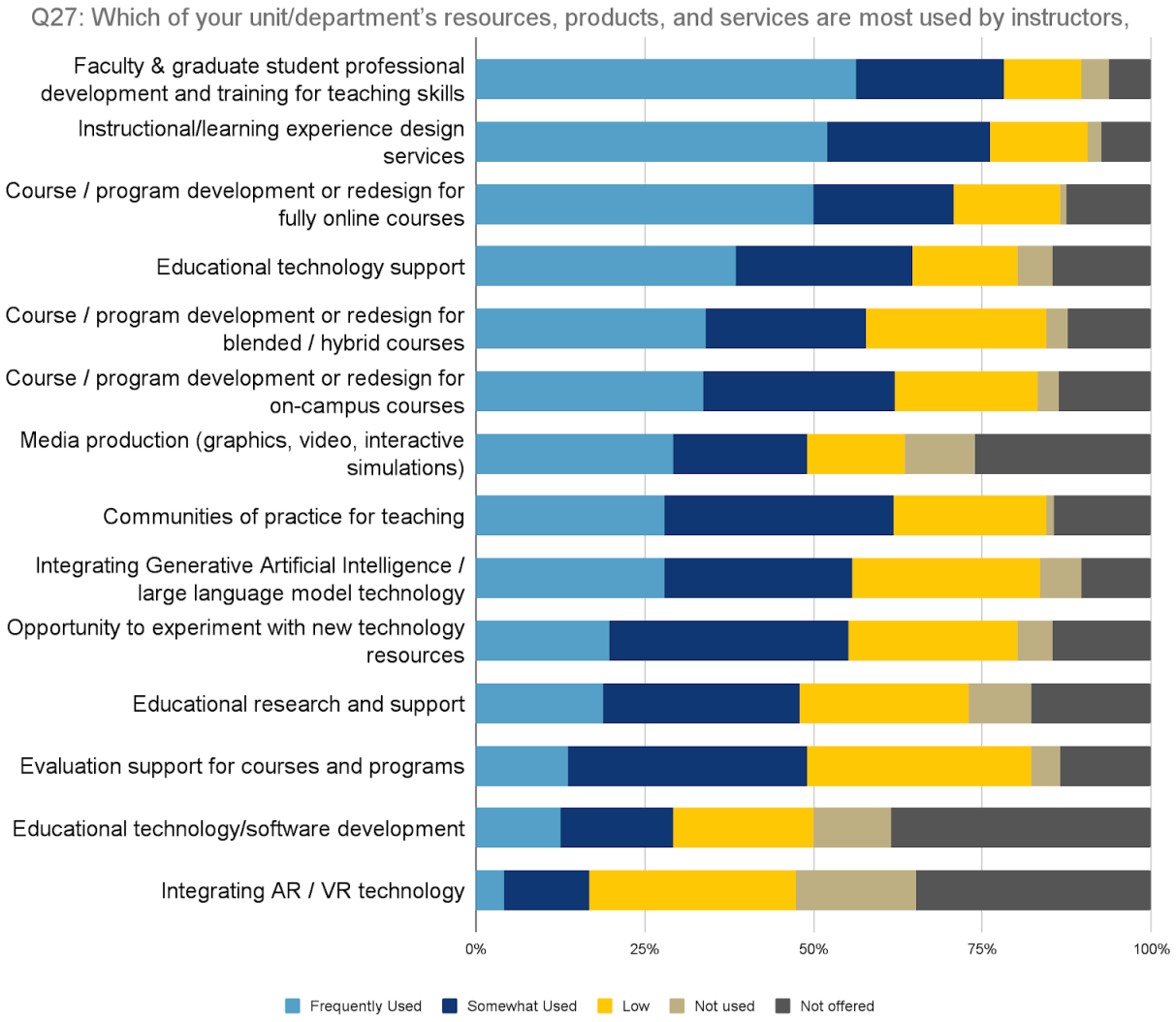


***Figure 21:*** *Summary of how frequently academic innovation services are used*

*See pages 82-88 of the data table in Appendix A for more details.*

**Key takeaways:**

- **Faculty and graduate student professional development, instructional design, and course development for fully online courses** are the most frequently used services
- **Media production, educational research, educational technology development, and integrating AR/VR technology** are the services that are most variable in whether or not units offer them

# How mature are services offered by academic innovation units?

In addition to data on academic innovation departments' services and their usage, respondents also described the maturity of those service offerings within their portfolios. Rather than gathering self-reported perceptions of service efficacy or quality, we looked to maturity (i.e., degree of establishment and persistence) as a different and perhaps more neutral way to understand the standing and caliber of these offerings. 99 respondents shared their insights. Most-established services included professional development for teaching skills, learning experience design, and online course development/redesign. Unsurprisingly, the newest offerings were integrating AR/VR technologies and integrating generative artificial intelligence, with only two and six respondents, respectively, indicating these services were established and highly mature. The least-offered services among respondents were integrating AR/VR technologies and educational technology/software development.

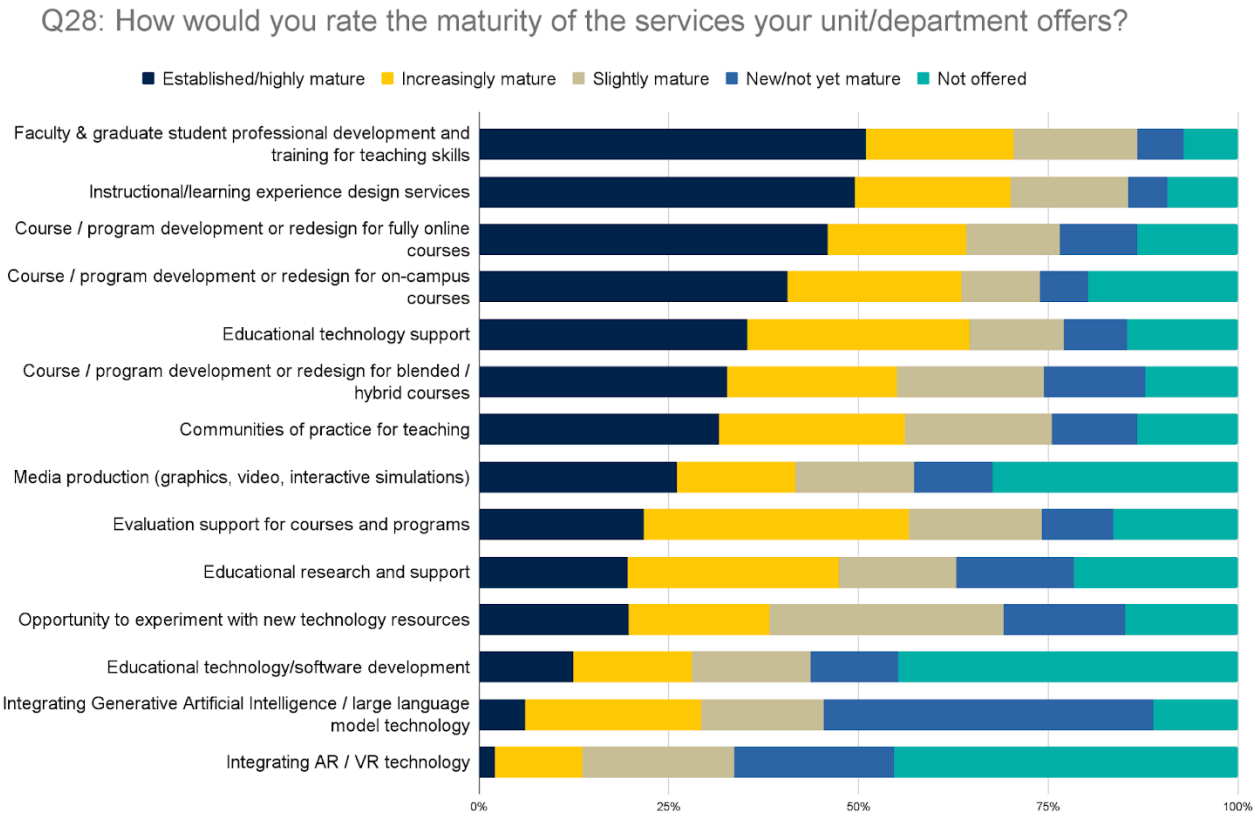


***Figure 22:*** *Summary of how mature academic innovation leaders perceive unit services to be*

*See pages 88-93 of the data table in Appendix A for more details.*

**Key takeaways:**

- Services like **faculty and graduate student professional development, instructional design, and online course development** are highly mature, indicating strong institutional integration and development.
- **Educational technology support, blended/hybrid course development,** and communities of practice for teaching are perceived as increasingly mature, reflecting growing adoption and refinement.
- **Areas of emerging technology,** generative AI and AR/VR technologies represent new/not yet mature services, with many institutions still in the exploratory or developmental phases

## How are academic innovation units encouraging faculty to engage?

Offering services to the campus community is one element, but academic innovation units often take additional steps to create conditions that incentivize faculty participation. Among 94 respondents to the question, these strategies most commonly included direct outreach to academic leadership, financial incentives to faculty, and using learning science research. Strategies related to faculty workload were least common, such as course release time and partial appointments related to innovation.

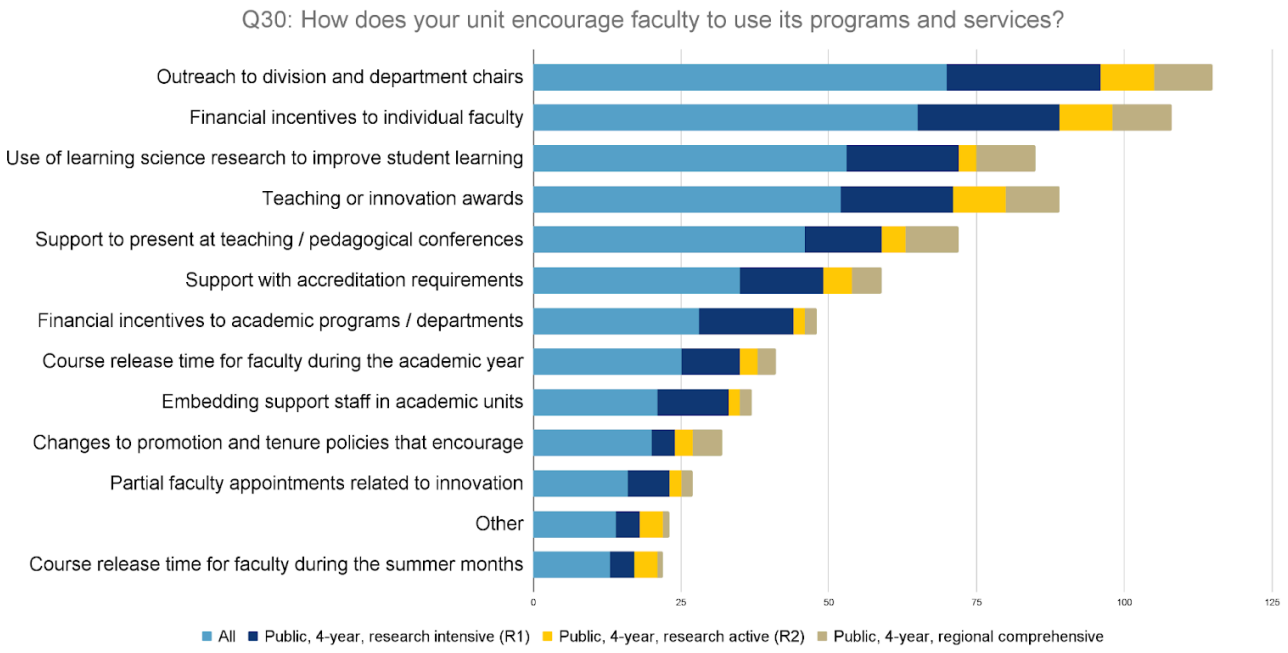


***Figure 23:*** *Summary of strategies used to engage faculty, grouped by institutional sector*

*See pages 95-96 of the data table in Appendix A for more details.*

**Key takeaways:**

- **Outreach to division and department chairs** and **financial incentives to faculty** were the top two approaches to drive engagement with academic innovation in **both 2014 and 2024.**

## How are academic innovation units engaging in formal research projects?

Some academic innovation units engage in formal research and grant funding as part of their department's work. Among 94 respondents, 44 indicated their unit was engaged in formal research projects. Research activity was reported to be most common among academic innovation departments at both R1 and private four-year institutions.

**Is your unit/department involved in formal research projects?**

| Item | Total | R1 Institutions | R2 Institutions | Regional Comprehensive | Private 4-Year | Community College |
|---|---|---|---|---|---|---|
| Yes | 44 | 17 | 7 | 5 | 12 | 3 |
| No | 42 | 16 | 3 | 7 | 12 | 4 |
| Other | 4 | 1 | 0 | 1 | 2 | 0 |

Respondents who indicated their unit was engaged in research activity were then provided an open-ended opportunity to identify current topics of research focus.

Common responses included:

- Learning outcomes and efficacy of technology interventions
- Faculty development, burnout, and well-being
- Generative AI
- Student belonging and success
- Online teaching and learning
- Inclusion and equity in technology and teaching

**Q37: Is your unit/department actively seeking grant funding related to research?**

Seeking grant funding was an activity for about half of 45 respondents to the question. Among the 20 respondents who indicated they did seek grants in the scope of their work, topics for funding pursuits most commonly related to generative AI followed by student success.

Units often face challenges like limited time or resources, which impact their ability to search for and submit grant proposals actively. Some have had past success but currently lack dedicated funding for these efforts. Multiple respondents mentioned pursuing grant funding in partnership with faculty or other departments in order to enable this work. Some units navigate this limited bandwidth by seeking grants only when their research interests align with available funding opportunities, rather than maintaining a continuous search for grants.

*See page 104 of the data table in Appendix A for more details.*

**Key takeaways:**

- Academic innovation units are **likely to pursue grant funding selectively** or in partnership with faculty and other departments
- Limitations in staff time and resources hinder active grant seeking. Although some have had prior success or recent involvement in grant-funded research, others struggle due to a lack of dedicated support or funding infrastructure.

## How are academic innovation units engaging students?

While student experiences can be inferred in various other aspects of the survey, respondents were asked what role students played in their work. Across 79 open-text responses, we found that many units do not include students in their work directly, though they are noted as being the end consumers and with their success animating the work of the unit at its core. These responses often included recognition of a goal to incorporate students more directly in the units' operations.

For units that actively engage students as a part of their work, students typically held roles we classify as collaborators, advisors, or employees. Students were frequently seen as collaborators, particularly on formal and informal research including design feedback for course improvement.

In other cases, students may serve on advisory committees or other organized groups to support the work of the unit and its strategic direction. Most commonly, those who do include students directly in their work do so via student employment arrangements. Students' employee roles often take the form of peer instructors or assistants in various capacities, allowing them to contribute directly to the department's services and gain practical experience.

**Key takeaways:**

- Many academic innovation **units report not including students directly in their work,** but acknowledge the desire to incorporate them more actively, recognizing students as the primary beneficiaries of their efforts.
- When **students are engaged**, they typically serve as **collaborators in research**, **advisors on committees, or employees** in roles such as peer instructors or assistants, contributing to course design and departmental activities.
- Students involved in these units often **gain practical experience** and contribute directly to the unit's services, **enhancing** both their **educational experience** and the department's **operational effectiveness**.

# Section 6: Special Topics

Recognizing the unique nature of several contemporary developments in the context of U.S. higher education, a section of the survey provided several open-ended questions regarding current prioritized topics. These allowed respondents to offer reflective, free-text answers that provided a deeper insight into units' strategies and approaches for this era. Qualitative data were analyzed using a standard thematic coding approach.

## How do academic innovation units support external technology adoption?

The survey captured data on academic technology adoption across various product categories, including overall adoption of a type of technology, the most commonly used product or company within that type, and whether that technology is typically licensed by the unit or by the institution. We share data on each of the technology types below in aggregate across all responding units and disaggregated by sector:

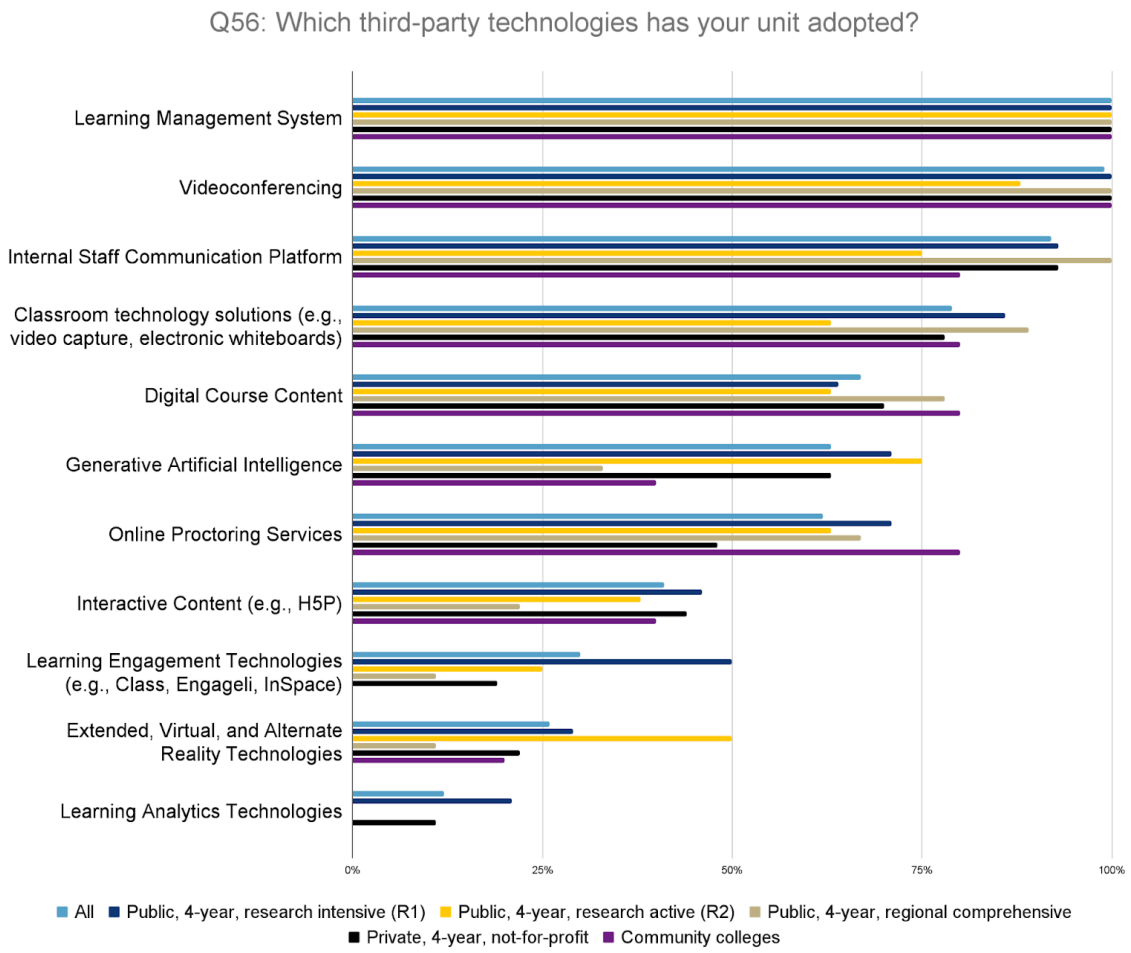


***Figure 24:*** *Third-party technologies adopted by institutional sector*

*See pages 108-112 of the data table in Appendix A for more details.*

We also asked participants about the approach their institution takes for identifying new technologies for adoption. Among 84 respondents, we found adoption policies most commonly resided at the institution level, though the private, four-year not-for-profit sector saw the most even split between unit and institutional policies.

**Key takeaways:**

- All schools report licensing an **LMS,** and nearly all report licensing a **video conferencing** and an **internal staff communication** platform
- For **digital course content,** more than 50% of respondents are using it and public 4yr, regional and community college responded at over 70% usage.
- Community colleges are **far more likely to license online proctoring services** than their

peers

- Other than R1 institutions, few universities have engaged with **learning engagement and learning analytics solutions.** R2 institutions have licensed more **AR/VR technologies.**

## How has COVID impacted campus engagement with academic innovation?

In response to a question about how institutions navigated the COVID-19 pandemic, academic innovation leaders shared stories about how specific services and offerings changed as a result of the pandemic - there was increasingly high demand for the services these departments provided.

Development of online courses and degree programs, as well as the faculty and staff support to make them successful (e.g., learning experience designers, faculty development facilitators), were seen as core to institutions' pandemic responses. These factors contributed to what many respondents described as an increased relevance and perceived legitimacy of online learning and appreciation for the team of experts who craft and deliver them.

Other common positive effects respondents noted from the pandemic included:

- Increased influence in institutional policy
- strategic planning
- expanding technical and resource infrastructure
- elevated awareness of inequities among student populations
- prioritization of well-being and flexibility for all members of an academic community

Beyond the obvious disruptions and challenges brought about by COVID, negative themes respondents described included:

- High levels of faculty and staff burnout coupled with lowering morale
- Tensions around expectations and preferences for remote work or events
- Difficulties in hiring to meet increased demand for various services
- Impacts to enrollment, with cascading effects for institutional and department revenue and resources

**Key takeaways:**

- The pandemic significantly **boosted the demand for academic innovation services,** particularly in developing online courses and degree programs. This surge led to the **opening of more academic innovation units** and heightened the relevance and legitimacy of online learning and educational technologies.
- The pandemic **elevated the role of academic innovation units in institutional policy and strategic planning**. It also brought a heightened focus on well-being and flexibility for faculty,

staff, and students, along with increased awareness of student inequities. These changes prompted expansions in technical infrastructure and resources.

- Despite positive developments, the pandemic caused **high levels of faculty and staff burnout, tensions over remote work expectations, difficulties in hiring to meet service demands, and negative impacts on enrollment.** These challenges led to decreased morale and strained departmental and institutional resources.

## How are academic innovation units approaching the emergence of Generative Artificial Intelligence?

The advent of generative artificial intelligence (GenAI) provoked a range of responses. When asked the open-ended question, "How has your unit/department responded to Generative Artificial Intelligence," we found participants identified approaches and strategies that could be classified along a continuum of reluctant tolerance to enthusiastic leadership.

Some institutions consider themselves national leaders, suggesting that they are at the forefront of integrating GenAI into their work. This group found success in early, swift establishment of resources, workshops, and learning communities. They are in some cases building their own GenAI tools or incorporating the technology as new features within existing, familiar campus technologies.

Strategically, these *GenAI-enthusiastic* institutions commonly deployed task forces and collaborative cross-campus initiatives to provide a structural scaffold to their early adoption and exploration of the technology. Some described these as structures at a multi-institution or system level, further demonstrating the available support for exploration and adoption.

In what we would characterize as the middle of that reluctance-enthusiasm continuum, many units reported offering faculty development opportunities, such as webinars, hands-on workshops, online courses, and other opt-in professional development centered on GenAI. These were both geared toward raising awareness of and comfort with GenAI in their teaching and identifying strategies to combat academic dishonesty.

Strategies also included policy development and template syllabus language. Units in this group also described ways they piloted or experimented with GenAI on a limited basis in order to gain an early sense of its efficacy and implications.

On the more hesitant and cautious side of our respondent continuum, some units described an understanding and acceptance of GenAI as an innovation with staying power and a need to come to terms with it, if not exactly enthusiastic adoption. In part, levels of available resources varied, and those with fewer available resources were understandably waiting for more evidence before committing. Commonly in this group, many units have yet to formalize their response, suggesting instead a need for more strategic planning and resource allocation.

**Key takeaways:**

- Some institutions have **proactively positioned themselves as national leaders in GenAI adoption** by quickly establishing resources, workshops, and learning communities. They are building or integrating GenAI tools and have leveraged task forces and cross-campus collaborations to support early adoption and exploration.
- A significant number of institutions have **focused on faculty development opportunities like webinars, workshops, and courses**. These initiatives aim to increase comfort with GenAI, explore its educational applications, and develop policies to address academic dishonesty. Many have also conducted pilot projects to understand the technology's impact and effectiveness.
- Some institutions have taken a hesitant stance, recognizing GenAI's potential while awaiting more evidence and resources before engaging. These schools typically **acknowledge the technology's importance but emphasize the need for strategic planning and careful resource allocation**, leading to a slower and more cautious integration process.

## How do academic innovation units perceive online program management companies?

We also asked respondents their experiences with and perspectives of online program management companies (OPMs). Of 81 responses to the question, 48% (n=39) indicated they do not and never have worked with an OPM while 14% (n=11) of respondents indicated they had previously but did not currently engage with an OPM organization. And 38% (n=31) of respondents currently used an OPM as part of their work.

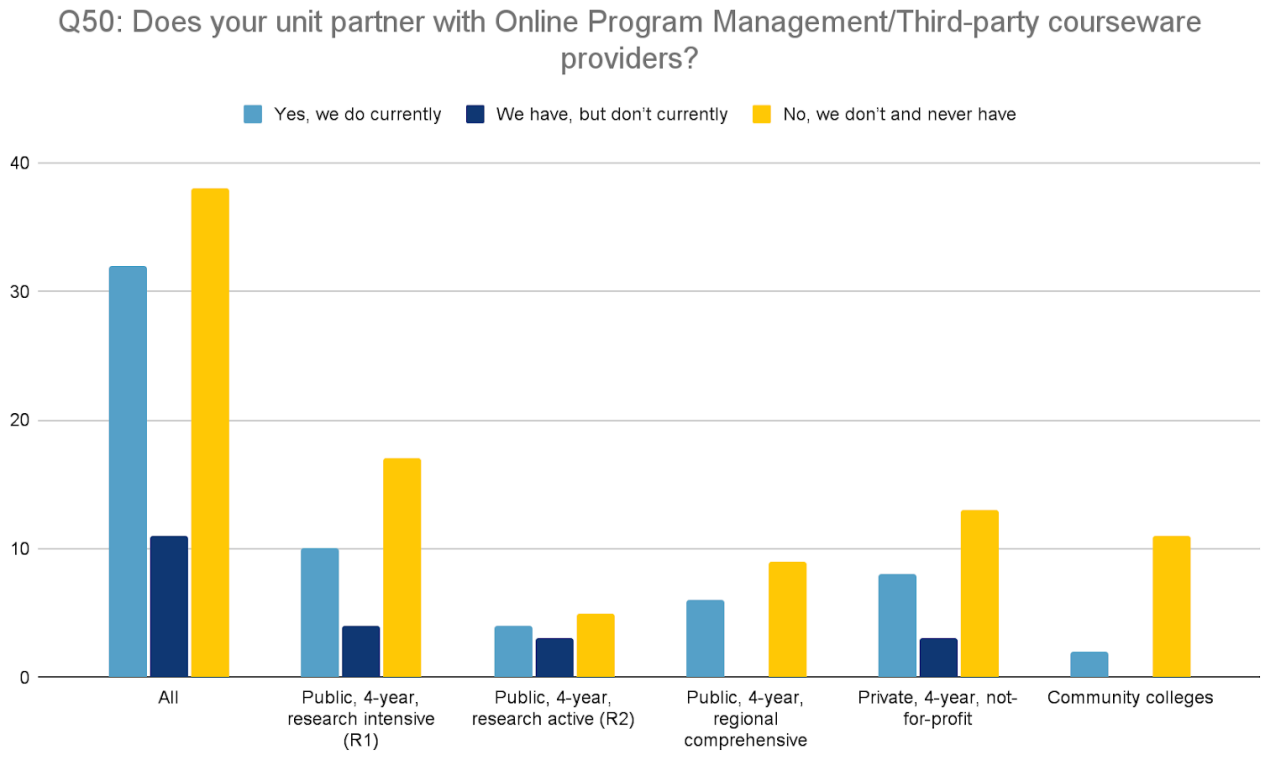


***Figure 25:*** *Frequency of OPM use by institutional sector*

*See page 106 of the data table in Appendix A for more details.*

Among those who currently or previously used OPMs, their services primarily were contracted for the following purposes:

| Service Category | Frequency |
|---|---|
| Technology, Tools, and Platforms | 23 |
| Student Recruitment & Enrollment | 22 |
| Market Research | 21 |
| Course Design | 16 |

| | |
|---|---|
| Student Retention | 12 |
| Other | 4 |
| Placement of Students in Employment or Training Opportunities | 2 |

We next asked respondents about their perceptions of the benefits and drawbacks of partnering with an OPM. These open-ended questions provoked strong sentiments among many respondents. In identifying the benefits, many institutions valued OPMs for their ability to extend the institution's capacity, particularly for services and technology platforms that the institution may not have the resources to build or maintain in-house. This includes staff augmentation to address shortfalls in expertise, particularly in specialized markets.

We also found institutions valued OPMs as nimble partners who were better prepared to be scalable and quicker-to-market when it comes to new offerings. It should be noted that a few administrators used their response to the OPM benefits question to express indifference or lack of perceived benefits from partnering with OPMs, citing reasons such as having robust in-house capabilities or concerns over alignment with institutional goals.

When asked about drawbacks of OPM partnerships, a frequent issue raised was the cost, including revenue sharing models that can be expensive and not always profitable for the institution. Other concerns included loss of control and autonomy over the design and delivery of learning experiences, student services, intellectual property, data sharing or transparency, and often lengthy and inflexible contract terms.

A third major category of identified negative aspects centered on the institution's reputation and perceptions, with respondents raising concerns about faculty resistance and autonomy, inconsistent quality for students, and a misalignment of organizational values.

**Key takeaways:**

- Institutions primarily contract OPMs for **technology, tools, and platforms (23 mentions), student recruitment and enrollment (22), and market research (21).**
- OPMs are valued for **extending institutional capacity, particularly in areas where institutions lack in-house resources or expertise**. This includes staff augmentation, scalability, and quicker-to-market capabilities for new offerings. However, a few respondents expressed indifference, citing robust internal capabilities or alignment concerns with institutional goals.
- Major **drawbacks include high costs and revenue-sharing models**, which can be expensive and not always profitable. Additional concerns involve **loss of control over learning experience design, student services, intellectual property, data sharing, contract**

**flexibility, and institutional reputation**, with issues such as faculty resistance, inconsistent quality, and value misalignment.

## How do academic innovation units incorporate Diversity, Equity, and Inclusion into their work?

Seventy-six respondents answered the following open-ended question: How does your unit/department incorporate diversity, equity, and inclusion (DEI) into its work? We asked this question against the backdrop of increasingly polarized attention to these topics in the national conversation. Responses reflected these tensions, with many institutions identifying specific and detailed services, projects, and plans for enhancing their DEI efforts, while others described roadblocks to doing so.

Among units who shared programs, services, or approaches to integrate DEI into their work, these most commonly included implementation of inclusive teaching practices, professional development on topics including universal design for learning and other pedagogical and course design approaches, and consideration of accessibility.

In other cases, units spoke to the integration of DEI principles within missions, strategic plans, hiring practices, and overall vision informing their work more generally. A final group of approaches included workshops and other programs on DEI topics for the campus community, often led in collaboration with DEI-focused units at the institution.

These experiences and offerings are not universal. In the U.S., political challenges to educational institutions' DEI efforts are increasingly common. We are mindful of the recent and continuing policy developments constraining academic freedom in (but not exclusive to) states like Florida and Texas that curtail DEI programs and considerations. A selection of responses stemming from these policies included:

> *By state law, we have to be very careful how we go about it. We tend to focus on economic equity, if at all.*
>
> *In a statewide political environment that has been scrutinizing DEI efforts closely at state institutions for several years, my unit focuses on disseminating better/best practices for the positive academic outcomes of each and every student.*
>
> *We pay lip service to it, while doing little to address the work in a meaningful way. There are strong political headwinds and little desire to take risk (s).*
>
> *This has gotten challenging given recent state laws, but we provide programming for academic coaching and a sense of belonging which supports all constituents and learners.*

*This is a very tricky question given the politics in Texas. Our values have not changed, but our methods have changed significantly. We have to be more careful with our wording and our inclusion. High focus now on belongingness and connectedness.*

Across the responses to this question, we see a clearly bifurcated approach whereby some units lean fully into effortful DEI work as part of, or core to, their mission to foster advancement in higher education. In states where laws restrict these efforts, administrators explained that they carefully balance the importance of DEI in higher education with the need to comply with legal limitations.

As the effects of these policies become more clear in the years ahead, we recommend future research to fully understand how anti-DEI laws influence the work of academic innovation units, given they stand in direct conflict with innovation and advancement.

**Key takeaways:**

- Academic innovation units **incorporate DEI through a wide variety of mechanisms**, including **inclusive teaching practices, professional development in universal design and pedagogy, and accessible course design**.
- Many leaders mention embedding DEI principles directly within their missions, strategic plans, and hiring practices, emphasizing **holistic integration into institutional operations.**
- In politically charged environments, particularly in states like Florida and Texas, academic units face significant challenges in promoting DEI. **Laws restricting DEI initiatives have caused units to adjust their approaches**, often **focusing on broader concepts like economic equity or student belongingness while navigating compliance issues.**
- The contrast between institutions deeply integrating DEI and those constrained by anti-DEI legislation **underscores a need for ongoing research.** Understanding how these laws impact academic innovation is crucial, as they pose direct conflicts with efforts to advance higher education through inclusive practices.

## What other institutions, companies, or non-profit organizations are admired by leaders in academic innovation?

When asked about other leaders in the space, common answers emerge as do responses that are specific to different institutional contexts. Themes that come up repeatedly are institutions that have focused on scalability, on addressing long standing equity and access issues in higher education, generally maintaining an innovation mindset, being community oriented and sharing resources and/or exposing processes publicly, and taking data-driven approaches. Below we highlight five institutions and four organizations that rose to the top of the mention list:

Q66: Are there specific peer institutions, companies, or non-profit organizations you admire as leaders in academic innovation?

**Top Institutions Recognized for Innovation**

1. **University of Michigan**[1]
    - **Frequency of Mention**: High (24)
    - **Reasons shared**:
        - Leadership in pursuing global access, equity-minded teaching, and learning analytics
        - Shares resources to help other institutions learn
        - Significant institutional investment in academic innovation
2. **Arizona State University**
    - **Frequency of Mention**: High (19)
    - **Reasons shared**:
        - Focus on broad access to education
        - Regularly launching new products/programs at scale
        - Institutional commitment to innovation
3. **Stanford University**
    - **Frequency of Mention**: Moderate (6)
    - **Reasons shared:**
        - General innovative thinking
        - Commitment to addressing equity gaps in higher education
4. **Duke University**
    - **Frequency of Mention**: Moderate (4)

[1] We acknowledge the likely bias in reporting U-M here that comes about from Michigan co-sponsoring this survey, and will reduce this in the future through providing a standardized list of institutions for leaders to select as well as space to add new suggestions.

- **Reasons shared**:
    - Effective combination of ed tech and online course management

5. **Southern New Hampshire University**
    - **Frequency of Mention**: Moderate (4)
    - **Reasons shared**:
        - Innovating at scale
        - Focusing on serving students who need non-traditional education opportunities

Other institutions mentioned include Vanderbuilt, Yale, Ohio State University, Elon University, University of Central Florida, Grand Valley State University, Georgia Tech, Carnegie Mellon, Brown University, Oregon State, Purdue University, Georgia State, and Western Governors University.

**Top Organizations Recognized for Enabling Academic Innovation:**

1. **Educause**
    - **Frequency of Mention**: Moderate (4)
    - **Reasons**:
        - Pushing the envelope on academic innovation
2. **POD Network**
    - **Frequency of Mention**: Moderate (3)
    - **Reasons**:
        - Provides opportunities to learn about and admire the work of other members
3. **AAC&U**
    - **Frequency of Mention**: Moderate (2)
    - **Reasons**:
        - Wealth of resources provided

**Key takeaways:**

- Institutions like the **University of Michigan and Arizona State University** are most frequently recognized by leaders in academic innovation for their strong focus on global access and equity in education.
- Groups such as **Educause, POD Network, and AAC&U** are crucial in pushing the boundaries of academic innovation, providing resources, and creating spaces for peers to learn from each other

## What professional organizations do academic innovation units find most valuable?

Respondents were asked what professional and scholarly organizations, annual events, or other networks are meaningful to them in their work. Among 82 responses, EDUCAUSE, POD Network, Online Learning Consortium (OLC) and AAC&U stood out significantly as being meaningful to academic innovation units. When asked about influential organizations not listed, Quality Matters and HAIL Storm both got repeated callouts.

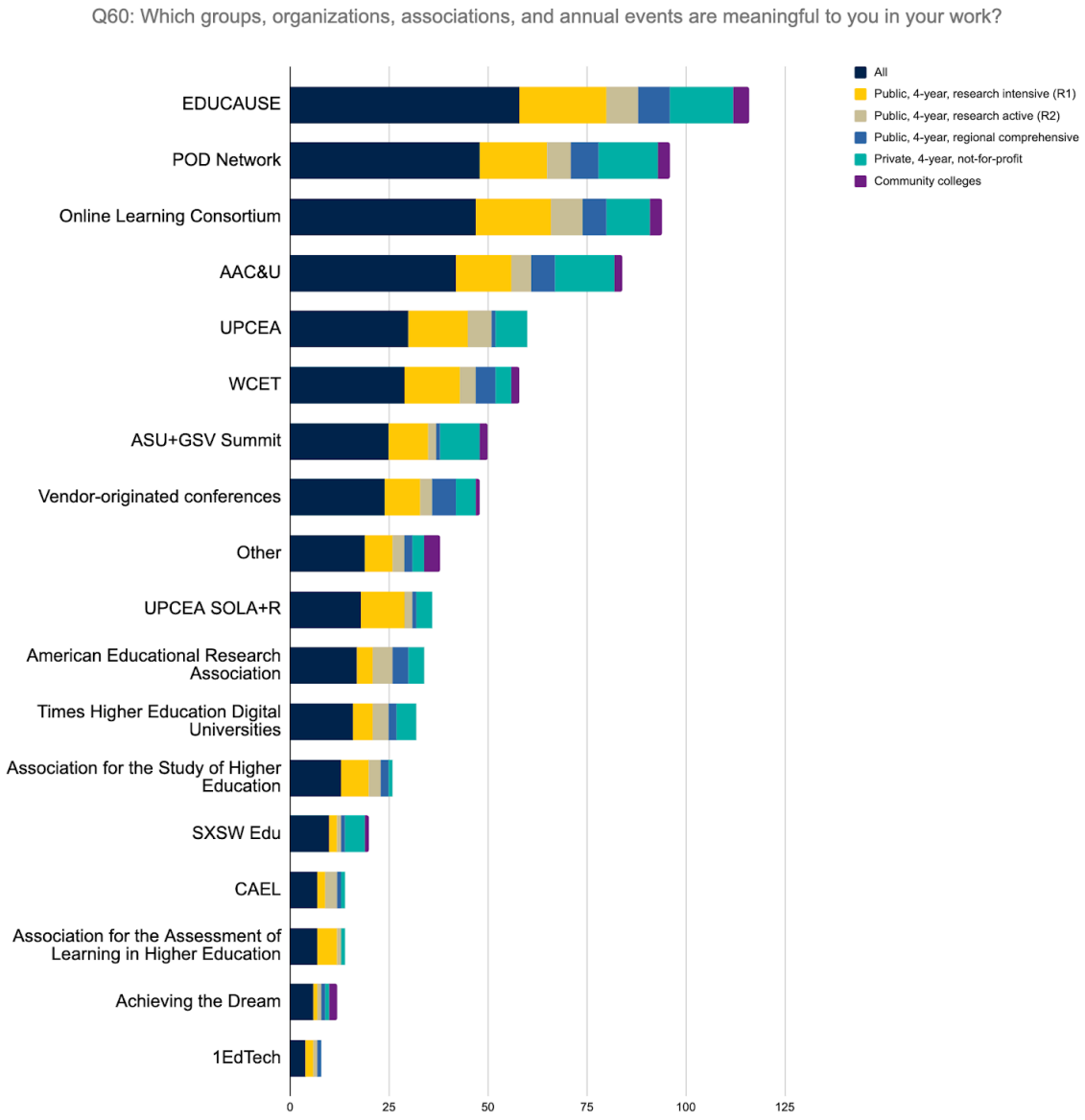


***Figure 26:*** *Number of academic innovation leaders reporting each group/event is meaningful to their work*

*See page 113 of the data table in Appendix A for more details.*

**Key takeaways:**

- **EDUCAUSE, POD Network, OLC, and AAC&U** appear to be significant to academic innovation units across most sectors, indicating broad influence and relevance

- Organizations like **UPCEA and WCET** show **higher impact in research-intensive and active institutions**, while events like **ASU+GSV Summit and vendor-originated conferences show varying importance** based on specific institutional need

- **Community colleges** appear to generally place lower emphasis on these events, with a few exceptions like Achieving the Dream and EDUCAUSE, suggesting different needs as compared to 4-year institutions

Respondents were also asked if they would be interested in **attending a Leading Academic Change Summit** (60% yes, 57% I don't know). The first and only national Leading Academic Change Summit was held in December 2014 at the University System of Maryland. We also asked respondents about their interest in **joining a LAC Network** (66% yes, 48% I don't know).

**Key takeaways:**

- In both the 2014 and 2024 surveys, respondents indicated interest in having another **LAC summit and participating in a network**. In conversations then and now, it has been expressed that existing networks and membership organizations are not sufficiently addressing their needs and they value interactions with colleagues for networking, inspiration and collaboration.

# Conclusion

Academic innovation has evolved significantly since the first Leading Academic Change Project report was released in 2015, reflecting broader changes in technology, pedagogy, and institutional priorities. The findings from the Leading Academic Change National Survey 2.0 illuminate the growth and evolution of academic innovation units, revealing increased priorities, diversified leadership, and a strong emphasis on faculty engagement and technological advancement. These developments underscore the dynamic and complex nature of this field in higher education.

Key trends observed include shifts in reporting structures, with more units now reporting directly to the President or Chancellor, and the creation of new senior university leadership roles in the form of Vice Provosts for Academic Innovation or Chief Online Learning Officers. The substantial increase in budgets, especially among research-intensive and private four-year institutions, indicates a robust investment in the future of academic innovation. Furthermore, the rise in staffing levels and the increasing diversity in the backgrounds of unit directors suggest a broadening of expertise and perspectives within these units.

The pandemic has acted as a catalyst for many of these changes, accelerating the adoption of online learning and hybrid work arrangements. This period has also highlighted the importance of flexibility and resilience in educational practices, with many institutions continuing initiatives that began during the crisis. The enduring impact of the pandemic is evident in the sustained preference for hybrid work and the ongoing enhancements in online learning infrastructure.

Despite these advancements, challenges remain. The priorities for the coming years, such as hiring and retaining qualified staff, supporting teaching in a world increasingly influenced by generative AI, and leveraging resources to advance student success, point to the ongoing need for strategic planning, funding  and adaptation. The cultural shift in higher education leadership, with a focus on staff retention and development, reflects the changing priorities in building internal capacity to bolster and sustain academic innovation and transformation in a post-pandemic world.

Academic innovation units have demonstrated their ability to significantly impact faculty and student experiences, particularly in enhancing teaching methods and integrating new technologies to enhance experiences for students, faculty and staff. However, there is a clear need for continued collaboration and centralized support to fully realize the potential of these initiatives. The call for a more centralized community home and structured research efforts suggests a path forward for consolidating the gains made and fostering a more cohesive and supportive environment for academic innovation.

In conclusion, the Leading Academic Change National Survey 2.0 provides valuable insights and vital data around the current state of academic innovation leadership in higher education. The data collected serves as a unique resource and a benchmark for leaders in the field, offering information on mission, focus, and impact, as well as budgets, staffing, challenges, and opportunities that lie ahead. As institutions continue to navigate the evolving landscape of higher education, findings from this seminal report will be instrumental in guiding strategic decisions and catalizing organizational structures, the use of technology and innovative approaches across the field in support of student success and enhanced experience for students, faculty and staff.

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## University of Michigan Center for Academic Innovation

The University of Michigan Center for Academic Innovation is committed to bringing educational opportunities from the University of Michigan to a global network of lifelong learners. Through curricular innovation, tools for student success and equity, and educational research and analytics, the center is building the future of education. We envision a future in which education connects and empowers learners everywhere to reach their full potential throughout their lives. Learn more at http://ai.umich.edu.

**Cait Hayward, PhD, Co-Principal Investigator**

Cait Hayward is the Director of Research & Analytics at the University of Michigan Center for Academic Innovation. She leads a team dedicated to leveraging data and research to enhance educational practices and outcomes. With a focus on innovation in academic settings, Cait has spearheaded numerous initiatives aimed at improving student engagement and success through evidence-based strategies. Her work often intersects with technology and data science, driving forward the Center's mission to transform education and expand access to high-quality learning experiences.

**Nathaniel W. Cradit, PhD, Senior Research Scientist**

As a research scientist, Nate leads and collaborates on empirical projects at the intersections of online learning, education technology, postsecondary teaching, and the public good. Prior to his work with the Center, Nate was the founding chair of the Higher Education Leadership department at National Louis University, a private, nonprofit university in Chicago rooted in educational and social justice. During and before this faculty work, Nate was a part of the leadership team for the qualitative research interest group within the American Educational Research Association, and conducted research on state and federal policy relating to campus safety and gun violence. He also contributed to projects studying race-based admissions and the US Supreme Court. In addition, Nate served as a consultant on the development and assessment of multiple graduate and co-curricular programs for the study of higher education in nations with evolving systems of public education, including South Africa and Azerbaijan.

## Quantum Thinking

Quantum Thinking is a global advisory practice that cultivates education innovation and business transformation. We offer deep expertise in learning + technology for a best-of-both-worlds approach. And, we're independent of any one technology or methodology. We glide across sectors to convene the right people and resources to advise, design, and integrate the most optimal solutions for you.

**Anne Keough Keehn, Founder & CEO, Co-Principal Investigator**

Anne Keough Keehn is an Education and Industry Growth Leader and the founder of Quantum Thinking, where she advises higher education leaders globally. Her passion and proven track record focus on enhancing academic innovation leadership, student success, teaching and learning with technology, research, and administration to help more students achieve their dreams . She believes improving experiences for students, faculty and staff drive innovation and strategic growth for institutions and ultimately lead to academic success.

With over 30 years of experience, Keehn has been recognized as a visionary and accomplished executive in scaling technology initiatives, programs, and businesses. Her cross-sector experience spans education technology, teaching and learning innovation, and research for higher education, K-12, and corporate learning.

Throughout her career, Keehn has held several leadership positions. Most recently, she was the Global Education Lead for Zoom, where she helped design the Zoom Summer Academy that reached thousands of educators during the pandemic. She also served as an Entrepreneur-in-Residence and Senior Fellow for Technology & Innovation for the Postsecondary Success Team at the Bill & Melinda Gates Foundation.

Previously, she held positions as President of Global Solutions, Americas for Kaplan Ventures; SVP of Pearson Learning Solutions; and was the early stage Executive VP of Global Sales and Client Relations at Blackboard. She has led sales, marketing, and business development teams for PeopleSoft (Oracle), Datatel, and SCT (Ellucian).

Keehn shares her expertise globally as a published writer and speaker on topics such as education technology, design thinking, and academic innovation and change.

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Online Learning Consortium (OLC)
POD Network in Higher education (POD)
SAB Creative & Consulting

# Appendix A: Data Tables

| | *All* | Public, 4-year, research intensive (R1) | Public, 4-year, research active (R2) | Public, 4-year, regional comprehensive | Private, 4-year, not-for-profit | 7 - Community colleges |
|---|---|---|---|---|---|---|
| Number of Respondents | 138 | 46 | 15 | 19 | 36 | 16 |
| **Q1: Do you hold one of the following leadership roles related to academic innovation?** | | | | | | |
| Director or equivalent of a higher education unit/department engaged with enabling academic innovation, including advancing systemic changes in teaching and learning, leveraging novel technology, and broadening educational access | 101 | 34 | 12 | 13 | 27 | 10 |
| Leader within a school/college who is charged with enabling academic innovation | 36 | 11 | 3 | 6 | 9 | 6 |
| **Q4: Does you institution identify as any of the following:** | | | | | | |
| Tribal college or university | 0 | 0 | 0 | 0 | 0 | 0 |
| Historically Black college or university | 4 | 2 | 1 | 1 | 0 | 0 |
| Predominantly Black Institution | 1 | 0 | 0 | 1 | 0 | 0 |
| Hispanic Serving Institution | 29 | 10 | 4 | 5 | 4 | 6 |
| Native American-Serving Nontribal Institution | 2 | 1 | 0 | 0 | 0 | 1 |
| Asian American and Native American Pacific Islander serving institution | 10 | 3 | 1 | 3 | 1 | 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Women's college | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 17 | 4 | 2 | 4 | 3 | 2 |
| **Q5: Does your institution have unit(s)/department(s) charged with academic innovation?** | | | | | | |
| *Average reported* | 2.0 | 2.7 | 1.7 | 2.6 | 1.8 | 1.2 |
| **Q6: Which of the following areas are your institution's academic innovation units/departments each engaged with** | | | | | | |
| Enhancing teaching and learning through direct faculty support/development | 99 | 32 | 12 | 17 | 22 | 11 |
| Developing new student pathways to the institution, including K-12, transfer, and adult-learner programs and new geographic areas | 58 | 22 | 8 | 9 | 12 | 6 |
| Supporting open online learning and/or continuing and professional education | 87 | 28 | 12 | 14 | 18 | 10 |
| Supporting online degrees | 82 | 28 | 11 | 16 | 16 | 8 |
| Supporting online courses for residential students | 72 | 25 | 11 | 15 | 14 | 4 |
| Adopting and developing academic technology | 91 | 29 | 11 | 16 | 22 | 10 |
| Conducting research and evaluation related to innovation in higher education | 75 | 23 | 9 | 14 | 16 | 9 |
| Funding and/or supporting new academic innovation initiatives | 89 | 26 | 11 | 13 | 24 | 10 |
| Designing and equipping campus spaces to enable innovative | 113 | 33 | 13 | 17 | 32 | 15 |

| | | | | | | |
|---|---|---|---|---|---|---|
| learning | | | | | | |
| Experimenting with new models of learning and recognition (ie., microcredentials, industry partnerships, bootcamps, etc) | 86 | 29 | 11 | 13 | 20 | 8 |
| **Q9: Do you have another institutional appointment outside of the one you've shared?** | | | | | | |
| No, this is my only appointment | 71 | 24 | 8 | 11 | 16 | 9 |
| Yes, I have a full-time faculty appointment | 20 | 7 | 2 | 4 | 6 | 1 |
| Yes, I have a part-time faculty appointment | 28 | 9 | 5 | 1 | 10 | 2 |
| Yes, I have another staff position in addition to this appointment | 14 | 4 | | 1 | 3 | 4 |
| **Q10: Please select which, if any, of the following roles you have held earlier in your career (check all that apply):** | | | | | | |
| Faculty: primarily teaching-focused | 80 | 22 | 8 | 14 | 21 | 11 |
| Faculty: primarily research-focused | 20 | 7 | 6 | 1 | 5 | 1 |
| Institutional staff/administrative | 91 | 30 | 10 | 11 | 23 | 11 |
| Industry/other non-academic | 37 | 15 | 4 | 5 | 9 | 2 |
| Other | 17 | 4 | 1 | 1 | 5 | 4 |
| **Q11: To what office(s) does your unit/department report (check all that apply)?** | | | | | | |
| Academic Affairs/Provost | 102 | 31 | 15 | 14 | 28 | 9 |
| President/Chancellor | 17 | 6 | 2 | 0 | 5 | 2 |
| Dean | 14 | 7 | 1 | 2 | 1 | 3 |
| Information Technology/Chief Information Officer | 9 | 1 | 1 | 2 | 4 | 1 |
| Chief Financial Officer | 2 | 0 | 0 | 1 | 1 | 0 |
| Vice President for Research | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Vice Provost for Online Learning | 7 | 4 | 1 | 1 | 1 | 0 |
| Chief Online Learning Officer | 3 | 2 | 1 | 0 | 0 | 0 |
| Library | 1 | 0 | 0 | 0 | 1 | 0 |
| Student Affairs | 1 | 0 | 0 | 0 | 1 | 0 |
| **Q12: Has your unit/department reporting path changed within the last three years?** | | | | | | |
| Yes | 32 | 10 | 8 | 6 | 5 | 1 |
| No | 89 | 27 | 6 | 11 | 27 | 14 |
| Other | 15 | 7 | 1 | 2 | 5 | 1 |
| **Q13: Do you expect that your unit/department's reporting path will change in the next three years?** | | | | | | |
| Yes | 23 | 10 | 3 | 3 | 4 | 2 |
| No | 87 | 26 | 8 | 11 | 26 | 12 |
| I don't know | 27 | 9 | 4 | 5 | 6 | 2 |
| **Q14: Has your unit/department merged with any other during its history?** | | | | | | |
| Yes | 49 | 19 | 7 | 5 | 16 | 2 |
| No | 76 | 21 | 7 | 12 | 17 | 13 |
| Other/unsure | 10 | 4 | 1 | 2 | 2 | 1 |
| **Q15: When did your unit/department begin operations?** | | | | | | |
| Prior to 1970 | 10 | 5 | 0 | 2 | 0 | 3 |
| 1971-1980 | 5 | 1 | 0 | 1 | 1 | 2 |
| 1981-1990 | 6 | 1 | 1 | 3 | 1 | 0 |
| 1991-2000 | 14 | 4 | 1 | 2 | 5 | 1 |
| 2001-2010 | 24 | 6 | 6 | 3 | 5 | 2 |
| 2011-2020 | 36 | 14 | 4 | 2 | 12 | 1 |
| 2020-2022 | 24 | 7 | 3 | 4 | 6 | 4 |
| 2023-present | 9 | 5 | 0 | 1 | 1 | 2 |
| Other | 9 | 2 | 0 | 1 | 5 | 1 |
| **Q16: Has the mission or strategic focus of your unit/department substantively changed within the last three years?** | | | | | | |
| Yes, the mission/strategic focus has changed in substantive ways | 44 | 18 | 5 | 8 | 10 | 3 |
| No, the mission/strategic focus has not changed in substantive ways | 73 | 22 | 10 | 9 | 22 | 10 |
| Other | 15 | 6 | 0 | 2 | 4 | 3 |
| **Q18: Do you anticipate the mission or strategic focus of your unit/department changing substantively within the next three years?** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| No, I anticipate the mission/strategic focus will remain largely consistent | 99 | 35 | 10 | 14 | 28 | 12 |
| Yes, I anticipate the mission/strategic focus will substantively change (please explain) | 44 | 22 | 5 | 5 | 8 | 4 |
| **Q19: What are the primary funding sources for your unit?** | | | | | | |
| General Fund | 56 | 17 | 7 | 8 | 17 | 7 |
| Tuition | 28 | 9 | 3 | 1 | 12 | 3 |
| Non-credit program revenue | 17 | 11 | 2 | 0 | 3 | 1 |
| Grants | 28 | 10 | 3 | 4 | 6 | 5 |
| Student fees | 22 | 10 | 1 | 4 | 4 | 3 |
| Endowment | 19 | 4 | 1 | 3 | 10 | 1 |
| Other | 23 | 10 | 1 | 2 | 9 | 1 |
| **Q20: What is the approximate total annual institutional budget allocation for your unit/department in fiscal year 2023/2024?** | | | | | | |
| *Minimum* | $0 | $30,000 | $6,000 | $1,300 | $0 | $0 |
| *Average* | $4,633,180 | $5,779,545 | $1,273,500 | $4,644,525 | $5,335,996 | $2,045,833 |
| *Maximum* | $78,000,000 | $32,500,000 | $3,000,000 | $30,000,000 | $78,000,000 | $6,500,000 |
| **Q21: What is the approximate total annual budget expenditure for your unit/department in fiscal year 2023/2024?** | | | | | | |
| | $2,550 | $20,000 | $6,000 | $16,000 | $2,550 | $73,000 |
| *Average* | $5,473,000 | $8,087,826 | $1,246,833 | $4,338,818 | $5,145,776 | $2,943,250 |
| | $68,000,000 | $32,000,000 | $2,800,000 | $22,500,000 | $68,000,000 | $6,500,000 |
| **Q22: How has the annual budget allocation for your unit/department changed since 2020?** | | | | | | |
| Significant increase: +8% or more | 26 | 12 | 5 | 2 | 4 | 3 |
| Moderate increase: +3-7% | 23 | 10 | 1 | 2 | 8 | 1 |
| Minimal change: within +/- 2% | 29 | 7 | 3 | 5 | 7 | 4 |
| Moderate decrease: -3-7% | 14 | 5 | 0 | 1 | 7 | 1 |
| Significant decrease: -8% or more | 8 | 1 | 2 | 1 | 2 | 1 |
| I don't know | 15 | 4 | 4 | 2 | 2 | 3 |
| Other | 13 | 2 | 0 | 3 | 6 | 2 |
| **Q23: What is the approximate total number of personnel in your unit/department within the following employment** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **categories:** | | | | | | |
| Full-time staff | 30 | 51 | 15 | 13 | 24 | 19 |
| Undergraduate students | 15 | 16 | 2 | 9 | 21 | 23 |
| Graduate students | 12 | 5 | 1 | 1 | 8 | 2 |
| Faculty | 3 | 4 | 4 | 2 | 3 | 3 |
| Part-time staff (excluding students) | 2 | 3 | 1 | 1 | 2 | 3 |
| Other | 0 | 2 | 0 | 0 | 0 | 0 |
| Postdoctoral or other visiting/temporary scholars | 0 | 0 | 0 | 0 | 0 | 0 |
| **Q24: What is the approximate total number of personnel (FTE) in your unit/department with the following job functions? Please include split-responsibility if relevant - for example if you have an FTE who does faculty consultations half the time and is a researcher half the time, you would answer 0.5 for each role.** | | | | | | |
| Administration/leadership | 7.2 | 6.1 | 2.9 | 1.5 | 15.4 | 2.5 |
| Internal technology support (e.g., computer management for employees) | 6.0 | 4.5 | 0.4 | 5.0 | 14.8 | 1.7 |
| Marketing/communications | 1.8 | 2.7 | 0.9 | 0.5 | 1.9 | 0.8 |
| Faculty development/consultation | 3.2 | 5.0 | 3.4 | 1.8 | 2.9 | 1.5 |
| Instructional design/learning experience design | 5.6 | 8.1 | 5.2 | 2.8 | 4.7 | 5.3 |
| Curriculum development | 2.0 | 3.0 | 1.4 | 0.8 | 1.9 | 0.5 |
| Learning technologists | 2.4 | 3.8 | 1.1 | 2.0 | 2.2 | 0.7 |
| Academic technology support (e.g., students and faculty) | 3.0 | 2.4 | 1.4 | 3.3 | 3.2 | 2.3 |
| Research | 0.8 | 1.2 | 0.6 | 0.2 | 0.8 | 0.4 |
| Program and project management | 2.4 | 3.2 | 1.1 | 2.1 | 1.9 | 3.2 |
| Policy | 1.4 | 2.5 | 0.4 | 0.5 | 0.7 | 0.5 |
| Software/platform/interface | 4.3 | 6.3 | 1.0 | 6.4 | 4.0 | 1.6 |

| | | | | | | |
|---|---|---|---|---|---|---|
| development | | | | | | |
| Diversity, Equity, and Inclusion | 1.4 | 2.4 | 0.6 | 0.4 | 1.3 | 0.2 |
| Student recruitment | 3.5 | 6.7 | 1.2 | 0.0 | 2.6 | 0.0 |
| Student advising and support services | 5.0 | 7.6 | 1.8 | 0.2 | 3.5 | 5.3 |
| Accessibility | 0.8 | 0.7 | 0.9 | 0.7 | 0.9 | 0.1 |
| Classroom technology management | 1.4 | 1.9 | 0.2 | 1.0 | 1.8 | 0.7 |
| Industry partnership management | 0.7 | 1.3 | 0.4 | 0.0 | 0.4 | 0.4 |
| Other | 3.6 | 5.4 | 2.8 | 4.8 | 3.3 | 1.0 |
| **Q25: What is the approximate number of people representing your unit's target audiences (listed below) who made use of your unit/department's resources, products, and services during the fall term, 2023?** | | | | | | |
| Tenure track faculty | 337.9 | 559.5 | 291.9 | 185.5 | 180.3 | 516.4 |
| Research faculty | 34.6 | 28.1 | 82.4 | 11.4 | 42.3 | 0.0 |
| Instructional faculty including teaching faculty, lecturers, professors of practice | 368.2 | 505.1 | 223.3 | 74.0 | 441.5 | 10.0 |
| Adjuncts/Part-time/Contingent Faculty | 878.3 | 407.8 | 95.4 | 155.9 | 142.6 | 14077.0 |
| Staff | 563.3 | 883.8 | 112.6 | 131.7 | 900.1 | 118.0 |
| Graduate students | 2400.8 | 5054.5 | 591.4 | 526.8 | 1832.0 | 0.0 |
| Undergraduate students | 7062.9 | 14548.5 | 5470.4 | 3300.6 | 3048.4 | 4500.0 |
| Non-credential learners (open content) | 189003.9 | 464455.4 | 0.0 | 12.5 | 25126.3 | 0.0 |
| Non-credential learners (continuing & professional education) | 528.1 | 1121.9 | 13.8 | 22.0 | 55.8 | 716.7 |
| Learners in workforce development programs/joining through industry partnerships | 119.4 | 198.5 | 8.3 | 125.0 | 64.7 | 0.0 |
| | | | | | | |

| Q26: To what degree are the following activities or initiatives currently prioritized in your unit? | | | | | | |
|---|---|---|---|---|---|---|
| | ***Top priority*** | | | | | |
| On-campus course/program design and development | 45 | 15 | 7 | 5 | 15 | 1 |
| Blended or hybrid course/program design and development | 31 | 8 | 6 | 3 | 10 | 2 |
| Online, for-credit course/program design and development | 52 | 20 | 10 | 5 | 10 | 4 |
| Online, open non-credit course/program design and development (e.g., MOOCs) | 8 | 4 | 0 | 0 | 4 | 0 |
| Using labor market data to help inform program or course development | 21 | 9 | 4 | 1 | 5 | 1 |
| Accessibility, including adaptive learning technologies and universal design for learning | 36 | 16 | 7 | 4 | 5 | 3 |
| Faculty development | 69 | 23 | 11 | 10 | 17 | 5 |
| Supporting students from historically marginalized and underrepresented groups | 38 | 13 | 4 | 8 | 7 | 6 |
| Addressing higher education's systemic inequities through efforts like anti-racist pedagogy | 31 | 10 | 5 | 4 | 8 | 2 |
| Student wellness and/or mental health | 26 | 8 | 3 | 5 | 4 | 5 |
| Developing educational technologies | 13 | 6 | 1 | 2 | 2 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Support / adoption of educational technologies | 33 | 13 | 6 | 3 | 7 | 3 |
| Licensing digital learning environments (e.g., learning management systems) | 8 | 0 | 1 | 3 | 2 | 2 |
| Recommending or selecting educational technologies for the institution | 15 | 6 | 1 | 3 | 5 | 0 |
| Learning analytics | 15 | 6 | 2 | 2 | 4 | 0 |
| Digital badging or other micro-credentialing | 15 | 6 | 2 | 1 | 3 | 15 |
| Assessment of/credit for prior learning | 7 | 2 | 3 | 0 | 1 | 1 |
| Generative Artificial Intelligence / large language models | 38 | 11 | 3 | 5 | 14 | 5 |
| XR technologies, including augmented, virtual, and/or mixed reality | 12 | 5 | 0 | 2 | 3 | 1 |
| Partnering with bootcamp programs | 3 | 2 | 0 | 0 | 0 | 1 |
| Communities of practice for teaching | 33 | 12 | 5 | 6 | 8 | 1 |
| Research & experimentation | 11 | 5 | 3 | 0 | 1 | 1 |
| Workforce development programs | 13 | 7 | 2 | 0 | 2 | 2 |
| Open educational resources | 7 | 2 | 0 | 1 | 0 | 2 |
| Physical campus learning spaces/classroom design | 2 | 0 | 0 | 0 | 2 | 0 |

| *Medium priority* | | | | | | |
|---|---|---|---|---|---|---|
| On-campus course/program design and development | 19 | 7 | 2 | 4 | 4 | 2 |
| Blended or hybrid course/program design and development | 26 | 10 | 1 | 3 | 7 | 3 |
| Online, for-credit course/program design and development | 19 | 6 | 0 | 3 | 7 | 2 |
| Online, open non-credit course/program design and development (e.g., MOOCs) | 11 | 7 | 0 | 1 | 2 | 1 |
| Using labor market data to help inform program or course development | 24 | 9 | 3 | 2 | 5 | 3 |
| Accessibility, including adaptive learning technologies and universal design for learning | 37 | 11 | 4 | 6 | 11 | 3 |
| Faculty development | 17 | 6 | 2 | 2 | 4 | 1 |
| Supporting students from historically marginalized and underrepresented groups | 31 | 12 | 5 | 3 | 8 | 1 |
| Addressing higher education's systemic inequities through efforts like anti-racist pedagogy | 24 | 6 | 3 | 6 | 8 | 1 |
| Student wellness and/or mental health | 35 | 16 | 3 | 5 | 10 | 1 |
| Developing educational technologies | 29 | 9 | 5 | 2 | 7 | 5 |
| Support / adoption of | 37 | 12 | 6 | 5 | 10 | 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| educational technologies | | | | | | |
| Licensing digital learning environments (e.g., learning management systems) | 21 | 8 | 6 | 1 | 5 | 1 |
| Recommending or selecting educational technologies for the institution | 27 | 8 | 6 | 5 | 4 | 2 |
| Learning analytics | 37 | 13 | 8 | 3 | 6 | 5 |
| Digital badging or other micro-credentialing | 27 | 6 | 7 | 2 | 7 | 4 |
| Assessment of/credit for prior learning | 14 | 6 | 2 | 2 | 2 | 1 |
| Generative Artificial Intelligence / large language models | 39 | 18 | 6 | 2 | 8 | 2 |
| XR technologies, including augmented, virtual, and/or mixed reality | 16 | 10 | 1 | 0 | 3 | 2 |
| Partnering with bootcamp programs | 11 | 4 | 0 | 2 | 5 | 0 |
| Communities of practice for teaching | 30 | 14 | 3 | 3 | 7 | 3 |
| Research & experimentation | 31 | 13 | 3 | 4 | 9 | 1 |
| Workforce development programs | 14 | 5 | 2 | 2 | 3 | 2 |
| Open educational resources | 36 | 13 | 6 | 4 | 9 | 4 |
| Physical campus learning spaces/classroom design | 17 | 4 | 4 | 2 | 5 | 1 |
| ***Low priority*** | | | | | | |
| On-campus course/program design and | 16 | 5 | 1 | 3 | 5 | 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| development | | | | | | |
| Blended or hybrid course/program design and development | 27 | 11 | 4 | 4 | 6 | 2 |
| Online, for-credit course/program design and development | 9 | 3 | 0 | 5 | 0 | 1 |
| Online, open non-credit course/program design and development (e.g., MOOCs) | 32 | 11 | 6 | 5 | 7 | 1 |
| Using labor market data to help inform program or course development | 12 | 5 | 2 | 3 | 1 | 1 |
| Accessibility, including adaptive learning technologies and universal design for learning | 12 | 3 | 1 | 1 | 5 | 2 |
| Faculty development | 6 | 2 | 0 | 1 | 2 | 1 |
| Supporting students from historically marginalized and underrepresented groups | 7 | 3 | 1 | 0 | 3 | 0 |
| Addressing higher education's systemic inequities through efforts like anti-racist pedagogy | 18 | 7 | 3 | 0 | 5 | 3 |
| Student wellness and/or mental health | 14 | 2 | 4 | 1 | 5 | 1 |
| Developing educational technologies | 27 | 11 | 3 | 4 | 6 | 2 |
| Support / adoption of educational technologies | 15 | 5 | 1 | 2 | 4 | 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Licensing digital learning environments (e.g., learning management systems) | 15 | 7 | 1 | 1 | 4 | 0 |
| Recommending or selecting educational technologies for the institution | 32 | 13 | 3 | 2 | 7 | 5 |
| Learning analytics | 27 | 9 | 3 | 4 | 8 | 2 |
| Digital badging or other micro-credentialing | 30 | 12 | 4 | 6 | 4 | 2 |
| Assessment of/credit for prior learning | 19 | 4 | 3 | 2 | 6 | 2 |
| Generative Artificial Intelligence / large language models | 9 | 3 | 1 | 2 | 1 | 0 |
| XR technologies, including augmented, virtual, and/or mixed reality | 26 | 7 | 7 | 4 | 7 | 1 |
| Partnering with bootcamp programs | 12 | 4 | 3 | 2 | 2 | 0 |
| Communities of practice for teaching | 19 | 5 | 2 | 1 | 5 | 3 |
| Research & experimentation | 27 | 9 | 5 | 2 | 6 | 5 |
| Workforce development programs | 13 | 4 | 2 | 2 | 3 | 0 |
| Open educational resources | 31 | 10 | 5 | 6 | 7 | 1 |
| Physical campus learning spaces/classroom design | 35 | 15 | 3 | 6 | 10 | 1 |
| **Q27: Which of your unit/department's resources, products, and services are most used by instructors, inclusive of all types of appointments with teaching responsibility?** | | | | | | |
| ***Frequently used*** | | | | | | |
| Communities of practice for teaching | 27 | 10 | 3 | 5 | 7 | 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Course / program development or redesign for blended / hybrid courses | 33 | 11 | 4 | 4 | 10 | 2 |
| Course / program development or redesign for fully online courses | 48 | 17 | 5 | 5 | 14 | 4 |
| Course / program development or redesign for on-campus courses | 32 | 14 | 4 | 3 | 9 | 1 |
| Instructional/learning experience design services | 50 | 19 | 6 | 5 | 15 | 3 |
| Integrating AR / VR technology | 4 | 1 | 0 | 1 | 2 | 0 |
| Integrating Generative Artificial Intelligence / large language model technology | 27 | 9 | 1 | 1 | 13 | 2 |
| Educational research and support | 18 | 4 | 4 | 1 | 6 | 2 |
| Evaluation support for courses and programs | 13 | 6 | 1 | 1 | 4 | 1 |
| Educational technology/software development | 12 | 4 | 1 | 2 | 4 | 1 |
| Educational technology support | 37 | 13 | 6 | 4 | 11 | 2 |
| Media production (graphics, video, interactive simulations) | 28 | 13 | 1 | 3 | 9 | 1 |
| Opportunity to experiment with new technology resources | 19 | 6 | 1 | 3 | 6 | 1 |
| Faculty & graduate student professional development and training for teaching skills | 54 | 17 | 8 | 11 | 13 | 3 |

| *Somewhat used* | | | | | | |
|---|---|---|---|---|---|---|
| Communities of practice for teaching | 33 | 11 | 5 | 2 | 10 | 4 |
| Course / program development or redesign for blended / hybrid courses | 23 | 8 | 4 | 1 | 8 | 0 |
| Course / program development or redesign for fully online courses | 20 | 8 | 5 | 3 | 2 | 1 |
| Course / program development or redesign for on-campus courses | 27 | 6 | 4 | 4 | 13 | 0 |
| Instructional/learning experience design services | 23 | 8 | 3 | 2 | 8 | 1 |
| Integrating AR / VR technology | 12 | 6 | 1 | 0 | 4 | 1 |
| Integrating Generative Artificial Intelligence / large language model technology | 27 | 7 | 5 | 4 | 9 | 2 |
| Educational research and support | 28 | 11 | 3 | 2 | 11 | 1 |
| Evaluation support for courses and programs | 34 | 12 | 4 | 2 | 12 | 2 |
| Educational technology/software development | 16 | 5 | 2 | 1 | 5 | 1 |
| Educational technology support | 25 | 9 | 2 | 5 | 6 | 1 |
| Media production (graphics, video, interactive simulations) | 19 | 6 | 4 | 1 | 6 | 1 |
| Opportunity to experiment with new technology resources | 34 | 14 | 7 | 3 | 7 | 3 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Faculty & graduate student professional development and training for teaching skills | 21 | 9 | 2 | 1 | 5 | 1 |
| ***Seldom used*** | | | | | | |
| Communities of practice for teaching | 22 | 7 | 2 | 4 | 5 | 3 |
| Course / program development or redesign for blended / hybrid courses | 26 | 9 | 2 | 6 | 6 | 3 |
| Course / program development or redesign for fully online courses | 15 | 5 | 0 | 3 | 6 | 1 |
| Course / program development or redesign for on-campus courses | 20 | 5 | 2 | 3 | 3 | 4 |
| Instructional/learning experience design services | 14 | 5 | 1 | 6 | 1 | 1 |
| Integrating AR / VR technology | 29 | 10 | 4 | 1 | 11 | 2 |
| Integrating Generative Artificial Intelligence / large language model technology | 27 | 14 | 3 | 2 | 3 | 2 |
| Educational research and support | 24 | 7 | 3 | 7 | 3 | 1 |
| Evaluation support for courses and programs | 32 | 10 | 2 | 9 | 7 | 2 |
| Educational technology/software development | 20 | 7 | 2 | 2 | 4 | 4 |
| Educational technology support | 15 | 3 | 1 | 2 | 4 | 4 |
| Media production (graphics, video, interactive simulations) | 14 | 5 | 3 | 2 | 2 | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Opportunity to experiment with new technology resources | 24 | 7 | 1 | 5 | 8 | 2 |
| Faculty & graduate student professional development and training for teaching skills | 11 | 2 | 1 | 2 | 4 | 2 |
| ***Not used*** | | | | | | |
| Communities of practice for teaching | 1 | 1 | 0 | 0 | 0 | 0 |
| Course / program development or redesign for blended / hybrid courses | 3 | 0 | 0 | 1 | 2 | 0 |
| Course / program development or redesign for fully online courses | 1 | 0 | 0 | 1 | 0 | 0 |
| Course / program development or redesign for on-campus courses | 3 | 1 | 1 | 1 | 0 | 0 |
| Instructional/learning experience design services | 2 | 0 | 0 | 1 | 0 | 1 |
| Integrating AR / VR technology | 17 | 10 | 1 | 9 | 7 | 3 |
| Integrating Generative Artificial Intelligence / large language model technology | 6 | 2 | 1 | 3 | 0 | 0 |
| Educational research and support | 9 | 4 | 0 | 2 | 1 | 2 |
| Evaluation support for courses and programs | 4 | 2 | 1 | 0 | 0 | 1 |
| Educational technology/software development | 11 | 6 | 2 | 2 | 1 | 0 |
| Educational technology support | 5 | 2 | 1 | 1 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Media production (graphics, video, interactive simulations) | 10 | 2 | 1 | 3 | 1 | 3 |
| Opportunity to experiment with new technology resources | 5 | 2 | 1 | 0 | 1 | 0 |
| Faculty & graduate student professional development and training for teaching skills | 4 | 3 | 0 | 0 | 1 | 0 |
| ***Not offered*** | | | | | | |
| Communities of practice for teaching | 14 | 4 | 1 | 3 | 4 | 1 |
| Course / program development or redesign for blended / hybrid courses | 12 | 5 | 1 | 2 | 2 | 0 |
| Course / program development or redesign for fully online courses | 12 | 3 | 1 | 2 | 5 | 1 |
| Course / program development or redesign for on-campus courses | 13 | 6 | 0 | 3 | 2 | 2 |
| Instructional/learning experience design services | 7 | 1 | 1 | | 3 | 1 |
| Integrating AR / VR technology | 33 | 10 | 1 | 9 | 7 | 3 |
| Integrating Generative Artificial Intelligence / large language model technology | 10 | 1 | 1 | 4 | 2 | 1 |
| Educational research and support | 17 | 7 | 1 | 2 | 5 | 1 |
| Evaluation support for courses and programs | 13 | 3 | 3 | 2 | 4 | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Educational technology/software development | 37 | 11 | 4 | 7 | 13 | 1 |
| Educational technology support | 14 | 6 | 1 | 2 | 5 | 0 |
| Media production (graphics, video, interactive simulations) | 25 | 7 | 2 | 5 | 9 | 1 |
| Opportunity to experiment with new technology resources | 14 | 4 | 1 | 3 | 5 | 1 |
| Faculty & graduate student professional development and training for teaching skills | 6 | 2 | 0 | 0 | 3 | 1 |
| **Q28: How would you rate the maturity of the services your unit/department offers?** | | | | | | |
| ***Established / highly mature*** | | | | | | |
| Communities of practice for teaching | 31 | 12 | 4 | 4 | 8 | 1 |
| Course / program development or redesign for blended / hybrid courses | 32 | 6 | 5 | 5 | 11 | 2 |
| Course / program development or redesign for fully online courses | 45 | 15 | 7 | 5 | 11 | 4 |
| Course / program development or redesign for on-campus courses | 39 | 14 | 7 | 4 | 12 | 1 |
| Instructional/learning experience design services | 48 | 19 | 7 | 5 | 12 | 3 |
| Integrating AR / VR technology | 2 | 1 | 0 | 0 | 4 | 0 |
| Integrating Generative Artificial Intelligence / large language model technology | 6 | 3 | 0 | 0 | 3 | 0 |
| Educational | 19 | 8 | 2 | 1 | 5 | 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| research and support | | | | | | |
| Evaluation support for courses and programs | 21 | 6 | 2 | 3 | 5 | 3 |
| Educational technology/software development | 12 | 3 | 1 | 3 | 4 | 1 |
| Educational technology support | 34 | 10 | 6 | 5 | 10 | 2 |
| Media production (graphics, video, interactive simulations) | 25 | 8 | 3 | 2 | 9 | 3 |
| Opportunity to experiment with new technology resources | 16 | 4 | 1 | 2 | 5 | 3 |
| Faculty & graduate student professional development and training for teaching skills | 50 | 18 | 7 | 7 | 11 | 5 |
| ***Increasingly mature*** | | | | | | |
| Communities of practice for teaching | 24 | 9 | 2 | 4 | 6 | 1 |
| Course / program development or redesign for blended / hybrid courses | 22 | 13 | 2 | 1 | 6 | 0 |
| Course / program development or redesign for fully online courses | 18 | 9 | 1 | 4 | 4 | 0 |
| Course / program development or redesign for on-campus courses | 22 | 6 | 0 | 4 | 10 | 1 |
| Instructional/learning experience design services | 20 | 5 | 1 | 5 | 5 | 3 |
| Integrating AR / VR technology | 11 | 5 | 1 | 1 | 3 | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Integrating Generative Artificial Intelligence / large language model technology | 23 | 9 | 1 | 2 | 8 | 3 |
| Educational research and support | 27 | 9 | 5 | 2 | 8 | 2 |
| Evaluation support for courses and programs | 34 | 14 | 2 | 5 | 12 | 1 |
| Educational technology/software development | 15 | 2 | 2 | 2 | 5 | 3 |
| Educational technology support | 28 | 11 | 2 | 3 | 7 | 3 |
| Media production (graphics, video, interactive simulations) | 15 | 9 | 2 | 0 | 4 | 0 |
| Opportunity to experiment with new technology resources | 30 | 12 | 6 | 1 | 9 | 2 |
| Faculty & graduate student professional development and training for teaching skills | 19 | 5 | 2 | 3 | 7 | 0 |
| ***Slightly mature*** | | | | | | |
| Communities of practice for teaching | 19 | 5 | 4 | 2 | 6 | 1 |
| Course / program development or redesign for blended / hybrid courses | 19 | 6 | 3 | 4 | 5 | 0 |
| Course / program development or redesign for fully online courses | 12 | 3 | 2 | 1 | 4 | 1 |
| Course / program development or redesign for on-campus courses | 10 | 3 | 3 | 0 | 2 | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Instructional/learning experience design services | 15 | 4 | 1 | 2 | 6 | 1 |
| Integrating AR / VR technology | 19 | 7 | 4 | 0 | 6 | 1 |
| Integrating Generative Artificial Intelligence / large language model technology | 16 | 5 | 2 | 2 | 4 | 2 |
| Educational research and support | 15 | 4 | 0 | 5 | 3 | 0 |
| Evaluation support for courses and programs | 17 | 4 | 2 | 2 | 5 | 2 |
| Educational technology/software development | 15 | 8 | 2 | 0 | 3 | 1 |
| Educational technology support | 12 | 5 | 1 | 2 | 2 | 1 |
| Media production (graphics, video, interactive simulations) | 15 | 4 | 2 | 2 | 3 | 2 |
| Opportunity to experiment with new technology resources | 25 | 10 | 3 | 5 | 4 | 1 |
| Faculty & graduate student professional development and training for teaching skills | 16 | 5 | 2 | 3 | 4 | 1 |
| ***New / not yet mature*** | | | | | | |
| Communities of practice for teaching | 11 | 3 | 1 | 2 | 2 | 3 |
| Course / program development or redesign for blended / hybrid courses | 13 | 4 | 0 | 2 | 4 | 3 |
| Course / program development or redesign for fully online courses | 10 | 4 | 0 | 2 | 3 | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Course / program development or redesign for on-campus courses | 6 | 2 | 0 | 1 | 1 | 2 |
| Instructional/learning experience design services | 5 | 2 | 0 | 2 | 1 | 0 |
| Integrating AR / VR technology | 20 | 10 | 1 | 3 | 6 | 1 |
| Integrating Generative Artificial Intelligence / large language model technology | 43 | 15 | 6 | 6 | 12 | 1 |
| Educational research and support | 21 | 10 | 2 | 3 | 5 | 1 |
| Evaluation support for courses and programs | 9 | 3 | 1 | 3 | 1 | 1 |
| Educational technology/software development | 11 | 5 | 0 | 1 | 3 | 1 |
| Educational technology support | 8 | 2 | 0 | 1 | 4 | 1 |
| Media production (graphics, video, interactive simulations) | 10 | 4 | 1 | 2 | 2 | 1 |
| Opportunity to experiment with new technology resources | 13 | 4 | 0 | 2 | 5 | 1 |
| Faculty & graduate student professional development and training for teaching skills | 6 | 2 | 0 | 1 | 3 | 0 |
| ***Not offered*** | | | | | | |
| Communities of practice for teaching | 13 | 5 | 0 | 2 | 5 | 0 |
| Course / program development or redesign for blended / hybrid courses | 12 | 5 | 1 | 2 | 2 | 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Course / program development or redesign for fully online courses | 13 | 3 | 1 | 2 | 6 | 1 |
| Course / program development or redesign for on-campus courses | 19 | 9 | 1 | 3 | 3 | 2 |
| Instructional/learning experience design services | 9 | 4 | 2 | 0 | 3 | 0 |
| Integrating AR / VR technology | 43 | 11 | 4 | 10 | 10 | 5 |
| Integrating Generative Artificial Intelligence / large language model technology | 11 | 2 | 2 | 4 | 1 | 1 |
| Educational research and support | 21 | 10 | 2 | 3 | 5 | 1 |
| Evaluation support for courses and programs | 16 | 6 | 4 | 1 | 5 | 0 |
| Educational technology/software development | 43 | 16 | 6 | 8 | 11 | 1 |
| Educational technology support | 14 | 6 | 2 | 3 | 3 | 0 |
| Media production (graphics, video, interactive simulations) | 31 | 4 | 1 | 2 | 2 | 1 |
| Opportunity to experiment with new technology resources | 12 | 4 | 1 | 4 | 3 | 0 |
| Faculty & graduate student professional development and training for teaching skills | 7 | 4 | 0 | 0 | 2 | 1 |
| **Q29: How would you assess the level of engagement of various faculty/doctoral student groups with the programs / services offered by your unit/department?** | | | | | | |
| | | | ***High*** | | | |
| Faculty, in general | 34 | 12 | 7 | 2 | 10 | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Tenured faculty | 20 | 8 | 5 | 1 | 4 | 1 |
| Pre-tenured faculty | 42 | 13 | 7 | 5 | 13 | 2 |
| Faculty, research-focused | 8 | 4 | 1 | 0 | 2 | 1 |
| Faculty, teaching-focused | 61 | 20 | 8 | 7 | 21 | 2 |
| Part-time faculty | 21 | 7 | 4 | 3 | 5 | 1 |
| Faculty in the Arts & Humanities | 31 | 11 | 6 | 2 | 11 | 1 |
| Faculty in Business / Management | 25 | 7 | 3 | 4 | 10 | 1 |
| Faculty in Education | 24 | 7 | 5 | 3 | 7 | 1 |
| Faculty in the Health Sciences | 31 | 11 | 5 | 4 | 7 | 2 |
| Faculty in the Sciences / STEM fields | 34 | 14 | 3 | 3 | 11 | 2 |
| Faculty in Engineering | 19 | 8 | 3 | 1 | 6 | 1 |
| Faculty in the Professions (e.g., medicine, dentistry, law) | 11 | 3 | 1 | 3 | 2 | 1 |
| Doctoral students | 18 | 9 | 4 | 1 | 4 | 0 |
| ***Medium*** | | | | | | |
| Faculty, in general | 52 | 17 | 4 | 10 | 17 | 4 |
| Tenured faculty | 45 | 15 | 5 | 7 | 16 | 2 |
| Pre-tenured faculty | 27 | 10 | 4 | 7 | 14 | 1 |
| Faculty, research-focused | 30 | 11 | 5 | 5 | 8 | 1 |
| Faculty, teaching-focused | 22 | 20 | 8 | 7 | 21 | 2 |
| Part-time faculty | 41 | 13 | 6 | 4 | 12 | 3 |
| Faculty in the Arts & Humanities | 43 | 10 | 5 | 8 | 15 | 3 |
| Faculty in Business / Management | 40 | 13 | 8 | 4 | 10 | 3 |
| Faculty in Education | 27 | 8 | 3 | 4 | 8 | 3 |
| Faculty in the Health Sciences | 39 | 13 | 4 | 6 | 13 | 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Faculty in the Sciences / STEM fields | 35 | 9 | 5 | 6 | 12 | 2 |
| Faculty in Engineering | 32 | 13 | 3 | 4 | 8 | 2 |
| Faculty in the Professions (e.g., medicine, dentistry, law) | 25 | 7 | 4 | 1 | 11 | 1 |
| Doctoral students | 20 | 9 | 2 | 2 | 7 | 0 |
| ***Low*** | | | | | | |
| Faculty, in general | 8 | 3 | 0 | 1 | 1 | 1 |
| Tenured faculty | 25 | 8 | 1 | 4 | 8 | 1 |
| Pre-tenured faculty | 11 | 8 | 0 | 0 | 1 | 1 |
| Faculty, research-focused | 47 | 15 | 5 | 5 | 16 | 2 |
| Faculty, teaching-focused | 5 | 1 | 0 | 0 | 1 | 2 |
| Part-time faculty | 26 | 11 | 1 | 5 | 7 | 2 |
| Faculty in the Arts & Humanities | 12 | 7 | 0 | 2 | 1 | 1 |
| Faculty in Business / Management | 19 | 8 | 0 | 4 | 5 | 1 |
| Faculty in Education | 29 | 12 | 3 | 5 | 7 | 1 |
| Faculty in the Health Sciences | 15 | 4 | 2 | 2 | 5 | 1 |
| Faculty in the Sciences / STEM fields | 17 | 5 | 3 | 3 | 4 | 1 |
| Faculty in Engineering | 30 | 7 | 5 | 6 | 9 | 2 |
| Faculty in the Professions (e.g., medicine, dentistry, law) | 41 | 17 | 5 | 6 | 9 | 2 |
| Doctoral students | 35 | 10 | 4 | 6 | 10 | 2 |
| **Q30: What strategies does your unit/department use to encourage faculty across all disciplines and ranks to use the unit's programs and services (check all that apply)?** | | | | | | |
| Financial incentives to individual faculty | 65 | 24 | 9 | 10 | 21 | 4 |
| Financial incentives to academic programs / | 28 | 16 | 2 | 2 | 8 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| departments | | | | | | |
| Teaching or innovation awards | 52 | 19 | 9 | 9 | 13 | 2 |
| Course release time for faculty during the academic year | 25 | 10 | 3 | 3 | 7 | 2 |
| Course release time for faculty during the summer months | 13 | 4 | 4 | 1 | 2 | 2 |
| Changes to promotion and tenure policies that encourage teaching innovation | 20 | 4 | 3 | 5 | 6 | 2 |
| Partial faculty appointments related to innovation | 16 | 7 | 2 | 2 | 4 | 1 |
| Embedding support staff in academic units | 21 | 12 | 2 | 2 | 5 | 0 |
| Use of learning science research to improve student learning | 53 | 19 | 3 | 10 | 17 | 4 |
| Support to present at teaching / pedagogical conferences | 46 | 13 | 4 | 9 | 16 | 4 |
| Support with accreditation requirements | 35 | 14 | 5 | 5 | 9 | 2 |
| Outreach to division and department chairs | 70 | 26 | 9 | 10 | 21 | 4 |
| Other | 14 | 4 | 4 | 1 | 2 | 2 |
| **Q31: To what extent does your unit/department collaborate with the following other units at your institution?** | | | | | | |
| | | | ***Frequently*** | | | |
| Academic Affairs | 70 | 19 | 10 | 11 | 22 | 5 |
| Academic advising | 22 | 7 | 2 | 5 | 6 | 2 |
| Academic programs in the Arts & Humanities | 38 | 10 | 7 | 2 | 14 | 3 |
| Academic programs in Business / | 37 | 10 | 7 | 5 | 10 | 3 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Management | | | | | | |
| Academic programs in Education | 26 | 8 | 4 | 2 | 7 | 3 |
| Academic programs in Engineering | 23 | 9 | 1 | 2 | 7 | 2 |
| Academic programs in Health Sciences | 28 | 12 | 3 | 3 | 6 | 2 |
| Academic programs in Sciences / STEM fields | 34 | 15 | 2 | 0 | 12 | 3 |
| Academic programs in the professions (e.g., medicine, dentistry, law) | 14 | 5 | 1 | 1 | 4 | 2 |
| Advancement/Development/Fundraising | 10 | 2 | 0 | 1 | 5 | 2 |
| Career services | 10 | 5 | 0 | 0 | 3 | 2 |
| Continuing Ed / Non-Credit | 23 | 9 | 1 | 3 | 7 | 3 |
| Information Technology | 59 | 21 | 9 | 7 | 17 | 3 |
| Institutional research | 32 | 14 | 0 | 6 | 8 | 2 |
| The Library | 50 | 17 | 9 | 7 | 13 | 2 |
| Marketing and enrollment services | 30 | 13 | 4 | 3 | 7 | 3 |
| Online Learning departments | 53 | 16 | 8 | 9 | 12 | 4 |
| Registrar's Office | 34 | 15 | 3 | 3 | 11 | 2 |
| Student affairs, including wellness | 26 | 10 | 2 | 2 | 7 | 4 |
| Student academic support services | 32 | 10 | 6 | 2 | 8 | 4 |
| University-wide professional development ("Organizational Learning", etc) | 23 | 7 | 1 | 3 | 6 | 3 |
| ***Sometimes*** | | | | | | |
| Academic Affairs | 19 | 11 | 0 | 3 | 4 | 0 |
| Academic advising | 37 | 14 | 5 | 4 | 11 | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Academic programs in the Arts & Humanities | 34 | 13 | 3 | 8 | 7 | 3 |
| Academic programs in Business / Management | 33 | 15 | 3 | 3 | 8 | 4 |
| Academic programs in Education | 31 | 11 | 4 | 5 | 6 | 3 |
| Academic programs in Engineering | 30 | 13 | 6 | 3 | 5 | 3 |
| Academic programs in Health Sciences | 32 | 10 | 5 | 4 | 8 | 4 |
| Academic programs in Sciences / STEM fields | 33 | 8 | 6 | 8 | 8 | 3 |
| Academic programs in the professions (e.g., medicine, dentistry, law) | 18 | 6 | 3 | 1 | 5 | 2 |
| Advancement/Development/Fundraising | 21 | 9 | 1 | 2 | 7 | 2 |
| Career services | 29 | 8 | 4 | 6 | 9 | 1 |
| Continuing Ed / Non-Credit | 17 | 3 | 5 | 0 | 5 | 2 |
| Information Technology | 28 | 10 | 1 | 7 | 5 | 4 |
| Institutional research | 41 | 8 | 8 | 6 | 13 | 5 |
| The Library | 28 | 11 | 1 | 4 | 7 | 3 |
| Marketing and enrollment services | 16 | 6 | 2 | 1 | 5 | 1 |
| Online Learning departments | 19 | 10 | 2 | 2 | 4 | 1 |
| Registrar's Office | 24 | 6 | 3 | 5 | 7 | 1 |
| Student affairs, including wellness | 46 | 17 | 5 | 9 | 13 | 2 |
| Student academic support services | 47 | 17 | 3 | 10 | 13 | 2 |
| University-wide professional development ("Organizational | 38 | 13 | 4 | 6 | 12 | 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Learning", etc) | | | | | | |
| ***Infrequently*** | | | | | | |
| Academic Affairs | 5 | 3 | 0 | 0 | 1 | 1 |
| Academic advising | 25 | 8 | 3 | 3 | 8 | 2 |
| Academic programs in the Arts & Humanities | 8 | 3 | 0 | 1 | 4 | 0 |
| Academic programs in Business / Management | 12 | 4 | 0 | 4 | 4 | 0 |
| Academic programs in Education | 15 | 6 | 2 | 3 | 4 | 0 |
| Academic programs in Engineering | 16 | 5 | 3 | 2 | 4 | 1 |
| Academic programs in Health Sciences | 15 | 5 | 1 | 3 | 6 | 0 |
| Academic programs in Sciences / STEM fields | 13 | 5 | 2 | 2 | 4 | 0 |
| Academic programs in the professions (e.g., medicine, dentistry, law) | 22 | 12 | 3 | 1 | 5 | 0 |
| Advancement/Development/Fundraising | 31 | 10 | 4 | 4 | 9 | 2 |
| Career services | 32 | 9 | 6 | 3 | 11 | 2 |
| Continuing Ed / Non-Credit | 24 | 9 | 4 | 6 | 3 | 1 |
| Information Technology | 4 | 1 | 0 | 0 | 2 | 0 |
| Institutional research | 16 | 7 | 2 | 1 | 5 | 0 |
| The Library | 16 | 5 | 0 | 3 | 6 | 2 |
| Marketing and enrollment services | 27 | 6 | 2 | 1 | 5 | 1 |
| Online Learning departments | 7 | 3 | 0 | 0 | 3 | 1 |
| Registrar's Office | 24 | 7 | 3 | 2 | 8 | 3 |
| Student affairs, including wellness | 18 | 4 | 3 | 3 | 5 | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Student academic support services | 12 | 4 | 1 | 2 | 3 | 1 |
| University-wide professional development ("Organizational Learning", etc) | 21 | 7 | 3 | 3 | 5 | 2 |
| ***Never*** | | | | | | |
| Academic Affairs | 0 | 0 | 0 | 0 | 0 | 0 |
| Academic advising | 8 | 3 | 0 | 2 | 1 | 1 |
| Academic programs in the Arts & Humanities | 2 | 1 | 0 | 1 | 0 | 0 |
| Academic programs in Business / Management | 3 | 2 | 0 | 0 | 1 | 0 |
| Academic programs in Education | 2 | 1 | 0 | 1 | 0 | 0 |
| Academic programs in Engineering | 3 | 1 | 0 | 1 | 1 | 0 |
| Academic programs in Health Sciences | 4 | 1 | 0 | 1 | 1 | 1 |
| Academic programs in Sciences / STEM fields | 5 | 2 | 0 | 2 | 1 | 0 |
| Academic programs in the professions (e.g., medicine, dentistry, law) | 6 | 2 | 0 | 2 | 2 | 0 |
| Advancement/Development/Fundraising | 26 | 9 | 4 | 7 | 5 | 1 |
| Career services | 18 | 9 | 0 | 3 | 3 | 2 |
| Continuing Ed / Non-Credit | 18 | 7 | 0 | 3 | 5 | 1 |
| Information Technology | 0 | 0 | 0 | 0 | 0 | 0 |
| Institutional research | 2 | 2 | 0 | 0 | 0 | 0 |
| The Library | 0 | 0 | 0 | 0 | 0 | 0 |
| Marketing and enrollment services | 16 | 5 | 0 | 6 | 5 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Online Learning departments | 0 | 0 | 0 | 0 | 0 | 0 |
| Registrar's Office | 9 | 4 | 1 | 3 | 0 | 1 |
| Student affairs, including wellness | 3 | 2 | 0 | 0 | 1 | 0 |
| Student academic support services | 4 | 2 | 0 | 0 | 2 | 0 |
| University-wide professional development ("Organizational Learning", etc) | 5 | 4 | 0 | 1 | 0 | 0 |
| **Q32: As you think about the role, mission, and effectiveness of your unit/department, how strongly do you agree with the descriptions below about the impact of the unit's activities at your institution? My unit...** | | | | | | |
| serves as a catalyst for increasing access to underserved populations of learners | 5 | 5.1 | 5 | 5.2 | 4.8 | 5.3 |
| increases faculty confidence or skill in the use of instructional technology | 5.3 | 5.5 | 5.5 | 5.2 | 5.1 | 5 |
| is a catalyst to increase student retention and/or persistence | 5.1 | 5.3 | 5.2 | 5.4 | 4.6 | 5.6 |
| is a catalyst to improve student satisfaction | 5.2 | 5.4 | 5.2 | 5.3 | 4.8 | 5.6 |
| is a resource for deans/department chairs who want to launch non-traditional credentials (e.g., microcredentials, certificates, noncredit) | 4.6 | 4.6 | 5.2 | 4.6 | 4.4 | 4 |
| increases faculty awareness of course design choices that positively impact student mental health | 5.1 | 5.3 | 5.2 | 4.9 | 5 | 5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| increases faculty awareness of the importance of establishing a sense of community and belonging among students | 5.3 | 5.5 | 5.3 | 5.4 | 5.2 | 5.1 |
| is active in the design of the strategic mission of my institution | 4.5 | 4.9 | 3.9 | 4.2 | 4.5 | 4.4 |
| advances and modernizes institutional policy related to academic innovation | 4.7 | 5.1 | 3.6 | 4.5 | 4.8 | 5.3 |
| is active in change management related to innovation | 5.1 | 5.4 | 4.4 | 4.9 | 4.6 | 4.7 |
| **Q33: Over the next 3 years how important do you anticipate the following issues will be at your institution? 1 = Extremely Important, 2= Very Important, 3= Moderately Important, 4= Slightly Important, 5 = Not at all** | | | | | | |
| Hiring / retaining qualified staff | 4.4 | 4.4 | 4.8 | 4.5 | 4.2 | 4.7 |
| Support for teaching in a world with Generative Artificial Intelligence | 4.4 | 4.5 | 4.3 | 4.5 | 4.3 | 4.7 |
| Leveraging resources and services to advance student success | 4.2 | 4.4 | 4.2 | 4.5 | 3.9 | 4.1 |
| Assisting faculty with integrating technology into instruction | 4.1 | 4.1 | 4.3 | 4.2 | 4.1 | 4.3 |
| Data governance and access | 4 | 4.1 | 3.9 | 4.1 | 3.7 | 3 |
| Support for students and faculty in a post-pandemic environment | 3.9 | 3.8 | 3 | 4.3 | 3.9 | 4.1 |
| Instructional technology infrastructure | 3.9 | 3.9 | 3.7 | 4.4 | 3.5 | 4.3 |
| Professional development of | 3.9 | 4 | 4.1 | 3.9 | 3.5 | 3.9 |

| | | | | | | |
|---|---|---|---|---|---|---|
| staff | | | | | | |
| Developing / expanding our fully online education programs | 3.8 | 4.1 | 4.2 | 3.8 | 3.3 | 4.0 |
| Improving connections between IT and academic units | 3.6 | 3.5 | 3.6 | 4.3 | 3.2 | 4 |
| Developing / expanding our hybrid/blended education programs | 3.5 | 3.4 | 3.7 | 3.8 | 3.3 | 3.7 |
| Offering synchronous online academic support services to students | 3.4 | 3.3 | 3.5 | 3.9 | 2.8 | 4 |
| Microcredentialing / Alternative Credentials / Badging | 3.2 | 3.1 | 3.7 | 3.2 | 2.8 | 3.4 |
| Offering synchronous online learning experiences | 3.1 | 3.2 | 3.6 | 3.2 | 2.7 | 3.1 |
| Designing hybrid and hy-flex learning environments | 3.2 | 2.9 | 3.6 | 3.8 | 2.8 | 3.4 |
| Upgrading / replacing the current campus Learning Management System (LMS) | 2.1 | 2.2 | 2.3 | 1.8 | 2 | 2.6 |
| **Q34: What are the biggest obstacles to success in your work?** | | | | | | |
| Lack of leadership buy-in | 27 | 6 | 3 | 3 | 9 | 3 |
| Lack of faculty buy-in | 42 | 8 | 7 | 10 | 11 | 4 |
| Lack of faculty bandwidth | 77 | 31 | 7 | 12 | 20 | 6 |
| Lack of sufficient unit/department staff | 42 | 17 | 5 | 7 | 7 | 2 |
| Time | 62 | 28 | 5 | 10 | 15 | 1 |
| Resources | 49 | 19 | 6 | 7 | 12 | 2 |
| Tools/technology | 12 | 4 | 2 | 1 | 2 | 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| University bureaucracy | 52 | 18 | 9 | 8 | 11 | 3 |
| Awareness of academic innovation | 27 | 8 | 4 | 4 | 7 | 4 |
| Project management | 9 | 4 | 0 | 2 | 2 | 0 |
| Working with Subject Matter Experts (SMEs) | 5 | 2 | 0 | 0 | 1 | 1 |
| Other (Please explain) | 16 | 6 | 2 | 3 | 1 | 2 |
| **Q35: Is your unit/department involved in formal research projects?** | | | | | | |
| Yes | 44 | 17 | 7 | 5 | 12 | 3 |
| No | 42 | 16 | 3 | 7 | 12 | 4 |
| Other | 4 | 1 | 0 | 1 | 2 | 0 |
| **Q37: Is your unit/department actively seeking grant funding related to research?** | | | | | | |
| Yes | 20 | 7 | 4 | 3 | 6 | 0 |
| No | 19 | 7 | 3 | 1 | 5 | 3 |
| Other | 5 | 3 | 0 | 1 | 1 | 0 |
| **Q38: What topics are current areas of focus for grant seeking?** | | | | | | |
| GenAI | 11 | 5 | 3 | 0 | 3 | 0 |
| Student success | 10 | 4 | 1 | 1 | 4 | 0 |
| Other | 6 | 1 | 2 | 3 | 0 | 0 |
| Assessment | 5 | 1 | 1 | 0 | 3 | 0 |
| Online learning | 5 | 3 | 0 | 0 | 2 | 0 |
| Learning analytics | 3 | 3 | 0 | 0 | 0 | 0 |
| Instructional design | 2 | 2 | 0 | 0 | 0 | 0 |
| Implementation research | 2 | 0 | 1 | 0 | 1 | 0 |
| Community impact | 5 | 1 | 2 | 0 | 2 | 0 |
| Workforce development | 5 | 3 | 1 | 0 | 1 | 0 |
| Financial sustainability (business models) | 1 | 0 | 0 | 0 | 1 | 0 |
| Alternative credentials | 5 | 3 | 1 | 0 | 1 | 0 |
| Flexible pathways to college completion | 2 | 1 | 0 | 0 | 1 | 0 |
| Design of hybrid/hyflex | 3 | 1 | 1 | 0 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| learning experiences | | | | | | |
| Developing of integrating educational technology | 5 | 3 | 1 | 0 | 1 | 0 |
| **Q40: Did any of the following occur within your unit/department as a result of the COVID-19 pandemic?** | | | | | | |
| Services added and sustained | 39 | 17 | 4 | 4 | 10 | 3 |
| Services added temporarily | 26 | 6 | 1 | 6 | 7 | 3 |
| Services removed permanently | 8 | 2 | 0 | 2 | 2 | 1 |
| Services removed temporarily | 13 | 5 | 2 | 2 | 0 | 2 |
| Services changed permanently | 36 | 12 | 6 | 4 | 10 | 2 |
| Services changed temporarily | 16 | 5 | 0 | 3 | 4 | 2 |
| Additional resources and/or incentives available to faculty permanently | 23 | 9 | 2 | 2 | 8 | 2 |
| Additional resources and/or incentives available to faculty temporarily | 22 | 4 | 4 | 6 | 4 | 2 |
| **Q49: To what degree would you agree or disagree with the following statements (1=strongly disagree and 5=strongly agree):**<br><br>**Since the COVID-19 pandemic, at my institution:** | | | | | | |
| Staff are more likely to request hybrid work arrangements | 4.5 | 4.7 | 4.2 | 4.7 | 4.6 | 4.4 |
| Faculty are more receptive to teaching online | 3.8 | 3.8 | 3.8 | 4.3 | 3.4 | 4.2 |
| Students are more likely to seek online courses | 3.9 | 4.1 | 4.3 | 4.3 | 3.0 | 4.4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Students are more likely to request hybrid/hyflex courses | 3.6 | 3.5 | 3.7 | 3.7 | 3.8 | 3.4 |
| We have ended in-person components of historically blended learning programs | 2.3 | 2.5 | 2.6 | 2.0 | 1.9 | 2.4 |
| Students are more likely to expect instructors will make lecture recordings available online | 4.0 | 3.8 | 4.2 | 4.3 | 4.1 | 5.0 |
| We have ended online courses/ programs that were offered during the pandemic | 2.7 | 2.5 | 2.4 | 2.7 | 3.2 | 2.4 |
| Faculty are more likely to request meeting virtually than before the pandemic | 4.5 | 4.6 | 4.2 | 4.9 | 4.3 | 4.4 |
| **Q50: Does your unit/department partner with Online Program Management (OPM)/Third-Party Courseware and Service providers?** | | | | | | |
| Yes, we do currently | 32 | 10 | 4 | 6 | 8 | 2 |
| We have, but don't currently | 11 | 4 | 3 | 0 | 3 | 0 |
| No, we don't and never have | 38 | 17 | 5 | 9 | 13 | 11 |
| **Q51: What services have you engaged OPMs/Third-Party Courseware and Service providers to accomplish (check all that apply)** | | | | | | |
| Market research | 21 | 9 | 3 | 2 | 6 | 0 |
| Student recruitment and enrollment | 23 | 8 | 2 | 2 | 8 | 1 |
| Course design | 16 | 6 | 1 | 3 | 4 | 1 |
| Technology, tools, and platforms | 23 | 6 | 4 | 3 | 7 | 1 |
| Student retention | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Placement of students in employment or training opportunities | 0 | 0 | 0 | 0 | 0 | 0 |
| **Q52: Which OPMs/Third-Party Courseware and Service providers have you partnered with for the services you selected?** | | | | | | |
| Market research selections shared | Wiley, EAB, Hanover, RNL, McKinsey, Pearson, Tambellini, InfoTech, Academic Partnerships, Noodle, Everspring, MBA, DPT | Eduventures, Pearson, Noodle, Hanover, EAB, Everspring | Wiley, EAB | MBA, DPT, Academic Partnerships | RNL, EAB, Tambellini, InfoTech, Wiley, Academic Partnerships | n/a |
| Student recruitment and enrollment selections shared | Wiley, Academic Partnerships, RNL, 2U, Pearson, Noodle, MBA, DPT, Everspring, EAB, ML, Coursera, edX, Emeritus, ExecOnline, All Campus, McKinsey | Pearson, Noodle, Wiley, Coursera, edX, Emeritus, ExecOnline, Everspring | Wiley | MBA, DPT, Academic Partnerships | EAB, 2U, All Campus, edX, Wiley, Academic Partnerships, RNL | 2U |
| Course design selections shared | Wiley, ACUE, Pearson, Noodle, iDesign, Everspring, Canvas, Alchemy, Academic Partnerships, 2U, Extension Engine | Noodle, Everspring, iDesign, Canvas | Academic Partnerships | ACUE, Alchemy, Academic Partnerships | 2U, Pearson, Extension Engine, Wiley | 2U |
| Technology, tools, and platforms selections shared | Pearson, Portfolium, Lumen Learning, Noodle, Instructure, edX, D2L, Cengage, Norton, 2U, Blackboard, CourseLeaf, | Pearson, Noodle, Coursera, edX, 2U, FutureLearn | Blackboard, CourseLeaf, SignalVine, ACUE, D2L, ALLY | Canvas, Cengage, Norton, YuJa, Respondus, Turnitin, Microsoft, Adobe, ViewSonic, B&N | edX, 2U, Pearson, Extension Engine, Instructure | 2U |

| | | | | | | |
|---|---|---|---|---|---|---|
| | SignalVine, ACUE | | | | | |
| Student retention selections shared | Wiley, Academic Partnerships, Starfish, Pearson, Noodle, InsideTrack, 2U, EAB Navigate | Pearson, Noodle | Wiley | EAB Navigate, Academic Partnerships | Starfish, 2U, Wiley, Academic Partnerships, InsideTrack | 2U |
| Placement of students in employment or training opportunities selections shared | 2U | n/a | n/a | n/a | n/a | 2U |
| **Q55: Are there policies in place for vetting new teaching and learning technologies (check all that apply)?** | | | | | | |
| At the unit/departmental level | 35 | 13 | 3 | 4 | 12 | 3 |
| At the institutional level | 54 | 26 | 6 | 7 | 13 | 2 |
| I'm not sure | 5 | 2 | 1 | 0 | 2 | 0 |
| No | 7 | 2 | 1 | 1 | 2 | 1 |
| Other | 10 | 2 | 2 | 3 | 2 | 1 |
| **Q56 & Q57: Which third-party technology providers has your unit/department adopted? For those you select, please indicate the name of the provider. Are these licensed by your unit/department? By your institution?** | | | | | | |
| *Videoconferencing* | | | | | | |
| Percentage adopted | 99% | 100% | 88% | 100% | 100% | 100% |
| Most common | Zoom | Zoom | Zoom | Teams | Zoom | Zoom |
| Selections shared | Blackboard Collaborate, Forum (Minerva), Meet, Teams, WebEx, Zoom | Zoom, Teams, Blackboard Collaborate, Webex | Zoom, Teams, Class Collaborate, Google Meet, Webex | | | Meet, Zoom, Teams, WebEx |
| Primary licensee | Institution | Institution | Institution | Institution | Institution | Institution |
| *Learning Management System* | | | | | | |
| Percentage adopted | 100% | 100% | 100% | 100% | 100% | 100% |
| Most common | Canvas | Canvas | Canvas, | Canvas | Canvas | Brightspace |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | Blackboard | | | |
| Selections shared | Anthology, Blackboard Learn, Blackboard Ultra, Brightspace , Coursera, D2L, Canvas, edX, Moodle | Canvas, D2l, Moodle, Blackboard Learn, Coursera, edX | Canvas, Blackboard Ultra, Blackboard Learn, D2L-Brightspace | | | Blackboard, Brightspace, Canvas |
| Primary licensee | Institution | Institution | Institution | Institution | Institution | Institution |
| *Internal Staff Communication Platform* | | | | | | |
| Percentage adopted | 92% | 93% | 75% | 100% | 93% | 80% |
| Most common | Teams | Teams | Teams | Teams | Teams | Teams |
| Selections shared | Gchat, Jabber, Sharepoint, Slack, Teams, Webex | Slack, Teams, GChat, | Teams, Jabber, Slack, GChat | | | Teams, Webex |
| Primary licensee | Institution | Institution | Institution | Institution | Institution | Institution |
| *Classroom technology solutions (e.g., video capture, electronic whiteboards)* | | | | | | |
| Percentage adopted | 79% | 86% | 63% | 89% | 78% | 80% |
| Most common | Various | Various | Various | Various | Various | No details shared |
| Selections shared | Echo 360, Captivate, Confluence, Crestron, Digication, Equatio, GoReact, Gradescope, Hypothesis, Kaltura, Mediasite, Miro, Smart Whiteboards, Panopto, Peerceptive, Piazza, Poll Everywhere, Top Hat, ViewSonic, | Panopto, Echo 360, Kaltura, TopHat, Smart Whiteboard, Mediasite, Crestron, Confluence, Digication, Gradescope, Equatio, Hypothesis, Peerceptive, Piazza, Poll Everywhere, Voicethread | Smart Whiteboard, Kaltura, BenQ, OWL | | | No details shared |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Voice Thread, YuJa | | | | | |
| Primary licensee | Institution | Institution | Institution | Institution | Institution | Institution |
| *Digital Course Content* | | | | | | |
| **Item** | **Total** | **R1 Institutions** | **R2 Institutions** | **Regional Comprehensive** | **Private 4-Year** | **Community College** |
| Percentage adopted | 67% | 64% | 63% | 78% | 70% | 80% |
| Most common | Various | Various | Various | Various | Various | Various |
| Selections shared | Vital Source, Pearson, Wiley, Panopto, Cengage, ZyBooks, Spring Share, SageVantage, MatLab, McGraw Hill, Macmillan, SAGE, Aleks, Norton, Red Shelf | | | | | No details shared |
| Primary licensee | Institution | Institution | Institution | Both | Institution | Both |
| *Learning Engagement Technologies (e.g., Class, Engageli, InSpace)* | | | | | | |
| Percentage adopted | 30% | 50% | 25% | 11% | 19% | 0% |
| Most common | Various | Various | Various | Various | Various | - |
| Selections shared | Feedback Fruits, Hypothesis, Poll Everywhere, EdStem, Ed Discussions, Class, Piazza, Packback, TopHat, iClicker, Kahoot, YellowDig, | Feedback Fruits, Hypothesis, Poll Everywhere, EdStem, Class, Ed Discussions, Piazza, Packpack, TopHat, iClicker, Kahoot, Yellowdig, Voicethread, ECoach, InSpace, | | | | - |

| | | | | | | |
|---|---|---|---|---|---|---|
| | ECoach, InSpace, Inscribe, Miro | Inscribe | | | | |
| Primary licensee | Institution | Institution | Both | Unknown | Institution | ?- |
| *Interactive Content (e.g., H5P)* | | | | | | |
| Percentage adopted | 41% | 46% | 38% | 22% | 44% | 40% |
| Most common | H5P | H5P | Various | Various | H5P | Various |
| Selections shared | H5P, Playposit, Packback, Perusall, Panopto, Hypothes.is, Voicethread, DesignPlus, Feedback Fruits, Kaltura, Annoto, Mentimeter, Poodl | H5P, Hypothes.is, Voicethread, DesignPlus, Playposit, Feedback Fruits | | | | h5P, Playposit, Packback, Perusall, Panopto |
| Primary licensee | Unit | Unit | Unit | Both | Institution | Institution |
| *Generative Artificial Intelligence* | | | | | | |
| Percentage adopted | 63% | 71% | 75% | 33% | 63% | 40% |
| Most common | ChatGPT | Microsoft CoPilot | ChatGPT | Various | ChatGPT | ChatGPT |
| Selections shared | ChatGPT, Microsoft CoPilot, Bing, custom adapted solution, Gemini, Blackboard AI Design Assistant, Claude 3, Grammarly GO, Bard | Microsoft CoPilot, ChatGPT, Bing, homegrown solutions | | | | ChatGPT |
| Primary licensee | Institution | Institution | Institution | Institution | Institution | Faculty |
| *Online Proctoring Services* | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Percentage adopted | 62% | 71% | 63% | 67% | 48% | 80% |
| Most common | Respondus | Honorlock | Respondus | Respondus | Respondus | Respondus |
| Selections shared | Honorlock, Respondus, ProctorU, Examity, ExamSoft, Proctorio | ProctorU, Respondus, Honorlock, Examity, Proctorio, ExamSoft | | | | Respondus, Honorlock |
| Primary licensee | Institution | Institution | Institution | Institution | Institution | Institution |
| *Learning Analytics Technologies* | | | | | | |
| Percentage adopted | 12% | 21% | 0% | 0% | 11% | 0% |
| Most common | Various | Various | - | - | Intelliboard | - |
| Selections shared | Intelliboard, homegrown solution, Civitas | IntelliBoard, Homegrown solutions, Civitas | | | | - |
| Primary licensee | Institution | Institution | - | - | Institution | - |
| *Extended, Virtual, and Alternate Reality Technologies* | | | | | | |
| Percentage adopted | 26% | 29% | 50% | 11% | 22% | 20% |
| Most common | Various | Various | Various | Various | Various | No details shared |
| Selections shared | WebVR, Quest 3, Uptale, Hololens, Dreamscape, Mursion, VictoryXR, Metaquest, Decentraland, Oculus VR | WebVR, Quest 3, UpTale, Hololens, DreamScape | | | | No details shared |
| Primary licensee | Institution | Institution | Institution | Unit | Unit | Institution |
| **Q58: Have you engaged a third-party for innovation strategy, planning, or evaluation?** | | | | | | |
| No, we have not | 128 | 48 | 16 | 18 | 32 | 8 |
| Yes | 14 | 6 | 1 | 0 | 5 | 1 |
| Other | 8 | 4 | 0 | 4 | 0 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| We've considered it | 0 | 0 | 0 | 0 | 0 | 0 |
| **Q60: Which groups, organizations, associations, and annual events are meaningful to you in your work?** | | | | | | |
| EDUCAUSE | 58 | 22 | 8 | 8 | 16 | 4 |
| CAEL | 7 | 2 | 3 | 1 | 1 | 0 |
| ASU+GSV Summit | 25 | 10 | 2 | 1 | 10 | 2 |
| Association for the Assessment of Learning in Higher Education (AALHE) | 7 | 5 | 1 | 0 | 1 | 0 |
| Online Learning Consortium (OLC) | 47 | 19 | 8 | 6 | 11 | 3 |
| POD Network | 48 | 17 | 6 | 7 | 15 | 3 |
| American Educational Research Association (AERA) | 17 | 4 | 5 | 4 | 4 | 0 |
| Association for the Study of Higher Education (ASHE) | 13 | 7 | 3 | 2 | 1 | 0 |
| UPCEA | 30 | 15 | 6 | 1 | 8 | 0 |
| UPCEA SOLA+R | 18 | 11 | 2 | 1 | 4 | 0 |
| Vendor-originated conferences (e.g., D2L Fusion, Instructurecon) | 24 | 9 | 3 | 6 | 5 | 1 |
| 1EdTech | 4 | 2 | 1 | 1 | 0 | 0 |
| SXSW Edu | 10 | 2 | 1 | 1 | 5 | 1 |
| WCET | 29 | 14 | 4 | 5 | 4 | 2 |
| Times Higher Education (THE) Digital Universities | 16 | 5 | 4 | 2 | 5 | 0 |
| AAC&U | 42 | 14 | 5 | 6 | 15 | 2 |
| Achieving the Dream | 6 | 1 | 1 | 1 | 1 | 2 |
| Other | 19 | 7 | 3 | 2 | 3 | 4 |
| **Q61: How has the Covid-19 pandemic influenced the work of your unit/department? (open-ended)** | | | | | | |
| **Q62: How does your unit/department incorporate diversity, equity, and inclusion into its work? (open-ended)** | | | | | | |
| **Q63: How has your unit/department responded to Generative AI? (open-ended)** | | | | | | |
| **Q64: How do you define "academic innovation?" (open-ended)** | | | | | | |
| **Q65: What role do students play in your work? (open-ended)** | | | | | | |
| **Q66: Are there specific peer institutions, companies, or non-profit organizations you admire as leaders in academic innovation? If so, why?** | | | | | | |
| Institutions shared | | University of | Arizona State | Arizona State | Arizona State | Elon |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Michigan, Oregon State, UCF, Arizona State University, Duke, GVSU, IIT, Vanderbilt, Yale, UMass Amherst, UC Boulder, SNHU, WGU, Stanford, Collaborative Language Program at University of Wisconsin, Sheridan Center at Brown, Ohio State, MIT, Carnegie Mellon, Indiana, University of Oregon, Georgia Tech | University, University of Central Florida, Georgia State University, Grand Valley State University, Stanford, University of Michigan, Yale Vanderbilt, Carnegie Mellon, Ohio State, Kent State, Ohio University | University, Ohio State University, University of California, Purdue, University of Michigan | University, SNHU, WGU, Paul Quinn College, University of Michigan, Georgia Tech, Stanford, Purdue Global, Boston University, Brown, Columbia, Duke, Vanderbilt, Elon | |
| Organizations shared | | CIRTL Network, Every Learner Everywhere, EDUCAUSE, POD Network, Gates Foundation, HailStorm, EdStem, AAC&U, NILOA | University Innovation Alliance, International Standards for Technology Education (ISTE), Cult of Pedagogy, POD Network | EDUCAUSE | POD Network | EDUCAUSE |
| Companies | | Quantum Thinking, Feedback Fruits, NPR | | | Guild Education, Google, Ed Equity Lab, AI for Education | |
| **Q67: Would you be interested in attending a Leading Academic Change Summit?** | | | | | | |
| Yes | 60 | 21 | 8 | 8 | 16 | 5 |
| I'm not sure | 57 | 24 | 6 | 6 | 15 | 0 |
| No | 6 | 4 | 0 | 0 | 2 | 0 |
| **Q68: Would you like to be a part of a Leading Academic Change Network?** | | | | | | |
| Yes | 66 | 26 | 8 | 9 | 16 | 5 |
| I'm not sure | 48 | 15 | 6 | 3 | 18 | 0 |
| No | 0 | 0 | 0 | 0 | 0 | 0 |
| **Q69: Would you like to participate in a webinar presentation of the survey results?** | | | | | | |
| I'm not sure | 81 | 36 | 6 | 9 | 18 | 9 |
| Yes | 50 | 18 | 8 | 7 | 12 | 2 |
| No | 8 | 2 | 0 | 0 | 6 | 0 |
| **Q70: Would you be interested in a consultation with the Leading Academic Change team?** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Not at this time | 144 | 60 | 8 | 16 | 40 | 8 |
| I'm not sure | 120 | 45 | 18 | 15 | 30 | 9 |
| Yes, ideally online | 8 | 2 | 2 | 2 | 2 | 0 |
| Yes, ideally in person on my campus | 2 | 0 | 1 | 0 | 1 | 0 |

# Appendix B: Participant List

*Institutions participating in the*
*Leading Academic Change National Survey 2.0*

- Alma College
- Andrews University
- Arizona State University
- Asbury Theological Seminary
- Auburn University
- Augusta University
- Azusa Pacific University
- Bentley University
- Boise State University
- Boston University
- Bowdoin College
- Bowie State University
- Bowling Green State University
- Cal State East Bay
- Caldwell Community College
- California State Polytechnic University Pomona
- California State University Office of the Chancellor
- California State University, Los Angeles
- Case Western Reserve University
- College of Southern Nevada
- Colorado School of Mines
- Columbia International University
- Columbia State Community College
- Columbia University
- Cornell University
- Dartmouth College
- Delgado Community College
- DePaul University
- Duke University and Duke Kunshan University
- Duquesne University
- Embry-Riddle Aeronautical University
- Florida SouthWestern State College
- Furman University
- Georgetown University
- Georgia Institute of Technology
- Grand Valley State University
- Harford Community College
- Harvard Graduate School of Education

- Houston Community College
- Indiana University Bloomington
- Kansas State University
- Kennesaw State University
- Kent State University
- LaGuardia Community College (CUNY)
- Lancaster Bible College | Capital Seminary & Graduate School
- Maricopa Community Colleges
- Maryville U
- Massachusetts Institute of Technology (MIT)
- Mays Business School - Texas A&M University
- Middle Georgia State University
- Middlebury
- Miles Community College
- Montana State University Billings
- Montgomery County Community College
- New York Institute of Technology
- North Carolina A&T State University
- North Carolina State University
- Northern Arizona University
- Northern Illinois University
- Northern Virginia Community College
- Oral Roberts University
- Penn State
- Pima Community College
- Portland State University
- Radford University
- Rice University
- Rose-Hulman Institute of Technology
- San Diego community college district
- Simpson College
- Skagit Valley College
- Southern Methodist University
- St. Mary's University
- Stanford University
- SUNY Geneseo
- SUNY Online, System Administration, State University of New York
- TCM International Institute
- Temple University
- Texas A&M-San Antonio
- Texas Tech University
- The City University of New York
- The University of Alabama
- The University of Toledo
- Trinity College
- Tulsa Community College

- University of Alabama at Birmingham (UAB)
- University of Central Florida
- University of Cincinnati Blue Ash College
- University of Colorado Denver
- University of Illinois Urbana-Champaign
- University of Maryland Center for Environmental Science
- University of Maryland, Baltimore
- University of Michigan
- University of Nevada, Las Vegas
- University of New Mexico
- University of New Mexico-Gallup
- University of Notre Dame
- University of Puerto Rico
- University of South Florida
- University of Tennessee Southern
- University of Tennessee, Knoxville
- University of Texas at El Paso
- University of Virginia
- University of Wisconsin - Stout
- University of Wisconsin-Madison
- University of Wisconsin-Stevens Point
- University System of Maryland
- UT San Antonio
- Vanderbilt University
- VCFA
- Vermont State University
- Virginia Commonwealth University
- Wake Forest University
- Washington University in St. Louis
- Westcliff University
- Western Michigan University
- Western New Mexico University
- Winona State University

# Appendix C: Survey Instrument

*Enclosed below is the survey instrument as deployed, including references to conditional logic where participant answers determine whether or not a subsequent question is shown.*

Welcome to the Leading Academic Change 2.0 National Survey! Quantum Thinking and the University of Michigan Center for Academic Innovation have partnered to study how academic innovation is currently structured and supported in higher education institutions across the country.

**Who should answer this survey?**

- Leaders situated in schools/colleges who are charged with enabling academic innovation.
- Directors of units/departments in higher education actively engaged with enabling academic innovation broadly, including advancing systemic changes in teaching and learning, leveraging novel technology, and broadening educational access.

We understand there may be more than one unit/department on campus and welcome multiple responses from a campus. We ask that one person answer on behalf of each unit, but encourage you to confer with your colleagues as it is helpful in responding to survey items.

**Why answer this survey?**

We aim to advance academic innovation by collecting the data needed to help institutions create a data-informed framework. The results can be used to inform the development of leadership models, resilient support structures, and innovative approaches to improve student success. Your participation is vital to this effort and will help illuminate the complexity and reach of this work across the institution and better understand the larger landscape of academic innovation across the nation. Our goal is for you to be able to be confident in major decisions and ensure you have the resources needed to build and sustain innovative initiatives.

**What do we mean by academic innovation?**

Academic innovation is a broad term for the effort invested to advance higher education. This survey aims to illuminate the structures that institutions have established to modernize and innovate the design and experience of higher education. This includes, but is not limited to, experimenting with novel pedagogies and technologies, identifying alternative revenue sources, and building new partnerships with industry.

**What will be done with this data?**

In collecting data to inform academic innovation leaders about broader trends, we will produce a white paper summarizing the results, present at conferences and specific campuses. We're excited to combine this data with the 2014-15 Leading Academic Change Project Surveys 1.0 data for a longitudinal view. Responses will be de-identified, and results will only be shared in an aggregated form.

**Let’s get started! (And here's some music to enjoy along the way)**

This survey may take approximately 30 minutes, and we appreciate your valuable time in responding. The system will save your progress, allowing you to take breaks or confer with colleagues

along the way. To enhance your experience, we have curated a playlist available here. For the best experience, we recommend completing this survey on a computer or tablet.

*Please complete your response by February 16. If you need more time please email cholma@umich.edu*

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**Q1: Do you hold one of the following leadership roles related to academic innovation?**

- Leader within a school/college who is charged with enabling academic innovation
- Director or equivalent of a higher education unit/department engaged with enabling academic innovation, including advancing systemic changes in teaching and learning, leveraging novel technology, and broadening educational access
- Neither of these descriptions accurately reflect my role.

*[Conditional on answering "Neither of these descriptions accurately reflect my role."]*
Thanks for your interest in this project! Based on your answer, you are unfortunately ineligible to complete the survey. Is there another person at your institution who you think we should contact instead? If so, please share their information below and we will invite them to participate:

First Name:
Last Name:
Email address:
Job Title:
College or University Name:

**Q2: What is the name of your higher education institution?**

**Q3: Which sector <u>best</u> categorizes your institution?**

- ○ Public, 4-year, research intensive (R1)
- ○ Public, 4-year, research active (R2)
- ○ Public, 4-year, regional comprehensive
- ○ Private, 4-year, not-for-profit
- ○ Private, 2-year, not-for-profit
- ○ Private, for-profit
- ○ Community college

**Q4: Does you institution identify as any of the following (check all that apply):**

- ○ Tribal college or university
- ○ Historically Black college or university
- ○ Predominantly Black Institution
- ○ Hispanic Serving Institution
- ○ Native American-Serving Nontribal Institution
- ○ Asian American and Native American Pacific Islander serving institution
- ○ Women's college
- ○ Other (please explain)

**Q5: Does your institution have unit(s)/department(s) charged with academic innovation? If so, please list the unit/department's name(s). Note that a unit/department charged with academic innovation may also have other responsibilities.**

- ○ Unit/Department 1 _____
- ○ Unit/Department 2 _____
- ○ Unit/Department 3 _____
- ○ Unit/Department 4 _____
- ○ Unit/Department 5 _____

*Carry Forward Entered Choices - Entered Text from "Does your institution have unit(s)/department(s) charged with academic innovation? If so, please list the unit(s') name(s). Note that a unit/department charged with academic innovation may also have other responsibilities. "*

**Q6: Which of the following areas are your institution's academic innovation units/departments each engaged with:**

| | Unit/Department 1 | Unit/Department 2 | Unit/Department 3 | Unit/Department 4 | Unit/Department 5 |
|---|---|---|---|---|---|
| Enhancing teaching and learning through direct faculty support/development | ☐ | ☐ | ☐ | ☐ | ☐ |
| Developing new student pathways to the institution, including K-12, transfer, and adult-learner programs and new geographic areas | ☐ | ☐ | ☐ | ☐ | ☐ |
| Supporting open online learning and/or continuing and professional education | ☐ | ☐ | ☐ | ☐ | ☐ |
| Supporting online degrees | ☐ | ☐ | ☐ | ☐ | ☐ |
| Supporting online courses for residential students | ☐ | ☐ | ☐ | ☐ | ☐ |
| Adopting and developing academic technology | ☐ | ☐ | ☐ | ☐ | ☐ |
| Conducting research and evaluation related to innovation in higher education | ☐ | ☐ | ☐ | ☐ | ☐ |
| Funding and/or supporting new academic innovation initiatives | ☐ | ☐ | ☐ | ☐ | ☐ |
| Designing and equipping campus spaces to enable innovative learning | ☐ | ☐ | ☐ | ☐ | ☐ |
| Experimenting with new models of learning and recognition (ie., microcredentials, industry partnerships, bootcamps, etc) | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other (Please explain) | ☐ | ☐ | ☐ | ☐ | ☐ |

*Carry Forward Entered Choices - Entered Text from "Does your institution have unit(s)/department(s) charged with academic innovation? If so, please list the unit(s') name(s). Note that a unit/department charged with academic innovation may also have other responsibilities. "*

**Q7: You indicated your institution has units/departments charged with academic innovation. Is your appointment within one of them?**

- ☐ No, I'm not appointed within one of these units (Please share where your appointment is) _____
- ☐ Unit/Department 1
- ☐ Unit/Department 2
- ☐ Unit/Department 3
- ☐ Unit/Department 4
- ☐ Unit/Department 5

**Q8: What is your job title?**

**Q9: Do you have another institutional appointment outside of the one you've shared?**

- ○ No, this is my only appointment
- ○ Yes, I have a full-time faculty appointment
- ○ Yes, I have a part-time faculty appointment
- ○ Yes, I have another staff position in addition to this appointment (please share what percentage of your appointment is committed to this other role)

**Q10: Please select which, if any, of the following roles you have held earlier in your career (check all that apply):**

- ☐ Faculty: primarily teaching-focused
- ☐ Faculty: primarily research-focused
- ☐ Institutional staff/administrative
- ☐ Industry/other non-academic
- ☐ Other (please describe) _____

**Q11: To what office(s) does your unit/department report (check all that apply)?**

- ☐ Academic Affairs / Provost
- ☐ President/Chancellor
- ☐ Vice President for Research
- ☐ Vice Provost for Online Learning
- ☐ Dean
- ☐ Information Technology / Chief Information Officer
- ☐ Chief Online Learning Officer
- ☐ Chief Financial Officer
- ☐ Library
- ☐ Student Affairs
- ☐ Other (Please explain) _____

**Q12: Has your unit/department reporting path changed within the last three years?**

- Yes
- No
- Other _____

**Q13: Do you expect that your unit/department's reporting path will change in the next three years?**

- Yes (please explain)
- No
- I don't know

**Q14: Has your unit/department merged with any other during its history?**

- Yes (please explain)
- No
- Other/unsure (please explain)

**Q15: When did your unit/department begin operations?**

- Prior to 1970
- 1971 - 1980
- 1981 - 1990
- 1991 - 2000
- 2001 - 2010
- 2011 - 2020
- 2020 - 2022
- 2023 - present
- Other - please describe core dates

**Q16: Has the mission or strategic focus of your unit substantively changed within the last three years?**

- Yes, the mission/strategic focus has changed in substantive ways
- No, the mission/strategic focus has not changed in substantive ways
- Other (please explain)

*Display This Question:*

*If Has the mission or strategic focus of your unit substantively changed within the last three years? = Yes, the mission/strategic focus has changed in substantive ways*

**Q17: How has the mission or strategic focus changed substantially in the last three years?**

**Q18: Do you anticipate the mission or strategic focus of your unit changing substantially within the next three years?**

- No, I anticipate the mission/strategic focus will remain largely consistent
- Yes, I anticipate the mission/strategic focus will substantively change (please explain) _____

**Q19: What are the primary funding sources for your unit?**

- ☐ General fund
- ☐ Tuition
- ☐ Non-credit program revenue
- ☐ Grants
- ☐ Student fees
- ☐ Endowment
- ☐ Other _____

**Q20: What is the approximate total annual institutional budget allocation for your unit in fiscal year 2023/2024? If you aren't sure, please write "unknown."**

**Q21: What is the approximate total annual budget expenditure for your unit in fiscal year 2023/2024? If you aren't sure, please write "unknown."**

**Q22: How has the annual budget allocation for your unit changed over the past three years?**

- Significant increase: +8% or more
- Moderate increase: +3-7%
- Minimal change: within +/- 2%
- Moderate decrease: -3-7%
- Significant decrease: -8% or more
- Other (Please explain)
- I don't know

**Q23: What is the approximate total number of personnel in your unit within the following employment categories:**

Full-time staff _____
Part-time staff (excluding students) _____
Faculty _____
Graduate students _____
Undergraduate students _____
Postdoctoral or other visiting/temporary scholars _____

**Q24: What is the approximate total number of personnel (FTE) in your unit with the following job functions (please include split-responsibility if relevant - for example if you have an FTE who does faculty consultations half the time and is a researcher half the time, you would answer 0.5 for each role):**

Administration/leadership _____
Marketing/communications _____
Faculty development/consultation _____
Instructional design/learning experience design _____
Curriculum development _____
Learning technologists_____
Academic technology support (e.g., students and faculty) _____
Internal technology support (e.g., computer management for employees) _____
Research _____
Program and project management _____
Policy _____
Software/platform/interface development _____
Diversity, Equity, and Inclusion _____
Student recruitment_____
Student advising and support services_____
Accessibility _____
Classroom technology management _____
Industry partnership management_____
Other _____

**Q25: What is your best estimate of how many people representing your unit's target audiences (listed below) made use of your unit/department's resources, products, and services during the fall term, 2023?**

Tenure track faculty _____
Research faculty_____
Instructional faculty including teaching faculty, lecturers, professors of practice____
Adjuncts/Part-time/Contingent _____
Faculty_____
Staff _____
Graduate students _____
Undergraduate students _____
Non-credential learners (continuing & professional education) _____
Non-credential learners (open content) _____
Learners in workforce development programs/joining through industry partnerships _
Others not listed above - please identify both the additional target audience and estimated number

**Q26: To what degree are the following activities or initiatives currently prioritized in your unit? Please drag items from the list on the left into the priority sections on the right.**

| | Top Priorities | Medium Priorities | Low Priorities | N/A |
|---|---|---|---|---|
| On-campus course/program design and development | | | | |
| Blended or hybrid course/program design and development | | | | |

Online, for-credit course/program design and development

Online, open non-credit course/program design and development (e.g., MOOCs)

Using labor market data to help inform program or course development

Accessibility, including adaptive learning technologies and universal design for learning

Faculty development

Supporting students from historically marginalized and underrepresented groups

Addressing higher education's systemic inequities through efforts like anti-racist pedagogy

Student wellness and/or mental health

Developing educational technologies

Support / adoption of educational technologies

Licensing digital learning environments (e.g., learning management systems)

Recommending or selecting educational technologies for the institution

Learning analytics

Digital badging or other micro-credentialing

Assessment of/credit for prior learning

Generative artificial intelligence / large language models

XR technologies, including augmented, virtual, and/or mixed reality

Partnering with bootcamp programs

Communities of practice for teaching

Research & experimentation

Workforce development programs

Open educational resources

Physical campus learning spaces/classroom design

**Q27: Which of your unit/department's resources, products, and services are most used by instructors, inclusive of all types of appointments with teaching responsibility?**

| | Frequently used | Somewhat frequently used | Seldomly used | Not used | Not offered |
|---|---|---|---|---|---|
| Instructional /learning experience design services | ○ | ○ | ○ | ○ | ○ |
| Educational research and support | ○ | ○ | ○ | ○ | ○ |
| Evaluation support for courses and programs | ○ | ○ | ○ | ○ | ○ |
| Educational technology support | | | | | |
| Educational technology development | ○ | ○ | ○ | ○ | ○ |
| Course / program development or redesign for **on-campus courses** | ○ | ○ | ○ | ○ | ○ |
| Course / program development or redesign for **blended / hybrid courses** | ○ | ○ | ○ | ○ | ○ |
| Course / program development or redesign for **fully online courses** | ○ | ○ | ○ | ○ | ○ |
| Media production (graphics, video, interactive simulations) | ○ | ○ | ○ | ○ | ○ |
| Opportunity to experiment with new technology resources | ○ | ○ | ○ | ○ | ○ |
| Faculty & graduate student professional development and training for teaching skills | ○ | ○ | ○ | ○ | ○ |
| Integrating generative AI / large language model technology | ○ | ○ | ○ | ○ | ○ |
| Integrating AR / VR technology | ○ | ○ | ○ | ○ | ○ |
| Communities of practice for teaching | ○ | ○ | ○ | ○ | ○ |

**Q28: How would you rate the maturity of the services your unit/department offers?**

| | Established / highly mature | Increasingly mature | Slightly mature | New / not yet mature | Not offered |
|---|---|---|---|---|---|
| Instructional/learning experience design services | ○ | ○ | ○ | ○ | ○ |
| Educational research and support | ○ | ○ | ○ | ○ | ○ |
| Evaluation support for courses and programs | ○ | ○ | ○ | ○ | ○ |
| Educational technology support | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| Course / program development or redesign for **on-campus courses** | ○ | ○ | ○ | ○ | ○ |
| Course / program development or redesign for **blended / hybrid courses** | ○ | ○ | ○ | ○ | ○ |
| Course / program development or redesign for **fully online courses** | ○ | ○ | ○ | ○ | ○ |
| Media production (graphics, video, interactive simulations) | ○ | ○ | ○ | ○ | ○ |
| Opportunity to experiment with new technology resources | ○ | ○ | ○ | ○ | ○ |
| Faculty & graduate student professional development and training for teaching skills | ○ | ○ | ○ | ○ | ○ |
| Integrating generative AI technology | ○ | ○ | ○ | ○ | ○ |
| Integrating AR / VR technology | ○ | ○ | ○ | ○ | ○ |

**Q29: How would you assess the level of engagement of various faculty/doctoral student groups with the programs / services offered by your unit/department?**

| | High | Medium | Low |
|---|---|---|---|
| Faculty, in general | ○ | ○ | ○ |
| Tenured faculty | ○ | ○ | ○ |
| Pre-tenured faculty | ○ | ○ | ○ |
| Faculty, research-focused | ○ | ○ | ○ |
| Faculty, teaching-focused | ○ | ○ | ○ |
| Part-time faculty | ○ | ○ | ○ |
| Faculty in the Arts & Humanities | ○ | ○ | ○ |
| Faculty in Business / Management | ○ | ○ | ○ |
| Faculty in Education | ○ | ○ | ○ |
| Faculty in the Health Sciences | ○ | ○ | ○ |
| Faculty in the Sciences / STEM fields | ○ | ○ | ○ |
| Faculty in Engineering | ○ | ○ | ○ |
| Faculty in the Professions (e.g., medicine, dentistry, law) | ○ | ○ | ○ |
| Doctoral students | ○ | ○ | ○ |

**Q30: What strategies does your unit use to encourage faculty across all disciplines and ranks to use the unit's programs and services?**

- ☐ Financial incentives to individual faculty
- ☐ Financial incentives to academic programs / departments
- ☐ Teaching or innovation awards
- ☐ Course release time for faculty during the academic year
- ☐ Course release time for faculty during the summer months
- ☐ Changes to promotion and tenure policies that encourage teaching innovation
- ☐ Partial faculty appointments related to innovation
- ☐ Embedding support staff in academic units
- ☐ Use of learning science research to improve student learning
- ☐ Support to present at teaching / pedagogical conferences
- ☐ Support with accreditation requirements
- ☐ Outreach to division and department chairs
- ☐ Other (please explain) _____

**Q31: To what extent does your unit/department collaborate with the following other units at your institution?**

| | Frequently | Sometimes | Infrequently | Never | n/a |
|---|---|---|---|---|---|
| Academic Affairs | ○ | ○ | ○ | ○ | ○ |
| Academic advising | ○ | ○ | ○ | ○ | ○ |
| Academic programs in the Arts & Humanities | ○ | ○ | ○ | ○ | ○ |
| Academic programs in Business / Management | ○ | ○ | ○ | ○ | ○ |
| Academic programs in Education | ○ | ○ | ○ | ○ | ○ |
| Academic programs in Engineering | ○ | ○ | ○ | ○ | ○ |
| Academic programs in Health Sciences | ○ | ○ | ○ | ○ | ○ |
| Academic programs in Sciences / STEM fields | ○ | ○ | ○ | ○ | ○ |
| Academic programs in the professions (e.g., medicine, dentistry, law) | ○ | ○ | ○ | ○ | ○ |
| Advancement/Development/ Fundraising | ○ | ○ | ○ | ○ | ○ |
| Career services | ○ | ○ | ○ | ○ | ○ |
| Continuing Ed / Non-Credit | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| Information Technology | ○ | ○ | ○ | ○ | ○ |
| Institutional research | ○ | ○ | ○ | ○ | ○ |
| The Library | ○ | ○ | ○ | ○ | ○ |
| Marketing and enrollment services | ○ | ○ | ○ | ○ | ○ |
| Registrar's Office | ○ | ○ | ○ | ○ | ○ |
| Online Learning departments | ○ | ○ | ○ | ○ | ○ |
| Student academic support services | ○ | ○ | ○ | ○ | ○ |
| University-wide professional development ("Organizational Learning", etc) | ○ | ○ | ○ | ○ | ○ |

**Q32: As you think about the role, mission, and effectiveness of your unit, how strongly do you agree with the descriptions below about the impact of the unit's activities at your institution?**

**My unit...**

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree | N/A |
|---|---|---|---|---|---|---|
| serves as a catalyst for increasing access to underserved populations of learners. | ○ | ○ | ○ | ○ | ○ | ○ |
| increases faculty confidence or skill in the use of instructional technology | ○ | ○ | ○ | ○ | ○ | ○ |
| is a catalyst to increase student retention and/or persistence. | ○ | ○ | ○ | ○ | ○ | ○ |
| is a catalyst to improve student satisfaction | ○ | ○ | ○ | ○ | ○ | ○ |
| is a resource for deans/department chairs who want to launch non-traditional credentials (e.g., microcredentials, certificates, noncredit) | ○ | ○ | ○ | ○ | ○ | ○ |
| increases faculty awareness of course design choices that positively impact student mental health. | ○ | ○ | ○ | ○ | ○ | ○ |

| | | | | | | |
|---|---|---|---|---|---|---|
| increases faculty awareness of the importance of establishing a sense of community and belonging. | ○ | ○ | ○ | ○ | ○ | ○ |
| is active in the design of the strategic mission of my institution | ○ | ○ | ○ | ○ | ○ | ○ |
| advances and modernizes institutional policy related to academic innovation | ○ | ○ | ○ | ○ | ○ | ○ |
| is active in change management related to innovation | ○ | ○ | ○ | ○ | ○ | ○ |

**Q33: Over the next 3 years how important do you anticipate the following issues will be at your institution?**

| | Extremely important | Very important | Moderately important | Slightly important | Not at all important |
|---|---|---|---|---|---|
| Data governance and access | ○ | ○ | ○ | ○ | ○ |
| Assisting faculty with integrating technology into instruction | ○ | ○ | ○ | ○ | ○ |
| Developing / expanding our online education programs, including (hybrid/blended) | ○ | ○ | ○ | ○ | ○ |
| Developing / expanding our online education programs, including (synchronous) | ○ | ○ | ○ | ○ | ○ |
| Instructional technology infrastructure | ○ | ○ | ○ | ○ | ○ |
| Hiring / retaining qualified staff | ○ | ○ | ○ | ○ | ○ |
| Upgrading / replacing the current campus Learning Management System (LMS) | ○ | ○ | ○ | ○ | ○ |
| Professional development of staff | ○ | ○ | ○ | ○ | ○ |
| Leveraging resources and services to advance student success | ○ | ○ | ○ | ○ | ○ |
| Support for teaching in a world with generative Artificial Intelligence | ○ | ○ | ○ | ○ | ○ |
| Support for students and faculty in a post-pandemic environment | ○ | ○ | ○ | ○ | ○ |
| Microcredentialing / Alternative Credentials / Badging | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| Improving connections between IT and academic units | | | | | |
| Designing hybrid and hy-flex learning environments | ○ | ○ | ○ | ○ | ○ |
| Offering synchronous online learning experiences | | | | | |
| Offering synchronous online academic support services to students | | | | | |

**Q34: What are the biggest obstacles to success in your work?**

- ☐ Lack of leadership buy-in
- ☐ Lack of faculty buy-in
- ☐ Lack of faculty bandwidth
- ☐ Lack of sufficient unit/department staff
- ☐ Time
- ☐ Resources
- ☐ Tools/technology
- ☐ University bureaucracy
- ☐ Awareness of academic innovation
- ☐ Project management
- ☐ Working with Subject Matter Experts (SMEs)
- ☐ Other (Please explain)

**Q35: Is your unit/department involved in formal research projects?**

- ○ No
- ○ Yes
- ○ Other (please explain)

*Display This Question:*

*If Is your unit involved in formal research projects? = Yes*

**Q36: What topics are current areas of focus for research?**

*Display This Question:*

*If Is your unit involved in formal research projects? = Yes*

**Q37: Is your unit/department actively seeking grant funding related to research?**

- ○ No
- ○ Yes
- ○ Other (please explain)

*Display This Question:*

*If Is your unit actively seeking grant funding related to research? = Yes*

**Q38: What topics are current areas of focus for grant seeking?**

- ☐ learning analytics
- ☐ instructional design
- ☐ assessment
- ☐ online learning
- ☐ implementation research
- ☐ community impact
- ☐ workforce development
- ☐ Student success
- ☐ alternative credentials
- ☐ financial sustainability (business models)
- ☐ Generative Artificial Intelligence (including ChatGPT or other LLM)
- ☐ flexible pathways to college completion
- ☐ design of hybrid/hyflex learning experiences
- ☐ developing or integrating educational technology
- ☐ Other (please explain) _____

**Q39: What peer-reviewed journals are particularly useful to your work as a unit?**

**Q40: Did any of the following occur within your unit as a result of the COVID-19 pandemic? If yes, you'll be invited to share details on the next page.**

| | Yes - and it's been sustained | Yes - but it was temporary (between 2020-2022) | No |
|---|---|---|---|
| Services added | ☐ | ☐ | ☐ |
| Services removed | ☐ | ☐ | ☐ |
| Services changed | ☐ | ☐ | ☐ |
| Additional resources and/or incentives available to faculty | ☐ | ☐ | ☐ |

*Skip To: COVID_impact If Did any of the following occur within your unit as a result of the COVID-19 pandemic? If yes, you... [ No] (Count) >= 4*

*Display This Question:*

*If Did any of the following occur within your unit as a result of the COVID-19 pandemic? If yes, you... = Services added [ Yes - and it's been sustained ]*

**Q41: What services did your unit add due to the COVID-19 pandemic that are still sustained today?**

*Display This Question:*

*If Did any of the following occur within your unit as a result of the COVID-19 pandemic? If yes, you... = Services added [ Yes - but it was temporary (between 2020-2022) ]*

**Q42: What services did your unit add due to the COVID-19 pandemic that were only temporary between 2020 and 2022?**

*Display This Question:*

*If Did any of the following occur within your unit as a result of the COVID-19 pandemic? If yes, you... = Services removed [ Yes - and it's been sustained ]*

**Q43: What services did your unit remove due to the COVID-19 pandemic that are still removed today?**

*Display This Question:*

*If Did any of the following occur within your unit as a result of the COVID-19 pandemic? If yes, you... = Services removed [ Yes - but it was temporary (between 2020-2022) ]*

**Q44: What services did your unit remove due to the COVID-19 pandemic that were only temporary changes between 2020 and 2022?**

*Display This Question:*

*If Did any of the following occur within your unit as a result of the COVID-19 pandemic? If yes, you... = Services changed [ Yes - and it's been sustained ]*

**Q45: What services did your unit change due to the COVID-19 pandemic that are still different today?**

*Display This Question:*

*If Did any of the following occur within your unit as a result of the COVID-19 pandemic? If yes, you... = Services changed [ Yes - but it was temporary (between 2020-2022) ]*

**Q46: What services did your unit change due to the COVID-19 pandemic that were only temporary changes between 2020 and 2022?**

*Display This Question:*

*If Did any of the following occur within your unit as a result of the COVID-19 pandemic? If yes, you... = Additional resources and/or incentives available to faculty [ Yes - and it's been sustained ]*

**Q47: What additional resources and/or incentives were made available to faculty as a result of the COVID-19 pandemic that are still available today?**

*Display This Question:*

*If Did any of the following occur within your unit as a result of the COVID-19 pandemic? If yes, you... = Additional resources and/or incentives available to faculty [ Yes - but it was temporary (between 2020-2022) ]*

**Q48: What additional resources and/or incentives were made available to faculty as a result of the COVID-19 pandemic, but were only temporary additions between 2020 and 2022?**

**Q49: To what degree would you agree or disagree with the following statements:**

**Since the COVID-19 pandemic, at my institution:**

| | Strongly disagree | Somewhat disagree | Neither agree nor disagree | Somewhat agree | Strongly agree |
|---|---|---|---|---|---|
| Faculty are more receptive to teaching online | ○ | ○ | ○ | ○ | ○ |
| Students are more likely to seek online courses | ○ | ○ | ○ | ○ | ○ |
| We have ended in-person components of historically blended learning programs | ○ | ○ | ○ | ○ | ○ |
| Students are more likely to expect instructors will | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| make lecture recordings available online | | | | | |
| We have ended online courses/ programs that were offered during the pandemic | ○ | ○ | ○ | ○ | ○ |
| Faculty are more likely to request meeting virtually than before the pandemic | ○ | ○ | ○ | ○ | ○ |
| Faculty are more likely to request meeting virtually than before the pandemic | ○ | ○ | ○ | ○ | ○ |
| Staff are more likely to request hybrid work arrangements | ○ | ○ | ○ | ○ | ○ |
| Students are more likely to request hybrid/hyflex courses | ○ | ○ | ○ | ○ | ○ |

**Q50: Does your unit partner with Online Program Management (OPM)/Third-party courseware and service providers?**

- Yes, we do currently
- We have, but don't currently
- No, we don't and never have

**Q51: What services have you engaged OPMs/Third-party courseware and service providers to accomplish (check all that apply):**

- ☐ market research
- ☐ student recruitment and enrollment
- ☐ course design
- ☐ technology, tools, and platforms
- ☐ student retention
- ☐ placement of students in employment or training opportunities
- ☐ other (please explain)

**Q52: Which OPMs have you partnered with for (piped list from above)**

**Q53: What do you see as the benefits of partnering with OPMs/Third-party courseware and service providers for your institution?**

**Q54: What do you see as the negative aspects of partnering with OPMs/Third-party courseware and service providers for your institution?**

**Q55: Are there policies in place for vetting new teaching and learning technologies (check all that apply)?**

- ☐ at the departmental/unit level
- ☐ at the institutional level
- ☐ I'm not sure
- ☐ n/a

**Q56: Which third-party technology providers has your unit/department adopted? For those you select, please indicate the name of the provider.**

- ☐ Video Conferencing platform (e.g., Zoom, Teams)
- ☐ Learning engagement technologies (e.g., Class, Engageli, InSpace)
- ☐ Learning management system (e.g., Instructure - Canvas, D2L - Brightspace, Anthology - Blackboard Learn)
- ☐ Internal staff communication platform (e.g., Slack, Teams)
- ☐ Classroom technology solutions (e.g., video capture, electronic whiteboards)
- ☐ Digital course content (e.g., Cengage, Pearson, Wiley)
- ☐ Technology to make content more interactive (i.e., H5P)
- ☐ Generative Artificial Intelligence technologies (e.g., ChatGPT, Gemini)
- ☐ Online proctoring services (e.g., Honorlock, ProctorU)
- ☐ Learning analytics technologies (e.g., IntelliBoard)
- ☐ Extended, virtual, and alternate reality technologies (e.g., DreamScape, HoloLens)
- ☐ Other (please identify)

*[ Just for the areas selected ]*

**Q57: Are these licensed by your unit/department? by your institution?**

**Q58: Have you engaged a third-party for innovation strategy, planning or evaluation?**

- Yes, we have (please share what company(ies) and for what services)
- We've considered it (please share what company and for what service)
- No, we have not
- Other (please explain)

**Q59: Are there emerging technologies that you are considering licensing?**

**Q60: Which groups, organizations, associations, and annual events are meaningful to you in your work?**

- ☐ EDUCAUSE
- ☐ CAEL
- ☐ ASU+GSV Summit
- ☐ Association for the Assessment of Learning in Higher Education (AALHE)
- ☐ Online Learning Consortium (OLC)
- ☐ POD Network
- ☐ American Educational Research Association (AERA)
- ☐ Association for the Study of Higher Education (ASHE)
- ☐ UPCEA
- ☐ UPCEA SOLA+R
- ☐ Vendor-originated conferences (e.g., D2L Fusion, Instructurecon)
- ☐ 1EdTech
- ☐ SXSW Edu
- ☐ WCET
- ☐ Times Higher Education (THE) Digital Universities
- ☐ AAC&U
- ☐ Achieving the Dream
- ☐ Other _____

*In this final set of questions, we'd like to learn more about your reflections on the work of your unit/department and its relationship to recent developments (e.g., the pandemic, technological advances, etc.). We encourage you to answer candidly and in as much detail as you'd like.*

**Q61: How has the Covid-19 pandemic influenced the work of your unit/department?**

**Q62: How does your unit/department incorporate diversity, equity, and inclusion into its work?**

**Q63: How has your unit/department responded to Generative AI?**

**Q64: How do you define "academic innovation?"**

**Q65: What role do students play in your work?**

**Q66: Are there specific peer institutions, companies, or non-profit organizations you admire as leaders in academic innovation? If so, why?**

**Q67: Would you be interested in attending a Leading Academic Change Summit?**

- Yes
- No
- I'm not sure

**Q68: Would you like to be a part of a Leading Academic Change Network?**

- Yes
- No
- I'm not sure

**Q69: Would you like to participate in a webinar presentation of the survey results?**

- Yes
- No
- I'm not sure

**Q70: Would you be interested in a consultation with the Leading Academic Change team? (Note that these offerings will be fee-based)**

- Yes, ideally in person on my campus
- Yes, ideally online
- I'm not sure
- Not at this time

**Q71: What have we not yet asked that you'd like us to know?**

**Q72: Are there other academic innovation leaders you think should be invited to complete this survey? If so, please share their information below in order to help us capture a robust and inclusive picture of the innovation landscape:**

- First Name:
- Last Name:
- Job Title:
- Institution:
- Their email address: