

The American College President

2023 EDITION



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The American College President: 2023 Edition

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Survey Administered: 2016

The American College President: 2023 Edition

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AMERICAN COLLEGE PRESIDENT STUDY

The American Council on Education (ACE) produced the American College President Study (ACPS)—the most comprehensive, in-depth, and frequently cited source of information about the college president—and its related material, with generous support from the TIAA Institute. *The American College President: 2023 Edition* is the ninth iteration of ACPS, and the data it presents provide a comprehensive view of the demographics, challenges, and experiences of college presidents, helping all stakeholders gain a holistic understanding of higher education leadership and better reflect on ways to diversify the presidency. More information about ACPS can be found at acenet.edu/acps.

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Foreword

The American Council on Education (ACE), with generous sponsorship from the TIAA Institute, presents *The American College President: 2023 Edition*. The American College President Study (ACPS) and its corresponding reports have been the most comprehensive and frequently cited source of information on the college presidency across the spectrum of American higher education since ACPS's inception in 1986. The 2023 edition contains profiles of current American college presidents and insights about contributing factors and implications for their leadership. Notably, the postsecondary sector and its leaders faced significant challenges during the period between the last administration of the survey in 2017 and the 2022 American College President Survey.

Although the landscape surrounding the sector has changed, the profiles of its leaders have not changed nearly as substantially. Most presidents remain older, White, and male. While the needle has moved slightly for women and people of color in the presidency, these shifts remain localized and isolated—far from ushering in the necessary systemic transformation to achieve parity and equity at the highest level of postsecondary leadership. At a time when the sector is simultaneously managing complex issues such as ongoing fallout from COVID-19, social injustice, troubling demographic trends, and declining public trust in higher education, diverse leadership is essential to addressing the challenges and opportunities ahead.

Governing boards, search committees, professional associations, current and former presidents, search firms, and other higher education stakeholders are essential partners for achieving parity and equity in the presidency. In this edition, we are proud to highlight important data around women presidents and presidents of color and the experiences they have working in higher education—and to call attention to areas where improvement is needed. Throughout the report, we invite higher education's key stakeholders to motivate and support the crucial progress that must be made to diversify the presidency by gender, race, and ethnicity.

We hope you find the 2023 edition informative, insightful, and provocative. As ACE and TIAA continue to foster dialogue about the study's findings, we look forward to engaging you in the positive changes that are essential to the growth and ongoing success of the American higher education sector.

Ted Mitchell

President
American Council on Education

Thasunda Brown Duckett

President and Chief Executive Officer
TIAA

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This report would not be possible without all the people who contributed to it over the course of the 18 months it was in the making, and on behalf of ACE, I would like to express my gratitude to all of them.

Many thanks to Hollie M. Chessman, who served as the co-principal investigator and led the project team, which included Danielle Melidona, Benjamin G. Cecil, Liz Howard, and Alexander Cassell as its core members. This report is the result of their hard work, as well as that of many current and former ACE staff members and external partners.

The involvement and contributions of ACE staff are a testament to ACE's work as one team. Many thanks to Bri Clark, Jane Kim, Tabatha Cruz, Alyssa Stefanese Yates, Morgan Taylor, and Maria Claudia Soler in ACE's Education Futures Lab. My sincere gratitude goes to many current and former ACE colleagues and consultants: Gailda Pitre Davis, Sarah Zogby, Ally Hammond, Lindsay Macdonald, Stefanie Klett, Daisril Richards, Mike Knott, Vanessa Resler, Ursula Gross, Laurie Arnston, Audrey Hamilton, Robin Matross Helms, Louis Soares, Bill Setzer, April Fehling, Abigail Seaver Caraveo, J'Nai Baylor, Abby Del Bene, Matthew Carroll, Carrie Soult, Lauren Pais, Jennifer Adams, Mark Davis, Bathsheba Philpott, Hunter Bowling, Malcolm Moore, Anthony Trueheart, and Zenitta Anderson. The project also benefited greatly from Ashley Gray, a former senior analyst at ACE, and her work in the planning and early phases of this project. I value her insights and partnership in developing the flagship survey and organizing the project advisory panel.

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Contribution Statement

This report was prepared by Danielle Melidona, Benjamin G. Cecil, and Alexander Cassell under the direction of Hollie M. Chessman and Hironao Okahana.

Melidona contributed to the distribution of the instrument and survey management; led the data cleaning and analysis; authored chapter three; contributed to the summary profile; set up and led the data checking process; and prepared the longitudinal tables for publication.

Cecil contributed to the development and distribution of the survey instrument, survey management, and data cleaning and analysis; authored the introduction and methodology, summary profile, and chapter four; and managed the chapter and appendix tables.

Cassell assisted with data analysis and checking, contributed to chapter four, and worked with tables and data visualizations for publication.

Chessman provided leadership and overall management of the project through to completion; contributed to the survey development, strategy, and distribution and to all chapters in writing, development, and editing; and wrote the executive summary.

Executive Summary

At a time of intensifying pressures in the midst of COVID-19, racial injustice, and other issues, American college presidents have led through it all. The data from the American College President Study (ACPS) present profiles of today's leaders. These profiles have been slowly changing, which provides a continued opportunity for higher education and its stakeholders to pursue parity and equity in the presidency. In addition to ACPS's traditional focus on presidential demographics, new data were collected this year on the ages when presidents first aspired, applied, and were appointed to their presidency. ACPS also newly highlights the myriad responsibilities that presidents balance in addition to their day-to-day jobs, including taking care of children, aging parents, and loved ones. For the first time, presidents were also asked about their own community and whether they have a support network that understands what it is like to be a president.

The American Council on Education conducts ACPS approximately every five years to better understand the leaders at the helm of higher education institutions. Over 1,000 presidents responded to the 2022 American College President Survey (see appendix A). The following are key areas of opportunity for achieving parity and equity in the presidency:

- **The population of current presidents was still not representative of the students served.** As seen in earlier iterations of ACPS, the college presidency remains older, White, and male. The average age of presidents was 60, compared with 59.9 in 2006, and men still outnumbered women two-to-one in the presidency. In the survey, presidents of color accounted for a little over one out of four presidents, and women of color accounted for a little more than one out of every 10 presidents.¹
- **Presidents were newer to their current position than in previous surveys, especially among women and presidents of color.** In 2022, presidents had been in their position an average of 5.9 years, 2.6 years less than in 2006. On average, men had been in their current position about one year more than presidents of color or women presidents.
- **Over half (55 percent) of presidents planned to step down from their current positions within the next five years.** Of the presidents of color who planned to step down within the next five years, nearly one in five planned to retire without seeking another position. This anticipated change in leadership, particularly among already underrepresented groups, will not only affect the diversity of the presidency, but it will also impact several hundred institutions and the many students, faculty, and staff who attend and work at them. However, these future vacancies also present an opportunity for more women and people of color to rise to the college presidency.

Several other findings lend important insights into the American college presidency:

- **There were notable differences by gender in when presidents reported that they first aspired, applied, and were appointed to the presidency.** Women generally indicated that their first aspiration, application, and appointment to the presidency occurred later in life than those same milestones for men. On average, women were generally appointed within one and a half years of their first application, while men were appointed about two years later.

¹ In general, our survey was oversampled in responses from women, and women of color in particular, given strategic efforts to engage these communities. More information related to controlling for oversampling is provided in chapter one.

- **Presidents most commonly identified reaching the presidency via a faculty or academic career pathway.** More than half of presidents arrived to the presidency through the traditional faculty or academic pathway, and White women and women of color were more likely than White men and men of color to have arrived via this pathway to the presidency. However, the data also showed an increase in presidents who approached the presidency through alternatives outside the traditional pathway. There may be underutilized potential to diversify the presidency with career campus administrators and individuals from the public, business, and nonprofit sectors.
- **Presidents of color generally, and women of color in particular, reported some different experiences with transparency and disclosure during the presidential search process.** Women were more likely than men to feel they did not receive a realistic assessment of the challenges facing the institution during their search process. Presidents of color were less likely than White presidents to feel that the search process provided a clear understanding of the institution or system's expectations. These data present an important opportunity for qualitative inquiry to understand why these gaps exist and how to close these gaps.
- **Presidents indicated they have support networks, but more could be done.** While the majority of presidents agreed that they have a support system with which they share their feelings, some presidents indicated that they struggle to find people who understand the experience of being a president. These data highlight an opportunity for associations, professional organizations, and current and former presidents to provide support networks for presidents who may struggle to find shared understanding of their experiences.

These points are just a few salient findings that should call those within and around higher education to action. The complex issues facing colleges and universities today need diverse, informed, and well-supported leaders to address the changes and developments of tomorrow. Current leaders, administrators, search consultants and committees, boards, and other stakeholders all have a role in ensuring capable presidential leadership throughout higher education—both now and in the future.



Chapter One: Introduction and Methodology

American college presidents are among the most important leaders in the country. The role functions similarly to that of a chief executive officer for a business in the private sector, but most college presidents do not answer to shareholders; instead, presidents are accountable to myriad constituents, including faculty, staff, students, their local community, state and federal governments, and society writ large, given the social contract under which higher education serves as a net positive for society (Maassen 2014). College presidents also answer directly to governing boards or systems and operate within the premise of shared governance, requiring a more collaborative approach to decision-making.²

Since 1986, the American Council on Education (ACE) has surveyed college and university presidents to highlight this unique role and those who serve in it. The data collected and the stories shared detail the demographics, challenges, and experiences of college presidents, allowing for a holistic understanding of higher education leadership. Conducted approximately every five years, the American College President Study (ACPS) has long served the higher education community as the most comprehensive, in-depth, and frequently cited source of information about the college presidency and pathways to higher education leadership.

The first higher education institutions in the United States were created by White men—often clergy—for White men, in order to educate rising clergy members (Thelin 2019). These roots still underpin curriculum, structures, and traditions at colleges and universities, even as the share of students of color among undergraduate students has increased from about 30 percent in 1995–96 to 45 percent in 2015–16 and women now account for over half of undergraduate enrollment (Espinosa et al. 2019).

2 See the American Association of University Professors for [resources on shared governance](#).

Though student populations are diversifying, the presidency has a significant way to go in order for leadership to be representative of the students it serves. As higher education continues to adapt and change, so has ACE's approach to ACPS and presentation of its survey findings.

In the 2023 edition, ACE has compiled profiles of the presidency—an intentional effort to highlight the nuances and experiences of presidents across gender and racial and ethnic identities and an attempt to further humanize the American college president. These profiles, included as chapters, lend important insights into the experiences of a variety of presidents, particularly women and people of color.

METHODOLOGY

The 2022 American College President Survey was fielded through Qualtrics from mid-February to June 2022. Links to the survey were emailed to 3,901 college and university presidents within ACE's database, including both ACE member and nonmember institutions. The research team collaborated with several associations to send survey links to their constituents; they relied on direct email marketing as well as telemarketing techniques for an overall valid response rate of 28 percent, from 1,075 presidents. This response rate was calculated based on the survey invitations distributed and completed. While this response rate is 15 percentage points lower than that of the 2016 survey, the 2022 survey was in the field for a shorter amount of time and online responses were not supplemented by mailing paper surveys. Survey responses below a threshold of 5 percent completion were dropped as incompletes. For completed surveys received as duplicates, the most complete response was kept and the others dropped. Each question was analyzed by Carnegie Classification, gender, race and ethnicity, and the intersection of race and ethnicity and gender. Overall, the survey instrument and subsequent analysis contained over 500 variables.

METHODOLOGY FOR THE SUMMARY PROFILE

For the summary profile, the data were analyzed by institutional type, following the [2021 Basic Carnegie Classification of Institutions of Higher Education](#). Respondents were classified into five groups—doctoral, master's, baccalaureate, associate, and special focus institutions. The sample also included 60 institutions that were not listed in the 2021 Basic Carnegie Classification. Those unlisted institutions were classified into one of the five institutional groups based on the level of the degrees they predominantly offer.

New in this version of ACPS, a post-stratification weight was applied to the 2022 data using an algorithm called iterative proportional fitting (IPF) (Kolenikov 2014). IPF adjusts a distribution reported in one data set by totals reported in another, which is helpful when the information is incomplete or just a sample of data. For ACPS, survey data were weighted with all of the institutions in the Carnegie Classification system to create a more accurate picture of today's college presidents. IPF does not dramatically change the weighting of the sample, but we believe it increases the accuracy of our reporting across types of institutions.

All data reported within chapter two reflect IPF weighting by Carnegie Classification unless otherwise noted. Table 1.1 summarizes ACE's data sample by Carnegie Classification and the respective post-stratification weights.

Table 1.1. Summary of Overall Responses, by Carnegie Classification: 2022

Carnegie Classification	Population		Survey Respondents (Unweighted)		Post-stratification Applied Weight	Response Rate (Weighted)
	Number	Percent	Number	Percent		
Doctoral	473	12%	175	16%	2.702857	12%
Master's	663	17%	230	21%	2.882609	17%
Baccalaureate	734	19%	192	18%	3.822917	19%
Associate	1,288	33%	368	34%	3.5	33%
Special focus	743	19%	110	10%	6.754545	19%
Total	3,901	100%	1,075	100%	-	100%

Notes: Population is from the 2021 Carnegie Classification. | Totals may not add up to 100 percent due to rounding.

METHODOLOGY FOR THE ANALYSES OF WOMEN PRESIDENTS AND PRESIDENTS OF COLOR

Specific analyses and variables were used to inform the chapters on women presidents (see chapter three) and presidents of color (see chapter four).

For the chapter on women presidents, data were analyzed by gender (multiple options were provided for respondents to indicate gender identity, but no respondents identified outside of the man/woman binary). As part of the survey outreach strategy, women presidents were encouraged to complete the survey to cultivate a response rate that would allow for a robust intersectional analysis and accurately capture the experience of women presidents. As a result of these outreach efforts, there was an oversampling of women among the respondents. To determine a more accurate representation of gender across all college and university presidents, ACE's Information Technology Services department developed a tool that scraped websites for presidents' genders based on the pronouns used for each individual.³

Using this tool, ACE's project team was able to determine gender identity against a much larger distribution than the survey's data sample. Of the 3,955 positions searched via the web scrape, 2,646 were men, 1,297 were women, and 11 were unable to be determined. These numbers translated into an overall survey distribution pool of 66.9 percent men, 32.8 percent women, and 0.003 percent unknown.

To conduct some of the intersectional analysis, a variable was created that combined a respondent's race and ethnicity and gender for analytical purposes; it was then used throughout this report. This variable was not meant to insinuate that men and women of color are monolithic groups or have similar experiences across gender identities. For example, the experiences of a Black or African American woman and an Asian or Asian American woman are inherently different. While both are referred to as women of color within our sample, each undoubtedly experiences the presidency and their personal obligations outside of their jobs differently based on factors far beyond the scope of what the survey could collect and represent.

³ The scraper first used a spreadsheet with information about the institution's leader from ACE's database; each row contained a different leader's information. For each row, the scraper generated a search query in Google using the specific job title of the leader (president, chancellor, etc.) and the name of the higher education institution. The scraper clicked on the first search result and processed all the text HTML elements on the web page under the <p> tag into a list. Each word was read until the scraper reached a pronoun, and it then assigned a gender based on that pronoun. If no pronoun was found, the scraper assigned this person's gender as "unknown" and moved to the next row. If there were unknown gender values left after the first round, the process repeated with different search queries. If the scraper found no values, the research team conducted a manual search. All data were randomly checked for accuracy.

The race, ethnicity, and gender variable was created for several reasons. First, the data included very small sample sizes of certain racial or ethnic groups (see tables 1.2 and 1.3). By combining the race and ethnicity and gender variables, those presidents' experiences could be highlighted while maintaining their anonymity. Second, researchers have a responsibility to interrogate the nuance of experiences by race and ethnicity as well as gender. In short, the creation of this variable allows for a point of contrast relative to the majority of presidents—White men. In subsequent briefs and deliverables, ACE will continue to delve into the nuanced individual experiences of women presidents and presidents of color, including supplementing the survey data with qualitative research.

Table 1.2. Survey Respondents, by Race and Ethnicity: 2022

Race or Ethnicity	Percentage of Sample
Hispanic or Latino	5.8%
Caucasian, White, or White American (non-Middle Eastern descent)	72.7%
Middle Eastern or Arab American	0.6%
Black or African American*	13.6%
American Indian or Alaska Native	0.9%
Asian or Asian American	2.7%
Asian Indian	0.6%
Native Hawaiian or other Pacific Islander	0.2%
Multiracial (excluding Hispanic or Latino)	2.4%
Race not listed	0.5%
Total	100.0%

Note: Data are unweighted.

*Black or African American population was likely oversampled due to survey outreach strategies.

In the 2022 survey, presidents could select from a wide array of racial and ethnic identities, including Caucasian, White, or White American (non-Middle Eastern descent); Hispanic or Latino; Middle Eastern or Arab American; Black or African American; American Indian or Alaska Native; Asian or Asian American; Asian Indian; Native Hawaiian or other Pacific Islander; and an opportunity to include any unlisted racial or ethnic group (see table 1.3).⁴

4 Throughout this report, respondents who selected only "Caucasian, White, or White American (non-Middle Eastern descent)" are referred to as White. Respondents were given the option to select "Hispanic or Latinx(o/a)," but the terms Latino and Latina are used throughout this report.

Table 1.3. Survey Respondents, by Gender and Race and Ethnicity: 2022

	Women		Men	
	Frequency	Percentage	Frequency	Percentage
Hispanic or Latino*	29	7.9%	27	4.5%
Caucasian, White or White American (non-Middle Eastern descent)	255	69.1%	445	74.8%
Middle Eastern or Arab American	2	0.5%	4	0.7%
Black or African American	52	14.1%	79	13.3%
American Indian or Alaska Native	5	1.4%	4	0.7%
Asian or Asian American	15	4.1%	11	1.9%
Asian Indian	0	0.0%	6	1.0%
Native Hawaiian or other Pacific Islander	1	0.3%	1	0.2%
Multiracial (excludes Hispanic or Latino) [†]	10	2.7%	13	2.2%
Race not listed	0	0.0%	5	0.8%
Total	369	100.0%	595	100.0%

Notes: Data are unweighted. | Totals may not add up to 100 percent due to rounding.

*Presidents who identified as Hispanic or Latino were invited to share their Hispanic origin (see appendix B). Only presidents who self-identified as Hispanic or Latino were shown options to share their Hispanic origin.

[†]Presidents were given the opportunity to select all racial groups that applied to them. Any who selected more than one race or ethnicity were included in this created variable.

Lastly, it should be noted that the sample in this report may not necessarily be representative of the results achievable if all accredited degree-granting college and university presidents had responded. Further, changes to the Carnegie Classification system may affect year-to-year comparisons within specific institution types. All historical data presented in the subsequent chapters were derived from earlier published editions of ACPS.



Chapter Two: The Summary Profile

INTRODUCTION

Today's American college president is leading during a complex period of societal and institutional challenges. COVID-19, racial injustice, student mental health issues, the “great resignation,” and the enrollment cliff are all converging on the nation's campuses, presenting leadership challenges like no other moment in recent history. At the same time, presidents carry with them their own experiences and identities that affect their approach to leadership and how they interact with stakeholders. This chapter represents the college president today, based on an average of the responses to the 2022 American College President Survey.⁵ Subsequent chapters on women presidents and presidents of color focus on experiences beyond the aggregate summary presented here.

GENERAL DEMOGRAPHIC INFORMATION

The majority of college presidents in 2022 identified as men, at 61 percent of total survey respondents.⁶ Presidents were also most likely to identify as White, at nearly three quarters (72 percent) of survey respondents; this is compared with 28 percent of presidents who identified with a race or ethnicity that is non-White, referred to throughout this report as “presidents of color.”⁷ A small percentage (0.5 percent)

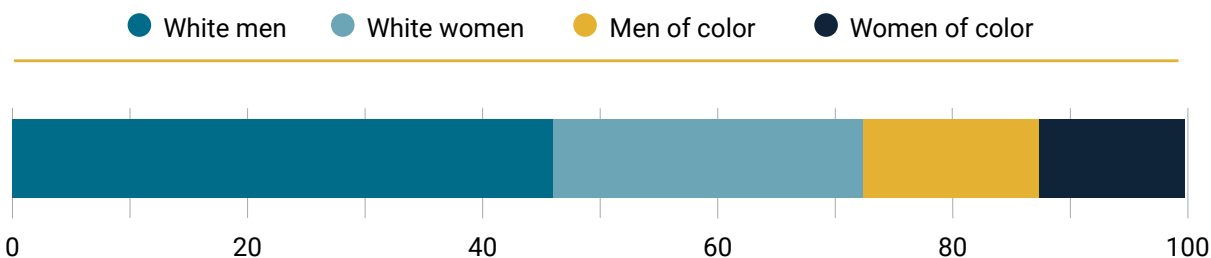
⁵ Data presented are weighted by Carnegie Classification unless otherwise specified. For more information on the methodological approach within this chapter, please review chapter one.

⁶ In general, the survey was oversampled in responses by women and women of color in particular as a result of strategic efforts to engage these communities. Use caution when comparing these percentages to previous surveys. More information related to controlling for oversampling is provided later in this chapter.

⁷ See chapter one for how this variable was created; throughout this report, respondents who selected only “Caucasian, White, or White American (non-Middle Eastern descent)” are referred to as White.

did not report their race or ethnicity. Overall, with race and ethnicity and gender combined, nearly half (46 percent) of college presidents were White men, compared with 13 percent of presidents who identified as women of color (see figure 2.1).⁸

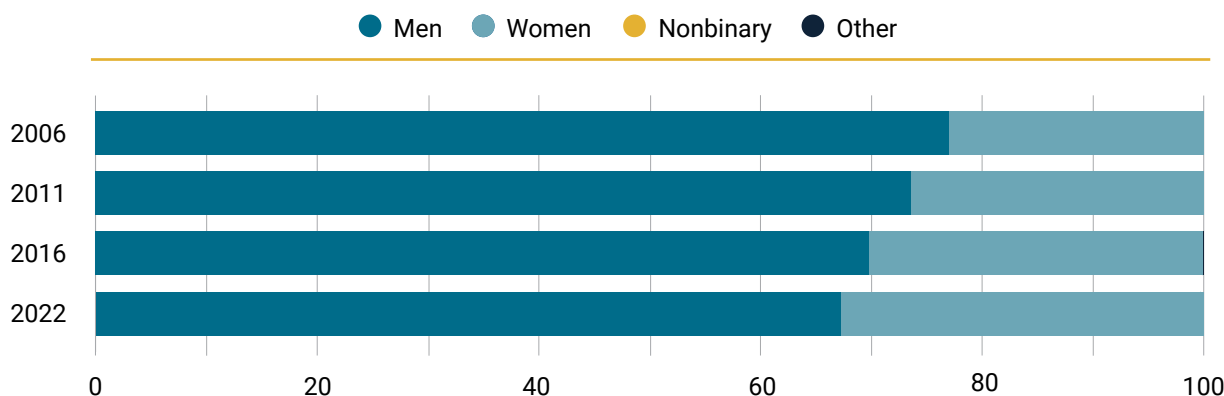
Figure 2.1. Race and Ethnicity and Gender Distribution of Survey Respondents: 2022



Note: Data are weighted by Carnegie Classification.

The survey asked presidents to select their gender identity from options including man, woman, nonbinary, and not listed, with a field to further specify. In our sample, presidents predominantly identified as men, and all presidents selected a response within the man/woman gender binary.⁹

Figure 2.2. Gender Identity: Selected Years, 2006–2022



Notes: Data from 2022 includes the gender breakdown of the entire distribution to whom survey invitations were sent (see discussion of oversampling and web scrape strategy in chapter one). | Data from 2006, 2011, and 2016 are based on responses to the surveys administered in those years. | All percentages are unweighted by Carnegie Classification. | "Nonbinary" was only included as an option in the 2022 survey. | "Not listed" was included as an option in the 2022 survey. "Other" was included as an option in the 2016 survey. | Totals may not add up to 100 percent due to rounding.

Figure 2.2 shows the shift in gender across data from the 2022 American College President Survey. The Moving the Needle: Advancing Women in Higher Education Leadership initiative, a key focus of ACE's work in the past decade, has called for advancing women in senior higher education leadership.¹⁰ Gender parity does not exist in the C-suite at colleges and universities; recent data support this reality especially at the level of president (CUPA-HR 2022). Since the 1980s, women have been earning more bachelor's degrees than men and are well represented in entry- and mid-level positions in most sectors of the economy, but little progress has been made in women advancing to president positions at colleges and universities (Matias 2019; Fry 2022). As the survey data indicate, progress has been made in increasing representation for women in senior roles—but with an increase of just under 10 percentage points since 2006.

8 Interpret this data point (13 percent of presidents are women of color) with caution. See chapter one for explanation of potential oversampling.

9 See chapter one for more information.

10 Learn more about the [Moving the Needle: Advancing Women in Higher Education Leadership](#) initiative.

The average age of a president in 2022 was 60 years old. In the 2006, 2011, and 2016 surveys, the average ages of presidents were 59.9, 60.7, and 61.7, respectively, as shown in table 2.1.

Table 2.1. Average Age: Selected Years, 2006–2022

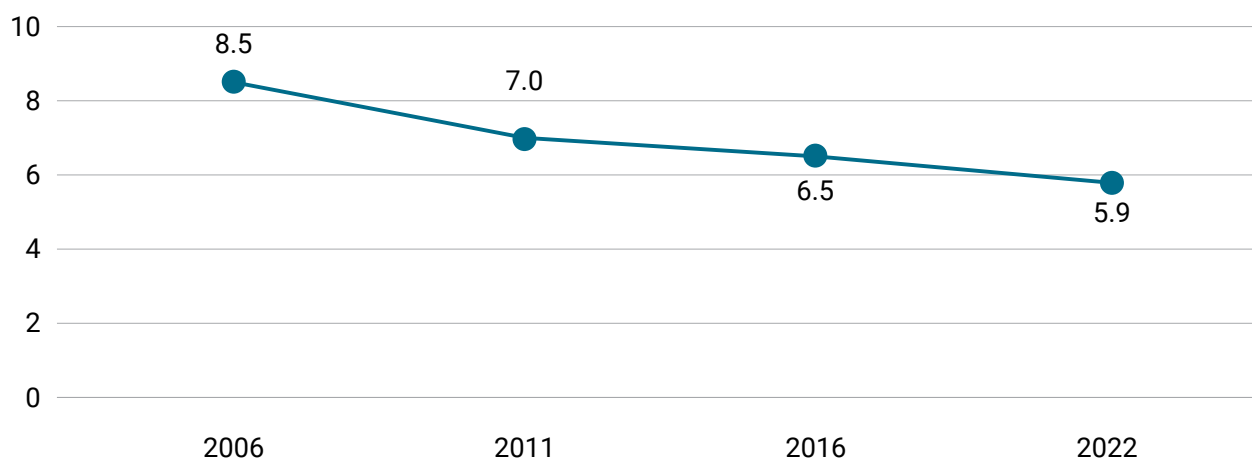
Survey Year	Average Age (in Years)
2006	59.9
2011	60.7
2016	61.7
2022	60.0

Note: Data from 2022 are unweighted by Carnegie Classification.

A president’s responsibilities can vary based on whether they have oversight of a system, a single campus, or multiple campuses. Presidents most often led a single campus (78 percent), rather than a system or multiple institutions. Eight percent of presidents led a multicampus system, and 11 percent had a dual role overseeing a multicampus system and a campus.

In general, presidents had been in their current role for an average of 5.9 years as of July 2022, which was down slightly from 2016 (see figure 2.3). Since 2006, presidents’ average time in their position had decreased by 2.6 years. The data indicate that presidents in this iteration of the survey were newer to their current position.

Figure 2.3. Average Time in Current Presidential Position, in Years: Selected Years, 2006–2022



Note: Data from 2022 are unweighted by Carnegie Classification.

While presidents answer to a variety of stakeholders, they are ultimately accountable to a governing board or system head. Boards can be statewide, system-wide, or local (Pechota, Fulton, and Bloom 2020). Many system heads ultimately report to boards or governors (Tandberg et al. 2018). Presidents most commonly reported to a governing board (73 percent), followed by a system head (22 percent). Around 17 percent of presidents did not have a written contract for their current role. The vast majority (92 percent) of presidents had a written performance evaluation. Most commonly, presidents had an annual performance evaluation (88 percent), and this review was conducted by the person or people to whom they reported (89 percent). A small share (5 percent) of presidents had an annual review with periodic external evaluation.

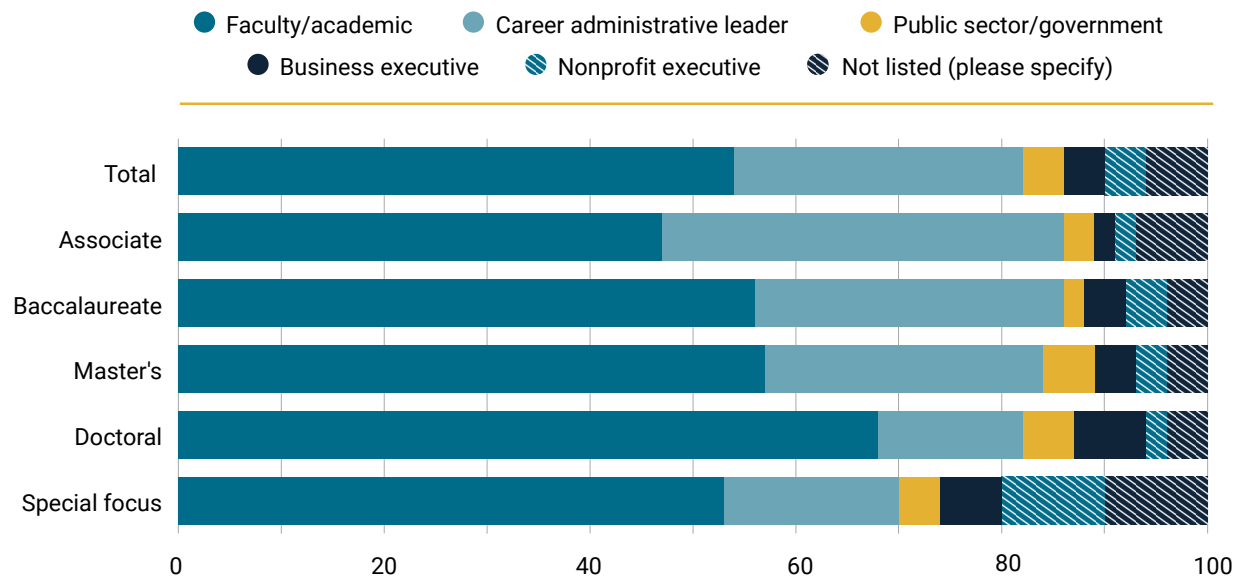
PATHWAYS TO THE PRESIDENCY

The survey asked presidents to identify where they held their immediate past position. Prior to assuming their current role, 61 percent of presidents served at a different institution of higher education, while 30 percent served at the same institution they currently led. Nine percent of presidents (down six percentage points from 2016) had an immediate past position outside of higher education.

Presidents were asked to select the pathway that most closely aligned with their career from a list of options. The most commonly selected career path was faculty or academic (54 percent), followed by career administrative leader (e.g., student affairs officer, auxiliary services, finance) (28 percent).

In terms of presidential pathways by Carnegie Classification, presidents of doctoral institutions were more likely to come from the faculty or academic pathway than presidents of other institution types. Special focus institution presidents were more likely to come from pathways outside of higher education. Among those who indicated the career administrative pathway, the largest share came from associate institutions. A full list of career pathways is provided in figure 2.4.

Figure 2.4. Career Paths of Presidents, by Carnegie Classification, Weighted: 2022



When presidents were asked to share their educational trajectory, their highest degree earned was most likely to be a doctorate (84 percent), followed by a master's degree (6 percent), and a juris doctor (6 percent) (see table 2.2). In terms of a field of study for their highest degree earned, presidents were most likely to have studied education or higher education, social sciences, or humanities and fine arts. Several presidents had educational backgrounds in law, business, or biological sciences.

Table 2.2. Highest Degree Earned: 2022

	Frequency	Percent
Doctorate	794	83.6%
Master's	58	6.1%
Juris doctor	56	5.9%
Doctor of medicine	20	2.1%
Master of business administration	13	1.4%
Bachelor's	6	0.6%
Other	3	0.3%
Total	950	100%

Notes: All percentages are unweighted by Carnegie Classification. | "Doctorate" includes terminal degrees for respective fields, including doctor of education and doctor of pharmacy. "Doctor of medicine" also includes other practicing medical degrees, such as a doctor of osteopathic medicine. "Master's" does not include master of business administration degrees.

Multiple parties, both internal and external to the institution, are often involved with the presidential search process. Presidents indicated that they were most commonly recruited or encouraged to apply by a search consultant or agency (47 percent), member(s) of the board or governing group (21 percent), or the past president of their current campus (19 percent).

On average, presidents first aspired to the role at age 44.9, applied at age 49.8, and were appointed to their first presidency at age 51.7. Overall, the average time between first aspiration to the presidency and a first presidential appointment was 6.8 years. Some presidents indicated that they aspired early in their childhood, while others did not aspire until they were in their sixties. These ages also varied among women presidents and presidents of color.

Table 2.3. Average Age of First Presidential Aspiration, Application, and Appointment, by Gender and Race and Ethnicity: 2022

Average Age (in Years)	Aspiration	Application	Appointment	Aspiration to Appointment Time Difference
Total	44.9	49.8	51.7	(+) 6.8
Men	43.6	49.0	51.0	(+) 7.4
Women	46.9	51.3	52.8	(+) 5.9
Men of color	41.5	48.4	50.4	(+) 8.9
Women of color	45.7	50.6	51.6	(+) 5.9

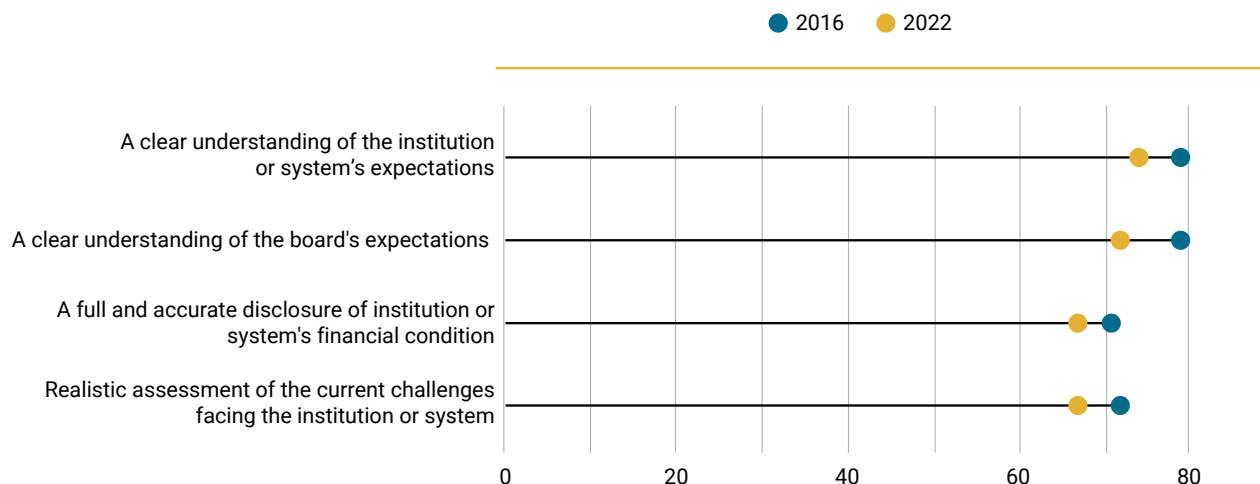
Note: These are averages within the sample and not weighted by Carnegie Classification.

As media coverage shows, presidential searches can look different for candidates depending on the institutional sector and other factors (Kelderman 2022; Nelms 2021). Navigating this process often requires candidates to lean on their personal networks not only when they apply but also when negotiating terms and accepting a presidential position. Prior to accepting their current appointment to the presidency, presidents were most likely to have sought advice on the negotiation process from their partner or family (38 percent), colleagues in higher education (34 percent), peers (32 percent), or personal attorney (29 percent). One in five (20 percent) presidents did not seek advice prior to accepting their current role.

Following the search process, onboarding and socialization into the presidency takes many forms. To establish their leadership approach on their new campuses, presidents often have a vast number of meetings, listening tours, or other forms of engagement with campus and community constituents. In the survey, presidents were asked to select all onboarding activities that applied to their experiences in their current position. Most commonly, presidents participated in transition meetings with their predecessor (52 percent), a campus listening tour (48 percent), or a meeting with the governing board (44 percent).

Compared with 2016, fewer presidents in 2022 felt that disclosures made in the search process were clear, realistic, or accurate. Further qualitative inquiry is needed to determine why fewer presidents see the process as transparent compared with data from 2016, especially when it comes to board expectations. Overall, around two-thirds (67 percent) of presidents felt that the search process provided appropriate disclosure of the challenges facing the institution or system (72 percent in 2016) as well as an accurate disclosure of the institution's financial condition (67 percent; 71 percent in 2016). Close to three out of four (72 percent) presidents felt that the search process provided an appropriate disclosure of board expectations (79 percent in 2016), and 74 percent said they had a clear understanding of system or institution expectations (79 percent in 2016), as shown in figure 2.5.

Figure 2.5. Perception of Disclosures Within the Search Process: 2022 and 2016

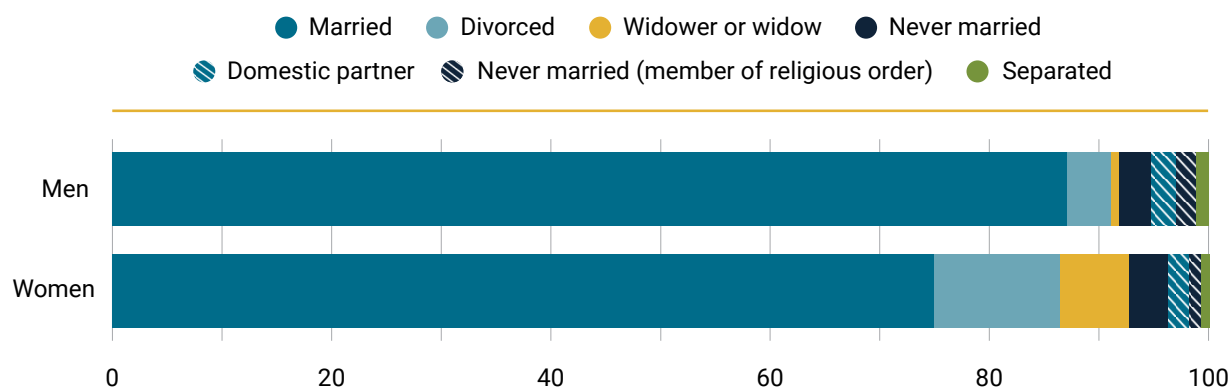


Notes: Percentages represent those who answered 'yes' to each question. | Data from 2022 are weighted by Carnegie Classification.

PRESIDENTS AND THEIR FAMILIES

Presidents were likely to be married (82 percent), with women (11 percent) more than twice as likely as men (4 percent) to be divorced (see figure 2.6). In the survey, presidents indicated whether their spouses or partners were employed full time (27 percent), retired (19 percent), or homemakers (10 percent). Partners and spouses were affiliated with the presidents' institution in a variety of ways: 43 percent were unpaid participants in campus activities, while 2 percent were compensated by the institution for their role as partner to the president. A small share (6 percent) of presidential spouses and partners were employed by the same institution as the president. Nine out of 10 (90 percent) presidents identified as heterosexual. The percentage of presidents who identified as heterosexual has declined by nearly six percentage points since 2016. In terms of religious affiliation, over half of presidents identified with a Christian practice, with a combined 65 percent who identified as Protestant or Roman Catholic.

Figure 2.6. Marital Status, by Gender: 2022



Note: Data are unweighted.

Close to one third (30 percent) of presidents had children under 18 living at home or had children for whom they had regular responsibility. For those who had children living at home, most had one child (35 percent), followed by two children (28 percent) and then three or more children (8 percent). Presidents also have caretaking responsibilities beyond children—a little over one in 10 (13 percent) presidents indicated that they were caring for an aging parent or loved one. Among presidents with those responsibilities, a quarter (25 percent) had paid care outside of the family, care provided by their spouse (24 percent), or care provided by other family members (22 percent).

Balancing career aspirations with family obligations and the career of a spouse can be challenging for anyone, but it can be especially difficult for these leaders due to the demanding nature of the presidency. Presidents were asked to respond to personal or family situations that could cause career changes or alterations. If the response “I did not alter my career for this reason” was selected, presidents could not select any other responses within the respective category.

Table 2.4 reports frequencies for those who responded that they did alter their career for a given reason. Due to respondents being able to indicate they altered their career in multiple ways for a specific reason, data are presented as frequencies instead of percentages; in this case, frequencies are more accurate.

Table 2.4. Frequency of Reported Career Alterations: 2022

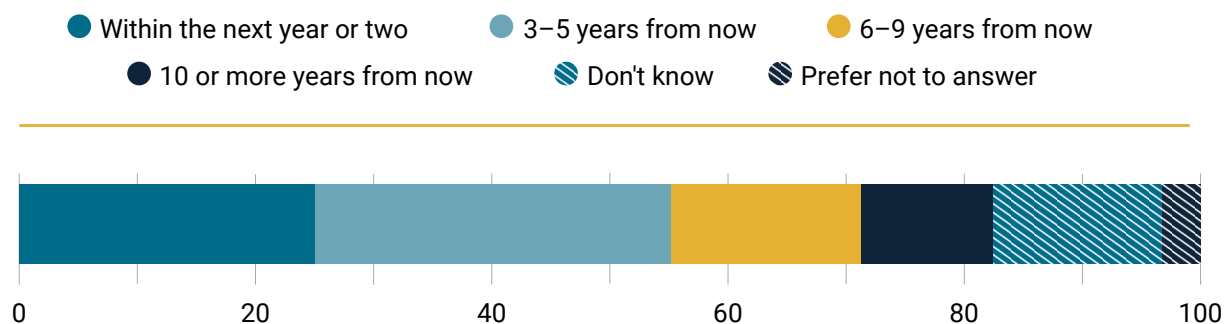
	Left my position	Worked part time/ reduced schedule	Postponed job search/ promotion	Reason not listed	Have not altered career for this reason
Care for a minor dependent(s)	29	63	148	11	673
Care for an adult dependent(s)	13	20	47	16	795
Career of a spouse/partner	29	21	66	24	761
Career of another loved one	7	10	28	5	829
Personal health issue(s)	7	19	9	4	836

NEXT STEPS

Over half (55 percent) of presidents indicated that they plan to step down from their current presidency within the next five years. One in four (25 percent) presidents anticipated stepping down within the next year or two and 30 percent intended to do so in the next three to five years, as noted in figure 2.7. The 25 percent of presidents who anticipated stepping down within the next year or two had been in their current positions an average of 8.4 years and had an average age of 64.5 years. The 30 percent who anticipated stepping down within the next three to five years had been in their current positions an average of 6.7 years and had an average age of 61.7 years.

Among the presidents who planned to step down within the next five years, the top next steps they were considering included retiring and holding no other position (39 percent), becoming a consultant outside of a higher education search firm (27 percent), or moving to another presidency (23 percent). Presidents also considered employment in the nonprofit or philanthropic sectors (16 percent), becoming a consultant in a higher education search firm (16 percent), or moving to a faculty role at either their current or another institution (12 percent).

Figure 2.7. Anticipated Time Frame of Stepping Down from Current Position, Weighted: 2022



Among the presidents who intended to step down within the next five years, one in 10 (10 percent) indicated that they planned to move to another college, university, or system presidency as the only next step they were considering. About a quarter (26 percent) of the presidents who planned to step down in the next five years indicated that the only next step they were considering was to retire and hold no other position.

RETIREMENT AS THE ONLY NEXT STEP WITHIN THE NEXT FIVE YEARS: A BRIEF PRESIDENTIAL PROFILE

In order to better understand the potential retirement profile of the 26 percent of presidents whose only plan is to retire within the next five years, this section highlights a few key attributes of these presidents. The average age for these presidents was 67.7. The average age for those who anticipated stepping down from their current position within the next one to two years was 68.8, and the average age for those planning to step down in the next three to five years was 66.7. These data indicate that many presidents are working past the traditional retirement age of 65. Taken with the data that presidents were newer to their current positions than they had been in previous years, as highlighted in figure 2.3, these findings further support the idea there is likely to be substantial presidential change and transition within the next few years.

Among presidents in this subset, a little over one third (34 percent) currently led associate institutions; one quarter (24 percent) currently led master's institutions; 17 percent currently led baccalaureate and doctoral institutions, respectively; and 9 percent led special focus institutions.

When asked if COVID-19 affected the timing of when they plan to step down from their current position, over half (55 percent) of presidents indicated they were still planning to transition at their previously anticipated time. Over one in four (27 percent) presidents indicated they had no plan to transition out. Close to 9 percent of sampled presidents were staying longer because of COVID-19, and 9 percent envisioned stepping down earlier because of COVID-19.

Well over half (59 percent) of presidents were not preparing a successor for their current position. Among the 30 percent who were preparing a successor, 81 percent indicated that their successor was at their current institution. Although there are both positive and negative implications for preparing a successor, the focus on preparing future leaders and succession planning should not be overlooked. Thirty percent of presidents noted that their institution had plans or policies in place for future presidential searches, and 14 percent noted that their institution had a temporary succession plan or policy.

CONCLUSION AND KEY TAKEAWAYS

In considering the role of the president and the future of the postsecondary sector the role of the president and the future of the postsecondary sector, several key findings from this summary profile and important takeaways for higher education stakeholders emerged.

- **Planning for the future.** Presidents who were currently serving had been in their current positions a shorter period of time than presidents previously surveyed—2.6 years less, compared with 2006. This shorter period indicates that institutions may be experiencing presidential transitions more frequently than they did in the past. Not only are presidents newer to their positions than those in previous surveys, over half (55 percent) planned to step down from their current roles within the next five years. While they may not necessarily be stepping away from the presidency entirely, the prospective loss of institutional knowledge and turnover of presidential leadership will undoubtedly impact hundreds of institutions throughout the higher education sector. With these data in mind, current presidents, C-suite leaders, and governing boards should be doing two things. First, they should document and communicate the previous presidential transition process so that there are records to assist with the planning of future transitions at the institution. Second, they should create a succession plan to assist with the inevitable presidential transition they will face, which might fall within the next five years or could even come sooner than expected. Solidifying these plans sooner rather than later is especially important because fewer than 30 percent of institutions had a plan in place for future presidential searches and only 14 percent have a temporary succession plan in place. This planning provides an important avenue to ensuring “there is a diverse, prepared, and committed pipeline of future higher education leaders in place” (Brantley 2019).
- **Institutional knowledge.** Related to the transitions highlighted in the takeaway above, the data showed that the average age of presidents (60 in 2022) had been generally constant since 2006 (59.9). Combine this average age with the 55 percent of presidents who indicated that they planned to leave their positions in the next five years (not to mention the traditional retirement age of 65), and higher education will likely see a substantial number of presidents retiring in the next three to five years. Institutions, C-suite leaders, and current presidents need to capture and document the institutional knowledge of their current leadership and build means and mechanisms to transmit this knowledge to future leaders through succession planning and other approaches.

- **Presidential demographics.** The population of students enrolling in higher education today is increasingly diverse, which has elevated the importance of equity, diversity, and inclusion on campus.¹¹ While previous ACPS data showed that the presidency was slowly diversifying by race and ethnicity (Gagliardi et al. 2017), it is not changing at the same rate as the student population. Boards and leaders at all levels of the institution will need to consider what this means for the presidents who lead these increasingly diverse institutions. This is also a call to action for search consultants and agencies—and anyone else mentoring, recruiting, or hiring the next generation of leaders—to use an intersectional lens of race, ethnicity, and gender to seek diverse talent in order to effectively meet the diverse needs of current and future learners.
- **Aspirations and applications.** There are differences by gender in the age at which presidents first aspired, applied, and were appointed to presidential roles. Presidents who are men aspired, applied, and were appointed to presidential roles earlier than their women peers. Mentors and professional development opportunities need to cultivate women presidents earlier in their careers and provide more distinct and direct leadership experience related to the college presidency. Search consultants and agencies, campus search committees, and governing boards need to reimagine their recruitment pools and tactics in order to further diversify the presidency and increase representation of women, in particular. Instead of relying on the traditional faculty and academic pathway for future presidents, these groups should identify and cultivate leaders from nonprofits, government, business, the public sector, and other administrative areas on campus.

¹¹ See “[Enrollment in Undergraduate Education](#)” from ACE’s Race and Ethnicity in Higher Education project.



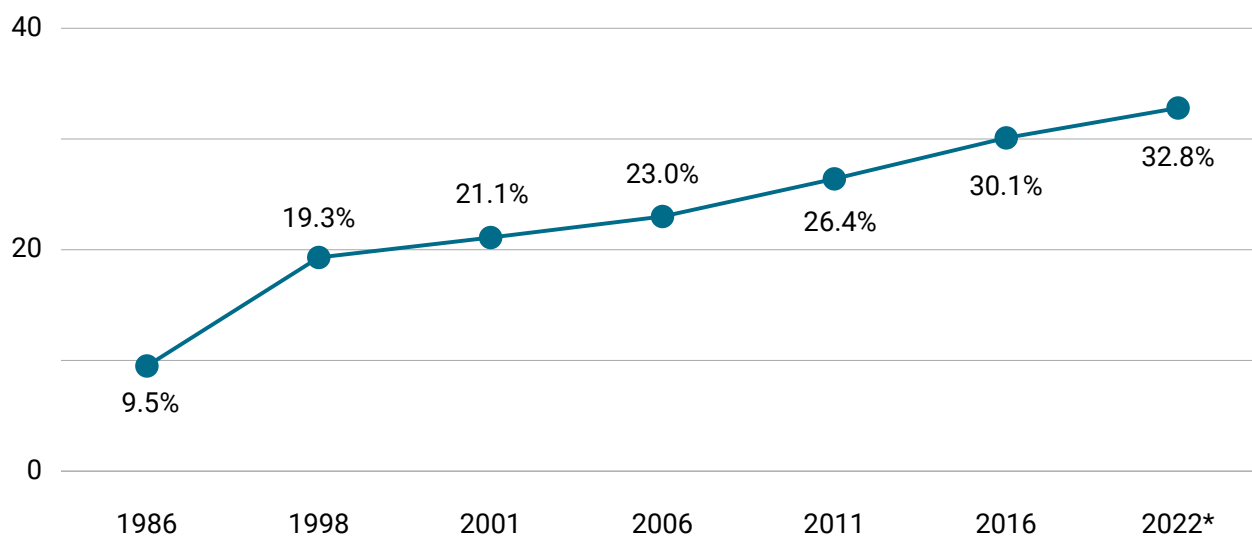
Chapter Three: Profile of Women Presidents

Executive and senior-level leadership positions in higher education have been primarily held by White men, while women and people of color have been excluded from college leadership roles on the basis of gender and race (Grottis 2022; Keohane 2020; O'Connor 2018).¹² Women and women of color were mostly relegated to leadership positions at women's colleges and a few coeducational institutions. Historical data also showed a stratification by institutional type, as fewer women served as presidents of doctoral institutions and more women presidents led at community colleges (Eddy 2008). Over the last several decades, various ACE initiatives such as Moving the Needle: Advancing Women in Higher Education Leadership, the ACE Women's Network, and the ACE Fellows Program, and other efforts, including the HERS Leadership Institute, Kaleidoscope Leadership Institute, and the American Association for Women in Community Colleges, have worked to diversify college leadership by gender. These endeavors, in addition to sponsorship—that is, people who actively advocate for and champion rising leaders within their circles—are intended to support more women and women of color as they aspire, apply, and are appointed to college and university presidencies.

¹² Throughout this report, respondents who selected only "Caucasian, White, or White American (non-Middle Eastern descent)" are referred to as White.

Yet the gender gap in presidential leadership remains wide, with men still outnumbering women in the presidency by a little more than two to one. The gender gap has been noted as an ongoing data point since the onset of the American College President Study (ACPS). When the survey was first administered in 1986, only 9.5 percent of responding presidents were women, over one third of those presidents were leading women's colleges, and about 8 percent of associate colleges were led by women (Green 1988). While the share of women presidents has increased since 1986, today women still only make up about 32.8 percent of current presidents (see figure 3.1).¹³ The gap feels particularly large when considering that 58 percent of total undergraduate enrollment in fall 2020 were women students (NCES 2021). These data also demonstrated a slowing rate of growth of women serving in college and university presidencies.

Figure 3.1. Distribution of Presidencies Held by Women: Selected Years, 1986–2022



*The reported percentage is calculated from the results collected by the web scraper, which more accurately captured the population of women in the college presidency (see the methodology in chapter one for further details).

GENERAL DEMOGRAPHIC INFORMATION

Among women presidents in the sample, over two-thirds (69 percent) identified as White, 14 percent identified as Black or African American, and 8 percent identified as Hispanic or Latina (see table 3.2).¹⁴ While this chapter highlights some of the nuances in the responses of Black or African American, Hispanic or Latina, and White women presidents, we are unable to highlight the unique and varied experiences of Asian or Asian American, American Indian or Alaska Native, Asian Indian, Native Hawaiian or other Pacific Islander, Middle Eastern or Arab American, or multiracial women presidents due to smaller sample sizes.

¹³ See the methodology in chapter one for more information on how this percentage was calculated.

¹⁴ As described in the methodology section in chapter one, the 2022 survey likely oversampled Black or African American women due to the outreach strategy employed. Therefore, any application of data points to the entire population of college and university presidents should be done with caution. Respondents were given the option to select "Hispanic or Latinx(o/a)," but the terms Latino and Latina are used throughout this report.

Table 3.1. Distribution of Women Across the Entire Sample, by Race and Ethnicity: 2022

	Race and Ethnicity
Hispanic or Latino	3.0%
Caucasian, White, or White American (non-Middle Eastern descent)	26.5%
Middle Eastern or Arab American	0.2%
Black or African American*	5.4%
American Indian or Alaska Native	0.5%
Asian or Asian American	1.6%
Asian Indian	0.0%
Native Hawaiian or other Pacific Islander	0.1%
Multiracial (excluding Hispanic or Latino)†	1.0%
Race not listed	0.0%
Total	38.3% ‡

*Black or African American population was likely oversampled due to survey outreach strategies.

†Presidents were asked to select any race with which they identify. As a result, any president who identified as more than one race was included in this created variable.

‡This number represents the sample of women who responded to the survey.

Table 3.2. Representation Among Women Presidents, by Race and Ethnicity: 2022

	Race and Ethnicity
Hispanic or Latino	7.9%
Caucasian, White, or White American (non-Middle Eastern descent)	69.1%
Middle Eastern or Arab American	0.5%
Black or African American*	14.1%
American Indian or Alaska Native	1.4%
Asian or Asian American	4.1%
Asian Indian	0.0%
Native Hawaiian or other Pacific Islander	0.3%
Multiracial (excluding Hispanic or Latino)†	2.7%
Race not listed	0.0%
Total	100%

Note: Totals may not add up to 100 percent due to rounding.

*Black or African American population was likely oversampled due to survey outreach strategies.

†Presidents were asked to select any race with which they identify. As a result, any president who identified as more than one race was included in this created variable.

Women presidents have, on average, served in their current position for 5.4 years, which was down slightly from 5.8 years in 2016. Across race and ethnicity, Black or African American women are newer in their current presidency (4.4 years) when compared with Hispanic or Latina (6 years) or White women (5.3 years). Generally, the lengths of these (ongoing) terms would suggest that women are more recently appointed to their roles than men, whose average length of current (ongoing) term was 6.3 years.

In 2022, over two in five (44 percent) women presidents in the sample were leading associate institutions—the highest representation of women across the Carnegie Classification system. Similarly, 40 percent of presidents at baccalaureate institutions and 39 percent of presidents at special focus institutions were women. Men were over two times more likely to lead doctoral institutions than women (see table 3.3). One in three women presidents in the sample led minority serving institutions, compared with 22 percent of men.

Table 3.3. Presidents, by Gender and Carnegie Classification: 2022

	Women	Men
Doctoral	29.1%	70.9%
Master’s	34.6%	65.4%
Baccalaureate	39.5%	60.5%
Associate	43.6%	56.4%
Special focus	39.4%	60.6%

Note: Data are unweighted. | All public and private, not-for-profit institutions are combined.

PATHWAYS TO THE PRESIDENCY

Women presidents’ age of first aspiration, application, and appointment to the presidency reveals useful insights. On average, women presidents in the sample aspired, applied, and were appointed to the presidency at later ages than men; however, there was less time between aspiration and application and between application and appointment than for men in the sample. When considering race and ethnicity, slight differences exist across these stages between women in the sample. On average, about six years passed between when Black or African American and Hispanic or Latina women first aspired and applied to presidential positions, compared with less time for White women (4.2 years). Of note, Hispanic or Latina women are rising to the presidency more quickly after application and appointment than other women. Table 3.4 captures the time difference between each of these stages among presidents in the sample by gender and race and ethnicity.

Table 3.4. Average Age of First Presidential Aspiration, Application, and Appointment, by Gender and Race and Ethnicity: 2022

	Age of Aspiration	Age of Application*	Age of Appointment†
Women	46.9	51.3 + 4.4 years	52.8 + 1.5 years
Men	43.6	49.0 + 5.4 years	51.0 + 2 years
Black or African American women	44.5	50.5 + 6 years	52.0 + 1.5 years
Hispanic or Latina women	43.3	49.4 + 6.1 years	49.3 - 0.1 years‡
White women	47.5	51.7 + 4.2 years	53.3 + 1.6 years

*Time difference is calculated from age of aspiration to age of application.

†Time difference is calculated from age of application to age of appointment.

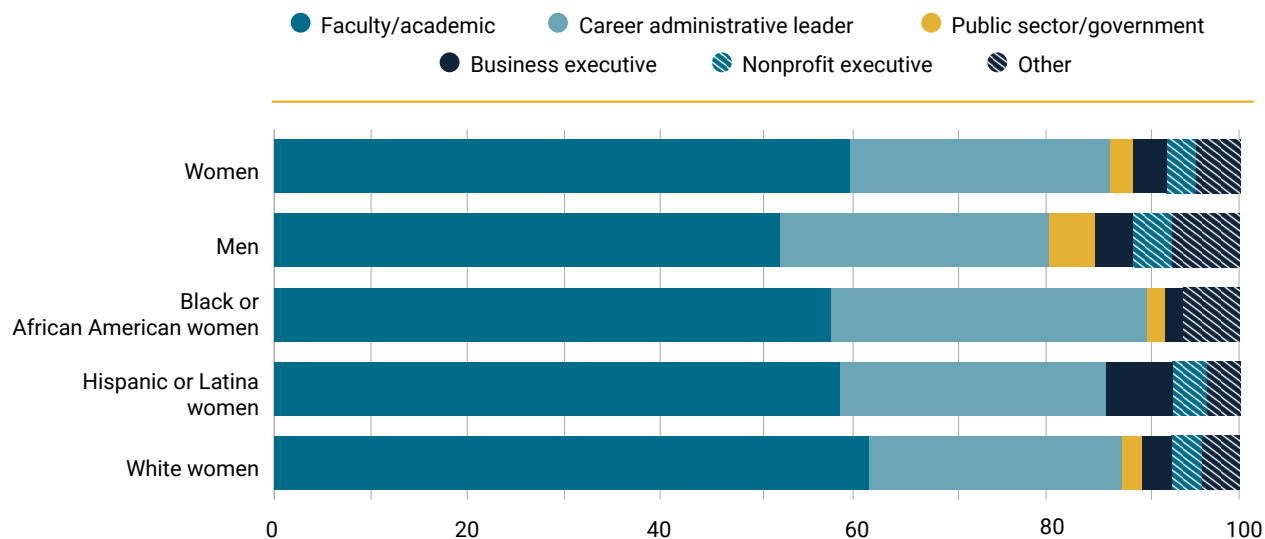
‡Differences attributed to averages within each category.

The 2022 survey is the first time these data have been collected, and they raise the question of whether there could be barriers preventing women from aspiring or applying to the presidency sooner. Further inquiry could help to illuminate the challenges women face on their pathway to the presidency.

Women presidents arrived at their current position from a variety of different career pathways. Among women presidents, the most commonly indicated pathway was a faculty or academic career (60 percent)—eight percentage points greater than men (52 percent) who identified the same pathway.

Black or African American women (33 percent) were more likely than Hispanic or Latina (28 percent) or White (26 percent) women to have indicated a background in administration (such as student affairs, auxiliary services, or finance). Hispanic or Latina women (10 percent) were more likely than White (6 percent) or Black or African American (2 percent) women to have indicated a career pathway as a business or nonprofit executive (see figure 3.2).

Figure 3.2. Career Paths of Presidents, by Gender and Race and Ethnicity: 2022



Note: Data are unweighted.

While most women continue to reach the presidency through the faculty or academic pathway, opportunities exist to mentor and sponsor women from other pathways, both within and outside of higher education. While the faculty or academic pathway is an important and meaningful one, other pathways also include women leaders who may not be considering the college presidency because they are not coming up through the traditional route. Current presidents and other C-suite leaders can help to identify and mentor talented women in their circles—both within academe and beyond—to encourage and make way for more women to reach the college presidency.

PRESIDENTIAL SEARCH PROCESSES

Presidential search processes require clear communication between search committees and candidates to fully share and understand the expectations and challenges facing a new president. In the survey, presidents were asked whether they felt the disclosure or transparency surrounding expectations for their current presidency was realistic, accurate, and clear during the search process. While the majority of presidents indicated they received full and accurate disclosure during the search process, some notable differences emerged, especially by gender.

On average, women presidents, especially women presidents of color, were less likely than men to report receiving realistic, accurate, or clear disclosures. Hispanic or Latina and White women were much more likely than Black or African American women presidents to report feeling that the search process provided a realistic assessment of the current challenges facing the institution or system, a full and accurate disclosure of the institution or system’s financial condition, and a clear understanding of the institution or system’s expectations (see table 3.5).

Table 3.5. Perception of Disclosures Within the Search Process, by Gender and Race and Ethnicity: 2022

	A realistic assessment of the current challenges facing the institution/system?	A full and accurate disclosure of the institution/system's financial condition?	A clear understanding of the board's expectations?	A clear understanding of the institution/system's expectations?
Women	63.3%	67.3%	68.7%	73.3%
Men	70.3%	67.3%	76.4%	77.5%
Women of color	53.2%	63.0%	61.5%	65.1%
Black or African American women	52.9%	58.8%	64.7%	64.7%
Hispanic or Latina women	66.7%	76.0%	65.4%	73.1%
White women	68.1%	69.2%	71.5%	76.9%

Note: Percentages represent those who answered 'yes' to each question. | Data are unweighted.

What might these data mean? While more qualitative research is needed, these findings raise questions about how women of color are recruited and what is transparently shared about the overall institutional environment in the process. Search firms, search committees, and boards need to evaluate what is being disclosed during the search process and how standardized the method for the disclosure is, especially regarding the challenges the institution is facing. Clear communication on the front end can help candidates better discern their ability to be successful in the role. Transparency is essential, and those involved in a presidential search should discuss what this will look like prior to initiating the call for applicants.

UNDERSTANDING THE EXPERIENCES OF WOMEN IN PRESIDENTIAL LEADERSHIP

The data indicate that women are more likely than men to participate in professional development programs. In terms of engagement in leadership development prior to their first appointment as a campus or system president, women presidents most frequently reported participation in the Harvard Graduate School of Education's Institute for Education Management (12 percent), the ACE National Women's Forum (9 percent), and the American Association of Community College's Future President Institute (8 percent).¹⁵ Of note, over one-third (36 percent) of women indicated they did not participate in leadership development opportunities prior to their first appointment as president, compared with half of men presidents. Efforts to fortify the pathway, such as nominating and tapping women within one's institution, encouraging and supporting their involvement in leadership development programs, building stronger networks and communities, and ensuring diverse voices at the table of presidential searches will ensure greater accessibility and advancement for women. Support at the institutional level for participation in state- and association-level trainings can be useful for ongoing growth.

¹⁵ The ACE National Women's Forum, first offered in 1977, offered leadership training for women administrators who sought senior-level administrative roles. Current ACE programming still works toward this goal, but the names of programs have since changed. See the [ACE Women's Network](#) for more on this type of programming.

WOMEN BEYOND THE PRESIDENCY

Many women presidents are balancing or are expected to balance personal and familial obligations and their presidential responsibilities. The survey included several questions to better understand presidents' responsibilities around childcare and caregiving. Research shows that the burden of caregiving responsibilities disproportionately affects women, which has economic, health, and well-being implications (Mikhail 2022; National Partnership for Women & Families 2021).

In our sample, nearly one in four (24 percent) women presidents indicated they have children living at home or have children for whom they have regular responsibility. Black or African American women presidents (29 percent) were more likely than Hispanic or Latina (21 percent) or White (22 percent) women presidents to have indicated such responsibility. Close to one in five (18 percent) women presidents in the sample indicated that they are the caretaker for an aging parent or loved one, compared with 10 percent of men. Among the women leaders who indicated they had these caregiving responsibilities, over one in four (26 percent) indicated they provide the majority of care for an aging parent or loved one, compared with 12 percent of men. Black or African American women presidents (27 percent) were more likely than White (26 percent) and Hispanic or Latina (17 percent) women presidents to provide the majority of care for an aging parent or loved one.

Over nine in 10 (91 percent) women presidents responded that they either “agree” or “somewhat agree” that they have a support system with whom they share their feelings and stressors, with Black or African American (94 percent) and Hispanic or Latina (93 percent) women agreeing more frequently than White women (89 percent).

Of note, more than two in three (69 percent) women reported some level of agreement that they struggle to find people who understand the experience of being a president. Black or African American women (52 percent) were less likely to indicate they struggled to find people who can relate to their experience as president, compared with Hispanic or Latina (75 percent) and White women (74 percent).

Efforts should continue to be made to support women's ability to lead and to fulfill familial and personal obligations. Developing formal and informal communities for women leaders—for example, the ACE Women's Network—where trust is fostered, experiences are shared, and support is garnered would benefit current and future women presidents. Regional, online, or virtual communities can assist women in building networks across educational sectors and levels (such as K–12 educators and leaders). In addition to networks of support, strategies should be developed at the campus and association levels to better support women once they do reach the presidency.

NEXT STEPS

Well over half (58 percent) of women presidents intended to move on from their current role within the next five years—this included 27 percent of women who planned to transition in the next one or two years and 31 percent who planned to do so in the next three to five years. White women (59 percent) were more likely to indicate planning to step down from their current presidency within the next five years than Black or African American (52 percent) and Hispanic or Latina (48 percent) women presidents.

Among the women who intended to step down from their current position within the next five years, one in four (25 percent) indicated “retire and hold no other position” as the only next step they are considering. Women are already underrepresented in the presidency; if a quarter of them were to retire in the next five years, it will be even more essential to identify, support, and mentor other women to

ensure a more diverse presidency. An additional 7 percent of women who intended to step down from their current role within the next five years indicated they planned to “move to another college, university, or system presidency” as the only next step they are considering.

These data indicate that higher education may experience a number of presidential vacancies in the near future and will have the opportunity to fill them with more women and women of color. These future women presidents could represent numerous academic and employment backgrounds and leadership experiences, all of which can make positive contributions to higher education today and strengthen the campuses of tomorrow.

CONCLUSION

The data presented in this chapter capture various experiences across women presidents in the sample. While there are more women represented in the college presidency today than in the past, women are more likely to serve at associate institutions and are still underrepresented at doctoral institutions. As more women and women of color in particular take on presidential roles, the data also raise the question of whether there are enough women and women of color considering the presidential pathway as a career choice. Expanding the opportunity to lead to include more women means looking beyond the traditional faculty or academic pathway, especially at doctoral institutions. These efforts can also include getting more women interested in the college presidency through mentorship and professional development opportunities. As more women aspire and are appointed to the presidency, stakeholders in the higher education sector and beyond must reflect upon these data to inform actions that will continue to advance women in these leadership roles.

Women in leadership often face different expectations than men in similar roles, regardless of employment sector. The burden of navigating gendered leadership norms is more often placed on women, rather than eliminating those norms and the systems that enforce them. Women of color face additional expectations based on race, ethnicity, and gender while often being the first to hold their senior leadership roles. Thus, leadership experiences of women presidents are not monolithic and need to be disaggregated by race, ethnicity, and gender for deeper understanding. Diversifying presidential leadership is a shared responsibility—current presidents and chancellors play a role through mentorship of other leaders, while boards, trustees, and other appointing officials exercise this responsibility in search processes. Educating these critical stakeholders on the benefits of diversifying presidential leadership and on where they may have implicit bias in finalizing presidential appointments will create more equitable search and onboarding processes.



Chapter Four: Profile of Presidents of Color

This chapter focuses on *presidents of color*—a term that encompasses presidents who self-identified as members of non-White racial or ethnic groups.¹⁶ At a time when the share of undergraduate students of color has increased from about 30 percent in 1995–96 to 45 percent in 2015–16—a shift largely driven by Hispanic student enrollment—the college presidency remains overwhelmingly White (Espinosa et al. 2019).¹⁷ Similar to the growth in women presidents, the growth in presidents of color has progressed slowly and steadily, but insufficiently.

In 1986, the first year of the American College President Study (ACPS), presidents of color represented 8 percent of all college and university presidents. In 2016, presidents of color accounted for 17 percent of presidents—an increase of nine percentage points from 30 years prior. At present, CUPA-HR data (2022) estimates presidents of color account for 15.9 percent of presidents.¹⁸ Partially as a result of rigorous survey outreach, presidents of color constituted 27 percent of the 2022 American College President Survey sample, on which this report is based.

16 Presidents of color is a term that encompasses those who responded that they identified as Hispanic or Latino, Middle Eastern or Arab American, Black or African American, American Indian or Alaska Native, Asian or Asian American, Asian Indian, and/or Native Hawaiian or other Pacific Islander. Presidents who selected more than one racial identity were grouped as multiracial.

17 Throughout this report, respondents who selected only “Caucasian, White, or White American (non-Middle Eastern descent)” are referred to as White.

18 This data from CUPA-HR’s Administrators in Higher Education Surveys included only nonprofit institutions of higher education; data for each position included data from at least 674 institutions and 687 administrators, so it represents a smaller sample size than ACPS data.

Presidents of color are not a monolithic group. In relation to the general population, a small share of presidents identified as Black or African American, Hispanic or Latino, Asian or Asian American, American Indian or Alaska Native, Asian Indian, Native Hawaiian or other Pacific Islander, Middle Eastern or Arab American, or multiracial.¹⁹ In some sections of this chapter, disaggregated responses of Black or African American and Hispanic or Latino presidents are highlighted and discussed. This chapter also, when possible, accounts for both race and ethnicity and gender, and it sheds some light on the unique experiences of men and women presidents of color.

GENERAL DEMOGRAPHIC INFORMATION

Among the sample, 14 percent of presidents identified as Black or African American; 6 percent were Hispanic or Latino; 3 percent were Asian or Asian American; 2 percent were multiracial; and fewer than 1 percent each were Middle Eastern or Arab American, American Indian or Alaska Native, Asian Indian, and Native Hawaiian or other Pacific Islander.²⁰

Relative to the previous survey in 2016, this approximate 6 percentage point increase in the share of Black or African American presidents was followed by otherwise modest gains for Hispanic or Latino presidents (2 percentage point increase over 2016) and multiracial presidents (1 percentage point increase over 2016). Overall, there was an increase in the representation of most racial and ethnic groups within the sample.²¹ While some gains showed further diversification of the presidency by race and ethnicity, a lot of work is still to be done to cultivate and recruit talented persons of color to the presidency so that it is more representative of today’s students.

Table 4.1. Distribution of Presidents, by Race and Ethnicity and Gender: 2011, 2016, and 2022

	Black or African American			Hispanic or Latino			White		
	2011	2016	2022	2011	2016	2022	2011	2016	2022
Women	34.0%	33.9%	39.7%	38.7%	21.7%	51.8%	25.1%	30.1%	36.4%
Men	66.0%	66.1%	60.3%	61.3%	78.3%	48.2%	74.9%	69.9%	63.6%

With the increase of people of color in the presidency, notable gender gaps still exist between men and women of color. Table 4.2 breaks down the entirety of the sample by racial and ethnic groups, within gender and in total. Compared with White presidents, the percentage of presidents of color is small, particularly among women—and especially among Native Hawaiian or other Pacific Islander, Asian Indian, American Indian or Alaska Native, and Middle Eastern or Arab American women.

19 Respondents were given the option to select “Hispanic or Latinx(o/a),” but the terms Latino and Latina are used throughout this report.

20 Presidents were given the opportunity to select all racial groups that applied to them. Presidents who selected more than one race or ethnicity were grouped as multiracial.

21 These numbers should be interpreted with caution due to the belief that women and women of color were slightly oversampled due to targeted survey outreach efforts.

Table 4.2. Distribution of Presidents, Within Gender, by Race and Ethnicity: 2022

	Percentage of Women Presidents Across Sample*	Percentage of Men Presidents Across Sample	Percentage of Total Sample
Hispanic or Latino	3.0%	2.8%	5.8%
Caucasian, White, or White American (non-Middle Eastern descent)	26.5%	46.2%	72.7%
Middle Eastern or Arab American	0.2%	0.4%	0.6%
Black or African American	5.4%	8.2%	13.6%
American Indian or Alaska Native	0.5%	0.4%	0.9%
Asian or Asian American	1.6%	1.1%	2.7%
Asian Indian	0.0%	0.6%	0.6%
Native Hawaiian or other Pacific Islander	0.1%	0.1%	0.2%
Multiracial (excludes Hispanic or Latino)*	1.0%	1.3%	2.4%
Race not listed	0.0%	0.5%	0.5%
Total	38.3%*	61.7%	100%

Note: Totals represented indicate totals by gender across the survey sample and not the web scrape numbers. For more information, see the methodology in chapter one.

*Women presidents are overrepresented in the sample due to the survey outreach strategy. Black or African American women presidents are likely the most overrepresented in the sample.

†Presidents were given the opportunity to select all racial groups that applied to them. Any respondents who selected more than one race and ethnicity were included in this created variable.

In 2022, presidents of color were most likely to lead baccalaureate institutions (32 percent)—the highest across Carnegie Classification. Similarly, 31 percent of presidents at associate institutions and 28 percent of special focus presidents were people of color. About one in four (23 percent) presidents who led master’s institutions were people of color. Presidents of color were least represented in leadership at doctoral institutions, among which only 17 percent were led by people of color (see table 4.3).

Table 4.3. Presidents, by Race and Ethnicity and Carnegie Classification: 2022

	Presidents of Color	White Presidents
Doctoral	16.8%	83.2%
Master’s	23.3%	76.7%
Baccalaureate	32.3%	67.7%
Associate	31.0%	69.0%
Special focus	28.4%	71.6%

Notes: Represents percentages within the sample, unweighted by Carnegie Classification. | All public and private not-for-profit institutions are combined.

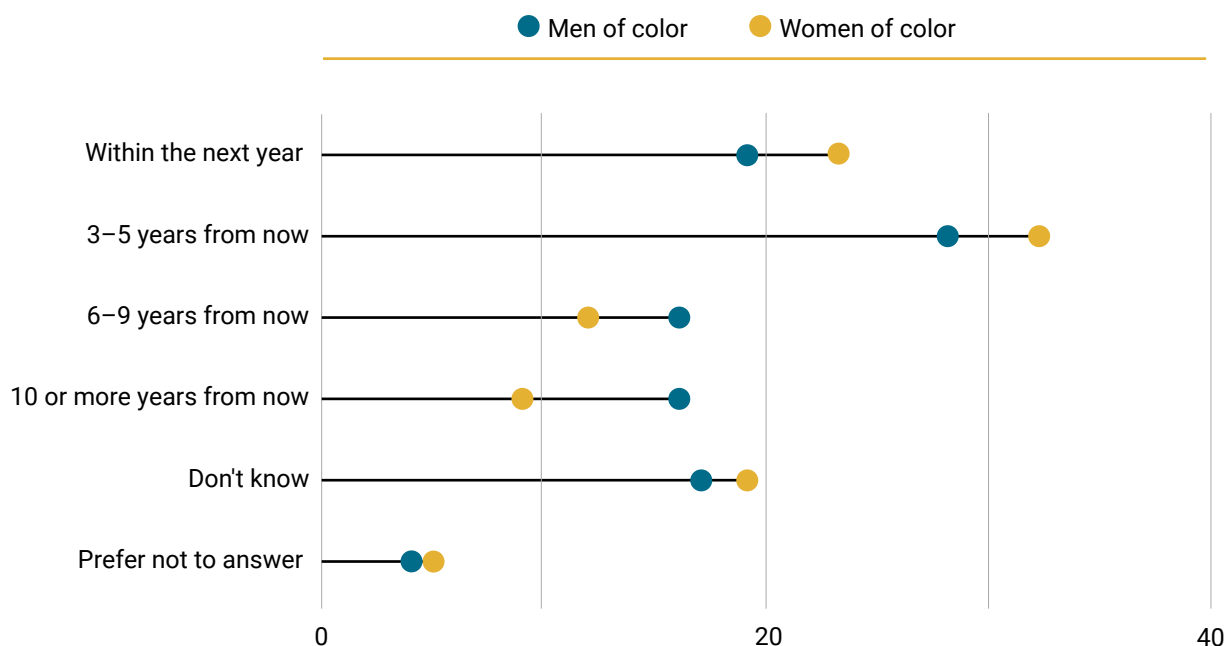
Presidents of color have, on average, served in their current presidency for 5.4 years. These data indicated that presidents of color have more recently entered their current positions when compared with White presidents, who have served in their current positions an average of 6.3 years. While this difference is less than a year, there are implications when considered alongside other data points, especially with the percent of presidents of color who plan to step down from their current role within the next five years (discussed in the next section). Governing boards will need to make intentional efforts in the recruitment, onboarding, and support of presidents of color in the next several years to make strides toward parity and equity.

Over the next several years, cultivating and supporting leaders of color from administrative campus roles, the public sector, business, and other areas will also be important. This is due to the fact that the provost or chief academic officer position is seen as one of the key positions on the faculty or academic pathway to the presidency. Diversity is limited among those in the chief academic role, with 9.2 percent of provosts who were women of color and 7 percent who were men of color (CUPA-HR 2022). Additionally, it is important to keep in mind that presidents of color—women, in particular—may have altered their career by postponing a job search or promotion due to familial obligations. Women of color were more likely to have postponed a job search or promotion (26 percent) or to have left a position (8 percent) due to the care of a minor dependent than White presidents (men and women) or men of color presidents. These postponements and career pauses can have an impact on the availability of talented women of color to fulfill the anticipated vacancies described below.

NEXT STEPS AND LIFE OUTSIDE THE PRESIDENCY

Data indicated that about 51 percent of presidents of color planned to step down from their current position within the next five years. About one in four (23 percent) women of color and about one in five (19 percent) men of color anticipated stepping down from their current presidency within the next year or two. An additional 32 percent of women presidents of color and 28 percent of men of color presidents anticipated stepping down within the next three to five years (see figure 4.1).

Figure 4.1. Anticipated Time of Stepping Down from Current Position for Presidents of Color, by Gender: 2022



Overall, these data revealed that over half (54 percent) of women of color and close to half (48 percent) of men of color anticipated leaving their current presidency within the next five years. As higher education leadership has slowly diversified, these findings are cause for concern. While this data point does not necessarily mean these leaders will leave higher education altogether, their departure will result in lost institutional knowledge and expertise, in addition to a decline in representation of persons of color in senior leadership. To increase representation of persons of color in the presidency, higher education simply cannot replace one person of color for another—the field needs to commit to a net increase in

representation by race and ethnicity. As these presidents consider their retirement, it will be essential for higher education stakeholders to mentor, support, sponsor, and coach other talented leaders of color onto the pathway to the presidency.

Among the presidents of color who intended to step down within the next five years, nearly one in five (19 percent) indicated they will “retire and hold no other position” as the only next step they are considering after leaving their current role. An additional 11 percent who intended to step down from their current role within the next five years indicated they planned to “move to another college, university, or system presidency” as the only next step they are considering. This change in leadership presents an opportunity for search firms, governing boards, and other constituents to explore why higher education is seeing turnover of these leaders and to work on intentional plans to cultivate future leaders of color on various pathways.

Among all options for next steps, men of color (39 percent) were more likely to indicate they were considering assuming another presidency than their women of color colleagues (26 percent). Black or African American men presidents (43 percent) were most likely to consider moving to another presidency. Data indicated that women were more likely to retire following their current presidency when compared with men of color (see table 4.4), which calls into question issues of retention and the potential workplace challenges facing women of color specifically. Additional qualitative inquiry is needed to better understand the turnover with an eye to constituent expectations and relationships with governing boards.

Table 4.4. Next Steps for Presidents of Color Planning to Step Down, by Gender: 2022

	Women of Color	Men of Color
Retire, hold no other position	29.0%	24.1%
Move to another presidency	26.3%	38.6%
Move to faculty at current or other institution	12.3%	16.6%
Nonprofit or philanthropic work outside of higher education	21.9%	18.6%
Consultant for higher education search firm	24.6%	20.0%

Note: Data represent the most commonly selected responses; presidents were able to select all options they are considering in their next steps.

On the whole, these data indicate several important findings and considerations for higher education. First, presidents of color were newer to their current positions when compared with White presidents. And not only were newer, but one in five planned to leave their current position within the next year or two. Second, over half of presidents of color expected to step down in the next five years, which is cause for concern—and requires keen, quick efforts to mentor, sponsor, coach, and support talented colleagues of color both outside and on the traditional pathway to the presidency.

PRESIDENTIAL SEARCH PROCESS

During the interview phase of the search process, potential presidents are interviewing the institution as much as the institution is interviewing them. Candidates learn about the challenges facing the institution, the state of its finances, and the expectations of the board, institution, or system. While most presidents indicated that disclosure during the search process was clear, accurate, and realistic, there are differences in perception of disclosure.

When presidents of color were asked if they felt that there was appropriate disclosure related to the overall challenges facing their institution/system, 60 percent of presidents of color responded “yes,” compared with 71 percent of White presidents. Additionally, large percentage point differences exist between presidents of color and White presidents around a clear understanding of board expectations and the institution or system’s expectations (see table 4.5). These differences are even more apparent when disaggregated by gender, which is highlighted in chapter three.

Table 4.5. Perception of Disclosures Within the Search Process, by Race and Ethnicity: 2022

The search process provided:	Presidents of Color	White Presidents
Realistic assessment of the current challenges facing the institution/system?	60.4%	70.8%
A full and accurate disclosure of institution/system’s financial condition?	63.1%	69.2%
A clear understanding of the board’s expectations?	66.4%	76.0%
A clear understanding of the institution/system expectations?	68.0%	78.8%

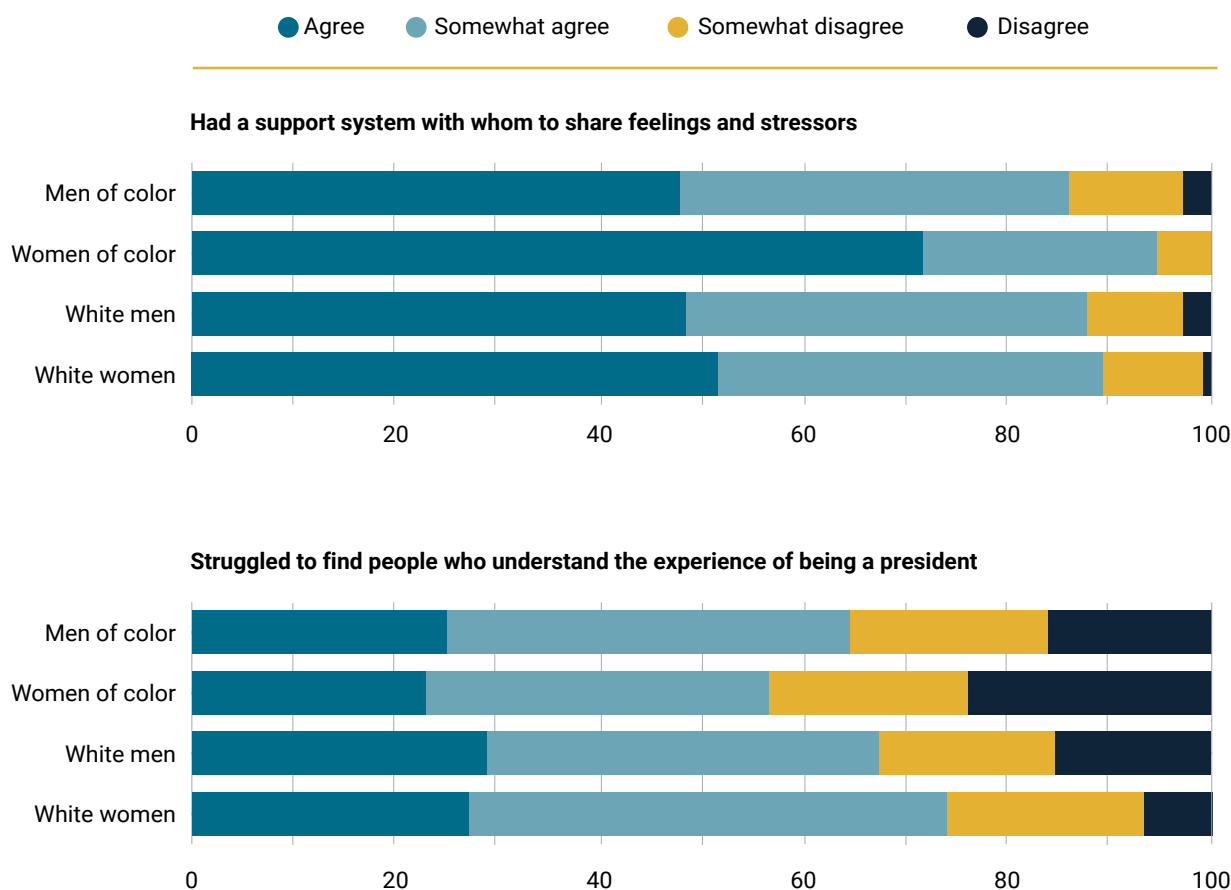
Note: Percentages represent those who answered ‘yes’ to each question.

Several findings related to disclosure in the search process need further qualitative exploration. A 10 percentage point gap emerged between White presidents and presidents of color and their agreement that the search process gave them a realistic assessment of the current challenges facing their institution or system. This gap becomes larger by gender, and a similar-sized gap exists between Black or African American women presidents and their experience compared with Black or African American men, Hispanic or Latino men, and Hispanic or Latina women. Why do these gaps exist? What are presidents of color learning about their institutions once they are appointed to the role of a president? If women of color presidents, particularly Black or African American women, are less likely to feel informed, how does that affect the rest of their presidency and their ability to be successful?

SUPPORT FOR PRESIDENTS OF COLOR

The job of a president at a higher education institution in the U.S. is complex. Strong teams and networks are essential to a president’s success. Women of color were much more likely than men of color to have indicated that they had a personal support system as a president. When presidents were asked about their support system for sharing feelings and stressors in their presidency role, 95 percent of women of color responded that they either “agree” or “somewhat agree” about having a support system, compared with 86 percent of men of color. Well over half (65 percent) of men of color agreed that they struggled to find someone who understands their experience as president, compared with 57 percent of women of color (see figure 4.2).

Figure 4.2. Support Systems for Presidents of Color Compared with White Presidents: 2022



Note: Data are unweighted.

Other key supports that presidents must have to be successful come from the governing board and the faculty and staff on their respective campuses. The overwhelming majority (95 percent) of presidents of color indicated they currently felt supported by their board. Men of color presidents (97 percent) were a little more likely to rate their board as “very” or “somewhat supportive” when compared with women of color presidents (93 percent). Men and women of color presidents both indicated the same level of agreement (96 percent) regarding the support of their faculty. There is room for additional inquiry into what women of color presidents are entrusted to do and how that may affect their perception of support from their board.

These data indicate an opportunity for associations, professional organizations, and current and former presidents to potentially fill a need in providing presidents of color—in particular, men of color—with a broader support system of those who understand what it is like to be president. Networks for these presidents, whether offered by an organization or association, or through mentorship with a current or former president could help increase the well-being of college and university presidents. While the majority of presidents found their boards and faculty supportive, there is still room for inquiry to understand the potential unwritten expectations and the nuances of support that exist from both governing boards and faculty for presidents of color; such an exploration may be tied into the level of disclosure provided in the search process.

DIVERSIFYING THE PRESIDENCY

The demographics of college presidents do not mirror those of society, much less the campuses and student populations that they serve. While higher education leadership has seen increased representation by race and ethnicity since 2006 (see table 4.6), equity and parity are still goals that require attention and effort on behalf of stakeholders across the sector. Again, nearly one out of every five presidents of color who were planning to step down within the next five years anticipated retiring. With this expected churn in leadership, the opportunity is there to make measurable strides to parity or to move in the opposite direction. Current leaders in higher education have an urgent responsibility to identify talented people of color in their institutions today who they could develop, mentor, and coach to become a candidate for the college presidency tomorrow. It will be essential to look beyond the faculty and academic pathway and identify leaders in administration, nonprofits, business, and the public sector.

Table 4.6. Survey Respondents, by Race and Ethnicity: 2011, 2016, and 2022

Race	Percentage of Sample 2011	Percentage of Sample 2016	Percentage of Sample 2022
Hispanic or Latino	3.8%	3.9%	5.8%
Caucasian, White, or White American (non-Middle Eastern descent)	87.2%	83.2%	72.7%
Middle Eastern or Arab American	–	0.6%	0.6%
Black or African American*	5.9%	7.9%	13.6%
American Indian or Alaska Native	0.8%	0.7%	0.9%
Asian or Asian American	1.5%	2.3%	2.7%
Asian Indian	–	–	0.6%
Native Hawaiian or other Pacific Islander	–	–	0.2%
Multiracial (excluding Hispanic or Latino) [†]	0.8% [‡]	1.4%	2.4%
Race not listed	–	–	0.5%
Total	100%	100%	100%

“–” indicates data was not collected by this designation in previous surveys.

*Black or African American population was likely oversampled due to survey outreach strategies.

[†]Presidents were given the opportunity to select all racial groups that applied to them. Any respondents who selected more than one race and ethnicity were included in this created variable.

[‡]Coded as “other”

Data from CUPA-HR (2022) show that only 16.2 percent of provosts in 2021–22 were people of color. When disaggregating by gender, only 9.2 percent of provosts are women of color and 7 percent are men of color. Limitations in the ranks of college leadership mean that traditional pathways such as academic administration cannot sustain and diversify the presidency alone. To start, leaders who want to mentor administrators of color into the presidency should look to their chief student affairs or student life officers, chief human resource officers, and registrars—as these positions are more likely to be leaders of color (Taylor et. al 2020). In order to continue to diversify the presidency, search firms, boards, and search committees will need to cultivate and be open to candidates who are coming from more nontraditional pathways to the presidency.

Additionally, while this chapter features some of the nuances in the responses of Black or African American and Hispanic or Latino presidents, it was unable to highlight the unique and varied experiences of Asian or Asian American, American Indian or Alaska Native, Asian Indian, Native Hawaiian or other Pacific Islander, Middle Eastern or Arab American, or multiracial presidents. Emphasizing the experiences of these leaders is important in general, but specifically matters for increasingly diverse

student bodies so that students can see themselves in their leaders. Strategies and policies to identify and recruit diverse presidents should be developed and utilized by search firms and boards. Professional associations can also be catalysts in providing space, expertise, and leadership to develop future presidential leaders in higher education.

CONCLUSION

The data in this chapter capture and highlight the experiences of presidents of color within the sample, and they present a clear and urgent need to further increase representation and champion equity so that more students see themselves in the leaders that guide their institutions. While modest gains have been made in the overall share of presidents of color, several areas for growth and of concern remain, particularly with the share of presidents of color who anticipate leaving their current positions within the next five years. This leadership change will require a continued effort on behalf of governing boards, search firms, and current presidents to deepen the network of leaders of color prepared to assume presidencies, particularly at doctoral institutions.

The experiences of these presidents of color necessitate a lens of nuance and identity-based understanding to fully contextualize how they experience their roles as senior leaders. Many presidents of color often hold the designation of being the first to hold their leadership roles, similar to the experience of women presidents. Leadership experiences, particularly for presidents of nondominant identities, are not monolithic; continuing to diversify the presidency is a shared responsibility across governing boards and current and former presidents. Moving forward, current and former presidents should prioritize the identification of talented leaders of color within different sectors and within their institutions to help cultivate a sustainable pathway into the presidency.

Higher education has been working on expanding educational access for diverse populations while increasing an institutional focus on diversity, equity, and inclusion. The diversification of senior leadership, however, is a perpetual challenge for which the responsibility rests with governing boards, search firms, and parties often external to campuses. These groups must place equity at the center of presidential search processes with clear efforts to hold each other accountable, identify and address implicit bias, and cultivate a diverse and talented candidate pool to ultimately diversify higher education's most prominent and important leadership position.

When considering the future of higher education and its many challenges—racial injustice, the enrollment cliff, declines in public trust, student debt, attacks on tenure and shared governance, and more—the need for diverse voices has never been greater, and women and people of color must be among those voices. Higher education has a responsibility not only to acknowledge diversity deficits in presidential leadership, but also to take action. Identifying, mentoring, supporting, sponsoring, and coaching women and people of color into these positions will move the needle, but stakeholders must hold themselves accountable. The future of higher education depends on it.

Appendix A: 2022 American College President Survey Instrument

INTRODUCTION

1. Please indicate the name of your institution/system below. Please include the full name of your institution. **This information will be used solely for the purposes of determining institutional characteristics, such as sector and Carnegie Classification, in the aggregate.** Individual institution responses will remain completely confidential. No identifiable information will be shared.

Institution/System Name: _____

I am the chief executive of a campus or system (i.e., president, chancellor, or equivalent) and consent to participating in this study.

- I consent to participating in this study.

GENERAL INFORMATION

First, we're interested in learning some general information about you and your presidency. In this survey, we use the term "president/CEO" to refer to presidents, chancellors, and other chief executive officer positions for college and university campuses, as well as multicampus systems.

1. Please indicate the year you began your current presidency/CEO post.
Year: _____
2. Please indicate the month you began your current presidency/CEO post.
Month: _____
3. My current position (Select all that apply.)
 - Is an interim appointment.
 - Is a president/CEO of a single campus.
 - Is a dual role as the president/CEO of a multicampus system and a campus.
 - I do not have a singular campus for which I am responsible; I am the head of a multicampus system.
4. Do you currently have a written contract?
 - Yes
 - No (*please proceed to question 7*)
5. In what year does your current contract end? If your current contract is indefinite, please select indefinite.
Year: _____
 - Indefinite
6. In what month does your current contract end? If your current contract is indefinite, please select indefinite.
Month: _____
 - Indefinite

7. What is your current base salary?

Salary: _____

8. Which of the following are components of your agreed-upon conditions of employment? (Select all that apply.)

- Ability to serve in paid corporate directorships
- Automobile (with or without a driver)
- Childcare
- Deferred compensation
- Entertainment budget
- Health and wellness
- House manager
- Incentive pay
- Involuntary separation agreement
- Life insurance
- Long-term care insurance
- Pension/retirement contributions
- Performance-based bonuses
- Permission to pursue paid consulting opportunities
- Presidential residence
- Housing allowance
- Professional association membership(s)
- Social club membership(s)
- Executive coaching
- Other professional development (not listed)
- Professional financial planning assistance
- Professional retirement planning assistance
- Retention (time-based) bonuses
- Retiree health insurance
- Sabbatical(s)
- Salary increase based on merit
- Tenured faculty position
- Spousal hire

9. Who do you report to as the president/CEO?

- System head
- Governing board
- State commissioner/superintendent
- Corporate/church board or leader
- Not listed (please specify): _____

10. Do you have a formal performance evaluation?
- Yes
 - No (*please skip to question 13*)
11. Who has the performance review conversation with you?
- Same as the person(s) I report to.
 - Not listed (please specify): _____
12. What is the frequency of your formal performance evaluation?
- Annual
 - Annual with periodic external evaluation
 - Every two years
 - Every three years
 - Every four years or more
13. In which of the following areas would you like more training and/or development in for your current presidency/CEO post? (Select all that apply.)
- Academic issues (e.g., curriculum changes)
 - Accreditation
 - Alumni as stakeholder group (excluding fundraising)
 - Assessment of student learning
 - Athletics
 - Budget/financial management
 - Campus internationalization (e.g., supporting international students, global curriculum)
 - Capital improvement projects
 - Communication—external (e.g., media/public relations)
 - Communication—internal
 - Community relations
 - Crisis management
 - Diversity or equity issues
 - Enrollment management
 - Entrepreneurial ventures
 - Faculty governance
 - Fundraising
 - Global engagement (e.g., international partnerships, exchange agreements, joint degree programs)
 - Governing board relations
 - Government relations (federal)
 - Government relations (state)
 - Maintaining personal well-being
 - Managing a senior-level team

- Personnel issues (excluding faculty)
- Risk management/legal issues
- Shared governance
- Spousal role
- Strategic planning
- Student life/conduct issues
- Technology planning (using technological developments to advance institutional mission)
- Using institutional research (evidence) to inform decision-making
- Not listed (please specify): _____

MOST RECENT SEARCH, ACCEPTANCE, AND ONBOARDING PROCESS

Now, we have a series of questions about the search, acceptance, and onboarding process for **your current position**.

1. Who recruited you or encouraged you to pursue your current role? (Select all that apply.)
 - Search consultant/search agency
 - Past president/CEO at my current campus
 - Another president/CEO outside of my current campus
 - Current or previous supervisor
 - Sponsor who confirmed and advocated for your candidacy in the search process
 - Trusted friend or mentor
 - Peer or colleague
 - Partner or spouse
 - Family member(s) aside from my partner or spouse
 - Member(s) of the board or governing group
 - Not listed (please specify): _____

2. Before accepting the position, who did you seek advice from in negotiating the terms of employment? (Select all that apply.)
 - Personal attorney
 - Peers
 - Financial planner/accountant/other financial expert
 - Predecessor(s) at your current institution
 - Governing board member(s) of your current institution
 - Governing board member(s) of other higher education institutions
 - Colleagues at your current institution
 - Colleagues in the field of higher education
 - Colleagues outside of higher education

- Spouse/partner/family
- Online research (e.g., institutional information, IRS Form 990, state databases)
- Presidential associations (e.g., AACC, AASCU, AAU, ACE, APLU, NAICU)
- Search consultant/search agency (if used in the hiring process)
- Did not seek advice
- Not listed (please specify): _____

3. Do you feel that the disclosure in the search process provided:

	Yes	No
A realistic assessment of the current challenges facing the institution/system?	<input type="checkbox"/>	<input type="checkbox"/>
A full and accurate disclosure of the institution/system's financial condition?	<input type="checkbox"/>	<input type="checkbox"/>
A clear understanding of the board's expectations?	<input type="checkbox"/>	<input type="checkbox"/>
A clear understanding of the institution/system's expectations?	<input type="checkbox"/>	<input type="checkbox"/>

4. Which of the following onboarding activities were held when you assumed your current presidency/CEO post? (Select all that apply.)

- Transition meeting(s) with the predecessor
- Onboarding meeting(s) with the governing board
- Introduction to key donors
- Introduction to elected officials
- Campus listening tour
- Public affairs/media training
- Institutional history overview
- Dress code review
- Campus tour
- Meeting with faculty senate
- Meeting with staff senate
- Opportunities for physical, mental, and emotional wellness
- Presidential residence review
- Not listed (please specify): _____

5. What is your perception of the support you have from your governing board/agency at present?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Very supportive | Somewhat supportive | Somewhat unsupportive | Very unsupportive |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. What is your perception of the support you have from faculty at your institution at present?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Very supportive | Somewhat supportive | Somewhat unsupportive | Very unsupportive |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. Briefly, what are the top three challenges you have faced during your tenure?

Challenge 1: _____

Challenge 2: _____

Challenge 3: _____

8. How has the changing conversation around racial injustice affected you as a president/CEO? (Select all that apply.)

- I am leading my institution to take steps in addressing racial justice issues.
- I have faced challenges in publicly addressing or recognizing racial justice issues.
- I have been criticized because of the way I chose to address racial justice issues.
- I have received inquiries from external stakeholders related to critical race theory.
- I feel equipped to lead the institution in addressing racial justice issues.
- I am continuously looking for guidance from peers or others who are addressing racial injustice on campus.

WELL-BEING OF PRESIDENTS

The demands and stressors for college presidents/CEOs are wide-ranging and varied. We are interested in learning more about the well-being of college and university presidents/CEOs as they work to address the significant challenges facing higher education. Using a validated instrument, we hope to establish a baseline of college and university president/CEO well-being.

Please read the following statements and choose your level of agreement for each.

1. I lead a purposeful and meaningful life.

Strongly agree	Agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. My social relationships are supportive and rewarding.

Strongly agree	Agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. I am engaged and interested in my daily activities.

Strongly agree	Agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. I actively contribute to the happiness and well-being of others.

Strongly agree	Agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. I am competent and capable in the activities that are important to me.

Strongly agree	Agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. I am a good person and live a good life.

Strongly agree	Agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. I am optimistic about my future.

Strongly agree	Agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. People respect me.

Strongly agree	Agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your level of agreement with the following statements.

7. I have a support system with whom I share my feelings and stressors.

Agree	Somewhat agree	Somewhat disagree	Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. I use strategies that help me reenergize (e.g., exercise, meditation, yoga, nutrition).

Agree	Somewhat agree	Somewhat disagree	Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. I struggle to find people who understand the experience of being a president/CEO.

Agree	Somewhat agree	Somewhat disagree	Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRESIDENTIAL PATHWAYS

The next series of questions will ask you about your journey to your current post, as well as into the presidency/CEO role in general.

1. Which option most closely aligns with your career pathway?
 - Faculty/academic
 - Career administrative leader (student affairs officer, auxiliary services, finance, etc.)
 - Public sector/government
 - Business executive
 - Nonprofit executive
 - Not listed (please specify): _____

2. At what age did you first **aspire** to serve in a president/CEO role at a college campus or system?

3. At what age did you first **apply** to serve in a president/CEO role at a college campus or system?

4. At what age were you first **appointed** to a president/CEO role at a college campus or system?

5. Where did you hold your immediate past position to your current presidency/CEO post? (Select one.)
 - Current institution
 - Another higher education institution or system
 - Another employer other than a higher education institution or system

6. List the prior five roles leading up to your current president/CEO role, with position 1 being the immediate past position held.
 - I did not hold a job at a college campus or university system prior to my current presidency.

Position 1

Employer	
Position Title	
Start Year	
Start Month	
End Year	
End Month	

Please select the description that most closely aligns with this position. (Select one.)

- Academic dean
- Chief academic officer or provost
- Department chair/program director
- Interim president/CEO/chancellor
- Interim president/CEO/chancellor of a system
- Non-tenure-track faculty
- Other senior executive in academic affairs (not including dean)
- Outside of higher education—business sector (please specify): _____
- Senior campus/system executive for diversity (e.g., chief diversity officer)
- Senior campus/system executive for advancement or development (e.g., VP/AVP of development)
- Senior campus executive in business and/or administration
- Senior campus executive in student affairs
- Senior campus/system executive for athletics
- Tenured faculty
- Tenure-track faculty
- Not listed (please specify): _____

Position 2

Employer	
Position Title	
Start Year	
Start Month	
End Year	
End Month	

Please select the description that most closely aligns with this position. (Select one.)

- Academic dean
- Chief academic officer or provost
- Department chair/program director
- Interim president/CEO/chancellor
- Interim president/CEO/chancellor of a system
- Non-tenure-track faculty
- Other senior executive in academic affairs (not including dean)

- Outside of higher education—business sector (please specify): _____
- Senior campus/system executive for diversity (e.g., chief diversity officer)
- Senior campus/system executive for advancement or development (e.g., VP/AVP of development)
- Senior campus executive in business and/or administration
- Senior campus executive in student affairs
- Senior campus/system executive for athletics
- Tenured faculty
- Tenure-track faculty
- Not listed (please specify): _____

Position 3

Employer	
Position Title	
Start Year	
Start Month	
End Year	
End Month	

Please select the description that most closely aligns with this position. (Select one.)

- Academic dean
- Chief academic officer or provost
- Department chair/program director
- Interim president/CEO/chancellor
- Interim president/CEO/chancellor of a system
- Non-tenure-track faculty
- Other senior executive in academic affairs (not including dean)
- Outside of higher education—business sector (please specify): _____
- Senior campus/system executive for diversity (e.g., chief diversity officer)
- Senior campus/system executive for advancement or development (e.g., VP/AVP of development)
- Senior campus executive in business and/or administration
- Senior campus executive in student affairs
- Senior campus/system executive for athletics
- Tenured faculty
- Tenure-track faculty
- Not listed (please specify): _____

Position 4

Employer	
Position Title	
Start Year	
Start Month	
End Year	
End Month	

Please select the description that most closely aligns with this position. (Select one.)

- Academic dean
- Chief academic officer or provost
- Department chair/program director
- Interim president/CEO/chancellor
- Interim president/CEO/chancellor of a system
- Non-tenure-track faculty
- Other senior executive in academic affairs (not including dean)
- Outside of higher education—business sector (please specify): _____
- Senior campus/system executive for diversity (e.g., chief diversity officer)
- Senior campus/system executive for advancement or development (e.g., VP/AVP of development)
- Senior campus executive in business and/or administration
- Senior campus executive in student affairs
- Senior campus/system executive for athletics
- Tenured faculty
- Tenure-track faculty
- Not listed (please specify): _____

Position 5

Employer	
Position Title	
Start Year	
Start Month	
End Year	
End Month	

Please select the description that most closely aligns with this position. (Select one.)

- Academic dean
- Chief academic officer or provost
- Department chair/program director
- Interim president/CEO/chancellor
- Interim president/CEO/chancellor of a system
- Non-tenure-track faculty
- Other senior executive in academic affairs (not including dean)
- Outside of higher education—business sector (please specify): _____
- Senior campus/system executive for diversity (e.g., chief diversity officer)
- Senior campus/system executive for advancement or development (e.g., VP/AVP of development)
- Senior campus executive in business and/or administration
- Senior campus executive in student affairs
- Senior campus/system executive for athletics
- Tenured faculty
- Tenure-track faculty
- Not listed (please specify): _____

7. Prior to your first appointment as a president/CEO, how many presidential searches were you a part of as a candidate and in what capacity?

Total number of searches: _____

Searches in which you were a semi-finalist: _____

Searches in which you were a finalist: _____

8. Before your first appointment as a campus or system president/CEO, in which of the following leadership development programs did you participate? (Select all that apply.)

- ACE Fellows Program
- ACE Advancing to the Presidency
- ACE National Women’s Forum
- ACE Spectrum Executive Leadership Program
- ACE Institute for New Chief Academic Officers
- AACCC’s Future President Institute (FPI)
- AASCU’s Millennium Institute
- Aspen Presidential Fellowship for Community College Excellence
- CIC’s Presidential Pathways Programs (i.e., New Presidents Program, Executive Leadership Academy, Senior Leadership Academy)
- Hampton University’s Executive Leadership Summit
- Harvard’s Institute for Educational Management (IEM)
- Other ACE leadership program(s) (please specify): _____
- Other non-ACE leadership program(s) (please specify): _____
- None

9. In general, how helpful were these leadership development programs in **securing** your first presidency/CEO role? Please **write in** the experiences selected above in the left-hand column.

Name of leadership development program	Very helpful	Helpful	Neither helpful nor unhelpful	Unhelpful	Not helpful at all
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. As you think about your **current** role, how helpful are the skills you developed in these leadership development programs? Please **write in** the experiences selected above in the left-hand column.

Name of leadership development program	Very helpful	Helpful	Neither helpful nor unhelpful	Unhelpful	Not helpful at all
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Please list all postsecondary degrees you have earned to date (please list in the order of most recent to oldest):

Degree 1

Degree type:

- Associate
- Bachelor's
- Master's
- Educational specialist
- Doctor of philosophy
- Doctor of education
- Doctor of pharmacy
- Juris doctor
- Not listed (please specify): _____

Field of Study	
Year Completed	
Institution	

Degree 2

Degree type:

- Associate
- Bachelor's
- Master's
- Educational specialist

- Doctor of philosophy
- Doctor of education
- Doctor of pharmacy
- Juris doctor
- Not listed (please specify): _____

Field of Study	
Year Completed	
Institution	

Degree 3

Degree type:

- Associate
- Bachelor's
- Master's
- Educational specialist
- Doctor of philosophy
- Doctor of education
- Doctor of pharmacy
- Juris doctor
- Not listed (please specify): _____

Field of Study	
Year Completed	
Institution	

Degree 4

Degree type:

- Associate
- Bachelor's
- Master's
- Educational specialist
- Doctor of philosophy
- Doctor of education
- Doctor of pharmacy
- Juris doctor
- Not listed (please specify): _____

Field of Study	
Year Completed	
Institution	

Degree 5

Degree type:

- Associate
- Bachelor's
- Master's
- Educational specialist
- Doctor of philosophy
- Doctor of education
- Doctor of pharmacy
- Juris doctor
- Not listed (please specify): _____

Field of Study	
Year Completed	
Institution	

11. Does your background include any of the following types of international experience? (Select all that apply.)

- Postsecondary study outside the United States
- Professional experience overseas (outside the field of higher education)
- Employment at a higher education institution outside the United States
- International research or teaching grant or fellowship (e.g., Fulbright)
- Deployed overseas as U.S. personnel (military or civilian)
- None
- Not listed (please specify): _____

NEXT STEPS FOR YOU AND YOUR INSTITUTION

The next section of the survey is going to ask some questions about the next career steps for you and the impact on your current institution.

1. When do you anticipate stepping down from your current position, relative to the current academic year? (Select one.)
 - Within the next year or two
 - 3–5 years from now
 - 6–9 years from now
 - 10 or more years from now
 - Don't know
 - Prefer not to answer

2. Has the COVID-19 pandemic affected the timing of when you plan to step down from your current presidency/CEO post? (Select one.)
 - Yes, I am planning to stay longer than previously anticipated.
 - Yes, I am transitioning out earlier than previously anticipated.
 - No, I am still planning to transition at the previously anticipated time.
 - I do not have a plan for transitioning out.

3. Please indicate if your institution has any of the following in place. (Select all that apply.)
 - Detailed list of presidential responsibilities
 - Temporary succession plan
 - Plans for increased efforts related to diversity, equity, and inclusion for **current** students, faculty, and staff
 - Plans for increased efforts related to diversity, equity, and inclusion for **prospective** students, faculty, and staff
 - Plans/policies for a temporary succession plan
 - Plans/policies for presidential searches

4. Are you preparing a successor for your current role? (Select one).
 - Yes
 - No (*please proceed to question 6*)
 - Not applicable (*please proceed to question 6*)

5. Is your successor (select one):
 - At your current institution
 - At another higher education institution
 - Outside of higher education
 - Not listed (please specify): _____

6. What next steps are you considering after you leave your current position? (Select all that apply.)
- Retire and hold no other position
 - Move to another college, university, or system presidency
 - Move to a senior-level position at a higher education campus/system (non-president)
 - Become a CEO of a higher education-related (non-campus) organization, association, or state system
 - Become an honorific chancellor at current institution
 - Move to the faculty at current or another institution
 - Become employed outside of higher education—nonprofit or philanthropic (e.g., foundation president)
 - Become employed outside of higher education—corporation, for profit
 - Become a consultant for a search firm in higher education
 - Become a consultant—other
 - Unsure
 - Not listed (please specify): _____

BACKGROUND

Please tell us about you and your background.

1. What is your gender identity?
 - Man
 - Woman
 - Nonbinary
 - Not listed (please specify): _____
2. What is your sexual orientation?
 - Heterosexual
 - Gay or lesbian
 - Bisexual
 - Prefer not to answer
 - Not listed (please specify): _____
3. Year of birth:
Year: _____
4. What is your citizenship status?
 - U.S. citizen (by birth)
 - U.S. citizen (naturalized)
 - U.S. permanent resident
 - U.S. visa holder
 - Prefer not to answer
 - Not listed (please specify): _____

5. Are you Hispanic or Latinx(o/a)?
- Yes
 - No (*please proceed to question 7*)
6. Please indicate your Hispanic origin:
- Mexican, Mexican American, Chicano
 - Puerto Rican
 - Cuban
 - Dominican
 - Salvadoran
 - Central American excluding Salvadoran
 - South American
 - Other Hispanic origin (please specify): _____
7. What is your race? (Select all that apply.) *Note: We provide broad racial background options below. If you wish to provide further detail, please use the appropriate option below.*
- Caucasian, White, or White American (non-Middle Eastern descent)
 - Middle Eastern or Arab American
 - Black or African American
 - American Indian or Alaska Native
 - Asian or Asian American
 - Asian Indian
 - Native Hawaiian or other Pacific Islander
 - Not listed (please specify): _____
8. Please share the term(s) that best describes your ethnicity.
- _____
9. What is your current affiliation with the U.S. military? (Select one.)
- Active duty
 - Reserve
 - Protected veteran
 - None of the above
10. Please select your religious practice or affiliation. (Select all that apply.)
- Atheist
 - Agnostic
 - Buddhist
 - Christian (Protestant)
 - Christian (Roman Catholic)
 - Church of Latter-day Saints

- Hindu
- Jewish
- Muslim
- Sikh
- None
- Prefer not to answer
- Not listed (please specify): _____

11. What is your marital status? (Select one.)

- Never married (member of religious order) *(please proceed to question 14)*
- Never married *(please proceed to question 14)*
- Married
- Domestic partner
- Separated *(please proceed to question 14)*
- Divorced *(please proceed to question 14)*
- Widower/widow *(please proceed to question 14)*

12. Please describe the employment status of your spouse or partner. (Select all that apply.)

- Employed full time
- Employed part time
- Unemployed
- Student
- Retired
- Homemaker
- Self-employed
- Unable to work
- Not listed (please specify): _____

13. In what way(s) is your spouse or partner affiliated with the institution where you serve as president/CEO? (Select all that apply.)

- Compensated by your institution or system for role as host, fundraiser, and/or spouse or domestic partner
- Employed at your institution or system, in a capacity not related to the presidency
- Unpaid participant in campus or system activities
- Not applicable
- Not listed (please specify): _____

14. Do you have any children living at home with you, or who you have regular responsibility for?

- Yes
- No *(please proceed to question 18)*

15. How many children under 18 do you have regular responsibility for?

Number of children under 18: _____

16. Who is primarily responsible for managing childcare in your household in a normal week? (Select all that apply.)

- I am a single parent.
- I share the responsibility of childcare with a partner.
- I co-parent with an ex-partner.
- I share the responsibility of childcare with a relative.
- I share the responsibility of childcare with a paid caregiver (e.g., nanny, babysitter).
- My child/children attend day care or after-school care outside of the home.
- Not listed (please specify): _____

17. For each prompt below, please indicate the percentage of childcare responsibilities you share within your household. For instance, if you share responsibility equally with your household family members, please indicate 50 percent.

Prompt	Share of responsibility
Picking up/dropping off child(ren) at school	
Transporting child(ren) to after-school activities	
Preparing meals for child(ren)	
Taking time off of work for sick child(ren) or taking child(ren) to medical appointments	
Being involved in child(ren)'s school(s) (e.g., PTA volunteer)	

18. Are you a caretaker for an aging parent/loved one?

- Yes
- No (*please proceed to question 21*)

19. Who provides the majority of aging parent/loved one care in a normal week? (Select one.)

- I provide the majority of care.
- My spouse provides the majority of care.
- Another family member provides the majority of care.
- Paid caregiver(s) (outside of the family) provide the majority of care.
- Not listed (please specify): _____

20. For each prompt below, please indicate the percentage of aging parent/loved one care responsibilities that you share with others. For instance, if you share responsibility equally with another party, please indicate 50%.

Prompt	Share of responsibility
Assist with housekeeping and/or regular errands	
Provide transportation to medical appointments	
Monitor medications and medical follow-up	
Prepare meals and/or grocery shopping	
Assist with mobility or other quality of life tasks	
Serve as power of attorney or in other legally responsible role	

21. Have you altered your career, at any point, for the following reasons? (Select all that apply.)

Care for a minor dependent(s)

Left my position	Worked part time/ reduced schedule	Postponed job search/promotion	Reason not listed (please specify)	I have not altered my career for this reason.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other reason: _____

Care for an adult dependent(s)

Left my position	Worked part time/ reduced schedule	Postponed job search/promotion	Reason not listed (please specify)	I have not altered my career for this reason.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other reason: _____

Career of a spouse/partner

Left my position	Worked part time/ reduced schedule	Postponed job search/promotion	Reason not listed (please specify)	I have not altered my career for this reason.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other reason: _____

Career of another loved one

Left my position	Worked part time/ reduced schedule	Postponed job search/promotion	Reason not listed (please specify)	I have not altered my career for this reason.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other reason: _____

Personal health issue(s)

Left my position	Worked part time/ reduced schedule	Postponed job search/promotion	Reason not listed (please specify)	I have not altered my career for this reason.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other reason: _____

For any non-listed circumstances that altered your career, please elaborate on the issue(s) and how these issue(s) impacted your career.

**Thank you for your participation in the 2022 American College President Survey.
This concludes the formal written survey portion.
Please turn the page for additional follow-up details.**

FOLLOW-UP

- 1. Please indicate your interest in future follow-up opportunities (Select all that apply):
 - I would be interested in participating in a follow-up to the study, which may include an interview, a case study, podcast, and more. If you indicate interest, you can withdraw at any time.
 - I would like access to early results of the American College President Study.
 - I would like to be entered into a drawing for an Amazon gift card for me and my assistant.
 - I am not interested in any of these opportunities at this time.

2. If you are interested in follow-up opportunities, please enter your contact information below.

Name: _____

Email address: _____

President/CEO's assistant's name: _____

Assistant's email address: _____

Phone number to best reach you: _____

3. ACE wants to be sure that this study draws from a representative sample of higher education presidents/CEOs—please list the names of other president/CEO colleagues we should include.

Appendix B: Supplementary Tables

Table B.1. Latino Presidents, by Hispanic Origin: 2022

	Frequency	Percentage
Latino	56	5.8%
Mexican, Mexican American, Chicano	20	2.1%
Puerto Rican	14	1.5%
Cuban	10	1.6%
Dominican	2	0.2%
Salvadoran	2	0.2%
Central American, excluding Salvadoran	0	0.0%
South American	5	0.5%
Other Hispanic origin	4	0.4%

Note: Presidents who identified as Hispanic or Latino were invited to share their Hispanic origin, including Mexican, Mexican American, Chicano; Puerto Rican; Cuban; Dominican; Salvadoran; Central American, excluding Salvadoran; South American; and any other Hispanic origin. Only presidents who self-identified as Latino were shown options to share their Hispanic origin.

Table B.2. Average Age of Presidents, by Race and Ethnicity: 2022

	Current Average Age
Total sample of presidents of color	58.5
White presidents	60.5
Women of color	59.2
White women	60.8
Men of color	57.9
White men	60.4
Black or African American women	58.9
Black or African American men	56.8
Hispanic or Latina women	58.5
Hispanic or Latino men	59.6

Note: Age calculated from July 2022.

Table B.3. Presidents, by Religious Affiliation: 2022

Religious Affiliation	Total
Atheist	3.3%
Agnostic	5.2%
Buddhist	1.2%
Christian (Protestant)	43.9%
Christian (Roman Catholic)	21.3%
Church of Latter-day Saints	1.3%
Hindu	0.6%
Jewish	4.2%
Muslim	0.1%
Sikh	0.0%
None	6.4%
Not listed (please specify)	4.2%
Prefer not to answer	8.4%

Notes: Data are weighted by Carnegie Classification. | Totals may not add up to 100 percent due to rounding.

Table B.4. Perceived Board Support, by Race and Ethnicity and Gender: 2022

	Women	Men	Women of Color	Men of Color	Presidents of Color
Very supportive	72.2%	76.6%	65.5%	73.8%	70.2%
Somewhat supportive	20.5%	18.5%	27.4%	22.8%	24.8%
Somewhat unsupportive	5.1%	3.8%	3.5%	3.4%	3.5%
Very unsupportive	2.2%	1.0%	3.5%	0.0%	1.6%

Note: Totals may not add up to 100 percent due to rounding.

Table B.5. Perceived Faculty Support, by Race and Ethnicity and Gender: 2022

	Women	Men	Women of Color	Men of Color	Presidents of Color
Very supportive	50.9%	51.2%	49.1%	52.1%	50.8%
Somewhat supportive	43.1%	43.0%	46.4%	43.8%	44.9%
Somewhat unsupportive	4.3%	4.9%	3.6%	4.2%	3.9%
Very unsupportive	1.6%	1.0%	0.9%	0.0%	0.4%

Note: Totals may not add up to 100 percent due to rounding.

Table B.6. How Presidents Are Addressing Racial Justice Issues, by Race and Ethnicity and Gender: 2022

	Leading institution to take steps in addressing racial justice issues	Have faced challenges in publicly addressing or recognizing racial justice issues	Criticized for way I chose to address racial justice issues	Received external inquiries about CRT	Feel equipped to lead institution in addressing racial justice	Looking for guidance from peers or others addressing these issues
Women	73.2%	22.6%	21.5%	16.4%	41.7%	47.0%
Men	68.7%	21.0%	20.3%	21.8%	54.0%	49.8%
Black or African American women	71.2%	17.3%	21.2%	15.4%	48.1%	26.9%
Hispanic or Latina women	55.2%	17.2%	13.8%	10.3%	51.7%	41.4%
White women	77.3%	24.7%	22.4%	17.6%	36.9%	53.3%
Black or African American men	67.1%	15.2%	16.5%	15.2%	70.9%	24.1%
Hispanic or Latino men	77.8%	25.9%	26.6%	11.1%	63.0%	51.9%
White men	68.5%	21.8%	21.4%	23.8%	50.1%	54.2%
Total	65.7%	19.7%	18.8%	17.6%	46.8%	46.0%

Note: Totals are weighted by Carnegie Classification.

Table B.7. Frequency of Reported Career Alterations, by Gender: 2022

	Left my position		Worked part time/reduced schedule		Postponed job search/promotion		Reason not listed		Have not altered career for this reason	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Care for a minor dependent(s)	20	9	47	15	82	65	5	5	218	454
Care for an adult dependent(s)	4	9	15	5	24	22	10	5	286	507
Career of a spouse/partner	18	11	11	10	29	37	14	9	275	483
Career of another loved one	4	3	6	4	11	16	3	2	307	519
Personal health issue(s)	2	5	11	8	4	5	1	3	313	519

Table B.8. Top Stakeholders Consulted Before Assuming Current Presidency, by Race and Gender: 2022

	Presidents of Color	White Presidents	Men	Women
Spouse/partner/family	37.8%	39.6%	37.7%	40.9%
Colleagues within higher education	41.7%	34.2%	35.5%	37.6%
Peers	37.5%	31.5%	33.5%	32.3%
Personal attorney	36.7%	29.5%	29.7%	33.9%

Table B.9. Career Path of Presidents, by Race and Ethnicity and Gender: 2022

	Black or African American Men	Hispanic or Latino Men	Black or African American Women	Hispanic or Latina Women	White Men	White Women
Faculty/academic	43.0%	48.1%	57.7%	58.6%	52.9%	61.6%
Career administrative leader (student affairs officer, auxiliary services, finance, etc.)	36.7%	40.7%	32.7%	27.6%	26.6%	26.3%
Public sector/government	6.3%	3.7%	1.9%	0.0%	4.7%	2.0%
Business executive	2.5%	0.0%	1.9%	6.9%	4.1%	3.1%
Nonprofit executive	5.1%	3.7%	0.0%	3.5%	4.1%	3.1%
Not listed (please specify)	6.3%	3.7%	5.8%	3.5%	7.7%	3.9%

Notes: Data are unweighted. | Totals may not add up to 100 percent due to rounding.

Table B.10. Average Age of Presidential Aspiration, Application, and Appointment, by Race and Ethnicity: 2022

	Age of Aspiration		Age of Application		Age of Appointment	
Total sample of presidents of color	43.3	-	49.3	+6 years	50.9	+1.6 years
White presidents	45.4	-	50	+4.6 years	51.9	+1.9 years
Women of color	45.7	-	50.6	+4.9 years	51.6	+1 year
White women	47.5	-	51.7	+ 4.2 years	53.3	+ 1.6 years
Men of color	41.5	-	48.4	+6.9 years	50.4	+2 years
White men	44.2	-	49.1	+4.9 years	51.2	+2.1 years
Black or African American women	44.5	-	50.5	+6 years	52	+1.5 years
Black or African American men	39.4	-	47.6	+8.2 years	49.9	+2.3 years
Hispanic or Latina women	43.3	-	49.4	+6.1 years	49.3	-0.1 years
Hispanic or Latino men	43.2	-	49.8	+6.6 years	51.1	+1.3 years

Note: Differences attributed to averages within each category.

Table B.11. Presidents' Reported Search Process Disclosures, by Race and Ethnicity and Gender: 2022

The Search Process Provided	Presidents of Color	White Presidents	Men Presidents of Color	Women Presidents of Color	Black or African American Men	Hispanic or Latino Men	Black or African American Women	Hispanic or Latina Women
Realistic assessment of current challenges facing the institution/system	60.4%	70.8%	66.0%	53.2%	66.7%	66.7%	52.9%	66.7%
Full and accurate disclosure of institution/system financial condition	63.1%	69.2%	63.2%	63.0%	64.1%	74.1%	58.8%	76.0%
Clear understanding of board expectations	66.4%	76.0%	70.1%	61.5%	73.1%	66.7%	64.7%	65.4%
Clear understanding of system or institution expectations	68.0%	78.8%	70.1%	65.1%	71.8%	74.1%	64.7%	73.1%

Note: Percentages represent those who answered 'yes' to each question.

Table B.12. Percentage of Leadership at Minority Serving Institutions, by Race and Ethnicity and Gender: 2022

	Men of Color	Women of Color	White Men	White Women	Total Number of MSIs Represented in the Sample*
Historically Black Colleges and Universities (HBCU)	62.1%	34.5%	3.5%	0.0%	29
Tribal Colleges and Universities (TCU)	45.5%	36.4%	18.2%	0.0%	11
Predominantly Black Institutions (PBI)	40.0%	20.0%	25.0%	15.0%	20
Hispanic-Serving Institutions (HSI)	17.7%	19.0%	31.0%	32.3%	158
Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI)	17.2%	15.5%	25.9%	41.4%	58
Alaska Native and Native Hawaiian Serving Institutions (ANNH)	20.0%	20.0%	30.0%	30.0%	10
Native American-Serving Nontribal Institutions (NASNTI)	8.3%	8.3%	58.3%	25.0%	12

Notes: Data are unweighted. | Totals may not add up to 100 percent due to rounding.

*This column uses the total number of minority serving institutions (MSI) represented in the sample for which we had the presidents' race and ethnicity information. MSI status was designated by College Scorecard data from 2022.

Appendix C: Characteristics of Presidents, by Carnegie Classification, 2022 and 2016

The following tables present longitudinal data, when available, for different years of ACPS data presented by Carnegie Classification. It is important to note that the data for the 2022 totals are presented as weighted by Carnegie Classification, which is explained further in the methodology. Data from previous surveys are not weighted.

Data reported by gender for 2022 are reported as respondents from the sample, as opposed to the web scrape data obtained and utilized throughout the report (see the methodology in chapter one).

Any average, median, or data represented as a time period are unweighted.

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
TIME IN CURRENT POSITION, IN YEARS*														
Mean	6.5	-	6.3	-	5.6	-	5.3	-	7.0	-	-	-	5.9	-
Median	5.0	-	4.8	-	4.1	-	4.0	-	5.9	-	-	-	4.5	-
Minimum	0.3	-	0.2	-	0.0	-	0.0	-	1.0	-	-	-	0.0	-
Maximum	30.2	-	32.9	-	41.3	-	34.1	-	26.5	-	-	-	41.3	-
<i>Note: Data in this table are unweighted.</i>														
CURRENT POSITION														
Interim appointment	4.0	-	4.3	-	5.2	-	4.9	-	1.8	-	-	-	4.2	-
Single campus president/CEO	77.1	-	83.9	-	90.1	-	68.2	-	80.0	-	-	-	78.3	-
Dual role president/CEO (multicampus system and single campus)	14.9	-	8.3	-	3.6	-	14.1	-	10.9	-	-	-	10.6	-
Multicampus president/CEO	6.3	-	5.2	-	2.1	-	14.1	-	8.2	-	-	-	8.3	-
DO YOU HAVE A WRITTEN CONTRACT?														
Yes	82.2	78.7	78.3	80.3	84.8	85.8	89.1	83.0	75.5	70.4	-	69.6	83.0	80.9
No	17.8	21.3	21.7	19.7	15.2	14.2	10.9	17.0	24.5	29.6	-	30.4	17.0	19.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
WHICH OF THE FOLLOWING ARE COMPONENTS OF YOUR AGREED-UPON CONDITIONS OF EMPLOYMENT?														
Ability to serve in paid corporate directorships	38.3	42.0	30.0	28.8	28.6	25.2	8.4	10.2	10.9	11.7	-	16.7	20.0	21.8
Automobile (with or without a driver)	62.3	79.3	69.6	81.0	62.5	78.6	43.2	52.7	19.1	33.1	-	54.2	49.0	66.3
Childcare	0.0	1.2	0.0	0.8	1.0	1.5	0.0	0.0	0.9	0.0	-	0.0	0.4	0.7
Deferred compensation	44.0	61.5	33.5	38.3	38.0	37.7	27.7	30.4	21.8	24.8	-	29.2	31.5	36.7
Entertainment budget	33.1	49.7	34.8	45.7	27.6	45.5	14.4	22.3	18.2	31.0	-	31.3	23.3	37.1
Health and wellness	24.6	31.4	33.9	41.9	26.0	40.3	26.1	31.9	32.7	42.1	-	33.3	28.5	37.1
House manager	17.1	32.0	8.3	15.2	11.5	15.9	0.5	0.2	0.9	2.1	-	8.3	6.0	11.2
Incentive pay*	18.9	-	10.4	-	10.9	-	6.8	-	12.7	-	-	-	10.8	-
Involuntary separation agreement	24.0	32.0	28.7	31.3	33.3	38.3	15.8	20.4	20.0	26.9	-	16.7	23.1	28.7
Life insurance	48.6	54.4	58.7	67.1	63.0	74.5	58.2	66.0	47.3	66.2	-	54.2	55.9	66.6
Long-term care insurance	20.0	21.3	23.9	24.2	23.4	24.4	19.6	24.0	16.4	26.2	-	18.8	20.5	23.9
Pension/retirement contributions	75.4	80.5	71.7	80.4	74.5	83.2	69.0	80.3	60.0	78.6	-	64.6	69.6	80.3
Performance-based bonuses	36.6	34.3	27.8	25.8	26.6	25.2	9.5	14.7	31.8	37.9	-	27.1	23.4	24.4
Permission to pursue paid consulting opportunities	15.4	13.6	20.4	17.1	15.6	15.7	13.9	18.5	15.5	14.5	-	8.3	15.8	16.3
Presidential residence	58.3	68.6	50.4	55.7	59.4	62.6	5.4	8.7	9.1	11.0	-	22.9	30.3	39.1
Housing allowance	20.6	21.9	33.0	32.1	21.9	23.5	21.5	27.6	24.5	28.3	-	27.1	24.0	27.2
Professional association membership(s)	37.7	41.4	47.0	44.6	42.7	44.1	36.4	41.4	34.5	36.6	-	37.5	39.2	42.2
Social club membership(s)	50.9	58.0	38.3	51.1	39.6	44.6	16.6	21.4	14.5	23.5	-	27.1	28.4	38.0
Executive coaching	14.3	7.7	19.6	10.6	25.5	12.8	12.2	5.5	17.3	9.7	-	2.1	17.2	8.9
Other professional development (not listed)	6.3	11.2	10.9	26.4	16.1	26.7	15.5	38.0	20.0	31.0	-	27.1	14.6	28.8
Professional financial planning assistance	2.3	5.9	5.7	7.3	5.7	7.3	2.4	3.2	5.5	4.1	-	0.0	4.2	5.4
Professional retirement planning assistance	2.9	4.7	6.5	5.4	6.3	7.3	5.4	3.6	5.5	4.8	-	0.0	5.5	5.0
Retention (time-based) bonuses	17.7	21.9	8.3	12.8	13.0	11.0	6.0	6.2	10.9	11.7	-	14.6	10.1	11.3
Retiree health insurance	11.4	14.2	11.3	16.0	8.9	9.6	14.7	18.1	3.6	7.6	-	22.9	10.5	14.4
Sabbatical(s)	24.6	23.1	19.1	19.6	16.7	20.3	5.4	8.3	10.0	15.2	-	8.3	13.1	15.9
Salary increase based on merit	33.7	52.7	21.7	36.1	31.3	34.2	18.8	30.4	28.2	37.2	-	25.0	25.2	35.5
Tenured faculty position*	60.6	-	31.3	-	26.6	-	3.0	-	12.7	-	-	-	21.1	-
Spousal hire*	3.4	-	3.0	-	6.8	-	0.5	-	0.9	-	-	-	2.6	-

*Only included in the 2022 instrument.

WHO DO YOU REPORT TO AS PRESIDENT/CEO?

System head	26.3	31.7	27.9	25.6	12.7	10.0	29.3	27.4	9.2	8.5	-	21.3	21.8	21.6
Governing board	70.8	64.0	67.7	72.3	80.4	81.8	64.4	66.0	84.4	90.1	-	68.1	72.5	73.1
State commissioner/ superintendent	1.2	1.2	0.9	0.0	1.1	0.9	1.6	1.3	0.0	0.0	-	0.0	1.0	0.7
Corporate/church board or leader	0.6	1.8	0.9	1.4	1.6	4.4	0.3	0.6	3.7	0.7	-	4.3	1.3	1.9
Other	1.2	1.2	2.6	0.8	4.2	2.9	4.4	4.7	2.8	0.7	-	6.4	3.4	2.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
DO YOU HAVE A FORMAL PERFORMANCE EVALUATION?														
Yes	89.9	93.4	92.1	87.7	91.4	90.0	92.9	94.0	90.8	90.2	–	83.0	91.7	90.9
No	10.1	6.6	7.9	12.3	8.6	10.0	7.1	6.0	9.2	9.8	–	17.0	8.3	9.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	–	100.0	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.

WHO HAS THE PERFORMANCE REVIEW CONVERSATION WITH YOU?														
Same as the person(s) I report to	89.3	–	90.8	–	88.1	–	92.9	–	82.7	–	–	–	89.3	–
Other	10.7	–	9.2	–	11.9	–	7.1	–	17.3	–	–	–	10.7	–
Total	100.0	–	100.0	–	100.0	–	100.0	–	100.0	–	–	–	100.0	–

Note: Totals may not add up to 100 percent due to rounding.

WHAT IS THE FREQUENCY OF YOUR FORMAL PERFORMANCE EVALUATION?														
Annual	88.7	85.8	78.1	88.6	84.2	84.6	95.0	92.7	86.9	86.8	–	82.1	87.8	88.4
Annual with periodic external evaluation*	6.6	–	8.6	–	7.6	–	3.3	–	3.0	–	–	–	5.3	–
Every two years	1.3	3.9	4.3	3.2	5.3	5.6	0.9	5.0	5.1	6.2	–	7.7	3.1	4.8
Every three years	2.6	5.2	7.6	5.4	2.3	5.2	0.9	2.3	3.0	4.7	–	5.1	2.9	4.3
Every four years or more†	0.7	5.2	1.4	2.9	0.6	4.6	0	0.0	2.0	2.4	–	5.1	0.8	2.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	–	100.0	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.

*Only included in the 2022 instrument.

†Options of "every four years" and "every five years" were combined on the 2022 instrument.

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
IN WHICH OF THE FOLLOWING AREAS WOULD YOU LIKE MORE TRAINING AND/OR DEVELOPMENT FOR YOUR CURRENT PRESIDENCY/CEO POST?														
Academic issues (e.g., curriculum changes)	4.6	–	8.7	–	7.8	–	9.0	–	8.2	–	–	–	8.0	
Accreditation	1.7	–	4.8	–	9.4	–	8.4	–	9.1	–	–	–	7.3	
Alumni as stakeholder group (excluding fundraising)	5.1	–	11.3	–	8.9	–	11.1	–	13.6	–	–	–	10.5	
Assessment of student learning	5.1	–	6.1	–	8.3	–	8.7	–	11.8	–	–	–	8.3	
Athletics	9.1	–	11.7	–	8.9	–	7.9	–	3.6	–	–	–	8.1	
Budget/financial management	17.1	–	25.2	–	23.4	–	26.9	–	33.6	–	–	–	26.1	
Campus internationalization (e.g., supporting international students, global curriculum)	5.7	–	17.4	–	11.5	–	11.4	–	8.2	–	–	–	11.1	
Capital improvement projects	16.6	–	24.3	–	18.2	–	26.6	–	23.6	–	–	–	22.9	
Communication—external	15.4	–	23.9	–	20.8	–	16.3	–	27.3	–	–	–	20.4	
Communication—internal	10.3	–	13.9	–	18.8	–	12.8	–	14.5	–	–	–	14.1	
Community relations	5.7	–	6.5	–	9.4	–	10.3	–	10.0	–	–	–	8.9	
Crisis management	19.4	–	20.4	–	17.2	–	24.2	–	14.5	–	–	–	19.8	
Diversity or equity issues	18.3	–	22.6	–	22.9	–	25.8	–	13.6	–	–	–	21.5	
Enrollment management	15.4	–	23.9	–	18.2	–	26.9	–	24.5	–	–	–	22.9	
Entrepreneurial ventures	30.3	–	32.2	–	39.6	–	34.2	–	26.4	–	–	–	32.9	
Faculty governance	6.9	–	12.6	–	11.5	–	9.0	–	8.2	–	–	–	9.6	
Fundraising	18.3	–	26.5	–	21.4	–	35.3	–	45.5	–	–	–	31.1	
Global engagement	14.9	–	16.1	–	21.4	–	12.5	–	18.2	–	–	–	16.1	
Governing board relations	10.3	–	17.0	–	16.7	–	17.4	–	10.0	–	–	–	14.9	
Government relations (federal)	11.4	–	13.0	–	10.9	–	14.4	–	11.8	–	–	–	12.7	
Government relations (state-level)	9.7	–	11.7	–	12.0	–	16.8	–	10.9	–	–	–	13.1	
Maintaining personal well-being	14.9	–	16.5	–	21.4	–	16.8	–	16.4	–	–	–	17.3	
Managing a senior level team	8.6	–	16.1	–	19.3	–	16.6	–	18.2	–	–	–	16.3	
Personnel issues (excluding faculty)	5.1	–	7.8	–	6.8	–	6.5	–	7.3	–	–	–	6.8	
Risk management/legal issues	14.3	–	24.3	–	22.4	–	24.7	–	16.4	–	–	–	21.4	
Shared governance	10.3	–	11.3	–	8.3	–	10.6	–	16.4	–	–	–	11.4	
Spousal role	4.0	–	8.3	–	7.3	–	4.9	–	1.8	–	–	–	5.2	
Strategic planning	8.6	–	17.4	–	16.7	–	13.9	–	25.5	–	–	–	16.6	
Student life/conduct issues	2.9	–	5.2	–	5.7	–	2.4	–	6.4	–	–	–	4.3	
Technology planning	16.6	–	20.4	–	24.5	–	21.5	–	21.8	–	–	–	21.3	
Using institutional research (evidence) to inform decision-making	14.9	–	20.0	–	19.3	–	20.9	–	25.5	–	–	–	20.6	
Other	4.6	–	3.0	–	3.1	–	3.3	–	1.8	–	–	–	3.1	

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
WHO RECRUITED YOU OR ENCOURAGED YOU TO PURSUE YOUR CURRENT ROLE?														
Search consultant/search agency	60.6	–	58.7	–	58.9	–	38.3	–	30.9	–	–	–	46.9	
Past president/CEO at my current campus	16.6	–	17.4	–	8.9	–	22.6	–	24.5	–	–	–	18.8	
Another president/CEO outside of my current campus	10.3	–	14.8	–	12.5	–	18.5	–	6.4	–	–	–	13.4	
Current or previous supervisor	10.3	–	9.1	–	11.5	–	20.1	–	12.7	–	–	–	14.0	
Sponsor who confirmed and advocated for your candidacy in the search process	2.9	–	5.2	–	3.1	–	1.9	–	1.8	–	–	–	2.8	
Trusted friend or mentor	18.9	–	22.6	–	16.1	–	20.4	–	12.7	–	–	–	18.3	
Peer or colleague	10.9	–	16.5	–	10.9	–	18.2	–	17.3	–	–	–	15.5	
Partner or spouse	8.0	–	9.6	–	8.3	–	10.3	–	7.3	–	–	–	9.0	
Family member(s) aside from my partner or spouse	2.3	–	3.5	–	1.6	–	2.4	–	4.5	–	–	–	2.8	
Member(s) of the board or governing group	20.6	–	18.3	–	20.3	–	13.0	–	39.1	–	–	–	21.2	
Other	4.0	–	3.9	–	4.2	–	6.3	–	8.2	–	–	–	5.6	

BEFORE ACCEPTING THE POSITION, WHO DID YOU SEEK ADVICE FROM IN NEGOTIATING THE TERMS OF EMPLOYMENT?														
Attorney	39.4	32.5	37.4	35.9	39.6	36.2	19.8	26.5	20.9	22.1	–	25.0	29.1	31.1
Peers*	30.9	–	28.7	–	33.9	–	32.3	–	33.6	–	–	–	32.1	–
Financial planner/accountant	4.6	6.5	7.4	7.1	3.1	6.1	2.4	7.6	4.5	7.6	–	4.2	4.1	6.9
Predecessor*	8.0	–	8.7	–	6.8	–	10.9	–	12.7	–	–	–	9.7	–
Governing board member at current institution*	9.7	–	8.7	–	8.9	–	6.3	–	17.3	–	–	–	9.7	–
Governing board member at other institution*	3.4	–	2.2	–	2.6	–	1.4	–	1.8	–	–	–	2.1	–
Colleagues at current institution*	5.7	–	7.4	–	7.8	–	5.4	–	15.5	–	–	–	8.2	–
Colleagues in the field	26.3	55.0	35.2	61.1	41.7	62.6	38.0	64.3	25.5	47.6	–	47.9	34.4	60.1
Colleagues outside of higher education	5.1	13.0	6.5	13.6	10.4	16.5	4.3	11.7	12.7	18.6	–	18.8	7.6	14.2
Spouse/partner/family	37.1	56.2	40.4	53.8	42.2	62.0	31.3	55.2	46.4	55.9	–	58.3	38.5	56.7
Online research*	10.9	–	18.7	–	21.4	–	13.3	–	11.8	–	–	–	15.2	–
Presidential associations*	4.0	–	8.3	–	4.7	–	6.8	–	2.7	–	–	–	5.5	–
Search consultant/agency*	14.9	–	17.4	–	17.2	–	7.9	–	10.9	–	–	–	12.7	–
Did not seek advice	17.1	20.1	18.7	21.2	14.6	16.8	23.1	17.8	20.9	27.6	–	25.0	19.6	19.8
Other	1.1	1.8	2.6	2.2	5.2	2.3	2.4	2.8	3.6	2.8	–	6.3	3.1	2.5

*Only included in the 2022 instrument.

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
DO YOU FEEL THE DISCLOSURE PROCESS PROVIDED:														
A realistic assessment of the current challenges facing the institution/system?														
Yes	67.3	79.4	68.8	69.1	58.5	69.9	70.7	72.8	69.2	71.4	-	61.7	67.4	71.5
No	32.7	20.6	31.2	30.9	41.5	30.1	29.3	27.2	30.8	28.6	-	38.3	32.6	28.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
A full and accurate disclosure of the institution/system's financial condition?														
Yes	68.5	76.3	59.6	69.7	58.6	59.9	72.8	77.1	71.2	72.1	-	70.2	67.0	70.7
No	31.5	23.8	40.4	30.3	41.4	40.1	27.2	22.9	28.8	27.9	-	29.8	33.0	29.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
A clear understanding of the board's expectations?														
Yes	75.8	78.1	71.4	79.4	71.7	77.0	75.6	79.0	66.3	80.7	-	83.0	72.4	78.8
No	24.2	21.9	28.6	20.6	28.3	23.0	24.4	21.0	33.7	19.3	-	17.0	27.6	21.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
A clear understanding of the institution/system's expectations?														
Yes	79.9	80.6	76.2	77.5	65.6	82.3	78.9	77.5	66.3	79.3	-	80.9	73.7	79.2
No	20.1	19.4	23.8	22.5	34.4	17.7	21.1	22.5	33.7	20.7	-	19.2	26.3	20.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.

WHICH OF THE FOLLOWING ONBOARDING ACTIVITIES WERE HELD WHEN YOU ASSUMED YOUR CURRENT PRESIDENCY/CEO POST?

Transition meeting(s) with the predecessor	59.4	-	59.6	-	55.2	-	49.5	-	42.7	-	-	-	52.2	-
Onboarding meeting(s) with the governing board	50.3	-	42.2	-	47.9	-	40.2	-	46.4	-	-	-	44.4	-
Introduction to key donors	64.0	-	50.4	-	51.0	-	29.3	-	25.5	-	-	-	40.5	-
Introduction to elected officials	49.7	-	43.5	-	33.3	-	43.2	-	11.8	-	-	-	36.2	-
Campus listening tour	61.1	-	57.4	-	43.8	-	50.3	-	29.1	-	-	-	47.5	-
Public affairs/media training	18.9	-	10.9	-	6.8	-	8.4	-	6.4	-	-	-	9.4	-
Institutional history overview	30.9	-	28.7	-	21.4	-	17.4	-	16.4	-	-	-	21.5	-
Dress code review	0.0	-	0.4	-	0.5	-	0.0	-	0.0	-	-	-	0.2	-
Campus tour	40.6	-	47.0	-	44.3	-	43.5	-	23.6	-	-	-	40.1	-
Meeting with faculty senate	56.0	-	48.7	-	32.8	-	36.4	-	21.8	-	-	-	37.4	-
Meeting with staff senate	42.3	-	30.0	-	20.3	-	25.3	-	13.6	-	-	-	25.0	-
Opportunities for physical, mental, and emotional wellness	2.3	-	3.9	-	2.1	-	1.6	-	2.7	-	-	-	2.4	-
Presidential residence review	38.9	-	32.6	-	38.5	-	3.8	-	5.5	-	-	-	19.8	-
Other	4.0	-	10.0	-	10.9	-	9.8	-	13.6	-	-	-	10.1	-

WHAT IS YOUR PERCEPTION OF THE SUPPORT YOU HAVE FROM YOUR GOVERNING BOARD/AGENCY AT PRESENT?

Very supportive	72.3	-	71.8	-	73.5	-	75.7	-	85.0	-	-	-	76.0	-
Somewhat supportive	21.7	-	20.7	-	19.5	-	19.1	-	10.3	-	-	-	18.1	-
Somewhat unsupportive	4.8	-	5.3	-	5.4	-	4.3	-	2.8	-	-	-	4.4	-
Very unsupportive	1.2	-	2.2	-	1.6	-	0.9	-	1.9	-	-	-	1.5	-
Total	100.0	-	100.0	-	100.0	-	100.0	-	100.0	-	-	-	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
WHAT IS YOUR PERCEPTION OF THE SUPPORT YOU HAVE FROM FACULTY AT YOUR INSTITUTION AT PRESENT?														
Very supportive	54.9	-	44.4	-	45.1	-	54.1	-	60.7	-	-	-	52.1	-
Somewhat supportive	38.4	-	49.8	-	46.2	-	39.9	-	36.4	-	-	-	41.9	-
Somewhat unsupportive	4.3	-	4.9	-	7.1	-	4.6	-	2.8	-	-	-	4.7	-
Very unsupportive	2.4	-	0.9	-	1.6	-	1.4	-	0.0	-	-	-	1.2	-
Total	100.0	-	100.0	-	100.0	-	100.0	-	100.0	-	-	-	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

HOW HAS THE CHANGING CONVERSATION AROUND RACIAL INJUSTICE AFFECTED YOU AS A PRESIDENT/CEO?

I am leading my institution to take steps in addressing racial justice issues.	76.0	-	73.5	-	65.6	-	63.3	-	56.4	-	-	-	65.7	-
I have faced challenges in publicly addressing or recognizing racial justice issues.	27.4	-	21.7	-	26.6	-	16.0	-	12.7	-	-	-	19.7	-
I have been criticized because of the way I chose to address racial justice issues.	22.3	-	26.1	-	24.5	-	14.4	-	11.8	-	-	-	18.7	-
I have received inquiries from external stakeholders related to critical race theory.	30.3	-	23.5	-	21.4	-	13.6	-	7.3	-	-	-	17.6	-
I feel equipped to lead the institution in addressing racial justice issues.	47.4	-	47.8	-	51.0	-	44.0	-	46.4	-	-	-	46.8	-
I am continuously looking for guidance from peers or others who are addressing racial injustice on campus.	50.9	-	50.9	-	43.2	-	45.1	-	42.7	-	-	-	46.0	-

FLOURISHING SCALE: AGGREGATE SCORE

Mean	51.9	-	50.9	-	50.4	-	51.2	-	51.1	-	-	-	51.1	-
Median	53.0	-	52.0	-	51.0	-	52.0	-	52.0	-	-	-	52.0	-
Minimum	34.0	-	25.0	-	27.0	-	21.0	-	38.0	-	-	-	21.0	-
Maximum	56.0	-	56.0	-	56.0	-	56.0	-	56.0	-	-	-	56.0	-

Notes: Data are unweighted. | These data represent aggregate scores of the Flourishing Scale, a validated instrument used to measure well-being. The scores can range from 21 to 56.

FLOURISHING SCALE: I LEAD A PURPOSEFUL AND MEANINGFUL LIFE.

Strongly agree	69.5	-	66.8	-	60.1	-	60.7	-	62.3	-	-	-	63.0	-
Agree	26.9	-	28.3	-	32.2	-	34.2	-	35.8	-	-	-	32.2	-
Slightly agree	3.6	-	1.8	-	5.5	-	3.7	-	1.9	-	-	-	3.3	-
Neither agree nor disagree	0.0	-	1.3	-	0.5	-	0.3	-	0.0	-	-	-	0.4	-
Slightly disagree	0.0	-	1.3	-	0.5	-	0.9	-	0.0	-	-	-	0.6	-
Disagree	0.0	-	0.4	-	0.5	-	0.3	-	0.0	-	-	-	0.3	-
Strongly disagree	0.0	-	0.0	-	0.5	-	0.0	-	0.0	-	-	-	0.1	-

FLOURISHING SCALE: MY SOCIAL RELATIONSHIPS ARE SUPPORTIVE AND REWARDING.

Strongly agree	42.8	-	31.9	-	32.2	-	38.2	-	40.6	-	-	-	37.0	-
Agree	39.8	-	45.1	-	41.5	-	39.6	-	47.2	-	-	-	42.4	-
Slightly agree	11.4	-	13.3	-	16.9	-	13.1	-	3.8	-	-	-	11.9	-
Neither agree nor disagree	2.4	-	4.9	-	2.7	-	3.4	-	2.8	-	-	-	3.3	-
Slightly disagree	3.6	-	3.1	-	3.3	-	3.7	-	4.7	-	-	-	3.7	-
Disagree	0.0	-	1.3	-	2.7	-	1.4	-	0.9	-	-	-	1.4	-
Strongly disagree	0.0	-	0.4	-	0.5	-	0.6	-	0.0	-	-	-	0.4	-

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
FLOURISHING SCALE: I AM ENGAGED AND INTERESTED IN MY DAILY ACTIVITIES.														
Strongly agree	61.1	-	55.3	-	48.1	-	52.6	-	49.1	-	-	-	52.6	-
Agree	32.9	-	37.6	-	41.0	-	39.7	-	40.6	-	-	-	38.9	-
Slightly agree	4.2	-	5.3	-	8.2	-	5.7	-	8.5	-	-	-	6.5	-
Neither agree nor disagree	0.6	-	1.3	-	1.6	-	0.9	-	0.9	-	-	-	1.1	-
Slightly disagree	0.6	-	0.4	-	0.5	-	0.9	-	0.9	-	-	-	0.7	-
Disagree	0.0	-	0.0	-	0.5	-	0.3	-	0.0	-	-	-	0.2	-
Strongly disagree	0.6	-	0.0	-	0.0	-	0.0	-	0.0	-	-	-	0.1	-
FLOURISHING SCALE: I ACTIVELY CONTRIBUTE TO THE HAPPINESS AND WELL-BEING OF OTHERS.														
Strongly agree	52.7	-	42.7	-	41.0	-	45.9	-	49.1	-	-	-	45.8	-
Agree	44.9	-	50.2	-	47.0	-	46.2	-	47.2	-	-	-	47.1	-
Slightly agree	1.8	-	4.9	-	7.7	-	6.0	-	3.8	-	-	-	5.2	-
Neither agree nor disagree	0.6	-	2.2	-	3.3	-	0.9	-	0.0	-	-	-	1.4	-
Slightly disagree	0.0	-	0.0	-	1.1	-	0.6	-	0.0	-	-	-	0.4	-
Disagree	0.0	-	0.0	-	0.0	-	0.3	-	0.0	-	-	-	0.1	-
Strongly disagree	0.0	-	0.0	-	0.0	-	0.3	-	0.0	-	-	-	0.1	-
FLOURISHING SCALE: I AM COMPETENT AND CAPABLE IN THE ACTIVITIES THAT ARE IMPORTANT TO ME.														
Strongly agree	61.7	-	52.2	-	57.7	-	53.9	-	49.1	-	-	-	54.3	-
Agree	35.3	-	44.2	-	39.0	-	43.3	-	44.3	-	-	-	41.9	-
Slightly agree	1.8	-	3.1	-	2.7	-	2.3	-	4.7	-	-	-	2.9	-
Neither agree nor disagree	1.2	-	0.0	-	0.5	-	0.6	-	0.9	-	-	-	0.6	-
Slightly disagree	0.0	-	0.0	-	0.0	-	0.0	-	0.9	-	-	-	0.2	-
Disagree	0.0	-	0.4	-	0.0	-	0.0	-	0.0	-	-	-	0.1	-
Strongly disagree	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	-	-	0.0	-
FLOURISHING SCALE: I AM A GOOD PERSON AND LIVE A GOOD LIFE.														
Strongly agree	61.7	-	56.6	-	50.5	-	64.7	-	62.3	-	-	-	59.8	-
Agree	34.7	-	37.6	-	42.9	-	33.3	-	34.0	-	-	-	36.1	-
Slightly agree	3.6	-	1.8	-	2.7	-	1.4	-	1.9	-	-	-	2.1	-
Neither agree nor disagree	0.0	-	3.5	-	3.3	-	0.3	-	0.9	-	-	-	1.5	-
Slightly disagree	0.0	-	0.0	-	0.0	-	0.0	-	0.9	-	-	-	0.2	-
Disagree	0.0	-	0.4	-	0.5	-	0.3	-	0.0	-	-	-	0.3	-
Strongly disagree	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	-	-	0.0	-
FLOURISHING SCALE: I AM OPTIMISTIC ABOUT MY FUTURE.														
Strongly agree	56.9	-	52.7	-	51.6	-	58.6	-	43.4	-	-	-	53.1	-
Agree	35.9	-	38.1	-	35.2	-	32.9	-	46.2	-	-	-	37.1	-
Slightly agree	3.6	-	5.8	-	9.3	-	6.3	-	6.6	-	-	-	6.5	-
Neither agree nor disagree	2.4	-	2.2	-	2.7	-	1.4	-	1.9	-	-	-	2.0	-
Slightly disagree	1.2	-	0.9	-	1.1	-	0.6	-	1.9	-	-	-	1.1	-
Disagree	0.0	-	0.4	-	0.0	-	0.3	-	0.0	-	-	-	0.2	-
Strongly disagree	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	-	-	0.0	-

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
FLOURISHING SCALE: PEOPLE RESPECT ME.														
Strongly agree	46.1	-	40.3	-	38.5	-	44.7	-	42.5	-	-	-	42.5	-
Agree	50.3	-	53.1	-	52.7	-	48.4	-	53.8	-	-	-	51.3	-
Slightly agree	2.4	-	4.0	-	6.0	-	4.6	-	1.9	-	-	-	4.0	-
Neither agree nor disagree	1.2	-	1.8	-	2.7	-	2.0	-	0.9	-	-	-	1.8	-
Slightly disagree	0.0	-	0.4	-	0.0	-	0.3	-	0.9	-	-	-	0.4	-
Disagree	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	-	-	0.1	-
Strongly disagree	0.0	-	0.4	-	0.0	-	0.0	-	0.0	-	-	-	0.0	-
PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS.														
I have a support system with whom I share my feelings and stressors.														
Agree	48.8	-	44.7	-	52.7	-	57.7	-	56.6	-	-	-	53.2	-
Somewhat agree	42.7	-	41.2	-	34.6	-	31.7	-	35.8	-	-	-	36.0	-
Somewhat disagree	6.7	-	12.8	-	10.4	-	8.3	-	4.7	-	-	-	8.6	-
Disagree	1.8	-	1.3	-	2.2	-	2.3	-	2.8	-	-	-	2.2	-
Total	100.0	-	100.0	-	100.0	-	100.0	-	100.0	-	-	-	100.0	-
I use strategies that help me reenergize (e.g., exercise, meditation, yoga, nutrition).														
Agree	57.0	-	55.8	-	46.7	-	48.6	-	62.3	-	-	-	53.1	-
Somewhat agree	29.1	-	33.6	-	36.8	-	37.1	-	30.2	-	-	-	34.2	-
Somewhat disagree	10.3	-	7.1	-	12.6	-	11.4	-	5.7	-	-	-	9.7	-
Disagree	3.6	-	3.5	-	3.8	-	2.9	-	1.9	-	-	-	3.1	-
Total	100.0	-	100.0	-	100.0	-	100.0	-	100.0	-	-	-	100.0	-
I struggle to find people who understand the experience of being a president/CEO.														
Agree	27.3	-	26.5	-	36.3	-	22.9	-	33.0	-	-	-	28.5	-
Somewhat agree	42.4	-	43.4	-	31.9	-	43.7	-	34.9	-	-	-	39.6	-
Somewhat disagree	17.0	-	19.0	-	15.4	-	19.4	-	18.9	-	-	-	18.2	-
Disagree	13.3	-	11.1	-	16.5	-	14.0	-	13.2	-	-	-	13.7	-
Total	100.0	-	100.0	-	100.0	-	100.0	-	100.0	-	-	-	100.0	-
Note: Totals may not add up to 100 percent due to rounding.														
WHICH OPTION MOST CLOSELY ALIGNS WITH YOUR CAREER PATHWAY?														
Faculty/academic	68.3	-	56.6	-	55.7	-	46.6	-	52.8	-	-	-	53.8	-
Career administrative leader (student affairs officer, auxiliary services, finance, etc.)	13.8	-	27.4	-	29.5	-	38.9	-	17.0	-	-	-	27.9	-
Public sector/government	4.8	-	4.9	-	2.2	-	3.4	-	3.8	-	-	-	3.7	-
Business executive	6.6	-	4.0	-	4.4	-	2.0	-	5.7	-	-	-	4.0	-
Nonprofit executive	2.4	-	3.1	-	3.8	-	2.0	-	10.4	-	-	-	4.2	-
Not listed	4.2	-	4.0	-	4.4	-	7.1	-	10.4	-	-	-	6.3	-
Total	100.0	-	100.0	-	100.0	-	100.0	-	100.0	-	-	-	100.0	-
Note: Totals may not add up to 100 percent due to rounding.														
AT WHAT AGE DID YOU FIRST ASPIRE TO SERVE IN A PRESIDENT/CEO ROLE AT A COLLEGE CAMPUS OR SYSTEM?														
Mean	46.8	-	46.0	-	44.5	-	42.6	-	47.4	-	-	-	44.9	-
Median	49.0	-	46.0	-	47.0	-	44.0	-	48.0	-	-	-	45.0	-
Minimum	18.0	-	19.0	-	7.0	-	21.0	-	26.0	-	-	-	7.0	-
Maximum	67.0	-	70.0	-	99.0	-	65.0	-	73.0	-	-	-	99.0	-
Note: Data are unweighted.														

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
AT WHAT AGE DID YOU FIRST APPLY TO SERVE IN A PRESIDENT/CEO ROLE AT A COLLEGE CAMPUS OR SYSTEM?														
Mean	51.1	-	50.8	-	49.8	-	48.4	-	50.9	-	-	-	49.8	-
Median	52.0	-	50.0	-	50.0	-	48.0	-	50.0	-	-	-	50.0	-
Minimum	26.0	-	32.0	-	30.0	-	28.0	-	26.0	-	-	-	26.0	-
Maximum	70.0	-	70.0	-	67.0	-	65.0	-	73.0	-	-	-	73.0	-

Note: Data are unweighted.

AT WHAT AGE WERE YOU FIRST APPOINTED TO SERVE IN A PRESIDENT/CEO ROLE AT A COLLEGE CAMPUS OR SYSTEM?														
Mean	52.7	-	52.7	-	52.0	-	50.1	-	52.4	-	-	-	51.7	-
Median	54.0	-	53.0	-	53.0	-	50.0	-	52.0	-	-	-	52.0	-
Minimum	28.0	-	33.0	-	31.0	-	28.0	-	26.0	-	-	-	26.0	-
Maximum	70.0	-	73.0	-	70.0	-	69.0	-	75.0	-	-	-	75.0	-

Note: Data are unweighted.

WHERE DID YOU HOLD YOUR IMMEDIATE PAST POSITION?														
Current institution	25.9	29.2	23.5	21.7	22.0	17.4	31.2	28.7	44.3	46.4	-	25.7	30.0	26.0
Another higher education institution or system	65.1	70.8	67.7	78.3	69.8	82.7	66.2	71.3	34.9	53.6	-	74.3	61.0	74.0
Another employer other than a higher education institution or system*	9.0	-	8.8	-	8.2	-	2.6	-	20.8	-	-	-	9.0	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0

Notes: Totals may not add up to 100 percent due to rounding. | This question changed to select all that apply for the 2022 survey.
*Only included in the 2022 instrument.

TOTAL NUMBER OF SEARCHES*														
None	42.7	-	31.6	-	33.3	-	32.9	-	67.0	-	-	-	40.3	-
1	12.7	-	17.9	-	15.2	-	20.3	-	12.8	-	-	-	16.6	-
2	9.6	-	11.8	-	8.5	-	11.7	-	5.3	-	-	-	9.7	-
3	12.1	-	9.4	-	10.9	-	10.8	-	6.4	-	-	-	9.9	-
4 to 5	10.2	-	11.8	-	15.2	-	11.4	-	4.3	-	-	-	10.7	-
6 to 7	5.7	-	4.7	-	4.8	-	4.0	-	2.1	-	-	-	4.2	-
Greater than 7	7.0	-	12.7	-	12.1	-	8.9	-	2.1	-	-	-	8.7	-
Total	100.0	-	100.0	-	100.0	-	100.0	-	100.0	-	-	-	100.0	-
Mean*	3.3	-	4.2	-	4.3	-	3.8	-	2.1	-	-	-	3.7	-
Median†	2.0	-	3.0	-	3.0	-	2.0	-	1.0	-	-	-	2.0	-

Note: Totals may not add up to 100 percent due to rounding.
*Data are unweighted.
†Only included in the 2022 instrument.

SEARCHES IN WHICH YOU WERE A SEMIFINALIST														
None	41.4	61.5	32.2	55.3	32.2	54.1	35.2	54.4	70.6	77.1	-	68.2	41.2	57.9
1	20.7	14.1	25.2	13.0	17.8	18.5	26.7	16.0	12.9	15.0	-	13.6	21.6	15.5
2	11.0	11.5	14.9	9.5	18.4	10.3	14.3	10.2	4.7	4.3	-	4.6	13.0	9.5
3	11.7	6.4	7.9	8.4	9.2	7.0	9.4	6.2	8.2	2.1	-	0.0	9.2	6.3
4 to 5	9.0	3.2	11.9	7.8	12.5	5.5	8.5	8.0	1.2	0.7	-	6.8	8.6	6.1
6 to 7	4.1	1.3	4.0	2.3	3.9	2.1	2.3	1.8	0.0	0.0	-	0.0	2.7	1.7
Greater than 7	2.1	1.9	4.0	3.8	5.9	2.4	3.6	3.3	2.4	0.7	-	6.8	3.7	2.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0
Mean*	2.6	1.0	3.0	1.4	3.3	1.2	2.8	1.4	1.8	0.4	-	1.2	2.8	1.2
Median*	2.0	0.0	2.0	0.0	2.5	0.0	2.0	0.0	1.0	0.0	-	0.0	2.0	0.0

Note: Totals may not add up to 100 percent due to rounding.
*Data are unweighted.

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
SEARCHES IN WHICH YOU WERE A FINALIST														
None	47.6	48.7	36.9	49.4	33.5	48.5	39.4	46.1	66.7	66.7	–	63.6	43.7	50.1
1	20.0	24.1	32.0	17.7	31.0	25.6	30.3	19.2	21.4	19.3	–	11.4	27.9	20.6
2	18.6	15.2	15.3	15.5	14.2	14.8	13.4	13.7	6.0	10.4	–	13.6	13.2	14.2
3	8.3	4.4	9.9	8.2	8.4	6.6	8.5	11.0	4.8	3.0	–	6.8	8.0	7.8
4 to 5	4.8	6.3	4.9	7.0	8.4	3.0	5.2	7.3	1.2	0.7	–	2.3	5.0	5.4
6 to 7	0.7	0.6	1.0	1.7	3.9	1.5	2.9	2.0	0.0	0.0	–	2.3	2.0	1.5
Greater than 7	0.0	0.6	0.0	0.6	0.6	0.0	0.3	0.7	0.0	0.0	–	0.0	0.2	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	–	100.0	100.0	100.0
Mean*	2.1	1.0	2.2	1.2	2.5	1.0	2.3	1.3	1.5	0.5	–	0.8	2.2	1.1
Median*	2.0	1.0	2.0	1.0	2.0	1.0	2.0	1.0	1.0	0.0	–	0.0	2.0	0.0

Note: Totals may not add up to 100 percent due to rounding.
*Data are unweighted.

BEFORE YOUR FIRST APPOINTMENT AS A CAMPUS OR SYSTEM PRESIDENT/CEO, IN WHICH OF THE FOLLOWING LEADERSHIP DEVELOPMENT PROGRAMS DID YOU PARTICIPATE?

ACE Fellows Program	2.9	2.4	8.7	7.1	5.2	6.7	2.4	3.0	2.7	2.8	–	4.2	4.1	4.7
ACE Advancing the Presidency	7.4	7.1	10.4	8.2	8.3	7.3	0.8	1.9	4.5	4.8	–	0.0	5.4	5.4
ACE National Women's Forum	2.9	1.8	4.8	3.8	3.1	3.2	2.2	2.1	1.8	1.4	–	4.2	2.8	2.7
ACE Spectrum Executive Leadership Program	1.1	0.0	0.9	0.8	1.0	0.6	0.8	0.6	0.9	0.7	–	0.0	0.9	0.6
ACE Institute for New Chief Academic Officers	3.4	3.0	3.9	4.6	4.2	2.9	0.5	1.3	0.9	1.4	–	0.0	2.2	2.6
AACC's Future President Institute (FPI)	0.6	1.2	1.7	2.2	3.6	1.2	12.2	17.4	0.0	0.0	–	2.1	5.1	6.3
AASCU's Millennium Institute	3.4	2.4	3.9	5.7	5.2	2.3	1.1	0.9	1.8	0.7	–	0.0	2.8	2.5
Aspen Presidential Fellowship for Community College Excellence	0.0	0.0	0.0	0.3	0.5	0.3	7.1	1.3	0.9	0.7	–	0.0	2.6	0.6
CIC's Presidential Pathways Programs (i.e., New Presidents Program, Executive Leadership Academy, Senior Leadership Academy)*	2.3	–	10.4	–	9.9	–	0.3	–	5.5	–	–	–	5.0	–
Hampton University's Executive Leadership Summit*	0.0	–	1.3	–	1.6	–	0.5	–	0.0	–	–	–	0.7	–
Harvard's Institute for Educational Management (IEM)	12.0	14.2	18.7	29.4	13.5	23.8	4.3	8.3	7.3	15.2	–	6.3	10.0	18.0
Other ACE leadership program(s)	0.0	2.4	1.3	2.5	2.6	2.9	1.9	3.0	0.9	2.1	–	6.3	1.5	2.8
Other non-ACE leadership program(s)	10.3	20.1	15.7	29.6	15.6	27.3	26.9	46.7	16.4	32.4	–	47.9	18.8	34.1
None*	54.9	–	39.6	–	30.7	–	38.3	–	48.2	–	–	–	41.0	–

*Only included in the 2022 instrument.

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
HIGHEST DEGREE EARNED														
Bachelor's degree	0.6	-	1.0	-	0.0	-	0.0	-	3.3	-	-	-	0.6	-
Master's degree (except MBA)	0.6	-	4.8	-	4.8	-	8.0	-	14.1	-	-	-	6.1	-
Master's of business administration (MBA)	1.3	-	1.9	-	1.2	-	0.9	-	2.2	-	-	-	1.4	-
Doctor of education (EdD)	8.3	-	13.8	-	17.3	-	42.1	-	16.3	-	-	-	23.4	-
Doctor of philosophy (PhD)	74.5	-	69.5	-	69.6	-	45.5	-	47.8	-	-	-	60.1	-
Doctor of medicine (MD) or similar	4.5	-	0.5	-	0.6	-	0.3	-	10.9	-	-	-	2.1	-
Doctor of pharmacy (PharmD)	0.0	-	0.0	-	0.0	-	0.0	-	1.1	-	-	-	0.1	-
Juris doctor (JD)	10.2	-	8.1	-	6.5	-	2.8	-	3.3	-	-	-	5.9	-
Other	0.0	-	0.5	-	0.0	-	0.3	-	1.1	-	-	-	0.3	-
Total	100.0	-	100.0	-	100.0	-	100.0	-	100.0	-	-	-	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

MAJOR FIELD OF STUDY FOR HIGHEST DEGREE EARNED														
Agriculture/natural resources	0.0	4.9	0.0	0.6	0.0	0.3	0.0	1.3	0.0	0.0	-	0.0	0.0	1.1
Biological sciences	4.5	4.2	4.8	4.4	6.0	2.1	1.2	1.5	2.2	0.7	-	4.2	3.5	2.6
Business	8.3	5.5	5.2	8.0	5.4	8.6	4.0	5.6	4.3	4.9	-	4.2	5.3	6.7
Computer science	0.0	1.8	0.0	0.3	0.0	0.0	0.9	0.0	0.0	0.0	-	2.1	0.3	0.3
Education or higher education	21.7	18.8	29.5	29.7	36.3	34.8	69.7	68.2	26.1	25.2	-	31.3	42.7	41.1
Engineering	8.9	14.6	2.9	1.9	0.6	1.5	1.2	0.9	2.2	2.1	-	4.2	2.8	3.0
Humanities/fine arts	9.6	3.6	15.2	15.1	17.9	15.9	7.4	8.2	9.8	11.9	-	4.2	11.6	11.3
Law	10.8	7.3	8.6	8.0	7.1	7.7	2.8	3.7	3.3	4.9	-	12.5	6.2	6.4
Mathematics	1.3	0.6	1.9	1.7	0.6	1.2	0.9	0.9	0.0	0.0	-	2.1	1.1	1.1
Health professions	2.5	3.0	1.9	2.2	0.0	1.5	0.3	0.9	3.3	11.2	-	4.2	1.3	2.6
Medicine	4.5	3.6	0.5	0.8	0.6	0.9	0.3	0.0	10.9	10.5	-	8.3	2.1	2.0
Physical/natural sciences	3.2	5.5	1.9	4.7	1.8	3.5	0.6	0.9	3.3	1.4	-	6.3	1.7	3.1
Religion/theology	0.6	2.4	3.3	3.9	4.2	5.9	0.6	0.6	14.1	17.5	-	8.3	3.2	4.6
Social sciences	22.9	24.2	24.3	19.0	19.6	16.2	9.6	7.5	19.6	9.8	-	8.3	17.8	14.2
Not provided*	1.3	-	0.0	-	0.0	-	0.6	-	1.1	-	-	-	0.5	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.

*Only calculated on the 2022 instrument.

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
DOES YOUR BACKGROUND INCLUDE ANY OF THE FOLLOWING TYPES OF INTERNATIONAL EXPERIENCE?														
Born outside United States and its territories (does not include U.S. military bases) [†]	-	14.8	-	6.0	-	6.7	-	6.2	-	7.6	-	12.5	-	7.5
Postsecondary study outside the United States	15.4	17.8	13.9	16.3	18.8	20.0	10.9	11.0	16.4	15.9	-	16.7	14.5	15.7
Obtained a postsecondary degree(s) outside the United States [†]	-	10.7	-	6.5	-	7.0	-	3.0	-	9.0	-	8.3	-	6.3
Professional experience overseas (outside the field of higher education)	15.4	21.3	17.0	19.6	12.5	22.0	7.3	17.0	19.1	34.5	-	29.2	13.2	21.2
Employment at a higher education institution outside the United States	10.3	8.9	7.4	7.1	5.2	10.1	2.7	4.5	8.2	6.9	-	8.3	5.9	7.2
International research or teaching grant or fellowship (e.g., Fulbright)	10.9	20.7	13.5	16.0	11.5	14.5	2.7	6.2	6.4	7.6	-	10.4	7.9	12.2
Deployed overseas as U.S. personnel (military or civilian) [*]	4.0	-	4.8	-	3.6	-	5.7	-	7.3	-	-	-	5.3	-
None	50.3	50.3	43.9	54.6	44.8	47.5	57.1	65.8	32.7	51.0	-	47.9	47.1	55.4
Other [*]	2.9	-	7.0	-	8.9	-	5.7	-	4.5	-	-	-	5.9	-

^{*}Only included in the 2022 instrument.
[†]Only included in the 2016 instrument.

WHEN DO YOU ANTICIPATE STEPPING DOWN FROM YOUR CURRENT POSITION RELATIVE TO THE CURRENT ACADEMIC YEAR?

Within the next year or two	22.5	21.6	24.9	22.5	30.4	22.4	26.4	21.9	19.2	18.1	-	22.9	25.0	21.8
3–5 years from now	32.5	37.1	32.3	29.6	29.8	28.2	23.9	33.9	37.4	34.7	-	35.4	30.1	32.1
6–9 years from now	16.3	24.6	16.6	26.6	14.0	21.8	16.4	23.0	17.2	25.7	-	20.8	16.1	23.9
10 or more years from now	7.5	6.6	9.2	11.2	9.4	13.5	16.4	13.3	8.1	12.5	-	12.5	11.2	12.0
Don't know	17.5	10.2	15.2	10.1	12.9	14.1	13.6	7.9	14.1	9.0	-	8.3	14.3	10.2
Prefer not to answer [*]	3.8	-	1.8	-	3.5	-	3.3	-	4.0	-	-	-	3.3	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.
^{*}Only calculated on the 2022 instrument.

HAS THE COVID-19 PANDEMIC AFFECTED THE TIMING OF WHEN YOU PLAN TO STEP DOWN FROM YOUR CURRENT PRESIDENCY/CEO POST?

Yes, I am planning to stay longer than previously anticipated	6.4	-	10.1	-	7.8	-	7.3	-	13.3	-	-	-	8.9	-
Yes, I am transitioning out earlier than previously anticipated	9.0	-	7.4	-	10.2	-	11.3	-	7.1	-	-	-	9.3	-
No, I am still planning to transition at the previously anticipated time	54.5	-	59.0	-	56.6	-	54.4	-	49.0	-	-	-	54.6	-
I do not have a plan for transitioning out	30.1	-	23.5	-	25.3	-	26.9	-	30.6	-	-	-	27.1	-
Total	100.0	-	100.0	-	100.0	-	100.0	-	100.0	-	-	-	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
PLEASE INDICATE IF YOUR INSTITUTION HAS ANY OF THE FOLLOWING IN PLACE.														
Detailed list of presidential responsibilities	38.9	-	47.8	-	48.4	-	59.2	-	51.8	-	-	-	51.4	-
Temporary succession plan	21.1	-	25.2	-	21.4	-	15.5	-	29.1	-	-	-	21.5	-
Plans for increased efforts related to diversity, equity, and inclusion for current students, faculty, and staff	75.4	-	67.0	-	58.3	-	63.0	-	50.0	-	-	-	61.8	-
Plans for increased efforts related to diversity, equity, and inclusion for prospective students, faculty, and staff	62.9	-	49.1	-	41.7	-	47.3	-	40.0	-	-	-	47.0	-
Plans/policies for a temporary succession plan	9.1	-	16.5	-	10.9	-	11.7	-	23.6	-	-	-	14.3	-
Plans/policies for presidential searches	34.9	-	33.0	-	29.2	-	32.1	-	22.7	-	-	-	30.2	-
ARE YOU PREPARING A SUCCESSOR FOR YOUR CURRENT ROLE?														
Yes	28.5	-	31.8	-	21.1	-	32.7	-	33.3	-	-	-	30.0	-
No	58.9	-	60.4	-	65.5	-	53.9	-	59.6	-	-	-	58.9	-
Not applicable	12.7	-	7.8	-	13.5	-	13.3	-	7.1	-	-	-	11.1	-
Total	100.0	-	100.0	-	100.0	-	100.0	-	100.0	-	-	-	100.0	-
IS YOUR SUCCESSOR:														
At your current institution	76.7	-	72.1	-	80.6	-	86.1	-	84.8	-	-	-	81.5	-
At another higher education institution	18.6	-	17.6	-	13.9	-	11.1	-	6.1	-	-	-	12.5	-
Outside of higher education	0.0	-	2.9	-	0.0	-	0.0	-	0.0	-	-	-	0.5	-
Other	4.7	-	7.4	-	5.6	-	2.8	-	9.1	-	-	-	5.5	-
Total	100.0	-	100.0	-	100.0	-	100.0	-	100.0	-	-	-	100.0	-
<i>Note: Totals may not add up to 100 percent due to rounding.</i>														
WHAT NEXT STEPS ARE YOU CONSIDERING AFTER YOU LEAVE YOUR CURRENT POSITION?														
Retire and hold no other position	32.0	34.3	38.3	41.9	32.3	34.8	35.1	37.8	26.4	37.2	-	29.2	33.1	37.4
Move to another presidency	20.0	18.3	21.3	24.7	30.2	27.0	25.8	28.0	20.0	15.9	-	14.6	24.1	24.4
Move to a senior position (non-president)	2.3	4.7	7.8	2.2	8.3	4.9	5.4	6.4	7.3	4.8	-	6.3	6.4	4.7
Become a CEO of a higher education organization	7.4	9.5	7.8	6.3	10.9	7.0	8.2	8.3	8.2	2.1	-	2.1	8.5	6.9
Become an honorific chancellor at current institution	7.4	7.1	9.1	5.4	6.3	7.3	2.7	1.7	8.2	11.7	-	10.4	6.1	5.6
Move to the faculty at this or another institution	20.0	37.3	11.3	16.6	13.5	16.2	7.6	11.0	19.1	20.7	-	18.8	13.0	17.5
Become employed outside of higher education—nonprofit, philanthropic	17.7	20.1	15.7	16.3	20.8	26.4	9.8	15.3	20.0	21.4	-	10.4	15.8	19.0
Become employed outside of higher education—corporation, for profit	8.6	6.5	8.3	4.6	9.4	9.3	7.6	9.8	10.0	5.5	-	10.4	8.6	7.7
Become a consultant for a search firm	10.9	7.1	17.4	13.0	18.8	14.8	18.5	13.2	12.7	4.1	-	6.3	16.3	11.8
Become a consultant—other	12.6	18.9	28.7	25.3	24.0	27.0	23.6	27.2	25.5	19.3	-	18.8	23.6	24.8
Unsure	14.3	5.9	10.4	6.5	9.9	7.3	11.4	7.6	9.1	9.7	-	4.2	10.9	7.2
Other	5.1	14.2	3.9	14.7	3.6	14.8	3.5	13.6	6.4	12.4	-	18.8	4.4	14.2

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
WHAT IS YOUR GENDER IDENTITY?														
Man	71.3	78.2	65.4	70.7	59.8	72.1	56.4	64.2	59.6	69.0	-	75.0	60.9	69.8
Woman	28.7	21.8	34.6	29.0	40.2	27.9	43.6	35.8	40.4	30.3	-	25.0	39.0	30.1
Nonbinary*	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	-	-	0.0	-
Other	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.7	-	0.0	0.0	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0

Notes: Totals may not add up to 100 percent due to rounding. | Totals for men and women are based on survey respondents and not the web scrape (see the methodology in chapter one for more information).
*Only included in the 2022 instrument.

WHAT IS YOUR SEXUAL ORIENTATION?														
Heterosexual or straight	91.3	96.9	90.7	95.3	92.3	96.4	88.4	94.8	87.8	92.9	-	100.0	89.7	95.5
Gay or lesbian	3.8	1.8	4.7	3.9	4.2	2.7	7.6	3.7	6.1	5.0	-	0.0	5.7	3.3
Bisexual	0.0	0.6	0.9	0.3	0.0	0.6	1.2	0.4	2.0	0.7	-	0.0	1.0	0.5
Other	0.0	0.6	0.0	0.6	0.0	0.3	0.0	1.1	1.0	1.4	-	0.0	0.2	0.7
Prefer not to answer*	5.0	-	3.7	-	3.6	-	2.7	-	3.1	-	-	-	3.4	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.
*Only included in the 2022 instrument.

CURRENT AGE AS OF SURVEY CLOSE														
31-40	0.0	0.0	0.0	0.0	0.0	0.9	1.5	0.4	1.3	1.4	-	0.0	0.8	0.5
41-50	1.6	3.7	7.6	5.3	11.3	10.2	15.1	12.1	15.8	4.9	-	2.1	11.6	8.2
51-60	33.6	29.0	34.5	28.2	40.3	37.9	47.6	36.5	26.3	25.9	-	39.6	38.4	33.1
61-70	56.0	53.1	46.8	53.1	40.3	43.0	28.8	42.1	44.7	54.6	-	41.7	40.3	47.3
71 or older	8.8	14.2	11.1	13.4	8.1	8.1	7.0	8.9	11.8	13.3	-	16.7	9.0	11.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0
Mean*	62.5	63.7	61.3	63.1	59.6	60.4	58.0	60.2	60.4	63.1	-	62.7	60.0	61.7
Median*	63.0	64.0	62.0	64.0	60.0	61.0	57.0	61.0	62.0	64.0	-	62.5	60.0	62.0

Note: Totals may not add up to 100 percent due to rounding.
*Data are unweighted.

WHAT IS YOUR CITIZENSHIP STATUS?														
U.S. citizen (by birth)	88.1	-	92.6	-	90.7	-	91.5	-	89.0	-	-	-	90.7	-
U.S. citizen (naturalized)	9.4	-	7.4	-	7.0	-	7.3	-	8.0	-	-	-	7.6	-
U.S. permanent resident	1.3	-	0.0	-	1.2	-	0.6	-	1.0	-	-	-	0.8	-
U.S. visa holder	0.0	-	0.0	-	0.0	-	0.0	-	1.0	-	-	-	0.2	-
Other	0.6	-	0.0	-	0.6	-	0.0	-	1.0	-	-	-	0.4	-
Prefer not to answer	0.6	-	0.0	-	0.6	-	0.6	-	0.0	-	-	-	0.4	-
Total	100.0	-	100.0	-	100.0	-	100.0	-	100.0	-	-	-	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
WHAT IS YOUR RACE AND ETHNICITY?														
Hispanic or Latino	5.7	3.6	4.7	5.2	6.0	1.8	7.0	4.7	4.0	2.1	–	8.3	5.7	3.9
Caucasian, White, or White American	82.3	82.1	76.2	85.2	67.7	85.4	68.5	80.0	72.0	85.4	–	79.2	72.1	83.2
Middle Eastern or Arab American	0.6	0.6	0.0	0.3	0.0	0.9	1.2	0.9	1.0	0.0	–	0.0	0.7	0.6
Black or African American	6.3	7.1	12.1	7.4	21.6	8.9	16.5	8.8	5.0	4.9	–	8.3	13.2	7.9
American Indian or Alaska Native	0.6	0.0	0.0	0.0	0.0	0.0	0.3	0.6	7.0	4.9	–	0.0	1.5	0.7
Asian or Asian American	1.9	5.4	3.7	1.4	0.6	0.9	3.1	3.0	4.0	2.1	–	2.1	2.8	2.3
Asian Indian*	1.3	–	0.9	–	0.6	–	0.0	–	1.0	–	–	–	0.6	–
Native Hawaiian or Pacific Islander*	0.0	–	0.0	–	0.0	–	0.6	–	0.0	–	–	–	0.2	–
Multiracial (excluding Hispanic or Latino)	0.6	1.2	1.9	0.6	3.0	2.1	2.1	1.9	6.0	0.7	–	2.1	2.8	1.4
Not listed*	0.6	–	0.5	–	0.6	–	0.6	–	0.0	–	–	–	0.5	–
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.
*Only included in the 2022 instrument.

PLEASE SELECT YOUR RELIGIOUS PRACTICE OR AFFILIATION.														
Atheist*	2.6	–	3.3	–	6.0	–	2.1	–	3.1	–	–	–	3.3	–
Agnostic*	5.8	–	5.2	–	4.8	–	5.8	–	4.1	–	–	–	5.2	–
Buddhist	0.0	0.6	0.5	1.1	0.6	0.3	1.8	0.7	2.0	0.7	–	0.0	1.2	0.7
Christian (Protestant)	38.1	43.9	42.7	40.8	51.8	56.9	49.4	50.0	31.6	42.5	–	52.1	43.9	48.1
Christian (Roman Catholic)	27.1	28.7	29.1	34.4	14.5	24.5	20.6	24.1	18.4	21.6	–	20.8	21.3	26.8
Church of Latter-day Saints†	0.0	1.2	1.4	0.8	1.8	0.6	1.5	2.0	1.0	0.0	–	2.1	1.3	1.1
Hindu*	0.6	–	0.0	–	0.6	–	0.0	–	2.0	–	–	–	0.6	–
Jewish	9.7	7.9	2.8	4.7	1.8	4.7	1.5	1.5	9.2	11.5	–	4.2	4.2	4.7
Muslim	0.0	0.6	0.0	0.3	0.6	0.3	0.0	0.0	0.0	0.0	–	2.1	0.1	0.3
Sikh*	0.0	–	0.0	–	0.0	–	0.0	–	0.0	–	–	–	0.0	–
None	5.2	11.6	8.5	14.7	5.4	10.0	7.0	15.2	5.1	17.3	–	14.6	6.4	13.7
Prefer not to answer*	7.7	–	3.8	–	8.4	–	7.6	–	14.3	–	–	–	8.4	–
Other	3.2	5.5	2.8	3.1	3.6	2.7	2.7	6.5	9.2	6.5	–	4.2	4.2	4.6

*Only included in the 2022 instrument.
†Listed as 'Mormon' in the 2016 instrument.

WHAT IS YOUR MARITAL STATUS?														
Never married (member of religious order)	4.4	3.6	2.3	4.7	0.6	3.0	0.0	0.2	2.0	2.1	–	0.0	1.4	2.4
Never married	3.8	2.4	4.2	3.6	2.4	2.7	3.4	4.1	2.0	4.2	–	2.1	3.1	3.4
Married	84.2	87.5	80.8	86.3	87.1	87.0	82.3	84.2	75.8	78.5	–	85.4	81.9	85.2
Domestic partner	1.3	0.0	1.9	0.3	1.2	1.8	2.8	1.3	3.0	3.5	–	0.0	2.2	1.2
Separated	1.3	0.0	0.9	0.0	0.6	0.3	0.9	0.2	2.0	0.0	–	2.1	1.1	0.2
Divorced	4.4	4.8	7.9	3.8	4.1	4.1	7.6	7.9	10.1	9.7	–	10.4	7.1	6.0
Widower/widow	0.6	1.8	1.9	1.4	4.1	1.2	3.1	2.1	5.1	2.1	–	0.0	3.1	1.6
Total	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	–	100.0	100	100.0

Note: Totals may not add up to 100 percent due to rounding.

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
PLEASE DESCRIBE THE EMPLOYMENT STATUS OF YOUR SPOUSE OR PARTNER.														
Employed full time	19.4	-	21.3	-	29.2	-	32.1	-	26.4	-	-	-	27.1	-
Employed part time	12.0	-	13.0	-	8.9	-	7.9	-	12.7	-	-	-	10.4	-
Unemployed	10.9	-	7.0	-	3.1	-	4.1	-	1.8	-	-	-	4.8	-
Student	0.6	-	0.0	-	0.5	-	0.5	-	0.0	-	-	-	0.3	-
Retired	21.7	-	17.8	-	22.4	-	20.4	-	13.6	-	-	-	19.2	-
Homemaker	11.4	-	16.1	-	7.8	-	8.2	-	8.2	-	-	-	9.8	-
Self-employed	5.7	-	9.1	-	9.9	-	6.0	-	10.0	-	-	-	8.0	-
Unable to work	0.6	-	0.0	-	0.0	-	0.3	-	0.9	-	-	-	0.3	-
Other	1.7	-	1.7	-	1.6	-	1.1	-	0.9	-	-	-	1.3	-
IN WHAT WAY(S) IS YOUR SPOUSE OR PARTNER AFFILIATED WITH THE INSTITUTION WHERE YOU SERVE AS PRESIDENT/CEO?														
Compensated by your institution/system	2.3	4.7	4.3	3.5	6.3	9.0	0.0	0.6	0.0	2.8	-	0.0	2.2	3.8
Employed at your institution/system	8.0	9.5	6.1	7.9	7.8	7.8	3.5	4.9	4.5	8.3	-	10.4	5.5	7.2
Unpaid participant in campus/system	60.6	66.3	57.0	61.4	47.9	52.5	34.5	40.3	27.3	44.8	-	45.8	42.6	51.5
Employed outside your institution/system [†]	-	15.4	-	24.5	-	28.1	-	48.6	-	40.7	-	39.6	-	33.6
Not applicable	7.4	8.9	8.3	13.0	11.5	9.3	34.0	14.4	30.9	15.9	-	12.5	21.6	12.4
Other [*]	1.7	-	1.7	-	3.1	-	0.8	-	3.6	-	-	-	2.1	-
<i>Note: The phrasing of this question changed slightly from 2016 to 2022. *Only included in the 2022 instrument. †Only included in the 2016 instrument.</i>														
DO YOU HAVE ANY CHILDREN LIVING AT HOME WITH YOU OR WHO YOU HAVE REGULAR RESPONSIBILITY FOR?														
Yes	21.9	-	26.4	-	25.9	-	33.1	-	38.4	-	-	-	30.2	-
No	78.1	-	73.6	-	74.1	-	66.9	-	61.6	-	-	-	69.8	-
Total	100.0	-	100.0	-	100.0	-	100.0	-	100.0	-	-	-	100.0	-
<i>Note: Totals may not add up to 100 percent due to rounding.</i>														
HOW MANY CHILDREN UNDER 18 DO YOU HAVE REGULAR RESPONSIBILITY FOR?														
0	33.3	-	21.4	-	27.9	-	27.9	-	33.3	-	-	-	28.6	-
1	45.5	-	41.1	-	25.6	-	41.3	-	22.2	-	-	-	34.6	-
2	15.2	-	28.6	-	32.6	-	26.0	-	33.3	-	-	-	28.2	-
3	0.0	-	5.4	-	11.6	-	2.9	-	2.8	-	-	-	4.4	-
4	6.1	-	0.0	-	0.0	-	1.9	-	8.3	-	-	-	3.2	-
5	0.0	-	1.8	-	2.3	-	0.0	-	0.0	-	-	-	0.7	-
6	0.0	-	1.8	-	0.0	-	0.0	-	0.0	-	-	-	0.3	-
WHO IS PRIMARILY RESPONSIBLE FOR MANAGING CHILDREN IN YOUR HOUSEHOLD IN A NORMAL WEEK?														
I am a single parent.	0.0	-	0.4	-	1.0	-	1.4	-	1.8	-	-	-	1.1	-
I share responsibility of childcare with a partner.	13.1	-	16.5	-	15.6	-	18.8	-	17.3	-	-	-	16.8	-
I co-parent with an ex-partner.	0.0	-	1.7	-	0.5	-	2.4	-	2.7	-	-	-	1.7	-
I share the responsibility of childcare with a relative.	0.0	-	0.0	-	0.5	-	0.0	-	1.8	-	-	-	0.4	-
I share the responsibility of childcare with a paid caregiver (e.g., nanny, babysitter).	0.6	-	0.4	-	0.5	-	0.5	-	0.0	-	-	-	0.4	-
My child/children attend day care or after-school care outside of the home.	0.6	-	1.7	-	0.5	-	0.5	-	0.9	-	-	-	0.8	-
Other	1.1	-	2.2	-	1.0	-	3.0	-	0.9	-	-	-	1.9	-

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
ARE YOU A CARETAKER FOR AN AGING PARENT/LOVED ONE?														
Yes	11.4	-	14.6	-	11.2	-	15.0	-	10.1	-	-	-	12.9	-
No	88.6	-	85.4	-	88.8	-	85.0	-	89.9	-	-	-	87.1	-
Total	100	-	100	-	100	-	100	-	100	-	-	-	100	-

Note: Totals may not add up to 100 percent due to rounding.

WHO PROVIDES A MAJORITY OF THE AGING PARENT/LOVED ONE CARE IN A NORMAL WEEK?														
I provide the majority of care.	16.7	-	9.7	-	11.8	-	25.0	-	40.0	-	-	-	21.3	-
My spouse provides the majority of care.	33.3	-	29.0	-	23.5	-	20.8	-	20.0	-	-	-	24.2	-
Another family member provides the majority of care.	22.2	-	22.6	-	11.8	-	22.9	-	30.0	-	-	-	22.2	-
Paid caregiver(s) (outside of the family) provide the majority of care.	22.2	-	32.3	-	35.3	-	22.9	-	10.0	-	-	-	24.6	-
Other	5.6	-	6.5	-	17.6	-	8.3	-	0.0	-	-	-	7.7	-
Total	100.0	-	100.0	-	100.0	-	100.0	-	100.0	-	-	-	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

HAVE YOU ALTERED YOUR CAREER, AT ANY POINT, FOR THE FOLLOWING REASONS?														
Care of minor dependent(s)														
Left my position	1.1	-	2.6	-	2.6	-	3.0	-	4.5	-	-	-	2.9	-
Worked part time/reduced schedule	5.1	-	5.7	-	5.2	-	6.5	-	6.4	-	-	-	5.9	-
Postponed job search/promotion	14.9	-	9.1	-	15.1	-	16.8	-	9.1	-	-	-	13.5	-
Other	0.0	-	0.9	-	2.1	-	1.1	-	0.9	-	-	-	1.1	-
I have not altered my career for this reason	62.9	-	67.8	-	61.5	-	59.2	-	64.5	-	-	-	62.6	-
Care of adult dependent(s)														
Left my position	0.6	-	0.9	-	0.5	-	2.2	-	0.9	-	-	-	1.2	-
Worked part time/reduced schedule	2.3	-	2.2	-	2.1	-	1.4	-	1.8	-	-	-	1.8	-
Postponed job search/promotion	4.0	-	4.8	-	5.7	-	4.1	-	2.7	-	-	-	4.2	-
Other	0.6	-	0.9	-	2.1	-	2.2	-	0.9	-	-	-	1.5	-
I have not altered my career for this reason	75.4	-	77.0	-	70.8	-	73.1	-	73.6	-	-	-	73.7	-
Career of a spouse/partner														
Left my position	3.4	-	3.0	-	1.6	-	3.0	-	1.8	-	-	-	2.6	-
Worked part time/reduced schedule	2.9	-	2.2	-	2.1	-	1.4	-	1.8	-	-	-	1.9	-
Postponed job search/promotion	6.9	-	8.3	-	4.7	-	5.4	-	5.5	-	-	-	6.0	-
Other	1.1	-	2.6	-	3.1	-	1.9	-	2.7	-	-	-	2.3	-
I have not altered my career for this reason	68.6	-	70.0	-	71.4	-	72.6	-	69.1	-	-	-	70.8	-

	Doctoral		Master's		Baccalaureate		Associate		Special Focus		Other		Total	
	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016	2022	2016
HAVE YOU ALTERED YOUR CAREER, AT ANY POINT, FOR THE FOLLOWING REASONS?														
Career of another loved one														
Left my position	1.7	-	0.4	-	1.0	-	0.3	-	0.0	-	-	-	0.6	-
Worked part time/reduced schedule	2.3	-	0.9	-	0.5	-	0.8	-	0.0	-	-	-	0.8	-
Postponed job search/promotion	3.4	-	2.2	-	2.6	-	3.0	-	0.9	-	-	-	2.4	-
Other	0.0	-	0.4	-	1.0	-	0.5	-	0.0	-	-	-	0.4	-
I have not altered my career for this reason	74.9	-	78.3	-	75.5	-	77.7	-	79.1	-	-	-	77.3	-
Personal health issue(s)														
Left my position	0.6	-	0.0	-	1.0	-	1.1	-	0.0	-	-	-	0.6	-
Worked part time/reduced schedule	1.1	-	2.6	-	2.6	-	0.5	-	3.6	-	-	-	1.9	-
Postponed job search/promotion	0.6	-	1.3	-	0.5	-	0.5	-	1.8	-	-	-	0.9	-
Other	0.6	-	0.0	-	0.0	-	0.3	-	1.8	-	-	-	0.5	-
I have not altered my career for this reason	78.3	-	77.4	-	77.1	-	79.9	-	71.8	-	-	-	77.2	-

Appendix D: Characteristics of Presidents, by Gender and Race and Ethnicity, 2022 and 2016

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
TIME IN CURRENT POSITION, IN YEARS													
Mean	6.3	5.4	5.5	6.3	10.2	4.8	10.5	5.3	6.2	8.2	5.0	5.9	-
Median	5.0	4.0	3.9	4.9	8.2	4.0	7.6	3.7	5.2	8.2	4.0	4.5	-
<i>Note: Data in this table are unweighted.</i>													
CURRENT POSITION													
Interim appointment	3.3	4.6	5.4	4.0	0.0	0.8	0.0	7.7	0.0	50.0	4.3	4.2	-
Single campus president/CEO	77.3	80.1	82.1	78.3	66.7	82.4	77.8	69.2	50.0	50.0	78.3	78.3	-
Dual role president/CEO (multi-campus system and single campus)	12.0	9.7	3.6	11.4	33.3	9.9	11.1	15.4	16.7	0.0	13.0	10.6	-
Multicampus president/CEO	8.7	7.0	8.9	8.0	0.0	6.1	11.1	11.5	33.3	0.0	4.3	8.3	-
DO YOU HAVE A WRITTEN CONTRACT?													
Yes	84.0	83.9	69.6	84.9	100.0	84.0	88.9	76.9	83.3	100.0	87.0	83.0	80.9
No	16.0	16.1	30.4	15.1	0.0	16.0	11.1	23.1	16.7	0.0	13.0	17.0	19.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
WHICH OF THE FOLLOWING ARE COMPONENTS OF YOUR AGREED-UPON CONDITIONS OF EMPLOYMENT?													
Ability to serve in paid corporate directorships	23.5	20.4	16.1	20.7	16.7	38.9	0.0	19.2	50.0	0.0	13.0	20.0	21.8
Automobile (with or without a driver)	59.5	47.6	46.4	56.3	33.3	56.5	44.4	38.5	83.3	50.0	47.8	49.0	66.3
Childcare	0.2	0.3	0.0	0.1	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.4	0.7
Deferred compensation	35.0	31.7	25.0	34.9	33.3	40.5	0.0	19.2	16.7	0.0	21.7	31.5	36.7
Entertainment budget	26.8	22.0	17.9	25.9	0.0	24.4	0.0	26.9	0.0	0.0	39.1	23.3	37.1
Health and wellness	31.5	25.5	19.6	28.9	16.7	35.9	11.1	34.6	0.0	0.0	30.4	28.5	37.1
House manager	8.0	6.5	8.9	6.7	0.0	10.7	0.0	15.4	0.0	0.0	8.7	6.0	11.2
Incentive pay*	13.7	8.3	10.7	11.3	33.3	14.5	11.1	11.5	0.0	0.0	8.7	10.8	-
Involuntary separation agreement	24.2	22.8	16.1	23.6	16.7	29.8	11.1	19.2	33.3	50.0	17.4	23.1	28.7
Life insurance	60.7	55.6	53.6	59.0	33.3	65.6	55.6	34.6	33.3	100.0	60.9	55.9	66.6
Long-term care insurance	22.7	19.9	25.0	21.4	0.0	27.5	11.1	7.7	16.7	50.0	21.7	20.5	23.9
Pension/retirement contributions	71.8	71.5	64.3	72.8	50.0	73.3	66.7	69.2	33.3	50.0	69.6	69.6	80.3
Performance-based bonuses	26.7	20.2	17.9	24.8	33.3	26.7	11.1	23.1	16.7	0.0	26.1	23.4	24.4
Permission to pursue paid consulting opportunities	16.8	15.3	16.1	15.2	0.0	22.1	11.1	11.5	16.7	0.0	26.1	15.8	16.3
Presidential residence	39.0	28.0	23.2	36.9	0.0	32.1	33.3	23.1	50.0	0.0	30.4	30.3	39.1
Housing allowance	25.2	23.1	21.4	22.1	16.7	39.7	11.1	19.2	33.3	0.0	30.4	24.0	27.2
Professional association membership(s)	40.3	40.6	39.3	40.7	33.3	45.0	0.0	26.9	66.7	0.0	52.2	39.2	42.2
Social club membership(s)	35.2	28.0	23.2	33.9	16.7	33.6	0.0	15.4	33.3	0.0	39.1	28.4	38.0
Executive coaching	14.5	23.4	12.5	16.7	0.0	26.7	11.1	23.1	0.0	0.0	30.4	17.2	8.9
Other professional development (not listed)	11.3	17.5	16.1	13.4	33.3	12.2	22.2	19.2	33.3	0.0	13.0	14.6	28.8
Professional financial planning assistance	5.0	3.0	1.8	4.0	0.0	5.3	0.0	7.7	16.7	0.0	8.7	4.2	5.4
Professional retirement planning assistance	5.8	4.8	10.7	4.7	0.0	7.6	0.0	7.7	0.0	0.0	8.7	5.5	5.0
Retention (time-based) bonuses	11.8	8.1	5.4	11.1	0.0	13.0	0.0	11.5	0.0	0.0	4.3	10.1	11.3
Retiree health insurance	10.2	13.2	10.7	10.4	16.7	16.0	0.0	19.2	0.0	0.0	8.7	10.5	14.4
Sabbatical(s)	15.2	12.4	12.5	13.8	33.3	16.8	11.1	19.2	16.7	0.0	8.7	13.1	15.9
Salary increase based on merit	28.2	21.2	25.0	24.8	33.3	26.7	11.1	30.8	33.3	50.0	47.8	25.2	35.5
Tenured faculty position*	26.2	22.8	23.2	24.2	33.3	27.5	0.0	34.6	50.0	0.0	26.1	21.1	-
Spousal hire*	3.3	1.6	5.4	3.0	0.0	1.5	0.0	0.0	0.0	0.0	0.0	2.6	-

*Only included in the 2022 instrument.

WHO DO YOU REPORT TO AS THE PRESIDENT/CEO?

System head	21.3	27.0	35.7	20.3	0.0	34.4	0.0	42.3	16.7	50.0	17.4	21.8	21.6
Governing board	74.3	65.8	55.4	74.5	83.3	61.8	100.0	50.0	83.3	50.0	73.9	72.5	73.1
State commissioner/superintendent	0.8	1.6	1.8	1.1	0.0	0.8	0.0	0.0	0.0	0.0	0.0	1.0	0.7
Corporate/church board or leader	1.3	0.3	0.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0	4.3	1.3	1.9
Other	2.2	5.4	7.1	3.0	16.7	3.1	0.0	7.7	0.0	0.0	4.3	3.4	2.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
DO YOU HAVE A FORMAL PERFORMANCE EVALUATION?													
Yes	92.8	91.9	85.7	92.0	100.0	96.2	88.9	96.2	100.0	100.0	91.3	91.7	90.9
No	7.2	8.1	14.3	8.0	0.0	3.8	11.1	3.8	0.0	0.0	8.7	8.3	9.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
WHO HAS THE PERFORMANCE REVIEW CONVERSATION WITH YOU?													
Same as the person(s) I report to	91.0	89.6	89.6	89.3	83.3	96.8	87.5	92.0	80.0	100.0	90.5	89.3	-
Other	9.0	10.4	10.4	10.7	16.7	3.2	12.5	8.0	20.0	0.0	9.5	10.7	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-
WHAT IS THE FREQUENCY OF YOUR FORMAL PERFORMANCE EVALUATION?													
Annual	87.5	88.5	91.7	87.7	100.0	86.5	100.0	88.0	80.0	100.0	85.7	87.8	88.4
Annual with periodic external evaluation*	6.2	3.8	2.1	5.5	0.0	7.9	0.0	0.0	20.0	0.0	0.0	5.3	-
Every two years	3.3	2.6	2.1	2.7	0.0	4.0	0.0	8.0	0.0	0.0	4.8	3.1	4.8
Every three years	2.5	3.8	2.1	3.4	0.0	1.6	0.0	4.0	0.0	0.0	4.8	2.9	4.3
Every four years or more	0.5	1.2	2.1	0.8	0.0	0.0	0.0	0.0	0.0	0.0	4.8	0.8	2.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.

*Options of "every four years" and "every five years" were combined on the 2022 instrument.

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
IN WHICH OF THE FOLLOWING AREAS WOULD YOU LIKE MORE TRAINING AND/OR DEVELOPMENT FOR YOUR CURRENT PRESIDENCY/CEO POST?													
Academic issues (e.g., curriculum changes)	9.8	5.9	10.7	6.8	16.7	10.7	44.4	23.1	0.0	0.0	8.7	8.0	-
Accreditation	7.2	6.2	10.7	6.6	16.7	5.3	22.2	11.5	0.0	0.0	4.3	7.3	-
Alumni as stakeholder group (excluding fundraising)	10.3	8.3	3.6	9.7	0.0	11.5	22.2	7.7	16.7	0.0	13.0	10.5	-
Assessment of student learning	9.0	7.0	7.1	8.0	16.7	7.6	33.3	11.5	0.0	0.0	13.0	8.3	-
Athletics	10.2	7.3	5.4	8.4	16.7	9.2	33.3	11.5	16.7	50.0	4.3	8.1	-
Budget/financial management	25.2	26.1	32.1	24.8	16.7	31.3	44.4	11.5	0.0	0.0	26.1	26.1	-
Campus internationalization (e.g., supporting international students, global curriculum)	11.8	9.7	8.9	10.4	16.7	13.7	22.2	11.5	0.0	0.0	17.4	11.1	-
Capital improvement projects	21.7	24.2	30.4	19.5	33.3	32.8	55.6	26.9	0.0	0.0	30.4	22.9	-
Communication—external	18.5	22.0	12.5	20.9	33.3	11.5	33.3	38.5	33.3	0.0	26.1	20.4	-
Communication—internal	14.3	13.2	3.6	15.8	16.7	9.2	22.2	11.5	16.7	50.0	8.7	14.1	-
Community relations	8.2	8.9	5.4	8.7	16.7	6.1	0.0	11.5	0.0	0.0	13.0	8.9	-
Crisis management	18.7	25.0	28.6	20.4	50.0	21.4	11.1	23.1	33.3	50.0	13.0	19.8	-
Diversity or equity issues	20.8	24.2	12.5	26.2	33.3	11.5	0.0	15.4	16.7	0.0	0.0	21.5	-
Enrollment management	24.0	23.1	21.4	23.2	50.0	23.7	11.1	34.6	16.7	50.0	26.1	22.9	-
Entrepreneurial ventures	31.5	38.7	44.6	32.6	50.0	42.7	33.3	30.8	16.7	0.0	26.1	32.9	-
Faculty governance	9.7	9.9	7.1	8.8	0.0	13.7	11.1	11.5	16.7	50.0	17.4	9.6	-
Fundraising	29.2	31.2	41.1	27.6	33.3	30.5	66.7	34.6	33.3	50.0	47.8	31.1	-
Global engagement	16.2	15.9	16.1	15.2	0.0	18.3	11.1	23.1	16.7	0.0	34.8	16.1	-
Governing board relations	15.0	16.9	26.8	14.1	16.7	14.5	22.2	23.1	33.3	50.0	17.4	14.9	-
Government relations (federal)	12.3	13.7	16.1	12.0	16.7	17.6	11.1	23.1	0.0	0.0	4.3	12.7	-
Government relations (state-level)	13.8	13.4	14.3	13.8	16.7	15.3	0.0	11.5	0.0	0.0	13.0	13.1	-
Maintaining personal well-being	18.3	15.9	14.3	17.2	50.0	16.0	33.3	19.2	50.0	0.0	21.7	17.3	-
Managing a senior level team	15.2	17.7	14.3	15.4	16.7	14.5	33.3	30.8	33.3	50.0	21.7	16.3	-
Personnel issues (excluding faculty)	7.7	5.4	3.6	7.0	16.7	4.6	22.2	7.7	16.7	0.0	4.3	6.8	-
Risk management/legal issues	20.8	23.9	21.4	21.9	83.3	22.9	22.2	23.1	16.7	0.0	8.7	21.4	-
Shared governance	11.5	10.5	16.1	10.8	16.7	8.4	22.2	11.5	33.3	0.0	8.7	11.4	-
Spousal role	6.5	5.1	3.6	5.1	0.0	8.4	0.0	19.2	0.0	50.0	8.7	5.2	-
Strategic planning	16.5	14.2	10.7	16.1	16.7	10.7	44.4	15.4	0.0	0.0	26.1	16.6	-
Student life/conduct issues	4.7	3.5	1.8	4.6	0.0	2.3	0.0	11.5	0.0	0.0	4.3	4.3	-
Technology planning	20.3	23.9	16.1	20.9	50.0	25.2	44.4	15.4	50.0	0.0	21.7	21.3	-
Using institutional research (evidence) to inform decision-making	19.8	20.7	21.4	20.2	16.7	16.8	55.6	19.2	16.7	0.0	17.4	20.6	-
Other	3.7	2.4	1.8	3.3	0.0	2.3	0.0	0.0	16.7	0.0	8.7	3.1	-

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
WHO RECRUITED YOU OR ENCOURAGED YOU TO PURSUE YOUR CURRENT ROLE?													
Search consultant/search agency	52.5	48.7	44.6	50.7	33.3	59.5	11.1	46.2	100.0	0.0	47.8	46.9	-
Past president/CEO at my current campus	18.7	19.4	19.6	20.2	33.3	11.5	33.3	15.4	0.0	0.0	17.4	18.8	-
Another president/CEO outside my current campus	13.8	15.6	14.3	14.1	16.7	14.5	0.0	26.9	16.7	0.0	17.4	13.4	-
Current or previous supervisor	13.3	15.9	14.3	13.8	0.0	18.3	11.1	7.7	0.0	50.0	21.7	14.0	-
Sponsor who confirmed and advocated for your candidacy in the search process	2.3	3.5	1.8	2.6	0.0	3.8	0.0	7.7	0.0	0.0	4.3	2.8	-
Trusted friend or mentor	20.3	19.9	14.3	20.1	0.0	19.8	22.2	26.9	33.3	0.0	26.1	18.3	-
Peer or colleague	14.2	17.7	19.6	15.4	16.7	11.5	44.4	15.4	16.7	50.0	21.7	15.5	-
Partner or spouse	8.7	11.3	3.6	10.8	0.0	7.6	11.1	11.5	0.0	0.0	4.3	9.0	-
Family member(s) aside from my partner or spouse	2.2	3.5	1.8	3.1	0.0	0.8	11.1	0.0	0.0	0.0	4.3	2.8	-
Member(s) of the board or governing group	20.7	18.3	19.6	21.2	0.0	13.0	55.6	19.2	0.0	0.0	21.7	21.2	-
Other	5.2	5.9	3.6	6.0	16.7	3.8	22.2	0.0	0.0	0.0	0.0	5.6	-
BEFORE ACCEPTING THE POSITION, WHO DID YOU SEEK ADVICE FROM IN NEGOTIATING THE TERMS OF EMPLOYMENT?													
Attorney	29.7	33.9	30.4	29.5	16.7	45.8	22.2	19.2	33.3	50.0	30.4	29.1	31.1
Peers*	33.5	32.3	37.5	31.5	50.0	42.0	22.2	23.1	33.3	50.0	30.4	32.1	-
Financial planner/accountant	4.2	4.3	0.0	4.7	0.0	4.6	0.0	0.0	16.7	0.0	4.3	4.1	6.9
Predecessor*	10.0	8.6	8.9	10.3	16.7	6.9	22.2	7.7	0.0	0.0	4.3	9.7	-
Governing board member at current institution*	10.3	5.9	3.6	10.1	0.0	4.6	11.1	7.7	0.0	0.0	4.3	9.7	-
Governing board member at other institution*	2.3	1.3	0.0	2.4	0.0	1.5	0.0	0.0	0.0	0.0	0.0	2.1	-
Colleagues at current institution*	8.5	5.1	1.8	8.1	0.0	5.3	11.1	3.8	0.0	0.0	13.0	8.2	-
Colleagues in the field	35.5	37.6	39.3	34.2	0.0	45.0	33.3	42.3	50.0	50.0	39.1	34.4	60.1
Colleagues outside of higher education	7.0	7.5	5.4	7.8	0.0	6.9	0.0	0.0	0.0	0.0	17.4	7.6	14.2
Spouse/partner/family	37.7	40.9	33.9	39.6	50.0	35.9	55.6	23.1	50.0	50.0	60.9	38.5	56.7
Online research*	16.3	15.6	14.3	14.5	33.3	22.1	0.0	19.2	33.3	0.0	30.4	15.2	-
Presidential associations*	6.2	6.2	3.6	6.4	16.7	7.6	0.0	3.8	0.0	0.0	8.7	5.5	-
Search consultant/agency*	12.7	15.3	8.9	14.1	16.7	12.2	0.0	11.5	16.7	0.0	26.1	12.7	-
Did not seek advice	20.8	18.5	21.4	20.9	16.7	13.0	33.3	19.2	0.0	0.0	21.7	19.6	19.8
Other	2.5	3.8	1.8	3.3	0.0	3.1	11.1	0.0	0.0	0.0	4.3	3.1	2.5

*Only included in the 2022 instrument.

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
DO YOU FEEL THE DISCLOSURE PROCESS PROVIDED:													
A realistic assessment of the current challenges facing the institution/system?													
Yes	70.3	63.3	66.7	70.7	66.7	61.2	44.4	42.3	50.0	100.0	65.2	67.4	71.5
No	29.7	36.7	33.3	29.3	33.3	38.8	55.6	57.7	50.0	0.0	34.8	32.6	28.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
A full and accurate disclosure of the institution/system's financial condition?													
Yes	67.3	67.3	75.0	69.2	40.0	62.0	55.6	50.0	66.7	100.0	60.9	67.0	70.7
No	32.7	32.7	25.0	30.8	60.0	38.0	44.4	50.0	33.3	0.0	39.1	33.0	29.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
A clear understanding of the board's expectations?													
Yes	76.4	68.7	66.0	76.0	80.0	69.8	55.6	50.0	50.0	50.0	73.9	72.4	78.8
No	23.6	31.3	34.0	24.0	20.0	30.2	44.4	50.0	50.0	50.0	26.1	27.6	21.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
A clear understanding of the institution/system's expectations?													
Yes	77.5	73.3	73.6	78.8	80.0	69.0	55.6	57.7	33.3	50.0	73.9	73.7	79.2
No	22.5	26.7	26.4	21.2	20.0	31.0	44.4	42.3	66.7	50.0	26.1	26.3	20.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.

WHICH OF THE FOLLOWING ONBOARDING ACTIVITIES WERE HELD WHEN YOU ASSUMED YOUR CURRENT PRESIDENCY/CEO POST?

Transition meeting(s) with the predecessor	58.5	51.1	48.2	57.1	50.0	53.4	11.1	57.7	66.7	0.0	56.5	52.2	-
Onboarding meeting(s) with the governing board	48.0	42.2	46.4	45.7	66.7	45.0	33.3	53.8	33.3	50.0	52.2	44.4	-
Introduction to key donors	46.5	42.7	39.3	48.7	66.7	34.4	0.0	46.2	66.7	0.0	21.7	40.5	-
Introduction to elected officials	42.8	39.5	46.4	42.2	50.0	44.3	0.0	46.2	33.3	0.0	13.0	36.2	-
Campus listening tour	53.2	52.7	48.2	52.7	66.7	62.6	22.2	50.0	33.3	0.0	47.8	47.5	-
Public affairs/media training	8.8	14.2	10.7	11.5	16.7	9.2	0.0	11.5	16.7	0.0	8.7	9.4	-
Institutional history overview	25.2	21.5	19.6	25.4	16.7	20.6	11.1	15.4	33.3	0.0	17.4	21.5	-
Dress code review	0.2	0.3	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	-
Campus tour	45.3	43.0	42.9	44.7	33.3	44.3	11.1	46.2	50.0	0.0	52.2	40.1	-
Meeting with faculty senate	42.0	44.1	44.6	43.6	33.3	44.3	11.1	46.2	16.7	0.0	34.8	37.4	-
Meeting with staff senate	28.7	29.6	25.0	29.9	33.3	29.8	11.1	30.8	16.7	0.0	21.7	25.0	-
Opportunities for physical, mental, and emotional wellness	2.5	2.7	1.8	2.4	0.0	3.8	0.0	3.8	0.0	0.0	4.3	2.4	-
Presidential residence review	26.2	18.5	10.7	25.2	0.0	22.1	0.0	23.1	16.7	0.0	26.1	19.8	-
Other	8.3	10.8	0.0	9.8	16.7	7.6	44.4	3.8	16.7	50.0	4.3	10.1	-

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
WHAT IS YOUR PERCEPTION OF THE SUPPORT YOU HAVE FROM YOUR GOVERNING BOARD/AGENCY AT PRESENT?													
Very supportive	76.6	72.2	73.2	77.1	83.3	69.5	100.0	50.0	66.7	50.0	77.3	76.0	-
Somewhat supportive	18.5	20.5	21.4	17.1	16.7	25.2	0.0	42.3	33.3	0.0	22.7	18.1	-
Somewhat unsupportive	3.8	5.1	5.4	4.3	0.0	3.8	0.0	0.0	0.0	50.0	0.0	4.4	-
Very unsupportive	1.0	2.2	0.0	1.4	0.0	1.5	0.0	7.7	0.0	0.0	0.0	1.5	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
WHAT IS YOUR PERCEPTION OF THE SUPPORT YOU HAVE FROM FACULTY AT YOUR INSTITUTION AT PRESENT?													
Very supportive	51.2	50.9	41.8	51.7	50.0	55.0	55.6	42.3	33.3	50.0	61.9	52.1	-
Somewhat supportive	43.0	43.1	54.5	42.1	50.0	40.5	44.4	53.8	50.0	50.0	33.3	41.9	-
Somewhat unsupportive	4.9	4.3	3.6	4.7	0.0	3.8	0.0	3.8	16.7	0.0	4.8	4.7	-
Very unsupportive	1.0	1.6	0.0	1.4	0.0	0.8	0.0	0.0	0.0	0.0	0.0	1.2	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
HOW HAS THE CHANGING CONVERSATION AROUND RACIAL INJUSTICE AFFECTED YOU AS A PRESIDENT/CEO?													
I am leading my institution to take steps in addressing racial justice issues.	68.7	73.1	66.1	71.7	50.0	68.7	22.2	76.9	83.3	50.0	56.5	65.7	-
I have faced challenges in publicly addressing or recognizing racial justice issues.	21.0	22.6	21.4	22.9	0.0	16.0	0.0	30.8	33.3	0.0	17.4	19.7	-
I have been criticized because of the way I chose to address racial justice issues.	20.3	21.5	21.4	21.4	16.7	18.3	0.0	19.2	16.7	0.0	26.1	18.7	-
I have received inquiries from external stakeholders related to critical race theory.	21.8	16.4	10.7	21.7	16.7	15.3	11.1	15.4	0.0	0.0	21.7	17.6	-
I feel equipped to lead the institution in addressing racial justice issues.	54.0	41.7	57.1	45.2	50.0	61.8	77.8	53.8	100.0	100.0	56.5	46.8	-
I am continuously looking for guidance from peers or others who are addressing racial injustice on campus.	49.8	47.0	46.4	53.8	50.0	25.2	44.4	42.3	83.3	50.0	39.1	46.0	-

FLOURISHING SCALE: AGGREGATE SCORE

Mean	51.1	51.1	51.8	50.9	51.8	51.9	50.3	51.2	50.0	54.0	51.5	51.1	-
Median	52.0	52.0	53.0	52.0	52.0	53.0	50.0	51.0	52.0	54.0	52.0	52.0	-
Minimum	21.0	25.0	43.0	21.0	48.0	34.0	44.0	44.0	35.0	53.0	38.0	21.0	-
Maximum	56.0	56.0	56.0	56.0	56.0	56.0	54.0	56.0	56.0	55.0	56.0	56.0	-

Notes: Data are unweighted. | These data represent aggregate scores of the Flourishing Scale, a validated instrument used to measure well-being. The scores can range from 21 to 56.

FLOURISHING SCALE: I LEAD A PURPOSEFUL AND MEANINGFUL LIFE.

Strongly agree	65.3	60.1	58.9	64.2	100.0	63.4	33.3	46.2	50.0	100.0	78.3	63.0	-
Agree	30.2	34.0	35.7	30.7	0.0	33.6	66.7	46.2	33.3	0.0	17.4	32.2	-
Slightly agree	3.3	3.5	5.4	3.3	0.0	2.3	0.0	7.7	0.0	0.0	0.0	3.3	-
Neither agree nor disagree	0.3	0.8	0.0	0.4	0.0	0.0	0.0	0.0	16.7	0.0	4.3	0.4	-
Slightly disagree	0.5	1.1	0.0	0.9	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.6	-
Disagree	0.3	0.3	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	-
Strongly disagree	0.0	0.3	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	-

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
FLOURISHING SCALE: MY SOCIAL RELATIONSHIPS ARE SUPPORTIVE AND REWARDING.													
Strongly agree	36.8	34.2	42.9	33.7	66.7	43.5	22.2	34.6	66.7	100.0	34.8	37.0	-
Agree	40.7	45.3	39.3	42.5	33.3	41.2	66.7	50.0	16.7	0.0	52.2	42.4	-
Slightly agree	13.8	11.3	14.3	13.4	0.0	11.5	11.1	15.4	0.0	0.0	4.3	11.9	-
Neither agree nor disagree	3.7	3.5	1.8	4.3	0.0	1.5	0.0	0.0	16.7	0.0	4.3	3.3	-
Slightly disagree	3.3	3.5	1.8	4.0	0.0	2.3	0.0	0.0	0.0	0.0	0.0	3.7	-
Disagree	1.5	1.3	0.0	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.4	-
Strongly disagree	0.2	0.8	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	4.3	0.4	-
FLOURISHING SCALE: I AM ENGAGED AND INTERESTED IN MY DAILY ACTIVITIES.													
Strongly agree	53.2	52.7	50.0	55.5	50.0	43.8	22.2	57.7	66.7	100.0	47.8	52.6	-
Agree	39.2	38.6	42.9	37.1	50.0	45.4	66.7	34.6	16.7	0.0	43.5	38.9	-
Slightly agree	6.2	5.9	7.1	5.4	0.0	9.2	11.1	3.8	16.7	0.0	4.3	6.5	-
Neither agree nor disagree	0.8	1.4	0.0	0.9	0.0	0.8	0.0	3.8	0.0	0.0	4.3	1.1	-
Slightly disagree	0.2	1.4	0.0	0.7	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.7	-
Disagree	0.3	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	-
Strongly disagree	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	-
FLOURISHING SCALE: I ACTIVELY CONTRIBUTE TO THE HAPPINESS AND WELL-BEING OF OTHERS.													
Strongly agree	44.2	47.2	46.4	45.3	33.3	51.1	44.4	34.6	33.3	50.0	34.8	45.8	-
Agree	48.5	46.4	50.0	47.7	50.0	42.0	44.4	61.5	33.3	50.0	60.9	47.1	-
Slightly agree	5.2	4.6	3.6	4.9	16.7	4.6	11.1	3.8	16.7	0.0	4.3	5.2	-
Neither agree nor disagree	1.3	1.6	0.0	1.4	0.0	1.5	0.0	0.0	16.7	0.0	0.0	1.4	-
Slightly disagree	0.5	0.3	0.0	0.4	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.4	-
Disagree	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	-
Strongly disagree	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	-
FLOURISHING SCALE: I AM COMPETENT AND CAPABLE IN THE ACTIVITIES THAT ARE IMPORTANT TO ME.													
Strongly agree	55.2	55.0	55.4	53.3	66.7	64.6	44.4	61.5	50.0	50.0	60.9	54.3	-
Agree	40.5	43.4	41.1	43.0	33.3	33.8	44.4	38.5	50.0	50.0	39.1	41.9	-
Slightly agree	3.5	0.8	3.6	2.7	0.0	1.5	11.1	0.0	0.0	0.0	0.0	2.9	-
Neither agree nor disagree	0.7	0.5	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	-
Slightly disagree	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	-
Disagree	0.0	0.3	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	-
Strongly disagree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-
FLOURISHING SCALE: I AM A GOOD PERSON AND LIVE A GOOD LIFE.													
Strongly agree	58.0	62.0	73.2	56.3	66.7	68.7	55.6	53.8	66.7	50.0	82.6	59.8	-
Agree	37.3	35.3	25.0	39.2	33.3	29.0	44.4	46.2	16.7	50.0	17.4	36.1	-
Slightly agree	2.5	1.9	1.8	2.4	0.0	0.8	0.0	0.0	16.7	0.0	0.0	2.1	-
Neither agree nor disagree	1.7	0.5	0.0	1.4	0.0	1.5	0.0	0.0	0.0	0.0	0.0	1.5	-
Slightly disagree	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	-
Disagree	0.3	0.3	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	-
Strongly disagree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
FLOURISHING SCALE: I AM OPTIMISTIC ABOUT MY FUTURE.													
Strongly agree	53.8	53.6	66.1	51.9	33.3	64.6	33.3	42.3	50.0	100.0	56.5	53.1	-
Agree	36.3	36.4	28.6	37.9	50.0	30.8	66.7	42.3	33.3	0.0	21.7	37.1	-
Slightly agree	6.4	7.3	0.0	7.4	0.0	2.3	0.0	15.4	0.0	0.0	13.0	6.5	-
Neither agree nor disagree	2.2	1.6	3.6	1.6	16.7	1.5	0.0	0.0	16.7	0.0	4.3	2.0	-
Slightly disagree	1.2	0.8	1.8	1.0	0.0	0.8	0.0	0.0	0.0	0.0	4.3	1.1	-
Disagree	0.2	0.3	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	-
Strongly disagree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-
FLOURISHING SCALE: PEOPLE RESPECT ME.													
Strongly agree	42.7	42.3	51.8	39.2	50.0	54.2	33.3	50.0	50.0	50.0	52.2	42.5	-
Agree	50.5	51.8	39.3	54.2	33.3	42.7	55.6	46.2	33.3	50.0	47.8	51.3	-
Slightly agree	4.2	4.3	7.1	4.1	0.0	3.1	11.1	3.8	0.0	0.0	0.0	4.0	-
Neither agree nor disagree	2.3	1.1	1.8	2.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0	1.8	-
Slightly disagree	0.3	0.3	0.0	0.3	0.0	0.0	0.0	0.0	16.7	0.0	0.0	0.4	-
Disagree	0.0	0.3	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	-
Strongly disagree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-
PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS.													
I have a support system with whom I share my feelings and stressors.													
Agree	48.4	57.8	52.7	49.5	66.7	61.5	66.7	53.8	33.3	100.0	56.5	53.2	-
Somewhat agree	38.9	33.0	36.4	38.9	16.7	27.7	33.3	46.2	16.7	0.0	34.8	36.0	-
Somewhat disagree	9.7	8.6	9.1	9.6	16.7	10.0	0.0	0.0	33.3	0.0	4.3	8.6	-
Disagree	3.0	0.5	1.8	2.0	0.0	0.8	0.0	0.0	16.7	0.0	4.3	2.2	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-
I use strategies that help me reenergize (e.g., exercise, meditation, yoga, nutrition).													
Agree	51.9	53.2	38.2	53.9	33.3	55.4	55.6	50.0	33.3	50.0	43.5	53.1	-
Somewhat agree	32.6	36.8	54.5	32.8	66.7	30.0	44.4	34.6	50.0	50.0	34.8	34.2	-
Somewhat disagree	11.2	8.1	7.3	9.8	0.0	11.5	0.0	15.4	0.0	0.0	17.4	9.7	-
Disagree	4.3	1.9	0.0	3.4	0.0	3.1	0.0	0.0	16.7	0.0	4.3	3.1	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-
I struggle to find people who understand the experience of being a president/CEO.													
Agree	28.5	26.2	27.3	28.5	16.7	23.8	11.1	23.1	33.3	0.0	26.1	28.5	-
Somewhat agree	38.4	42.7	47.3	41.4	50.0	31.5	55.6	42.3	50.0	0.0	26.1	39.6	-
Somewhat disagree	17.9	19.2	14.5	18.0	16.7	18.5	22.2	26.9	0.0	100.0	26.1	18.2	-
Disagree	15.2	11.9	10.9	12.1	16.7	26.2	11.1	7.7	16.7	0.0	21.7	13.7	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
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WHICH OPTION MOST CLOSELY ALIGNS WITH YOUR CAREER PATHWAY?

Faculty/academic	52.4	59.7	53.6	56.1	66.7	48.9	33.3	73.1	50.0	50.0	47.8	53.8	-
Career administrative leader (Student affairs, auxiliary services, finance, etc.)	27.9	26.9	33.9	26.5	16.7	35.1	11.1	19.2	33.3	50.0	21.7	27.9	-
Public sector/government	4.7	2.4	1.8	3.7	0.0	4.6	22.2	3.8	0.0	0.0	0.0	3.7	-
Business executive	4.0	3.5	3.6	3.7	0.0	2.3	11.1	3.8	16.7	0.0	8.7	4.0	-
Nonprofit executive	4.0	3.0	3.6	3.7	0.0	3.1	11.1	0.0	0.0	0.0	8.7	4.2	-
Not listed	7.0	4.6	3.6	6.3	16.7	6.1	11.1	0.0	0.0	0.0	13.0	6.3	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

AT WHAT AGE DID YOU FIRST ASPIRE TO SERVE IN A PRESIDENT/CEO ROLE AT A COLLEGE CAMPUS OR SYSTEM?

Mean	43.6	46.9	43.3	45.4	43.0	41.4	44.6	48.4	48.2	36.5	47.3	44.9	-
Median	45.0	48.0	45.0	46.0	44.0	40.0	48.0	52.0	47.5	36.5	49.0	45.0	-
Minimum	7.0	21.0	25.0	7.0	25.0	15.0	24.0	30.0	25.0	30.0	27.0	7.0	-
Maximum	71.0	99.0	63.0	73.0	55.0	99.0	53.0	62.0	70.0	43.0	59.0	99.0	-

Note: Data are unweighted.

AT WHAT AGE DID YOU FIRST APPLY TO SERVE IN A PRESIDENT/CEO ROLE AT A COLLEGE CAMPUS OR SYSTEM?

Mean	49.0	51.3	49.6	50.0	50.3	48.8	45.4	52.2	48.8	43.5	50.5	49.8	-
Median	49.0	51.0	48.5	50.0	49.5	49.0	48.5	53.0	48.5	43.5	50.5	50.0	-
Minimum	26.0	29.0	36.0	26.0	42.0	33.0	28.0	41.0	26.0	43.0	34.0	26.0	-
Maximum	71.0	73.0	65.0	73.0	60.0	67.0	56.0	63.0	70.0	44.0	62.0	73.0	-

Note: Data are unweighted.

AT WHAT AGE WERE YOU FIRST APPOINTED TO SERVE IN A PRESIDENT/CEO ROLE AT A COLLEGE CAMPUS OR SYSTEM?*

Mean	51.0	52.8	50.4	51.9	51.5	50.7	46.4	53.8	51.2	43.5	51.9	51.7	-
Median	51.0	53.0	50.0	52.0	51.5	50.0	50.0	54.0	53.0	43.5	52.0	52.0	-
Minimum	26.0	29.0	37.0	26.0	45.0	33.0	29.0	41.0	28.0	43.0	34.0	26.0	-
Maximum	71.0	75.0	65.0	75.0	60.0	70.0	56.0	66.0	71.0	44.0	63.0	75.0	-

Note: Data are unweighted.

WHERE DID YOU HOLD YOUR IMMEDIATE PAST POSITION TO YOUR CURRENT PRESIDENCY/CEO POST?

Current institution	25.5	32.6	38.2	29.6	33.3	19.2	66.7	11.5	0.0	50.0	30.4	30.0	26.0
Another higher education institution or system	65.4	61.5	56.4	62.8	50.0	73.1	22.2	80.8	83.3	50.0	52.2	61.0	74.0
Another employer other than a higher education institution or system*	9.0	5.9	5.5	7.5	16.7	7.7	11.1	7.7	16.7	0.0	17.4	9.0	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Notes: This question changed to select all that apply for the 2022 survey. | Totals may not add up to 100 percent due to rounding. *Only included in the 2022 instrument.

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
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PRIOR TO YOUR FIRST APPOINTMENT AS A PRESIDENT/CEO, HOW MANY PRESIDENTIAL SEARCHES WERE YOU A PART OF AS A CANDIDATE AND IN WHAT CAPACITY?

Total number of searches[†]

None	34.1	42.7	35.2	37.6	16.7	36.1	100.0	25.0	33.3	0.0	47.8	40.3	-
1	16.0	18.4	25.9	16.5	16.7	18.9	0.0	8.3	16.7	50.0	8.7	16.6	-
2	10.3	10.1	9.3	9.5	16.7	10.7	0.0	16.7	0.0	0.0	21.7	9.7	-
3	11.0	9.2	9.3	10.2	16.7	12.3	0.0	12.5	33.3	0.0	4.3	9.9	-
4 to 5	12.0	10.3	11.1	10.7	16.7	12.3	0.0	25.0	0.0	50.0	13.0	10.7	-
6 to 7	5.5	2.5	1.9	4.7	0.0	1.6	0.0	12.5	16.7	0.0	4.3	4.2	-
Greater than 7	11.1	6.7	7.4	10.8	16.7	8.2	0.0	0.0	0.0	0.0	0.0	8.7	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-
Mean*	2.9	2.6	2.7	2.8	4.2	2.7	1.0	3.3	3.6	4.0	2.2	3.7	-
Median*	2.0	2.0	2.0	2.0	3.0	2.0	1.0	3.0	4.0	4.0	2.0	2.0	-

Note: Totals may not add up to 100 percent due to rounding.

*Data are unweighted

†Only included in the 2022 instrument.

Searches in which you were a semifinalist

None	36.2	41.5	35.4	39.0	0.0	35.9	100.0	21.7	20.0	0.0	45.5	41.2	57.9
1	21.6	23.9	29.2	22.2	20.0	25.6	0.0	8.7	20.0	50.0	18.2	21.6	15.5
2	13.6	13.9	10.4	13.1	40.0	13.7	0.0	21.6	0.0	0.0	18.2	13.0	9.5
3	10.1	8.2	14.6	7.8	20.0	13.7	0.0	21.7	40.0	0.0	9.1	9.2	6.3
4 to 5	11.4	6.1	4.2	10.5	0.0	5.1	0.0	17.4	0.0	50.0	9.1	8.6	6.1
6 to 7	2.5	3.9	2.1	3.4	0.0	1.7	0.0	4.3	20.0	0.0	0.0	2.7	1.7
Greater than 7	4.5	2.4	4.2	3.9	20.0	4.3	0.0	0.0	0.0	0.0	0.0	3.7	2.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean*	2.9	2.6	2.7	2.8	4.2	2.7	1.0	3.3	3.6	4.0	2.2	2.8	1.2
Median*	2.0	2.0	2.0	2.0	3.0	2.0	1.0	3.0	4.0	4.0	2.0	2.0	0.0

Note: Totals may not add up to 100 percent due to rounding.

*Data are unweighted

Searches in which you were a finalist

None	38.3	47.3	39.6	41.9	0.0	41.9	100.0	30.4	20.0	0.0	45.5	43.7	50.1
1	28.9	27.3	31.3	27.3	60.0	29.9	0.0	30.4	40.0	50.0	31.8	27.9	20.6
2	15.5	12.1	18.8	13.9	40.0	14.5	0.0	21.7	0.0	0.0	9.1	13.2	14.2
3	10.5	4.5	4.2	9.2	0.0	5.1	0.0	8.7	20.0	50.0	9.1	8.0	7.8
4 to 5	5.1	5.8	2.1	5.5	0.0	6.0	0.0	8.7	20.0	0.0	4.5	5.0	5.4
6 to 7	1.6	2.7	4.2	2.2	0.0	1.7	0.0	0.0	0.0	0.0	0.0	2.0	1.5
Greater than 7	0.2	0.3	0.0	0.2	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.2	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean*	2.3	2.1	2.2	2.2	2.4	2.2	1.0	2.4	2.8	3.0	2.0	2.2	1.1
Median*	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	3.0	2.0	2.0	0.0

Note: Totals may not add up to 100 percent due to rounding.

*Data are unweighted

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
BEFORE YOUR FIRST APPOINTMENT AS A CAMPUS OR SYSTEM PRESIDENT/CEO, IN WHICH OF THE FOLLOWING LEADERSHIP DEVELOPMENT PROGRAMS DID YOU PARTICIPATE?													
ACE Fellows Program	3.5	7.0	7.1	4.0	16.7	8.4	0.0	7.7	0.0	0.0	4.3	4.1	4.7
ACE Advancing the Presidency	5.8	7.0	3.6	5.8	16.7	9.2	0.0	15.4	0.0	0.0	4.3	5.4	5.4
ACE National Women's Forum	0.0	8.6	8.9	2.4	16.7	3.8	0.0	7.7	0.0	0.0	8.7	2.8	2.7
ACE Spectrum Executive Leadership Program	0.7	1.6	8.9	0.1	0.0	1.5	0.0	3.8	0.0	0.0	4.3	0.9	0.6
ACE Institute for New Chief Academic Officers	1.7	4.3	1.8	3.0	0.0	3.1	0.0	0.0	0.0	0.0	0.0	2.2	2.6
AACC's Future President Institute (FPI)	4.8	7.5	7.1	5.3	16.7	9.2	0.0	3.8	0.0	50.0	4.3	5.1	6.3
AASCU's Millennium Institute	2.5	4.0	8.9	0.9	0.0	9.9	0.0	11.5	0.0	0.0	8.7	2.8	2.5
Aspen Presidential Fellowship for Community College Excellence	1.5	5.1	7.1	2.6	0.0	4.6	0.0	0.0	0.0	0.0	0.0	2.6	0.6
CIC's Presidential Pathways Programs (i.e., New Presidents Program, Executive Leadership Academy, Senior Leadership Academy)*	4.8	6.5	3.6	6.1	16.7	3.8	0.0	0.0	0.0	0.0	8.7	5.0	-
Hampton University's Executive Leadership Summit*	0.7	1.1	0.0	0.1	0.0	5.3	0.0	0.0	0.0	0.0	0.0	0.7	-
Harvard's Institute for Educational Management (IEM)	11.0	12.1	8.9	11.3	0.0	13.0	0.0	26.9	16.7	0.0	8.7	10.0	18.0
Other ACE leadership program(s)	1.5	1.9	3.6	1.4	0.0	3.1	0.0	0.0	0.0	0.0	0.0	1.5	2.8
Other non-ACE leadership program(s)	17.5	25.8	17.9	19.5	16.7	27.5	22.2	26.9	0.0	0.0	26.1	18.8	34.1
None*	50.0	36.3	39.3	47.4	16.7	29.0	55.6	50.0	83.3	50.0	47.8	41.0	-

*Only included in the 2022 instrument.

HIGHEST DEGREE EARNED

Bachelor's degree	0.3	0.8	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	-
Master's degree (except MBA)	1.6	5.3	9.4	5.5	0.0	4.7	11.1	12.0	16.7	0.0	13.6	6.1	-
Master's of business administration (MBA)	6.4	0.8	0.0	1.2	0.0	0.0	11.1	4.0	16.7	0.0	4.5	1.4	-
Doctor of education (EdD)	19.8	29.5	24.5	22.5	16.7	28.3	44.3	28.0	16.7	50.0	18.2	23.4	-
Doctor of philosophy (PhD)	63.1	55.7	62.3	61.0	83.3	58.3	33.3	52.0	50.0	50.0	50.0	60.1	-
Doctor of medicine (MD) or similar	2.4	1.7	0.0	2.8	0.0	0.8	0.0	0.0	0.0	0.0	0.0	2.1	-
Doctor of pharmacy (PharmD)	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	-
Juris doctor (JD)	5.7	6.1	3.8	5.6	0.0	7.1	0.0	4.0	0.0	0.0	13.6	5.9	-
Other	0.5	0.0	0.0	0.3	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.3	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
MAJOR FIELD OF STUDY FOR HIGHEST DEGREE EARNED													
Agriculture/natural resources	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1
Biological sciences	3.5	3.6	3.8	2.8	16.7	4.7	11.1	8.0	0.0	0.0	9.1	3.5	2.6
Business	5.5	4.7	1.9	5.6	16.7	3.1	11.1	8.0	16.7	0.0	4.5	5.3	6.7
Computer science	0.3	0.3	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3
Education or higher education	39.9	48.2	47.2	40.9	66.7	52.8	77.8	36.0	33.3	100.0	31.8	42.7	41.1
Engineering	4.5	0.3	0.0	2.7	0.0	2.4	0.0	16.0	33.3	0.0	0.0	2.8	3.0
Humanities/fine arts	11.1	11.7	11.3	12.6	0.0	7.9	0.0	4.0	16.7	0.0	4.5	11.6	11.3
Law	6.1	6.4	3.8	5.9	0.0	7.9	0.0	4.0	0.0	0.0	13.6	6.2	6.4
Mathematics	1.4	0.6	1.9	0.9	0.0	0.8	0.0	0.0	0.0	0.0	4.5	1.1	1.1
Health professions	0.7	1.9	1.9	1.3	0.0	0.8	0.0	4.0	0.0	0.0	0.0	1.3	2.6
Medicine	2.4	1.7	0.0	2.8	0.0	0.8	0.0	0.0	0.0	0.0	0.0	2.1	2.0
Physical/natural sciences	2.1	0.8	0.0	1.9	0.0	0.8	0.0	4.0	0.0	0.0	0.0	1.7	3.1
Religion/theology	4.5	1.1	3.8	3.4	0.0	1.6	0.0	0.0	0.0	0.0	9.1	3.2	4.6
Social sciences	17.7	18.1	22.6	18.2	0.0	16.5	0.0	16.0	0.0	0.0	22.7	17.8	14.2
Not provided*	0.3	0.6	1.9	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.
*Only calculated on the 2022 instrument.

DOES YOUR BACKGROUND INCLUDE ANY OF THE FOLLOWING TYPES OF INTERNATIONAL EXPERIENCE?

Born outside United States and its territories (does not include U.S. military bases) [†]	-	-	-	-	-	-	-	-	-	-	-	-	7.5
Postsecondary study outside the United States	13.3	18.5	14.3	14.8	16.7	13.0	11.1	30.8	50.0	0.0	21.7	14.5	15.7
Obtained a postsecondary degree(s) outside the United States [†]	-	-	-	-	-	-	-	-	-	-	-	-	6.3
Professional experience overseas (outside the field of higher education)	16.8	9.1	16.1	13.7	16.7	12.2	11.1	15.4	83.3	0.0	13.0	13.2	21.2
Employment at a higher education institution outside the United States	7.0	5.9	7.1	6.3	16.7	6.9	0.0	11.5	0.0	0.0	13.0	5.9	7.2
International research or teaching grant or fellowship (e.g., Fulbright)	10.5	6.5	10.7	9.5	16.7	6.1	0.0	7.7	0.0	0.0	13.0	7.9	12.2
Deployed overseas as U.S. personnel (military or civilian)*	7.8	1.9	7.1	5.7	0.0	5.3	0.0	0.0	0.0	0.0	8.7	5.3	-
None	52.5	54.6	50.0	53.8	33.3	56.5	66.7	34.6	16.7	100.0	39.1	47.1	55.4
Other*	6.2	7.0	7.1	6.4	16.7	5.3	11.1	7.7	0.0	0.0	13.0	5.9	-

*Only included in the 2022 instrument.
[†]Only included in the 2016 instrument.

WHEN DO YOU ANTICIPATE STEPPING DOWN FROM YOUR CURRENT POSITION, RELATIVE TO THE CURRENT ACADEMIC YEAR?

Within the next year or two	24.2	27.0	28.6	26.6	33.3	19.8	11.1	15.4	0.0	50.0	17.4	25.0	21.8
3–5 years from now	28.7	30.7	26.8	29.7	16.7	26.7	55.6	38.5	16.7	0.0	43.5	30.1	32.1
6–9 years from now	16.2	16.2	14.3	17.1	16.7	17.6	11.1	0.0	16.7	0.0	13.0	16.1	23.9
10 or more years from now	13.9	7.3	10.7	10.6	16.7	14.5	0.0	11.5	0.0	0.0	17.4	11.2	12.0
Don't know	13.9	15.6	17.9	13.3	16.7	16.8	22.2	23.1	33.3	50.0	8.7	14.3	10.2
Prefer not to answer*	3.2	3.2	1.8	2.7	0.0	4.6	0.0	11.5	33.3	0.0	0.0	3.3	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.
*Only included in the 2022 instrument.

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
HAS THE COVID-19 PANDEMIC AFFECTED THE TIMING OF WHEN YOU PLAN TO STEP DOWN FROM YOUR CURRENT PRESIDENCY/CEO POST?													
Yes, I am planning to stay longer than previously anticipated	9.5	6.8	1.8	8.5	33.3	7.0	22.2	15.4	16.7	0.0	13.0	8.9	-
Yes, I am transitioning out earlier than previously anticipated	8.8	10.6	16.1	9.4	0.0	8.6	22.2	11.5	0.0	0.0	0.0	9.3	-
No, I am still planning to transition at the previously anticipated time	54.2	56.8	57.1	55.8	33.3	52.3	44.4	57.7	0.0	100.0	69.6	54.6	-
I do not have a plan for transitioning out	27.5	25.8	25.0	26.3	33.3	32.0	11.1	15.4	83.3	0.0	17.4	27.1	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

PLEASE INDICATE IF YOUR INSTITUTION HAS ANY OF THE FOLLOWING IN PLACE.													
Detailed list of presidential responsibilities	59.8	49.2	51.8	56.7	33.3	56.5	44.4	42.3	33.3	100.0	69.6	51.4	-
Temporary succession plan	25.0	19.6	12.5	25.5	33.3	17.6	22.2	15.4	0.0	0.0	21.7	21.5	-
Plans for increased efforts related to diversity, equity, and inclusion for current students, faculty, and staff	69.0	72.0	75.0	73.8	66.7	56.5	0.0	73.1	66.7	50.0	56.5	61.8	-
Plans for increased efforts related to diversity, equity, and inclusion for prospective students, faculty, and staff	53.8	52.4	58.9	54.0	66.7	45.0	11.1	80.8	66.7	0.0	56.5	47.0	-
Plans/policies for a temporary succession plan	14.5	14.8	17.9	15.0	16.7	9.9	44.4	11.5	0.0	50.0	13.0	14.3	-
Plans/policies for presidential searches	33.3	35.8	42.9	36.2	16.7	26.7	11.1	30.8	16.7	100.0	21.7	30.2	-

ARE YOU PREPARING A SUCCESSOR FOR YOUR CURRENT ROLE?													
Yes	29.3	30.5	26.8	30.4	66.7	24.4	55.6	34.6	16.7	0.0	26.1	30.0	-
No	61.0	55.5	58.9	59.9	16.7	59.5	44.4	34.6	66.7	100.0	65.2	58.9	-
Not applicable	9.7	14.0	14.3	9.7	16.7	16.0	0.0	30.8	16.7	0.0	8.7	11.1	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-

IS YOUR SUCCESSOR:													
At your current institution	79.1	83.9	93.3	78.0	100.0	93.8	100.0	77.8	0.0	0.0	83.3	81.5	-
At another higher education institution	13.9	11.6	6.7	14.8	0.0	6.3	0.0	22.2	0.0	0.0	0.0	12.5	-
Outside of higher education	0.6	0.9	0.0	0.5	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.5	-
Other	6.4	3.6	0.0	6.7	0.0	0.0	0.0	0.0	0.0	0.0	16.7	5.5	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
WHAT NEXT STEPS ARE YOU CONSIDERING AFTER YOU LEAVE YOUR CURRENT POSITION?													
Retire and hold no other position	38.2	36.3	35.7	41.6	16.7	17.6	33.3	38.5	33.3	0.0	39.1	33.1	37.4
Move to another presidency	28.0	23.9	32.1	23.9	33.3	38.9	0.0	26.9	33.3	50.0	21.7	24.1	24.4
Move to a senior position (non-president)	6.0	8.1	14.3	7.3	0.0	1.5	11.1	3.8	16.7	0.0	8.7	6.4	4.7
Become a CEO of a higher education field	8.2	10.8	10.7	9.0	16.7	10.7	0.0	3.8	33.3	0.0	13.0	8.5	6.9
Become an honorific chancellor at current institution	6.8	6.2	5.4	6.3	0.0	9.2	0.0	3.8	16.7	0.0	13.0	6.1	5.6
Move to the faculty at this or another institution	15.5	11.3	17.9	13.7	0.0	13.7	22.2	7.7	16.7	0.0	21.7	13.0	17.5
Become employed outside of higher education—nonprofit, philanthropic	16.2	17.7	21.4	15.8	0.0	20.6	11.1	11.5	33.3	0.0	30.4	15.8	19.0
Become employed outside of higher education—corporation, for profit	8.8	9.9	8.9	8.5	0.0	9.2	33.3	3.8	50.0	50.0	17.4	8.6	7.7
Become a consultant for a search firm	17.5	19.1	25.0	16.5	50.0	21.4	11.1	23.1	33.3	50.0	8.7	16.3	11.8
Become a consultant—other	22.7	29.3	17.9	25.5	0.0	24.4	55.6	30.8	16.7	100.0	30.4	23.6	24.8
Unsure	10.7	15.1	8.9	11.7	16.7	13.7	11.1	15.4	16.7	0.0	17.4	10.9	14.2
Other	4.0	5.1	3.6	5.0	0.0	1.5	11.1	3.8	0.0	0.0	8.7	4.4	7.2
WHAT IS YOUR GENDER IDENTITY?													
Man	-	-	48.2	63.6	66.7	60.3	44.4	42.3	100.0	50.0	56.5	60.9	69.8
Woman	-	-	51.8	36.4	33.3	39.7	55.6	57.7	0.0	50.0	43.5	39.0	30.1
Nonbinary*	-	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	-	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Total	-	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Notes: Totals may not add up to 100 percent due to rounding. Totals for men and women are based on survey respondents and not the web scrape (see the methodology in chapter one for more information). *Only included in the 2022 instrument.													
WHAT IS YOUR SEXUAL ORIENTATION?													
Heterosexual or straight	90.1	89.7	85.7	90.1	100.0	89.3	100.0	92.3	100.0	100.0	95.7	89.7	95.5
Gay or lesbian	5.9	5.1	8.9	5.7	0.0	6.9	0.0	0.0	0.0	0.0	0.0	5.7	3.3
Bisexual	0.3	1.6	0.0	1.0	0.0	0.8	0.0	0.0	0.0	0.0	0.0	1.0	0.5
Prefer not to answer*	3.7	3.2	5.4	3.0	0.0	3.1	0.0	7.7	0.0	0.0	4.3	3.4	-
Other	0.0	0.3	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Note: Totals may not add up to 100 percent due to rounding. *Only included in the 2022 instrument.													
CURRENT AGE AS OF SURVEY CLOSE													
31–40	1.1	0.0	0.0	0.7	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.8	0.5
41–50	11.0	10.2	16.3	8.4	25.0	18.6	25.0	9.5	20.0	100.0	11.1	11.6	8.2
51–60	37.9	41.2	44.2	37.9	0.0	43.1	25.0	38.1	20.0	0.0	50.0	38.4	33.1
61–70	41.3	39.5	25.6	44.7	50.0	25.5	50.0	42.9	40.0	0.0	38.9	40.3	47.3
71 or older	8.7	9.2	14.0	8.2	25.0	11.8	0.0	9.5	20.0	0.0	0.0	9.0	11.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean*	59.8	60.3	59.0	60.5	61.3	57.7	57.1	61.4	60.8	45.0	58.3	60.0	61.7
Median*	60.5	60.0	58.0	61.0	62.0	56.0	58.0	61.0	65.0	45.0	57.5	60.0	62.0
Note: Totals may not add up to 100 percent due to rounding. *Data are unweighted.													

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
WHAT IS YOUR CITIZENSHIP STATUS?													
U.S. citizen (by birth)	89.7	92.5	73.2	95.7	33.3	88.5	88.9	26.9	33.3	100.0	100.0	90.7	-
U.S. citizen (naturalized)	8.7	6.2	25.0	3.3	66.7	9.2	0.0	69.2	66.7	0.0	0.0	7.6	-
U.S. permanent resident	0.7	0.8	1.8	0.4	0.0	1.5	0.0	3.8	0.0	0.0	0.0	0.8	-
U.S. visa holder	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	-
Prefer not to answer	0.3	0.5	0.0	0.1	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.4	-
Other	0.5	0.0	0.0	0.3	0.0	0.0	11.1	0.0	0.0	0.0	0.0	0.4	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

WHAT IS YOUR RACE AND ETHNICITY?													
Hispanic or Latino	4.5	7.9	-	-	-	-	-	-	-	-	-	5.7	3.9
Caucasian, White, or White American	74.8	69.1	-	-	-	-	-	-	-	-	-	72.1	83.2
Middle Eastern or Arab American	0.7	0.5	-	-	-	-	-	-	-	-	-	0.7	0.6
Black or African American	13.3	14.1	-	-	-	-	-	-	-	-	-	13.2	7.9
American Indian or Alaska Native	0.7	1.4	-	-	-	-	-	-	-	-	-	1.5	0.7
Asian or Asian American	1.9	4.1	-	-	-	-	-	-	-	-	-	2.8	2.3
Asian Indian*	1.0	0.0	-	-	-	-	-	-	-	-	-	0.6	-
Native Hawaiian or Pacific Islander*	0.2	0.3	-	-	-	-	-	-	-	-	-	0.2	-
Multiracial (excluding Hispanic or Latino)	2.2	2.7	-	-	-	-	-	-	-	-	-	2.8	1.4
Not listed*	0.8	0.0	-	-	-	-	-	-	-	-	-	0.5	-
Total	100.0	100.0	-	-	-	-	-	-	-	-	-	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.

*Only included in the 2022 instrument.

PLEASE SELECT YOUR RELIGIOUS PRACTICE OR AFFILIATION.													
Atheist*	3.7	2.5	3.6	3.5	0.0	0.0	0.0	7.7	0.0	50.0	9.5	3.3	-
Agnostic*	4.7	6.3	7.3	6.2	0.0	0.8	0.0	11.5	0.0	0.0	0.0	5.2	-
Buddhist	0.2	2.5	0.0	0.7	0.0	0.0	0.0	11.5	0.0	0.0	9.5	1.2	0.7
Christian (Protestant)	48.9	38.4	21.8	42.4	0.0	74.6	25.0	34.6	33.3	0.0	38.1	43.9	48.1
Christian (Roman Catholic)	21.0	24.0	43.6	23.5	33.3	8.5	12.5	11.5	16.7	50.0	23.8	21.3	26.8
Church of Latter-day Saints†	1.7	0.5	1.8	1.2	0.0	0.0	12.5	3.8	0.0	0.0	4.8	1.3	1.1
Hindu*	0.7	0.0	0.0	0.0	0.0	0.0	0.0	3.8	50.0	0.0	0.0	0.6	-
Jewish	4.6	3.0	1.8	5.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.2	4.7
Muslim	0.2	0.0	0.0	0.0	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.1	0.3
Sikh*	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-
None	4.9	9.3	1.8	7.3	33.3	3.8	0.0	11.5	0.0	0.0	4.8	6.4	13.7
Prefer not to answer*	6.6	9.3	12.7	6.6	16.7	7.7	25.0	3.8	0.0	0.0	9.5	8.4	-
Other	2.9	4.4	5.5	3.3	16.7	3.8	25.0	0.0	0.0	0.0	0.0	4.2	4.6

*Only included in the 2022 instrument.

†Listed as 'Mormon' in the 2016 instrument.

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
WHAT IS YOUR MARITAL STATUS?													
Never married (member of religious order)	1.8	1.1	0.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.4	2.4
Never married	3.0	3.6	5.5	2.0	0.0	10.8	0.0	3.8	0.0	0.0	0.0	3.1	3.4
Married	87.1	74.9	70.9	84.1	100.0	76.2	66.7	84.6	100.0	100.0	81.8	81.9	85.2
Domestic partner	2.2	1.9	9.1	1.9	0.0	0.8	0.0	3.8	0.0	0.0	0.0	2.2	1.2
Separated	1.2	0.8	0.0	0.9	0.0	0.8	0.0	3.8	0.0	0.0	9.1	1.1	0.2
Divorced	4.0	11.5	10.9	6.6	0.0	7.7	33.3	0.0	0.0	0.0	4.5	7.1	6.0
Widower/widow	0.7	6.3	3.6	2.6	0.0	3.8	0.0	3.8	0.0	0.0	4.5	3.1	1.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Totals may not add up to 100 percent due to rounding.

PLEASE DESCRIBE THE EMPLOYMENT STATUS OF YOUR SPOUSE OR PARTNER.													
Employed full time	27.7	31.7	41.1	26.5	50.0	38.9	11.1	30.8	16.7	50.0	34.8	27.1	-
Employed part time	14.8	5.6	7.1	13.2	0.0	3.8	0.0	11.5	0.0	0.0	8.7	10.4	-
Unemployed	7.7	3.2	1.8	6.8	0.0	3.1	0.0	15.4	0.0	0.0	0.0	4.8	-
Student	0.5	0.3	0.0	0.4	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.3	-
Retired	18.0	28.0	8.9	23.5	33.3	19.1	33.3	23.1	0.0	50.0	17.4	19.2	-
Homemaker	18.0	0.8	10.7	12.0	16.7	7.6	0.0	7.7	33.3	50.0	17.4	9.8	-
Self-employed	7.3	10.5	14.3	7.8	0.0	7.6	33.3	0.0	50.0	50.0	8.7	8.0	-
Unable to work	0.3	0.3	0.0	0.3	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.3	-
Other	1.8	1.1	0.0	2.0	0.0	0.8	0.0	0.0	0.0	0.0	0.0	1.3	-

IN WHAT WAY(S) IS YOUR SPOUSE OR PARTNER AFFILIATED WITH THE INSTITUTION WHERE YOU SERVE AS PRESIDENT/CEO?													
Compensated by your institution/system	3.5	0.8	3.6	3.0	0.0	1.5	0.0	0.0	0.0	0.0	0.0	2.2	3.8
Employed at your institution/system	6.8	5.1	7.1	6.7	0.0	4.6	0.0	11.5	0.0	0.0	0.0	5.5	7.2
Unpaid participant in campus/system	58.0	36.8	33.9	53.8	16.7	38.9	11.1	46.2	83.3	0.0	52.2	42.6	51.5
Employed outside of your institution/system*	-	-	-	-	-	-	-	-	-	-	-	-	33.6
Not applicable	17.7	28.8	30.4	19.1	83.3	26.7	55.6	26.9	16.7	100.0	17.4	21.6	12.4
Other*	1.8	2.4	3.6	1.9	0.0	2.3	0.0	3.8	0.0	0.0	4.3	2.1	-

Note: The phrasing of this question changed slightly from 2016 to 2022.

*Only included in the 2022 instrument.

*Only included in the 2016 instrument.

DO YOU HAVE ANY CHILDREN LIVING AT HOME WITH YOU, OR WHO YOU HAVE REGULAR RESPONSIBILITY FOR?													
Yes	32.6	23.5	30.4	25.5	16.7	39.7	66.7	30.8	50.0	100.0	40.9	30.2	-
No	67.4	76.5	69.6	74.5	83.3	60.3	33.3	69.2	50.0	0.0	59.1	69.8	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
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HOW MANY CHILDREN UNDER 18 DO YOU HAVE REGULAR RESPONSIBILITY FOR?

0	24.5	35.4	31.3	30.6	0.0	22.4	20.0	12.5	0.0	50.0	11.1	28.6	-
1	37.0	36.7	37.5	37.0	100.0	36.7	20.0	37.5	33.3	50.0	33.3	34.6	-
2	27.6	26.6	31.3	23.1	0.0	34.7	40.0	50.0	66.7	0.0	33.3	28.2	-
3	6.3	0.0	0.0	5.8	0.0	4.1	0.0	0.0	0.0	0.0	0.0	4.4	-
4	3.1	1.3	0.0	2.9	0.0	2.0	20.0	0.0	0.0	0.0	0.0	3.2	-
5	1.0	0.0	0.0	0.6	0.0	0.0	0.0	0.0	0.0	0.0	11.1	0.7	-
6	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.1	0.3	-

WHO IS PRIMARILY RESPONSIBLE FOR MANAGING CHILDREN IN YOUR HOUSEHOLD IN A NORMAL WEEK?

I am a single parent.	0.8	1.3	1.8	0.6	0.0	3.1	11.1	0.0	0.0	0.0	0.0	1.1	-
I share responsibility of childcare with a partner.	21.8	12.9	19.6	16.4	16.7	20.6	33.3	26.9	50.0	100.0	30.4	16.8	-
I co-parent with an ex-partner.	1.7	1.9	1.8	1.1	0.0	3.8	11.1	3.8	0.0	0.0	4.3	1.7	-
I share the responsibility of childcare with a relative.	0.2	0.5	1.8	0.1	0.0	0.0	11.1	0.0	0.0	0.0	0.0	0.4	-
I share the responsibility of childcare with a paid caregiver (e.g., nanny, babysitter).	0.7	0.3	1.8	0.0	0.0	3.1	0.0	0.0	0.0	0.0	0.0	0.4	-
My child/children attend day care or after-school care outside of the home.	1.2	0.5	0.0	0.7	0.0	3.1	0.0	0.0	0.0	0.0	0.0	0.8	-
Other	2.5	1.6	0.0	2.1	0.0	3.8	0.0	0.0	0.0	0.0	0.0	1.9	-

ARE YOU A CARETAKER FOR AN AGING PARENT/LOVED ONE?

Yes	10.1	17.9	12.5	11.8	0.0	20.6	33.3	0.0	0.0	50.0	9.1	12.9	-
No	89.9	82.1	87.5	88.2	100.0	79.4	66.7	100.0	100.0	50.0	90.9	87.1	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

WHO PROVIDES A MAJORITY OF THE AGING PARENT/LOVED ONE CARE IN A NORMAL WEEK?

I provide the majority of care.	12.1	26.2	14.3	17.7	0.0	18.5	66.7	0.0	0.0	0.0	50.0	21.3	-
My spouse provides the majority of care.	39.7	12.3	42.9	30.4	0.0	7.4	0.0	0.0	0.0	0.0	50.0	24.2	-
Another family member provides the majority of care.	15.5	26.2	0.0	22.8	0.0	29.6	33.3	0.0	0.0	0.0	0.0	22.2	-
Paid caregiver(s) (outside of the family) provide the majority of care.	27.6	24.6	28.6	24.1	0.0	29.6	0.0	0.0	0.0	0.0	0.0	24.6	-
Other	5.2	10.8	14.3	5.1	0.0	14.8	0.0	0.0	0.0	100.0	0.0	7.7	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-

Note: Totals may not add up to 100 percent due to rounding.

	Men	Women	Hispanic or Latino	White	Middle Eastern or Arab American	Black or African American	American Indian or Alaska Native	Asian or Asian American	Asian Indian	Native Hawaiian or Pacific Islander	Multiracial	2022 Total	2016 Total
HAVE YOU ALTERED YOUR CAREER, AT ANY POINT, FOR THE FOLLOWING REASONS?													
Care of minor dependent(s)													
Left my position	1.5	5.4	7.1	2.1	16.7	3.8	11.1	3.8	0.0	0.0	8.7	2.9	-
Worked part time/reduced schedule	2.5	12.6	5.4	6.7	0.0	4.6	0.0	7.7	0.0	0.0	21.7	5.9	-
Postponed job search/promotion	10.8	22.0	17.9	15.1	0.0	12.2	0.0	26.9	16.7	50.0	17.4	13.5	-
Other	0.8	1.3	0.0	1.0	0.0	0.8	0.0	3.8	0.0	0.0	0.0	1.1	-
I have not altered my career for this reason	75.7	58.6	67.9	68.8	83.3	72.5	88.9	57.7	83.3	50.0	69.6	62.6	-
Care of adult dependent(s)													
Left my position	1.5	1.1	5.4	1.1	0.0	1.5	0.0	0.0	0.0	0.0	0.0	1.2	-
Worked part time/reduced schedule	0.8	4.0	0.0	2.4	0.0	0.8	11.1	3.8	0.0	0.0	0.0	1.8	-
Postponed job search/promotion	3.7	6.5	3.6	4.6	0.0	7.6	0.0	3.8	16.7	0.0	0.0	4.2	-
Other	0.8	2.7	0.0	1.6	0.0	0.8	0.0	3.8	0.0	0.0	8.7	1.5	-
I have not altered my career for this reason	84.5	76.9	83.9	81.8	100.0	78.6	88.9	84.6	83.3	100.0	78.3	73.7	-
Career of a spouse/partner													
Left my position	1.8	4.8	1.8	2.7	0.0	3.1	0.0	11.5	0.0	0.0	8.7	2.6	-
Worked part time/reduced schedule	1.7	3.0	0.0	2.1	0.0	3.1	0.0	0.0	0.0	0.0	8.7	1.9	-
Postponed job search/promotion	6.2	7.8	5.4	6.8	0.0	6.1	0.0	11.5	0.0	0.0	13.0	6.0	-
Other	1.5	3.8	0.0	2.6	0.0	1.5	0.0	3.8	16.7	0.0	4.3	2.3	-
I have not altered my career for this reason	80.5	73.9	85.7	77.9	100.0	76.3	88.9	69.2	83.3	100.0	73.9	70.8	-
Career of another loved one													
Left my position	0.5	1.1	1.8	0.4	0.0	0.8	0.0	0.0	0.0	0.0	4.3	0.6	-
Worked part time/reduced schedule	0.7	1.6	1.8	1.0	0.0	1.5	0.0	0.0	0.0	0.0	0.0	0.8	-
Postponed job search/promotion	2.7	3.0	5.4	2.4	0.0	2.3	0.0	11.5	16.7	0.0	0.0	2.4	-
Other	0.3	0.8	1.8	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	-
I have not altered my career for this reason	86.5	82.5	80.4	86.0	100.0	82.4	88.9	80.8	83.3	100.0	87.0	77.3	-
Personal health issue(s)													
Left my position	0.8	0.5	1.8	0.6	16.7	0.8	0.0	0.0	0.0	0.0	0.0	0.6	-
Worked part time/reduced schedule	1.3	3.0	3.6	1.9	0.0	2.3	0.0	0.0	0.0	0.0	4.3	1.9	-
Postponed job search/promotion	0.8	1.1	0.0	1.0	0.0	0.8	0.0	0.0	0.0	0.0	4.3	0.9	-
Other	0.5	0.3	0.0	0.3	0.0	0.0	11.1	3.8	0.0	0.0	0.0	0.5	-
I have not altered my career for this reason	86.5	84.1	89.3	85.8	83.3	84.0	77.8	92.3	100.0	100.0	82.6	77.2	-

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