

Higher Education WORKPLACE

TREND SUMMARY 2022
EXCERPT

2022 GREAT
COLLEGES
TO WORK FOR®

PREPARED BY
ModernThink



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HOW THE SURVEY WAS CONDUCTED

The Great Colleges to Work For® program was designed to recognize colleges that have been successful in creating great workplaces and to further research and understand the factors, dynamics and influences that have the most impact on organizational culture in higher education.

THIS YEAR MARKED THE 15TH ANNIVERSARY OF THE GREAT COLLEGES TO WORK FOR PROGRAM, WHICH INCLUDED 212 COLLEGES FROM ACROSS THE COUNTRY: 130 FOUR-YEAR COLLEGES AND 82 TWO-YEAR COLLEGES.

All accredited institutions in the United States with an enrollment of at least 500 were invited to participate, at no cost to them. At the core of the program is a two-part assessment process. The first component is a faculty/staff survey (The ModernThink Higher Education Insight Survey®).

THE SURVEY WAS SENT TO OVER 111,000 FACULTY AND STAFF, WITH AN OVERALL RESPONSE RATE OF 44%.

Of the responses received, 6,647 of them were administrators, 14,679 were faculty, 16,688 were exempt staff, 8,785 were non-exempt staff, and 1,978 were adjunct faculty.

The core survey contains 55 statements, plus an additional 5 Faculty Experience statements for faculty and adjunct faculty only. It utilizes a five-point agreement scale (*Strongly Agree, Agree, Sometimes Agree, Sometimes Disagree, Disagree, Strongly Disagree*), plus a *Not Applicable* response option. The survey instrument also includes a 20-item benefits satisfaction component, 8 optional demographics, 2 pre-loaded demographics (employees were tagged with these demographic choices), and 2 open-ended questions.

The ModernThink Higher Education Insight Survey measures ten core dimensions, plus a Faculty Experience dimension, reflecting managerial and organizational competencies. These dimensions were determined and confirmed through a series of factor analyses and provide the basis for the recognition categories.

Each Great Colleges to Work For participant was asked to submit a list of full-time employees randomly selected across four job categories: administrators, faculty, exempt staff, and non-exempt staff. In addition, adjunct faculty members were included for two-year colleges. The sample size, as large as either 400 or 600, is based on the number of employees in those categories. Institutions with fewer than 500 people in the designated categories were invited to survey the entire employee population.

The second part of the assessment process is an institutional audit (The ModernThink Institution Questionnaire® or “IQ”), which captures information detailing various institution demographics, policies and practices. This information enables us to examine which benefits and programs are most effective, identify best practices and compile benchmark data based on different categorizations of the program participants.

Recognition was primarily determined through the feedback provided by faculty and staff collected from the ModernThink Higher Education Insight Survey. For analysis and recognition purposes, ModernThink first segmented the participating institutions into four-year and two-year categories. Colleges within each of these categories were further classified into three sizes based on student enrollment: small (<3,000 students), medium (3,000 to 9,999 students), and large (more than 10,000 students).

RECOGNITION IN EACH GREAT COLLEGES CATEGORY WAS GIVEN TO THE TEN HIGHEST-SCORING INSTITUTIONS IN EACH SIZE FOR FOUR-YEAR COLLEGES AND THE FOUR HIGHEST-SCORING INSTITUTIONS IN EACH SIZE FOR TWO-YEAR COLLEGES.

In addition to the responses collected through the ModernThink Higher Education Insight Survey, recognition scores take into account overall response rate, data broken down by demographic subsets, benefits data, and information collected through the IQ.

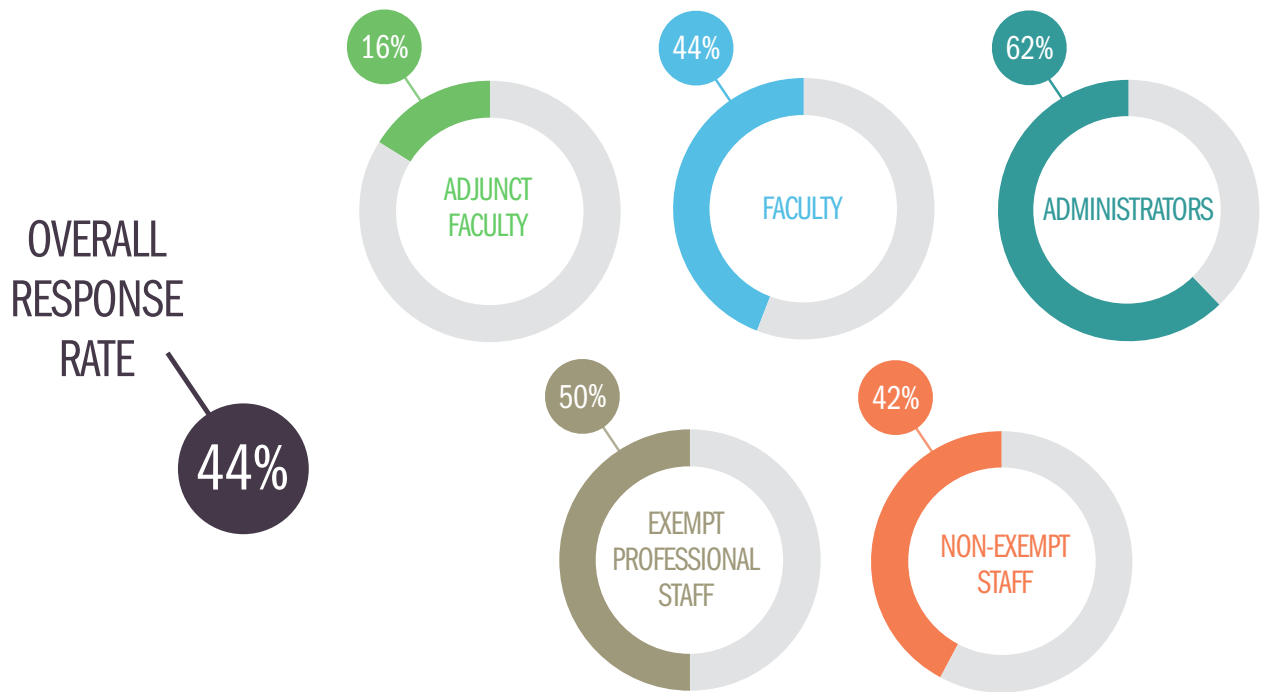
For four-year colleges, Honor Roll status was given to the ten institutions in each size that were cited most often across all of the recognition categories. For two-year colleges, Honor Roll status was given to the four institutions that were cited most often in each size category.

PARTICIPATION DATA

Responses by Job Category



Response Rates by Job Category



Percentages represent the percentages of survey invitees who responded per each pre-loaded job category.

Applicants by Enrollment Size

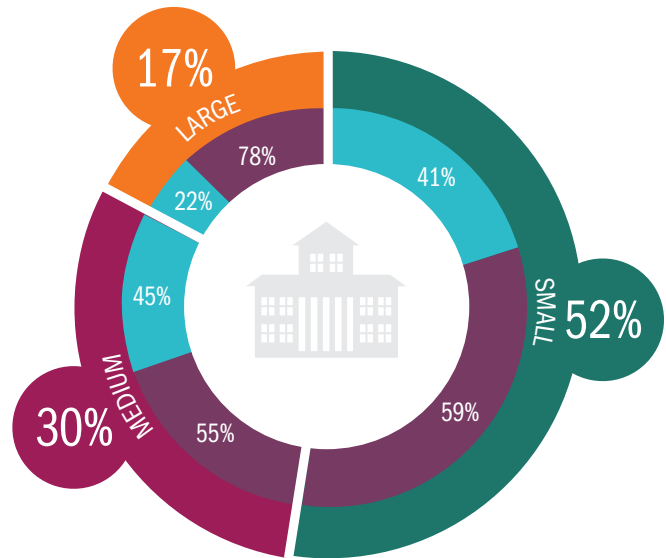
TWO-YEAR

FOUR-YEAR

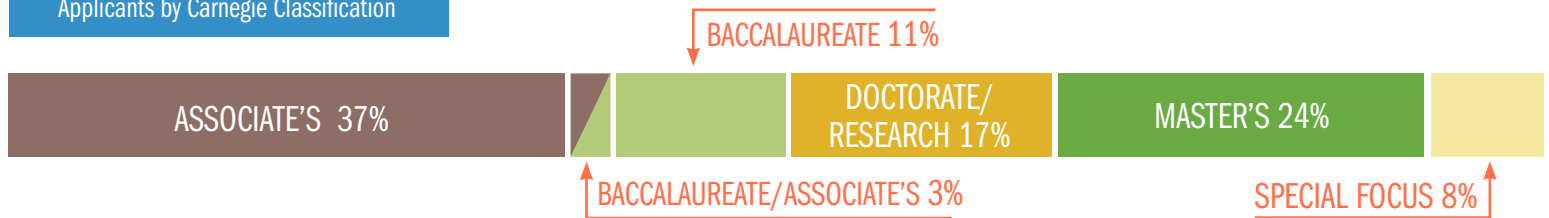
SMALL - <3,000 STUDENTS

MEDIUM - 3,000 - 9,999 STUDENTS

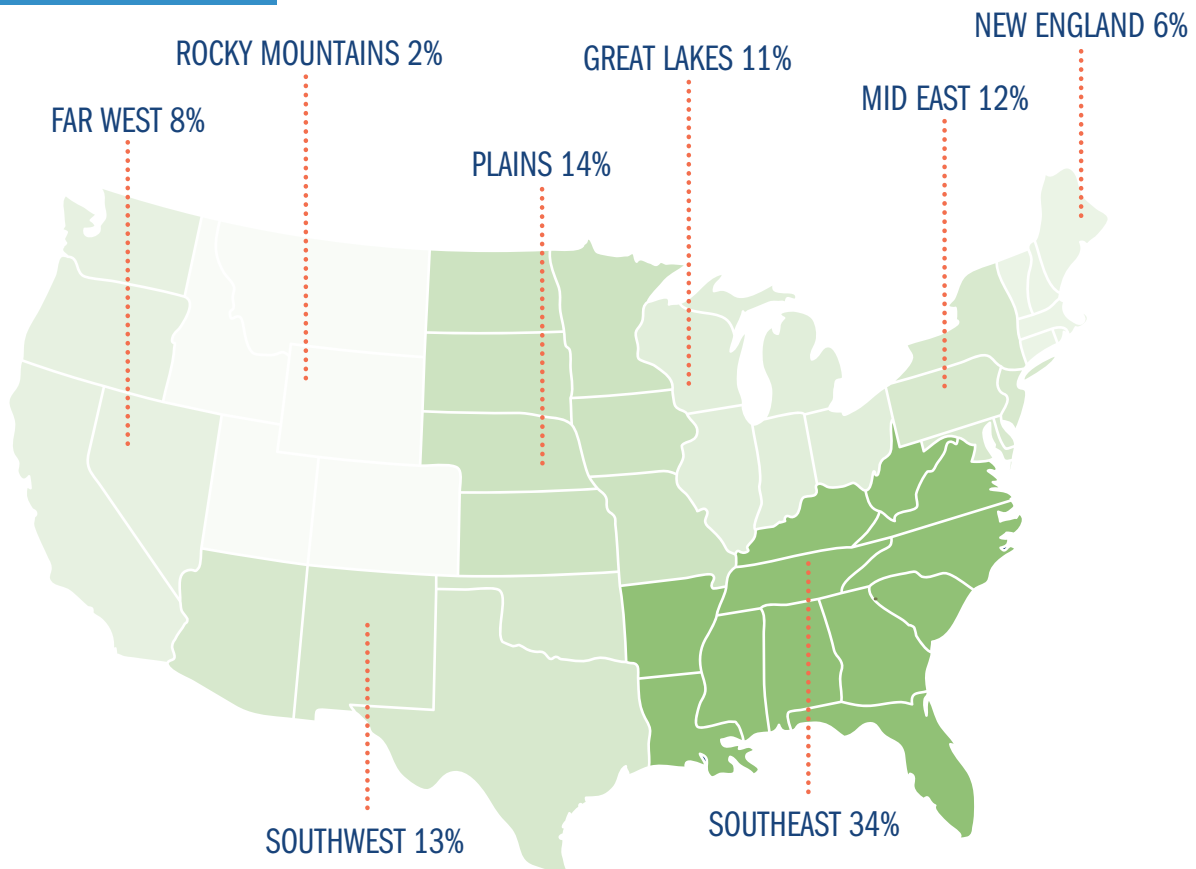
LARGE - > 10,000 STUDENTS



Applicants by Carnegie Classification



Applicants by Geographic Region



THE 2022 HONOR ROLL

Congratulations to the 2022 Honor Roll recipients! Being recognized in the Great Colleges to Work For® program shows an excellence in employee engagement. The following institutions have received the additional distinction of Honor Roll status by being recognized in the greatest number of recognition categories. This Honor Roll recognition was given to ten four-year institutions in each size and four two-year institutions in each size:

THE 2022 HONOR ROLL FOR **TWO-YEAR** INSTITUTIONS:

SMALL (<3,000 STUDENTS)	MEDIUM (3,000-9,999 STUDENTS)	LARGE (10,000 OR MORE STUDENTS)
Fletcher Technical Community College	Blue Ridge Community College	Cuyahoga Community College
Panola College	McLennan Community College	Irvine Valley College
Southern West Virginia Community and Technical College	Mississippi Gulf Coast Community College	Lone Star College System
Western Dakota Technical College	Owensboro Community and Technical College	Miami Dade College

THE 2022 HONOR ROLL FOR **FOUR-YEAR** INSTITUTIONS:

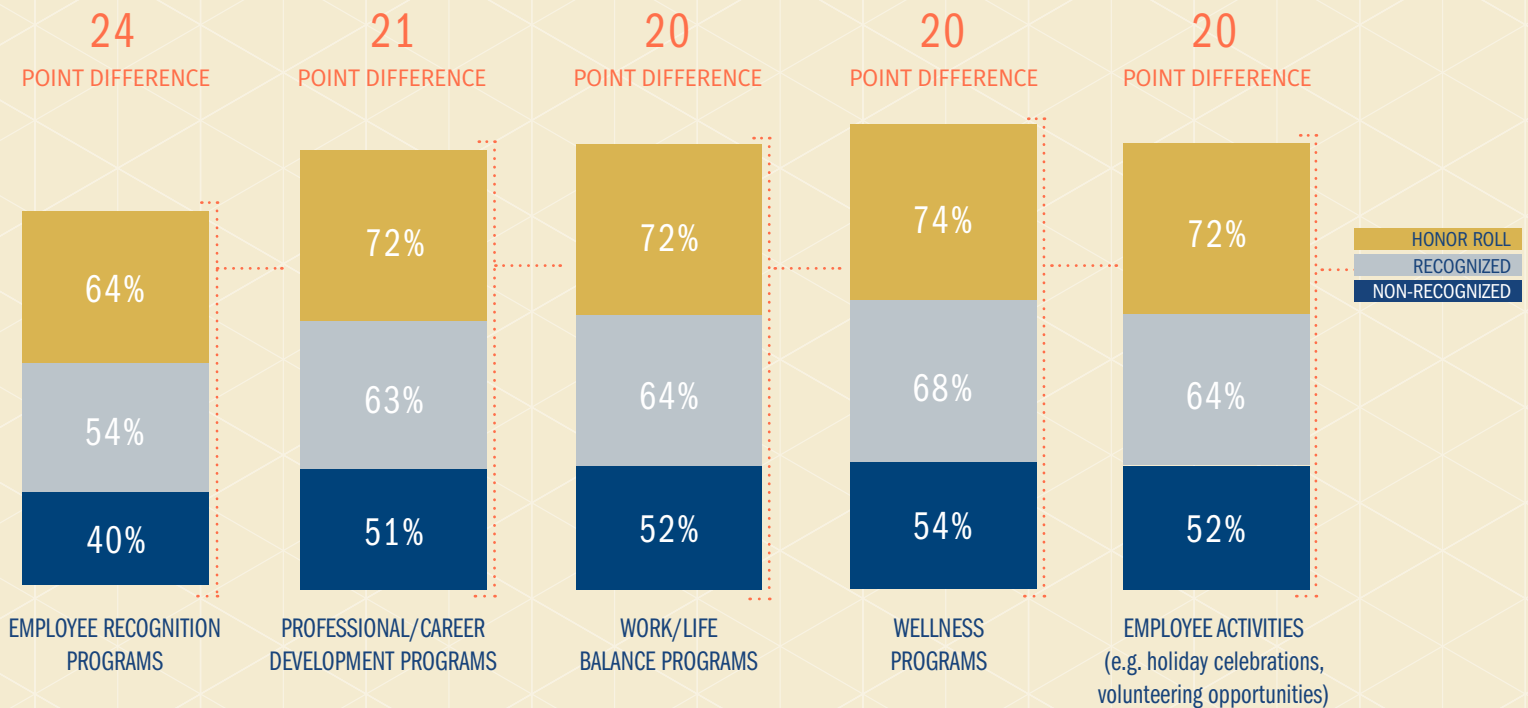
SMALL (<3,000 STUDENTS)	MEDIUM (3,000-9,999 STUDENTS)	LARGE (10,000 OR MORE STUDENTS)
Des Moines University	Abilene Christian University	Baylor University
Frontier Nursing University	Anderson University	Bellevue University
McPherson College	Angelo State University	Mississippi State University
Mississippi University for Women	Columbia Basin College	Regent University
Mount St. Joseph University	Francis Marion University	Southern New Hampshire University
Nebraska Methodist College of Nursing and Allied Health	Lynn University	Texas Tech University
Parker University	Rollins College	The University of West Florida
Salus University	Texas Tech University Health Sciences Center	UMBC
University of the Ozarks	University of North Alabama	University of Mississippi
West Virginia School of Osteopathic Medicine	University of the Incarnate Word	University of Notre Dame

Top 5 survey STATEMENTS with largest difference between those who weren't recognized and those on the Honor Roll

	HONOR ROLL	RECOGNIZED	NON-RECOGNIZED	DIFFERENCE
THIS INSTITUTION IS WELL RUN.	76%	64%	49%	27
THERE IS APPROPRIATE RECOGNITION OF INNOVATIVE AND HIGH QUALITY TEACHING. (FACULTY ONLY)	73%	61%	47%	26
SENIOR LEADERSHIP PROVIDES A CLEAR DIRECTION FOR THIS INSTITUTION'S FUTURE.	72%	61%	48%	24
THERE'S A SENSE THAT WE'RE ALL ON THE SAME TEAM AT THIS INSTITUTION.	68%	58%	44%	24
THERE IS A GOOD BALANCE OF TEACHING, SERVICE AND RESEARCH AT THIS INSTITUTION. (FACULTY ONLY)	72%	60%	48%	24

Percentages reflect overall average percent positive, that is the percentage of respondents who selected "Strongly Agree" or "Agree".

Top 5 BENEFITS with largest difference between those who weren't recognized and those on the Honor Roll



Percentages represent percent positive, that is the percentage of respondents who selected "Very Satisfied" or "Satisfied."

RECOGNITION CATEGORIES

Within the Great Colleges to Work For® program, institutions have the opportunity to be recognized in 10 categories. These categories were updated in 2021 and represent **KEY ASPECTS OF EMPLOYEE ENGAGEMENT UNIQUE TO HIGHER EDUCATION.**

FACULTY
EXPERIENCE

SHARED
GOVERNANCE

COMPENSATION
& BENEFITS

DIVERSITY, INCLUSION
& BELONGING

FACULTY & STAFF
WELL-BEING

PROFESSIONAL
DEVELOPMENT

MISSION
& PRIDE

CONFIDENCE IN
SENIOR LEADERSHIP

JOB SATISFACTION &
SUPPORT

SUPERVISOR/
DEPARTMENT CHAIR
EFFECTIVENESS

10



FACULTY EXPERIENCE

Faculty have a unique role in the life of a university, and there are some elements of their specific employment experience – the support for advancement and promotion opportunities and the perceived balance of teaching, service and research, for example – that are uniquely viewed through the faculty lens. This recognition category is based on the faculty responses to the survey items addressing these topics, for example

STATEMENT 58: There is appropriate recognition of innovative and high quality teaching.

Adjunct Faculty at Honor Roll institutions scored more than **20 TOTAL PERCENTAGE POINTS HIGHER** than Adjunct Faculty in the rest of the applicant pool across three key statements from the Faculty Experience dimension.

DIFFERENCE Between all Program Adjunct Faculty and Honor Roll Adjunct Faculty

	DIFFERENCE IN % POINTS POSITIVE	DIFFERENCE IN % POINTS NEGATIVE	ABSOLUTE VALUE OF CHANGE
THERE IS APPROPRIATE RECOGNITION OF INNOVATIVE AND HIGH QUALITY TEACHING.	16	-8	24
ADVANCEMENT AND PROMOTION PROCESSES ARE CLEAR.	9	-12	21
THERE IS A GOOD BALANCE OF TEACHING, SERVICE AND RESEARCH AT THIS INSTITUTION.	15	-11	26
	0		

Full-time Faculty and Adjunct Faculty who self-identified as working in the College/School of Social Work/Social Policy and Graduate and Professional Studies provided among the **STRONGEST PERCENT POSITIVE SCORES**. On the other hand, Full-time Faculty and Adjunct Faculty who self-identified in Architecture and Government reported among the **LOWEST PERCENT POSITIVE SCORES**.

TOP College/School Scores From FULL-TIME FACULTY

1. Social Work/Social Policy (highest percent positive score overall for Full-time Faculty)
2. Graduate and Professional Studies
3. Medicine
4. Nursing
5. Education

BOTTOM College/School Scores From FULL-TIME FACULTY

1. Architecture (lowest percent positive score overall for Full-time Faculty)
2. Liberal Arts & Sciences
3. Agriculture
4. Fine Arts
5. Other Academic Areas

TOP College/School Scores From ADJUNCT FACULTY

1. Graduate and Professional Studies (highest percent positive score overall for Adjunct Faculty)
2. Law
3. Agriculture
4. Veterinary Medicine
5. Social Work/Social Policy

BOTTOM College/School Scores From ADJUNCT FACULTY

1. Government (lowest percent positive score overall for Adjunct Faculty)
2. Engineering
3. Nursing
4. Fine Arts
5. Medicine and Liberal Arts & Sciences (tied)

SHARED GOVERNANCE

The concept of shared governance is one of the most widely valued and deeply respected traditions within higher education. For many faculty, it is a core part of their experience. Consequently, this recognition category is based on Full-time Faculty responses to the survey items on collaborative governance processes and decision-making. We also include Adjunct Faculty responses from two-year institutions.

Recognition in Shared Governance and Faculty Experience cannot be determined until **RESPONSE RATES** among Full-time Faculty and Adjunct Faculty are analyzed for viability. Without a truly representative dataset within these job categories, ModernThink is not able to gauge whether an institution should be recognized.

Program Response Rates

	SURVEYS SENT	RESPONDED	RESPONSE RATE
PROGRAM TOTAL	111,388	48,819	43.83%
STAFF	65,185	32,120	49.28%
ADJUNCT FACULTY	12,734	1,978	15.53%
FULL-TIME FACULTY	33,047	14,679	44.42%

Full-time Faculty data tends to be less favorable than data collected across all participants, but Full-time Faculty/Adjunct Faculty sentiments about teamwork and communication found in the **COLLABORATION** dimension of the survey is particularly important in determining recognition for Shared Governance. Adjunct Faculty generally trend higher than Full-time Faculty data, but response rate is usually lower, as was the case this year.

	ALL PARTICIPANTS			ALL FULL-TIME FACULTY			ALL ADJUNCT FACULTY		
	+	+/-	-	+	+/-	-	+	+/-	-
WE HAVE OPPORTUNITIES TO CONTRIBUTE TO IMPORTANT DECISIONS IN MY DEPARTMENT.	71	18	11	69	18	13	66	19	15
PEOPLE IN MY DEPARTMENT WORK WELL TOGETHER.	78	16	6	74	18	9	80	14	6
I CAN COUNT ON PEOPLE TO COOPERATE ACROSS DEPARTMENTS.	57	30	13	56	30	14	72	18	10
THERE ARE SUFFICIENT OPPORTUNITIES TO PARTICIPATE IN INSTITUTIONAL PLANNING.	54	26	21	51	25	24	67	18	16
THERE'S A SENSE THAT WE'RE ALL ON THE SAME TEAM AT THIS INSTITUTION.	52	26	23	48	24	28	72	13	15
COLLABORATION - AVERAGE	62	23	15	60	23	18	71	16	12

+	POSITIVE	STRONGLY AGREE/AGREE
+/-	NEUTRAL	SOMETIMES AGREE/SOMETIMES DISAGREE
-	NEGATIVE	DISAGREE/STRONGLY DISAGREE

"All Participants" includes all participants (Staff, Full-time Faculty and Adjunct Faculty) at every participating institution. "All Faculty" refers to all Full-time Faculty respondents at both four-year and two-year institutions. "All Adjunct Faculty" refers to Adjunct Faculty respondents at two-year institutions only.

When asked what they appreciate most about working at this institution, faculty and staff at institutions **RECOGNIZED IN SHARED GOVERNANCE** praised their opportunity for involvement in shared governance systems.

The shared governance system fosters an environment of inclusiveness and provides administration with opportunities to be forthcoming about decisions, including budgetary ones. I have ample opportunity to provide input to my colleagues and administrators, and I feel like my opinions are validated and considered worthy by my institution.

– Employee at Northern Illinois University

The opportunity to contribute to the common goals of the college as part of shared governance process.

– Employee at Irvine Valley College

Our University utilizes a Shared Governance model where faculty and staff have a voice in decision making at the program and department level. Since implemented there is open communication/ collaboration and representation of faculty and staff which has added value to our school and understanding of the Mission, Vision, and Goals of the organization.

– Employee at Texas Tech University Health Sciences Center

[We have] an exemplary shared governance system with many entry points for new faculty. The support from the administration for new ideas, programs, and faculty development is very strong.

– Employee at Francis Marion University

HONOR ROLL institutions are particularly distinguished by Full-time Faculty responses, which trend dramatically more positive than Full-time Faculty responses from the rest of the participant pool.

DIFFERENCE Between all Program Full-time Faculty and Honor Roll Full-time Faculty

