Higher Education
WORKPLACE

TREND SUMMARY 2024

Prepared by

ModernThink

2024 GREAT COLLEGES TO WORK FOR®

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Program Background

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 17th anniversary of the Great Colleges to Work For program, which included 216 colleges from across the country: 139 four-year colleges and 77 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 almost 100,000 faculty and staff, with an overall response rate of 43%. Of the responses received, 6,948 of them were administrators, 12,611 were faculty, 14,280 were exempt professional staff, 8,017 were non-exempt staff, and 1,230 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. In addition to supporting our recognition analysis, 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.
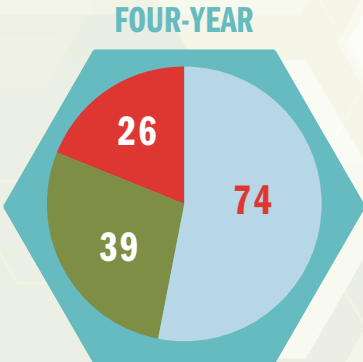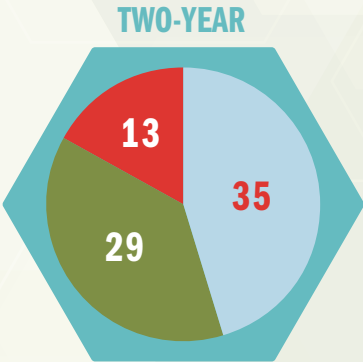
Recognition was primarily determined through the feedback provided by faculty and staff collected from the ModernThink Higher Education Insight Survey. For analysis and recognition purposes, ModernThink first segmented the participating institutions into **FOUR-YEAR** and **TWO-YEAR** categories. Colleges within each of these categories were further classified into three sizes based on student enrollment: **SMALL** (500 to 2,999 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.

Participating Colleges by the Numbers

TWO-YEAR

- 13
- 35
- 29

FOUR-YEAR

- 26
- 74
- 39

216 TOTAL

139 FOUR-YEAR

77 TWO-YEAR

SMALL 500 - 2,999 STUDENTS
MEDIUM 3,000 - 9,999 STUDENTS
LARGE 10,000 + STUDENTS

BACCALAUREATE/ASSOCIATE'S

- 14
- 47 MASTER'S
- 72 ASSOCIATE'S
- 33 BACCALAUREATE
- 20 SPECIAL FOCUS
- 30 DOCTORAL

FAR WEST & ROCKY MOUNTAINS **20** (includes Hawaii and Alaska)

PLAINS **25**

NEW ENGLAND AND GREAT LAKES **32**

MID EAST **28**

SOUTHWEST **29**

SOUTHEAST **82**
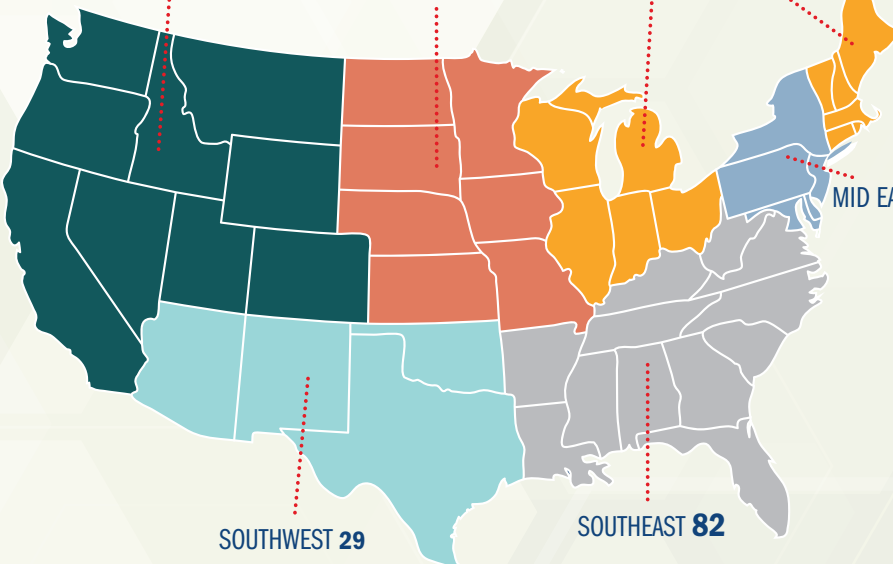
75 RECOGNIZED

Profile of Survey Respondents

WHAT IS YOUR JOB CATEGORY?

43% OF FACULTY & STAFF SURVEYED RESPONDED

3% ADJUNCT FACULTY

16% ADMINISTRATORS

19% NON-EXEMPT STAFF

29% FACULTY

33% EXEMPT PROFESSIONAL STAFF

HOW MANY YEARS HAVE YOU BEEN AT THIS INSTITUTION?

LESS THAN 1 YEAR	**9%**
1-2 YEARS	**13%**
3-4 YEARS	**12%**
5-7 YEAR5	**15%**
8-10 YEARS	**12%**
11-15 YEARS	**14%**
16-20 YEARS	**10%**
21-25 YEARS	**6%**
MORE THAN 25 YEARS	**6%**
DECLINE TO ANSWER	**5%**

WHAT PERCENTAGE OF TIME ARE YOU WORKING ON CAMPUS VERSUS REMOTELY?

LESS THAN 25% ON CAMPUS **7%**

25-49% ON CAMPUS **5%**

50-74% ON CAMPUS **13%**

100% ON CAMPUS **42%**

75-99% ON CAMPUS **33%**
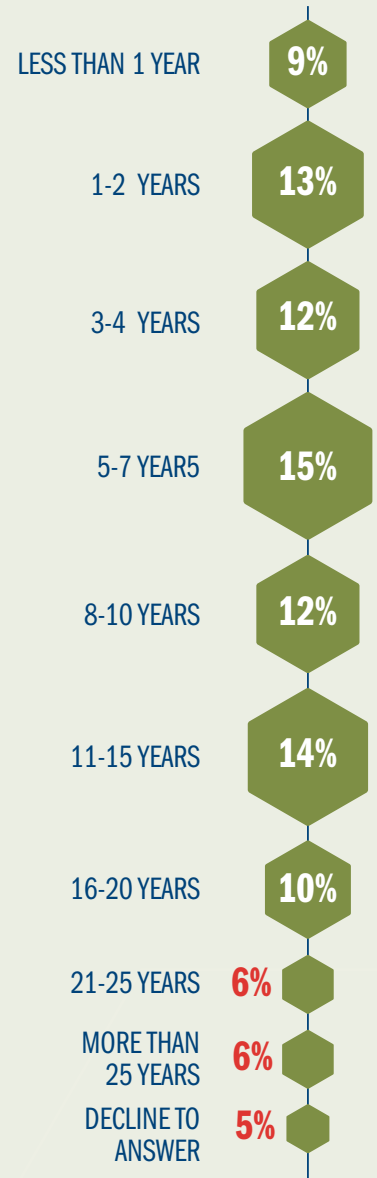
Focus on Full-Time Faculty

WHAT IS YOUR ACADEMIC ROLE?

DEPARTMENT CHAIR	PROFESSOR	ASSOCIATE PROFESSOR	ASSISTANT PROFESSOR	INSTRUCTOR	LECTURER	VISITING PROFESSOR	CLINICAL FACULTY	RESEARCH FACULTY	RESEARCH ASSOCIATE	OTHER
8%	27%	20%	20%	15%	3%	1%	1%	0%	0%	5%
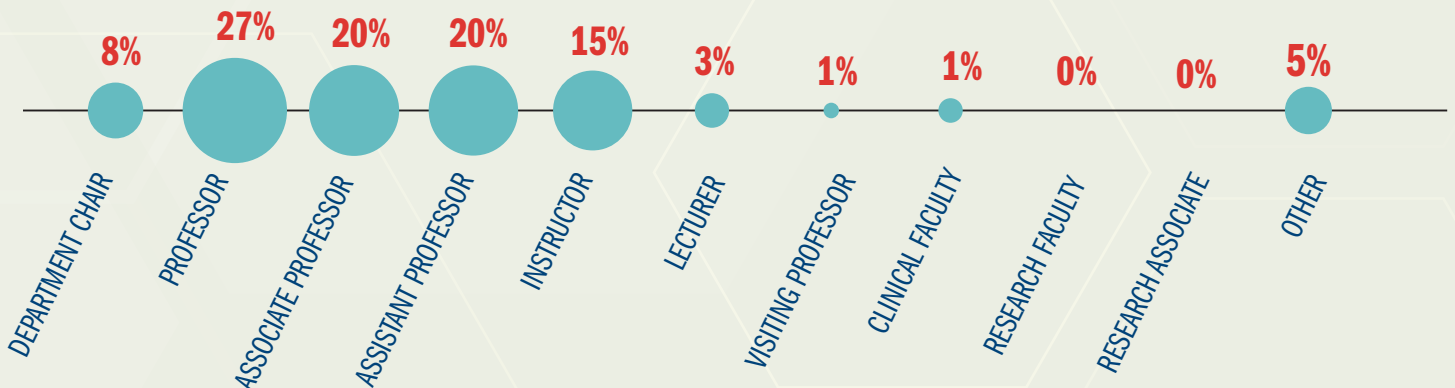
Recognition Category Descriptions

Recognition analysis for the Great Colleges to Work For program is conducted by ModernThink, an organizational development firm with particular survey and "Best Place to Work" expertise. The principal factor in deciding whether an institution receives recognition is the feedback from employees collected from the ModernThink Higher Education Insight Survey©, assuming a sufficient response rate. Given the wide range of faculty/staff populations at participating institutions, there is no minimum response rate threshold that institutions are required to achieve to be eligible for recognition. However, in analyzing the data we do review confidence levels to ensure statistical significance. The institutional policies and practices information collected through the ModernThink Higher Education Institution Questionnaire© (IQ) provides supplemental insight to the employee survey and is reviewed and analyzed both for completeness and content.

Recognition categories are based on the survey dimensions and responses to the benefits component of the survey:

Compensation & Benefits

The perception that one is compensated fairly and that benefits are adequate plays an important role in employees feeling valued and respected. This recognition category is based on survey items capturing satisfaction with the benefits offered and compensation.

Confidence in Senior Leadership

This recognition category is based on the expressed confidence faculty and staff report in the capabilities and credibility of senior leadership. In the Great Colleges to Work For program, "senior leadership" is defined as the most senior members of the institution (e.g., chancellor or president and those who report directly to him/her).

Diversity, Inclusion & Belonging

For the past two years the Diversity, Inclusion & Belonging recognition category has been based on a participating institution's overall results on the six survey items comprising the survey dimension of the same name, along with the quality of the institutional responses to the Diversity, Inclusion & Belonging questions on the Institutional Questionnaire, the second component of the assessment in the Great Colleges to Work For program.

Given the sensitivity of this topic in higher education today, we were compelled to conduct the 2024 analysis for this recognition category with additional layers of scrutiny, including a specific review of the survey results of a participating institution's protected class respondents – the representation of those respondents within the full scope of respondents, as well as the nature of their input. Fewer institutions were able to meet the required threshold for recognition in this category this year than last year: only 4 two-year colleges are recognized this year in Diversity, Inclusion & Belonging compared to 12 last year, and only 17 four-year colleges are recognized in that category this year compared to 30 last year.

Faculty Experience (Only Faculty and Adjunct Faculty Considered)

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.

Faculty & Staff Well-being

With roots in work/life balance and wellness models, this recognition category is based on the impact of one's employment experience on their well-being (e.g., the opportunity to do meaningful work, the support for work/life balance and the experience of a safe working environment).

Job Satisfaction & Support

This recognition category is based on satisfaction with job fit, autonomy and resources. High degrees of job satisfaction are essential to an engaged workforce.

Mission & Pride

Understanding an institution's mission *and* how one's job impacts that mission are considered primary drivers to faculty/staff engagement. In addition to mission understanding, this category is based on survey items that provide insight into the level of pride in being associated with the institution and the willingness to recommend the institution as an employer.

Professional Development

Support for faculty/staff professional development is critical both in terms of building organizational capacity and supporting individual development needs. This recognition category is based on survey items related to onboarding processes, professional development opportunities and support for career development.

Shared Governance (Only Faculty and Adjunct Faculty Considered)

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 Faculty responses to the survey items on collaborative governance processes and decision-making. We also include the responses of Adjunct Faculty respondents from two-year institutions.

Supervisor/Department Chair Effectiveness

It is widely regarded that the experience of one's immediate supervisor is among the most important factors influencing whether an employee is truly engaged. This recognition category is based on the survey items providing insight into critical managerial competencies such as providing clear direction and constructive feedback and ensuring effective communication and equitable treatment.

Honor Roll

Congratulations to the 2024 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:

2024 HONOR ROLL TWO-YEAR INSTITUTIONS:

SMALL (<3,000 STUDENTS)	MEDIUM (3,000-9,999 STUDENTS)	LARGE (10,000 OR MORE STUDENTS)
Arkansas State University Mid-South	Hudson County Community College	Irvine Valley College
East Arkansas Community College	Meridian Community College	Miami Dade College
Fletcher Technical Community College	Mississippi Gulf Coast Community College	Ozarks Technical Community College
Panola College	Northeast Mississippi Community College	Rio Salado College

2024 HONOR ROLL FOUR-YEAR INSTITUTIONS:

SMALL (<3,000 STUDENTS)	MEDIUM (3,000-9,999 STUDENTS)	LARGE (10,000 OR MORE STUDENTS)
Allen College	Anderson University	Baylor University
Frontier Nursing University	Angelo State University	Florida International University
John Brown University	Dalton State College	Florida State College at Jacksonville
Malone University	Francis Marion University	Mississippi State University
McPherson College	Loma Linda University	Regent University
Nebraska Methodist College of Nursing and Allied Health	Lynn University	Southern New Hampshire University
Northwood University	Texas Tech University Health Sciences Center	Texas Tech University
Parker University	University of North Alabama	The University of West Florida
Southern California University of Health Sciences	University of Richmond	UMBC
West Virginia School of Osteopathic Medicine	Washburn University	Weber State University

The Shift from Problem-focused to Possibility-focused

Appreciative Inquiry

By Dr. Jennifer Askey, Executive Coach and Facilitator

As academics, we are trained in our disciplines to find the flaw and spot the mistake. In leadership, however, this deficit orientation isn't always helpful. The work of leading people through change and towards a positive future involves more delegation and trust, mentorship and support than it does being in the weeds. If you find that your own leadership style defaults to asking yourself and your team "what is wrong here and how can we fix it," you might be looking for a more forward-looking, positive approach.

Enter Appreciative Inquiry.

You may be familiar with the Appreciative Inquiry (AI) framework as part of an alternative strategic planning process, where a SOAR process (Strengths, Opportunities, Aspirations, and Results) replaces the more standard, and deficit-oriented SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). AI encompasses this planning process and more: its proponents describe it as "a philosophy the incorporates an approach, a process (4-D Cycle of Discovery, Dream, Design, and Destiny) for engaging people at any and all levels to produce effective, positive change." (Cooperrider et al, 2008). The principles of AI make it an incredibly useful set of perspectives and tools for any academic leader to add to their repertoire when it comes not only to big-picture strategy, but also to smaller-scale feedback, mentoring, and performance conversations.

One of the fundamental premises of AI is that people and organizations grow in the direction of their brightest and most positive images. AI pairs this heliotropic theory with practical questions and tools that help people create for themselves bold, positive images of what is possible. Rather than beginning conversations about change from a deficit-oriented place, AI asks that we begin by first asking ourselves and our conversation partners an apt version of the question "what gives life?"

As a people leader in higher education, bringing an appreciative lens into your one-on-ones, team meetings, and committee sessions does not mean starting (or ending) meetings with moments of appreciation. Those are nice, but they do not involve participants in collectively envisioning and moving toward a shared, bright future. Working with the principles of Appreciative Inquiry invites us to understand our organizations as hubs of human connection and relatedness, rather than as structures and policies into which human beings temporarily plug themselves for purposes of a paycheck.

Whether you lead faculty, staff, or students, adopting an appreciative lens can help you (and them) shift from seeing each other, structures, policies, and procedures as problems to be fixed to seeing one another as co-participants in the vibrant, changing network of the college or university organism that exists in its current form because of the people in the room.

Here are some ways that leaders can incorporate AI into how you lead, develop, and grow the people in your organization.

Find the Appreciative Question

In the classic AI template, the inquiry process begins with a life-giving story. For your own leadership journey, what are you looking to maximize or grow? Are you interested in exploring what factors make your department the best place to work on campus? Would you like to investigate the attributes that outfit your unit for record-breaking productivity? Are you looking for ways to water the seeds of collaboration and see them grow into something you can't entirely envision yet?

Each of these questions points towards an AI process in which you can conduct your own interviews and conversations that give contours to what the people around you in your unit or organization already see as successful and energizing.

Be Curious (Discover)

One lovely thing about thinking of growth and change from an appreciative standpoint is that you, the leader, need neither identify critical problems nor, importantly, know all the answers. Rather, asking questions about what your colleagues and reports see as most significantly important in their work lives.

Asking your own version of "Describe a high-point experience for you in this organization, a time when you were most energized and engaged" gives you a unique and powerful window into what works in your organization, what draws people in, and what the people around you value most. Remaining open to this input and its ability to shape how you, individually and collectively, envision the future, lights the pathway for your own bold leadership.

Build Relationships (Dream)

Human beings change and grow within webs of relationships. In organizations, however, we often default to thinking of people in terms of their role or job title. How aware are you of both the skills and the aspirations of the people who report to you or work closely with you? What is inherent in the people of your organization that speaks to the needs of the organization as it is changing and growing.

When you don your AI glasses, you can conduct conversations that build trust and allow people to feel safe being seen in relationship. Asking them not only which parts of their current role bring them the most satisfaction, but also where they would like to grow and develop their skills and talents for future opportunities is a way to learn what is possible in your people environment and to create an environment of anticipated change for the better.

Invite Co-Creation (Design)

Not only will knowing more about the job satisfaction and aspirations of the people you work with open your eyes to possibilities, but it is also the foundation of trust upon which you and the people who report to you can co-design a future that respects your shared values and aspirations as part of this organization. For people leadership, this phase can involve questions around the structures, supports, or skills they need to grow in the direction of a positive vision of their future. While inviting direct reports to design an ideal future seems risky – what if they envision something that is impractical or impossible? – designing your shared institutional future based on what is already working and where the current potential lies grounds this design in organizational reality and current capacity.

Empower for Growth

In the leadership development world, the word "empowerment" gets overused. I'm using it here because, as part of the appreciative framework, the role of leadership is to facilitate opportunities for people to sign on to the shared vision of a positive future. When people sign on, they voice and commit to the actions, initiatives, projects, deliverables, relationships, etc. that are necessary for them to continue to grow into their positive vision of themselves as part of this dynamic organization. "What are the next three things you can do to bring this future into reality?" is the question here. And the empowering leader continues this dialog of growth, continually learning and adjusting along the way.

Often when adopting an appreciative perspective or approach, leaders discover they are invited to think less about their role in terms of what they DO at work and more in terms of how they ARE at work. The shift from problem-focused to possibility-focused, from managing because you know to facilitating what you are learning can feel unsettling, because it breaks us out of our habit of establishing the problem and proposing the solution. Leading people resembles a learning in many ways, though, and inviting yourself and your team to step up into a positive, growth-oriented version of yourselves that have been given space to articulate within the context of the organization is powerful leadership.

About Jennifer Askey

Dr. Jennifer Askey is an executive leadership and mindfulness coach who works with higher education leaders all over North America. She leverages assessments, mindfulness practices, and powerful coaching conversations to help her clients build the career impact they want to see. Jennifer is also a sought-after workshop leader and team alignment facilitator. She works with units to establish a solid connection between their success parameters and their strategic and operational tactics. Learn more about her work and contact her at **jenniferaskey.com**.

The Great Colleges Survey is Rooted in Appreciative Inquiry

ModernThink designed its Higher Education Insight Survey,© the primary means of data collection and analysis in determining recognition in the Great Colleges to Work For program, through the lens of Appreciative Inquiry. Every survey statement and benefit satisfaction question is framed in the affirmative, using a five-point agreement scale and five-point satisfaction scale, respectively. The survey was intentionally designed around growth, empowerment and opportunity to provide a foundation on which we could build a program called "GREAT Colleges to Work For" – a program we always envisioned as a celebration of higher education, not a critique.

Many of your faculty & staff took advantage of the opportunity to celebrate your colleges in their open response comments.

OPEN RESPONSE QUESTION #1:
WHAT DO YOU APPRECIATE MOST ABOUT WORKING AT THIS INSTITUTION?

"The students and my colleagues most of all. They are why I'm here." – *Abilene Christian University, Recognized in Faculty & Staff Well-being*

"We have great leadership. Our President & VPs believe in us and give us the flexibility to accomplish the mission in the most efficient way possible. They do not dictate or micro-manage; but they support us as we work together to meet our mission of helping students excel." – *Blue Ridge Community College, Recognized in Confidence in Senior Leadership*

"I love that the historical roots of this organization were focused on improving access and outcomes in rural and marginalized communities. I appreciate that these values permeate the organizational culture even today." – *Frontier Nursing University, Recognized in Mission & Pride*

"I love teaching our students. It's important to me that our student body reflects the global majority and that many of our students are the first generation in their family to attend college. My work feels meaningful because I am helping students develop skills that will become a ladder out of poverty for them and their families." – *Northern Illinois University, Recognized in Faculty Experience*

"I enjoy working for an institution that encourages strong, independent women and provides them with endless chances to achieve their objectives in any field. Spelman gives women the tools they need to be successful in every aspect of life. It's also really satisfying to see how Spelman trains the next generation of black women who will transform the world." – *Spelman College, Recognized in Diversity, Inclusion & Belonging*

"I appreciate the support I receive from my supervisor and department. I believe my ideas and contributions are valued. My supervisor supports an appropriate work/life balance, and that allows me to want to work harder and not feel guilty if time off is needed." – *University of North Alabama, Recognized in Supervisor/Department Chair Effectiveness*

Benefits Satisfaction

Your policies and practices from the **ModernThink Institution Questionnaire**

DOES YOUR INSTITUTION OFFER THE FOLLOWING PROGRAMS AND BENEFITS?	HONOR ROLL COLLEGES	NOT HONOR ROLL COLLEGES
Job Sharing	10%	4%
Subsidized Childcare Assistance	5%	7%
Eldercare Programs	14%	9%
Paid Maternity Leave (beyond FMLA)	40%	46%
Paid Paternity Leave (beyond FMLA)	40%	43%
Paid Time Off for Community Service/Volunteer Efforts	45%	42%
Lactation Facilities for Breastfeeding Mothers	88%	77%
Domestic Partner Benefits	33%	44%
Adoption Assistance	31%	14%
Spousal/Partner Hiring Programs	12%	7%
Immediate Families Invited to Events	74%	57%
Free or Discounted Tickets to Local Family Entertainment or Sporting Events	79%	64%
Housing Assistance Programs	12%	7%
Tuition Reimbursement for Employees (including waivers)	98%	96%
Tuition Reimbursement for Dependents	81%	79%
Professional Association Membership Fee Reimbursement	69%	61%
Employee Affinity Groups	38%	32%
Retirement Programs or Services	83%	83%
Defined Benefit Pension Plan	55%	43%
Cafeteria/Meal Subsidies	40%	33%
Bereavement Policy	83%	83%
401k	36%	17%
403b	88%	90%

How your faculty & staff responded on the **ModernThink Higher Education Insight Survey**

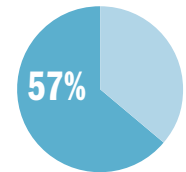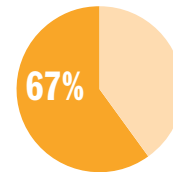| BENEFITS	HONOR ROLL COLLEGES	NOT HONOR ROLL COLLEGES	
	% Faculty & Staff Very Satisfied or Satisfied		% Point Difference
Employee Activities (picnics, holiday celebrations, milestone rewards, and community volunteer)	74%	60%	14
403b/401k	82%	72%	10
Paid Maternity Leave	63%	53%	10
Paid Paternity Leave	60%	50%	10
Medical Insurance	82%	73%	9
Overall Satisfaction with Benefits	83%	74%	9
Long-Term Disability Benefits	74%	66%	8
Short-Term Disability Benefits	74%	67%	7
Life Insurance	78%	71%	7
Tuition Reimbursement for Employees	82%	75%	7
Tuition Reimbursement for Family Members	80%	73%	7
Dental Insurance	77%	71%	6
Vision Insurance	77%	71%	6
Vacation/PTO	84%	79%	5

Faculty & Staff Well-Being

Your policies and practices from the **ModernThink Institution Questionnaire**

WHICH OF THE FOLLOWING FITNESS AND/OR WELLNESS PROGRAMS OR OPTIONS ARE AVAILABLE AT YOUR INSTITUTION?	HONOR ROLL COLLEGES	NOT HONOR ROLL COLLEGES
COVID-19 Testing for Employees	26%	22%
Health Programs/Assistance (Smoking Cessation, Stress Management)	83%	65%
Health Screenings (Flu Shots)	90%	73%
Employee Assistance Programs	81%	80%
Exercise/Weight Loss Programs/Gym Access or Subsidies	90%	74%
Remote Workspace Support (Technology, Ergonomic Concerns, etc.)	71%	53%
Mental Health Insurance/Financial Reimbursement	43%	41%
Other	29%	10%

YOUR INSTITUTION PROVIDES TRAINING FOR SUPERVISORS TO RECOGNIZE MENTAL HEALTH AND/OR WELL-BEING CONCERNS IN THEIR EMPLOYEES.

HONOR ROLL COLLEGES

67%

NOT HONOR ROLL COLLEGES

57%

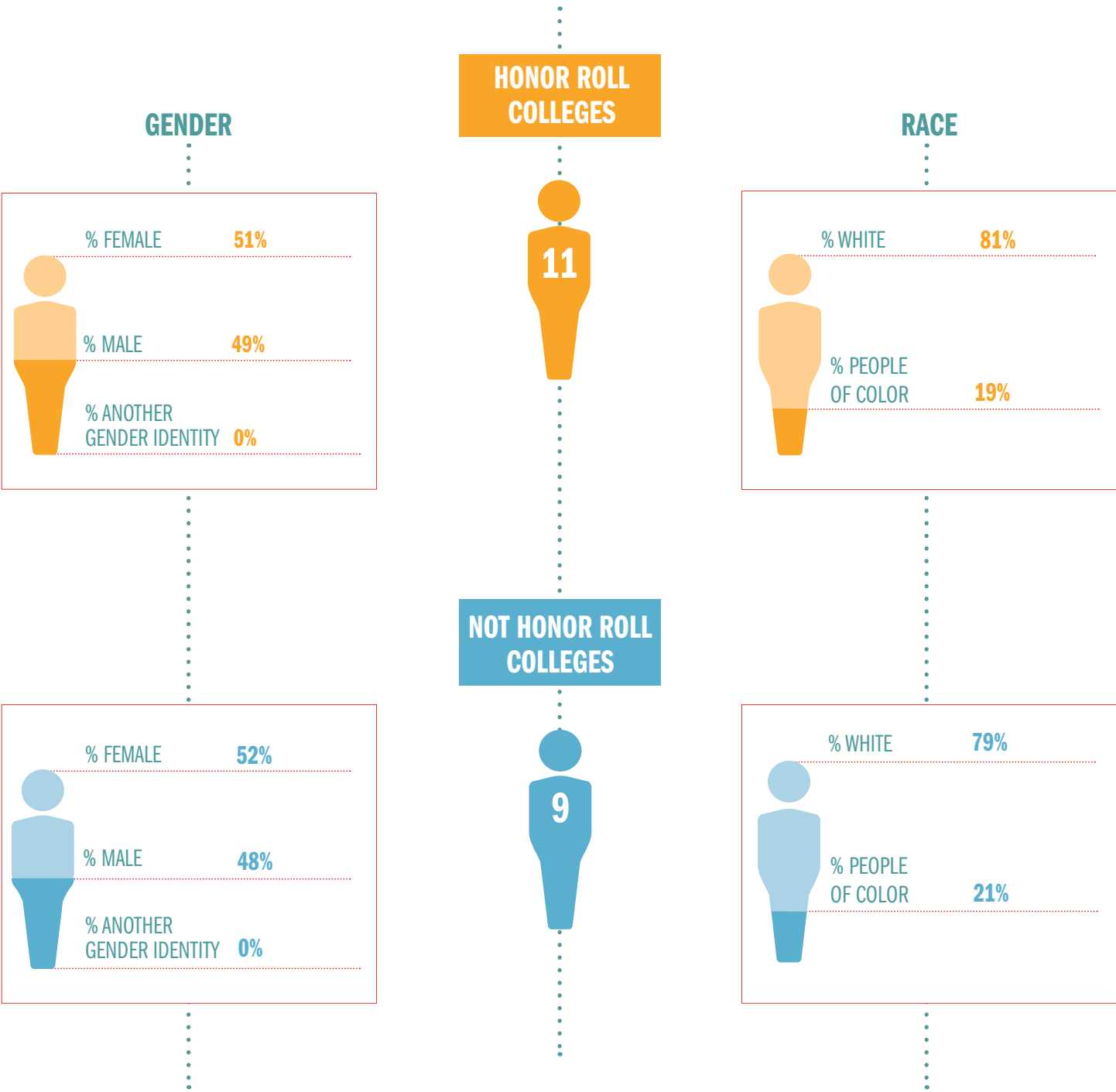How your faculty & staff responded on the **ModernThink Higher Education Insight Survey**

ENGAGEMENT STATEMENTS	HONOR ROLL COLLEGES	NOT HONOR ROLL COLLEGES	% Point Difference
	% Faculty & Staff Strongly Agree or Agree		
This institution takes appropriate steps to protect the health and safety of faculty, staff and students.	85%	72%	13
This institution's policies and practices give me the flexibility to manage my work and personal life.	82%	72%	10
At work, I know where to go for help with my mental or emotional well-being.	82%	72%	10
My supervisor shows a genuine interest in my well-being.	87%	81%	6
My supervisor/department chair supports my efforts to balance my work and personal life.	88%	83%	5

BENEFITS	HONOR ROLL COLLEGES	NOT HONOR ROLL COLLEGES	% Point Difference
	% Faculty & Staff Very Satisfied or Satisfied		
Fitness/Wellness Programs	74%	57%	17
Work/Life Balance Programs	73%	57%	16
Flexible Work Arrangements (e.g., telecommuting, compressed work weeks)	76%	66%	10

Senior Leadership Teams

Your policies and practices from the **ModernThink Institution Questionnaire**

AVERAGE SIZE OF SENIOR LEADERSHIP TEAM

GENDER

HONOR ROLL COLLEGES

11

% FEMALE **51%**

% MALE **49%**

% ANOTHER GENDER IDENTITY **0%**

RACE

% WHITE **81%**

% PEOPLE OF COLOR **19%**

NOT HONOR ROLL COLLEGES

9

% FEMALE **52%**

% MALE **48%**

% ANOTHER GENDER IDENTITY **0%**

% WHITE **79%**

% PEOPLE OF COLOR **21%**

HOW LONG HAVE THE FOLLOWING SENIOR LEADERS BEEN IN THEIR ROLES?
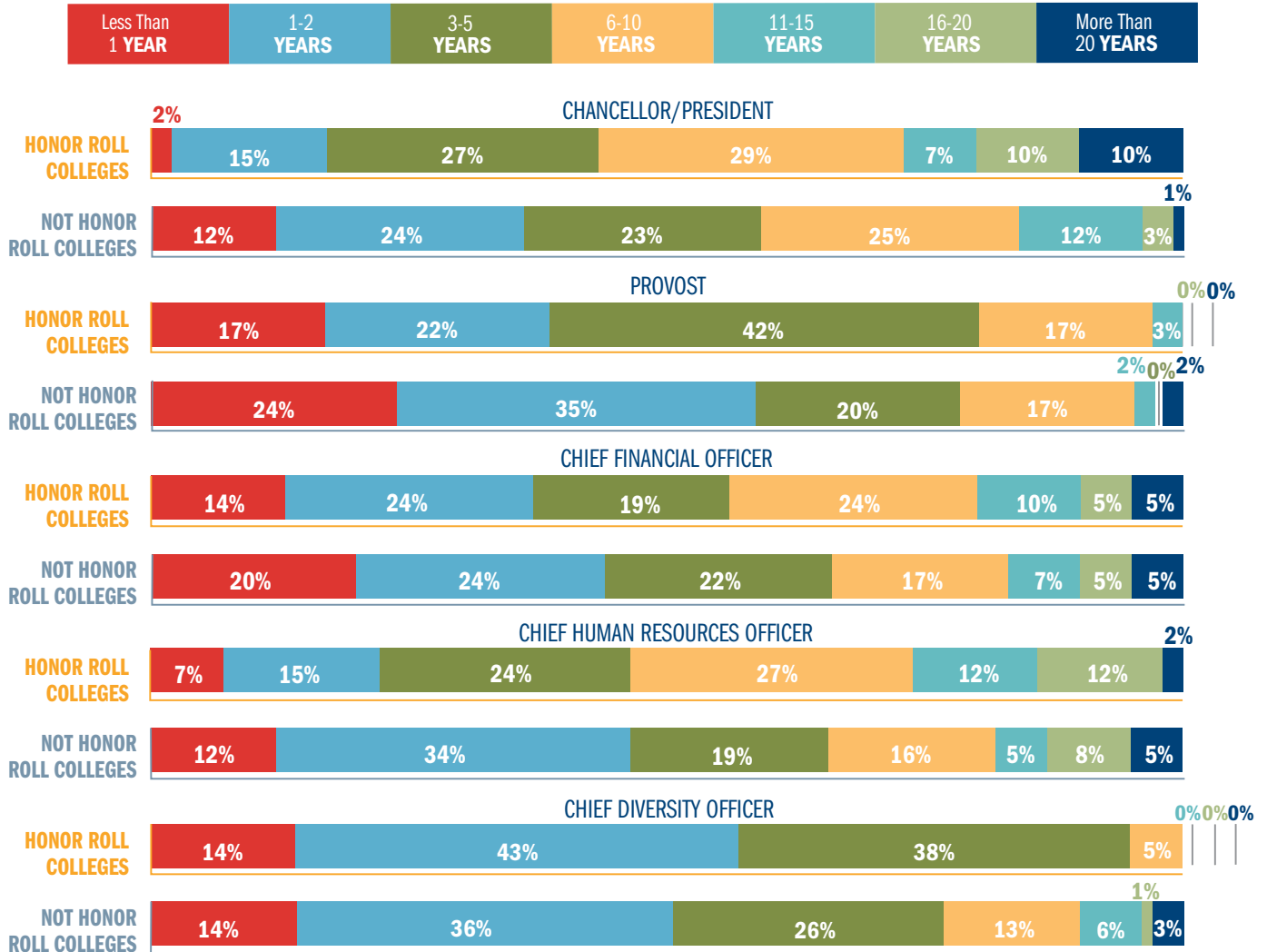
Less Than 1 YEAR	1-2 YEARS	3-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	More Than 20 YEARS

CHANCELLOR/PRESIDENT

HONOR ROLL COLLEGES: 2% | 15% | 27% | 29% | 7% | 10% | 10%

NOT HONOR ROLL COLLEGES: 12% | 24% | 23% | 25% | 12% | 3% | 1%

PROVOST

HONOR ROLL COLLEGES: 17% | 22% | 42% | 17% | 3% | 0% | 0%

NOT HONOR ROLL COLLEGES: 24% | 35% | 20% | 17% | 2% | 0% | 2%

CHIEF FINANCIAL OFFICER

HONOR ROLL COLLEGES: 14% | 24% | 19% | 24% | 10% | 5% | 5%

NOT HONOR ROLL COLLEGES: 20% | 24% | 22% | 17% | 7% | 5% | 5%

CHIEF HUMAN RESOURCES OFFICER

HONOR ROLL COLLEGES: 7% | 15% | 24% | 27% | 12% | 12% | 2%

NOT HONOR ROLL COLLEGES: 12% | 34% | 19% | 16% | 5% | 8% | 5%

CHIEF DIVERSITY OFFICER

HONOR ROLL COLLEGES: 14% | 43% | 38% | 5% | 0% | 0% | 0%

NOT HONOR ROLL COLLEGES: 14% | 36% | 26% | 13% | 6% | 1% | 3%

How your faculty & staff responded on the ModernThink Higher Education Insight Survey

ENGAGEMENT STATEMENTS	HONOR ROLL COLLEGES	NOT HONOR ROLL COLLEGES	% Point Difference
	% Faculty & Staff Strongly Agree or Agree		
This institution is well run.	76%	54%	22
Senior leadership provides a clear direction for this institution's future.	72%	53%	19
Our senior leadership has the knowledge, skills and experience necessary for institutional success.	80%	63%	17
Senior leadership shows a genuine interest in the well-being of faculty, administration and staff.	75%	58%	17
Senior leadership communicates openly about important matters.	70%	53%	17
I believe what I am told by senior leadership.	74%	58%	16

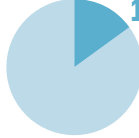# Diversity, Inclusion & Belonging

Your policies and practices from the **ModernThink Institution Questionnaire**

YOUR DEI DIVISION/DEPARTMENT HAS BEEN DISBANDED AND/OR INTEGRATED INTO OTHER DIVISIONS/UNITS.
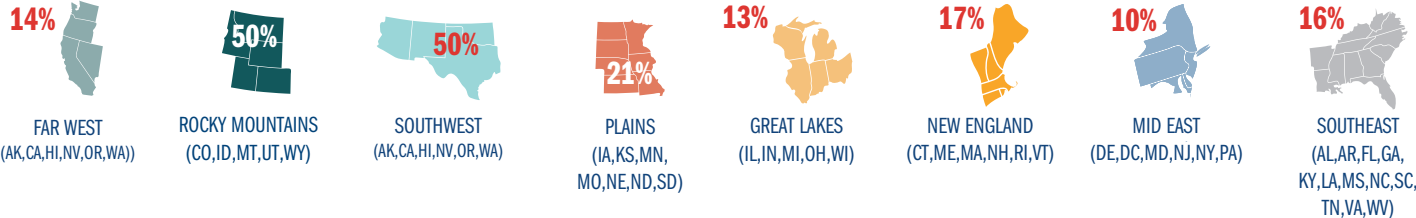
HONOR ROLL COLLEGES

40%

NOT HONOR ROLL COLLEGES

15%

GEOGRAPHICAL DATA

14%	50%	50%	21%	13%	17%	10%	16%
FAR WEST (AK,CA,HI,NV,OR,WA))	ROCKY MOUNTAINS (CO,ID,MT,UT,WY)	SOUTHWEST (AK,CA,HI,NV,OR,WA)	PLAINS (IA,KS,MN, MO,NE,ND,SD)	GREAT LAKES (IL,IN,MI,OH,WI)	NEW ENGLAND (CT,ME,MA,NH,RI,VT)	MID EAST (DE,DC,MD,NJ,NY,PA)	SOUTHEAST (AL,AR,FL,GA, KY,LA,MS,NC,SC, TN,VA,WV)

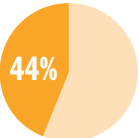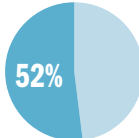## YOU HAVE AN EMPLOYEE ON CAMPUS WHOSE SOLE RESPONSIBILITY IS TO MANAGE DIVERSITY POLICIES AND ISSUES, AND ENHANCE INCLUSION INITIATIVES ON YOUR CAMPUS.
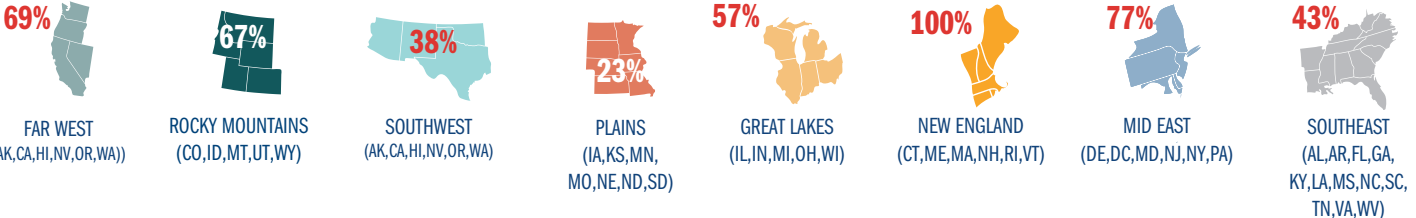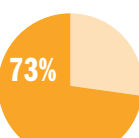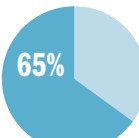
HONOR ROLL COLLEGES

44%

NOT HONOR ROLL COLLEGES

52%

GEOGRAPHICAL DATA

69%	67%	38%	23%	57%	100%	77%	43%
FAR WEST (AK,CA,HI,NV,OR,WA))	ROCKY MOUNTAINS (CO,ID,MT,UT,WY)	SOUTHWEST (AK,CA,HI,NV,OR,WA)	PLAINS (IA,KS,MN, MO,NE,ND,SD)	GREAT LAKES (IL,IN,MI,OH,WI)	NEW ENGLAND (CT,ME,MA,NH,RI,VT)	MID EAST (DE,DC,MD,NJ,NY,PA)	SOUTHEAST (AL,AR,FL,GA, KY,LA,MS,NC,SC, TN,VA,WV)

YOUR INSTITUTION HAS A DEDICATED PLAN TO RECRUIT AND RETAIN A DIVERSE WORKFORCE.

HONOR ROLL COLLEGES

73%

NOT HONOR ROLL COLLEGES

65%

GEOGRAPHICAL DATA

69%	67%	67%	55%	64%	83%	85%	64%
FAR WEST (AK,CA,HI,NV,OR,WA))	ROCKY MOUNTAINS (CO,ID,MT,UT,WY)	SOUTHWEST (AK,CA,HI,NV,OR,WA)	PLAINS (IA,KS,MN, MO,NE,ND,SD)	GREAT LAKES (IL,IN,MI,OH,WI)	NEW ENGLAND (CT,ME,MA,NH,RI,VT)	MID EAST (DE,DC,MD,NJ,NY,PA)	SOUTHEAST (AL,AR,FL,GA, KY,LA,MS,NC,SC, TN,VA,WV)
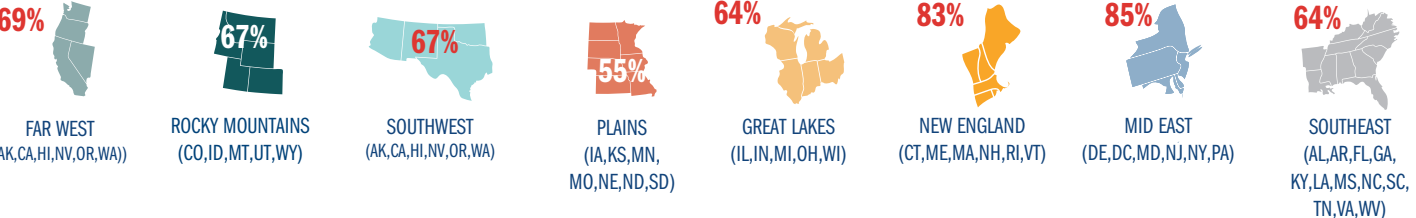
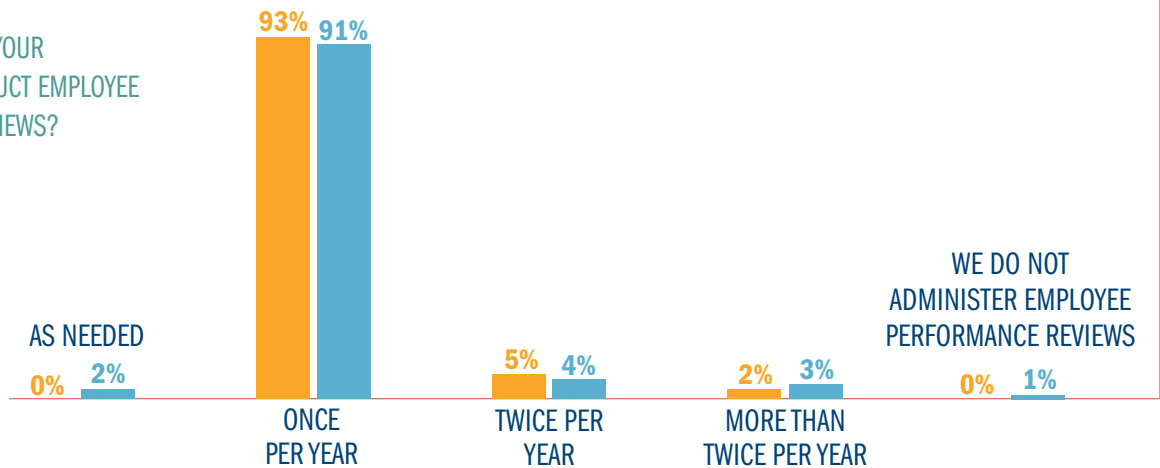| DOES YOUR INSTITUTION OFFER THE FOLLOWING?	HONOR ROLL COLLEGES	NOT HONOR ROLL COLLEGES
Gender-neutral bathrooms	76%	73%
Same-sex partner healthcare benefits	76%	67%
Trans-inclusive healthcare benefits	43%	31%
Safe spaces for all religious prayer	67%	55%
Religious holiday exemptions for employees of non-Christian faiths	52%	36%
Mental health counselors specifically trained to assist people from underrepresented groups (LGBTQ, first generation, etc.)	76%	60%

How your faculty & staff responded on the ModernThink Higher Education Insight Survey

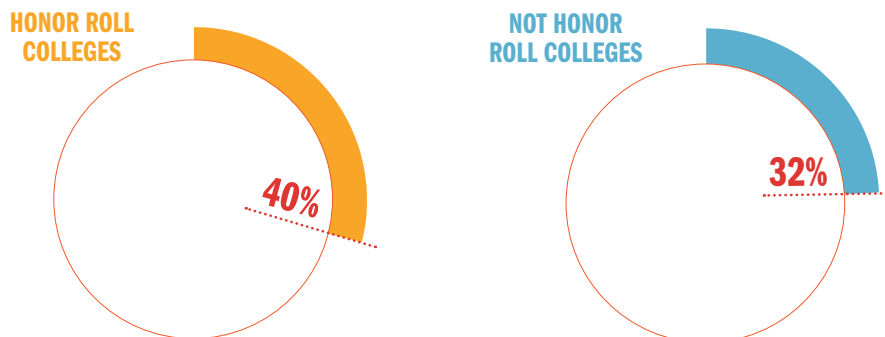| ENGAGEMENT STATEMENTS	HONOR ROLL COLLEGES	NOT HONOR ROLL COLLEGES	
	% Faculty & Staff Strongly Agree or Agree		% Point Difference
There's a sense that we're all on the same team at this institution.	68%	49%	19
I would recommend working here to my family and/or friends.	82%	68%	14
This institution places sufficient emphasis on having diverse faculty, administrators and staff.	80%	69%	11
This institution has clear and effective procedures for dealing with discrimination.	79%	69%	10
I feel a sense of belonging at this institution.	82%	72%	10
We are making good progress towards becoming a more diverse and inclusive institution.	79%	70%	9
At this institution, diversity in all of its forms is valued.	81%	73%	8
In my department, we welcome diversity in all of its forms.	89%	87%	2

Training & Development

Your policies and practices from the **ModernThink Institution Questionnaire**

HOW OFTEN DOES YOUR INSTITUTION CONDUCT EMPLOYEE PERFORMANCE REVIEWS?

- AS NEEDED: 0% / 2%
- ONCE PER YEAR: 93% / 91%
- TWICE PER YEAR: 5% / 4%
- MORE THAN TWICE PER YEAR: 2% / 3%
- WE DO NOT ADMINISTER EMPLOYEE PERFORMANCE REVIEWS: 0% / 1%

DOES YOUR INSTITUTION OFFER THE FOLLOWING PROGRAMS AND/OR PRACTICES?	HONOR ROLL COLLEGES	NOT HONOR ROLL COLLEGES
Mentoring for faculty	79%	56%
Mentoring for staff	60%	24%
Job shadowing/cross training	50%	38%
Attendance at leadership workshops or other formal leadership education	83%	80%
Support of leadership roles within volunteer organizations outside the institution	64%	66%
Other	5%	8%

YOUR INSTITUTION CONDUCTS 360-DEGREE PERFORMANCE REVIEWS.

HONOR ROLL COLLEGES: 40%

NOT HONOR ROLL COLLEGES: 32%

How your faculty & staff responded on the **ModernThink Higher Education Insight Survey**

ENGAGEMENT STATEMENTS	HONOR ROLL COLLEGES	NOT HONOR ROLL COLLEGES	
	% Faculty & Staff Strongly Agree or Agree		**% Point Difference**
I have access to the training I need to do my job well.	80%	65%	15
I am given the opportunity to develop my skills at this institution.	82%	71%	11
Our review process accurately measures my job performance.	67%	56%	11
Issues of low performance are addressed in my department.	62%	52%	10
Promotions in my department are based on a person's performance.	64%	55%	9
I understand the necessary requirements to advance my career.	75%	67%	8
I receive feedback from my supervisor/department chair that helps me.	79%	71%	8
I believe what I am told by my supervisor/department chair.	83%	76%	7
My supervisor/department chair makes his/her expectations clear.	83%	77%	6
My supervisor/department chair is consistent and fair.	82%	76%	6
My supervisor/department chair actively solicits my suggestions and ideas.	81%	75%	6
My supervisor/department chair supports my efforts to balance my work and personal life.	88%	83%	5

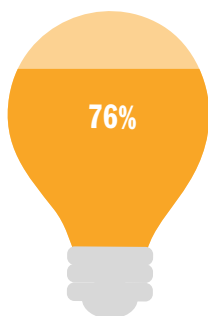| BENEFITS	HONOR ROLL COLLEGES	NOT HONOR ROLL COLLEGES	
	% Faculty & Staff Very Satisfied or Satisfied		**% Point Difference**
Professional/Career Development Programs	71%	55%	16

Retention & Turnover

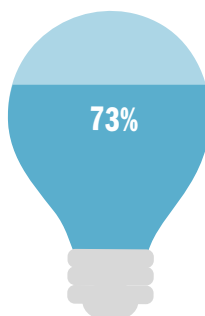Your policies and practices from the **ModernThink Institution Questionnaire**

WHICH OF THE FOLLOWING RECOGNITION AND/OR APPRECIATION PROGRAMS ARE IN PLACE AT YOUR INSTITUTION?	HONOR ROLL COLLEGES	NOT HONOR ROLL COLLEGES
Years of Service Recognition	100%	94%
Peer-to-Peer Recognition	81%	67%
Manager-to-Employee Recognition	74%	55%
Awards Based on Institutional Values	83%	57%
Professional Development Acknowledgement/Celebrations	81%	61%
Team Based Employee Recognition	50%	40%
Employee Appreciation Week	45%	29%
Spot Bonuses	19%	17%
Quarterly/Annual Bonuses	31%	11%
Recruitment/Referral Bonus	24%	13%
Non-monetary Employee Rewards	64%	55%
Other	36%	29%

YOUR INSTITUTION HAS A PROGRAM THAT ENCOURAGES AND RECOGNIZES FACULTY/STAFF INITIATED IMPROVEMENTS, ENHANCEMENTS AND/OR INNOVATIONS.
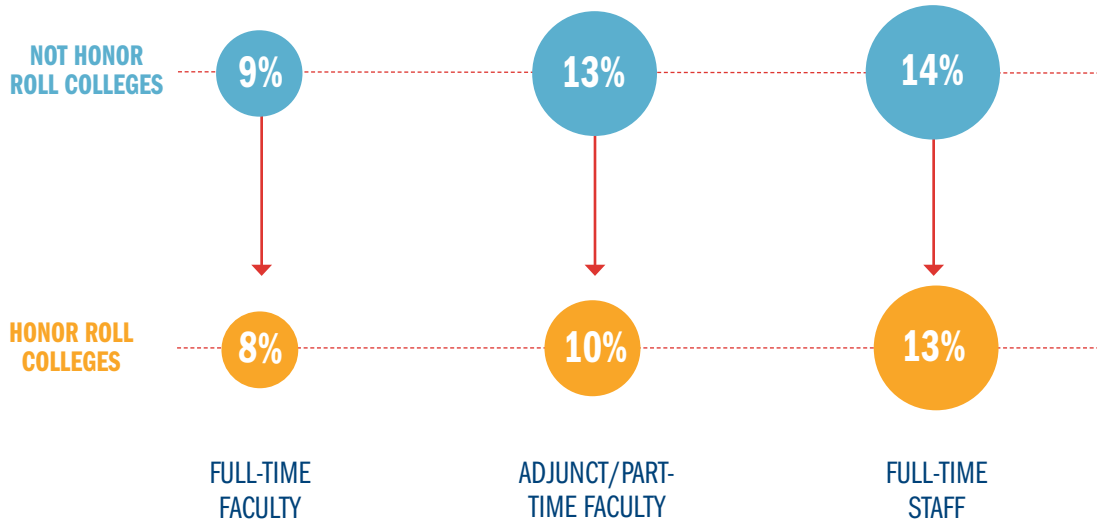
HONOR ROLL COLLEGES

NOT HONOR ROLL COLLEGES

76%

73%

WHAT IS THE ANNUAL VOLUNTARY TURNOVER RATE?

NOT HONOR ROLL COLLEGES

9%   13%   14%

HONOR ROLL COLLEGES

8%   10%   13%

FULL-TIME   ADJUNCT/PART-   FULL-TIME
FACULTY   TIME FACULTY   STAFF

How your faculty & staff responded on the **ModernThink Higher Education Insight Survey**

ENGAGEMENT STATEMENTS	HONOR ROLL COLLEGES	NOT HONOR ROLL COLLEGES	% Point Difference
	% Faculty & Staff Strongly Agree or Agree		
I am provided the resources I need to be effective in my job.	77%	60%	17
All things considered, this is a great place to work.	85%	70%	15
I am paid fairly for my work.	55%	42%	13
The facilities (e.g., classrooms, offices, laboratories) adequately meet my needs.	78%	65%	13
I am regularly recognized for my contributions.	69%	57%	12
I am given the responsibility and freedom to do my job.	89%	83%	6
My job makes good use of my skills and abilities.	86%	81%	5
The work I do is meaningful to me.	92%	89%	3

BENEFITS	HONOR ROLL COLLEGES	NOT HONOR ROLL COLLEGES	% Point Difference
	% Faculty & Staff Very Satisfied or Satisfied		
Employee Recognition	64%	45%	19

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