

Higher Education WORKPLACE

TREND SUMMARY 2023



PREPARED BY
ModernThink

**2023 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 16th anniversary of the Great Colleges to Work For program, which included 194 colleges from across the country: 121 four-year colleges and 73 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 103,000 faculty and staff, with an overall response rate of 43%. Of the responses received, 6,673 of them were administrators, 13,496 were faculty, 15,251 were exempt staff, 7,852 were non-exempt staff, and 1,160 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).

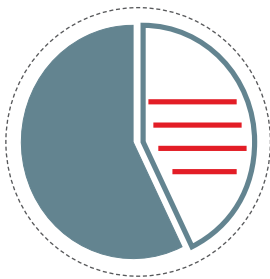
Recognition in each Great Colleges category was given to the ten highest-scoring institutions in each size for four-year colleges and the four highest-scoring institutions in each size for two-year colleges. In addition to the responses collected through the ModernThink Higher Education Insight Survey, 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.

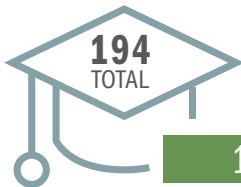
PARTICIPATION DATA

PARTICIPATION BY THE NUMBERS

OVER 103,000 FACULTY AND STAFF SURVEYED



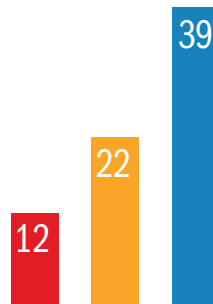
43% RESPONDED



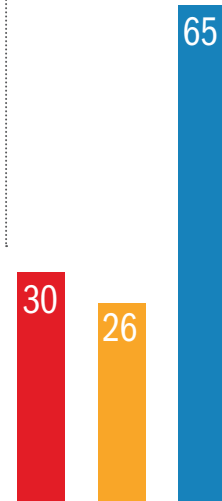
73 TWO-YEAR COLLEGES

121 FOUR-YEAR COLLEGES

2-YEAR PARTICIPANTS



4-YEAR PARTICIPANTS

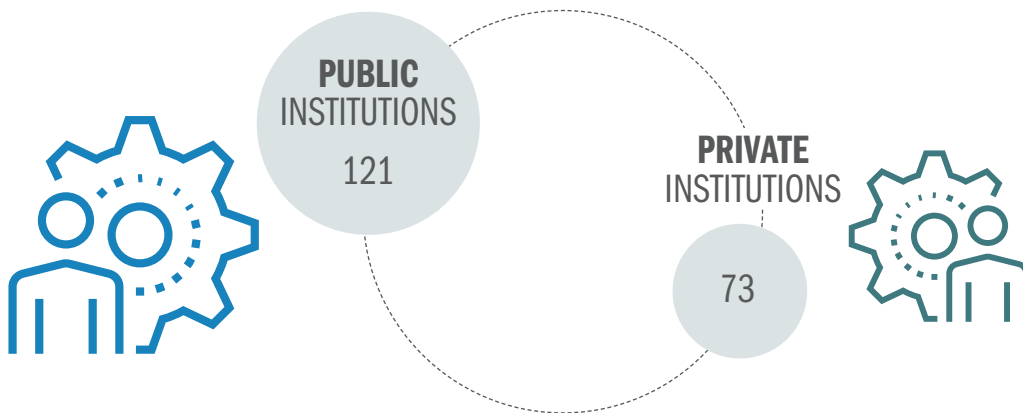


SMALL 500 - 2,999 STUDENTS

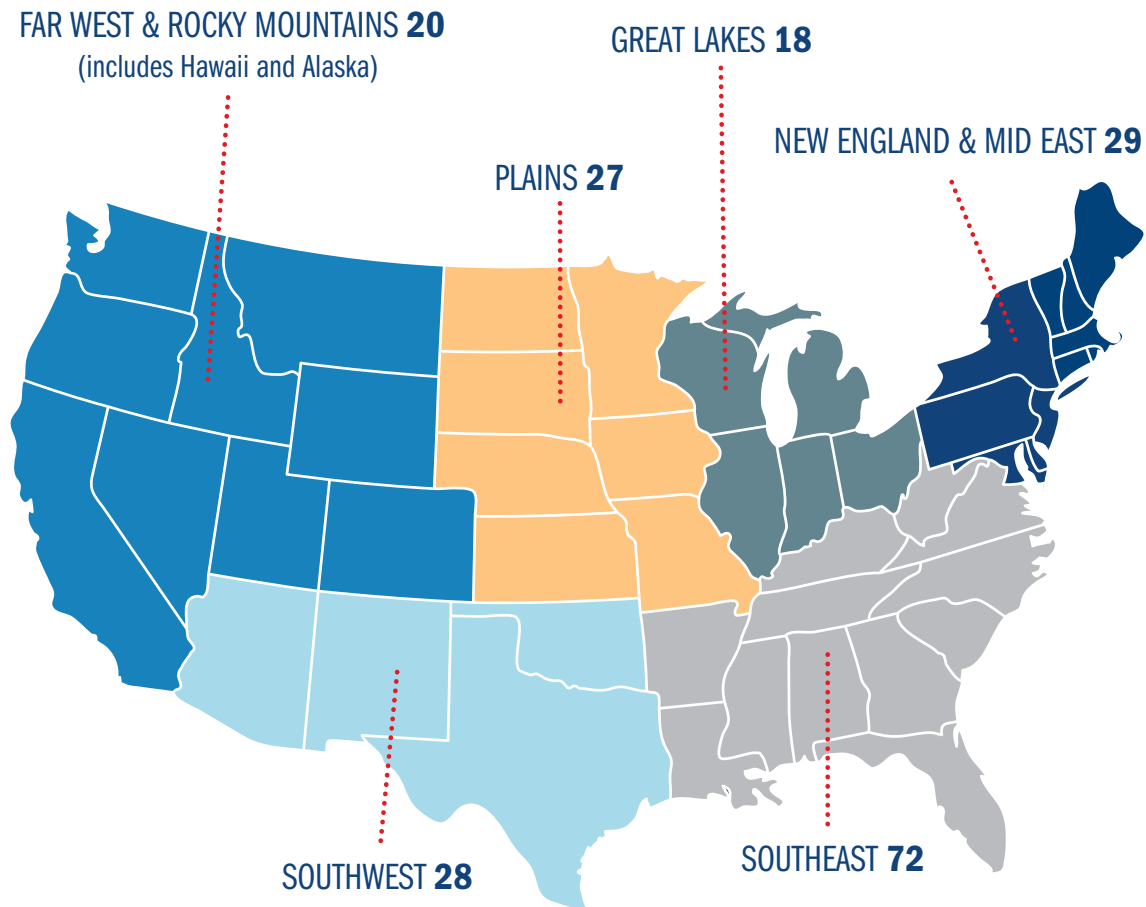
MEDIUM 3,000 - 9,999 STUDENTS

LARGE 10,000 + STUDENTS

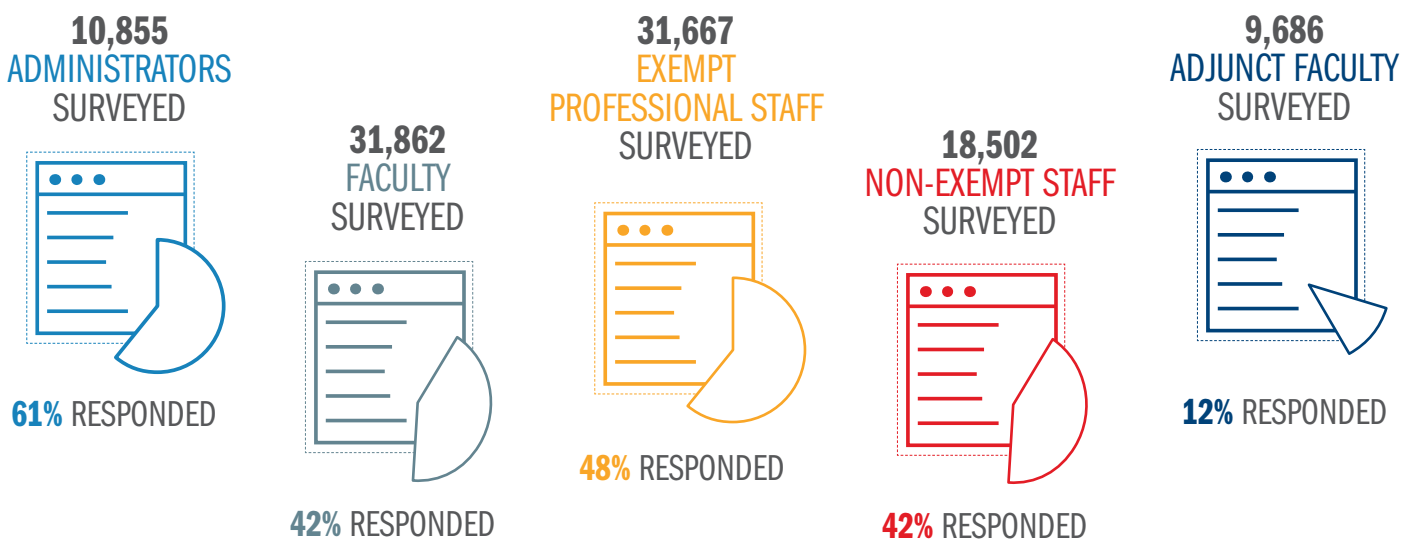
PARTICIPANTS BY CONTROL



PARTICIPANTS BY GEOGRAPHIC REGION



PARTICIPANTS BY JOB CATEGORY





2023 HONOR ROLL

Congratulations to the 2023 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:

2023 HONOR ROLL TWO-YEAR INSTITUTIONS:

SMALL (<3,000 STUDENTS)	MEDIUM (3,000-9,999 STUDENTS)	LARGE (10,000 OR MORE STUDENTS)
Fletcher Technical Community College	Central Lakes College	Collin College
Panola College	Hudson County Community College	Irvine Valley College
Patrick & Henry Community College	McLennan Community College	Miami Dade College
Western Dakota Technical College	Northeast Mississippi Community College	Ozarks Technical Community College

2023 HONOR ROLL FOUR-YEAR INSTITUTIONS:

SMALL (<3,000 STUDENTS)	MEDIUM (3,000-9,999 STUDENTS)	LARGE (10,000 OR MORE STUDENTS)
Allen College	Abilene Christian University	Baylor University
Clarkson College	Anderson University	Bellevue University
Lackawanna College	Angelo State University	Florida International University
McPherson College	Biola University	Mississippi State University
Mount St. Joseph University	Francis Marion University	Regent University
Nebraska Methodist College of Nursing and Allied Health	Gannon University	Southern New Hampshire University
Parker University	Loma Linda University	Texas Tech University
Salus University	Rollins College	The University of West Florida
Sentara College of Health Sciences	Texas Tech University Health Sciences Center	UMBC
Southern California University of Health Sciences	University of the Incarnate Word	University of Mississippi

BEST PRACTICES IN PERFORMANCE MANAGEMENT

The *ModernThink Higher Education Insight Survey*® measures **10 CORE DIMENSIONS**, or groups of statements, reflecting managerial and organizational competencies specific to higher education. The *Professional Development* dimension provides insight into the reported satisfaction with career/professional development opportunities for staff and support for research and clarity of the tenure process for faculty. The *Performance Management* dimension measures the efficiency of policies, procedures, and processes within the college and also evaluates the college’s efforts in employee recognition. Performance Management has yielded the lowest average percent positive across all our survey dimensions for the last three years. This dimension, as well as the Professional Development dimension, are key indicators of recognition in Professional Development in the program.

This year, Honor Roll institutions **PANOLA COLLEGE** and **MCPHERSON COLLEGE** were not only among the highest scoring institutions in both of these dimensions but also recognized in Professional Development. We asked each college about its onboarding processes, training methods, recognition and mentoring programs, and performance reviews to uncover some of the best practices in Performance Management. Below are their responses.

PANOLA COLLEGE
Carthage, TX
Recognized 12 times



Small, Two-year, Public Institution

MCPHERSON COLLEGE
McPherson, KY
Recognized 9 times



Small, Four-year, Private Institution

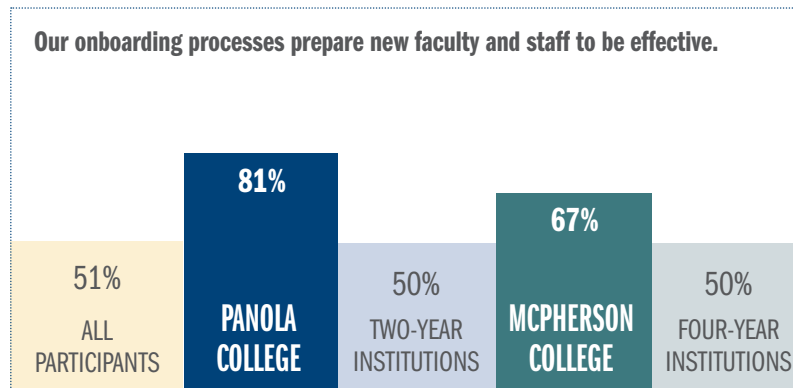
	PERFORMANCE MANAGEMENT DIMENSION	EMPLOYEE RECOGNITION PROGRAMS BENEFIT	PROFESSIONAL DEVELOPMENT DIMENSION	PROFESSIONAL/CAREER DEVELOPMENT PROGRAMS BENEFIT
ALL PARTICIPANTS	56%	50%	66%	58%
PANOLA COLLEGE	82%	93%	91%	90%
TWO-YEAR INSTITUTIONS	57%	53%	68%	64%
MCPHERSON COLLEGE	70%	76%	78%	68%
FOUR-YEAR INSTITUTIONS	55%	48%	64%	55%

Percents in this graph indicate percent positive, or the percentage of respondents that responded **“Strongly Agree”** or **“Agree”** to the statements or **“Very Satisfied”** or **“Satisfied”** to the benefits.

Q: Describe your onboarding processes for faculty and staff. What about your onboarding is special? What is most effective? What is most important for you to convey to new hires?

PANOLA COLLEGE: During the application process, the applicants that received an interview for a faculty or professional staff position meet one-on-one with the President after interviewing with the Screening Committee. This allows the applicant to have the opportunity to meet the President face-to-face in his office and have a conversation about the culture of Panola College. He stresses the importance of being engaged on campus and letting the students see you at a Fine Arts event or an Athletic contest. For the onboarding process, the new hire meets with the Director of Human Resources to complete the new hire paperwork and ask any questions that the new hire may have thought of since the initial acceptance of the position. At the beginning of the Fall semester, during Convocation week, new hires attend a new employee orientation where they get to meet all Administration, Deans and Directors of various departments across campus. This is the opportunity for new hires to see how they “fit in” to our work family and how we are all here to support each other and ultimately the student.

MCPHERSON COLLEGE: From the beginning of new employees’ introduction, the college aligns them with our mission statement and values. A unique open-ended approach to onboarding for faculty and staff includes an in-person orientation session that underlines the college’s commitment to building community with detailed follow-up by supervisors. Because of our strong partnership with the Kansas Leadership Center, each new employee receives a copy of the Center’s latest book, which emphasizes adaptive leadership styles implemented throughout campus. Continuous training conducted by the Center reinforces these concepts. The in-person aspect of new employee orientation is continued by the new employee’s supervisor. We convey to every new employee that they are a vital part of the success of the entire college. It is considered everyone’s job to be involved in student recruitment and retention efforts.



Percents in this graph indicate percent positive, or the percentage of respondents that responded “**Strongly Agree**” or “**Agree**” to the statement.

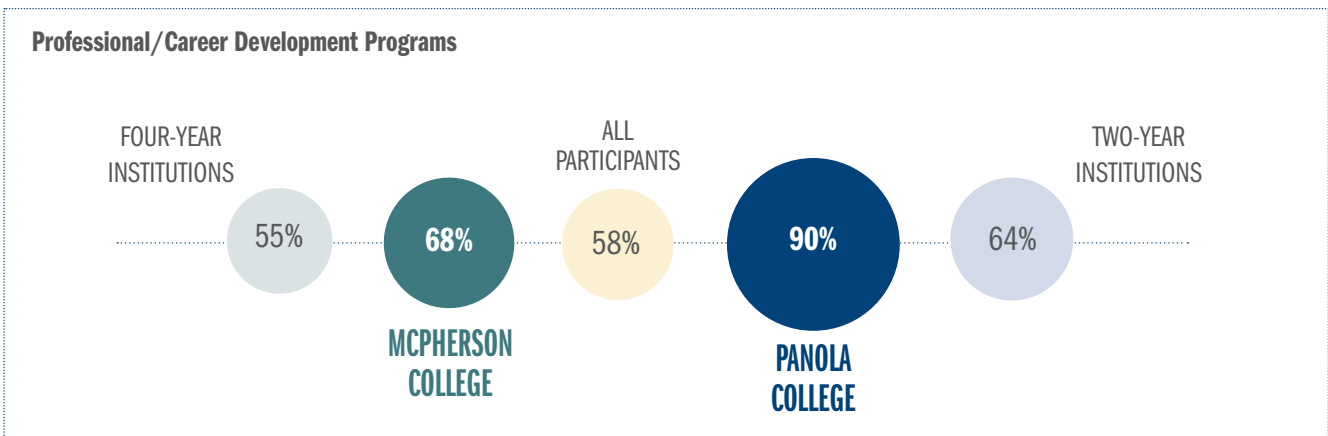
KEY TAKEAWAYS

- Give new hires an early chance to meet senior staff across departments so they get a sense of fit and culture from the start
- Make time with the President part of orientation to convey open communication at all levels
- Emphasize mission and values with new hires, which bind the campus community

Q: How do your training methods differ across employee roles? What is most effective in your training for Department Chairs as opposed to faculty or staff, etc.?

PANOLA COLLEGE: Professional development is a constant reminder for all employees. Our Distance & Digital Learning department offers opportunities for faculty to enhance their skills for online classes or resources for their face-to-face offerings. Our Library offers trainings for faculty to help develop the research skills for the students in their classes. Professional Staff and Hourly Staff have opportunities to attend Local and State trainings throughout the year. These opportunities are covered by the departmental budget. Panola College covers the cost for any employee to attend the Texas Community College Teachers Association annual conference as well.

MCPHERSON COLLEGE: The college's training process is tailored to fit the needs of the employees and departments, whether faculty or staff. For example, Human Resources may offer staff online training throughout the semester, while faculty training may be presentations during the first week of school. Because of our size, training for Department Chairs is offered through faculty professional development resources



Percents in this graph indicate percent positive, or the percentage of respondents that responded “**Very Satisfied**” or “**Satisfied**” to the benefit.

KEY TAKEAWAYS

- Make professional development opportunities available year-round
- Tailor training processes to employee roles

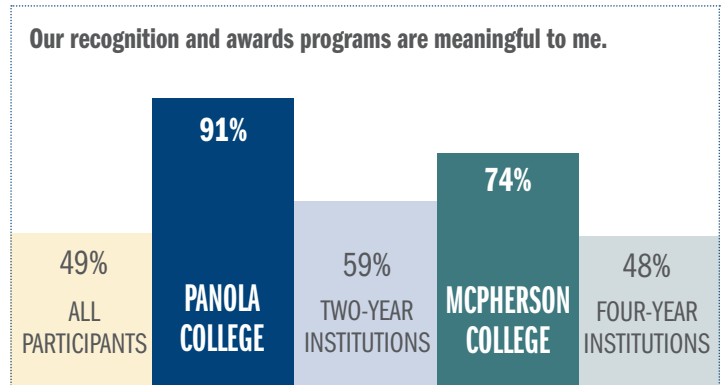
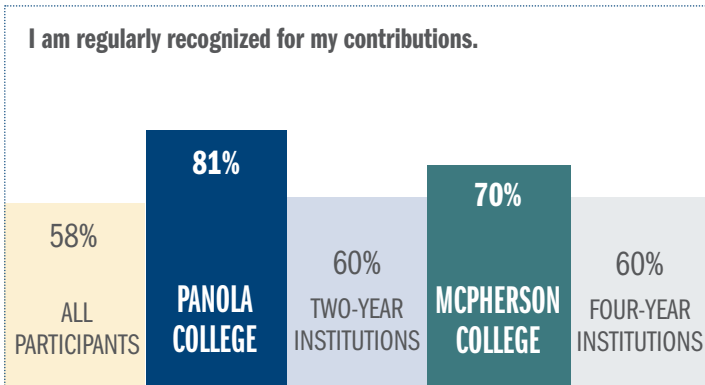
EMPLOYEE COMMENT, PANOLA COLLEGE

“From the first time I stepped on the campus, I felt welcome and comfortable asking anyone/everyone for help if I needed it.”

Q: What gives your employee recognition programs so much impact with your employees? What would be your top recommendation to other institutions who want to improve their employee recognition strategy?

PANOLA COLLEGE: In the past, service award recognition began at 10 years of service to Panola College. A couple of years ago, it was decided to begin the recognition at 5 years of service. This has been a positive impact for employees to be publicly recognized for their service and loyalty to Panola College. College-wide luncheons are held at Convocation each Fall and Spring, a Christmas luncheon, and between graduation ceremonies in the Fall and Spring. Upon retirement, a College-wide reception is held to honor those that have given so much to Panola College during their employment. Fellowship with co-workers is a big focus in gathering at these receptions and luncheons.

MCPHERSON COLLEGE: The Employee Service Awards dinner and program is an event all employees look forward to each year. What has a substantial impact is the individual recognition the college president gives to each recipient during the program. In addition to the wonderful atmosphere where families and friends gather with a meal that is over the top, the event occurs during the Board of Trustee meeting. Having Trustees in attendance makes the event even more meaningful to the recipients. Additionally, employees have received a special gift every year that the college has achieved the Great Colleges to Work For honor. Simply put, we realize that employees want to be recognized for their contributions to the college and that recognition needs to come from the top office. In addition to our annual recognition event, our president also recognizes employees and departments in front of our community at his monthly Campus Huddles.



Percents in this graph indicate percent positive, or the percentage of respondents that responded **“Strongly Agree”** or **“Agree”** to the statement.

KEY TAKEAWAYS

- Start recognition programs early
- Take opportunities to celebrate milestones during an employee's service with the broader community
- Make sure recognition comes from the highest levels of your college and not just within departments

EMPLOYEE COMMENT, MCPHERSON COLLEGE

“ I appreciate the annual service awards dinner in which faculty are publicly recognized every five years of service for their contributions to the college community. ”

Q: Describe the mentoring programs you have in place. How do these specifically support continuous improvement in job performance?

PANOLA COLLEGE: New hires are placed with a mentor each year, usually a mentor within the department/area that the new hire is in. The mentor is available to help with course content questions, budgetary guidance, and a multitude of other questions that may come up throughout the academic/fiscal year. From the President down, all employees know that you can ask questions of anyone on campus for help.

MCPHERSON COLLEGE: Mentorship is an important cultural aspect on campus. Mentors are offered to newly hired faculty and staff. Outside of Human Resources, faculty and staff are encouraged to participate as mentors in programs hosted by our alumni, athletics department, and our financial literacy program. The college believes that mentorship leads to improved job performance, whether working with a mentor or as a mentor.

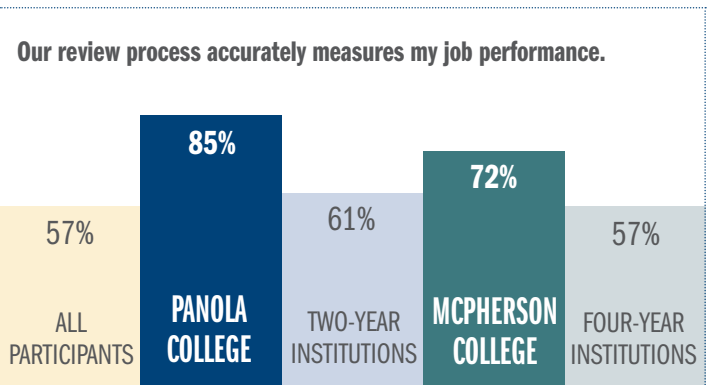
KEY TAKEAWAYS

- Ingrain mentorship as part of the campus culture
- Emphasize that mentorships benefit the mentee AND the mentor

Q: Tell us about your performance review process. How often do they happen? How are goals set and then monitored for progress? Does the review process differ by role, and if so, in what ways?

PANOLA COLLEGE: Performance evaluations are conducted yearly for Professional and Hourly staff. Full-time Faculty are evaluated every Fall, Adjunct Faculty are evaluated every Spring. The evaluation for Professional and Hourly staff covers the relations with others, attitude-application to work, judgment, dependability, ability to learn, quality of work, punctuality, attendance and overall performance. The supervisor has the ability to list comments and an action plan or professional development opportunities. Faculty/Adjunct evaluations are based on reviews of face-to-face instruction or online/hybrid instruction. These areas in face-to-face instruction look at the presentation of the class, the materials offered and the interactions between the faculty and the students. The online/hybrid evaluations consider the organization and design of the course, the instructional design and delivery of the course, the assessment of student learning, appropriate use of technology, student support and resources and if hybrid, the class elements. All Faculty are reviewed on course preparations, course materials, course completion, institutional and professional obligations. The evaluator can list their comments or reflections. The faculty member has an opportunity to respond and list their reflection of the evaluation. Students also have the opportunity to evaluate their professor/instructor during the semester.

MCPHERSON COLLEGE: The college offers several approaches to staff performance management, which allows the supervisor to make the choice on what tool would be most effective. For example, some supervisors prefer using evaluation tools, while others prefer critical coaching methods. Faculty evaluations are outlined and managed per the faculty handbook, and they occur once per year, if possible, for staff and per the faculty handbook. Depending on departments, supervisors meet with their staff regularly to review goals and progress towards them. Evaluations are approached differently for staff members and faculty members.



Percents in this graph indicate percent positive, or the percentage of respondents that responded **“Strongly Agree”** or **“Agree”** to the statement.

KEY TAKEAWAYS

- Allow evaluators flexibility in their approach to providing feedback
- Conduct evaluations at least annually
- Customize evaluations to job role and functional area

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2023 ALL PARTICIPANTS STATEMENTS

TOP 10 STATEMENTS

	% Positive Response	% Negative Response
The work I do is meaningful to me.	90	2
I understand how my job contributes to this institution's mission.	90	3
In my department, we welcome diversity in all of its forms.	87	5
I am given the responsibility and freedom to do my job.	84	5
My supervisor/department chair supports my efforts to balance my work and personal life.	84	6
This institution actively contributes to the community.	83	4
My job makes good use of my skills and abilities.	82	5
Overall, my department is a good place to work.	82	5
My supervisor/department chair shows genuine interest in my well-being.	82	7
I am proud to be part of this institution.	79	5

BOTTOM 10 STATEMENTS

	% Positive Response	% Negative Response
I am paid fairly for my work.	44	34
Our recognition and awards programs are meaningful to me.	49	25
Our onboarding processes prepare new faculty and staff to be effective.	51	22
There is a good balance of teaching, service and research at this institution. (Faculty Only)	57	22
There's a sense that we're all on the same team at this institution.	52	21
Issues of low performance are addressed in my department.	54	21
Promotions in my department are based on a person's performance.	56	21
There is appropriate recognition of innovative and high quality teaching. (Faculty Only)	56	21
Changes that affect me are discussed prior to being implemented.	53	20
Senior leadership provides a clear direction for this institution's future.	57	20

05

2023 ALL PARTICIPANTS BENEFITS

TOP 5 BENEFITS

	% Positive Response	% Negative Response
Vacation/PTO	80	7
Medical Insurance	77	11
Tuition Reimbursement/Remission for Employees	76	8
Overall Satisfaction with Benefits	76	7
403b/401k	75	7

BOTTOM 5 BENEFITS

	% Positive Response	% Negative Response
Employee Recognition Programs	49	19
Paternity Leave Policy	52	17
Maternity Leave Policy	56	16
Professional/Career Development Programs	58	16
Work/Life Balance Programs	60	14

05

2023 ALL PARTICIPANTS STATEMENTS

TOP 5 STATEMENTS BY JOB CATEGORY	% POSITIVE ALL RESPONDENTS	% POSITIVE HONOR ROLL
FACULTY		
The work I do is meaningful to me.	92	91
I understand how my job contributes to this institution's mission.	89	87
I am given the responsibility and freedom to do my job.	86	82
In my department, we welcome diversity in all of its forms.	78	82
My job makes good use of my skills and abilities.	85	81
ADJUNCT FACULTY		
The work I do is meaningful to me.	92	96
I understand how my job contributes to this institution's mission.	89	93
I am given the responsibility and freedom to do my job.	86	93
My supervisor/department chair supports my efforts to balance my work and personal life.	89	92
I believe what I am told by my supervisor/department chair.	84	92
ADMINISTRATORS		
I understand how my job contributes to this institution's mission.	89	94
The work I do is meaningful to me.	92	92
In my department, we welcome diversity in all of its forms.	78	92
Overall, my department is a good place to work.	86	88
This institution actively contributes to the community.	82	88
EXEMPT PROFESSIONAL STAFF		
I understand how my job contributes to this institution's mission.	89	91
The work I do is meaningful to me.	92	88
In my department, we welcome diversity in all of its forms.	78	88
My supervisor/department chair supports my efforts to balance my work and personal life.	89	86
I am given the responsibility and freedom to do my job.	86	85
NON-EXEMPT STAFF		
I understand how my job contributes to this institution's mission.	89	91
In my department, we welcome diversity in all of its forms.	78	87
My supervisor/department chair supports my efforts to balance my work and personal life.	89	85
The work I do is meaningful to me.	92	84
I am given the responsibility and freedom to do my job.	86	84