

HUMBOLDT STATE UNIVERSITY

2019 Great Colleges to Work For Survey Results

Office of Institutional Effectiveness

Spring 2020



ModernThink Your People.
Your Advantage.

What is Great Colleges to Work For?

The ModernThink Higher Education Insight Survey[®] comprises sixty statements designed to explore the dynamics and relationships that influence institutional culture and performance. Participants are asked to respond to each statement either by using a five-point rating scale (*Strongly Agree, Agree, Sometimes Agree/Sometimes Disagree, Disagree, Strongly Disagree*) or by indicating that it is not applicable. In addition, two open-ended questions ask participants what they appreciate most about working at the institution and what they feel would make it a better place to work.

How was the survey conducted

The survey was conducted March 25 – April 12, 2019, via email invitation and follow-up reminders. The response rate was as follows:

| | |
|----------------------|------|
| Surveys Distributed: | 1274 |
| Survey Responses: | 416 |
| Response Rate: | 33% |

Response rates were also generated by pre-loaded job category. Local job category designations were supplied by the university with the email addresses of survey participants. Job categories such as *Lecturer* were recoded to standard ModernThink classifications. The response rates listed in Table 1 are based on those designations. The voluntary, self-selected demographics are used in the survey reports.

Table 1 Response Rates by Job Category

| Pre-Loaded Job Category | Total | Responded | % Responded |
|---------------------------|-------|-----------|-------------|
| All Employees | 1274 | 416 | 33% |
| Administration | 73 | 44 | 60% |
| Exempt Professional Staff | 245 | 105 | 43% |
| Faculty | 248 | 96 | 39% |
| Non-Exempt Staff | 436 | 126 | 29% |
| Adjunct Faculty | 272 | 45 | 17% |

Caveats

As is the case with all survey research, response rates are related to the ability to generalize results. In some cases, job category designations had low response rates. While low response rates hinder the ability to generalize results, they can be used as an indicator of necessary further study.

How to Read This Report

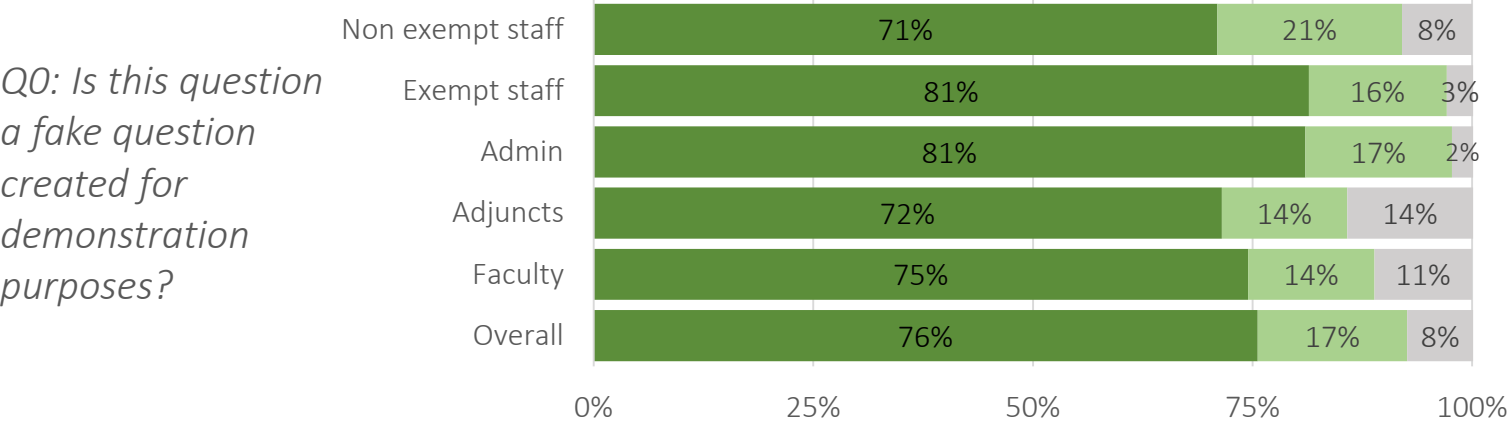
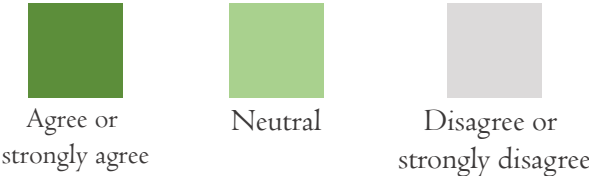
This report consists of two sections, one featuring frequency distributions for each of the sixty statements, disaggregated by job code category, and another featuring a graphical interpretation of responses to the two open-ended questions, also disaggregated by job category.

The following organizational groups are defined as follows:

- Institution** refers to the entire university or college.
- Department** refers to your most immediate workgroup or team.
- Senior Leadership** refers to the most senior members of the institution (e.g., chancellor or president and those who report directly to them).
- Supervisor/ Department Chair** refers to the individual to whom you directly report.

Color Coding Quantitative Responses

The following color codes were used to indicate level of agreement with the corresponding statement to the left of the bar chart.

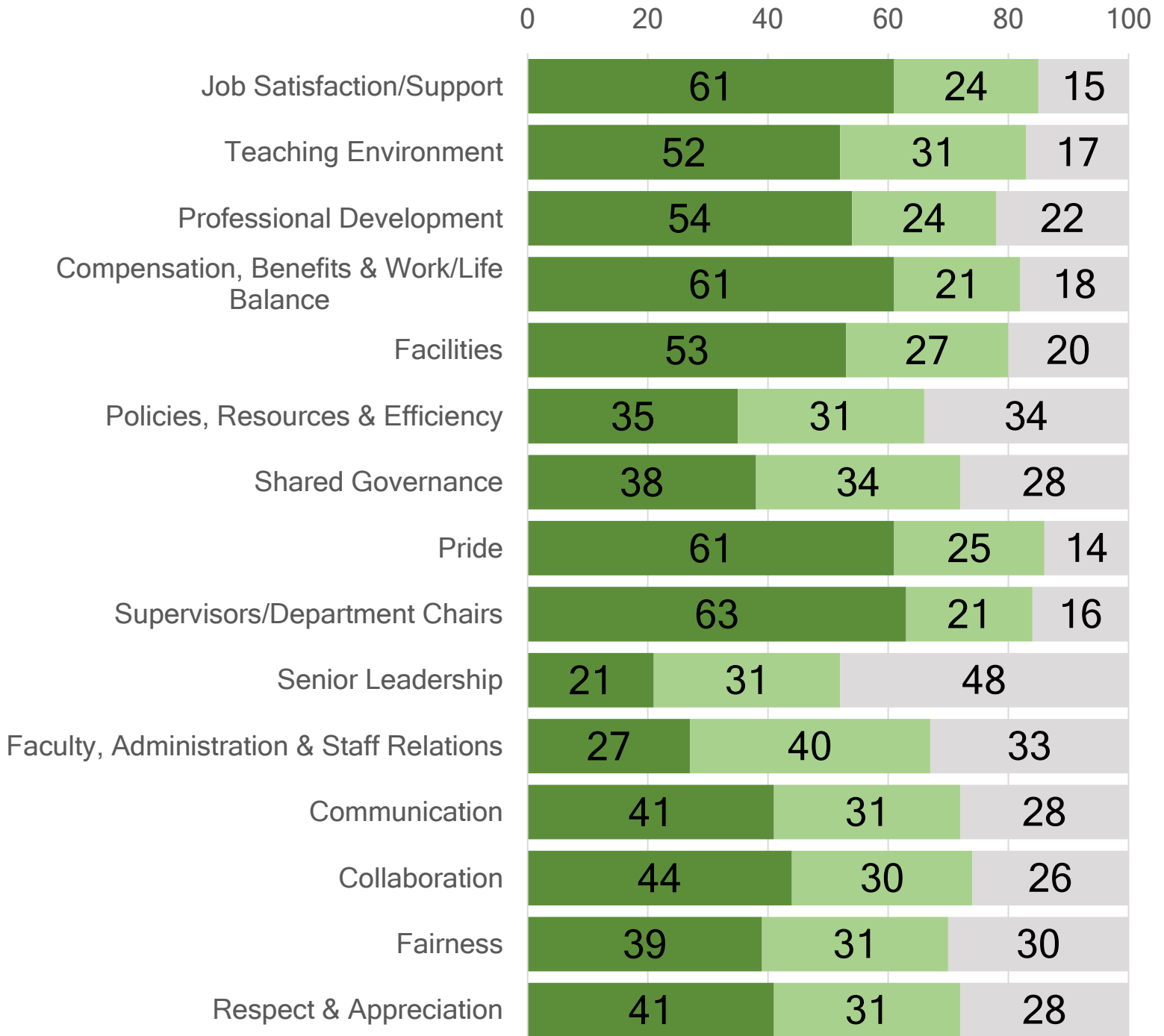


Questions about the survey administration or results? Please contact Dr. Lisa Castellino Associate Vice President for Institutional Effectiveness at (707) 826-5338 or Lisa@Humboldt.edu.

Part 1: Quantitative Results

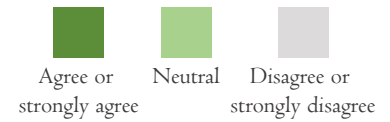
Summary

Across the fifteen dimensions in which the sixty statements are grouped, participants were most positive about supervisors and department chairs; compensation, benefits, and work-life balance; pride in the university; and overall job satisfaction. Participants were least positive about senior leadership and relationships among faculty, administration, and staff. The sections that follow provide all sixty statements (as grouped by the dimensions below), each disaggregated by job category.

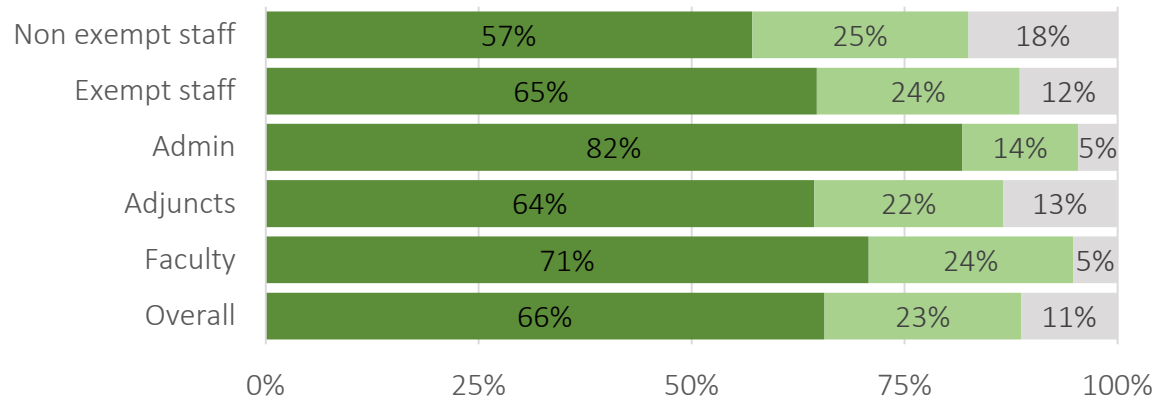


Section 1: Job Satisfaction and Support

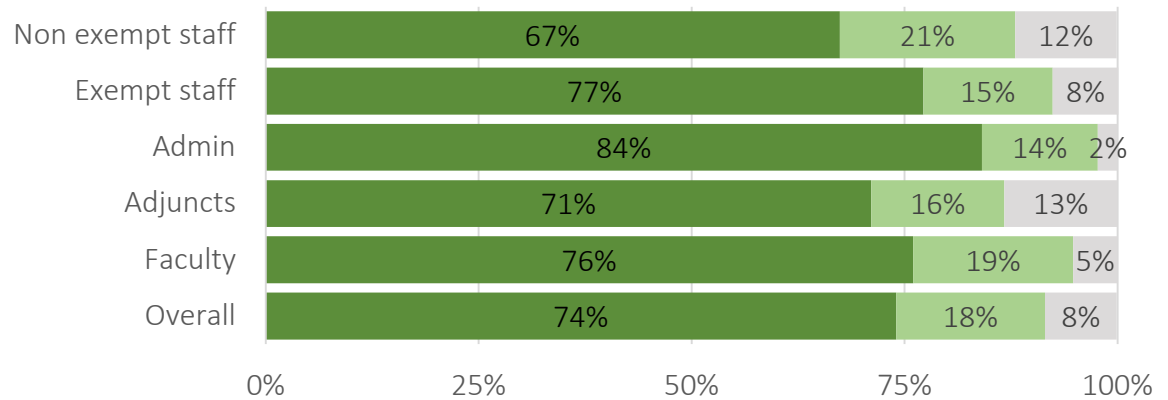
Three statements dealt with perceptions of support, satisfaction, and fulfillment on the job.



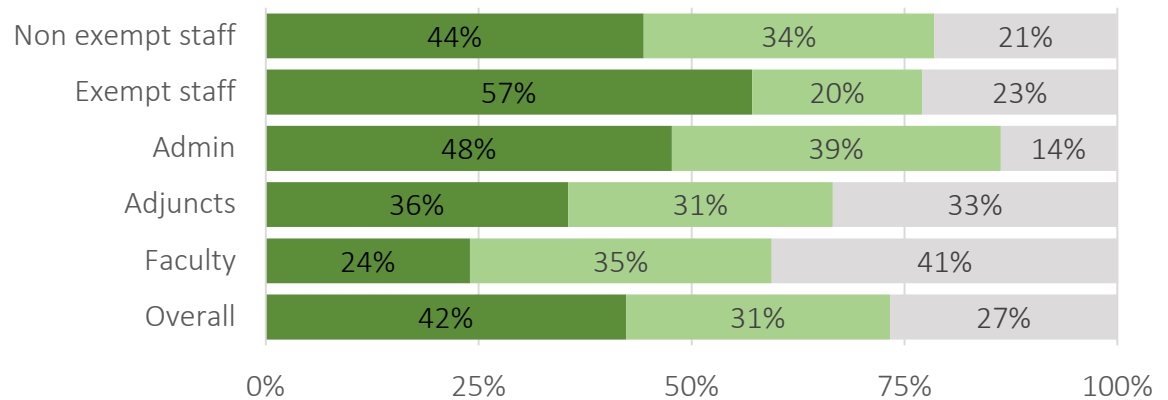
Q1: My job makes good use of my skills.



Q2: I am given the freedom and responsibility to do my job.



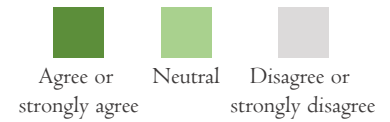
Q4: I am provided the resources I need to be effective in my job.



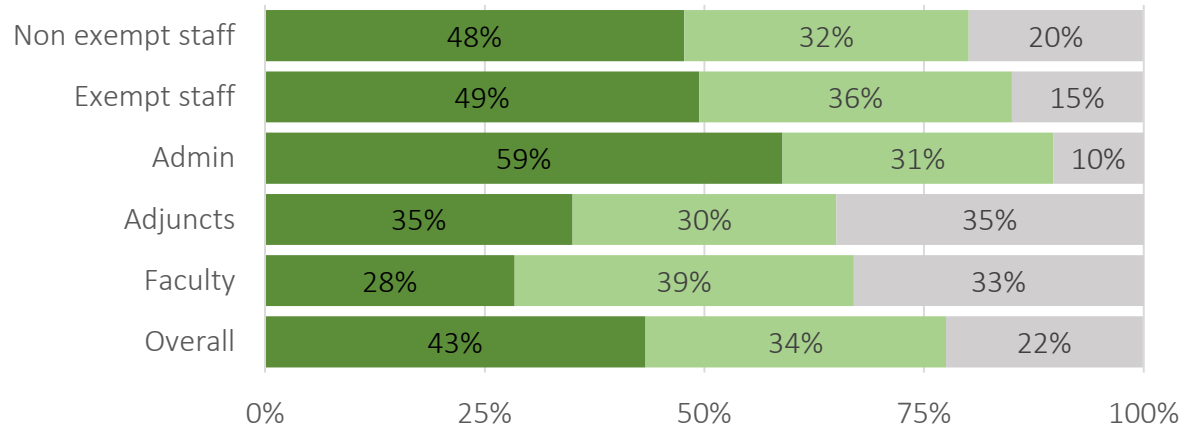
- Perceptions about use of skills on the job and presence of freedom and responsibility are fairly united across job categories.
- TTF and lecturers are far less likely to say that they have the resources they need to do their jobs.

Section 2: Teaching Environment

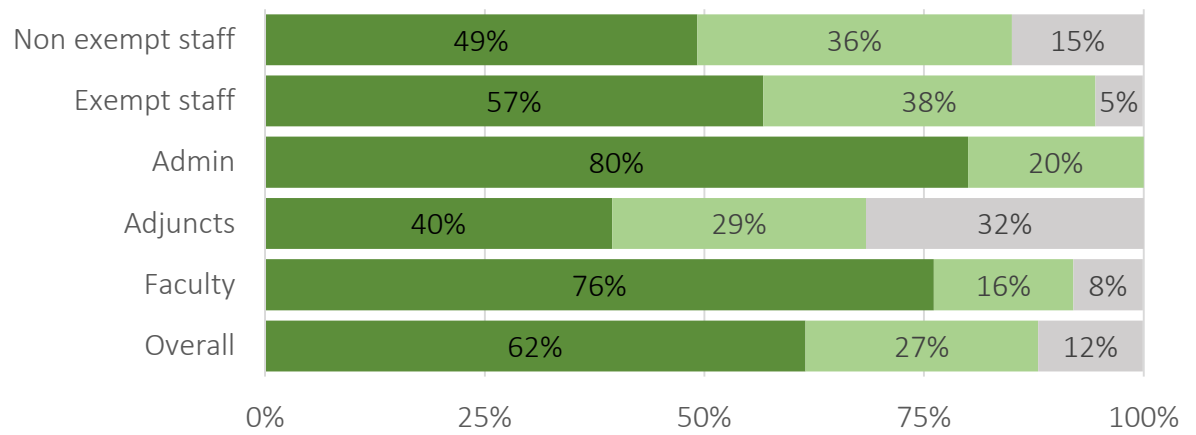
Three statements considered institutional support for teaching and recognition of teaching excellence.



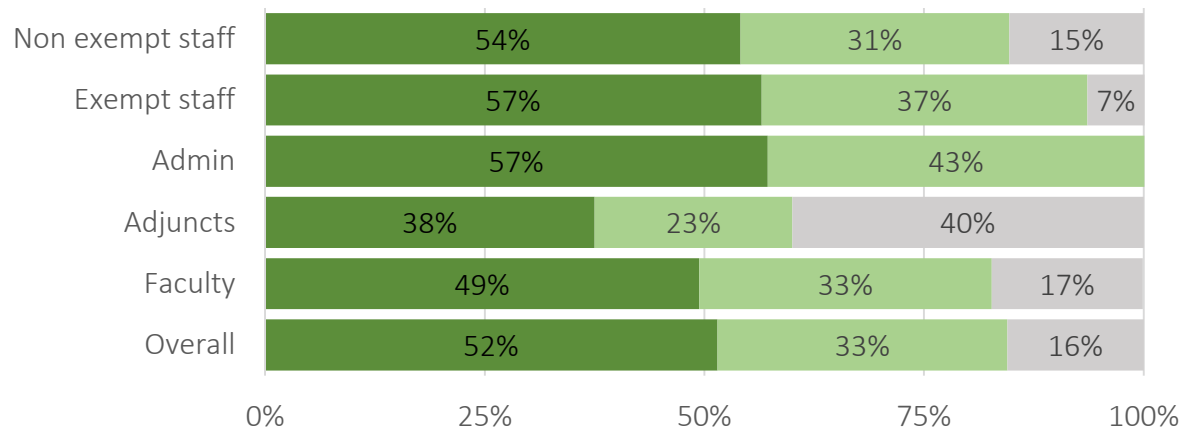
Q33: There is a good balance of teaching, service, and research at this institution.



Q40: Teaching is appropriately recognized in the evaluation and promotion process.



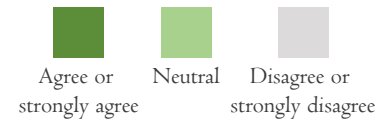
Q51: There is appropriate recognition of innovative and high quality teaching.



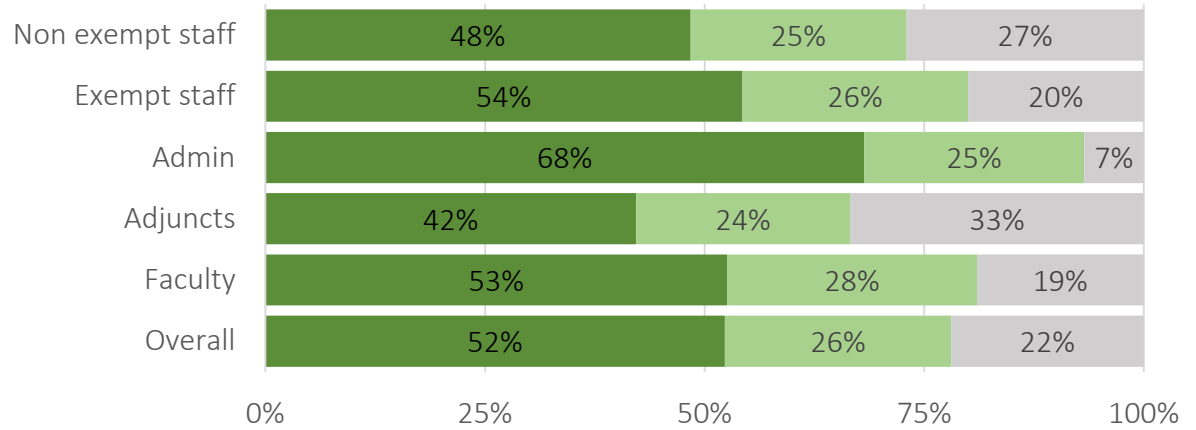
- TTF and lecturer perception of balance is much less positive than other job categories. Lecturers are far less satisfied with teaching's role in promotion than TTF.
- Satisfaction with support for innovative teaching is tepid.

Section 3: Professional Development

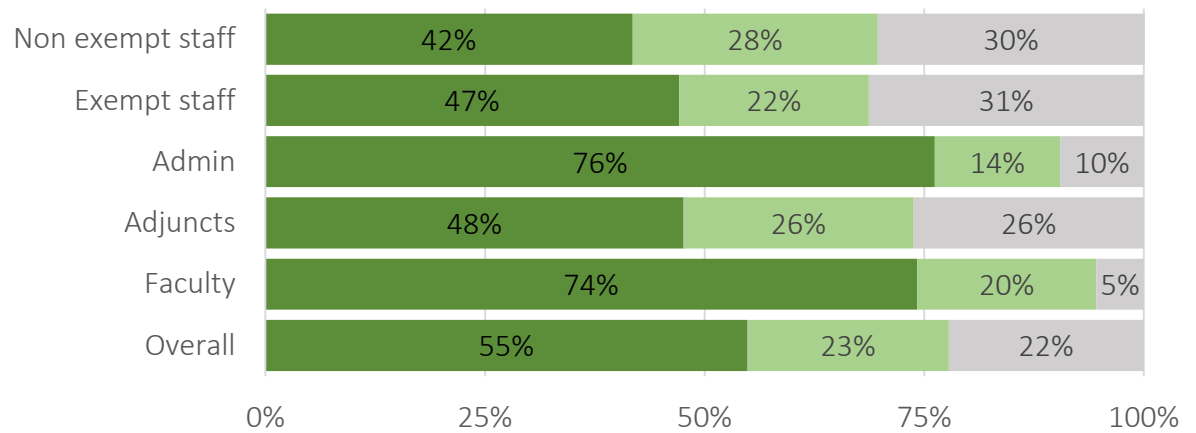
Two statements explored availability of opportunities to develop and advance professionally.



Q6: I am given the opportunity to develop my skills at this institution.



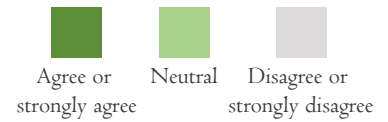
Q10: I understand the necessary requirements to advance my career.



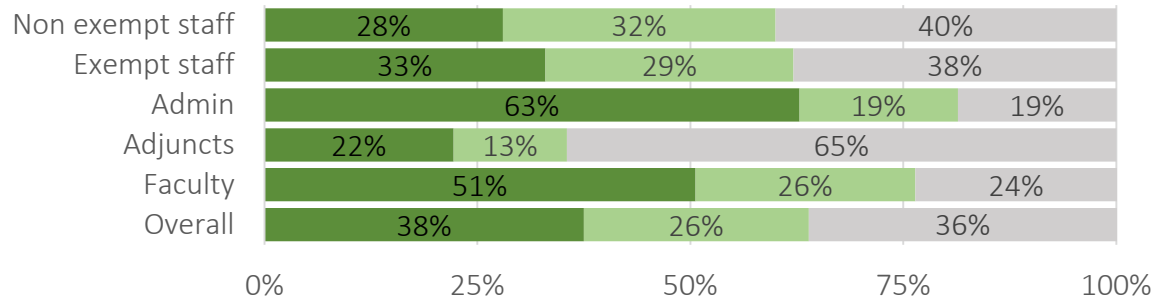
- Lecturers and non-exempt staff are much less satisfied with professional development opportunities than other job categories.
- Administrators and TTF are very clear on how to advance their careers—others are not.

Section 4: Compensation, Benefits, and Work/Life Balance

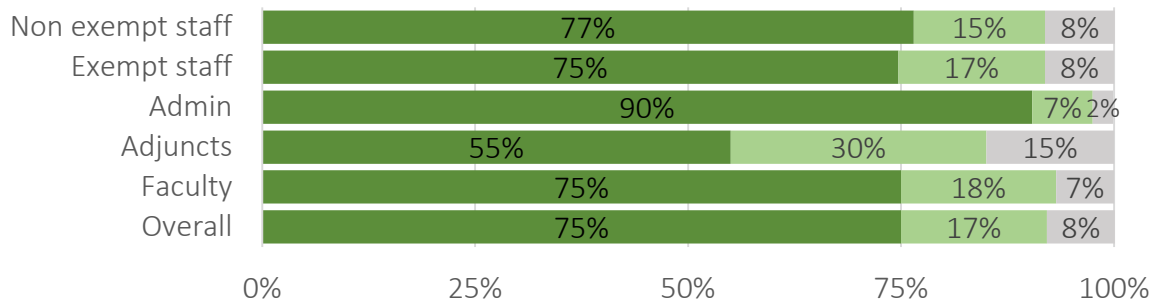
Four statements referred to benefits, fairness of compensation, and institutional support for maintaining work/life balance.



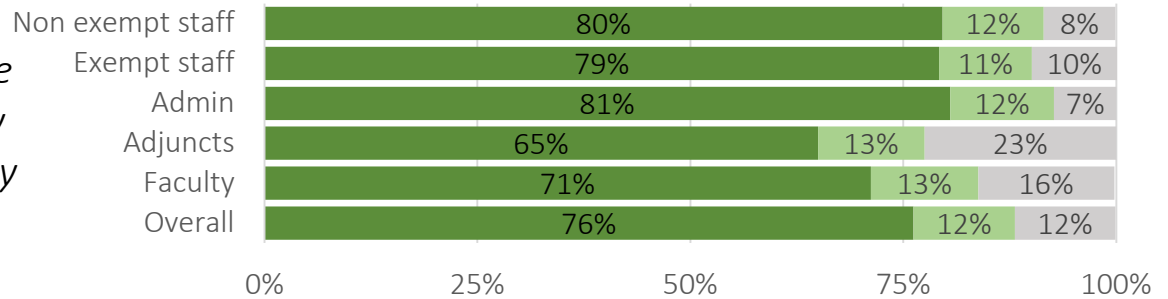
Q11: I am paid fairly for my work.



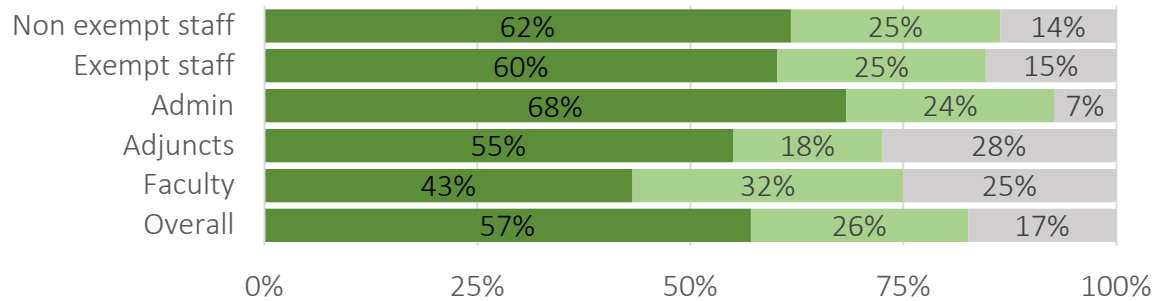
Q34: This institution's benefits meet my needs.



Q47: My supervisor/department chair supports my efforts to balance my work and personal life.



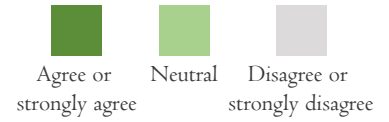
Q53: This institution's policies and practices give me the flexibility to manage my work and personal life.



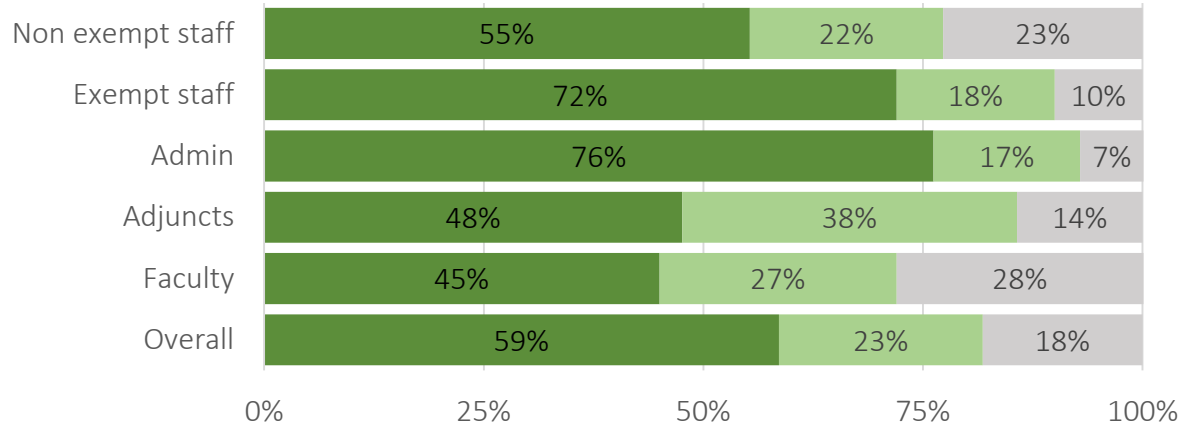
- Staff and lecturers are very dissatisfied with pay.
- Near unity in satisfaction with benefits, though lecturers are least satisfied.
- TTF and lecturers are least satisfied with support for work/life balance—both from supervisor and from HSU policies. Policies are criticized more than supervisors.

Section 5: Facilities

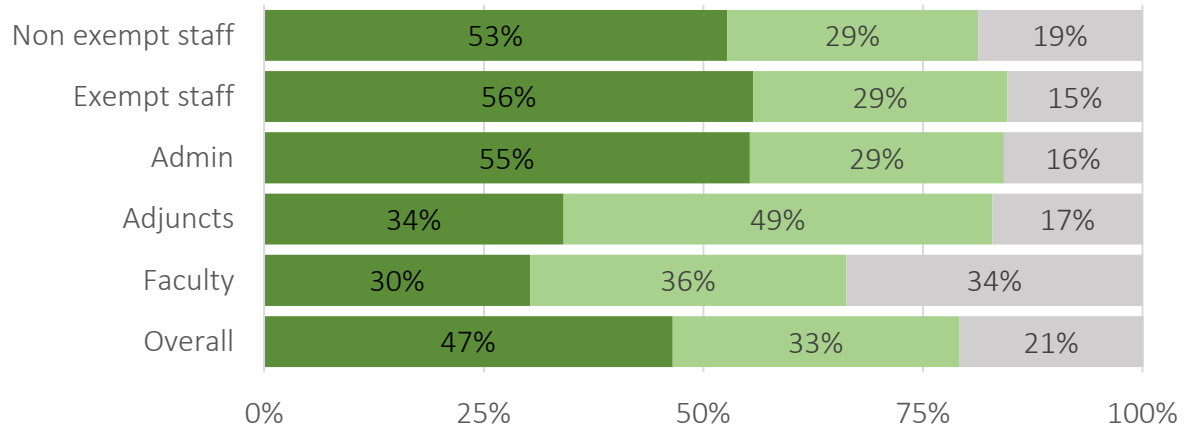
Two statements addressed the safety and adequacy of the institution's facilities.



Q29: The institution takes reasonable steps to provide a safe and secure environment for the campus.



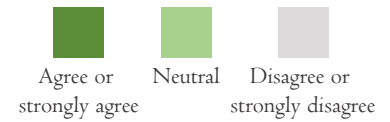
Q31: The facilities (e.g., classrooms, offices, laboratories) adequately meet my needs.



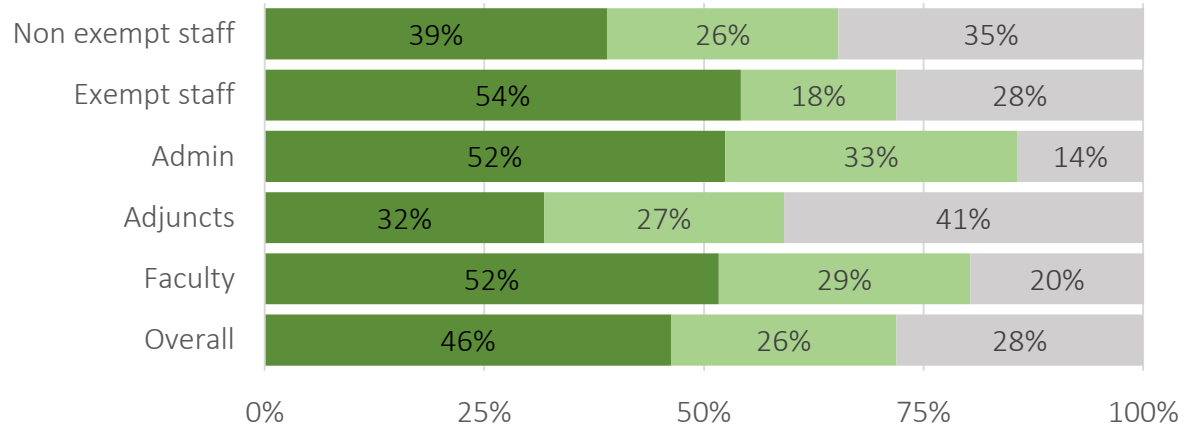
- A sizeable minority of TTF and non-exempt staff are concerned about safety.
- TTF are far less satisfied with facilities than other job categories.

Section 6: Policies, Resources, and Efficiency (Slide 1)

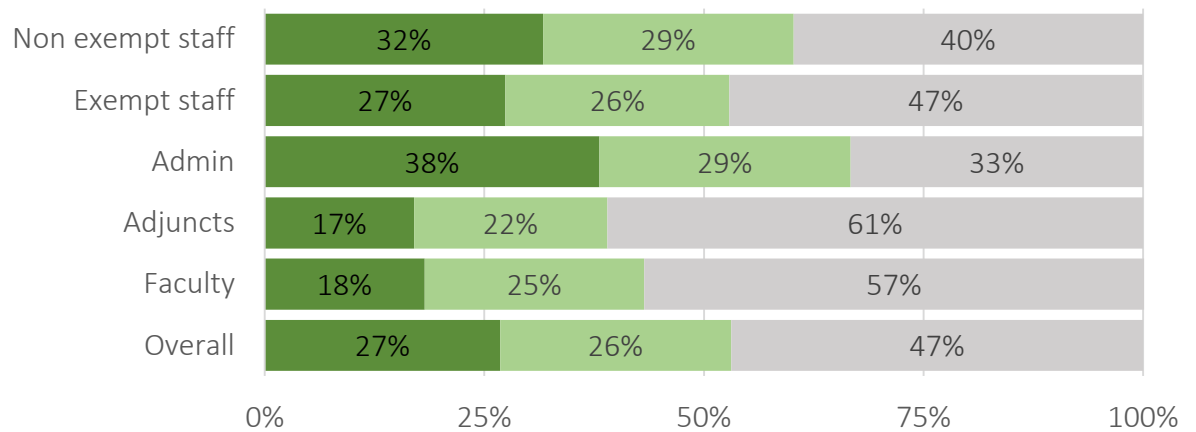
Six statements (this slide and next) concerned various aspects of staffing (performance evaluations, staffing levels, onboarding, community contributions, and diversity of hiring) and overall institutional function.



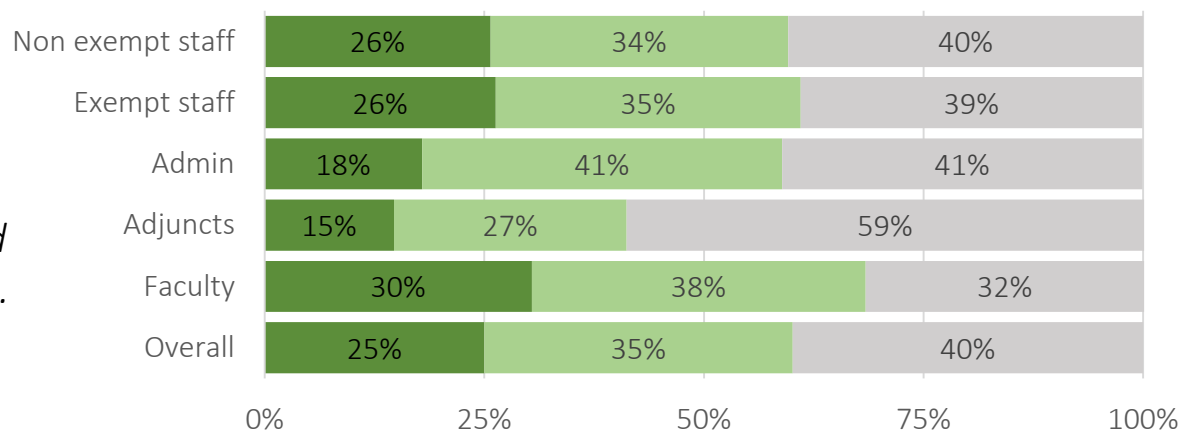
Q17: Our review process accurately measures my job performance.



Q28: My department has adequate faculty/staff to achieve our goals.



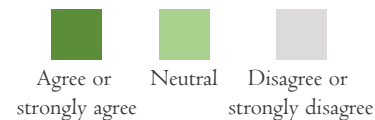
Q30: Our orientation program prepares new faculty, administration, and staff to be effective.



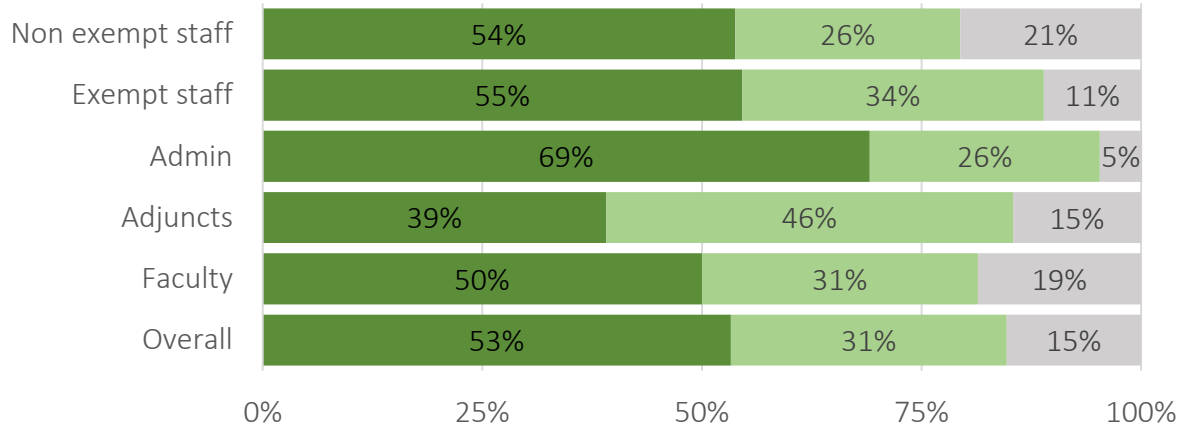
- A lot of dissatisfaction with performance review is visible, especially from lecturers.
- Perception of being understaffed is high across categories, and it is easily highest among TTF and lecturers.
- There is also little satisfaction with orientation programs, though TTF are much more satisfied than lecturers and administrators.

Section 6: Policies, Resources, and Efficiency (Slide 2)

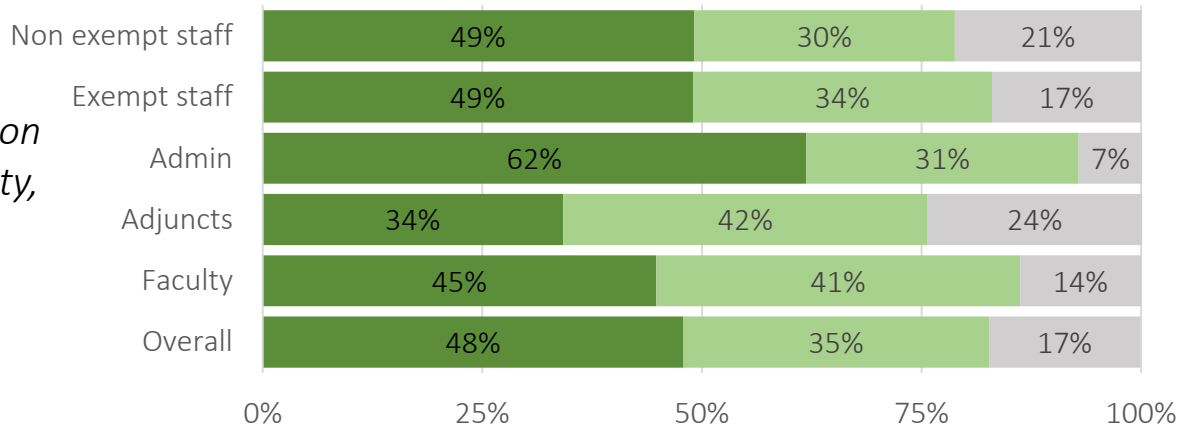
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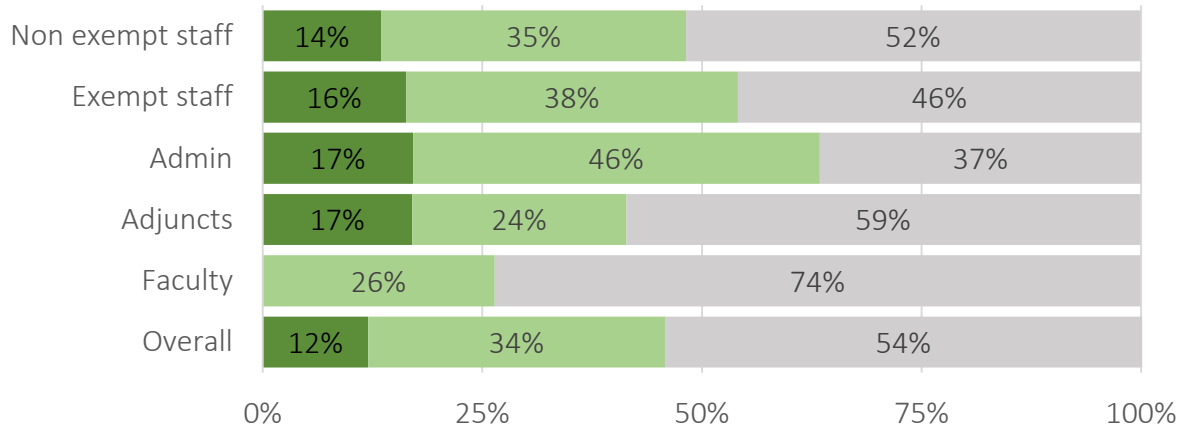
Q49: This institution actively contributes to the community.



Q50: This institution places sufficient emphasis on having diverse faculty, administration and staff.



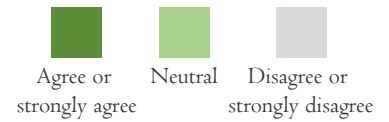
Q57: This institution is well run.



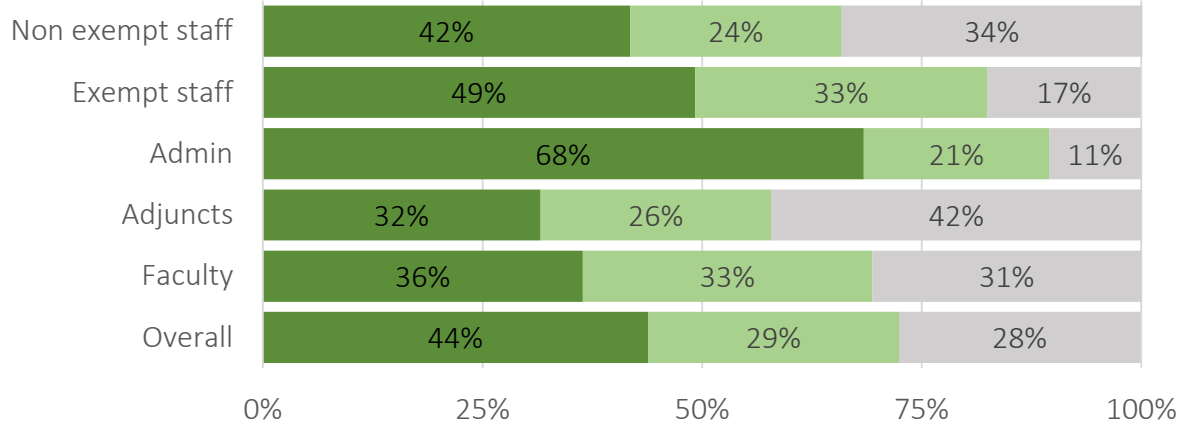
- The administration sees much more emphasis on diversity than others do, especially lecturers.
- There is disagreement across all job categories that HSU is well run, especially among TTF (74%), lecturers (59%), and non-exempt staff (52%).

Section 7: Shared Governance

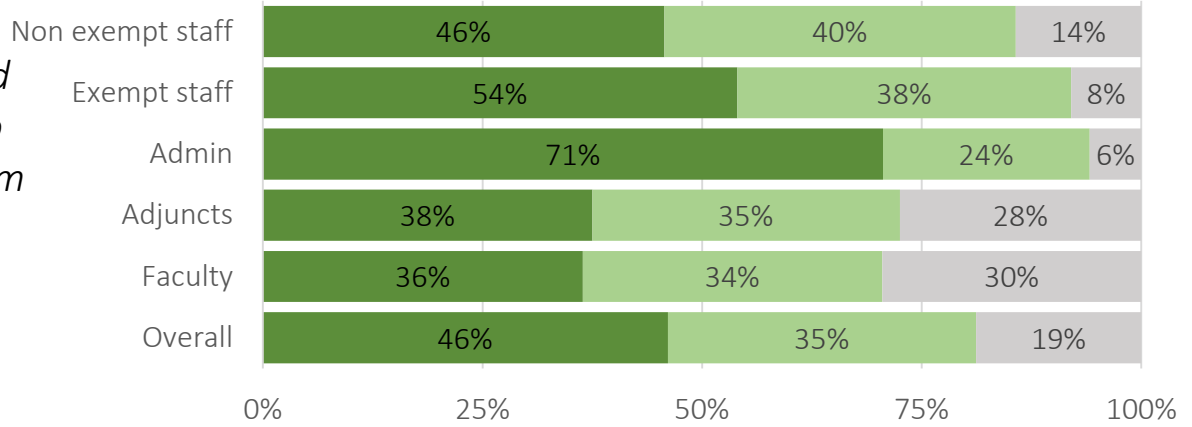
Three statements dealt with the institution's practices around shared governance and faculty inclusion.



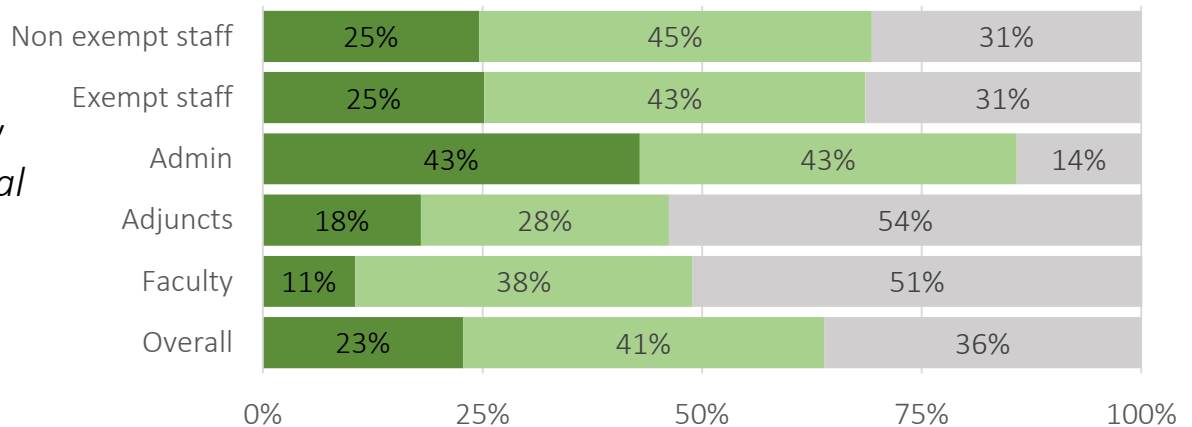
Q38: The role of faculty in shared governance is clearly stated and publicized.



Q39: Faculty are appropriately involved in decisions related to the education program (e.g., curriculum development, evaluation).



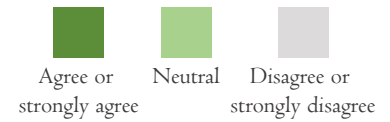
Q42: Faculty, administration and staff are meaningfully involved in institutional planning.



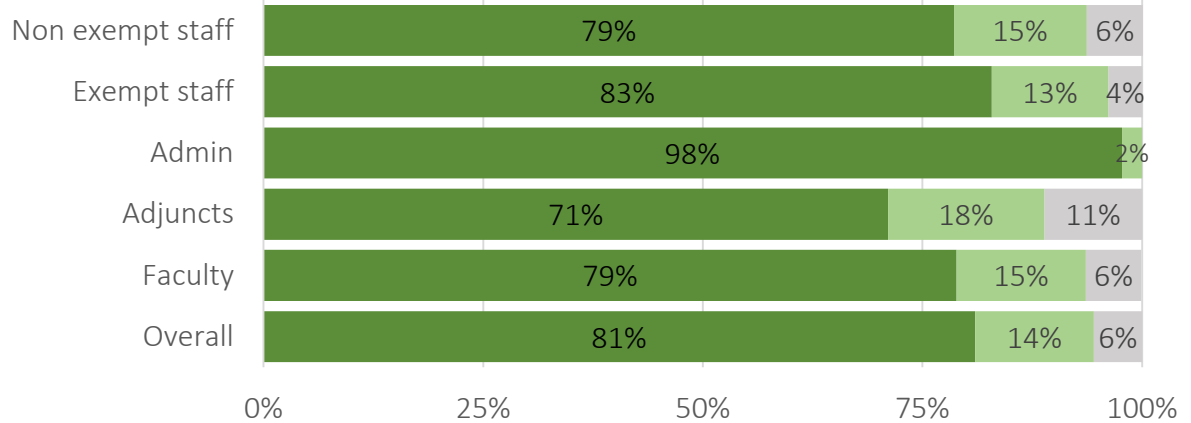
- Only administrators are clear on faculty role in governance.
- TTF and lecturers are far less satisfied than others with their roles in curricular and institutional planning. Staff also report a lack of involvement in institutional planning.

Section 8: Pride (Slide 1)

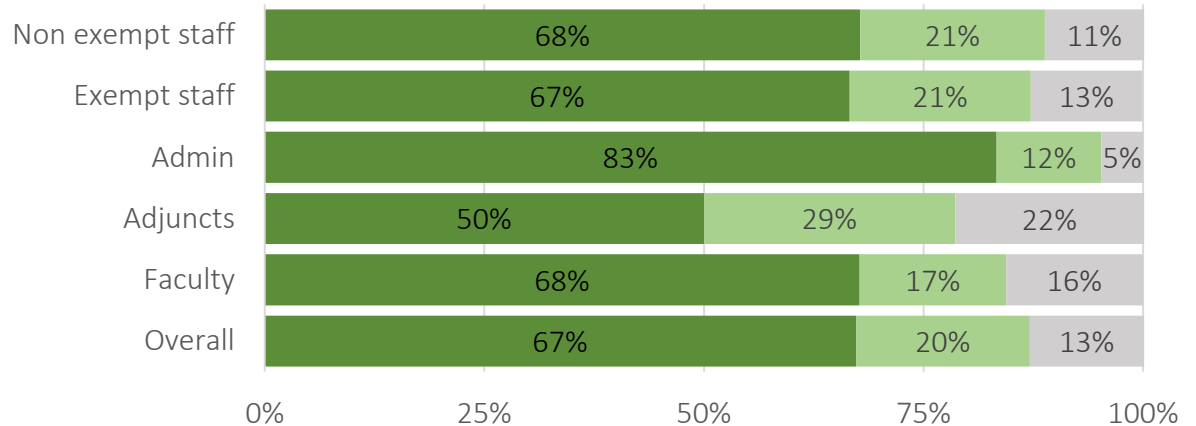
Five statements (this slide and next) explored employee perceptions of their roles at the institution, their opinions about their departments and the institution as workplaces, and their pride in/appreciation for the institution and its culture.



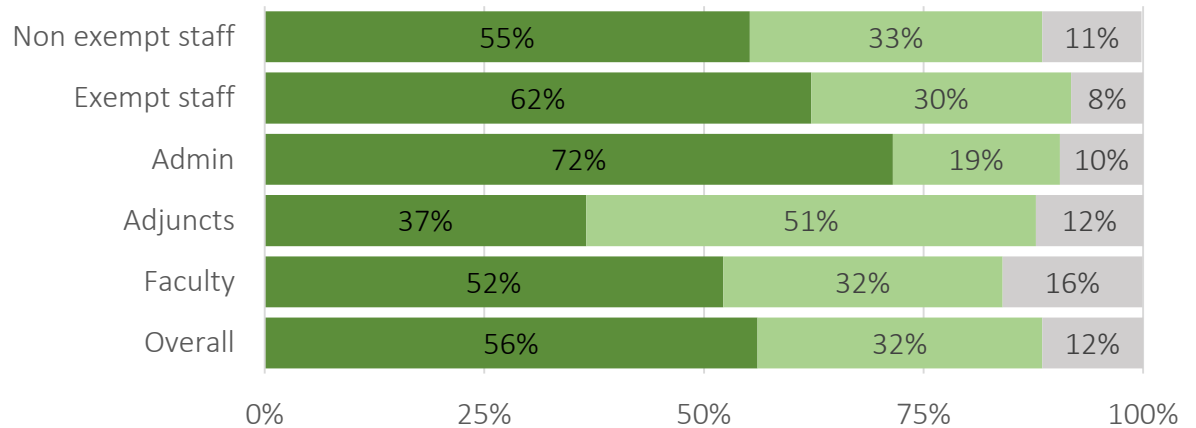
Q5: I understand how my job contributes to this institution's mission.



Q25: Overall, my department is a good place to work.



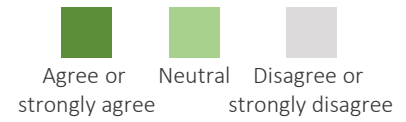
Q36: I am proud to be part of this institution.



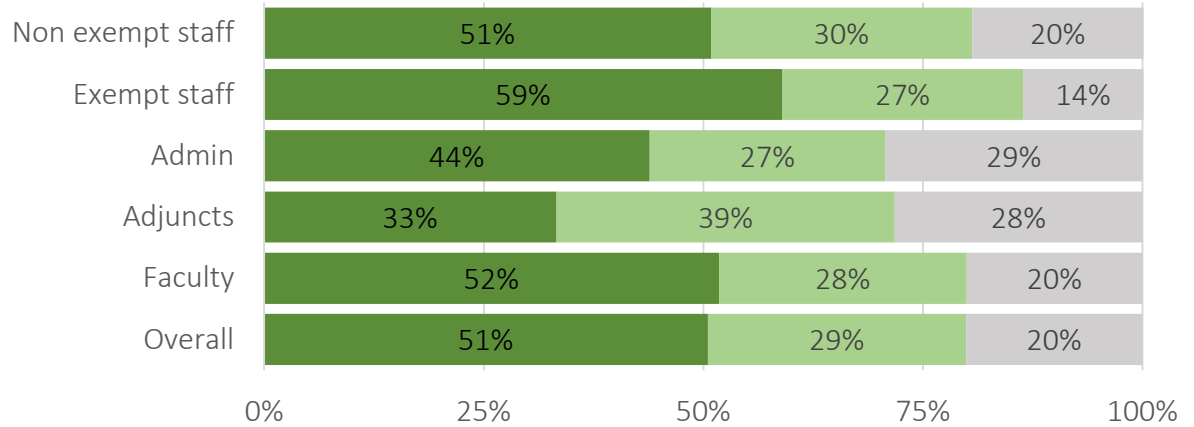
- Understanding of job role is high across all job categories.
- Across all job categories—except lecturers—most like HSU, but like their department better.
- Lecturers are lowest in their regard for both departments and HSU.

Section 8: Pride (Slide 2)

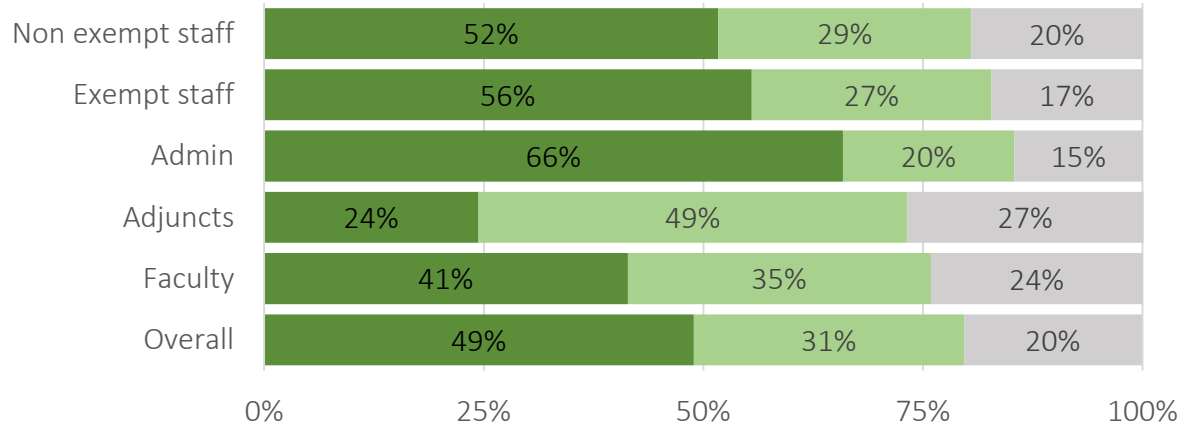
Five statements (this slide and previous) explored employee perceptions of their roles at the institution, their opinions about their departments and the institution as workplaces, and their pride in/appreciation for the institution and its culture.



Q59: This institution's culture is special – something you don't just find anywhere.

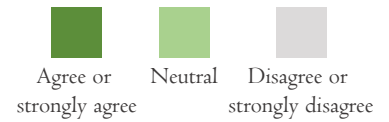


Q60: All things considered, this is a great place to work for.



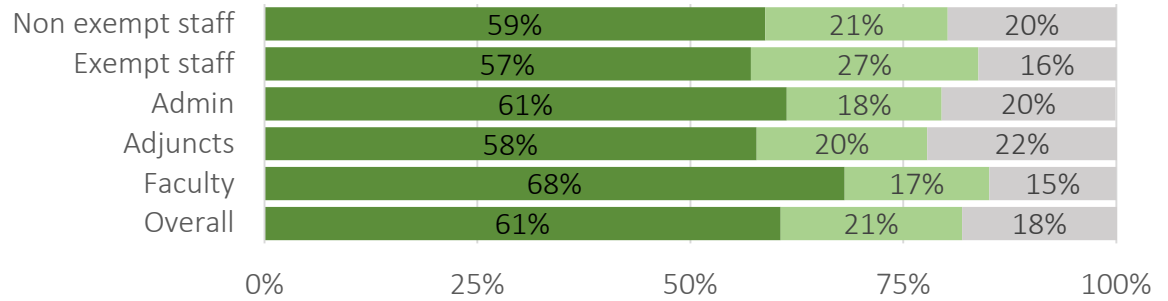
- More staff and TTF than administrators feel that HSU is special; lecturers are lowest of all.
- TTF and lecturers sink lower when asked if HSU is a great place to work.

Section 9: Supervisors/Department Chairs (Slide 1)

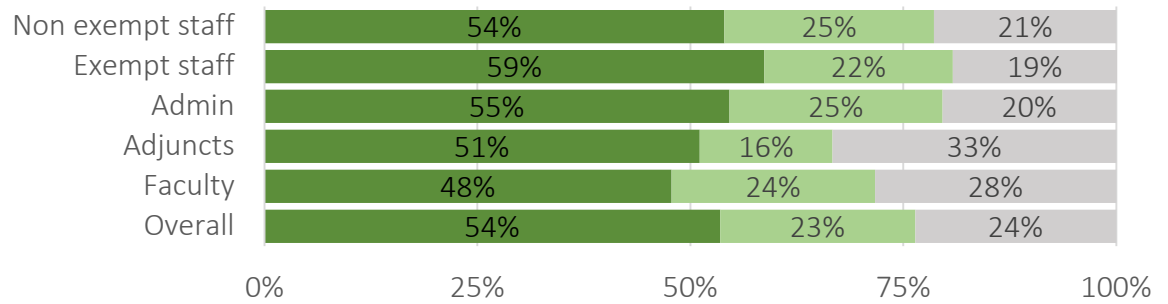


Seven statements (this slide and next) dealt with satisfaction with supervisors and department chairs, including expectations, feedback, honesty, values, and fairness.

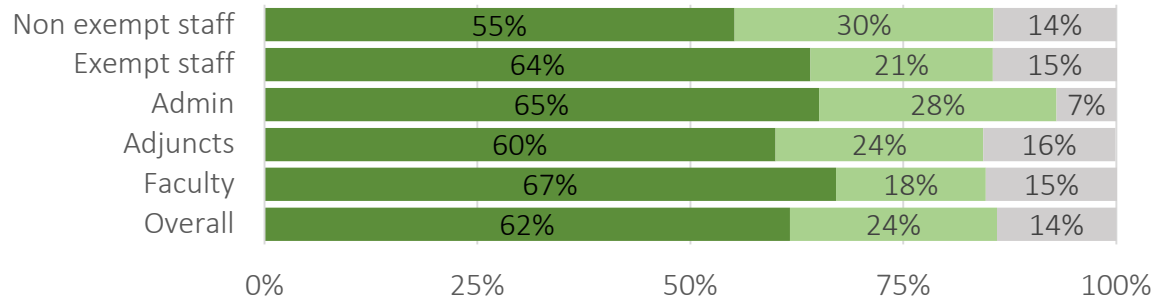
Q3: My supervisor/department chair makes their expectations clear.



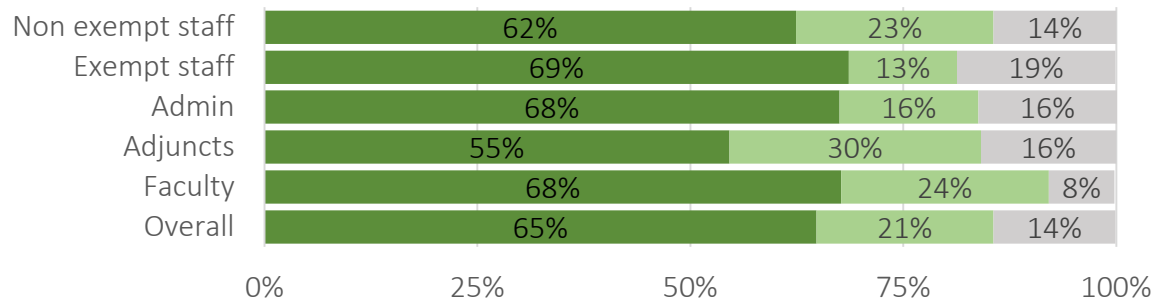
Q7: I receive feedback from my supervisor/department chair that helps me.



Q12: I believe what I am told by my supervisor/department chair.



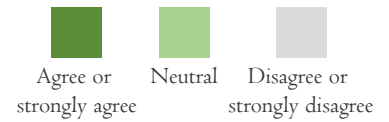
Q15: My supervisor/department chair regularly models this institution's values.



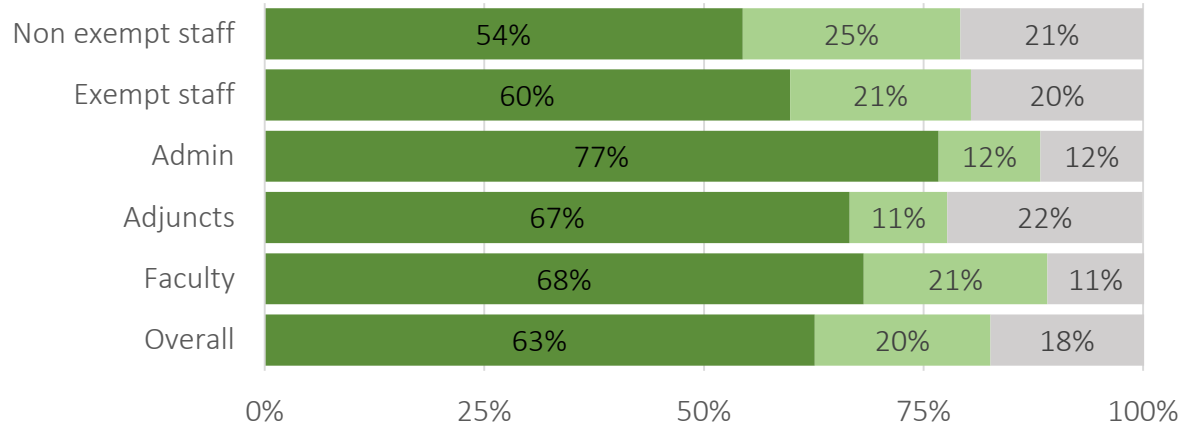
- Fairly even distribution of moderate approval of supervisors/department chairs is apparent across job categories.

Section 9: Supervisors/Department Chairs (Slide 2)

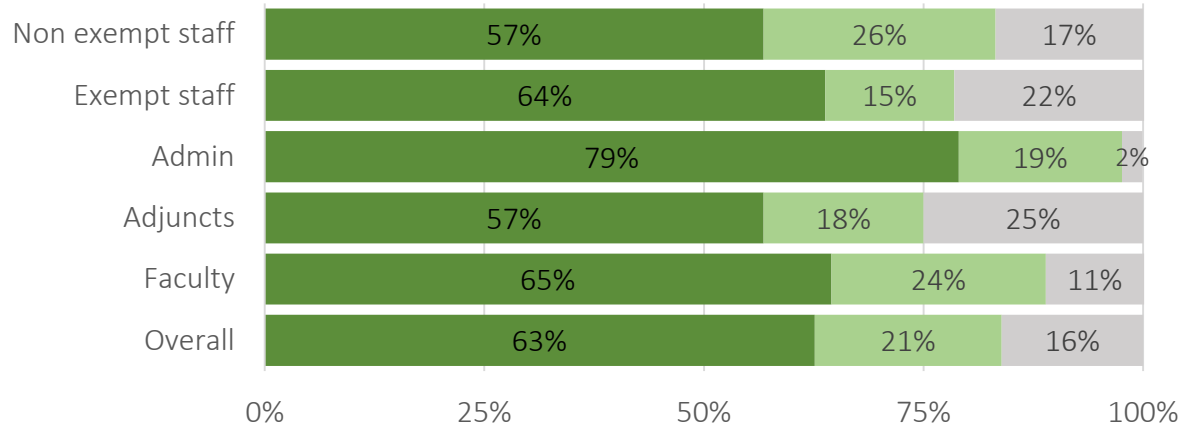
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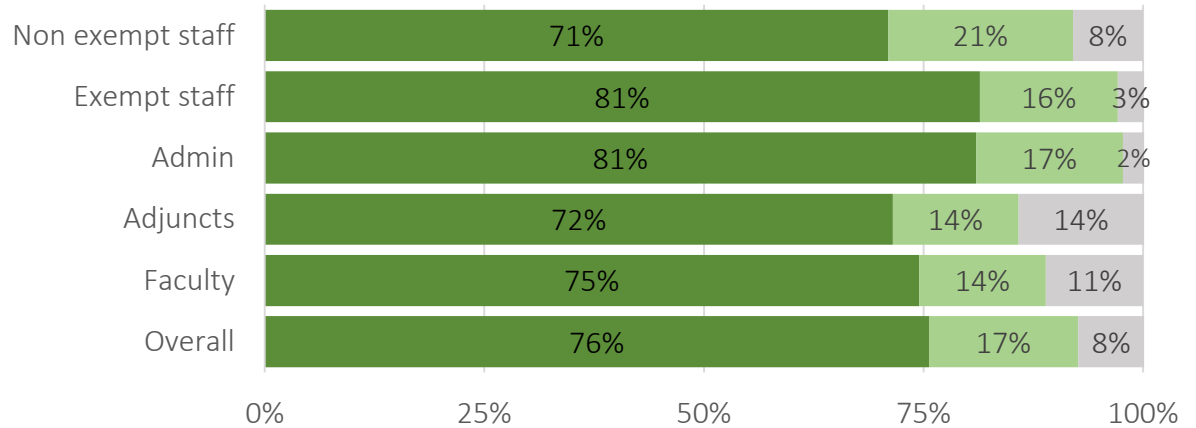
Q19: My supervisor/department chair is consistent and fair.



Q20: My supervisor/department chair actively solicits my suggestions and ideas.



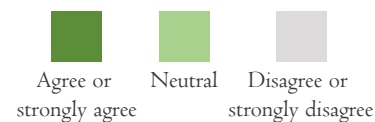
Q24: I have a good relationship with my supervisor/department chair.



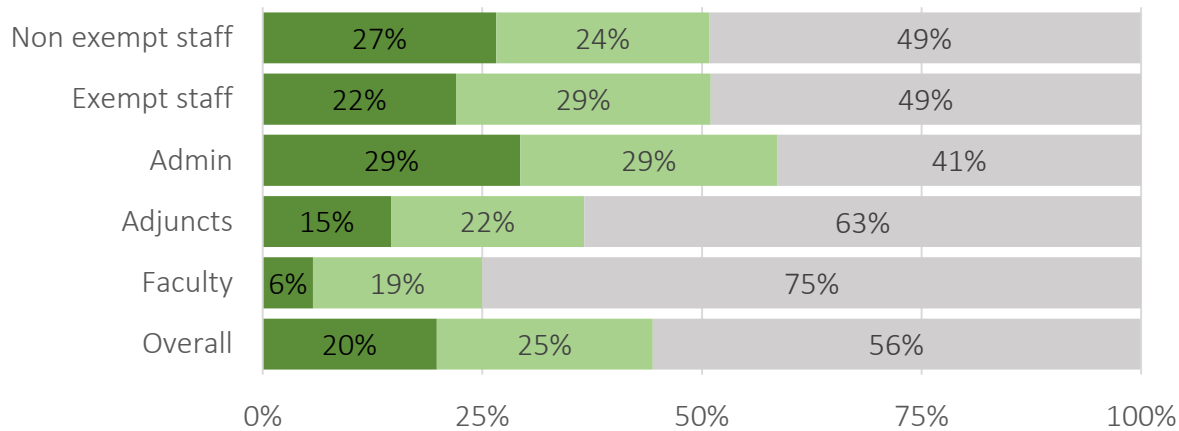
- Staff and adjuncts report some unfairness, though all categories report good relationships with supervisors/chairs.

Section 10: Senior Leadership (Slide 1)

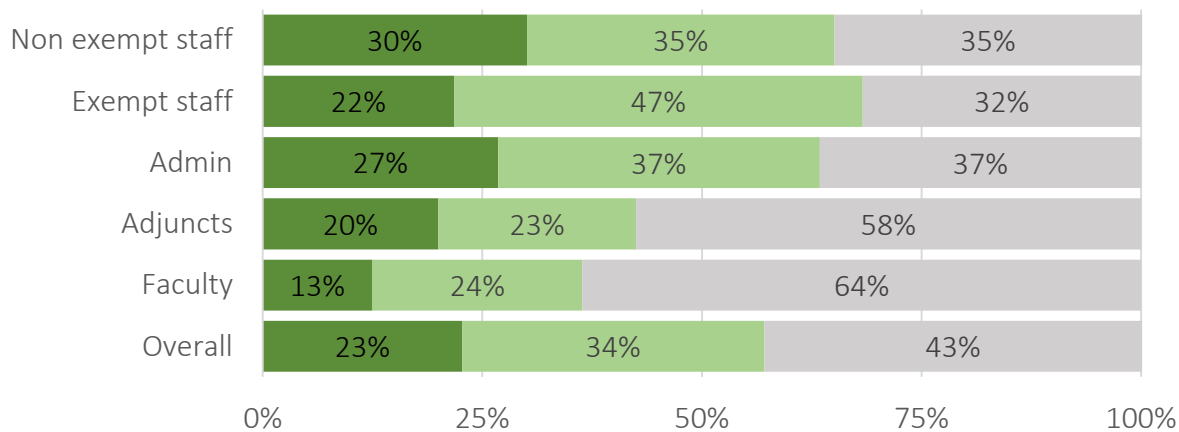
Six statements (this slide and next) explored satisfaction with institutional leadership.



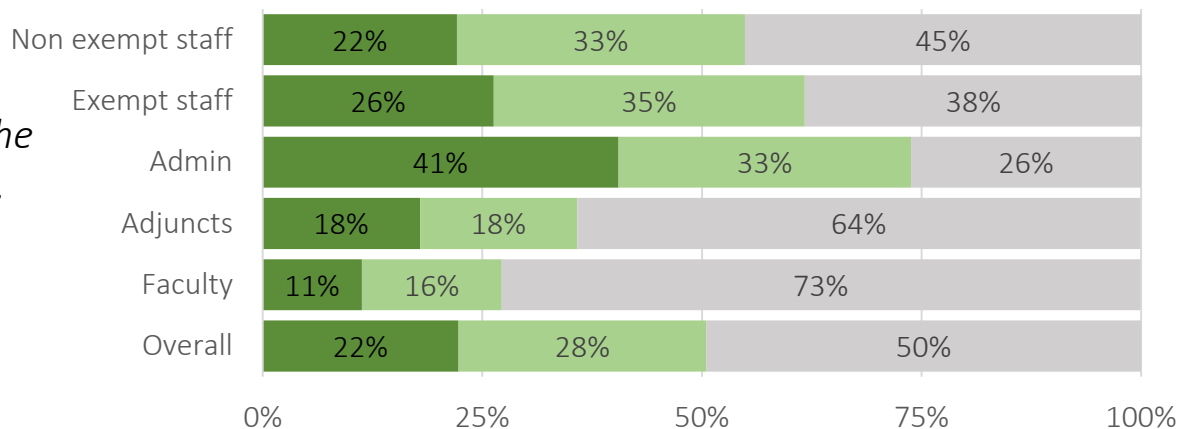
Q27: Senior leadership provides a clear direction for this institution's future.



Q32: Our senior leadership has the knowledge, skills, and experience necessary for institutional success.



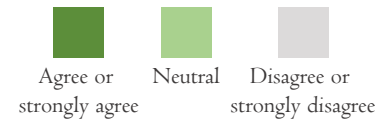
Q37: Senior leadership shows a genuine interest in the well-being of faculty, administration, and staff.



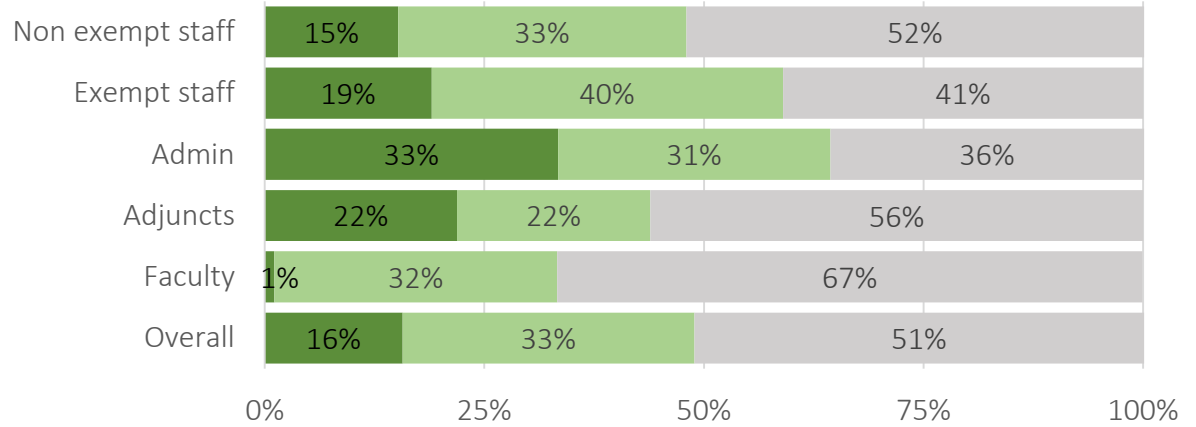
- All job categories are critical of senior leadership, with TTF the most critical.
- While administrators see evidence of leadership concern for the well-being of HSU employees, they are fairly negative about leadership ability and vision.

Section 10: Senior Leadership (Slide 2)

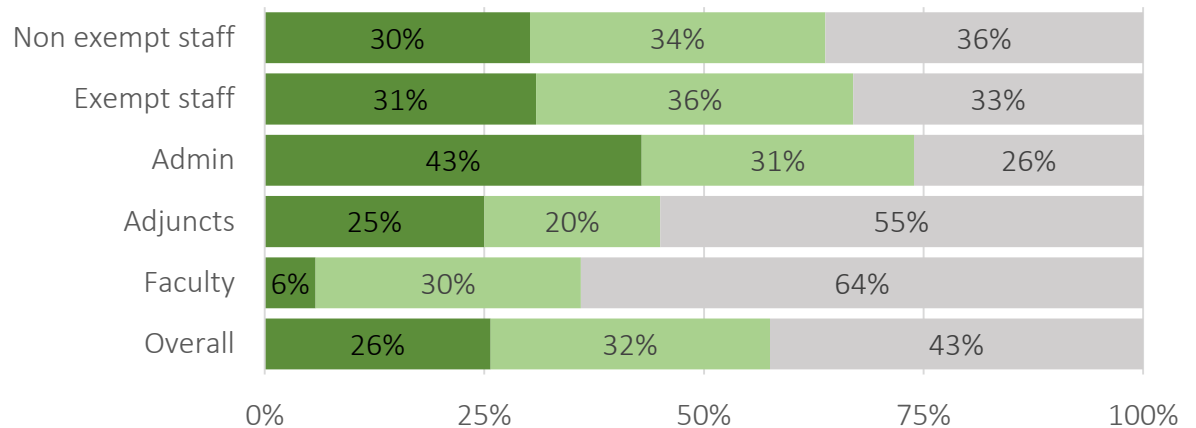
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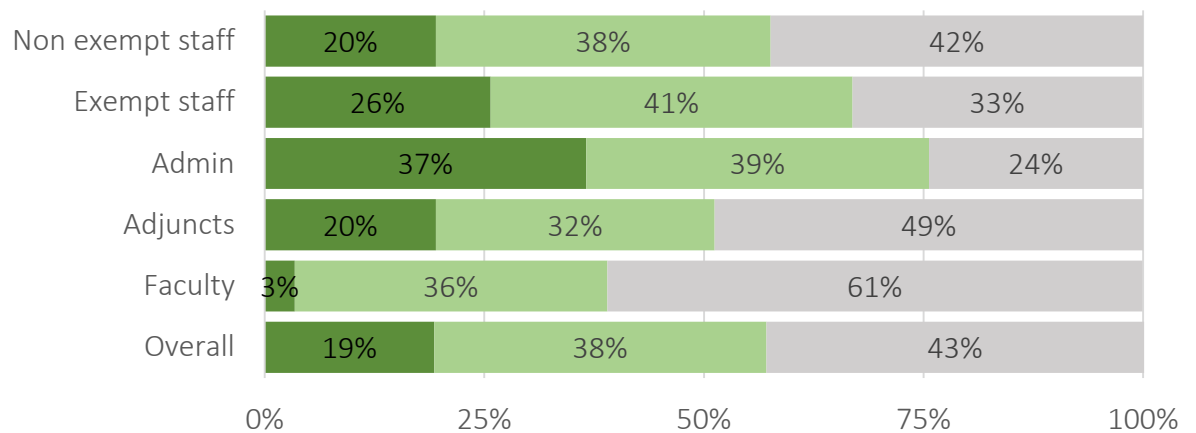
Q41: Senior leadership communicates openly about important matters.



Q48: Senior leadership regularly models this institution's values.



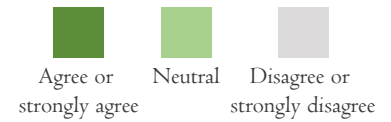
Q56: I believe what I am told by senior leadership.



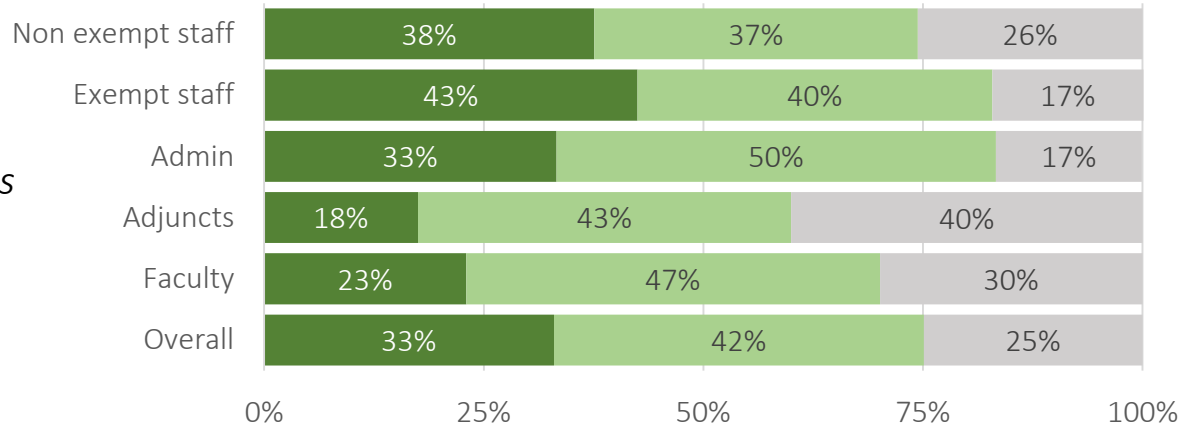
- While true across all job categories, TTF are the most adamant that leadership does not communicate openly or honestly or model HSU's values.
- Even administrators hold this view, though much less than others, especially TTF.

Section 11: Faculty, Administration, and Staff Relations

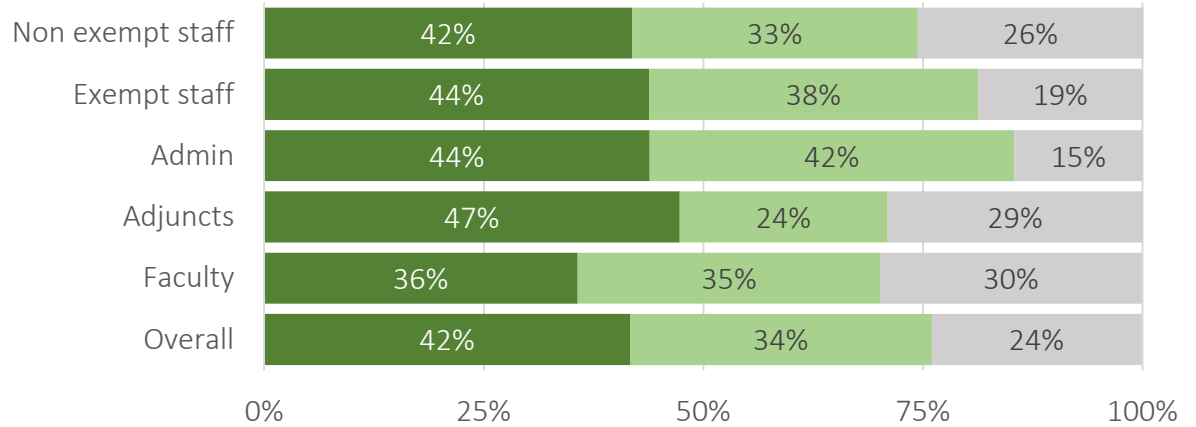
Two statements dealt with relationships and communication among faculty, staff, and administrators.



Q46: Faculty, administration, and staff work together to ensure the success of institution programs and initiatives.



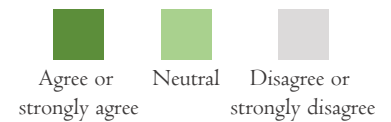
Q55: There is regular and open communication among faculty, administration, and staff.



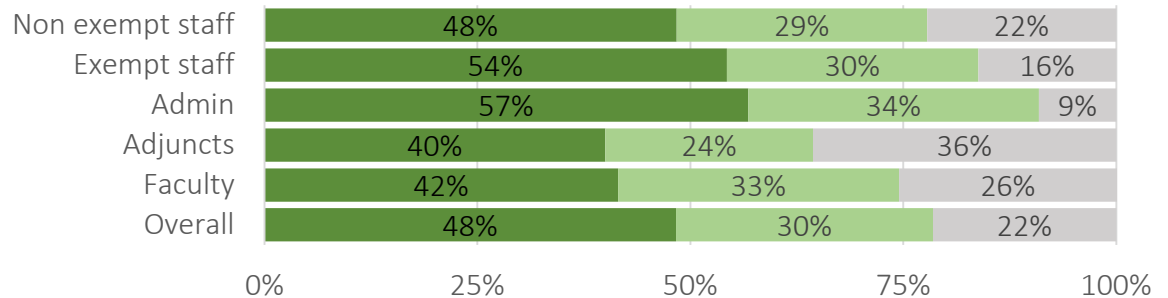
- We see fairly low numbers across both questions
- TTF and lecturers show noteworthy skepticism about campus-wide collaboration to ensure success.

Section 12: Communication

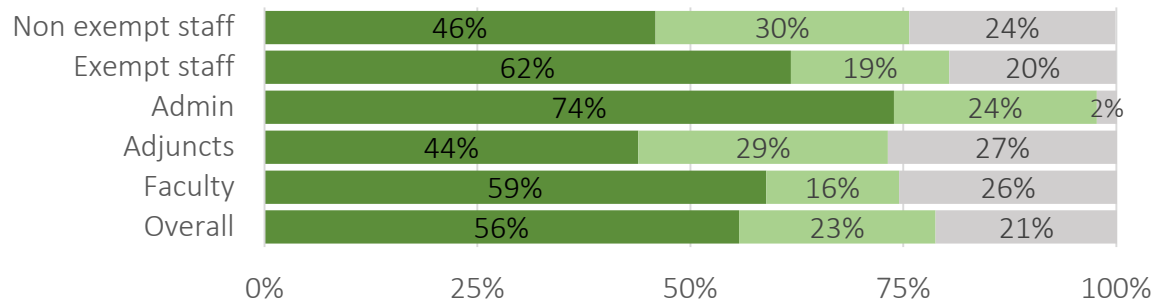
Four statements were about quality and openness of communication, both within departments and across the institution.



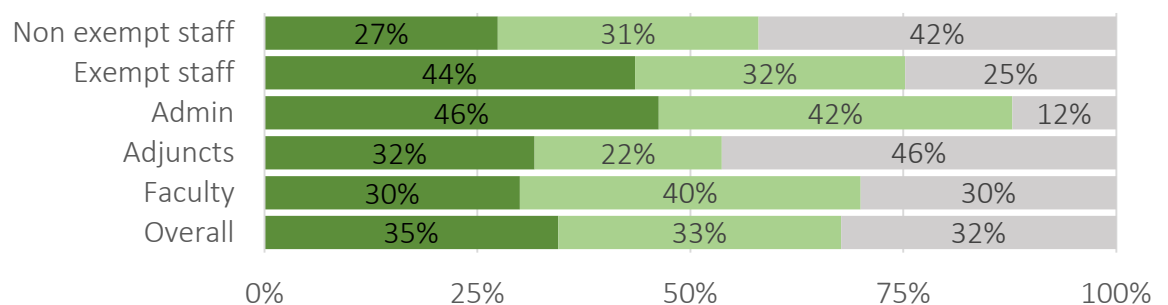
Q8: When I offer a new idea, I believe it will be fully considered.



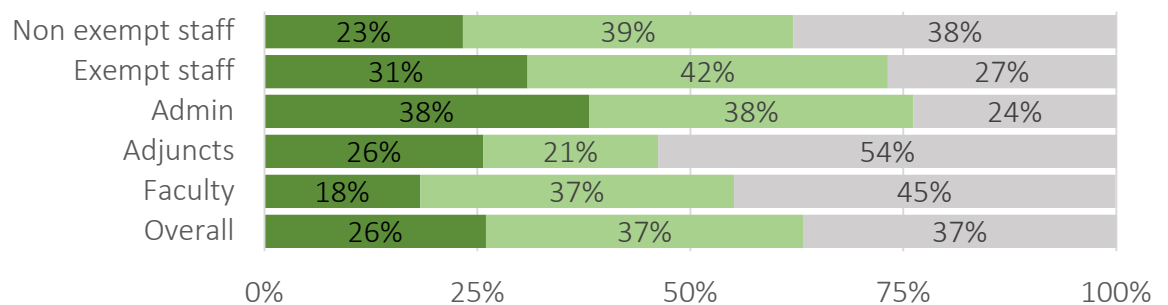
Q21: In my department, we communicate openly about issues that impact each other's work.



Q22: Changes that affect me are discussed prior to being implemented.



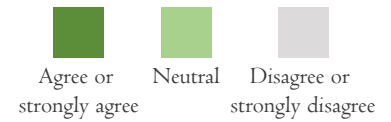
Q43: At this institution, we discuss and debate issues respectfully to get better results.



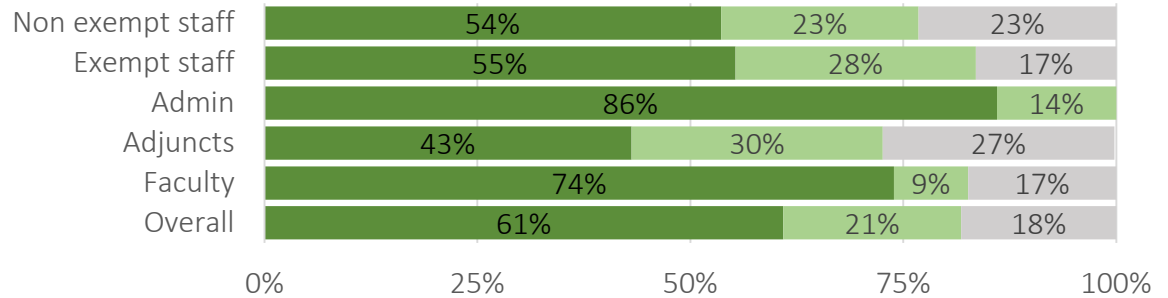
- TTF, lecturers, and non-exempt staff are fairly negative about the extent of discussion and debate prior to implementation of changes.
- Administrators are much more satisfied than others with the level of communication about issues affecting each other's work.

Section 13: Collaboration

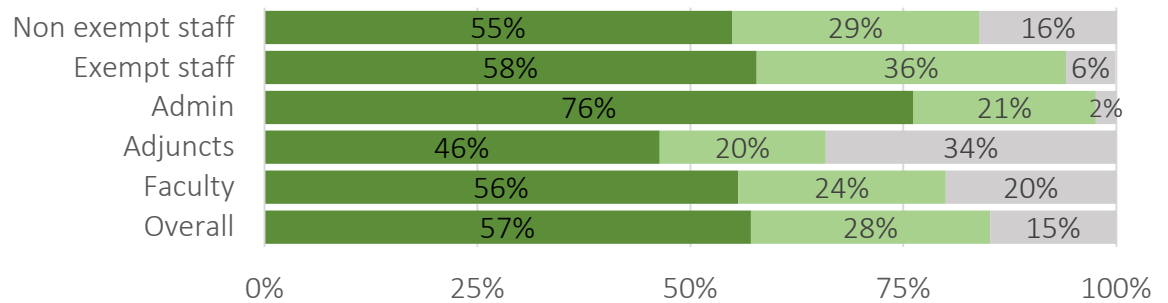
Four statements explored the culture of teamwork and collaboration, both within departments and across the institution.



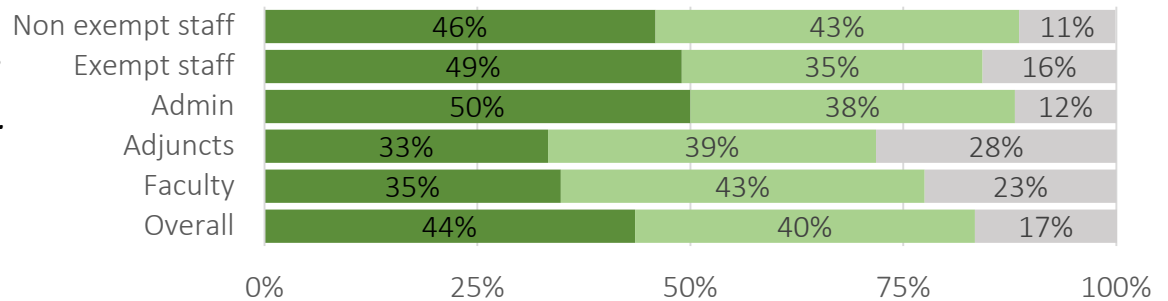
Q13: We have opportunities to contribute to important decisions in my department.



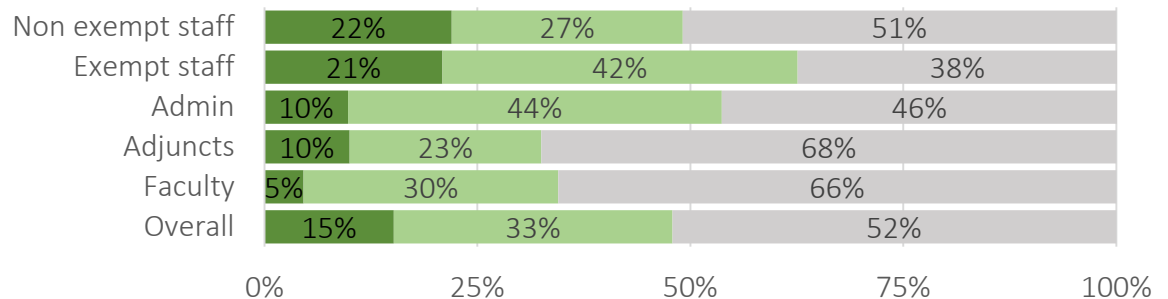
Q23: People in my department work well together.



Q26: I can count on people to cooperate across departments.



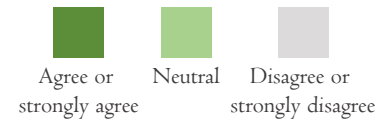
Q58: There's a sense that we're all on the same team at this institution.



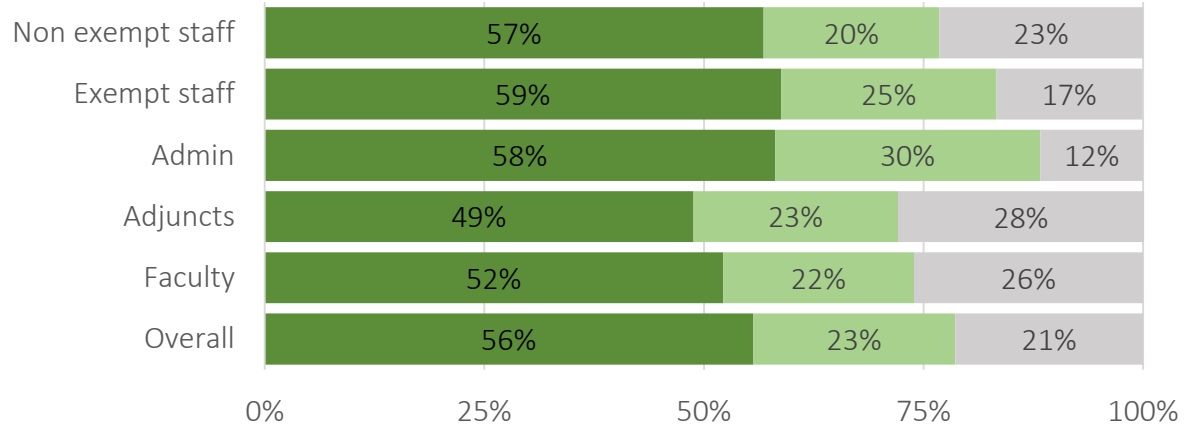
- The sense that we are all on the same team at HSU is practically nonexistent.
- TTF and lecturers see less cross-department cooperation than those in the other job categories.
- Administrators have much more positive views of intradepartmental cooperation and collaboration.

Section 14: Fairness (Slide 1)

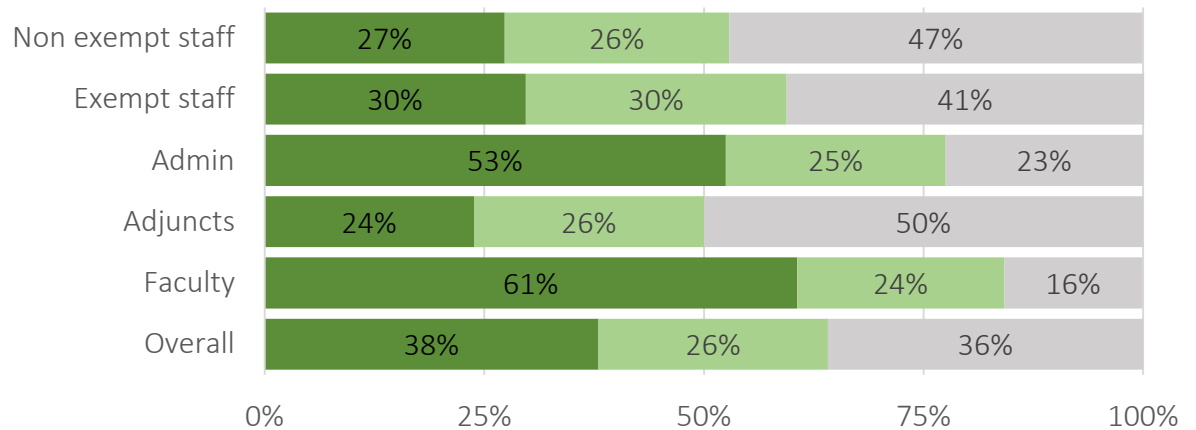
Five statements (this slide and next) dealt with equitable opportunities to work for, contribute to, and advance in the institution.



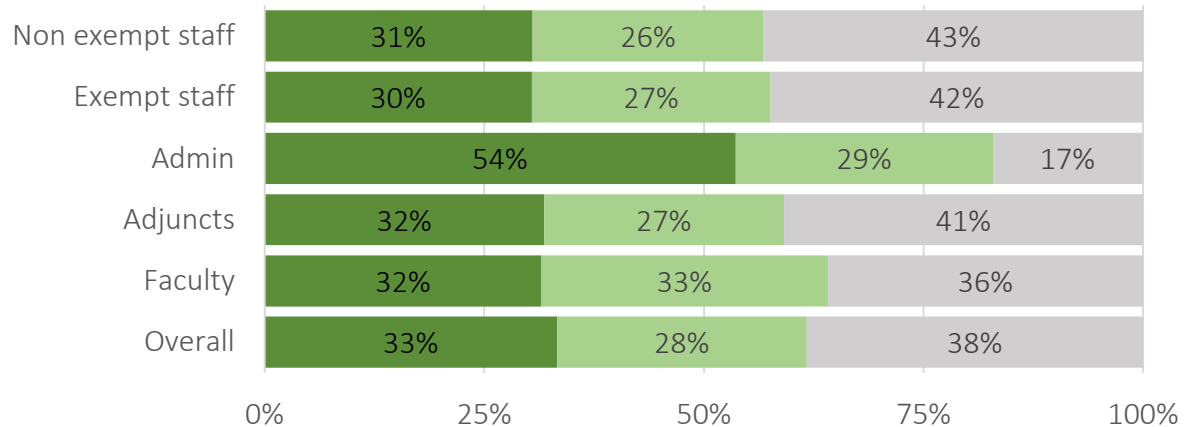
Q14: I can speak up or challenge a traditional way of doing something without fear of harming my career.



Q16: Promotions in my department are based on a person's ability.



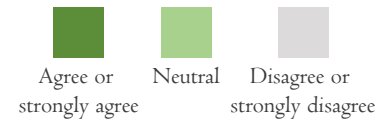
Q18: Issues of low performance are addressed in my department.



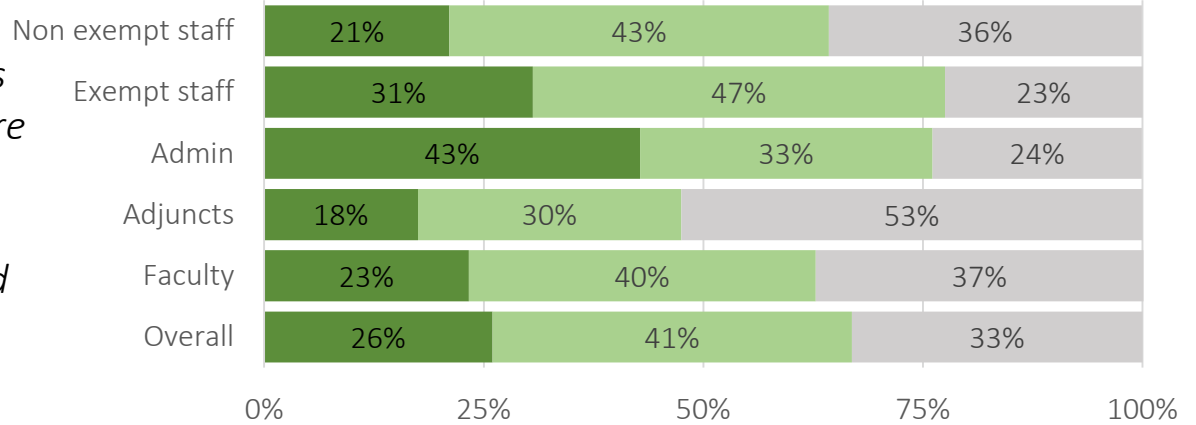
- People are relatively confident in speaking up, across the board.
- Only administrators and TTF believe in a meritocracy at HSU, and only administrators seem confident that poor performance is addressed.

Section 14: Fairness (Slide 2)

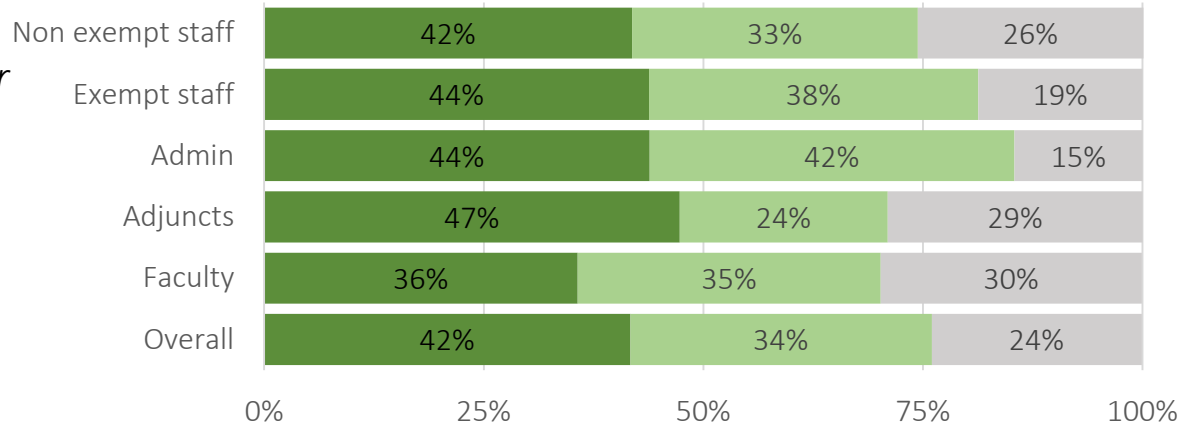
Five statements (this slide and previous) dealt with equitable opportunities to work for, contribute to, and advance in the institution.



Q44: This institution's policies and practices ensure fair treatment for faculty, administration, and staff.



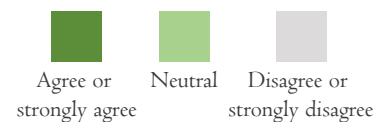
Q54: This institution has clear and effective procedures for dealing with discrimination.



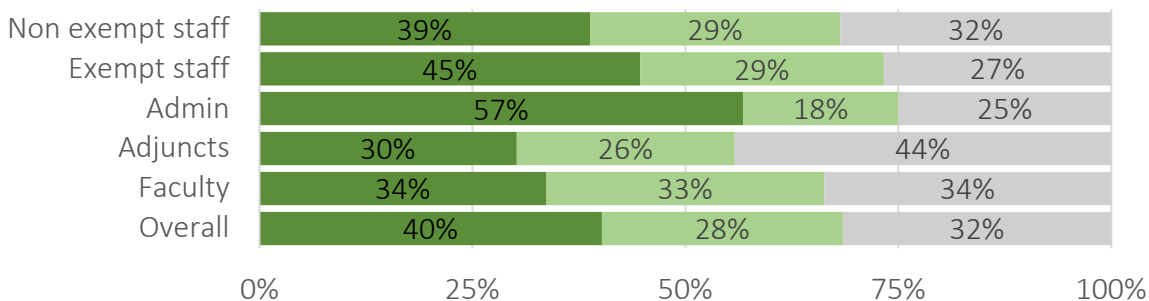
- Confidence in HSU's handling of discrimination is moderate, though a little low among TTF.
- Only administrators show confidence in the fairness of HSU's policies and practices for treatment of employees.

Section 15: Respect and Appreciation

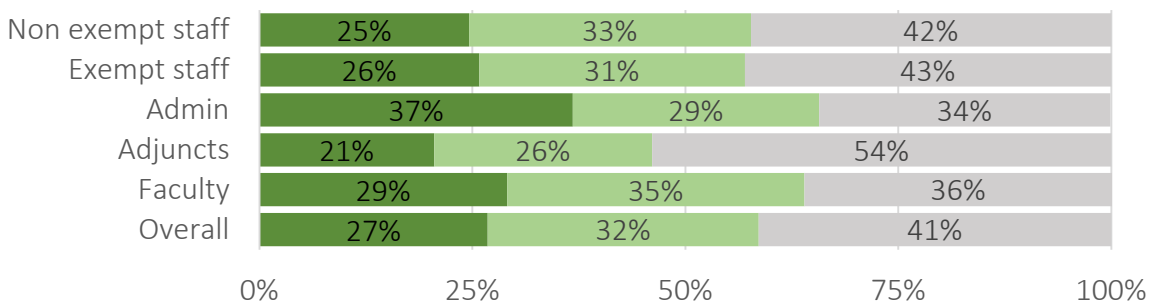
Four questions explored quality, frequency, and equity of employee recognition and awards.



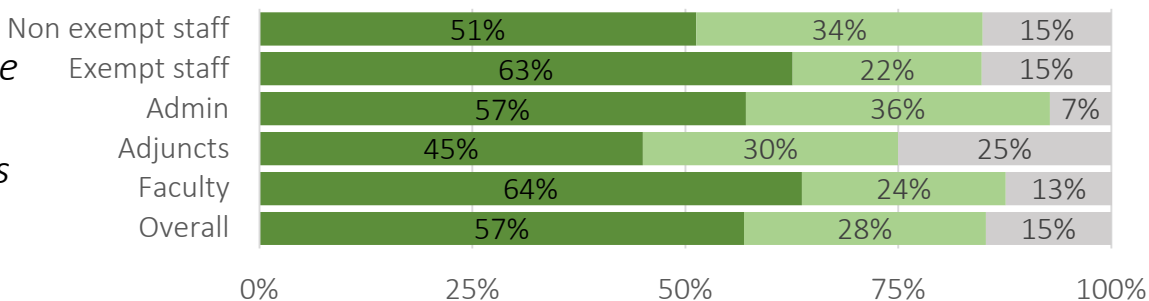
Q9: I am regularly recognized for my contributions.



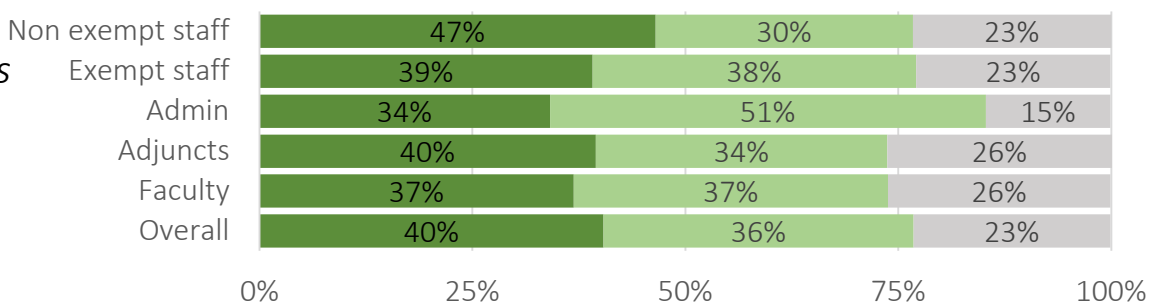
Q35: Our recognition and awards programs are meaningful to me.



Q45: At this institution, people are supportive of their colleagues regardless of their heritage or background.



Q52: We celebrate significant milestones and important accomplishments at this university.



- Satisfaction with recognition of contributions is low among TTF and lecturers and moderate among others, and it is not seen as particularly meaningful.
- There is moderately strong belief in equal support across ethnic backgrounds—though lecturers are markedly less convinced.