

Higher Education **WORKPLACE**

TREND SUMMARY 2020



2020 **GREAT
COLLEGES
TO WORK FOR®**

PREPARED BY
ModernThink

Thank You from ModernThink

This is a time when employee engagement could easily fall by the wayside. Plenty of organizations will make the understandable mistake of focusing solely on financial obstacles while allowing the employees who are loyally working harder than ever to keep things running go unacknowledged. We've all made this mistake on a small scale – forgetting to thank someone who went above and beyond to get a project done, taking a colleague's time for granted, etc. – but you, our valued Great Colleges participants, have demonstrated your dedication to your faculty and staff by proceeding with this year's program. We know that you are taking the time to listen and learn from your faculty and staff, even as you are adapting to this new era in higher education.

We thank you for your continued commitment to employee engagement; your faculty and staff thank you, too.

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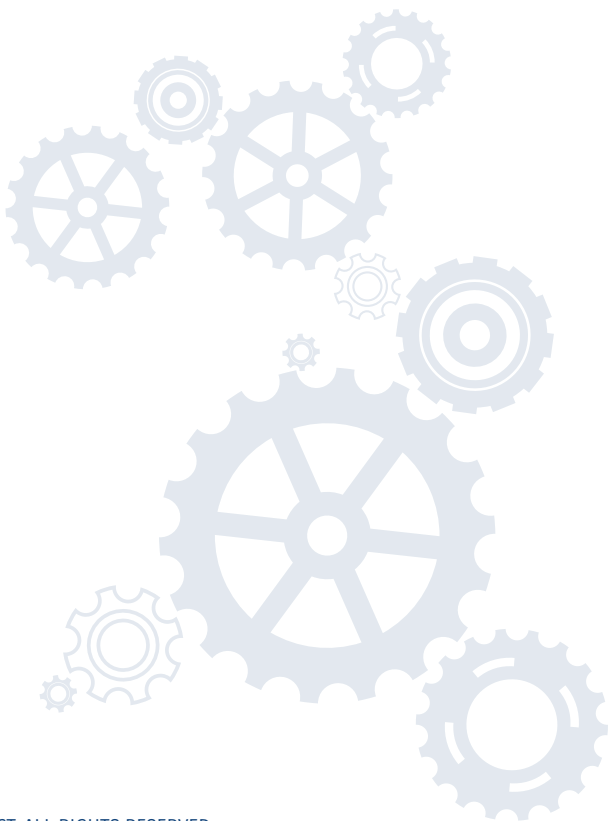
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How the Survey Was Conducted

The Great Colleges to Work For survey received responses from almost 41,000 people at 221 institutions: 127 four-year colleges and universities and 94 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.

The survey was sent to over 96,000 employees, with an overall response rate of 42.5 percent. Of the responses received, 6,029 of them were administrators, 12,990 were faculty, 12,819 were exempt staff, 7,559 were non-exempt staff, and 1,522 were adjunct faculty.

Each institution was asked to submit a list of full-time employees randomly selected across four job categories: administration, faculty, exempt professional staff, and non-exempt staff. Adjunct faculty members were included for two-year colleges. The sample size, as large as either 400 or 600, was 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 assessment had two components: a questionnaire about institutional characteristics and a faculty/staff questionnaire about individuals' evaluations of their institutions. The assessment also included an analysis of demographic data and workplace policies, including benefits, at each participating college. The questionnaires were administered online in the spring.

In the faculty/staff questionnaire, people responded to 60 statements using a five-point scale, ranging from "Strongly Agree" to "Strongly Disagree." The statements were categorized into various dimensions and from those the Great Colleges recognition categories, such as collaborative governance and work/life balance, were determined.

To determine the colleges to be recognized in each category, we divided the applicant pool into two classifications: four-year institutions and two-year institutions. Within each, there were three groups, based on total enrollment: small (500 to 2,999 students), medium (3,000 to 9,999), and large (more than 10,000).

Recognition in each Great Colleges category, except for diversity, was given to the 10 highest-scoring institutions in each size for four-year colleges, and the four highest-scoring institutions in each size for two-year colleges. In the diversity category, three four-year and three two-year colleges were recognized.

Honor Roll status, for four-year colleges, was given to the 10 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.

- The Great Colleges Survey Team

Though the COVID-19 pandemic brought unforeseen challenges to higher education, colleges and universities responded. Throughout this report, pages like this will show verbatim comments to the open-ended survey question “What do you appreciate most about this institution?” from employees at recognized institutions regarding their institution’s response to the pandemic.

“What do you appreciate most about this institution?”

I think the university has responded with amazing flexibility and has worked hard to keep all members of the community safe, working and learning. I’m really proud of Abilene Christian University - more so than usual.

Abilene Christian University



At this moment of crisis, I appreciate the strong and decisive leadership of our administration. I also appreciate the dedication of our IT staff.

Angelo State University

I have to make sure to say that during the COVID-19 situation my institution, my college, and my department has been extremely supportive of faculty working from home and not having to come to campus. It’s been fabulous and has lifted so much anxiety from me. I can’t say enough how grateful I am that they respect work/life balance generally and support people staying home if they are ill.

Bellevue University

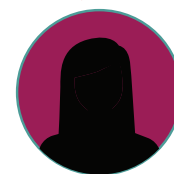


UWF’s NASA-like COVID-19 response is something I will look back upon with pride of having been a part of. UWF’s culture proved itself right there.

University of West Florida

I am also greatly appreciative of the strength, compassion, and seriousness FIU has had during this difficult and challenging time amid the Covid-19 pandemic.

Florida International University



Looking Back At A Decade Of The Great Colleges Program 2010-2020

Whether you've been participating in the Great Colleges to Work For program since 2010 or were new to the program in 2020, we hope you will continue to invite us along on your journey to become a better and more engaged workplace.

Congratulations to these nine institutions who have been recognized every year from 2010-2020!



Media, PA



Columbia, MD



Baltimore, MD



Beverly, MA



Winter Park, FL



University, MS



Hampstead, NY



Manchester, NH



San Antonio, TX

Rollins College and the University of the Incarnate Word have made Honor Roll every year from 2010-2020!

Southern New Hampshire University is the only institution recognized every year since the beginning of the program in 2008, 13 years in a row!

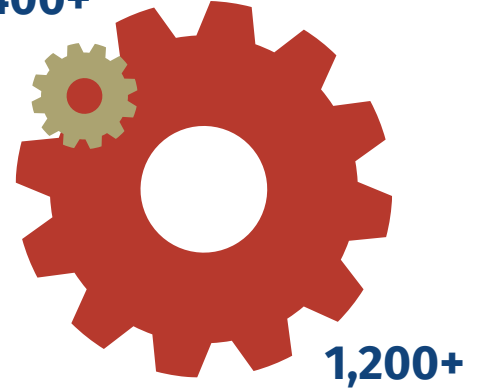
As higher education has changed over the past decade, the Great Colleges program, too, has evolved, and we are committed to our continued delivery of relevant assessments, benchmarking, and consulting in the decade to come.

In this decade, the Great Colleges program has:

Added non-exempt staff to survey population

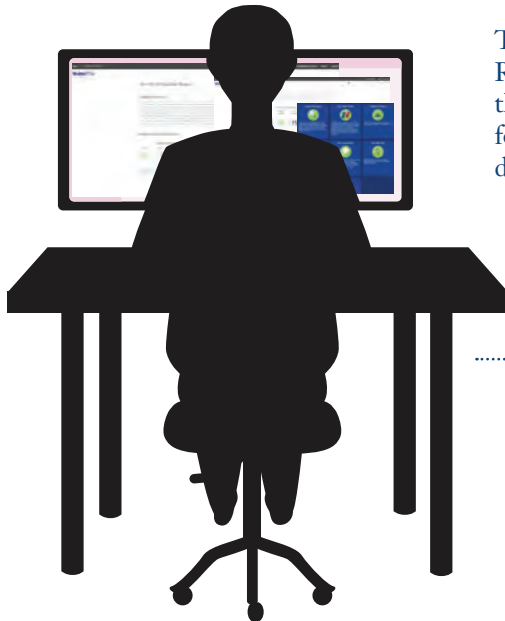
Expanded our database of schools from 440+ schools in 2010 to 1,200+ schools in database in 2020

400+



1,200+

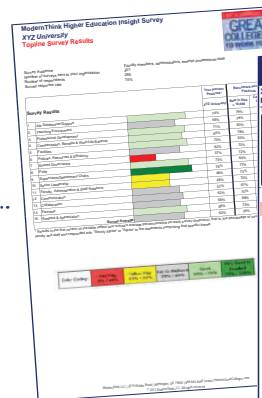
Introduced ModernThink Online Report Gateway tool




The web-based ModernThink Online Report Gateway tool provides users the flexibility to run their own reports for dynamic visual renderings of survey data in multiple formats.

Redesigned Topline Reports

The updated design of our free participation reports includes additional data and benchmarking.







XYZ University

Higher Education Insight Survey

Topline Survey Results



Response Rate
 100% Response Rate
 100% Survey Score
 100% Topline Responses



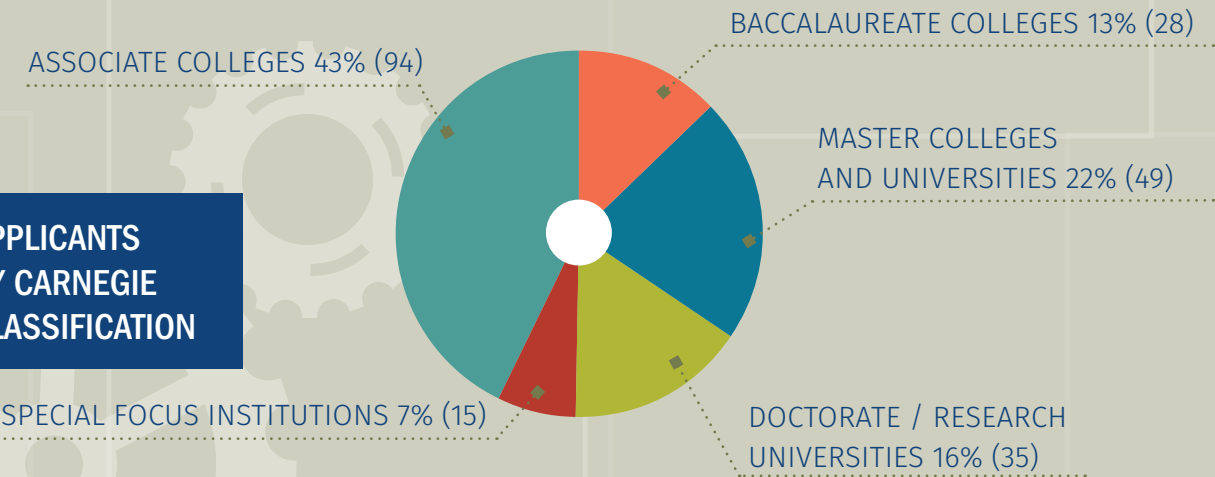
Factor	Measurable Outcome		Rate to Measure		Result		GPA Based on Satisfaction
	2019	2020	2019	2020	2019	2020	
Job Satisfaction/Support	100%	100%	100%	100%	100%	100%	100%
Teaching Environment	100%	100%	100%	100%	100%	100%	100%
Professional Development	100%	100%	100%	100%	100%	100%	100%
Compensation, Benefits & Work-Life Balance	100%	100%	100%	100%	100%	100%	100%
Facilities	100%	100%	100%	100%	100%	100%	100%
Politics, Resources & Efficiency	100%	100%	100%	100%	100%	100%	100%
Management	100%	100%	100%	100%	100%	100%	100%
Payroll	100%	100%	100%	100%	100%	100%	100%
Supervision/Support/Staff	100%	100%	100%	100%	100%	100%	100%
Student Satisfaction	100%	100%	100%	100%	100%	100%	100%
Faculty, Administration & Staff Relations	100%	100%	100%	100%	100%	100%	100%
Communication	100%	100%	100%	100%	100%	100%	100%
Collaboration	100%	100%	100%	100%	100%	100%	100%
Financials	100%	100%	100%	100%	100%	100%	100%
Regency & Administration	100%	100%	100%	100%	100%	100%	100%
Survey Results	100%	100%	100%	100%	100%	100%	100%

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Applicant Pool Information

ModernThink’s higher education benchmarking capabilities are unrivalled. With over 1,200 colleges and universities in our database representing hundreds of thousands of respondents, we are uniquely capable of providing benchmark data based on the benchmarks you see below - level (four-year or two-year), Carnegie Classification, geographic region (i.e. Great Lakes), enrollment size, control (public or private) – in addition to benchmarking against accreditation region, aspirational peer groups, and other higher education segmentations. Because of the breadth and depth of our databases, our benchmarking capabilities extend beyond the institution level, down to and across specific colleges or schools, departments, job roles and even tenure status. We can also provide benchmark data on the Benefits Satisfaction component of the survey, enabling institutions to compare how satisfied employees are with the offered benefits relative to the peers/benchmarks of their choice.

APPLICANTS BY CARNEGIE CLASSIFICATION

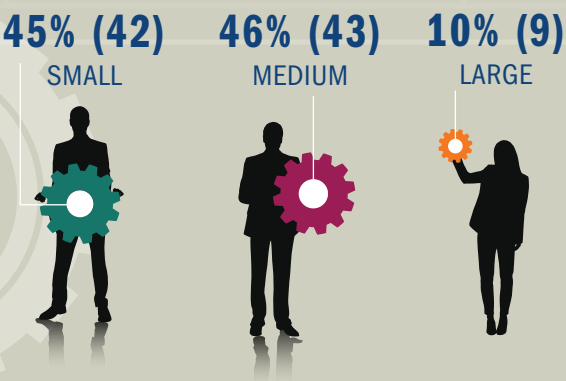


APPLICANTS BY ENROLLMENT SIZE

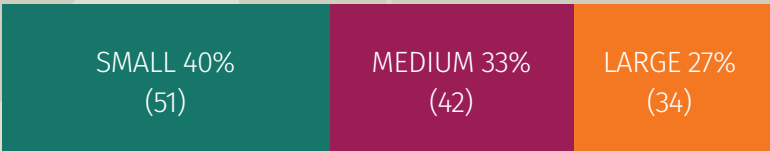
All Applicants
221 TOTAL



2-Year Applicants
94 TOTAL

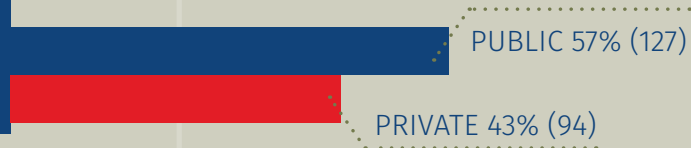


4-Year Applicants
127 TOTAL

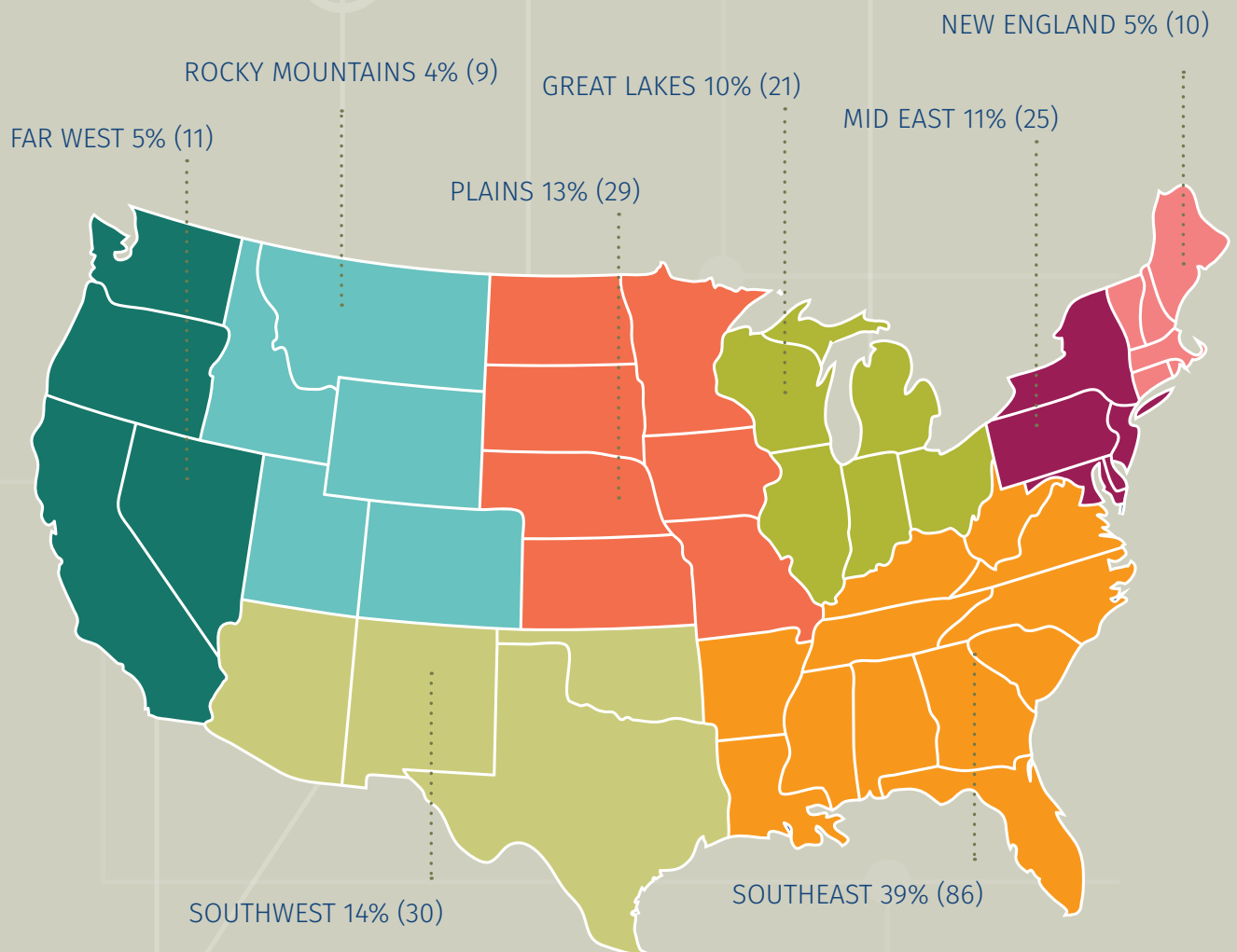




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APPLICANTS BY GEOGRAPHIC DISTRIBUTION



Engaging Employees to Move Forward Together:

One System's Journey with the Great Colleges Program

University of Maine System



Established in 1968, the University of Maine System (UMS) unites six distinctive public universities, comprising 10 campuses and numerous centers, in the common purpose of providing quality higher education while delivering on its traditional tripartite mission of teaching, research, and public service. The System also includes the University of Maine School of Law and the University of Maine Graduate and Professional Center. A comprehensive public institution of higher education, UMS serves more than 30,000 students annually and is supported by the efforts of more than 2,000 full-time and part-time faculty, more than 3,000 regular full-time and part-time staff, and a complement of part-time temporary (adjunct) faculty. July 2020 represented a milestone in the University of Maine System's pursuit of unified accreditation.

*The University of Maine System has utilized the Great Colleges program over the past six years, gaining valuable employee engagement data that has shaped strategic decisions system-wide and at individual campuses. This year, the University of Maine Presque Isle (UMPI) was recognized on the 2020 Great Colleges Honor Roll, an impressive first showing and one piece of a larger effort underway at UMS. To hear more about their story, we reached out to **UMS' Director of Learning & Organizational Development (L&OD) Megan Clough**, **UMPI President Ray Rice**, and captured other System Leaders' insights as well from both a campus and system perspective.*

Q: Share more about your system's approach to the Great Colleges to Work For program.

Megan Clough: Over the last six years the Great Colleges program has become an invaluable element in University of Maine System institutional strategic planning, a practice that emerged as campus leadership began to view Great Colleges both as a tool for enhancing employee experience and creating a competitive advantage as a system.

As the University of Maine System made the significant step of shifting its organizational structure to a matrix design, the newly shared-service HR model initiated the first UMS Leadership & Organizational Development (L&OD) function operated within HR. L&OD proposed regular participation by all system institutions in the Great Colleges program to support employee engagement and organizational quality data that would help inform priorities for strengthening the University System and each unique University within it. With the strong advocacy of then Vice Chancellor for Finance and Administration Rebecca Wyke, an initial phase of the exercise was implemented with financial support provided for each campus to participate on

an every-other-year basis. The program is centrally managed by L&OD, led by Director Megan Clough and vitally supported by Project Specialist Nina Conners, in partnership with campus HR Partners and campus leadership.



PHOTO COURTESY OF UNIVERSITY OF MAINE AT AUGUSTA

L&OD already had a strong connection with campus leadership and constituencies dedicated to ongoing improvement of the employee experience and, by extension, enhancement of the student experience, so Great Colleges was a natural outgrowth of that work. Consultation between L&OD and the Great Colleges team yielded a specific implementation design—one that facilitates

“ Our Leadership stepped into the Great Colleges program with hope that it would be helpful. I’ve seen us move to the true objective - recognizing and fully leveraging the program as an intentional strategy in caring, listening, responding and therefore stewarding UMS forward. The work is yielding strong and measurable results.”

– Megan Clough, UMS Director of Learning and Organizational Development

relevant data reaching the leaders who have the influence and authority to enact change, includes surveying all employees to communicate to UMS employees that all of their voices matter, and involves a Results Debrief conducted by a Great Colleges Senior Consultant for each participating University. Also, the survey was customized for the University of Maine System’s flagship institution, the University of Maine, due to its size and complexity, while the six other universities’ structure and size allowed for use of the standard survey.

Q: How have leadership’s initial goals/approach for participating as a system evolved over time? Have you seen any changes in how individual institutions have approached the survey over time?

MC: There was a commitment from the start that the System’s relationship with the Great Colleges program was more than just a survey link; rather, it is about being partners in incredibly important work. If an initial goal included providing each University baseline employee engagement data to help inform cultural direction and development, the longer term objective has been to aggregate the data for a system-wide view that informs direction and priorities.

As a further enhancement to its efforts, L&OD also intentionally invests in the ModernThink Online Report Gateway, the dynamic online reporting tool that provides the System ready-access to all Great Colleges results from all its campuses dating to the beginning of the project. Armed with this resource, UMS and campus leadership are able to benchmark progress, aggregate data, and track trends ahead of important decision-making opportunities.

These investments and practical applications demonstrate how the use of Great Colleges has

increased over time, but perhaps most telling in terms of its impact is the degree to which campuses have embraced its capability. Examples of engagement and application range from campuses utilizing data mined from Great Colleges for accreditation reports to L&OD reviewing data with campuses to one UMS university determining that becoming a Great College to Work For would be one of its core goals. The newer presidents at the University Maine at Farmington and University of Maine Fort Kent find their Great Colleges data an incredibly useful orientation tool as they begin their work at their University.



UMPI PRESIDENT RAY RICE. -PHOTO COURTESY OF UNIVERSITY OF MAINE AT PRESQUE ISLE

President Ray Rice: At UMPI, we first used the results from Great Colleges as a leadership assessment tool and a way to identify shorter-term improvements. Over time, it became a much more profound measurement tool, allowing us to get an informed read on how employees felt about a wide range of campus realities and to use that information to pinpoint how we could shift the campus culture. As an example, a past weakness for the campus was how employees perceived their voices were heard and how their roles contributed to the institution’s success. Actionable items that ensured ownership and engagement were then built into the previous

“ Our Board of Trustees targeted University Workforce Engagement as one of the desired strategic outcomes. Great Colleges was the obvious choice for measuring our progress for this goal. As a new president, I was able to use the results of the Great Colleges survey to help shape a university-wide regrounding in our strategic plan. Two years later, we saw marked improvement in several key metrics of the survey and will use the data to help shape our goals for our next five-year plan.”

– Rebecca Wyke, Former UMS Vice Chancellor for Finance and Administration, Current President, University of Maine at Augusta

“ Thanks to Great Colleges, I began my presidency able to identify where USM had the potential for growth as an institution and the collaborative means to engage faculty and staff in the change process. Seeing the employee participation in this process, at all levels, has been one of the most professionally rewarding and meaningful experiences of my career.”

– Glenn Cummings, President, University of Southern Maine

strategic plan. That led to an explicit cornerstone outcome around enhancing a sense of community culture and pride and the realization that UMPI couldn't be successful in its initiatives with students without having that foundation in place first. Employee engagement and fostering our unique campus culture are now priority elements in our newest strategic plan.

Ultimately, our work connected with the Great Colleges program changed our thinking about our strategic plan; we no longer view it as a document to be updated every 5 years; instead it's a living document made stronger through thoughtful and frequent revision. That thinking allowed us to refine our vision and mission partway through the previous strategic plan and, when we felt we needed to address issues of campus identity, to create our Service Promise. In 2017, our cabinet initiated an annual summer work session to review the plan, reflect on and incorporate items based on what happened in the past year, and outline how we'd accomplish new work over the next year.

Q: What do you see as the benefits of system-wide participation in the Great Colleges to Work For program?

MC: Great Colleges provides a system and its campuses with an intentional and robust method for gathering employee feedback while conveying a message that how employees feel about where they work

truly matters, that leadership at all levels is listening, and that a method is in place to leverage those ideas and opinions for mutual advantage. It also allows a system to consider priorities and make informed decisions about future direction within the scope of limited resources. These dynamics create a unifying force for progress within a system, offering a process, approach, and methodology that all of the universities can implement and leverage as they advance employee engagement and enhanced delivery of the higher education mission.

System-wide participation also creates a new opportunity: just as individual institutions recognize this process as a way to gain essential information for assessment and evaluation, a system can utilize the data gathered from across all campuses to develop and share system-wide best practices. Identifying centers of excellence happening at each of its campuses, large and small, and sharing lessons learned for use by all campuses can help to guide system-wide improvement and ensure a more consistent experience for all students.

Q: Are there specific areas in which system-wide participation has particularly made a positive impact?

MC: The University of Maine System's adoption of the Great Colleges to Work For program was timely, serving as an integral element in the successful pursuit of unified accreditation with the

New England Commission on Higher Education. To be clear, this is a groundbreaking accreditation of the entire system, not just a collection of accreditations for each of its member institutions. The Great Colleges data and information was fundamental in preparing appropriate progress reports as well as quantifying resources and capacities.

Further integration of Great Colleges results at a system level have also supported recent leadership transitions. An incoming president benefits greatly from not only listening and learning upon arrival, but from thoughtful and studied consideration of available baseline information from which to form initial perceptions and priorities. There is no minimizing the scrutiny of such early actions and reactions; data-driven direction is a strong and stabilizing influence to ease transition and fears of the unknown.

Q: How has survey feedback influenced other HR-specific initiatives?

MC: In the System's first year of Great Colleges survey results, from three universities simultaneously, Orientation was rated quite low. Reflective of an employee care dynamic that was negatively impacted yet hugely informed by the shared services transition of Human Resources, Information Technology, Procurement, and Finance, L&OD realized that changes would need to be made quickly. Great Colleges data, especially the employee comments and focused group feedback in follow-up, brought to light some dynamics that--thought originally to be specific to one University--were actually relevant across all seven.

Since that time, System HR in partnership with IT has made notable improvements to Orientation and Onboarding. That is not to say the data yielded easy fixes, rather the data showed how the System needed to invest in some significant adjustments.

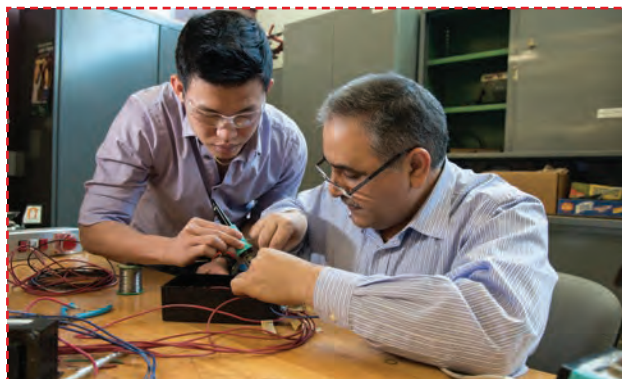


PHOTO COURTESY OF UNIVERSITY OF SOUTHERN MAINE

Another example comes from one of the System campuses, the University of Southern Maine (USM), which was also the earliest adopter of the new Orientation & Onboarding tools in supplement to what they'd created. USM has utilized the survey feedback of Great Colleges to inform action plans in support of the institution's 10 strategic goals, one of which is to become a Great College to Work For. In his first year, President Glenn Cummings utilized USM's Great Colleges baseline data to gain important and immediate foundational understanding of the particular challenges awaiting his new administration and to leverage and celebrate strengths. This learning was applied to crucial strategic planning for the institution's future direction.

In incorporating Great Colleges aspirations into the university's action plans in support of its 10 strategic goals for the future, not only did USM solidify and formalize the process of assessment and improvement moving forward, its results were further leveraged to identify areas of opportunity in the near term, such as in the realm of student/employee experience, diversity, equity, and inclusion.

Q: How do your institutions utilize the survey feedback both on an institutional and system-wide level?

MC: As a resource that informs L&OD, Great Colleges survey feedback drives direction, focus, priority, and optimum use of limited resources, especially in the establishment and maintenance of Organizational Development and Training dedicated to areas of greatest opportunity.

Survey feedback can also accelerate interest by University leadership in trying new Organizational Effectiveness strategies/tools especially when foundational work demonstrates results and allows for advanced strategies to take root.

UMS has also used the Great Colleges feedback for system-wide support in instances where UMS has selected to more formally matrix together two of our Universities. For instance, our University of Maine Machias is now the regional campus of the University of Maine, providing benefit to both Universities. When that transition initiated, it represented the coming together of two distinctly different cultures and operations. Great Colleges data helped us to stay tuned and responsive to the employee experiences in both institutions and also anticipate - and therefore plan for - ways to healthfully progress through forming, storming, and norming to performing.

Q: The University of Maine Presque Isle (UMPI) made the Honor Roll this year. What can you tell us about their Great Colleges journey?

RR: The University of Maine at Presque Isle has been on a deliberate continuous improvement journey during the past five years, with work underway in areas ranging from organizational structure and strategic planning to academic delivery and campus community culture. A small, rural campus located in the heart of northern Maine, UMPI has carved its niche around personalized learning, opportunity, and innovation. The institution was honored last year with 5 U.S. News and World Report college rankings, including a first time appearance as one of the top 5 Most Innovative Schools for Regional Colleges in the North. It has been a complex, sustained, and highly intentional process to get to this point.

Our campus first took part in the Great Colleges program in 2014 under prior president, Dr. Linda Schott. As she established that first year, campus leadership is intentional in the ways it uses the survey data: sharing and debriefing results with faculty and staff in campus open forums, mining the data for areas of strength and opportunity, and developing plans to move the needle on lower scoring areas. When President Schott left in 2016, we were seamlessly able to transition and expand efforts around our Great Colleges work because of the Provost to President transition that then took place.

UMPI Response to COVID-19

“As the COVID-19 pandemic began to impact UMPI and the communities we serve, these campus climate undertakings laid the groundwork for the University to be prepared to embrace an Ethics of Care as its defining institutional value. As explained by its founding practitioner, Carol Gilligan, an Ethics of Care is a set of values grounded in human connection and the acts of paying attention, listening and responding, and showing compassion to each other. Through thoughtful messaging and campuswide conversations, our aim became for employees to embrace the concept and help to provide this ethics of care to our students, each other, and our communities.

It is important to note that the University was uncertain about conducting our Great Colleges survey work in 2020 due to the COVID-19 pandemic, but ultimately determined that it was perhaps even more essential to ask for feedback during a time of crisis, something that our size also supported. It is a sign of a truly committed campus that our employees responded at historically high levels.”

— Ray Rice, President, University of Maine Presque Isle



“ Student success is an outcome Maine’s public universities have to prioritize to meet our commitment to Maine families and employers. As the first public university system in the nation to unify its institutional accreditations, we use the Great College survey to help assess our campus cultures and set goals that challenge and commit our universities to workplace and student success excellence”

– Dannel Malloy, System Chancellor



PHOTO COURTESY OF UNIVERSITY OF MAINE AT PRESQUE ISLE

Key elements for us in undertaking this effort were having the right HR team in place and a campus community open to the process and willing to participate and help effect change. Most importantly, our recognition as a Great College is a reflection of the hard work our faculty and staff do every day to make this institution great and an illustration of their collective and individual achievements.

Three of our most prominent efforts connected with our Great Colleges work have been our Service Excellence initiative, Communications work, and Strategic Planning. In addition, Great Colleges data serves as measures for diversity efforts and strategic goals. This facilitates UMPI's collaboration efforts across the System because the direction of work and achievement measures are clear while aspects of, or decisions about, initiatives are open for joint planning.

UMPI has made great strides. We also remain extremely focused on continuous improvement. Though we achieved recognition in 11 of the 12 Honor Roll categories, we're looking closely at the one area where we did not reach Honor Roll level status--Diversity--and are developing a plan to examine our policies, procedures, hiring practices, and inclusive community practices.

MC: From a System perspective, perhaps what best captures the spirit of UMPI's Great Colleges effort is the Leadership Team's initial reaction to the ranking. When informed of the outstanding results, there was absolutely excitement and commitment to celebrating an important milestone and every campus member's role in the work that contributed. There was also an immediate hunger for engaging again in the daily discipline of continuous improvement and discovering just how truly incredible UMPI can become. That is a measure of the high level of investment and shared purpose that comes from the thoughtful and sustained implementation of the program across the many months of hard work required to reach recognition. Under the leadership of President Ray Rice, Chief Business Officer Ben Shaw, and the Campus HR team, the Great Colleges work at UMPI and the ranking are seen not as a means and an end, but rather as a committed journey to stewarding the University and an important milestone, or inflection point, along the way.

Q: From both a system lens and an institutional lens, what advice would you give to other systems considering participating in the Great Colleges program?

MC: There is the temptation when embarking upon a program like Great Colleges to forget that it is the journey that counts and not the recognition. Focusing on promoting pride in a quality workplace and engaging employees to move forward together can set a tone that builds momentum over time. Conveying this commitment creates a space for university leaders to be vulnerable in sharing survey results. If initial feedback proves disappointing or perhaps even embarrassing, leaders may apply the input in a variety of ways; the bottom line is to generate motivation and support for taking action to improve.

Framing of the initiative is crucial and not just by how it is rolled out or otherwise communicated, but also by the level of engagement and commitment from System leadership and the campus presidents and their cabinets. Whether it is the dedication of budget resources or the enlisting of campus advocates to champion the program, the net gain from such overall buy-in and investment is significant when gauged by the improvement of any one institution's employee experience. The data mined in the process from all participants can be leveraged for the benefit of all and used to prioritize resources supported by System administration in support of or in partnership with all campuses.

Even the simplest decisions in moving forward can carry tremendous benefit. Conducting census surveys, for instance, not only carries with it the promise of more actionable information and response, but sends a powerful message of sincere and inclusive motivations, which often

generates not only engagement but also genuine good will and improved employee morale. Managing expectations is also important as Great Colleges returns can take some time to form and impact the campus community. Encouraging participation may take real effort highlighted by creative communications, outreach strategies, and relationship-building with constituencies that otherwise might not choose to participate. In the end, however, the extra effort is worth it in demonstrating the sincere desire to listen, to engage, and to join together in moving forward as a team.

RR: From the perspective of a campus within a unified system, what we know is that institutional leaders need baseline information about where institutional strengths lie and where opportunities for growth can be addressed in order to make strategic decisions and select the most effective approaches to improvement. Whether you're a president or a leader of a specific program or department, the data should always guide such decisions, and, over time, inform the evaluation of how initiatives are truly impacting your institution. And, when we do this work system-wide, we can identify where individual institutions and initiatives are achieving great things and develop a series of best practices for the collective success of the entire system.

The most important thing that campuses and systems can do if they decide to participate in the Great Colleges program is to fully embrace the process, accept that change can take a long time and a lot of work, and be absolutely deliberate about the journey.

“ We’re no longer in a world in which institutions can set themselves up as silos. Students need to benefit from the opportunities that are available to them across the entire system and, if that is truly going to happen, their experience should be commensurate from one institution to the next. Great Colleges is ideally positioned to be able to help us achieve this work.”

– Ray Rice, President, University of Maine at Presque Isle

“What do you appreciate most about this institution?”

In these very trying times of the viral pandemic this institution has bent over backwards to provide for the students and all staff. We have done amazing things to have as seamless as possible transition to all online teaching.

Widener University



The open and honest communication from upper management, the overall seamless transition from in-person to online classes, and the support for teleworkers (both professionally and personally) has been amazing.

Embry-Riddle Aeronautical University - DB and PR



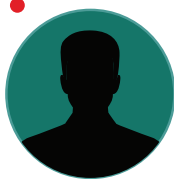
Their response to the Coronavirus pandemic is something they should sincerely be proud of, I am.

Endicott College



The ELC and Web Services and IT departments, along with the leadership of the college, has been more than just helpful, but encouraging, supportive, and compassionate during the move to online teaching necessitated by the coronavirus outbreak situation. They are the heroes to me, for their total commitment to making this happen.

Collin College



Even in this crisis, our senior leadership has informed us of every situation and change to expect. He and the senior staff have set up a fund to help those who might be financially affected by the situation.

Francis Marion University





Understanding Adjuncts and Engagement

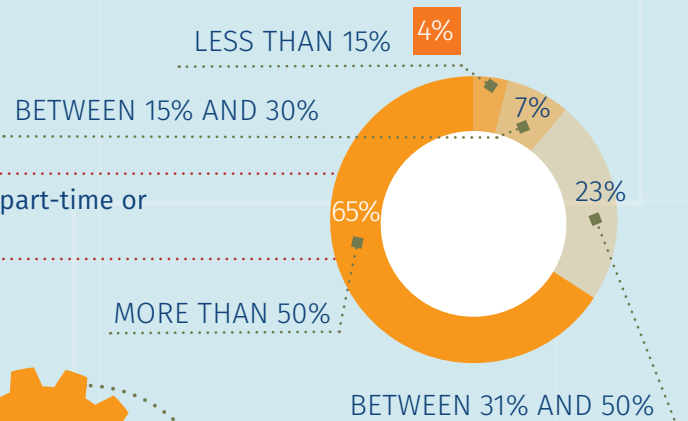
By Andrea Stevens

Many institutions are at best reluctant or at worst resistant to surveying their adjuncts on matters of employee engagement, anticipating the results to be negative due to adjuncts' limited interaction to a campus community relative to their colleagues'. But the results from almost 1,000 adjunct faculty members from 94 two-year institutions who responded to the 2020 Great Colleges survey might surprise administrations wary of adjunct results.

Adjunct Population

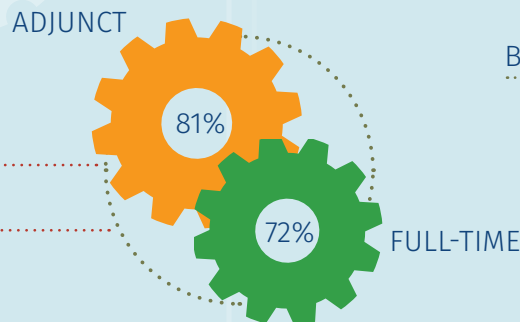
The adjunct population is significant for two-year institutions who participated in the 2020 Great Colleges program.

Percentage of two-year institution's faculty members who work part-time or in part-time, non-tenure-track teaching positions



The overall average for the 60 survey statements showed that adjuncts' average score was actually higher than that of full-time faculty.

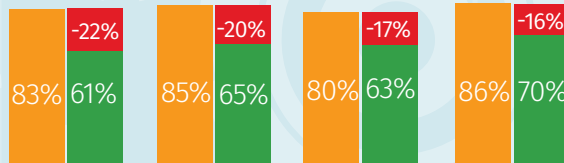
Overall Average 1-60 statements



Confidence In Senior Leadership

The largest data differences between full-time faculty and adjunct faculty were in relation to their confidence in senior leadership. Senior leadership was defined on the faculty/staff survey as the most senior members of the institution (e.g., chancellor or president and those who report directly to him/her).

Senior leadership communicates openly about important matters.



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

I believe what I am told by senior leadership.

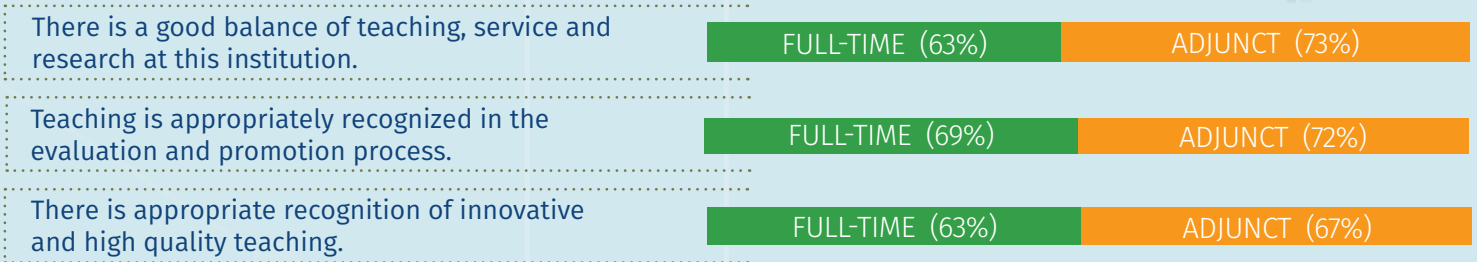
Senior leadership provides a clear direction for this institution's future.



All data is from either adjunct faculty or full-time faculty at two-year institutions only. Unless otherwise indicated, percentages represent percent positive, that is the percent of respondents who selected "Strongly Agree" or "Agree."

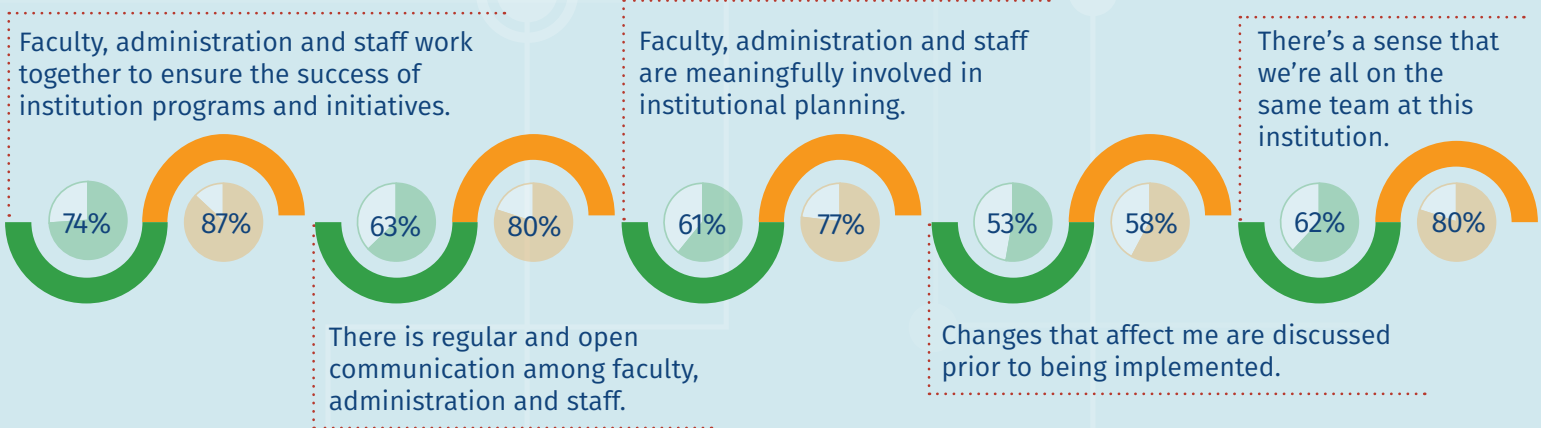
Teaching Environment

Adjuncts responded more positively about teaching conditions than full-time faculty.



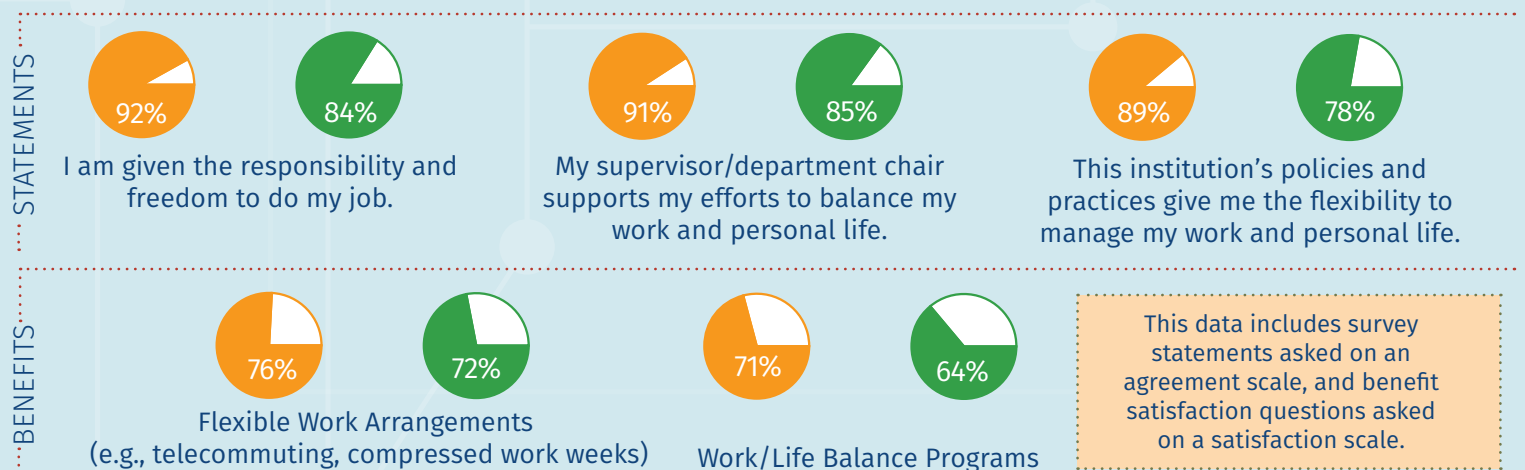
Faculty, Administration And Staff Relations

Despite their limited interaction with colleagues, adjunct faculty perceived greater support, cooperation and collegiality throughout the institution than their full-time faculty counterparts. Of note, they also reported being appropriately involved in shared governance decisions.



Flexibility And Work/Life Balance

The data shows that adjuncts are overall happier with the flexibility they have than full-time faculty.



All data is from either adjunct faculty or full-time faculty at two-year institutions only.

Unless otherwise indicated, percentages represent percent positive, that is the percent of respondents who selected "Strongly Agree" or "Agree."

The Utility of Institutional Values to Connect Remote Employees to Their Campuses

By Andrea Stevens

When campuses shut down due to the pandemic, colleges and universities recognized that employee well-being, both personally and professionally, was being tested unlike any other time in American history. Those institutions that recognized the importance of keeping their employees engaged from home understood that this task could not be achieved simply by keeping faculty and staff informed of updates and decisions. In order for employees to feel engaged in these new work environments, they needed to feel connected and appreciated where they were.

The vast social and economic impact of COVID-19 encouraged colleges to look beyond their campus walls and find ways to connect with faculty and staff while also connecting with local communities. They accomplished this by hearkening back to their values.

Most higher education institutions have references to local community service in their mission and values statements. In the stated values of this year's Great Colleges recognized institutions alone, words connected to a theme of giving back, such as **"service," "stewardship," "neighbors,"** and **"servant"** were used 314 times. The words **"community"** and **"communities"** were used a combined 720 times.

In this time of need, colleges and universities put their service values into practice, and in so doing, engaged faculty and staff.

Colleges looked to their community service values to engage faculty and staff during the COVID-19 pandemic.

Pledged money to local public schools to provide free/reduced price meals for students dependent on school meals

Collected for student emergency assistance funds

Established locations on campus for the greater community to use as wellness centers

Shared pictures of home offices, and pets (aka "new coworkers") using social media and hashtags

"A company's true colors and how the company treats their employees appear in times like this."

-Employee at Southern New Hampshire University

Delivered virtual employee service and recognition award ceremonies

Student Center

CLINIC

DA

Rented billboards with well-wishes for local community

Volunteered at food banks

Hosted virtual "Take Your Child to Work Day" with virtual activities

Hosted virtual meditation, yoga, and exercise classes

Provided virtual support groups for parents working at home while caring for children or other family

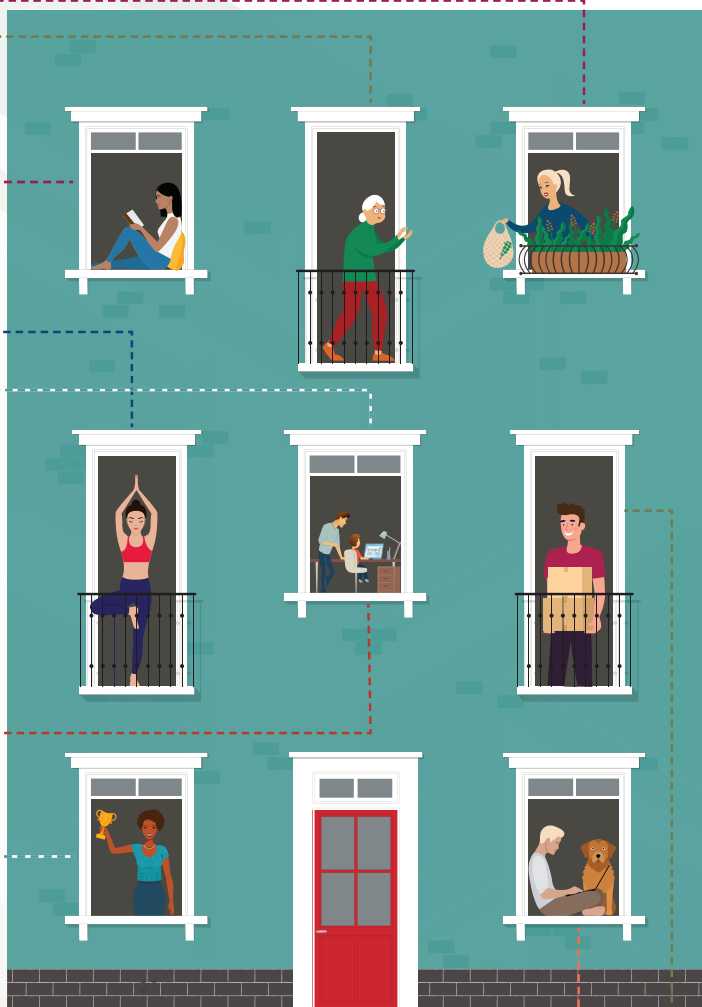
Facilitated virtual museum tours

Pivoted 3D printing lab to manufacture face shields to donate to local area hospitals

Allotted "sick days" that didn't count against existing Paid Time Off policies

"Even during this time, the focus is on servitude and how to help others."
- Employee at Baylor University

Donated personal protective equipment, hygiene products, medical supplies to local healthcare providers



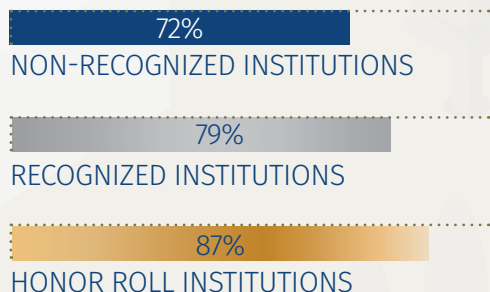
When navigating times of crisis, it is necessary to look to core values as your compass. Even the most united team will struggle without clear direction and, in uncertainty, faculty and staff look to senior leadership for guidance.

In the case of COVID-19, wise administrators realized that their stated values could serve as lampposts guiding their actions and decisions.

More than 94% of Institution Questionnaire respondents have formally documented values, but values are just words if the actions of senior leadership don't align with those values. Faculty and staff at institutions named to this year's Honor Roll more frequently saw their senior leadership acting on their institutional values than those at institutions who did not achieve that highlight this year.

Average Percent of "Strongly Agree" or "Agree" responses to the statement:

Senior leadership regularly models this institution's values.



When senior leadership sets an example by modeling institutional values, faculty and staff are inspired to live those same values on campus, effectively shaping campus culture in accordance with their behavior. When asked **"What do you appreciate most about this institution?"** faculty and staff of recognized institutions often cited the embodiment of values not only from senior leadership but from their peers:

An extremely high percentage of all the employees are committed to living out the institution's values and mission.

-Abilene Christian University

I appreciate that everyone has a place at the table and that every voice is heard. Our leader models our core values and the behavior he values and wants to see in others, including campus leaders.

-Community College of Beaver County

The values of JBU show clearly in how staff members are treated. It is a workplace that is so easy to advocate for. The culture of campus makes it a place I can happily express my joy in my work.

-John Brown University

I believe upper level administration is dedicated to the mission of the institution, and are committed to its values. They strive to implement those values in their daily interactions within, and external to, the university.

-Loma Linda University

One of the College's core values is "People Matter." I see this value expressed daily in the way our administration treats their employees.

-McLennan Community College

I appreciate most the level of commitment employees demonstrate to the mission, vision, and core values of the institution. The core values are embedded in the work we do and they aren't just talking points--you can feel the sense of belief in the values in the way the work is performed.

-Southern New Hampshire University

UMBC values all members of its community and actively works to engage people across the university in living out our campus values and priorities.

-University of Maryland, Baltimore County (UMBC)

Mission and values are strongly and consistently represented throughout the University, including [by] students, faculty, staff, and leadership.

-University of Notre Dame



Satisfaction with Benefits

2-YEAR	HONOR ROLL	ADMINIS-TRATION	FULL-TIME FACULTY	ADJUNCT FACULTY	EXEMPT PROFESSIONAL STAFF	NON-EXEMPT STAFF
Medical Insurance	91%	92%	83%	39%	89%	86%
Vacation/PTO	89%	94%	79%	45%	92%	91%
403b/401k	87%	88%	78%	45%	86%	81%
Life Insurance	85%	86%	76%	35%	83%	82%
Dental Insurance	84%	84%	75%	37%	84%	82%
Short-Term Disability Benefits	83%	83%	73%	33%	80%	77%
Vision Insurance	82%	81%	72%	37%	81%	80%
Long-Term Disability Benefits	82%	83%	71%	33%	80%	75%
Physical Work Space Conditions	82%	84%	73%	70%	75%	73%
Tuition Reimbursement for Employees	79%	80%	69%	54%	78%	76%
Professional/Career Development Programs	79%	75%	67%	67%	67%	65%
Flexible Work Arrangements (e.g. telecommuting, compressed work weeks)	78%	70%	72%	78%	68%	67%
Work/Life Balance Programs	77%	71%	65%	73%	69%	67%
Post Retirement Medical Benefits	77%	72%	60%	30%	70%	68%
Tuition Reimbursement for Family Members	74%	78%	70%	48%	77%	74%
Tenure Clarity and Process	71%	63%	58%	44%	60%	58%
Housing Assistance Programs	52%	45%	37%	30%	44%	44%

4-YEAR	HONOR ROLL	ADMINIS-TRATION	FULL-TIME FACULTY	EXEMPT PROFESSIONAL STAFF	NON-EXEMPT STAFF
Vacation/PTO	89%	90%	75%	89%	86%
403b/401k	88%	87%	76%	86%	82%
Tuition Reimbursement for Employees	87%	84%	70%	83%	80%
Tuition Reimbursement for Family Members	85%	81%	68%	80%	76%
Medical Insurance	82%	84%	73%	82%	82%
Life Insurance	81%	81%	68%	79%	77%
Dental Insurance	80%	81%	70%	80%	78%
Vision Insurance	79%	80%	68%	78%	77%
Short-Term Disability Benefits	79%	79%	67%	75%	72%
Long-Term Disability Benefits	79%	79%	65%	76%	73%
Physical Work Space Conditions	77%	77%	64%	71%	69%
Flexible Work Arrangements (e.g. telecommuting, compressed work weeks)	76%	70%	74%	65%	65%
Work/Life Balance Programs	74%	69%	57%	67%	67%
Professional/Career Development Programs	73%	68%	61%	60%	58%
Tenure Clarity and Process	71%	69%	64%	53%	53%
Post Retirement Medical Benefits	65%	64%	49%	62%	60%
Housing Assistance Programs	51%	49%	31%	42%	41%

Percentages represent percent positive, that is the percent of respondents who selected “*Very Satisfied*” or “*Satisfied*.”

The Connection Between Belonging and Representation

By Andrea Stevens

The overall average percent positive scores for all 60 Great Colleges survey statements, compared across each race population asked on the survey, are within five percentage points of each other. This implies that, overall, there is not much difference in employee engagement across races. If an institution were to look only at the average percent positive scores (that is, average percentage of respondents who selected “Strongly Agree” or “Agree”) for each survey statement from non-White respondents, it might think that the institution was adequately addressing diversity and discrimination.

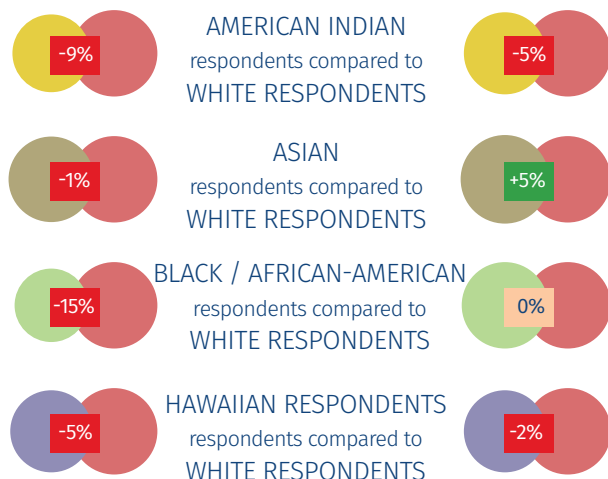
However, a closer look at three key statements focused on employee belonging shows stark differences when it comes to diversity, equity, and inclusion practices.

The survey data reveals a problem intuited by many, but hidden in the data: There is a discrepancy in perspective on racial issues in higher education between White and non-White respondents.

AVERAGE DIFFERENCE IN PERCENT POSITIVE SCORES

3 Key Belonging Statements

All 60 Survey Statements



By far, the greatest disparity in views on diversity, equity, and inclusion practices is between White and Black or African-American survey respondents.

The 17 percent negative response by Black or African-American respondents to the statement *“This institution places sufficient emphasis on having diverse faculty, administration and staff”* is the highest percent negative (that is, the average percentage of respondents who selected “Strongly Disagree” or “Disagree”) of any race to any of these three key survey statements. In comparison, the percent negative for White employees to this statement was only 7%. There is a clear distinction between the perceptions of Black or African-American and White respondents on diverse hiring practices: not only are Black or African-American faculty and staff agreeing with this statement in drastically fewer numbers, they are also actively disagreeing with this statement more often.

In addition, the statement *“At this institution, people are supportive of their colleagues regardless of their heritage or background”* has the overall greatest discrepancy between White and non-White faculty and staff. Across all survey statements, this one showed the greatest negative disparity between the percent positive responses of White respondents and those of non-White respondents, with the exception of Native Hawaiian or Other Pacific Islander. This statement was one of only three statements in the entire survey in which Asian respondents reported a lower percent positive than White respondents.

Non-White respondents also less often agree that there are clear and effective procedures in place to address instances of discrimination if and when they do occur. Responses to the third belonging statement, *“This institution has clear and effective procedures for dealing with discrimination,”* demonstrate this. This statement is the second of three statements in the whole survey in which Asian respondents’ average percent positive was smaller than that of White employees. Black or African-American employees reported an average percent positive score 12 percentage points less than their White counterparts’ average score. The 13 percent negative from Black or African-American respondents was also the highest of any of the racial or ethnic groups, though the 12 percent negative from American Indian or

Alaska Native employees was similar, and both far surpassed the 6 percent negative from White employees to the same statement. Again, we see an inconsistency in how White and non-White respondents view the practices in place to address issues of discrimination.

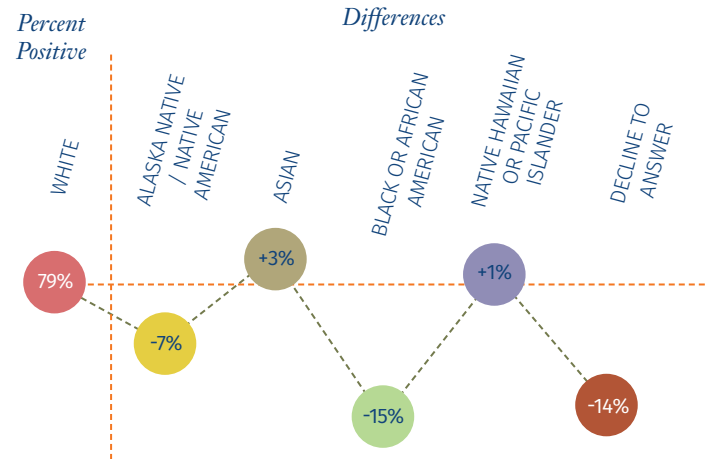
The data shows that non-White populations might be more aware of issues regarding fairness and equality than White employees. But there is a critical roadblock that prevents non-White faculty and staff from taking action on these inequities: the people in charge (senior leadership teams) are predominantly White.

Minority representation in leadership is critical if senior leaders want to truly create equitable environments for all. Based on the difference in how White faculty and staff view the state of diversity, equity, and inclusion practices, and how those same efforts are viewed by non-White employees, we now understand that White senior leaders may not be aware of the areas where improvement is needed. The data shows that non-White employees truly do have a unique perspective of the campus culture. Including non-White employees in senior leadership teams and involving them in institutional planning is a simple but pivotal step in the right direction.

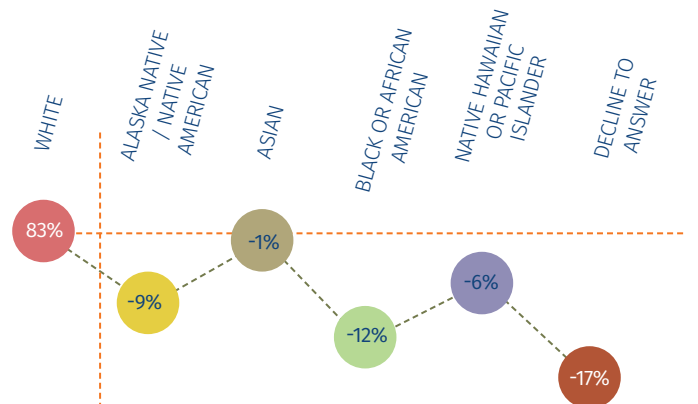
Ultimately, cultural changes are most effective when they are made at the top by leadership dedicated to emphasizing diversity in their faculty, administration and staff; supporting colleagues of different heritages and backgrounds while encouraging others to do the same; and creating and enforcing clear and effective procedures for dealing with discrimination to promote fairness and equality. Increasing diversity in senior leadership not only racially, but also ethnically and ideologically, can help senior leadership close the gaps in perception of diversity issues, and encourage a sense of belonging, within the mosaic of a campus community.

KEY BELONGING STATEMENTS

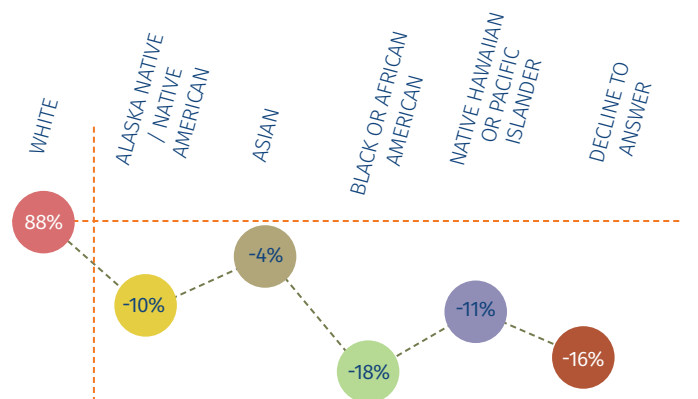
This institution places sufficient emphasis on having diverse faculty, administration and staff.



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



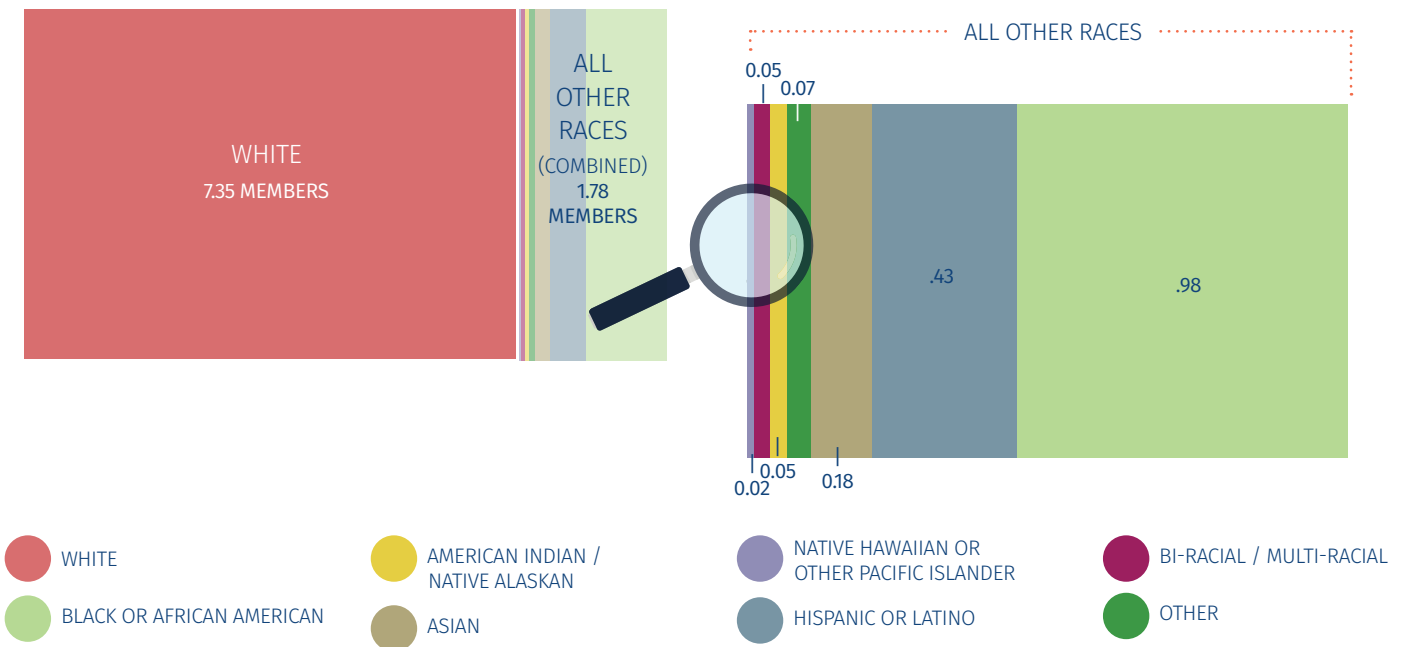
At this institution, people are supportive of their colleagues regardless of their heritage or background.



DIVERSITY IN SENIOR LEADERSHIP

Of senior leadership teams that average 8.97 members, the average number of White leaders is over 7, the average number of Black or African-Americans is just under 1 person, and the representation for other racial groups is virtually non-existent.

Average Number of People on Senior Leadership Team by Racial Composition



Senior Leadership Team Sizes

SMALLEST SENIOR LEADERSHIP TEAM



LARGEST SENIOR LEADERSHIP TEAM



AVERAGE SIZE OF SENIOR LEADERSHIP TEAM

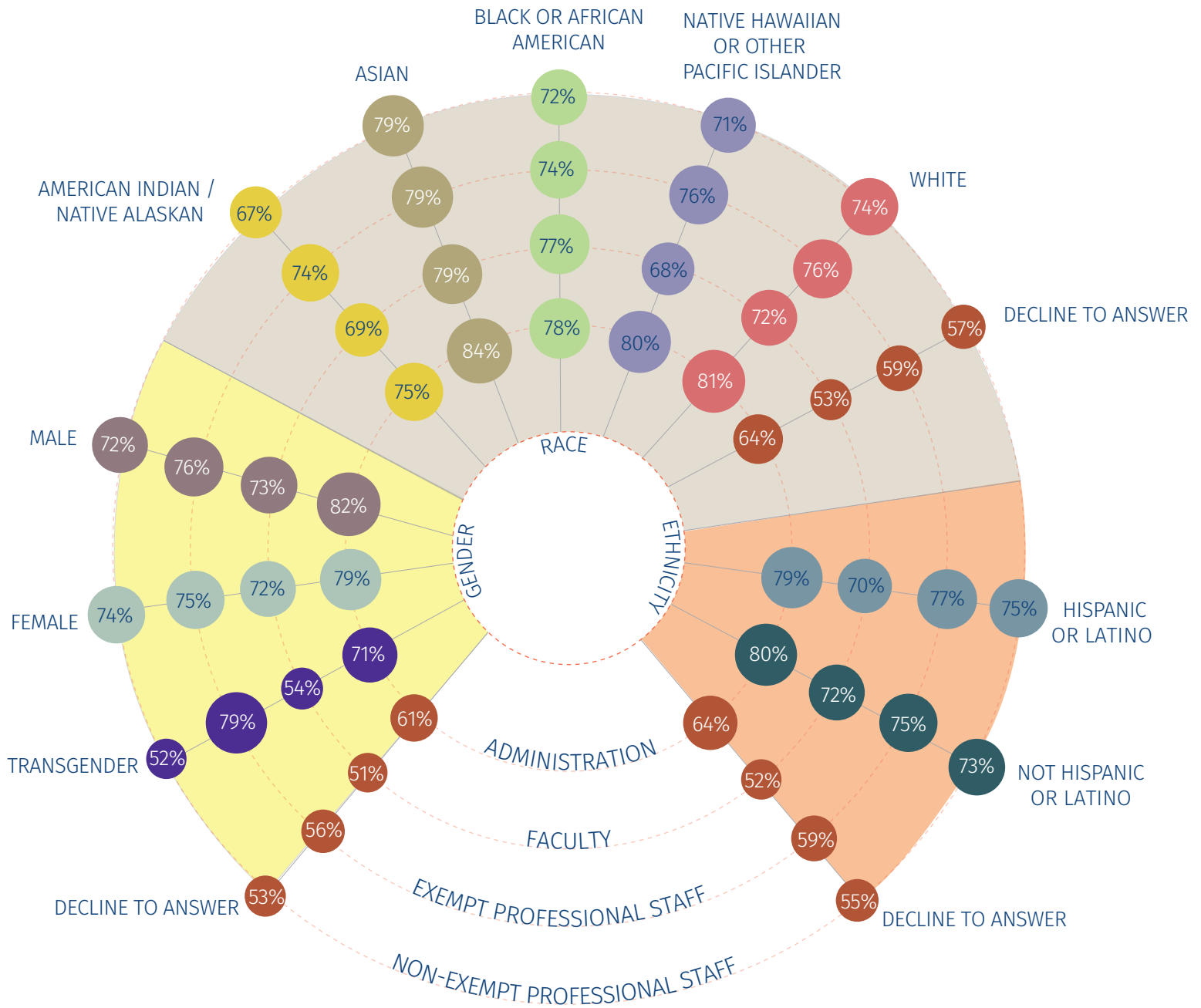


MODE (MOST COMMON) NUMBER OF PEOPLE ON SENIOR LEADERSHIP TEAM



Data on this page is taken from responses to the Institution Questionnaire.

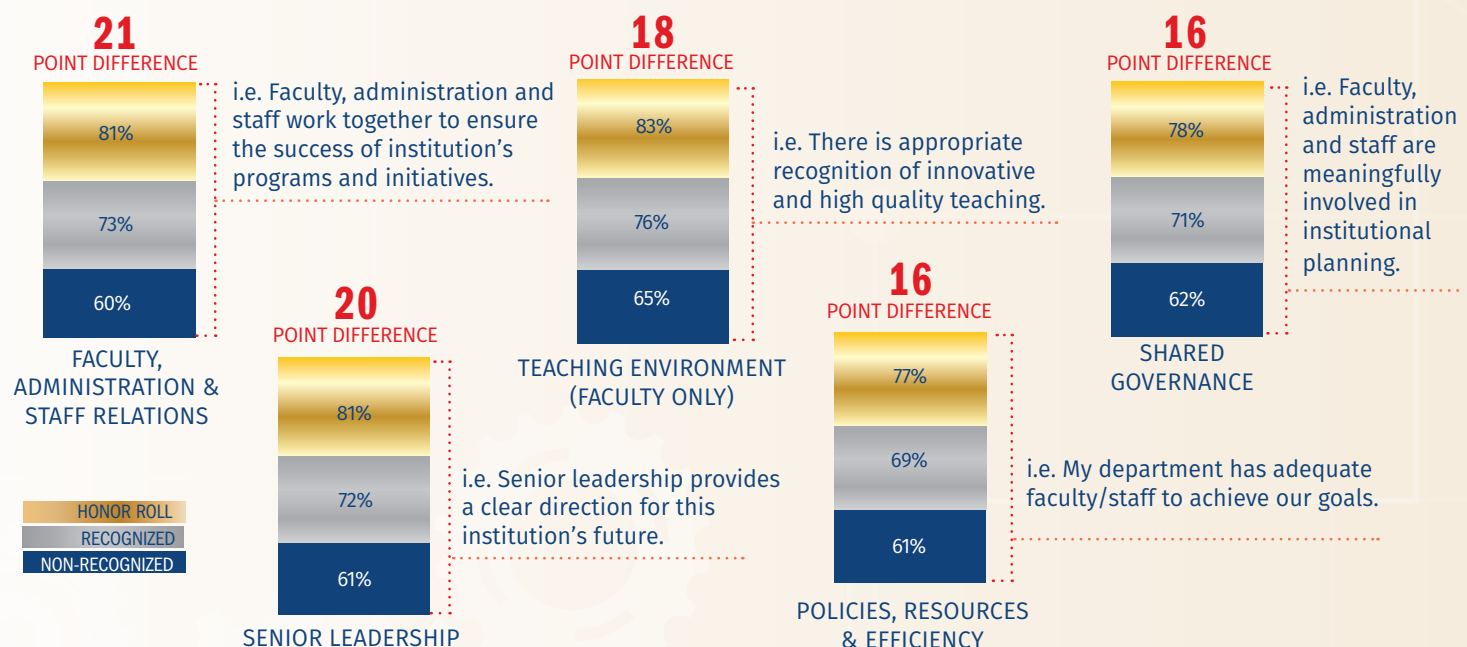
ENGAGEMENT OF DIVERSE EMPLOYEES



This data shows the average percent positive score, that is the percentage of those who selected “Strongly Agree” or “Agree”, by job category, to statements 1-60 on the faculty/staff survey.

Spotlight On Honor Roll

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



Top 3 survey **STATEMENTS** with largest difference between those who weren't recognized and those on the Honor Roll

	HONOR ROLL	RECOGNIZED	NON-RECOGNIZED	DIFFERENCE
This institution is well run.	82%	71%	58%	24 POINTS
There's a sense that we're all on the same team at this institution.	76%	66%	53%	23 POINTS
There is regular and open communication among faculty, administration and staff.	75%	66%	53%	22 POINTS

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

	HONOR ROLL	RECOGNIZED	NON-RECOGNIZED	DIFFERENCE
Housing Assistance Programs	51%	44%	31%	20 POINTS
Professional/Career Development Programs	74%	68%	57%	17 POINTS
Work/Life Balance Programs	75%	69%	58%	17 POINTS
Tuition Reimbursement for Employees	85%	82%	71%	14 POINTS
Tuition Reimbursement for Family Members	83%	77%	69%	14 POINTS

Unless otherwise indicated, percentages represent percent positive, that is the percent of respondents who selected "Strongly Agree" or "Agree."



Top 5 survey THEMES ranked by highest Honor Roll average theme score

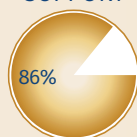


i.e. *I am proud to be part of this institution.*

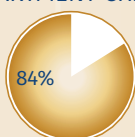


i.e. *The facilities (e.g. classrooms, offices, laboratories) adequately meet my needs.*

JOB SATISFACTION /
SUPPORT

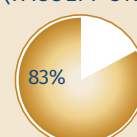


SUPERVISORS/
DEPARTMENT CHAIRS



i.e. *My supervisor/department chair makes his/her expectations clear.*

TEACHING ENVIRONMENT
(FACULTY ONLY)



The 2020 Honor Roll

While recognition in any category is indeed noteworthy, a special distinction is awarded to those institutions that are cited most often across all of the recognition categories. This Honor Roll recognition was given to ten four-year institutions in each size, and four two-year institutions in each size.

THE 2020 HONOR ROLL FOR TWO-YEAR COLLEGES:

SMALL (500-2,999 STUDENTS)	MEDIUM (3,000-9,999 STUDENTS)	LARGE (10,000 OR MORE STUDENTS)
North Florida College	Central Lakes College	Collin College
Panola College	Copiah-Lincoln Community College	Delaware County Community College
Rappahannock Community College	Indian Hills Community College	Lone Star College System
Southwest Mississippi Community College	McLennan Community College	Santiago Canyon College

THE 2020 HONOR ROLL FOR FOUR-YEAR COLLEGES:

SMALL (500-2,999 STUDENTS)	MEDIUM (3,000-9,999 STUDENTS)	LARGE (10,000 OR MORE STUDENTS)
John Brown University	Abilene Christian University	Angelo State University
Marietta College	Anderson University	Baylor University
McPherson College	Bellevue University	Florida International University
Mount St. Joseph University	Endicott College	Mississippi State University
Nebraska Methodist College of Nursing and Allied Health	Francis Marion University	Southern New Hampshire University
Roberts Wesleyan College	Lynn University	Texas Christian University
Sentara College of Health Sciences	Regent University	University of Maryland, Baltimore County (UMBC)
Texas Lutheran University	Rollins College	University of Kentucky
University of Maine at Presque Isle	University of North Alabama	University of Notre Dame
West Virginia School of Osteopathic Medicine	University of the Incarnate Word	University of West Florida

Unless otherwise indicated, percentages represent percent positive, that is the percent of respondents who selected “Strongly Agree” or “Agree.”

“What do you appreciate most about this institution?”

I also really appreciate how the university came together to help the students with the pandemic in providing assistance, housing, transportation, etc. It was swift, immediate and the communication to the Gannon community has been fantastic!

Gannon University



As the pandemic progresses the attention given to the college, faculty, students and staff welfare is impressive!

Howard Community College

The way they have handled the Covid-19 pandemic has been calm and well thought out. They were ahead of the curve and had plans in place early. Things like that give you true confidence in your workplace.

Marietta College



The handling of COVID-19 was leadership at its finest.

Kent State University

The Chancellor's attitude toward the welfare of its employees is outstanding! Especially with tough times as hurricanes and pandemics. He is VERY supportive and reassuring.

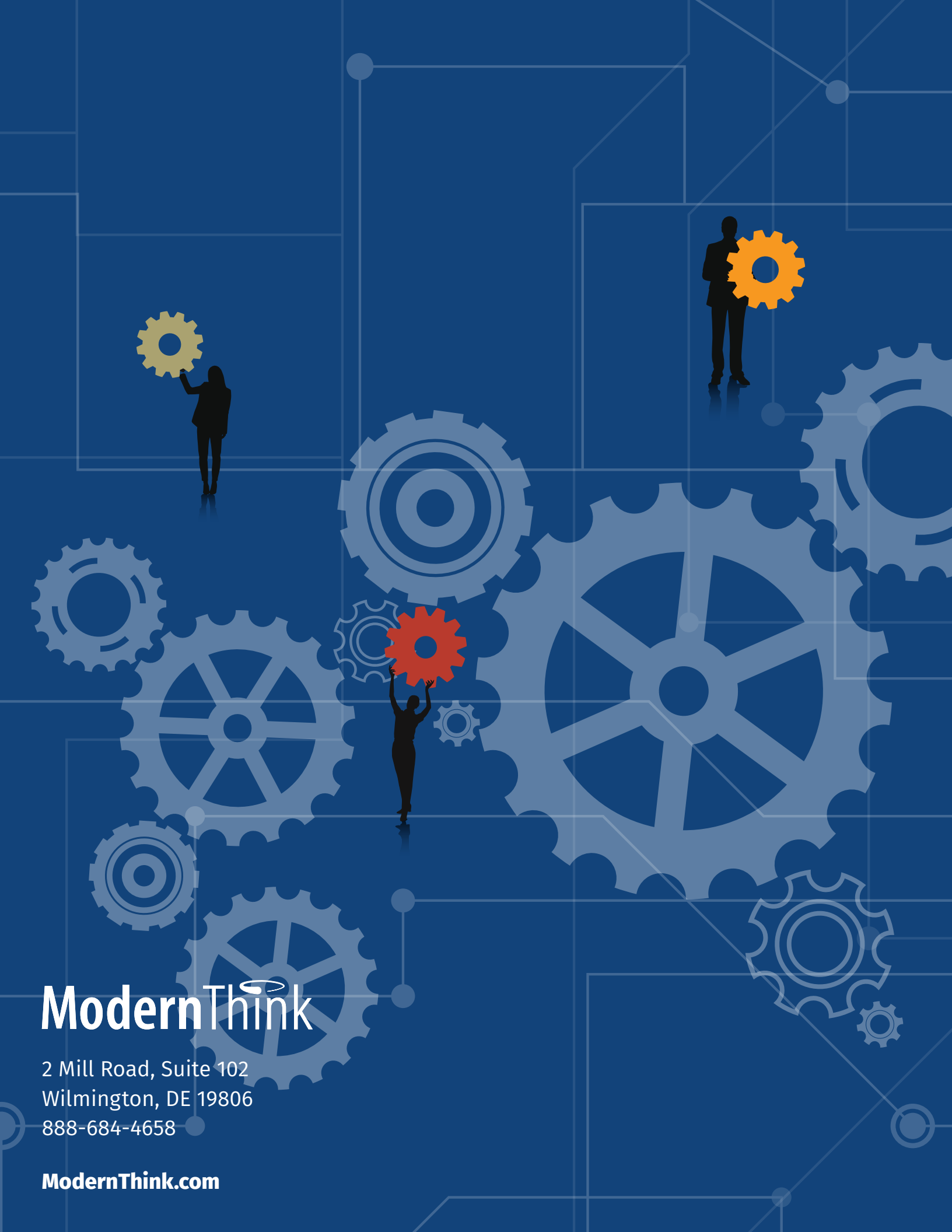
Lone Star College System



During this COVID-19 crisis, I have felt more appreciated and valued than ever before.

Western University of Health Sciences





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