THE CHRONICLE

2015 GREAT COLLEGES TO WORK FOR.

Overview of Program and Participation Reports

Prepared by:

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Thank you for participating in the 2015 Chronicle Great Colleges to Work For program. We are pleased to present you with your Participation Reports for this year. This overview provides a summary of the Great Colleges program as well as descriptions of the three Topline Reports included:

1. Topline Survey Results
2. Topline Results by Job Category
3. Higher Education Workplace Trend Summary

We hope that your participation in the program has been rewarding and that these reports will provide you with insight and guidance as you work toward creating the best workplace possible.
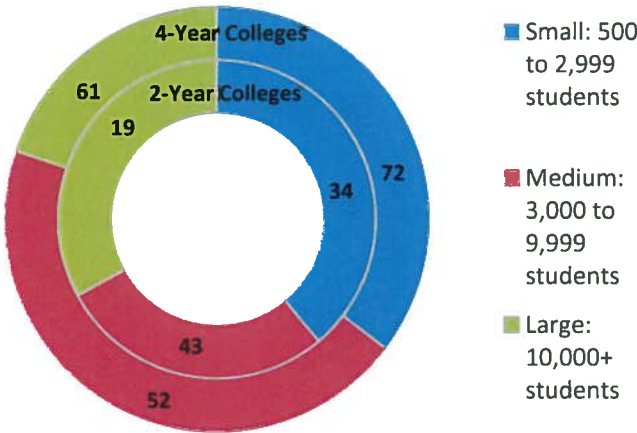
Program Background

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

Since its inaugural year in 2008, the Chronicle Great Colleges to Work For® program has grown from 89 participants to over 300 in 2011. This year the program included 281 colleges: 185 four-years and 96 two-years.

At the core of the program is a two-part assessment process. The first component is a faculty/staff survey (The ModernThink Higher Education Insight Survey®). Surveys were sent to almost 114,000 faculty and staff nationwide. Of those, almost 44,000 responded: 16,347 faculty, 12,911 exempt professionals, 6,261 non-exempt staff, 1,149 adjunct faculty and 7,308 administrators.

The second part of the assessment process is an institutional audit (The ModernThink Institution Questionnaire® or "IQ") which captures information detailing various institution demographics, policies and practices.

Recognition is primarily determined through the feedback provided by faculty/staff and collected from the ModernThink Higher Education Insight Survey®. For analysis and recognition purposes, ModernThink first segments the participating schools into four-year and two-year categories. Schools within each of these categories are further classified into three groups based on student enrollment.

4-Year Colleges	
2-Year Colleges	61, 19
	34, 72
	43, 52

- Small: 500 to 2,999 students
- Medium: 3,000 to 9,999 students
- Large: 10,000+ students

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The ModernThink Higher Education Insight Survey©

The ModernThink Higher Education Insight Survey© has been specifically designed to assess workplace quality at institutions of higher education. The survey statements measure critical organizational dynamics and managerial competencies. Additionally, the instrument provides insight into the quality and health of various relationships that ultimately have direct impact on your institution's culture and the daily experiences of your employees.

The 60-statement survey utilizes a five-point agreement scale (*Strongly Agree, Agree, Sometimes Agree/Sometimes Disagree, Disagree, Strongly Disagree*). Additionally, there is a *Not Applicable* response option. The survey instrument also includes an 18-item benefits satisfaction component, 15 optional demographics, and two open-ended questions.

The ModernThink Higher Education Insight Survey© measures 15 dimensions reflecting managerial and organizational competencies. These dimensions were determined and confirmed through a series of factor analyses and provide the basis for the recognition categories.

ModernThink Institution Questionnaire©

A blue ribbon panel of higher education experts weighed in on the ModernThink Institution Questionnaire© which captures important demographic data as well as details regarding institution policies and practices. This information enables us to examine which benefits and programs are most effective, identify best practices and compile benchmark data based on different categorizations of the program participants. Benchmark data is compiled across Carnegie Classification, Region, Enrollment and Public/Private status. The information collected through the IQ was reviewed and analyzed to support both the recognition analysis and our continuing research.

The Recognition Categories

All of the analysis was conducted by ModernThink, an organizational development firm with particular survey and "Best Place to Work" expertise. The principal factor in deciding whether an institution receives recognition was the feedback collected from the ModernThink Higher Education Insight Survey©, assuming a sufficient response rate. Given the wide range of faculty/staff populations at the participating institutions, there was no minimum response rate threshold that institutions had to achieve to be eligible for consideration. However, in analyzing the data we reviewed confidence levels and confidence intervals to ensure statistical significance. As previously mentioned, the information collected through the IQ was reviewed and analyzed both for completeness and content.

Recognition categories are based on the 15 survey dimensions and responses to the benefits component of the survey:

Collaborative Governance

This survey factor captures information specifically related to collaborative governance and the quality of faculty, administration and staff relations. Five statements comprise this dimension including Statement 38: *The role of faculty in shared governance is clearly stated and publicized.*

Professional/Career Development Programs

Support for faculty/staff professional development is critical both in terms of building organizational capacity and acknowledging and supporting individual development needs. There

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are four statements/questions in this dimension (e.g. Statement 6: *I am given the opportunity to develop my skills at this institution*).

Teaching Environment (Faculty Only)
Three statements provide insight into the teaching environment. Only responses of faculty were considered in the analysis (e.g. Statement 51: *There is appropriate recognition of innovative and high quality teaching*).

Compensation & Benefits
Separate statements capture information about the effectiveness of the benefits offered (e.g. Statement 34: *This institution's benefits meet my needs*) and the perception that one is compensated fairly (e.g. Statement 11: *I am paid fairly for my work*) as well as one satisfaction question.

Facilities, Workspace and Security
Three statements comprise this category, notably Statement 29: *The institution takes reasonable steps to provide a safe and secure environment for the campus.*

Job Satisfaction
One of the more self-explanatory categories, this includes three statements related to job fit, autonomy and resources (e.g. Statement 4: *I am provided the resources I need to be effective in my job*).

Work/Life Balance
This recognition category is based on two factors: (1) the combined results of three specific survey statements (notably Statement 53: *This institution's policies and practices give me the flexibility to manage my personal and family life*) along with (2) responses to the Institution Questionnaire concerning Work/Life Balance programs (e.g. Flex-scheduling, Compressed Work Weeks, Summer Hours).

Confidence in Senior Leadership
Senior leadership was defined as the most senior members of the institution (e.g. Chancellor or President and those who directly report to them). There are six statements on the survey that directly reference senior leadership, one example being Statement 27: *Senior leadership provides a clear direction for this institution's future.*

Supervisor/Department Chair Relationship
There has been significant research measuring the importance of the relationship an employee has with his or her supervisor or direct report. Accordingly, there are seven statements that measure managerial competencies and the health of this important relationship (e.g. Statement 3: *My supervisor/department chair makes his/her expectations clear*).

Respect & Appreciation
Four statements on the survey provide insight into the degree employees feel valued. Additionally, we collect information regarding both informal and formal systems that ultimately impact to what extent employees feel appreciated and respected. Among the survey statements in this dimension is Statement 9: *I am regularly recognized for my contributions.*

Tenure Clarity & Process (Faculty Only)
Like the Teaching Environment category, only faculty responses are evaluated. Four statements comprise this dimension including Statement 10: *I understand the necessary requirements to advance my career.*

Diversity
This category is based on the responses across three statements including Statement 54: *This institution has clear and effective procedures for dealing with discrimination*. We evaluate the responses across specific demographic groups (e.g. Race/Ethnicity) and also review the various systems, policies and infrastructure detailed in The ModernThink Institution Questionnaire©.

The 2015 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 2015 Honor Roll for two-year schools:

Small (500-2,999 Students)	Medium (3,000-9,999 Students)	Large (10,000 or more Students)
Lake Area Technical Institute	Bossier Parish Community College	Howard Community College
Morgan Community College	Crowder College	Miami Dade College
Panola College	Lord Fairfax Community College	Santa Rosa Junior College
Southside Virginia Community College	Somerset Community College	Santiago Canyon College

The 2015 Honor Roll for four-year schools:

Small (500-2,999 Students)	Medium (3,000-9,999 Students)	Large (10,000 or more Students)
Centre College	Angelo State University	Austin Peay State University
College of the Ozarks	Biola University	Baylor University
Gettysburg College	Eastern Connecticut State University	Duke University
John Brown University	Embry-Riddle Aeronautical University – at Daytona Beach, FL and Prescott, AZ	Hofstra University
Lubbock Christian University	Francis Marion University	Saint Leo University
MGH Institute of Health Professions	McKendree University	Southern New Hampshire University
Mississippi University for Women	Rollins College	University of Central Oklahoma
New York Chiropractic College	Texas Christian University	University of Maryland, Baltimore County
Texas Lutheran University	University of the Incarnate Word	University of Michigan
West Virginia School of Osteopathic Medicine	Western University of Health Sciences	University of Southern California

Report Overviews
The opportunity for national recognition is certainly exciting, but the most valuable part of participation in this program is the survey data you receive. It's our goal to help participating institutions understand the dynamics and influences that are having the greatest impact on their

own campus cultures, and that ultimately are shaping the future of the higher education community.

To that end, we are pleased to present you with the following three Topline Reports, summarizing key results from your faculty/staff survey as well as aggregate results from the Institution Questionnaire© submissions:

1. Topline Survey Results
2. Topline Results by Job Category
3. Topline Higher Education Workplace Trend Report (Excerpt)

Topline Survey Results

This color-coded report lets you see at a glance how your institution scored overall, where your strengths lay, where barriers exist, and how you compare with your peers. If you participated in the program last year, you will see your data for 2014 listed as well. A sample report is provided below. Your college's actual results are enclosed separately.
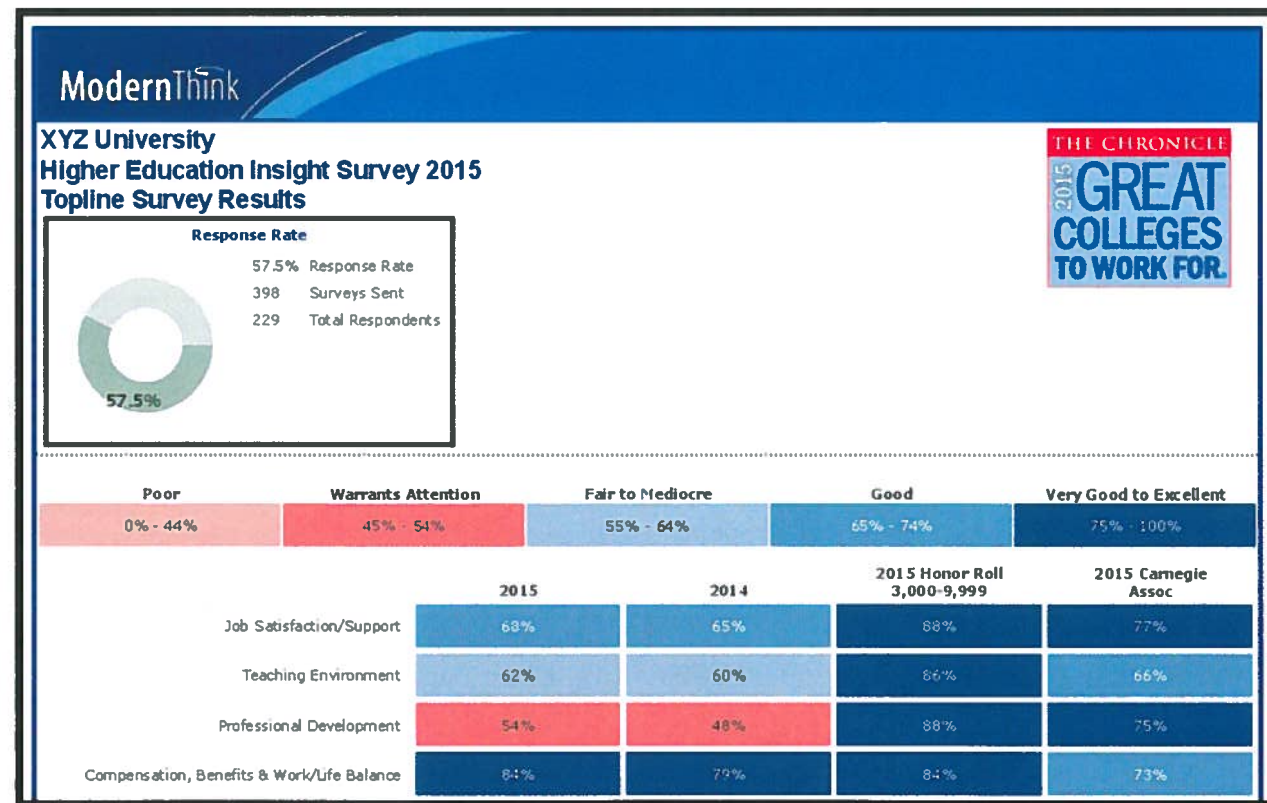
Results in the first one or two columns (two if you participated in the program last year) of the table reflect your school's average percent positive for each survey dimension, that is, the percentage of your employees who responded with "*Strongly Agree*" or "*Agree*" to the statements comprising each specific theme. For example, there are seven statements that make up the Supervisors/Department Chairs dimension. All statements are weighted equally.

In addition to your institution's data, we've also provided you with comparative benchmark data based on your Honor Roll (third column in the above example) and Carnegie Classification (fourth column in the above example). The Honor Roll benchmark is comprised of the average

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percent positive of those institutions recognized on the Honor Roll in your Enrollment Size. The Carnegie benchmark reflects the average percent positive of all institutions in your Carnegie Classification.

Topline Results by Job Category

Your faculty and staff were asked 15 optional demographic questions at the end of the survey (*Gender, Age, Ethnicity, Race, Relationship Status, Annual Salary, Job Status, Years at Institution, Tenure Status, Supervisory Status, Years in Current Role, Job Category, Job Role, School/College* and *Department*).

Your Topline by Job Category report shows both the overall positive responses (percent who "*Strongly Agree*" or "*Agree*") and the data broken out by your Administration, Faculty, Exempt Professional Staff, Non-exempt Staff and Other Staff. A sample report is provided below. Your school's actual results are enclosed separately.

Additionally, we've provided the distribution for your survey responses by dimension. *NOTE: These distributions have been truncated and thus the percentages **may** not total 100%.*
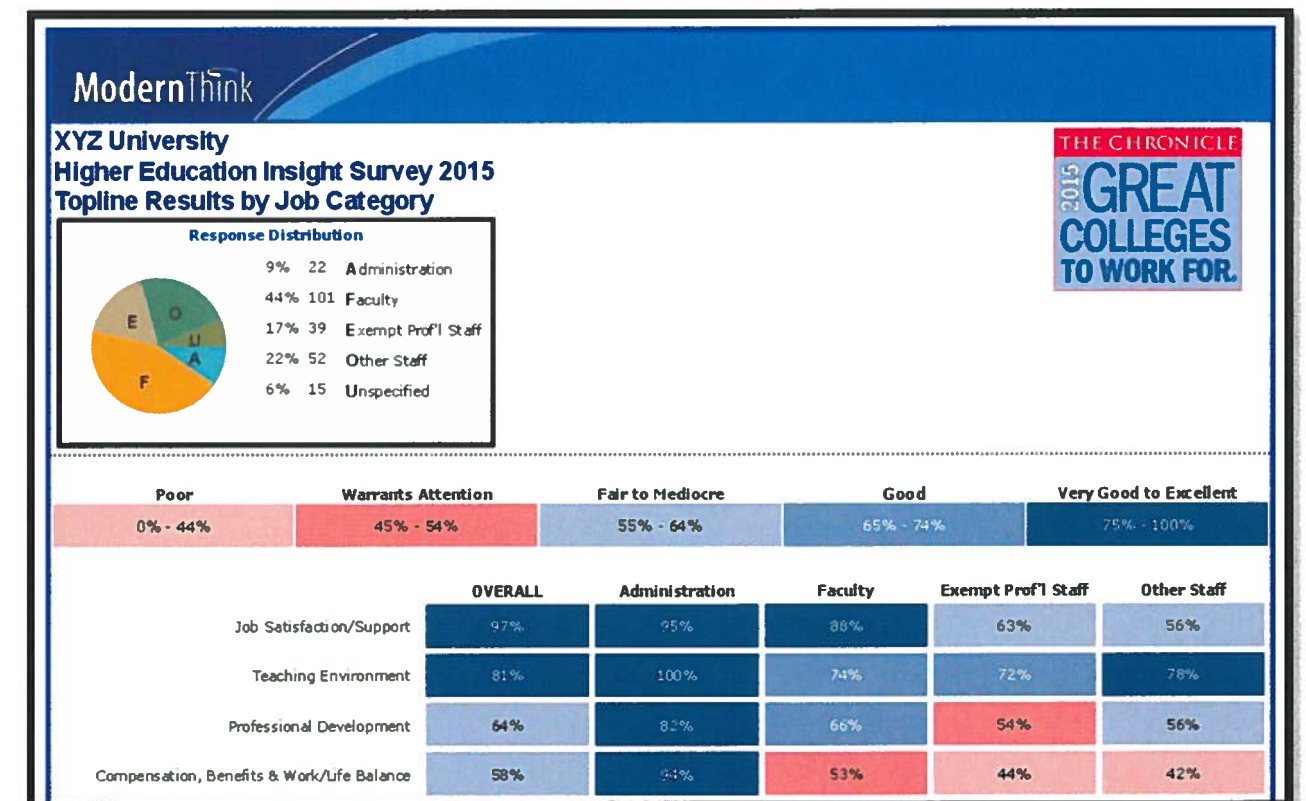
Higher Education Workplace Trend Summary

The Topline Trend Report provides comparative data for some of the most relevant demographics and policies. It includes data from the questions asked on the IQ. Summarized in both chart and graphical form, we highlight in aggregate what schools are doing so that you can see trends as well as where you stand relative to your peers. The report includes information that profiles the applicant pool as well as information about select programs and policies.

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Questions & Feedback

We continue to receive terrific feedback about the Great Colleges initiative and how this program is helping advance workplace quality issues at individual institutions across the country, and influencing the future of the academic workplace. Registration for the 2016 program is now open, and we expect yet another strong applicant pool in what has become one of the nation's premier recognition programs. You can register now at ChronicleGreatColleges.com.

After you have had the opportunity to review your reports and reflect on your participation in the Great Colleges program, we would welcome your feedback. In fact, to help ensure the continued improvement of the program we will be sending out a brief evaluation so that you can provide us with any ideas you might have on how we can make the program even better.

In the meantime, if you have any questions about the program and/or the reports please don't hesitate to email us at chronicle@modernthink.com or call us at 888.684.4658.

Learning More

For those institutions wanting assistance interpreting and acting on their data, ModernThink higher education specialists are available to analyze survey results in detail and present findings and recommendations to leadership groups, HR teams, Boards, faculty senates and the like. We can also help you leverage this data as part of your accreditation self-studies and other evaluation/accountability processes. Please contact us at chronicle@modernthink.com or 888.684.4658 to learn more.

Best wishes in your continued good work.

ModernThink

University of Colorado Colorado Springs
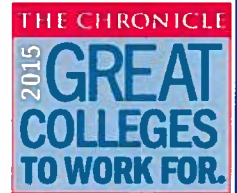## ModernThink Higher Education Insight Survey 2015
Topline Survey Results

THE CHRONICLE
2015 GREAT COLLEGES TO WORK FOR.
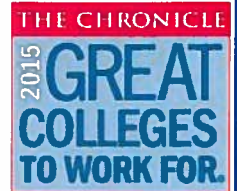
Response Rate

23.7% Response Rate
600 Surveys Sent
142 Total Respondents

23.7%

Poor	Warrants Attention	Fair to Mediocre	Good	Very Good to Excellent
0% - 44%	45% - 54%	55% - 64%	65% - 74%	75% - 100%

	OVERALL	2015 Honor Roll > 10,000	2015 Carnegie Master's
Job Satisfaction/Support	75%	82%	74%
Teaching Environment	76%	83%	71%
Professional Development	70%	81%	72%
Compensation, Benefits & Work/Life Balance	74%	79%	71%
Facilities	74%	83%	74%
Policies, Resources & Efficiency	62%	75%	62%
Shared Governance	68%	77%	65%
Pride	78%	87%	78%
Supervisors/Department Chairs	74%	81%	74%
Senior Leadership	66%	77%	62%
Faculty, Administration & Staff Relations	67%	77%	61%
Communication	59%	71%	61%
Collaboration	66%	74%	64%
Fairness	65%	74%	63%
Respect & Appreciation	71%	77%	65%
Survey Average	69%	78%	67%

*Results in the first one or two columns (two if you participated in the program last year) of the table reflect your school's average percent positive for each survey dimension, that is, the percentage of your faculty and staff that responded with "Strongly Agree" or "Agree" to the statements comprising each dimension.

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University of Colorado Colorado Springs
ModernThink Higher Education Insight Survey 2015
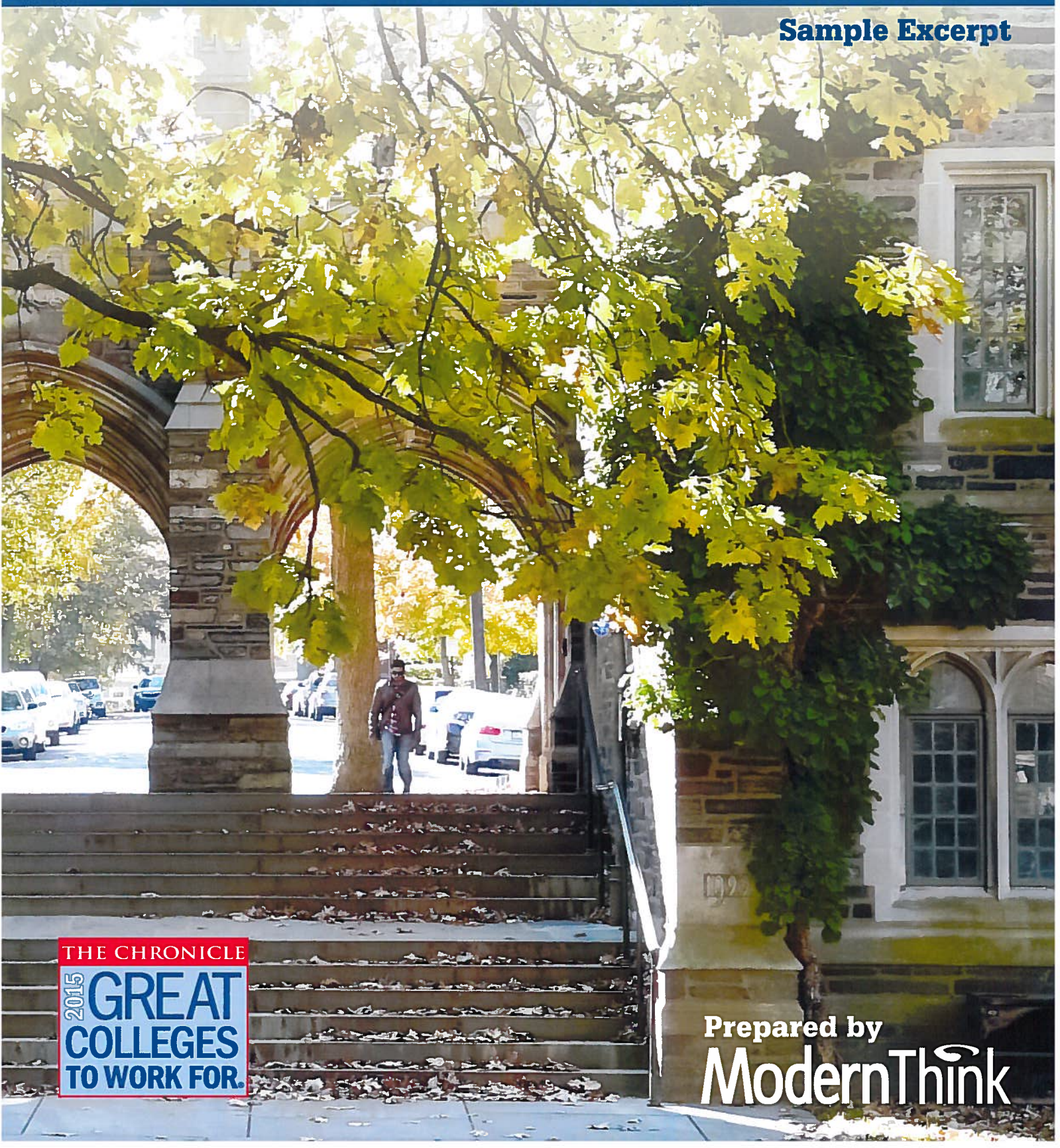## Topline Results by Job Category

THE CHRONICLE
2015 GREAT COLLEGES TO WORK FOR.

Response Distribution

14% 20 **A**dministration
35% 50 **F**aculty
33% 48 **E**xempt Prof'l Staff
9% 13 **N**on-exempt Staff
7% 11 **U**nspecified

Poor	Warrants Attention	Fair to Mediocre	Good	Very Good to Excellent
0% - 44%	45% - 54%	55% - 64%	65% - 74%	75% - 100%

	OVERALL	Administration	Faculty	Exempt Prof'l Staff	Non-exempt Staff
Job Satisfaction/Support	75%	78%	78%	75%	74%
Teaching Environment	76%	89%	72%	78%	92%
Professional Development	70%	77%	81%	64%	47%
Compensation, Benefits & Work/Life Balance	74%	85%	70%	78%	68%
Facilities	74%	83%	71%	79%	72%
Policies, Resources & Efficiency	62%	68%	61%	64%	63%
Shared Governance	68%	81%	67%	65%	69%
Pride	78%	88%	77%	80%	77%
Supervisors/Department Chairs	74%	90%	78%	73%	65%
Senior Leadership	66%	79%	63%	68%	70%
Faculty, Administration & Staff Relations	67%	77%	72%	65%	57%
Communication	59%	81%	61%	54%	54%
Collaboration	66%	83%	63%	65%	60%
Fairness	65%	77%	61%	67%	70%
Respect & Appreciation	71%	83%	71%	73%	67%
Survey Average	69%	81%	69%	70%	67%

*Job Category response distributions have been truncated and may not total 100%. Please also note that data will not populate where there are fewer than five respondents.

Higher Education
WORKPLACE
2015 Trend Report
Sample Excerpt

Prepared by
ModernThink

Overview

The Chronicle of Higher Education and ModernThink LLC joined for an eighth year of the Chronicle Great Colleges to Work For® program, recognizing institutions across the country for their workplace and engagement efforts. This year's research was based on responses from almost 44,000 people at 281 institutions: 185 four-year colleges and universities (107 private and 78 public), and 96 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.

About 16,500 of the people responding were faculty members, about 13,000 were exempt professional staff members, and nearly 7,500 were administrators. The survey was sent to almost 114,000 people, with an overall response rate of about 39 percent.

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.

Participating in the Chronicle Great Colleges to Work For® program means your institution commits to completing a two part assessment process. The first is the ModernThink Higher Education Insight Survey©. This is a faculty and staff engagement instrument co-designed by ModernThink and a blue ribbon panel of higher education experts. The second is the ModernThink Institution Questionnaire© (IQ). The IQ is essentially a comprehensive management review comprising approximately 150 questions regarding each institution's people practices – covering topics such as compensation, benefits, orientation, training, retention and communication strategies. 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 collaborative governance, confidence in senior leadership, diversity and teaching environment, were determined.

> **A satisfied faculty performs at higher levels, and is essential to academic excellence."**
>
> Chancellor Linda Katehi, University of California, Davis

To determine the colleges to be recognized in each category, the applicant pool was divided into two classifications: four-year institutions and two-year institutions. Within each, there were three groups based on total undergraduate and graduate enrollment: small (2,999 or fewer 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. This year's Honor Roll can be found on page 24.

The Higher Education Workplace Trend Summary© includes representative data from both two-year and four-year institutions, and provides comparative data for some of the most relevant demographics and policies. We highlight in both chart and graphical form aggregate data depicting which schools are doing what so that you can see trends as well as where you stand relative to your peers.

We hope this report provides perspective and insight, and supports the continued good work of you and your institution.

The Great Colleges Survey Team

Executive Summary

"Dear Colleague..."

One of the most significant challenges, and opportunities, facing U.S. colleges and universities now and in the foreseeable future is implementing, measuring, monitoring and sustaining an institution's practices and procedures relative to Title IX. Historically viewed from the narrow context of equity in athletics opportunities in higher education, Title IX now challenges every student, faculty member, administrator, and staff member to be aware of, and engaged in, overarching campus initiatives. This includes elimination of gender inequality, discrimination or harassment in any academic, extracurricular, research, occupational training or other education program or activity operated by the school. The statute also prohibits sex discrimination on a broader basis, specifically during employment processes, in the classroom, on campus and off campus in some instances.

In the last few years, the U.S. Department of Education's Office for Civil Rights (OCR) has issued guidance and engaged in enforcement actions that reflect this broader application of Title IX. The OCR's "Dear Colleague Letter" of April 2011 changed the landscape of Title IX compliance by requiring additional procedures and programs to be implemented. Since the OCR issued this letter, it has pursued aggressive action against many colleges for their handling of sexual harassment charges, including Yale University, the University of Montana and the State University of New York. [1]

Closely related to Title IX compliance are two other pieces of federal legislation. The Clery Act requires all colleges and universities that participate in federal financial aid programs to maintain and disclose information about campus and local crime, and the Violence Against Women Reauthorization Act of 2013 (VAWA), which actually applies to members of both sexes, provides federal funding for the investigation and prosecution of violent crimes against women. [2]

A critical responsibility for schools under Title IX is to designate a well-qualified, properly trained Title IX coordinator, and to give that coordinator the authority and support necessary to succeed. [3] In April 2014, the OCR released additional materials to help colleges understand the

> ## Title IX has probably had more impact on the American education system than any other piece of federal legislation."
>
> Allison Kasic

requirements and expectations of their Title IX coordinator. The package included a new "Dear Colleague Letter" reminding institutions to hire a coordinator and explaining what their duties would be; a separate, more detailed letter addressed to coordinators themselves and a Title IX resource guide providing an overview of topics frequently handled by coordinators, such as recruitment, admissions, financial assistance, gender-based harassment and violence, treatment of pregnant students and counseling. [4]

The OCR is currently investigating more than 100 colleges and universities over allegations that they have failed to meet the requirements of Title IX. These investigations have so far revealed "many recipients that have not designated a Title IX coordinator," an OCR spokesperson reported. [4]

NEW RESOURCES, NEW ROLES

Great Colleges to Work For® participants are responding to this challenge by adjusting the focus of existing staff, coalescing cross-functional resources into task forces, forming partnerships and alliances with community and/or regional resources and hiring new staff dedicated to ensuring Title IX compliance. One third of participants hired new staff in the past year to help address Title IX issues. Honor Roll schools were slightly higher at 37 percent; Four-year institutions did the most hiring at 41 percent.

What title best describes the role of the new hire(s)?

	Overall	Not Recognized	Recognized	Honor Roll
Counsel	3%	3%	2%	2%
Title IX Coordinator	15%	13%	20%	19%
Investigator	9%	8%	10%	14%
Victim Support, Advocacy	7%	9%	5%	5%
Support for Accused	1%	2%	1%	2%
Prevention Educator	7%	7%	7%	7%
Other	12%	12%	12%	14%

Regardless of the departments or individuals responsible, successfully ensuring Title IX compliance is likely to be an ongoing challenge. As schools get better at monitoring Title IX activity and outcomes, they will be in a position to make course corrections and adjustments to strategy and resource allocation. In fact, Great Colleges to Work For® survey data revealed that Honor Roll and four-year institutions have recognized a growing need to provide support and equity to not only the victim but also the accused in sexual misconduct cases. Several participants reported the addition/reassignment of resources, and a new position title—Support for Accused—created specifically for this area.

REPORTING MECHANISMS

A key component to understanding, responding to and reducing Title IX issues is to have reliable, accessible, confidential mechanisms through which faculty, staff and students can raise questions, express concerns or make complaints. Having a direct and immediate line of sight to the causes and nature of Title IX offences is essential.

The vast majority of Great Colleges to Work For® survey participants submitted a variety of confidential reporting mechanisms. Nearly all participants encourage faculty and staff to contact their immediate supervisor, Human Resources or someone in senior management with questions or concerns. An open door policy is also reported as a primary mechanism designed to facilitate confidential communication, as well as the regular use of employee surveys. Student Conduct committees such as Faculty/Staff Grievance committees are also common venues for raising concerns and lodging complaints. More than half of all participants provide external, third party ethics and compliance hotlines. About 40 percent provide an internal hotline and only a third provides an organizational ombudsman. Two-year institutions were less likely to provide any of the three mechanisms. Almost 70 percent of participating schools have a structure in place to conduct formal faculty hearings.

IX

| Overall | Not Recognized | Recognized | Honor Roll |

Does your school use one or more of the below confidential mechanisms through which faculty, staff and/or students can raise questions, concerns or complaints?

QUESTION	Overall	Not Recognized	Recognized	Honor Roll
Internal Ethics & Compliance Hotline	40%	37%	47%	40%
External, Third-Party Ethics & Compliance Hotline	56%	52%	62%	60%
Organizational Ombudsman	33%	34%	31%	31%

For the current Great Colleges to Work For® survey, 27 percent of all participating schools did not have any Title IX violations in the past year. About half of the schools reported having between one and nine Title IX violations. For the other 30 percent of respondents, the number of violations ranged from ten to thirty or more. As institutional reporting and tracking mechanisms become more established, greater clarity into the frequency and nature of these types of incidents can be gained.

How many potential Title IX violations have been reported at your institution in the past year?

QUESTION	Overall	Not Recognized	Recognized	Honor Roll
0	27%	24%	32%	32%
1-9	43%	44%	41%	43%
10-19	13%	12%	15%	11%
20-29	5%	7%	1%	3%
30+	12%	13%	10%	11%

When monitored on a regular basis, reporting and tracking mechanisms, as well as outcome data, can offer insights to how best to prevent, resolve, communicate and train for effective compliance and meaningful results.

> **" It always seems impossible until it's done."**
>
> Nelson Mandela

TRAINING

The majority of Great Colleges to Work For® participants provide training to faculty, staff, students and campus investigators. Most institutions also provide a combination of classroom and online instruction. What varies among the schools is the frequency of training and whether the focus is on information or skill.

The most frequent and rigorous training is provided to investigators. Investigators are most likely to be trained or certified by an external training group recognized for expertise in the field of sexual misconduct. Additional and ongoing training is also provided including in-person classroom training; monthly meetings and small group simulation/practice sessions; online e-learning platforms purchased by the institution; consortiums; conferences and on-the-job instruction.

How often is training specific to Title IX compliance and resources administered to campus investigators?

QUESTION	Overall	Not Recognized	Recognized	Honor Roll
Monthly	3%	4%	2%	2%
Quarterly or By Semester	13%	12%	15%	15%
Annually	52%	52%	52%	51%
Other	32%	32%	31%	32%

Training for faculty and staff is less frequent, less varied, and less rigorous. Data collected shows that the majority of participating schools provide Title IX training within the context of new hire orientation and then annually or semi-annually thereafter or upon request. The majority of schools report conducting in-person classroom training and online courses as the primary delivery mechanisms for faculty and staff training. Similar amounts of online education and in-person classroom training is reported, suggesting that in-person training sessions and/or their content is recorded and available online for continuous training and refreshers. Online learning programs are also accessible to the broader school community and the public, which can serve a larger purpose of demonstrating the school's Title IX commitment.

How is training specific to Title IX compliance and resources administered for faculty and staff?

QUESTION	Overall	Not Recognized	Recognized	Honor Roll
In-Person Classroom Setting	64%	56%	80%	79%
Online	66%	62%	77%	74%
Off-Campus Facility	11%	9%	14%	14%
Webinar	23%	20%	30%	29%
Other	15%	16%	13%	12%

Data on training for students of Great Colleges to Work For® participants is the most varied. Many schools have reviewed, or are currently reviewing, available online and in-person training programs (such as those available through Ever-Fi Haven and Green Dot), and purchasing those resources for turn-key implementation. Others are in the process of developing training plans in collaboration with stakeholders across the campus, intending to develop and implement custom training to meet their specific needs. Similar to the training schedule for faculty and staff, much student training is conducted either upon acceptance or during orientation, and then conducted annually, semi-annually or quarterly year-round. The vast majority of schools also include online resources, refresher modules, handouts and special training schedules online for student access.

How is training specific to Title IX compliance and resources administered for students?

QUESTION	Overall	Not Recognized	Recognized	Honor Roll
In-Person Classroom Setting	64%	58%	78%	74%
Online	58%	52%	70%	76%
Off-Campus Facility	4%	3%	5%	5%
Webinar	10%	8%	14%	12%
Other	16%	15%	17%	19%

Student training is further being segmented and targeted to reach specific audiences, such as bystanders, victim advocates and first responders. Resident Assistants and Program Associates often receive special training on issues of interpersonal violence, how to support victims/survivors and reporting obligations. In many schools, peer educators lead programs throughout the academic year on interpersonal violence, healthy relationships, consent and related topics. At one school, a Sexual Assault Working Group holds Town Hall meetings once a semester to share climate survey data with the campus community and to update the community on developments in sexual assault resources.

Honor Roll and other schools in the survey demonstrated through their responses that well-articulated, comprehensive strategies and initiatives are in place to empower students to make healthy and safe choices; to know how, where and when to speak up about misconduct concerns and to do their part to help others in the school community do the same. These schools' strategies involve inside and outside speakers, a plethora of visible print materials (ie. posters and signs), student-friendly information pieces (ie. "9 Things to Know about Title IX in 89 Seconds") and skill-based workshops such as "Caring Ways to Resolve Conflict."

Overall   Not Recognized   Recognized   Honor Roll

Overall   Not Recognized   Recognized   Honor Roll

CONCLUSION

Though proper staffing, reporting procedures and training are absolutely important in stemming Title IX issues, the pressure on colleges to ensure Title IX compliance will only increase, and appropriate resources should be allocated to keep pace with the legal requirements. Institutions must ensure their campuses are compliant with Title IX in order to mitigate the institution's legal risk, maintain its reputation and support student retention. [5]

It is incumbent on schools to not only embrace the letter and spirit of Title IX from an ethical standpoint, but to avoid punitive financial repercussions. Non-compliance can result in the termination of, or refusal to grant or continue assistance for, a specific program. [5] The reputation of the institution with respect to students, parents, governmental officials and all other constituents is at risk when the standards of Title IX are not honored.

References

1 "Dear Colleague Letter." April 4, 2011, by Office of the Assistant Secretary http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html.

2 "Title IX Higher Ed HR Perspective." http://www.cupahr.org/knowledgecenter/kc_template.aspx?id=10746.

3 "Title IX Coordinators Required." April 27, 2015, by Jake New https://www.insidehighered.com/news/2015/04/27/education-department-reminds-colleges-hire-title-ix-coordinators.

4 US Dept of Education Civil Rights "Title IX Guidance Package." Issued 4/24/15 http://www2.ed.gov/policy/rights/guid/ocr/title-ix-coordinators.html.

5 Developing a Title IX Compliance Plan, Dec. 4-6, 2013 San Antonio TX http://www.academicimpressions.com/conference/developing-title-ix-compliance-plan.

> **Excellence is the gradual result of always striving to do better."**
>
> Pat Riley

Applicant Pool Information

96 Associate
51 Baccalaureate
15 Master
43 Research
76 Special Focus
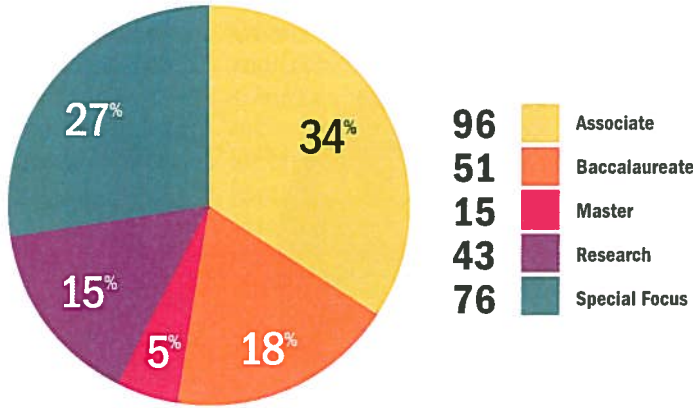
All Applicants by Carnegie Classification (281 total)
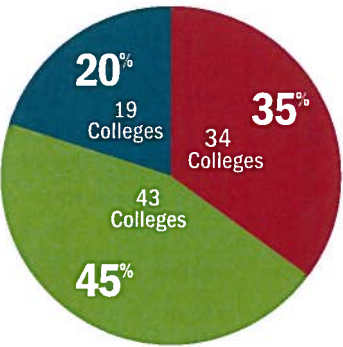
All Applicants by Enrollment Size (281 Total)

106 Small **38%**
95 Medium **34%**
80 Large **28%**

2-Year (96 total)

4-Year (185 total)

173 Public
108 Private
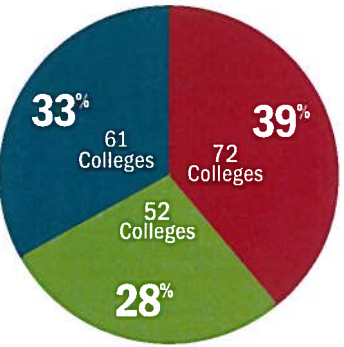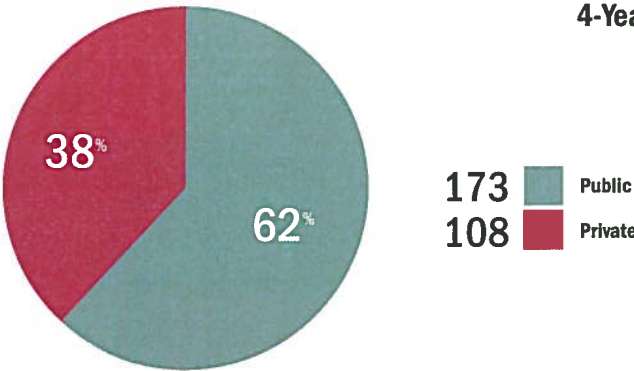
All Applicants Public versus Private (281 total)

Geographic Distribution

6	Far West
3	Rocky Mountains
14	Southwest
16	Plains
4	Great Lakes
43	Southeast
7	Mid East
3	New England

96 Total

Geographic Distribution 2-Year

19	Far West
5	Rocky Mountains
18	Southwest
21	Plains
20	Great Lakes
50	Southeast
36	Mid East
16	New England

185 Total
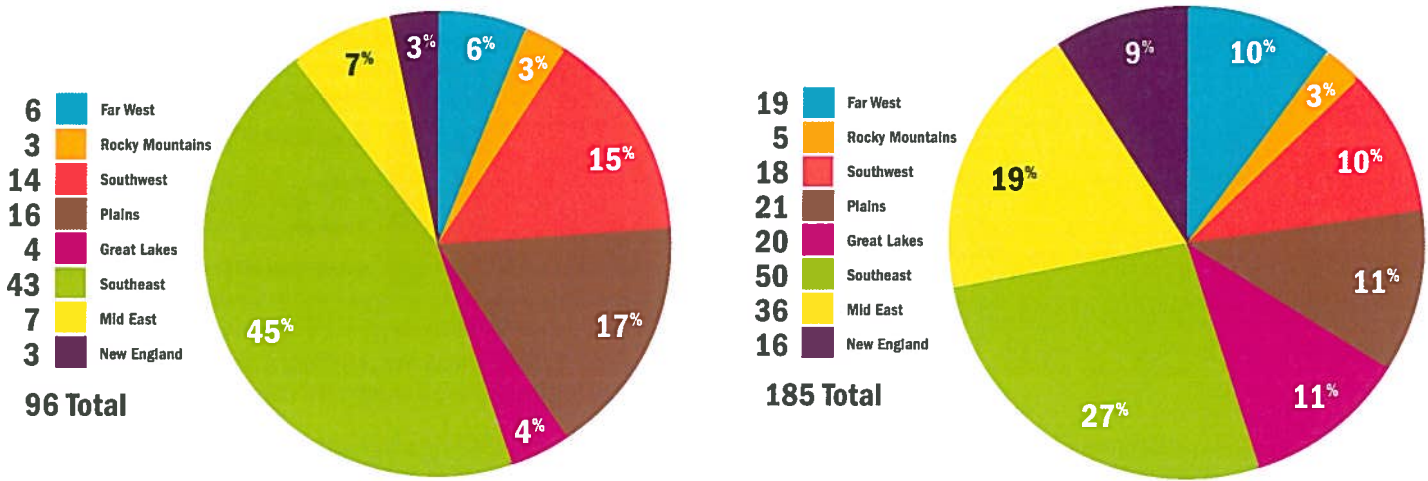
Geographic Distribution 4-Year
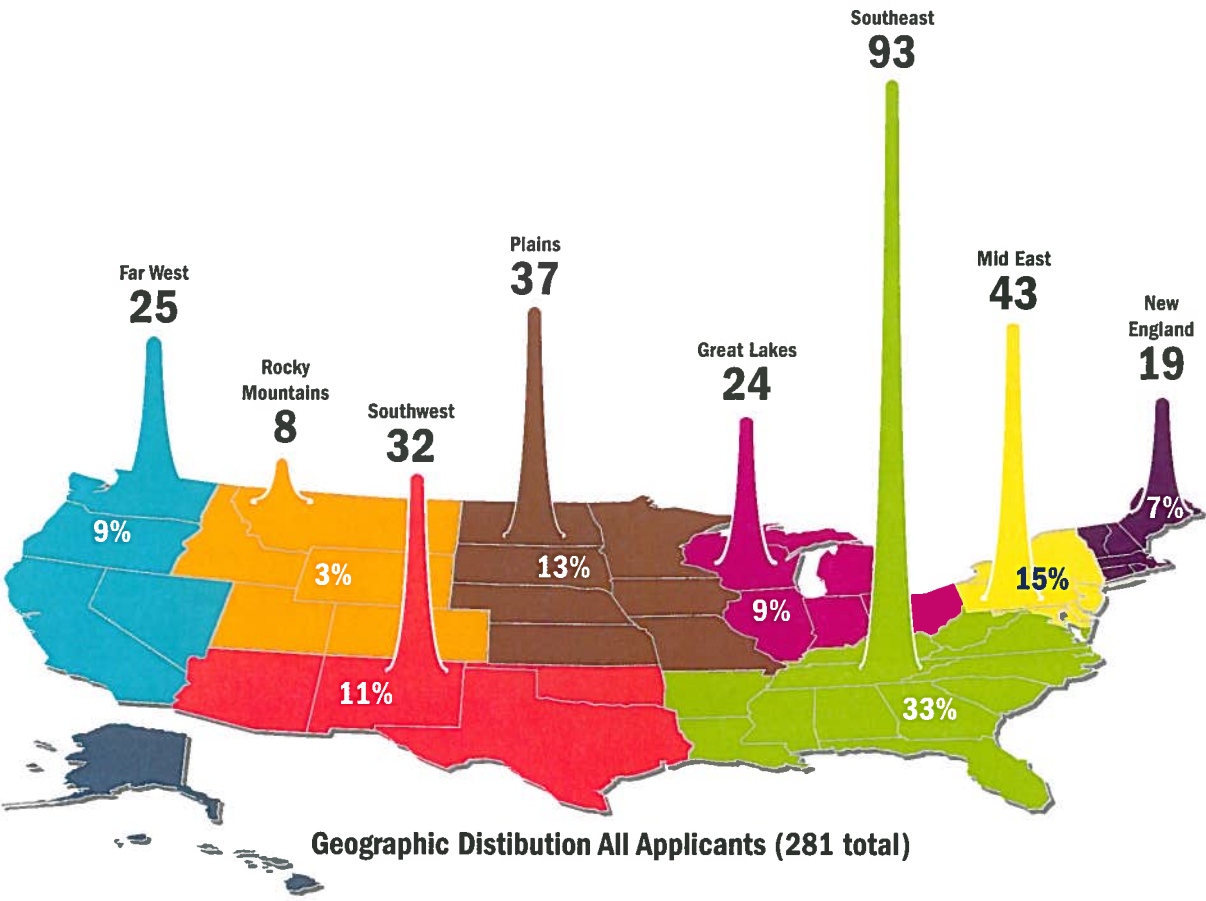
Geographic Distibution All Applicants (281 total)

Communication Practices - Employee Surveys

Employee surveys are used to evaluate organizational health within a workplace and identify necessary steps for improvement. Surveys are mainly answered anonymously, and aim to gain a holistic picture of employees' feelings on areas such as campus culture and policies, institutional goals, involvement in planning, decision making and the overall climate of a work environment.

Nearly all Great Colleges to Work For® participants report administering employee surveys. The data from employee surveys enables schools to see which issues are most important to their employees, uncover key data about the work environment, and assess attitudes toward goals and priorities. Employees are provided an opportunity to influence change through confidential voluntary participation, under the notion that their input will be considered and acted upon.

Some organizations are substantially increasing the value of employee surveys by presenting them as a communication process designed for sharing information and stimulating further discussion. The employee survey becomes a starting point for organizational change that provides and gathers information while encouraging collaborative efforts in creating and implementing solutions. Follow up sessions with expert consultants then highlight key priorities, develop action plans and establish task ownership.

Often leaders recognize the critical role employee engagement plays in organizational growth and sustainability, but many are unsure how to embed this in their cultures. Framing employee engagement as a survey or an "annual" initiative does little to motivate employees. In blending focus group and employee survey methodologies, results can be obtained relatively quickly and participants can learn from one another as they exchange and build on one another's views.
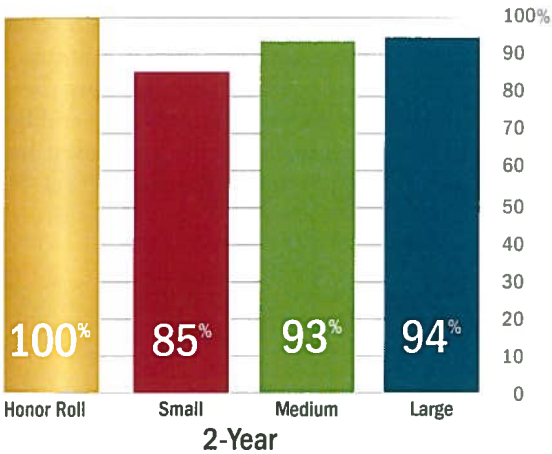
2-Year
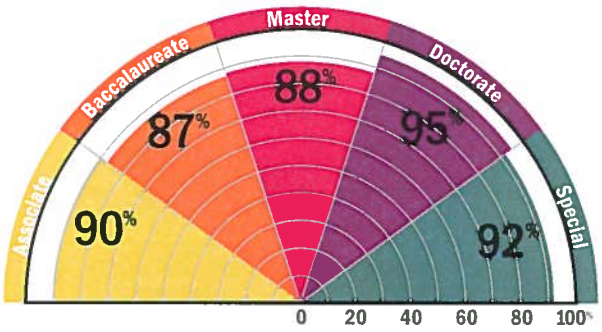
All Applicants by Carnegie Classification
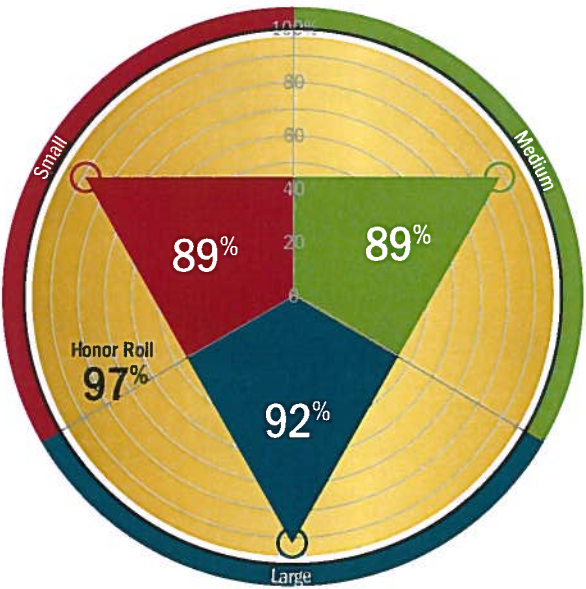
4-Year

Graphs on this page show the percentage of colleges that reported adminstering employee surveys.

Small Schools (500-2,999 students)	Medium Schools (3,000-9,999 students)	Large Schools (10,000+)	Honor Roll

Wellness Programs

Healthy employees with healthy dependents working within an effective work environment create better workers, and thus, save their employers money in the long run. This case has been made for the majority of higher education institutions today, influencing the growing success of programs focused on prevention/management, treatment and healthy behavior.

According to Sibson Consulting's Healthy Enterprise Study, initiatives in all three of these focus areas have the potential to favorably impact outcomes. Prevention/management initiatives focus on risks and conditions that lead to more serious issues, addressing problems through supportive resources that work to promote health and better behaviors. Treatment strategies focus on addressing health care and workplace behavior issues after they occur. Here,

the emphasis is on monitoring accidents, large claims and workplace disruptions while reducing costs. An emphasis on optimizing health and healthy behaviors is generally evident throughout an institution's culture, and positioned as a means to enable employees to fully engage in their work and personal lives. [1]

Among top schools in the Great Colleges to Work For® survey, the vast majority report a strong commitment to supporting employee wellness through providing opportunities for regular exercise, weight loss support, smoking cessation programs, health screenings, flu shots and Employee Assistance Programs (EAP). Classes, facilities, events, speakers and other educational opportunities are commonly open to faculty and staff as well as students. Motivational initiatives such as fitness challenges are often available, with
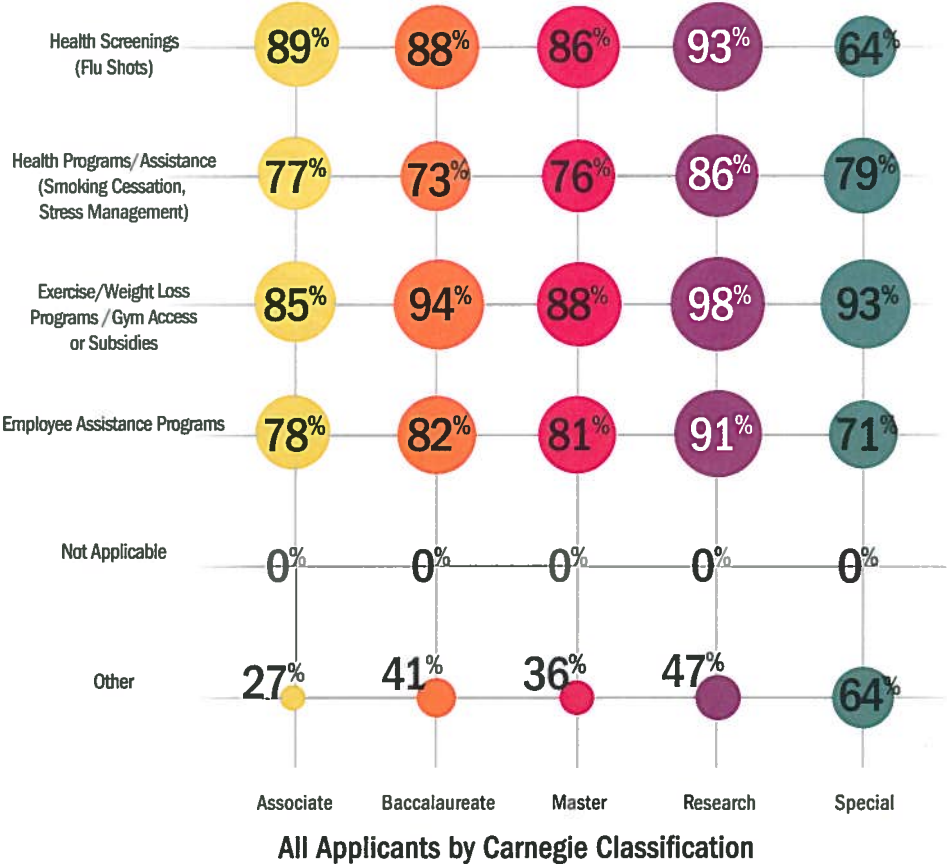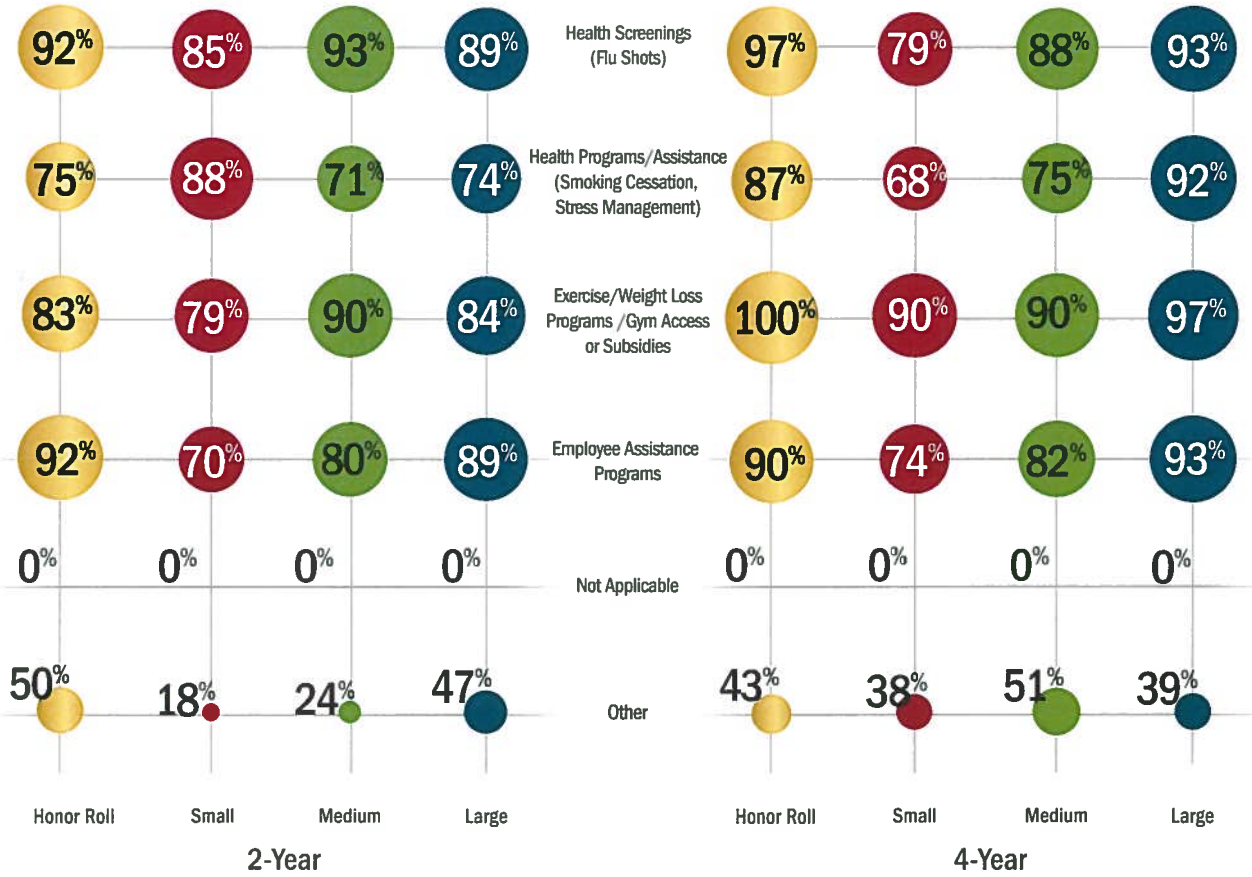
incentives ranging from time off during working hours to additional health benefits and/or healthcare premium discounts and free gym memberships.

Faculty/staff intramural sports teams, Weight Watchers at Work, and Lunch-and-Learns are campus mainstays at many participant schools, as are annual wellness fairs and free access to campus gyms and recreational centers. Some schools reported extending the focus to on-campus dining programs designed to improve healthy eating, and seasonal farm markets brought to campus where employees can purchase fresh produce for consumption at work or at home.

> **An organization, no matter how well designed, is only as good as the people who live and work in it."**
>
> Dee Hock

All Applicants by Carnegie Classification

Graphs on this page show the percentage of colleges that reported offering these fitness and/or wellness programs.

2-Year   **4-Year**

1 "Sibson Consulting's Healthy Enterprise Study." Reprinted from the First Quarter 2012 issue of Benefits Quarterly, published by the International Society of Certified Employee Benefits Specialists.

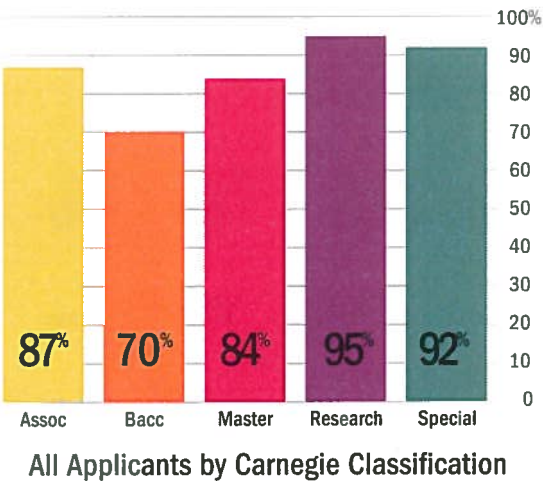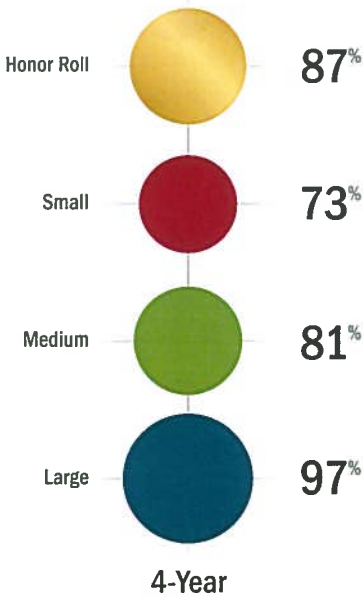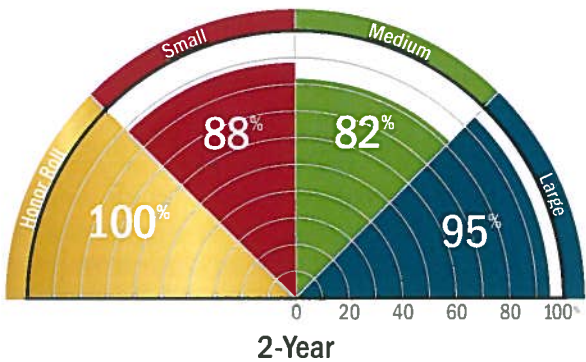Graphs on this page show the percentage of colleges that reported offering these fitness and/or wellness programs.

Carnegie Classification: Associate Colleges | Baccalaureate Colleges | Master Colleges and Universities | Doctorate/Research Universities | Special Focus Institutions

Small Schools (500-2,999 students) | Medium Schools (3,000-9,999 students) | Large Schools (10,000+) | Honor Roll

Formally Documented Ethics Policy

Ethics matter. The findings of a recent study, the "National Business Ethics Survey (NBES)," conducted by the Ethics Resource Center, showed that 70 percent of employees in companies with a "weak" ethical culture (as measured by NBES) observed ethical wrong-doing in their companies, compared to only 34 percent of employees in organizations with a "strong" ethical culture. Employees observed morale-destroying behavior such as discrimination and sexual harassment; dishonesty toward vendors, customers, and the public; misreporting of hours; direct thievery and other related problems. By any measure, such activities translate into higher costs, lost reputation and poor performance. [1] Addressing institution-wide ethical principles also helps ensure that a school's mission, vision, values, aims and practices are put into effect in the daily running of the institution.

Monitoring an institution's ethical principles and how they are applied is a major undertaking and requires time, resources, commitment and leadership. It is also vital that senior champions set an example by demonstrating ethical behavior and living by the institution's ethical values. [2] Implementing self-audits and metrics will build insight into how well employees are abiding these values. EthicsPoint, a regulatory compliance software company that provides confidential, retaliation-free reporting on ethical issues, published a white paper concerning ethics plans. According to the paper, the best ethics policies cover all risk factors that higher education institutions encounter, including financial risks, research risks, intellectual property, human resources risks, athletics risks and safety/security risks. [3]

2-Year

Honor Roll	87%
Small	73%
Medium	81%
Large	97%

4-Year

[1] Code of Ethics.
http://www.inc.com/encyclopedia/code-of-ethics.html.

[2] Online Research Ethics course.
http://ori.hhs.gov/education/products/montana_round1/research_ethics.html.

[3] UNLV Campus Audit office - Official Web site,
http://audit.unlv.edu/EducationRisks.html.

All Applicants by Carnegie Classification

Assoc	Bacc	Master	Research	Special
87%	70%	84%	95%	92%

Graphs on this page show the percentage of colleges that reported having a formally documented ethics policy.

Carnegie Classification: Associate Colleges | Baccalaureate Colleges | Master Colleges and Universities | Doctorate/Research Universities | Special Focus Institutions
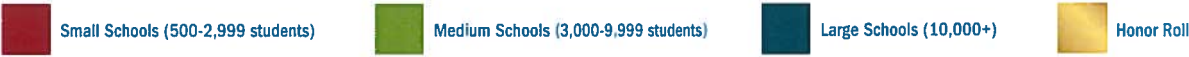
Title IX Risk Management

While implementation and compliance with the intricacies of Title IX is complex, raising questions, expressing concerns or making complaints should not be. According to current estimates, one in six women and one in thirty-three men are victims of sexual assault during their college educations, and only 12 percent of rape survivors in college report the crime to authorities. [1] Data shows that the number of sexual violence complaints at colleges and universities has increased more than 1,000 percent from fiscal year 2009 to fiscal year 2014. [2] Therefore, whatever mechanisms colleges and universities put in place, safety and ease in reporting complaints should be a priority.

Institutions must also keep in mind the obligation they have to all students, including victims, complainants, respondents and witnesses. Complaint procedures, just as resolution methods, should be considered based on whether they create or disrupt a culture of reporting. [3] Reporting an issue of sexual misconduct can be a stressful step to take, but it can also be an empowering one for the victim. [4] All parties involved in the student conduct process should be treated with care, concern and respect.

How often is training specific to Title IX compliance and resources administered to FACULTY AND STAFF?
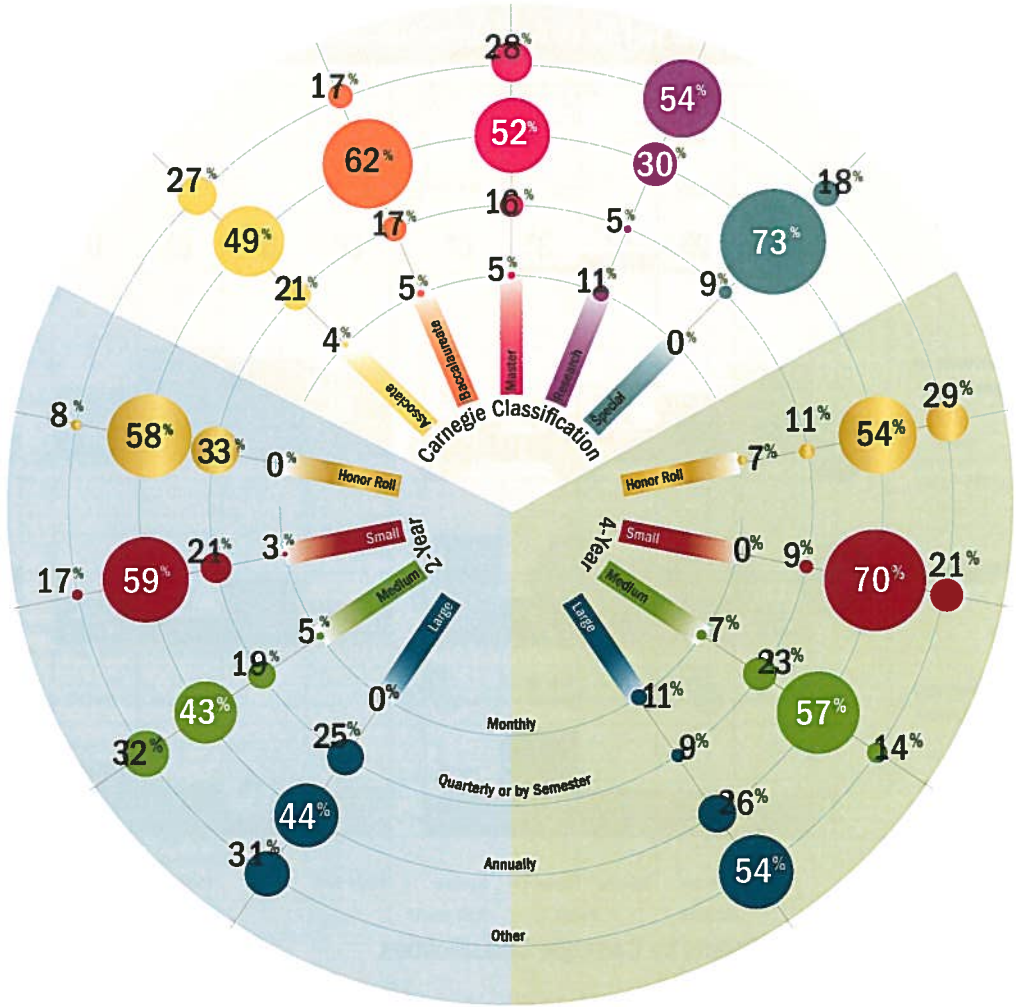
Graphs on this page show how often training specific to Title IX compliance and resources is administered, as reported by colleges.

Small Schools (500-2,999 students) | Medium Schools (3,000-9,999 students) | Large Schools (10,000+) | Honor Roll

The Title IX Gold Standard Practices Report suggests a rule-of-thumb as a foundation for designing Title IX complaint procedures: Consider what your sophomore self would want. [3] What kind of policy would you understand? How would you even know where to look for it? Who would you tell your story to first? What does it mean to "report"? Who would you think would have responsibility to take action?

The website knowyourix.org is designed to provide students with information, explanations, and resources regarding issues of sexual violence on campus. The "Reporting to Your School" section emphasizes the safe and accommodative nature of the website, promising to help students make "a decision that feels safe and right for you." Additional information that can be found on the website includes what resources the student can expect to find on campus, suggestions on how to find out

their school's particular reporting process, what it means to be a "mandatory reporter" and who is likely to be one, and information about their school's grievance board for hearing sexual assault and harassment cases. [4]

Several Office for Civil Rights (OCR) resolution agreements require campuses to create committees of students who give feedback about campus procedures and make suggestions for creating a no-tolerance policy concerning sexual harassment on campus. The Association for Student Conduct Administration (ASCA) recommends that this be done proactively by having students get involved in the policy revision process to ensure that policies and procedures make sense to them. Students can help validate complaint mechanisms and identify confidential and responsible campus reporters.

How often is training specific to Title IX compliance and resources administered to STUDENTS?
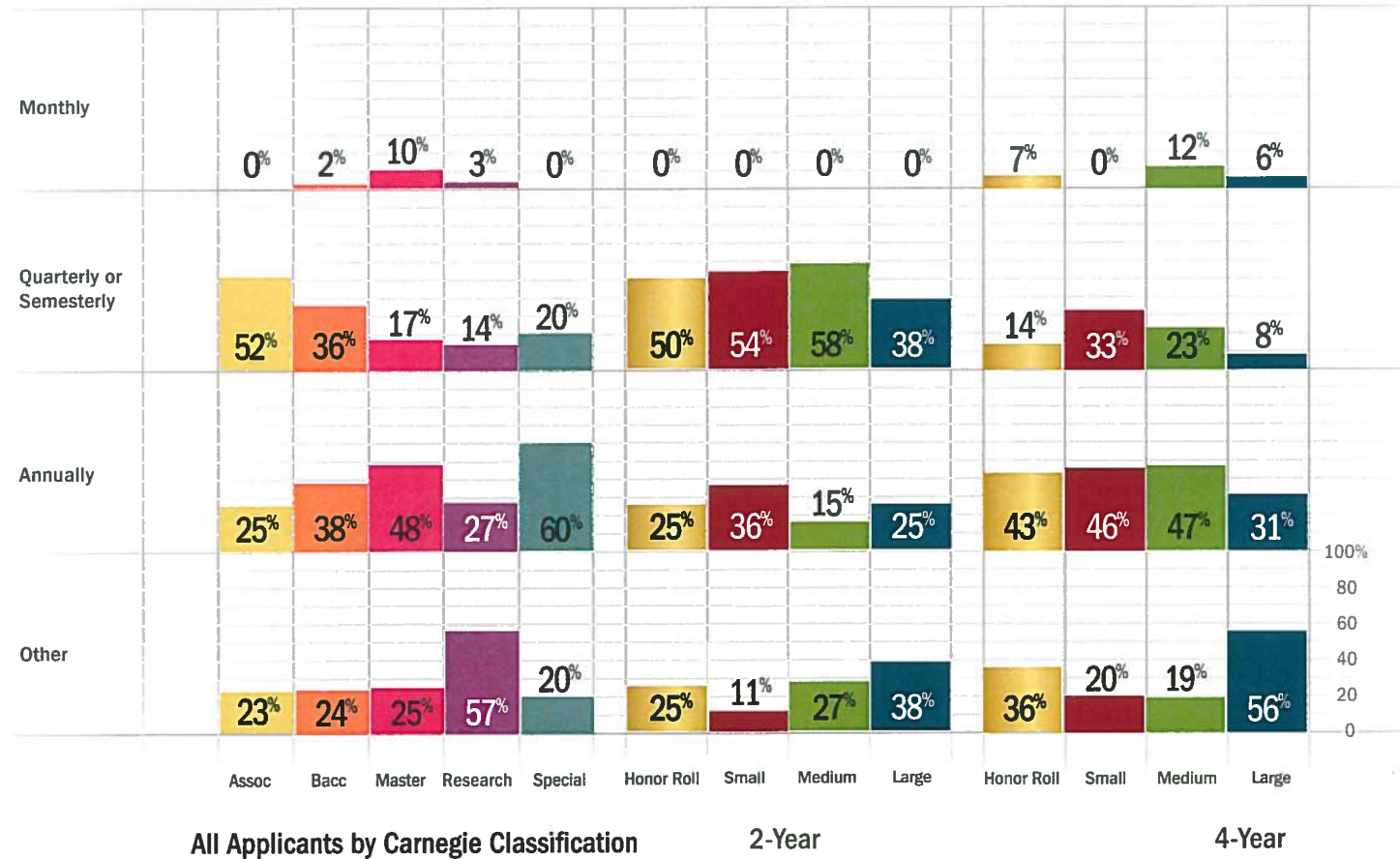
All Applicants by Carnegie Classification   **2-Year**   **4-Year**

Graphs on this page show how often training specific to Title IX compliance and resources is administered, as reported by colleges.

Carnegie Classification:
- Associate Colleges
- Baccalaureate Colleges
- Master Colleges and Universities
- Doctorate/Research Universities
- Special Focus Institutions

How often is training specific to Title IX compliance and resources administered to CAMPUS INVESTIGATORS?

All Applicants by Carnegie Classification

2-Year

4-Year
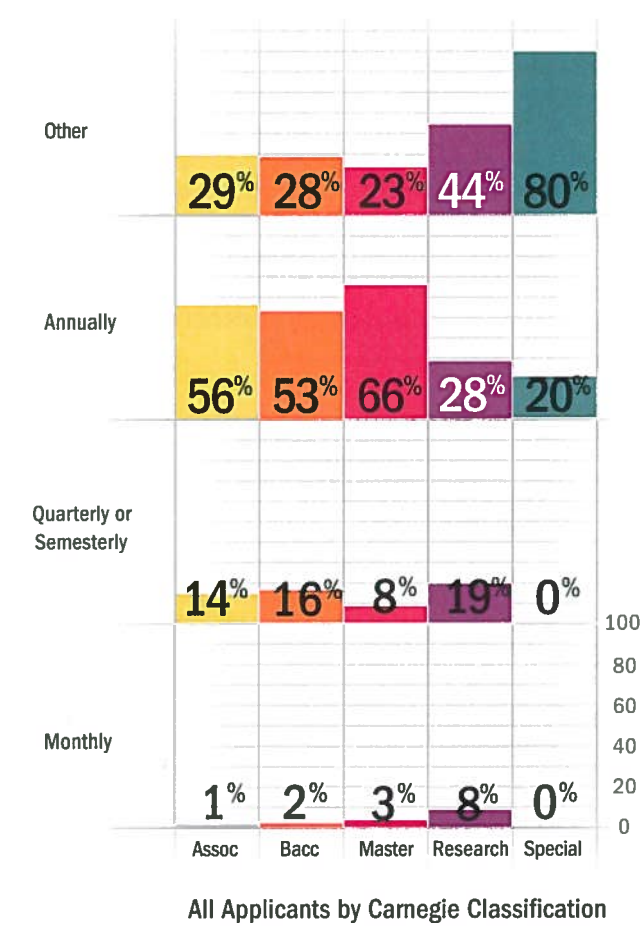
1 "Task force to unveil college sexual assault recommendations." By Meredith Clark. 04/28/14 http://www.msnbc.com/msnbc/white-house-task-force-unveil-college-sexual-assault-recommendations.

2 "College Sexual Violence Complaints Up 1,000 Percent in 5 Years." by Allie Bidwell. U.S. News & World Report. http://www.usnews.com/news/blogs/data-mine/2015/05/05/college-title-ix-sexual-violence-complaints-increase-more-than-1-000-percent-in-5-years.

3 "Student Conduct Administration & Title IX: Gold Standard Practices for Resolution of Allegations of Sexual Misconduct on College Campuses." Authors: Laura Bennett, D. Matt Gregory, Chris Loschiavo, Jennifer Waller. ASCA 2014. http://www.theasca.org/Files/Publications/ASCA%202014%20Gold%20Standard%20Report.pdf.

4 "Reporting to Your School." http://knowyourix.org/i-want-to/report-violence-or-harassment/reporting-to-your-school/.

Graphs on this page show how often training specific to Title IX compliance and resources is administered, as reported by colleges.

- Small Schools (500-2,999 students)
- Medium Schools (3,000-9,999 students)
- Large Schools (10,000+)
- Honor Roll

Paid Time Off

> ❝ **Satisfied employees produce good results.**❞
>
> Bob Carden, CEO
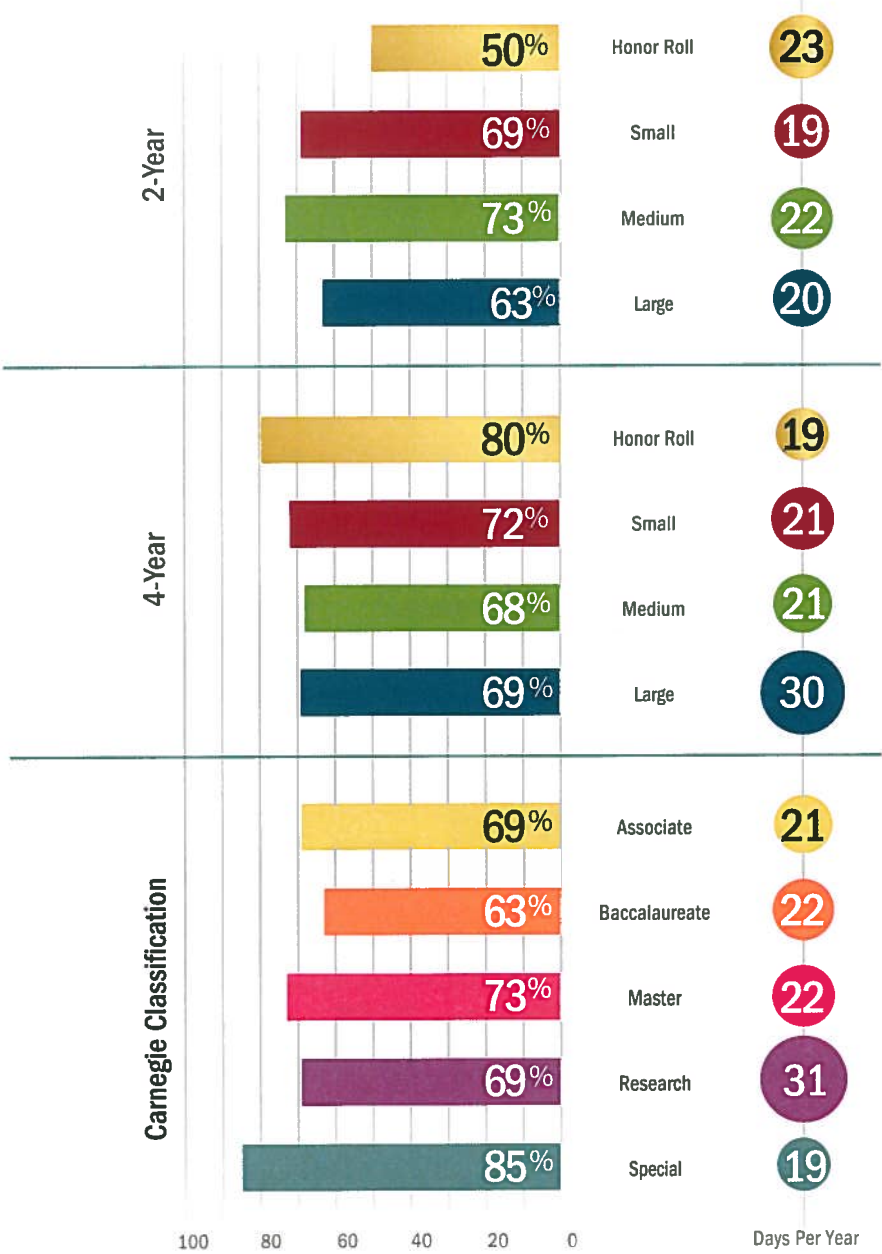
Organizations are regularly faced with the evaluation of various paid time off (PTO) programs. Traditional PTO systems incorporate vacation, sick leave, and personal time. In this type of system, managers and total rewards professionals are obligated to track employees' time off and associated reasons for such absences. Another variation is a PTO "bank" system, in which employees are given a cumulative number of paid days off to use at their discretion for sick days, vacation and/or other personal needs.

A case example from Rensselaer Polytechnic Institute (RPI) illustrates the potential gains possible through PTO programs in higher education. RPI wanted to enhance university productivity to help it become an "employer of choice." The institution set out to reduce unscheduled absences, promote equity between non-exempt and exempt staff, ensure social and fiscal responsibility, and improve employees' work/life balance with flexibility, control and privacy concerning time off. One year after establishing its PTO program, the average number of unscheduled absences per employee dropped from 7.9 days before PTO implementation to 3.8 days following PTO implementation. Likewise, the percent of team members with an extended absence of greater than five days dropped from 3.23 percent to 0.9 percent.[1]

1 "A Place for Paid Time Off in Higher Education." by Louis A. Padula, Norman Jacobson, and Christopher Goldsmith. NACUBO Vol. 9 Issue 4, Nov. 2014 http://hrhorizons.nacubo.org/newsletter/past-issues/volume-9-issue-4/a-place-for-paid-time-off-in-higher-education.html.

2-Year

		Days Per Year
50%	Honor Roll	23
69%	Small	19
73%	Medium	22
63%	Large	20

4-Year

		Days Per Year
80%	Honor Roll	19
72%	Small	21
68%	Medium	21
69%	Large	30

Carnegie Classification

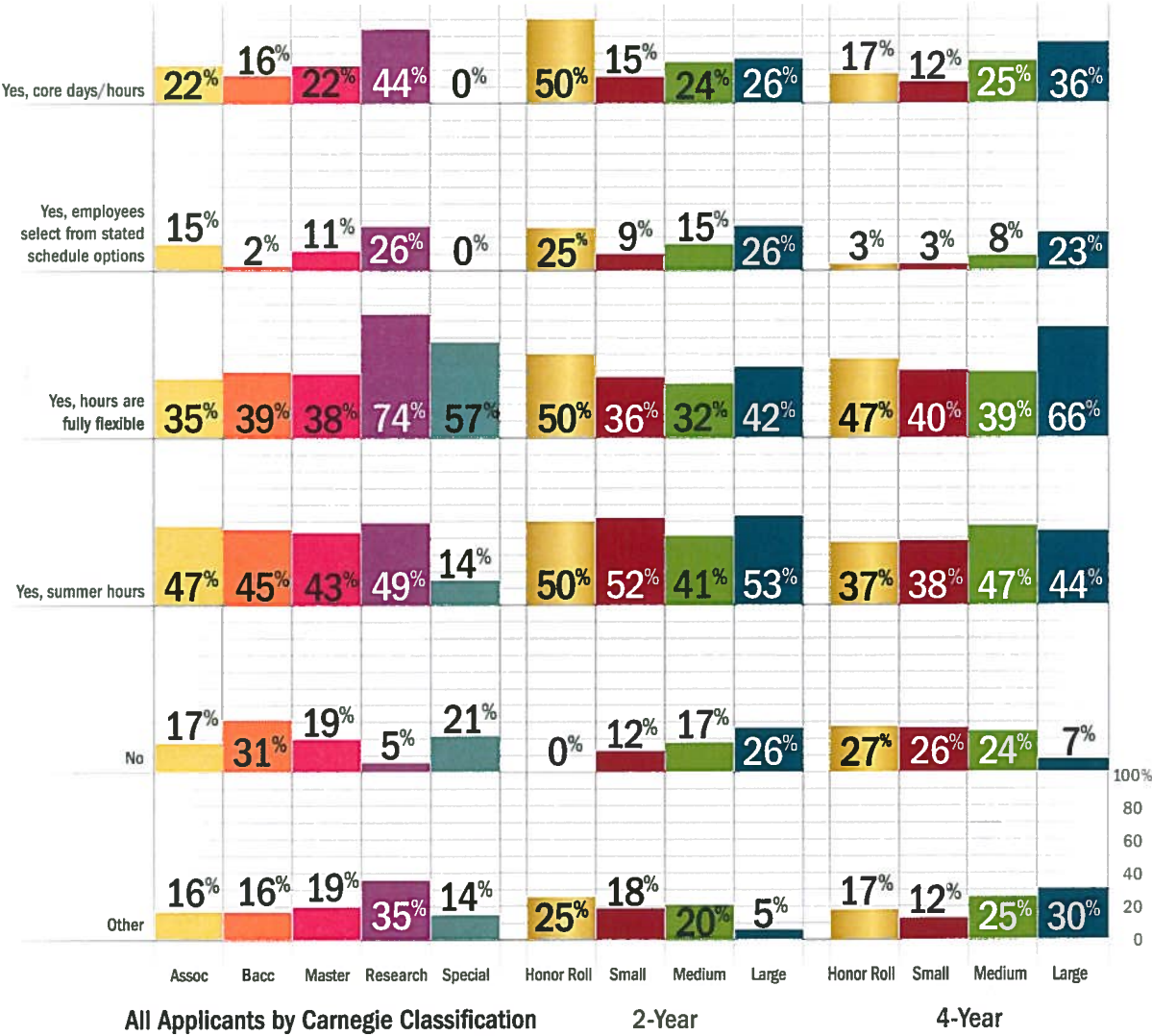|		Days Per Year
69%	Associate	21
63%	Baccalaureate	22
73%	Master	22
69%	Research	31
85%	Special	19

Graphs on this page show the percentage of colleges that reported offering Paid Time Off (PTO) and the number of PTO days available after one year, as reported by colleges.

Carnegie Classification: Associate Colleges | Baccalaureate Colleges | Master Colleges and Universities | Doctorate/Research Universities | Special Focus Institutions

Flexible Working Hours

Nearly 50% of all schools participating in the Great Colleges to Work For® program provide fully flexible schedules that are determined together by employees and managers. This is even more common in the summer months when the student population and faculty teaching schedules generally drop. Several participants indicated that there is a standard schedule change in the summer months, to a "4/40" (consisting of four 10-hour workdays per week) in most departments.

Despite the advances higher education institutions have made toward establishing broad-based flexible working hour options for employees, equity remains an issue. Joan C. Williams, founding director of the Center for Work Life Law at the University of California, asserts, "Studies show that deep-rooted cultural values intertwining work devotion and gender identity drive the flexibility stigma." Williams goes on to state that recent studies have found "flexibility stigma" to be "alive and well, and that it

	All Applicants by Carnegie Classification					2-Year				4-Year			
	Assoc	Bacc	Master	Research	Special	Honor Roll	Small	Medium	Large	Honor Roll	Small	Medium	Large
Yes, core days/hours	22%	16%	22%	44%	0%	50%	15%	24%	26%	17%	12%	25%	36%
Yes, employees select from stated schedule options	15%	2%	11%	26%	0%	25%	9%	15%	26%	3%	3%	8%	23%
Yes, hours are fully flexible	35%	39%	38%	74%	57%	50%	36%	32%	42%	47%	40%	39%	66%
Yes, summer hours	47%	45%	43%	49%	14%	50%	52%	41%	53%	37%	38%	47%	44%
No	17%	31%	19%	5%	21%	0%	12%	17%	26%	27%	26%	24%	7%
Other	16%	16%	19%	35%	14%	25%	18%	20%	5%	17%	12%	25%	30%

Graphs on this page show the percentage of colleges that reported offering flexible work hours.

Small Schools (500-2,999 students) | Medium Schools (3,000-9,999 students) | Large Schools (10,000+) | Honor Roll

> **Fostering workplace flexibility allows a university to improve faculty satisfaction and recruit and retain a more diverse and inclusive faculty."**

Chancellor Linda Katehi,
University of California, Davis.

functions quite differently for women than it does for men." She argues that in some cases, this flexibility stigma gives employers a reason to view women as mothers and not professionals, reinforcing one of the strongest forms of gender discrimination. But a more surprising discovery that Williams highlights is that men who seek work flexibility may be penalized more severely than women, because they will likely be viewed in a more feminine light as a result. [1]

Another flaw in many existing flexible scheduling arrangements is that they are left up to the discretion of the manager. "It is not systematic and it is not reliable and for a lot of people, it depends on whether your supervisors are sympathetic," says Ariane Hegewisch, a study director at the Institute for Women's Policy Research. "You have no guarantees. It is important that this message of workplace flexibility comes from senior leadership." [2]

The National Challenge for Higher Education is a campaign geared specifically toward presidents, chancellors and other leaders which aims at promoting work-life balance for faculty within colleges and universities. Signing on to the campaign signals that a president will deepen his or her commitment to promoting and advocating faculty

career flexibility on campus. In May, 2015, in Portland, Oregon, the American Council on Education (ACE) hosted a roundtable discussion on "The National Challenge for Higher Education: A Presidential Campaign for Career Flexibility for the 21st Century," as part of the 21st Annual College and University Work-Life Family Association (CUWFA) Conference theme of Workplace Sustainability: Evolving Practices for Work-Life." [3]

ACE has also published a Toolkit titled "Faculty Career Flexibility: Best Practices and Key Resources for Faculty Career Flexibility for Administrators, Faculty, and Students." The content of the toolkit is based on information gathered from the past three rounds of Alfred P. Sloan Awards for Faculty Career Flexibility, and from ongoing work ACE has done with various partners across the country. [4]

1 "The Flexibility Stigma." edited by: Joan C. Williams, Jennifer Glass, Shelley Correll, Jennifer L. Berdahl. Journal of Social Issues © The Society for the Psychological Study of Social Issues, June 2013 Issue.

2 "Making the Business Case: The Imperative for Supporting and Promoting Workplace Flexibility in Higher Education." http://www.acenet.edu/news-room/Pages/Making-the-Business-Case-for-Workplace-Flexibility.aspx.

3 Executive Summaries: 2014 National Challenge for Higher Education Conference, Published on www.acenet.edu. http://www.acenet.edu/news-room/Documents/Executive-Summaries-National-Challenge-for-Higher-Education-Conference.pdf.

4 Toolkit: Faculty Career Flexibility: Best Practices and Key Resources for Faculty Career Flexibility for Administrators, Faculty, and Students. http://www.acenet.edu/news-room/Pages/Toolkit-Faculty-Career-Flexibility.aspx.

Benefits Policy Chart

Benefits, Policies, Procedures	2-Year Schools			4-Year Schools		
	Small <3,000	Medium 3,000-9,999	Large 10,000+	Small <3,000	Medium 3,000-9,999	Large 10,000+
Telecommuting	37.50%	45%	42.11%	52.31%	68.75%	69.49%
Job Sharing	12.50%	5%	16.67%	21.54%	14.89%	50.85%
Subsidized Childcare Assistance	3.13%	25%	21.05%	15.38%	19.57%	33.90%
Paid Paternity Leave (beyond FMLA)	25%	25%	26.32%	29.23%	44.68%	49.15%
Housing Assistance Programs	9.38%	7.69%	15.79%	33.85%	40.43%	33.90%
Defined Benefit Pension Plan	71.88%	92.31%	94.12%	23.08%	46.81%	83.05%
Long-term Care - Individual Employee	65.63%	62.50%	73.68%	36.92%	60.42%	64.41%
Short-term Disability - Individual Employee	81.25%	70%	89.47%	72.31%	68.75%	69.49%
Life Insurance - Individual Employee	96.88%	97.50%	100%	98.46%	100%	100%
Alternative Treatment Options	18.75%	17.95%	22.22%	26.98%	34.04%	38.98%

Benefits, Policies, Procedures	Carnegie Classification				
	Associate	Baccalaureate	Master	Research	Special
Telecommuting	41.76%	54.17%	62.32%	76.19%	53.85%
Job Sharing	10%	20.83%	22.06%	52.38%	30.77%
Subsidized Childcare Assistance	16.48%	22.92%	11.94%	42.86%	15.38%
Paid Paternity Leave (beyond FMLA)	25.27%	37.50%	36.76%	57.14%	15.38%
Housing Assistance Programs	10%	39.58%	30.88%	40.48%	30.77%
Defined Benefit Pension Plan	85.23%	22.92%	60.29%	76.19%	15.38%
Long-term Care - Individual Employee	65.93%	31.25%	60.87%	64.29%	53.85%
Short-term Disability - Individual Employee	78.02%	68.75%	72.46%	69.05%	69.23%
Life Insurance - Individual Employee	97.80%	97.92%	100%	100%	100%
Alternative Treatment Options	19.10%	27.66%	26.47%	47.62%	41.67%

Carnegie Classification: ■ Associate Colleges ■ Baccalaureate Colleges ■ Master Colleges and Universities ■ Doctorate/Research Universities ■ Special Focus Institutions

■ Small Schools (500-2,999 students) ■ Medium Schools (3,000-9,999 students) ■ Large Schools (10,000+) ■ Honor Roll

2-Year College Best Practices

Title IX

Santiago Canyon College showed a Title IX training video that introduces the major components of Title IX violations and mandatory reporting at convocation, which all employees are required to attend. In addition, the College maintains a comprehensive website dedicated to Title IX that provides a thorough explanation of the regulation, institutional requirements under the regulation, definitions, policies and procedures for faculty and staff, training videos, FAQs, and additional Title IX resources.

Wellness Programs

Somerset Community College offers HumanaVitality, a wellness and incentives program that rewards employees for taking steps to improve their health. Such steps may include going to a health club, participating in sports leagues and taking a health assessment. Based on the health assessment, employees can set health goals and earn rewards for successfully reaching their goals.

Healthcare

Amidst rising costs of healthcare benefits, **Morgan Community College** absorbed 60% of the premium increase both last year and this year to avoid placing the full burden of the changes on employees and their families.

At **Jefferson State Community College**, there is no maximum on sick leave for full-time employees. This allows many employees to create a customized type of short-term disability if needed.

Sabbatical

Miami Dade College offers a Professional Development Leave for up to one full year for eligible full-time professional exempt contractual employees. This leave is granted to pursue activities contributing to professional development, study or retraining at the direction of the College President or designee.

Retention

Howard Community College has a new employee buddy program designed to welcome and retain new employees called The Power of Two (TPOT). New staff is matched with seasoned staff for a series of one-on-one get-togethers, such as coffee dates and tours, in the first three months of employment to learn about the college and its culture.

Recognition

Highline College believes that consistent use of recognition is vital in inspiring employees, creating a positive work environment and reducing turnover. By recognizing employees who are doing their jobs well, management helps them to embrace the College's mission, to identify with strategic initiatives and to work beyond and above these standards. Some of the ways employees are recognized include: Random Acts of Recognition (a peer to peer recognition program that empowers employees to acknowledge above-and-beyond performances by their co-workers), Faculty of the Year and Employee of the Year. Individuals are nominated for each award and chosen based on length of time in their position, what sets them apart from co-workers, working relationships with others in their department and throughout the campus, and specific achievements. Each chosen employee receives an honorarium of $1,000.

Community Service

Black River Technical College received a Share Our Strength Grant to host grocery store tours on healthy eating tips and to provide each participant with a $10 Wal-Mart card.

Senior Leadership Communication Practices

An especially effective method of communication employed by **Mitchell Technical Institute's** leadership, especially the president, is frequent and regular visits to classrooms and labs. Most of these visits are made simply to assure that the Institute's administrators are visible and approachable for both faculty and students.

4-Year College Best Practices

Confidential Reporting

Southern New Hampshire University provides a confidential email "drop box" within its intranet where employees can submit questions and concerns to the president, to which he responds publicly during his town hall meetings.

The Office of Compliance at the **University of Southern California** manages a confidential hotline which all faculty, staff and students can use (anonymously, if they wish) to ask questions about applicable laws, regulations and university policies, or report suspected violations of law.

Title IX

A large part of **Centre College's** on-going and continuous commitment to campus well-being included its unveiling of a new Sexual Misconduct Policy at the onset of the 2014-2015 academic year. Since then, the College has launched training on the updated policy intended for use by the entire campus community. As part of its policy revision efforts, Centre asked all students, faculty, and staff to complete a training module, "Haven- Understanding Sexual Assault," created by the EverFi learning platform. The College also conducted live Campus Sexual Misconduct/Responsible Employee question-and-answer sessions. During these sessions, the College's Title IX team and Sexual Harassment and Misconduct Committee hosted staff and faculty and those identified as responsible employees in the College's updated policy. Additionally, the College has provided "first responder" training to specific employee groups that need to be primed in responding to alleged incidents in "real-time." For faculty and staff that take students "out of area" (domestic and international) for College-sanctioned events, the College has developed and provided a job aid to help them secure victim support resources in the event of alleged sexual violence.

Wellness Programs

At **New York Chiropractic College**, the athletic center memberships are free of charge. Its health center services include chiropractic, acupuncture, nutritional counseling and discounts on vitamins, supplements and orthotics. Personal trainers are available at the athletic center, along with numerous aerobic, swimming and other classes offered every trimester, all year long. Mindfulness and stress reduction classes are also held through the College's Counseling Services department, which are open to faculty and staff.

MHealthy, the **University of Michigan's** health and well-being services program, has been nationally recognized for providing high-quality programs and services for the faculty and staff of the University. As one of the top 100 healthiest companies in the nation, MHealthy offers a comprehensive array of programs and resources in nutrition, weight management, physical activity, stress management, tobacco treatment, alcohol management, employee assistance programs, periodic biometric screenings, health coaching, ergonomics and back care. Most services are free or discounted and are offered in convenient locations throughout the university.

Maternity/Paternity Leave

Gettysburg College provides fifteen weeks of fully paid leave for the mother at the birth of a child. This leave consists of six weeks of short-term leave and then nine weeks of parental leave. Additionally, the College provides nine weeks of parental leave for the father or partner. For faculty, the father or partner receives a one-course release at the birth of a child.

Community Service

The **University of Central Oklahoma** now has a Community Service Leave policy that provides employees with paid time off to volunteer for external community service. For the fourth year in a row, departments across campus participated in "Holiday Helping Hands," a program designed to adopt employees and families in need during Christmas. The University's faculty, staff and students support the Endeavor Games and the United States Paralympics (the University is an official Olympic and Paralympic training site); United Way; Big Brothers, Big Sisters with Bowl for Kids' Sake; the "Big Pink" campus wide fundraiser for breast cancer; Mobile Meals and the Food Bank. The University also has a food pantry on campus for staff and students in need, which is supplied by campus-wide donations. In addition, it has recently partnered with the YMCA to create a community garden.

Senior Leadership Communication Practices

The president of **Eastern Connecticut State University** holds periodic open office hours available to all members of the campus community. The president and senior officers also frequently visit student dormitories to have direct conversations with students. The president holds a monthly breakfast with faculty representatives to hear their concerns and issues, and hosts a similar breakfast for the Student Government Association Senate.

Employee Mentoring

Texas Lutheran University has adopted a mentoring network model. This model recognizes that it is very rare for a new faculty member to find a single person who is able to address all areas where mentoring may be needed, as well as provide a safe space to vent or explore ideas. The University helps faculty identify individuals - both within and outside TLU - that can be mentors in areas like teaching, professional growth and scholarship, service and leadership, access to opportunities, accountability and substantive feedback.

In Their Own Words - 2 Year

Large

" I appreciate the diversity found at this institution and the opportunity to impact students in a positive manner."

" I appreciate our institutional desire to embrace new methods of education by instructors to create the best education possible for students, with the added caveat of discarding teaching methodologies that appear to be not working."

" My contributions are valued and acknowledged--and it isn't just lip service. Collaboration among administrators, faculty and staff takes an investment of time and energy. This institution makes the investment and that makes us stronger."

Medium

" I appreciate working with so many intelligent, creative, and kind people in an atmosphere that continually promotes each employee's balance between work and family."

" My department works very well together and we actively seek new and better ways to improve for ourselves and the students."

Small

" I appreciate how the institution feels like a big family and everyone is there for everyone. I enjoy coming to work every day and truly love what I do. I also feel like I could go talk to the president or vice president about anything that is bothering me and they would hear me out."

" Our students come first. Since I started working at this institution it has always been about the student. Our administration is superior. I feel they do everything possible to make this the most outstanding school to be part of."

" Everyone cares. I feel valuable and know that my contributions make a difference. I feel like I am seen as a part of the whole as well as an individual."

Verbatim Comments From Employees Surveyed At Participating Institutions

In Their Own Words - 4 Year

Large

" I appreciate that there is support for continued learning both on and off campus."

" I feel the leadership is looking out for us."

" From the President on down, creative and innovative thinking is highly encouraged and acted upon."

" I appreciate the flexibility and encouragement to gain new knowledge and skills."

Medium

" I am free to experiment with new teaching methods. I can be as creative as I want to be."

" I appreciate the ties to the community and the feeling of community on campus."

" Decisions are made with the primary goal of enhancing the student experience."

Small

" There is an impressive amount of transparency regarding job expectations and the promotion procedures. I enjoy going to work and have been very happy here."

" I appreciate the fact that I can continue to learn and work on new ideas and technology in my job. Every day is a new day that brings a challenge and a chance to learn."

" I feel as though I have the opportunity to set a strategic vision for my office and have it supported by my supervisor and division head."

Verbatim Comments From Employees Surveyed At Participating Institutions

2015 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 2015 HONOR ROLL FOR TWO-YEAR COLLEGES

Small (500-2,999 Students)	Medium (3,000-9,999 Students)	Large (10,000+ Students)
Lake Area Technical Institute	Bossier Parish Community College	Howard Community College
Morgan Community College	Crowder College	Miami Dade College
Panola College	Lord Fairfax Community College	Santa Rosa Junior College
Southside Virginia Community College	Somerset Community College	Santiago Canyon College

THE 2015 HONOR ROLL FOR FOUR-YEAR COLLEGES

Small (500-2,999 Students)	Medium (3,000-9,999 Students)	Large (10,000+ Students)
Centre College	Angelo State University	Austin Peay State University
College of the Ozarks	Biola University	Baylor University
Gettysburg College	Eastern Connecticut State University	Duke University
John Brown University	Embry-Riddle Aeronautical University – at Daytona Beach, FL and Prescott, AZ	Hofstra University
Lubbock Christian University	Francis Marion University	Saint Leo University
MGH Institute of Health Professions	McKendree University	Southern New Hampshire University
Mississippi University for Women	Rollins College	University of Central Oklahoma
New York Chiropractic College	Texas Christian University	University of Maryland, Baltimore County
Texas Lutheran University	University of the Incarnate Word	University of Michigan
West Virginia School of Osteopathic Medicine	Western University of Health Sciences	University of Southern California

Small Schools (500-2,999 students)   Medium Schools (3,000-9,999 students)   Large Schools (10,000+)