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2. Topline Results by Job Category
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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 278 schools, 196 four-years and 82 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 110,090 faculty and staff nationwide. Of those, over 43,500 responded: 17,116 faculty and 26,400 staff (Administrators, Exempt Professional Staff and Non-Exempt Staff).

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.

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 you both the overall positive responses (percent who "Strongly Agree" or "Agree") and the Honor Roll benchmark for your Enrollment Size broken out by your Administration, Faculty, Exempt Professional Staff and Non-Exempt 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 stratified by Job Category. **NOTE**: Please note that these distributions have been truncated and the percentages may not total 100%.

XYZ University
Higher Education Insight Survey 2014
Topline Results by Job Category

Higher Education Workplace Trend Report (Excerpt)

The Topline Trend Report provides comparative data for some of the most relevant demographics and policies. It includes data from the 150+ questions asked on the IQ and is an excerpt from our comprehensive 2014 Higher Education Workplace Trend Report. Summarized in both chart and graphical form, we highlight in aggregate what schools are doing so that you...
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, as well as how you compare with your peers. If you participated in the program last year, you will see your data for 2013 listed as well. A sample report is provided below. Your school’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 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.

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 3B: 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
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 & Security**
Three statements comprise this category, notably Statement 29: The institution takes reasonable steps to provide a safe and secure environment of 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 collected 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 the responses of faculty are evaluated. Four statements/questions comprise this dimension including Statement 10: I understand the necessary requirements to advance my career.

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**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 Institution Questionnaire.

**The 2014 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 2014 Honor Roll for two-year schools:**

**Small (500-2,999 Students)**
- Frank Phillips College
- Lake Area Technical Institute
- Morgan Community College
- Panola College

**Medium (3,000-9,999 Students)**
- Blue Ridge Community College
- Lord Fairfax Community College
- Somerset Community College
- Southside Virginia Community College

**Large (10,000 or more Students)**
- Delaware County Community College
- Howard Community College
- Miami Dade College
- Santa Rosa Junior College

**The 2014 Honor Roll for four-year schools:**

**Small (500-2,999 Students)**
- College of the Ozarks
- Daemen College
- Gettyburg College
- Lubbock Christian University
- Lynn University
- MGH Institute of Health Professions
- Mississippi University for Women
- New York Chiropractic College
- Texas Lutheran University
- West Virginia School of Osteopathic Medicine

**Medium (3,000-9,999 Students)**
- Endicott College
- Francis Marion University
- Lee University
- McKendree University
- Nyack College
- Rollins College
- Texas Christian University
- The College of Saint Rose
- University of the Incarnate Word
- Western University of Health Sciences

**Large (10,000 or more Students)**
- Austin Peay State University
- Baylor University
- Duke University
- Hofstra University
- Saint Leo University
- Sam Houston State University
- Southern New Hampshire University
- University of Central Oklahoma
- University of Maryland Baltimore County

**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
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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).

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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).

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The 2014 Honor Roll for four-year schools:

Small (600-2,999 Students)   Medium (3,000-9,999 Students)   Large (10,000 or more Students)
College of the Ozarks       Endicott College       Austin Peay State University
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Gettysburg College          Lee University          Duke University
Lubbock Christian University McKendree University  Hofstra University
Lynn University             Nyack College          Saint Leo University
MGH Institute of Health Professions Rollins College  Sam Houston State University
Mississippi University for Women Texas Christian University  Southern New Hampshire University
New York Chiropractic College The College of Saint Rose  University of Central Oklahoma
Texas Lutheran University   University of the Incarnate Word  University of Maryland Baltimore County
West Virginia School of Osteopathic Medicine Western University of Health Sciences  University of Notre Dame
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<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Other</th>
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<td>5%</td>
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<td>4%</td>
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<td>30%</td>
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<tr>
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<td>3%</td>
<td>12%</td>
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<tr>
<td>2017</td>
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<td>2%</td>
<td>2%</td>
<td>13%</td>
<td>30%</td>
<td>53%</td>
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</table>

XYZ University
Higher Education Insight Survey 2014
Topline Results by Job Category

Response Distribution:
- 9%: 22 - Administration
- 44%: 110 - Faculty
- 17%: 38 - Exempt Prof Staff
- 22%: 50 - Other Staff
- 4%: 22 - Unspecified

Higher Education Workplace Trend Report (Excerpt)
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Best wishes in your continued good work.
Rollins College
ModernThink Higher Education Insight Survey 2014
Topline Results by Job Category

Response Distribution

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>13%</td>
</tr>
<tr>
<td>Faculty</td>
<td>42%</td>
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<tr>
<td>Non-exempt Staff</td>
<td>6%</td>
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<td>Exempt Prof'l Staff</td>
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<tr>
<td>Unspecified</td>
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</table>

<table>
<thead>
<tr>
<th>Poor</th>
<th>Warrants Attention</th>
<th>Fair to Mediocre</th>
<th>Good</th>
<th>Very Good to Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% - 44%</td>
<td>45% - 54%</td>
<td>55% - 64%</td>
<td>65% - 74%</td>
<td>75% - 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Overall</th>
<th>Administration</th>
<th>Faculty</th>
<th>Exempt Prof'l Staff</th>
<th>Non-exempt Staff</th>
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<tbody>
<tr>
<td>Job Satisfaction/Support</td>
<td>82%</td>
<td>88%</td>
<td>86%</td>
<td>75%</td>
<td>84%</td>
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<tr>
<td>Teaching Environment</td>
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<td>76%</td>
<td>80%</td>
<td>90%</td>
<td>96%</td>
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<td>Professional Development</td>
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<td>Compensation, Benefits &amp; Work/Life Balance</td>
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<td>83%</td>
<td>82%</td>
<td>85%</td>
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<tr>
<td>Policies, Resources &amp; Efficiency</td>
<td>71%</td>
<td>77%</td>
<td>69%</td>
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<tr>
<td>Shared Governance</td>
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<td>51%</td>
<td>75%</td>
<td>61%</td>
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<tr>
<td>Pride</td>
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<td>91%</td>
<td>79%</td>
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<td>Supervisors/Department Chairs</td>
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<td>82%</td>
<td>77%</td>
<td>83%</td>
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<td>Senior Leadership</td>
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<td>53%</td>
<td>38%</td>
<td>69%</td>
<td>72%</td>
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<td>Faculty, Administration &amp; Staff Relations</td>
<td>56%</td>
<td>55%</td>
<td>47%</td>
<td>68%</td>
<td>60%</td>
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<tr>
<td>Communication</td>
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<td>71%</td>
<td>66%</td>
<td>69%</td>
<td>71%</td>
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<td>Collaboration</td>
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<td>65%</td>
<td>71%</td>
<td>71%</td>
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<tr>
<td>Fairness</td>
<td>74%</td>
<td>81%</td>
<td>74%</td>
<td>75%</td>
<td>71%</td>
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<tr>
<td>Respect &amp; Appreciation</td>
<td>75%</td>
<td>79%</td>
<td>74%</td>
<td>74%</td>
<td>85%</td>
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<tr>
<td>Survey Average</td>
<td>73%</td>
<td>77%</td>
<td>70%</td>
<td>75%</td>
<td>78%</td>
</tr>
</tbody>
</table>

*Job Category response distributions have been truncated and may not total 100%.
# Rollins College

ModernThink Higher Education Insight Survey 2014
Topline Survey Results

**Response Rate**
- 32.3% Response Rate
- 400 Surveys Sent
- 129 Total Respondents

<table>
<thead>
<tr>
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<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
<th>2014 Honor Roll 3,000-9,999</th>
<th>2014 Carnegie Master's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction/Support</td>
<td>82%</td>
<td>84%</td>
<td>82%</td>
<td>73%</td>
</tr>
<tr>
<td>Teaching Environment</td>
<td>83%</td>
<td>80%</td>
<td>83%</td>
<td>70%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>80%</td>
<td>82%</td>
<td>81%</td>
<td>72%</td>
</tr>
<tr>
<td>Compensation, Benefits &amp; Work/Life Balance</td>
<td>80%</td>
<td>80%</td>
<td>79%</td>
<td>70%</td>
</tr>
<tr>
<td>Facilities</td>
<td>83%</td>
<td>85%</td>
<td>81%</td>
<td>73%</td>
</tr>
<tr>
<td>Policies, Resources &amp; Efficiency</td>
<td>73%</td>
<td>73%</td>
<td>75%</td>
<td>62%</td>
</tr>
<tr>
<td>Shared Governance</td>
<td>62%</td>
<td>55%</td>
<td>77%</td>
<td>63%</td>
</tr>
<tr>
<td>Pride</td>
<td>83%</td>
<td>83%</td>
<td>88%</td>
<td>77%</td>
</tr>
<tr>
<td>Supervisors/Department Chairs</td>
<td>79%</td>
<td>82%</td>
<td>80%</td>
<td>74%</td>
</tr>
<tr>
<td>Senior Leadership</td>
<td>52%</td>
<td>59%</td>
<td>75%</td>
<td>61%</td>
</tr>
<tr>
<td>Faculty, Administration &amp; Staff Relations</td>
<td>56%</td>
<td>54%</td>
<td>77%</td>
<td>61%</td>
</tr>
<tr>
<td>Communication</td>
<td>67%</td>
<td>66%</td>
<td>71%</td>
<td>60%</td>
</tr>
<tr>
<td>Collaboration</td>
<td>68%</td>
<td>68%</td>
<td>76%</td>
<td>64%</td>
</tr>
<tr>
<td>Fairness</td>
<td>74%</td>
<td>75%</td>
<td>74%</td>
<td>63%</td>
</tr>
<tr>
<td>Respect &amp; Appreciation</td>
<td>75%</td>
<td>72%</td>
<td>78%</td>
<td>66%</td>
</tr>
<tr>
<td><strong>Survey Average</strong></td>
<td><strong>73%</strong></td>
<td><strong>73%</strong></td>
<td><strong>78%</strong></td>
<td><strong>67%</strong></td>
</tr>
</tbody>
</table>

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

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