BECAUSE SOMEDAY

All your employees will be on a path to the retirement they envision.

Every someday needs a plan. Together, we’ll help you achieve your retirement plan goals.

With our insightful data and analytics, targeted employee engagement programs, and one-on-one guidance, Fidelity can team with you to help your employees take control of their financial needs today — and improve their outlook for the future.

To learn more, call 866.419.5173 or contact your Fidelity representative.

Investing involves risk, including risk of loss.
Guidance provided is educational.
The trademarks and/or service marks appearing above are the property of FMR LLC and may be registered.
For Plan Sponsor Use only.
As a corporate sponsor of the 2016 Great Colleges To Work For program, Fidelity received promotional branding and advertising but did not receive access to any survey responses or any confidential information derived from the survey. Additionally, Fidelity’s corporate sponsorship had no bearing on which institutions were recognized in the program.

Fidelity Brokerage Services LLC, Member NYSE, SIPC, 900 Salem Street, Smithfield, RI 02917. © 2016 FMR LLC. All rights reserved. 749056.3.0
Overview

The Chronicle of Higher Education and ModernThink LLC partnered for a ninth year of the Chronicle Great Colleges to Work For® program. The 2016 research is based on responses from over 46,000 people at 281 institutions: 189 four-year colleges and universities (109 private and 80 public), and 92 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.

Over 8,000 of the people responding were administrators, about 17,000 were faculty, and over 19,000 were staff members. The survey was sent to more than 116,000 people, with an overall response rate of 40 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.

The assessment had two components: a questionnaire about institutional characteristics and a faculty/staff questionnaire about individuals’ evaluations of their institutions. The assessment also included an analysis of demographic data and workplace policies, including benefits, at each participating college. The questionnaires were administered online in the spring.

In the faculty/staff questionnaire, people responded to 60 statements using a five-point scale, ranging from “Strongly Agree” to “Strongly Disagree.” The statements were categorized into various dimensions and from those the Great Colleges recognition categories were determined, such as respect and appreciation, confidence in senior leadership, diversity and teaching environment.

To determine the colleges to be recognized in each category, we divided the applicant pool into two classifications: four-year institutions and two-year institutions. Within each, there were three groups, based on total 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 four two-year colleges were recognized.

Honor Roll status, for four-year colleges, was given to the 10 institutions in each size that were cited most often across all of the recognition categories. For two-year colleges, Honor Roll status was given to the four institutions that were cited most often in each size category.

The 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

“There are no secrets to success. It is the result of preparation, hard work, and learning from failure.”

Colin Powell
INTRODUCTION

Over the past year, there’s been no shortage of headlines covering the many crises and challenges (some new, some old) that colleges and universities have to deal with. From the passionate protests of the Black Lives Matter movement to the highly politicized involvement of lawmakers to the almost daily reports of strained relations with governing boards, colleges are having to deal not only with the issues themselves but also the crisis management response.

While some institutions experience a breakdown in relationships when handling these highly-publicized issues, others move forward with unity. One of the key differences that contributes to how well a college moves forward is the quality of its communication, with both internal and external audiences.

It’s probably not surprising then to see that when examining institutions that consistently rank highly on the Great Colleges to Work For® survey, it’s clear that the quality of their communication helps create an environment in which faculty and staff want to work. Achieving a culture of communication isn’t a one-step process—it involves strategy and purposeful implementation—but it can make a significant difference for leaders, for faculty and staff members, and for students.

CULTURE OF COMMUNICATION

Communication can be a powerful but simple tool for institutions to use in their quest to becoming a great college. Effective communication manifests itself through countless avenues, including newsletters, town hall meetings, office hours, blogs and tweets. Often underutilized, these techniques go a long way in building positive engagement, collaboration and productivity.

At its core, a culture of communication is about using the right techniques to reach the right audience about a relevant topic at the optimal time. This strategic alliance of communication channel, audience, topic and timing is what enables certain institutions to create environments with both appropriate transparency and authentic dialogue.
EFFECTIVE COMMUNICATION TECHNIQUES
SEE RESULTS

By incorporating effective communication efforts into their strategic plans, colleges and universities can be more in tune with internal and external audiences. Schools that are able to achieve this realize tangible returns, as well as subtle benefits, from infusing communication into their policies.

Though not all-encompassing, three specific areas in which institutional communication strategies can have profound impacts include Enhanced Faculty/Staff Engagement, Greater Clarity and Alignment on Shared Governance, and Enriched Community Involvement. By analyzing implementation techniques in each of these three areas, as well as results that come with communicating effectively, the effects of a culture of communication can be brought to life.

Enhanced Faculty/Staff Engagement
Implementation Techniques

Employee engagement techniques that are grounded in communication can range from social meetings and formal news bulletins, to anonymous surveys and even suggestion boxes. Whether creating awareness or encouraging a two-way dialogue, these efforts can enhance institutional based knowledge and foster togetherness.

Some best practices can be seen through the Great Colleges to Work For® study. Among the institutions participating in the survey, more than 84 percent of respondents indicated that their college has a newsletter, 72 percent have management office hours, and nearly 63 percent maintain some type of formal innovation/suggestion program.

Nearly 86 percent of participating colleges also use a faculty/staff survey to gain feedback, although the surveys vary in frequency. The majority of schools—62 percent—utilize an employee survey annually, while others conduct one semi-annually, every other year, every three years, or even every five years.

The graph on this page represents the percentage of institutions that reported using employee suggestion and innovation programs.
Results

Using various communication techniques consistently correlates to increased levels of employee engagement for higher education, as well as for other industries. Training magazine notes the “foundation for genuine employee engagement begins with extensive and effective communication both vertically and horizontally throughout the organization.”

That foundation also affects employees’ outlook. In response to the statement, “When I offer a new idea, I believe it will be fully considered,” more than 76 percent of the Great Colleges to Work For Honor Roll respondents agreed. (They chose “Strongly Agree” or “Agree.”) When provided with the statement, “At this institution, we discuss and debate issues respectfully to get better results,” 74 percent of Honor Roll participants agreed.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Overall</th>
<th>Not Recognized</th>
<th>Recognized</th>
<th>Honor Roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I offer a new idea, I believe it will be fully considered.</td>
<td>65%</td>
<td>60%</td>
<td>64%</td>
<td>76%</td>
</tr>
<tr>
<td>At this institution, we discuss and debate issues respectfully to get better results</td>
<td>56%</td>
<td>50%</td>
<td>59%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Greater Clarity and Alignment on Shared Governance

Implementation Techniques

The use of shared governance at colleges and universities only increases the importance of a culture of communication. At their core, models of shared governance rely on a group of people to come together and make decisions that have an impact on the whole institution. In this type of shared decision-making, it’s crucial that all persons involved understand their roles in the process, feel as though their voice is heard, and know how to work together.

One method to enhance understanding around shared governance is to document and/or clearly publicize the policy. When polled, approximately 80 percent of Great Colleges to Work For® Honor Roll respondents agreed that “The role of faculty in shared governance is clearly stated and publicized” at their institution.

To further improve alignment on shared governance, institutions can harness other internal techniques, such as the employee surveys or management office hours discussed in the Enhanced Faculty/Staff Engagement section. At the same time, external sources of evaluation exist for schools to utilize. For example, the American Association of University Professors (AAUP) maintains a resource page on Governance, where there’s a governance evaluation form schools can apply.

©2016 ModernThink LLC. Proprietary work product. All rights reserved.
Results

When a school’s shared governance model is documented properly and assessed regularly, it can lead to alignment across the institution. It’s no surprise that Honor Roll colleges do well, 74 percent answered agreed when asked whether “Faculty, administration and staff are meaningfully involved in institutional planning.”

“When shared governance is viewed as more than a set of boundaries and rules of engagement, it can create a system where the integral leaders move beyond the fragmentation of traditional governance,” says an Association of Governing Boards article.”

Consensus and clarity, as a result of purposeful communication, can also enhance faculty and staff satisfaction with governance. Approximately 83 percent of Great Colleges to Work For® participants whose schools made the Honor Roll agreed that “Faculty are appropriately involved in decisions related to the education program (e.g., curriculum development, evaluation).”

Enriched Community Involvement

Implementation Techniques

As technology and communication vehicles continue to evolve, minimizing geographic hurdles, colleges and universities are increasingly being called upon for more information and transparency by media, students, communities and governments. This can involve communicating with external audiences about a range of topics, including (but not limited to):

- Information on how online resources and technology are being included in education
- Calls for “stronger student outcomes, including better graduation rates and placement rates”
- Details on “affordability and accessibility issues”
- Diversity plans
- Campus safety

To touch on such topics with external audiences, higher education institutions have an arsenal of tools that help them proactively share information or respond appropriately. On top of traditional press releases, media conversations and town hall meetings, schools can also effectively utilize their websites to provide access to details on policies, statistics and more. “An effective and intuitive website, which is often the ‘ultimate brand statement’ for an institution, is among the most important marketing tools in higher education.” It can enhance the experience for faculty and staff with internal-only content, as well as students and communities through external branding.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Overall</th>
<th>Not Recognized</th>
<th>Recognized</th>
<th>Honor Roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty, administration and staff are meaningfully involved in institutional planning.</td>
<td>56%</td>
<td>50%</td>
<td>57%</td>
<td>74%</td>
</tr>
<tr>
<td>Faculty are appropriately involved in decisions related to the education program (e.g., curriculum development, evaluation).</td>
<td>71%</td>
<td>66%</td>
<td>70%</td>
<td>83%</td>
</tr>
</tbody>
</table>

“Success seems to be connected with action. Successful people keep moving. They make mistakes, but they don’t quit.”

Conrad Hilton
In addition, colleges are leveraging social media to create dialogue. In fact, a 2016 survey of higher education employees by the Council for the Advancement and Support of Education shows about “90 percent of respondents agreed that social media is a much more important part of their communications and marketing efforts than three years ago.”

And in times of crisis or unrest that require more real-time interaction, keeping the line of accessibility open using the president’s voice and a planned strategy is often the key. “In times of tragedy, scandal, or shock, a college’s communications strategy becomes a key factor in how an institution recovers—and the voice of the president is one of the most important parts of that plan.”

Results

Colleges are increasingly being called upon for greater involvement in and contribution to their local communities and society at large. This can include providing modern course topics for students, proactively sharing statistics and strategic plans, or even distributing information from the highest levels of university management. Leveraging communication channels that create dialogue with many constituent groups enables institutions to answer this call more rapidly and accurately, meeting this new high standard.

CONCLUSION

Though not all-encompassing, communication techniques such as these can contribute to a culture in which faculty, staff and students share a commitment to transparency, dialogue and respect. At the same time, a strategic plan involving communications can elevate a variety of facets, including Faculty/Staff Engagement, Clarity and Alignment on Shared Governance, and Community Involvement. Of course, such a culture shift doesn’t happen overnight or without effort. It’s up to colleges and universities to be intentional, strategic and authentic in their efforts to engage the many constituent groups in a spirit of partnership and service.

References


Applicant Pool

All Applicants by Carnegie Classification (281 total)

- Associate: 92 (33%)
- Baccalaureate: 51 (18%)
- Master: 79 (28%)
- Research: 41 (15%)
- Special Focus: 18 (6%)

All Applicants by Enrollment Size (281 Total)

- Small: 121 (43%)
- Medium: 93 (33%)
- Large: 67 (24%)

2-Year (92 total)

- Small: 40 (43%)
- Medium: 33 (36%)
- Large: 19 (21%)

4-Year (189 total)

- Small: 81 (43%)
- Medium: 60 (32%)
- Large: 48 (25%)

All Applicants Public versus Private (281 total)

- Public: 169 (60%)
- Private: 112 (40%)
Community Engagement

Colleges and universities can often have tremendously positive impacts on local cities and communities. From volunteer work to civic collaboration, and even shared resources, the presence of an engaged school can make a significant difference for its neighboring towns.

For those schools that excel in such engagement, the Carnegie Foundation’s Classification for Community Engagement can be a milestone marker in their efforts to synergize with surrounding communities. Colleges with a focus on community engagement are invited to apply for this elective classification, which is an institutional-level recognition.

While other Carnegie classifications are powered by national data, this distinction looks at documentation provided by the school to qualify and quantify their engagement with the community. The documentation empowers “the Foundation to address elements of institutional mission and distinctiveness that are not represented in the national data on colleges and universities.”

Of the schools participating in the Great Colleges to Work For® survey, nearly one-quarter of participants reported achieving classification under the Carnegie Community Engagement Elective Classification system. According to the survey, more Doctorate- and Masters-level participants have received the classification than Associate, Baccalaureate or Special Focus schools.

The most recent recipients of this recognition were 240 U.S. colleges and universities in 2015—83 institutions received classification for the first time, while 157 re-classified. Because Carnegie’s Community Engagement Classification is only given out every 5 years, the next Classification occurs in 2020.

Resources:


The graphs on this page represent the percentage of institutions that reported achieving classification/recognition under the Carnegie Community Engagement Elective Classification system.
Diversity continues to be a top focus for colleges and universities as they grow and evolve their institutional agendas and strategic plans. This focus can be brought to life in many ways, both strategically and tactically.

For 80 percent of schools participating in the Great Colleges to Work For® survey, diversity is included in their strategic plan, with initiatives, goals or objectives directly related to diversity and/or inclusive excellence. A high percentage of participating schools — approximately 84 percent — also noted that their institution has an articulated policy or statement on diversity.

In addition to strategic methods, some survey participants reported having a more tactical, hands-on method of inclusion, such as a dedicated plan to recruit a diverse workforce or engagement in a formal diversity and/or inclusive excellence study within the past three years. On average, about 48 percent of participating institutions have completed a diversity study, whereas 73 percent have a dedicated recruitment plan.

The role of Chief Diversity Officer (CDO) has also emerged as an important facet in the focus for inclusive excellence. Roughly 44 percent of Great Colleges to Work For® participants answered “yes” when asked whether their school has a CDO in place. While the National Association of Diversity Officers in Higher Education (NADOHE) notes that the CDO is a relatively new role, the position is an important one since it “provides senior administrative leadership for strategic planning and implementation of mission-driven institutional diversity efforts.”¹ That said, the role does vary by institution in terms of scope, authority, resources, and qualifications.¹

As strategic and tactical methods for diversity and inclusion evolve, schools may naturally incorporate additional tactics and utilize a combination of methods.

Resources


The table on this page depicts the percentage of institutions that reported having various Diversity-specific policies.
Parental Leave

In addition to vacation and sick time, employers also need to consider another type of time off for workers—parental leave. According to the Organisation for Economic Co-operation and Development (OECD), this type of leave commonly encompasses four categories: maternity leave, paternity leave, supplemental parental leave and home care leave.1

In the U.S., the Family and Medical Leave Act (FMLA), which became a law in 1993, dictates minimum time off and payment standards around these categories. FMLA requires higher education employers, including all public and most private schools, to provide unpaid, job-protected leave to eligible employees.2 This leave is applicable for certain family and medical reasons, such as the birth or adoption of a child.2

In general, U.S. parental leave appears to lag behind the policies of other developed countries. The OECD notes, “Almost all OECD countries offer paid maternity leaves that last at least three months…with the United States the only country to offer no statutory entitlement to paid leave on a national basis.”1 Because U.S. policy simply calls for unpaid time off, anything beyond the minimum is then left up to employers and institutions.

In the time since FMLA was enacted, schools have been working to become more attuned to employees’ parental leave needs. An ACE Toolkit titled Resources for Administrators reports that Lehigh University tracks usage of its FMLA policy.3 At the same time, the school rewards faculty who use the program by giving them a grant, “which assists them in ramping back up for their return to campus.”3 This also lets the school evaluate how the employee felt about the leave.3

Today, of the institutions participating in the Great Colleges to Work For® survey, 47 percent provide paid maternity leave beyond FMLA and 33 percent provide paid paternity leave beyond FMLA. The survey also shows that as enrollment size of 2- and 4-year colleges increases, so too does the percentage of participating schools offering parental leave beyond FMLA minimums.

Happiness does not come from doing easy work but from the afterglow of satisfaction that comes after the achievement of a difficult task that demanded our best.”

Theodore Isaac Rubin

Resources


The graphs on this page compare the average percentage of institutions offering Paid Maternity Leave (beyond FMLA) to Paid Paternity Leave (beyond FMLA).
Mentoring Programs

The bonds and close relationships that develop through mentoring can often be as valuable as institutional training efforts themselves. To help employees, faculty and administration members benefit from such connections, many schools offer formalized mentoring programs.

Over half of the participants in the Great Colleges to Work For® survey reported having mentoring programs in place to offer their employees. Schools with large enrollment size in the 2- and 4-year categories offered these programs a bit more often than smaller-sized schools.

While some programs take the shape of a formal arrangement, such as school-sponsored efforts, others can be more casual in nature. In an Association of American Colleges & Universities article titled It’s Not a Competition, It’s a Collaboration: Faculty Development Communities of Practice, three faculty development leaders discuss how they joined forces organically to learn from one another.

After meeting at an annual session, the three leaders “felt an immediate sense of kinship, sharing the frustrations and joys of being a one-person faculty development department at our respective colleges. The three of us attended most of the same sessions on faculty development and began talking about how nice it was to have another faculty developer to talk with.”

Swapping contact information enabled the group to stay in touch, setting up 15 meetings together over the course of their first year to exchange ideas and perspectives. Powered by their collaborative connection, the three have taught each other more software skills, enhanced their presentation capabilities, and compounded the number of education professionals in their networks.

Regardless of the form it takes, mentoring can be an invaluable way for employees to share professional ideas and aspirations with respected colleagues.

Resources:


The graphs on this page reflect the percentage of institutions that reported offering Mentoring Programs.
Training & Development

While college and university employees are the ones who provide learning and support for today’s students, the colleges’ faculty and staff also look to learning opportunities for themselves as a way to enhance their professional capabilities. Such opportunities can include in-house development programs, off-campus learning events, job orientation and even on-the-job training.

Participants in the The Great Colleges to Work For® survey reported that the average number of hours spent annually on training and development per administrator is 31 hours, the average per full-time faculty member is 26 hours, exempt professional staff average 28 hours, non-exempt staff 17 hours, and the average per adjunct/part-time faculty member is 9 hours.

According to ACE’s article On-Campus Leadership Development: The Workplace as a Learning Environment, “the recent increase in the number of on-campus fellowships, job exchanges, team-building activities, and formal courses may indicate that some institutions are beginning to see the benefits of providing developmental programming for their employees, including improved job performance.”

The graph on this page shows the average number of hours spent annually on training and development.
In fact, an innovative study based on “data from two very different institutions purports to show that faculty members can learn to become more effective teachers.” The authors of the study, which was synthesized in the book Faculty Development and Student Learning: Assessing the Connections, assert that faculty development pays off by translating into more effective teachers and enhanced student learning. 

Resources:


The table on this page shows the average number of hours spent on orientation.
## Benefits Policy Chart

<table>
<thead>
<tr>
<th>Benefits, Policies, Procedures</th>
<th>2-Year Schools</th>
<th>4-Year Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small &lt;3,000</td>
<td>Medium 3,000-9,999</td>
</tr>
<tr>
<td>Telecommuting</td>
<td>26.32%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Job Sharing</td>
<td>10.81%</td>
<td>0%</td>
</tr>
<tr>
<td>Work/Life Balance</td>
<td>15.79%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Tuition Reimbursement for Employees</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Tuition Reimbursement for Dependents</td>
<td>71.05%</td>
<td>68.97%</td>
</tr>
<tr>
<td>Domestic Partner Benefits</td>
<td>31.58%</td>
<td>34.48%</td>
</tr>
<tr>
<td>Adoption Assistance</td>
<td>21.05%</td>
<td>13.33%</td>
</tr>
<tr>
<td>Bereavement</td>
<td>64.86%</td>
<td>80%</td>
</tr>
<tr>
<td>Employee Affinity</td>
<td>8.11%</td>
<td>36.67%</td>
</tr>
<tr>
<td>Retirement Programs</td>
<td>92.11%</td>
<td>93.10%</td>
</tr>
</tbody>
</table>

### Carnegie Classification

<table>
<thead>
<tr>
<th>Benefits, Policies, Procedures</th>
<th>Associate</th>
<th>Baccalaureate</th>
<th>Master</th>
<th>Research</th>
<th>Special</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telecommuting</td>
<td>32.56%</td>
<td>42.86%</td>
<td>61.64%</td>
<td>69.23%</td>
<td>41.18%</td>
</tr>
<tr>
<td>Job Sharing</td>
<td>9.41%</td>
<td>20.41%</td>
<td>20.83%</td>
<td>32.50%</td>
<td>11.76%</td>
</tr>
<tr>
<td>Work/Life Balance</td>
<td>34.88%</td>
<td>45.83%</td>
<td>60.56%</td>
<td>70%</td>
<td>41.18%</td>
</tr>
<tr>
<td>Tuition Reimbursement for Employees</td>
<td>100%</td>
<td>97.96%</td>
<td>98.61%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Tuition Reimbursement for Dependents</td>
<td>64.71%</td>
<td>91.84%</td>
<td>87.67%</td>
<td>90%</td>
<td>70.59%</td>
</tr>
<tr>
<td>Domestic Partner Benefits</td>
<td>42.35%</td>
<td>57.14%</td>
<td>60.27%</td>
<td>62.50%</td>
<td>52.94%</td>
</tr>
<tr>
<td>Adoption Assistance</td>
<td>15.29%</td>
<td>14.58%</td>
<td>36.11%</td>
<td>35%</td>
<td>5.88%</td>
</tr>
<tr>
<td>Bereavement</td>
<td>76.47%</td>
<td>91.84%</td>
<td>91.67%</td>
<td>97.50%</td>
<td>100%</td>
</tr>
<tr>
<td>Employee Affinity</td>
<td>27.06%</td>
<td>25%</td>
<td>36.62%</td>
<td>65%</td>
<td>29.41%</td>
</tr>
<tr>
<td>Retirement Programs</td>
<td>94.12%</td>
<td>89.58%</td>
<td>94.52%</td>
<td>97.44%</td>
<td>64.71%</td>
</tr>
</tbody>
</table>
2-Year College Best Practices

Employee Support Program

Delaware County Community College has contracted with a professional services company to provide employees with support in personal and family problems common in contemporary life. Coverage includes the employee, employee dependents, spouse or domestic partner. These services are made available to employees cost free. Benefits also include unlimited counselor assistance by telephone in issues related to: Child Care Resourcing and Information, Eldercare Assistance, Parenting Information, Education Guidance: Schooling/College/Distance, Time Management and Life Balance Guidance, Legal Assistance, Adoption Guidance, Consumer Information and Retirement Planning.

Community Service

Mississippi Gulf Coast Community College takes pride in the number of community service events held at our campuses each year. These events can range from fundraising for breast cancer, heart disease and domestic violence, volunteering at animal rescue sites and awareness campaigns affecting veterans, black history, voter registration, the homeless and health campaigns such as blood drives. We also put on events, such as the Trunk or Treat, for our employee's children and our members of the local community to attend (e.g. invited fire fighters to attend, administration on the campus handed out candy from the trunk of the car in the zone area, student leaders put on fun activities for the kids). These types of events have been well attended by employees and community members and have been very successful.

Mentoring Program

During the Morgan Community College Orientation Program, each full-time employee is assigned a mentor to assist him/her in assimilating into the workplace culture. Employees are assigned an orientation checklist of items that must be completed within 30 days of their hire, and mentors provide valuable assistance in helping the new hires navigate through the required elements. The mentors also help facilitate relationship-building with other staff and create a welcoming environment. The mentoring relationship can continue beyond the orientation period, if desired. In addition, informal mentoring also occurs between supervisors/employees and experienced/new employees on an ongoing basis.

New tenure track faculty at Lord Fairfax Community College may choose a personal mentor from their division/discipline during their first probationary year, or the dean will ask a faculty member in that person's division/discipline to act as a mentor. During the second probationary year, faculty chooses someone outside their discipline/division with whom they can establish a rapport and expand the scope of their experience. Returning tenured faculty create their own connections; however the Center for Excellence will provide mentoring when specifically requested by a faculty member. Part-time faculty may also request mentoring individually.

Free Tuition

Employees at North Florida Community College may take courses on the campus free of charge. They can even take up to 3 hours during the work week. Dependents may take courses on the campus free of charge.

Inclusivity

Santa Rosa Junior College uses the LGBT-Friendly Campus Climate Index - a national assessment tool for assisting campuses in improving the environment for people who are LGBT - on campus and ultimately shape the educational experience to be more inclusive, welcoming, and respectful of LGBT and Ally people. As a result of that survey, LGBT staff developed 21 recommendations for improvements such as gender-neutral bathrooms and LGBTQ-focused courses (both now completed). We have implemented many more of these improvements, are in process on several others, and our President continues to support further improvements.

The secret of success is to do the common thing uncommonly well.”

John D. Rockefeller Jr
4-Year College Best Practices

Child Care

The College of the Ozarks operates its own Child Development Center and provides a 66 percent discounted rate to employees. Employees pay only $120 per month per child for child care at the campus Child Development Center!

Flexible Work Schedule

Although Eastern Connecticut State University faculty must be on campus at least 3 days a week to meet with students, resources are provided to make it possible for them to telecommute for the other two days each week in the event that a distance learning assignment constitutes part of their load for the semester.

Spousal/Partner Hiring Program

Elon University provides a direct connection to a recruiter within HR, which ensures spouses/partners are given consideration for vacant positions. In addition, the university provides a list of available local employment resources, which includes contact information and links to employment opportunities.

Paid Leave

Gettysburg College extends the same paid leaves for adoption as for birth. 15 weeks of fully paid leave for primary care giver; 9 weeks of fully paid leave for non-primary caregiver, or one course release for faculty member. Also the College provides $3,000 for adoption fee assistance.

Mentoring Program

Endicott College’s mentoring program matches first-year faculty with an experienced faculty member for one year. The program includes weekly meetings, ongoing classroom observations in both the mentee and mentor’s classes, attendance at 2-3 workshops coordinated by the Center for Teaching Excellence, mentor and mentee focus groups, and an end of year assessment, among other things. Trustee mentoring program allows new members of the Board of Trustees to become familiar with the College. Most other campus departments proactively mentor new employees without a formal system in place.

Unique Perks

McKendree University employees gather at the university-owned golf course and play 9 holes every Thursday night. The players are paired up nightly so that employees play with different people across campus every week in an effort to build friendships across campus in a fun environment. Employees and families are given discounts on play at the golf course other times as well.

Compensation

McPherson College aspires for its faculty compensation to rank in the top quartile of Kansas independent colleges. Annual raises have been given to our faculty members over the past several years in order to meet this continuing commitment. Likewise, the college is committed to give staff members raises on an annual basis too to lift up the efforts of our dedicated staff. Fair and equitable compensation is a top priority at our college. There is a faculty-specific subcommittee, which addresses compensation and benefits.

Paid Time Off

In January 2016, Southern New Hampshire University enhanced PTO for hourly staff from 13 days to 25 days. They instituted a PTO Buyback Program for both Hourly and Salaried employees which allows an annual buyback of up to 5 days affording employees the flexibility for a cash option benefit.
In Their Own Words

“\[Large\] I feel valued by the institution for the time and energy I put into my department and work with the students. As I think most people would agree, it creates for a very caring workplace where the staff actually cares about one another’s well being.”

“\[Large\] Despite working in diverse disciplines and in varying roles for the institution, there is a great sense of “We’re all on the same team. We’re all in this together.”

“\[Medium\] The environment is extremely positive and the people are amazing to work with. You can feel a true sense of positive energy from everyone around you.”

“\[Medium\] I appreciate the open communication, the willingness by my direct supervisor and the campus leadership to embrace innovative thinking, take risks to lead with integrity, and caring for each person on the team.”

“\[Small\] People who work here care deeply about the college and the communities that we serve. I am honored to be part of such an institution.”

“\[Small\] I appreciate the trustworthiness and integrity of my supervisor who creates an atmosphere of cohesiveness, flexibility and integrity within the workplace. I also appreciate the teamwork my coworkers exhibit to get the job done.”

“\[4 Year\] I most appreciate the sense of common mission that we have here, educating students for service, and devoting ourselves to doing the best research that we can.”

“\[4 Year\] Our institution values diversity and professional development. At the same time, it is a very active community, constantly working to improve the student and staff experience.”

“\[4 Year\] I know that the work I am doing is purposeful and is making a difference. Decisions are made around our core values and the mission/vision of the university.”

“\[4 Year\] I appreciate the times when the university stakeholders (VPs, different departments, etc.) work together to accomplish a goal. I also enjoy working at a place that is so diverse and has many women in leadership positions.”

“\[4 Year\] The college has really fostered a culture of community, openness and innovation with its employees. We are encouraged to explore and try new things to make improvements for students and ourselves. Everyone has a voice on campus.”

“\[4 Year\] I feel like I am part of a team moving toward the same goals, I am given the freedom to do my job, am given the resources to do it, am appreciated as a person, and am well compensated.”
2016 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 2016 HONOR ROLL FOR TWO-YEAR COLLEGES

<table>
<thead>
<tr>
<th>Small (500-2,999 Students)</th>
<th>Medium (3,000-9,999 Students)</th>
<th>Large (10,000+ Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morgan Community College</td>
<td>Blue Ridge Community College</td>
<td>Delaware County Community College</td>
</tr>
<tr>
<td>North Florida Community College</td>
<td>Crowder College</td>
<td>Miami Dade College</td>
</tr>
<tr>
<td>Panola College</td>
<td>Lord Fairfax Community College</td>
<td>Santa Rosa Junior College</td>
</tr>
<tr>
<td>Rappahannock Community College</td>
<td>Mississippi Gulf Coast Community College</td>
<td>Santiago Canyon College</td>
</tr>
</tbody>
</table>

### THE 2016 HONOR ROLL FOR FOUR-YEAR COLLEGES

<table>
<thead>
<tr>
<th>Small (500-2,999 Students)</th>
<th>Medium (3,000-9,999 Students)</th>
<th>Large (10,000+ Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of the Ozarks</td>
<td>Angelo State University</td>
<td>Baylor University</td>
</tr>
<tr>
<td>Gettysburg College</td>
<td>Eastern Connecticut State University</td>
<td>Florida International University</td>
</tr>
<tr>
<td>John Brown University</td>
<td>Elon University</td>
<td>Hofstra University</td>
</tr>
<tr>
<td>Lubbock Christian University</td>
<td>Endicott College</td>
<td>Illinois State University</td>
</tr>
<tr>
<td>McPherson College</td>
<td>Francis Marion University</td>
<td>Mississippi State University</td>
</tr>
<tr>
<td>MGH Institute of Health Professions</td>
<td>McKendree University</td>
<td>Southern New Hampshire University</td>
</tr>
<tr>
<td>Mississippi University for Women</td>
<td>Rollins College</td>
<td>Texas Christian University</td>
</tr>
<tr>
<td>New York Chiropractic College</td>
<td>University of the Incarnate Word</td>
<td>University of Central Oklahoma</td>
</tr>
<tr>
<td>Roberts Wesleyan College</td>
<td>West Texas A &amp; M University</td>
<td>University of Maryland, Baltimore County</td>
</tr>
<tr>
<td>West Virginia School of Osteopathic Medicine</td>
<td>Western University of Health Sciences</td>
<td>University of Mississippi</td>
</tr>
</tbody>
</table>
BECAUSE SOMEDAY

All your employees will be on a path to the retirement they envision.

Every someday needs a plan. Together, we’ll help you achieve your retirement plan goals.

With our insightful data and analytics, targeted employee engagement programs, and one-on-one guidance, Fidelity can team with you to help your employees take control of their financial needs today — and improve their outlook for the future.

To learn more, call 866.419.5173 or contact your Fidelity representative.

Investing involves risk, including risk of loss.

Guidance provided is educational.

The trademarks and/or service marks appearing above are the property of FMR LLC and may be registered.

For Plan Sponsor Use only.

As a corporate sponsor of the 2016 Great Colleges To Work For program, Fidelity received promotional branding and advertising but did not receive access to any survey responses or any confidential information derived from the survey. Additionally, Fidelity’s corporate sponsorship had no bearing on which institutions were recognized in the program.

Fidelity Investments Services LLC, Member NYSE, SIPC, 900 Salem Street, Smithfield, RI 02917 © 2016 FMR LLC. All rights reserved.