Thriving Campuses: Driving Employee and Student Well-Being and Engagement

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An Examination of Undergraduate Student Well-Being

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Examining Drivers of Well-Being in the Gallup-Strada Student Survey

1. At <my school>, I have the opportunity to do what I do best every day.
2. I feel safe at <my school>.
3. Students at <my school> look out for one another.
4. I am extremely active in extracurricular activities and organizations.
5. My professors at <my school> make me feel my coursework is important.
6. I have a mentor at <my school> who encourages me to pursue my goals and dreams.
7. If I raised an issue about discrimination on campus, I am confident <my school> would do what is right.
8. I have a best friend at <my school>.
9. While attending <my school>, I have had an internship or job that allowed me to apply what I am learning in the classroom.

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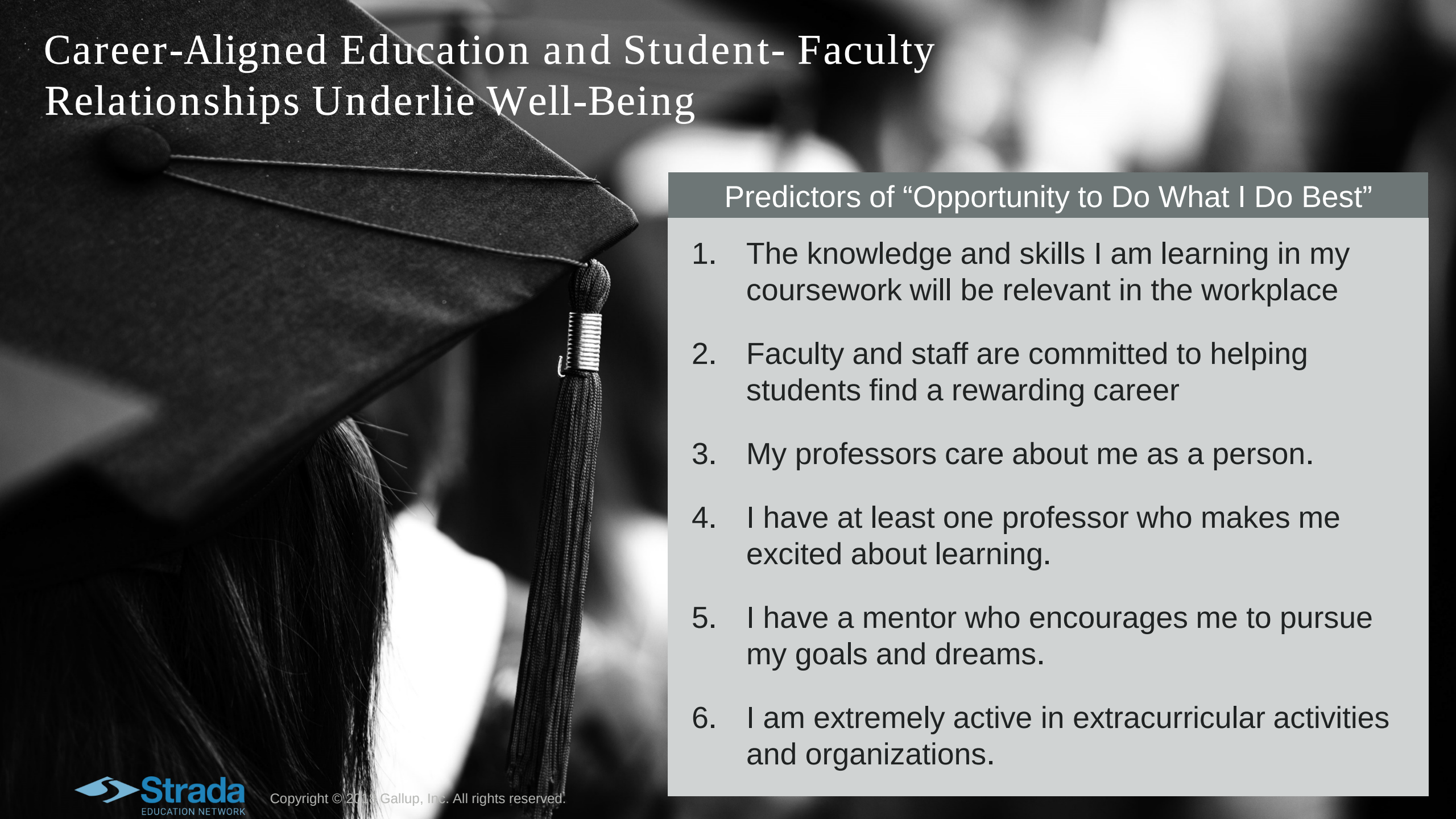
Career-Aligned Education and Student- Faculty Relationships Underlie Well-Being



Predictors of “Opportunity to Do What I Do Best”

1. The knowledge and skills I am learning in my coursework will be relevant in the workplace
2. Faculty and staff are committed to helping students find a rewarding career
3. My professors care about me as a person.
4. I have at least one professor who makes me excited about learning.
5. I have a mentor who encourages me to pursue my goals and dreams.
6. I am extremely active in extracurricular activities and organizations.

Strada EDUCATION NETWORK

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The Collective Community Fuels Well-Being, Engagement and Safety

If a student strongly agrees that “students look out for one another,” they are …

3.0x

more likely to be thriving in their well-being

2.6x

more likely to be engaged

3.4x

more likely to strongly agree:
“If I raised an issue about discrimination on campus, I am confident <my school> would do what is right.”

2.7x

more likely to strongly agree:
“If I raised an issue about sexual assault on campus, I am confident <my school> would do what is right.”

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Employee Engagement on Campuses

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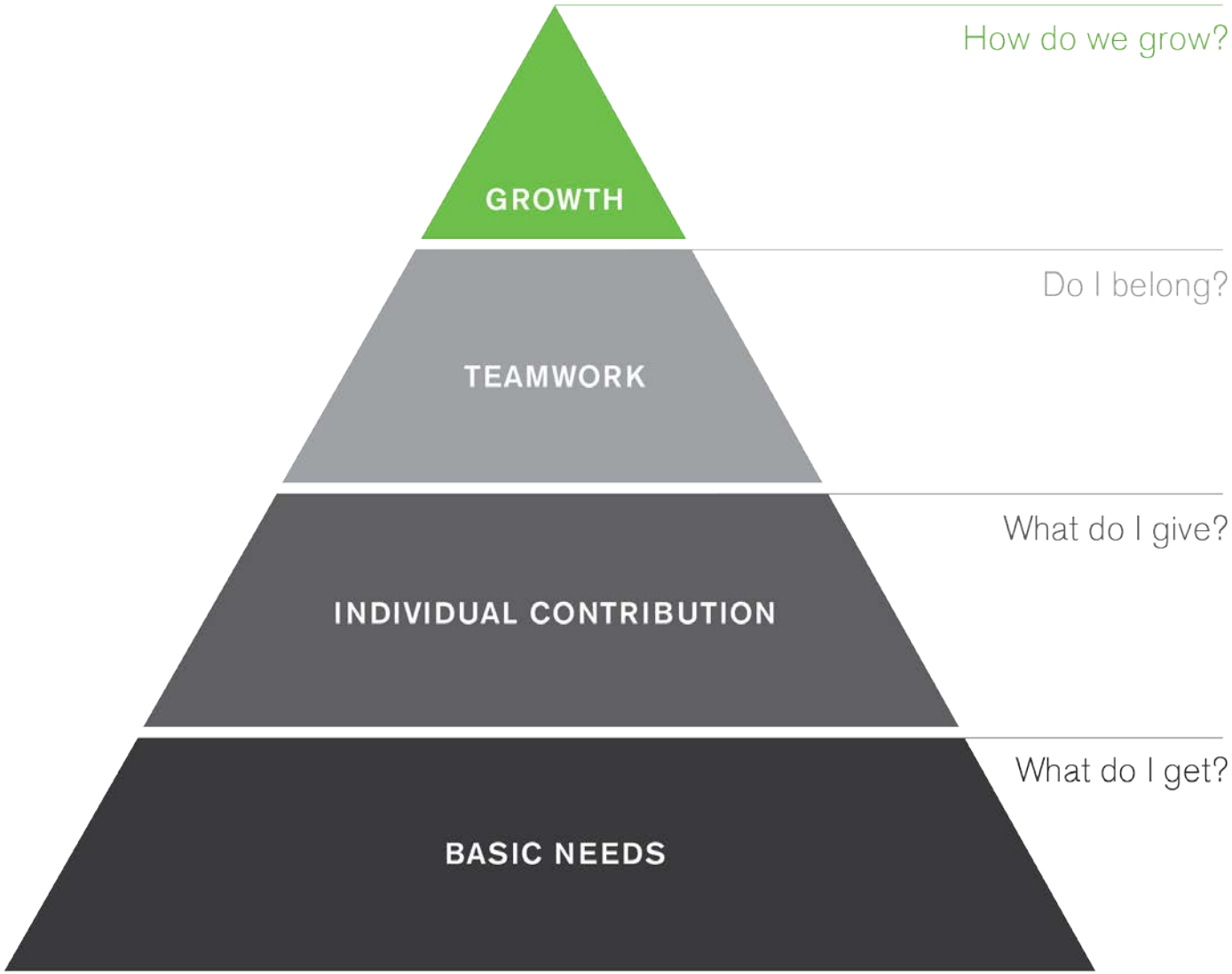
What Does a “Great Job” Look Like?



Q12. Opportunities at work to learn and grow
Q11. Talked about progress in last six months

Q10. Best friend at work
Q09. Associates/fellow employees committed to quality
Q08. Mission/Purpose of company
Q07. At work, my opinions seem to count

Q06. Someone at work encourages my development
Q05. Supervisor/Someone at work cares
Q04. Recognition last seven days
Q03. Do what I do best every day

Q02. Materials and equipment I need
Q01. I know what is expected of me at work

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Workforce Engagement in the U.S.

ENGAGED EMPLOYEES
are highly involved in and enthusiastic about their work and workplace. They are psychological "owners," drive performance and innovation, and move the organization forward.

NOT ENGAGED EMPLOYEES
are psychologically unattached to their work and company. Because their engagement needs are not being fully met, they're putting time — but not energy or passion — into their work.

ACTIVELY DISENGAGED EMPLOYEES
aren't just unhappy at work — they are resentful that their needs aren't being met and are acting out their unhappiness. Every day, these workers potentially undermine what their engaged coworkers accomplish.

33%
of U.S. employees are **ENGAGED**.

51%
of U.S. employees are **NOT ENGAGED.**

16%
of U.S. employees are **ACTIVELY DISENGAGED.**

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Higher Ed Scores Low Across Q12® Measures of Employee Engagement

■ Bottom Quartile ■ Second Quartile

Item	Mean	Percentile
GRAND MEAN SCORE	3.72	26
Q12. This last year, I have had opportunities at work to learn and grow.	3.72	25
Q11. In the last six months, someone at work has talked to me about my progress.	3.44	22
Q10. I have a best friend at work.	2.99	14
Q09. My associates or fellow employees are committed to doing quality work.	3.97	34
Q08. The mission or purpose of my organization makes me feel my job is important.	3.87	31
Q07. At work, my opinions seem to count.	3.55	29
Q06. There is someone at work who encourages my development.	3.60	27
Q05. My supervisor, or someone at work, seems to care about me as a person.	3.98	32
Q04. In the last seven days, I have received recognition or praise for doing good work.	3.13	21
Q03. At work, I have the opportunity to do what I do best every day.	3.92	36
Q02. I have the materials and equipment I need to do my work right.	3.93	35
Q01. I know what is expected of me at work.	4.31	36

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Drivers of Engagement Reflect Development, Recognition and Respect

Emotional connection to others is also important.

Top Drivers of Employee Engagement in Higher Education

	Elevated Odds
This last year, I have had opportunities at work to learn and grow.	5.2x
My supervisor, or someone at work, seems to care about me as a person.	4.2x
I have a best friend at work.	3.8x
In the last seven days, I have received recognition or praise for doing good work.	3.7x
At work, my opinions seem to count.	3.7x

Inhibitors of Employee Engagement in Higher Education

Faculty (vs. Staff)

Length of Service

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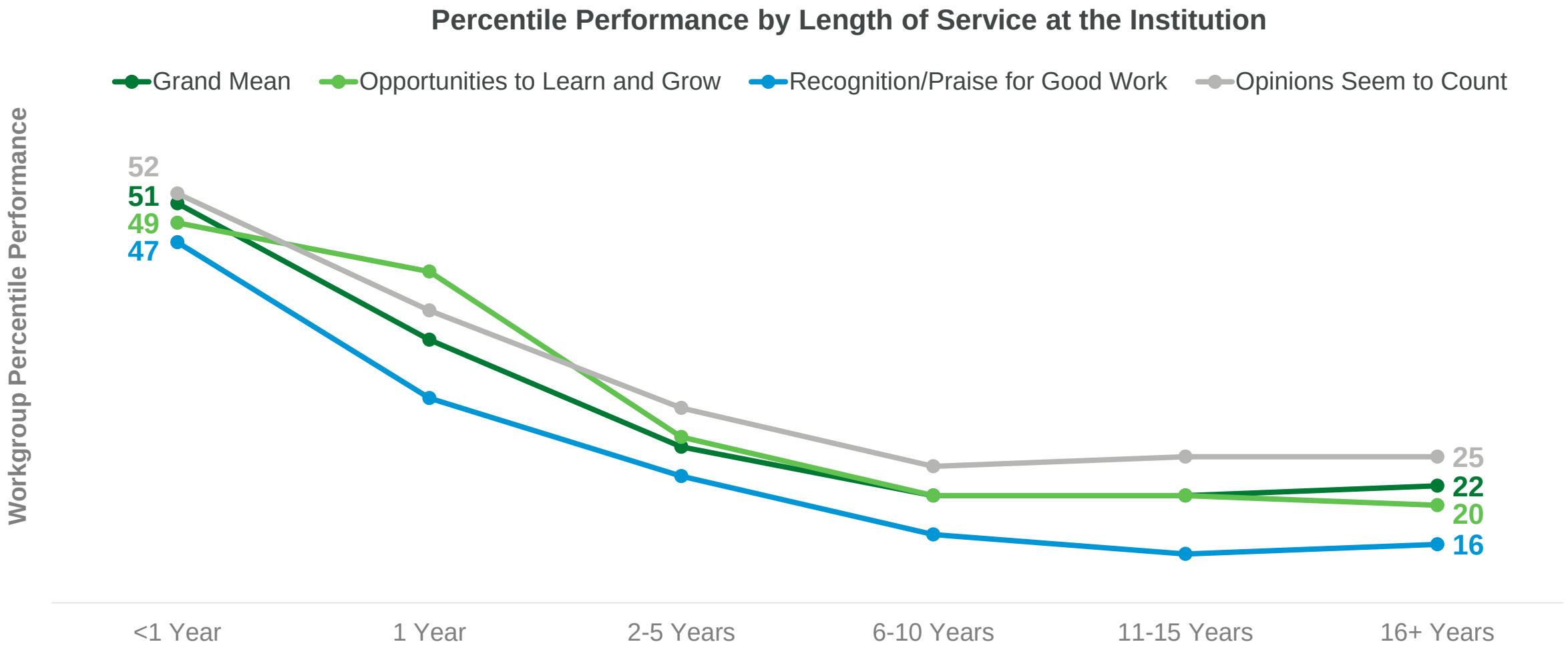
Employee Engagement in Higher Ed Drops Off With Length of Service



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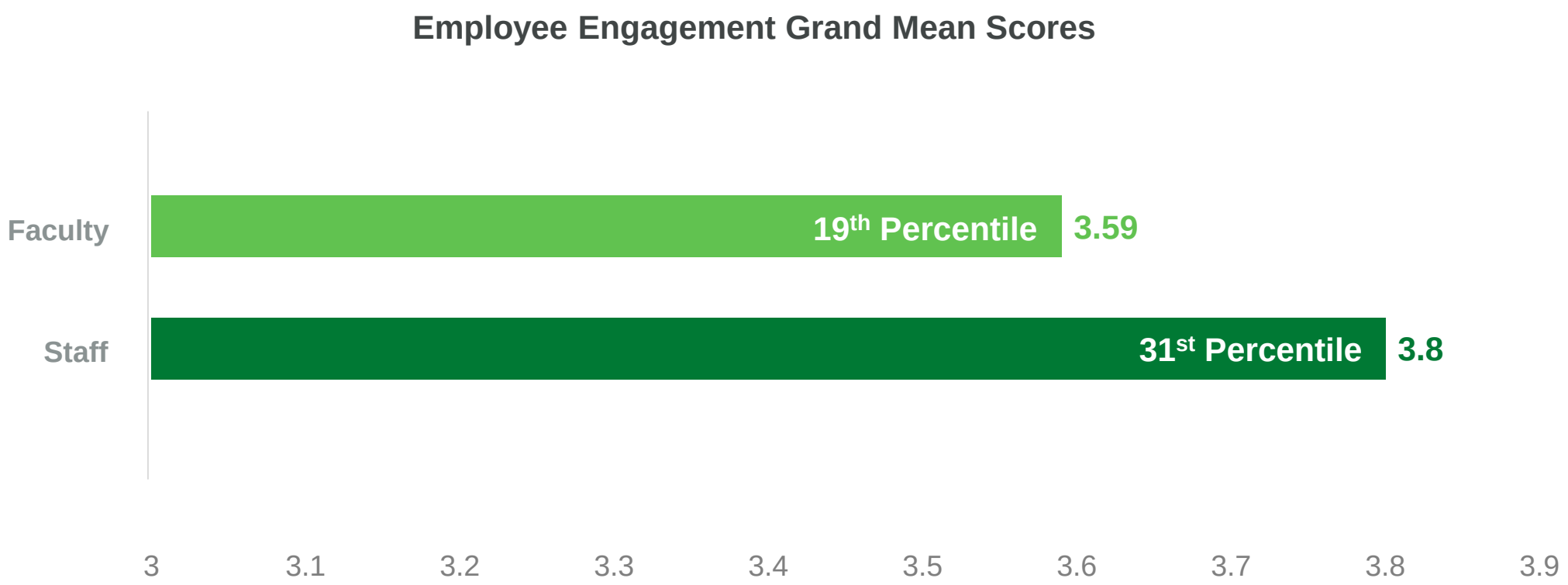
Staff Consistently More Engaged Than Faculty



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Staff Exceed Faculty in Basic Needs, Development and Recognition

	Percentile Performance		
	Staff	Faculty	Δ
I have the materials and equipment I need to do my work right.	46	24	22
In the last seven days, I have received recognition or praise for doing good work.	27	10	17
My supervisor, or someone at work, seems to care about me as a person.	38	22	16
There is someone at work who encourages my development.	32	18	14
I know what is expected of me at work.	47	33	14
At work, I have the opportunity to do what I do best every day.	46	33	13
In the last six months, someone at work has talked to me about my progress.	23	13	10

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Misalignment in Presidents' Priorities For Faculty and Values, Incentives

College Presidents: Most Important Role of Faculty

1%

Scholarly Activities

64%

Teaching

Source: 2016 Inside Higher Ed/Gallup Survey of College and University Presidents

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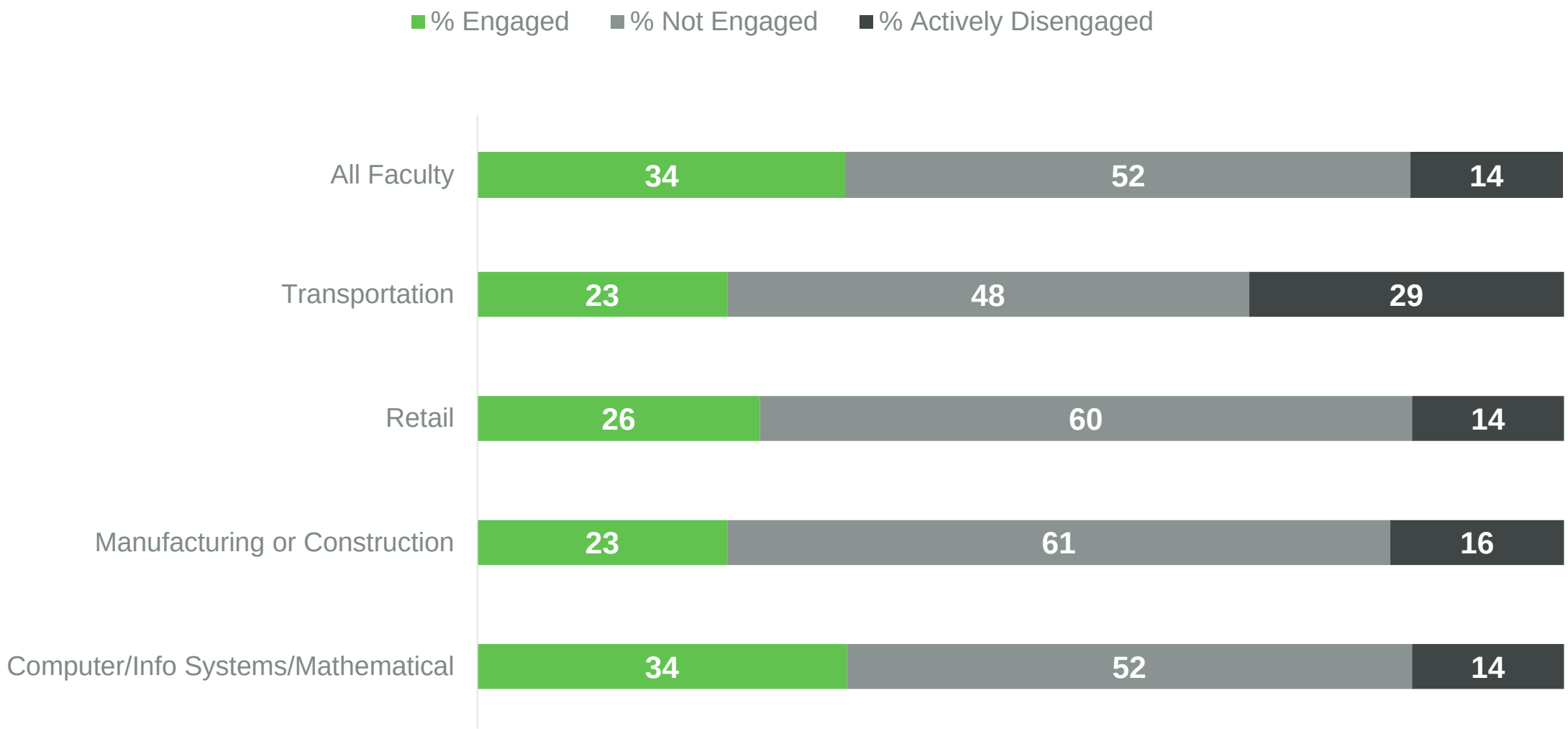
Comparisons of Higher Ed Faculty With Other Job Sectors



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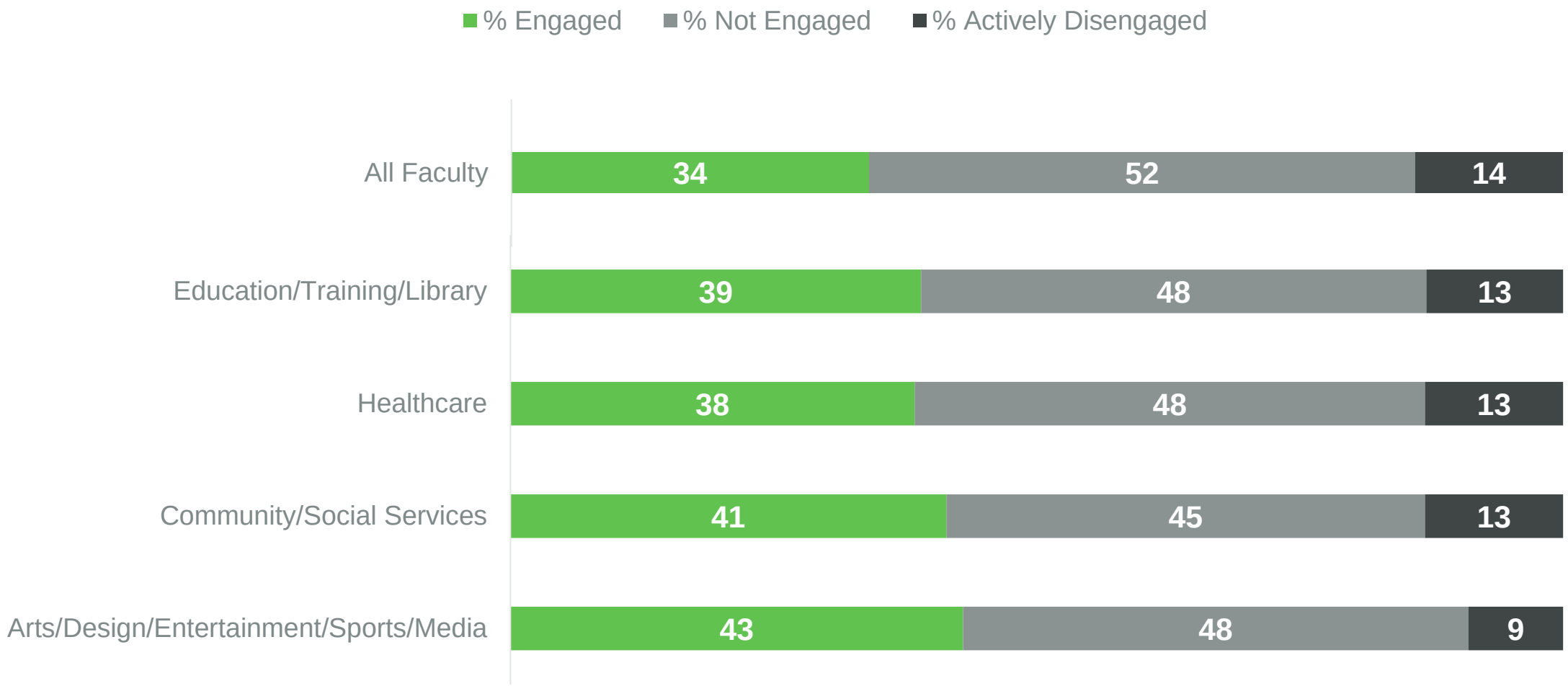

Totals may not add to 100% due to rounding.

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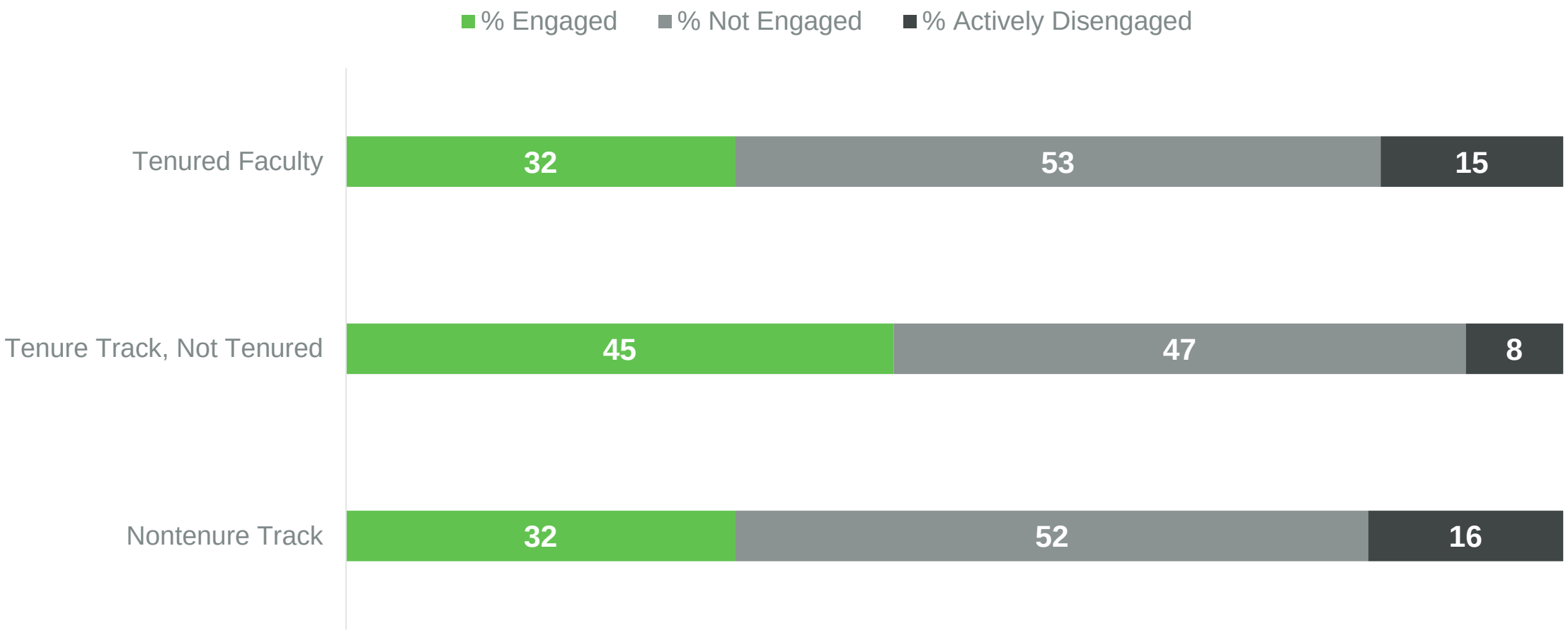
Tenured Faculty Mirror Nontenure Track in Engagement



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Tenure Track Faculty Score Considerably Higher on Several Measures

	Percentile Performance		
	Nontenure Track	Tenured	Tenure Track
In the last six months, someone at work has talked to me about my progress.	22	11	49
There is someone at work who encourages my development.	29	13	49
My supervisor, or someone at work, seems to care about me as a person.	33	17	37
This last year, I have had opportunities at work to learn and grow.	31	25	43
At work, I have the opportunity to do what I do best every day.	34	16	26
In the last seven days, I have received recognition or praise for doing good work.	21	9	15
I have the materials and equipment I need to do my work right.	28	12	20

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Engagement Fuels Inclusion Among Campus Employees

Attributes of engagement are drivers of inclusiveness.

Four Q^{12} items explain **~58% of the variation** observed in the inclusiveness index.

In order of importance, the four factors are:

- At work, my opinions seem to count.
- The mission or purpose of my organization makes me feel my job is important.
- My supervisor, or someone at work, seems to care about me as a person.
- At work, I have the opportunity to do what I do best every day.

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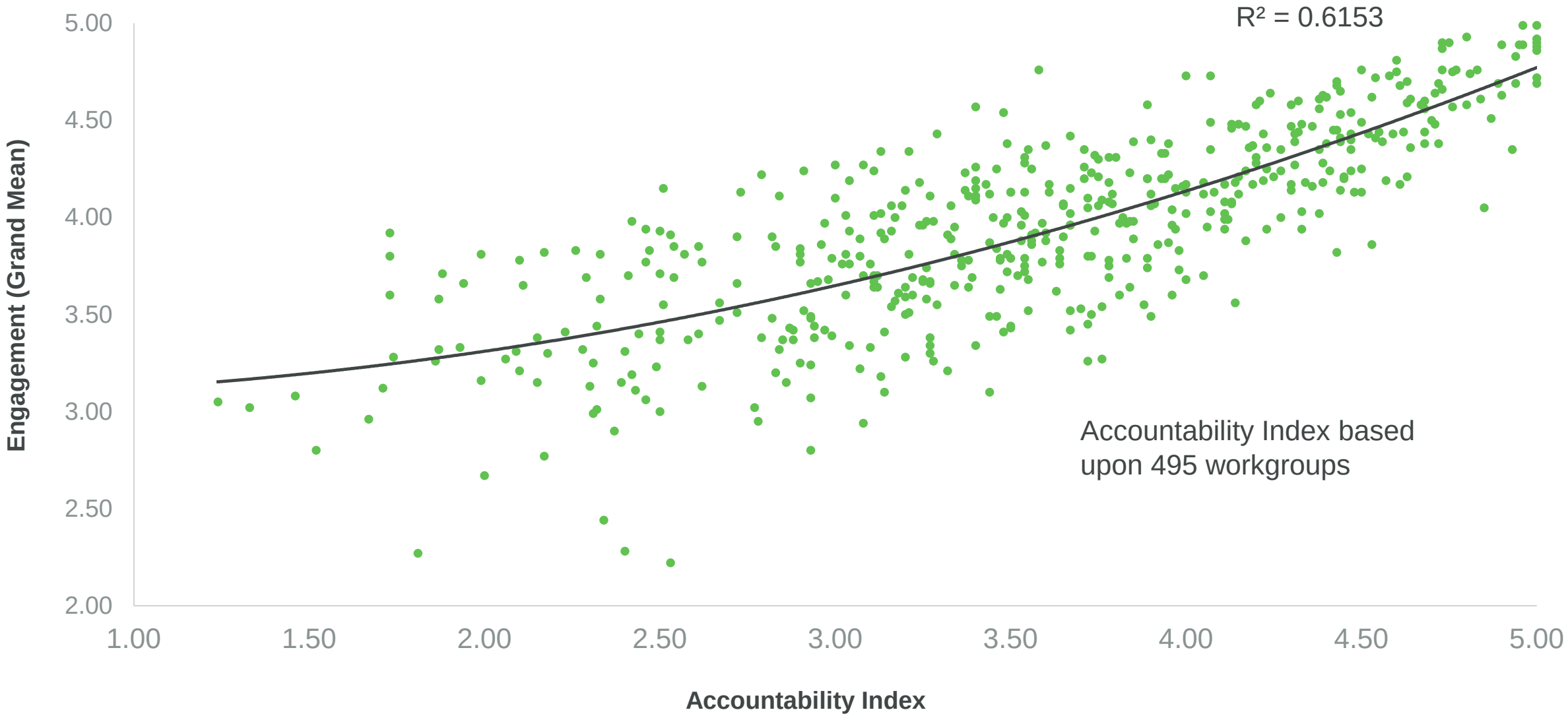
When Groups Share Data, Make and Execute Plans, Engagement Rises



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Connecting the Dots: Faculty and Student Engagement and Success

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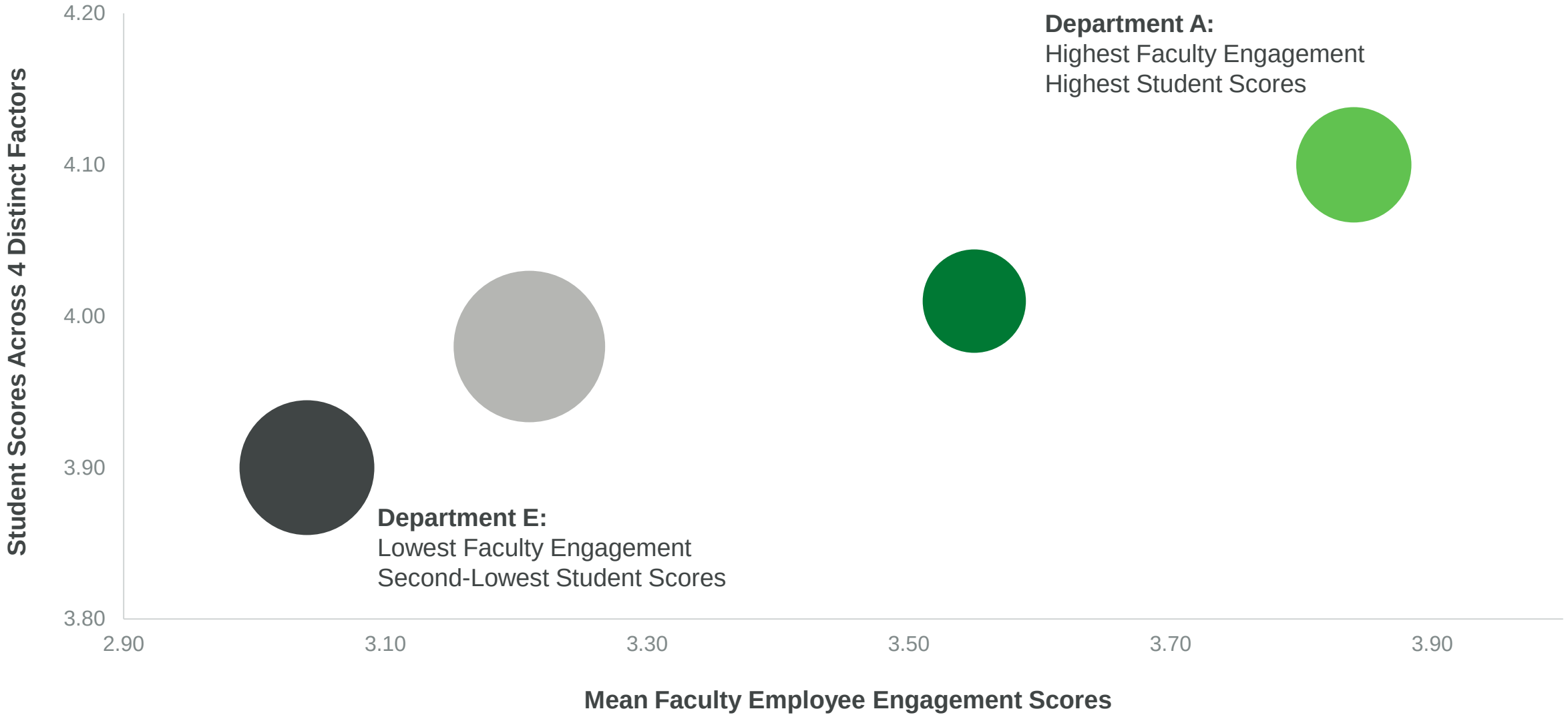
Examination 1: Overall Student Scores Reflect Faculty Engagement



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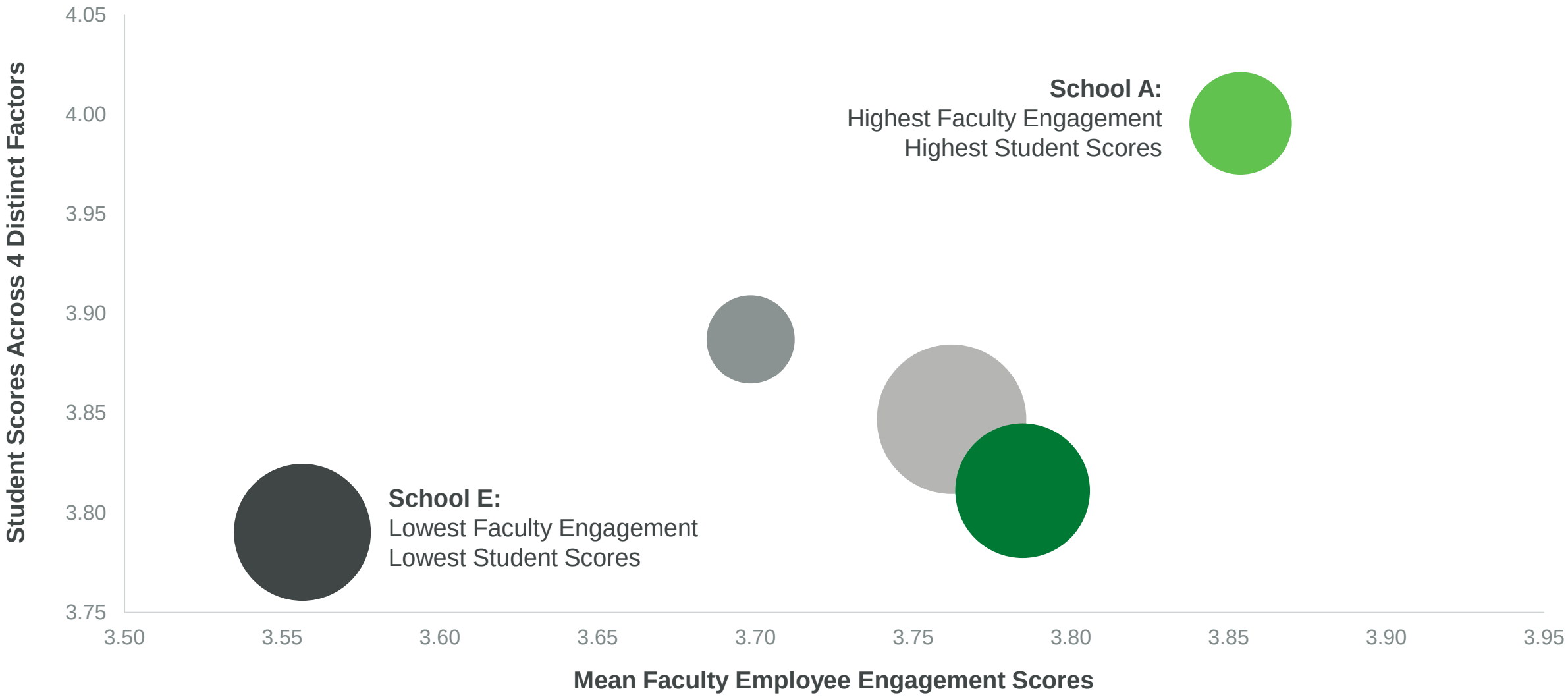
Examination 2: Student Experience Reflects Faculty Engagement



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