



**Fayetteville State University**

**Phase II Campus Response to the**

**University of North Carolina Tomorrow**

**Major Findings, Recommendations, and Suggested Strategies**

November 26, 2008

# Table of Contents

Preface ..... 3

5.3 Tenure and Reward System ..... 5

    Introduction/Background ..... 5

    Revising the Faculty Comprehensive Evaluation ..... 5

    Tenure and Promotion, Post-Tenure, and Non-Tenure Track Faculty (NTTF) Policies and Procedures... 6

    Incentive/Reward Programs and Activities..... 9

5.4 Faculty Recruitment and Retention ..... 13

    Introduction/Background ..... 13

    Critical Talent Issues..... 14

    Aging Workforce, Retirement, and Attrition Trends ..... 15

    Impact of Demographic Shifts on Campus Workforce..... 16

    Strategies for Recruiting and Retaining High Potential Talent ..... 17

    Managing a Diverse Multi-Generational Workforce..... 23

    Additional Resources/Flexibilities to Address Challenges ..... 24

5.5 Staff Recruitment and Retention ..... 25

    Introduction/Background ..... 25

    FSU Strategic Goals and Priorities for Attracting and Retaining High-Quality Staff at all Levels..... 25

    Critical Talent Issues..... 25

    Aging Workforce, Retirement and Attrition Trends ..... 27

    Impact of Demographic Shifts on Campus Workforce..... 28

    Strategies for Recruiting and Retaining High Potential Talent ..... 29

    Managing a Diverse Multi-Generational Workforce..... 30

    Additional Resources/Flexibilities to Address Challenges ..... 31

## Preface

In this report, Fayetteville State University provides its Phase II campus response to three UNC Tomorrow Commission's findings, specifically:

- 5.3 Tenure and Reward System
- 5.4 Faculty Recruitment and Retention
- 5.5 Staff Recruitment and Retention

These responses include an introduction to each section followed by existing and proposed programs and activities with timelines of general plans and, when known, specific action items. In some cases, obstacles beyond FSU's capability to resolve are mentioned.

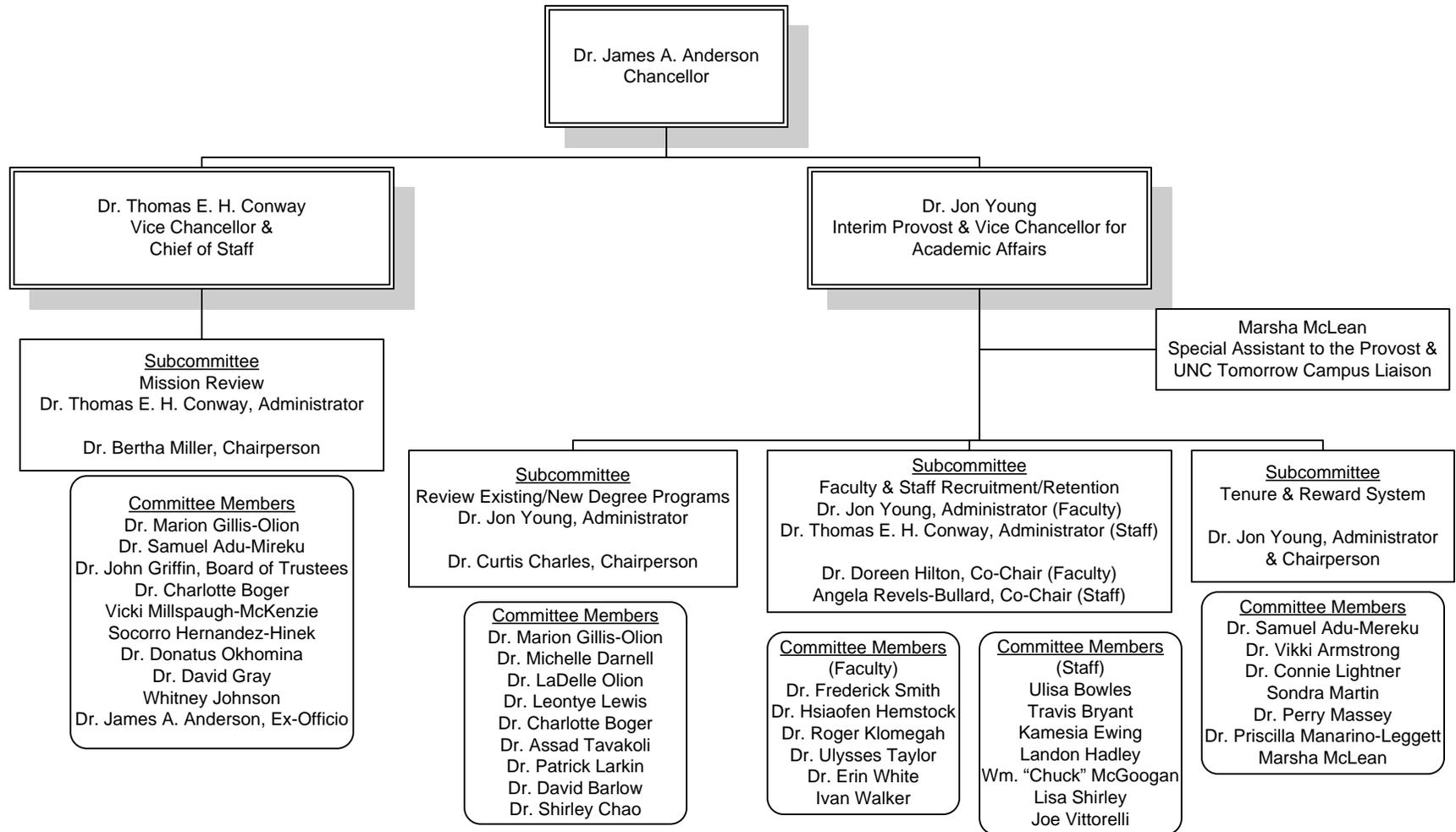
These responses were prepared by sub-committees for each section that included faculty, staff, and administrators. The UNC Tomorrow Phase II Committee Structure is shown on the next page.

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# UNC Tomorrow Phase II

Campus Response Committees  
 Fayetteville State University  
 Fall 2008



### 5.3 Tenure and Reward System

**Major Finding:** UNC should lead the campuses in a refinement and adjustment of the tenure, promotion, and incentive system to place greater value on faculty involvement and engagement in applied research and outreach that will enhance the state's competitiveness without decreasing support for teaching, basic research and scholarship.

#### **Introduction/Background**

Fayetteville State University continually assesses its policies and practices that have an impact on the effectiveness and progression of its faculty, academic programs, and related activities. In this section, FSU provides strategies, plans, and activities for reviewing faculty evaluation, tenure, post-tenure, non-tenure, and incentives and reward activities. All of these activities are being reviewed to ensure that the appropriate UNC Tomorrow objectives are incorporated into each, particularly the objectives that include faculty involvement, engagement in scholarly activities, applied research, outreach and public service. FSU efforts to serve the needs of North Carolina must be directed in part to addressing needs that emerge with Base Realignment and Closures (BRAC), which will bring 40,000 new residents into the region in the next five years. The tenure and rewards system must be aligned with needs emerging with BRAC.

Provided below is a brief explanation of the processes by which these activities will be assessed and the persons involved, which, in all cases, includes a mix of administrators, faculty, and staff. The timeline for assessment, data gathering, strategic planning, actions and tasks required, and implementation is also provided. Existing and proposed activities addressing FSU's tenure and reward system are explained in this section and include:

- Revising the Faculty Comprehensive Evaluation
- Tenure and Promotion, Post-Tenure, and Non-Tenure Track Faculty Policies and Procedures
- Incentive/Reward Programs and Activities

**Revising the Faculty Comprehensive Evaluation:** An FSU Task Force for Revising the Faculty Comprehensive Evaluation has been actively working to improve the faculty evaluation process and system. The primary aim of this effort is to promote ongoing faculty development and rewards that support faculty and departmental goals and objectives and the university's mission. The timing of this review has proven fortuitous since it enables the university to infuse the university's response to UNC Tomorrow and BRAC into the evaluation process. A committee has been actively working on a plan that resulted in a new instrument, which was pilot tested with faculty in spring 2008. The College of Arts and Sciences, the School of Business

and Economics, and the School of Education are continuing to develop this instrument, which is based on the same design format. Each college or school will incorporate evaluative components and measures appropriate for the professions and/or disciplines unique to their areas. Faculty members have been actively involved in the development process to identify a range of goals associated with being excellent teachers, outstanding scholars and researchers, and good citizens of the academic community. The instrument also has been developed as a guide for faculty working towards tenure and promotion, with components that provide faculty constructive feedback. The new instrument and proposed peer committee process will serve as a means to determine meritorious awards for teaching, scholarship, research, and service. In addition, the new instrument will provide faculty an opportunity to address UNC Tomorrow initiatives in their planning for the academic year. The feedback from this study, along with further assessment of the instrument to ensure alignment with UNC Tomorrow, will be factored into refining the instrument in 2008-2009 with intentions to implement its use campus wide in 2009-2010.

**Unit/Group Responsible:** FSU Taskforce for Revising the Faculty Comprehensive Evaluation/Provost/Deans/Chairpersons/Faculty Senate

**Timeline:**

- November/December 2008: Task Force to revise existing draft of the evaluation instrument getting input and preliminary approval from each college, school, and department
- January 2009: Task Force to complete revisions to Comprehensive Evaluation and review with Deans and Provost
- February 2009: Task Force to present to Academic Affairs Committee of Faculty Senate for review and recommendation for action to Faculty Senate
- March 2009: Task Force and Academic Affairs Committee to present to Faculty Senate for review and action for approval
- April 2009: Provost and Vice Chancellor for Academic Affairs final review and approval
- May 2009: Chancellor review and approval
- June 2009: Approval for implementation; place appropriate documents on FSU website
- Fall 2009: Implementation of the new evaluation instrument
- 2010-2011: First year review of the instrument
- 2014-2015: Fifth year review of the instrument

**Tenure and Promotion, Post-Tenure, and Non-Tenure Track Faculty (NTTF) Policies and Procedures:** FSU is reviewing and assessing its Tenure and Promotion Policy and Post-Tenure Review Policy to be updated and in compliance with UNC Tomorrow and UNC

General Administration (GA) and Board of Governors (BOG) objectives and guidelines. These revised policies will be submitted by the March 1, 2009 deadline set by UNC GA and BOG. In addition, the university is in its second year of assessing procedures and practices for Non-Tenure Track Faculty with the intent of establishing a policy for faculty members on fixed-term, multi-year, or adjunct contracts. The NTF committee is continuing to gather information and will make recommendations for improving how this category of faculty should be managed, developed, evaluated, and supported. The revised policies will be reviewed by appropriate faculty committees, the Faculty Senate, chairpersons, deans, and the Provost prior to being submitted to FSU Legal Affairs, the Chancellor, the Board of Trustees, UNC GA, and the UNC Board of Governors for reviews and approvals as appropriate. Information on these policies and plans is provided below:

**Unit/Group Responsible:** Provost and Vice Chancellor for Academic Affairs/Associate Vice Chancellor for Academic Affairs/Non-Tenure Track Faculty Committee

- **Tenure and Promotion Policies, Regulations, and Procedures:** An updated version of this policy, currently in use, became effective on July 1, 2007. The current policy applies to faculty hired in fall 2007 or later. Faculty members hired prior to fall 2007 adhere to the regulations and procedures in the previous version of this policy. This academic year (2008-09) the policy is being reviewed to ensure it is in compliance with UNC Tomorrow objectives and has incorporated recent changes from the UNC Board of Governors.

**Timeline:**

- **December 2008:** Provost, Associate VC for Academic Affairs, and Legal Counsel review and revise policy
  - **January 15, 2009:** Faculty Senate and appropriate committees, Deans, Chairpersons, and Provost review and approve
  - **February 15, 2009:** Chancellor and Board of Trustees review and approve
  - **March 1, 2009:** Submit to UNC General Administration/Board of Governors as requested
- 
- **Post-Tenure Review Policy:** The current version of this policy was approved in spring 1998. In the current academic year (2008-2009), FSU is updating this policy to include best practices, compliance with UNC Tomorrow, revised guidelines from the UNC Board of Governors, and to ensure it shares common standards and benchmarks with FSU's Tenure and Promotion policy. The reward and merit system will be strengthened for those who attain successful evaluation outcomes (e.g., salary increases based on

performance). The intent is to reward faculty who have evidence of following best practices applicable to the faculty member's discipline, the UNC system, and FSU's peer institutions. The Post Tenure Review process will enable FSU to ensure continuous commitment by the faculty to the objectives of UNC Tomorrow and BRAC and provide rewards for faculty who continue to demonstrate excellence in achieving these goals.

**Timeline:**

- December 2008: Provost, Associate VC for Academic Affairs, and Legal Counsel review and revise policy
  - January 15, 2009: Faculty Senate and appropriate committees, Deans, Chairpersons, and Provost review and approve
  - February 15, 2009: Chancellor and Board of Trustees review and approval
  - March 1, 2009: Submit to UNC General Administration/Board of Governors
- 
- **Non-Tenure Track Faculty (NTTF) Practices and Procedures**: At FSU, non-tenure track faculty refers to full-time faculty on fixed-term contracts and part-time faculty. In 2007-2008, an ad hoc committee was formed to respond to the University of North Carolina General Administration (UNC GA) recommendations regarding equitable treatment of non-tenure track faculty. In June 2008, the committee provided recommendations to the FSU administration who submitted these proposed plans and activities to UNC GA. These recommendations included strategies and suggested the need for additional time to plan and gather data about: the number and type of course sections taught by full-time and part-time adjuncts; cost-benefit analysis of multi-year contracts; determination of salaries, increases, and benefits; appropriate titles and position descriptions; uniform human resources practices; evaluation processes for non-tenure track faculty; academic and office support; professional development; and, development of a staffing plan consistent with workforce needs and fund availability. In 2008-2009, FSU is continuing its review and assessment of non-tenure track faculty with the intent to formalize its recommendations and procedures into a university policy. The policy will recommend areas and course levels in which non-tenure track faculty are most appropriate and will include thresholds for determining when reliance on non-tenure track faculty is excessive and when it is appropriate. The NTTF study is especially timely as a consequence of BRAC. With the influx of high-ranking military officers who may be willing to serve as adjunct faculty members, the university must consider multi-year contracts and titles such as "Distinguished Visiting Professor" to attract qualified non-tenure track faculty.

**Timeline:**

- **December 2008/April 2009:** NTTF Committee to collect data about the number of non-tenure track faculty, distribution and placement, teaching loads, number of class sections taught, and gather information on methods and processes for evaluating this category of faculty
- **January/February 2009:** Deans and Chairpersons to identify projected needs for NTTF for the next three years and to identify NTTF to be considered for multi-year, fixed-term contracts
- **March/April 2009:** NTTF Committee to propose guidelines for evaluating NTTF and criteria for offering selection and appointments to multi-year contracts to Provost, Deans, and Chairpersons
- **May/June 2009:** NTTF Committee to use collected data and feedback from Deans and Chairpersons to prepare a staffing plan and submit to the Provost and Chancellor for review
- **Fall 2009:** FSU to implement NTTF guidelines, plans, and procedures
- **Ongoing:** FSU to continue to assess and evaluate guidelines, plans, and procedures, making modifications for improvement as appropriate

**Incentive/Reward Programs and Activities:** In addition to the existing *FSU Teacher of the Year* departmental and campus-wide awards and the *UNC Board of Governors' Teacher of the Year Award*, FSU has provided incentives throughout its history to reward teaching excellence and outstanding research, and to provide faculty development. To enhance incentive programs offered to FSU faculty, several programs and activities are underway and being planned. For example, a new faculty development grant program, described below, was implemented this fall (2008) as an added benefit and incentive faculty to excel in their professional areas and to be innovative with regard to research, creative projects, and involving students. The various incentive and award programs are as follows:

- **Faculty Development Grants (Implemented Fall 2008):** FSU has begun a new incentive and award program for faculty development. This program has been identified as a high priority initiative by the Chancellor. Grants are available to support research and/or creative projects, instructional design projects, and participation in workshops and conferences. Priority is given to research or creative projects related to UNC Tomorrow, with emphasis on global readiness, access, teacher education, health, the environment, economic transformation, and outreach and engagement and specific FSU priorities of community justice, entrepreneurship, health disparities, teaching excellence, world service, and support of the U.S. Army's Base Realignment And Closure (BRAC) efforts and related defense industries moving into the region. In addition, the grants support faculty scholarship by

encouraging efforts to apply research on teaching and learning to specific courses at FSU. With regard to conferences and workshops, funds are being provided to support faculty participation in such activities that will result in the enhancement of their expertise in their subject areas and/or lead to instructional improvements. Faculty are expected to publish, provide reports, and/or give presentations on the outcomes of these efforts. A Research Funding Advisory Committee has been established to review the guidelines and applications, and submit them to the Provost for approval.

**Unit/Group Responsible:** Graduate School/Research Funding Advisory Committee

**Timeline:**

- **Fall 2008:** FSU began full implementation of the Faculty Development Grant program and completed a website to provide the guidelines and application materials
  - **May-June 2009:** Dean of the Graduate School and Provost to assess usage, outcomes, and adherence to the expectations and guidelines
  - **June 2009:** Provost to provide report and update Chancellor
  - **Ongoing:** Evaluate and assess grant criteria, usage, and outcomes
- 
- **Departmental/Unit Performance Excellence and Service Awards (proposed):** FSU seeks to establish a *Departmental/Unit Performance Excellence and Service Award* program. The purpose of this award is to establish an incentive program for departments to compete on an annual basis for recognition and bonuses for outstanding achievement when they achieve or exceed stated goals and objectives. In addition, departments will be expected to demonstrate how they have utilized best practices and standards of excellence with regard to performance and achievements within their unit. Award categories in which departments can compete will focus on UNC Tomorrow objectives, such as engagement, outreach, and accountability, and on achievement in strategic areas, such as student retention, graduation rates, and advisement.

**Unit/Group Responsible:** Provost and Vice Chancellor for Academic Affairs/Ad Hoc Committee

**Timeline:**

- **January – March 2009:** Provost and Ad Hoc Committee of faculty and staff to develop performance measures
- **March – May 2009:** Provost and Ad Hoc Committee to develop and set up award process

- August – September 2009: Provost to distribute reports of recent departmental performance measures and outcomes to each unit
  - September – December 2009: Departments to review reports and use as benchmarks of their accomplishments
  - April – July 2010: Provost and assigned staff to develop and distribute performance reports to departments that will be used to determine award recipients
  - August 2010: Departments receive performance reports and assess accomplishments
  - October 2010: Departments submit plans and goals for improvement based on these reports
  - December 2010: Departmental Awards announced and presented
  - Ongoing: Each fall departments will receive performance reports from previous year to assess and develop plans and goals for improvement; awards will be presented annually
- **Faculty-Student Research Award (proposed)**:  
FSU plans to develop an annual Faculty-Student Research Award program for faculty members who involve undergraduate students in meaningful research endeavors. The program would provide support for students and faculty to engage in new projects or ongoing faculty research efforts. The support would be for basic research leaving to co-authorship of a professional paper(s), co-presentations at local, state, or national conferences and/or other professional activities. The Provost and Vice Chancellor for Academic Affairs will appoint a committee to develop the specific requirements for the program.

**Unit/Group Responsible**: Provost and Vice Chancellor for Academic Affairs

**Timeline**:

- January – March 2009: Provost and Ad Hoc Committee to develop the Faculty-Student Research Award program
  - April - May 2009: Award Program presented to Deans, Chairpersons, and faculty for feedback
  - June - July 2009: Provost and Ad Hoc Committee finalize Award Program plans
  - August 2009: Provost to announce and implement beginning 2009-2010 academic year
- **Post-Doctoral Fellowship (proposed)**: The FSU Division of Academic Affairs will develop a post-doctoral fellowship program that will assist individuals who have recently earned a doctoral or terminal degree to be effective teachers. This program will help to alleviate the

situation that most new doctoral recipients have received little guidance or training in becoming effective teachers at the university level. These new faculty will be given one-course release time and will not be on tenure-track in the first two years of employment so that they can focus on excelling as teachers. They will be assigned a Faculty Mentor, who is an experienced teacher in his or her discipline. The mentor will assist the post-doctoral fellow in developing course syllabi, assignments, assessments, instructional strategies, and academic support practices. Also, the mentor will observe classes and offer suggestions for improvements. To supplement these departmental activities, the post-doctoral fellow will participate in a series of workshops offered by the Center for Innovation in Teaching and Learning. At the beginning of the second year of the two-year fixed term, the department chair in consultation with the tenured faculty will make a recommendation to place the faculty member on the tenure-track. The post-doctoral fellow is under no obligation to accept this offer. Plans are to support this program through external funding sources.

**Unit/Group Responsible:** Provost and Vice Chancellor for Academic Affairs

**Timeline**

- January – March 2009: Provost to develop the post-doctoral fellowship program
- April - May 2009: Provost to obtain deans and chairpersons feedback
- June - July 2009: Provost and selected staff to finalize plans
- August 2009: Provost to announce and implement beginning 2009-2010 academic year

## 5.4 Faculty Recruitment and Retention

***Major Finding:*** UNC should prepare for wide-scale faculty retirement and to that end increase efforts to recruit and retain high-quality faculty. UNC should increase efforts to attract and retain high-quality staff at all levels.

### **Introduction/Background**

Fayetteville State University seeks to be an institution of choice for current and prospective faculty members. The university's efforts to recruit and retain high-quality faculty will be guided and supported by broader initiatives aimed at building a culture of excellence in learning that promotes talent development among students, staff, and faculty. In general, FSU will improve working conditions for faculty members and, thereby, improve faculty recruitment and retention by: 1) implementing recruitment strategies that ensure an appropriate "fit" between institutional needs and priorities and prospective faculty strengths and commitments; 2) providing a robust program of faculty development that promotes excellence in learning and talent development; and 3) developing rewards and incentives that support institutional needs and priorities, which are shaped in part by UNC Tomorrow.

As FSU seeks to improve faculty working conditions, the university will build upon existing strengths and address areas of needed improvement. Current data indicate that the turnover rate for EPA faculty is lower than the average for the state. Results of the Campus Quality Survey (CQS) indicate that 62% of the faculty are satisfied or very satisfied with employment at FSU. The university must identify the sources of faculty satisfaction and build upon them. University improvement efforts will be guided by analyses of data from the CQS, the Collaborative on Academic Careers in Higher Education (COACHE), the Faculty Survey of Student Engagement (FSSE), student evaluations of faculty, and other data related to faculty. A proposed exit questionnaire (see below) for faculty who resign from the university will provide additional information that can be used to address areas of needed improvements.

FSU has already implemented numerous activities designed to determine current and future workforce needs. In the Division of Academic Affairs, each college/school (College of Arts and Sciences, School of Business and Economics, School of Education, and Graduate School) has an action plan, strategic plan, and/or accreditation self-study to address unit needs. Needs assessments of various programs within the college and schools have been conducted. This section addresses these activities and proposes additional ones for recruitment and retention of faculty and academic support staff, focusing on the following areas:

- Critical talent, including leader and worker shortages
- The aging workforce, including retirement and attrition trends
- The impact of worldwide demographic shifts on campus workforces
- Strategies for recruiting and retaining high potential talent
- Managing a diverse multi-generational workforce

**Critical Talent Issues:** Each college/school has identified faculty positions that are typically “hard-to-fill” and have developed ongoing recruitment strategies for those positions. Hard-to-fill positions typically are in the STEM (Science, Technology, Engineering, and Mathematics) areas, but also include certain business disciplines (e.g., Accounting, Management Information Systems, and Finance). New and emerging programs at FSU developed to address shortages in the workforce, such as Nursing and Intelligence Studies, also encounter recruiting difficulties as the faculty in these high-need areas are often equally in short supply. Consequently, as a result of the limited pool of applicants for these positions, increased efforts will be made to advertise strategically and more broadly at conferences, university symposiums, in publications/journals and websites that are most likely to reach the targeted population. Recommended activities to address the critical talent issues are as follows:

- **Assess Critical Talent:** Assess the number of “hard-to-fill” (critical talent) faculty positions at FSU and recruitment procedures used, revising as needed
- **Review Southern Association of Colleges and Schools Guidelines:** Review SACS guidelines and requirements that may impact faculty recruitment and retention strategies and plans.
- **Review FSU Recruiting Processes:** Review recruiting processes and hiring trends, including:
  - Position announcements and advertising to ensure an appropriate fit between institutional needs and priorities and prospective faculty strengths and commitments.
  - Qualifications, experiences, and contributions to FSU of non-tenure track faculty; and program/department needs.
  - Feasibility of offering multi-year, full-time contracts with benefits to non-tenure track and/or adjunct/fixed-term faculty teaching in hard-to-fill areas. A committee has been established to review Non-Tenure Track Faculty (NTTF) roles and responsibilities. This committee will consider hard-to-fill positions as one criterion for multi-year contracts. The NTTF initiative has taken on greater importance in anticipation of BRAC, which will bring a large number of high-ranking military officers who may possess critical talents and who may be employed as non-tenure track faculty.

(Note: See the NTTF component of the Tenure and Reward System section in this report.)

**Unit/Group Responsible:** Provost and Vice Chancellor for Academic Affairs/Deans/Chairpersons/Non-Tenure Track Faculty (NTTF) Committee

**Timeline:**

- February 2009: Assess critical talent needs and determine number of “hard-to-fill” positions
- April 2009: Review recruitment procedures currently in use; revise as needed
- August 2009: Implement focused recruitment efforts designed to hire critical talents
- April 2010: Assess effectiveness of focused recruitment efforts

(Note: See the timeline for NTTF activities in the Tenure and Reward System section in this report, which also applies to addressing the need for critical talent.)

**Aging Workforce, Retirement, and Attrition Trends:** Currently, fifty percent (50%) of the faculty are age 52 and older and, therefore, will be eligible for retirement within ten years. While the number of faculty on the phased-retirement plan is currently less than one percent,; this option will be used more aggressively in the future to retain faculty who continue to make significant contributions to FSU’s strategic goal, objective, and mission. Recommended activities to address the needs in this area are as follows:

- **Assess Faculty Retirement:** FSU will assess retirement of faculty within three years of retirement eligibility to assist in long-range planning of program needs.

**Unit/Group Responsible:** Academic Affairs/ Human Resources/Institutional Research

**Timeline:**

- February 2009: Develop form and procedure to assess faculty retirement intentions
  - March 2009: Assess retirement plans or intentions of faculty who are within three years of retirement eligibility
  - April 2010: Reassess retirement plans or intentions of faculty who are within three years of retirement eligibility
- **Develop Incentive Program for Retired Faculty with Critical Talent:** Identified faculty who are within three years of retirement eligibility or who have applied for phased retirement with critical talent may be offered incentives to delay retirement based on institutional need. Incentives may include, but are not limited to, salary increases, reduced teaching load, limited committee assignments, special travel funds, or other attractive benefits.

**Unit/Group Responsible:** Academic Affairs/Human Resources/Institutional Research

**Timeline:**

- February 2009: Develop assessment form
- March 2009: Administer assessment form to eligible faculty

- April 2009: Analyze results of assessment form
- August 2009: Determine feasibility of identified incentives

**Impact of Demographic Shifts on Campus Workforce:** FSU has a substantial faculty demographic database and, to that end, such data should be compiled into a report and/or centralized manner that allows for trends and shifts to be accessible for ongoing study, assessment, and utilization. Demographic shifts affecting FSU need to be explored in conjunction with state, regional, national, and global trends. Academic programs, the local and global economy, student enrollment, student demographics, high school graduation rates, the military (including Base Realignment and Closure, BRAC), graduate school graduation rates within disciplines, and the aging workforce are all factors that will influence or be impacted by demographic shifts in the faculty workforce. Assessment thus far indicates the following:

- **FSU Employees:** The current racial makeup of EPA employees is 55% African American, 30% White, 12% Asian, 2% Hispanic, and 1% American Indian. Forty-six percent (46%) of EPA employees are female and 54% are male.
- **FSU Students Being Served:** Diversity in the local and surrounding communities is reflected in our student enrollment. In spring 2008, the racial makeup of the student body was 71% African American, 17% White, 4% Hispanic, 1% American Indian, and 1% Asian. With regard to gender, 69% of the students are female and 31% are male. It is also important to note that 42% of the student body is age 25 and older and that 76% live off campus. As a result of demographic changes in the region, FSU's student body is likely to include an increasing number of Hispanics as well as active-duty and retired military and their dependents.
- **FSU Community:** The Fayetteville community and FSU are heavily impacted (via active duty military and dependents) by deployments particularly in regions of Iraq and Afghanistan. Thus, it will be important for faculty and staff to be sensitive to the experiences and situations that affect military students. By 2013, more than 40,000 new residents are projected to move into the Fayetteville area as a result of BRAC (Base Realignment And Closure). A significant number of higher-grade field officers and generals, army civilians, and defense contractors will move into the region. Many of these personnel and/or their family members will have advanced degrees and experiences in critical talent areas, potentially enhancing applicant pools when recruiting for specific positions. The need for higher education will increase as well, making it necessary for FSU to be responsive to these students' needs. In fact, it is estimated that more than 16,000 spouses and other dependents will relocate to the Fayetteville area because of BRAC. BRAC and the influx of people it will bring will add to the diversity of culture and experiences in the community-at-large as well as to the FSU campus community.

FSU must continue to recruit and retain a faculty that is highly qualified, reflects the diversity and needs of the student body, and who works effectively with all students by being sensitive to their wide variety of backgrounds and experiences. FSU search committees established to recruit employees will be required to consider these demographic factors and student needs when recruiting new faculty. Deliberative efforts will be taken to ensure an appropriate fit between FSU and prospective faculty members. The primary activity to address these needs includes:

- **Assess Demographic Shifts**: Assess FSU workforce needs, regional demographics (current and future), study demographic shifts and their potential impact, and continuously improve recruitment practices and faculty working conditions by evaluating data from faculty.

**Unit/Group Responsible**: Human Resources/Institutional Research/Provost and Vice Chancellor for Academic Affairs

**Timeline**:

- **May 2009**: Assess current FSU faculty workforce and student body demographic trends
- **September 2009**: Review university strategic plans, unit needs assessments, annual reports, etc. to determine how unit needs might be affected by the demographic shifts
- **December 2009**: Assess state, regional, national, and global trends, and labor market trends applicable to FSU faculty
- **March 2010**: Determine gaps and patterns between current FSU faculty workforce and projected demographic shifts
- **April 2010**: Use assessment data to update the Equal Employment Opportunity Plan
- **May 2010**: Develop a faculty recruitment plan

**Strategies for Recruiting and Retaining High Potential Talent**: Each college has implemented strategies for recruiting and retaining high-potential talent. Targeted advertisements are placed in discipline-specific publications and, similarly, recruitment is done at discipline-specific conferences and workshops. Retention strategies include supporting summer research, encouraging and promoting collaboration for research, redesigning upper level undergraduate courses to include a research focus, encouraging and promoting faculty development through increased funding, maintaining department and college websites to highlight opportunities at FSU, encouraging and supporting faculty participation in research and grant initiatives that lead to publications and presentations, establishing a peer mentoring program in which seasoned faculty are paired with new hires, holding college and schools meetings hosted by deans with new hires, and rewarding faculty through honors and awards programs. Using data to assess faculty needs and satisfaction, such as the Campus Quality Survey (CQS) and the Collaborative on Academic Careers in Higher Education (COACHE) Survey, will be essential to guide the

development of activities and programs to ensure they are effective. FSU will establish a Faculty Recruitment and Retention Committee to direct the implementation of the programs and activities included in this report. The committee will include faculty, including the Faculty Senate, administrators, and staff, and will report to the Provost. The activities and programs for recruiting and retaining high-potential faculty include the following:

- **Recruit High-Potential Talent:** FSU will establish a Faculty Recruitment and Retention Committee for the purpose of being prepared to recruit high-potential talent, beginning with clear, well-defined guidelines and procedures for conducting the search. These guidelines will delineate the importance of an appropriate fit between FSU and prospective faculty. Among the factors that constitute an appropriate fit are: 1) commitment to contributing to a culture of excellence in learning that promotes talent development among all members of the community; 2) ability to work with other faculty and students who are diverse in terms of ethnicity, age, life experiences, and readiness for college; 3) support for FSU's efforts to respond to calls for accountability and transparency from internal and external constituencies; 4) willingness to engage students in learning inside and outside the classroom, to include academic advisement; 5) desire to include students in research, service learning and outreach and engagement efforts; 6) commitment to helping FSU meet the needs of North Carolina and to prepare graduates for success in the global economy. Announcements will be publicized at conferences and university symposiums, in publications, and on websites that are likely to reach the targeted talent. The FSU websites, including the college, schools, and department sites, will be utilized and maintained appropriately for this purpose.

**Unit/Group Responsible:** Faculty Recruitment and Retention Committee/Faculty/Chairpersons/Deans/Chairpersons/Provost and Vice Chancellor for Academic Affairs

**Timeline:**

- **January 2009:** Establish Faculty Recruitment and Retention Committee to begin the planning process
  - **March 2009:** Committee to review and update the Recruitment/Search Manual to ensure that it fully addresses the UNC Tomorrow objectives
  - **Ongoing:** Committee to collaborate with academic departments, Human Resources, and Public Relations to ensure FSU's image and communications are up-to-date and accurately reflect the university's goals, accomplishments, and current mission.
  - **August 2009:** FSU to implement focused recruitment efforts using the revised manual
  - **April 2010:** Provost and Committee to review FSU and external sources of data with regard to effective recruitment and future areas of need for high-potential faculty
- **Retain High-Potential Talent:** FSU is strengthening its faculty retention efforts through several initiatives and programs that include faculty development in the areas of

scholarship, research, and teaching; course redesign; and grants for research and innovative projects. *FSU's Center for Teaching and Learning (CITL)* has implemented faculty development activities through its *Saturday Academy* that is enabling faculty to enhance their teaching methods and foster student success. CITL has begun to focus more on its role to serve as an instructional development and teaching and learning resource for equipping faculty with the necessary knowledge, skills, abilities, and technologies to improve student learning outcomes. In addition, FSU is encouraging and providing support to faculty who incorporate UNC Tomorrow objectives as part of these retention efforts. For example, the recently implemented *FSU Faculty Development Grant Fund* program, a Chancellor initiative, is a major step toward providing support to faculty who are interested in pursuing scholarly and research activities to enhance their professional development and strengthen the academic culture at FSU. A *Title III Grant for Strengthening Faculty Development* has been in place for several years providing support to faculty in the areas of innovative teaching, active learning techniques, research, travel for the purpose of grant writing and professional development, skills development in the area of instructional technology, publication of articles, and online course development. These three faculty development programs represent major efforts at FSU to support and invest in its faculty with the intent of strengthening their skills and abilities as well as improving their level of employee satisfaction, thus, improving faculty retention.

**Unit/Group Responsible:** Provost and Vice Chancellor for Academic Affairs/Associate Vice Chancellor for Academic Affairs/Dean of Graduate Studies/Director of the Center for Innovative Teaching and Learning/Research Funding Advisory Committee

**Timeline:**

- **Ongoing:** Implementation of FSU Center for Innovative Teaching and Learning (CITL) and Title III Grant for Strengthening Faculty Development
  - **August/September 2008:** Provost developed general preliminary guidelines for new Faculty Development Grant Fund
  - **September 2008:** Provost established Research Funding Advisory Committee
  - **October 2008:** Faculty Development Grant Fund implemented, posting guidelines for the application and use of these funds on the FSU website and distributed to faculty
  - **October 2008-May 2009:** Faculty apply for and receive grants
  - **June 2009:** Research Funding Advisory Committee to review and report on faculty use of funds
- 
- **Faculty Development Workshops for New Faculty (proposed):** During the first year of employment at FSU, new faculty members will have a one-course reduction of teaching load to enable them to participate in a weekly series of workshops that will focus on

engaging teaching methodologies, academic support strategies and resources, policies regarding tenure, reappointment, and promotion, and other relevant issues that will enable faculty to be successful at FSU. New faculty will not be assigned advisees in their first semester of employment, but will participate in Academic Advisement workshops in the spring semester to prepare them for service as advisors in their second year.

**Unit/Group Responsible:** Provost and Vice Chancellor for Academic Affairs/Director of Center for Innovation in Teaching and Learning (CITL)/Director of Transfer and Advisement Center

**Timeline:**

- **March 2009:** Complete plan for the workshops for new faculty
  - **April 2009:** Finalize course schedules for fall 2009 to reflect release time for new faculty
  - **May-August 2009:** Inform new faculty of the requirement to participate in workshops and assign courses accordingly
  - **August-December 2009:** New faculty members to participate in workshops conducted by the CITL
  - **January-March 2010:** New faculty members to participate in workshops on academic advisement
  - **February-April 2010:** Conduct follow-up meetings with the new faculty to assess the effectiveness of the faculty development program
  - **May 2010:** New faculty to report on implementation of information learned in workshops
- 
- ***Faculty Teaching Workload Study (proposed):*** The full-time teaching load of 12 semester hours in addition to the heavy academic advising load; the requirement for involvement in research, publications, and other scholarly activities; and expected or required involvement in university and community service make recruiting and retaining high-potential faculty a challenge. Knowing that data indicate heavy teaching loads lower faculty satisfaction with their employer, FSU will examine teaching load and number of students taught and will make recommendations to address this issue to the extent possible. For example, faculty teaching loads, release time, and other faculty development supports, including a plan to give first-year faculty a reduced teaching load and limited committee and advisement responsibilities will be explored.

**Unit/Group Responsible:** Faculty Workload Task Force/Provost and Vice Chancellor for Academic Affairs

**Timeline:**

- September 2009: Provost to establish Faculty Workload Task Force
- February 2010: Task Force to review teaching loads
- April 2010: Task Force to make recommendations to Provost, Deans, and Chairpersons and obtain feedback
- August 2010: Provost and Task Force to present Faculty Workload Plan to Faculty Senate and faculty for input
- September 2010: Provost and Task Force to finalize plan to address faculty teaching loads
- January 2011: Provost to begin implementation of Faculty Workload Plan
- May 2011: Provost, Deans, and Chairpersons to evaluate the Faculty Workload Plan implementation and modify for 2011-2012 implementation

**Academic Advisement of Majors (proposed)**: As part of its ongoing efforts to improve retention and graduation rates, Academic Affairs has implemented a new accountability plan that requires all students to communicate with their officially assigned advisor before registering for classes. This requirement has significantly increased faculty workloads, especially in departments with a large number of majors. The university will consider advisement workloads in allocating new faculty positions. The FSU Transfer and Advisement Center, whose staff are professional advisors, will provide workshops that will help all faculty members become more effective advisors.

**Unit/Group Responsible**: Provost and Vice Chancellor for Academic Affairs/ Deans/ Chairpersons/Director of FSU Transfer and Advisement Center

**Timeline:**

- September 2009: Provost, Deans and Chairpersons to assess faculty advisement workloads and identify high student-to-faculty areas
  - January 2010: Provost, Deans, and Chairpersons to propose recommended solutions to Faculty Senate and faculty
  - February 2010: Faculty Senate and faculty to provide feedback
  - April 2010: Provost to announce Academic Advisement Plan to Address Excessive Faculty Advisement
- 
- **Peer Mentorship Program (proposed)**: This program will be a vehicle to assist new and/or junior faculty in learning and navigating processes and procedures, in providing them support, and assisting them in addressing areas of concern. Data indicates mentoring junior faculty will improve their satisfaction and, ultimately, their retention. Senior faculty at FSU will be selected for this program and undergo training in mentorship and receive an incentive for their participation. The Peer Mentorship Program as a service to new and

junior faculty will be an added benefit to strengthening recruitment and retention of high-potential talent.

**Unit/Group Responsible:** Provost and Vice Chancellor for Academic Affairs

**Timeline:**

- **February 2009:** Complete surveys and interviews of current new faculty to determine their most problematic transitional issues and to determine the types of issues with which senior faculty members can assist junior faculty members.
- **March 2009:** Seek nominations from department chairs and faculty for tenured faculty who could serve as Faculty Mentors in each degree program.
- **April – May 2009:** Develop and implement a training program for individuals selected to serve as Faculty Mentors. These Faculty Mentors will be able to assist new faculty with issues related to teaching, academic regulations, curricula, and departmental and university procedures.
- **July 2009:** Assign Faculty Mentors to new faculty members.
- **August 2009 – May 2010:** Conduct at least two meetings per semester for Faculty Mentors to discuss problems and needs of new faculty.
- **October 2009 – March 2010:** Review results from COACHE survey to determine additional areas of support needed by new faculty members.
- **April 2010:** Conduct survey of new faculty members to determine the effectiveness of mentoring efforts and to identify additional areas of support needed by new faculty in their first year.
- **May 2010:** Select and train additional faculty, as needed, to serve as Faculty Mentors and provide training.
  
- **Exit Questionnaire for Faculty (proposed):** The Exit Questionnaire for Faculty will provide the university with data to assist in recruitment and retention planning. Collecting additional data, above and beyond the information collected by FSU Human Resources, will enable Academic Affairs to make necessary improvements based on information obtained from faculty who resign. This information can assist Academic Affairs in identifying commonalities and trends that may need to be addressed. For example, salary, working conditions, student support, and workload are known areas faculty cite as reasons they chose to resign. Obtaining specific information will assist Academic Affairs with its future planning, particularly as it relates to retaining high-potential faculty.

Current data indicates that the turnover rate for EPA faculty averaged 7.8% over the past four years, about half the average for the state (15%). Results of the Campus Quality Survey (CQS) indicate that most faculty (62%) are satisfied and very satisfied with their employment at Fayetteville State University, 21% indicate they are neutral, and 17%

indicate they are somewhat dissatisfied or not satisfied. Given the low turnover rate and favorable satisfaction ratings, FSU has the opportunity to improve upon benchmarks that are reasonably good and achieve much higher ratings through improvements that could result from focusing on the information learned from the Exit Questionnaire.

**Unit/Group Responsible:** Human Resources/Academic Affairs

**Timeline:**

- **January 2009:** Provost to review exit documents currently used by Human Resources as a foundation for developing the Exit Questionnaire for Faculty
- **March 2009:** Provost/Associate VC for Academic Affairs and selected faculty and staff to develop Exit Questionnaire for Faculty
- **May 2009:** Human Resources and Academic Affairs to administer Exit Questionnaire to resigning faculty
- **June 2009:** Human Resources to analyze results and submit report to Provost and Vice Chancellor for Academic Affairs

**Developing Effective Supervisors for a Diverse Multi-Generational Workforce:** The university's diverse and multi-generational workforce will require special training for managers and directors to help them develop effective supervisory and communication skills. The racial breakdown of the current FSU faculty is 55% African American, 30% White, 12% Asian, and 3% Hispanic and Indian. The faculty is expected to become increasingly diverse in terms of race and ethnicity. Faculty ages range from the early 20s to the 70s. Diversity of race, ethnicity, and age among the faculty requires chairpersons and deans, who are the most experienced faculty, to respect the array of personal, cultural, and professional experience of the faculty they supervise. Managers and directors must help build an institutional culture in which diversity is valued so that students will be prepared to work effectively among diverse populations. Needs and expectations will vary and ongoing supervision training must be provided to ensure effective management of this diverse multi-generational workforce, a situation that will be challenged by the expected retirement of the aging workforce over the next decade.

- **Review the results of the Campus Quality Survey (CQS), The Collaborative on Academic Careers in Higher Education (COACHE), the Faculty Survey of Student Engagement (FSSE), and student evaluations:** FSU is firmly committed to continuous improvement based on analyses of data that enable the university to assess current management strengths and areas of improvement. Management/supervisory training will be scheduled to address needs identified in these reviews.

**Unit/Group Responsible:** Human Resources/Academic Affairs

**Timeline:**

- August 2009: Form Management Effectiveness Task Force
- September 2009: Review CQS, COACHE, FSSE, and student evaluation data
- October 2009: Establish strategies for collecting disaggregated data about faculty ethnicity, race, and age on an annual basis
- November 2009: Assess management effectiveness
- December 2009: Submit results and training recommendations, including management training calendar, to Provost and Vice Chancellor for Academic Affairs
- February 2010: Begin offering management training
- August 2010: Assess management effectiveness and modify training as appropriate
- January 2011: Assess management effectiveness

**Additional Resources/Flexibilities to Address Challenges:**

- **Salary Adjustment:** Salary increases are generally funded through state appropriations. As a result of the many demands on state funds and budget cuts, salary increases have been limited; thus, creating a lag in faculty salaries at FSU in comparison to peer institutions. In addition, new faculty are offered contracts at market rates which increases the gap between new hires and existing faculty. In an effort to combat such salary compression, funds are being sought (in addition to normal appropriations) to provide equity adjustments for existing faculty. These adjustments will serve as incentives for faculty to remain at FSU and continue to be productive within their fields of expertise.

## 5.5 Staff Recruitment and Retention

**Major Finding:** UNC should increase efforts to attract and retain high-quality staff at all levels.

### **Introduction/Background**

Fayetteville State University seeks to be an institution of choice for employees and potential employees. Consequently, to attract and retain high potential and/or critically talented employees, FSU must ensure that its recruitment, retention, training and development, workplace environment, benefits, and salaries meet the needs of a diverse and multi-generational group of prospective and existing employees. Having sound leadership that is knowledgeable and sensitive to employee needs is essential. This section explains how FSU will assess and respond to the current and future needs in the areas of critical talent, aging workforce, retirement and attrition trends, demographic shifts, recruiting and retention strategies, and managing diversity.

### **FSU Strategic Goals and Priorities for Attracting and Retaining High-Quality Staff at all Levels**

- To create an analysis-based process for determining the institution's need relative to staff
- To develop a process for succession planning in all workforce units of the university
- To develop strategies for recruiting and retaining the necessary talent to support the work of the university

**Critical Talent Issues:** To ensure that FSU has an effective analysis-based process, an institutional framework will be established to define critical talent, encompassing all work units of the university. The university will then establish a baseline for existing institutional critical talent positions. This effort will require all units of the university to be involved in identifying business needs and personnel competencies. Following the establishment of the baseline, all units will be required to analyze the gap between projected need for critical talent and the existence of that talent so that adequate planning for recruitment and support of individuals in these critical talent positions can be achieved. Finally, FSU must develop plans and implement actions for retaining employees with critical skills and talents. Several of the recommended activities in the sections that follow may overlap because each area is part of an overall strategy to attract and retain high-quality staff at all levels. Recommended activities to address the critical talent issues and a workforce plan at FSU are as follows:

- Establish conceptual/contextual framework for critical talent (unit goals, position competencies and employee competencies)
- Assess the current workforce at FSU to identify critical talent positions
  - Human Resources and Institutional Research should lead this effort to get a thorough understanding and summarize its findings

- Determine future critical talent needs at FSU
  - Factors for consideration
    - Institutional growth and decline and areas of need (all units)
    - Key external drivers
      - UNC Tomorrow goals
      - Requirement for successful BRAC implementation
      - Commitment to the economic development of southeastern North Carolina
      - Status of the U.S. national economy
    - Key internal drivers
      - Chancellor's vision
      - Academic Affairs commitment to high-quality education and an engaged faculty
      - FSU's unique mission
      - FSU's ongoing master planning process
      - FSU's strategic planning and budgeting process
      - FSU's vision for continuous quality improvement
- Develop FSU Future Workforce Plan for the next five years with a 10-year outlook
  - FSU is committed to embracing and fully implementing the concept of career banding, inclusive of employee and position competency assessment.
  - FSU is committed to identifying and aligning critical talent with focused workforce development plans.
  - Strategies for accomplishing these recruitment and retention goals will include:
    - Recruit and announce open positions more widely
    - Develop and promote benefits in addition to salary, that include family-friendly practices, tuition waivers, community involvement leave
    - Develop and define career path opportunities within divisions and classifications
    - Train managers on employee development strategies that could lead to retention
    - Implement where feasible flexible work hours and telecommuting options
    - Provide technology and tools to enhance employment productivity and workplace environment
    - Manage change in working environment
    - Foster and create nurturing and welcoming culture for employees
    - Recognize employees for accomplishments (training completion, certifications, etc.)
    - Investment in training and professional development

- Focus on employees at different stages, focusing on those who can assume leadership roles and provide continuity for the university, hence, addressing successive planning
- Target new and existing employees for professional development
- Enhance and require management and leadership training
- Provide and document certificate training programs for employees and supervisors

**Unit/Group Responsible:** Chancellor's Office/Human Resources/Institutional Research/Workforce Plan Committee

**Timeline:**

- September 2008 – January 2009: Assemble and review current FSU workforce data using Human Resources, Personnel Management Information System (PMIS), and Institutional Research raw and summary data sets
- February 2009: Establish Workforce Planning Committee and give charge to assess future needs for FSU
- February – June 2009: Workforce Planning Committee identify and assess indicators and drivers of future workforce needs, focusing on critical talent issues
- July 2009 – December 2010: Develop FSU Future Workforce Plan for next five years that includes an annual review and ten year outlook

**Obstacles and Barriers:**

- Uncertain economy
- Budget allocations
- Impact on migration patterns

**Aging Workforce, Retirement and Attrition Trends:** To be prepared for a higher-than-usual employee retirement rate in the next five-to-ten years because of the aging workforce, FSU will seek to understand the projected impact this situation will have on its ability to maintain appropriate staffing levels, particularly with regard to critical talent positions. Recommended activities to achieve that end include:

- Examine current data (For example: Employees 50 years and older comprise 44% of the campus workforce, indicating that almost half of FSU employees are within 10 to 15 years of retirement.)
- Understand the impact of current trends (For example: Retirement and normal attrition, resulting in a significant loss of continuity of expertise at FSU and creating a void in the workplace.)
- Determine the appropriate steps to address areas of need:

- Tie-in with Succession Planning procedures applicable to replacement of critical talent (SPA or EPA)
- Recruit employees, particularly for critical open positions, with prior public university experience (transfers verses new employees)
- Develop plans to facilitate deferment of retirement for employees with critical talents
  - Assess retirement plans and possible incentives to hold on to valuable employees for smooth transitions
  - Explore creation of a form of phased retirement for EPA non-faculty and SPA critical talented employees
- Provide ongoing professional development to all categories of university employees
  - Explore potential for formal mentoring program
  - Strengthen cross-training programs

**Unit/Group Responsible:** Human Resources/Institutional Research/Workforce Planning Committee/Departments and Units

**Timeline:**

- February – June 2009: Complete assessment of potential impact of retirements in critical talent areas over the next 5 years with a 10 year outlook
- July 2009 – October 2009: Develop and publicize response plan based on assessment
- Ongoing: Commit to strategic implementation

**Obstacles and Barriers:**

- Statutory limitations relative to EPA non-faculty and SPA retirements
- Regional variations in available talent in critical skills areas

**Impact of Demographic Shifts on Campus Workforce:** FSU will analyze demographic shifts (regional, national, global) on its campus workforce. That analysis must include, at a minimum, internal and external factors that will influence workforce needs, such as: enrollment management goals, academic programs, economic development (BRAC, business and industry trends), and population trends (growth, race and ethnicity, education and skill levels, returning military and families, psychographics, lifestyle, age). The university must actively develop programs and strategies to address the impact of demographic shifts.

(Note: The activities and programs described in previous sections (i.e., Critical Talent and Aging Workforce) are applicable to this section.)

**Unit/Group Responsible:** Human Resources/Workforce Planning Committee/  
Departments and Units

**Timeline:**

- February – June 2009: Analyze demographic shifts and its impact on FSU workforce in critical talent areas over the next 5 years with a 10-year outlook
- July 2009 – October 2009: Incorporate findings in the FSU Work Plan; develop and publicize response accordingly as part of the FSU Workforce Plan
- Ongoing: Commit to strategic implementation

**Strategies for Recruiting and Retaining High Potential Talent:** FSU will seek to become the employer of preference for high-potential talent in southeastern North Carolina. Economic impact studies have shown FSU to be one of the key economic engines in the region. Understanding and marketing that reality will become a strategic initiative for the university. In addition, strategies will be developed to enhance recruitment of new employees and retention of existing employees with high potential, including the development of a Succession Plan that will also focus on SPA and EPA critical talent positions. Recommended activities to address this need include:

- Enhance recruitment
  - Competitiveness of pay and benefits
  - Resources for broad-based and targeted advertising
- Enhance retention
  - Training and development
  - Career paths
  - Environment and culture
- Develop a reputation for strategic successive planning

**Unit/Group Responsible:** Human Resources/Workforce Planning Committee/  
Succession Planning Sub-committee

**Timeline:**

- January – June 2009: Analyze existing recruiting and retention processes and practices to identify areas for improvement
- February 2009: Establish Succession Planning Sub-Committee
- February – November 2009: Develop Succession Plan and include as part of the FSU Workforce Plan
- Ongoing: Implement enhanced recruiting and retention processes and newly adopted Succession Plan

**Obstacles and Barriers:**

- Statutory and budgetary limitations of true merit-based pay program

**Developing Effective Supervisors for a Diverse Multi-Generational Workforce:** FSU will create an institutional conceptual model of diversity. That conceptual model must take into account agreed-upon elements of diversity important to meeting and maintaining the workforce needs of a 21<sup>st</sup> century university and consider FSU's unique mission. The concept of generational diversity will require FSU to use employee age as a legitimate category for defining diversity. Moreover, it will be imperative for FSU to develop programs and activities to meet the challenge of managing and working with employees of different generations and addressing differences and commonalities in attitudes, behaviors, and expectations so that sensitivity and appreciation of each generation is upheld.

Recommended activities to address this need include:

- Update/refine the definition of diversity at FSU
  - Review current diversity data, for example:
    - Race (Currently, 65% African-American / 35% Caucasian)
    - Age (Currently 78% of workforce in the 30-59 age range)
      - Slight differences in workforce population per age group
    - Education (Degreed and Non-Degreed)
- Understand data that will achieve diversity goals with regard to programs, policies, and activities (existing and proposed):
  - Enhance training of supervisors and managers
  - Strengthen diversity training
  - Continually review policies and procedures that affect:
    - Technology (state of the art)
    - Flexible work schedules
    - Work life balance and family-friendly benefits and practices
  - Conceptualize a model of "succession" planning

**Unit/Group Responsible:** Human Resources/Institutional Research/Workforce Planning Committee/Departments and Units

**Timeline:**

- January – June 2009: Develop conceptual model of diversity at FSU incorporating existing policies and procedures where appropriate

- July 2009 – Ongoing: Develop and implement awareness multi-generational diversity campaign and training programs for supervisors and employees
- July 2009 – Ongoing: Develop and implement multi-generational programs and activities
- Ongoing: Continually assess and evaluate diversity plans and activities and make necessary changes for improvement

**Obstacles and Barriers:**

- General lack of awareness of generational differences
- Considerations and provisions for generational differences, needs, and preferences

**Additional Resources/Flexibilities to Address Challenges:** Policies, statutes, or programs that the UNC General Administration might consider to improve campus recruitment and retention efforts with regard to staff include:

- Exempt universities from limited leave accruals as indicated in statute
- Shorten or eliminate retirees six-month break requirement
- Consider the possibility of a phased-retirement program for EPA non-faculty and SPA employees
- Seek to eliminate statutory and budgetary limitations that impede a true merit-based program