

UNIVERSITY OF NORTH CAROLINA WILMINGTON

FACULTY AND STAFF RECRUITMENT AND RETENTION

December 1, 2008

Summary of UNCW recommendations about what UNC might do to help with faculty and staff recruitment and retention.

1. Given the increasing numbers of non-tenured and non-tenure track faculty on UNC campuses, phased retirement should be extended to such faculty members.
2. Employee benefits are uncompetitive. The state's portfolio of employee benefits, especially health care coverage, needs to be evaluated against and improved to competitive market standards, including offering a separate coverage rate for faculty/spouse (partner) without children.
3. State regulations complicate the university's efforts to compete with institutions that routinely reimburse newly hired faculty members for moving expenses. These need to be made more flexible.
4. President Bowles appointed a Task Force in late 2007 with the express purpose of reviewing issues that impact staff employees who are subject to the State Personnel Act. The recommendations from that Task Force include the establishment of a unique "Article" with the Chapter 126 (State Personnel Act) that is devoted to university staff employment; this is similar to other articles that focus on counties, municipalities, etc. The passage of such legislation would provide the universities more flexibility in recruiting and retention matters for its staff employees. We believe that the task force recommendations should be implemented.
5. UNCW continues to suffer from being understaffed and from staff salaries that are well below market. As of November 2008, our SPA salaries are approximately \$3million below market for the number of positions we have. Obviously, increasing both the number of staff and the respective salary levels are driven by the level of funding.
6. The relatively low staffing level compounds any issue regarding salary, benefits, turnover, need for training, etc. Increasing staff levels would enhance our ability to develop staff in order for them to compete for promotions (university succession plan). We recommend that the funding for UNCW be reviewed and considered in relation to the students and public we serve.
7. Given forecasts that the universities will have a skilled labor shortage in the coming years, it is important that we foster the ability of individuals to work longer if they so choose. With this in mind, any enhancement that would make university employment more attractive or to encourage employees to stay longer would help. These could include:
 - Deferred Retirement Option Program (DROP). Such programs are well-established in other states and truly serve as "win-wins" for both the employees and the universities.
 - Change state law to reduce the "6 month break" before a state retiree can return to the state workforce.
 - Voice the university employee concerns regarding State Health Coverage to the General Assembly.
 - Pursue a reasonable model to allow tuition reimbursement or tuition waiver for children of employees.

(Note: UNCW divided its examination of internal workforce planning needs into separate faculty and staff reviews.)

FACULTY RECRUITMENT AND RETENTION

I. COMMITTEE MEMBERSHIP

Larry Clark, Dean, Cameron School of Business (Chair)
Martin Posey, Chair, Department of Biology and Marine Biology
Hank Weddington, Associate Dean, Watson School of Education
Jeanne Kemppainen, Professor, School of Nursing
Bruce McKinney, President, Faculty Senate
Chris Gould, Director, Center for Faculty Leadership
Abdou Ndoye, Assessment Program Director, Watson School of Education
Kathleen Berkeley, Associate Dean, College of Arts and Sciences
Cem Canel, Chair, Information Systems and Operations Management
Dan Pfohl, Associate University Librarian
Jessie Sova, Assistant Vice Chancellor for Resource Management
Martha Andrews, Associate Professor, Department of Management
Kim Cook, Chair, Sociology and Criminal Justice
Lori Preiss, Employment Services Manager, Human Resources
Jose Hernandez, Associate Provost for Institutional Diversity and Inclusion

II. COMMITTEE CHARGE

The Committee was created in response to recommendation 5.4 of the University of North Carolina Tomorrow Final Report (December 2007) indicating that each campus “should prepare for wide-scale retirement and should increase efforts to recruit and retain high-quality faculty.”

The charge for the committee by Provost Brian Chapman, August 15, 2008:

UNC has therefore charged UNCW to consider our workforce needs over the next 5 years, including:

- *critical talent issues, including leader and worker shortages;*
- *the aging workforce including retirement and attrition trends among faculty and staff;*

- *the impact of worldwide demographic shifts on campus workforces;*
- *strategies for recruiting and retaining high potential talent; and*
- *managing a diverse multi-generational workforce.*

With this charge in mind, I am appointing you to the UNC Tomorrow Faculty and Staff Recruitment and Retention Committee. The specific objectives of this committee are to produce a report for submission to the University of North Carolina General Administration by December 1, 2008, that answers the following questions:

- 1. Is UNCW engaged in a thoughtful and deliberate planning process to address our campus' workforce needs now and for the future?*
- 2. With respect to critical talent issues, do we have gaps and surpluses between the present and the future with respect to leader and worker shortages? How are we going to fill those gaps or minimize those surpluses?*
- 3. With respect to the aging workforce and attrition, what impact will retirements over the next 5-, 10-, 15-, and 20-year period have on our workforce?*
- 4. With respect to worldwide demographic shifts in age and ethnicity/race, what challenges do we face now and over the next 5 years as a result of demographic shifts?*
- 5. What are the barriers we face with respect to recruiting and retaining high potential talent? What additional resources/flexibilities would be helpful to help us address these challenges (e.g., policies, programs, compensation, benefits, etc.)?*
- 6. With respect to managing a diverse multi-generational workforce, how are we supporting and achieving diversity?*
- 7. With respect to succession planning, have we engaged in a systematic process to identify key employees and the critical competencies that these employees possess to prepare for their replacement? What level of professional management and leadership development programs are available for our senior and mid-level managers?*
- 8. What other significant issues relating to recruitment and retention of high-quality faculty and staff might we highlight?*

Vice Provost Steve McFarland will chair this committee. Because of the size of this challenge, I am dividing this effort between two subcommittees. Larry Clark, Dean of the

Cameron School of Business, will chair a subcommittee to examine faculty recruitment and retention issues. William Fleming, Assistant to the Chancellor for Human Resources, will chair a subcommittee to examine staff recruitment and retention issues.

III. UNC QUESTIONS CONCERNING FACULTY RECRUITMENT AND RETENTION

1. Is your campus engaged in a thoughtful and deliberate planning process to address your campus's workforce needs now and for the future?

The University Planning and Quality Control Council (<http://www.uncw.edu/planning/council.htm>) assists the Chancellor and Board of Trustees in setting strategic directions and developing a consolidated planning document. The UPQC also measures progress toward strategic goals related to workforce planning. Goal II (<http://www.uncw.edu/planning/documents/StrategicPlan.pdf>), in particular, is to “recruit, retain, and develop quality faculty . . . in appropriate numbers.” In order to reach this goal, the university strives to offer fair and competitive salaries and benefits along with opportunities for professional development and career advancement. Concrete, measurable objectives include the following:

- Steadily increasing faculty salaries to the 80th percentile among peer institutions for all academic ranks. (As of July 2008, faculty salaries at UNCW were above the national average.)
- Increasing the three-year moving average of total R&D expenditures from \$12.5 million in 2001-2003 to at least \$20 million by 2009-2011. (This objective was included in the 2006-2011 long-range planning report submitted to General Administration in 2005.)
- Continuing to improve the student-faculty ratio from 18.2 to 1 (2004-2005), 17.2 to 1 (2006-2007), and 17.0 to 1 (fall 2007) to 15 to 1.

Additional planning is performed by the Office of Human Resources through annual Workforce Data Analyses and EEO/AA reports.

a. Do you believe you have a thorough understanding of your current workforce and the changes that will be occurring over the next five years?

The university's long-range planning takes the following demographic trends into account:

- UNCW's Enrollment Model anticipates growth from 12,336 in 2008 to 13,655 by 2013. Efforts to reduce student-faculty ratio must take this growth into consideration.
- By August 2009, 94 faculty members will be eligible for the Phased Retirement Program. Since its inception in 1998, 59 individuals (an average of 5.4 per year) have entered phased retirement.
- Faculty turnover (for reasons other than retirement) has declined by 4 percent from 2006-2007 to 2007-2008. While this is too short a time frame from which to deduce any long-term trends, the university does not anticipate acceleration of voluntary turnover, partly because of economic conditions.

b. Have you begun to identify the staffing levels and skill sets or competencies needed over the next five to ten years?

UNCW's long-range planning report for 2006-2011 acknowledges a need to develop academic programs and collaborative strategies to support initiatives in allied health, nursing, medicine, and related fields in response to a shortage of regional health-care providers. One of the most urgent priorities is the projected need for 18,000 additional nurses in North Carolina by 2015. With the support of Congressman Mike McIntyre, the university's new graduate program in nursing is partnering with the New Hanover Regional Medical Center to increase the number of pre-licensure students.

c. Do you have the analytical tools you need to conduct a workforce planning process?

The university participates in national surveys conducted by the following organizations: the Collaborative on Academic Careers in Higher Education (COACHE), the Higher Education Research Institute (HERI), the Climate Survey of Minority and Women Faculty, and the Statistical Package for the Social Sciences/Statistical Analysis System (SPSS/SAS).

d. Is Human Resources included in your organization's solution strategies to enable your organization to accomplish its missions, goals, and objectives?

Personnel from Human Resources serve on committees that address the university's strategic goals.

2. **With respect to critical talent issues, have you begun to identify gaps and surpluses between the present and future with respect to leader and worker shortages?**
 - a. **Have you implemented or do you have plans to implement a proactive recruitment strategy designed to attract to talent and identify candidates to target hard-to-fill positions?**

UNCW has adopted a strategic view of recruitment to accommodate current and future needs. Procedures are governed by a policy for recruitment and selection of EPA and faculty employees

<http://www.uncw.edu/policies/documents/08111RecruitmentandSelectionofEPAandFacultyEmployees10608.finak.pdf>

This policy prescribes a deliberate process that begins by identifying goals, values, and selective criteria. All vacant positions, EPA and SPA alike, are posted on the university's website, easily accessible to potential candidates. Faculty positions are advertised in the *Chronicle of Higher Education* or in top-tier professional journals, websites, and databases, including those that target under-represented minorities. Members of search committees send letters to professional contacts outside the university aimed at attracting qualified applicants. Leadership and visibility in professional organizations also enhance recruitment at national and regional conferences. Campus interviews provide maximum interaction between job candidates and faculty members, administrators, office workers, and students. Since these interviews are usually scheduled in January and February, UNCW sometimes gains a competitive edge because of Wilmington's mild winters.

Faculty recruits are attracted to UNCW because of its emphasis on teaching, its partnerships with public schools and other regional agencies, the appeal of Wilmington as a community, and the personal engagement of faculty members in campus interviewing. Faculty recruits who decline employment often cite non-competitive salary and benefits relative to those offered by other universities or in other career tracks. Some also cite the regional cost of living, inadequate support for research, and the slowness of the hiring process.

Initiatives that support the university's efforts to retain quality faculty include departmental and university-wide mentoring programs; the Watson School of Education Leadership Academy; the services of the Center for Faculty Leadership (CFL) and the Center for Teaching Excellence (CTE); President Bowles's Faculty Recruitment and Retention Fund, which helps match competing offers from other universities; salary supplements in the form of stipends and research grants; flexible work schedules; sensitivity to the needs of dual-career families; and conscientious monitoring of progress

toward tenure and promotion through professional development plans and annual performance review.

b. Have you developed or do you have plans to develop a strategy to retain, redeploy, or reduce in-force employees whose functions are not needed in the future?

UNC Wilmington has not yet specifically addressed this issue.

3. With respect to the aging workforce and attrition, have you evaluated the percentage of employees who will be eligible for retirement over 5-, 10-, 15-, and 20-year periods and the impact this will have on your campus workforce?

The annual number of retirements among tenured faculty, after peaking at 11 in 2003, declined to 6 in 2008. Since 1998, 59 tenured faculty members have availed themselves of the UNCW phased retirement program, which permits a three-year reduced workload: either a full-time assignment for a single semester each academic year or a half-time assignment through both semesters. Because of its popularity, total participation in this program is limited to a number no greater than 10 percent of the university's tenured and tenure-track faculty; departmental participation is restricted to a number no greater than 20 percent of such faculty within the academic unit. If and when eligibility for phased retirement exceeds these limits, priority is given to faculty members with the greatest length of service within the UNC system.

a. Have you addressed how you can improve recruitment and retention of employees and reduce turnover in your organization?

The university has pursued the following strategies for recruiting and retaining high-quality faculty members:

- Efforts to develop diverse applicant pools
- Competitive salary offers and start-up packages
- Mentoring programs at the university and departmental levels
- Clear and supportive guidance toward tenure and promotion
- Opportunities for professional development:

Cahill Grants

http://www.uncw.edu/fac_handbook/development/research_opps/cahill.htm

Summer Research Initiatives

http://www.uncw.edu/aa/Awards/documents/summerresearchinitiative03_000.pdf

Curriculum Development Grants

<http://www.uncw.edu/aa/Awards/documents/summercurriculum03.pdf>

Research Reassignments

<http://www.uncw.edu/policies/03-210-facultyreassignmentawards.htm>
Inter-University Consortium for Political and Social Research (ICPSR)
<http://www.icpsr.umich.edu/ICPSR/pdf/internship.pdf>

CTE and CFL workshops

- On-campus cultural programs (examples):

Synergy Reading Program

<http://www.uncw.edu/commonreading>

Buckner Lecture Series

<http://www.uncw.edu/english/buckner.html>

Sherman Lecture Series

<http://www.uncw.edu/hst/alumni/sherman.html>

Theatrical and musical performances and film screenings

- b. Are there policies or programs that General Administration should consider implementing that would help to improve your campus's recruitment and retention efforts?**

UNCW would benefit from system-wide endorsement and funding of the following initiatives:

- Nationally competitive entry-level salaries for faculty (above the 80th CUPA percentile)
- Increased flexibility in awarding start-up packages
- Reimbursement of moving expenses for newly recruited faculty members
- Reduced teaching loads for first-year tenure-track faculty
- Provisions for spousal/partner hiring and employment counseling
- Mandated provisions for campus child care
- Pre-tenure eligibility for research reassignments, after reappointment
- Additional summer support for research projects
- More explicit provisions for tenuring and promoting clinical-track faculty members.

- c. Has the availability of phased retirement been helpful in addressing faculty, recruitment, retention, and retirement issues?**

See item a, above.

- d. Given the increasing numbers of non-tenured and non-tenure track faculty on UNC campuses, should phased retirement be extended to such faculty members?**

This would be a fair and appropriate provision, fully in accord with UNCW's recently adopted policy for awarding senior lecturer status to lecturers with five or more years of commendable service

http://www.uncw.edu/fac_handbook/employment/fac_status/lecturers.htm.

4. With respect to worldwide demographic shifts in age and ethnicity/race, what challenges do we face now and over the next five years as a result of these shifts?

Southeast North Carolina offers appealing quality-of-life features that attract prospective faculty members of all ages and ethnicities. However, the region's relatively high cost of living complicates recruitment of new faculty, especially those with recently earned doctorates. Consequently, UNCW may have to hire more senior faculty members who are better able to handle a higher cost of living. There are generally fewer qualified candidates among this age group, and they are more costly to hire.

In regard to age:

- UNCW is fortunate to have a relatively young faculty, 60% of whom have been hired over the last 10 years.
- A continuing challenge, however, is the health of older faculty members and their growing need to provide care for aging parents. The university supports the goals and provisions of the Family Medical and Leave Act.
- Some faculty members without children at home resent the fact that the state's health plan does not offer more reasonably priced spouse/partner coverage (as opposed to individual or family coverage). Although this does not impel senior faculty members to leave UNCW, it does have an impact on morale.
- The high quality of life in this region continues to attract a large number of more recently retired professionals and executives, many of whom have "retired young" with an ability and inclination to remain active in some line of work.
 - Some retirees offer to teach courses or otherwise support student learning. The Cameron Executive Network, for example, includes over 150 recently retired members who mentor or otherwise help students; more than 40 members volunteer a half day a week to help students compose their resumes.
 - The Watson School of Education has appointed a retired school administrator as its Educator-in-Residence. The Cameron School of Business has six Executives-in-Residence. Similar opportunities may exist for other academic units at UNCW.
 - UNCW should explore additional strategies and opportunities for attracting and leveraging more recently retired individuals to support student learning.

In regard to ethnicity/race:

- Wilmington continually strives to overcome the enduring effects of its racial history, especially the 1898 race riot. The following challenges remain:
 - Lack of trust, especially among African Americans born in Wilmington.
 - A professional workforce that still includes relatively few African American accountants, architects, doctors, and lawyers. This lack of representation is a barrier to recruiting and retaining faculty of color.
- While UNCW has become a campus that highly values inclusion and diversity, ethnic and racial minorities remain under-represented among students, faculty, and staff. Greater diversity would enhance the powerful learning experience and preparation for life and work that UNCW provides its graduates.
- Because minorities remain under-represented in most of academic departments, UNCW has had difficulty attracting and retaining a diverse faculty. The cultural climate of the campus and its support structures for faculty of color are continuing concerns.
- The “trailing spouse issue” is particularly relevant to hiring and retaining a diverse faculty.

In general, Wilmington’s history and its current under-representation of professional persons of color remain as a deterrent to recruiting a more diverse faculty. Consequently, UNCW needs to become more intentional in supporting newly hired faculty of color in order to better assure better retention. Otherwise, a continuing lack of diversity in most academic units will impede the recruitment and retention of such highly talented individuals.

5. What are the barriers we face with respect to recruiting and retaining high-potential talent? What additional resources/flexibilities would help us address these challenges (e.g., policies, programs, compensation, benefits, etc.)?

The university faces some persistent and formidable obstacles in its efforts to recruit and retain high-quality faculty members:

- Faculty salaries at UNCW are often uncompetitive with those offered by peer institutions, particularly in view of the relative cost of living in the Wilmington area.
- Start-up packages for new faculty members are neither competitive nor equitably distributed.
- Employee benefits are also uncompetitive, and faculty members are not eligible for services provided by Student Health.
- State regulations complicate the university’s efforts to compete with institutions that routinely reimburse newly hired faculty members for moving expenses.

- UNCW has yet to adopt formal policies to accommodate spousal/partner hiring or employment counseling.
 - UNCW is one of the few institutions within the UNC system without on-site child care.
 - Pre-tenured faculty members are ineligible for research reassignments; tenured faculty members compete for a limited number of these leaves.
 - The university could offer more flexibility in scheduling faculty workload (e.g., teaching summer classes to reduce workload for fall or spring)
 - UNCW faces a shortage of non-teaching (i.e., clinical and research) faculty members and does not provide an adequate working environment for recruiting and retaining these colleagues. While recent construction has alleviated some problems, UNCW is still behind many of its peer institutions with respect to common-use facilities, faculty office space, equipment for the sciences and specialized facilities (such as for Film Studies).
- 6. With respect to managing a diverse multi-generational workforce, how are you defining diversity in your university?**

UNCW actively encourages and promotes inclusiveness, mutual respect, acceptance, and open-mindedness among students, faculty, staff and the broader community. The university views diversity as an educational benefit that enhances the academic experience and fosters free exchange of ideas from multiple perspectives. According to 2008 UNCW EEO/AA plan, “Reaffirmation of Commitment to Equal Education and Employment Opportunity” (<http://www.uncw.edu/hr/employment-affirmative.html>): “Diversity includes, but is not limited to race, sex, age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran’s status, gender, educational disadvantage, socio-economic circumstances, language, and history of overcoming adversity.”

a. Are you setting goals for achieving increased diversity among faculty and staff?

UNCW seeks to employ women and ethnic minorities in proportions that correspond with their representation in appropriate labor markets; i.e., the presence of women and minorities in the university’s workforce should correspond with their availability in the job market. In order to realize this objective, the university’s goal is to bring incumbency within all job groups to a lower percentage than market availability and to ensure that the difference is at least one whole person.

b. Have you implemented programs, policies, and activities to support diversity in your university? If so, describe those diversity initiatives. Have you found them to be effective? And if so, how do you measure effectiveness?

UNCW produces an annual EEO/AA plan that tracks progress toward achieving labor market parity. The 2008 plan (<http://www.uncw.edu/hr/employment-affirmative.html>) includes “Good Faith Efforts” and specific programs to support diversity. Also, the university recently adopted the Seahawk Respect Compact (<http://appserv02.uncw.edu/news/atuncw/annview.aspx?id=4580>), which reaffirms its commitment to promoting diversity. Additional initiatives include the following:

- Watson School of Education diversity committee has created a showcase for faculty members to display their efforts to incorporate diversity issues into the curriculum. The committee also organizes an annual half-day diversity retreat.
- ITSD Diversity Plan (<http://www.uncw.edu/itsd/documents/ITSDDiversityPlanFinal.pdf>)

The university measures the effectiveness of its efforts to achieve diversity in the workforces by comparing current UNCW percentages with national labor market availability as reported in the 2003 National Study of Postsecondary Faculty. The effectiveness of the university’s initiatives is reflected in changes in incumbency since 2004: 11 of 16 faculty areas saw improved representation of women; 10 of 16 saw improved representation of minorities.

7. With respect to succession planning, has your campus engaged in a systematic process to identify key employees and the critical competencies that these employees possess to prepare for their replacement? What level of professional management and leadership development programs are available for your senior and mid-level managers? Please describe.

Like many other universities, UNCW has not fully embraced succession planning, partly under the assumption that replacements in key positions are best identified and recruited through competitive national searches in which inside candidates are encouraged to apply. Succession planning is further complicated by statutory constraints that govern recruitment, as well as the university’s Equal Opportunity/Affirmative Action (EEO/AA) Plan.

Nevertheless, the university has pursued a variety of initiatives to foster academic leadership:

- The Leadership Enhancement and Administrative Development program (LEAD) is a certification program involving a series of workshops for interested faculty members and SPA employees.

- The Center for Faculty Leadership (CFL) offers an annual day-long orientation for new department chairs, a monthly series of lunch meetings for chairs and other mid-level administrators, and various other programs (workshops, lectures, and support for attending national conferences). CFL encourages networking and alliance building and provides access to a variety of resources for career development. Each fall, CFL sponsors two or more participants in the UNC Bridges Program for women faculty members with administrative interests.
- The Watson School of Education Leadership Academy brings together a group of younger faculty and staff members for monthly meetings aimed at grooming them for positions of leadership. This academy is in its fourth year of existence. It is based on three guiding principles:
 1. A “grow your own” leadership model
 2. An increase in leadership knowledge of self, WSE/UNCW communities, and the city and region
 3. An additional source of two-way communication

Campus and community leaders meet with shared experiences and guide the group through leadership divisions. Case studies and shared book are also used to increase the knowledge base. The group also selects a campus and/or community project to complete. The participants are nominated to participate and then selected to join the group. Only eight participants are selected each year. The group meets throughout the academic year culminating in a celebratory event to show progress results. The dean serves as the leader of this group.

- Section II of the university’s EEO/AA Plan (Career Planning and Professional Development), outlines methods for providing opportunities to acquire new skills and to update and enhance existing ones.

These programs should be strengthened and supplemented by other initiatives such as the following:

- Developmental administrative assignments
- Formal administrative mentoring through job shadowing
- Implementations of the Athabasca Succession Planning Process for Academic and Non-Academic Leadership/Management Positions
http://www1.athabascau.ca/hr/gen_info/perform.html
- Incorporation of succession planning into strategic planning

(Note: UNCW divided its examination of internal workforce planning needs into separate faculty and staff reviews.)

STAFF RECRUITMENT AND RETENTION

I. COMMITTEE MEMBERSHIP

William Fleming, Assistant to the Chancellor for Human Resources (Chair)
Mark Steelman, Director, Employment and Compensation, Human Resources
Cheryl Sutton, University Administrative Manager, Facilities
Jose Hernandez, Associate Provost for Institutional Diversity and Inclusion
Jessie Sova, Assistant Vice Chancellor for Resource Management
Nancy Maready, Public Service and Continuing Education
Suzie Daughtridge, Director of Advancement Services, Division of Advancement
Ann Glossl, Assistant Vice Chancellor, Student Affairs
Jane Bailey, Director, Facilities Administration
Sharon Boyd, Associate Vice Chancellor, Business Affairs
Patti Thompson, Information Technology Resource Manager
Max Allen, Chief of Staff
Nancy Jones, Chair, Staff Council
Linda Adkins, Administrative Budget Manager, College of Arts and Sciences

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and retention issues. William Fleming, Assistant to the Chancellor for Human Resources, will chair a subcommittee to examine staff recruitment and retention issues.

III. UNC QUESTIONS CONCERNING STAFF RECRUITMENT AND RETENTION

This is summary of responses regarding SPA staff employment at UNC Wilmington. Many of these areas are symptomatic of a larger issue. While we can continue to try and “treat the symptoms”; we believe that the support of the President’s Task Force report on SPA employment would be more helpful for the long term benefit of the university system. This task force and their report focused on many of the same issues referenced in this UNC Tomorrow Phase II questionnaire. The final recommendation was that the university system staff employees should be governed by a different section of the State Personnel Act.

This effort was tabled in 2008, but we are given to understand that this will be introduced in the next legislative session.

1. Is your campus engaged in a thoughtful and deliberate planning process to address your campus workforce needs now and for the future?

- Yes. As part of the well-established UNCW Strategic planning process, the UNCW Planning and Quality Council (<http://www.uncw.edu/planning/council.htm>) has identified specific progress measures regarding both faculty and staff employment.
- In 2004, a benchmark study was done to provide baseline data for comparison. The findings from this study included student-staff ratios as an indicator. One of the progress measures has been to improve that ratio. This progress measure is monitored closely for the strategic plan updates. Through focused efforts and use of state and university resources, UNCW has improved this ratio.
- At the end of each fiscal year, HR completes an annual workforce analysis and presents to cabinet. This report provides trend data of key indicators including turnover statistics, positions filled, salary competitiveness, etc.
- Some FTE requirements are projected with the addition of new buildings
- Each division, section and department is invited each year to request funds for FTE’s, training, and support needs as part of the budget request process. This requires reflection on current situation and projection of future needs.

a. Do you believe you have a thorough understanding of your current workforce and the changes that will be occurring over the next 5 years?

- Yes. UNCW grew rapidly during the 1990's and early 2000's. HR provides age summary reports as an indicator of potential retirement eligibility. Our highest age population is in the 40-50 category. As a result, our workforce does not appear to face the massive Baby Boomer attrition predicted at some other campuses.
- The HR office also serves as the unit responsible for Equal Employment Opportunity (EEO). Each calendar year, HR completes an extension EEO/AA plan that includes an exhaustive workforce analysis and specific recruitment plans for the coming year. <http://www.uncw.edu/hr/employment-affirmative.html>

b. Have you begun to identify the staffing levels and skill sets or competencies needed over the next 5 to 10 years?

- Yes. A key struggle faced by our campus is a general level of being understaffed. It has made it difficult to focus a great deal of attention on future needs when the needs of the present are so significant.
- Our campus has just completed the transition to the "Banding" classification system for its approximately 1000 SPA staff positions. This system provided for an individual analysis of each position, the respective competencies required for the job, and the competencies of the individuals filling the positions.
- UNCW takes its workforce planning seriously. Each Vice Chancellor projects staffing needs within their respective divisions as a means of future planning.
- HR has begun the mapping of skill needs to training and developmental opportunities for staff. This will provide the opportunity for individuals to improve their skill sets through campus provided educational workshops.
- The four-year plan is used as a guideline. Changes are inevitable as we implement emerging technologies and respond to the objectives outline in UNC Tomorrow. .
- IT developed a schedule of projected staffing needs from 2006-2010 to get ready for the spring/summer budget discussions, each division was requested to prepare this schedule to facilitate budget request discussions among members of the cabinet.
- We would like to develop a university-wide staffing plan and utilize the potential of the campus banding system. This objective would be influenced by budget restrictions.
- Certain units have developed specific staffing plans for example, a comprehensive consultant study was done to evaluate the staffing needs in university advancement three years ago. While the plan forecasted out from 2005 to 2010, the added staffing was intended to bring the division up to standard operational levels to execute a capital campaign.

c. Do you have the analytical tools you need to conduct a workforce planning process?

- We believe that we will have the necessary tools. The Office of State Personnel, in partnership with SAS, is developing the NC Workforce Outlook and Retirement Knowledge System (NC WORKS), a workforce planning data

warehouse. This is expected to be operational in 2009, but we do have questions about the ability to load the appropriate faculty and staff data from Banner, PMIS, and Beacon. Therefore, this is a long term project.

d. Is Human Resources included in your organization's solution strategies to enable your organization to accomplish its mission, goals, and objectives?

- Yes. The Assistant to the Chancellor for Human Resources is a cabinet level position. The incumbent also serves on the Quality and Planning Council.

2. With respect to critical talent issues, have you begun to identify gaps and surpluses between the present and the future with respect to leader and worker shortages?

- Yes – to some degree. As noted earlier, due to a general level of being understaffed, UNCW has existing gaps. We are not aware of any surpluses.

a. Have you implemented or do you have plans to implement a proactive recruitment strategy designed to attract top talent and identify candidates to target hard-to-fill positions?

- In the spring of 2007, HR convened a recruitment task force to brainstorm ideas of improving the diversity of faculty candidate pools.
- A key strategy from the task force was the requirement of all search committees to identify a "List of Five" external contacts from which nominations would be sought.
- In 2006, HR implemented the PeopleAdmin online application software. This has been very successful for our applicants and a paperless transition for our campus. In FY 07-08, HR process almost 12,000 SPA applicants...an average of 80 per vacancy.
- For hard-to-fill positions, UNCW has looked for ways to be flexible within the parameters set by general statute. For example, we utilize continuous recruitment for our public safety officer vacancies to enable us to accept applications without the restrictions of a deadline. In addition, we hire trainee positions from pools with no qualified individuals and use targeted recruitment to notify instructors at community colleges with Basic Law Enforcement Training programs. We also place newspaper advertisements in outlying counties with higher unemployment rates than our own.

b. Have you developed or do you have plans to develop a strategy to retrain, redeploy or reduce-in-force employees where functions are not needed in the future?

- Our policy in this area is to avoid RIF by reassigning an individual whenever possible. This is impacted by the level of understaffing that exists now. UNCW has not focused attention on the redeployment of employees who potentially may not be needed in the future. However, we do have a reduction-in-force policy that would be followed for any such changes.

3. With respect to the aging workforce and attrition, have you evaluated the percentage of employees who will be eligible for retirement over the next 5, 10, 15, 20 year period and the impact this will have on your campus workforce?

- Yes. HR has provided reports (in aggregate) of age as an indicator of retirement eligibility. We also know that retirement eligibility does not necessarily mean that individuals will choose to do so.
- As noted above, UNCW grew rapidly during the 1990's and early 2000's. Our highest age population is in the 40-50 category. As a result, our workforce does not appear to face the massive Baby Boomer attrition predicted at some other campuses.

a. Have you addressed how you can improve recruitment and retention of employees and reduce turnover in your organization?

- Yes. As noted above, UNCW has regularly sought to improve recruitment and retention.
- In January of 2008, HR began a two full day new employee orientation program. The purpose is to provide the best baseline possible for new employees to be successful. Program segments include benefits enrollment, history of UNCW, diversity appreciation, and safety.
- We continue to provide training and development opportunities to provide staff with the tools and skills to be successful in their work. Examples include the HR training and development catalog provided each semester, and a new Finance Certificate Training Program developed by Business Affairs.
- Many divisions provide extra coordination beyond the central HR role. For example, in Student Affairs, they have centralized recruitment of their positions, defined a division check list, and have ensured that they are very inclusive in interview process.
- Managers can design jobs that build advancement potential as employees develop. For example, one manager has noted trying to build some "junior" management levels into a department. This gives people the ability to obtain some skills, while still being supervised and "mentored". These are generic types of skills such as personnel management, project management and strategic planning that make the employee much more marketable when it is time for them to move to higher level jobs. While it does not help retention, it does make positions attractive for recruiting purposes and also makes the department attractive by providing either the skills or a position that help individuals to advance whether internally or externally.

- UNCW has a sliding scale for parking fees. This results in lower paid positions having a cheaper rate to pay for parking.
- UNCW provides free use of textbooks for staff you take university courses for credit.
- The university Wellness committee continues to promote ideas for employees to improve their health.
- UNCW provides Teleworking and Flex time policies so that units can provide as much flexibility for their work force as reasonably possible.
- Managers should identify future business needs and incorporate training plans to develop current staff. Employees engaged in a career development plan where they can reach defined milestones and be compensated for advancing their competency level will have the opportunity to set personal goals and become vested in their career development; this may increase retention rates. This process requires funding for training and compensation.
- Identify and plan for specific funding to address staff salary compression as supervisors note demonstrated and documented competencies, as an example, progression through Business Affairs Finance Certificate Program.

b. Are there policies or programs that General Administration should consider implementing that would help to improve your campus recruitment and retention efforts?

- We do not believe that additional policies at the system level would be necessary.
- Instead, we believe that UNC G.A. should continue to focus on system-wide benefits improvement. Examples of benefit improvements would include:
 - Tuition reimbursement for children of employees
 - Improved health insurance cost
 - Investigate the implementation of a Deferred Retirement Option Program (DROP) for individuals in the Teachers' and State Employees' Retirement System. This well-established option in other states allows individuals to work longer, and allows the university to know with certainty specific retirement dates.
- The change in state law two years ago that requires a 6 month break before TSERS retirees can return to work has been a negative for the university. Continued efforts by G.A. to reverse this for the university would be helpful.

c. Has the availability of phased retirement been helpful in addressing faculty recruitment, retention, and retirement issues? Given the increasing numbers of non-tenured and non-tenure track faculty on UNC campuses, should phased retirement be extended to these faculty?

- (N/A to our committee-faculty employees only).

4. With respect to worldwide demographic shifts in age and ethnicity/race, what challenges have you identified for your university at the present time, or within the next 5 years, as a result of demographic shifts?

- UNCW has identified recruiting, retaining and inclusion needs within our EEO/AA plan.
- Wilmington is a growing community and expected to continue growth. However, much of the growth is in retirees. We may receive on average 82 applications per position, but many recent positions are supplied with 6 or less qualified applicants. It is difficult to attract candidates for specialized functions who are coming from other economies, because our salaries and benefits are not competitive and our cost of living is high.
- Turnover by individuals leaving relatively early in their university employment.
- Some individuals early in their careers come to this area and often leave after a few years because they cannot afford a house or they cannot find a job for a spouse or partner. Their discretionary income is severely limited.
- The cost of living issue is exacerbated by transportation challenges. Since folks have to move further away to afford a home, then transportation, or lack/inconvenience of public transportation is another issue that affects their budget.
- Retirement plans do not address the needs of a younger, more mobile workforce. There needs to be more tax deferred savings incentives or portable options for all employees and not just EPA.
- While UNCW provides flexible work schedules and promotes balance in personal lives, enhanced family friendly workplace practices would be attractive to some of the shifting demographics.
- With an increasing focus on community engagement and the increase in the Hispanic population in North Carolina, bilingual employees in positions with a community outreach component is a value-added skill.

5. What are some of the barriers that your university is facing with respect to recruiting and retaining high potential talent? What additional resource/flexibilities would be helpful to help you address these challenges, e.g., policies, programs, compensation, benefits, etc?

- Space – square footage
- Funding-Having available money to recruit nationally as well as regionally (UNCW has some flexibility to increase salaries, but as the lowest funded institution, we still have funding shortages)
- SPA workforce salaries are still approximately \$3 million below market
- Health insurance issues
- Salary compression and equity

- Since the university has a deficit of available square footage, some employees have to work in off-campus locations. This causes some transportation challenges.
- The fact that employees have to pay for parking is a barrier since most area employers do not have this requirement. UNCW tries to mitigate this with parking rates tiered by salary, and will soon be adding zip cars and other green transportation initiatives to help employees with costs of commuting. This contributes to the cost of living that individuals face when trying to buy a home.
- The state prohibits rewarding SPA employees for performance. This is non-intuitive when a manager is trying to reward or retain an employee.

6. With respect to managing a diverse multi-generational workforce, how are you defining diversity in your university?

- In the pursuit of excellence, UNC Wilmington actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance, and open-mindedness among students, faculty, staff, and the broader community. Diversity is an educational benefit that enhances the academic experience and fosters free exchange of ideas from multiple perspectives. Diversity includes, but is not limited to race, sex, age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran's status, gender, educational disadvantage, socio-economic circumstances, language, and history of overcoming adversity.

a. Are you setting goals for achieving increased diversity among faculty and staff?

- Yes. UNCW has a complete EEO/AA Plan.
- <http://www.uncw.edu/hr/employment-affirmative.html>

b. Have you implemented programs, policies and activities to support diversity in your university? If so, describe those diversity initiatives? Have you found them to be effective, and if so, how do you measure effectiveness?

- UNCW has conducted a campus Diversity Climate Survey to identify needed improvements.
- Campus Compact was implemented as a result of the survey. We will be conducting another survey next year to assess improvement.
 - <http://www.uncw.edu/stuaff/pdc/documents/SeahawkRespectCompact.pdf>
- UNCW created an Assistant Provost for Diversity and Inclusion.
- Many divisions and units have formulated diversity plans. For example, the Information Technology Systems Division (ITSD) has a division-wide diversity plan. Also, the Watson School of Education has a Diversity Committee that has

provided programming to improve faculty and staff awareness and understanding of issues related to diversity.

- HR provides a “Respecting our Differences” (Diversity Awareness) workshop and includes the module in all new employee orientations.
- We have had over one third (650) people who have attended our harassment awareness mini-conference
- HR has provided a webinar on “Engaging employees across generations”
- There are several pages of good faith efforts that we have outlined in our EEO/AA plan. They can be accessed at the following link:
<http://www.uncw.edu/hr/employment-affirmative.html>
- Human Resources provides instruction to all search committees regarding diversity and inclusion strategies.

7. With respect to succession planning, has your campus engaged in a systematic process to identify key employees and the critical competencies that these employees possess to prepare for their replacement? What level of professional management and leadership development programs are available for your senior and mid-level managers? Please describe.

- UNCW has not focused on succession planning as a specific strategy. We believe that it is important to continue our commitment to diversity and EEO by openly recruiting for vacancies. We also are keenly aware of the state prohibition of pre-selection as dictated by G.S. 126-7.1. In order for internal candidates to be competitive for given vacancies, we are providing development opportunities. LEAD UNCW is a year-long series of workshops designed for administrators in order to provide them the tools to be successful at UNCW. The first year has focused on existing and recently hired administrators/leaders (Directors, Chairs, etc). This program however, is planned to be open to aspiring administrators in the coming years.
- We have worked with the Ernst & Young consultants to help identify key competencies for financial and other high risk areas.
- The following article highlights some key elements of succession planning at a university.
http://www.wittkiewer.com/cmfiles/reports/Education%20Suc_4web.pdf
- Individuals are encouraged to participate in their respective professional associations as a means of career enhancement.
- The Certified Public Manager Program, coordinated by the Office of State Personnel, is made available.
- The Business Affairs Division has recently begun a “Finance Certificate” program. Individuals who work with the campus system and have any contact with billing, budgeting, etc. will be provided a series of workshops designed to ensure their mastery of the rules, regulations, and systems used to accomplish this work.
- When we advertise positions, we specify competencies and skill sets required for the position.

8. Beyond what you may have already identified in Questions 1-7 above, are there any other significant issues relating to recruitment and retention of high-quality faculty and staff that you wish to highlight? If so, please provide a brief description of the issue, how you would propose the issue be addressed, and any related policy, regulatory, or other administrative changes needed.

- We believe that continued professional development of faculty and staff is an important component of both retention and skill development.
- The challenge of UNCW being understaffed manifests in many ways. For example, retention can be related to the historic gaps in staffing that many areas of the university have experienced. There is currently a lack of formal training/cross training for many positions within the university. Many projects and processes experience a work stoppage when an individual leaves a position. This causes a couple of problems. (1) The new employee does not have a resource to train them in their new position, so many times it is a painful process of learning as you go and trial and error. (2) In some cases when the vacating employee stays within the university, they are charged with “bridging” the new employee into their new position. This puts an unfair strain on the vacating employee who is now performing double duty, learning a new position and training a new employee on their old duties. (3) The new employee in many cases is at a disadvantage, due to the fact that there is frequently a backlog of work that exists due to the gap in rehiring. In some cases a new employee is completely overwhelmed with the backlog, resigns, and the cycle of turnover continues.