D. Faculty and Staff Recruitment and Retention

Please respond to the following questions:

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

North Carolina Central University is not currently engaged in a deliberate planning process to address the workforce needs of the campus. A deliberate planning process to address workforce needs is supported by the establishment of a new leadership team and full utilization of the university planning system.

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

North Carolina Central University has a basic understanding of the current workforce needs. However, a more in-depth analysis of the future workforce demands and trends is warranted to project our needs over the next five years. Surveys are being conducted to assess the needs of each unit regarding faculty and staff. Career banding policies and guidelines have been implemented to clarify roles, responsibilities, competencies, and to ensure equity in salary decisions for staff.

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

The university has begun to identify staffing needs and skill sets needed for the future. The next five to ten years will bring about changes in the demographics of our faculty and staff populations. The university has identified the following needed skill sets: (1) analytical skills (e.g., goal centered critical analysis); (2) technical skills (e.g., data base reporting); (3) communication skills (e.g., understanding and adhering to processes and protocols); (4) best practices that foster student centered outcomes (e.g., maintain engaging learning environments); (5) scholarship (e.g., innovative research); and (6) outreach (e.g., community partnerships).

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

North Carolina Central University has basic analytical tools needed to conduct a workforce planning process. Such resources include faculty, staff and administrators; the Office of Research Evaluation and Planning; the Office of Human Resources; Information Technology Services; and access to local, state, national, and international workforce development trends and data. In order to expand upon these tools, there must be a restructuring of the offices of Research, Evaluation, and Planning and Human
Resources. These offices are scheduled to be restructured with the University’s new leadership team taking the lead.

- **Is Human Resources included in your organization’s solution strategies to enable your organization to accomplish its mission, goals, and objectives?**

Yes. The Human Resources Department plays a role in developing strategies to accomplish the university’s mission, goals, and objectives. The EPA (exempt from state personnel act) and SPA (subject to state personnel act) operations have combined to be more effective in delivering efficient services to faculty, staff, and administrators. Human Resources policies, processes, and procedures are being revised for efficiency and effectiveness, particularly for the recruitment of a more developed workforce with the needed skill sets. Human Resources will play a more prominent role in accomplishing the University’s mission, goals, and objectives once this unit has been completely restructured.

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?**

North Carolina Central University is in the process of identifying gaps and surpluses between what the university currently has and what is needed with respect to leader and worker shortages. Critical talent areas for both leader and worker roles to maintain a competitive environment in higher education at NCCU include: (1) science, mathematics and technology; (2) nursing and allied health; (3) biotechnology; (4) education; (5) English and language development; (6) social sciences; and (7) research.

- **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?**

North Carolina Central University has not implemented a proactive recruitment strategy to attract top talent. The university recognizes the importance of developing and implementing a comprehensive plan that might include the following:
  - Research start-up packages
  - Office and laboratory space
  - Flexible academic appointments
  - Moving and living packages
  - Spousal employment
  - Reduced teaching loads
  - Workload flexibility
  - Sabbaticals
• **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?**

North Carolina Central University has not developed a strategy to retrain, redeploy or reduce-in-force employees where functions are not needed in the future. The university has embraced policies consistent with guidelines developed for career banding and post-tenure review.

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?**

North Carolina Central University has not conducted a comprehensive evaluation of retirement faculty over the next 20 years and the impact it would have on the campus workforce. However, evaluations on workforce and attrition are conducted by individual units. It is expected that the restructuring of the Office of Research, Evaluation, and Planning will yield a trend analysis of the aging workforce and attrition rates.

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

North Carolina Central University has not adequately addressed recruitment and retention of employees. Consistent with the earlier statement regarding recruiting and retaining top talent, the university recognizes the importance of developing and implementing a comprehensive plan for recruitment and retention that might include the following:

- On-going professional development
- Research start-up packages
- Office and laboratory space
- Flexible academic appointments
- Moving and living packages
- Spousal employment
- Reduced teaching loads
- Workload flexibility
- Campus childcare services
- Sabbaticals
• Are there policies or programs that General Administration should consider implementing that would help to improve your campus’ recruitment and retention efforts?

Yes. There are policies and programs that General Administration should consider implementing that would help to improve NCCUs’ recruitment and retention efforts. General Administration could initiate a system-wide approach to support sabbaticals, professional development programs, staff awards for faculty and staff, and leadership institutes for senior administrators.

• 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?

Yes. Phased retirement policies have been very effective in allowing for more strategic recruitment and hiring of faculty and staff. Phased retirement also allows faculty to prepare for the changing lifestyle that comes with retirement.

There are perhaps categories of non-tenure track and non-tenured faculty that should be considered eligible for the phased retirement program. For example, there is a category of faculty with a specific designation brought about from the 1980 Consent Decree. This group of faculty is not eligible for the phased retirement program. Extending phased retirement for this group of faculty should be considered.

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?

Managing the impact of demographics on a historically black and traditional college campus is a significant challenge. Forecasts of demographics changes by race and age present a growing non-traditional pool of enrollment for NCCU. Appropriate tailoring of faculty recruitment and retention policies will produce the special types of faculty and staff needed to address the challenges brought about by the changing demographics. The University has identified specific challenges with respect to changing demographics now and in the near future. Those specific challenges are: (1) impact on institutional culture; (2) outreach to Latino populations (3) escalating college costs, (4) attracting non-African American and international students especially in behavioral and social sciences and liberal arts (5) attracting more African-Americans in business, law, library sciences, biotechnology, Science, Technology, Engineering and Mathematics(STEM) areas and (6) expansion of weekend and distance education offerings. The University will continue to be challenged in accommodating and managing lifestyle structures and choices.
5. What are some of the barriers that your University is facing with respect to recruiting and retaining high potential talent? What additional resources/flexibilities would be helpful to help you address these challenges, e.g., policies, programs, compensation, benefits, etc.?

North Carolina Central University like all of higher education in this nation is engaged in a very competitive environment for recruiting and retaining high potential talent amongst faculty and staff. The major barriers to recruiting and retaining high potential talent are (1) limited research and laboratory space (2) limited flexibility in course loads (3) limited funding for moving and living packages (4) shortage of system wide opportunities for professional development and institutes (5) competitive salaries and compensation packages (e.g., campus child care, assistance in securing housing, wellness programs) In addition, NCCU currently operates with a structure for hiring faculty and staff that is in many ways inadequate for success in a highly competitive environment. NCCU would receive immense benefit from resources for the development of a proven structure for recruitment and hiring supported by consistent policies and staffed by skilled and experienced personnel with demonstrated proficiencies in management and administration.

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

At a historically black institution, diversity is defined as the presence of persons other than the historic African-American faculty, staff and student population. Diversity is the recognition of multiple nationalities, races, cultures, ages, lifestyles and abilities at the University and the changes brought on by their presence.

- **Are you setting goals for achieving increased diversity among faculty and staff?**

  The University has significant levels of diversity throughout its academic units, relative to higher education in this nation. North Carolina Central University remains committed to ensuring that our workforce is diverse, particularly in a growing global environment for higher education. In goal 3 of NCCU’s 2004-2008 Strategic Plan, diversity is addressed through objective 3.5 which states: identify the establishment of more exchange programs and international partnerships, implement programs and activities for the local Hispanic population, provide workshops to sensitize the University community within a multicultural environment, expand curriculum in international and global affairs, and advance support for faculty and staff with communication barriers, cultural differences and disabilities.

- **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?**

  Yes. North Carolina Central University has implemented programs and policies to implement diversity in the University. For more than two decades, NCCU has actively
engaged in recruitment practices aimed at attracting a more diverse faculty and staff. These practices include: enhanced search processes conducted by diverse groups of faculty and staff; advertisements in a diversity of media; personal contacts with prospective applicants while attending and participating in professional meetings and conferences; making use of professional networks via e-mail and other electronic media, and targeting publications which are distributed to diverse populations. Overall, these practices have been effective resulting in the significant levels of diversity throughout our academic units. In this context, effectiveness is measured by the increased numbers of diverse faculty and staff with elevated levels of retention.

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.

North Carolina Central University has not engaged in a successful systematic process to identify key employees and the critical competencies that these employees possess to prepare for their replacement. The level of professional management and leadership development programs available for senior and mid-level managers at NCCU has been relatively consistent over two decades. University administrators utilize the Phased Retirement Program as a mechanism to identify key employees and their critical competencies to recruit top talents for their replacement. The Phased Retirement Program allows for continuity in the transition of individuals between leadership and academic roles. However, there is a definite need to provide elevated and more targeted and intentional development opportunities for our senior and mid-level managers. What has been provided are the following: (1) BRIDGES; (2) University Management Development Program (UMDP); (3) American Council on Education (ACE) Leadership Training Sessions; (4) Harvard Management Institute; and (5) leadership development programs in professional organizations.

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.

The evolving relationship between NCCU and General Administration continues to present a number of challenges in the recruitment and retention of faculty. NCCU like many historically black colleges and universities is still in the early years of integration into the state system of higher education. Variant expectations, perceptions, resource allocations, appointments, and availability of technical assistance continue to negatively impact several areas of the university including recruitment and retention of high-quality faculty and staff. The University proposes advanced dialogue between NCCU and General Administration specific to this issue.