

**2014 Staff Well-Being Survey Results  
Recommendations – in order of priority**

<b>1- Recruitment and Retention</b>	
<b>Institutional Action:</b>	Adopt an assertive institutional stance on recruiting and hiring a diverse workforce, and retaining good employees.
<b>Leadership Action</b>	A. Review and analyze NC State's workforce as a reflection of the community and regional workforce to identify demographic surpluses or deficits and plan for workforce sustainability.
	B. Train all hiring managers in preparing/writing position descriptions and postings to be free of gender or other demographic bias.
	C. Train all search committees on unconscious bias and how to review application materials to yield a diverse pool of qualified candidates.
	D. Hold hiring managers accountable when finalist pools are not diverse, including re-opening searches when the available workforce reflects more diversity than the finalist pool. When necessary, provide university funding for repeat searches.
	E. Create a culture where managers and employees discuss career goals that develop a vision for an upward path.
	F. Provide incentive packages to employees eligible for or nearing retirement to encourage the possibility for career growth for remaining employees.
<b>2- Workplace Flexibility</b>	
<b>Institutional Action:</b>	Affirm the university's policy on flexible scheduling as an opportunity for all staff whose positions suit a flexible approach.
<b>Leadership Action:</b>	A. All SPA positions at the university should be audited for the purpose of identifying whether the work of the position, or some portion thereof, could be done remotely, or on a schedule different from 8:00AM to 5:00PM.
	B. Position descriptions should then include the opportunity for flexibility, or lack thereof, when the job is posted so prospective candidates will be aware when they are applying for a position.
	C. Position assessments of flexibility potential should be conducted by Human Resources, in collaboration with supervisory units, not by supervisors alone.
<b>3- Professional and Career Development</b>	
<b>Institutional Action:</b>	Commit to facilitating career development discussions with employees as part of their annual appraisal process, including information about their opportunities for advancement and ways professional development activities may enhance their eligibility for those opportunities. Reward supervisors whose employees demonstrate continuous improvement.
<b>Leadership Action:</b>	A. Professional development opportunities should be advertised to all staff and registered through a system similar to the employee leave request system, whereby staff would request participation in professional development activities to be approved by supervisors. Using such a system would allow the university to track each employee's effort to participate in professional development, as well as any trends or possible biases in supervisors' granting of requests.
	B. Employees who participate in professional development activities should be tracked to determine the impact of the activities on the employees' progress in terms of promotion, pay increases, enhanced position responsibilities, etc., both inside and outside the university
	C. Supervisors should include in the employees' interim and annual appraisals goals for employees' career growth, including identifying the necessary skills and training available for promotion and other opportunities.
<b>4- Required Supervisor Training</b>	

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<b>Institutional Action:</b>	Expect that any faculty or staff member who supervises other faculty or staff members (including students) meet minimum requirements for knowledge and skills related to administration, management, personnel and diversity. Such knowledge and skills should be periodically updated as cultural and environmental shifts naturally occur.
<b>Leadership Action:</b>	A. All supervisors should be required to complete at least 20 hours of training in administration, leadership, cultural competence and university policies. New supervisors should complete this training by the end of their first six months in their new positions. Continuing supervisors should participate in refresher training every 24 months. Supervisors' supervisors should assess the need for additional training and require any as indicated to be completed by the end of the new supervisors' first year in their positions.
	B. Supervisor training is required of all unit leaders, including faculty, EPA Non-faculty and SPA staff.
<b>5- Work-Life Balance and Wellness</b>	
<b>Institutional Action:</b>	Adopt a philosophy that supports staff's work-life balance and wellness to improve morale and overall health and fitness by providing convenient, reasonably-priced resources, and the flexibility to take advantage of them.
<b>Leadership Action:</b>	A. Create a campus child-care system that includes support for employees who are parents of children of all ages, birth to 16 years. Incorporate NC State students as teachers, tutors and mentors and offer before- and after-school programs for school-aged children, not just daycare for pre-school-aged children.
	B. Develop sliding-scale fees to make child-care, recreational facilities and arts and cultural activities affordable for all employees.
	C. Provide flexibility for employees to exercise over lunch hours, by extending the work day 30 minutes in either direction, according to the employees' needs.
	D. Develop programs for employees to exercise in groups, providing incentives and rewards to make wellness an integrated function of the workplace.
	E. Encourage employees to participate in arts and cultural activities available on campus by highlighting news from Staff Senate, OIED units, ARTS NC State and etc. in staff meetings and unit email communications.
<b>6- Campus Community Involvement</b>	
<b>Institutional Action:</b>	Invite and encourage all staff to participate in opportunities that may connect them more to institutional decision-making and institutional decision-makers. Require supervisors to seek broader involvement when opportunities arise, not just select from among those who are already participating.
<b>Leadership Action:</b>	A. Publicize and encourage employees to participate in unit, division and campus-wide committees and work groups, being sure to solicit involvement from all employees, not just those who appear to be most interested or who have served on committees before.
	B. Supervisors should work with employees to connect involvement-related skills to position skills and include involvement activities in employees' work plans and appraisals.