

**Think and Do: Using the 2014 Staff Well-Being Survey Results to
Make NC State an Even Better Place to Work**

**Recommendations Arising from the 2014 Staff Well-Being Survey Results
Prepared by the UDAC Staff Recruitment and Retention Task Force, the Staff Well-Being
Survey Work Group and the Staff Diversity Advisory Board**

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Background

Results of the 2014 Staff Well-Being Survey (SWBS) have been available on the Office for Institutional Research and Planning website since early fall 2014. Dr. Nancy Whelchel, Associate Director for Survey Research, has also presented the results to various groups across campus, including the Staff Diversity Advisory Board (SDAB), the Staff Senate and the University Diversity Advisory Committee (UDAC), as well as multiple colleges and divisions. Two groups from within these organizations, the Task Force on Staff Recruitment and Retention (UDAC) and the Staff Well-Being Survey Work Group (SDAB), as well as the Staff Diversity Advisory Board as a whole, spent extensive time reviewing the results, with specific attention paid to similarities and differences in responses by those in individual demographic groups (e.g., gender, race/ethnicity, age, etc.). This report and the recommendations included address significant differences between those groups and the survey respondents as a whole. However, it should be noted that the implementation of the recommendations would benefit all staff, and not just those in specific demographic categories.

Overall, the 55% of all staff employees who responded to the 2014 Staff Well-Being Survey reported fairly high levels of satisfaction with working at NC State. They particularly mentioned their overall satisfaction with the people in their work groups: co-workers and supervisors. At the same time, there were a number of issues where employees identified plenty of opportunity for improvement.

The prevailing concern/source of dissatisfaction identified by the 2014 Staff Well-Being Survey is the issue of compensation. 37% of respondents said during the past year or two they had “very seriously” (17%) or “somewhat seriously” (20%) considered leaving NC State for reasons other than retirement. About half of those mentioned something related to salary/benefits as a reason for thinking about leaving. However, given that compensation is determined by the state legislature, and the university holds little ability to act on its own to increase salaries, the recommendations included in this report do not address compensation. **Rather, the focus is on those areas where employee and workforce conditions can be improved at little or no cost to the university, employees can grow, and a “culture of continuous improvement” called for in the university’s strategic plan will be facilitated.**

Enhancing the university’s reputation as a great place to work can largely be achieved through changes in practices, for which policy provisions already exist, and adjustment of expectations, and will cost little, if anything, to implement. Recommendations are listed in two parts: action to be taken by the university leadership to establish the expectation of or foundation for the specific recommendations, and action to be taken by the leaders within divisions and colleges who have designated responsibility for implementation of the recommendations.

This report contains background information providing the basis for the general recommendations listed, plus additional recommendations that address specific concerns of individual demographic groups. Comments from individual respondents were provided by the Office of Institutional Research and Planning and are not yet available online. Full SWBS survey results and analyses are posted at <https://oirp.ncsu.edu/spring-2014-staff-well-being-survey>. This report will be posted at oied.ncsu.edu/staff.

(Note: EPA and SPA staff are now designated by the state as EHRA and SHRA, respectively. As the survey was administered prior to this change, the report will also use the previous designations for the two groups.)

Recommendation Categories – in order of priority

- 1- Recruitment and Retention
- 2- Workplace Flexibility
- 3- Professional and Career Development
- 4- Required Supervisor Training
- 5- Work-Life Balance and Wellness
- 6- Campus Community Involvement

1- Recruitment and Retention

Diversity in terms of hiring and retaining staff from underrepresented groups is an important finding among the SWBS results. The vast majority of respondents to the SWBS indicated that diversity is important, but the university appears to lack commitment to hiring underrepresented minorities, even when the recruitment practices result in a diverse pool of candidates. In addition, support for underrepresented minorities is needed to retain those that are here, as well as those that are newly-recruited and hired. One respondent stated it thus: *“There should be a more intense focus on diversity, not just hiring a diverse workforce, but also promoting diversity throughout management levels at the university. In my unit, no one from an underrepresented group is in a management position.”*

EPA and SPA staff positions reviewed by the UDAC Task Force on Staff Recruitment and Retention comparing 2009 and 2014 demographic data available in OIED also reveals little growth for women or people of color in terms of their sheer presence. In fact, among positions frequently hit by budget cuts during the period reviewed were two in which women were prevalent (SPA clerical and EPA professional).

Discussion among the groups reviewing the SWBS results revealed that when hiring managers or their supervisors do not expressly state a commitment to seeking someone for an open position who would add to the diversity of the workgroup, the successful candidate most often was someone who was similar in characteristics to those doing the selection.

National and regional data indicate that a model in which employees are hired that continue to reflect the existing demographics is not a sustainable one. Increasing numbers of Hispanic/Latino and Asian applicants will be the norm in the general population. This will be reflected within our student body, as well. Therefore, it is important that the university do a better job of hiring new employees whose demographics reflect the constituencies that we serve, among whom are students and the public.

With regard to retention, results from the survey and responses to open-ended questions (provided by the researcher, not yet available online) reveal the perception among staff that the lack of increases in pay and benefits has caused staff to look for other positions either inside or outside the university. Then, when they leave, the university tends to hire externally, rather than promote from within. One commenter noted *“NCSU seems to recruit and hire externally much more than internally. There needs to be more emphasis on retaining and promoting exceptional internal staff and faculty, before hiring search teams to attract external talent. NCSU has a habit of asking current people to assume the vacant position's responsibilities, until the position can be filled but rarely gives that individual the promotion.”*

In addition, ensuring that the work environment is welcoming and inclusive of all employees will aid retention, as will implementation of other recommendations contained in this report. The cost of improving and maintaining a positive climate through training in cultural competence and other skills, as well as flexible workplaces and mapping plans for individual employee success is

minimal. In fact, this costs far less than the process of recruiting, hiring and training a new staff person to take the place of one who leaves due to negative environmental conditions.

In order to achieve positive outcomes with regard to recruitment and retention, the following recommendations are presented:

Institutional Action: Adopt an assertive institutional stance on recruiting and hiring a diverse workforce.

Leadership Action:

- 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. Develop succession plans in each unit to allow employees a clear vision of an upward path.
- F. Provide incentive packages to employees eligible for or nearing retirement to encourage the possibility for career growth for remaining employees.

2- Workplace Flexibility

Almost 97% whites rated highly the importance of flexible hours in the Staff Well-Being Survey. This reflects the preferences within the national workforce, where opportunities to schedule work around family members who need care at specific times, telecommuting to save on commuter costs and reduce environmental impact, and using work spaces that enhance creativity and productivity make more sense than a static work environment on a rigid schedule.

While it is critical that people work at the university at those times and places that are required to fulfill the mission of the university, there are a variety of positions that could be flexed in terms of time and place, to the benefit of both employee and university. For example, many students, undergraduate and graduate alike, are taking classes via distance and outside the traditional 8:00AM – 5:00PM work day. They are often working full-time themselves, and having to find time during their work days to contact NC State when they have questions or need resources. Most likely, they would welcome administrative and advisory support being available at other times.

One survey respondent made the following observation: *“There needs to be a clear policy about telecommuting that recognizes that some jobs can be done from anywhere--this would solve the space needs problem, improve the environment by reducing traffic and improve the parking situation on campus. There needs to be a more flexible treatment of SPA employees--many SPA employees are now doing the work of two or three people and need to be able the have the flexibility in hours and times worked to accomplish their workloads.”* In fact, the university has a policy that allows for telecommuting, as well as one for flexible hours.

Other reasons to support flexibility for staff includes the benefit of supporting employees who are juggling the needs of families and extended families, including child and elder care. Faculty and EPA staff enjoy this flexibility, adjusting their work schedules in negotiation with supervisors to accommodate their children's school activities, medical appointments, elder care duties and etc. SPA staff whose supervisors rigidly adhere to the notion of the 8:00 – 5:00 framework must take leave to accommodate these needs.

SWBS respondents who currently have job flexibility reported being very satisfied with the arrangement. In those cases, supervisors have agreed to arrangements in accordance with university policy. However, not all supervisors are willing to approach this opportunity.

Institutional Action: Affirm the university's policy on flexible scheduling as an opportunity for all staff whose positions suit a flexible approach.

Leadership Action:

- 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.

3- Professional and Career Development

More than one-fifth (23%) of staff respondents described professional development opportunities at NC State as one of the most positive aspects of employment ($n=410$). However, nearly the same amount (22%) listed this as an area for improvement ($n=384$). Staff desire the opportunity to grow and develop professionally, and to know what their opportunities are for advancement. They like working at NC State and would like to stay here, but feel they don't know enough about what is available to them, or what they need to do to qualify for advancement opportunities.

Recommendations arising from the 2008 Staff Well-Being Survey reflected a concern among staff that professional development opportunities were not being equitably offered to all staff. Fortunately, that concern did not re-surface in the 2014 survey results, where more staff indicated that they were satisfied with their opportunities to participate in professional development opportunities (2008 SWBS results are available online at [http://www2.acs.ncsu.edu/UPA/archives/survey/staff/.](http://www2.acs.ncsu.edu/UPA/archives/survey/staff/)) Yet, many respondents would like to see more opportunities for professional development offered to them. Some respondents felt that their specific department or unit could do better in encouraging these activities. Other staff members felt that there were limited opportunities for professional development in general. Still others were concerned about how budget constraints had impacted their professional development opportunities.

An additional concern mentioned in the 2014 results was that professional development did not seem to lead to tangible benefits such as opportunities for promotion or increased compensation. SWBS respondents indicated that they needed and expected more from their supervisors in terms of career development, particularly via the performance review process. They want to be able to stay at NC State to progress in their careers, but many are applying for jobs outside the university to find progressive career-level opportunities.

In interviews with Human Resources staff, the UDAC Task Force on Staff Recruitment and Retention discovered that no tracking exists within HR to determine the extent to which participating in professional development contributes to employee advancement. A confounding factor in such tracking appears to be the various database management systems used to register and monitor employee participation in professional development training. Programs are offered in a variety of locations, including OIED, HR, the McKimmon Center and others, without a common system in use that could track an individual's participation all in one place.

Institutional Action: 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.

Leadership Action:

- 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.
- 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.

4- Required Supervisor Training

As previously stated, NC State staff reported a high level of satisfaction with their colleagues and supervisors. However, they did note areas where their supervisors could be more effective, for which training could and should be made available.

Some staff expressed that they felt appreciated and respected by their coworkers, which they considered one of the most positive aspects of their employment at NC State. Others expressed on several occasions that they did not feel included in departmental decision-making or that they did not feel comfortable approaching their departmental leadership. One respondent commented, *"The biggest problems I see here are lack of proper management training--the administration here has no clue how to equitably manage personnel and no one makes them learn. They just assume that because someone has an advanced degree they know how to manage. Not so. The level of favoritism and inequities is high."*

Although departmental or unit leaders are not solely responsible for the work environment being welcoming and inclusive, they must set the tone with expectations for behavior of all unit members that is respectful. Individual staff members should understand that they play a major role in contributing to a positive work environment, but they should also feel comfortable to approach their supervisors when they feel that the work environment is not a positive one. Furthermore, supervisors should have the knowledge and skills to establish a positive work environment, and to recognize when that is not happening and address it with needed changes.

Since the university structure is one in which leadership status is often achieved through meritorious service in a functional or disciplinary area, the university must recognize that functional excellence does not automatically lead to effectiveness in supervision and administration. Therefore, training to enhance leadership skills or even compensate for deficiencies is needed and should be expected. Requiring and providing training for all supervisors will facilitate a consistently positive working environment, which contributes to the university being a desirable place to work and can help attenuate the compensation and workload concerns expressed in the survey results.

Institutional Action: Expect that any faculty or staff member who supervises other faculty or staff members (including student staff) 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.

Leadership Action:

- 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 within the following performance appraisal term.
- B. Supervisor training is required of all unit leaders, including faculty, EPA Non-faculty and SPA staff.

5- Work-Life Balance and Wellness

"Morale is not very good when people are over-worked and under-paid. Employees need to be able to balance work and personal life but that is very hard to do when we are short-staffed and still expected to do the same amount of work and produce same impacts." This comment in the SWBS survey results succinctly states why the university must do what it can with the resources it has to enhance the working conditions of the staff. This section is related to the Workplace Flexibility recommendations, but flexibility alone cannot support the balance and wellness that staff need to be productive and effective. The university has many resources available to staff, including a state-of-the art recreation center, multiple arts programs, and a scenic, walkable campus, but staff are not always encouraged to take advantage of them. In terms of participating in cultural or arts activities, staff most often report that the reason they do not take advantage of these programs is that they are not aware of them.

One of the most-often repeated requests from NC State employees, including staff and faculty, is for a campus child-care center. The discussion has been ongoing for years and the Bright Horizons daycare option is an early result of that conversation. Unfortunately, the service is very limited in size and is priced well above the means of many university staff, so does not meet their needs in any significant way.

A committee addressing this request by faculty and staff in the past actually identified a location on campus where a child-care center could be built. It is unlikely that a center on campus would be able to meet all the needs of faculty and staff, but that doesn't mean the university shouldn't attempt to meet the need to the extent that it can. In envisioning such a center, the university should take advantage of the resource most readily available on campus: students, particularly those pursuing degrees in fields that involve interacting with and educating children, including

teaching, social work, parks recreation and tourism management, etc. A comprehensive child-care program would include daycare for young children, as well as before and after-school care for children up to the age that parents feel comfortable with them being at home alone, or with arrangements for transportation to after-school activities such as sports, music lessons, etc.

Again, it is to the university's benefit to be a place where staff feel they can achieve all of this. The resources needed are relatively few when balanced with the benefits derived. As one respondent stated "*A culture shift to emphasize work-life balance and supporting employees in the tremendous workloads under ongoing budget cuts/restrictions is going will help make a difference in morale and hopefully improve retention.*"

Institutional Action: 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.

Leadership Action:

- 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.

6- Campus Community Involvement

One aspect of the Staff Well-Being Survey pertained to staff members' perceptions of leadership at every level of the university. Results showed that the further away from the respondents' position in the hierarchy, the less positive were their perceptions of the leadership. In other words, they had more positive perceptions of their own supervisor, but their satisfaction with their supervisors' supervisors diminished proportionally further up the line. Familiarity apparently breeds trust, at least as portrayed in these SWBS results. In the open comments, one respondent stated "*We don't know how much our program is valued and are never sure if we will receive more or less university support. I would appreciate a personal visit from upper administration and the effort to get to know me and the program I work for.*" The groups studying these results through the diversity lens discovered that the declining satisfaction was significantly more pronounced among certain minority groups.

One way for staff to develop relationships and perhaps build more trust with administration is through participation in committees and other involvement opportunities in the campus community. Certain groups, such as veterans, reported that they were much less likely to have served on committees in their departments or divisions. It seems that those who are seeking staff members to be involved in committee work or other such involvements are more likely to tap those who have served previously, or who tend to resemble their own personal

characteristics. The university would benefit from the involvement of diverse staff lending their ideas and perspectives to the governance of the university, including those who have never been involved before. The opportunities to interact with and/or hear from university leaders at higher levels could mitigate some of the lack of knowledge, understanding or even trust that staff have toward them. As one respondent put it, “... *the college/university needs to do a better job in making its employees feel important, respected and appreciated. Staff should be able to give input on improvements, policy changes and any decision that affects our jobs and duties. Please remember that ALL employees contribute to the success of NC State.*”

Institutional Action: 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.

Leadership Action:

- 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.

Conclusion

Implementing these recommendations arising from the results of the 2014 Staff Well-Being Survey will address issues staff identified as needing improvement and enhance the experiences for all NC State staff. Satisfaction rates to be measured in the next rendition of the survey could increase as a result. Although the immediate political and economic future does not promise significant improvement in compensation packages, NC State can become one of the best places to work in the Triangle in terms of employee satisfaction, simply by implementing these relatively low-cost recommendations.

Addendum: SWBS results for sub-groups where significant differences occurred between group responses and overall responses.

Race and Ethnicity group results

- African Americans/Blacks had the highest percentage of dissatisfaction among racial/ethnic groups in regard to recruitment, retention and support of minority groups.
- Whites had the highest dissatisfaction in regard to qualified people in their unit to do the work expected of them as a group.
- Almost 97% whites rated highly the importance of flexible hours
- African Americans/Blacks noted equity problems with immediate supervisors in most of the aspects and all racial/ethnic groups except Hispanics were dissatisfied with how upper administration does not “give straight answers to reasonable questions.”
- Except Asians, no sub-group was satisfied with opportunities given to broaden experience, opportunities to improve skills to increase chances for a better job, or financial support for professional development.

Recommendations:

1. Increase transparency of decisions made by supervisors in regard to employees. This will address the perception of unequal treatment. For example, an online system for employees to request professional development opportunities allows the university to track who is seeking and who is being granted such opportunities. Employee requests that are denied more often than other employees’ requests would trigger a request for explanation from the immediate supervisor and subsequent appropriate follow-up.
2. Offer all staff who are eligible the opportunity to schedule their work hours on a flexible schedule. This will not cost the university financially and will increase productivity.
3. Succession plans should be developed with and for SPA staff. Supervisors should be held accountable for SPA staff progress. If a staff member is working in the same position for 5+ years, the supervisor should document a career-development check with the staff member to indicate what is needed for that staff member to progress, or a statement by the staff member that they are satisfied with their current level assignment.

Age

- Younger employees (under 35 years old) showed signs of lower engagement than other age groups.
- Younger employees were less likely to stay (i.e. more than 64% of employees under 35 years of age have considered leaving NC State within the past two years compared to 43% of those ages 55 and older).
- Younger employees were less likely to attend events (citing a reason of “not aware of events” with respect to diversity events).
- With regard to Communication, the younger generation reported more often that they are not aware of University events, university diversity messages, employment benefits, and performance evaluation expectations.

Recommendations:

1. Engage NC State’s younger employees:
 - a. Enhance communication efforts to reach younger employees. Consider broadening delivery of information to include use of social media which use tends to be more prevalent in younger age groups.

- b. Formalize conversations around work flexibility. Provide more definition around telecommuting, flexible work schedules, and provide training to managers for handling flexible schedules and managing employees remotely.
2. Ensure work-life balance for mid-career employees:
 - a. Provide quality childcare close to campus.
 - b. Prepare and train supervisors on effective strategies for handling flexible work schedules.
 - c. Provide campus-sponsored opportunities to utilize Community Service Leave.
 - d. Develop a work-life-balanced culture and brand.
3. Elevate the conversation around age as part of the diversity message:
 - a. Emphasize age diversity to increase engagement of employees in the younger generations. As a point of “sustainability” of the University, it is critical that we assure staff that they can be successful today as well as in the future.
 - b. Provide training/resources to all employees on the different generations in the workforce to enhance effectiveness of intergenerational work teams.

LGBT

- Those who self-identify as members of the LGBT community at NCSU had lower overall satisfaction working here, were less positive about the future of the institution, and were more likely to have considered leaving.
- LGBT staff were less likely to be satisfied with their compensation and with opportunities for professional development.
- LGBT staff also gave lower ratings to their supervisors, to communication with staff from all levels of university administration, and to the Staff Senate.
- LGBT staff were less satisfied with efforts to support diversity on campus, although over 90% said their work environment is respectful of differences in sexual orientation.
- Members of the LGBT community were more likely to report experiencing stress from a wide-range of sources at work, and to struggle with work-life balance.
- Members of the LGBT community were more likely than others to report having served on university/college committees in recent years.

Recommendations:

1. Encourage LGBT staff members to run for and serve on Staff Senate, to increase their presence within that critical campus body.
2. While LGBT respondents did not indicate that they feel overtly discriminated against by supervisors, given their lower ratings for supervisors across a wide range of issues it might be helpful to make sure supervisors are aware of LGBT concerns/issues; that they are inclusive of same-sex partners; etc.
3. The campus should continue its efforts to provide a safe and welcoming environment for members of the LGBT community. The GLBT Center should take a close look at the results from this survey, and think about what they can do to help, perhaps in particular as related to reports of stress.

Disability Status

Among staff who reported looking for jobs outside the university, those with disabilities more often reported that they looked jobs for a better work environment. Staff with disabilities also were more likely than others to disagree that their departments recruited the best talent when

filling vacant positions or that their departments are good at creating culture for potential to develop. Nearly one-third found Staff Senate advocacy at a poor level.

Recommendations:

1. Form committees of staff with disabilities at the college or division level to provide feedback and suggestions for improving the work environment for staff with disabilities.
2. Invite staff with disabilities to participate in the recruitment and hiring process for vacancies to include their voices in the process
3. Invite staff with disabilities to present to Staff Senate about their experiences working on campus and suggesting needs for advocacy that Staff Senate could pursue.

Veteran Status

- Veterans were much more likely than non-veterans to have looked for jobs outside NC State.
- Veterans reported having less satisfaction with the leadership outside/above their departments, and having not served on committees.
- Veterans also expressed less satisfaction with educational and professional development activities.
- Veterans were less satisfied with the annual appraisal process in terms of their involvement in the setting of objectives.
- Veterans were much less likely to be supervising other staff.

Recommendations:

1. Make stronger efforts to involve staff who are veterans in committees, particularly beyond the department, that might increase their contact with departmental/college/division leaders and their involvement in decision-making activities.
2. Include staff who are veterans in the annual appraisal process, including setting mutually acceptable objectives and identifying professional development activities that might lead to opportunities for promotion and supervision.

Non-Native English Speaker

Overall, Non-native English speakers tended to rate items higher than other groups. However, there were some topics in which rankings were lower. In the following categories, Non-native English speakers were:

- 5 times more likely to be "Very Dissatisfied" with access to a computer at work.
- Twice as likely to be "Very Dissatisfied" with availability of informal places to relax on campus.
- Less than twice as likely not to have served on a college/division committee in last five years.
- Twice as likely to be "a great deal" interested in formal wellness programs available through NCSU, and almost 4 times more likely to participate "once a week or more" in proactive wellness programs on campus.
- Almost twice as likely to be "Dissatisfied" with physical recreational activities available on campus.

- 5 times more likely to be "Dissatisfied" with ARTS NCSTATE programs, and were 3 times more likely to participate "Once a week or more" in other cultural activities on campus.

Recommendations:

1. Ensure that communications about wellness programs/physical activity and cultural programs reach these groups, which may be isolated due to language barriers and lack of e-mail access if they do not have jobs requiring them to work at desks.
2. Encourage non-native English speakers to become more involved, perhaps by utilizing comparable-speaking "ambassadors" as a way to ensure communication flows to applicable groups.

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