



**THE UNIVERSITY OF
NORTH CAROLINA SYSTEM**

HIGHER EXPECTATIONS

**UNIVERSITY OF NORTH CAROLINA SYSTEM
STRATEGIC PLAN FOR 2022-2027**

APPENDIX A

A MESSAGE FROM THE CHAIRMAN AND THE PRESIDENT

North Carolina's public universities have always been central to the state's prosperity and civic life. For the past 50 years, those storied institutions have thrived as part of the University of North Carolina System, bringing their unique strengths to a set of shared goals. In a fast-growing and diverse state, creating the right balance of autonomy and oversight for our public universities is key to expanding opportunity for all North Carolinians.

This five-year extension of the UNC System's Strategic Plan builds on a proven model for strengthening what is already one of the nation's best-performing systems of higher learning. By setting ambitious goals for lowering student costs, improving graduation rates, enrolling more rural and low-income students, and growing investments in research and public service, the System's Strategic Plan has made a real difference in the lives of students and families across North Carolina. By any objective measure, our public universities are stronger and more capable than they were five years ago. This updated Strategic Plan offers an opportunity to build on those successes and answer emerging needs for our state and our students.

We have sharpened our focus on adult learners and military-affiliated students, recognizing the need to effectively serve North Carolinians at different stages in their lives and careers. We have added important measurements of student wellbeing, recognizing the mental health challenges that impact the lives and prospects of the people we serve. And we have committed to better retention and greater diversity among our staff and faculty, recognizing the highly competitive environment for talent in our growing state.

Higher education faces real challenges, both in North Carolina and nationally. We are living through an era of eroding trust in public institutions of all kinds and growing skepticism about the role and value of college in American society. The disruptions to public education, civic life, and the economy over the past few years have been enormous.

Through it all, we have focused on our mission and kept our promises to the people of North Carolina. One of the great strengths of higher education is its long horizon, its enduring belief in the power of education and service to build a better future. This plan is our confident recommitment to that work.



Randy Ramsey
Chairman, UNC Board of Governors



Peter Hans
President, University of North Carolina

INTRODUCTION

North Carolina has long set a national standard for public higher education. Our state is home of the nation's first public university and one of the earliest community college systems. We also pioneered research parks that bridge education and industry and formed early college high schools that reimaged pathways from K12 to higher education. From its very beginning to today, North Carolina has been recognized as a leader in education innovation.

The University of North Carolina System, with its 17 institutions, is a cornerstone of this success, ensuring access to affordable, world-class higher education for all qualified North Carolinians. No public university system in the country promotes access, success, and excellence as effectively as the UNC System.

The UNC System's 2017-22 Strategic Plan built on this strong foundation by setting measurable goals under five broad categories:

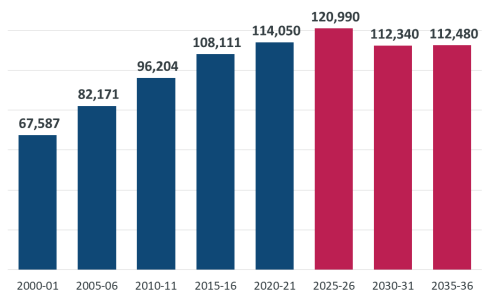
- **Access**
- **Student success**
- **Affordability and efficiency**
- **Economic impact and community engagement**
- **Excellent and diverse institutions**

The plan called for the System to enroll and graduate more low-income students, raise five-year graduation rates, and graduate

more students from programs that are aligned with critical workforce needs. The System set ambitious targets and regularly reported institutional progress. Since 2017, UNC System institutions surpassed the Strategic Plan's economic impact and student success goals while highlighting the need for continued progress in other areas.

We must do more. The world has changed dramatically over the past five years, and our universities must change with it. After decades of national and state growth in the overall number of high school graduates, changing demographics foreshadow a lasting slowdown in college enrollment. Simply put, the pool of traditional college students in North Carolina is getting smaller, and that has major implications for our universities. Meanwhile, concerns about student debt and uncertain job prospects have led increasing numbers of prospective students to question the value of higher education.

NC Public High School Graduates



Source: *Western Interstate Compact for Higher Education, Knocking on the College Door, 10th Edition*

INTRODUCTION

THE CHALLENGE: PUBLIC SKEPTICISM

Among young adults (18-34) without a college degree:
Which statement comes closest to your view?

70%

“A college education is a questionable investment because of high student loans and limited job opportunities.”

30%

“A college education is still the best investment for people who want to get ahead and succeed.”

Source: Public Agenda, 2022

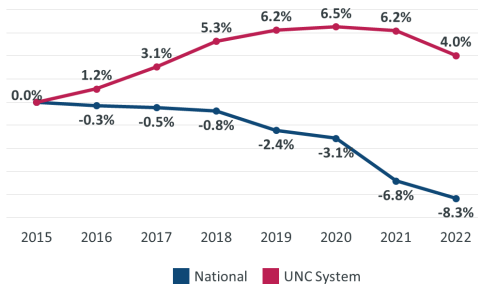
The COVID-19 pandemic accelerated these trends while also showing what is possible when universities think creatively about their mission and model. Our universities quickly adopted new technologies in advising and student services, and faculty learned and embraced new models for delivering effective online courses. With the uncertainty of 2020-21 thankfully receding, System institutions are better prepared to compete and succeed in a changing higher education environment.

The pandemic’s effects on enrollment will be with us for years to come. Many students have opted out of higher education, considering it too expensive, not clearly relevant, overly rigid, or all of the above. Pronounced enrollment declines among our community college partners have reduced

the number of transfer students interested in completing a bachelor’s degree at one of our universities. For the first time in a decade, enrollment in fall 2022 was down, and the decline was particularly acute among in-state undergraduates.

UNC Enrollment vs. National Enrollment

Change in undergraduate headcount since 2015



Source for National Enrollment Data: National Student Clearinghouse Research Center

APPENDIX A

INTRODUCTION

To address those challenges and meet their public mission, North Carolina’s public universities must enhance the value of the education they provide and extend their reach to students that have traditionally been more challenging to serve: working adults, military-affiliated students, and those from underserved counties.

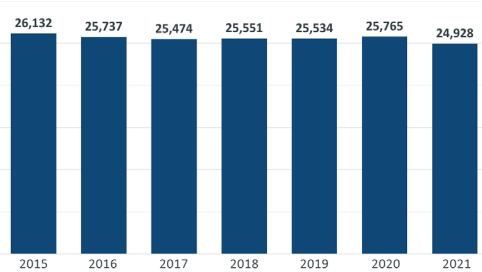
This will require the System to sharpen its value proposition and convince a rising generation of students that we can deliver on higher education’s core promise of a better life. To ensure that our public universities can thrive in this fast-changing environment and meet the goals outlined in this Strategic Plan, we will continue to execute an intentional, well-considered strategy at the System level.

1. Affordability: First, we are laser focused on affordability — low cost and low debt. There has been a great deal of discussion nationally about student debt relief and who should shoulder the burden for college costs. But here in North Carolina, we believe the most sustainable solution to the student debt problem is to reduce or eliminate the accumulation of student debt in the first place. We are achieving this through [NC Promise](#), through incentives for on-time graduation, through generous aid funding, and through seven years of flat tuition for North Carolina undergraduates. The

simplest way to strengthen the value proposition of higher education is to keep costs low.

2. Online Learning Innovation: In 2021, we developed a first-of-its kind effort to bring the best practices of online program management into the public sector, launching Project Kitty Hawk to help our universities better serve working adults. Currently, tens of thousands of North Carolinians are enrolled in online, out-of-state programs, while the System’s adult learner enrollment has stayed relatively flat over the past several years.

**Adult Learner Enrollment,
Fall 2015 - Fall 2021**



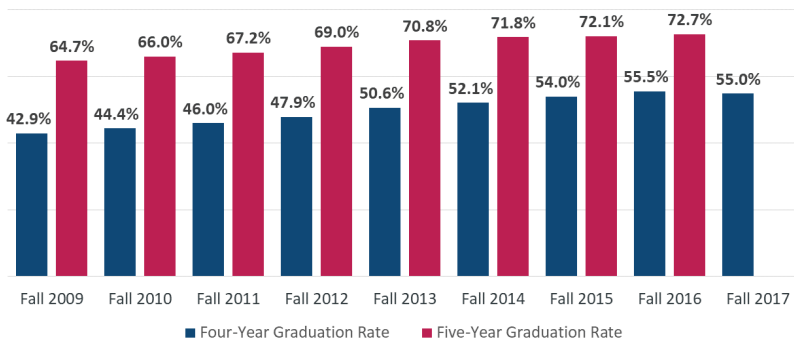
These students often need more flexibility than a traditional campus program can provide. Through Project Kitty Hawk, this underserved sector of largely adult and military students will have access to our public university programs in an online environment.

APPENDIX A

INTRODUCTION

- 3. Financial Aid Simplification:** In our efforts to simplify financial aid, we are working with lawmakers to ensure low-income families are aware of the assistance they can receive. The major investments we make in scholarships and aid should be structured in a way that encourages student ambition and incentivizes student preparation for college.
- 4. Transfer Pathways:** We have devoted considerable time and effort to make transferring simpler — between our own campuses, and from the community colleges to the UNC System. Common course numbering, stronger articulation agreements, and stronger transfer pathways are critical given that the number of community college transfers is down significantly because of the pandemic.
- 5. Returns on Academic Programs:** We are reviewing every academic program in the System through a public-interest standard. We have an obligation to make sure that any degree or credential from a UNC System institution leaves its graduates better off than before. At its best, a high-quality degree contributes to more meaningful lives, engaged citizens, and fulfilling careers.
- 6. On-Time Graduation:** We made considerable progress on the five-year graduation rate over the past five years, but now it is time we focus on the four-year graduation rate. We are adding clear incentives for on-time graduation, one of the surest ways to keep costs down and keep students moving forward in their lives. Aligning our own internal incentives with what is best for students is, again, the right thing to do and the smart thing to do.

Four-Year and Five-Year Graduation Rates, by Cohort



APPENDIX A

INTRODUCTION

These are all responsible, thoughtful, long-term moves to build the System that North Carolina needs for the coming decades.

About the Plan

The goals and metrics outlined in the following pages reflect the long-term vision and priorities of the Board of Governors of the University of North Carolina System, including the core metrics selected by the Presidential Assessment Committee to shape presidential and chancellor compensation and the performance component of the university's funding formula in the years to come.



The survey was open from March 13 to April 26, 2022



Over 4,600 survey responses



17 public forums between March 14 and March 30, 2022



Approximately 1,600 attendees

The goals also reflect input from a range of constituencies across the university, including faculty, staff, students, and other leaders. As the 2017-22 plan entered its final year, we encouraged stakeholders

statewide to share their perspectives on the plan and the way forward. Over the course of spring 2022, we listened to 15 affinity groups, received over 4,000 responses to an online survey, and held virtual town halls at all 17 institutions.

We heard that our five themes are more relevant than ever. We still need to improve access to our institutions and ensure students make it to the finish line. We still need to increase the contribution of UNC institutions in solving the challenges facing communities throughout the state. So, the themes are the same in this plan, but we have developed new goals to reflect our changing environment.

Each goal includes a target goal and a stretch goal. While our target goals are ambitious, we believe that if we work together on the innovative strategies outlined above and focus our efforts on these priorities, we can reach or exceed our stretch goals.

ACCESS

All North Carolinians prepared for rigorous learning should be able to pursue a university education. Broader access encourages our state residents to pursue higher education, improves pathways for transfer and nontraditional students, and provides academic, financial, and cultural support for students from all walks of life.

Goal 1: Increase access for underserved populations

ADULT LEARNER ENROLLMENT

In 2019, the state set an ambitious college attainment goal: 2 million North Carolinians aged 25 to 44 should have a high-quality postsecondary degree or credential by 2030. However, current trends show the state may fall 400,000 people short of its goal. For this reason, the UNC System must engage the more than 1 million adults between the ages of 25 and 64 who have some college, but no degree.

Many of those adults are turning to out-of-state online universities to complete their education. But with the launch of Project Kitty Hawk — a nonprofit education technology startup — the UNC System will be better equipped to serve these students and will aim to reach an additional 20,000 to 25,000 adult learners during the next five years.

- **Baseline:** 24,928
- **Target:** 45,000
- **Stretch:** 50,000



MILITARY ENROLLMENT

Military-affiliated students (active duty, veterans, spouses, and dependents) are a major asset to North Carolina and the UNC System. While military-affiliated student enrollment has increased 6.5 percent during the past three years (an increase of 1,251 students), there are substantial numbers of individuals who are either not enrolled or are enrolled online in out-of-state

APPENDIX A

ACCESS

universities. Those students would benefit from the educational opportunities that the UNC System has to offer. With the addition of Project Kitty Hawk, closer partnerships with military installations, and increased outreach by our universities, the System can expand the number of military-affiliated students served by 22 percent or more.

- **Baseline:** 20,455
- **Target:** 25,000
- **Stretch:** 30,000

STUDENTS FROM UNDERSERVED COUNTIES

Postsecondary opportunity is not equally distributed across our state, and the System has spent the past five years working to increase enrollment and degree attainment of students from rural areas. In this new plan, we are redefining how we measure our geographic goal to get a better understanding of our state's college-going landscape.

Underserved counties are defined as those with a college enrollment rate that is less than the statewide average. Based on data from the high school graduating class of 2020, 80 counties fall into this designation.

Undergraduate enrollment from these underserved counties has increased 2.5

percent during the past five years, mirroring population growth among residents between the ages of 18 and 44 in those counties. The state demographer projects that the population of these counties will grow an additional 3.4 percent between 2022 and 2027. The System's aspirations to increase enrollments from these counties by 6 percent or more is higher than the expected population growth.

Additionally, because our System high schools at University of North Carolina School of the Arts and North Carolina School of Science and Mathematics are such important pipelines of access into our postsecondary institutions, high school enrollments from underserved counties will also be counted in this goal.

- **Baseline:** 73,420
- **Target:** 78,000
- **Stretch:** 80,000



STUDENT SUCCESS

Student success is a combination of positive intellectual, personal, and social development facilitated by a high-quality university education. It includes the development of competencies such as critical and creative thinking, lifelong learning, technology proficiency, resilience, effective communication, flexibility, and collaboration, among others. It also pertains to the timely acquisition of a degree.

Goal 2: Increase undergraduate student success

FOUR-YEAR GRADUATION RATE

Under the previous Strategic Plan, the System made considerable progress towards increasing its five-year graduation rate. Under the new plan, the System will focus on increasing the percentage of students that finish in four years, as timely completion helps to limit student debt and lowers the opportunity cost of remaining in school for additional semesters. Given recent efforts to accelerate time to degree — including a uniform manner for awarding Advanced Placement credit and incentivizing summer learning — more students will be able to complete their degrees within four years. These target and stretch goals align with the goals set forth by the Presidential Assessment Committee of the Board of Governors.

- **Baseline:** 55 percent
- **Target:** 61.5 percent
- **Stretch:** 65 percent

UNDERGRADUATE DEGREE EFFICIENCY

Undergraduate degree efficiency — the number of degrees awarded per 100 FTE students — is a more holistic measure of student success than graduation rate, capturing the success of students beyond first-time, full-time freshmen, and including those who transfer into our System and complete a degree. For context, the Systemwide degree efficiency measure has increased by 1.4 degrees per 100 FTE since 2016-17. However, recent declines in North Carolina Community College System enrollment and related challenges imply that future increases may be more modest. These target and stretch goals are aligned with the goals set forth by the Presidential Assessment Committee.

- **Baseline:** 24.7
- **Target:** 25.3
- **Stretch:** 26.2

APPENDIX A

STUDENT SUCCESS

Goal 3: Make progress on equity gaps by race/ethnicity and income

FOUR-YEAR GRADUATION RATE: STUDENTS OF COLOR

The Board of Governors' Racial Equity Task Force found that System progress on measures of student success can mask stubborn disparities across demographic groups. While student success rates have increased across demographic groups, gaps remain. Like the previous plan, and per the recommendations of the task force, the System will set goals and disaggregate data on student success across groups of students whose completion rates have historically lagged Systemwide averages.

The target goal mirrors the target level of overall improvement on the four-year graduation rate (+6.5 percentage points), while the stretch goal would show considerable progress toward narrowing the current gap between students of color and their peers.

- **Baseline graduation rate by subgroup:**
Black or African American: 39.1 percent
Hispanic or Latino: 50.6 percent
Native American: 37.3 percent
Two or more races: 48.9 percent
- **Target:** Increase the four-year graduation rate of each subgroup by 6.5 percentage points.
- **Stretch:** Increase the four-year graduation rate of each subgroup by 10 percentage points.



APPENDIX A

STUDENT SUCCESS

FOUR-YEAR GRADUATION RATE: PELL GRANT RECIPIENTS

Low-income students complete college at lower rates than their more affluent peers. Due to affordable tuition and fees and student support under the previous Strategic Plan, the UNC System increased by 10.2 percent the number of Pell Grant recipients who completed a bachelor's degree. But completion rates among Pell Grant recipients still lag the System average. Our target goal mirrors the target level of overall improvement on the four-year graduation rate (+6.5 percentage points), while the stretch goal would halve the current gap between Pell recipients and non-Pell recipients.

- **Baseline:** 43 percent
- **Target:** 49.5 percent (increase of 6.5 percentage points)
- **Stretch:** 53 percent (increase of 10 percentage points)



Goal 4: Increase graduate student success

GRADUATE DEGREE EFFICIENCY

A consistent theme emerged from campus town halls and affinity group meetings: the Strategic Plan should more clearly acknowledge the important contribution that graduate education and graduate students make to the UNC System and the state. Specifically, there is a need to focus on graduate student success and student wellness. Therefore, the System has set a goal to increase graduate degree efficiency — the number of credentials awarded per 100 FTE graduate students. The measure will be disaggregated across master's degrees and research doctorates. The baselines reflect a three-year average. The target would represent a 1 percent increase per year, while the stretch goal would represent a 1.5 percent increase per year through 2026-27.

Master's Degree Efficiency

- **Baseline:** 54.6 (3-year average)
- **Target:** 57.8
- **Stretch:** 59.5

Research Doctoral Degree Efficiency

- **Baseline:** 26.8 (3-year average)
- **Target:** 28.4
- **Stretch:** 29.2

APPENDIX A

STUDENT SUCCESS

Goal 5: Improve student mental health

STUDENT MENTAL HEALTH

The System has made student mental health a priority, investing in shared telehealth services and successfully soliciting support from the Governor’s Emergency Education Relief (GEER) fund to expand capacity and training. One of the limitations in understanding the scope of the challenge and our ability to measure improvement is the lack of systematic data on the incidence of student mental health concerns. This goal calls on each institution in the System to participate at least once in

the Healthy Minds Survey, an annual study of student mental health run by the Healthy Minds Network, a team of university-based economics and public health researchers. Collecting these data will enable universities to identify specific challenges and set goals for improvement.

- All institutions will participate in the Healthy Minds Survey and develop campus-level goals and strategies based on survey findings.



AFFORDABILITY AND EFFICIENCY

Article IX, Section 9 of the North Carolina State Constitution requires that “The General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense.”

That constitutional mandate encourages a working compact among the state’s elected officials, taxpayers, and the UNC System to deliver the University’s multifaceted mission at the highest levels of quality in a cost-effective manner without regard to a student’s ability to pay.

Goal 6: Increase affordability

STUDENT LOAN DEBT AT GRADUATION: FIRST-TIME STUDENTS

The System has made significant progress in reducing average debt at graduation among first-time students, and this metric is included in the goals set by the Presidential Assessment Committee of the Board of Governors. These student debt goals acknowledge the potential for inflation-driven increases in components of costs of attendance (i.e., food, housing, transportation) to increase borrowing over the course of the Strategic Plan. Therefore, using 2020-21 as the baseline, the target goal calls for limiting increases in the average cumulative federal student loan debt for first-time freshmen to the rate of inflation each year. The stretch goal calls

on the System to outperform inflation by reducing average cumulative federal loan debt at graduation by 12.5 percent after accounting for inflation.

- **Baseline:** \$12,785
- **Target:** Limit increases over baseline to the inflation rate.
- **Stretch:** Reduce debt at graduation by 12.5 percent compared to inflation-adjusted baseline.



AFFORDABILITY AND EFFICIENCY

STUDENT LOAN DEBT AT GRADUATION: TRANSFER STUDENTS

The System has made significant progress in reducing average debt at graduation among transfer students, and this metric is included in the goals set by the Presidential Assessment Committee of the Board of Governors. These student debt goals acknowledge the potential for inflation-driven increases to total cost of attendance that could drive growth in student borrowing over the course of the Strategic Plan. Therefore, using 2020-21 as the baseline, the target goal below limits any increase in average cumulative federal student loan debt for transfer students to the rate of inflation each year. The stretch goal calls on the System to outperform inflation by reducing average cumulative federal student loan debt at graduation by 12.5 percent after accounting for inflation.

- **Baseline:** \$11,402
- **Target:** Limit increases over baseline to the inflation rate.
- **Stretch:** Reduce debt at graduation by 12.5 percent compared to inflation-adjusted baseline.



Goal 7: Improve University productivity

THE EDUCATION AND RELATED EXPENSES PER DEGREE METRIC

Education and related expenses per degree measures the productivity of educational spending. The System and its constituent institutions can increase productivity by containing costs (the numerator) but can also do so by making investments that maximize persistence and timely degree completion, leading to increased numbers of graduates (the denominator).

This metric is aligned with the goals set by the Presidential Assessment Committee.

- **Baseline:** \$62,331
- **Target:** Limit increases over baseline to the inflation rate.
- **Stretch:** Reduce education and related expenses per degree by 12 percent compared to inflation-adjusted baseline.

ECONOMIC IMPACT AND COMMUNITY ENGAGEMENT

Universities have sustained impact on state and regional economies through the students they attract and teach, the research they perform, the innovation they encourage, the people they employ, the services they offer, and the partnerships they build. The System can enhance economic impact and community engagement by preparing graduates to be well-rounded citizens and lifelong learners, improving quality of life; investing in foundational research; speeding the discovery, application, and translation of research; and deepening sustained partnerships that strengthen local communities and the state's economy.

Goal 8: Increase the System's contribution to the state's critical workforces

HEALTH SCIENCES AND STEM DEGREES AND CERTIFICATES

The previous Strategic Plan called for an increase in the number of undergraduate and graduate credentials awarded in STEM, health sciences, and education-related fields. The System has made exceptional progress on this measure, awarding 21.9 percent more critical workforce credentials since 2016-17. The plan will continue to emphasize these three academic fields but disaggregate our contribution to education in a separate metric (see below). The measurement of STEM and health science credentials will reflect the latest classifications of instructional programs. The target goal below, to award 33,000

credentials in STEM and health sciences annually by 2026-27, represents a growth rate that is less steep than the previous five years. This reflects the fact that the System is starting from a much higher baseline than it was in 2016-17. The stretch target, to award 38,000 credentials, represents a continuation of the growth rate of the past five years.

- **Baseline:** 26,451
- **Target:** 33,000
- **Stretch:** 38,000



APPENDIX A

ECONOMIC IMPACT AND COMMUNITY ENGAGEMENT

GRADUATES WHO GO ON TO WORK IN PUBLIC SCHOOLS IN NORTH CAROLINA

The UNC System produces a majority of the workforce in North Carolina public schools. Retirements (including early retirements) and attrition have increased slightly in North Carolina public schools, making our training and placement of teachers, leaders, and other school personnel even more important to the future of our state. The target and stretch goals reflect recent increases in Educator Preparation Program enrollments and programs designed to encourage more North Carolinians to pursue a career in the public schools (i.e.,

NC Teaching Fellows, NC Principal Fellows). To smooth outlier years, System Office staff used a three-year average of historical data for the baseline. Graduates from the System who go on to work in NC schools peaked in 2019 and the target goal represents a return to this level. The stretch goal pushes the System to grow the educator pipeline even more.

- **Baseline:** 4,618 (3-year average)
- **Target:** 4,800
- **Stretch:** 5,000



ECONOMIC IMPACT AND COMMUNITY ENGAGEMENT



Goal 9: Increase research productivity

SPONSORED RESEARCH AND LICENSING INCOME

UNC System engagement in research and related activities drives economic growth and development in our state by generating external research funding for our universities; attracting talented faculty and students; and generating commercialization opportunities, patents, and start-up firms. This metric is consistent with the President’s Report on Research and Sponsored Programs, under which the System saw sponsored research and licensing income grow 3.6 percent per year on average during the last five years. The target and stretch goals call on the System to continue growing the research enterprise.

- **Baseline:** \$1.81 billion
- **Target:** \$2.1 billion
- **Stretch:** \$2.2 billion

Goal 10: Increase military partnerships

MILITARY PARTNERSHIPS

The military community is a major asset to the state of North Carolina and the UNC System. Military partnerships enhance visibility and recruitment for UNC System institutions; provide military-affiliated students with access to training, professional development, and networking opportunities; fund research and development; and support the growth of the state’s military economy. Increasing these partnerships will continue to benefit both the UNC System and the entire state.

- **Baseline:** 12
- **Target:** 20
- **Stretch:** 25

EXCELLENT AND DIVERSE INSTITUTIONS

The University's constituent institutions are individually distinct and mission-focused and collectively comprise an inclusive and vibrant System that is committed to excellence and the development of a diverse community of students, faculty, and staff.

Goal 11: Improve the employee experience

EMPLOYEE ENGAGEMENT SURVEY

As part of the previous Strategic Plan, the System conducted a biennial employee engagement survey to measure workplace satisfaction. The plan will continue these biennial surveys to measure improvement in key engagement metrics, including job satisfaction, compensation and benefits, and professional development.

- *Increase the positive response rate on the employee engagement survey to meet or exceed the benchmark for four-year public universities and add survey items to the employee engagement survey that relate directly to employee mental health and well-being.*

Goal 12: Improve faculty and staff retention

VOLUNTARY TURNOVER RATE

Voluntary turnover has spiked across higher education and other parts of the economy. During the Racial Equity Task Force and Strategic Plan engagement processes, our faculty and staff emphasized the importance of retaining a diverse workforce. The target goal is to return to steady-state levels of voluntary turnover, as captured by the two-year average of 2017-18 through 2018-19. The plan also calls for a reduction in voluntary turnover among demographic groups whose turnover rates typically exceed the Systemwide average.

Decrease the voluntary turnover rate overall among faculty and staff

- **Baseline** (21-22 Projected)
 - All Faculty & Staff: 11.8 percent*
 - Staff: 14.9 percent*
 - Faculty: 4.5 percent*

APPENDIX A

EXCELLENT AND DIVERSE INSTITUTIONS

- **Target:** Return to typical turnover levels (as measured by average voluntary turnover in 2017-18 and 2018-19)
All Faculty & Staff: 6.6 percent
Staff: 8.1 percent
Faculty: 3 percent
- **Target:** Return to typical turnover levels (as measured by average voluntary turnover in 2017-18 and 2018-19)
Minority Employees: 7.5 percent
Women Employees: 7.3 percent
- **Stretch:** Reduce voluntary turnover rate to the Systemwide average in 2017-18 and 2018-19
Minority Employees: 6.6 percent
Women Employees: 6.6 percent
- **Baseline** (21-22 Projected)
Minority Employees: 14.1 percent
Women Employees: 13.3 percent

Increase retention by reducing the voluntary turnover rate among key subgroups whose voluntary turnover rates have historically exceeded the System average.



For more information on goal setting for the Strategic Plan, see the “Strategic Plan Metric Definitions and Change Log” document on our website:

www.northcarolina.edu/strategic-planning.

APPENDIX A

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APPENDIX A



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