The University of North Carolina Strategic Plan

Strategic Plan Online Survey

Full Results

The University of North Carolina General Administration

November 21, 2016
Introduction

The University of North Carolina (UNC) belongs to all citizens and constituencies of our state. Recognizing its obligation to all constituencies to contribute to an improved quality of life – economically and socially – UNC is in the process of developing a strategic plan for guiding decision making in the years ahead.

For any strategic plan to be meaningful and successful, it is essential to understand the perspectives of as many individuals and constituencies as possible. To that end, stakeholders (faculty, staff, students, alumni, and community members) have had two opportunities to provide feedback on the draft definitions, goals, and metrics: 1) an online survey and 2) one of seventeen public forums held at each UNC institution. This document contains the full, unedited results from the online survey. The survey was open from September 23 to November 20 and had 8,559 responses.

The executive summary of the online survey can be found on the UNC Strategic Planning website (https://www.northcarolina.edu/strategic-planning).
Table of Contents

Respondent Characteristics ................................................................. 4
Access .................................................................................................... 11
Affordability and Efficiency .................................................................. 132
Student Success .................................................................................... 265
Economic Impact and Community Engagement .................................... 387
Excellent and Diverse Institutions ....................................................... 455
General Comments ............................................................................... 534
Respondent Characteristics

Which of the following describe(s) your relationship with the University of North Carolina system? Please select all that apply.

<table>
<thead>
<tr>
<th></th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Faculty</td>
<td>26.46%</td>
<td>2164</td>
</tr>
<tr>
<td>7</td>
<td>Administrator</td>
<td>8.80%</td>
<td>720</td>
</tr>
<tr>
<td>2</td>
<td>Staff</td>
<td>30.24%</td>
<td>2473</td>
</tr>
<tr>
<td>3</td>
<td>Current Student</td>
<td>33.66%</td>
<td>2753</td>
</tr>
<tr>
<td>4</td>
<td>Alumnus</td>
<td>17.84%</td>
<td>1459</td>
</tr>
<tr>
<td>5</td>
<td>Community Member</td>
<td>7.45%</td>
<td>609</td>
</tr>
<tr>
<td>6</td>
<td>Legislator</td>
<td>0.06%</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>8178</td>
</tr>
</tbody>
</table>
What is your faculty status?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tenured</td>
<td>53.15%</td>
<td>1123</td>
</tr>
<tr>
<td>2</td>
<td>Tenure-track, but not yet tenured</td>
<td>14.01%</td>
<td>296</td>
</tr>
<tr>
<td>5</td>
<td>Non-tenure-track, but long term renewable contract</td>
<td>13.11%</td>
<td>277</td>
</tr>
<tr>
<td>3</td>
<td>Non-tenure-track, but full time</td>
<td>11.83%</td>
<td>250</td>
</tr>
<tr>
<td>4</td>
<td>Adjunct/part-time/contingent</td>
<td>7.90%</td>
<td>167</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>2113</strong></td>
</tr>
</tbody>
</table>
How many years have you been at your current institution?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Less than one year</td>
<td>8.77%</td>
<td>427</td>
</tr>
<tr>
<td>2</td>
<td>1-5 years</td>
<td>30.22%</td>
<td>1471</td>
</tr>
<tr>
<td>4</td>
<td>6-10 years</td>
<td>20.94%</td>
<td>1019</td>
</tr>
<tr>
<td>5</td>
<td>11-15 years</td>
<td>15.84%</td>
<td>771</td>
</tr>
<tr>
<td>6</td>
<td>16-20 years</td>
<td>9.29%</td>
<td>452</td>
</tr>
<tr>
<td>7</td>
<td>More than 20 years</td>
<td>14.81%</td>
<td>721</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>4867</td>
</tr>
</tbody>
</table>
Which of these groups includes your primary field?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social and Behavioral Sciences</td>
<td>20.25%</td>
<td>425</td>
</tr>
<tr>
<td>2</td>
<td>Natural Sciences</td>
<td>19.87%</td>
<td>417</td>
</tr>
<tr>
<td>3</td>
<td>Arts and Humanities</td>
<td>25.30%</td>
<td>531</td>
</tr>
<tr>
<td>4</td>
<td>Professional</td>
<td>18.39%</td>
<td>386</td>
</tr>
<tr>
<td>5</td>
<td>Engineering</td>
<td>7.10%</td>
<td>149</td>
</tr>
<tr>
<td>6</td>
<td>Education</td>
<td>9.10%</td>
<td>191</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>2099</td>
</tr>
</tbody>
</table>
Which of the following would you consider your primary institutional affiliation?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>None</td>
<td>0.52%</td>
<td>39</td>
</tr>
<tr>
<td>1</td>
<td>Appalachian State University</td>
<td>10.15%</td>
<td>768</td>
</tr>
<tr>
<td>2</td>
<td>East Carolina University</td>
<td>11.96%</td>
<td>905</td>
</tr>
<tr>
<td>3</td>
<td>Elizabeth City State University</td>
<td>1.53%</td>
<td>116</td>
</tr>
<tr>
<td>4</td>
<td>Fayetteville State University</td>
<td>1.63%</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>Institution</td>
<td>Percentage</td>
<td>Number</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>5</td>
<td>North Carolina Agricultural and Technical State University</td>
<td>8.70%</td>
<td>658</td>
</tr>
<tr>
<td>6</td>
<td>North Carolina Central University</td>
<td>2.52%</td>
<td>191</td>
</tr>
<tr>
<td>35</td>
<td>North Carolina School of Science and Mathematics</td>
<td>2.74%</td>
<td>207</td>
</tr>
<tr>
<td>7</td>
<td>North Carolina State University</td>
<td>6.94%</td>
<td>525</td>
</tr>
<tr>
<td>8</td>
<td>University of North Carolina at Asheville</td>
<td>6.44%</td>
<td>487</td>
</tr>
<tr>
<td>9</td>
<td>University of North Carolina at Chapel Hill</td>
<td>14.15%</td>
<td>1071</td>
</tr>
<tr>
<td>10</td>
<td>University of North Carolina at Charlotte</td>
<td>13.04%</td>
<td>987</td>
</tr>
<tr>
<td>34</td>
<td>UNC General Administration</td>
<td>0.40%</td>
<td>30</td>
</tr>
<tr>
<td>11</td>
<td>University of North Carolina at Greensboro</td>
<td>3.79%</td>
<td>287</td>
</tr>
<tr>
<td>12</td>
<td>University of North Carolina at Pembroke</td>
<td>1.96%</td>
<td>148</td>
</tr>
<tr>
<td>13</td>
<td>University of North Carolina at Wilmington</td>
<td>4.98%</td>
<td>377</td>
</tr>
<tr>
<td>14</td>
<td>University of North Carolina School of the Arts</td>
<td>2.78%</td>
<td>210</td>
</tr>
<tr>
<td>15</td>
<td>Western Carolina University</td>
<td>4.10%</td>
<td>310</td>
</tr>
<tr>
<td>16</td>
<td>Winston-Salem State University</td>
<td>1.69%</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>7567</strong></td>
</tr>
</tbody>
</table>
Please indicate your level of agreement with this definition of Access. "Access is the opportunity for all North Carolinians who are prepared for the associated rigorous learning experiences to pursue a university education. Providing North Carolinians access and encouragement to pursue higher education is not confined solely to helping students gain admittance to college. It also includes: providing multiple access points into the University; academic, financial, cultural, and other knowledge-based services to help all students - but particularly for those who are underserved for any reason - aspire to, enroll in, and graduate from institutions that match their interests and capabilities."

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agree</td>
<td>73.03%</td>
<td>4563</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat agree</td>
<td>22.73%</td>
<td>1420</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat disagree</td>
<td>2.80%</td>
<td>175</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>1.44%</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>6248</td>
</tr>
</tbody>
</table>
### Access

What changes, if any, would you recommend for this definition?

<table>
<thead>
<tr>
<th>What changes, if any, would you recommend for this definition?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of the variation in levels of preparedness and the importance of matching students with the right educational experience for them.</td>
</tr>
<tr>
<td>suggest recognition that the preparation of students across the state's universities vary in terms of their preparation for rigorous learning experiences</td>
</tr>
<tr>
<td>Not using the word &quot;access&quot; to define the word &quot;access&quot;</td>
</tr>
<tr>
<td><strong>No changes</strong></td>
</tr>
<tr>
<td>Maybe add a bullet point about improving physical access points to existing buildings on campus. A lot of handicapped folks have a hard time getting around on campuses.</td>
</tr>
<tr>
<td>Access shouldn't just only be afforded to students who are prepared, but access if giving those individuals opportunities for everyone to be prepared for college. Access is a long time commitment, we should be working towards making everyone ready for a rigorous learning environment. Giving them access to the tools to be prepared before hand, and the tools to be better equipped in those settings once an individual is &quot;ready&quot;.</td>
</tr>
<tr>
<td>I would replace the words &quot;are undeserved&quot; with the words &quot;have special needs&quot;</td>
</tr>
<tr>
<td>Access without support is not a true opportunity as Dr. Vincent Tinto writes... I would that we want students to be accepted in, enrolled in, and graduated from an institution in a timely manner... too many of our students go into incredible debt changing majors or running into roadblocks with lengthen their college experience without adding value on par with the price tag.</td>
</tr>
<tr>
<td><strong>none</strong></td>
</tr>
<tr>
<td>Rigorous engagement with qualified students and implementation of precollege summer programs in math and English.</td>
</tr>
<tr>
<td><strong>None</strong></td>
</tr>
</tbody>
</table>
| "aspire to, enroll in, and with hard work and dedication graduate...)
| This difference between "Providing North Carolinians access and encouragement to pursue higher education is not confined solely to helping students gain admittance to college." and bullet point #1 "providing multiple access points into the University" is unclear. There needs to be consistency in language, as I think college and university should be used together, especially in the first sentence; that is, unless you are preferencing universities over colleges. |
| include a statement about a commitment to minimize the cost of an education and to focus resources on sustaining a focus of scholarship |
| The phrase "match their interests and capabilities" seems potentially troubling. |
| **More financial support from the legislature** |
| Using the word "prepared" seems like a loophole. What is available for a student that has graduated from a NC K-12 school system, that is not "prepared"? |
| Not sure why this one word is so important. I disagree with " that match their...capabilities." Capabilities and expanding them are one of the purposes of higher ed, they should not be a limitation or prerequisite |
please add .... "and underrepresented" for any reason.....

The qualifying statement "...who are prepared" appears to release the UNC system from accountability for providing true ACCESS to higher education, and would appear to indicate that the system is not responsible for any prep of those individuals. This being said the second sentence contradicts this by stating the system is responsible for "access and encouragement to pursue..."

"...to pursue a university or other education beyond high school." The above modification is already reflected well in the second Berger dot but should be stated clearly in the first sentence of the definition. While this survey is about the UNC four year system, it should not in any way limit itself to those seeking four year or more degrees.

I would add something specifically about students with disabilities.

great

Access is the opportunity for all North Carolinians who are prepared for the associated rigorous learning Should be to help prepare students....

Elaborate on access points with respect to space and time

It's essential that we affirm our accessibility and support for all, regardless of personal circumstances, including but not limited to gender identity, gender expression, and immigration status.

I worry a bit about the phrase "prepared for" if we are committed to reaching out to under-served populations. I might prefer something like "committed to undertaking the...". Preparation is part of our responsibility; students may not be completely prepared going in, but we can assist them within their first year to be successful.

Access is just a word, a word that means a way or path to something. Anything beyond that is late model non sense that causes these surveys to exist. Make a good program, students who want to try and will show up, those who want to be successful will work hard.

A definition of access should also include a consideration of physical, learning or psychological disabilities. An accessible university should include accommodations and ongoing support for students with a range of disabilities as defined by the American with Disabilities Act.

Instead of saying North Carolinans, maybe all people. People from other states come to UNC schools as well, not just people from North Carolina

making colleges in the UNC system more affordable to anyone who wants to learn

Na

Provide more mental health services. Need social workers to help navigate students through the university in regard to health care, services available.

take out "but particularly for those who are underserved for any reason." You already say ALL students but then you say particularly those that are underserved; do you not treat all student equally?

None

Add more to the idea of financial status. College is offered to everyone, but it does come at a price. Whether this cost is covered by immediate payments, scholarships, or financial assistance, should not change the morality of higher education access. Also, it is important to indicated that "access" means it is an option -- not a necessity or right.

Not enough professors teaching core classes for some majors

N/A

At the passage with "It also includes: " I think that this statement should be added robust recruitment initiatives aimed at title I and low performing N.C. schools

If access is based on academic standings and not monetary wealth, college tuition should be free. As per what the statement says.
The definition should emphasize people with the appropriate educational background and knowledge (academic preparation must be meet).

none

Unsensored is the wrong word to use in this definition. Assistance should only be given to those who prove themselves worthy by merit of their academics and efforts made to gain assistance. Help given to people who have no desire to help themselves are undeserving of any assistance from anyone.

The word undeserved makes people automatically think people with lower grades than them should get in because they are poorer. I suggest a change of the word undeserved to something different

None

I'm not a big fan of the line "but particularly for those who are deserved for any reason". It is confusing wording and also gives a sense that some students are given preferences over others instead of each one being treated equally.

None

Branch out to reach populations other than NC Residents

Unknown

Affordability is not so much

Remove the word 'associated' before the word 'rigorous'.

I would say access to a welcoming community for anyone

None

Making the financial burden easier on out of state students. I believe that it is unfair that I have to pay that much more to see more of the country. Yes, I could've stayed in my home state, and gone to school there, however wanting to experience a different region and culture even shouldn't be a burden. It doesn't cost the University any more to serve out of state students. I feel as though out of state students help the University because the University is able to say they have students from however many states, countries and regions, but yet the University does nothing to help these students.

I would clarify the second bullet point to say that providing access includes not only providing services that encourage and prepare students to apply and enroll at the University, but also includes advocating for services and educational policies state-wide that will prepare more North Carolinians, especially those in underserved demographic groups, to be "prepared for the associated rigorous learning experiences" of university education.

The phrase "who are prepared" could render vulnerable students who are able with support/remediation to pursue 2 and 4 year degrees unable to do so. It would be an easy target to decrease access by imposing minimum SAT scores or other benchmarks that could exclude.

treat all the help equally

"Knowledge-based services" is too vague.

Define meaning of "multiple access" statement is not clear what this means

None

The language in this statement (especially the first sentence) seems convoluted and confusing. I had to read it a few times to understand what it was communicating.

Access for North Carolinians that "are prepared for the associated rigorous learning experiences to pursue a university education" should also include ensuring that high schools throughout the state are properly preparing the students. Too many students will be left behind if the focus is on those that are properly prepared.
University of North Carolina should also focus efforts on advocating education reform that will ensure that all students are given the opportunity to receive adequate preparation for higher education. Because the system is also educating future teachers for our K-12 system, would it be appropriate to also include a focus on making sure that we are graduating teachers that are prepared to help all K-12 students reach their potential so that more NC High School graduates are prepared to enter our Public University System?

removing "but particularly for those who are underserved for any reason". Help should be provided to ALL students regardless if they are underserved or not.

Adding "continuous academic, financial, cultural, and other knowledge-based services to help all students succeed in this institution and into society post graduation"

Not using the word "access" in the second sentence and the first bullet to define access.

I am not sure that this statement's coverage should also have a focus on Adult Continuing Education as well.

No changes in the definition just changes in administrators holding faculty accountable for more efforts toward student success and retention instead of blaming their failures always on the students when large numbers are failing classes.

Access should also have a community outreach aspect. UNC Charlotte and its constituents (i.e. student organizations and departments) make an effort to make an impact in the greater Charlotte community to extend access to community members in additions to students on campus.

Required qualifications and capabilities for the future job should be considered here.

WSSU is working hard to achieve that goal of sustaining students - may need more to help financially to those less fortunate.

I would like to see more emphasis on reducing financial barriers -- not sure "financial . . . services" entirely captures that.

"infrastructure" is also key to helping students enroll in and graduate from our institutions, but I don't believe it falls under knowledge-based services. By infrastructure, I mean things such as adequate facilities for learning (classroom buildings, libraries, studios, etc.) and for living (residential living); technology capacity (wireless access, laptop programs, access to needed tools, etc.); and sufficient staffing (academic and non-academic) to ensure course offerings and services are available when needed.

I believe the phrase 'who are prepared for the associated rigorous learning experiences' implies an (undefined) threshold of eligibility.

Undeserved is vague. Who would this be referring to?

Access may also include support for health and well-being concerns (students with disabilities, students with mental health and substance use disorders, etc.)

Access is the opportunity for all North Carolinians to pursue an university education. Providing North Carolinians access and encouragement to pursue higher education is not confined solely to helping students gain admittance to college. It also includes: providing multiple access points into the University; academic, financial, cultural, and other knowledge-based services to help all students - but particularly for those who are underserved for any reason - aspire to, enroll in, and graduate from institutions that match their interests and capabilities."

"Access" should include non-North Carolinians, as well.

Those with disabilities. Those with various sexual orientations and identities.

none

remove "particularly those who are under served for any reason"
I would include access to health services and guidance services, as those are important aspects of college life.

It also includes..."institutions willing to listen and adapt to the needs of their population, and providing transparency in the process to allow students to make informed decisions on which school they wish to be a part of."

How is defined institutions that match their [interests and] capabilities? This is a general statement with too much detail. It should be one or the other.

Remove "Who are prepared for the associated rigorous learning experiences". Add or replace above with "who want to improve themselves, their community, state, and country"

It is not only for "North Carolinians who are prepared for the associated rigorous learning experiences" but those who are not ready too. How can we get them ready?

I would like to see an explicit commitment to providing *affordable* opportunity to pursue college education. Without affordability, opportunity alone has no meaning. Nor should affordability depend on the generosity of private donors. Without solid state financial commitment to our constitutional obligation to provide low-cost college education for qualified North Carolinians, a bare "opportunity" to pursue college education is meaningless.

Add inclusive verbiage for non-traditional aged students that makes it clear these areas of access is also available no matter what the age of the student.

Having appropriate staff to assist with making sure students acquire their degree of choice

Extend to out of state students

I would add some stronger language about preparedness. I see many community college transfer students arrive at University who are completely unprepared (both in terms of knowledge background and the workload they face), and they flounder - in my classes and in others. We are doing them a disservice.

Define "multiple access points."

Add financial services to help all students

In the caveat about access, it mentions providing academic services needed to help all students to access a higher education. This sounds awfully remedial in nature. I would hate to see our very limited resources shifted in this way. Not everyone is capable of obtaining a college education.

The language of "multiple access points into the University" is vague and can be construed in many ways. When aligned with an institution that increasingly defines itself in terms of employment, this language becomes too narrow and the policy implications truncate what true access looks like.

"prepared for the associated rigorous learning experiences to pursue a university education" this use of the word "prepared" implies that those who need help achieving academic success will not receive assistance.

Provide more opportunities for multicultural and international students access to resources. This can be achieved by reducing the incidents of hate crimes and racist comments that happen to the students of color and different religions. The university system should always be working towards clarifying its noble values to all students, upon entry of each semester, to confront the ignorant values being imposed by insensitive students, faculty and staff members. Failing to prevent those racist actions and comments have a deep impact on students of color for engaging in the community and accessing the resources without doubts of being offended.

The stipulation of "who are prepared" goes a long way to deny access to potential students who are not prepared through no fault of their own, but rather due to their school assignments, family life, etc. If we as a system are truly committed to ensuring access to higher education it must include ensuring more students are being prepared appropriately before they arrive at university or the application process.

I suppose adding something about supporting underachieving students along the way to the last bullet could make it clearer.
Is this access only for those who are North Carolinians or for any person, regardless of country or state of origin?

It also includes: * Taking ownership of pre-college education in our state as pertains to discussing policy, standards and demographic challenges. * Establishing a clear educational pathway from pre-K through college via mentorship programs and outreach.

add 'graduate with limited to no student debt' to "aspire to, enroll in, and graduate..."

remove "- but particularly for those who are underserved for any reason -" they are already included in all students. There is no reason to single that group out, they are just as capable as anyone else, unless you think groups like handicap people should also be singled out because they aren't handicapable if it themselves. Also this can taken to mean anyone that lives in north Carolina but it needs to be limited to people who are legally here, and not internationals or interstates people or children of those people who just happen to have been born here. Students must be prepared prior to enrollment. We seem to be doing more remedial work for students who are not prepared due to an inadequate K-12 education system. All schools must be adequately funded, not just the public universities but community colleges and public schools as well.

Adding too many services can be in direct conflict with another theme: Affordability. Additionally, offices/services that come between or usurp the student access to faculty may do more harm than good. Do Academic Support Centers and tutoring services outside of the academic department really work? I have never seen data to support this (I've looked and I've asked), and my anecdotal experience over ten years suggests this strategy is not effective.

I am concerned about the phrase "prepared for the associated rigorous learning experiences." While I agree that we cannot be responsible for ensuring access to college for students who do not have adequate prior preparation, we must also understand that the UNC system exists within a larger education ecosystem that includes a badly neglected PK-12 system. What is the UNC system's responsibility towards those components of the larger system that prepare students and thus influence their ability to gain access to college? I think this needs to be considered and incorporated somehow into the wording. Also, the list below is misleading. "Educator preparation" is only one factor that impacts college readiness. Yes, that is one where UNC is positioned to make an impact, but public policy research and influence are equally important areas where UNC schools can focus that will have an impact on readiness.

I'd rewrite the last bullet to make it more readable

A dedication to educating hard-working and gifted North Carolina students in the highest standards of University learning, including Western civilization and the Great Books.

Accept DACA and let students pay in-state tuition. We are paying for the same education as citizens and we work twice as hard, while we have a full time job.

Support and access for students who do not yet have the capabilities or preparation for UNC due to poor primary and secondary education

"helping students gain admittance to college" makes it sound like the students weren't worthy of getting into college, and the state cheated them into the system.

Improving access to me means removing barriers. I'd like to see that included more explicitly.

none

Whoever wrote this paragraph needs to go back and learn how to compose a sentence. An educated person shouldn't have to read the example 3 times to understand what the author is trying to say.

Removing institutional barriers to admissions for certain groups. For example, on average African Americans take the SAT much later than their white peers. This disadvantages African American applicants when they apply to schools with early deadlines.

Does "underserved" refer to an individual or a chosen group?
Since university education is not free and universal in the USA, the word "affordable" should be included to the text.

the text as is, with exception of the 1st sentence, does not fit the definition of DEFINITION

"prepared for" for should be removed and could be changed to "willing and/or able to prepare for"

"financial services" should mean both need- and merit-based scholarships (versus loans); also "...match their interests" should mean "match" or "inspire/broaden" their interests. Many times students enter college with some career goal (or none), but the process guides them in unexpected ways (majors, careers, etc.)

Simplify first sentence to something similar to the following: "Access is the opportunity for all North Carolinians who are committed to learning to pursue a university education."

"but particularly for those who are underserved for any reason" is creating a predetermined opinion.

but particularly for those who are underserved for any reason. College is not for everyone but if you want to and work for it then you should have the chance. It's not the University business to seek those out and push resources and deny those who have made the efforts.

perhaps something about access for a life-time of learning experiences

Add in something about after graduation access to resources to help find jobs/opportunities in the area.

Clearly stating that the priority of the University system is all students, those that get counted toward national rankings and those who do not such as transfer. Also, the word encouragement is weak and does relay the action needed to ensure student's will have every opportunity to succeed.

The definition says "all students" - why include "particularly for those who are underserved"? The inclusion of that portion has a negative connotation for me. If "all students" is not inclusive enough (all means all not some, right?), I think a more positive addition is more appropriate - like "all students, from all backgrounds" or something along those lines.

Too many times have I seen a student not being helped by an office or given the correct advice to lead them to the proper individual. The campus needs to be more educated on services offered and communication across the campus is seriously lacking.

What is missing is the emphasis that the UNC is a public system that should constantly be reviewing its accessibility to all North Carolinians who choose the university route. It is NOT a business dealing with "customers."

Add 3rd bullet: partnering with the K-12 school system to ensure that all students who so desire are able to receive an adequate college preparatory education.

though the wording is a little too complex - recommend editing for ease of reading, but maintain meaning and key points.

Access should not be exclusively focused on students seeking a degree. Many adults in NC have an interest in taking individual courses for personal enrichment.

None

Access should also encompass reaching further down the pipeline to ensure that students at all levels of schooling are being adequately prepared to pursue higher education services to help all students, regardless of ability (I am looking at those with autism, IDD, and Mental Health issues access services) something I feel the university system is severely lacking.

I am not familiar enough with this to recommend a change.

n/a

I am unsure what "providing multiple access points to the University" actually means.
The underserved are often chosen over the more qualified student. During senior year of high school there were many people that were denied admittance to certain schools in the UNC system, while others that came from lower income and had lower test scores and grades were admitted.

I am working on two goals currently. The short term goal is completing a list of prerequisites for a masters degree in computer science. I will finish those this semester. I plan on starting the master degree in September of 2017 if accepted. My other goal is a second degree in accounting. I am fortunate I can work remotely. This semester I have an 8 am class and three classes after 5 pm. Two days a week you will find me sitting in the library working not on school work but my job. With the introduction of the light rail next year consideration for a rotation of classes more classes at night should be considered. The first college I ever attended had a classification of students as evening students they had first priority on registering for classes that started after 5 pm regardless of credits earned. I worry that I will be staring at the prize and will not be able to reach because the class I need will not be offered after 5 pm.

Providing knowledge about financial access to university is much different than providing financial resources that allow someone to attend university. I've also found that at my school, it is very difficult to find help accessing these courses. For example, as a new student I didn't know how to access or use starfish. I tried making an appointment with my academic adviser and couldn't. I tried calling their office to make one and they said they don't do that, you can only make an appointment on starfish. They offered me no help whatsoever in making an appointment or learning how to make one using starfish. It was an extremely frustrating process in which no one would help me make an appointment- keeping me from accessing the resource of academic advising that my tuition paid for. My university relies very much on students figuring everything out themselves to do these things for themselves.

Connecting students to future careers

Delete "-but particularly ...for any reason -". This parenthetic comment dilutes the important word "ALL"

Education should not fail you because of cost providing tools and being advocate for students is providing necessary academics, financial assistance and the best cultural experience possible students need help they aspire to be great and they expect leaders to help make a way to the finish line

Nothing. I think everyone deserves to have the same opportunities regardless of status, social class, race, etc.

Elizabeth City State University standards have been raised, so the path is not always clear straight to a 4 Year institution. So, the community colleges are playing a strong role.

Note sure why it needs to be specified about underserved people. Provide everyone the same opportunity, simple as that.

Equality and Care

"who are prepared for the associated rigorous learning experiences" Some were not prepared through no fault of their own. The providing multiple access points addresses the potential to help someone prepare, but having this phrase upfront is contrary to being inclusive in our reality.

very vague: "multiple access points"... what does this even mean? Financial services? Cultural services? Is academia becoming a part of banking, entertainment and social services industries? What is meant by "other knowledge-based services"? This opens the door to anything and everything. I would suggest that we provide services needed for students to succeed in their pursuit of knowledge, and assist them with getting access to the above services, without being the institution that offers the above services.

Delete the "particularly those who are underserved for any reason"

Education needs to be approachable - part of understanding that one HAS access to something is seeing the path to getting there: culturally, financially, and yes, physically. We must try to make the application process inviting and clear, using plain language; signage and navigation on campuses should follow suit. People need to see higher ed and the application of reason and the process of learning as valuable and as a personal option that can work for them. Opening THAT door = access.
The phrase "but particularly for those who are underserved for any reason - aspire to, enroll in, and graduate from institutions that match their interests and capabilities." indicates that you do not treat all with "equal protection" i.e that some are more equal than others. the word 'underserved' particularly indicates that we do not treat all groups or individuals the same. A better way to state it may be "academic, financial, cultural, and other knowledge-based services to help and enable each and every student obtain the necessary resources to aspire to, enroll in, and graduate from institutions that match their interests and capabilities."

Make it more complete.

I do not believe that access requires the university system to provide financial assistance for the "underserved". It is the responsibility of the applicant to ensure they find the means to attend an institution. In other words, we should focus on a hand up not a hand out.

None

Make it shorter

The use of "North Carolinians" leaves out the out of state students who are also enrolled. Regardless of how long one has lived in NC, for tuition purposes, the university makes it nearly impossible to be a resident.

Include out of state students or foreign students as well

I would remove the "but particularly for those who are underserved for any reason" phrase.

I think the part that says. "particulary for thsoe who are underserved for any reason" What are the bounds for being underserved? I know a lot of people who exist in the the bracket where their parents can afford to do things for them by income but they have other financial obligations that are not the children who depend on them. MEaning they dont get any aid nor can their parents pay for their school
Access includes preparation to allow students to be successful. North Carolinians deserve adequate preparation for a university education.
Not only North Carolinian's but those who wish to pursue a higher education out of the state or even, out of the country.
Not sure if cultural includes LGBTQ, should be stated explicitly.

reword the second bullet: * academic and other knowledge-based services, financial aid, cultural engagement with diversity, accommodations to overcome personal physical challenges, and opportunities for involvement in social, political, religious, athletic and fine arts activities – to help all students aspire to, enroll in and gradate from institutions of higher learning that match their interests and talents."

None

Native English speaking students should be held to a more rigorous standard with regards to grammar and writing capabilities.

Include out of state students

n/a

Access includes helping those who are not prepared become prepared for rigorous learning experiences with the understanding that everyone does not have the same access to preparation.
Access to all materials produced for publication by the institution and the state to be in a format that is usable by all regardless of visual impairment.
I would like to take out or change the phrase "North Carolinians" to refer to all who are admitted; North Carolinas or otherwise. I would also replace the phrase "...prepared for the associated rigorous learning experiences..." to "...seeking an associated rigorous learning experience...". "Prepared" is subjective. "Seeking" is objective.

Qualify "prepared". What does this mean? How is this judged and evaluated?
I would like to see an emphasis on academic services that help all students graduate. (ie - more time with advisors and instruction on tools that track their progress to degree)

Make independence from your parents easier in terms of receiving and applying for financial aid.

On the second bullet I agree up to ...help all students.

"Access is the opportunity for all North Carolinians who are prepared for the associated rigorous learning experiences to pursue a university education. Providing North Carolinians access and encouragement to pursue higher education is not confined solely to helping students gain admittance to college. It also includes: providing multiple access points into the University; academic, financial, cultural, and other knowledge-based services to help all students aspire to, enroll in, and graduate from institutions that match their interests and capabilities."

Parking & vehicular access in and out

Remove "but particularly for those who are underserved for any reason"

I believe this should extend farther than North Carolinians

Many students should not be encouraged to attend college. We have needs in this state for skilled labor in electrical work, plumbing, and HVAC among others for students who are less interested in pursuing a college degree. Our community college system should be used to prepare some high school graduates for technical jobs. Pursuing and failing in the university system benefits no one -- the student him or herself, the seat they occupied in a classroom not available to someone else, and the expense born by the student (and family) as well as the state.

expand on "other knowledge-based services"; give examples like career counseling

Larger focus on supporting all of our universities. UNC feels less like a unified system and more like a broken unit.

"Access is the opportunity for all North Carolinians who are prepared for the associated rigorous learning experiences to pursue a university education." - the definition should apply more broadly than just North Carolinians; anyone who is or wishes to be a part of the UNC system is entitled to similar, if not the same, access. Also, do you really have to be prepared for rigorous learning to have access? What does that even mean? Are you prepared for just having completed K-12? "providing multiple access points..." - what are access points? Like, physical entrances onto campus?

At UNC Charlotte, parking is a serious hindrance to access for students. In my personal experience and in the experience of fellow students, many of us have been 30-45 minutes (even 1 hour, sometimes!) late to our classes due to lack of parking. I personally live 3-5 minutes away from campus but must arrive to campus at least 30 minutes prior to the start of any class to search for parking. I cannot walk from home due to disability. This is an issue that must be taken seriously by administration.

Nothing.

n/a

The university's ability to provide access to NC citizens who are interested and capable of pursuing higher education may be limited by the availability of sufficient resources provided by the state.

Define "multiple access points".

I don't know what you mean by "...multiple access points into the University." Are you saying you want there to be multiple universities in the state? Or multiple admission avenues into any given university?

A larger emphasis on affordability and combining work and education.

While it's nice to be very particular about under-served populations - I don't think it's necessary to be that explicit. Both underserved and non-underserved populations should be treated as equals, not explicitly placed into a category.
UNC Greensboro has hired stupid staff where professors don't know anything. They failed me in a subject and I know that I am more than average in that subject.

I would recommend cheaper college.

I don't like "helping students gain admittance." I would change it to "higher education is not confined solely to eliminating barriers to college admittance." I would also change "university" to "higher education system."

Why is this sentence in the paragraph? "but particularly for those who are underserved for any reason". I understand wanting to be 'inclusive' but it seems to me that when 'we' stop trying to label "anyone" then we are recognizing everyone.

Intentional seeking of the University to provide inclusive service without discrimination of gender, religion, sexual orientation. Admittance that serves those other abled citizens, physically, or otherwise.

Add something about attaining meaningful employment once graduated.

providing equal access to services for all students

access does not / should not include "help students graduate from" graduation from and access to the institution are clearly 2 separate things

none

"Financial...based services to help all students" is a severely under-realized goal that the University of North Carolina at Charlotte fails to live up to. Basis of financial assistance should be based on performance and qualifying criteria, not strictly on financial need basis.

Access to their own potential to help grow and mature both as students and people. Making it as personal a definition and relevant to the students and prospective applicants will increase approval ratings and enrollment numbers. Student like to think about them selves.

How can someone know if they are prepared for the rigors of college before they begin? Preparation should also be a goal.

Addressing students on how their harmful behaviors and offensive language effects the learning environment of others and find a way to reprimand them.

have more internships in more fields

I would suggest that financial aid changes how they handle money situations and how they just charge students accounts sometime, do explain exactly why this is being charged, or just give more details about certain financial situations.

Is it limiting to just say North Carolinians? Aren't we open to everyone worldwide?

Access also includes those who attend UNC IHEs from outside NC, as well as international students.

Provide more financial help and guidance to students who can not afford living while attending college and full time work.

Re-word "providing multiple access points into the university", this is awkwardly phrased. Also, something should be said more about cultural and/or different paradigms that each individual has. The student body is going to be conglomerate of not only culture but also ideals, beliefs, religions, etc. and everyone should feel accepted.

I would recommend adding a line that states that this applies to any North Carolinian, regardless of race, sexual orientation, sex, gender, class state, financial situation, etc...

n/a

Create a robust distance learning program at all UNC locations. Often time person who work are unable to participate in a traditional program. Gardner-webb has an excellent distance learning program as I am a graduate of the program. I would not have had an opportunity to complete my undergraduate degree if this program was not offered.
The definition of Access should include access for those who are disabled or impaired as there are many boundaries, physical or otherwise, that prevent these individuals from access to higher education.

Drop providing multiple access points into the University. There should be one point of access - academic performance. Too many people are allowed into the university system as is with all the various parameters that are completely outside of academic performance. Many of those factors contribute to the high drop out rates. People are being given access to higher education that 1) Are not academically prepared to be there 2) Would be better off perusing other post high-school options

Access is important, but the exponential growth of administrative units like those mentioned above take resources away from education in the classroom. As educators, we are better equipped to fulfill some of those tasks.

None

Include emphasis on the need for inclusive and student center policy at the institutional and department levels.

Take out particularly those underserved. Equal opportunity for all includes everybody.

Expanding definition to include those outside of North Carolina as well. The student populations at UNC System schools is diverse and unique because we attract out of state and international students and we should continue to expand recruitment efforts for students from outside North Carolina

With the first sentence, it is extremely important that we are doing our best to prepare everyone amply and equally - "...who are prepared for the associated rigorous learning experiences..."

why call out "but particularly for those who are underserved for any reason" when access for all students is the goal? we now have this tug-of-war by the inclusion of the phrase between those who may have previously been offended with those who are now offended.

I think access should include access to UNC faculty lectures online for those enrolled for credit as well as to the general public for no credit.

The word "particularly" seems to imply that "underserved" students are more important and more important. I would prefer to see the word "all" set apart or somehow emphasized, perhaps by using all capital letters and/or bolding the text.

I believe our campuses have a responsibility to engage ALL students, even K-12.

approach sexual orientation from some angle in this description - "cultural" does not include that social issue but it sure is relevant these days

I don't know what would be included in the first bullet point - what is meant by multiple access points? examples? clarification? if that can't be codified then I would say perhaps take it out and just have the one bullet point underneath the definition

access includes affordability

More definition on what is meant by "multiple access points". Is this referring to things like on-line access or some kind of tiered system, or something else entirely?

Access involves maintaining that access over time.

Access is the opportunity for all North Carolinians.

I'm not clear on what "multiple access points" means. This should be clarified.

I would assert that career development should be explicitly listed as a knowledge based service rather than lumping into 'other knowledge-based services' for what is the point of a university education if not to provide a path for North Carolinians to effectively compete in the workforce.

academic, financial, cultural, other knowledge-based services and simplified processes... to help all students....
It is not clear what you mean by "access points." Does this mean multiple campuses; multiple stages of entry e.g., from a community college; or something else. "Knowledge-based" services is also vague.

Race. Race does not seem to be mentioned anywhere in the on-line information to which you've provided links. Race needs to be near the top. To pretend to be colorblind -- to create a document like that without addressing racial divides and subjugation -- further harms non-white students and employees.

flexibility in when classes are held and other ways to serve nontraditional older student.

Change "prepared for" in the first paragraph to indicate academically capable.

If your intent is to "help all students" then it is inherent that "all" includes those who are underserved...to me the word "all" is much more inclusive than designating "particular" groups of any kind. I would delete the phrase - "but particularly for those who are underserved for any reason" and emphasize ALL.

You may want to add something about staying engaged after graduation/alumnus

I'd reduce the number of words.

"multiple access points into the University" - does this include engagement with the community and actively seeking community participation and outreach?

Add virtual access by computer, tablet etc...

My concern with the above definition lies in defining "under-served." While minority populations have long been under-served, worsening economic conditions have caused hardships to spread into traditionally secure groups of people. Also, the rising costs of college education, combined with the daunting prospects now faced by many students and graduates as concerns student loan repayment, paint a bleak picture for the futures of countless young Americans [and some older ones as well]. Access ought to be equated with affordability. Rather than focusing solely on traditionally disadvantaged groups, let the problem of access be remedied by endeavoring to provide AFFORDABLE education opportunities for ALL qualified students.

Academic, financial, cultural, [social]

Please actually fund this. Not just football.

Good Leadership

Yes our student need aid, but why is no one focusing that our prospective teachers/professors have no future in North Carolina. We are experiencing a major brain drain in our state.

Prepared is a relative term. All children need a pathway to prominence. Your poorest communities need the most help and support.

I feel the "who are prepared" may lead people to believe they are not prepared. What is prepared?

aspire to, enroll and participate fully in, and graduate from institutions that match their interests and capabilities."

What provisions are made for students who are motivated but may be underprepared in some areas due to lack of opportunities to enroll in rigorous high school coursework?

creating inclusive and healthy environments for POCS, especially at PWIs

Access cannot be defined as opportunity in the first sentence. Access is entry or approaching something. Opportunity is what makes it possible. I feel like these words are being used inappropriately. I guess you could say that the goal is the opportunity for access...

show outreach and engagement in earlier preparation for success

Not sure if I like the language of "associated rigorous learning experiences" who defines this? How is it defined? For bullet #2 are we talking about effecting K-12 POTENTIAL students and families? or current students and families? or both? It also seems extremely broad and might be hard to measure.....but maybe it is supposed to be
that way. And is there a difference between providing knowledge and providing knowledge that is actually beneficial for underserved groups. Because I think we provide plenty of knowledge to the community, students, and parents but I think we could do a lot better in making sure that knowledge is easily understandable, usable and more easy to find by families to make decisions about college. I want to also comment about Question number 2 below (research identifies the following as issues related to college Access). I think the university will have a hard time impacting #1 and #4 on the list below.....we don't have control to change those things.

All students should have access to any college or university they deem a fit for their aspirations and performance. Universities in the UNC systems should be penalized for under-performing in the areas of faculty and staff diversity, which speaks to the cultural context in bullet 2. Bullet 1 should read "providing equitable and multiple access points to the University."

Access to the system for the community who may not be interested in a degree program such as the core of Citizen Scientists currently in the community providing some sort of outreach or contribution to existing undergrad/grad activities of the institution

We should also have a role in ensuring that all who desire higher ed have an opportunity who become appropriately prepared.

ADD a 3rd bullet: providing the academic preparation in K-12to help students develop the skills, aptitudes, and knowledge needed to pursue a degree in higher education, and recognizing that this does NOT mean more testing, but rather opportunities for active and deep learning. Access includes authentic support of learning structures and environments and teachers that will empower K-12 students to learn and to grow and to be prepared.

I think it is important to elaborate on what access to higher education actually is. It should also include the assessment of student's abilities so that they can remain in the institution once they have gained access. It is important to improve student preparation and communication so that students will be successful once they have enrolled in higher education.

I like everything about this statement except the exclusion of non-NC parties. Perhaps this wording is meant to only focus on the in-state population, however if not it is in no way inclusive of our out-of-state constituents.

As long as emphasis remains on "...are prepared for the associated rigorous learning experiences..." Students have to either be prepared when they walk in the door, or are afforded additional academic preparation when they arrive. Failure to do so cheapens the value of the education.

While maintaining high academic standards!

I do not know what 'providing multiple access points' means.

providing students, particularly those who are close to graduation, with all available resources to internship opportunities that eventually lead to permanent positions.

"Access is the opportunity ... to become prepared for the associated rigorous learning experiences..." Access services should start early, especially for underrepresented groups, to help them become prepared for, and admitted into, university level academia.

I would change "providing multiple access points into the University" with "with providing multiple access points with a strong foundation in academic preparation to ensure successful matriculation"

none

N/A

none

I would include something about augmenting the affordability of college for students who are paying for themselves. Also, maybe say something about avoidance of saddling students with major debt after graduation.

providing multiple access points into the University What does that mean?

Provide examples of "underserved".
...who are prepared for the associated rigorous learning experiences' -- this statement indicates that if you are not prepared for the 'rigorous learning experiences' then perhaps you cannot attain higher education. There are multiple 'life' situations, particularly for adults, who are stretched financially caring for elder parents, children in college, mortgages, and the list goes on. These issues may affect someone's preparedness for a 'rigorous learning experience.'

It also includes: •providing multiple access points into the University; •academic, financial, cultural, and other knowledge-based services to help all students - but particularly for those who are underserved for any reason - aspire to, enroll in, and graduate from institutions that match their interests and capabilities." * a commitment of NC to supporting higher education at each of its campuses in a manner that supports quality faculty and facilities.

All individuals not just North Carolinians

I would remove rigorous

Organize the website better; having tutorials (website, ssb banner, and etc) for distance ed who can't access the campus; hire or train staff who are willing to provide better customer service.

Services once the students are accepted into the university system are mentioned, but there needs to be more framework given to increasing the support for underrepresented students going through the college application process. Bridge programs, such as MI CASA at UNCW, help high school students who may not have the same resources at home understand the value of attending college and make it more accessible. Other models exist that help first generation college students navigate complicated paperwork and financial documents that other students can ask their parents for help with. Non-native English speakers face other hardships deciphering university language, especially if their parents also have limited English proficiency. Similar obstacles face low income applicants and potential students of color. The UNC system can invest in creating programs that think these focus groups with our universities and give them the aid they need to become successful college students in North Carolina.

simplify the statement. if someone without an education is trying to understand it, would they?

Would add something to the first sentence. I wouldn't define access as just "who are prepared for associated rigorous learning experiences." Some who enter college are prepared for this and others aren't. They may want to go to college, but may not be prepared for rigorous learning experiences.

providing an enlightened education to ensure an informed electorate to preserve our country's democratic system.

Access could be broadened to also include and/or grow international and out-of-state students access which will benefit NC institutions in increased tuition revenues.

"but particularly for those who are underserved for any reason" might be better if it read "to help all students - regardless of background - aspire to, enroll in, and graduate from institutions that match their interests and capabilities."

Disagree because your definition is your basis to take the culture of App State in a new and unwarranted, destructive direction. Access has become the war cry to a new worldview that has never, ever worked. 'Access' is the shibboleth for culture change now. BTW, your students aren't buying these ideas either...except for the extreme minority.

So many students are not prepared for higher learning as their parents have been too involved so that when the student comes to campus they are not prepared academically, mentally or physically. Something needs to be done about the helicoptering parents so that students can learn to make decisions, good or bad and then learn from them. The role of the parent needs to be one of support. I believe the 1st semester of college life should be more laid back since this is the first time the student is away from the parent. The university also needs to do a better job at distancing themselves from the parents so that their students can succeed.

I agree with this definition but Appalachian State University does not live up to this in regards to access points, academic, financial, and cultural support. We do not work to accommodate those who are underserved.
I would include something about age. College is not set up for the middle age person who wants to further their education, but has to work full time.

How do you define "those who are prepared?" What will happen to those who are not prepared? I would consider it our responsibility to prepare all students in the secondary education sector for the associated rigorous learning experiences to pursue a university education.

The second bullet is too jam-packed, and contains two separate ideas. One skirts around the point of access--which is that students have to be able to pay for their college experience--making "financial services" relevant. But it's not just financial services but help managing the financial dimensions of paying for college in America. It needs is own bullet. Also, "academic, cultural, and other knowledge-based services" is completely unclear. What is an academic 'knowledge-based service' really? A cultural 'knowledge-based service'? If we're talking about making sure that all students have access to academic and cultural support that's designed to help the largest possible proportion of students succeed, then this bullet should be reworded to state this.

Various Scholarship dollars for those who qualify.

not sure

add "prepare for" college-level work among the components in which access is achieved

None

Distant Education Programs extended programs Cost and pay student debt Classes offer the first two years be directive to students majors

Access is the opportunity for all North Carolinians who embrace the rigor of learning and instruction at the university level to pursue an education at that level.

Cultural and knowledge based are not well defined. I believe a cultural gap is that very bright and talented young people either don't know options are available to them and are not encouraged, or they are completely unaware of how to navigate financial options (even for community college, when they know that is a stepping stone to get to UNC System). I provide this input based on what people in the community ask me to help solve for them when they see that I have Business in my title on my nametag.

Include the intention to provide equal and equitable access and scaffolding for students in post secondary institutions as we are inheriting unprepared students from secondary institutions that are underfunded and unable to provide ACCESS.

The second bullet needs to be split. Financial is a separate category from the other services. A reference back to our constitutional commitment would be helpful (Article IX, Section 9).

"who are prepared for the associated rigorous..." I think we should help prepare NC residents from underserved communities for college. We have social work and education departments at every university that could help in this effort. Also, I would add something about ensuring an inclusive and welcoming environment for all ethnicities, religions, genders, etc.

providing support and responding to feedback throughout the process.

None.

Access also includes K-12 preparation for college in our public school system; knowledge of/assistance with the process of preparing for and applying to schools (SAT/ACT, FAFSA, application process etc.) - this may be covered in 'enroll in' but in my mind preceeds 'enrollment'; I would also consider 'mentoring' as a service

a very important aspect is financial access, and I think it should be emphasized in the definition more resources should dedicated to actually providing scholarships so that people do not give up going to college or end up with a huge debt. Without that, access is not real

I would include "social services" in "academic, financial, cultural and other knowledge-based services"

Not all North Carolinians are prepared for university education, so limiting access to those already privileged by their preparedness is inherently flawed.
I generally agree with the definition. I like that it goes farther than just opportunity, by including the last two bullets. However, I don't like how the definition begins. Access is more than "the opportunity to".

Access provides opportunity for all North Carolinians who have properly prepared for the combined learning experiences to pursue university level education.

if the public is to read and understand this statement, you best define "multiple access points" and rewrite the second bullet so that it not 'institutional' speak

I'm not sure you need to mention the underserved population unless you want that to be the emphasis of the mission.

Also no matter what their background.

...academic, financial, cultural, and other knowledge-based services to help all students aspire to, enroll in, and graduate from institutions that match their interests and capabilities." The clause in this sentence is somewhat redundant.

Take out 'but particularly for those who are underserved for any reason'. How do we qualify/quantify this? It is very subjective and broad to state for any reason.

I do not think there should be multiple access points

None

There are clear deficiencies in financial access to higher education, particularly 4 year institutions. Costs on our campus, though competitive comparatively speaking, there are areas where every institution should be challenged to streamline costs. There is also a need for embracing minority serving institutions in the state, but raising the level of service and standards. This is a systemic issue that needs to be addressed in K-12 as well.

Second bullet point is somewhat confusing and vague. Needs a little clarification

Less involvement of and association of universities from state into university affairs. The centralization of the UNC system concerns me greatly. Through such plans initiatives like "Strategic Plans" the state will be interfering more in University Affairs. While this may be minimal interference right now, I fear that it may grow over the coming decades. The centralized top-down form of K-12 education system over the past 50 years is one of the primary reasons why we are 48th in education. I would recommend that the board and the state only concern itself with funding, and by in large give universities 100% freedom in terms of how they operate, and not subjugate them to laws such as the H2 bill.

Make college more affordable, beginning with secondary education, assisting with first generation college bound students, etc.

ADD providing multiple access points to the University "across the state." REMOVE "knowledge-based"

Do not see the need for a specific statement about multiple access points.

Maybe include something about pre-college access. Getting situated into the college system before actually becoming a student.

Access is an ongoing process tied to student success initiatives.

Too many students are being admitted who have "special needs" of all description. They are not ready for college and many, frankly, do not need to go to college.

"that match their academic interests, aspirations, and capabilities."

I believe that knowledge-based services is too broad of a term. The University system at the moment provides far too much "hand-holding" which limits the students capabilities to succeed in adulthood post graduation. We have handicapped our students by providing too many resources. This needs to be clarified in such a definition of access.

none - I am glad to see that it is broader than just admission, but includes success/graduation
I like it ... The definition is perfect!

Suggest adding "...particularly those who are underserved OR UNDERREPRESENTED for any reason..."

The changes in GPA and other criteria keep a lot of the local students from attending.

I would also include providing access to the results of university research through outreach and public scholarship. While universities exist to teach our mission of outreach and analysis is also key.

I would include something about the extracurricular opportunities (recreation, campus activities, athletics, other "out of the classroom" experiences)

The phrase "who are prepared for the associated rigorous learning experiences" sounds like it is meant to exclude people who weren't able to access strong academics before now. It would be better to say something about willingness to take on the challenges, to make it clear that we support all NC citizens.

The second bullet is far too cumbersome, perhaps could be split into two pieces. Could also elaborate a bit more on services (and cut some of the flowery language).

Take out the word "rigorous" in the first sentence.

Capabilities are important but not addressed here. Access is wonderful unless it effects the ability for extremely talented students to reach their full potential

"to help all students"- we also help members of the public

Access is the opportunity for all North Carolinians TO BE PREPARED for the associated rigorous learning experiences to pursue a university education. The remainder of the text does not require modification.

I would edit last line to include "preparation for viable and meaningful careers that will keep our students in NC".

my concern is with the "prepared for the associated rigorous learning experiences" part of the statement. students from disadvantaged socio-economic backgrounds may not have access to the academic preparedness in high school and this could be perceived as a limiting statement.

I agree. However, as we move away criteria for admittance focused on SAT/ACT, we cannot be surprised by the readiness gap. High school GPA is no longer a strong enough indicator for college readiness. This applies to transfer students as well.

I dislike the abdication of responsibility for preparing all North Carolinians for a university education. Higher education does not occur in a vacuum. Improving access to higher education is directly and inextricably linked to improvements in the K-12 sector. I would like to see our definition reflect a commitment to and acknowledgement of this fact.

I believe that there is not enough emphasis on academic merit in this statement. As a result, we have certainly seen athletes allowed to flagrantly violate any principle of higher education as well as a tendency to EXCLUSION of students of merit in favor of those who might be considered to be "underserved" and thus many students who will then, while most deserving, be excluded from higher education.

Too wordy and politically driven. How about something everyone can read and understand? People reading this may not be in academia and may not, yet, have the abilities to deceiver the underlying message.

Access is the opportunity for all North Carolinians who are prepared or possess the ability to be prepared for the associated rigorous learning experiences. .........

I would emphasize or explain what "prepared for the associated rigorous learning experiences to pursue a university education" means and entails. I have seen a large number of under-prepared students be admitted to the university I work for (UNCW). These students have not learned "how to learn" before arriving at the university. I have also noticed that a lot of these students are lacking reading comprehension skills and basic logic-thought processes.

The statement "who are prepared for ...rigorous learning" completely opposes the idea of access. It also doesn't acknowledge that underserved individuals can no meet the rigor. The access to these students needs to start early on.
Your bullet points make it unclear at first glance that the second bullet point is an explanation of the first.

<table>
<thead>
<tr>
<th>Bullet Point</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A commitment to keeping postsecondary tuition low, and to funding secondary education so that it can better prepare students for university.</td>
<td>This is a privilege, not a right who are prepared for the associated rigorous learning experiences.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>People are prepared and not left out because of life’s circumstances or systemic bias?</td>
<td>...academic, financial, cultural, and other knowledge-based services to help all students - but particularly for those who are underserved for any reason. What are we doing to address system inequities, racial disparities, and equitable access? We cannot fix the &quot;individual&quot; and need to dismantle and rebuild a system that was created to benefit middle/upper class white people.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Not just people from North Carolina go to UNC schools.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Make it clear what &quot;the University&quot; means - the University or individual schools - first page seems to imply it means the &quot;University System&quot; if so say so. What does &quot;access point&quot; mean - make it clearer - could mean ability to interface on the internet, to be admitted to attend, etc.</td>
<td>Access in this statement should speak better towards academic preparation and affordability. Higher Education in NC has a responsibility to help K-12 students, teachers and administrators understand what will be required (skill sets, academic preparation) to be successful in higher education. Better partnerships between higher ed faculty, community college and K-12 teachers is key! Access for those who are already prepared isn’t really the level of access I think higher education should be striving towards. Higher education is still very elitist in terms of who they think should be striving towards a degree. Affordability is key as many students just cannot continue based on cost and are forced to spend time earning money instead of being available to learn. Our NC institutions can do a better job in creating retention scholarship opportunities for our students.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Those knowledge-based services have to be well-supported themselves. I’ve noticed, especially this year, that there a great deal of focus on the student without an accompanying focus on what’s needed for that &quot;access&quot; to succeed. It would be nice to see mission statements that accounted for not only students but employees who serve students.</td>
<td>I worry that the wording of the first sentence implies that access to UNC excludes those who need a little more support in order to be ready for college. Isn’t part of our responsibility to prepare those who are not already prepared? I would change &quot;for all North Carolinians who are prepared for the associated rigorous learning experiences&quot; to &quot;for all North Carolinians, especially those who are prepared for the associated rigorous learning experiences.&quot;</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;for all North Carolinians who are ACADEMICALLY prepared</td>
<td>&quot; Access is the opportunity to expose all North Carolinians the various rigorous learning experience to pursue higher education on the university level&quot;.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing in the public definition, but as we operationalize it within the system can we admit that we often spend lots of money competing for the same students rather than simply admitting they will seek the campus of best fit for them and that’s OK with us as a state.</td>
<td>My concern would be that we alter the academic rigor for everyone to the lowest common denominator. While all who are interested AND qualified should be able to attend the University, all should be able to handle a rigorous curriculum. If they are not, then their entrance in to the University should be postponed or their time in the system extended so that when they graduate all have met the same rigorous standards.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>May want to list particular underserved populations: poor, older, minorities, cultural barriers. However this change would make the definition less succinct.</td>
</tr>
</tbody>
</table>
I do not agree with the second bullet. If the institution believes in diversity and provides all potential students access, then there is no need to over emphasize providing services to help students.

The first sentence is convoluted and difficult to read. It took me a few tries to get the meaning, and I have a BA in history and a Masters in Library Science. (i.e. I am not uneducated!) As it is, the sentence has a Flesch Reading Ease of 0.0 and a Flesch-Kincaid Grade Level of 18.7

"... financial, cultural, health, and other services"

Minimum standards should apply. One should not be admitted unless there is some reason to believe they will be successful. We admit too many at risk students who fail.

make UNC-CH accessible to conservative students

It's really wordy; I would recommend condensing or simplifying. The first sentence is particularly awkward sounding. Also, is it really the UNC system that helps high school students gain admittance to college and aspire to college? I feel like that is the high school's place.

Identifying the brightest and most talented regardless of background or origins for support. Access to a broad variety of academic, technical, and artistic education and training.

I don't believe it should be so limited to North Carolinians. We cannot know if we are world-class if we are not intentionally open to the best students in the world. We cannot be a diverse and inclusive community if we barely crack the door to those who did not have the fortune to be born here.

need example of "access points" and also institutions do not "match" students interests and capabilities. This isn't clear.

As someone who studies postsecondary access, I would encourage us to make room in this definition for student affairs/student life programs that provide valuable social support and sense of belonging and community our students need to succeed, develop important life and professional skills, and ultimately graduate. I don't want us to assume these types of services will be considered under the second bullet point.

I would remove North Carolinians and make it a broader definition for all students, regardless of residency. Just because we don't live here doesn't mean we aren't affected by policy changes and definitions you place.

providing multiple and geographically diverse access points into the University;

Assessing, identifying and removing any barriers - logistical, social, cultural, etc - that may be impeding any of the state's best students from experiencing a sense of belonging, and achieving their full personal and academic potential.

Fayetteville State is lacking greatly in this area. Our needs include a new Humanities building (Butler). The current building is filled with mold and is out of date with out-of-date technology. Also, students need more and better technology, a modernized writing Center, more staff for Support Services, a study abroad office with adequate number of faculty (currently faculty are asked to perform ALL duties related to study abroad proposals, ranging from teaching the course to securing a location) and more staff in career Services --- a specific internship office.

where do you see special needs fitting into this definition? as a nation we must face that some of the brightest upcoming students will fall somewhere on the autism spectrum. how would define the services they need, particularly in communication/social skills support?

Take out the "but"

This needs to be more crisp and clear. Words like "associated rigorous learning experieces" are not very useful.

More student-work opportunities

to the second bullet, please start the caption with "Providing" to be consistent in the phraseology. Also, I don't find implicit or explicit in those statements a commitment to helping the physically disabled, but I think we do this - perhaps, "providing academic, financial, cultural, and other knowledge-based services, as well as accommodations for those with disabilities, etc."
In the first sentence I would change: "... associated rigorous learning experiences to pursue a university education."

Expand on the financial aspect of access

Need to clarify/distinguish - roles of NC community colleges and that of the UNC system, RE: purpose, preparation, degree on non-degree goals, etc.

If ECSU is going to remain an HBCU, a significant cultural change will need to occur in the immediate community and at ECSU. If that cannot be accomplished, the system should consider making it a specialty university, designed around specific programs/degrees/majors.

I would remove the adjective "rigorous" from the opening sentence...it reads like a dog-whistle expression of an excuse to justify ignorance of history, current social reality, and the inequality of academic preparation. I understand the authors will claim that my concerns are addressed in the second bullet point. But I cannot see what practical meaning is added to the sentence by the word "rigorous", and I can only see it as being used as a basis for exclusion, and an invitation to look no further than "objective" standardized testing as an admissions criterion. (As a minor point I am also unclear about the grammar of "learning experiences to pursue a university education." why not "learning experiences of a university education"?)

Something about starting early with underserved children.

A major focus must be on pre-college preparation for college.

I would remove "those who are underserved for any reason"

Access should not be preferential. I prefer statement to speak of opportunity rather than access. Interest does not equal opportunity, access or reality. Very liberal interpretation.

Providing the resources for students to flourish in the higher education environment.

Commitment to promoting a broader community where all children have the educational opportunities and encouragement to pursue a university education.

Add to the last bullet point: ".regardless of race, gender, class, religion, sexual orientation, or disability."

Should be fair to all not slanted toward any specific group.

Depending on your definition of "prepared" and "rigorous," this definition leaves open the possibility for rampant discrimination, as academic standards of preparation and etc. tend to favor dominant/privileged groups.

How about access to bathrooms?!

removing structural or persistent barriers found within the University

To compete globally, I recommend loosening the reigns on access for North Carolinians. I understand it and commend it, but the world is bigger than NC.

Access also means that all North Carolinians would have the resources to be prepared to compete in a global workforce, and that the University would provide them with a global mindset.

I would replace "but particularly for" with the word including.

common course numbering with the community college system

"cultural" ... "but particularly for those who are underserved for any reason"

none

Need to add a bullet that states "regardless of ability to pay".

add "accessibility services" in order to include students with disabilities whether physical or learning disabilities
Helping prepare those who are not ready so they can advance to a college setting and succeed.

providing degree programs at nights and on weekends

I think this needs to address a broader community than North Carolinians.

None

None. It's a good statement.

instead of "but particularly for those who are underserved for any reason" I would use "including those who are underserved for any reason" The first statement sounds like we mostly only want to help underserved students.

provide multiple, academically appropriate access points to the University

I would include a sentence about access to professional development or continuing education opportunities.

I appreciate the second level of the definition because it provides more detail that helps me with the part that concerns me --- access being connected with those who are "prepared for the associated rigorous learning experience". Unfortunately, we may be losing a whole segment of the population who are underprepared in secondary school but could greatly benefit from post-secondary university education.

I would remove the following: "who are prepared for the associated rigorous learning experiences" "but particularly for those who are underserved for any reason"

Use dashes to separate phrases instead of hyphens. Hyphens are only strong enough to separate individual words or letters. Parenthesis are more formal than dashes for setting phrases apart, so think about the formality of the document as well. Either way, hyphens can't handle the job. A university system needs to look sharp!

include social development in the second bullet point

That's a mishmash of silliness. Students who are ready should be provided opportunities, those who are not should take account, remedy, and/or go somewhere else. Corporations do not hire people who are not ready to work for them. Universities should not accept students not ready to learn. I encounter many every year.

open to all NC residents

none

Drop the sentence between dashes, if all students are helped why mention underserved separately? Do they have more privileges?

I am trying to take classes myself, and it would be nice to have more classes offered after hours so I can attend in person rather than online, and to have more Core classes offered such as math and English.

It would help if the definition recognized the different kinds of intelligence, as well as the systemic biases that prohibit equal access to learning opportunities.

More state funding to lower costs to students.

What do you mean by multiple access points? Define other knowledge based services. Sounds like undefined jargon.

defining "Providing multiple access points into the University"

While avoiding paper and shell classes such as UNC-CH has been offering for close to two decades.

What is meant by "multiple access points".

I think "Access" should be grouped with "Affordability" as one priority option. "Access and Affordability" work well together.
would remove this piece - but particularly for those who are underserved for any reason - Think it should be for all potential students from NC with equal services for all, but financial services for those in moderate to low incomes.

There should be some mention of applicability and practicality. Access to useless courses benefits no one. College is not for everyone. The current belief that one must attend college to be successful is lowering the value of the degrees received by UNC system students. Access should also be defined as helping students to identify their skills and to direct them appropriately instead of shoeorning everyone into college. A more robust vocational post-secondary program would greatly benefit the state. The shortage of qualified tradesmen is frightening and is being exacerbated by the educators trying to push every kid to college. Access to education is wonderful, but access to the proper education is what you should strive for.

Providing access to classes that actually provide students with knowledge and applicability while doing away with "no show-paper" classes that essentially waste tax payers' money by pushing students through the system who lack the capability to handle the rigors of a higher learning institution and gain zero value by enrolling, especially as it relates to the Afro American studies at the University of North Carolina at Chapel Hill.

Access includes dedicated outreach -- we have to seek out the under-served.

I would make this sentence second, not first. "Access is the opportunity for all North Carolinians who are prepared for the associated rigorous learning experiences to pursue a university education. Substitute "admission" for "admittance."

It is also preparing a student to be an effective and positive aspect to his or her forth coming community, A representation of their graduating institution and their home (where it was out of state or with their parents)

North Carolina has many great university's for all students and degree majors. The one thing which is the big difference is tuition. From NCCU to Duke going for the same degree but costs many thousands of dollars difference for a resident. I myself as a white person is forced to obtain my education at NCCU where I am the minority, but just can not afford to go to the other schools. I am an adult student which I do have my daughter coming up in a year and a half looking at UNC for medical. How do you tell your kids its impossible to get your education at that school. She can go and have major debt when she gets out her desire is to be a doctor. Residence status with school tuition should be a universal cost that allows anyone to afford to go to any school that they choose too.

access should include ways to identify students, especially in underserved areas, who will likely need guidance in becoming "prepared" to pursue higher education.

Access includes protecting and accepting (not just tolerating) the rights of individuals to have a different world view than the establishment. Individuals are provided access when they know their viewpoints that do not fit into the historical Eurocentric perspectives will be accepted and encouraged. And, ACCESS is when historical/hateful messages are made visible like a swastika, UNC will investigate and take public action to discourage this behavior.

n/a

Needs to include that the student needs to qualified to attend that university. Not every student should attempt to get a University degree if they are not capable of doing all the work. It is an expensive learning curve if they are not prepared.

To take a more aggressive approach early on in the students educational environment to emphasize college enrollment. Don't wait till the high school years.

Scholarships and financial aid need to be covered in a more understandable and approachable way. Students in low income areas feel that they cannot afford an education, and scholarships are not advertised in a place that students can regularly find them. I believe that students would be more likely to apply for scholarships and financial aid if it did not seem so hidden and difficult.

Not just North Carolina residents but what about for those outside the state?

I would hope that it would be to retain our best and brightest with quality education
better define 'multiple access points to the University' that appears to vague..what does that really mean. Are we recommending sending students to Community College?

none

Not sure we offer more support to NC residents or the message is that they are our priority. Seems like we want scholars and more international inclusion.

Great emphasis needs to be placed on a student being prepared. We do not want to devalue higher education by over running the system with unprepared students. Students and institutions would be better served to provide unprepared students courses outside of expensive universities rather than setting them up to struggle or fail. This should not be a badge of shame but seen as a way to improve the likely hood of success. Maybe do this through a apprenticeship program for the jobs the students are interested, the student could hook up with a mentor that could help them through out their education.

It may be covered in the "multiple access points" phrase, above, but I'm wondering if we want to add a point about access to university programming or resources, even for those who are not enrolled (i.e., the town/gown issue).

Despite the subsequent elaboration, the first sentence is simply offputting. I would reword the first sentence in a less restrictive way and add the preparedness aspect later. In this way the concept will seem more open which is what access should be about IMO.

I would add some language such as..."help all committed students"..."help all students willing to invest the time and energy to succeed"...but particularly those who are underserved Somehow we need to stress that students have a responsibility to devote their time and energy to succeed. We should not be giving "handouts."

...regardless of ability to pay.

I do not think it is necessary to include the phrase "but particularly for those who are underserved for any reason". It is important to be specific, and this statement isn't. Either define the underserved or delete this phrase would be my recommendation.

Providing a safe campus and safe area on the campus edges

I love the idea of emphasizing "NC's underserved populations." But we should also have more stringent standards that deny access to felons, addicts, and illegal aliens. (In working firsthand with students, these backgrounds are not uncommon!) I would be in favor of adopting some kind of "character and fitness" language (and a process to accompany).

I would remove the two bullet points. The main definition states "all North Carolinians", so having the lines on the underserved is redundant given that the "underserved" are already North Carolinians.

"...who are prepared for the associated rigorous learning experiences"... you have defined this using external identifiers placed on us by society (financial and cultural to name just two). There are many internal things that make us prepared or unprepared that are not defined by others. Including other aspects of what we see makes up a good student would help strengthen this statement.

NONE

None

Add: Access, if done well, should ensure that the diversity of our state would be represented in our student body.

We really need to be careful who all we take in! We are at times scrapping the barrel and then have a hard time graduating the students as they were very ill prepared to join a university in the first place.

Providing state financing for public universities, to keep them affordable for all citizens of the state who are academically prepared for higher education.

You can leave out this part in the definition."But particularly for those who are underserved for any reason - aspire to, enroll in, and graduate from institutions that match their interests and capabilities."
Acknowledge the disadvantages certain demographics (women, minorities, lower class people) face as opposed to their counter parts.

Change second bullet to read, "academic, financial, and cultural services and support to help all..." and then, "aspire to, enroll in, succeed at, and graduate from..."

To help prepare

Very jargony sounding. drop the word "associated" and "to pursue" and replace with "the rigorous learning experiences of a university education."

Speaking of North Carolinians at a time when our university is going global sounds terrible parochial to me. "Underserved" sounds like we are serving clients, instead of citizens. I would rather say "underrepresented."

"potential enrollees must be able to perform academically in pursuit of the highest levels of excellence"

More specific language associated with "providing multiple access points in to the University"

no need for "who are prepared for the associated rigorous learning experiences" We already know that the preparation differs greatly based on the inequity of resources both current, systemic, institutional and historical

None so far.

What is the definition of "underserved?" What qualifies one as "underserved?" Should "underserved" individuals be singled out and prioritized over those who are "served?"

I would clarify what "multiple access points into the University" means. It is not clear to me.

in the second bullet point, i think it would be helpful to tie in the "preparation" component. Perhaps add in "prepare for" after "aspire to."

I would not limit this to "North Carolinians" but to all students. Also this is not a general definition of "access" but reads as if it were. There should be a specification at the start, e.g. "Access to university education is...

"who are prepared for the associated rigorous learning experiences" How is this measured before a student arrives?

some mention of encouragement for students with physical and learning disabilities

Edit first sentence for grammar. (associated should have an antecedent, but the noun comes after it rather than before) I don't know what "access points into the University" means. Gates and roads? Transfer opportunities?

I would say 'the EQUAL opportunity...'

delete: but particularly for those who are underserved for any reason

I think it is especially important to emphasize that this is not just a recruiting issue. It also includes efforts to support student success throughout their academic career.

remove the "but particularly for those...any reason" as the definition clearly states "all students"; our campus is particularly sensitive to diversity and open speech, therefore, I do not feel it is necessary to include this carve out; access should be available to all students

Access is the opportunity for all North Carolinians who are prepared for the associated rigorous learning experiences to pursue a university education. Providing North Carolinians the opportunity and encouragement to pursue higher education includes, at a minimum, the following: helping students select and gain admittance to college(s) that match their interests and capabilities; providing multiple access points into the University; connecting students to academic, financial, cultural, and other knowledge-based services to help all students; implementing a focus on those who are underserved for any reason to aspire to, enroll in, and graduate from a college institution."

More accessibility, particularly to minorities.
I'm not sure what "knowledge-based services" means in the second bullet. I would suggest including something that applies to the services all students should be entitled to as part of their success (i.e., academic coaching, student involvement, recreation, etc.). Removing "knowledge-based" might make this more inclusive.

Access includes not using time-to-degree as a measure of success, since doing so actually penalizes institutions who have more marginalized students given that less privileged students tend to encounter more challenges that lead to them taking time off or going from full-time to part-time.

"Multiple access points" sounds like backdoor entry for e.g. ability to throw a ball through a hoop despite inadequate intellectual ability. 1

When it says "who are prepared" I think abt unequal services provided in K-12 across the state that contributes to the ability of students to be prepared. Access then requires equal resources. It also requires teachers who are valued and incentivized, meaning they need to be paid well -- k-12 and at UNC campuses. The state needs to SHOW that it values education.

...aspire to, enroll in, participate in, and graduate from institutions that match their interests and capabilities."

Emphasis on "services to help [ALL] ..." so that those who struggle for any reason can receive whatever type of service they need. Add "psychological/mental health support" in the list of these services. Then fund the provision of the requisite screening to identify individual needs and target interventions most appropriately.

policies should be made to fit the underserved areas, not the student. Once they graduate there is no guarantee they return to serve these areas.

I suggest eliminating the last phrase about matching interests and capabilities. It seems to me that this is code for tracking and will result in the development of a trade school mentality as a desired goal for the system.

Just too many undefined 'words' in this statement. How can anyone not agree to this, but it is just too general.

"Multiple access points" .??? "services?"

I view access as opportunity to get into a university - not whether a student graduates from that university. While financial and academic factors may influence both, I don't think they should be lumped together as "access". I would instead look at what enables a student to make it to UNC, and what enables a student to succeed there (i.e. graduate).

none

The university should not just only care about a student's interests, but also take into account what will serve a student's long run interests. For example, the university offers many majors and courses that are not very demanding of students and have little value outside of the university.

I would expand it beyond North Carolinians because an important part of a college education is to be exposed to students from other parts of the country or world. Could say "all North Carolinians and select, qualified out of staters..

None except to bold or underline "who are prepared"

what does knowledge-based means?

Access has become a matter of money and since tuition has skyrocketed and since the UNC system has been squeezed dry by state politicians, access has been limited not only in terms of who can afford to come to UNC but also in terms of what students want access to: they want access to jobs, NOT a liberal arts education. Technological solutions to access merely exacerbate the problem of turning UNC into a vocational school.

Access is about preparing all North Carolinians to succeed in college and giving them the necessary support to thrive when they arrive there.

Make it sound like a normal person wrote it. It sounds wordy for wordiness' sake. It is off-putting.

I would like to know what the definition of "prepared" is in this context. The first sentence is open to wide interpretation and, as currently worded, it is somewhat in opposition to the statement of inclusion of services to underserved students.
"Prepared for associated rigorous learning experiences" should be clarified. Preparation does not have to entail a 4.0 high school GPA from an excelling school. We need to take the following question seriously: What other types of experiences and capacities can make someone prepared to succeed in higher education? For students that do not have the experience yet but would excel once prepared for college, the UNC system should be advocating for additional programs that meet those students where they are and equip them for success. Upward Bound is an excellent example of such a program. The other part of the definition that is lacking is that it does not explicitly mention the faculty pipeline. An academic career can be inaccessible to young people who are expected to get by on an adjunct faculty salary and pay back loans. We need more faculty from non-traditional backgrounds and more minority faculty (the same goes for administration).

Include potential future students outside of North Carolina

"...which includes a competent education on how to limit debt acquisition by citizens in the process and completion of gaining meaningful education and subsequent employment."

Creating an environment where students will thrive by employing faculty and staff who have similar experiences to our students. Developing programming to encourage community building and retention

In my opinion, "...but particularly for those who are underserved for any reason - aspire to, enroll in, and graduate from institutions that match their interests and capabilities." is not necessary as a qualifier.

Reasons for something about support and resources while at the university. There's a gigantic gap in this statement between "enroll in" and "graduate from." Getting people here and then offering anemic resources is not true access. It's like holding open a door to a building, encouraging people to walk in, and then letting them wander around, trying to get upstairs, without knowing that they need a key for the locked stairwell. And hiding the key...or only making a few copies of the key. Too bad if someone else has it!

We need to be sure that all access point maintain the same academic rigor and expectations as expected for a traditional freshman, especially if we are giving academic credit for work outside of the University.

academic, financial, cultural, and other knowledge-based services to help ALL students aspire to, enroll in, and graduate from institutions. Should not qualify the statement or adapt or lower standards to the student level (...Match their interests and capabilities), but rather have access and support to the students to meet the standards expected in a university-level coursework.

Why must we favor some students over others? Referring to the second bullet, "...but particularly for those who are underserved for any reason..."

academic, financial, cultural, and other knowledge-based services to help ALL students aspire to, enroll in, and graduate from institutions with a valued degree. Eliminate the qualifiers that water down the value of a strong, challenging path to a degree. We should not lower our standards to meet the student's "interests and capabilities", but improve the access for students to meet the standards appropriate to a University level education.

• academic, financial, cultural, and other knowledge-based services to help ALL students aspire to, enroll in, and graduate from institutions with a valued degree. Note: Eliminate the qualifiers that water down the value of a robust, challenging education. Access should not mean adjusting standards to student level, but of helping students meet the standards of what a degree confers.

Assuming one is underserved for any reason, it seems incomplete to assist them in aspiration, enrollment, and persistence only. Preparation is incredibly important, as indicated by first line of the definition. However, one's aspiration does not equate to his or her preparedness if he or she is underserved. More must be done to support our crumbling public education system to lead them to a successful college experience.

Multiple access is a nonsense. It is just propagating shortcomings of previous poor/inadequate education on the shoulders of faculty that has to teach trivialities. CC-> University path is terrible, those kids come, they know very little, are not prepared to be competitive, drag the classes for those that are prepared and ultimately everybody end up being unhappy. Exceptions are rare and those do not require any

Define "prepared for the associated rigorous learning experience" Define "multiple access points"
Access should include being able to get the classes needed in order to be successful.

Seems fine to me.

I'm unclear as to what "providing multiple access points" means. Elaborate?

I agree with the content of the definition, however, the term access is used to define access so I do not completely understand what you mean by access.

Underserved actually translates into minorities (as defined by the federal government) - with no consideration of the culture of others who may be minorities (by number) but are not classed as such.

While it is laudable that the definition is aspirational and broadened to step into continuous support throughout engagement with the educational institution, the centering of underserved populations is an admission of the premise that we must accept and, to some extent, preserve the dynamic.

clarification on what is meant by "capabilities" and who determines capabilities (i.e are they defined by oneself or by another?)

This definition is silent on student and applicant interest in a college education. By advocating college education for everyone, students that lack a sincere interest enroll out of obligation and thereby crowd out too many other students sincerely interested in and desiring a college education.

I would want to make sure the second point is considerate of need based support -- I am mentoring a first generation college student and realize she has different financial and social needs than other students may express.

A stronger commitment must be extended to minority students and first generation students. These students need to feel a stronger sense of belonging in order to stay in their programs until graduation.

"who are prepared" (what about those who need some assistance to become prepared) shouldn't we provide access to those who may not be academically prepared, but have a desire and ability to build these skills to be successful and earn a degree.

In addition, there should be inclusivity in terms of what it means to have these equitable opportunities based on differences that ranges beyond what is considered normative.

providing multiple access points into the University; this seems redundant with the text above it.

I would future define underserved. For example, students with multiple socio-economic disadvantages including but not limited to inequities of culture and race.

Tuition free

In this day and age, considering years of cuts to state support for higher education in NC and subsequent increases in tuition and fees, the financial aspect of "Access" takes on a much more important and urgent meaning. The system has now transferred huge financial burdens to middle class families all over the state (and beyond) when the state constitution clearly states that all North Carolinians should have access to higher education at the lowest possible cost, or as close to "free" as possible.

The definition should also include attention to *preparing North Carolinians* for the opportunity to pursue a university education.

Consider removing 'North Carolinians', as access into the UNC System is open to students from other states and countries. Also, "...to help all student ...", as students are encouraged to apply their learning in the UNC system to internal AND external factors.

I would include language about confronting the systemic factors that have traditionally kept particular groups from attaining college degrees at rates comparable to those of middle- and upper-class white, non-Hispanic
people and working within the institution to evaluate systems of practice that promote inequity (e.g., racial, gender, economic).

any age

I may add something about ability, in addition to access points supporting students health and well being

It uses the word access in the definition of the word access, definitions should not include the word they are defining.

Not all students who enter are adequately prepared for higher learning. Adequate faculty numbers (from kindergarten on up) can do the best of job of preparing students--not extra tutoring administrative tutoring services outside the classroom. More faculty members should be hired across all areas of education. We are already paying a deep price for ignoring the essential role of faculty members. Doing a better job in assisting teachers with the adequate support they ask for would do more than any other administrative approach. Faculty morale has never been so low thanks to the state's lack of support for teachers. Teachers need to be adequately supported so that students will be adequately supported. The administrative tail continues to wag the dog--with predictable disastrous consequences.

No free loaders. Work-study or a payback such as the National Health Service Corps where service is owed in exchange.

I don't know what "multiple access points" means -- needs clarification.

remove "rigorous" and replace with "challenging"

Access to a system where the selection of UNC institutions contains a better balance of award winning faculty;

Access to a UNC system where a greater selection (75%) of academic degree programs have been favorably recognized by professional associations in the last 5 years;

Access to a UNC system where 70% of university administrators (administrators employed at UNC universities) have demonstrated their ability to excel (improve student performance rates/graduation rates/retention rates/alumni working in the field they majored in 10 years after graduating) at UNC institutions where 35% or more of the institution’s enrollment is comprised of underrepresented/first generation students.

I think that there needs to be more emphasis on being committed to preparing individuals for a university education, primarily through investing in K-12, but also through other means of education, such as public libraries.

Access to what?

Includes creating accessible space for all students, in reference to students with disabilities and those in need of accommodations in order to be admitted into college as well as be successful in their time at a university.

People shouldn’t be accepted into a college based on race or ethnicity. It says to students we only want you because you Asian or etc. instead of underserved students it should be students who strive to be better.

It is not the duty of the taxpayer to pay for the education of anyone. So long as that is not the end result of this definition, I agree with it whole-heartedly.

providing multiple access point into the University (vague sounding--I fear a system that who's rigor could get watered down) depending on "those access points"

What does "providing multiple access points" mean? Physical ones? Access to information, or people, or something else?

I would change "academic, financial, cultural, and other knowledge-based services to help all students - but particularly for those who are underserved for any reason- aspire..." to "academic, financial, cultural, and other knowledge-based services to help all students equally - especially those who are considered underserved for any reason- aspire..."

Access should also include financial feasibility of a college education without dependence on student loans and financial services.
but particularly for those who are underserved for any reason. Underserved: provided with inadequate service to offer inadequate services or facilities to

Access is the opportunity for all North Carolinians, who are prepared for the associated rigorous learning experiences, to pursue a university education. Providing North Carolinians access and encouragement to pursue higher education is not confined solely to helping students gain admittance to college. It also includes: academic, financial, cultural, and other knowledge-based services to help all students - but particularly those who are underserved for any reason – aspire to, enroll in, and graduate from institutions that match their interests and capabilities."

Stating that access is for "all NC who are prepared" doesn't address the social justice issues that create gaps in preparedness prior to college. Access for only those prepared isn't access at all.

I would include something about out-of-state students

The first bullet point is not clear, do "multiple access points" include the local community where each institution is located? I think access should include a more broad based definition to include more than just students. How does each institution make a difference within their own communities?

I would add physical access to include handicapped individuals. It is imperative that we make sure that physical access is available to all individuals that need this type of access, including assistance for blind and deaf students.

I would replace the word "admittance" with the word "admission," the commonly used term for the process of allowing a prospective student the opportunity to enroll in a university. "Admittance" should be used for the process of granting a student permission to enter the institution or parts thereof, such as admittance to a campus theatre to observe the performance of a dramatic production or permission to enter a campus library or bookstore.

Access is the opportunity for all North Carolinians to pursue a university education and preparing them for the associated rigorous learning experiences they will encounter.

access with the information necessary to make an informed decision about the choices provided.

Revisit the use of the term prepared, as a current student myself when I first read the opening sentence I feel as if prepared excludes me. I feel excluded because financially I was not prepared and not being financially prepared prohibits a vast amount of students who are prepared in other aspects, academically, socially, mentally, emotionally, as well as physically.

End it after the first sentence. While the rest of the definition might be true, in this context it sounds like a fishing license to claim public support for any changes that could in some tortured form or fashion be construed to serve that new definition.

I believe access is for all students, I'm not sure you need the "particularly" in there.

The definition text includes the word "access" which is the word that is being defined. Choose different words in the definition text so that you're not defining the word as itself.

remove "- but particularly...any reason" as the definition clearly states "all students"

Make it easier to understand; the meaning of the bullet points is unclear.

None

incentives/consequences need to be in place when financial resources are provided to students. Simply giving access without the potential of losing access if a certain level of academic success is not earned only creates a situation where financial resources are given but the return is not there - degree attainment - and often the student is left with high debt and no degree.

I don't understand what "multiple access points" means in relation to enrolling at a University.

The phrase "prepared for the associated rigorous learning experiences," to me, seems too based in a perspective of natural exclusivity. Lower down, the second point mentions resources that help for preparation. If students want to go to college but need more preparation, it should still be accessible to them (since, for example, they may not
have had access to the preparation in high school). I would also think about defining access within a more historical context, thinking about who has previously retained access to these institutions and who hasn't. There is mention of this, between hyphens at the bottom, but I think it could be highlighted that access means opening avenues for education to those who may not have previously been allowed or encouraged to pursue them.

Limiting access only to those who are "prepared for the associated rigorous learning experiences" suggests that certain North Carolinians will not be able to get the support they need to further their education. I would want to see a definition of "prepared" which is broader than simply GPA's or test scores, so that everyone with the potential to succeed has the opportunity.

The idea of "access" could expand to acknowledge students with disabilities.

none

A measure of access is the way the university system reflects the state's demographics.

I agree in principle, but I would want to know more about how this will be achieved in practice. I also need to know more about who lacks access to what, specifically.

I think we should add the notion that a university education, separate from job possibilities, enhances the experience of being alive, and this experience is something that should be provided to all who are legitimately qualified.

Provide current and relevant experience to prepare all students for dynamic changes and challenges in the domestic and global workplace.

None

None

This statement needs to include something about diversity--socioeconomic, ethnic, religious, sexual orientation, etc. That should be a key factor in UNC's mission.

The NC Constitution requires a free and adequate education for all- K-12. If we are turning out the teachers & administrators who are the core of that system--that would eliminate the phase "who are prepared for the associated rigorous learning experiences." Access would mean anyone graduating from an NC public school (includes Charter schools) should have access to a UNC system education--or at least admission and the chance to continue..

There should be a larger stress on students who are coming out of high school to go to college. As a high school student here at UNCSA I believe that there should be more opportunities for high school students to explore the wonderful college system that North Carolina has.

Allow universities to offer remedial classes for those not completely prepared.

I would be interested to know how underserved is being defined.

I agree with this definition, but physical access is not included. Perhaps this is somewhere else?

Add the following: Providing sufficient levels of funding for student loans / financial aid for all students who are academically qualified for admission.

It's unclear what is meant by "multiple access points"

Agree with the sentiment, but fear it means "we're lowering standards, putting all our courses online, and taking money from academics for more support services."

I misunderstand access points. Are we defining location??

none

What is an "associated rigorous learning experience"? What are "Access points" to the university? Are they physical gates or what?
facilitate transfer articulation between campuses (both 2 and 4 year), focus more on retention, student support and success.

This section: "who are prepared for the associated rigorous learning experiences" seems to give an "out" to the university not to strive to help students who need assistance coming to that level of preparation. The definition of access should include help with such preparation. If you're trying to get across something more like "students with a strong drive to..." or "students with strong interest in...", then I think the phrase should be changed.

None

Access should also include a student's connection to opportunities to transition from the school atmosphere to the work atmosphere. They should have access to work opportunities based on the degree attained.

I would expand to include non-North Carolinians.

Access should include scale/expanding to accommodate change in demography and growth in population. Also, Access to "under-served" should not lead to reverse discrimination i.e. maintaining qualification criteria. Access also means that expanding opportunities aligned to society and national need to close skill gaps.

No changes. Well covered.

I think it not only requires students to be prepared, but also "to be committed to"...

possibly change wording from "but particularly for those...", to "particularly for those...".

none

"And free from discrimination and bias."

All students, not just in North Carolina

Change the verbage of "who are underserved for any reasons."

This expanded definition of access is only practical with increased funding. That doesn't seem forthcoming, so we should focus on what we can do with actual resources.

meaning of "multiple access points" is not clear "providing" or "furnishing" added to second goal (grammar) "including those who are underserved for any reason" - "particularly" sounds like it is promoting reverse discrimination

"who are prepared for the associated rigorous learning experiences to pursue a university education" there needs to be more focus in the high schools in underserved communities. Making resources available(financial and human capital) to start early is key. By the time they graduate, it is too late for many of these students.

In increasing ease of access, the university often accepts people who are not prepared for the "associated rigorous learning experiences." Emphasis should be placed on finding these individuals and preparing them to make the appropriate choices to work while in school or take on student loan debt. This should be based on evidence-based outcomes rather than seeing graduation as the goal. The goal is financial security and independence that is hopefully made possible with a quality education.

This is more of a general comment... everyone should be treated equally period. Even folks who aren't "undeserved" end up in significant debt, although financial aid programs tend to ignore that, basing it on family income, etc, despite the reality that the student is often the one taking on the debt, not the parents. I come from a middle class white family, not eligible for many of the assistance programs, but being that I was on my own for college, I’m still significantly in debt. I graduated in 1997 and the grad school at state in 2004, having been making regular monthly payments and still owe $50k to educational loans. Crazy. Everyone deserves equal access to assistance.

I would add further definitive answers to what "Financial & Cultural... based services" mean and along the line how will they be achieved?
My concern is that if there are too many "access points" in, who's minding the store to make sure that students are prepared to learn coming in.

Access is targeting ONLY NC residents? UNCSA, when it was NCSA, offered me (1) financial aid; & (2) audition admittance. I'm from TX.

Definition is fine. In practice, however, it has resulted in the lowering of academic standards and absolving students of responsibilities as students of higher learning and citizens of the community. An important element of a university education (in contrast with a community college experience) is the development of the whole person, an understand of ones values, and a view of life's goals beyond those of future employment.

I would like a clearer definition of "multiple access points" and "match their . . . capabilities."

There needs to be real action taken in making the programs truly interdisciplinary. The professors should know one another and what they are working on. Far too often, professors in related fields/programs/departments, have no idea who the others are, which means double work is often being done. Classes could be cross-listed rather than taught twice.

I would add a clause about employment, focusing on institutional connections, job training, and hands-on experience in the form of internships, shadowing, career-oriented coursework, and a solid pedagogy in both practical and theoretical aspects of student's field of choice.

Not sure I agree with the phrase "who are prepared for the associated rigorous...education" It Could reword: Access affords all North Carolinians the opportunity to pursue a university education and all the associated rigorous learning experiences.

The statement does not account of out of state students, this may be out of the scope of the state definition of access.

"North Carolinians" is exclusive language. I am an out of state student and this kind of generalization about access for all, should include potential student from other states as well.

It is unclear what one means by "multiple access points." Also, while access is indeed important, it must be balanced with the aspect that the students must be prepared (both in terms of their academically abilities and their maturity) to enter college. Otherwise we are setting them up for failure. We must also not forget that the role of the University is to the "public" not just the students on a particular campus. Outreach programs in the community and raising public knowledge through research are also important, yet seem to be undervalued because they do not count students in the seats. This is also a part of access to the University.

The top part seems too wordy/confusing.

Like the school system, the statement and goals are elitist. None of these ideals match the actions of the system. These are lies perpetuated to maintain an image that the UNC network helps those who need it and doesn't help those who don't. It is the opposite.

The qualification "who are prepared for the associated rigorous learning experiences" seems unnecessary. Why would we not strive to provide the opportunity to all North Carolinians full stop? Additionally, given the sorry state of public school support in our state, why would we penalize our young people if they had not been fully "prepared"?

May want to edit language to "aspire to, enroll and achieve success in, and graduate..."

Include out of state students as well as international students

We need to think far more broadly about educating North Carolinians in conjunction with partner institutions in the community college system. Instead of experiences for the "prepared," we need to confront the reality that the vast majority of high school and community college graduates are "unprepared" and be willing to meet these people where they are.
More emphasis on the financial aspect of attending an institution. If a student is accepted to a college with the necessary requirements then financial ability should not even be an issue. It should be a given that the student can go to college without financial angst, hardship or denial.

There needs to be something in there about physical access for constituents with mobility issues. I read this over and over and I'm just not seeing it in the language. Along the lines of the second bullet point, but in addition to the services listed.

A further definition of "multiple access points" is needed. This phrase sounds like a bureaucratic use of the language. It's important to use words carefully so that the intended meaning is clear.

none, it's quite clear

We do not have the resources, or they are not well spent, to provide services to meet the interests and capabilities of all students.

We must make the education affordable. Stop charging exorbitant fees!

I would further define the somewhat nebulous "multiple access points" - are we referring to campuses, online vs. physical presence, or what exactly?

1. What does "multiple access points" mean? This is an opaque phrasing. 2. "Underserved for any reason": if a population is "underserved," what does that mean? Are we certain that "any reason" calls for support? 3. There is an implication that students enroll in and then graduate from a single institution. This not only is not factually correct, but there may be very good reasons that a student attends multiple institutions (which I imagine are "multiple access points").

I would add - "and graduate in a timely fashion from institutions that match...."

I would add clear wording about assistance for students with disabilities - while one could say they are covered under "underserved for any reason" I don't think they'd identify themselves that way.

What does "provide multiple access points into the university" actually mean?

none

"opportunity for all people, especially North Carolinians"?

Services should be grounded in institutional support that is considered central to, and not an add-on to, educational excellence.

"Institutions that match their interest" may be further defined as those including vocational pursuits. ALL should have access but not all are appropriate for college and university.

The UNC System, as a preparer of teachers, has an obligation to ensure the K-12 system provides the preparation students need to have the option to attend, and succeed in, college

I think you need to clarify and rewrite the following phrase because its meaning is incomprehensible: "but particularly for those who are underserved for any reason - aspire to, enroll in, and graduate from institutions that match their interests and capabilities."

Delete the first bullet about providing multiple access points.

I would not make any changes to the definition of access.

Add to the services, social and emotional support. With increasing societal pressures, it has become necessary for universities to offer some sort of education that include coping strategies and work-life balance.

The phrase "multiple access points" is not clearly defined.

providing access to non-traditional students

Economic affordability is an important factor that should be included in the statement.
Access should include access to the knowledge base generated by the university community.

I would also include, "And providing all resources equitably to all UNC institutions ensure all North Carolinians get a high quality, world class education at all of our campuses, regardless of field of study."

The "underserved for any reason" should not extend to those who are not academically prepared to succeed. Such individuals can be served at a community or junior college to finish high school and complete any needed remediation to first be prepared to succeed irrespective of any other status. We do not want to promote diversity or culturalism to the point where we set up students for failure. Our primary goal needs to be enabling academic success irrespective of other parameters but this has to be predicated on our students having the right preparation for college excellence (which can include work ethic and so on).

"Access is the opportunity for all North Carolinians TO BE prepared for the associated rigorous...

What is meant by "multiple access points?" Is this cover for pushing lower-SAT students into community college?

What is meant by "cultural services?" In regard to "financial services," what about relieving the pressure on tuition and fees?

Change to read, "...services to help all qualified and prepared students..."

None

"Providing multiple access points into the University" is just a cover up for NC's rural students must go elsewhere first since resources were given to out of state or out of country graduate students. Access should include that slightly less prepared NC citizens are given opportunities before non NC citizens who are prepared.

I would change "who are prepared" to "who are motivated"

-create an environment that supports diverse students, including students with disabilities. In particular, I think you need to include more that just services—we need to work to create university environments that are inclusive for all students so they want to come.

Not only mention knowledge-based services but also include community-based services and partnerships designed to support the access to and participation in the higher education process.

Nothing refers to the experience students have once they are in college. If we acknowledge that students are under prepared, under funded and under resourced/supported before coming to college, how do we expect them to thrive when they are faced with greater challenges in the university setting? My suggestion is to address all students who have access to college and preparing them for culturally competent learning environments by assessing cultural competence as they are admitted and creating learning and development opportunities that advance that. If students are expected to have a baseline knowledge of math and reading as assessed by SAT/ACT, why are they not expected to have an assessed baseline understanding of how to treat people civilly?

I think along with access we need to think about the usability and approachability of our institutions; their websites, forms, and other documentation; the language they use, and how welcoming they are—especially to first-generation college students, ESL students, and other groups.

I might reconsider that last bit (match their capabilities). It seems to assume that we can positively know students' strengths and challenges and can sort them into different tracks by sorting them into different institutions. It might read as a bit ableist to students who are already struggling. What would we lose by saying "institutions that match their interests"?

Affirmative action for historically underrepresented groups.

remove "North Carolinians" - if we are going to thrive, we need to be recognized as a GLOBAL institution of higher learning.

The last word, "capabilities", implies that there are universities for good students and those for poor students. In reality, all universities have strengths and weaknesses, and outstanding students are found at any university. Better to drop that word, and let the word "interests" stand in its broadest sense, and not only for topical interests.
The first sentence is longer than it should be. How about: "Access is the opportunity for all North Carolinians who are prepared for the associated rigorous of pursuing a university education."? The first bullet point is unclear.

None.

Access to a degree that will assist students in finding a job, that is needed in labor market, and guarantees that the student is able to pay back student loan(s) after graduation, if there are any.

I would add a statement such as including: faculty, staff and students of diverse backgrounds and world views.

Should include all who live in NC regardless of legal residency status. Students who perform well in K12 then are denied access to higher education represent a loss of talent and workforce for our state.

Cut the pseudo-prestige that comes along with a system of universities scaled to suit different (whether it be intelligence, interests, etc.) students needs at a higher dollar mark the more "prestigious" you go up.

None

Just, North Carolinians?

The portion "all who are prepared for the associated rigorous learning experiences"...immediately demonstrates that access is not equal. You only have access if you are prepared. This should focus more on all who have a desire and are willing to put in the time and effort required to...

n/a

Valuing student skills and perspectives that may not traditionally fit within academia

Multiple access points such as?.....community engagement, partnering with schools (guidance counselors)

I would suggest working with prospective students whose GPAs may not be what the institution is seeking, but for those older students who wish to return to school, being denied admission at the institution at which they work is not a nice thing to do. This is especially sad when incoming freshman expect a grade to be handed to them instead of earning it.

awareness for students of the opportunities they have, knowledge is power here and if they dont know they can apply they do not and for most of the programs you have to apply to even get a chance

I would revise last sentence to cover 'admittance to and retention' in college. We need to ensure that students progress and finish with the same supports listed in the second bullet.

None

Very excited to see reference to historically underserved. These students typically need more "hands on" help to successfully matriculate. Access should apply to each institution in the system, including the flagships, and not just apply to system access. we don't want to restrict access to Carolina or State based on ability to pay.

Revise 'who are prepared .... for the associated rigorous learning experiences' by adding 'or who have the potential' to include students who have the ability to succeed but who have not had the educational opportunity necessary to make them well prepared.

I don't like the "are prepared for the associated rigorous learning experiences" part. If a student is underprepared, but interested and passionate about learning, they should not be selected out. To me accessibility means that anyone interested (and possibly underprepared through no fault of their own) should be able to enter higher education.

Access to Elizabeth City State and access to UNC-CH are different; one is more selective than the other, and its definition of "rigorous learning experiences" is different. Why can't the UNC system try harder to promote equity among its constituent universities? Why are we worried about access when we should be worried about the stark disparities between the constituent universities? Access is not worthy of being the first issue on this questionnaire. The first issue should be bringing the weaker constituent universities up toward the level of the stronger constituent universities, which will require the UNC system to act like a system, distribute funds like a system, and address the inequities among our constituent universities.
Access is the opportunity for North Carolinians to pursue a university education. Providing North Carolinians access and encouragement to pursue higher education is not confined solely to helping students gain admittance to college. It also includes knowledge-based services to help all students - but particularly for those who are underserved for any reason - aspire to, enroll in, and graduate from institutions that match their interests and capabilities. Access is understanding the what, the how and the why of college with supports along the way.

We have too many students who are unwilling and unable to learn. Student enrollment should be cut by 80 percent. Not everyone needs a university education. The promise is a lie. Too many get a degree and then work as a secretary.

By accenting underserved you are opening up yourself to scrutiny that may be more trouble than its worth. I agree with your intent but not sure a message that goes out of the way to emphasize is the correct approach. I'm not clear on what are underserved people; perhaps simply say that the opportunity would be afforded to all.

"Admission" not "admittance".

"Providing multiple access points" - is not always possible in arts based curriculum- which requires some basic inherent talent for entry.

I would emphasize the importance of the financial side, maintaining affordable costs for the students, and access to financial grants and low interest rate loans.

N/A

Include language to assist with employment after graduation both internal and external opportunities.

Addition of prospective North Carolinians for groups that opportunity is for, in order to consider transfer student from out of state and to create a framework of making the system competitive nationally and beyond.

What is meant by "prepared" in the definition. What qualifies a person as prepared for university education? Especially given the woeful state of N.C. education in general. How can the UNC system provide access to students who have not been well-prepared, yet aspire to "graduate from institutions that match their interests and capabilities"? I would also expand access to include undocumented residents of N.C.

None

What is missing here is an explicit reference to equity -- just as inclusion is the aspired product (and the verb) of diversity; access without explicit attention to equity may leave us not making the investments needed or addressing disparities in educational outcomes. Further, the language that students "aspire to, enroll in, and graduate from institutions that match their interests and capabilities" is troubling in that there sounds like a bit too heavy invisible hand that could attempt to manage aspirations based on measures of ability which are imperfect. I suggest: "..to enroll in and graduate from institutions that match their interests and aspirations, and are best equipped to develop their talents and support pursuit of long-term goals." AND I would add an additional bullet: "address barriers to student access and opportunity, and to support increased equity in educational outcomes."

None

A sense of development over time - college access requires predisposition and aspiration by late elementary or early middle school, so the "aspire to" point is a very brief way to encompass a process that takes years and may require very specific and proactive outreach.

no changes.

Never trade quality for access

None

I would add a bullet about the UNC system's role in working with K-12 systems and policymakers to encourage preparedness for higher education.
Remove "for any reason".

More explicit recognition of diversity and access for underrepresented groups

<table>
<thead>
<tr>
<th>None</th>
</tr>
</thead>
</table>

The last bullet point is terribly worded! should read: ...to help all students, particularly those underserved for any reason, to aspire to, enroll in, and graduate from institutions that match their interests and capabilities.

I disagree with the qualifying statement "who are prepared for the associated rigorous learning experiences to pursue a university education." Although I concur that preparedness is key and we want to serve students who will succeed and flourish, we should have mechanisms in place that could offer the very best for those students who were handed different life circumstances and thus did not experience the preparedness needed for "associated rigorous learning experiences" that the statement seems to assume is achieved through merit and will, and not necessarily the hand that was dealt.

I know this is an aspirational statement, but one challenge is it is quite vague. What are access points? What does it mean to be "underserved", since taken broadly, this could apply to most students in some aspect of their prior experiences. What are the "cultural, and other knowledge-based services" that would be offered? I understand the goal, but this could easily be interpreted in many different ways, including some that would tend to be detrimental to the students once they arrive (e.g., by arranging their experiences around their own cultures, students may be less likely to engage with other students from different cultures).

"academic, financial, cultural, and other knowledge-based services to help all students aspire to, enroll in, and graduate from institutions that match their interests and capabilities."

Add sustained support to students

"...academic, financial, cultural, and other knowledge-based services to help all students - but particularly for those who are underserved for any reason - aspire to, enroll in, and graduate from institutions of higher learning." Eliminating the word "capabilities" makes the statement seem more inclusive, and of course we're going to go to institutions that match our interests. "Higher learning" keeps the focus on the positive, and on a goal that sometimes seems unattainable to some of us.

To site by example to inspire the uplifting of our youth to higher standards of education and standards.

"Access is the opportunity for all North Carolinians who are prepared...." should be changed to "Access is the opportunity for all U.S. Citizens who are prepared...."

Second points seems to slightly contradict the first bullet point. I think we should emphasize the "multiple access points" and not get hung up on admittance.

N/a

remove "and capabilities". Every student has the right to pursue their goals in college regardless of if their "capabilities". Meaning it is not anyone else's concern if the student can or not cannot achieve their goals for any reason, they should be able to pursue them no matter what limitations they encounter.

If the community college (CC) system is included, then they need to be represented in the wording and not just universities. If the CC system isn't included, it should be.

Clarify "multiple access points" Clarify "knowledge based services" Clarify "underserved"

None

The phrase "associated rigorous learning experiences" may be in some conflict with the second bulleted item.

Ensuring students have resources available to successfully matriculate through college.

The emphasis on those underserved seems a little awkward and forced and makes it seem as if they are a priority.
Add more emphasis on cultural/nationality and equal access.

Faculty need to not merely agree to teach from a distance, but they need to be versed in Blackboard. This has to be reflected on course syllabi (in place of handing in an assignment over email, for instance, how about the submit portal?); they need training. Certification!

I think that "undeserved" also needs to be defined.

None

Maximum openness

I would adjust or omit the following phrase: "who are prepared for the associated rigorous learning experiences."

Including non "northcarolinians" in the statement

I recommend changing the first sentence to read as follows: "Access is the opportunity for all North Carolinians who DESIRE the associated rigorous learning experiences to pursue a university education." I suggest this modification because the current language suggests that those who are capable, but under-prepared for reasons beyond their control, will be excluded from access to the University system. This contradicts the sentiment expressed in the second bullet-point of the proposed definition.

None

WHAT IS MEANT BY MULTIPLE ACCESS POINTS?

Access begins with the preparation they are provided by their public school systems in order to be prepared for each of the UNC institutions. How is UNC reaching out to public schools especially those that have less funding and higher deficits, in order to provide equal access despite the disadvantage their public school may have afforded them?

not clear on what "providing multiple access points into the University" means

Make it easier to understand for those who don't have extensive vocabularies

"If" in fact a university education aligns with the goals of the potential student outside of a path of trade or vocational education offered throughout institutions outside of the 4-year university realm.

I would clarify "multiple access points into the University". Also, the second bullet is nice but we need additional funding/staffing to ensure that these 4 areas are able to be met.

Add: "...be they at the university level or by pursuing a more tailored technical course of action for their next stage in life at the trade or community college level."

I believe access is beyond students being enrolled at the university. It is about equal opportunities to be included in internships, campus activities, employment, etc. It involves reexamining our practices for hiring and granting access to opportunities.

I am disturbed by the word "prepared". How is this being defined? Is NC K-12 really preparing NC people for the associated rigorous learning experiences?

More than 64% of North Carolina high school graduates already attend college. That means that the best, most capable, students are already attending college. Encouraging the rest is unlikely to benefit anybody. It will only encourage those who are most likely to fail to waste their time and money trying to do college work; and cause colleges to waste their scarce resources trying to make weak students succeed. Everybody does not need to go to college.

I would like to see the phrase 'who are prepared for ...' more emphasized. This statement is a limiting statement with which I agree, but its implications are not clear from its mere mention in one sentence. I do not understand the necessity of including 'but particularly ... underserved ...' in the second bullitt. "All students" is sufficient.

None
"rigorous" in misleading and vague. It no longer suits the educational experience at state institutions. The focus is much more entertainment and service focused. Teaching assistants and graduate students are teaching much of the majority of live content without evaluation, supervision, training, or instruction. Seasoned faculty are not evaluated or trained in content delivery. "Learning experiences" are no longer unique to university in that today's students do their learning outside of the classroom.

I hope the definition of access includes expanding programs in the high schools that allow students to earn college credits that would help defray the cost of a college education. In my county, Union Academy is one such program which I think is an excellent approach.

collaboration with public schools to assure all North Carolinians are prepared for the associated rigorous learning experiences. It is not only underserved students that are woefully prepared for college; but students in general as the school system fails them all.

This definition seems to be focused on students and "only if they're ready," but there are other ways to gain access that don't require that: like our library, outreach, etc.

timely access should be added, as well as safely and securely.

"who are prepared" is ambiguous. While I know that each institution will determine this for itself, I fear that the flagship campuses will end up leaving more and more historically underrepresented students behind due to increasingly higher admissions standards.

Help instate residents and under paid state employees pay for dependents to receive education

"Capabilities" makes me feel like you're setting limitations... I'd say Strengths...

Include international aftercultural

"Access is the opportunity for all North Carolinians to enter into learning experiences relative to the pursuit of a university education". I do not believe that they should be totally prepared. We should afford everyone an opportunity but also create supplemental development opportunities to see if they are able to reach their full potential in being a college student.

"Provide student access to skills that enhance success"

No idea what multiple access points means.

The qualifications for admission to most UNC campuses should be strengthened to ensure higher graduation rate

Say clearly what "knowledge-based service" means.

It is important to recognize that not everyone should pursue a Bachelor Degree. This is because: 1) intelligence varies across and within populations - some individuals will not be successful even when given "access." Too many students now end up leaving the university with debt but no degree. 2) middle management (which is where many BA/BS students end up) has been down-sized and out-placed. 3) we have a severe shortage of skilled labor in NC because manufacturing is now based on advanced manufacturing. These are good-paying jobs requiring 2 to 3 years training usually delivered by community colleges. NC community colleges are less expensive meaning better access for students, less debt at graduation, and training for a job with a starting salary of $40,000-$60,000. Many young people being directed to university would be better served in such programs. I am for a Clark Kerr Master Plan for Higher Education model rather than a one-size fits all approach.

Using the word access multiple times when trying to define access makes it lose meaning. In particular "providing multiple access points into the University" is a meaningless statement in this context. What kind of access? I don't have a specific recommendation as it is not clear what is meant. Are you referring to community involvement, employment opportunities, continuing education as access points, or something different?

maybe add "persist and advance in a timely manner" before graduation
I don't like "who are prepared for the associated rigorous learning experiences". I'm not sure what "prepared" would even mean. And, even if it were clearly defined many of the underserved populations are probably not "prepared". I would change "who are prepared for the associated rigorous learning experiences" to something like "who aspire to the associated rigorous learning experiences"

Should not be limited to only North Carolinians, but anyone who wishes to attend a University in North Carolina.

Disability resources could be easier to access

Add something about post graduation success or support...

I think that the expression "knowledge-based services" is a poor choice of words, because we're not just imparting knowledge; we're also helping students develop skills through various experiences on campus (both in terms of course content and in terms of navigating through the university system). Instead, I'd rewrite that bullet point to say, "academic, financial, cultural, and experiential supports that encourage and assist all students, but particularly those who are underserved for any reason, as they aspire to, enroll in, and graduate from institutions that match their interests and aptitudes."

First sentence says access alone. Then second sentence says access and encouragement. Use the language in the comments yesterday. It is not just getting to the university it is getting students through. They aren't students until they enroll, so there's some discontinuity in the wording. I really think it is important to include capabilities, as you have. Not everyone can benefit from collegiate education. That's not an assessment of human worth, but we have to recognize and appreciate differences--including different levels of cognitive capacity.

None. Very good

At present, there are far too many unprepared and unmotivated students in the UNC System already. Passing them through the system (many will never graduate) for a while does little to advance the state's or their interest. It merely burdens them with student loans they will find it difficult to repay. Access is very important, but it must be access for everyone who is able and willing to do the work. It is a misleading myth that the state needs more students in the university. The state needs better qualified and more motivated students.

I don't like the phrase "who are prepared for the associated rigorous learning experiences to pursue a university education." Unfortunately, not all children in North Carolina are fortunate enough to receive a quality education that adequately prepares them for "rigorous learning experiences." For first generation college students, such as myself, our parents/caretakers wouldn't have had the skillset to ensure that we were prepared for the challenges of university. I was fortunate enough to have faculty members who taught me how to persevere and get the most out of college. Also, my university has multiple supports in place to help me learn those skills. For example, freshman seminars, writing workshops, stress management resources, etc. all gave me the training that my childhood did not. In order to provide equal opportunities for ALL who wish to pursue higher education, we must acknowledge our responsibility as educators to put systems in place to make those goals attainable.

change "services" to "resources"; change "help" to "assist"; and somewhere in there it needs to mention succeed.

Access should include helping those who are not prepared for higher education to become prepared for it.

None

I disagree principally with how this definition is worded, it's cumbersome and contradictory. Including the phrase "underserved for any reason" is baffling. This section should be completely re-written. I feel access is all about helping a student decide if the UNC system is right for them.

Add bullet: ensure students with learning differences and/or nontraditional backgrounds have the same rights and opportunities as other students

"underserved for any reason" should not include people illegally in the U.S. Change to: "U.S. citizens who are underserved for any reason"
include a university-wide initiative to fight state legislature that would limit access in any way to any population, particularly underserved.

I do not like targeting specific groups. There will always be another group that enters that position. For the second bullet point, it begins fine, but everything after the "but.....particularly..." needs to be struck.

It could more explicitly address removing systemic barriers to access for underserved populations. That's a stronger statement than just providing "services" for those populations.

N/A

Access is the realistic opportunity, not just the opportunity. It has to be a realistic and also making sure that the access starts when preparing the citizens for the associated rigorous learning experiences.

None.

Engaging them in activities that will help them achieve high level performance in their chosen area of intellectual endeavor.

None at this time

Why is nothing said to classify disability types? I understand the language is meant to be open-minded and kind but a disability is not shameful. We can talk about it and the more concise we are the better understanding people will have of their rights.

Its great to reach out to those who do not have family members that have been to college but parking should be addressed first. Enrolling students without the ability for them to access the campus asinine. Dissolve the parking offices by providing ample parking and use the funding from the parking offices to fund teaching positions. Having a parking office and limited parking screams poor planning by those who we are supposed to be learning from.

the defination is too broad, this only addresses the responsibility of access on the part of the university, it does not address the need for responsibility and commitment on the part of the students that have been given that gift

I'd recommend including online and mobile access to information and processes to streamline workflows and centralize information, so all stakeholders can get feedback and students can focus more on their studies. I'd also recommend including access to resources like IT services during the hours students are most active and at a central area within the campus for the convenience of students.

Preparedness (in academia) is a huge part of improving any college access plan. As a financial aid transfer student who is now approaching the credit limit at UNCA for a bachelor's degree, I know how difficult it is to truly be prepared for inclusion in the university system. Working more closely with high schools and community colleges (such as A-B Tech, my original institution) will help greatly in producing a greater pool of «North Carolinians who are prepared,» and who can therefore gain access.

Further clarification of "multiple access points". Does this mean avenues such as community colleges, NCSSM and system transfers, both external and internal?

importance of collective impact - "who are prepared for the associated rigorous learning experiences to pursue a university education." feel this limits the door to those that may desire and have the grit to succeed that K12 may have failed. not directly our responsibility, but if we are training future leaders (education, business, nonprofit), are we doing that with the lens of diversity and equity as a core responsibility in order to address these inequities that currently exist? agree with the other bullet point in full, only issue is quoted wording.

The words "but Particularly for those " should be removed

Social services

I'm not sure what a "knowledge-based service" is, and I work at a university!

The University should take part in the preparedness of students that they want to have better access. There are many K-12 initiatives on campus working to do so. Until the University commits its intention to getting students in the mindset of pursuing a college degree earlier, it will continue to have a problem of limited access.
I think that the University should make it clear that it also welcomes students from outside of North Carolina.

Access begins long before students graduate high school. Students who are not given the right access at the high school level often are unable to achieve the performance that provides them with the means and qualifications to enter university. There is also a long standing history of Universities not providing necessary accommodations and access for those with mental health disorders; this goes to the second bullet listed.

While I agree that students who are "unprepared" are ill-suited for a secondary education, I disagree with defining access on the basis that a student is "prepared". This discounts students who are underserved and require a bridge between their primary and postsecondary educations, and true access would provide for such a bridge program (i.e. TRiO programs, Let's Get Ready, Learning to Learn, etc). Although this is mentioned in one of the bullets, the wording of access should be re-examined so that it includes not just students who are prepared, but perhaps students who are willing to put in the time and effort to succeed despite their lack of preparation stemming from their underserved nature or circumstantial difficulties that are not under their control.

Why is Access just for North Carolinians when we have students from all over the US and international?

Easier access to core classes for non-traditional students.

I would add: Includes access to technology, and the physical, instructional, academic, and living environments on campus

1. I worry about the phase: "who are prepared for the associated rigorous learning experiences." can smart kids from bad schools meet this standard? If not, does the university have a role in providing them with opportunities to become so prepared? 2. I have no idea what this means: "providing multiple access points into the University"

3. The term "access" is defined but then the paragraph talks about "access and encouragement"; there is a disconnect there

It also includes finial assistance so that all students can attend college without going into debt.

Access means breaking down or bridging any barriers that prevent a qualified student from receiving the quality education they deserve.

"providing multiple access points" - define this further (evening courses, satellite campuses, online, weekends?) Some of these might be affected by mission-specific campuses. "but particularly for those who are underserved for any reason" - define this further (SES-challenged, minorities, single parents, who?)

In general I agree, however why is this just limited to North Carolinians?

When we talk about diversity and culture, should that include students who live outside of NC as well. I am from Florida but but i am an alum from NCA&TSU. Or maybe i am not reading this correctly.

I feel that a call for diversity awareness and improvement should be addressed in conjunction with the above statement.

No tuition fees

A tiered system works well, over a system with open enrollment to everyone (although everyone should have the opportunity to enroll in some tier in the system (and to go up or down based on performance).

I would recommend removing the words "Who are prepared for the associated rigorous learning experiences."

interests and capabilities." instead interests and skills.

I don't know what "providing multiple access points" means. Too much jargon; please speak plainly. Does the second point include remediation and cultural support groups and better financial aid services so people can identify grants and scholarships as wells loans?
The words "...who are prepared for the associated rigorous learning experiences..." seem inaccurate. I've met several grads or students of NCSU who cannot even write a sentence properly (and know profs who would also agree).

None

at the lowest possible cost (add to end)

The financial services and scholarship opportunities make paying tuition and attending school without accumulating substantial debt extremely difficult, and often times completely impossible.

Please ensure all students have the aptitude to succeed in college. As an instructor of a large course with mostly freshman enrollment, I sometimes meet students lacking the educational background needed to succeed in college. Logic and mathematical skills are crucial. I don't think access is the issue: it is retention.

Access is the ability of all North Carolina citizens, dedicated to the pursuit of higher learning, to attain a University education.

affordability

none

I do not believe this should apply solely to north Carolinians as there are many out of state and out of country students whose unique needs and varying cultures should be addressed

may want to give examples of " multiple access points" into the University.

I suggest adding more emphasis on the finance -- so those who are qualified can attend and succeed regardless of economic background.

None

none

Access ought not be defined exclusively in terms of North Carolinians. We have students from other states and other countries whose access to education is also important. Their participation diversifies our learning environment.

I don't see if East Carolina University can change anything that it is doing.

A more rigorous responsibility to engage all citizenry

Access to higher education includes all components of the university functions such as teaching, research and service. Students are certainly one critical component which we can easily validate. It is much harder to validate and recognize access priorities for the general public so it might be helpful to further define what those are based on the enduring customer needs relevant to the tri partite mission of teaching, research and service. The teaching and service are the most tangible and direct but the research can sometimes be intangible unless they directly benefit from the specific research topic or commercial activity. This specificity would help the university further connect to the public in a personally significant way. Otherwise, we risk remaining an ivory tower when it comes to core research activities.

Access should also include linkages to aiding those who are not yet prepared for university learning, but who aspire to attend and are committed to their education.

Access should not solely be for students. At UNCA, some of our services are open to community members as well (i.e. the Writing Center and Ramsey Library) so I believe it's very important for access to include the surrounding community to some extent - especially those who, for whatever reason, are unable to enroll full-time or part-time in courses.

I think it is a strong definition of access, and the only thing I might add would be more consideration of the burdens of pursuing higher education and an intent to minimize those burdens for aspiring students--particularly debt burdens and the burdens of fitting higher education into a daily balance of work and family needs.
I have not found much financial accessibility with my relationship with UNC Greensboro, UNC Chapel Hill, and UNC Asheville.

Not enough cultural diversity- our campus has less than 2% African Americans. That is not OK.

Requirement of four Humanities courses has been a little ridiculous. After we reach a point where we are studying specific majors, these required classes become more stressful than they are worth and no longer pertain to our field of study.

I have apprehension about using the word "rigor" in educational context; I understand that it's a buzzword that carries with it certain meanings to a certain constituency, but I also find the term very elitist and dismissive of valid and valuable educational and scholarly practices that might not meet the classical definition of "rigor." I would prefer the word "engaged" in place of "rigor." Additionally, I would recommend emphasizing more strongly the community engagement aspect of access: as a public institution, we are beholden to the public and must be committed to the public good. Engagement with our communities is critical, and access to the university's resources by members of the broader community is equally critical.

It does not specifically mention persons of gender, color or disabilities. Often, these persons are not underserved but unde-represented. These are two different issues. Needs to include a reference to non degree students, undergraduate and graduatae students.

Clarification on access points (too broad)

You can't say 'to help all' and then single out a particular group, even if they are 'underserved'. This indicates a clear bias and inequality in how you treat, educate, and structure your university.

Access is for anyone who wants an education, not just those who are prepared. Access should therefore include helping people prepare.

That the state of North Carolina legislate permanent educational and financial assistance funding for those wanting to further their education, especially for those of the socioeconomic underclasses. These classes include the "working poor", single parents and their families, women, minorities, senior citizens and the disabled. Also that the said funding include vocational and skilled labor training programs, which also provide full time employment placement. The general educational schema should include the realities of the nation's on going oligarchical designed and maintained economic depression, in that wages and job employment opportunity are not in the interest of "big business" in that corporations would rather hire multitudes of part time workers, than full time workers, thus providing more net profit for corporate interests and institutions. If the state continues to publicly ignore the reality of the average citizen's plight, then the society will inevitably collapse.

removing the statement "but particularly for those who are underserved for any reason" shouldn't we help all students, why specifically outline underserved students?

be explicit about intention and commitment to reach out to socioeconomically disadvantaged groups and first generation college applicants

It starts in the elementary schools that no longer teach certain skills to certain students. Mathematics and critical thinking classes are only offered to kids with involved parents, thus marginalizing entire populations of students. If they ever make it to college they are ill prepared for the coursework

More of a focus on supporting access despite economic disadvantage

N/A

Racial, culturally competent acceptance

The learning experiences aren't rigorous- most of what I'm learning in my classes isn't even true. For example, the info that I'm being taught in my nutrition class is severely outdated.

N/A

mention of "potential North Carolinians" in addition to "North Carolinians" in order to have focus on out-of-state students and allowing them accesses to make the UNC system competitive in the nation and world.
Access also includes understanding the resources and opportunities for students in each of the counties and school districts across the state. If we are not providing equitable chances for students to perform strongly (to the standard each of our institutions require), then we are not actually allowing all students to obtain access to each college.

"North Carolinians who are prepared for and/or *want* the associated rigorous learning experiences..."

I would suggest adding that higher education is a public good.

It also should include making a university education affordable for every student without cutting funding to universities or diluting the quality of the education.

"Who are prepared" implies those for reasons beyond their control end up being unprepared are to be excluded by the system instead of helping them prepare for college.

Include educationally disadvantaged students to the definition

"providing multiple access points into the University" includes the word "access" which is the term you are attempting to define for readers. Reuse of the term "access" in this bullet muddies the definition and leaves the reader confused regarding the point you are planning to make. To that end, what does "providing multiple access points into the University" mean? The point is quite generic, and to non-administrators, further definition on this point will aid greatly in system-wide adoption of this notion.

"aspire to, enroll in, and graduate from institutions ..." I think this sentence is missing a crucial aspect of access which is the attendance portion of the process. Maybe succeed (or a similar variation) should be included in this sentence.

"access into" the University is only sufficient if it is broadly applied. It should include e-learning with assistive technological capability, as well as the ability to physically access not just the grounds of the University, but each level and room of each of its buildings as well. For instance, New East has a handicap signifier on its front door, but it is not possible for wheelchair-bound individuals, or those with difficulty walking, to reach even the second floor of the building. There is no elevator or staircase wheelchair lift. In the case of New East, either it is compliant with a weak definition, or the broad definition is not applied.

Eliminate the word rigorous

Nothing, however I would emphasize "prepared" test

Emphasis on "underserved for any reason." I am not sure what this means, but an uncontrolled emphasis on the "underserved" can stifle some that do not meet the definition of the "underserved" but fall short of being "privileged."

Access is the opportunity for all North Carolinians who are seeking the rigorous learning experiences to pursue a university education.

I recommend deleting the line about providing multiple access points. Not all points are equal, and we run the risk of delivery sub-par content unless we ensure that all students can access the best of the university.

"associated rigorous learning experiences" is an awkward phrase, as is "multiple access points." I don't know what the latter means even.

Remove for "any reason" as this is too vague

I want to know exactly what is meant by "prepared for the associated rigorous learning experiences." How is this preparedness determined? Who determines it? There are clearly many problems with several currently used preparedness metrics. Standardized testing has been found to heavily favor a specific type of person. GPAs include significant inflation, particularly in schools with high-level (AP) courses offered. What does this mean exactly?

Make is readable
Access is the opportunity for ALL North Carolinians to pursue a university education. Not simply opportunity for those who are deemed prepared by anyone but themselves.

"Access is the opportunity for all North Carolinians who are prepared for the associated rigorous learning experiences to pursue a university education.

More state support

clarify "multiple access points"

We need to expand this definition to include not just North Carolinians, but also undocumented immigrants seeking a higher education level.

I would change "learning experiences" to "learning experience" because using plural forms when singular forms convey the exact same meaning is an awkward affectation that should be stamped out of academia. Other than that it's a great statement.

N/A

I don't think it is appropriate to call out any specific group, such as the statement "particularly for those who are underserved....". The comment "to help all students" signifies that everyone is important and no group is "particularly" more important than another.

Knowledge-based RESOURCES

The definition is limited to those who "are prepared" but many students who have the capacity/capability are NOT adequately prepared by their K-12 education (or else we would not need to provide the "knowledge-based services.") Also, current definition doesn't adequately recognize geographic/time barriers. I recommend:

Access is the opportunity for all North Carolinians who have capability for the associated rigorous learning experiences to pursue a university education. Providing North Carolinians access and encouragement to pursue higher education is not confined solely to helping students gain admittance to college. It also includes: • providing multiple access points into the University; • providing multiple modes of educational delivery; • academic, financial, cultural, and other knowledge-based services to help all students - but particularly for those who are underserved for any reason - aspire to, enroll in, and graduate from institutions that match their ...

use wording that more clearly identifies people with different motor and perceptual abilities as a group covered among the underserved

Move phrase to end of sentence: "but particularly for those who are underserved for any reason" or maybe rephrase "Helping all students particularly includes those who are underserved for any reason." Awkward as is.

Weak first sentence. I know you are trying to avoid open admissions, but couldn't you start with something more positive? Access seems very inaccessible here.

I would like to see a corollary statement for the K-12 public school system that commits to preparing K-12 students for the "associated rigorous learning experiences" required to successfully pursue and complete a university education.

Provide access equally to ALL. Remove the language around underserved as all people deserve the same rights and opportunities; underserved carries a certain stigma.

Consider adding vocational study.

the first bullet is just hidden effort to steer students to community colleges to save money and then they struggle when they try to transfer to the university - it does not work, I have seen this as an advisor

The "who are prepared" part already eliminates a huge portion of the people you want to "assist". We all know the educational system is unequal for a huge portion of the "diverse" population of NC. So, therefore, how can the people be prepared for a "rigorous learning experience" if they receive low quality/mediocre education during elementary, middle, and high school?

Access should be for the best prepared. This will improve both the students and institutions.
We need to add something about in-progress support. Just getting students to enroll is only the first step. "Student success" may include some of that, but if "access" is going to include the goal of graduating, then en-route attention to the many factors particularly hampering under-represented students should be an explicit part of the definition.

This definition is based on the premise that the K-12 system prepares students for a university education. This is not the case in many school systems in NC for a variety of reasons. Thus, I think the university system has an obligation to transition students who have done as well as possible in their K-12 to a university setting. This is likely to involve remedial work, or perhaps even active intervention in underperforming schools.

Stress the importance of university education for a workforce more flexible and trainable with changes in the economy and directions of future growth.

This is very dense and convoluted as written.

not sure what "underserved" and "cultural services" implies

It also includes low tuition and fees. Many students do not come because of the cost.

In terms of "matching their interests and capabilities", does this include trade schools, associate degrees from community colleges, or people who decide not to pursue higher education? Is it a clear goal to make sure everyone gets higher education, even if they don't want it?

underserved is broad enough to include those academically under- or unqualified. There are, in fact, NC residents who wouldn't benefit from and shouldn't pursue a University education

I would include something about preparing for (not just aspiration)

What does "knowledge based services" mean - probably nothing (intentionally). How about a straight up commitment to providing the support and services so that all student can succeed?

none

If you want to be world class, access should not only be for in-state students. They have priority, yes, but access should include all students. Providing multiple access points is unclear. Access should include something about affordable tuition (subsidized by the state, as we are already operating very lean, working 70 hours a week).

For grammatical reasons, drop "for" from "but particularly for those who are underserved ..."; the phrase functions as an appositive for "students"; it redefines that noun and should not, therefore, be a prepositional phrase. The content is fine!

DECREASE DISTANCE EDUCATION INCENTIVES

Access can also include financial access. Someone can be prepared for rigorous learning experiences but not able to afford it. Additionally, many institutions in this state also provide access to educational opportunities outside of the standard courses & university education. Those opportunities may not be the primary mission, but they contribute to community access to education and could be included here.

Assistance for the students who are struggling in courses before they fail.

I would use the definition of access to define access and then show the university provides access to students.

N/A

NONE

The definition is fine. It covers many of my thoughts.

It would be good to include non-academic activities somehow in the definition to provide for a well-rounded experience.
Reach young students with multiple means of technology, especially with text reminders about certain pieces such as when the last day to add/withdraw from classes, and tailored to their specific means of study, such as "you still have 2 more required classes in your major." I know this may seem like hand-holding; however, there are so many pieces that young people need to remember, but are still unfamiliar with, that this may help them keep it together in a medium in which they are familiar. Also, more education regarding financial aid and what impact that may have on their financial future. I see students that are on the other side of graduation that have so much student debt that their debt to income ratio really does a number on their credit score. There has to be a balance between giving more students access to education financially and not financially burdening them for the rest of their lives.

Hold the administration and faculty accountable for the wrong they may cause which reflects the school and its students.

knowledge-based services

Too wordy, simplify. Hard to follow.

no changes are recommended

Ensuring that each student has their particular situation assessed in order to ensure that they are receiving the most effective care from the educational institution as can be provided to promote individual success.

None

Access is creating inclusive environments for all North Carolinians to understand and prepare for the associated rigorous learning experiences to pursue a university education. Providing North Carolinians access and encouragement to pursue higher education is not confined solely to helping students gain admittance to college. It also includes: - providing the necessary means for students to access and unleash their full potential within any University they see fit - academic, financial, cultural, and other knowledge-based services to help all students - no matter what background - aspire to, enroll in, engage, and graduate from institutions that develop their capabilities to become contributing members of society.

I believe that the statement in regards to "especially those underserved" should be removed; such language often correlates or identifies a specific group of people or should I say, a certain ethnicity.

Make it clearer! I'm still not sure what has been really asked.

Multiple access points is problematic because we struggle with underprepared and under-resourced students as both transfer and newly matriculated freshmen. We are not given neither the time nor the financial resources to adequately help these students.

Access to higher education must be supported by access to good primary and secondary education for ALL students, to give each one the knowledge and ability to compete well to enter college and to be well-prepared for its rigors.

"but particularly for those who are underserved for any reason" is not necessary the statement immediately prior says "all students"

No changes recommended for this definition.

It is not an institution's job to provide special assistance for underserved populations. Also it is not your job to keep giving too many access points. A part of college is having the drive and perseverance to complete school. Some students are encouraged to go to college when that may not be the best thing for them.

N/A

Remove the underserved verbiage and in-state, to make the statement more inclusive.

... help all students, including those who are underserved for any reason. I would strike the words that match their interest and capabilities.
those underserve or with special working needs. Education should not just be for those who do not work but also for those who HAVE to work but still want to improve their education credentials.

I would add to that definition that the responsibility to identify and expand access is part of the University system.

Nothing

Take race, gender, and social class out of the equation. Please...

I just think it is confusing and poorly written. What does "providing multiple access point into the university mean?"

I would modify the definition to include/emphasize access to preparatory programs that occur at the grade school level.

App State has a rich heritage, we must never lose sight of it and continue to preserve our unique traditions that make us different from our sister campuses.

Why is this restricted to North Carolinians only?

I don't really understand what multiple access points means, and it has the potential for confusion and questions about possibly circumventing the admissions process.

App State has a rich heritage, we must never lose sight of it and continue to preserve our unique traditions that make us different from our sister campuses.

Why is this restricted to North Carolinians only?

I don't really understand what multiple access points means, and it has the potential for confusion and questions about possibly circumventing the admissions process.

provide funding for students to attend

Provide low cost rent to own laptops for curriculum accepted students enrolled in the distance education program and wave the fee for those maintaining a minimum determined GPA.

Students from underserved population are often unprepared for higher education, but the statement seems to limit access to those who are prepared.

Not all students are prepared, especially at the same level, to enter college. I would leave that part out since offering remedial courses is also beneficial to post-secondary education.

Nothing

"Access is the opportunity for all North Carolinians who are prepared for the associated rigorous learning experiences to pursue a university education," should be changed. This statement seems to imply that only those who are prepared for the rigorous university environment will have access. Many minority (and non-minority) students, especially those from lower-income, first-generation families, may very well not be as prepared as a student from a middle-class, white, Christian family. This phrase seems to infer that access is important and present, but only for those who are truly prepared for a rigorous learning environment (inside and outside of the classroom). As we all know, MANY students come to college with very little preparation to succeed in this entirely new environment (for reasons within and outside of their own control).

underplays economic and racial inequalities in the state and their role in creating structural barriers to access to the university

To also make sure that very gifted students are encouraged by making sure they know/understand they are Blessed and there is nothing wrong with being above average/smart. To often these students are ridiculed/harassed because of their intellect; and often they are ostracized by their peers.

More funding for student support services. Our institution's sss are completely grant funded, which threatens sustainability and progress.

And secure their continued success by not binding them to a possible 20-30 year financial liability through extreme student debt.

More studying less Parting

I believe we need a clearer answer to the price of public education in NC and our state's obligation to support the university financially. Student debt is a significant problem for a majority of our students and in a political atmosphere where state governments are distancing themselves from funding public higher education
institutions, North Carolina needs to be a leader once again in investing in what is truly the pride of our state. In regards to this definition of access I believe we need to remove financial services from the second bullet point and create a new one that makes a pledge to our potential students that they are being supported financially because that is not only a short term investment in our citizens but a long term investment in our state and region's future.

Access through community colleges to a greater degree.

The definition should not just say that access requires services. It also requires intentional, proactive action to reach underserved populations that would otherwise not approach the institution or who would know how to put themselves on the path to the System.

It also includes: providing multiple access points into the University;  What does this mean -- sounds too vague -- you either have access or not.

Those students who are prepared for college work should be assured admittance and financial support.

N/A

Acceptance should be more focused on GPA and extracurriculars rather than SAT and ACT scores. College is all about time management, and your high school grades and extracurriculars are a better representation of your multitasking skills and prioritizing abilities than your SAT scores.

Specifically include an ongoing staff reflective of a growing multi-cultural population, not just a focus on a printed multi-cultural intent. Provide students multiple access points and a choice into the University; not streamlining from high school into assigned Universities of choice by institutional policies which limits individual choices and interest.

What defines preparedness? Certainly they are top level highschool students who drop/fail college, as well As low level highschool students who excel in college.

Who are the "undeserved"? This is unclear.

I would not recommend any changes.

Give me more money for college please.

"Admission" not "admittance".

Please give a better explanation of what "access points" into a University are. I assume this includes the end of high school or an associates degree, when there is a lot of focus on applying to colleges and preparing for SAT/ACT, etc. Though not exactly related to the question: I wish people did not feel pressured to enter University, and there were more prestigious technical schools to attend instead. It devalues a higher education when people can make their way through an undergraduate program with little difficulty and development and come out much the same as the way they entered. Not everyone needs to go to a University.

I would suggest revising, "who are prepared for the associated rigorous learning experiences..." to who have the potential to perform in the associated rigorous..."

None

Include details about access for all individuals without persecution or discrimination and providing resources to accommodate needs to provide a safe educational environment.

Needs to be for all students and not target a specific group. I have seen instances where a very qualified high test score and very accomplished students were turned down because they did not meet a certain demographic. It is very disheartening. Let it be open to all and the ones who work the hardest and are most qualified get the spot!
I understand the wording of the definition of access however, I would remove "rigorous learning experiences" because it could be misinterpreted by someone who is in search of an education. That may turn them away from seeking out opportunities.

Access should be universal and the university system should provide ways for all students, whether or not they are prepared for the rigorous learning experience associated with higher education, to enroll in courses that will help them prepare for a bright future. Regardless of ability, culture, race, age, gender association, or socio-economic status, any student wishing to pursue a higher education degree should have access. In addition, we should be serving as mentors for the future, not just for job positioning or economic status, but to provide platforms where students can learn to become global citizens, with empathy, compassion, understanding and communication skills. We should be the catalyst for positive change and spiritual understanding. Providing opportunities for all, equally, without discrimination, should be our ultimate goal.

It is not the place of the university system to use tax dollars to give preference to any culture group. Access should be determined by merit and success is solely on the shoulders of the aspiring student. Also, all financial aid in the form of scholarships, assistantships, or fellowships should be solely awarded to United States Citizenry.

Change "particularly those who are underserved" to "including those who are underserved" The university system would collapse, due to a lack of sustainability, if it focused on the underserved.

We need much higher financial rewards for our graduate TAs and graduate-level tuition waivers for our most desirable graduate students focused on research. Our students graduate with too much debt or go elsewhere for a better financial package.

I am thrown off by the 'who are prepared for the associated rigorous learning experiences.' As I feel all students should be prepared for that option, whether or not they choose to pursue a university education. This is not always the case in K-12. I do like the second part of the definition that it is not only admittance. Perhaps include higher education instead of university education in first sentence, to include access to other methods of higher education.

Stop bringing in minorities based on skin color. Stop lowering entrance standards for minorities. Why can’t we have "white" scholarships? Why can chancellor everts stop being so racist against whites? Why cant we impeach her? Universities are dying with this PC culture

The definition should also include naming a welcoming environment for those of all identities (racial, ethnic, gender, sexuality and sexual expression, religion, national origin, etc)

Providing multiple access points into the University, You need to give some examples of that. Are you saying a person that went to a two year college can enroll as an junior at a university and graduate in two years.

Why include "multiple access points into the University"? Regardless of entry point, access should be SIMPLIFIED and STRAIGHTFORWARD, with a clear pathway and streamlined process that removes current barriers to the extent feasible. What are "knowledge-based services"? This is a confusing and vague term. Access should remain focused on just that - access. Graduation is a component of student success. Access is about removing barriers to entry. There seems to be little focus on removal of the barriers which currently prevent students from accessing a UNC education (outside of providing services to help students aspire to and enroll in a UNC institution). After typing the last sentence, I read the question below to rank issues related to college Access. It seems that this is the most crucial part of this priority. The above definition focuses only on individuals "who are prepared" yet academic preparation is a significant hurdle.

"Providing multiple access point into the University" makes wonder if marginal students will be steered towards community colleges, which can ultimately hurt HBCUs.
I would need to know more clearly what the word "prepared" means in this context; many students are unprepared in various ways but are still competent to pursue a higher education. Students who aspire to gain the knowledge and skills required to earn a bachelor's degree should have access.

Remove cultural

I don't understand the "multiple access points" part...

Well, the word "access" of English clearly is not specifically about NC college students. So this is a stipulative definition, the inventing of a technical meaning for a new usage of a word. It cannot be judged on its truth, since it does not try to capture the meaning of a real word. So is it useful? Eh, I don't know.

"to help all students PURSUING a university education, particularly those who are underserved for any reason, to apply, enroll, and graduate..." Grammar problems in above.

Maybe put a little pressure on lower-ed to start working on that whole "prepared for the associated rigorous learning experiences" part.

None

There needs to be standards of application, simply being a breathing North Carolinian should not be sole reason for admittance into a university setting. Perhaps this is what was intended by "aspire"? If the bar is not raised high, what is the purpose of higher education?

access includes financial access, and not just for those at the bottom of the income spectrum

Consider removing this statement: who are prepared for the associated rigorous learning experiences

I would remove "who are prepared for the associated rigorous learning experiences" and replace it with language indicating they are willing to accept the challenge of these learning experiences. Part of access is to help those that may not be fully prepared but willing to get there.

I am not sure what "multiple access points" implies. I would like a clear statement of what that means for the University System.

None

I would clarify "provide multiple access points into the University"

eliminate last bullet

I think all people that wish to be students should have that opportunity.

I disagree with the statement "but particularly for those who are underserved for any reason." I believe college admission should be held to a minimum standard for enrollment. Not helping people who didn't earn the minimum requirement to enroll. Also, I believe that the current requirements to enroll into a college are too easy and need to be increased.

Access is the ability to apply for and obtain admission to a North Carolina university.

This statement is lacks clarity, specificity, and inclusivity. Specify to what someone is accessing in this definition (e.g. Access to higher education is...) -- and specify the identity of that someone, if it is not clearly implied. For example, when you say "student" is that a prospective UNC student? Does "student" exclude non-traditional learners who currently are working and not studying? Is the aim to define access as the ease with which an individual can attain to a goal, in this case, any North Carolinian engaging with higher education? Also, it would be helpful not to use the word that is being defined (i.e. "access") in its own definition as is done below with "access points." The statement becomes vague and loses meaning. "Providing North Carolinians access and encouragement...includes providing multiple access points into the University"

Access points should be inclusive of multiple methods of instruction including online learning for all degree levels
Need better online offerings

It should allow the community and others access, and in doing so, may encourage those who may not have thought of college as an option for them.

"Underserved" needs to be well-defined or removed. Should NOT be based on race/ethnicity, or income level. Would love to be a part of this discussion.

Avenues in which an academic opportunity are provided to be inclusive. Many students are now conducting their education on-line and even live out of State while enrolled in NC programs.

Given the nature of the current problems in our state we need to promote cultural difference through academic understanding and require that all institutions teach the history of this great nation candidly so all students realize the importance of cultural diversity. It is the academic institutions that can lead the way for improved race relations.

N/A

It's too wordy, sounds like you're trying to camouflage something.

Access is the opportunity for all North Carolinians who are prepared and/or willing to commit for the ..... And off-springs/children of graduates who are not residents of the state of North Carolina.

Going to underserved communities to let them know the importance of education and how test scores in K-12 correlate with their ability to enter and succeed in college. Require college students to do community service in underserved communities through tutoring and mentoring services.

I understand the rationale behind specifying the 'underserved' population, yet would it defeat its purpose to make the statement read such that it provides said services to all regardless? Or phrase it such that there can be no argument that those who may not be deemed underserved do not feel that such services are only available for certain students?

This academic experience includes ALL people, no matter their race, gender, political interests, bathroom preference, sexual or racial harassment and without institutional retaliation and condemnation.

I believe the phrase "who are prepared for the associated rigorous learning experiences" is both rhetorically awkward and off-putting, suggesting that some North Carolinians are unprepared for a university education. I would prefer to see a more inclusive and welcoming definition of Access that removes this phrase.

I don't know what an "access point" is.

Remove "who are prepared for the associated rigorous learning experiences" as it is exclusionary and condescending to those who may be academically and/or economically disadvantaged.

Remove "who are prepared for the associated rigorous learning experiences" as it is exclusionary and condescending to those who may not economically and/or educationally privileged.

"Access is the opportunity for all North Carolinians who are prepared for the associated rigorous learning experiences, to pursue a university education. Providing North Carolinians with access and encouraging them to pursue higher education is not limited solely to helping students gain admittance to college. It also includes: - Providing multiple avenues of entry into the University; - Financial, cultural, academic and other knowledge-based services to help all students - especially those who are underserved for any reason - to aspire to continuingly higher levels of education, to enroll in, and to graduate from institutions that meet their aspirations, needs, interests, and capabilities."

"all North Carolinians " does not reflect the admissions focus of all the institutions in the UNC system.
It just appears that you say those who are prepared in one breath and then the undeserved in another. Is the desire to get the unprepared ready? And if they are ready, make college available to them?

Change but particularly to "including those" or delete that part all together

Continue advancement in distance learning. I take full advantage of my ECU distance learning curriculum to balance completing graduate school and serving in the military. Distance learning will bring a more diverse group of working professionals into UNC programs

Making readily available academic, financial, cultural, and other knowledge based....

Consider reflecting the role the UNC system plays in preparing teachers that play a central role in getting students academically prepared for higher education

Better clarification needed for providing multiple access points. What does this mean? Distance learning on internet, multiple locations, public transportation to universities, etc.

My concern with the definition is that the opportunity is only available to those who are prepared for the rigorous learning experience. I am concerned for those who are deemed "unprepared".

Too much emphasis on the underserved populations creates less opportunity for the rest of us. Access to educational resources should be based on willingness to learn, aptitude, and performance, not other factors.

Tutor those who demonstrate the capacity to achieve

More collaboration between the HBCUs and majority University campuses.

Many students of color & students with learning disabilities do not receive sufficient support & services to be prepared for university education. Tracking, poor quality EC services, funneling of funds to charters serving white suburban students and segregation in NC public schools rob our children of the resources they need to be "prepared". Listen to and respect teachers and parents!!!!!!! My family has been in WNC for many generations & I am the first in my family to attend and graduate from college. I was only able to do this because parents of friends from CO, NY & IL served as mentors to help me understand what to do & how to function in college. I am white girl from a holler in the mountains it was no easy path, but I did not have to face the barriers encountered by immigrant and black students. As parent of child with learning disabilities I spent $600 per month for 7 years for tutoring to get her thru school. I had resources but many parents don't. Fund public education in NC!!!!

Desire has to be matched with ability.

None. ..I like this direction.

More transport to and from campus

Despite the fact that I have a bachelor's degree from one UNC school, a master's degree from a second UNC school and am earning a second master's degree from a third UNC school, I think of access to University resources as going beyond the "degree student" experience. Access also means sending outreach programs to K-12 schools, hosting cultural programs for the community, sharing research findings through extension programs and generally opening the doors of the University to all. None of those are covered by this statement. I don't like the phrase "prepared for the associated rigorous learning experiences" at all -- omit that part -- and I'd say "the learning opportunities available through the university system" instead of "a university education." It's not all about a degree. It's about expanding knowledge.

I think there should be something about access in regards to people with disabilities getting around campus and going into buildings.

None

None

promotes diversity and equity to all students regardless of race, religion, or sexual orientation or gender.
Providing adequate resources to support rigorous academic programs; Providing the same level of scholarship for the underserved to attend historically white colleges as white students are given to attend HBCUs; Providing adequate housing and academic facilities at HBCUs In other words, provide and equal distribution of resources and support for HBCUs as historically white colleges receive.

No changes

phrase it " and other knowledge-based and support services to help all students....

Add: Comparable information technology infrastructure

"match their capabilities" is relative. Should be deleted.

While providing access to higher education, it’s equally important for NC institution to be equally prepared and equipped the properly educate students for to be contributors to society and the economy.

I do not think that the board of governor's actions in the past few years have supported this definition. If this is the mission, they need to buy in and support all students instead of the elite.

The definition should be more inclusive of more than just North Carolinians. Maybe the term "students" is much more broad and inclusive.

Be more specific. Identify what you mean by multiple access points. Be clear about your intentions for allowing "access". If this is an attempt to reduce tuition at NC A&T to $500 as you did with other universities then state that specifically.

None

Access for students of color as well as equal support to HBCU’s has been a sore spot for years as these campuses have been under greater funding pressure when the needs for students have increased. The quality of education is now recognized by non whites for equal education who are now attending in droves. The words sound good but the action of teh INC do not always support the statement above.

Eliminate "and capabilities" unless clearly defined.

And also seeking and identifying these youth as soon as possible and providing mentoring to accomplish these goals set forth

If this is only a definition for North Carolina I agree but if not, I would add out of state students are allow the same opportunity to enter the North Carolina educational system. It appears the definition is only for students in North Carolina.

The "underserved" demographic groups receive plenty of assistance and opportunity. It's the middle class family that get very little assistance.

i wouldn't say "and capabilities". capabilities are constantly changing. i'm sure there was something that you didn't think you were capable of and then you practiced and practiced and you became capable of what you thought you never would be.

Define underserved?

Eliminate "and capabilities." The University system should no presume to know a student's capabilities. These words add nothing.

Include recruitment

None

How is "underserved" determined? Criteria?

Need to better define what is meant by "providing multiple access points into the University" I'm not clear on what is meant by that statement.
The addition of the "underserved" clause can be taken to mainly mean minority or financially limited individuals. By putting that the definition of "access" is geared "particularly" to these students, can make those who fall outside your definition of "underserved" feel as if the "underserved" are receiving special attention. All students should be treated equally, regardless of race, ethnicity, gender, sexual orientation as well as financial ability.

Access is the opportunity for all North Carolinians - who desire - to be prepared for the associated rigorous learning experiences......

I would recommend including "aspire to, enroll in, NAVIGATE (referencing adaptations to the special needs communities that may mentally be appropriate for a university, but have physical limitations that require special adaptations ie. wheelchairs, crutches, prostheses, etc.), and gradate...."

Increase diversity growth along with improved financial consideration at HBCUs in the state

Programs to better prepare teachers at the high school level and to help recruit these persons into the teaching field at the college level.

I don't trust the university system to determine who the "underserved" are, and the words "but particularly" usually implies some sort of affirmative action plan which won't do anything but create more division than unity in the population you are trying to reach because it, in essence always is discriminatory against white people and men. And your definition is also oxymoronic, because how can you have "rigorous learning experiences" if you are making it easier for the "underserved"? Not to mention, when is the last time someone has checked one of the "underserved" populations to see if they are truly underserved? Because from my perspective it seems these groups are often the MOST served people in the world to no real avail.

Something could be said about the UNC System relationship to the Community Colleges within the state regarding overall student educational achievement.

As long as the history and the culture of the so called universities are protected.

The institution should work more with industry to help students find jobs. In my field, I feel I'm not being given all the tools I need.

None

focus on equal opportunity not equal results when providing access so people understand with access comes personal responsibility.

going rid of affirmative action

I would change nothing.

Provide more funding, academic services, and university/college access for minorities.

None. I think it sounds good.

I do not think it needs to include the bullet points-way too wordy

The definition is strong, our response to it is poor.

Please clarify what "access points" are. I do not understand that phrase. Also, although the preparedness mentioned in the first sentence falls outside of the scope of the UNC system, completing a college education is hindered not only by financial circumstances, but being poorly prepared for serious, university-level academic work. The state of North Carolina needs to do more to ensure that its primary system graduates are intellectually prepared for a university education. I would expect that representatives of the UNC system would need to work with them to accomplish this goal.

encourage online, affordable degrees

I would delete the "for any reason".
How can we keep our students safe while attending the university? It appears that access is the easy part.

I would put a stronger emphasis on affordability

The role of the university is to teach. Not use state taxes to fund the education of others. Scholarships exist for such things. If the school system finds that the price makes things less inclusive, perhaps they could strive to lower their prices from their vastly inflated level.

Take out underserved. That sounds like it is affirmative action. A student should not get into a college based on their ethnicity. They should get in based on their merits. I am looking forward to become a donor, but only if it is for deserving students. There have been many students who were admitted due to the color of their skins, while other students who may have had better grades were more deserving. If we want to be all inclusive, we should stop singling people out.

Not add "particularly for those who are underserved". It should be for all people.

n/a

Allow for all types of learners.

I agree as long as the following portion of the definition " . . . .who are prepared for the associated rigorous learning experiences . . . ." is adhered to regardless of the race, ethnicity, age, gender, or sexual orientation of the prospective students.

none

Providing and educating students about the multiple access points into the University

We think access should also cover the students that enroll to our universities from other states.

We should add a third bullet which states: * provide students comprehensive guidance concerning responsible borrowing for their education.

I think all students should be treated equally no matter what background, race, class, status, etc. they come from, underserved or otherwise. I don't believe "but particularly for those who are underserved for any reason" should be even mentioned in any definition. It should already be assumed that all are treated equal. I'm tired of the "politically correct" language. Let's just do it instead of worrying about what is written.

particularly for those who are underserved......i think this is overstated

I'm not sure I understand "knowledge-based services." Does that include counseling services, healthcare, and co-curricular programming, all of which support a student's university access and success?

need to find a way to admit the best students to college, then those who do not qualify for admission should be trained in other non-college workforce tasks such as plumbing a/c repair it etc.

"Underserved" should be removed. Access should be available to all who are citizens, irrespective of being "underserved".

Sec. 9. Benefits of public institutions of higher education. The state already addresses education in Article IX of the N.C. Constitution. So, why do we need the above statement? What middle manager came up with this bit of bureaucratic vagueness? And the statement of a thing is meaningless unless you actually do the thing, but bureaucrats are good at the former but not the latter. Importantly, why not include language from the N.C. Constitution about education being as free as practicable (Article IX, Sec. 9)? What the heck are "multiple access points"? That's a vague bureaucratic phrase; hence, meaningless.

Take out ' -but particularly for those who are underserved for any reason-' . These services should be provided for all students, period.

Be more supportive of the WORKING MIDDLE CLASS to help their kids get financial assistance. Their parents are after all paying a large amount of the taxes.
I don't know how to change the statement, but the middle class family isn't included in the financial considerations of college. We give free tuition to everyone else but the middle class do not qualify for financial aid of any kind.

I would work on the fairness of this educational system. The current system favors a very narrow segment of the population.

why do we assume that everyone needs to go to college? Financial aid seems out of control and the cost of college tuition keeps rising. It is truly a sacrifice for many people to pay for their child to go to even state supported schools. we received no financial aid, sacrificed retirement money to send our sons to ECU and then to UNC. Other students get financial aid packages that cover everything, including living expenses. Access should never be confused with a right to attend college. Not everyone can afford it and not everyone should attend.

"Providing North Carolinians access": but "access" is not "provided" . . . North Carolinians must be "prepared" " . . . not confined solely to helping students gain admittance to college. It also includes:" • multiple access points - unexplained • statement about helping students gain admittance ("enroll:")) Logically the statement does not work . . . would like to propose an alternative, but it is difficult to determine exactly what you are trying to say.

This is a great definition, I don't think I can improve upon it.

I do agree with the premise--as long as the institution provides the necessary scaffolds and supports for students who exhibit academic deficiencies or gaps in their preparation. All too often we admit students but nothing changes in terms of the way we instruct and the academic supports needed to promote success.

Access that takes into account the student’s life way - including those individuals who are working, have families, and who may be non-traditional students. These issues are similar but vary somewhat from 'culture'. I also think we think of students many times as 18-24 year olds but we need to promote learning along the life continuum. Why, for instance, should a person who is working, return to school? Are we helping folks understand that education will broaden their foundation and give them a ladder? What are we doing to work with employers to encourage them to work the university system to give their employees access to higher education?

What does "providing multiple access points into the University" mean?

To clarify what "multiple access points" means.

I think the university system provides too many services to students and their families and we are making them incapable of taking responsibility for themselves.

strengthen language to assist those who historically have been underserved

More online course offerings and degree programs for students unable to come to campus, especially for degree completion.

insert the word "quality and" after associated to read: associated quality and rigorous learning

Work for tuition program instead of financial aid.

I am somewhat concerned about the word "capabilities" and how, who and what criteria will be used to determine it.

What does "providing multiple access points into the University" even mean?
and provide the skill set to obtain employment in their chosen field.

Access also suggests a concerted effort to hire qualified faculty/staff and the recruitment of diverse student populations that reflect the state's population.

None

UNC is already "open access" to all NC citizens, and it's important to stay that way, but I don't see why this should be a strategy when we already are doing it.

The fact is "pursue a university education" or "pursue higher education" does NOT MATTER in 21st century. It is meaningless. The most painful part in "pursue a university education", is "a". We are better of shutting down the whole system and ask people to go to "university of phoenix" online education or for-profit school like (RIP) "ITT Technical Institute". The fact is "quality" is missing in: "pursue a university education" or "pursue higher education". If UNC is to "matter" in the higher education ecosystem, it should pursue "a QUALITY university education", and "pursue QUALITY higher education". It is my personal opinion.

define North Carolinians. Many military people return to North Carolina from active duty and should be able to attend the University for the in-state tuition cost.

More scholarship

The language should not be limited to North Carolinians only.

This should include continuing education and public service, not just traditional "enroll and graduate from" types of access. The idea of "access" should be innovative and non-traditional.

I don't know definition of multiple access points, so define it. Financial is significantly more than a knowledge-based service. It's also guidance and actually giving money. I would drop the underserved part.

None

a purpose for this being so

Clarify multiple access points

I'm not sure if it's a change to the definition, but I would want to make sure that there is no competition created between community and four-year colleges for resources. I would also want to specify that the value of university education is keyed primarily to the values of a liberal arts education--critical thinking, cultural and historical understanding--and not just to professional preparedness.

Need to see the term "underserved" defined.

I would add something about "take full advantage of the educational opportunities at" institutions.

Remove "who are prepared for the associated rigorous learning experiences".

None

what are "multiple access points" into the University?

If the BOG does not give faculty a REAL raise, providing access is not going to happen. Any definition is meaningless.

I think the definition needs to have a statement of support from the state included in it. This is meaningless without appropriate funding, both at the college and the K-12 levels.

Drop the first sentence. It doesn't belong.

None at this time.
I don't understand what "multiple access points" means! Also: What if you need extra help, but do not belong to an "underserved" group? I don't like seeing ANYONE slip through the cracks! ....but I do appreciate the "for any reason" part.

None

I don't know if/how to add this. One "access" issue that I see derail students is the challenge of managing parenthood while going to school. I have a surprising number of "traditional college age" students who have children. It is very difficult to find child care (at any price) close enough to campus that these students can be close by in case of an emergency. They also can't take certain classes or go to special events (guest speakers/job fairs) b/c it falls outside the time when the have child care available. While finding affordable/safe child care is challenging for all working parents, it is particularly difficult for college students. They don't have the same schedule each semester -- forcing them to find new child care arrangements every few months.

Expand on the definition of access, especially by emphasizing inclusiveness throughout the university experience

I would delete "who are prepared for the associated rigorous learning experiences." Not every student will be fully prepared, but every student deserves an opportunity.

Access begins in the home before a child is even born. Parents and other family members must be intentional in their support of the local educators. By placing an emphasis on learning, we can shift the culture paradigm of our once agriculturally focused economy into one that reaches into multiple disciplines. In general, American children have a negative outlook towards school and teachers. They view school as a prison and teachers as their enemies employed to torture them. Access is repaving the roads to more options for our children, our community, and our state. We need to adopt a more positive attitude with regards to all academic pursuits to protect the civility and economic stability of North Carolina.

I would be more explicit about financial support: not "services," but actual support. Let's use plain, clear language. I would also be more explicit about providing welcoming environment for diverse students.

n/a

how is "multiple access points" defined? the nature of the services in the second paragraph concerns me- are these the job of the university or other institutions in the community?

As it is written, it reads as something written by someone in higher education administration for someone in higher education administration. I had to read it multiple times to make sense of it. The first sentence defining access needs to be clearer.

i like the definition. I don't have confidence that the State supports this definition with all the cutbacks to universities across the state. Specifically, cutting the Center on Poverty, Work and Opportunity flies in the face of offering access to students who are underserved by reason of poverty. Also, cutting teacher salaries for K-12 doesn't serve our potential students very well.

What exactly does "multiple access points" mean. We need to be careful not to steer students with fewer economic resources toward cheaper on-line alternatives; we need to make our campus based programs are both excellent and affordable, and that takes a commitment of public funds to make great public universities. Add "achieve academic success" to the 2nd bullet: "...aspire to, enroll in, achieve academic success, and graduate from institutions that match their interests and capabilities." Graduation does not always necessarily indicate real academic success and growth.

our students are not being properly prepared to enter to the UNC system schools

One of UNC systems problems is that there are too many campuses with too many unprepared students. A lot of them should be in a community college. The system is weakened by calling some community college programs University programs. We need to consolidate some of our campuses and make some satellites of other campuses. Given the 70% North Carolinian residency/enrollment requirement (which I agree with) I would be cautious about tailoring the university to student capabilities. As we are in the low 40s out of 50 states for education outcomes and quality, we would certainly be selling ourselves short and underestimating our students promise if we tailored
the level of our programs to their capacity upon entering--we would also take ourselves out of the running as a national leader in research and scholarship.

None

I don't like the second bullet. Seems like the definition is catering too much to those who aren't underserved. Meaning, almost too contrived to cover up a bunch of spend to go after those that many are not will complain about. I would take out the 'but particularly for those who are underserved for any reason' piece.

I would make it clear that UNC values gender and racial diversity. I also think that Access should include bringing minorities and the underserved into the governance and administration of the university system.

Access is clearly important, but it can't be unlimited. It comes as a cost. Specifically, it has be be balanced against other equally important criteria, such as financial sustainability of the university, equity across demographic/geographic groups, and other elements of the university mission, such as research and public service (including economic engagement/impact). Thus, when considering access, the consideration can't and shouldn't be done in a vacuum. It has to be done in the context of other relevant factors, such as those above and others.

I don't understand what multiple access points means. If it means greater online resources instead of on-campus learning scenarios, that worries me. I also have concerns about "prepared for the association rigorous learning experiences," as it seems to suggest that there isn't a place for some North Carolinians within the UNC system, which I disagree with, strongly.

Free the high institution from politics

I think the last part "from institutions that match their interests and capabilities" sounds a little bit like it is promoting the idea that only certain students belong at certain institutions. This is part of our problem right now is that not every student truly has access to some of the more rigorous institutions and that is mostly due to the deficiencies at the k-12 level.

More training specific to working with LGBTQ, trauma informed care and substance abuse population

-Why limit to "North Carolinians"? Doesn't the UNC System want to provide access for those out of state and country? -NC School of Science and Math is not "a university education" - need to expand this to include all schools w/in the UNC System. -In general, one should not define a term such as "access" using that same term in its definition. Sentence two contains the word "access." -Why limit to "knowledge-based" services? Delete "knowledge-based." -Delete "aspire to, enroll in, and" from the last sentence since these two bullets should not contain language related to enrolling in or gaining admittance to college.

Drop the underserved reference. We should be dealing with all North Carolinians to aspire. The word particularly elevates one segment above others.

Providing accurate and explicit information pertaining to graduate level education

How do you define "prepared" when referring to being prepared for the academic rigors of higher ed? Does this mean just meeting the minimum qualifications for admission?

eliminate the "particularly those from underserved for any reason" part. Perhaps replace with "first generation college..." or some other meaningful qualifier. "Underserved" is not a good term.

It is rather elitist to narrow the students down to as "... who are prepared for the associated rigorous learning experiences to pursue a university education." Also, it's narrowed down even further with "... the opportunity for all North Carolinians..." What if they are not from NC?

Test

Free tuition if academic standards are met and continued.

I think that there should be a benefit for students who succeed in high school and not just those who need help. Income is often used but there are many factors as to how much parents can help with college that are not financially considered
could you include the word socioeconomic?

None.

I would not define access for just "North Carolinians"

NA

and will help them secure a meaningful role in society post graduation

Improve distance learning programs for our citizens through the state at all institutions.

I think that it does not clearly recognize the ongoing access considerations while students are enrolled. Access as in "accessibility" for those with disabilities, and access as in opportunities provided usefully to people of different races, genders, national origins, etc. The opportunities that go beyond merely getting people to graduation. Access that fosters success and ability to make the most of every resource at our institutions is what we strive for.

What does "access" mean, really? Availability, opportunity? In the end, everyone of us needs to make choices that optimize our forward-looking decisionmaking problem. Each of us has preferences, constraints, and expectations that govern that decisionmaking process. If college is the right choice, then do it... in a way that makes it feasible. That might mean sacrificing consumption of other goods as well as productive time in other areas. One does so if the benefit of college outweighs the costs. Each of us faces different costs and different benefits, and much of the benefit depends on how much productive effort one is willing to put into college (or whatever choice he makes). So, "improving access" may mean a lot of different things to different people. The university cannot anticipate, nor should she be expected to minimize, each individual's costs. And as soon as we start assuming that "costs" are financial, or racial barriers, or something else, we will leave out someone.

The question in my mind is whether this access is available equally to all universities in the system, or whether enrollment levels from paying students would be taken into consideration. In other words, if such a student wanted to go to NCState, would that be guaranteed, or would he/she be offered admission to another school with more room? Wouldn't want this to bump students who are equally as prepared and have the means.

"who are prepared" whose making the decision about who are prepared. Additionally, shouldn't all citizens graduating from high school in NC be prepared to attend college?

Shouldn't access span beyond North Carolinians? This term could be understood to only apply to residents of the state or those who identify as residents of the state. I recommend removing this proper noun and adding an affirmation of commitment to providing access and encouragement to a diverse campus community regardless of background, financial circumstance, or national or ethnic origin. All students who apply, regardless of race, gender, sexual identity, religion, citizenship, status as a person with a disability, age, or protected veteran status are welcomed and will be granted equitable assistance in pursuing their academic aspirations at Carolina.

add: learning resources and academic support knowledge-based services is not a term that is recognized by non administrators

It doesn't tie it - at least not directly - to the need for excellence at the K-12 level. To me, that is a critical piece and more attention needs to be paid to that linkage.

I'm not sure what "providing multiple access points into the University" really means. Could this be explained more?

It seems to miss the role of the University is supporting K-12 and CC in making sure students are prepared.

The statement singles out North Carolinians, but non-North Carolinians (both domestic and international) should have the same access to higher learning and are also important to the richness of the community.

"All students" is a broad statement. Some services and financial help may be unavailable to certain students.

The inclusion of the phrase "institutions that match their interests and capabilities" feels as if it promotes a hierarchy of institutions within the system in terms of quality and prestige.
Definition does not include mechanisms to address achievement gap created by the current educational system that disadvantages in particular African-Americans and Hispanics from gaining access to higher education.

I'd add that our mission is to not only provide the bare minimum level of ADA (American's with Disabilities Act) requirements, but look for ways to foster students with physical disabilities whether they be caused by genetics, accidents, crime or war. Every state should be judged on how well it takes care of its vulnerable citizens.

I don't think it should focus on "undeserved" it should focus on all equally.

Moving away from stress of "North Carolinians". We play more than a state role in this effort. We are national and international.

Access should only be granted on merits.

The definition DOES seem accurate, but I do not find it a definition that should be applicable to the University of North Carolina Chapel Hill. UNC Chapel Hill is as prestigious an institution as it is because it is not accessible to anyone who would like to be a part of it. Chapel Hill needs to remain, and needs to openly state that they are, an incredibly elite organization and will maintain the exclusiveness that is a result of Chapel Hill's level of prestige.

Access is the opportunity for all North Carolinians who are prepared for the associated rigorous learning experiences to pursue a university education. This is correct and exactly what we do, the rest is meaningless double speak that weakens the above statement.

The definition, as presently crafted, appears to assume that any citizen who so desires, may find an avenue to access higher education in the state of NC. Not all citizens are prepared or suited to be college graduates, however. For those who are not, vocational education and the pursuit of a trade are merit-worthy goals, but they do not fall within the domain of the university system.

If multiple access points = undermining the UNC system schools (e.g., taking funding away, mandating that certain students must first attend community colleges before entering 4 year universities, etc.) in favor of providing more financial and other types of support to community colleges, then I think it is a Trojan horse, and should be removed from the definition.

It doesn't quite address the issue that students from disadvantaged backgrounds may not have the "capability" to be "prepared for the associated rigorous learning experiences"; as I read it, these students would be expected to attend less-prestigious arms of the UNC system (e.g. Pembroke) over UNC-CH (e.g.).

I want to know exactly what is meant by "prepared for the associated rigorous learning experiences." How is this preparedness determined? Who determines it? There are clearly many problems with several currently used preparedness metrics. Standardized testing has been found to heavily favor a specific type of person. GPAs include significant inflation, particularly in schools with high-level (AP) courses offered. What does this mean exactly?

I love the emphasis on success not only in applying but continuing through their graduation.

Remove "who are prepared for the associated rigorous learning experiences."

Remove the "match their interest and capabilities". That sounds too much like tracking students of color away from particular institutions.

The definition is clunky as all get out. "Access is the opportunity" is already redundant. Plus, though the definition seems inclusive it could be much more radical. "The University of North Carolina will provide a free college education to all students who wish to enroll." That sounds like access to me.

While generally a good statement, there seems to be word-smithing here that would allow disenfranchisement of some pre-determined to be not "prepared for the associated rigorous learning", and the second bullet point seems to point towards a path of directing those students towards what some may deem as more fitting educational choices. Access to education should be equitable and inclusive, and protect against those who would wield statistics to enforce the status quo.

Add language acknowledging that access DURING enrollment must include opportunities for students to connect with peers, supports, and interests on campus. This requires a diverse student body, and an administration supportive of diverse viewpoints, activities, and actions.
I would get rid of "who are prepared" - if I were someone from a low SES background or someone who had not had a lot of opportunity, I might immediately feel excluded by this phrase, even though I realize it is well intentioned.

Something that makes it clear that we are not just talking about 18 year old freshmen

Include "skills sets and personal connections with faculty to prepare for careers that balance personal growth with benefits to the wider community". Should also include "providing networking, internships and connections to career opportunities".

It should also include multidisciplinary, diversity, and available inclusive disciplines as well as the ability to serve all public constituents of the State of North Carolina.

I disagree with the idea of matching institutions with student "capabilities". All post secondary institutions should match qualified students' capabilities.

In the second bullet-point, I don't understand "cultural," and why limit it to knowledge-based services rather than, say, socially oriented ones? And the question, below, is too poorly worded. Do you mean the three most significant issues that often seem to inhibit college Access, or that are most directly relevant to considering issues of Access. Complex college and financial aid applications may well be significant in inhibiting Access, but may not be significant in considering Access in broader philosophical or methodological terms.

I'm not sure what "Providing multiple access points" means.

- briefly define/describe/give examples of "access points" (what does the term mean?) - re-phrase 2nd bullet point to start with "providing" in order to align with the 1st point & flow better ("providing academic, financial, cultural, and other knowledge-based services to help all students - but particularly for those who are underserved for any reason - aspire to, enroll in, and graduate from institutions that match their interests and capabilities") OR put 'providing' after 'includes:' in the intro paragraph & eliminate it from both bullet points

Expand the definition of 'students' to community members as well, so that the educational system can benefit the entire community.

I don't know what "multiple access points into the University" means. Examples of these multiple access points should be provided.

Add "capable"

Underserved is very broad and susceptible to misuse. Why particularly for them instead of all? Are we pushing something instead of pulling all?

The words "affordability" should be used somewhere in that statement because many people cannot afford the luxury of higher education.

Include online learning

Specify protected classes in "underserved for any reason" Mention of (Dis)Ability access

It needs to be rewritten. The definition needs the help of a wordsmith. The word choice and the unfortunate punctuation do not reflect well on this system.

While I agree wholeheartedly with this general definition of "access," I am concerned about what qualifies as "academic, financial, cultural, and other knowledge-based services." I believe that academic resources need to be better funded to help students that come from traditionally under performing school districts. I also believe that financial burdens are the greatest impediment to access to higher education, not only the burdens of paying for tuition, but also the burden of paying for transportation to/from the universities from anywhere in the state, living expenses while at the university, and the opportunity cost of attending university. Many students feel the financial burden of having to support their families while in school as well. I would like to see a definition of "access" which includes these points in-depth, as well as a response that helps to alleviate such burdens.

Miring students in tens of thousands of dollars in debt doesn't seem like very good access to me. Requiring working class students to take on tens of thousands of dollars in debt seems like a cost-shifting mechanism that risks undercutting future entrepreneurial risk-taking by UNC graduates. To have a degree is a great asset, but the
large sums of debt working class students take on seems like a massive liability that undercuts many of the explicitly stated goals of the university and the state. I would say that access is debt-free access. If education is truly a public good that benefits everyone, it would have to be debt-free.

Outreach to NC high schools and community colleges to help prepare students for four year institutions

The first sentence is uninterruptible--too many adjectives that are unexplained.

NA

Omit the clause in the text of the second bullet point. You've already said: "help to ALL students."

Should include things about informing and educating general public, not just students.

I don't like the "prepared for the associated rigorous learning experiences." Truth is not all students are prepared, but if they have the drive that shouldn't bar them from attending a university. On paper, I was "unprepared" for a college education and had everything stacked against me but I succeeded. By including the phrasing on preparedness masks the true reality of public education

The bullet concerning "multiple access points" has little meaning for me. The second bullet, also, is unclear. From my perspective, access is mostly a question of financial resources.

I find this narrative confusing. The statement that "access = opportunity for ...who are prepared..." implies college is not for everyone. That is true. The next statement that "Providing...access and...to pursue higher education..." implies college is for everyone. This statement seems to expand the meaning of a university. If you are not pursuing a university degree, what are you doing at a UNC system as a student? We have other types of educational systems - high schools, community colleges, nonprofits, for profits. How will the intentions of the proposed narrative coordinate with or mesh with other existing educational systems?

Define what you mean by "access points" where it relates to "those who are underserved for any reason". Does non-traditional come into this equation?

Needs a definition of "undeserved"

I believe that the definition of access should be broadened from just addressing the academically prepared to also helping the academically unprepared put themselves in a position to realize the benefits of higher education.

This needs a description of what you are considering the definition of "prepared", as it is used in the first sentence. What is meant by the first bullet point? Does the second one go with it?

as a state, we are ones charged with ensuring students are "prepared for the associated rigorous learning experiences to pursue a university education." So to limit opportunity if folks are no prepared is ineffective since the state has the ability to better prepare all students for university education. So to me that should change to "Access is the opportunity for all North Carolinians who desire rigorous learning experiences to pursue a university education."

Clarify "underserved."

Physical access should be involved

I would change "University to college to include technical colleges: from: to pursue a "university" education to: to pursue a "college" education. Not sure what this means: providing multiple access points into the University; why not simply say: Advisory and Assistance Services (A&AS), Rather than Knowledge-Based Services

I would add a third bullet: dedicated staff and departmental routines that promote and evaluate academic, financial, cultural, and knowledge-based access.

If "multiple access points" means blindly allowing community college students with a certain GPA entrance to a UNC school, especially UNC, then this practice is not successful in terms of what I've seen of the performance of those who transfer in from CCs and are often woefully underprepared for the level of work.

What is meant by "multiple access points"?
"You should add the word "quality" before the word "university" I'm getting a biomedical engineering degree from the joint department of UNC and NC State and the quality of instruction across all of the departments has been terribly underwhelming.

N/A

I think we also need to acknowledge that majority of students from NC "be prepared for associated rigorous learning experiences" involved with pursuing a university education so we should ensure that there are systems in place to guide these students throughout their four years. Disparities in quality primary and secondary education should not keep students out of UNC.

n/a

Change to: Access is the opportunity for ALL North Carolinians, both those who are prepared for the associated rigorous learning experiences and also those who may not be prepared but who seek to better their lives nonetheless, to pursue a university education ... Access means that ALL North Carolinians, regardless of ability, wealth, background, etc., can enter the higher educational system to break out of the poverty cycle and/or improve their lives.

I feel that students with accessibility needs (disabled, etc) should be mentioned and not just be lumped into "underserved for any reason" category.

I really do not understand what the bullet points mean. The first paragraph is fine.

I would suggest stronger terminology than "encouragement" that suggest more of an actual support role. I would also indicate that it should be a systemic, holistic approach to access and not just addressing issues as sporadic, separate concerns.

I like the general idea, but I think something is lost in specifying that access is the opportunity for those "who are prepared." There are North Carolinians who aren't "prepared" for college because their communities are underserved. This definition of "access" leaves them out.

I'd like to see more emphasis on inclusion of historically-underrepresented groups in any definition of access as well as meaningful discussion of what steps--especially identifying talented students of color, offering financial aid, etc--can be taken to do so.

Need to define underserved

I don't like the phrase "who are prepared for the associated rigorous learning experiences" - it seems elitist to me and may discourage first generation college students from seeing themselves attending college. This is especially true for those who come from historically under-represented groups. Unfortunately, all youth in NC do not have access to quality, well-resourced K-12 public schools.

the phrase "prepared for the associated rigorous learning experiences" is problematic with regards to the difference in preparation in low-income communities compared to wealthier suburban areas with higher quality public education.

Flexible financial support to enable paths other than 4-year full time study to graduation.

I would not include the part about emphasizing the underserved.

We should be providing access to all North Carolinians, but how could we be doing that in light of HB2?

Access includes giving life long learners access to university knowledge after they receive a degree or even if they do not receive a degree.

Should specifically mention physical, mental, and learning disability. I don't think that "underserved for any reason" is reassuring for members of specific classes that have been underserved.

Provide resources to faculty to support all learners across the institutions we serve.
Access for ALL students must include those with disabilities -- of all types. We need to specify the needs for higher education of those with physical disabilities: Our campuses must be fully accessible to those with any disability consistent with pursuing higher education goals.

sometimes the multiple access points creates a situation where some students are "disadvantaged" in terms of being equipped to succeed.

This needs to recognize the ecology of higher education. UNC should not do everything itself. Where appropriate, it needs to collaborate with other elements in the ecology - community colleges, businesses, online content providers, etc.

if they come from an underserved population then they might not have been prepared for the associated rigorous learning experiences which is what I have found. They need help prior to getting into the program so they can compete with students who have had opportunities their entire life.

Stop at "all students". Adding the phrase after the dash immediately creates two classes of applicants. Why give particular preference to any one group over another????

Shouldn't the commitment be relative? Meaning greater access for North Carolinians than out of state students. Own that commitment by adding that there is a duty for the universities to commit to long-term vitality of the State by access to quality public higher education.

Define access points or access?

I'm concerned about the phrase "who are prepared for the associated rigorous learning experiences." Our students do need to be prepared, but we need to be sure that we don't make individual students bear the responsibility for a K-12 system that may have left them under-prepared in some areas.

The phrase "who are prepared for" bothers me, because as stated below part of the access issue is unequal preparation in high school and before. I would rather see, "who are capable of." Being "capable" still might be influenced by unequal preparation, but it also indicates some level of needing to provide access to anyone who has the potential to succeed (if given equal preparation).

Both bullet points are overly vague. In the first point, it is unclear what 'access points' means in this context. It is also difficult to imagine what is excluded by the second point.

To aid in the critical thinking and intellectual curiosity of all our citizens.

Define what the multiple access points are.

NA

I'm a little worried that "providing multiple access points into the University" means "crappy online classes."

Many students also need other services that may not be classified as "knowledge-based services" (I am not sure how this term is defined). These services may include emotional or psychological support, etc.

Give a clearer definition of "multiple access points". Also, consider adding the overall concept of "choice" to the second bullet point.

I can't tell what is meant by "multiple access points." The definition should spell out the meaning; if it did, I might well be able to check "Agree".

replace university with "higher" in the first sentence and delete the rest of the definition.

None

Access is an assessment of opportunity, not opportunity itself, so more appropriately should read: Access defines the extent to which all North Carolinians, who are prepared for the associated rigorous learning experiences, has the opportunity to pursue a university education. Our goal is to improve accessibility....
"for any reason" seems a bit extreme by using the word "any". And "underserved" is meaningless, since you don't define what "served" means. I suspect it's code for a minority of minorities, but it's hard to tell given that no broader context is given in the definition.

Without the fear of reprisal based on a person's gender, race, or other affiliation.

What does "multiple access points into the University" mean? Clarify.

Given the disparity in funding for public schools throughout the state, I think the definition should specifically include mention of "top students from each county". We all benefit from that kind of diversity on campus, and the students deserve it.

It is not clear what you mean by 'prepared for the learning experience'

The University system is a University-based system

I'm concerned about the phrase "who are prepared for the associated rigorous learning experiences" and would omit it. My concern is that this could potentially discourage first-generation students from pursuing a university education because they might think college is too rigorous for them (when it may well not be). There is already a high enough barrier to entry for these prospective students. Of course a university education should be rigorous, but I find this language to be potentially discouraging.

"Access is the opportunity for all U.S. and non-U.S. citizens who are prepared for the associated rigorous learning experiences to pursue a university education. Providing all U.S. and non-U.S. citizens access and encouragement to pursue higher education is not confined solely to helping students gain admittance to college.

Provide a definition of "who are prepared for the associated rigorous learning experiences" and give examples of what is meant by "multiple access points" -- does this mean online learning, 2 year degrees, part-time enrollment?

"but particularly for those who underserved" My belief is that admissions is totally blind as to economic status. Admissions criteria should be applied faithfully and equally across the board

Underserved is a good word but not the best, in my opinion. I would rather it say "particularly for those who have the will and conviction..." Many may be "underserved" and God bless every effort to make sure they are served, though some lack the will and conviction, which would in turn recruit those who may waste resources due to their lack of will and conviction. I am not sure underserved is the right word for your intent.

who are prepared for the associated rigorous learning experiences How have you prepared them? There's a group being left out if they haven't been "prepared" to your standards.

I have two recommendations regarding style: 1. "the associated rigorous learning experiences to pursue a university education" makes no sense; how about "the rigorous learning experiences that lead to a university education"? 2. "aspire to" needs a complement other than "institutions"; how about "aspire to higher education, ..."?

I

Not sure what you mean by "who are prepared for the associated rigorous..." What does prepared entail...they could be seen as a stumbling block for some people and taken negatively.

I think the key here is opportunity. It is having a chance to pursue a University education, not a right. "Equal" opportunity is the goal being addressed on the second bullet a believe, which is a just and noble goal. But we can not confuse it with being a right.

"Underserved for any reason" is very broad statement

Involve more secondary educators in this process and less business community and political leaders.

financial help should be included. Even at the cheapest UNC schools, it's ridiculously expensive.

could you add something about mental health/disabilities in the second bullet point
Access includes opportunities to receive vital instruction and preparation in primary and secondary education so as to have the option to attend any UNC institution if desired of their choice for higher education. These students should exhibit seriousness and hard work in college; a minimum grade requirement should be enforced to promote this. Some may abuse their benefits and not make good use out of a college experience. Access is the opportunity for all students who are prepared AND underprepared. It is the UNC system and respective university to prepare the student.

Include affordability

In the first sentence "North Carolinians who are prepared" should be removed because it contradicts some statements later in the access definition. Such as "...help all students - but particularly those who are underserved for any reason." If a student is underserved they have a higher chance of struggling academically. If they struggle academically they may not be prepared, however, college will give them the opportunity to become prepared. Not only from the learning experience in the classroom, but also what is learned outside the classroom.

"providing multiple access points into the University" should be clarified, this is a bit vague

improved access for students who are undocumented, students with disabilities, and students from lower socioeconomic backgrounds or who are independent

A way of getting near, at, or to something or someone.

Access should be linked to proper funding of the institutions themselves.

I think many times the supports mentioned are used to keep weaker students enrolled in order to achieve some sort of "diversity" objective. I would like for the University system to focus on providing rigorous programs for students who are prepared to engage in those programs. Less prepared students should be directed to one of NC's 58 Community Colleges.

add a third bullet to indicate providing access to a wide range of program opportunities at a range of universities within the system.

None

I agree with the definition, but don't want to focus on access and lose sight of excellence in education. The degree needs to truly reflect the caliber of education whether community college or university.

None

If "providing multiple access points into the University" means coming in either as a freshman or as a transfer student, I am fine with this statement. However, I am not comfortable if it means there will be programs that force individual institutions to accept students; it is important for the faculty of each institution to be involved with admissions. If the statement means there will be forced admissions mandated by a state-level program, I am not comfortable with it.

None

Although I feel the definition is alright, I don't think the system is "accessible" to everyone. Many students are under educated about what the system is or how it could benefit them. This statement is saying that their financial and cultural services to help students when that isn't true. People who deserve financial guidance don't receive it due to athletes receiving money first. Colleges rather allow non athletic students with 3.5 or highly gpas struggle just to pay athletes. Cultural service would include an on campus church, prayer groups on campus things of that nature. Financial and cultural service are NOT shown in North Carolina schools.

We believe educated and literate parents is most helpful in children wanting to seek higher educational attainment.
Access is the opportunity for all North Carolinians to pursue a university education.

- ensure academic, financial, cultural and other knowledge based services regardless of race, religion, or economic status

I would add an addendum along the lines of "furthermore, access includes creating a diverse environment of equals by diminishing barriers to services the university offers as well as advocating for broader use of opportunities offered by the university by all students." The purpose of this would be to emphasize access not only in acceptance, but in the broad range of services offered while the individual is enrolled.

"Access is the opportunity for all North Carolinians who yearn to pursue associated..."

That it should be to help every student to aspire, enroll and graduate from an institution.

Access also includes students feeling safe and being safe from harm. I would add safety as an important part of access.

None

There should be some mention of high school counseling with respect to gaining access. In doing so, this would help to solidify the students' commitment and affirm their choice. Universities spend much time, money and effort on resources to help potential college students with their academic success. However, I don't think universities should "hand hold" young adults, as that will not result in a well-rounded emancipated human being. Parents and students alike need to do their part and step it up!!

after "enroll in" add "thrive in"

What about those students who aren't prepared? ...Such as those who were graduated from North Carolina High Schools? I am freshman coming in who don't know or use correct grammar, don't know geography, have trouble with math, etc. This El-Hi education isn't that great, but we're letting them into our colleges unprepared...

Underserved can include a very broad and group of people in which numerous future students and their relatives, friends, etc. could be categorized under. I think this statement overall is very general. How does one define being "prepared" for college? This is another very broad statement which makes the whole meaning of this statement very ambiguous.

The second bullet point is too cumbersome, and is not written in a parallel format to the first. Will we be "providing" these services to help such students? The services that will allow students to succeed in completing a university degree are not always "knowledge-based," either.

The first bullet point is not well defined. Does that mean making it easier for transfer students to come into the University? Fine. But not fine if that means funneling students into community college first and then promising them a place in the University at the junior level. That would compromise academic quality and waste valuable resources in trying to catch them up.

diversity and inclusion are words that might be considered

I don't know what "multiple access points" means, but I worry it might mean more online teaching. Increased access should be access to the full, face-to-face version when possible. I would also like to see access include access to the university's scholarly production by the broader community. As public employees, I would like to see more incentive to put research, etc., in open-access publications or into the public domain.

Nice words, but the implementation is the greater issue. The access of opportunity to all groups that have been mentioned should be second only to providing high quality education at universities.

They limit the amount of aid that one can get to attend school for one year which, in turn keeps many people in school longer. Decreasing their work life.

There needs to be a description of what happens between "enroll in" and "graduate from". Students need great academic advising so that they matriculate successfully and timely and they need strong mentors and career counselors that can help them connect the dots between their academic learning and the work world that awaits them upon graduation.
More emphasis on all races being welcome, in light of recent events.

Commitment to the resources and support infrastructure to ensure that once they are enrolled, if they put forth the effort, they have a strong chance to graduate...

The NC Lottery should be utilized more to assist in supporting Higher Education.

Pursuing higher learning is only good for NC if at the end of the coursework there are greater linkages to appropriate and aligned career tracks, applied learning and job opportunities based in this state. Access should include a focus on providing, for those who want it, local employment opportunities for those students who graduate -- especially those students from populations who have historically and systemically disenfranchised due to racism, bigotry or special interest. Access should include sustainability in its triple bottom line, where graduates receive the tools to financially, environmentally and equitably participate in creating a better North Carolina.

True access for, and service to, the under-served and under-represented student population cannot start with the "gate" of those "who are prepared for the associated rigorous learning experiences", when in fact this population of students come from home and social backgrounds, and underfunded public schools, that in fact do not prepare them well for university success. Educational equity at the university level must begin well before university admission. To demonstrate commitment to real access, UNC must become involved in developing a "success pipeline" that starts early for North Carolina's under-served & under-represented children. This aspect ought to be reflected in the strategic plan.

A statement to ensure that students can access the university directly from High Schools if they meet admission criteria for the university.

The proliferation of services and accompanied administrative bloat will increase university costs, specifically for non-teaching personnel. More important is quality instruction and small enough class size to make discussion and engagement a possibility.

Multiple access points is not always in the best interest of the learner as it reduces consistency and a sense of community.

I know it is seen as good to have a broad net and impact. However, I think it is critical to focus more on well prepared students and the central academic mission. I don't care to broaden to all the other services, at least not as a core value.

The term "all students" is inclusive of those that are underserved. If a statement is needed to communicate the efforts of helping underserved students, I suggest the statement stand alone.

Having a more culturally/socially informed General Administration and Board of Governors.

I think the first statement sounds exclusive and could be reworded. It seems that the academic criteria to access college are falling out of reach of many students who could be successful in higher education but there test scores may not be reflective of that potential. I see where the first bullet (providing multiple access points) suggest that students could transfer in - a great option that many students in this demographic turn to. I would suggest adding language in the first paragraph that references the transfer option as an access point.

Access includes preparing the under-prepared in advance of their college years---beginning as early as B-K in order to cultivate early literacy and critical thinking.

The phrase "all North Carolinians who are prepared for the associated rigorous learning experiences" could be seen as not inclusive of those students who, through no fault of their own, did not attend a high-performing high school. True access would provide opportunities for those students to have some remedial opportunities to help prepare them for college-level coursework.

The role of the system is also to help prepare students for the curriculum through K-12 outreach/supports and ensure they are retained once they've accessed the institution.

I believe our definition of higher education access needs to send clear message that NC is dedicated to addressing financial access at all levels of higher education. I believe we should remove the financial aspect from the second
bullet point and create a third that states that in NC, financial access will not be an issue if a student has the intellect and drive to attend one of our public institutions.

Accessibility through means other than attending a campus, online and distance learning. Providing help with acquiring the necessary technology to help with accessibility and the ability to succeed.

Change the first bullet to say: "...access to the universities." This is better aligned with the principle related to the UNC being a set of diverse and excellent institutions. Acknowledge that the universities provide services other than just degree programs. Many people benefit from taking individual courses.

Some wording that addresses retention.

Simplify and summarize the overload of "smart-talk". Access equals availability.

Make higher education attainable and equitable regardless of socio-economic status.

Greater emphasis on academic advising in at the departmental level.

Revise the first sentence: "Access if the opportunity for all North Carolinians who are prepared for the rigorous learning experiences associated with pursuing university education."

You could quote the state constitution: Sec. 9. Benefits of public institutions of higher education. 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.

include financial assistance and include academic preparation/remediation prior to admission

Making it more affordable, although I’m not sure what can be done about that as it’s a nation-wide problem.

Access is more than just "opportunity". Access is outreach and support - proactive support. "Services" are mentioned here but seem to be restricted to "knowledge-based" services. This statement really seems to lack understanding of the issues of access to higher education that we have worked for decades on. Sure, it is a definition but it is far from a statement.

Hiring not only competent, professional professors, but holding them accountable, as well as the administration to this.

for bullet two, suggest modifying: "academic, financial, cultural, and other knowledge-based services to help all students - but particularly for those who are underserved for any reason - aspire to, enroll in, and graduate from institutions that match their interests and capabilities." with academic, financial, cultural, and other knowledge-based services to help all students- regardless of income, race, sexual affiliation (and whatever else you can think of)- aspire to, enroll in, and graduate from institutions that match their interests and capabilities." The reason for this is the "underserved" definition at the present time appears limited to only those with racial or sexual variations from the norm. Students with financial limitations are equally underserved, ruling out the possibility of college to these individuals or having debt load beyond their potential means.

The definition is fine- I’m glad it contains the phrase ‘prepared for the associated rigorous learning experiences to pursue a university education’

I agree that everyone should have access to a college education, but the last part of this statement makes it sound like everyone is entitled to a degree and should get extra help if needed to gain that degree. College is and should be hard. Students must work for and earn the degree they get on their own.

None

I would not be considered an "underserved" person due to being a white middle-class female, but I am having difficulty paying for tuition because I did not qualify for ANY financial aid, including loans. I have many other financial obligations and my husband is recently unemployed, but I am trying to better myself and bring about a more stable financial situation for us in the future by investing in a four-year nursing degree now. I already have significant loan debt from completing my two-year nursing degree. I work a well-paid full-time job for the state of
NC, and I even work some overtime, yet I had to choose whether to pay for my tuition or pay for health insurance because I can't afford both. Please keep in mind ALL students when creating access programs and policies.

I would say that the growing wages of administration and that the NC BOG interfere in accessibility. Further, the privatization and adjunctification of the UNC also make the system inaccessible.

None

I would remove "who are prepared for the associated rigorous learning experiences" because students come from all different schools and backgrounds, and preparedness can't be measured.

"Prepared for the associated rigorous learning experiences" leans itself toward tougher admission standards that may counter the idea of greater access.

Include the words "whether prepared or not" to the first sentence of this definition.

Delete "cultural" - we are all Americans regardless of background...language like this pushed by liberal academia is divisive and pushes groups farther apart rather then bringing them together. Delete "but.....undeserved...for any reason." I am a first generation college student. I did not get here through affirmative action. I got here and stay here by hard work. If someone wants something hard enough they can and will get it by working hard.

Admission should be based upon qualifications and not quotas.

I greatly appreciate the focus on services for underrepresented/underserved communities. I worry that "who are prepared" seems like language that could be used specifically to target and exclude people from low-income communities that have poorly funded schools and thus graduate students who are considered less prepared through the lens of things like standardized testing.

Reduce other fees that is outside the tuition. The other fees are exceeding the tuition, which stresses families and students. Students have to a job to meet the fee commitment. Unfortunately, that is the beginning of the failure. I don't agree with the qualification "but particularly for those who are underserved for any reason" because I'm not sure what you're trying to say with it..

"Multiple Entry Points" is a) not precise at all, so hard to know if should agree or disagree; b) the same phrase at least suggests those "multiple access points" would mean more of things like the "articulation agreement" with community colleges, which, given the poor preparation of the majority of those students I've taught, is not going to be a good way to ensure students are able to succeed in college, much less aquire the knowledge and skills they'll need in the workforce or to lead rich lives.

I believe the Louisiana State schools have an excellent model that we could follow: -Open enrollment -Schools are not penalized with loss of state funding for low DFW rates

N/A

Holding underserved populations in higher regard sounds like a great way to promote diversity, but it is not true diversity. When you stop putting people into demographics you can assess them as a person.

I would want the vast majority of resources devoted to financial aid for those who need it instead of knowledge-based services.

All students equally.

It can also enhance ones ability to provide for themselves and their families.

None

Schools should provide every possible aid to studious habits.

I would add in to add enrichment to the community. I would also add into foster a sense of responsibility and connectivity between the falculty and staff and the students with the surrounding community through activities, events and campus provided services.
Some students, particularly underserved students, may not be adequately prepared for a rigorous learning experience. We need to provide an access for students needing remedial help.

Capabilities is a little harsh of a term—because it's suggesting that if you don't get into a higher institution it's because you're not capable of success at the school. That's not always the case. For instance, at the North Carolina School of Science and Mathematics, every student there is capable of doing well at UNC Chapel Hill, but Chapel Hill has a quota on how many NCSSM students it will take. By this definition you’re saying those not admitted were capable of handling it. And that services mainly extend to underserved community groups instead of extending to people based on their personal experiences. Someone from outside a minority might need more help than a minority in some situations but we aren't looking into specific situations. Instead we are summing up aid to check boxes and shuffling everyone into categories.

More accessibility for disabled individuals

N/A

UNC should also provide educational opportunities that reflect the changing workplace environment and changing societal needs that also address grand challenges society faces. Education designed to build a better life for the citizens of the state.

Changes to the definition need to be sure not to "track" students into different levels of quality education. In other words, we need to be sure we admit them into quality institutions, not by admitting them into low-quality online programs that will not prepare them for life or the workforce.

North Carolina commits to preparing future college students for the rigors of academic inquiry and to supporting teachers from kindergarten through college. Access is only one thing - NC needs to guarantee a strong, committed faculty. Can't do that by increasing the percentage of underpaid adjuncts.

I'm fine with it as long as we're serious about recognizing that not all individuals belong in college. It makes no sense and merely drains resources if ill-prepared students are admitted to college.

financial possibility is critical to enable many students to attend university

I agree that people need financial help to access a UNC education, but financial is a "knowledge-based" service as you have it worded in the statement. I also think you will get flack for the word "and graduate from" without mentioning succeed in the place (people will think you want to graduate them even if they can't do the work successfully). So I would suggest you drop the phrase "and other knowledge-based services" or reword it to the following: "...academic, financial, cultural, and other services necessary to help all students...aspire to, enroll in, and SUCCEED in the institutions that match their interests and capabilities."

None

Knowledge based services is very vague. Using a different phrase to categorize those activities to actually tell what their main goal is would be useful.

In the last bullet... "...interests, capabilities and prepares them for meaningful and productive lives as engaged citizens of our state and world."

The first bullet point, "providing multiple access points into the University" is somewhat vague and should not, I think, be the principle focus of guaranteeing access. The information in the second bullet point is both more clear and more relevant and should at a minimum come first in the equation. I would be in favor of removing the first bullet altogether.

The university should best serve those who aspire to be there, and desire a university education. Some people are not fit for, or do not want to pursue a university education, in other words they would be better suited with a community college or trade school education. Therefore it should not be the university's intention to create a need for education in those who do not desire it.

Remove the phrase "and encouragement"

You can't use the word "access" in the definition of access. Also, this may be what the UNC System believes, but obviously do not follow through. I cannot receive any financial help for college because my parents make too
much, yet I have to work 2 jobs and can barely afford rent each month because they do not help me as much as when I lived at home. I couldn't even volunteer at the Women's Center on campus because this is my first semester at ASU. I had previously attended UNCC and had good grades, kept a job, and volunteered. Yet, my request to volunteer was denied just because I haven't been at the University for that long. Now I won't even try to volunteer with anything through the University.

If you do good and try hard in High school, you should be able to go to college. If you do the bare minimum in high school, college is not for you.

The definition is fine so long as the UNC system upholds its commitment to students of all backgrounds, as is implied in the above definition. Applications and further diverse student enrollment have not seemed to be an issue state-wide; the retention of marginalized students in particular however, has been lacking due to UNC policies.

I think the part about "particularly for those who are underserved..." should be removed - all students should be helped equally, and this wording makes it sound as if some would receive specific aid or access to programs not available to others. Also, who, exactly, makes the decision as to who is "underserved"? It offers too much of a gray area.

Financial access.

It is impossible for all to help all Students match all their interests and capabilities. The fiscal cost would be too high and no educating would be completed.

Remove this --but particularly for those who are underserved for any reason - aspire to, enroll in, and graduate from institutions that match their interests and capabilities.

Financial Assistance

Change particularly for to including those who

Not everyone should go to college. I think placing an emphasis on including information about things like trade schools and community colleges is also really important.

"Access is the opportunity for all North Carolinians who are committed to the rigorous learning experiences to pursue a university education..." I would change "prepared" to committed, because some students come to higher education somewhat unprepared, yet this is not necessarily because of their fault, but because they are economically and culturally disadvantaged. Given the opportunity to access higher education, many of these students can overcome their deficiencies, as long as they are committed to learning as a means to overcome previous adversities for their own good, the good of their families and their communities.

"...prepared for" may need to be specified. Prepared academically, culturally, financially...? Being successful in college involves being prepared in many ways which then lead to retention.

I would add "providing access to resources"

Access is providing admittance based on performance, with no discrimination based on anything else. Access is lowering costs by eliminating functions that do not directly support academic instruction.

I suggest including "tools for success" or services/resources to encourage or assist students to be successful.

Different campuses can have different focuses and together the system as a whole to achieve maximum access.

Change: academic, financial, cultural, and other knowledge-based services to help all students - but particularly for those who are underserved for any reason - aspire to, enroll in, and graduate from institutions that match their interests and capabilities to: academic, financial, cultural, and other knowledge-based services to help all students - aspire to, enroll in, and graduate from institutions that match their interests and capabilities

There needs to be more certificate programs that count toward college credit. It would allow individuals to enhance their skills needed within the workforce without dedicating themselves to four years but if they choose to continue, the courses would count toward the overall degree. Some individuals that cannot afford college would be able to focus on skill development for their area of interest and as their income grows, they would have
the ability to continue their education for the four year degree. in addition, companies would be more likely to send employees for higher level training if it directly applied to the position the employee held.

delete the Match their capabilities. Some people do not have the capability to complete college. College should not be "dumbed down", requirements should not be reduced just so the state can say more people are graduating. Instead, it should provide other institutions or opportunities that lead to a productive and fulfilling life.

Access = access, not opportunity.

I would add "North Carolina recognizes its responsibility to financially sustain its universities so that these ideals can be recognized by the citizens of North Carolina."

Not all students are appropriate for a four-year university education. While I work at a traditional regional comprehensive institution, I believe that focus on traditional technical and trade-school programs has decreased to the level that it is not beneficial to either our society or our constituents. I would like to see the definition include education at our two-year institutions as well.

Add the following to the end: "to help them become better citizens and lead fuller lives."

Not for any reason.

I would suggest that the statement "but particularly for those who are underserved for any reason" be taken out of the statement. I do agree that we need to help these underrepresented groups; however, we do not need to have discrimination suggesting that the underserved will now be given special privilege. The statement should still serve all types of students without that phrase.

Providing "multiple access points into the University" is a unclear term. Although the introduction includes "who are prepared for the associated rigorous learning experiences"..., the second bullet states "help all students..." should include a qualifier such as all capable students.

Nothing

While higher education is the right of citizens, not all higher education needs to take place at a university. The community college system is essential in offering trade and vocational programs also.

Access is the opportunity for all North Carolinians...

Have Strategic Goal make reference and support NC Tuition Promise

It is important to recognize that, by definition, "access" is not within the complete control of a UNC institution but depends as well on the strength of K-12 education, which depends on state supported resources and the strength of communities where prospective students live and learn, including the economic health (e.g., jobs) of those communities and the families who comprise them.

I would add "access to other alternatives to the university degree" "Institutions that match their interests and capabilities" certainly implies that we do this, but I don't think we really do. We should advocate for more training programs for AA degree seekers or more trade-related education. I don't think a 4year degree is the best option for ALL students. I think we would be more honest about ACCESS if we help students transition out of a 4 yr school into community college or a trade degree if they really aren't going to make it to the BA without an ungodly amount of student loan debt.

Simplify the second bullet point. "Academic and financial services" could cover all of it. Also, and this is nitpicky, it should read "but particularly those who are underserved."

Access is not an "opportunity;" it is a way of entering UNC (if prepared etc.) It is more a given, a right (?) not a chance or possibility that opportunity communicates. Opportunity is too vague. I understand why (political correctness) you include "particularly for those who are underserved," but saying services are available to ALL students is more inclusive. Qualifying it to say "underserved" implies not ALL students will have EQUAL access to appropriate services.
I think access is inextricably tied to affordability, especially for aspiring students living in low wealth areas of the state.

It should emphasize our commitment to helping students reach the level of preparation for college, not lowering standards to provide access. In other words, the opposite of what UNCP does!

None

We will further dilute precious resources in providing "cultural and other knowledge based services" when our academic departments are understaffed, overworked, and loosing faculty to institutions who can provide a better salary and benefits package. Community Colleges could provide these services, as well as remediation efforts, in a local/regional context. Not sure what "multiple access points to the University" really means.

I would revise it to emphasize the extent to which access to higher education both conforms with the expectations of the state constitution regarding a sound basic education ("basic" now includes an undergraduate degree), and the extent to which a successful university system supports functioning democracy in our state. A good model to emulate would be the "Wisconsin Idea," at least prior to its undermining by their current state government.

As a staff member and student I strongly feel that the many of the campus courses are held during the day and it is difficult for me to attend because of the office in which I work. Our office is understaffed and because of this I could not take courses this semester.

Simplify it.

Access sounds like something to be done, and opportunity is something with the possibility of being done. That definition does not make sense if Access sounds like the success but then it is also the opportunity.

Given our broken educational systems at all levels, access is not just about those that can handle college but supporting those who have the potential too.

Access to me should be easy access to resources and facilities to anyone who seek to learn, and aid to help get those resources if needed

please add: failure of secondary school to sufficiently prepare the individual for the rigors of university education

Better funding for graduate students at institutions other than NC State and UNC-Chapel Hill. I'm a graduate student in the sciences pursuing a Masters that involves a research-based thesis. At the majority of institutions throughout the country, the school would waive full tuition for graduate students in this type of degree program. However, WCU is not able to do this for its graduate students due to lack of funding. Attending WCU to work with my current advisor was the right decision for me, and I'm fortunate that I am able to cover the cost of my tuition. However, many graduate students are not. If WCU is to be competitive with other schools for graduate students, then it needs to improve its funding for students.

What about physical access, as in, for students with physical disabilities.

...who are prepared for the associated rigorous learning experiences... implies that students are receiving an equal preparation and that the issue is finding the right institution, meeting the financial requirement or some other procedural issue. I would suggest that access also needs to address the inequities at the primary and secondary level. So "Access is the opportunity for all North Carolinians to participate and become prepared in a system that is aligned with the associated rigorous learning experiences of an university education."

Lower the college tuition it is so expensive. We as students feel like were are slaves for the college tuition and end the black lives matter silent protest at the school. Black Lives matter just causes more riots and not protests. IT should not be allowed at Western Carolina University or any other NC College campuses.

Well, it seems to me that access is also about preparing students. Older returning students may not be prepared, so don't you think it should be the mission of a university to help get them prepared for the college experience? It seems that there is an assumed population, a population of high school students.

FREE COLLEGE TUITION, HEALTHCARE FOR ALL WORKERS & $15/hr MINIMUM WAGE FOR ALL CAMPUS WORKERS.
I think the phrases "who are prepared" and "match their interests and capabilities" should be struck. While a popular argument in recent conversations against affirmative action in higher ed, the mismatch hypothesis has been largely debunked in the empirical literature (ex. Kidder and Lempert, 2015), and this thinly veiled reference to it is problematic in a strategic plan that purports to advance accessible and diverse institutions.

Define more clearly what "access points" means.

None

affordable

More affordability

replace "rigorous". Not sure what adjective to use, but would suggest to soften the statement.

I'm not sure that community folks will understand what "multiple access points" means. Perhaps add some examples? The phrasing "associated rigorous learning experiences" is likely to raise concerns among some as a way of gatekeeping/filtering that might be particularly tied to underserved populations. I wonder if something like "who have the fundamental skills to fully engage in and benefit from a university education", or something to that effect, might help.

add the goal of providing free education for all qualified applicants

The statement says "particularly those who are undeserved for any reason." I appreciate the system being concerned about the undeserved people, but too much preference is being given to those people. What about the average college student, who is not necessarily undeserved, but at the same time is not well off either. The UNC system is forgetting about this special group.

None.

What does it mean for students to be "prepared for the associated rigorous learning experiences"?

None

emphasis on quality education - the material taught

Change the word rigorous.

I would remove the last line which qualifies the preceding statement "but particularly for..." The System shall seek to promote access and affordability to all citizens -- that's it. I you make the grades and demonstrate that you possess the requisite skills to be successful in a 4-year program, then the System must ensure you have access to an affordable education.
Research identifies the following as issues related to college Access. What do you see as the three most significant issues related to college Access? Please rank your top three where 1 is the most important.

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic preparation (e.g., college advising, rigorous high school coursework)</td>
<td>45.37%</td>
<td>2193</td>
<td>32.62%</td>
<td>1577</td>
<td>21.99%</td>
<td>1063</td>
<td>0.00%</td>
</tr>
<tr>
<td>Information and knowledge of higher education options and college-going prospects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex college and financial aid applications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alignment between educational sectors (e.g., K-12, Community Colleges, UNC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College affordability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Percentage</td>
<td>Count 1</td>
<td>Percentage</td>
<td>Count 2</td>
<td>Percentage</td>
<td>Count 3</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------</td>
<td>---------</td>
<td>------------</td>
<td>---------</td>
<td>------------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>Information and knowledge of higher education options and college-going process</td>
<td>17.07%</td>
<td>595</td>
<td>34.63%</td>
<td>1207</td>
<td>48.29%</td>
<td>1683</td>
<td>0.00%</td>
</tr>
<tr>
<td>Complex college and financial aid applications</td>
<td>12.25%</td>
<td>265</td>
<td>43.11%</td>
<td>933</td>
<td>44.64%</td>
<td>966</td>
<td>0.00%</td>
</tr>
<tr>
<td>Alignment between educational sectors (e.g., K-12, Community Colleges, UNC)</td>
<td>15.50%</td>
<td>333</td>
<td>36.27%</td>
<td>779</td>
<td>48.23%</td>
<td>1036</td>
<td>0.00%</td>
</tr>
<tr>
<td>College affordability</td>
<td>51.67%</td>
<td>2628</td>
<td>29.41%</td>
<td>1496</td>
<td>18.91%</td>
<td>962</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other</td>
<td>28.37%</td>
<td>122</td>
<td>20.70%</td>
<td>89</td>
<td>50.93%</td>
<td>219</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Q9_6_TEXT - Other

Other:

- academic preparation from middle school onward
- Access to a sense of community, to an environment of support and safe. Promotion of self-care and importance of mental health, plays a huge role.
- understanding course-of-study options and career opportunity
- motivation
- state, local, and institutional policies
- Complex college...is POORLY worded, biased choice ('detailed' is more appropriate)
- Mentoring for mid range students(middle third academically) who aren't academically prepared or encouraged to pursue a college degree at home.
- credit transfer and time limits. Some of us work full and overtime and need to able to take one course at a time sometimes
- good parenting and advising from families, then hard work.
- Active support during college for under-represented communities
- Work Ethic (People aren't putting forth the time or effort needed)
- Time - Distance Ed is the best and should be less expensive.
Loan Obligation education

Access to a college or higher institution is not the problem. The issue that students don't know what to do with their education once they obtain their degree.

Finding Scholarships

method to identify students who learn differently than the norm. Many intelligent students are lost in a system learn differently.

Processes that involve many different units are confusing to students.

Illegal immigrants, not having access

Accessing resources within the university

Emotional, fiscal, and educational support for current students struggling.

In our college, we have far more qualified applicants than we have seats

the student's family's ability to support him/her emotionally and intellectually in the decision to attend college

Text book costs are out of control and account for a huge portion of expenses for students. Better pricing should be negotiated with publishers and students should have increased access to used text books.

summer sessions

Clarity in major/minor course structure.

Lack of cultural and racial access

understanding of the relationship of higher education to professional and financial opportunities post degree

Diversity and Representation

Personal and emotional preparation and support. Strategies to avoid problems, and know measures to solve them (time management, stress management;). Students cannot access the academic life when they become paralyzed in their personal and social lives.

Debt

we need to move away from a business model

systematic and institutional racism embedded in city zoning policies and public education that allow for the wealthiest and whitest neighborhoods to provide the most funding and learning opportunities to k-12 children that underserved communities lack basic access to

apathy

Instructors that are actually here to teach, many have this as a second priority to their 'research'

Community impact in geographically remote regions

Parental and family support

Federal Gov running college loan monies

Campus safety, esp. in regards to rising overt white supremacy

Again - these choices are poorly worded. The first priority of mine is access to financial assistance - I'm assuming that is the intent of the 3rd option above and not that the application should be complex.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our terrible political system that ends up governing UNC campuses.</td>
<td></td>
</tr>
<tr>
<td>career planning</td>
<td></td>
</tr>
<tr>
<td>Lack of cultural (academic) norms and expectations among first generation college students</td>
<td></td>
</tr>
<tr>
<td>Housing costs</td>
<td></td>
</tr>
<tr>
<td>Assistance for learners for differing needs, such as autism</td>
<td></td>
</tr>
<tr>
<td>Support at home for pursuing higher education</td>
<td></td>
</tr>
<tr>
<td>Information regarding opportunities after higher education and the outcome of debt and realities of the workforce and employment.</td>
<td></td>
</tr>
<tr>
<td>Pre Requisite classes required some Master's Program limits accessibility</td>
<td></td>
</tr>
<tr>
<td>A student's K-12 education</td>
<td></td>
</tr>
<tr>
<td>Competition from fraudulent for-profit colleges</td>
<td></td>
</tr>
<tr>
<td>Internal constraints and rubrics to produce pro forma graduates</td>
<td></td>
</tr>
<tr>
<td>Desire to attend school</td>
<td></td>
</tr>
<tr>
<td>Family responsibilities, lack of on campus daycare etc.</td>
<td></td>
</tr>
<tr>
<td>Focus on everyone attending college.</td>
<td></td>
</tr>
<tr>
<td>Opportunity for travel abroad</td>
<td></td>
</tr>
<tr>
<td>University reputation for character and individual freedom. Professors should stop preaching their own philosophies and recognize the true difference in all persons, even those who don't agree with them.</td>
<td></td>
</tr>
<tr>
<td>standards should not be reduced to accommodate those who are not suited for whatever reason, for a 4 year college. there are other options for people including community college, vocational/tech programs, etc</td>
<td></td>
</tr>
<tr>
<td>Better information about the Articulation Agreement between schools for transfer students</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
</tr>
<tr>
<td>multiple platforms</td>
<td></td>
</tr>
<tr>
<td>academic preparation K-12</td>
<td>Supporting students during their entire college career as a primarily education focused institution and not one that is driven by profits or chasing after research as its main area of interest. Inquiry is good, and research product benefits the state, but often students are denied access to programs/classes or suffer from low quality instruction/advising because they take second chair to other institutional concerns.</td>
</tr>
<tr>
<td>race</td>
<td></td>
</tr>
<tr>
<td>Resources for underserved populations HS students during application process</td>
<td></td>
</tr>
<tr>
<td>Communication between applicants and departments</td>
<td></td>
</tr>
<tr>
<td>virtual access-online colleges</td>
<td></td>
</tr>
<tr>
<td>Teacher pay and benefits</td>
<td></td>
</tr>
</tbody>
</table>
Your poorest communities are the least prepared, but given an opportunity will succeed.

**Support systems**

**diversity and cultural inclusion on UNC campuses**

Implicit bias among universities, especially predominantly white universities. Over-access among legacy and higher socioeconomic status groups.

**Participation by the community**

cultural, social, and socioeconomic barriers - such as seeing oneself as connected to college or seeing college as related to one’s community

The university’s need to adjust how we are run so that access is a reality!!!

**Cultural factors**

Support for students at the high school level to help them plan for and understand college. Particularly, first-generation college students face numerous issues within their families and communities when they indicate they are interested in college and are often don’t know how to navigate either before or after admission.

Families with no college background do not discuss it as an option with their children early on.

**Climate on the campuses of the UNC system.**

**Parents**

Most people who are raised by grandparents with no college degree don’t know what to do to help their grands

Alignment between the students who need to work full time and go to school full time

Promotion, by NC elected officials of arts, humanities and social science--not just STEM and business disciplines

Mentors, leaders and professors that represent of the diverse population an institutions serves

Insufficient number of scholarships and/or tuition waivers to reach underserved groups

emphasis on secondary education and importance of it

Support for first generation in college and diverse applicants/students.

students lack a work ethic - expect that "showing up" is all they need to do

Public regional universities not serving their region's students in favor of higher tuition students

improved Transparency in admissions criteria

technological issues facing online students either lack of knowledge or resources

availability of large scholarships for average students

Prevent Republicans from discouraging higher education

**Support**

Desire and willingness to work hard on the part of the student

complex aid applications ? why do they have to be complex ?
<table>
<thead>
<tr>
<th>Implicit and cultural bias that benefits already advantaged white people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racism (which creates unequal circumstances in all of the situations listed above)</td>
</tr>
<tr>
<td>Sense of personal responsibility</td>
</tr>
<tr>
<td>Relevance of education to opportunities afforded in low-income, economically depressed areas.</td>
</tr>
<tr>
<td>Lack of mental health resources</td>
</tr>
<tr>
<td>Lack of preparedness in low income communities</td>
</tr>
<tr>
<td>Reverse discrimination for students who are not minorities</td>
</tr>
<tr>
<td>Scaffolding and support available to students once they arrive on campus</td>
</tr>
<tr>
<td>Interest in and necessity of (vis-a-vis aspirations) pursuing post-secondary education</td>
</tr>
<tr>
<td>Resources within the university to better students' opportunities. Without access to these resources, there is no success.</td>
</tr>
<tr>
<td>On campus child care</td>
</tr>
<tr>
<td>Adequate coaching support in development of work-study habits</td>
</tr>
<tr>
<td>Education system is big business designed to take advantage of federal and state aid. University reform, lean management and significant fat and cost cutting is imperative. Why should the business of education be any different than that of publicly traded company's? The system takes advantage of its constituents.</td>
</tr>
<tr>
<td>Affordability of college applications (i.e. application fees)</td>
</tr>
<tr>
<td>Ability to access the university other than the traditional &quot;on campus&quot; experience</td>
</tr>
<tr>
<td>Costs associated with applying to colleges</td>
</tr>
<tr>
<td>Standards that must be met to be granted college acceptance. Within this: education resources necessary to adapt to different learning styles.</td>
</tr>
<tr>
<td>Family Support</td>
</tr>
<tr>
<td>Socioeconomic factors that limit access to physical institutions (e.g. caring for younger siblings at home)</td>
</tr>
<tr>
<td>Personal self discipline</td>
</tr>
<tr>
<td>Night and weekend degree programs; many more online degree programs needed</td>
</tr>
<tr>
<td>Lack of sufficient encouragement by parental figures.</td>
</tr>
<tr>
<td>This formulation of &quot;access&quot; is baloney. NC is very affordable relative to other states. People need to buck up and move forward.</td>
</tr>
<tr>
<td>Critical thinking skills</td>
</tr>
<tr>
<td>Bias of standardized testing as a predictor of success</td>
</tr>
<tr>
<td>Students need better preparation before they come to college.</td>
</tr>
<tr>
<td>Too much focus on standardized tests</td>
</tr>
<tr>
<td>Application decision process come with bias and loop holes</td>
</tr>
</tbody>
</table>
cultural differences, not feeling welcome

Race & Socioeconomic Class

Life Skills preparedness and work ethic

safe campus environment

negative intergenerational family/community factors

Social/Life Skills/Vocational Career Planning

More students should be sent to the community colleges first.

Support system for high school students to guide them through the process including high school teachers, advisors, but also their family and friends

Perceived and actual exclusion in recruitment and admission processes

income inequality

Cost of living - rent, ability to have a job, transportation, etc.

Student Retention Efforts

support services to help complete college

Financial support for higher ed institutions to conduct outreach and community engagement

more exposure to career options

parent involvement in all of the above from pre-K onward

I don't know

A love of learning and a belief that you are entitled to it, no matter your race, class, gender identity, or family background

affirmative action programs for minorities/ low-income backgrounds

Student potential

Lack of cultural capital, lack of knowledge of what it takes to succeed in college

Mentoring, Pathfinding, Self Awareness issues K-12

Preparation, preparation, preparation. If they do not know logarithms what are we supposed to teach them?

Motivation, guidance and encouragement from parents, mentors, role models, and educators.

Systems need to be in place to help students decide upon college majors. I feel the only current option is experimentation, which is expensive and tiresome.

Promoting online courses to cut costs, switching to adjuncts to lower costs, and telling students all the while it's all for their convenience. Really.

Encouragement

campus engagement

Sincere interest in obtaining college education
<table>
<thead>
<tr>
<th>Academic Support during the enrollment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race and Class</td>
</tr>
<tr>
<td>People with disabilities are not prepared to make the switch from high school to college; colleges aren’t prepared adequately to accept people with disabilities</td>
</tr>
<tr>
<td>Lack of public school education preparedness for college</td>
</tr>
<tr>
<td>unknown</td>
</tr>
<tr>
<td>much improved support for teachers who directly affect classroom learning</td>
</tr>
<tr>
<td>I do not have the first hand data to assess this. These are not issues for an opinion poll.</td>
</tr>
<tr>
<td>Accessibility for marginalized and underrepresented groups</td>
</tr>
<tr>
<td>connection between college and long-term goals</td>
</tr>
<tr>
<td>Ability to connect college with career</td>
</tr>
<tr>
<td>Managing cost of higher education</td>
</tr>
<tr>
<td>cultural biases and need for increased intervention at the family and community level, especially among low-income populations</td>
</tr>
<tr>
<td>The desire to learn.</td>
</tr>
<tr>
<td>Mechanism to help student determine if college is for them</td>
</tr>
<tr>
<td>Equity issues.</td>
</tr>
<tr>
<td>diversity</td>
</tr>
<tr>
<td>Alternatives - higher education is not the end all be all for some</td>
</tr>
<tr>
<td>The mind set of the prospective student</td>
</tr>
<tr>
<td>Retention support</td>
</tr>
<tr>
<td>Preparation for careers beyond college</td>
</tr>
<tr>
<td>Emotional, financial and moral support from immediate family</td>
</tr>
<tr>
<td>Environmental and educational support for students with disabilities and counseling on how to access support.</td>
</tr>
<tr>
<td>Availability of and access to information; for underserved youth, on what it could mean to got to college and what it takes to do so and be successful</td>
</tr>
<tr>
<td>National exposure for opportunity. I learned about the school from a friend/not my high school.</td>
</tr>
<tr>
<td>Letting students understand they they need to figure out how to do things on their own. We cannot hold their hands through this process.</td>
</tr>
<tr>
<td>will a college education be of use in your professional life.</td>
</tr>
<tr>
<td>maturity to be independent</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>1. Performance audition</td>
</tr>
<tr>
<td>Topic</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>rigorous prep. at ALL levels prior to College</td>
</tr>
<tr>
<td>Equal rights to the administration - have a truly empowered student government</td>
</tr>
<tr>
<td>early childhood education</td>
</tr>
<tr>
<td>Scholarship, Grant, and Financial aid resource assistance</td>
</tr>
<tr>
<td>Maintaining variety of programs, including majors and programs that traditionally are part of a comprehensive university, such as, the humanities and the arts</td>
</tr>
<tr>
<td>Opportunity for academic preparation in rural areas.</td>
</tr>
<tr>
<td>Inclusive learning environments that are actually welcoming to all students</td>
</tr>
<tr>
<td>all are of equal importance...we need to be preparing strong and competent k-12 educators who inspire and effectively teach students to be scholars and ethical citizens, while also partnering with CCs and k-12s and providing resources to connect students and their support networks to the information, funding and support needed to successfully access higher educ.</td>
</tr>
<tr>
<td>An individual personal preparedness to attend an institution of Higher Education</td>
</tr>
<tr>
<td>Accessible spaces on every campus</td>
</tr>
<tr>
<td>Not having parental support</td>
</tr>
<tr>
<td>Assessment of Personal Readiness</td>
</tr>
<tr>
<td>long term financial return on a college degree after graduation</td>
</tr>
<tr>
<td>Preparing students for &quot;rigorous learning experiences&quot; and teaching them to take responsibility to manage their own learning.</td>
</tr>
<tr>
<td>lack of opportunities for students with extensive support needs</td>
</tr>
<tr>
<td>Students being able to take responsibility for knowledge of the processes required to attend college and receive Financial Aid.</td>
</tr>
<tr>
<td>socio-emotional support during transition to college</td>
</tr>
<tr>
<td>Coursework delivery matching the value of college education</td>
</tr>
<tr>
<td>Inequities (social, economic, cultural)</td>
</tr>
<tr>
<td>work ethic and talent</td>
</tr>
<tr>
<td>Slow processing/feed back of college and financial aid applications</td>
</tr>
<tr>
<td>Institutional racism and other forms of discrimination</td>
</tr>
<tr>
<td>Affordability again - can't emphasize this too much</td>
</tr>
<tr>
<td>Support and encouragement from family/community</td>
</tr>
<tr>
<td>Lack of programs that serve diverse perspectives</td>
</tr>
<tr>
<td>Diversity and underrepresented groups</td>
</tr>
<tr>
<td>Emotional wellness, ability to cope with failure/mistakes, resourcefulness in the face of challenges</td>
</tr>
</tbody>
</table>
Support services--academic, financial, cultural--to help students navigate large campuses and succeed once they gain access.

Reluctance in the availability of employment to convert college education in earning potential.

Structural issues in society that contribute to all of the above.

Race

Handicapped accommodations

Entertainment and facilities. That is what universities are selling. Education and marginal preparation is a byproduct. So if integrity is a goal - the term "entertainment, sports and facilities: should be at the forefront of our mission.

Institutional readiness to promote diversity as an integral part of the institutional experience; limited ability to address the needs and issues of historically marginalized groups; lack of diversity in the faculty and staff ranks

Parental and teacher involvement/good relationship and upstanding of student

Adequate online classes

Sustainability

Goal setting: when college is the goal it limits access because students don't know what to look for, what they want beyond a college education.

The biases students face at the high school level - someone tells a student they can't (parent/teacher/friend) and a child believes it. The best experience I did was going to college for a day while in high school and taking a real class with laboratory activities. Not just looking at buildings.

Helping minority students see themselves as "college students", beginning in middle school.

Understanding of what a university education is and that it is very hard work

Cultural (especially in refuge areas)

Access for students with learning differences

Students without interest or aptitude being pushed into college

Access to college - we have school buses so why not public transport to universities? Not everyone can afford a car and public transport would be a great way to diversify schools.

Free Public Education

Awareness (applications and processes) in 5/6th grade so families/students also have better chance of being academically prepared

Core classes being offered outside of traditional times for non traditional students

Indirect profiling. The assumption that based on a certain way a person "looks" or acts determines if they are "college material"

Support and encouragement to pursue a college education

Diversity awareness and emphasis

Focus on "continuing education" versus just college. College (4 yr Bachelors Degree) isn't suited for everyone yet we continue pushing college on every student in our systems. Continuing education means we're focusing on every student receiving some form of post secondary education which could include trade schools, apprenticeships, etc.
acceptance as an individual

Social factors such as if a child grew up in a family or community where college was recognized as a worthwhile path that is available.

Too much focus on standardized testing. I graduated from high school with a 4.1/4.0 GPA and was almost not accepted to UNC Asheville because my SAT scores were low. I graduated from UNCA with a 3.91/4.0 GPA. Standardized testing does not reflect students abilities or determination.

Opportunities for community engagement

Racial bias/inequality

Financial stability of the underclasses and disenfranchised.

First generation college students

physical access and assistive technology for e-learning

Relevance of terminal degree programs to available jobs

Diversity! Not just racial or ethnic diversity, but socioeconomic diversity as well.

.. family of origin valuing/encouraging/supporting pursuit of a college education

inequitable funding of K-12 education

a capacity to navigate large, impersonal bureaucratic institutions

the inability of visiting scholars to afford to take one course with us

Encourage technical degree options

Systemic Oppression

Greater racial and gender representation of faculty.

Counseling to assist in choosing a strategic, marketable degree major

Drive to want a college education

Parental involvement and motivation to support children's higher ed

Assist in identifying work-life interests and aptitudes

Social development of students

Lack of opportunity for people in rural areas

Systemic inequalities based on race and gender

Issues of maturity and independence

true desire for higher ed degree

Access to professors as opposed to Teaching Assistants and adjuncts
Disparities/inequities in academic preparation across NC

- financial cutbacks to univ by legislators
- Availability of specialized and required courses that are required for graduation (courses offered once a year or otherwise unavailable)
- Seeing others in their same community accessing college opps
- State investment in higher education -- is this a priority for our economic vitality or not?
- Personal preparation (being taught how to do financial aid, handle finances independently, etc)
- Assumption of family as a support network
- Finding appropriate programs/universities to meet student needs. Competency-based or online programs should also be considered.
- Universities oversaturated by unenthusiastic students
- Hirinig NC citizens to lead the UNC system
- emotional maturity
- increased cost from utilizing tuition funds to subsidize athletic departments.
- Local housing cost/issues
- Unequal access to quality public education through high school
- Career alignment between UNC-system and the Business and public servants community.
- Socioeconomic issues beyond simple affordability
- Environmental influence
- Literal access. I.e. The parking situation and difficulty of accessing the campus physically
- Decent on-campus Housing
- Some just don't want to go to college or feel that "college isn't for everyone".
- Offering the same academic opportunities throughout all schools at all grade levels
- The elementary educational system
- Keeping HBCUs viable and sustainable as an HBCU
- provide high quality K-12 education to students of color and EC students
- Structural issues related to society that contribute to all of the above
- Geographic proximity
- Professors of whom are genuinely invested in their students, in regards to their success in, and outside of the classroom. I have had one too many professors in the past, who undoubtedly did the bare minimum as a teacher, as they were much more invested in the research aspect of their profession.
- Not enough access points
Perceived value of a college education

FAFSA fairness

The cultural marxism that has been growing in the system

Connecting academia and industry

availability of online, asynchronous access to courses that can flex around work schedule instead of making work schedule flex around school

safety

identification of the best students to educate

Knowledge/information about benefits of college for life

The same standards for everyone, irrespective of cultural, ethnic, or SES issues.

Online opportunities for those who are working.

Republicans in the General Assembly who hate intellectuals

students don't want to learn

Sense of one's "mission" in life.

Academic, financial and cultural supports after students enroll

i don't understand what you're asking. Are you asking me about barriers to people having access? or beneficial to providing access? I have no idea how to answer this

alignment between employers, employees and the educational sectors

Lack of family support/ no parents in the home

Discrimination in hiring, retention and promotion. Lack of diversity in the faculty is a big issues. These are public schools that receive public tax payer revenue, yet they discriminate in hiring, retention and promotion.

Opt out of fees for unused services.

Use of standardized tests as minimum admission requirements

the above question is LOADED and forces the response to certain conclusion. This is the type of question I instruct my students to avoid. we need QUALITY education!! It is evident.

K-12 did not really prepare me for college

Non traditional types of access

Raises for faculty

segregated, poor and disadvantaged primary & secondary school systems

Acknowledgement and respect for a variety of children's gifts and tailoring lesson plans to match.

funding yourself and your family while attending college

college faculty is extremely and anti capitlists. They promote anti conversative family values. We need more diversity of conservative faculty
Public commitment to ending racial and gender injustice

Systemic oppression and discrimination as it relates to race, sexual orientation, and gender identity

Improving faculty instruction and engagement for diverse students. Diverse is not to speak of race, but for gender, socio-economy class, underprepared students, etc.

Hyper competitive admissions which rewards all A's and APs and high SATs that are more easily attained in suburban school districts with a high tax base.

Students' perception of own preparedness, access to others like them who have attended university

Visibility to career options on the other side and how various education options will get you there (also, please remove financial affordability from this question -- affordability does not equal access, and access does not equal affordability! They are different issues and need to be tackled accordingly, not mixed.)

Familial support

Lack of pre-college programs in areas other than stem

welcoming universities for underrepresented and first generation groups

Motivation - From experience the NC high school system just dumps out information about colleges but doesn't attempt to connect with the students on a personal level to encourage them to seek a higher education. On top of that, the teachers are so underpaid the pool of teachers a school can select from is small compared to other states which means even if a school feels like a certain teacher is underwhelming there's nothing the school system can do because there's no one to replace that teacher. These underwhelming teachers are the primary cause of lack of motivation, if a student asks a question about a topic and the teacher can't supply that student with an answer for why something is besides "because the book says so" that student is being denied an opportunity to understand something and lessening their desire to further their education.

Test

Graduate school preparedness for minority students

Are you prepared to put in the effort necessary to succeed?

lack of mentors/guidance/support for first generation college students

increased financial support from the State

I have students who are able to do the work, but who are too exhausted b/c they are working too many hours at outside jobs to make the $$ necessary to supplement aid packages

Medium of instruction (online vs. classroom)

Access for vulnerable populations (See above)

Applicants' drive to be accepted to the university.

Being determined. Anyone who wants to get through college badly enough can get through college.

motivation and work ethic

first generation or low income students where college seems unattainable or not part of their worldview

Diversity! Not just racial or ethnic diversity, but socioeconomic diversity as well.

white students' unwillingness to attend HBCUs / lack info re: HBCUs
poverty alleviation

This is related to number two - there are many kids who don't know that college is a possibility. Sure, they have been told in HS that it is possible - but it is a struggle to help kids take SATs, ACTs and do all the extra preps required to actually apply. My experience as a parent with children in an under-performing high school has illustrated for me that the process for many kids is a struggle as I've helped mentor and coach his friends through the process.

Support for "non-traditional" students who have concerns such as child care.

Academic resources once a student has reached college

Family background

Individual Fit

Equalizing opportunities and standards between low-income and wealthy schools and school systems

Sociocultural Conditions in K-12 Pipeline (i.e. low expectations, lack of mentorship, lack of historical/ethnic studies knowledge, racism)

Cultural competency; There's a disconnect between what educators say they are looking for (i.e. diversity) and the way we treat those students once they enter college

Lack of belief that one can qualify for or pursue higher education for any reason, and lack of support from family, friends, and teachers

Socio-economic and racial background.

Information about the tangible and intangible benefits of a college education

don't know. only wanted to rank 2

Accommodations for disabilities

Role models/family members who are college educated rather than first generation college student

engagement in the intellectual climate of a university

Diverse staff and faculty

Insufficient funding from the state

Expressed understanding of what the academy is, and why they are going to college.

cultural support for groups to stick college out and finish their degrees, such as support for active military and vets in what is quite a foreign environment

Prospective students in NC need to be aware of nationally-famous programs like the Carolina Covenant program

Transportation and housing and jobs are more significant.

Quit teaching for the bloody test - teach our students to think. Not to take and do well on a test that DOES NOTHING for the student!

equal access for all students - but particularly for those who are underserved for any reason

college application costs

Job placement
| Access to excellent programs, majors and delivery systems at a variety of institutions in the system |
| College staff who can properly advise students |
| Culture and proximity, especially for rural students who work to support their families |
| Access to preparation for standardized testing that is weighed in the admission process |
| The fact that you fill out FAFSA because you need assistance and you get denied because they say your parent makes too much when in reality they don't so now you're going to be in debt just to further your education. |
| Most if not all of these categories can fall under "college advising" |
| Service orientation of college campuses (potential students are not served well, in many cases) |
| Broader celebration of education for its own sake, as worth the time and investment, beyond the wage payoff. |
| Ease of Tutoring Access |
| The feeling that certain people don't want me to be here because of my race. |
| The system doesn't provide equal access. The process is too dismissive of the disparities in backgrounds and past opportunities that define "qualifications" more than the person's ability or effort (potential). |
| Financial stability of the student |
| discrimination |
| Lack of grant (non-loan) funding |
| No GMAT waiver option for graduate school |
| student motivation |
| outdated methods and modalities of practical education |
| Student awareness of scholarship funding |
| Legislative support for Higher Ed |
| racial and economic hegemony |
| Understanding the value of college |
| Too much emphasis on athletics over academics |
| Administrations lack of guidance and lack of proper credit transfer. |
| Teach programming and computer science in K-12 so that students can gain skills needed for college level Computer Science. |
| I cannot emphasize this enough, so many of my peers are totally unready for college. This cuts across income background, sex, ethnicity, religion. |
| family responsibilities |
| FLYING SASQUATCHES |
| Financial arrangements besides tuition |
Cultural Resources

Income and geographically determined inequalities in k-12 preparation
Student must be breadwinner for family
comfortability

Class availability

Education designed to build a better life for the citizens of the state

Clarity of courses

severe anxiety, depression, and other emotional problems so many of our students today present, and which interfere with their ability to focus on their education

Equitable academic preparation

Information and preparation for post high school options in general

Location

prepared in necessary life skills and somewhat independent living away from parents

Honest program analysis not shiny brochures trying to sell kids and their parents with cool looking but FALSE narratives! App is bad for this.

The relationship between education, job opportunities, and wealth acquisition.

Assuring Job Readiness

Community support for higher education; making sure students are in a supportive environment where higher education is encouraged.

Career trends; invest wisely

Services for success during enrollment

State spending per college student have not kept up with the State revenue growth.

state funding levels that allows the UNC system to fulfill its mission

Inadequate funding and support from Legislature

National attitude toward education

The possibility of not knowing what degree to go into, so better preparation is needed

Prospective students unconvinced of the benefits of university education (return on investment)

Updating the degree process to give more focus on real-life task experiences.

Non-complex College and financial aid applications

Many high school advisors are not well versed in the process as I have heard from many friends that they did not receive the information necessary to get to college or how to understand the processes so I believe all high school advisors should receive a mandatory training course

Graduate level funding and opportunity
Focus more on the education itself and not the grade you receive in the class. These days I feel like college is just to put a badge over your head and teachers just give tests to send you through. I want to learn, not be stressed out about what number grade I have in a class.

| State support sufficient to honor the commitment in the state Constitution |
| Lack of parental support |
| Location |
In your opinion, which area should the UNC system focus on if it wishes to improve college Access?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Improving college readiness through educator preparation.</td>
<td>25.53%</td>
<td>1587</td>
</tr>
<tr>
<td>2</td>
<td>Narrowing gaps in access between demographic groups (e.g., low-income, rural, gender, underrepresented students).</td>
<td>50.26%</td>
<td>3124</td>
</tr>
<tr>
<td>3</td>
<td>Expanding capacity to serve a growing population.</td>
<td>14.17%</td>
<td>881</td>
</tr>
<tr>
<td>5</td>
<td>Other</td>
<td>10.04%</td>
<td>624</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>6216</td>
</tr>
</tbody>
</table>

Setting goals to increase the number of educators is somewhat pointless if the poor salary and working conditions funded by state government makes teaching an unattractive career alternative.
Analyze and research more of the causes as to why people aren't ready for college—what they need to be prepared for. College is more than affording tuition, but affording cost of living, transportation, affording opportunities. Why are people graduating late or not graduating at all? It is more than the problem itself, but what are the causes of these problems. Solutions come from learning why something is wrong—and something is wrong.

Modernization of Facility Maintenance Procedures and asset awareness.

Academic, financial, and cultural support of low-income, rural, gender, and underrepresented students. Also, educating faculty and staff on these and setting expectations.

Educating prospective students on opportunities—especially first generation college students.

Improving Financial Aid

Parenting classes for low-income families/one parent families should be considered. If the child is not supported in the home, he/she will more than likely not excel in the classroom.

Ensure that each campus delivers the best education that it can. Failure to do so filters back down to high school students and is a disservice.

Reduce tuition or add more financial aid. We can not afford the current system.

educating parents to teach their kids about life as early as possible.

Facilitating access, entry and funding for capable students

Information on higher education options and college-going process

Lowering outrageously high costs for tuition, fees, and other expenses (ie. Parking permits)

Inspire the next generation to want to learn.

Distance Education

An expansion of already existing technical programs targeting rural areas.

Educating high school students on options for college or not college

Allowing all students equal footing for access to acceptance and financial aid

Money

Make acceptance to a university more difficult

Reducing the costs of a college education

College affordability

Identify and adapt system to include those who normally do not fit the mold of academic learning.

State should procure more funding to give to universities so that tuition and fees are reasonable for all.

affordability

Improve the knowledge of High School Advisors to better prepare students with information about Grants, and other scholarship fundings.

Reducing the cost of tuition

affordability of tuition as well as housing
Holding down tuition and fees, and expanding scholarship opportunities

Have sessions with a counselor in High School to talk to students about higher education. This is very poor, and educate about programs in community colleges as well.

Encourage legislators to raise teacher pay to an acceptable level so that we don't lose the educations that we train.

Affordability for out of state students

Improving our K-12 education for everyone

Providing appropriate financial aid to students. Student debt should not be haunting students as they exit the institution.

Affordability

Advocacy regarding college choice and affordability

Academic preparation and future planning early in high school.

Honestly, many high schools are not adequately preparing students to do college level work.

Making it harder for people to attend in order to earn a worthless degree

Make it more affordable.

Improving access to graduate and professional programs, which may be out of the reach of students who are able to make it through 4-year degrees but come from underserved populations.

Do not try to be "all things to all people."

Affordability for middle class families

Cost

Access into Universities now are too easy. Tighten them up.

Use innovative methods to provide more classes to meet demands of increasing student body.

Reducing tuition and fee costs

Provide more academic advisors they always to busy to help enough

Teaching faculty to support all students with differing abilities.

Reduce the cost, make it less expensive

Working with K-12 to provide programming for Hispanic and other populations that will prepare them for college success.

Stop choosing students based on quotas, such as the number of "middle income" students or the number of "African American females in low income."

During the summer offer academic boot camps for students k-12. Taught by college students in the education program. Students in other disciplines working with advisors can help in their major of study. This book camp should be targeted at children public schools identify as those that are falling behind their peers. A history major should be smart enough to help an 8 grader get ready for the US history class they will have when they get to high school.
Making school more affordable.

Affordable tuition for all, specially the undocumented students.

Lower cost

Expanding capacity to serve a diverse and equal steadily growing population.

K-12 preparation of students for the college

Keeping tuition "free as far as practicable." Tuition and fee levels now are higher than they need to be. Legislature should add significantly more funding.

Non-traditional education. Preparation deficiencies should be handles at the community college level with an assured path to acceptance in the University system

Ensuring the students that are accepted are the ones willing to put in the time and effort to succeed.

Costs of college making many students go to community college or others drop out after a year because of costs.

more class options for night/weekend courses

Affordability

Affordibility

Improve learning in K12 especially ensuring rigorous academic experiences for promising students beginning in middle school.

provide one semester worth of class options for lower price to integrate less mature recent high school graduates

Fix general education by hiring qualified professors that pass the UNC systems standards. Clarification, there are currently professors who should not be teaching due to multiple reasons.

Needs to be more economical

improving the infrastructure to make resources more available to all people about financial aid and college preparation and if there are not adequate resources available yet FIX THAT

If the first bullet means preparation before they enter college, I agree with it. Or, is it trying to say that our state K-12 educators are ill-prepared to teach students to be successful in college?

Throw more parking lots on campus

Aligning K-12 outcomes and skills to those needed for success in college

Achieving balance in teacher:student ratio. Some classes are too big.

All three are vitally important, why are you making us choose just one?

Make college more affordable.

Affordability for out-of-state students

did someone already determine access is a PROBLEM ? if so, who was it determined to be a problem for and why ?

Offer more scholarships to students in the middle class

Cost

Affordability
Affordability

admitting students with a proper high school background

ensuring students are prepared for college-level coursework

More emphasis on in state recruitment and less emphasis on foreign recruitment.

Affordability

Improve teacher education

Seek support from Gen. Ass. on teacher training and retention

narrowing gaps in access between racial groups and economic classes

Lowering tuition

Affordability

affordability

online access for HBCU-ECSU ESPECIALLY

Improving readiness by investing in K-12 education, especially for underrepresented communities.

Affordability. Plain and simple.

increased financially support for K-12 and institutions of higher learning. Increasing pay to industry standards. Decreasing classroom sizes to give teachers opportunities to adequately prepare students. Removing some of the standardized testing to give students more opportunities for learning life skills such as problem solving, making judgement calls, working with other and learning to be leaders instead of workers.

Minimize disparities in the state of NC all around.

Combination - expanding capacity in targeted ways that provide expertise for tackling the first two

Change how we are run, make college tear round, add a winter intersession, and make going to college part time and taking longer to graduate a legitimate choice

Providing more outreach to high school students related to what WCU offers students, how to prepare for college (application, high school classes to take, early college options, testing, and etc.), and what to expect once they arrive on campus. Let potential students know that an education at WCU is within their reach.

Investing more resources in academic advising, which has a significant impact on students' initial experience at a university.

Ongoing community opportunities to discover how their interests and capabilities match community college or hands-on careers too.

Expanding capacity while narrowing the gap (low-income....)

improving secondary school education so that college education is not lowered to the standard of high school equivalency

Adults who never completed higher education - help with funding, access and flexibility

Improving UNC metrics and rewards to University's that have a record of improving College Access.

secondary education connections need to align just like the two year and universities are trying to align - that is not happening - children in rural areas are left to fend for themselves too often which costs time and money to
just finally understand enough to survive and graduate from college with a degree that will lead to a job that is economically and philosophically rewarding to the student

Educating parents

Improving access for students who are middle age and have to work full time

Creating support systems for students at UNCG and educating faculty about how to educate and support a diverse group of students.

outreach about higher education options

Affordability

Expand capacity specifically for diverse demographic groups

Higher more diverse people in leadership roles.

More creative educational options to entice non-traditional students

Collaborate with high schools for students to visit universities

Increasing affordability

Providing more scholarships and tuition waivers

Cost (fees and tuition and eliminate required dormitory year)

Financial Aid opportunities, more awareness for scholarships/grants, etc

Drastically cut the cost of attendance.

more scholarships based on academics and not participation in other things

Ending the regulations imposed by Raleigh on universities.

Improving secondary education

Reducing or removing tuition

improving academic, financial, cultural, and other knowledge-based services to help all students

Improve community college programs and increase their prestige

the Legislature needs to fully fund the university and eliminate tuition

Would there be a way to incorporate "trade" classes into the university curriculum...I know these are offered at community college levels...maybe there could be cooperation between UNC and community colleges for more "hands on" learning for students who are more inclined to these professions?

Affordability for middle class North Carolinians

Improving college readiness through K-12 ADMINISTRATOR preparation/improvement.

free courses on computer/health/information literacy for the public

easier access for active duty military

Prevent Republicans from discouraging higher education
| **Serving the students we have to show that graduation is possible** |
| Better preparing K-12 students by better preparing the K-12 system |
| **Lowering tuition, which is growing rapidly.** |
| Focus on those that are prepared for a strong college education |
| Identifying capable high-school students w/ need & targeted outreach |
| Academic Preparation via rigorous high school coursework |
| Getting rid of liberal bias at UNC-CH |
| **Professionalism in the Graduate Schools** |
| Reduce tuition costs |
| Encouraging aspirations and understanding of college by K-12 students |
| Improving college readiness through student preparation in outreach programs. |
| Acknowledging that students and faculty with children have special concerns that the university has long failed to address |
| You cannot improve college access through educator preparation. A seriously flawed idea that does not reflect the real world. |
| Cost cutting and weaning off of tax over subsidies |
| **IMPROVE K-12 EDUCATION SO THAT UNC STUDENTS ARE COLLEGE READY** |
| Fundraising and lobbying NC administrators to fund the higher education system properly, thus keeping costs affordable |
| **Affordability** |
| More affordable |
| Improving national ranking by accepting more out of state students |
| Reduce tuition through increased state expenditures |
| Make transition easier between part-time and full-time student status |
| Preparing students for financial literacy BEFORE admitted |
| Night and weekend degree programs; online degree programs |
| Financial support - to many students are having to work while attending classes. |
| Lower the cost of tuition, fees, room, and board. |
| Providing financial assistance |
| **Stop increasing tuition** |
| Providing the necessary financial resources that allow universities to accommodate the demand for college degrees. Present funding levels make it difficult to accommodate all of the qualified applicants |
| Making it more affordable for everyone (not just low-income). |
All of the above, and please stop capitalizing "Access" as though we are Germans. It’s weird.

also think improvement of K-12 teachers is vital

None. Stop accepting crappy students.

Making college more affordable

educate citizens regarding ways to pay for a college education

Equality of funding and resources between system schools

Not wasting money on paper and shell classes such as has been the case with UNC-CH.

Reduce tuition & fees

recognize that college is not for everyone and remove the stigma attached to not having a degree.

Stop wasting tax payer money on "no show - paper" classes

I think there is a motivational problem among students at all levels in K-12. Some students enter elementary school behind, never catch up, and then lack motivation. Colleges can't fix that problem--it's a problem that is more than a decade in the making for the student.

audit universities for ethical and legal admission policies adherence

Make sure our academics is top

Lowering tuition through increased State funding

Providing underrepresented students with support beyond the initial access to college to ensure they perform well after they get to campus (i.e.- better academic support for student athletes)

High school outreach - someone on campus to help with applications and information needed. Do it during school hours since some people are not fortunate enough to have parents that will get them where they need to go. Make it affordable without taking parents income into consideration. Not all parents are willing to help even if they have money.

Reducing administrative costs at universities to provide for better college affordability.

Helping students know what careers are attainable based on aptitudes identified in K-12

Help students be more prepared for technical or college and making sure they enter the correct type of institution or trade. Not everyone needs a four year degree.

Communication between students (or potential students) and Departments

Keeping the art school separate from the system.

Partnering with secondary education to improve college readiness. It isn't just about educator preparation, but a need to revamp the system.

early exposure to campus communities- middle and high school campus tours to build future desire and goals that do not seem intangible.

Improve college advising in high school

I favor #1, however, NC is in a situation where teachers are leaving the state in droves. This issue must be addressed in concert with a focus on better preparing teachers for our classrooms!

Funding the university system at a higher rate so that institutions do not need to increase tuition in order to continue functioning at the same level given almost ten years of cuts.
I feel the k-12 system is failing to prepare students for the reality of college and professional life. Students are allowed to "pass" when they have not comprehended the material, much less mastered it. I do not feel the UNC system can really do anything about that until the k-12 system is fixed. Educators are prepared. The teachers know and understand what they are doing, it is the administration that is letting our students down.

Providing financial support to recruit the brightest

Cost

Improve education at high school level

Affordability and grants for deserving students

Reducing the cost of higher education

Keep funding for HBCUs, do not cut tuition to $500

Summer sessions for pre-college students

Rethink the traditional legislative and scholarships funding model. It's an outmoded model that no amount of bandaids will fix.

Mentoring of K-12 students on the process to improve 1st Generation success,

Mentoring of K-12 students on the process to improve 1st Generation success,

I'm unsure of how each of these areas can exist without the others.

Those that come to UNC system should be prepared to function in the UNC system.

K12 education gap must be improved within our state; poorer counties have a substantial disadvantage that is difficult to "fix" once the student is college-age

Encouraging legislators to pursue free community college for those with limited resources.

Stop expanding services to attract students - that's where the money is going. Put the $$ into teachers. Stop being idiotic about research - we are not all contributing to knowledge - we're spinning a lot of half-rate stuff for tenure....

Making college affordable for all; not just middle-class to upper class citizens who can afford to pay for college or afford to take out loans for college.

Reduce overcrowding with uninterested students - reserve spaces for sincerely interested applicants

Focus on reducing the cost to the students and their families.

Provide equity across the 17 Institutions in resources regarding infrastructure improvements, funding, and professional development and promotion

Free tuition

Be sure you're funding the UNC system in ways that can support improved access.

Re-establishing a much higher and historical rate of state financial support for the University System.

Distance Learning

All

Again, why are these important topics for an uninformed opinion poll?
Improving college readiness by improving student learning in high schools

- Doing a better job in funding the system so more scholarship funds are available and university's can recruit underrepresented groups
- Financial assistance not limited to tuition expenses, and available to all in-state students who maintain their studies - room, board, supplies, and fees can costs thousands each semester, which many students, not just those from the lowest income brackets, can't afford
- Recognition of the skilled trades aspect of education, research, and engineering.
- Providing better information regarding higher education options to students and the general public and ensuring such information is understandable by most.
- Providing accessible resources to students at an earlier age to college and college prep info (middle school)

Increasing the financial viability of Universities to support students

- Excessive student fee structures
- Make it possible financially for good students to attend.

Affordability

Improving student readiness through K-12 education

- The desire to learn.
- Drastically increasing state appropriations for colleges and university

Graduation rate

Focus on increasing faculty to support student learning in the classroom.

Free tuition

- Make curriculum more relevant to real world opportunities
- Quit brainwashing students about the necessity of going to college

Not just a growing population, but a diverse population including veterans, non-traditional students who cannot go to school full time, as well as first generation students who do not have access to resources (support and financial)

Narrowing gaps in access between demographic groups by providing rigorous High School education throughout the State

- Testing in k-12 schools does not teach students to think--it has become its own form of illiteracy. Teaching k-12 teachers to conduct teacher research and examine their practice in order to better serve their students--but that also requires a movement to reinstate pay increases for graduate school work.

Improving college readiness by encouraging personal responsibility at the high school level.

Financial aid

- Spend less money on redundant housing events such as overly expensive student events to entertain students but more money on paying contingent faculty that they can stay and build a home and mostly on academic focus less on the housing events that ultimately even Stress out the students who feel pressured to participate in childish events instead of learning things can stay
<table>
<thead>
<tr>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>affordability</td>
</tr>
<tr>
<td>making college Access more affordable.</td>
</tr>
</tbody>
</table>

**Improving college readiness through educator preparation and making college more affordable**

Impossible to focus on one of these three, I rank them as improving college readiness, expanding capacity, and expanding capacity. Expanding capacity however does not entail relaxing standards or expectations to be met with aim of improving access.

Bringing the total cost of attendance down

**Affordability**

improve affordability

Regaining lost funding from the General Assembly so that we can reduce tuition cost.

Start college prep classes during freshman year of high school.

Improving college readiness through student preparation.

reducing tuition for all, regardless of background/demographics

**Keeping cost in check**

Competition starts in high school. Personal motivation plays a huge part. Schools should seek to allow access w/aid to the gifted & motivated

improve K-12 education!

more funding of scholarships (both merit and need based)

More online oppunities. And all the schools unc schools should have the same requirements

insuring that increases in college tuition don't outpace the growth rate of the average salary for north carolinians

**Improve rigorous academic and arts education**

Make it a lot less expensive. Right tuition, fees and housing is so costly it's ridiculous

Make it affordable!

The first & second are equally important and are related.

provide remedial (math, English,etc) & core courses online

**Make it more affordable**

affordability-where students will not end up in debt

articulation and access through 2-year institutions

**Improving college readiness of college students entering college**

I don't understand the premises. What is meant by "educator preparation?" What method is proposed for "narrowing the gaps?"
Not sure at this point. Need to learn more from students and faculty.

none of these can be focused on individually...they are all a part of a larger systemic issues. To focus heavily on one would be to neglect others. Too often we try to develop a program to address issues within the system, but the whole system needs to be addressed. We try to fix fish, when we need to focus on the pond.

reduce costs by cutting administration

Engagement of family in education at the K-12 level

Encourage the state legislature to fund pre-college education so that students are ready for college. Many students are coming not knowing how to write or solve math problems. No doubt the least qualified students are attending underfunded schools.

learning 21st skills, but not just obtaining a degree

Reduce cost

COLLEGE AFFORDABILITY

Providing more services for students with disabilities

More effort into recruiting and serving older students

No longer requiring SAT and ACT exams for admissions

improving high school preparedness for applying to and accessing college, through students not educators

assist students with goal setting and purpose development

finding a way to concurrently serve highly prepared and under prepared students

Eliminating unnecessary spending/expenses

increase funding to colleges so they can help meet the needs of our expanding diverse (many first generation/new to US) student population

Many still do not know what the UNC School of the Arts does!

Affordability for academically talented students who may not be able to afford college. (This is different than line item 2, which has different implications in it's generalization).

Reducing tuition and fees

Working with rural public high schools so that students there are also prepared for not only college, but the college application process.

Lowering in-state tuition

Reducing student financial burden

provide vocational preparation alternatives to regular college

Affordability

Improving college readiness is key, but I don't know what "educator preparation" means - we need to improve the quality of high schools in NC in all areas, especially rural ones

cuting down of the cost of college for all.

Narrowing gaps and expanding capacity would be ideal.
| MUST increase scholarship funding especially for the arts |
| College affordability |
| All of the above - you can't focus on one and ignore the others |
| Create opportunity for students to work while in college |
| Affordability should be a major focus of the UNC system. |
| college affordability (tuition free public colleges/universities) |
| Affordability |
| Working at an "access" institution, UNC should focus on budgets for such institutions in order to hire more faculty/staff as well as build/renovate buildings to incorporate technology and group work |
| Improving K-12 & community colleges to better prepare student to succeed in college. |
| Keeping college affordable |
| The delivery of education. |
| Improving college readiness is also very, very important. |
| Addressing the broader social issues that inhibit academic growth and as a result access. |
| Affordability |
| Improving the affordability to attend college |
| Keep tuition and fees affordable for students and families |
| Stop the amazing escalation in college costs by addressing "mission creep" at our universities |
| Keep costs low |
| Too many children don't know of the various options for higher education and various financial aid/scholarship options. So many children fall through the cracks simply by not knowing what they need to do to apply to college (especially students who would be first generation college graduates). We need to get the information out to all students, at an earlier age- so they have time to make needed changes to be sure they can get into the college of their choice. |
| I do not agree that access is the issue. The issue is administrative waste and inclusion of non core requirements that force disciplines to cut core requirements. |
| Putting pressure on primary and secondary schools to raise standards, paying teachers better, and hiring more competent teachers (some are barely literate) |
| Helping young people decide if college is the best choice for them. |
| provide more flexibility for adult students and other students considered "nontraditional" |
| Addressing cost including reduction in student loans |
| Making college more affordable |
| Parking, How are commuting students supposed to meet a professor during office hours from 2-3pm when they can't park within a mile till after 7pm? |
| Making college more affordable for all desiring to obtain a higher education. |
improving college readiness on the part of applicant

Free Public Education

all of the above. "narrowing gaps" from pipeline, collective impact approach if had to choose one.

Seek state funding to provide quality and capacity at the institutions.

financial assistance

expanding class access for non traditional student

I think the three choices are very narrow

Accessibility to kids whose parents did not attend college and have no mentors in the local community

affordability and more majors offered in all schools

Expanding funding beyond traditional 2 and 4 year institutions.

Increase funding and scholarship opportunities

reducing cost

Significantly lower tuition and fees

Offer more financial assistance for instate and out of state students

affordability - getting the word out to low income residents, they can get an education without loans

Offering more ways for students to get the funding they need for their education.

Inform students and potential students of UNC scholarships that are available.

LGBTQ Scholarships, Safe Spaces, Gender Neutral Bathrooms, Funding for the Intercultural Center and Title IX Offices.

Investigating and prosecuting illegal actions of educational institutions.

I'm not sure what is meant by "educator preparation" but anything we can do to improve student preparation for the academic rigors of college is critical.

Not getting it's funding from oil companies and big pharma for its health and wellness program

Affordability

making college more affordable

Improving college readiness through student preparation

Making college affordable

Affordability

Offering more information on Scholarships that are available.

Maintaining affordability and distinct and varied opportunities for learning

The financial aspect seems to me to be the most important aspect. It is horrifying that students are graduating with such a burden of debt before their professional lives have even begun.
Admissions need to consider more than grades & AP credits. Rural prospects are excluded because their K-12 systems do not offer the AP courses that the city schools can.

Identifying the best students. Encourage better preparation.

better access and new programs to financing for college

Tuition assistance

Cut overhead costs to a reasonable (<10%) level.

You better start doing a better job with the legislature or nothing will get done to improve access

Sufficient financial aid

improving college readiness through educator preparation at schools serving low-income, rural, and under-represented students

Do not factor in race and gender for acceptance

Focus on technical degree offerings

Accept the Best and Brightest Relative the the Amount of Support the Legislature is Willing to Provide

standing up to systemic power and privilege

College affordability and access to financial aid

Improve pay for faculty and increase racial diversity in faculty.

Ensuring students and prospective students have the knowledge and/or support necessary to navigate the university bureaucracy to avoid pitfalls

improving the collegiate preparation message to grades 8 - 10.

Financial allocations to other institutions % relative to UNC CH, NCCU is grossly underfunded as are all NC HBCUs

Affordability

Improving Public Schools near the colleges and in the State. College education is affected by how K12 schools are doing too, especially when the university is part of those communities and admits many of those students.

Providing more financial options in the form of scholarships and grants

Improving college readiness through better support/expectations in K-12

Affordability is the first key to access.

a more robust system of aligning K-12 student skills and goals with college degree options

lower cost

Providing greater cooperation with community colleges and the student transition from and/or co-enrollment with them.

Expanding information campaigns/recruitment in underserved populations

Transparency on who is accepted to colleges. 2+2 engineering programs that don't deliver access to NCSU engineering.

Instituting bold financial access programs that assure students if they have the intellect and drive to attend college, money won't hold you back in NC
Keep it affordable

Cost

Cost of attendance

offering online programs, online universities and competency-based options

Bringing more visibility to all the UNC system can offer. Many do not know about the site and all that is offered within the system, especially the online degree programs.

Hiring more Faculty that have U.S. Citizenship possessing and excellent command of the English Language - spoken and written.

Lower costs

More bridge transfer programs from 2-year community college programs

Make application process easy. The websites are all different and confusing, with outdated and often contradictory information. Online programs need to be a priority.

Focus on academics rather than athletics.

Lower the cost of tuition. ^^the above will take care of it's self.

Educate the underserved communities on how to access the system, and help them navigate it.

Higher collaboration with Community Colleges

Which is the biggest problem for North Carolinians?

Equalizing public education throughout the state so that quality does not depend upon where a student lives in North Carolina

Reduce tuition

Keeping in-state tuition & fees as low as possible.

Anticipation of educational and social changes, to promote sustained educational growth and open communication of our mission to the state and region.

practical certificates for jobs and cost

Speaking more to high school students about the importance and trying to help at an early stage such as, ninth or 10th grade.

Provide more grant-based methods to pay for college

focus on assistance in high schools

I believe not everyone is meant for college.

Reduce the cost and the requiremets for admission

On line access

Improving HS prep for college bound students

Expanding even further its online distance programs

Classroom uniformity in educational opportunities
Reduce the cost of a college education and provide more online courses.

**Improve connections with K-12 to increase students' preparation for college.**

(because of slow/poor economic recovery) Create clear ties and programs with Industry and Business to ensure students have a clear path to meaningful employment enabling them to pursue and succeed in their life stages/phases, including mastery (graduate and beyond) education via the UNC System. Examples are Employer work-College programs, and Student internships that can lead to employment or even entrepreneurial ventures that expand both our economy and advance the applied and research knowledge bases from which UNC provides education.

helping to clarify in the higher-education pipeline which students are more likely to succeed at a community college versus 4-year college, and guiding with that in mind. While I am very supportive of the benefits of a liberal-arts education, the NC workforce needs persons with technical training perhaps even more than 4-year degrees. Improve writing and quant skills

**Distance learning, will allow the UNC system to reach more students and improve affordability of school**

**Fundraising for scholarships**

Affordability for the working middle class is also important. Workshops should be held to help students and parents search for scholarships options at the high school level. Offer more work studies.

**Affordability of college tuition**

Improving equity in allocating funds for individuals schools to control access.

Preparing students beginning at elementary levels. Students should be able to qualify for academic scholarships because of their college readiness.

**Easing some of the academic requirements and testing**

Preventing teachers to teach all students and to work collaboratively with parent

**Keeping public education affordable**

**Improving funding for poor caucasion males as very few scholarships are available outside of high grade accomplishments. Grants do not cover full costs for them.**

**Decreasing tuition, room and board, and food plan costs.**

**All the above**

Narrowing gaps in access for ALL students, not just the above mentioned demographic groups

Fire 50% of all college employees, then have each college focus on a few specific skills. If a person wants to study a particular subject he or she will only have 1 or 2 choices in the state. Stop offering every subject imaginable at every college. This will bring the cost down of university without overburdening the community college system.

Improving funding for poor caucasion males as very few scholarships are available outside of high grade accomplishments. Grants do not cover full costs for them.

satellite locations
Improving college readiness through educatee preparation. Perhaps this would also require changes in methods used by educators.

expanding access to asynchronous, online programs that can be done while a student is working full-time

initiate a program that begins in elementary school/middle school that introduces children to career options and education options for all students. Also, offer more college classes in high school.

Keep tuition low.

Working with other universities to lower the price of education as it is many times more expensive than it was in decades past even when adjusting for inflation.

Improving college readiness through whatever means are possible -- not just putting the entire responsibility on public-school teachers

Improving college readiness through high school education

We should focus on providing the best value for our students.

Improve college readiness through high/appropriate expectations of students K-12, with appropriate support systems in place.

The same standards for everyone, irrespective of cultural, ethnic, or SES status.

Dedicated state/federal employees (traditional student age) assigned to territories wherein they'd be able to be a hand on resource to educate students on college access.

Getting the General Assembly to properly fund college, as the N.C. Constitution requires

creating more online options

Help the native North Carolinians with free books, computer, tuitions as they are the ones who will be around after the education.

Making it more financially appealing

Cost-if people feel they can afford college, they will work on the other areas that will get them in.

stop trying to be the largest university to get the biggest dollars concentrate on education and stop paying top level administrators huge salaries and then giving them huge raises while faculty members get 1.5% Do the math. Those who are teaching are not getting huge raises.

Raising the standards for admission

Reverse the destruction of NC's public education system so that the 3 things above can happen.

Making college affordable for everyone. Many students do not qualify for financial aid because their parents make too much; however, their parents do not help pay for their college education. These students are forgotten and struggle finding a way to attend college without having tons and tons of debt.

Improving college readiness through high school, community college and university scaffolds and supports

Begin teaching students at a younger age how to be independent and take responsibility. Will need to educate parents as well.

partner with non-traditional partners (aside from others in the educational sector)

Improve lower level preparation to read and write at the college level.

Focusing on delivering cost-effective and outcome driven education (ie how much does the education cost, what does the student get from their education). Costs associated with education should receive highest priority then infrastructure then everything else. Improvements made to a university that increase student costs while having no impact on their education or future career are NOT improvements.
Improve diversity in faculty and staff, and address issues of discrimination in the hiring and RPT process.

Continue to clearly develop articulation agreements between 2 and 4 year institutions, thereby supporting college readiness and improving matriculation.

Improve college readiness by convincing prospective students to prepare for plan to succeed at college.

Make it affordable.

1) cut administration 2) State Legislature - stop the politicizing

Raises for faculty

Assisting students in discovering their passions and support their quest for knowledge with a motivation for becoming a contributing member of our society.

State funding for higher education and for K-12

Affordability

Giving to more students in financial need

Improve affordability

Streamlining the application and financial aid processes.

Adequately funding freshmen and general education instruction. At A&T, gen ed instruction is funded at less than $2700 per FTE student. This is simply inadequate to assure satisfactory retention and graduation rates.

Creating visibility and appropriate expectations between career options on the other side and your programs. I mentor high school kids and they have no idea what they are getting into or why they are going to college, just that they should.

Affordability and online degrees

Increase financial support for the existing 16 institutions.

Making higher education more affordable

more information on financial aid

Good preparation and honest entrance criteria

College affordability. Also, what can the UNC system do to better improve what high school students are learning and how they are learning it? College takes a lot of discipline and hard work with assignments so reducing homework assignments in high school and below does not benefit the students in learning how to cope with the work associated with an education.

Affordability for ALL

increased state funding to offset tuition costs

Test

Bettering what they have- not trying to make small colleges into large colleges

Reduce cost

expanding online and distance education courses and programs

evaluating candidates and directing them to the most appropriate educational institution
Focus on the family; encourage strong families who support and discipline their children

Affordability - not just tuition, but also STUDENT FEES

Improving loan terms AND serving students when $ need changes mid-way due to family circumstances (death, unemployment etc)

Increased emphasis on community college programs for those who won't benefit most from 'traditional' university education

Ability to work with industry to get graduates jobs

quit being libtards

Increase financial aid to students and support to universities so that they can provide such aid

Consider restructuring the academic schedule to make fuller use of existing buildings, teachers, and campus resources to be more year round in nature.

Narrowing gaps in access and expanding capacity but also include non-traditional students a

Improving alignment between educational sectors...

Improve readiness through K-12 preparation and more rigorous community college courses that truly prepare students.

Make it more affordable

community college given right like K-12

College affordability and high interest rates for student loans

Encourage NC K-12 schools to focus on critical thinking rather than rote memorization

Increase state funding from it's current extremely low amount so that tuition increases are unnecessary.

financial aid resources

update/expand capacity to serve future economies

Making college more affordable

supporting and improving K-12 pipeline through education and outreach

Financial Aid - expanding the Carolina Covenant to All 16 Universities

Relax restrictions even more concerning out of state minority students

lower cost of college education

Affordability

focus on preparation in pre-k and k-12.

Scholarships seem to cater to the very smart and the very poor. What about the average student that makes good grades, just not all As and has parents that are not rich and/or are not in debt. Consider scholarships for them, too.

Make advanced degree programs more affordable.

educating the legislature of the importance of higher education so the university does not sustain more budget cuts forcing it to transfer more burden to the students
<table>
<thead>
<tr>
<th>Earlier (grades 5-8) preparation and information</th>
</tr>
</thead>
<tbody>
<tr>
<td>A more diverse faculty and staff</td>
</tr>
<tr>
<td>Financial aid, both from state funds and from tuition</td>
</tr>
<tr>
<td>identify the smart students</td>
</tr>
<tr>
<td>Removal of excessive student fees. In-state tuition should be eliminated</td>
</tr>
<tr>
<td>Ensuring that high schools are helping ALL students with the application process</td>
</tr>
<tr>
<td>All of the above plus Stop teaching teachers to for the TEST - it does no good for our kids to regurgitate useless things. We should be teaching our kids to think and go find out how to do things. Not the crap that is mind numbing for a score that ultimately ends up hurting our children / students in the long run because they do not have the skills to problem solve.</td>
</tr>
<tr>
<td>Increase funding to higher education in order to reduce burden on students through tuition and fees</td>
</tr>
<tr>
<td>equal access for all students - but particularly for those who are underserved for any reason</td>
</tr>
<tr>
<td>affordability</td>
</tr>
<tr>
<td>Reduced cost to allow people of lower incomes greater access</td>
</tr>
<tr>
<td>Provide resources for universities to offer programs for middle school and high school program. Mandating unfunded programs would not help.</td>
</tr>
<tr>
<td>Between the Community College system, NC's private colleges and the University system, access has been achieved for the vast majority of the state. High school students get VERY little information about the college application process. High Schools should set aside time in all 10th, 11th, and 12th grade classes to learn about college options and the application /FAFSA process.</td>
</tr>
<tr>
<td>Remove bias from the program approval process in the system. There is so much unfairness.</td>
</tr>
<tr>
<td>preparing the students - if we let in students that are not ready then they are not truly served</td>
</tr>
<tr>
<td>Making the application process more straightforward</td>
</tr>
<tr>
<td>UNC Systems needs to help non athletes with 3.5 or higher gpas fund college.</td>
</tr>
<tr>
<td>Free tuition.</td>
</tr>
<tr>
<td>Make it easier for people to learn about their options and actually apply to their choices because it's currently a long stressful process.</td>
</tr>
<tr>
<td>Focus on the K-12 system - here is the core to improving access.</td>
</tr>
<tr>
<td>Be bold in revamping higher education -- move freshmen and sophomore years to early college or community colleges, and make universities available to juniors, seniors and graduate students. Evaluate how to better serve adult learners who need night classes and electronic courses.</td>
</tr>
<tr>
<td>The first two.</td>
</tr>
<tr>
<td>focus on non-traditional and transfer students.. in particular the articulation with community colleges</td>
</tr>
<tr>
<td>Expand tutoring</td>
</tr>
<tr>
<td>make college more affordable for everyone</td>
</tr>
</tbody>
</table>
Reduction in the price that students have to pay. If you lower the price you can afford to educate more individuals. I understand the need for expansion, but I also think schools should use other sources to fund these things.

Increase funding from state and other sources to make it more affordable.

Affordability

Instituting bold financial access programs that assure students if they have the intellect and drive to attend college, money won’t hold you back in NC

Lower costs

Improving student readiness through better secondary ed.

all three

Improving college readiness through student preparation.

Make it more affordable

Lower the cost of college by better utilizing professors and facilities that we have.

Administration CLEARLY defining and COMMUNICATING what steps need to be taken to be enrolled.

Incentivize teaching as a profession that the brightest people seek so that the best of NC teach and thus can prepare students better.

Advising students toward career awareness and readiness

Teach programming and Computer Science in K-12.

Reduce the amount of crippling debt that college goers exit institutions with. The default Blue Cross Blue Shield health care option through the ASU system cost around $1,100 per semester, yet a student can only see a counselor 10 times per year. This is absurd, especially in today’s age where there is countless shootings, mental issues are prevalent, and there are multiple suicides each year at ASU. Most students scoff at this term, ”Health Care”.

Improve college readiness through funding of k-12 and modern educational methods.

College affordability

Greater focus on becoming a national leader in providing online/distance learning capabilities

Increasing state budgets for all levels of primary, secondary, and post-secondary education.

Expand opportunity for out of state students

Providing more wrap-around support for students and families in terms of accessibility and affordability.

infrastructural updates of existing programs

Eliminating the major support of sports to use the funds instead for financial aid.

Support for college-preparation in the state k-12 schools

Provide more standard academic scholarship opportunities as an incentive for higher performance

Improving college readiness through assessment testing and bridge programs where preparatory education is deficient.
Making college affordable

provide more scholarships if requirements met

get rid of teaching to the test in K-12. It does not work.

First and foremost, access should be given to prepared students. Many prepared, hard working students are not give access.

Financial- between balancing good grades and paying for college at the same time is nearly impossible

Work with NC DPI to better ensure that all high school seniors know their options, and allow them to choose what is best for them.

Quit paying admin such high salaries and teach skills that students can actually implement

Finding ways to reduce cost

Diversity

Keeping tuition low and providing better support for middle-income families.

Try to have Universities that are on par with the teaching abilities of Community Colleges like the Cleveland Community College. My first year english was more difficult there than 3100 English at APP.

Focus on students, rather than the obsession with student athletes.

Providing information about other options including community colleges. Not everyone should go to college, and it is irresponsible to push that.

align more with the k-12 and community college system

Rewarding those who show they are ready for college

Awareness and self-efficacy

providing different kinds of programs--so-called off-model programs perhaps that include certificates that can be earned prior to getting a degree--that might be useful before one gets an entire degree

Improve college readiness through family & student preparation

much higher state appropriations

Through financial aid

Increasing funding

I don't believe it makes sense any sense to choose between the first two.

Improving the k-12 system and raising actual standards (rather than the illusion of them).

Accepting students not based on test scores (ACT, SAT, AP scores) but by hard work (good grades)

More encouragement for students to utilize community college system

alignment between educational sectors (k-12, cc, UNC system

Working on costs. College is SO expensive.

Lower College Tuition
Providing free tuition for all paid for by federal/state govt.

Lower the cost of attendance.

Affordability

Improving college readiness through STUDENT preparation.

cost of attending college in the system

Efficiency in use of space resources and proactive actions instead of reactive solutions

Restore lost funding

Sharing libraries with more UNC schools

all of these areas require drastic improvement

Stop forgetting about the needs of the "average student." Stop discriminating against non-minority groups.

Problem is family structure has disintegrated. Students come to schools for food, resources, social skills, things the home is not providing

Costs

Working with state and local entities to improve options for students in K-12

Encourage students to consider many different options not only college ... job training courses, etc. discourage students from attending just because it is easier to just stay in school and live on financial aid

Updating older buildings, class room, and dorms to make people want to come and stay and finish in four.

all of the above
Affordability and Efficiency

Please indicate your level of agreement with this definition of Affordability and Efficiency. "Article IX, Section 9 of the NC 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 University 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."

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agree</td>
<td>59.74%</td>
<td>3403</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat agree</td>
<td>27.51%</td>
<td>1567</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat disagree</td>
<td>7.81%</td>
<td>445</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>4.93%</td>
<td>281</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>5696</td>
</tr>
</tbody>
</table>
What changes, if any, would you recommend for this definition?

What do you disagree with about this definition?

"As far as practicable..." suggests the free access to the most practical point as possible. The university is designed currently as a business.

I think some language that recognizes the University’s significant impact on NC's economy and overall quality of life should be included. More specifically, investment of tax dollars in the system results in a solid ROI, especially in a knowledge based economy.

I think such access should be available to the people who are prepared for college-level academic studies, which I think should be a state mandate for middle and high school education.

None

"...without regard to a student's ability to pay" sounds like a negative thing, even though I think it is meant to be positive. I think it should be reworded.

More elaboration as to what that looks like. "to the people of the state free of expense", meaning what. We are all paying tuition so what are we being freed of. We should be offered the best education, but how. What does this look like? How am I getting the best teachers and paying less, when cost is continuing to go up.

universities offer as much education and opportunities for valuable experiences outside the classroom as inside. Running programs like outdoor education and adventure services, student recreation, support services etc all cost money. Quality doesn't come cheap- we need a sustainable model that doesn't crush programs or departmental budget with unrealistic cuts.

none

NC State should support UNC academic programs as a priority in there yearly budget.

None

change free of expense to reduced or limited expense without regard to a student's ability to pay should be removed.

replace...Without regard to a student's ability to pay...with something like....so that the majority of NC could afford to attend.

None

remove " without regard to a student's ability to pay.", for hose of us with working parents, and a decent income, we or our parents had to pay 100% for our education

I don't think you can say "...without regard to a student's ability to pay." Economics is a reality. The system cannot ignore funding by students and their families. Skin in the game improves commitment and focus. Anything that is free has reduced to almost no value to the recipient.

transport and security

This mandate and definition is at odds with itself. Who is going to provide funding for education at a level that provides the highest level of quality free of expense to the student? We do not have the resources we need currently with a blend of grants, state funds and tuition.

This sounds great, but the legislature isn't providing the support needed. As a result, many qualified students cannot afford to attend, or graduate with crippling debt.

I am concerned about the purported link here, which implies that lack of affordability is a result of institutional inefficiencies. I agree that efficiency is important -- perhaps it deserves its own separate goal -- but it is not what is driving tuition higher. Tuition increases are a direct result of decrease public and legislative support for higher
education funding. I do understand that the system-wide plan cannot address appropriations, and that it is important to tell the public (and the legislature) that we are good stewards of taxpayer dollars. But affordability and efficiency are two separate things, and I do not like the implication that the latter is driving the former. College is a privilege, not a right. Not everyone needs to go and having weak useless degrees available costs the university, and provides no benefit to the public. I would change the definition to explain the quality versus quantity relationship.

There's no indication in the definition of the student's potential to succeed in public education.

Just generally, many prospective students are hindered in their ability to study based on the field they're passionate about. We have thousands of prospective teacher prep students pursuing other fields because poor salaries result in a low quality of life. Additionally, in-service teachers who try to earn highly qualified, add on, or advanced certificates/licenses cannot afford to do so, even at discounted distance education tuition rates. To incentivize the profession, we either need to raise teacher salaries or offer monetary support/funding. The reinstatement of Master's Degree pay would do a tremendous amount for the rebranding of public education and teacher preparation in our state.

It's not just about what is cost-effective. The cost of attendance should be kept reasonable by providing adequate state funds to the University and not cutting funds even when there is a state budget surplus. There needs to be a recognition that superior education is costly, and the cost should not be solely on the backs of students and their families.

Explain what is meant by "the benefits of The University of North Carolina...." Also, explain what prospective student payment scales are already in place. Then ask the question.

Incorporate a level of financial commitment from the state. It is not practicable to continue to deliver aspects of the mission with a high quality level, free of expense to the people of the state, with decreasing and unpredictable levels of state funding.

If college is free, the value of a degree is nothing. That is why in the 40's & 50's it was so valuable only the brightest had college degrees. Those that couldn't afford one, if they were bright, they earned scholarships. Universities now just hand out degrees and most of the students can't even write a paper!

Affordability has nothing to do with other taxpayers paying for someone else to go to college. Affordability pertains to an individual being able to pay his or her own expenses.

I think we have to regard the student's ability to pay.

N/A

None

In a cost effective manner vs quality of education argument, community college only leans towards the cost side. To receive a high quality education costs thousands of dollars.

Repayment needs to be mandatory

The main issue I have with this is sometimes people need help paying for things even if they are able to pay it. A lot of people don’t feel comfortable filing things such as FAFSA because there are details that people would like to remain private such as how much is in their funds

Evaluation and management of affordability and efficiency should consider the capacity of a campus for other financial sources. The state needs provide more financial support per capita to a campus that has a high percentage of students who can not afford college education and who are admitted to the college at a low level of academic preparation from high schools.

None

Need to be able to qualify students to enter college using standard and other methods that can assure students getting free education are serious about college and not just hanging out.
A student’s ability to pay for college seems like it would be pertinent based on the State Constitution statement. For example, if most students eligible for college are very poor, it seems that the state should exert even more effort to make college affordable. Prospective students’ ability to pay for college should be highly regarded, not left without regard.

I think that there is a contradiction between this statement and reality, because universities and other public institutions of higher education are not free of expense to people of the state, and instead many people struggle with paying even in-state tuition.

Free of expense stood out to me. I really had to read through to realize it isn’t really free.

Due to the innumerable offenses against the Black population in NC, including deliberate economic deprivation, affordability should be specifically extended for the Black population. Higher education should be free for this group to begin the process of offsetting the generational damage that was done. When the profits from the service of free labor of slavery and mass incarceration are considered, this initiative is seen as reparational. The cost of tuition is artificially low because the students get killed with fees and parking etc. Staff are grossly underpaid.

N/A

Delete "without regard to ability to pay"

Might enhance the phrase about "without regard to a student’s ability to pay" to express the idea of making the educational benefits widely available to all. In other words, access and affordability are two sides of the same coin.

No part of the UNC system should be "for-profit"

Free of expense is misleading. Some services of the university are not free, such as going to the gym. This should be changed to at a low cost.

If the university is to be sustainable, a student’s ability to pay does matter. I don’t think higher education should be "free of expense." I DO think it should be affordable, and we should work to provide better access (including financial aid and scholarships) to those who are prepared for the rigor of college-level learning.

The article should recognize first, that the quality and cost of education are related. Indeed, it costs more to educate underprepared students to the attainment level of others who are not: they simply require more attention and support. Second, if the primary goal is to maintain high quality education, then the article should either read: and state’s elected officials, taxpayers, and the University will ensure the highest levels of quality by ensuring proper funding for the universities. Third, the article should specify that either the state has a choice: either it will provide enough resources to universities to ensure high level educaiton while keeping tuition low, or it will allow tuition to rise to such levels as required to ensure a high level of eduction. The false premise in the article and behavior of legislators is that one can keep tuition low while the state divest from supporting universities and still expect to maintian quality. It will not. Look at other states.

More emphasis on the role of the STATE via appropriations from the General Assembly to fund the basic educational aspects to keep tuition as close to "free of expense" as possible. The General Assembly has not been taking this constitutional mandate seriously for many years. The GA has lowered the priority of the public education systems in NC in order to support private institutions like charter schools and other non-education priorities forcing the university system to continue the increases of tuition. NO STUDENT SHOULD GRADUATE WITH $30,000 OR MORE IN DEBT INCURRED TO PAY FOR COLLEGE TUITION!!

remove "without regard to a student’s ability to pay"

Yes to cost-effective; no to free of expense.

This will not work if the system is not appropriately resourced. That said, I believe universities need to do their part, and there is more that can and should be done. Specifically: (a) The current funding formula does not fully leverage use of campus facilities. Since funding is based on the fall and spring semester, the summer semester has
become an adjunct. The system should work to make the summer semester a full/bonafide semester by #1 including it in the funding formula for determining enrollment, and #2 either incenting students to take summer classes with a discounted tuition & fee schedule OR like some other systems require every student to take a full load at least one summer semester. This would improve utilization of facilities and services, give students flexibility, support time to degree initiatives, and it should also reduce the need for construction of new facilities.

(b) All institutions should be required to schedule a proportional # of classes on Fridays

The University should seek to deliver on its mission in cost-effective way *with* regard an average student's ability to pay. The University ought to balance an average student's ability to pay with delivering on the mission.

The mandate provides for officials, taxpayers, and the University, but doesn't have a concession specifically for students of the university. Further, the part that says "without regard to a student's ability to pay." may be interpreted as stating that affordability isn't the major issue for universities.

I don't think "free of expense" is necessarily the best approach to addressing affordability. "Free" and "low cost" and "affordable" are not the same.

Not a lawyer

What is freely given is not always appreciated, certain standards should be incorporated in the wording.

That all students have the right to a University education free of charge. And that the state's damaging elected officials not be allowed to interfere with the University as was done with the appointment of Margaret Spellings.

Change "encourages" to "requires."

nothing is free

If the legislature really wants this to be "free of expense", then it is going to have to commit more of the state's budget to higher education. In order to recruit and retain the best possible educators, we need resources. This is already becoming a big issue in our state. We also need resources for pedagogical activities. You cannot, for example, run a teaching ecology lab for $0.50 per student.

I think "highest levels of quality" is hard to define. I think this could be dangerous if determined by legislators with no higher education background, especially when cost-effective is part of the definition.

"Free of expense" means free of expense, not "without regard to a student's ability to pay."

Officials actually informing students of such policies that will either hinder or help the student with college expenses.

free of expense means at no cost. Public in state tuition/fees should be free. Tuition at NC State/UNC CH is now almost $9000. To go to NC State for 4 years would cost $34793 in tuition/fees alone without factoring in Room/Board. That is still very unaffordable for people.

I fundamentally believe that public colleges and universities should be completely free of charge to all state residents who meet the eligibility requirements of each university. I believe that we will meet this goal in the mid-term future through comprehensive federal reform, but this definition is good enough given our current circumstances.

Obviously, the legislature and governor need to provide more funding. Instead, they have dramatically shifted the financial burden on to students and their families.

The "cost-effective manner" has not been supported through legislative action in North Carolina as we witness the continued decline in support with the consistent increase in demands for service and competitive environments.
It is inefficient to try to provide costly services to those who cannot pay. Either stop guaranteeing loans to those pursuing degrees with no demand in the workforce or make it harder to be admitted to college.

Parents and students are key elements in thinking about affordability

"As far as practicable" needs to be defined.

Perhaps something such as providing the best services regardless of a student’s monetary status/ability to pay. The definition above feels more like it’s saying either that students will get to go for free or that the services are free for the community but the education isn’t free to the student.

The language excludes the people of the state and only includes those with who have power. Granted, it does include "taxpayers" but the name is associated with money. Find alternative nomenclature for "taxpayers."

Continued: "Such mandate must be adhered to regardless of the composition of the legislature as it is understood that educational processes work much slower than election cycles."

There should financial barriers and but not in the way that Universities see themselves as business that churn out diplomas for profit. There needs to be more of a visible connection between how much your credit hour per day is worth. There is a lack of drive by some students that a apathetic of their classes. We do not need more apathetic people who go to college just because they can. They are a drain on own resources. There should also be a more standardized system of schooling for some classes like engineering classes. If a course is abed certified then you should get a certificate for your class that you passed it. Also the teachers grade to harshly at times. when your gpa is so highly valued they disregard the GPA as important "You should be happy with a B; you'll do better on the next test". I think we need to go on a shorter semester system with less classes. So much of our work is now outside of classes, they expect us to figure it out without proper explanation from any book.

The meaning of efficiency needs to be clarified.

The constitutional statement contains a gargantuan loophole, which renders it nearly meaningless: "as far as practicable."

"Without regard to a student's ability to pay" seems, on the surface, to indicate making college accessible to those who cannot pay. However, we also have on our campuses students whose families could quite readily absorb the cost of a private education. If the state does not adequately fund the institutions, there needs to be a mechanism to increase tuition revenue *from those who can afford it.*

I don't believe the GA believes that.

eliminate the words "as far as practicable"

Definition is great but the legislature must then pony up. You cannot pass off savings by creating professors who are among the working poor.

Clarify between states mandate to deliver 'free of expense' and why University is not free. If you do not have money to attend, you have to borrow.

It actually says that we need to provide tuition-free education but that's not likely to happen.

It is not cost effective for those students under DACA, in fact when there is an increase out of state tuitions increases the most.

Saying "cost effective manner" is too vague.

I would call this an ironclad guarantee.

It is a great idea, but it is also thoroughly impractical. A college education is expensive. Unless the NC Legislature is ready to raise taxes to provide adequate funding to support this dream, then they should abandon it all together and run the UNC system the way all of the other states do. In the UNC's attempt to maintain the lowest possible costs, salaries are too low, benefits are too low and operating budgets across the state are cut to a point where faculty are looking for their next position in another state, as soon as they get here.
It seems a bit ambiguous for "as far as practicable" to be a mandate.

Include fees and housing when evaluating affordability. Tuition alone misrepresents the cost of attending college.

Add: "In areas where tuition is required, it shall be scaled based on the student/family income."

I do not believe free higher education is practical nor feasible. Making a college education available to all without regard to ability to pay is only a mechanism to raise taxes to cover these expenses. The solution is more rigorous attention to financial aid and grants, not taxing the entire population.

this statement does not address efficiency, only cost-effectiveness

"free of expense" - people do not value something they do not pay for. Should be removed.

This clause hyper-focuses on NC residents, which is essential, but has also bred an attitude toward non-resident and/or international students that discourages or shuns their attendance (through price or other factors). Thus it is blind to the enrichment and advancement that can only be achieved with a great mixing of people from other areas. Case in point: the Non-Resident undergrad at one institution has had test scores far exceeding Residents; as the Non-Resident population decreases (driven in part to the +12% NR tuition hike a couple years ago), it is harder to maintain/grow the student body quality. This is a global world.

I do not believe that higher education should be offered without regard to a student's ability to pay. The student should have to try to obtain financial aid/scholarships/grants. This expense should not be at the taxpayer's burden. I paid for my 4 yr at an out-of-state college.

The statement indicates as far as practicable that the benefits be free. I see the main focus on access to benefits (whatever quality they are) and no cost in the legal text. I recommend that the statement (first part) stays as is, without any interpretation since I believe that interpretation is slightly wrong.

it should not be free. Taxes should not pay for higher education. Family, jobs, grants and loans should pay for it.

No written changes, but rather actually carry out the mandate. Students are carrying increasingly higher percentage of the tuition and fees.

More detail as to what is being covered by the taxpayers because the definition provided is unclear as to what is covered for in-state students. Plus, this could be a selling point to get more in-state applications.

Freebies can be taken for granted. There must be a financial commitment from the student to connect their investment to their learning experience. Community college expenses should be minimal to ensure the proper preparation for success in a 4 year institution.

I am concerned that "free of expense" will be wrongly interpreted as "easy" in the minds of the public. Admission standards must remain high (or higher) for institutions being made to offer their educations free of expense.

free of expense should include the fees that continue to increase and not just the tuition

I am not sure the context of this definition as clearly there is a disconnect between our state's constitution and the reality of funding for our institutions. I also do not understand the "without regard to a student's ability to pay" part. What does that have to do with our state's constitution encouraging a working compact? Sounds like a PC tag line. If you strip out the fluff - "a constitutional compact to deliver the university's mission with high quality and at a low cost". So we have a compact without regard to a student's ability to pay?

I recommend defining the full context of "free of expense."

It seems like "without regard to a student's ability to pay" could be taken to mean "if a student can't afford it, too bad." I'd like to see some language that specifies that the University will make special efforts to help qualifying students from the lowest-income families be able to afford college.

None - our constitutional mandate is what makes the university system in this state so strong. That mandate has not been upheld during recent legislative sessions causing the universities to disproportionally raise tuition.

Abide by it.
A public university education in North Carolina is NOT free. It should be free.

It's not free of expense

None

If its mandated to be free why is it not? Our State and Country can and should afford that at least at the public Universities !

Using Money from higher tuition paying out of state students to supplement budget, therefore making in state tuition more stable.

I would add language similar to the access where "people" is modified by some description of readiness for rigor of a college education

Responsibility for implementing the constitutional requirement falls on legislators, not taxpayers and university campuses. Taxpayers may have to foot the bill, but the legislators continue to sidestep their responsibility by transferring from the state to individual families increasing costs of university attendance. Rising tuition does not reflect rising costs; it reflects transfer of costs from public to family. It is a shame upon the state.

don't need 16 campuses

n/a

I think that all students should have "skin in the game". Citizens are not entitled to attend an institution of higher education, if they were we wouldn't need applications. I think all students should have to pay some funds out of pocket, even if that out of pocket is satisfied by a work-study relationship. I do not believe people appropriately value things when they don't have to sacrifice something to obtain them.

The term "free of expense" is noble but unworkable. It shoudl be incumbent on the legislature, however, to provide significant support that lessens the burden on the students, and on our congressmen and women and senators to propose and support legislation that provides low cost and realistic loans....it is much less expensive to borrow money for a car than a take out a student loan...

Change the constitution to remove the phrase "free of expense" or change it to something like "at minimal financial expense" or "at reasonable financial expense." I realize that changing the constitution is unlikely but "expense" could mean more than just financial costs and "free" suggests that there might be no need to support higher education through public taxes.

If you don't pay, you don't work as hard and you take it for granted

I think if a student demonstrates a true need for assistance financially they should be able to attend college, however if the student was not to complete their degree they should reimburse the state or organization that funded their attempt.

An easier transition for out of state students whom intend on living in North Carolina to get instate tuition. A more specific set of guidelines.

" to be extended to the people of the State free of expense." I pay roughly $4,000/semester to attend UNCC, it is certainly not free from expense. It is extremely expensive and not cost-effective.

I have seen student come and go because financial support or tools that could help financial crisis i have seen leaders tell students no or I'm sorry we drop your classes its too late

I think it's important to consider a students' ability to pay, as this one of the major reasons that keeps people from pursuing higher education.

More scholarship opportunities

HBCU's in NC, have not always received their fare share of financial assistance.

I agree with the definition that the system should be providing college as low cost as possible. However, I don't believe that that mindset is being put into practice. Attending a 4 year university, of which one of the UNC
Schools is likely the cheapest option in North Carolina, is still out of the reach of many people simply based on monetary cost.

Enforces instead of encourages

Be extended to the people of the State free of expense Several states provide "FREE" education to the residents of the state, but I have taken on debt to attend classes. To many NC residents are graduating with mounds of debt, so how does the "free of expense" fit?

If there were some way to make it recognized and upheld by the legislature, I would make that change. Funding cuts have been very damaging.

The definition is so vague as to be meaningless, e.g. "in a cost-effective manner." Free means free. Costs to attend, today, are far from free. Current interpretation of "as far as practicable" appears to be "not at all practicable."

.... That constitutional mandate encourages a working compact among the state’s elected officials, taxpayers, and the University to deliver the University’s multifaceted mission at the highest levels of quality in a cost-effective manner that will enable choice for the largest cross-section of the populace." Any particular student’s ability to pay does not qualify what it means to be cost effective.

The state’s lottery system needs to be overhauled and mirrored like that of SC and GA, which encourages students to do well in HS so that their GPA allows them to attend a state institution at little to no tuition cost to the student.

It should only be the burden of the taxpayer to deliver quality education in a cost if the specific taxpayer is being directly influenced or effected by that education. Also, at this time it does not seem that education is being delivered regardless of ability to pay, because if a student cannot afford the cost of tuition, etc., and are without federal financial aid, then they may lose their educational opportunity. Those with no issue paying, and those with such an inability that federal financial aid is applied, do not have as much of an issue as those in the middle-ground, who can rake the money together but at the risk of losing the majority of their savings and ownership.

Clarify what is meant as "practicable"

shorten it

It uses "people of the state," but it doesn’t truly include all people of the state. You can be a NC resident and the university refusing to apply a definition like this to include you. Additionally, "whenever practicable" is basically the key phrase, because as my time as a student, anything helpful financially on the university’s behalf is never practicable.

Define cost-effective as it pertains to what is reasonable for the average North Carolinian household and the average household income per family per dependent. Elaborate on "without regard to a student’s ability to pay"

Define the term "as far as practicable"

People that have lived in the state for 10 years should be able to attend state collage for free. State workers and their children should be able to take courses with having to pay anything.

Clearer definition of "as far as practicable."

It says nothing about efficiency! Efficiency might include tuition waivers, rather than shuffling funds around.

If tuition increases continue at the current rate then perhaps this should be reassessed.

Article IX, Section 9 of the NC 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 that can academic readiness and acceptable GPA and test score.'

Replace the last sentence (after the single-close quote) with the following: That constitutional mandate depends on a multi-dimensional funding model supervised by the state’s elected officials to maintain a sustainable working compact with NC’s taxpayers, industry and community businesses (supporting research and other public-private ventures), federal and international sources of support, out-of-state students, and the University System. The
total efforts of this combined coalition of stakeholders must maintain the total costs of the university experience for an undergraduate at one-fourth the State’s median income per year with additional aid for students whose families’ incomes fall below the median or have more than one student attending branches of the University System.” [Editorial comment, the current wording “… cost-effective manner without regard to a student’s ability to pay.” Sounds magnanimous at best and in reality the general population perceives it to mean university.

The benefits of UNC should not be “free of expense.” In practice, UNC graduates pay for a portion of the cost of their education. The direct beneficiary of the education (the student) should be accountable for a substantial portion of the cost since (1) that supports behavior that values the experience, and (2) future rewards of the education accrue to the student.

Having a surcharge for too many credits when withdrawn classes count as credits is utterly unfair. Additionally, special circumstances in financial situations may not fit into FAFSA categories. For example, a student who is not emancipated under age 24, who has no financial help from any family. These are just two examples I have faced from many loopholes which have kept me in school for an excess period of time. Getting my BS will take me a total of 8 years for strictly financial reasons.

Define what you think cost effective is. Many of us are still struggling

Definition is fine, following it seems to be the problem

I do not believe in free college for all. I have taught too many undergraduate students who simply are not prepared for the rigors of higher education for one reason or another. But absolutely believe that if someone is prepared for and motivated to pursue their college degree, money should not stand in their way.

I would not make any recommendations.

Having sent 2 children through the University of NC system, it is not very cost effective and still paying for their college loans

A students admission is not based on their ability to pay but once a student is taking classes they cannot continue if they have a financial hold on their account. For many students, the grants they received through financial aid, if they receive any at all, does not pay a fraction of the cost to attend.

As is relates to what the state constitution outlines, regarding the student's ability to pay should apply only to resident students. In other words, if the student is not defined as a state resident, the section of the state constitution quoted does not apply.

More financial aid to out of stare students.

The issues for Appalachian are: 1) the NC Board of directors prioritize UNCCCH over the rest of the member institutions. 2) Everts is incompetent.

None

Nothing is ever free, and things offered free or at reduced cost are not appreciated as they should be

Free of expense should be eliminated. People perceive that they get what they pay for. Our tuition is low and perceived of poorer quality by many. Also, students say college costs too much, but they often drive better, newer cars than faculty, live in apartments with all the amenities, own expensive jewelry and the latest cell phones with unlimited texting, etc. and wear expensive clothing. Those things are not too expensive for them, but their college education is. They are willing to pay for what they value. If it is not a college education, have them work for awhile before being admitted to our universities so that they value an education sufficiently to save for that education.

The definition is so jargon heavy that I can barely decode what it's actually saying.

As far as PRACTICAL implies that some cost may need to be met by the student.

Nothing.

n/a
There should be funding available for an undocumented student who completes a degree at a state community college to receive state aid at a UNC system school.

Make the legislature commit to this reality, not just lip service

Clarify where funding would come from, if not entirely from tuition payments. Also explain what kind of "benefits" are being referred to and how they would be "extended to the people." (i.e. Does this mean full tuition or just access to resources and facilities? How will this affect state taxes or other funds?)

A student's ability to pay, or even willingness to pay, should still be taken into consideration.

What is the reason for this statement? "as far as practicable, be extended to the people of the State free of expense.' Either you are delivering an education that is 'free of expense' or you're not. Why not deliver an affordable education that has value to the student, economically and professionally.

change the words "cost-effective" to "effective". We already make things happen as efficiently on a limited budget.

People who can afford college, pay what they can. Tuition should be based on a sliding scale.

sounds like you are defining affordability as free . . . ?

????????????

State universities should be tuition and/or debt free.

What I got from this is that the state is saying that we have no reason to complain about the affordability of college in the UNC system. What a joke.

take out the "free of charge" because that is straight up false. University costs money, I don't understand this definition. It is completely wrong!

Stop wasting money on trying to make the school look more attractive because it rises the cost of tuition.

It should be based solely on the student's ability to pay, not based on parent's ability to pay. My parents did not give me a dime for college, yet I have worked through college, paid taxes, to help others attend the same classes that I do, and watch them drop out.

Is this saying that college education should be free of charge? It's very hard to determine.

To all students, regardless of their financial situation

Quit giving free educations to athletes who are incapable of completing college level work. This reflects badly on the students who are actually working to earn a degree.

Perhaps the "compact" should be more clearly defined, with a higher percentage going to people/schools who need more help than others.

Admissions would ideally be need-blind, but college should not be expense-free.

Absolutely none, as a state we should encourage growth which starts in today's society with a degree that you will need for even an entry level position.

Seek additional forms of free financial aid at all levels of higher education. Communicate unique sponsorship for persons that may be unaware of available financial aid.

I'm not exactly sure what it is saying.

Ability to pay is important, so it's unclear what the last sentence truly means.
A public education should be free to taxpayers. NC should put a lot more money into K-12 and higher education to make it affordable but also to make sure we are providing a good education with tenure-line faculty and small class sizes.

None

Nothing should be free. Affordable and cost-effective, yes, but never handed out for free.

A student’s ability should always be considered

the phrase "free of expense" might be reconsidered when, in fact, there are specific circumstances under which the benefits are free to the people of the State

Students can receive a free education if they agree to participate in a year of service upon graduation.

This is not a change per se but, In my mind the students' ability to pay is not directly related to how cost-effectively the University's "multifaceted mission" is delivered.

Remove "as far as practicable." This is a rich country. Sell a few bombs, make school free.

"as far as practicable" is somewhat vague and open to interpretation. Can you drill down a little and clarify what that means?

I don't see anything in the statement that addresses "efficiency." Efficiency and cost-effectiveness are not the same thing. I agree with the spirit of the NC constitution but I don't think you can disregard a student's ability to pay or their preparedness for college.

There is a threshold here that is not discussed - you hit the ceiling of how great a school or college can be if you don't have the funds to pay for expanded services. So at some point, you sacrifice quality for affordability. UNC-Chapel Hill has done a great job of teetering that line, but at a point, you have to be satisfied that we are as good as we can be with the budget (or lack thereof) that we have. At what point does the burden of payment come more from the students who reap the benefits, and less from the taxpayers? We keep getting less back from the state and are continuously expected to do more with what little we have.

How is this possible? does nc have the funds to support this tenament

While I agree with the sentiment of our state constitution, I do not trust governments to be in charge of our schools. A major goal of education ought to be teaching citizens how to identify and prevent domestic tyranny, and governments are arguably the most abused monopolies in history, being rivaled only by organized religions in this respect. Expecting a state or federal government to behave in this [liberty preserving] way is akin to expecting a fox to guard a hen-house. Education should be privatized, and affordability needs to be achieved in other ways than the apron-strings of a nanny state.

Maybe word this definition in more layman’s terms because not everyone would be able to comprehend this and provide an accurate response. Especially students

"as far as practicable, be extended to the people of the State free of expense." seems quite misleading. This is currently not the state of public higher educations in NC. Providing a NC students an education "free of expense" should mean just that. Our recent legislators have pushed hard to cut education budgets while encouraging growth of Universities to accommodate more students. Quality must be negatively impacted by increasing class size with fewer resources. The burden of cost to maintain quality is now falling on the students and parents.

Not make college a country club that is very costly. This has gotten out of hand and has driven the cost of college way too high for most students.

Fund it. The qualification: "as far as practicable" has turned into "are you willing to accept $40,000+ of debt with ballooning interest rates even though we’re in a recession, job placement assistance is poor to nonexistent, and you have little chance of ever getting out of that debt".

It has "free of expense" and than has "cost-effective" this is a little misleading. Which is it--they are not the same.

As a taxpayer, I feel uncomfortable footing the bill for in-state students.
You increase the GPA and SAT scores for the poorest communities in the state.

This is a fine definition, but that’s not the way this system is set up. I fail to see how this definition applies at all extended to the people of the State free of expense - this language is problematic since free of expense implies that it will be a free education. However, of course, someone has to pay (students or the state - neither of which are eager to do) or IHE budgets will have to be slashed. The latter results in a reduction in the quality of education offered to the citizens of our state. North Carolinans deserve better.

The phrase "without regard to a student’s ability to pay" is a double-edged sword. It might indicate equitable opportunity where students from economically disadvantaged households are offered competitive support, or it might indicate giving no consideration to socioeconomic status in the structuring of tuition, scholarships and/or aid.

Perhaps "free of expense" send the wrong message.

I think the statement was great, but if only the UNC School System could listen and follow it.

It's a definition- how can we disagree with it?? I also don't think it should be completely free. Students need to have some skin in the game even if it's obtaining scholarships to be free to them.

"free of expense" should be removed.....what is "as far as practical"?

I am not racist or prejudice but I find that usually applies to minorities.

This paragraph sounds great in theory but applying it may prove difficult. It is difficult to fight for BOTH increased quality AND lower cost. Usually one comes with the other and one often wins out where the other is left behind. Cost and money are usually the winners in these types of scenarios and I would be worried about universities slowing growth and development, which would impact potential quality growth.

I do not agree that the education should be provided free of expense; instead, we should look at more affordable ways for students to finance and pay back the expenses of attendance. I don't agree with free, but I believe the benefit of paying a little each semester while in attendance and having better repayment plans after graduation would provide more access to students.

I believe that recent legislation allows for senior citizens (65 and older) to participate at no cost. It is currently limited to Community College level (First and Second year). It should include Third and Fourth year subjects. I cannot begin to put that idea into legalize.

Add language to the effect that free is income based -- meaning that families who can afford to pay for college should. To the efficiency part -- the taxpayers cannot absorb everything and administrative excesses must be eliminated to balance the added cost that might be absorbed with a 'free' college. Excess begins with State politicians who are highly over-paid and continues with universities overburdened with excessively deep layers of highly-paid administrative bureaucracy while faculty and middle-management carry the load for less pay and more work. Until these inequities are addressed, it is pandering to offer 'free' on the backs of taxpayers, already suffering from the lack of cost-of-living raises for over 8 years.

I don't think that free is necessary, but understanding that the state has an obligation to keep higher education at a cost that is sustainable for students, so that once graduated they aren't drowning in debt. I think it is important for students to be engaged in the cost of their education so that they take it seriously, and know that it is hard earned and therefore more worthwhile.

Everything.

I think I agree with it, but I doubt that we all view the roles and responsibilities of the three stakeholder groups identified in the same way.

The "free of expense" portion of this statement is very misleading being immediately followed up by "cost-effective manner". I understand what this is saying, however fear that a great many individuals will find it confusing.
Student ability to pay should be taken into consideration, especially given the current economic situation of the country. When taking this into consideration though, institutions must not sacrifice the things that set them apart/attract students in the first place. Likewise, "quality" isn't just what is taught in the classroom. It also relates to the feeling of staff and faculty that they matter to, and are valued by, the system which employs them. The human touch of valued faculty/staff improve the quality of an institution in ways that money never can. In the end, a balance between quality, local culture, and student affordability ultimately needs to be achieved in order for UNC schools to best serve their student population.

Impractical, a state cannot afford the goal. "Cost effective" should be a goal. "Free of expense" establishes unreasonable expectations and encourages universities to cut corners in maintenance and other areas, and fall behind many private institutions in terms of resources.

Define the benefits, I find the definition as a whole confusing

As long as taxpayers are not wasting money on non-college-ready students!! As a professor I can tell you that a small handful of my students take the vast majority of my time because they are not prepared and/or do not have the time to spend on their studies.

The people of the state who will be provided with free education must have shown a commitment to furthering their education and must be deemed as a good investment.

I would re-write the entire paragraph to a lower reading level for improved clarity and understanding. This is especially important for families with parents with lower education levels that may not understand, and need to understand in order to support their children seeking higher education.

To control costs the only way to achieve this is to lower quality. More students with the same faculty and facilities means bigger classes and students lost in the crowds.

At the least cost possible without sacrificing the quality of a sound accredited education

Nothing should be free of expense. Some contribution is necessary to reflect buy-in, portray value.

I would actually encourage that it be free of expense provided students meet some minimum academic criteria every semester.

It presumes that a generic college education will meet the needs of the economy and lead to a robust job placement for the individual. It becomes a box to check.

Article X Section 9 is a misleading statement. Public universities are not free by any means.

'... as far as practicable, be extended to the people of the State free of expense.' - Using abstract phrases like 'as far as practicable', leaves room for misinterpretation. Why not make higher education truly affordable - if you have worked in the public sector for a number of years, are a NC citizen - then you qualify for the opportunity to complete your education with little or no cost...

"...be extended to the people of the State free of expense." should be updated, as that is not feasible in today's economic climate. ALSO: "..... levels of quality in an efficient and cost-competitive manner without regard to a student’s ability to pay."

affordable education both on campus and off through online courses and other creative means to maintain an educated workforce for the life of NC citizens - a person can't rely on their education from a four year degree to be it - they have to find means to keep expanding their education and we need to provide ways for that where students contribute but is affordable

I like the statement as a whole, but don't understand the "free of expense" statement. None of these universities are free, and students often have loans that they have to pay back, so I don't know why that statement is there. Perhaps something like "minimal expense" or another phrase to clarify that the cost isn't free.

delete "as far as practicable" and end it there.

The definition provided address Affordability but doesn't seem to address Efficiency necessarily. I think there should be mention of "Technology" and "Facilities" somewhere in the strategic plan and don't really see it anywhere else. Adding something like "Efficiency in use of resources to maintain facilities and upgrade
technologies to meet the needs of the communities that are served" These are two very important, large ticket, continuous costs that seems should be mentioned in a planning document that will be guiding for the future.

None, until we get to the part HOW this is implemented.

Definition is again well put, but is not being enforced or respected. I am appalled at the rising costs of education especially when they are funding programs like athletics (which have little financial benefits beyond publicity). I am frustrated that as a student I will be graduating with more debt than my parents and every previous generation. College is becoming more and more privatized and everyone involved in pushing for the privatization of college should be disgusted with themselves. Our education should not be seen as a business, especially when students like me are going to be struggling to pay off debt and stay off the streets because of the growing competitive work force

I believe education is an investment. I believe it should be as such but should be one that is affordable, not necessarily free.

The final part of the 'definition' misses the point I think-- b/c it's not re: 'without regard to a student's ability to pay'-- ....."to deliver the University's multifaceted programs at the highest levels of quality in a cost-effective manner that also responds to the student's ability to pay" (this would mean that $$ would be found for low-income students, AND it would mean the Univ needs to keep costs down.) "without regard to...." suggests that someone is coming up with $ for needs blind admission, and I don't think we're positioned to do this very well at the state level. It's a great goal for private, well-endowed universities, but probably not here.

not sure

"free of expense" seems to be a false promise. I can support it in terms of "the best investment."

no changes except to ensure students receive a net cost-effective program and institutions have sufficient funds to operate with quality

None

that the General Assembly follows through on their constitutional mandate.

Change "be extended to the people of the State free of expense" to something along the lines of "be extended to the people of the State at a minimum of a student's personal expense, while at the same time upgrading and increasing the maximum amount of public funding made available to universities." The spirit I am wanting to approach here is that the state no longer may ask universities to make hay without straw, and continually expect institutions to cut and cut and cut budgets, yet turn out graduates who have something valuable to offer the state, region and nation.

Instead of "without regard to a student's ability to pay", should we say "with total regard for the individual's right to choose a path that will enhance their individual prospects for a better life".... could be better said, but 2 sides of the coin to the way we are managing now--which is more loans-- they must 1) pursue only a career that will pay back student loans when their interests may lie elsewhere, or 2) saddle people with student loans and equating that to "without regard to a student's ability to pay."

Higher education should receive broader funding from the government, reducing the financial burden on students and increasing the number of potential students who might take advantage of higher education.

It does not encourage, it requires that working compact.

Sounds great in theory, but "free of expense" and "ability to pay" sometimes turn into loans which have to be paid back.

no changes here.

None.

Not limiting access based on racial or gender descriptions
The NC State Constitution is clear: "... benefits .....extended to the people of the State free of expense." But this is not done. And the second part tries to say students will have to pay. Based on the Constitution and the second statement combined, College should be free for the best students and those in need (low-income, first generation and/or low-income, underrepresented groups), and otherwise charged according to income. But this is not done either.

It's wordy. Simplify the language.

delete "free of expense"

I would replace "free of expense" with a concept of the system being good stewards of public funds. I do not believe it's possible to provide excellence in higher education at no expense.

Regarding affordability, this definition includes only the phrase "free of expense." Since this is not possible, the definition needs to include the word affordable, and say something about gaining access that is "within the means" of every student in the state.

The University is concerned about the students ability to pay, as money revolves around everything. Investing in the people of the community to further their education and grow should be more of a priority rather then demanding thousands and thousands of dollars from young people.

It is not possible to provide free education unless fully funded by the government, which has been an issue, especially in the last few years.

That taxpayers don't have to pay for someone to go to college free of charge because students drop out all the time

free education is not always valued, but would change to reflect that it should not be overly burdensome to an individual.

That constitutional mandate encourages a working compact among the state’s elected officials, taxpayers... Is the word "compact" in the above sentence correct? Should it be contract?

Students should be responsible for some of the costs of their education. Offering free education could encourage more people that don't have the true desire to learn and advance to take classes, thereby crowding classrooms and making it more difficult for those who truly want to learn from gaining access to higher education.

None

As it reads the direct translation from the constitution, 'free of expense as far as practicable,' does not match the written interpretation, 'cost effective/ability to pay.' In practice, the interpretation works however, there is a gap between the written 'free' and the interpretation 'ability to pay' that is confusing and needs to be more clearly connected.

higher education should not be so difficult to access for those at the lowest rungs of our social stratification or for those in rural communities.

Where is the penalty if we fail?

free of expense "and not to exceed 10 percent of family income."

This statement is misleading: "as far as practicable, be extended to the people of the State free of expense."

Definition is fine. The legislature needs to support the universities sufficiently to realize it.

Focus less on efficiency and more of affordability.

Money has to come from somewhere. In the case of this statement, that means that tax-payers are footing the bill for student's education. "Without regard to a student's ability to pay" has thus far looked like increasing the cost of education without regard to reasonable budgets, debt, etc.

Define how that education is going to be funded.
Free of expense. The education should be affordable but at what cost ... to the taxpayer, the UNC employees especially since our salaries are already very low and well below market value, university operational expenses, etc. Also, what adjustments will be granted to individuals who already paid and are still paying for their own as well as their children's education in the past that wasn't free. These individuals will now be paying twice ... for their and their children's education as well as the general public's education through higher taxes. There needs to be a balance somewhere.

The final portion of that Article should be more concise, in that, it should not say "free of expense" as that might make one think that it should be just that, "free of expense," to every person. I understand the summary of the article below, perhaps it could be augmented to state that those who present the most need, should be afforded a 4-year education "free of expense."

Make it operationally true or get rid of it.

if you can afford to pay then you should pay. Those who have and don't pay get leg up on those struggling with the basics.

Qualifying to be admitted into higher educational institutions needs to be addressed here.

Nothing in this world is free. Someone has to pay for education. I think it is important for students to pay a little something for their education or give back to the state once they receive their degree.

Education should only be free if the university is/becomes totally self sufficient and does not add in anyway to the taxpayers.

"cost effective manner" implies that only the most profitable colleges would survive.

If you can afford to pay you should pay, lettings others who cannot attend free of expense.

As state investment declines, tuition and fees increase. We have to be better as a state.

The idea "free of expense" is laughable today in North Carolina. "As far as practicable" seems to mean something entirely different to the state legislature than it does to the citizens of North Carolina and the students attending state colleges.

There is no "free" education in reality. The fees must be paid by someone which usually means increased taxes thus burdening many people who have no ability to pay such taxes and by circumstance may never have any family member with a need for or desire for higher education. Thus, requiring that all people pay for education past that mandated as "public education" puts additional burdens on an already strained sector of the community. I believe making other programs (such as work/study) available to more students and more levels of education with various certifications and associated costs may be of more benefit to more people.

Tuition should also be tied to the purpose of the respective schools. For example, schools focused on teachers and public service may warrant lower costs than school focused on medicine, law, and business.

lower fees or free of expense should be disbursed based on demonstrated financial need.

This is a privilege. If not tuition, then some form of service should be expected for this privilege.

define "practicable"

none

Limit the breadth by saying "those that are adequately prepared to receive a quality college education"

This statement could speak better towards efficiency, which is not just a bottom line result. Efficiency should also speak to best practices that create the desired result while delivering a high quality product.

Live up to it. It needs a sentence before it that proclaims something like "Because and educated citizenry provides numerous benefits to the state and its citizens, it is in the public interest to provide the benefits . . . . Students with very high ability to pay should pay more than middle-income students who have no "demonstrated need."
It is not realistic to expect a state to fund its students free of charge in this day and age; however, I do think affordability is important. I also feel everyone should be expected to pay something—it increases the value of the education if there is student "skin in the game".

N/A

We should improve affordability by assuring access to financial aid for all academically qualified NC students -- competitive and need based scholarships, low cost loans, and on campus work study opportunities. Having some skin in the game is great preparation for life after college!

Users should pay to insure quality programs are taught in great facilities

Narrow the term "as far as practicable," which recently has been used to almost completely gut the entire provision. There is simply no reasonable argument that current tuition and state funding of the UNC system remotely complies with this constitutional mandate.

I believe 'free of expense' should be changed to say 'with expenses that are highly competitive with higher education offerings in other states'

working "compact" or working contract? The mandate should not encourage it should require. Changing language such that it is understood how important that all listed above have to be at the center of making this work.

Cheap does not equate to quality. Be sure that you don't confuse the ability to pay with the right to attend!

"Free of expense" is unrealistic in the 21st century even for public institutions. NC tuition is one of the lowest in the country and the quality/value is second to none. UNC has brand recognition, medallion status credibility among peers at many campuses and nationally. If it remains free the State Appropriations need to significantly increase to sustain quality. Salary compression remains a significant risk to retention of best and brightest faculty and staff.

Add a statement that if it is to be "free of expense" then the state legislature is mandated to financially support the UNC system.

No changes

Make the legislature live up to this requirement. State funding seems to be declining during a time of rising costs.

scholarships go to minorities, everybody else has to be in-state tuition. this is NOT fair.

It should be followed and is not being followed by the conservative legislature

What does it mean when you say "in a cost-effective manner without regard to a student's ability to pay"? Does that just mean you're not basing cost on individuals' personal finances, that it should be a low cost across the board? If that is what you're saying, I would just leave it at "in a cost-effective manner." I would personally change it to "...the University to deliver the University's multifaceted mission in a high quality, yet cost-effective manner."

I believe "efficiency" should either be left out (the above definition talks solely about affordability for North Carolinians), or expanded upon. Efficiency may mean finding new/better ways of delivering higher education outside the traditional classroom/campus in some cases to less traditional students.

the university doesn't "deliver" a mission. This is not clear. Also, a student's ability to pay SHOULD be regarded. Those with less ability to pay should get more financial help from the state. Also, if the legislature were committed, education could be free.

Efficiency seems missing from the definition. Efficiency, however, without quality of experience or outcomes (e.g., outsourced online degree programs), isn't efficient, however, and we need to guard against that.

None.

Efficiency is not addressed in the current definition.
Students still seem to find themselves under the burden of student loans and the need to work multiple jobs, sometimes because they are the sole source of income for their families. This should be taken into consideration. "Article IX, Section 9 of the NC 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 (at limited or no expense based on ability to pay.")"

I would change it to "without regard to a student’s *inability* to pay". No one should be kept out because they can’t pay, but if free college for everyone isn’t "practicable", then I think it is consistent with the NC constitution to ask those who can afford it to chip in.

More full merit-based and need-based scholarships for students. FSU is unable to retain too many of its good students because students lack aid to pay for college.

I do not believe college is for everyone; many would like a different kind of post K-12 education, especially in career readiness. Is the GA prepared to provide that free of costs, too?

There is no such thing as a free lunch. Attending college free of expense puts the burden on the taxpayer. I think college should be affordable but not free. You appreciate something more if you have to work for it rather than having it handed to you.

This needs to be implimented

final sentence " . . . and the University to deliver the University’s multifaceted mission at the highest levels of quality in a cost-effective manner, with a strong commitment to keeping student debt manageable and reasonable, allowing them resilience as contributing members of society after graduation."

That constitutional mandate encourages a working compact..(I would change the way that sentence is worded and choose a statement that backs up and explains how this group will help the university "Deliver its multifaceted mission at the highest levels of quality in a cost-effective manner without regard to a student’s ability to pay."

Good to ground the affordability goal/value in the NC Constitution’s standard.

Currently, the system does not deliver without regard to ability to pay. The system focuses on equality and not equity. Poorer communities deserve more funding than do the flagships. Flagships will raise funds regardless. Poor communities cannot do that very effectively.

I do not take issue with the concept of "the necessary working compact". I think it is a mistake to try to define Affordability and Efficiency in the same breath.(and I think the definition of efficiency is almost self-referential....it is "Efficiency is what is cost-effective" a concept which begs as many questions as Efficiency does.) Finally, I am uneasy that "the highest levels of quality" can easily become an excuse for justifying education that is not affordable to all...."Well, we have a mandate to deliver at the highest levels of quality, and that requires the finest of everything, which is unfortunately unaffordable to all."

I don't understand "be extended to the people of the State free of expense." does this mean college is free for everyone?

Higher education is not a give away

A "mandate" does not "encourage"--it mandates or requires or compels. Several points. First, the definition fails to mention public service as a means of extending "the benefits" of the University to the people of the State. Public service should be one of the major pillars of this strategic plan (the economic development and community engagement pillar is an inadequate substitute). In addition, if the State is going to require the University to charge fees (as opposed to "free of expense"), then the University *must* pay attention to student's ability to pay in order to reach more of the State's people. Those who can pay more will, unfortunately, be required to pay more in order to make up for the State's failure to fully fund the University system.

No college education should be free except community colleges.

Try to make it free, *especially* for all students in need!!
I don't agree with, "without regard to a student's ability to pay." Extended to the people of the State free of expense, means no expense. I don't agree with it, but if that's what is says, that's what it means.

It doesn't matter if the "benefits of the university" are free but off-campus housing and cost of living are so unaffordable that students have to take on debt or extra jobs just to pay to live, while they benefit from the "free" education. The expense of going to college extends beyond tuition, books, and dorms, into the surrounding communities.

Too much bureaucracy and too many politicians in the pot. Also introduce an element of competition to move from good to great!

That the state pledge to increase and maintain its fiscal commitment to NC's higher education bodies, keeping those bodies affordable and of sound logistical health.

not sure I understand the question. extending benefits "free of expense" is very different from minimizing cost or allowing for sliding scale payment . . . was it meant to say "free of PERSONAL expense"? the second sentence seems different from the first and makes more sense to me - students should have same access to same basic product, regardless of whether their funding originates in private or public source. or would this make more sense if it said that state should provide quality education accessible without having to take on undue burden of debt . . .

"The University of North Carolina System" instead of "The University of North Carolina."

Including efficiency in this discussion would be helpful. Having a more minimalist or right-sized approach to bureaucracy and an approach the looks at the cost/benefit of regulations, rules, and overhead in University settings could help bring down cost and increase output. This is particularly true of Human Resources requirements in the university setting.

none

Delete all language after the quote from the Constitution. Insert the following: "We will honor this mandate".

Not sure where "free of expense" has ever happened. There has always been tuition.

an expansion of high school outreach

Mandate that the state allow more flexibility at different locations to meet the above intention.

I suggest offering additional scholarship opportunities to recruit students with high GPAs, perhaps from the same county in which the college is based. These could be modeled after in-place scholarships and even geared to the major. Also, consider offering weekend and online options for students who may be returning to college.

Change "encourages" to "requires." A mandate is an official order, not a suggestion to encourage execution.

None. It states what should be a top priority of our NC community priority.

instead of following the spirit of this article of the constitution, the legislature has frequently considered the lowering of funding to be the prime if not only consideration. An effort to lower taxes. But the article in the constitution only makes since if state appropriations for universities is sufficient so that the burden of education is not placed on the individual student and her/his family

This is not a definition of affordability and efficiency. It is a statement that, I guess, is in the NC State Constitution. It is not currently happening in North Carolina, nor should education be "free of expense," but it should be affordable.

This definition is good ideologically but does not describe any action taken on the part of the University. Even a single, concrete statement about what the University system values here would be helpful. "Encourages a working compact" is also not the same as taking clear, intentional, and active steps to make this ideal a reality.

Get rid of it. This was written when white, racist Democratic party plantation owners ruled the roost. Everyone knows that nothing of quality is "free" in life. It guarantees that incompetent legislators of both parties with no
expertise in education micromanage from their political politiburo seats. It also guarantees that the foolish notion of "free" will guide their uninformed policy making.

none

This should extend to immediate family members as well.

Higher Ed should not be free. Student's should have to bear some burden of the cost of higher education.

Cost control should be a primary goal of the administration. Bowering indiscriminately to pay for ones education does not constitute good stewardship. Higher education costs are a major problem which should not be solved by increased borrowing.

Tuition should be free.

If universities truly operated based upon efficiency then there would be a lot less services available to students, but the overall cost of college would be much cheaper. We need to evaluate what we actually value as a society. Do we value the degree? Or the college experience?

Not clear how "free of expense" applies to a University system such as UNC.

I don't think "Affordability" and "Efficiency" should be grouped together as a priority option.

Make it even stronger. No-one should be denied an education because they cannot afford it.

More emphasis on "free of expense." Tuition and fees should be very, very small. This does not need to mean that that room and board and other expenses do not exist.

I would like the tuition to be lower than it currently is, however I don't believe that the education should be free.

There should always be a cost for education for college at least. Children will take their education more serious. There are kids out there that are truly gifted but there are scholarships set up for different opportunities in this country. I feel everyone has that same opportunity in life if they so desire. You want the next generations to be highly educated those are the ones that will be running this country and schools and government.

n/a

Article IX, Section 9 of the NC State Constitution therefore requires that the General Assembly adequately fund the UNC system in order to comply with the State Constitution, and provide free or nearly free college education to NC residents.

There is a big difference between "free of expense" and "cost-effective manner." If the state does not provide free university education to any students, it is clearly not following the constitution of the state. Given that, I would say: "...the University to deliver the university's multifaceted mission at the highest levels of quality with the students in the lowest socioeconomic quintile receiving their education free of cost, and those in higher quintiles charged fees commensurate with the ability of the student or their family to pay."

To me that constitutional mandate is fairly straightforward. Public higher education should be "as free as practical." So the burden lies with the legislature to prioritize education funding over other items.

I agree with the definition, but don't think it's being lived out. Many students are leaving with $20,000+ in loan so that is not "free of expense."

Nothing should be FREE, you have to have be Vested in what you are pursing, or it's just another "GIFT" that someone else is paying for. Everyone needs to pay something for their higher education...Education is a gift not a right!

To citizens born in North Carolina

Having attended a community college, Elizabeth City State University and East Carolina their processes are very different. It would seem that the higher in price that the education is, the simpler they make the process to apply and obtain what you need. Further training and streamlining of processes and procedures may need to be done
in order to ensure that lower costs universities are not making the process harder than it needs to be, and such, deterring potential students.

Graduating with little or no debt may be a more effective goal than making the cost of education "free of expense."

"without regard to a student's ability to pay" looks great on paper but certainly is not real life. When is a student accepted with no money to pay for their education be it from student loans, financial aid, scholarships, etc. Too vague in its wording. Clearly NO ONE is taking "be extended to the people of the State free of expense" seriously. The "as far as practicable" wording renders the rest moot

I am not sure...but as long as the General Assembly cuts state appropriations for Education then UNC is forced to increase tuition in order to provide an excellent educational opportunity. This latest set of policies for tuition setting I fear will backfire and prevent UNC from providing the quality education it espouses.

free tuition

As a taxpayer and employee, there is obvious areas of total taxpayers’ money wasted. Less funds should be provided to the UNC system so that the institutions will seek funds from more outsourcing. At present the leadership of all universities do not have their feet held to the fire to be financially accountable.

There should be something added about ensuring a student's cost of living is likewise affordable while attending the university. Sometimes the expenses of books, university-area housing, parking, etc. are not encompassed in discussions of the "costs" of higher education but they can be just as significant to the students.

It would be nice if we could afford to give free higher education to all residents, however, that is not feasible considering all of the other benefits the state provides the citizens. We also have to be careful with "free stuff" people tend not to value it. If you are going to do it, it should be fair, the citizens who contribute significant to the tax base should not be penalized, all state students should pay the same rate regardless of ability to pay. Our current model sends the wrong message, success is punished. If your parents are successful then they are expected to pay rather than let you strike out on your own. We need to get the cost of higher ed under control and make it where students, not their parents, can afford to pay the tuition to attend our institutions. If the students pay, they will value their education more than if it is "free" from mom and dad or the government. At best the definition would be amended to "at an affordable expense."

Our tax base does not support "Free" higher education

While I agree with most of it, take "taxpayers" out of it. More burden does not need to be put on taxpayers. We all pay our fair share and cannot be taxed more! Get rid of studies and grants that make no sense and do nothing to help. Redistribute the money to where it makes sense and will make the most difference.

I'm confused as to why it says "be extended to the people of the State free of expense." If this is is saying that college should be free, then I would take out that clause

I think that a lot of students are struggling with loans and cost of college. We should focus on keeping control of college in check and providing need-based grants to people who are unable to afford college.

Be realistic. The legislature is not on board. This paragraph does not recognize the political aspects of the situation. Sure the word used is "encourages". But who cares if this is not what is really happening on the ground. Perhaps a period after "manner" would best reflect the situation.

When was this written...should be removed and universities should be allowed to use out of state students as a way to increase funding. Too much focus on too few in-state students.

I do not believe that education should be "free." It shouldn't be so costly that it is totally "out of reach" for many students but I believe that students should be making a financial investment in their education as well as a time and energy commitment. Students need to pay some of the costs: Otherwise they will squander opportunities. If it doesn't cost anything, then it may not be taken as seriously as it should be...

I am not sure that I know how I would reword this, but I think people have to take responsibility for their education. I think that the state should seriously consider the actual cost of the education, cut costs where possible, reduce costs to students, etc. but I don't necessarily feel that an education should be 100% free.
I don't think that public institutions of higher education need to be offered free of expense. I do think that students should incur only a very minimal expense.

I think "free university education" sets the stage for increases in financial-aid abuse (the phenomenon of students taking maximum aid but not truly functioning in the spirit of "scholarly pursuit,"-- ie, taking aid "to get by," or as an alternative to taking a job.) I believe it's risky and potentially unfair to ask taxpayers to increase their burden to a system that is already being taken advantage of.

I agree that this is a wonderful definition of Affordability. However, in practice, this is not how it really works. It lacks the English translation of how this is intended to be achieved, even at high levels.

I have spent/am spending significant money paying for my three children to attend NC PUBLIC universities. Nothing free about it. My youngest is now a sophomore and I pay about $18,000 per year for her tuition/fees (half) and living expenses (half). For working class, middle income families, the financial burden is the greatest. Those demonstrating financial need are able to access free tuition, in addition to funds for their routine living costs. Why doesn't tuition assistance go to everyone, and the living costs the responsibility of the student? College in the UNC system is only "free" if you are poor or your child is an athlete. My children will all have student loans, despite that they lived frugally and had jobs of their own while in school. Personal responsibility does not appear to be rewarded by the current system.

Individuals getting an education tend to appreciate the opportunity when they are at Risk or when there is a defined reward. Creating a system where individuals can work to meet their college expenses creates this environment. I would recommend the following change: "....the system should create an environment that allows citizens the opportunity to attend a state school through a work study method that places a high emphasis on academic performance while meeting the student's need to earn income to pay for school, books, and tuition."

What about preparation. There needs to be an entrance exam that ensures that students are ready to join college and get done in 4 years. Or else, they need to be put into remedial classes that do what the schools were meant to do in the first place.

This is part of our creed as a state. We have a wonderful educational system in higher education. We are affordable compared to the nation.

Not only should the State of North Carolina be accountable to provide opportunity but as well as a students ambition not to misuse benefits.

If it is a constitutional mandate, then it "requires" rather than encourages the compact discussed.

Students ability to pay should be the base line to begin deciding the cost effective quality of education, they can't benefit from what they can't afford

Operationalize "As far as practicable"- what does this mean? Where does the ambiguity in this phrase disadvantage those who traditionally don't have access or financial resources to pay for higher education?

I just don't think college should be free.

if a school can't turn a maintain a sport without continued tax payers support then they should think of eliminating it. School is 1st for learning not for playing a sport.

Definition appears based on state law. However with decreasing state support it is difficult to meet this goal.

Instead of an emphasis on expense, a focus surrounding access and affordability is more appropriate. A college education is hard earned and a sense of ownership comes in part from paying, albeit at a fair price and in recognition of the need to fund college through high interest loans.

Include what exactly is being paid for.
If free higher education ever becomes a State benefit it should only go to legal citizen of the U.S. and should require a stiff residency requirement like 4yrs. If it becomes the law of the land then it should only be a benefit of legal U.S. citizens.

None, this is what makes Carolina unique

The definition is fine, but is is not being carried out.

Replace the word 'compact' with 'agreement'. Highlight 'as far as practicable'.

Somehow a clarification on the efficiency component between the General Assembly and the UNC System.

Change "free of expense" to "Affordable"

I don't know how one delivers a mission, so I would revise that clause. I also don't think the reference to "cost-effective" is appropriate in this definition. I would say instead, "That constitutional mandate underlies a working compact among the state’s elected officials, taxpayers, and the University to deliver the highest quality of education to North Carolina residents at the lowest reasonable cost and without regard to a student's ability to pay."

"free of expense" should be changed to at a 'reduced rate' This 'reduced rate' should depend on the student's financial background. Some students that have zero financial obligation have less incentive to work hard and complete their degree in a timely manner. They need to be willing to repay some expense for the benefit of an education.

That constitutional mandate requires that public institutions of higher education be free to the people of the State.

Unclear how this defines efficiency "free of expense" seems to me categorically different than "cost-effective manner without regard to a student's ability to pay"

N/a

College cannot be free...someone has to pay for it...

Just don't make it so cheap that the colleges can't provide quality education.

Remove "free of expense". Collage education isn’t FREE.

Taking advantages of the benefits of the system might not mean attending the system. The UNC System benefits the state through research, cultural engagement, technology and business startups, and other ways. Access isn't just lowering tuition; it’s ensuring the health and reach of institutions.

I note that there is not a 'strongly agree' option to this question. I strongly agree! Our mission to is to provide access to all qualified North Carolinians.

The word "practicable" is a hedge against what may be done. I prefer more explicit language.

Replace "encourages" with "demands"

Include the Southeast and out of state

The state no longer support public education through taxes sufficiently to maintain this definition. This definition entails requires a commitment from the state to fund public education from K-12 and beyond.

Education should be available debt-free, with a sliding scale for assistance based on family income and resources. This requires the State to provide mechanisms/opportunities for expanded work-study during college, and to work post-degree in fields where there are shortages. This could be developed to insure that students at all state universities and community colleges have the opportunity to complete their degree debt-free.

Nothing is "free"! What doesn't cost one, cost another and usually at a far out of proportion to the benefit gained.
Eliminate the phrase about cost effectiveness. It signals that the legislature wishes to cut state appropriations even further. State support must INCREASE rather than remain stagnant or decrease.

None

Students get a large benefit from graduating with a serious degree. They should be willing to pay some portion of the costs not just have it financed by taxpayers.

I don’t think it should ever be completely be free because then it has less value

It could be improved by emphasizing elected officials' duty and key role in preserving affordability, a duty they seem reluctant to fulfill.

This definition fails to acknowledge that high-quality education is expensive, and that someone needs to pay for it. If sufficient funds for quality education aren't allocated by the state, then fees will rise or quality will suffer.

It requires the state to consider other available funding options, such as thriving healthcare systems.

"without regard to a student's ability to pay or ability to gain credit/loans"

Not a change, but a comment. The current legislature is violating this portion of our Constitution by cutting state funding to higher education. This inevitably results in tuition increases, while staff and faculty salaries have remained stagnant for a decade or more.

More Pell grant assistance.

Perhaps payment should be prorated down to and including no cost for those unable to pay, while still leveling a cost to those who are able to based on household income. However, those costs should be made more affordable overall as well.

If the State continues to cut funding, how could it be expected for the University System to provide the highest levels of quality in a cost-effective manner without regard to a student's ability to pay? Something just doesn't seem to add up there for me.

Eliminate "...without regard to a student's ability to pay." Should not be subsidizing those student's families that can afford to pay for a quality education, at the same time the focus should be on Efficiency and Value. Will a education at a UNC institution provide monetary value to the graduate (or the state) that will be seen as a valued investment in the graduates future?

Free of expense only if joining the NC workforce for a minimum of 5 years past graduation

I believe affordability changes should be made for the students who truly have financial need. Students who fit this criteria of financial need should be awarded scholarships to afford their college education but otherwise I believe our University is very affordable. My husband left PT school with 12,000 dollars of dept including housing costs, etc. while I attended another University for PT school and left with over 150,000 dollars in debt. WCU is already a bargain. I don't think it is necessary to bring down the University costs for all students but rather those who truly need it. We should focus on giving them more rather than lowering everyone's cost.

without regard to a student's ability to pay???

Remove "free of expense"

none

I would like to see it include academically qualified students, and I would specify that it only addresses tuition and not fees and/or living expenses as those are often impacted by student choice.

Case by case basis. You can't do this on a global scale. Talk with students on a real person to person basis. All of you are good at dotting is and crossing ts (CYA), but very little honest communication seems to take place. There a culture of distrust between students and faculty.

I would say that "constitutional mandate *requires* ..."
Unfortunately, our state no longer supports, through state budget funding, higher education in a way that "as free as practicable" is feasible without deterioration of quality. Either budgets must increase, or tuition must increase. If tuition must increase, I would support a "means-testing" approach to tuition rates and discounts.

If it isn’t free, then it shouldn’t say "free" in the article.

Reword it. It is very wordy and confusing and it is not clear how it relates to efficiency. Also, it is important that college debt not be overwhelming, but college being free is not a good plan forward either. This statement should be made much clearer.

"free of expense" is not practical and untrue (the burden of expense is absorbed elsewhere).

The basis of all economic value is scarcity, so as college degrees increase in number the economic value decreases. Thus, the only justification for students paying tuition is if college degrees are restricted in order to maintain economic value commensurate with the expenses involved, and at least enough to pay off student debt. In contrast, if everyone is required to get an education (like K-12) it should be as close to free tuition as possible (like K-12), because increasing Access necessarily reduces economic value. This is why K-12 no longer provides a societal pathway to economic success, it is no longer scarce. Either restricted or open access are legitimate objectives if tuition is appropriate: Positive tuition only for restricted access, but Free tuition for open access.

Giving priority of free tuition to those who are need-based.

There needs to be a multi-year residence requirement prior to entering college.

Assist students with finding scholarships or other means of financial aid, but often times when the student does not have any financial responsibility, then they have nothing to lose and often times do not apply themselves to their studies and fail or drop out without realizing the consequences. What if student were allowed to receive waivers towards their tuition based on their academic performance, this may be more incentive to do well academically by lowering their tuition base on their performance.

The last sentence is confusing. Particularly saying "without regard to a student's ability to pay". In also saying that the constitution calls for college to be free of expense when college debt is most certainly an issue is misleading.

Define free, it is a relative concept when expenses are not considered

free tuition

Tuition have risen significantly as state support for the university system has been diminished.

I would not make any change to the wording of the Constitution. I would urge the state legislature to ADHERE TO THE CONSTITUTION: "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.'

Make college free to the middle and lower classes.

The UNC system **MUST** fight all efforts to remove "as far as practicable, be extended to the people of the State free of expense", and MUST begin to remind legislators, donors, the top 1%, and everyone in the state of this constitutional guarantee, which the UNC system and the state are entirely failing to meet.

Education is also an investment. I think that students who make some sort of investment do tend it take it more seriously and produce better outcomes.

If students come from affluent families who can afford to pay should do so; therefore, leaving more monies available for under repressed students

change "free of expense" to "as little cost as possible"
"People of the state" is not just people who meet college enrollment standards but everyone living in the state of North Carolina. Everyone should have access to course information and libraries, according that that article. Considering everything is online anyways, it wouldn't be too difficult to make it public access. And how does "free of expense" equate with "without regard to student's ability to pay"??

Students must be deemed ready for higher education—through more rigorous assessment. Not everyone needs a college education at an early age. Some need more time to mature or more time to adequately prepare. I estimate that generally 20% of my students are just not ready for higher education. They might be capable—just not ready. More rigorous standards in deciding who gets in would save costs. These costs saved could be directed toward assisting those who need more preparation to get it with help from specially designed educational support services at community colleges. When students are adequately prepared for college, they will spend less time in a degree program to graduate—assuming they do not have extended financial pressures, which many of them do.

If it is free, it will not be valued and the effort will be limited. Nothing to loose...

I believe that affordability can be achieved by means other than just handing out money to every student that says they need it. I think that the UNC system should add more incentive-driven programs for students to earn the money they need for college, rather than just receiving handouts.

"Free of expense" simply shifts the burden of the expense from the students' families to the tax payers. There is no such thing as education that is "free of expense," so I think the statement should be reworded to make it clearer what's really going on here.

If this is a current article why do I know people that had to drop out when they were making perfectly good grades and qualified for financial aid—but just didn't get enough.

It is nearly impossible to make tuition free for all but there should be breaks for dependents of employees, civil servants, and teachers. This might encourage constituents to pursue these careers themselves and these careers are critical to the state's prosperity.

the statement needs to be simplified

The word "cost-effective" is troubling given the current neo-liberal attitude towards education. Education is not a business. There needs to be less administration and more investment into the educational aspects of the UNC system. So, I think that it's far more important to emphasize the financial obligation of North Carolina to the UNC system to make sure that students can afford to go to college than it is to suggest that universities should become more cost-effective.

Efforts should constantly be made to make it more practical to extend free of expense education to the people of North Carolina.

All of our institutions need to make better decisions with regard to programs, services, and construction projects and their impact on cost of attendance. Chancellors and Boards of Trustees, and the President and Board of Governors, should be more reluctant to approve tuition and fee increases that are blamed on legislative cuts. Campuses need to be careful about falling victim to the arms race in higher education and focus on the NEEDS of their students.

Not sure how "cost-effective" fits into the NC constitutional provision. If it's a "mandate"—then it's about more than just "encouraging"...

To allow anyone with appropriate preparation to attend.

Again, it is not the duty of the taxpayer to financially support education for anyone who wants it. Scholarship opportunities should be merit based, and emphasis should be placed on improving the educational preparation of our students, not on lowering the value of a degree from UNC schools by removing their cost.

Remove "cost-effective manner" because it implies that some quality will be lost if in-state students are allowed free access to the university system

What does "free of expense" mean?
To me it reads that our tuition should be free. Living expenses and fees not included.

It is not practicable to disregard a student's ability to pay. While it is ideal that talent and drive be the only factors we consider; the budgeting rules and practices of state funds do not allow the flexibility it would require for individual colleges to budget for an unknown amount of tuition receipts. To disregard this would effectively leave our institutions with an "unfunded mandate" resulting in budget shortfalls that can only be paid for with a decrease in quality.

Those who can afford to pay something, should. Also, people tend to not value that which they get for free. There should be something required, even if it is time working for the state, as a repayment obligation. Dropping out should also hold a penalty. By being there, they took someone else's spot. Barring emergencies (such as death of parents and taking over the raising of younger siblings - yes, drastic example), there needs to be something that causes the student and parents to consider the impacts of leaving.

The NC Community College System (as they are the "other public institutions of higher education") should be included as a part of this definition. This constitutional mandate (Article IX, Section 9) encourages a working compact among the state's elected officials, taxpayers, the University and NC Community College System to deliver the University’s and Community College's multifaceted missions at the highest levels of quality in a cost-effective manner without regard to a student’s ability to pay.

Who's going to pay for all this free stuff?

There should be stipulations for those "people of the State" who pursue a HE degree "free of expense"--i.e., not being allowed to leave the state for a certain period of time, etc. Otherwise, what's the point? If we educate those who move into the state to simply obtain a "free" HE degree, then the state doesn't really benefit. The other issue is one of cost--who will be paying for this, and how?

including an investment in education by NC industry leaders.

None.

Change the second sentence to: That constitutional mandate indicates that higher education should be FREE OF EXPENSE to the students except for personal, travel, and other unavoidable and individual miscellaneous expenses.

Can the University continue to deliver a high-quality education without tuition resources? It seems to me that the phrase "free of expense" seem unrealistic unless the state is willing to greatly increase the budget for higher education? Can affordability and efficiency really co-exist in the same space as quality?

I don't believe this is happening

The definition text is a quotation that describes a requirement. The definition text should be linked to the words you are defining in a more straightforward manner.

I would change "free of expense" to "to allow students who meet entrance standards a viable financial pathway to attend." College needs to cost the students and/or their families something to demonstrate their commitment. College "free of expense" will become like an extended public high school with educators teaching to the lowest common denominator. University excellence will be lost.

The definition contains a direct quote from the state constitution, followed by a sentence that tries to explain away the direct quote. If we think that the constitutional mandate to provide the benefits of our system of higher education "free of expense" is not "practicable" then we should come out and say that, rather than trying to wiggle out of what the sentence means. I do agree with what the second sentence says about a working compact and what that compact should achieve. But it's not what the constitution says. It would be more politically difficult, but more honest to first admit that we are using the constitutions "as far as practical" clause. Or, we could recognize that the constitution binds state government to fund higher education at much higher levels!

Higher education has changed a lot since the constitution was written. Colleges now have their own police forces that are needed for public safety, a lot of federal regulation (e.g., Title IX) that never gets funded yet universities
are expected to comply with, students expect the housing, recreational and dining facilities and academic facilities with the best technology, living arrangements, fitness complexes, sustainable and green buildings and food from local farmers etc...and they expect all of this for free or low cost. If higher education is going to be free then expectations would need to change - and then you risk losing your best students to other states whose universities provide all of these things.

I agree with this but admissions applications have a fee really does discourage this statement.

I had no idea that our State Constitution requires that the GA provide all people of the state free access to UNC system schools. (as far as practicable... who decides what that is?). As a parent with two students in the UNC system, this is a laugh. I guess the definition you have is OK, but saying "without regard to a student's ability to pay". well we already have FAFSA and that covers all the people who are at the lowest levels of pay. Its those of us in the middle that don't get as much "free" help.

I'd consider taking out "as far as practicable," since that vague phrase might completely undercut the major claim of making the benefits come "free of expense."

Take out the words "free of expense".

Agree that the University must operate in a cost-effective manner. But I disagree that the State Constitution demands this be done "without regard to a student's ability to pay." To the contrary, the student's ability to pay, or not, should absolutely be considered. The University must ensure that a student who has limited resources is not prevented from receiving the benefits of the University, solely because he or she cannot afford tuition. If the University ignores a student's ability to pay, it is not fulfilling the Constitutional requirement of Art. IX, Sec. 9.

It doesn't read very clearly. - What benefits?

I focus less on 'cost-effective' and more on 'practicable.' If NC has really been undergoing a boom, as McCrory suggests, then tell the legislature to start ponying up the money so that we can do our jobs, get raises, and get paid somewhere higher than the bottom of the pack in the US.

I think it is not the specifics here but the theory. If it is free, you often get what you pay for.

remove as "as far as practicable"

Amend to say "free to all deserving students." Non-serious Students looking for party school should. As shown by their GPA, should have to pay.

...be extended to the people of the State at a reasonable cost. Our state budget is already strapped.

The DEFINITION is fine. The problem is the state legislature has not lived up to the constitution's promise of a free, or nearly free, public education for all.

Not to sound cynical, but it doesn't appear that the current GA is committed to funding the mandate.

None- just live up to it

No changes to the constitution, but change the General Assembly Representatives. The current Representatives challenge this constitutional article constantly by underfunding university education, and thus, making it inaccessible to under-privileged and first-generation college students. Accessibility of University education IS essential for all NC citizens who meet the admission criteria.

Fees should be based on income

I would need to better understand this article before answering.

"Without regard to a student's ability to pay" could mean that the University will provide services at a cost too great for some students to afford. It should be clarified to align better with what I hope is the intended meaning - that the University will provide the same high quality services to all students whether or not they can pay the actual cost of providing those services.
The statement negates the historical context. Today we have 17 institutions and everybody who desires is able to attend a public university. The statement provides value to taxpayers but this is fluff. Taxpayer insight is unappreciated by academics/administrators. Taxpayers are supposed to open their wallets and nothing more.

I think that there is a balance between benefits accrued by the student and the cost. In a perfect world where there were enough resources to fund the UNC system so that students could realize benefits free of expense then I agree. However, I would argue that we do not have the resources we need to offer this benefit in the current economic climate and with the budget we have been allocated.

remove "as far as practicable"...and maintain "free of expense".

Again, by combining "affordability" and "efficiency", you're giving yourselves the opportunity to back away from any argument about affordability by saying that it's more expensive in order to be efficient. Does the state constitution really say that?!? FREE OF EXPENSE? Because nothing like that is happening; college is impossibly expensive, and there's very little payoff anymore. Even grad students can't get jobs. Either say it's going to be free and do it, or say it's going to cost an arm and a leg and accept the bad press you get when you meet that expectation.

It means that public university/college should actually be free or almost free, which it is not

I agree, but the state is falling far short on this constitutional mandate.

That constitutional mandate requires or necessitates a working compact....

Cost of education to society has "unbounded" benefit that helps reduces other competing priorities that elected officials have to deal with it.

Affordability and efficiency calculus should NOT be tied to any metric of future employment. UNC and other public institutions of higher education are places of learning, growth, and enrichment. They are not vocational institutions which have separate mandate, procedures, and policies.

None

No changes - but very concerned about potential declines in quality of teaching and services if budgets are cuts and positions eliminated. We have done more with less for so long - please recognize that it requires appropriate resources in a highly complex environment with ever-increasing legislative and compliance requirements to ensure that our students are successful once they begin their higher ed experience.

A student’s ability to pay must be regarded as crucial. Ability to pay has become more difficult in recent years with the rise in tuition due to cuts in public funding.

"free of expense" is not the same as "cost-effective manner"

The first section states that higher education should be extended to State residents free of expense. I disagree with that. I believe the General Assembly needs to work with UNC schools to make tuition affordable, but not free.

The UNC system is not free by any stretch of the imagination. The university should be cognizant of how increases to tuition and fees translate to increased student loan debt for students, especially underserved populations. So business should be conducted explicitly with students' ability to pay, out of pocket, until such time that students can participate in higher education free of charge.

I agree with the statement but it isn't the reality.
If "cost-effective" means converting the university system to the corporate model with a scalable work force that relies too heavily on adjuncts, and is driven by a professional class of administrators, that undercuts the guiding purpose of higher education, to create educated citizens.

Technical community colleges would be great for those students lacking personal funding, but need to developed a skill (i.e. Office, Electrical, plumbing, building) in order to work. FREE higher education is a Bernie pipe dream. Better high school preparation to function in the world should be a primary goal.

Sounds good. Perhaps in practice, the university should spend more funds on adequate classrooms, educational resources, and faculty research support than on debacles such as UNCG's $91 million recreational center (which the students are largely paying for with fees, regardless of whether or not they use it). In other words, definition is great. University should put it's money where it's mouth is.

Nothing in life is free. An education needs to be worth something too. Making sure there are grants or funds to offset the cost is appropriate for all students. But not funding faculty, cutting programs, will make for industrial teaching much like the public school system, which is not worth much now. Many students do not know how to read and write before coming to college.

Teeth in the clause and publicity. I did not know about this--and I'm quite angry that things are going in the opposite direction.

Affordability and Efficiency do not necessarily equate to "free of expense". Perhaps a change to "be extended to the people of the state in an efficient and affordable way."

I would delete "cost-effective." It is a subjective term that will mean different things to different people and is often equated with "lowest cost".

Actually match the actions of the state to the lying statements they put out. You can't eliminate my funding and tout inclusion in the same breath.

does it include graduate degrees or just undergraduates?

I feel that if you are a resident of the state of North Carolina that you should be afforded the opportunity to attend any college within the state of North Carolina for free. And that is if you meet certain criteria.

How about actually doing what it says and leave out "as far as practicable". That statement negates the whole article. It's like reasonable doubt. What does it mean and who decides what is "practicable".

Replace the term, "practical." Practical gives a subjective interpretation on how far the UNC System can go to make education affordable.

I don't believe 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" and "That constitutional mandate encourages a working compact among the state’s elected officials, taxpayers, and the University 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" are necessarily related. I think there needs to be a more literal conclusion drawn from the first quote. Free of expenses should mean just that--free of expenses.

none

This would work only in a system designed in a non-capitalist way, or in a completely capitalist way.. Each element of the system should be in equilibrium with the others. The implication is, for example, a change in tax law that redistributes resources to those without them, and then requires all to pay for the educational system.

It is not free and should be.

Enforce it through better stewardship of resources. See the following article for one of my major concerns about affordability being compromised through a bloated and often redundant administrative labor force. https://www.washingtonpost.com/opinions/charles-lane-big-bloat-on-campus/2012/12/31/649c12b8-536b-11e2-bf3e-76c0a789346f_story.html?utm_term=.7cd6089d4735 Having money for faculty pay (one raise, of <0.5%, in eight years is pathetic) and for student supplies (three times in eight years my lab supplies order for my teaching lab has been canceled for lack of funds) should take priority over shrimp cocktails and administrative retreats for upper-level administrators... but it doesn't at my institution. Our HVAC that control fume hoods hasn't
worked properly for extended periods of time, putting students and faculty at risk. Maybe you need to send in some forensic accountants to make sure the resources are being properly managed.

1. What does "cost-effective" mean? What constitutes "effectiveness"? 2. "Without regard to a student's ability to pay" does not, well, tell the truth. There will always be regard for the ability to pay. Our mandate is to reduce the inability to pay to the greatest possible extent. 3. What is a "working compact" etc? The phrase sounds good but I don't understand the implications.

1. "Free expense" is NOT "practicable" SOMEBODY has to pay and students should NOT get their educations for FREE. Education expense - needs to be "reasonable" and full student loans need to be accessible with a LOW interest rate - 1 or 2 % - whatever % that is feasible to sustain the servicing of the loans - certainly not the 6.16 % student loans or the exorbitant 7.65 % for the parent plus loans.

be extended to those who are unable to pay but are otherwise accepted to study a free education. Those who are able to pay should pay a reasonable fee that should be determined by that student's income. I don't think college should, or needs to be free. It also shouldn't be prohibitively expensive. Tuition and fees have dramatically increased over the past 10 years and the lack of institutional efficiency is partly to blame. Too many universities lack fiscal responsibility, paying high salaries to administrators that are looking to "make a name for themselves" rather than aiming to ensure the highest levels of quality in a cost-effective manner. While the above def is an ideal, I have yet to see administrators striving towards it, while I on the other hand work 60-70 hours a week to ensure my students are at the cutting edge of our field. Therefore I'd recommend making the definition "more realistic".

none

culturally responsive working compact

College should not be free but affordable

"... cost-effective manner with appropriate regard to a student's ability to pay."

We should act in accordance with this definition and not use the phrase "as far as practicable" to release us from our obligation to provide quality, affordable higher education

The state has cut funding to the university nearly every year. Free education makes the universities too reliant on the legislature to operate.

University education has significant costs associated with it and this seems to be unrecognized here. There are reasons why private institutions cost significantly more than schools in the UNC system, Duke represents a local example.

I would change... ...be extended to the people of the State at some expense, not to exceed a certain dollar amount.

it is a constituional mandate, so it doesn't "encourage" but rather "requires" a working compact

The constitutional mandate REQUIRES a working compact...... It is more than an encouragement.

I would add something along the lines of "With additional focus on helping those most in need and underserved/under-privileged to gain access to the University without regard to financial resources."

We have a limited number of seats for any incoming class and our college already accepts only around 50% of applicants due to the large demand. This will not change the number of students being admitted even with free tuition unless the faculty is substantially increased (e.g., doubled or tripled). That said, we are already running out of space even with Centennial campus almost complete. In addition, as an engineer I would have to ask if any analysis has been done to estimate the cost benefit ratio to society of providing free tuition opportunities to all citizens including those who would otherwise not have obtained a college education to the taxpayer expense of funding the education of all including those who would have attended anyway as well as a hopefully small increase in drop out rates.
"free of expense" is not a viable option, if we wish to provide high quality education. The college tuition can be graduated to match the parents' income, which will make it affordable for everybody. In other words, change it to "at affordable cost"

A mandate is not encouragement, it is a requirement. Everything implied in the statement following the constitutional quotation permits a negotiating away of the mandate based on the wide range of possible interpretations of "practicable." Quality is not necessarily cost-effective.

NO changes. Need to be realistic about the qualifier, "...as far as practicable..."

Add "employees," after "taxpayers".

I think this definition fudges the larger point of the constitutional provision. Satisfying this obligation requires more than cost cutting or efficiency measures. It requires robust state funding to support the system. The provision requires the university to keep tuition as low as possible and expenses under control, but what it really requires is lawmakers to provide the funding necessary to ensure the world-class quality of the institutions is not diminished.

I think the cost of higher education is concerning; however, I don't necessarily believe that college should be completely free. I think here should be more financial assistance to a wider range of lower socioeconomic families, not just those in poverty. In addition, I think there should be more initiatives to work with first generation high school students so that they have a thorough understanding of how they can access funding for college. I know a lot of folks in my family automatically think college is not affordable because they do not realize what funds are available (even loans) and how they can access them. This is work that needs to be done in high school but also among parents of much younger students because I have heard that a lot of folks do not put forth a lot of energy in schoolwork because they do not believe they can go to college, which reinforces the idea that they can't because they don't get the grades that they could in order to get in and receive scholarships.

Cap salaries for all executive level administrators at a practicable 6 figure amount. There should not be quarter million dollar salary gaps between entry level staff and executive level staff. Distribute pay cuts among staff for better tuition remission opportunities for staff and their partners/dependents. Use pay cuts to hire more university staff who work out of the high schools, preparing them for college.

It needs to include a statement on student debt, which is a major crisis of our time. Perhaps add to "without regard to a student’s ability to pay" something like "and with regard to the long-term deleterious effects of student debt."

I strongly agree with this statement, especially the idea that students should be able to attend without regard to ability to pay.

The first sentence seems obtuse. It basically seems to state that NC should provide for free college education "as far as practicable" when it seems that it hasn't been practicable "practicable" for decades. Add precision to ideas of "cost-effective" and "ability to pay." Recognize that these terms means different things. Acknowledge that the state's elected officials, taxpayers, and universities are not always in agreement about how to define these elements.

Give back the funding taken from the UNC system over the past decade

Remove "free of expense." It's not feasible, and the current state government doesn't see the value in increasing funding for education.

(It's a good definition; but is subject to dramatically different interpretations; especially the word "practicable".)

There's nothing wrong with the definition. Has the state legislature since 2008 complied with the NC constitution?

Should be based on financial need.

Efficiency: obtaining skills that meet the need of work force development

Not sure
I don't think "free of expense" means "cost-effective." "Cost-effective" is also vague; it lacks a universally-understood meaning.

Eliminate "as far as practicable" and make college truly free for NC residents.

Items directly related to academic is free --- including online and printed text books. Those related to room and board be at what it is to the cost of the state as long as state considers upgrades as an investment in our education.

I really do not understand it. First it says "free of expense" then it says in a "cost-effective manner." Which is it? As a taxpayer, an education should not be free. When something is "free" people do not take it serious or appreciate it.

n/a

Are you staying that an education at a UNC affiliated college/university would be free? How is that getting paid for? How will faculty and staff salaries and benefits be paid?

"taking into consideration the student's financial need"

I have already seen this be denied to staff, so if the definition will not be followed, it will not help. Perhaps if language was added to force an institution to accept its staff members as students, this might work a little better...

...be extended to the people of the state at reasonable rates. That constitutional mandate encourages a working compact amount the state's elected officials, taxpayers, and the University to deliver the University's multifaceted mission at the highest levels of quality in a cost-effective manner.

Often lower middle income families can't afford tuition but don't qualify for enough aid. Those are the kids overlooked in the system.

...in a cost-effective manner to make education affordable to the maximum number of students.

There should be some cost to all including those that qualify for pell grants. There is too much money being wasted for students that are going free. If their books, room and board, and meal are covered, they should not be getting big refunds, that money should go back to bucket to assist others. I am middle class and we have loans now that we are paying due to not getting any type of financial assistance and see kids getting these big refunds and blowing it on other things not related to education. The system is really broken.

I would like to see some measure of merit and accountability in the state language

Not sure.

A free College education for all students

I think this one is pretty far off. First of all, the constitution doesn't say "cost-effective", it says "free of expense" so this does not align. Second, the last part that says, "without regard to a student's ability to pay" could be interpreted in different ways. One way is that the UNC system shouldn't restrict people that can't pay for college. The other way is that financial aid shouldn't be given based on a student's ability to afford college. Please reword this to sound more like, "without basing against students that are unable to afford the educational opportunities."

Only if the student is ready to go to a university.

All academically qualified students should have financial assistance.

Let's face the truth. The university system is designed to propagandize students about leftist ideology. 95% of the faculty is extreme left, the student clubs, newspaper, blogs, etc. are 100% left. No other opinions are valued or encouraged, and, in fact, threats and violence are used to suppress other voices.

If free is the mandate, you have to have better cost containment as well, otherwise the financials don't work.
Completely free education is not practical for sustaining institutions of higher learning.

not certain that it should be free of expense; obviously, students could repay their education by serving rural areas (teacher grants use this) or having a repay through service at the University system based on its need for instructors.

A working compact? I think the last sentence "without regard to a student's ability to pay" is unrealistic, and should be omitted.

It's written quite well.

N/A

I am not sure about college being totally free. I think people value things more when they have some skin in the game.

No changes

That it actually be implemented (i.e. "free of expense" and "without regard to a student's ability to pay") and that the funds UNC receives are more equitably distributed across the 16 campuses so that a degree from UNC-Chapel Hill is as valuable as one from Winston Salem State University

Minimum ability to pay something or some form of volunteerism to compensate for pay

The wording is confusing - would suggest more straight-forward with last component

None

No education is free. If the student doesn't pay, the citizens of the state must pay through taxes. North Carolina has a history of affordable higher education which is laudable. I believe there should be a commitment upon the part of the state as well as students and their families.

The problem is that the statement suggests that free of expense education should be extended to everyone without mention of qualifying based on being ready for college. Access is fine, but access should also be related to readiness. A person who is not ready should not have access to a four year college at the taxpayer's expense.

no changes.

Never trade program quality for any other objective.

None

"Encourages" is not strong enough here. We are talking about a mandate, and a covenant between the state and its citizens.

The definition of "cost-effective" needs to be more explicit within the definition. "Free of expense" implies that the burden is on the state to fund institutions at levels that makes student cost negligible. "Cost-effective" may just mean running lean, but doesn't imply that students avoid incurring debt.

Should consider low-income student's ability to pay when discussing college affordability.

Education should be affordable to more people, and never lead to crippling undergraduate debt. However, education received for free is not valued. Students should pay something on a sliding scale.

The definition is fine, but you've pointed out that the NC constitution requires "free" higher education, not "cost-effective" education.

To the casual observer this reads like a definition, but it isn't.

'at a reasonable cost' instead of 'free of expense' where reasonable is measured against the increases in cost of living or other opportunities aside education.

The student's ability to pay has been stretched to the point where anyone who can take out gigantic loans is considered able to pay. "Free of expense" should not include the requirement to take out so much debt.
"That constitutional mandate encourages a working compact among the state’s elected officials, taxpayers, and the University to deliver the University’s multifaceted mission at the highest levels of quality in a cost-effective manner."

The General Assembly needs to fund the UNC system at a level that honors this constitutional mandate. The current attacks on both the UNC system and the public school system are direct threats to the mandate of delivering high quality education to North Carolina’s students.

Without regard to a student’s ability to pay...i have add issue with"without regard" because there is a regard. It falls more heavily on those who can pay. Change to, "without regard to a student’s ability to pay and without unnecessary burdens on those who can pay."

To work with affordability in tuition for out of state students as well.

"as far as practicable" is subjective and allows the legislature to decide on priorities. Consider a quantitative definition like maintain tuition in the bottom quartile, or make it possible for students to graduate with less than perhaps $20,000 in debt.

Quit raising mandatory fees while keeping tuition low.

I wholeheartedly agree with the goal of making college free, but it is not possible to do this by simply making education more "efficient". Increasing class size equals a reduction in quality. This goal should be maintained only if we can guarantee that the very highest quality research and education is maintained. Example: When I began teaching in the first year seminar program at UNC, it was capped at 20. The next year the cap rose to 21, then jumped to 25, accompanied by claims that the program was so good that it was expanded to serve more students. This is fancy language to cover up the fact that the QUALITY of the program was being reduced. There is simply no way to give students the personal attention available in a 20-person class if you have 25. We can’t kid ourselves. "Efficient" education often equals lower quality education, and in my opinion that is unacceptable.

It has helped but there is still much more to be done.

Clarify working "compact"

None

The cost should still be more affordable for out of state residents, especially those with family ties to the state.

"Without regard to a student’s ability to pay" could be taken either positively or negatively - I recommend the section end after the word "manner." Or, make clear that a financial aid system will be incorporated that allows for all qualified students to attend a UNC institution "regardless of their ability to pay."

N/A

"Free of expense, given that the student has shown high aptitude and projected success at college level academics"

Free college and university’s!

Hard to interpret

I agree with the aforementioned definition, however I do not see that the definition is currently being practiced in the state of North Carolina. Access to higher education is becoming increasingly more difficult as costs of education continue to rise while putting graduates in debt in an effort to cover their educational expenses.

Not sure. Sounds like make believe. I'm aged 50 and I an still working to pay off my student loans. Perhaps I get to live to see everyone else have it easy.

Every qualified student should have access to education without regard to ability to pay but should not be free to all. Rather cost to the student should be based on ability to pay.

Make college affordability a priority
No changes to the wording: just changes in practice--- it is currently far from "free of expense."

The educational institutions should offer a quality education to those students who qualify. This education should be offered at the most reasonable cost. College should be debt free to students.

We cannot provide high quality affordable education for all without providing more support to faculty. Our standards are declining and our ability to teach effectively is declining because of the lack of support afforded to us and the push for larger classes, etc.

This should apply to all institutions.

Your pretty much saying I should pay for other people to go to school. No thanks, I'm good.

I would need to understand the commitment of the legislature to adequately fund and maintain existing institutions.

It should only be allowed free of expense to those paying taxes

Obviously nothing in life can be truly free, despite the costs being diverted to other areas. For this reason the definition is applicable, but in practice it may prove challenging to fully realize. Still, it can be done if a collective and honest effort is pursued to bridge the gap between the exponential rise in college costs from decades ago to the common era, of which those cost greatly outgrew standard inflation rates. Loyalty shown to a student (financial ability aside) can reap grand benefits once that student becomes a responsible graduate willing to give back to the university well beyond the 4 years spent at study there.

Not much of change but that many young people are clueless about what higher education can do for them or a specific path of learning/major they are interested in pursuing. I am not convinced that "free of expense" is the best way to utilize the tax payers money.

'As far as practicable' does not mean free. Levels of quality and cost-effectiveness are most definitely related to 'ability to play.' A balancing is necessary. I think the current University environment does not sufficiently acknowledge the University's own role to control costs and scope of operations, and is not playing an equal role with elected officials and taxpayers to realize the mandate. It is perhaps time to once again gage the public's support for this so-called mandate. The term mandate is perhaps used too strongly here.

Make this definition more succinct.

It would be nice to provide higher education free of charge. However, this is not practicable given the amount of resources it takes to run a university. A reduced cost based on certain criteria would be more feasible.

Affordability is relative and efficiency is based on identifying a specific goal. Currently UNC system schools lack focus and clarity. The practice then becomes masking and shrouding where funding is actually going, and then calling it: "higher education". In a nutshell, we are not giving students (or our communities) what they are paying for... but we are really good and writing mission statements and strategic plans. So if the goal is to write really good strategic plans - and then fancy mission statements - then we are right where we need to be. If the goal is to deliver high quality education at an affordable price - we have problems.

After working at a UNC institution and experiencing the many budget cuts which shifted the burden of covering the gap to the students, I don't think this mandate is considered when decisions are made and but should be central to the decision making process. Although UNC tuition is lower compared to private institutions, I still think it is a hurdle in terms of affordability.

We are already one of the cost efficient university systems in the US. To further degrade ourselves by providing higher education for free would undermine the value of the education in the eyes of the students. I am highly offended with the phrase "Free of expense". People do not value what they do not pay for.

I understand how it addresses Affordability, but I don't see how it relates to Efficiency.

NOTHING should be free but don't charge for services not needed, meal plans and other aux services
I would simply recommend that the General Assembly prioritize the mandate much higher and in general provide appropriate funding to the University. Faculty and staff (as well as educators in K-12) have been very low in their priority list.

Consider the under privileged rural areas and HBCUS

None

I do not think that higher education should be free of expense

Legislative support for an affordable will be continuously cultivated

...cost-effective manner without regard to a North Carolina resident student’s ability to pay.

I think more attention should be given to student's ability to pay. This can be done by simply educating students on the various types of loans.

State of NC is ranked 4th among 50 states in US in supporting public higher education. I think we are already doing a good job in meeting the constitutional obligation. Cost of attending public HE institutions is comparatively low in N C. We should be controlling University costs, tuition, fee housing food etc to increase affordability. Streamlining Of degree offerings, programs is essential.

Again, the elephant in the room has to do with mission creep. Pursuit of a multifaceted mission has resulted in a dramatic escalation of college costs. The average 27 year old trying to complete a BA/BS, a certificate, or a graduate degree does not need the multitude of services the university now offers students, however they pay the fees that go to support them, including the growing costs of "remedial education" necessary for many 18-22 year olds now being admitted. They cannot participate in leadership programs, study abroad, or use the climbing wall. In this era, when the State no longer sees higher education as an investment in both its future and in its citizens who go on to serve its communities and pay taxes, balancing costs, quality, and tuition levels is critical. Some consideration is due to defining what we mean when we define what it means to be university-educated; only then can we assess cost effectiveness.

"free of expense" raises questions since a university is far from that. I'm uncertain what this statement is saying.

The second sentence does not actually imply affordability. It covers efficiency for the most part but cost-effective and affordability are not the same thing. Cost-effective is something that is more from the perspective of the institution. Where as affordability is from the perspective of the student. The phrase "without regard to a student's ability to pay" is more associated with the fact that we do not consider financials in the admissions process.

I think "free of expense" is unrealistic, even in an aspirational sense, unless the general assembly is willing to significantly increase appropriation to the university system.

I would have a definition that reinforced our elected officials' responsibility to make this a priority.

It seems to me that "free of expense" should mean "free of expense". I would delete "without regard to a student's ability to pay".

Out of state tuition is very different

"As far as practicable" seems rather non-descript and non-compulsory. Can we create more specific wording that is tied to specific outcomes.

THE WORD FREE OF EXPENSE - seems to have lost meaning

I would change "mission" to "moral responsibility".

I am concerned about the term "free of expense" even with the disclaimer. I realize you can't change the state constitution. The definition is good, even though the state keeps withdrawing money per pupil.

Remove the sentence that starts with, "That constitutional mandate encourages..."
It is not practical to offer zero cost university tuition - free college/university for all. Somebody pays. "The trouble with Socialism is that eventually you run out of other people's money".

None

I believe the constitutional mandate requires our state to contribute more funds toward education--that will provide resources for the high quality desired AND provide an off-set in costs (as needed) to students. We need to return to levels of funding that allow the university system to do what it does best!

The first sentence states a fact. Good grief, second is just too wordy. Something simpler like: "This mandate must encourage both the government and the people to provide those who are both qualified for admittance and wish to attend a UNC campus an education without regard to their ability to pay."

Add, "without sacrificing the University's traditional high level of academic achievement"

I don't agree with the statement "free of expense" I think everyone should be responsible for some portion of the cost...even if its $50. It is not about the money, but that individuals will have more investment in the process and it will reduce the rampant wave of entitlement that plagues our system

I agree with the sentiment but am not sure it's actually practiced system-wide...

I believe that college should be at a low cost; however, if college courses were "free", there would be no incentive to show up to the course and complete the work necessary. In addition, if college was "free" where would the money come from to run the universities. The state already has dropped tuition significantly at several of the universities with no stipulation on how those universities were going to be funded. We all know that state funding is being reduced every year. Money has to come from somewhere for salaries, supplies, etc....

Someone will have to pay the cost - so who will it be?

N/A

No changes in definition, just poorly implemented.

We should make College education available to our citizens. 'Free' is good but it should be an opportunity to 'all' ethnic groups and economic levels in our State. Education must serve as a motivation to potential students to make a better living for their families and make our State better economically, environmentally, and socially. Educating our citizens should advance our citizens by allowing them opportunities to innovate in Science, Art, and the Environment.

"at lowest possible expense" should replace "free of expense"; many people don't value what is given for free.

Qualify and further define what is meant by "ability to pay" and "free of expense".

None at this time

I want to know about how the relationship with our state impacts the benefits we get. Ideally, universities should have a fixed mandated budget that they spread amongst each institution and then additional funds will be allocated on a yearly basis depending on how much the government is able to give and s reassessment of the mandated amount (which should only be eligible to increase, and not decrease below a fixed base amount).

Remove the capability for all institutions from issuing fees. They are skirting the definition by regularly raising fees.

every student should have some equity in the college education and to be vested in their individual success, that should be included in the statement

I agree mostly with this definition. However, as a middle-class student, I did not receive nearly as much financial aid as this definition would suggest (so it is still almost prohibitively expensive).

«As far as practicable» should be much more concretely defined. This is not an attempt to suggest cost-saving measures or the cheapening of the services that UNCA provides, but to look instead at higher-level salaries that
can be reduced in favor of providing more of the excellent services that UNCA already provides with a lower burden to taxpayers and students.

Cost effectiveness and efficiency does not necessarily go hand-in-hand. This excerpt does not address efficiency, only to mention "practicable".

With regard to students ability to pay

it is much simpler, affordable means no debt and efficient means do it faster

It needs heavy clarification and to be made more concise. "Practicable" does not have a common definition, this should be replaced with specific wording. Most of this seems like fluffy vocabulary with little substance, meaning, and directive.

Does this mean that UNC institutions are need-blind for in-state residents? Because if not, that is what this statement makes it seem like.

I don't think college is affordable for most students.

I would carve these words in stone at the entrance to the State's legislative chambers.

Recent legislation reducing a few university tuition costs to $500 belies the "working compact" statement. Lack of bipartisanship and university consultation in Raleigh has lead to numerous "top-down" decisions that negatively impact campuses.

N/A

The high quality of the education must be maintained as well, otherwise it does not serve the students.

I believe that the student's financial aid not be solely represented by FAFSA, but a true look at the financial status of the student. The most talked-about problem with college is the fact that many people that are prepared but cannot afford, or can just barely afford - leaving parents in a huge financial hole. The scholarships for students at this institution are lovely and graciously accepted, but do not make very much of a dent in the almost $40,000 I am paying.

Fees should be pro-rated and as a percentage of need.

1. Make it simpler to read. 2. Not sure what "free of expense" means. For the student? For North Carolinians?

I believe that higher education should be defined as a right of every citizen, not just as an obligation of the state.

End after "...in a cost-effective manner". The mandate to make education as close to free as practicable for the people of the State does not include any concept of that education being freer to some people of the State and more expensive for others based on their relative means. The obligation to provide options for funding whatever minimal cost remains after the Universities have maximized cost-efficiency is a critically important but separate obligation.

the benefits of The University of North Carolina and other public institutions of higher education be extended to

the people of the State as an economical investment opportunity in their future career.

I don't believe in the statement free of expense....unless there is true need. Besides which, with the budget cuts that we have to absorb each year, the University System would not be able to sustain itself. I would fear reduction in staff.

The State MUST invest more in education to bring down the cost of tuition for students. Additionally, the State MUST prepare students for College by investing more in K-12 education and paying teachers more than the US average to attract and retain the best educators.

A definition for the university I don't think should just be a quotation from the State Constitution.

I worry about the word "efficiency". This suggests more online learning, or use of MOOCs, etc. Please note that there is no current evidence that online (or esp MOOC) experiences are better than in-person education. So if the goal is to provide high-quality education, then "cutting corners" by moving online is not going to work. If college
is viewed as a "production factory" like Intel makes chips, etc., then yes, ideas like economies of scale, etc., could apply. But learning, like health, is not a "good" that is simply "given" to the customer upon payment; it is earned over years or a lifetime—a fact that is not always compatible with a private sector view of the world.

An easier to read definition that can be understood by everyone.

I agree with the definition, but in practice college is still unaffordable for many prospective students

none

none

A "working compact" is not enough. We need to have an "investment mentality" ready to make tough decisions to raise the revenue to provide low cost education while simultaneously enhancing our administrative and programmatic infrastructure to do so at high quality. That may mean raising taxes to provide those resources. We need to ensure that our definition above allows room and flexibility to allow for strategic investments.

Higher education should not be free of expense, but it should be more affordable. If it's free then there is no value. Change to read, "be extended to the people of the State in a cost-effective manner".

It should be written so that those aspiring to attend an institution of higher education can actually understand it (i.e. perhaps without language "benefits . . . as far as practicable" or "compact" if we really mean affordable and an agreement).

To me the constitutional language is clear about providing, to the extent possible, public higher education "free of expense," not merely in a "cost-effective manner." I believe we set the goal too low if we are only trying to keep student costs down, rather than seeking ways to make public higher education free for residents. It is unlikely that totally free higher education is possible, but there is such a stark difference between this language in the State Constitution and the current tuition and fees at state institutions that I believe we can do better and should express that sentiment in the definition of Affordability and Efficiency.

I feel that this definition is not true from my experiences and the experiences of close friends and family.

The definition as written is a strong one. The major concern is how "efficiency" may end up being defined. I encourage the Board of Governors to resist measuring efficiency purely through graduation rates and credit hours. Efficiency should also entail the effectiveness of the education a student receives. Has the educational experience been a strong one relative to the number of credit hours taken? That is one way in which the question should be posed.

I bristle at the term "deliver," as it brings to mind the "deliverables" of the corporate world. I would resist at every turn the "corporatization" of higher education. Also, I might go so far as to add a phrase at the end indicating the university's obligation to play an *active* role in supporting students who might not otherwise have the means to take advantage of the university's resources.

Inclusion of the word ‘free’ in this statement is misleading and inappropriate. There is NOTHING ‘free’ about college. Whether the institutions are subsidized by my (our) paid taxes, or immediate payments from lenders who will expect repayments plus interest, there is certainly a significant cost.

In my experience, if anyone pays - even a nominal fee - for something, it is treasured much more than if it was given to them.

Add some sort of commitment from the elected officials to actually deliver on these empty words. Include some indication that the budget won't be balanced by breaking the backs of faculty. When students make more in their first job after graduation than the instructors who trained them, the notion of "cost-effective" is nonsense.

The wording in the constitution is clear. The second sentence above only seems to obfuscate the intent of the constitution and create loopholes to get around the obligation of the state to make a college education ~free for students who are academically prepared for it. It leaves the door open to keep expenses up and rely on student
aid and student loans, etc., which still put a financial burden on students and their families (only delayed) and put a growing financial burden on the universities to come up with student aid.

add antidiscrimination language to include sexual orientation and preference

N/A

College shouldn't be free. As a tax payer, I'm not going to pay for some kid to have a fun "college experience" and go to college just to party. Which is why a lot of kids go to college honestly.

I'm not sure I understand this definition (so maybe a more clear mission would be more appropriate). How can we provide this education free of expense? I do agree that our mission should be to provide the highest levels of quality in a cost-effective manner.

none

None

This definition is too broad and focuses on a historical view of college affordability. It's much more individual and personal to those looking for ways to afford college.

...State with limited expense.

with regard to a student's ability to pay.

More financial support for institutions and students

There need to be clear, unambiguous constraints on the tendency to dilute the academic content in order to reach more students. That's the wrong strategy--students need to be prepared to encounter a globalized world and the education they receive must ensure their competitive advantages.

None. I would only emphasize that the state should take "free of expense" seriously.

Based on effort and intelligence. Not just that someone wants to go to college. It is in North Carolina's best interest to educate it's best and brightest, but the State cannot afford to offer a blank check to all.

Remove free of expense

Let's start with the part that says "the General Assembly," shall we? The General Assembly should have NOTHING to do with the University System. Let me repeat that: NOTHING. The GA, particularly in the last 6 or so years, has proven that it bows only to partisan thought and motivation, both of which do the University and the people of NC a tremendous disservice. Funding for the University system should be tied to specific markers, such as enrollment numbers, inflation, etc., and not require any approval from the GA unless special circumstances require EXTRA funding. On a similar note, the GA should have no ability to appoint anyone to the Board of Governors. Did you get that? NO ONE. The current batch of BOG members are deficient in so many regards that I do not have the space to expand on that here. I will just say that the BOG should include proportional representation for undergrads, grad/professional students, faculty, staff, and the general population ... by democratic voting!

I would want applicants to be given their Federal Pell Grant first before the state kicks in money.

I do not understand this definition. Are you asking if I agree that higher education should be free? I believe it should be affordable. That is not the same as free. And if Article IX, Section 9 states that higher education should be free, we are not accomplishing this goal whatsoever.

"Free of expense" That horse left the barn a long time ago. We win on value - but cheap will not allow us to maintain value.

I agree with the statement, but ability to pay DOES prohibit students from attending college and tuition is NOT free.

I don't think that 'free of expense' is a reasonable goal, but rather that it should be extended to the people of the State, perhaps at a proportion of income or something. Essentially making financial aid scale properly.
I don't think we should totally disregard "student's ability to pay".

Through working compact has broken down in the legislature Punitive budgeting and undermining the learning opportunities

This definition ignores the fact that the compact also requires the State to actually provide adequate funds to the University. Goal of "nearly free" cannot be achieved simply by cost-effectiveness by the University if State continues to cut funds. Statement should include a commitment by the state's elected officials to support the educational endeavor. I recommend: "Article IX, Section 9 of the NC 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 requires a working compact among the state's elected officials and taxpayers to adequately support the University; and the University 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."

Drop the last bit - "without regard to a student’s ability to pay". A student who has no investment - in general - will not value what is received. If financial aid is needed, try to provide it, but education is not free.

If you truly make it "free of expense" it will require "the people" to pay more taxes. The system would have to work out how to make more spaces for those who want to go. It would be likely that the budgetary constraints that would be imposed would result in staff and faculty salaries falling even further behind the private sector, and the best people would leave for better paying jobs.

Our constitution's statement is a very noble one that should be preserved.

Nothing is free, someone is paying for it. Things given without investment, are appreciated at the same level. Every student should be responsible for paying for their education with provisions for paying after they graduate.

What does "free of expense" mean? Truly free? Free of most/some expenses? Free for whom?

How will the General Assembly pay for free college?

The constitution doesn't encourage it, it requires it.

Base cost to students on merit only. This will drive all students to perform better and will raise the level of incoming students.

I would subsidize low-income students rather than subsidizing all students through low tuition.

Tuition is lower than other states but hardly "free of expense"

None. I'm pleased at the relatively subordinate role "efficiency" plays. That's where it belongs.

Families who have the resources to pay for their children's education should do so.

It is easy to get caught up in the "free" term. It is an old term that is no longer useful and is now only used to remark about how cheap tuition is supposed to be but can never be again.

Tiered education options. Free or low cost options for 1 or 2 year job training that will benefit state economy. unless endowments are unlimited, we cannot deliver free education without a loss in quality. Also students need to be responsible for some portion of costs in order to appreciate what they are receiving. I can't figure out how to put this in the above.

None... it is very clear and well written. It is just not followed very well.

The definition seems a bit fantastical. How could the state possibly afford such a proposition? One way would be to cut down on the bloat factor at the top of the university system. We should take a hard look at whether we really need dozens of administrative jobs at the highest level and whether these folks require such high salaries.
The state has abdicated its responsibility in funding a system that could accomplish the stated goals. Until our legislature changes and funds a University system that has the resources to provide an affordable education to those that want it, it’s just empty words.

"...be extended to the people of the State at a cost that is based on their ability to pay."

Free of expense means free of expense - the idea is that the people of this State benefit by a highly educated population. I'm a beneficiary of the free college educations my parents received - GI Bill and City University of NY - back in the day when we invested in the future rather than robbing from it.

That constitutional mandate encourages a working compact among the state’s elected officials, taxpayers, and the University to deliver the University’s multifaceted mission at the highest levels of quality through stable budgets that maintain funding commitments to undergraduate education and without regard to a student’s ability to pay.

The state needs to understand the level of funding required for excellence. The state of NC is very backwards.

The definition implies that we are obligated to admit/serve students who cannot pay (much as hospitals must offer indigent care). Could we not omit the phrase "without regard to a student's ability to pay"?

If the students want it; and the legislatures do not want to support it; then the students need to PAY.

It seems pedantic and doesn't say much. It should be every institution's goal to provide high quality education and be cost-effective. What makes North Carolina different?

Nothing is free.

"At lowest possible expense"

I would like to see that definition be amended to state that this education is the overall growth of North Carolina residents and not tied in any way to educating students in order to, solely, get them jobs. While crediting marketable students in important, if education is only tied to the job market, then our universities are no more than glorified trade schools.

I would improve upon the statement "be extended to the people of the State free of expense" and further define its phrasing. I would be as concise and specific about state, elected officials, and taxpayer's contribution. Because many find this phrase confusing and want to go to college debt-free which is not the case for a significant amount of students, they find fault in this message.

This definition only provides lip-service to efficiency. Part of the affordability issue has been a decline in the efficiency of university operations, especially those at smaller institutions. As we add additional layers of process and review to the student experience, we also add highly-paid and highly-placed middle and upper managers who add little tangible value to the process of educating and informing students while diminishing the efficiency with which we can carry out our mission. In order to be efficient, the University system needs to be competitive with private employers so we can attract the best and brightest talent to teach our students and provide them with the world class support services we aspire to provide to our students. It is impossible to remain competitive when campus support positions are seen as indistinguishable from similarly-titled support positions in state agencies with a vastly different mission and purpose, e.g. the Department of Administration.

Omit "free of expense"

who is going to pay? People have to take responsibility for their own education, however, that education does need to be affordable. There has to be a middle ground between free education and the expense of college now.

I don't see a problem with having students work while going to school to increase their ability to pay.

NONE

No changes to the definition, but mean it. Tuition costs have sky-rocketed over the past 10+ years citing faculty retention, employee retention, inflation, etc. but my perspective is that the monies have gone into administrative
salaries at the expense of the students. Need equipment and supplies have to be "justified" in order to operate through an academic year. Ridiculous!

It isn't clear why we are so far off the mark of the NC constitution of "free of expense."

Free of expense is impractical. Add noting extension of services to students demonstrating ability to succeed under the academic rigors of a university experience.

I agree with the current definition.

I agree that a University education should be given in a cost-effective and affordable manner, however, I don't necessarily agree that it should be entirely free of "expense." A university education is of value, and psychologically for it to be of personal value to the individual, I believe that there should be some cost to the education.

Hold the administration and faculty accountable for the wrong they may cause which reflects the down fall of the school and its students.

as far as practicable

"Provide benefits of UNC" is a joke at campuses other than UNC CH. The imbalance of resources is outrageous. Scholarships applicable to each campus need to be increased and mirror priorities of students and goals. Exactly what is free about attending any UNC school? Nothing. Duke takes "without regard to a student’s ability to pay" is a true statement (7 billion endowment). UNC has "In 2013 the University of North Carolina at Chapel Hill (UNC) saw its endowment rise from $2.179 billion to $2.381 billion." Very big difference, but fund allocation MUST be redistributed - more graduating students = more $$ available from alumnus and outside supporters. Why is this not obvious???

No additional recommendations at this time

Support for any student who cannot afford college yet satisfies the requirements established by said institution will be given in order to ensure that no student who is capable of standing in higher level academia is neglected.

None

I do believe that students seeking to receive a higher education should be responsible financially that education. To what degree is the question as saying that people should attend school for free then brings about the question of how does an institution survive financially to pay faculty, staff and effectively manage all other areas required for an institution to function effectively.

Costs should be proportional to current and expected expenses including Human Resources, tangible and intangible assets, etc. but should not produce excessive profit after expenses have been payed and projected future need has been met.

Make it clear and explicit. Less legal-ese

I agree with the sentiment expressed, but we are far, far away from the spirit of this oft-repeated nostrum. I am embarrassed to be part of a system that promulgates such opinions while simultaneously be woefully derelict with actually implementing this idea.

College should be FREE to all in-state students. Period. How is having a credit line of $30,000 and maxing it out just to send your kid to get an undergraduate degree FREE?? I want an educated public here in NC, for the good of ALL of us. Ignorance and love of MONEY have ruined our State (thank you, Art Pope and Koch brothers!), and the only remedy is to open minds to knowledge, not belief.

Fails to account for excellence

Replace the words, "free of expense" with "in a cost-effective manner." (Or any other words with the same meaning.) "Free" smacks of socialism.

I think it is stronger than a working compact and cost effective. I think it is a mandate to be as inexpensive as possible.
I would strike without regard to a student's ability to pay.

The universities are no where near "free of expense" - and this is to be extended to the people of the state. It doesn't say to the poor or those who can't pay. It says all the people.

Nothing

Take race, gender, cultural differences out of the decision making process. The people now in charge were regular people until they became wealthy and powerful in office, now they have placed themselves on the top tier in a three-tiered class system. They now think as those even from a 1670 Harvard University commencement the ruling oligarchy suggested that schooling for the lower tiered persons was unnecessary because working people would rule the upper-tiered class.

While I agree with the statement. I do not believe it is actually being implemented. If changes were to be made to reflect the reality of higher education affordability in the UNC system, the change should be that "...GA shall provide...as far as currently desirable, be extended to the people of the State with a continuously growing expense. That constitutional mandate encourages, but fails to to enforce, a working compact among....at the highest levels of quality, but not at all times in a cost-effective manner, with practices that tend to ignore student's ability to pay."

'without regard to a student's ability to pay'?? what does this mean? All students in NC receive free education?

Some young adults need better counseling at the high school level to best determine where their strengths and interests are. Some may need to focus on a vocation, rather than a formal education.

Consideration for adjustment of fees associated with enrollment at UNC affiliate institutions.

something about helping students (at all socioeconomic levels) find part-time jobs to help pay for their education AND helping them learn strategies so they can both learn and work (without having to "juggle" both) - I think the education will be more meaningful and the work and the strategies will be helpful in their future lives including preparation for life-long learning

Define "free of expense" and "without regard to a student's ability to pay"

None

it says "FREE OF EXPENSE" that is what it says and that is what it should mean!

Use of the term "highest levels of quality in a cost-effective manner without regard to a student’s ability to pay" mandates that expenditures take precedence over students ability to pay for the provided service as long as the service is deemed cost effective compared to similar services regardless of whether that service is provided by public or private institutions. The UNC system should NOT be attempting to compete with Harvard or MIT. Concentrate more on the "free of expense" and provide an affordable and portable degree instead of aiming at expensive and world renown. Our institutions should be more insulated from the hubris of those chosen to lead them and simply perform their intended services.

Remove last eight words.

ALL persons are entitled to an education regardless of their Race, Spiritual Belief or Sexual preference. GOD is the Judge not the Human Race!

The goal of the "working compact" should be to provide higher education "free of expense," not to be "cost-effective." Don't treat free of expense as an unattainable goal.

Remove, "without regard to a student's ability to pay." It is redundant with "cost-effective manner."

Nothing is "free". What is the impact on economic stability and resource allocation if we move forward with a system that is "free of expense? There are already extreme differences in who gets what and when...compare the Engineering colleges at A&T and NC State. Will this focus further exacerbate these glaring differences?

none
less emphasis/state $ on sports

People who have trouble paying come from families that probably didn’t go to college. Understanding how to serve their children better should be easier

I do not think it should be free to anyone. A payment, even small, tends to add to accountability of students in nonformal/informal education opps from my experience. Is there research on this for you to draw from?

I have no changes for the constitution. A "mandate" cannot "encourage" - it directs -- prefer this language - The NC constitutional mandate directs the state’s elected officials, taxpayers, and the University to provide access to a university education at the highest levels of quality in a cost-effective manner without regard to a student’s ability to pay. I also think that the multi-faceted mission was never intended the primary goal of UNC -- it was to provide access to a quality university education to ALL qualified residents of the state.

College is crazy expensive.

What is considered "practicable"?

I would not change anything.

This definition uses the word "efficiency" in relation to money, which is not the only aspect of efficient operation. It is important to consider the logistics and effectiveness of these benefits as well. If these assets are efficiently used, they will not only help more students, but be more cost effective in the long term. In short, change "cost effective" to "efficient".

"Free of expense" does not mean "cost-effective manner without regard to a student’s ability to pay". Delete the latter and implement the former.

The definition is far too cumbersome. Simplify it please.

The "ability to pay" helps the destitute but often excludes working people who cannot pay thousands of dollars out of pocket.

I would base the "free expense" on ability to pay. I think that would bring about parity.

We should try to find ways to help those who cannot pay, but encourage students to understand the value of the education they are receiving and instill values to want to pay what they can readily afford to enhance their integrity.

I'd remove "as far as practicable" because if we want to make it free, we can. All depends on priorities. Forcing the UNC system to make college free to state residents by removing that clause would make it a priority without waiting for someone to decide it is (which they never will).

While a constitutional mandate may be the driving force for affordability, it should not be the definition. This definition is merely a statement of fact and an argument that the UNC has a duty to perform its mission in a cost-effective way. This is not a definition of what affordability and efficiency should look like for the UNC system. There is nothing here that mentions efficiency either.

I think a student should have to pay something. Nothing is for free.

Change "as far as practicable" to "as far as economically sustainable"

It is important we keep in mind the need for high quality and independence of the research and education provided.

Since the cost is far from free, it seems some time to better define some objectives around the terms "as far as practicable" would be in order. Setting some intermediate goals that will move things to be more affordable would be helpful.

Change the word "encourages" to "requires"

Consider rephrasing use of the word "free"
No definition of "affordability" or "efficiency" was provided, so neither agreement nor disagreement is possible. I agree well enough with what these sentences say, though.

Free of expense doesn't have to be free of any compensation. strongly support payment or repayment for education with service to institution or country.

Public higher education should be completely free of cost to any qualified student.

Strike "...State free of expense" and replace with "...State at reasonable cost"

Look, I am middle income. We are currently paying for me to attend school and will shortly be paying for my children to attend college. I absolutely think there should be an ability for a poor child that has the grades and SATs to attend college to attend with academic scholarship or significantly reduced fees. There are federal grants for which a child of disadvantage qualifies. I absolutely support in-state tuition as a tax payer I am funding continued education.

be more specific with the term "as far as practicable" Legislature seems to think this gives them the ability to cut budgets when they want. I would like to see a percentage figure here to prevent this from happening.

not sure that "efficiency" is addressed in this definition unless it is the "quality in a cost-effective manner"

what defines "practicable"?

n/a

None

I'm uncomfortable with the language "without regard to a student's ability to pay." Unless the General Assembly subsidizes higher education on a larger scale, colleges and universities will need tuition income. I would delete that language.

Examine the funding formulas to take in consideration the needs of the students. keep in mind the students needing the least help are the top students.

None

Students should pay. The problem is the soaring cost of tuition at most colleges.

"...at the highest levels of quality in a cost-effective manner. Students who demonstrate an inability to pay, shall be provided opportunities to earn an education through civil service, work study or other means of "repayment" to the State."

We should be using NC lottery money to fund community colleges.....It should be free

I disagree with the statement, "without regard to a student’s ability to pay." Please note I think financial aid is a great help to many people. But, If we treat someone special because of a particular circumstance. It basically a big "Screw you" to those that don't apply to that circumstance.

Don't restrict to physical attendance; boost online offerings especially for those where travel or room/board would be prohibitive.

It should not be so expensive. It should be just as affordable as public school.

"free of expense"...those who can not afford monetary resources to attend with a condition of community service, work as an RA, tutor, enhance community relationships by joining an organization, find the area they excel in and work to incorporate into a productive situation vs "free".

Free? Really? Books too?
The interpretation should match the Constitution’s language: "free of expense"

<table>
<thead>
<tr>
<th>none</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Remove free of charge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change without regard in last sentence to with regard to student's ability to pay.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is easy, especially for those already frustrated with the financial aspect of higher education, for this statement to be misconstrued as saying that the cost of a quality education will be left to those whom have already completed their higher education [and now most likely maintain employment inclusive of a comfortable salary]. Thus, it might be more so encouraging of a positive response if the &quot;without regard to a student's ability to pay&quot; were omitted or reworded.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Must include gender, race, sexual orientation, sexual assault, transgender and criminal charges.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The phrase &quot;in a cost-effective manner&quot; may be a swipe at the University, implying that it has not always been cost-effective. Since I believe the University has consistently worked to be cost-effective, in my long experience, I would prefer this phrase be removed, but I do not feel strongly about it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since efficiency is not limited merely to finance/cost, this definition is better described as relating to &quot;Affordability and Cost Efficiency&quot;. No Change to the statement: &quot;Article IX, Section ... extended to the people of the State free of expense.' Recommended Change: This Constitutional mandate necessitates a working compact between the state’s elected officials, taxpayers, and the University in order for the University to perform its multifaceted mission at the highest level of quality and cost-efficiency, without regard to a student’s ability to pay.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I'm not opposed to some costs being shouldered on the student, but make it reasonable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students need to pay more for college education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This statement contradicts itself. In the first half it says &quot;free of expense&quot; but then in the last part it says &quot;without regard to a student's ability to pay.&quot; Both statements should be taken out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not think taxpayers should be responsible for an individual’s college education; going to college is not a God given or Constitutional right, it is a personal choice. Taxpayers already fund a multitude of social programs for the benefit of those less fortunate. I had to work my way through my undergraduate education; as a white female high school senior, with excellent grades, from a rural area, with absolutely no financial support from anyone...I did not have the opportunities for financial aid that others did based, despite my school performance. So no, I do not feel that college should be free and available to everyone.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. as far as practicable, be extended to the people of the State free of expense. 2. cost-effective manner without regard to a student’s ability to pay. Those 2 statements are not the same. In practice, I believe &quot;without regard to a student's ability to pay&quot; becomes &quot;tuition rates aren't important, the students can just take more loans.&quot; The UNC system needs to address its finances and whether its spending is beneficial to students in terms of Affordability and Efficiency. An objective assessment of enrollment, tuition rates, and college loan indebtedness would be a good starting place.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If the state continues to remove state funding from these Universities while limiting tuition increases it will compromise the product and quality of the education. There should be no cap on out of state tuition.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are currently paying a fortune for worthless trinkets like climbing walls and social events. The institutions need to be focused on the core mission of education before we worry about whether it is free or not. Our new student center is a giant waste of money based not on actual need but on pumping money into the community.</td>
</tr>
</tbody>
</table>
First, if you are working class rather than living in poverty; you will move you and your family a financial step while trying to pay for your education. It appears there is a large gap between those who can go for free based on financial information and those who can afford to pay full price. I personally am a grad student who is 60K in debt and now trying to pay cash so as not to amass any more debt. I am 51 years old and make 33k a year so that means one class a semester.

I would change free to a more reasonable cost based on family income and provide a work study program. I believe that people do better when they work for something. Eliminate the phrase "as far as is practicable"

Should be with regard to students ability to pay. Rich kids should pay more.

I don't think it should be "free of charge" just more affordable for students of low income families.

Being sure that free instate is not the same as increased out of state.

I am not sure I like the wording about without regard to a student's ability to pay

Clarify how to balance varying interests in determining what is meant by a "working compact"

None

I think it's important for students to be invested in their own future. Not indebted to it but invested. A fine line.

to value education an individual should have some skin in the game

This will undoubtedly cause an uproar (and rightfully so) by those who have, and currently are, paying tuition out-of-pocket and/or those of whom have paid off loans, or will be paying off loans for many, many years to come. While I do not believe college tuition should be offered free of charge, I would be supportive of a change of which encourages academic excellence, in exchange of a reduced tuition fee. This way, the institution(s) can ensure that the state of NC is implementing a change that is FAIR, reflective of "hard work pays off". That said, this would also encourage additional kids to work more efficiently during grade school, as this would be something that applies to everyone. For instance, from my personal observations, the kids who work to this extent are typically those competing for scholarships, which can be very intimidating to others who care, but do not feel as though they have a chance.

Instead of encourages, should be changed to guarantees.

Free of expense should only be applied if minimum academic performance measures and standards are met, such GPA. Candidates for admission who don't meet the minimum could be admitted on a probationary status. All students on a probationary status would be required to complete an in-coming freshman "College Readiness" course with a minimum passing grade in the class of a B. The point is, students need to understand the value of education and receiving a "free education" shouldn't diminish that in any way. Not should this process present unnecessary barriers. A college education is a valuable opportunity. Students should still "earn" their education by demonstrating successful engagement.

Institutionalize equity in resources available, measure implementation and make the consequences of noncompliance grossly unacceptable.

Fine as is

Taking a small portion of Article IX, Section 9, out of context does not allow there to be accurate feedback, which give false results.

In addition to making funding available for students that can't afford to pay, Universities should be held accountable for graduation rates and job placement post graduation.

There are tiers of funding that exist in the UNC system. That needs to be addressed and eliminated
State clearly how you intend to do so.

Some costs contributes to putting a value on your education and a drive to complete it.

It should not state free of expense, but economically reasonable

None

Make it simple....

Nothing

I have no issues with it as written.

I would add the following: A cap of 1 million dollars will be placed on the salaries of all athletic coaches; and any remaining will be disbursed to a student trust fund to offset a student's ability to pay.

"without regard to a student's about to pay"

Making college free for everyone devalues a college degree.

Use lottery money for prepared students as they do in Georgia. Do not increase taxes. Have a difficult time seeing where lottery money is currently spent in WNC.

You need to take the student's ability to pay into account. Many working-class individuals do not get any help because they just miss the requirements to get financial aid.

modify "free of expense" to "at a nominal expense commensurate with a student's ability to pay which, in some cases, may be free".

No change. The law is clear.

I agree with the statement but don't think the university system actually does this because I think the focus of the university system is based on a doctrine that was popular in the 1800's. You need a completely new vision if you want to make college a worthwhile adventure in the future. You must figure out how to harness the power of the internet and technology to bring education to people rather that teaching people like they did on Little House on the Prairie

1. No one other than a lawyer can fully understand this definition to its full potential 2. college IS NOT the tax payers bill 3. Yes, college should cost less (textbooks, equipment, tuition) but it should still be a high cost so the student can understand the value of their education 4. with little to no cost of a higher education, any one can walk in and become future lawyers, doctors, teachers.... etc. this will then eventually reek havoc when these adults work in their profession. 5. make and focus on scholarships and grants being more readily available (accessible)

Phrase it in more layman terms.

None

Cost should be based on the student's ability to pay. No if, ands, buts about it.

I agree that a cost effective education is critical but I am concerned about the movement to make it free. I investment in one's own college education is important, otherwise there will be little incentive to complete degree programs.

I agree with this statement in principal, but I don't see how it is possible that this could presently be state law. In-state students do pay tuition, so it is not "free of expense". Also, if this is to be achieved, then a much larger percentage of the UNC budget is going to have to come from tax dollars and not tuition. The quality of education is already suffering due to the budget cuts of the last several years. Classes of 500 students may look good on paper, but what type of support is a student in a class like that going to get from the instructor? This is just one of many examples.
I think that the student should work at the university if they need to provide restitution for education received if unable to pay.

The most vulnerable point is the phrase "as far as practicable." I understand that some flexibility in this Article is needed, due to fluctuations in financial resources available, further elaboration, such as a maximum amount or percentage a student might contribute, would be useful. Otherwise, the contribution made by the state could be eroded without much justification.

By benefits you mean, the services offered on campus or the classes?

that community colleges be FREE

The constitutional mandate doesn't say anything about the student it specifically addresses the people of the state. Therefore, the people of the state of NC should not have to take on the burden of foreign and out of state students without that student contributing greatly.

. . . without regard to a student's ability to pay or a student's choice in major.

As a state university, I would like for the university to become tuition free for all students. Most if not all students do not make enough money to pay for college unless they depend upon parents. I am speaking of students who attend college immediately upon graduation from high school.

...as long as the student is maintaining an average equal to a B or higher during his or her tenure in higher education.

This should apply to all students (including those returning to school for a career change/complete a degree). Financial aid should be available to ALL students. Also, tie the amount of financial aid to GPA.

Nothing is free of expense. The money is being stolen from someone.

This is a waste of tax payer money. If blows my mind when I have seen scholarships go to students are very wealthy. It also blows my mind when scholarships are only given to specific races and genders. If students show their resolve and perform well in high-school, then yes they should be helped out if needed. However, they should be required to work for the institution while in school a certain number of hours, maybe 20 max.

n/a

Add a statement about it being the responsibility of the students to maintain the appropriate GPA, not counting any remediation courses they are required to take.

Affordability is important, crucial for many North Carolinians. However, the concept of "free" is misunderstood by my generation and those younger than me. It's not appropriate to say that students will be exempt from the investment required to earn a degree. That investment should manifest in different ways for each student.

remove the "without regard to a student's ability to pay". Every student must pay, whether that be from traditional methods, to work-study programs, to financial aid, to grants or scholarships. Nothing in life is free, better the students learn it earlier than later.

Generally, I like and agree with the definition for the most part, but I think that the "free of expense" clause is often a difficult milestone to achieve. I would lean towards replacing it with a different phrase, such as saying that "education will be affordable to all." This implies that it will be free to those who could not otherwise afford it, but that costs may be higher for students who have substantial financial means.

If I understand this correctly, a college education is to be of no expense to the student. I do not think higher education should be free but it should not cost an arm and a leg saddling the graduate with enormous debt. If it's free, then how appreciated will it be? Students are already exhibiting a "entitlement" attitude now. "giving" them a free education is not the answer.

I would make it affordable but not free.

In most cases, people are willing to invest in what they value, and value what they have had to work for. These basic generalities should be taken into account when crafting reasonable financial policies. A "free" education is
not "free" of course, and the burden on taxpayers and the state budget needs to be reasonable and in balance with the state's other needs and priorities.

This needs to be written in layman's terms instead of terminology used by policy writers. It would be most appropriate to ask students what this definition means and ask them if they agree.

This is incorrect..."be extended to the people of the State free of expense" Also, North Carolina lacks funding and resources for secondary education. If these issues are not resolved, the higher education in North Carolina will not be effective.

I would add GPA, Work Study, and State obligations (to work in NC after graduation), conduct, school affiliations requirements.

Luxuries should be funded by either private entities or students willing to pay for them. Tuition and fees are out of control due to too many non-academic perks.

needs to be qualified in that only that only those able to do the work should be extended ... free of expense. Too many students who can neither read or write at college level now admitted. degrees from some UNC institutions have always been regarded as a joke. I worked in NYC and we knew which UNC schools to hire from and which ones we best not look to closely at.

It doesn't seem practical any longer to offer a free university education. I think the $500 tuition plan at WCU, UNCP, and ECSU is a great effort but I'm interested to see how their costs will rise as a result of influx of students, and if the legislature is going to fully fund the increase. When I graduated in 2001 I had around $25,000 in student loans which I'm still paying on. I viewed it as an investment and have received much more than that in return. I think students graduating with over $100k in loans for a basic undergraduate degree is very excessive, but I think $4k for a four year degree is WAY too low. I was a first generation college student that received Pell Grant and had an EFC of basically zero, my education was fully funded by loans, but I still understood that my education came at a cost that I would have to repay. I think the UNC system needs to find the right balance between $100k and $4k for a four year degree.

rephrasing slightly to read "extended to the people of the State at an affordable cost in accordance with one's socioeconomic status/ability to pay..."

"The people of the state" is an ambiguous term. It should read "citizens".

This is a pointless question. Amending the Constitution is properly a hard thing to do. Is the UNC GA suggesting an amendment is necessary?

Just so the "without regard to a student's ability to pay" is actually taken into account.

I would not change the statement, but I would point out that is somewhat incorrect. Tuition is very high, even for in-state students. Moreover, the surcharge added for students who take "too many" courses, suggests the statement may actually be false.

Lowest possible cost. Free seems like a far fetched goal.

That statement is contradictory. You simply cannot provide a high quality education in a cost effective manner if many students attend for free (financial aid). I pay more for those who can't afford it. I am penalized for having a two career family who makes above the federal guidelines for financial aid. However, paying for college was a sacrifice and took money away from other things such as retirement.

If you want people to have access, try writing the above statement in plain English so the people of the state can understand what you are trying to say. Phrases like "as far as practicable" and "a working compact" are not common English. Say you want to make the university affordable and efficient for all.

First - this phrase: "as far as practicable, be extended to the people of the State free of expense." We have strayed SOOO far from this goal. Our elected officials are destroying our public education system, top to bottom. This must change. Education should be considered a RIGHT, not a privilege! We should also provide solid occupational training that is not necessarily based on university level education but improve access to community colleges and other kinds of work force training and certification. And make it AFFORDABLE.
this does not take into account the services that universities supply that are not educational in nature but
demanded by the students and their parents. these services increase the costs. not sure how to change the
definition but this is a reality.

Too bad the elected officials ignore this provision....

None

Obtaining an education is never expense free. College for everyone at the expense of the taxpayer is not only
gerimental overreach it perpetuates a form of subsidy to colleges that do not perform well academically or
financially.

IF this message is inferring that NC universities should be free then this statement make it plan and spell it out.
The statement is very vague.

There needs to be something included about the responsibility of the student to work for the right to go to school
and earn their degree rather than expecting it to be handed to them simply because they are enrolled.

This is a privilege and should not be free. Effort needs to be involved including paying for the privilege.

None, but I would ask the state to reconsider "residency laws" as they pertain to in-state tuition. It's actually very
easy to be considered an in-state resident and take "low cost" slots from other NC students

Too bad that our public universities are so heavily dependent now on private funds. Who would have thought that
'free of expense' was in the state constitution? I think most folks don't know this.

Isn't there a correlation between socioeconomic status and education? Isn't there something to be said for
someone paying some price for material and services they receive? Too many students come to college
intellectually and socially unprepared

I do not agree that a university level education should be free of expense.

There is still in-state tuition, so I find the statement "free of expense" confusing.

I would suggest an explanation of why college of not free of expense....for example student fees, etc.

That is pure liberal BULL

"....extended to the people of the State free of expense...." Not sure this is realistic in today's economy.

I believe that personal responsibility must be a part of education or it will not be appreciated. Research does not
show that students who get the most financial aid do the best, so why is giving them a free education going to
help anyone do better?

this is only a theoretical idea at this point. Affordability is not measurable for all persons.

The words are fine, but the bigger issue is how will this be implemented and enforced? Implementation is a big
problem.

Free of expense is not practical, and without regard to ability to pay is unfair to paying students.

understanding their is wide disparity regarding the ability to pay.

"as far as practicable" is legal language for "do whatever you want" could we close that loophole?

"Free of expense" and "without regard to a student's ability to pay" are not necessary or desirable. As adults,
students need to invest financially and otherwise in their own success.

Your aim for sky to hit the tree. It you aim the "tree", you become "university of phoenix" or (RIP) "ITT Technical
Institute"

None.

That only defines Affordability and does not address Efficiency.
Place the emphasis on the General Assembly providing "the benefits of The University....." rather than on a "cost effective manner". It is absurd to link the "highest levels of quality" to cost since quality in this most important area is expensive and may not appear cost effective to many with a limited vision.

change cost-effective to cost-conscious. The emphasis should be on quality of education not price of education

I work at a public university because I have a commitment to providing a quality education in a financially accessible form. At the same time, I am a humanities professor because I believe in the value of a liberal arts education. I would not want the cost of providing an education to be used as a bludgeon to privilege vocational-style education over traditional liberal arts experiences and exposure.

Cost-effective and efficient do not mean the same thing. Cost effective has to do with the value received in exchange for the money expended, but makes no reference to waste. For example, if all goods and services are fraught with waste then the least expensive wasteful provider would be considered cost-effective yet still wasteful. Efficient has to do with receiving something with the least possible amount of wasted energy, time, material, etc. without reference necessarily to what the competitors are doing, a mandate for efficiency forces an elimination of waste even where cost-effectiveness may already be present already present. I think it is therefore extremely important that the term "efficient" be included as well as cost-effective.

I would drop "cost-effective manner" since the constitutional mandate does not contemplate efficiency by the university system.

None

There needs to be a distinction between flagship universities - NCSU + UNC, which need to actually compete outside of our little NC bubble - and the rest of the educational apparatus of NC. This idea that you can go to a top-75 WORLD university, "free of expense" is laughable. The Universities should be free to reallocate funds to recruit underrepresented or high-need students that are prepared to be at very high academic levels. Not all students are equally prepared, and it's ridiculous to treat all the UNC system schools equally. They have very different roles, and we need to acknowledge and celebrate this. Also - what does "efficiency" have to do with this? It's incredibly inefficient to charge next to nothing for tuition, which puts incredible pressure on the entire system to raise money and grant funds. The UNC system is laughably inefficient in this regard.

Give faculty a REAL raise

I think practical and cost-effective both need to be defined. Right now, this means that as long as students can take out loans, the state is off the hook, which certainly doesn't meet the intent of the law.

leave it alone and do what it says!

None at this time.

Need blind admissions is a great thing; but this should be balanced with the fiscal needs of universities. Either campuses should have a greater capacity to raise in state tuition rates (which would still be far cheaper than similar private or out of state options); or they ought to have the ability to expand their proportion of out of state (very qualified, and bringing in much higher revenues) students. Stretched public institutions won't recruit and retain the best faculty, and they therefore won't do the best for students (or for the state).

I agree with all of it except "free of expense." I'm not sure what that's supposed to mean. Completely free? I think all but the poorest North Carolinians should pay at least a little bit.

If we are going to let tuition rise market rates we should ask the state's citizens to remove this clause from the constitution. Esse quam videri.

None

None
The explanation should include the caveat in the quote to reinforce "as far as practicable".

Given that no one can define "the highest levels of quality," I would suggest modifying this language to be less grandiose. Perhaps: "...a working compact...to deliver high-quality services from the University in a cost-effective manner...".

This seems to suggest that NC citizens should be able to attend a public university without paying tuition. This is not true. Why are you suggesting it is?

Again, I agree with the definition. However, I don't think that the State legislators are equally in agreement.

What does "cost-effective manner" mean? The emphasis should first be on high quality education for all our students regardless of their ability to pay.

in a "cost effective manner" leaves a lot of room for interpretation. I would take that part out.

College is too expensive and does not prepare the student for today's workforce

The UNC System is one of the most affordable in the nation. It is also one of the highest quality. It is affordable for most NC citizens. We should work to help needy students who are qualified get an education. The community college system was not in existence when our constitution was adopted. It is a State supported higher education system. It has to be included in the equation. Giving Community College graduates a chance to get into the UNC system should be a priority.

None

'free of expense' to too strong a statement. 'best of breed' cost point might be a better approach.

The definition is fine. It is, by intent, imprecise. As a result, the challenge is that it is, inevitably, subject to multiple interpretations, particularly phrases such as "as far as practicable" and "free of expense". Where one stands regarding what those mean depends on where one sits (i.e., one's perspective matters). Over time, the level of state expenditures to the University have decreased steadily. This has had several negative ramifications on the University (e.g., facility disrepair, increased reliance on increased tuition), and if it continues, the range and size of those negative ramifications will only increase, to the overall detriment of the state.

I would remove "in a cost effective manner"

Would love an extended definition of what "as far as practicable" means. That clause seems to hold a demanding power over the rest of that section on the state's constitution.

If you are going to include the words "highest level of quality", make sure you are providing government funding to make sure those words are a reality.

What do you mean by "free of expense"? Free as in 0% government support and thus no taxes, or 100% support and thus no tuition? And free for what schools/programs for which students/residents? Someone always pays so I don't like the wording of this and reject it on principle. Also, I did not realize this is the goal as a student currently subject to tuition. Please clarify.

Delete "without regard to a student's ability to pay"

"Free of expense" is abused by politicians in the state legislature and occasionally governors.

None

1) Remove the words "as far as practical" and achieve the goal of making college free or 2) remove the word "free" if this not practical

Take out "without regard to a student's ability to pay" and replace with "such that any prepared student is able to afford university attendance."

I think people should pay for it because people value what they pay for. It needs to be affordable so students don’t need to take out loans to get an education. Maybe have more work study programs.
"The people of the state" should be modified to say "legal residents of the state". It should not be the burden of the state to pay for those who come in without having paid into the system. This does not just apply to "immigrants" - people who come from out of state should also be subject to some sort of "tax" that must be met before in-state or "free" tuition is granted. If you are a state resident, and paid taxes for many years, that should provide you with some advantage in the financial aspects of higher education. No representation without taxation!

This statement is great but I don’t see it currently being played out - I imagine most students have to pay a lot of money for college.

That we actually follow it.

'free of expense' is an interesting term. When I last checked, I had to pay tuition that wasn't zero. I think that since the GA allows the UNC system members to raise tuition, then this article should be amended and the 'free of expense' statement removed.

None.

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.

I disagree with the notion "free of expense." I would use the concept of addordability. Students with no "skin in the game" go to school for the wrong reasons and do not maximize the educational experience.

I would change "without regard to a student’s ability to pay" to something along the lines of "ensuring that a student’s relative ability to pay is not an obstacle to their access."

I wouldn’t change the definition but we are far from compliant with that definition as far as people receiving the benefits of the University free of expense.

"Free of expense"? It is costly to provide high quality education. We should get rid of the 82% in state student requirement, and simply agree to educate some number of NC residents (which may increase over time at a rate consistent with the growth of the university and historical 82% numbers. Then, allow the university to attract greater numbers of out-of-state students if there is demand. This additional revenue will allow the university to improve quality.

Higher Education cannot be free, but it can be affordable. If we want free education, we need to utilize our community college and technical systems for that, but to expect free education at the large institutions is just not feasible. We would need to dramatically cut all student services if that were the case. People need to be careful of what they ask for.

The definition addresses affordability only, does not address efficiency at all. Also, what is considered "cost-effective" to people making the decisions is often far from cost effective to those who traditionally have not had access to higher education.

So long as ALL of the universities within the UNC system are treated equitably when it comes to allocating the resources from the taxpayers.

Giving everyone a free education only nullifies the value of degrees. If everyone had one, they aren’t as valuable and the job market doesn't benefit in the long run. And employers who refuse to hire those with just a high school diploma, regardless of the job or length of experience of the individual, are doing a disservice to the communities in which they operate.

the "working compact" is broken the allocation of resources does not reflect that this commitment is honored

change wording of "working compact"

Why "encourages"? That constitutional mandate requires the state's elected officials to adequately support, in collaboration with taxpayers and the University, the University's multifaceted .................to pay"
Continuous budget cuts and lack of new funding limit scholarships and limit staff's ability to make positive changes and new needed programs to serve students (for example a robust financial literacy program and improved student services to help target students in academic or financial trouble before it's too late).

"The State's elected officials shall uphold their constitutional mandate to deliver the means by which the University may serve its citizens."

The constitution mandates affordable education but the State has failed in recent years to follow this mandate. The definition should include mandate that the State will maintain a strong financial commitment and not decrease funding for any reason.

"as far as practicable" is a key component of the definition. I would like to see something about the quality of education being sustained - and the role of NC as a leader in higher education quality, as well as accessibility, be supported.

Lower tuition, students are leaving college in great debt that takes years if not decades to recover from.

I think that if a student gets financial help, they should pay a portion of it back through work study or community service.

This statement is absurd with decreasing state support of higher education. Revise it away from "student's ability to pay". Someone has to pay for excellence.

Students should pay themselves.

None

"Article IX, Section 9 of the NC 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 University to, ASSUMING A CONSTANT RESOURCE REQUIREMENT ACROSS ALL AREAS OF HIGHER LEARNING, 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."

Replace the members of the General Assembly with those who adhere to this constitutional mandate

I think the term "as far as practicable" should be adjusted so that it refers to real financial constraints and not political ones (for example, ideological opposition to funding the UNC system schools).

I'm not sure what it means to provide education "in a cost-effective manner", especially given that the mandate says "free of expense... as far as practicable".

Let's start with the part that says "the General Assembly," shall we? The General Assembly should have NOTHING to do with the University System. Let me repeat that: NOTHING. The GA, particularly in the last 6 or so years, has proven that it bows only to partisan thought and motivation, both of which do the University and the people of NC a tremendous disservice. Funding for the University system should be tied to specific markers, such as enrollment numbers, inflation, etc., and not require any approval from the GA unless special circumstances require EXTRA funding. On a similar note, the GA should have no ability to appoint anyone to the Board of Governors. Did you get that? NO ONE. The current batch of BOG members are deficient in so many regards that I do not have the space to expand on that here. I will just say that the BOG should have proportional (to use) representation for undergrads, grad/professional students, faculty, staff, and the general population by democratic voting!

I think this is difficult to agree with as state support is reduced and the costs of college continue to rise.

maybe make sure the legislature knows this is in the constitution.

change "mandate encourages a working compact" to "...mandate requires a working compact..."

Not sure how higher education can be provided to the people of the state free of expense. Given where our economy is where is the funding from? affordability is based on how much individuals and families can contribute before the financial assistance from the public and university. People have responsibility to pay at least part of
their education, either by available funding or through work study and teaching/research assistantship. The university and government need to create more working opportunities to help undeserved population obtain higher education.

This sounds like a snow job. "Article IX, Section 9 of the NC State Constitution requires" does not mean "Article IX, Section 9 of the NC State Constitution encourages" "Free of expense" does not mean "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". Already I am wondering what this exercise is trying to accomplish and to what nefarious purposes it is going to be put. How about "Article IX, Section 9 of the NC 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.' This means that the Constitution requires the General Assembly to provide free college education to its citizens—a promise that has never been kept.

none

None

If you disregard a student's ability to pay then you allow those children of the most wealthy to benefit from a taxpayer subsidized education.

Can a quality affordable education be achieved at the "free expense"? Affordable education is very important but a free education model may not be fiscally sustainable in the long term.

I agree with the intent of Article IX, Section but do not think there is a viable, living, working "compact" among our elected officials and the University system which is a reliable and living, breathing, document with those institutions serving the people of North Carolina. Our legislators need to reinvest in the higher ed system as they have prior to the recent recession but I am afraid the State has other higher priorities to spend the taxpayers money. The students attending our institutions are paying the price of higher tuition and fees and is contrary to Article IX, Section 9. What is the priority for taxpayer money...education should be higher on the list than it currently is.

Delete "in a cost-effective manner": it has nothing to do with Article IX, Section 9, and it opens the door to issues of interpretation that do not belong in a primary definition (even one that includes "efficiency," which can be measured in any number of ways other than cost-effectiveness).

"Free of expense" is not practical and runs counter to the "cost-effective manner" noted in the last sentence.

As a staff member in the facilities-arena, I understand that the issues around costs are complex. We should be focusing our appropriated and fund-raising dollars on expenditures that relate to the core educational mission. For students, we should limit the amount of mandatory fees that support things that aren't part of the core mission. Also, we should beware that short-term cost savings do not detract from the long-term maintenance of facilities.

Given the limited resources of the State and the university, we need to make the university affordable for those with the fewest resources. Part of the money to make this possible might mean charging more to those with the most advantaged backgrounds while providing good financial aid packages to those who need it.

While the Universities in the North Carolina Public School System are much cheaper than similar private institutions, they are by no means free.

"Article IX, Section 9 of the NC State Constitution requires the General Assembly to 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 agreement between the state's elected officials, taxpayers, and the University 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."

"Free of expense" is quite incorrect when considering the current climate of higher education. This statement should state something more like the following: at least expense possible.
Nothing is free. It would need to be paid from higher taxes, etc.

Everyone should pay something.

The terms "as far as practicable" and "free of expense" are contradictions in practice. Where in the system is it "free."

I would not recommend changes, but I would recommend implementation of this working compact, particularly the provision of resources through the political process.

I'd remove the "in a cost effective manner" from the last statement. It's intuitive that we want that but I think the statement reflects the current "starve the beast" attitude of some legislators who are more interested in political goals than educational opportunity for all North Carolinians. Education is cheap if you do it right. The question is whether you spread the costs to a large population willing to accept that burden (i.e. taxpayers) in exchange for access/opportunity or you reserve the best education/opportunity for only those who can privately afford it.

Less formal language please, some find this type of rhetoric to be intimidating.

Include work study, and venue online versus traditional classroom

The mandate encourages the system to link the power of the university system to all people of the state. That can mean providing access to free lectures by prominent faculty. That can mean improving the quality of health care in the state. That can mean providing quality high school outreach programs. It does not mean free tuition. What it means is that the state should reap the benefit of a top-quality higher education system. And that means that we, as a system, should work to advance the state we live in by opening our doors to all in our communities, without feeling that we have to apologize for doing so. We should not be afraid of announcing scientific discoveries, of disagreeing with elected officials or of advancing the welfare of our citizens.

I believe that the phrasing "as far as practicable" should be struck from the definition of "Affordability and Efficiency," and that the phrasing of "shall" should be adjusted to "must," i.e. that the General Assembly must provide that "the benefits of The University of North Carolina and other public institutions of higher education be extended to the people of the State free of expense." Qualifying the "benefits" be provided free of expense "as far as practicable" is too legally broad to allow for education being provided "free of expense" as the article requires. "As far as practicable" could mean simply "as far as" the state allocated budget allows, meaning that there is no real financial obligation of the State to its residents, only an obligation to give an explanation for why higher education is not being provided "free of expense." I believe that the current definition not only does not provide any guarantee of "affordability," but that it does a disservice to the state.

Actually make tuition free or change the law. If it's not free, then the law is misleading.

I would recommend that we actually follow it and decease tuition to the point where college is affordable for students without any additional financial recourses (that is no parental or other outside) financial help.

In the truest sense of the statement, free means free. So, a person's ability to pay does not seem relevant in the context of the original statement. The statement is more about the price of tuition than it is a person's ability to pay.

Free of expense doesn't mean "cost-effective". To be cost-effective, you have to know your outcome metric (graduation rate, job rate, satisfaction rate, etc) v. the cost. This just says that the GA has an obligation to educate the state's public, FREE OF COST. I think the focus on cost is what is the problem. We know that for EVERY DOLLAR invested in education we get $2 back to the state, so education is inherently cost-effective.

I think we have built a great system with this legal intention.

Don't like the phrase "deliver the University's multifaceted mission." Constitution is specifically about higher education. Suggest "That constitutional mandate encourages a working compact among the state’s elected officials, taxpayers, and the University to provide higher education at the highest levels of quality in a cost-effective manner without regard to a student’s ability to pay."

Remove the phrase "as far as practicable"
none. Just curious why we aren't doing this.

If it is a true statement then why not simply implement it.

There is no such a thing as free education. Both of our daughters went to Carolina, one got a law degree and the other one a nursing degree. Both of them are paying back their loans around $800 a month. I feel that if there was free education that alot of students would not care if they did their work or not. I know there are some students who are very poor and they do need help to go to college. My husband and I are middle class and when we filled out the FASFA we got no help what so ever. My daughters are proud of their education, they have worked hard for it and they pay their bills every month. I dont think it would be right to have free education while others have to pay for theres.

It's not clear to me what it means that "benefits" should be provided free of expense. Are degrees benefits? Are improved services based on findings from university research benefits?

None, you just need to fulfill this mandate better. My department just approved a $750 per semester fee for students that they didn't tell us about before we enrolled. Not cool.

"As far as practicable" does not mean continuing to raise the price of admissions. We need to be making public institutions more affordable. If that involves increasing taxes so that we can invest in education, let the public vote on that.

I think we all know "as far as practicable" is used loosely. Higher education in NC has become more and more expensive for our state natives. What is considered practicable? also, expand this definition to specify NATIVES of this state. We should not be subsiding out of state students when our own cannot afford it. I think you should have to pay NC taxes for at least 10 years before you are deemed a native.

Education is not free

I would remove free of expense

It says free of expense. I think that's pretty clear. If you're from North Carolina and have paid taxes, it's supposed to be free.

How do you weight affordability with efficiency? Is one sacrificed to the other?

I am leery of coupling "free of expense" and "cost-effective" in the same place since a high-quality education cannot be free or close to free. Without state support, it will be expensive or it will not be high quality. "Cost-effective" suggests cheap -- as in lower quality.

Quite a bit of jargon that doesn't say anything very specific. I'd suggest including something about informed decision-making and resource management ("cost-effective" sounds like you're selling a used car).

A free of expense college option is very rare now and will be even more rare in the future. I don't believe it is the tax payers responsibility to keep the tuition costs close to free because of the value of higher education. Just as with any consumer, the better options should cost more. It should cost more to go to one of the elite Universities or attend an elite program at one of those universities. Not everyone should pay Walmart prices when some people are getting Nordstrom educations.

Free of expense is not practical for universities. Perhaps community colleges could be transformed into low or no cost educational alternatives to education.

I think a student's ability to pay should definitely be considered-- if such a high proportion of would-be students can't pay or would be incurring obscene amounts of debt, something needs to be changed-- cutting administrator pay and making sure that athletics is not given undue weight is what I'd want.

Remove "as far as practicable"

Stratify state income taxes to shift the tax burden to wealthier sectors of society

There should be regard to a student's ability to pay, and an intentional focus on addressing affordability for those least able to pay.
That's a provision of the state constitution. It's not easily changed.

Describing citizens as "taxpayers" frames the relationship in commercial terms, and reinforces the damaging idea that students and their families are consumers who, by paying tuition, are purchasing a service. Far better to use the term "citizens" instead of "taxpayers."

This is a standard worth aspiring to.

All students who are residents of NC, whose family is a taxpayer in the state, should qualify for the lowest possible tuition. This CAN be in exchange for service to the state for a period equivalent to that of an undergrad or graduate degree.

focus should be on financial aid for needy students, and not put the burden on the system to offer low tuition.

none

The phrase free of expense is outdated, not feasible, and currently not enforced. I don't believe it has a place in this article or section anymore.

sustainable and consistent funding so institutions can predict and prepare for "how" to provide high quality education for as low a cost as possible; fluctuating funds just puts faculty and administrators in a position to be conservative on what we offer and deliver when there may be more cost effective and more educationally sound ways of delivering the education - just not the time and resources available to invest in these explorations and activities

The definition is fine. Previous legislatures have failed to honor this with state funding.

you have to factor in a students ability to pay and it is currently a factor bc students get financial support based on family wealth which does seem appropriate to me so that students from non wealthy families can pay less

I don't think this should change but I think the General Assembly should honor this compact and allocate sufficient funds for the UNC system to carry out this charge rather than forcing universities to cut their budgets as they've been requiring for the last few years

remove: free of expense.

It is great to make getting an education cost effective for the state of NC. However, there are many who can afford the cost of school and there are some who are at the bottom of the spectrum financially. The fee should be based on the need of the student. School has to be paid for in some format. Let us not put it all on the taxpayers to carry the load.

Free of expense is just not possible given the costs of education. Students also need to have "some skin in the game" which in part requires them to at least partially contribute to the costs of their education.

I would replace "in a cost-effective manner" with "in an equitable manner." Education is not cheap and those who can pay should pay through adequate taxes to support facilities, faculty, and staff.

Clarify the phrase "as far as practicable", as recent tuition hikes are at odds with this principle.

The State Constitution says nothing about the University's mission, nor does it say anything about determination of cost-effectiveness. It only says that the state will provide the benefits of university education to the people free of expense. This is the duty of the State Legislature, taxpayers, and the University administration.

I don't know what is meant by qualifying the phrase "highest levels of quality" by the phrase "in a cost-effective manner." It could be read as meaning that quality could be reduced to save money. My concern on this point is why I checked "somewhat disagree."

The whole idea that providing anything free of expense actually happens is a charade, the expenses are incurred and somebody has to pay for them.

Add: The State, its citizens, and its elected will assume the responsibility of fulling funding the university system.

The statement is fine, the support from the elected officials is not.
A student’s ability to pay is in part dependent on their likely future earnings. By not allowing say Professional schools to charge more tuition in light of the likely higher average future earnings of their students, the NC State Constitution is actually making it harder for poor students to be able to enroll because the lack of variation in tuition reduces financial aid dollars below what they could be if variation in tuition was allowed.

Most of it. There’s a serious lack of understanding of the barriers involved in education; unless you’re white and male. I’m a white male, btw. http://www.huffingtonpost.com/entry/malcolm-gladwell-revisionist-history_us_578d2c6fe4b0c53d5cfa79e0

No changes to the statement but actually make it true. Find a way to make it more affordable for everyone.

This statement "That constitutional mandate encourages a working compact among the state’s elected officials, taxpayers, and the University 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."is not included in Article IX, Section 9. Therefore misleading and should be removed in its entirety. This is NOT a definition of Affordability and Efficiency. It does not define "Efficiency" at all and therefore "Efficiency" should be removed. The word "Efficiency has too many definitions that are open for interpretation and thus can be used to close institutions. It is a dangerous word to put in a strategic plan that is controlled by politicians as we have seen with HB2. A TRUE statement of Affordability and Efficiency should be defined. A recommended definition of Affordability and Efficiency is "Affordability is defined as free public higher education for ALL in-state citizens".

I would make no changes. That is a fair definition.

Make it so!!! The State needs to pay it's University employees an above average wage - So as to draw the best folks we can to teach and support OUR State Schools in a fashion to Put the ENTIRE NC system in the top 10/20 SCHOOLS in the country! Give our students the free schooling they all deserve!

I don't believe any institution can provide a quality education "free of expense" to the student. Maybe a better definition would be to state "a the least cost possible".

One of the priority areas for stakeholder collaboration should be to encourage Universities to engage with public schools across the state to provide statewide standards for curriculum and skill development among the students from high schools across districts. The variability of preparation for students imposes significant burdens upon Universities to provide remedial services for students.

add the following to the end of the definition: but particularly for those who are underserved for any reason

Higher education should be affordable but not free. There are too many students that do not belong in college and that burden should not be put on the taxpayers of NC. As a taxpayer, I do not mind giving my share for someone's education that cannot afford to pay but they need to be required to maintain a certain GPA and to volunteer a set number of hours in the community.

None.

Include more educators from the high school level. They really know what is needed to help students before they continue to further education

Just that it's actually followed. "Free of expense" doesn't mean in tens of thousands of dollars of debt when one graduates.

Remove the word free. It's more like "included" in taxes anyway. Sounds more agreeable to self-reliant crowd.

this should only take into affect if a student proves to be worth the money that is being spent on them. A large amount of money is going to be spent using tax dollars if education becomes free. I think it should be applied for those who meet a specific gpa requirement. This, or higher gpa students get more of their tuition paid and Lower gpa students get less of their tuition paid. this is an incentive to do well in school and will boost the overall gpa and scores. As a student, I see several others who don’t try very hard and focus on social activities and this results in poor performance in school.

I agree with the definition; I don’t agree that ASU is meeting it. The classes and cost of living are still expensive. Graduates are not going into career jobs or related fields at a level that allows us to pay off our loans easily. The
newer teachers are not sufficiently trained, experienced, or compensated to be able to prepare and deliver effective lectures or one-on-one tutoring -- they're doing their best and clearly work extremely hard, but they're stretched very thin between their own grant writing and having to teach many courses, and it shows in student comprehension. We need to lower the salaries of coaches and administrators and administrative staff to focus on education.

N/A

AS FAR AS PRACTICABLE BE EXTENDED TO THE PEOPLE OF THE STATE FREE OF EXPENSE

For it to actually be true.

I agree with the statement above, but its realization is possible if the State provides appropriate funding for universities, so they can function.

I do not agree that college should be free of expense.

I think the wording is fine - I worry about how it will work - how can we keep cutting the budgets at the state level AND charge the students less but still keep advancing everything else? Where is this money going to come from to keep the best faculty here, ensure we attract the top students, and graduate students ready for the workplace at the same time?

none

Take out the "as far as practicable" clause. This clause has allowed the General Assembly to ignore Article IX, Section 9 while North Carolina students are drowning in school debt -- if those students can even afford to take on any debt for schooling at all.

Affordability is a subset of Access, and Efficiency is a different topic. The definition applies to Access/Affordability. "Efficiency" should be addressed separately.

None

None

As long as the "working compact" is evenly administered and managed, it's fine. But when the system is dependent on the legislature/state government for funding, policy approval, management approval, and everything down to HR policy, that’s not a compact.

The UNC system is a public good that the public needs to be able to access at a reasonable cost.

There is a huge disparity what the different universities charge for education. College needs to be affordable for all.

I recommend that you stay true to this definition

Cost commensurate with parents income.

Making sure persons have access to higher education based on their successful graduation from high school or obtaining a GED.

It should be free.

The phrase "as far as practicable" turns a mandate into a suggestion. Some wording should be added to specify that "practicable" may involve taxing NC residents and/or businesses at rates higher than they might like. It may involve tax rates higher than legislators want them to be. (But note that there are many other goals of a university than just education--research, for example, or athletics--and these need not be funded "as far as practicable" by taxpayers.

The constitutional mandate says "free" NOT "cost-effective" as presented in the interpretation. Cost effective implies a relationship between the price paid and the benefit received which will be different for each individual.
Not everyone is cut out to go to college, whether it is for academic reasons or not. Some folks want/need to be focusing on a vocational trade.

While it is in the constitution, this mandate is not followed as legislators continue to cut the level of state support to our universities. Perhaps the definition could address the issue of escalating fees that have nothing to do with academics, especially athletic fees.

This sounds like we are circling back around to the $500/semester. Am I misinterpreting? We should actively support students to attain eligible grants, scholarships, student loans, et al.... strike "as far as practicable" from the law. Make education Free...period.

The cost of education and the students' ability to pay this cost must be considered.

I'd like the General Assembly to actually honor and value the sentiment. Maybe we need to weaken the "as far as practicable" clause there.

I think this is a good definition however the main aspect of this will making sure this is enforced and followed. As a current university student there is a lot of debate about how our tuition is allocated. There is also not a lot of understanding or chance for us to express our opinions on how our tuition is allocated. As a student who is paying their way through an undergraduate degree and soon to be a master's degree this is an important issue for me as my loans are only continuing to pile up.

I love the ideal and don't believe wording changes are needed. However, the ideal and the reality are pretty far apart, particularly for lower-middle and middle-income students.

State support for higher ed is a travesty and an embarrassment

"Free of expense" and "as far as practicable" constitute a much stronger obligation than "in a cost-effective manner." The state must recognize that this constitutional right has been wrongly denied its citizens. Discounting tuition at a few institutions falls far short of any reasonable interpretation. Reparations for wrongful collection of past tuition are due. Our tuition should not be roughly comparable to states that lack this constitutional mandate. The constitution should make a difference. There is no doubt that completely free higher education is practicable for an economy of our size--other nations do it without a problem. In the absence of a constitutional amendment-all the state institutions must be fully funded by the state and tuition free.

Again, just concerns of implementation. More lobbying is necessary.

Addendum: Such benefits shall also be provided to aspiring students of other states, free of expense.

Not "free of expense"

Two key items. First, data shows that state investment in providing a college education is a very good investment. Even paying 100% of college provides a positive net return for the state. It is short sighted to cut funding for savings today that will lock in much larger costs in the future. So this constitutional requirement illustrates great wisdom. Second, the words "as far as practicable" open the door for some charges (though not as much as current charges). If so, these charges should definitely be based on a student's ability to pay. Preferably, other policies would deal with the poverty that prevents access to college, but in absence of those policies, accounting for ability to pay is a way to deal with "cost" preventing access to people with great potential.

I hope this statement goes on to further address how we deliver the highest level of quality without sacrificing the livelihood of university employees.

This is a tough one. Is higher ed a public good or is it reserved for those who can afford. Higher ed will drive the knowledge economy of the future, but it can't just be open to those with the inherited means/blessing to pay for it.

As long as the funds are there and it is sustainable.

I am a student and I see value in this attempt to make education available in a cost-effective manner without regard to a student's ability to pay. Having said that, I believe the student has the responsibility to make efforts to supplement the cost by working themselves. I know during my course of struggling to pay for my education that it
means so much more to me to get that perfect score since I understand I paid for the class. Free doesn't necessarily mean free ride, I believe a contribution made in part by the student could inspire them to work harder for those good grades if they are investing.

Taxpayers makes me think individual citizens, but this definition should be expanded to include all businesses in North Carolina -- public utility or private enterprise -- because those entities benefit from access to an educated labor force, state-built infrastructure that generates income to for-profit businesses, and the natural resources which all North Carolinians share.

For admitted students, attendance at a public university should be "free of expense". That means FREE. Delete "as far as practicable", which permits loose interpretation, from the UNC Strat Plan. Change to: "That constitutional mandate requires that the state’s elected officials and taxpayers provide adequate funding to provide a 'tuition- and fee-free' education to NC citizens. It further requires the University to deliver the University’s multifaceted mission at the highest levels of quality, as defined by those who must design and deliver that mission."

A statement to ensure that students are not required to take the least expensive option - such as community college before university if they receive university admission,

What is "practicable"? What has been for all? What is the minimum at least?

This will only increase the corporatization of the university. Work on increasing the value of K-12 education (and appropriate pay for its educators) rather than creating a K-16 bureaucracy.

This glosses over student loan debt. If a student requires student loan debt in order to "pay", then it is easy to argue that the system is doing its job because the student is technically able to pay. This system has allowed universities to increase costs and improve amenities, but graduates are paying for those improvements for years and years of their lives. Few of the current administrators have a first-hand understanding of how demoralizing it is to begin your career while saddled with debt. I’d argue that essentially requiring students to accrue large amount of debt is not serving this mission. I’d change that last line to "student's ability to pay without relying on borrowed funds from financial institutions."

Highest quality means cost. Helping people without the ability to pay is great as long as payment comes from a fair and equitable tax or other sources. Highest quality in any business does not come at the cheapest cost.

"Article IX, Section 9 of the NC State Constitution requires that the General Assembly shall provide that 'the FULL benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be FULLY extended to the people of the State free of expense.' That constitutional mandate encourages a working compact among the state’s FULLY INFORMED elected officials, taxpayers, and the University 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."

"as far as practicable" is the loop hole in this statement - I would not say it is a definition of Affordability and Efficiency. I agree with the moral philosophy behind this constitutional mandate but it needs to be modified to paint a more realistic picture of total cost. When I read the words "free of expense" I want to roll my eyes b/c so few students in the stat of North Carolina truly realize tuition free higher education.

The General Assembly will provide a yearly report indicating progress toward this goal.

It seems to me that the point of interpretation in this language that is allowing our state to de-fund public higher education is "as far as practicable". I believe we need to amend our constitution and change this language to be stronger, making the General Assembly's mandate to public higher education among it's highest priorities.

Administrators should set costs in a responsible manner taking into account every student's individual ability to pay. (The "without regard to a student's ability to pay" sounds exclusive rather than inclusive, which is how I think you meant it.) Just a wording suggestion.

I only disagree because we would never fully get the funding needed if it was free.

I don't think that tax payers should be required to pay for students College, it should be the student and their family.

Repealed.
I don't think anything should be free. "Skin in the game" is important.

provided a student has the necessary academic preparation and proven ability

define legal residency

It's convoluted. If the goal was to provide the highest levels of education free of expense, it would do so. There are conflicting terms and legal talk that allows for misinterpretation of the statute. The term "..., as far as practicable,..." is one example. Also stating "without regard to a student's ability to pay" is fallacy.

Greater efforts to inform applicants of financial resources external to the university.

Since the state government has continued to cut budgets for the University drastically over the past years, it is not practical to offer a high quality education with no tuition charged to students. However, I think it is very important to have financial aid packages available to help students who do not have the resources to attend the university. not sure; something like ...to qualified students/applicants

Wouldn't recommend any changes, but that certainly isn't what's happening in higher ed in North Carolina.

Again, holding stakeholders - students, faculty, staff, administration, elected officials - to this. Perhaps, this needs to be touted during this election year, as well as when hiring administrators.

I think academic requirements should be very strict to ensure students actually want to get an education, and not go to college just because it is free.

I am not an advocate for free college tuition. When we invest in ourselves it is more meaningful and tend to take responsibility for the outcomes.

University does not practice the definition in regards to extra fees.

Efficiency should include the ability to graduate in a timely manner without constraints posed by the University. For example, mandatory classes should be offered often enough that it will not limit a students ability to graduate on time.

Cost-effective from University systems and from people with backgrounds like those in the BOG and Margaret Spellings usually means cutting corners and exploiting workers. I would go back to the drawing board.

Free of expense needs to be defined more, what does that really mean to a common person reading this article.

None

Include something about "Databases" into this definition.

If this was true why did most of the Chancellors in the UNC system get unwarranted pay raises last year?? EX: Chancellor Everetts at App State got a $50,000 pay raise her first year on the job! Why? What could she have accomplished in so short a time? If the state of North Carolina or the UNC system really cared about affordability then we would not see these undeserved pay raises. More hollow, empty words.

Eliminate "without regard to a student's ability to pay." Everyone needs to pay a portion. There are no "free meals".

I believe the GA has used the wording of "as far as practicable" to not prioritize affordability as much as it should, but changing that wording does not fall to the BOG.

That constitutional mandate encourages a working compact among ....to deliver its mission and programs recognizing that other public institutions provide education without regard to a student's ability to pay.

None

The notion of "free of expense" should be further defined. What seems clear with the current conservative state leadership is that this "free of expense" is about making institutions fundraise monies to cover state cuts and that individuals who work in these institutions should be paid lower-than-average salaries to create a "cost-effective" manner. The best "bang-for-the-buck" principle isn't the same thing as "free of expense."
"minimal expense" rather than "free of expense."

"Allowing all students access to this education regardless of their ability to pay" instead of "without regard to a student's ability to pay" Without regard to a student's ability to pay makes it sound like that is not a factor, but it really is for the student

Again, it’s poorly written. "A working compact among the state’s elected officials, taxpayers, and the university to deliver... 'multifaceted'... cost-effective... Buzz words and phrases with little meaning, too many subject groups named without reasonable explanation of their actual roles or their relation to the UNC, etc. I think, too, given that Article IX, Section 9 of the state Constitution specifically delegates the responsibility in question to the General Assembly, the long chain of noun-phrases _in addition to_ the General Assembly needs to be clarified in this statement.

n/a

None.

College should not be too easy for one to get into. Not too cheap. The more people in college, the worse college becomes.

A lot of college students are lucky and are supported by their parents through their college years. However, a lot of students are taking unsubsidized loans on-the-chin. General affordability is important.

The wording makes it so that fees can still be charged. It must be a responsibility of the state to provide higher education free of charge to those who qualify.

Socialize tuition in state colleges so that costs and fees be paid in the form of taxes. The taxes paid by each household shall be directly proportional to these households' ability to afford them (i.e. the higher the household income, the higher the taxes paid) in order to ensure that lower-income families have access to higher education and, consequently, act as constructive and innovative members of the growing workforce of the State of North Carolina, ultimately boosting the state's economy in the national spectrum and pushing the nation's economy upward in the international spectrum.

Motivation and affordability are key. Free is counterproductive because it does not reflect real life. Financial responsibility is part of a college education.

None

Shouldn't be at no cost, but affordable

That the State will not sacrifice the academic excellence or integrity of the UNC system

College should not be free of expense. However there should be more robust programs that reward student performance through financial scholarship opportunities to all Universities that a student qualifies for academically.

Remove practicable. We can afford it if we want to, this is a false scarcity fallacy.

Financial support should be based on prior academic accomplishment and financial need. To base access only on need and not academic accomplishment may lead to students in classes incapable of succeeding and potentially lowering the overall quality of the education being offered.

No matter the cost to the UNC system, equality for all of those who are a part of the system should be a number one priority.

I agree with the goals, but there is significant work to be done to meet them.

It's kind of confusing to know what you're trying to say here. Because first, it states that the university system should be free of expense for the people of the state. But then you say it just has to be "cost effective"- where does the difference lie?

Actually enforce it
Free???? Not sure this is really possible or should be.

It should remain as is. If a society is to thrive we have to educate the next generation. We can afford to do this without forcing them into excessive debt loads.

NOTE: Students should not be promised FREE education. They need "skin in the game" in order to commit to the experience. However, UNC system needs to rein in the rampant growth in the administrator class and provide funding for TEACHING. Cost containment needs to focus on reducing admin class - not reducing teaching support and salaries. Adjuncts simply do not make enough to be invested in the process.

None, but the state government MUST go back to funding the UNC system at a higher level. It has decimated the system in the past 6 or so years. Put your money where your mouth is.

I think that's great, but we don't live up to this. At every turn, students are shortchanged educationally while being charged to fund revenue-depleting football programs and bloated administrations. More and more administrators have no faculty background or status, and they make up entire committees that impact curriculum and make decisions that affect students. Students are being shortchanged, and people are noticing that education (including working as an educator) in NC is going downhill.

Remove the phrase "as far as practicable" from the constitution.

None

This definition does not even include the words affordability or efficiency. Therefore, it is completely useless as a definition. Although the principle behind it I agree with, it tells me nothing about the working protocol of the UNC system or the General Assembly relating to making higher education affordable and efficient.

I think the gray area is the term "highest levels of quality." While it sounds noble and agreeable to all on the surface, quality can be a very subjective term. Not all academic experiences are the same, nor do they need to be. That said, there should be equitable access to the diversity of educational experiences. People should not be relegated to educational experiences based solely on the ability to pay; rather, they should be able to participate in the experience that provides them the academic challenge they need to generate the highest and best personal and societal benefit.

A working compact? Use better terms in ways students & lay people can understand.

remove "without regard to a student’s ability to pay."

Free of expense is never going to happen. Let's be more realistic about it.

I believe that there should also be some transparency between the UNC system and its students with regard to where our money goes. Students should not feel that their needs are not being met while heavy expenditures go towards athletics and other programs that represent only a small population of the student body.

cannot be "free of expense" without drastically altering state budget & other expenditures

This is the constitution. It is not our job to amend it.

There is no free lunch not in anything whatever decision is made will cost a LOT for someone. Take Economics of Labour and Public Finance if you do not know what I mean!

um, it's not affordable? so dont lie?

Higher education should never be free.

eliminate "free of expense" mostly due to the term "free." Replace with "reduced" with some explanation of the reduction.

"be extended to the people of the State free of expense" Everyone should have to pay something or work for it. It should not be extended for free, nothing is free.
Free of expense make its sound like its free for everyone

Free education is like free housing. People in free housing may not feel the same obligation to maintain the property as one who invested in it. Rather than all free education, I would look for other options. One of the most frequent complaints I hear from instructors is that students do not buy the books assigned to them, causing them to underperform in the class compared to those who have the books. Ask the students and they will say that textbooks are too expensive and they must use any re-imbursements for living expenses. Why not offer more books scholarships? Also have special scholarships for seniors with no grades of D or F, and no more than 140 credits. Every year I see seniors leaving without graduating, or going to another place to finish because they have exhausted their college funding.

Students should work their way through college and earn their degree. Companies should fund the education required to create strong employees.

"minimal expense" vs. "free of expense"

The definition is appropriate and has served the state well. It emphasizes that the responsibility to provide higher education free of expense falls on the General Assembly. Could specify the benefits (more than just a degree - but also includes access to technology, resources, a safe environment for learning, etc.)

Our focus should be on providing free or highly subsidized higher education only for those students who cannot afford it themselves. Those who can pay more, should.

Just a comment-- I’m surprised the mandate is to be ‘free of expense,’ since it seems we are so far from this benchmark (which I agree with in principle). Happy that we are working toward it, though.

This would devalue public higher education on the backs of the taxpayers and make private universities level of education more sought after, thus increasing the gap between the haves and the have-nots.

The state is in violation of that mandate. This is primarily due to inflation in administration and student affairs.

Forgive those with loans based upon state service.

No change.

Change: .... in a cost-effective manner without regard to a student’s ability to pay. to: .... in a cost-effective manner.

Tuition is not the largest cost of going to college. Some attention should be given to reduce the cost of housing and food services. Universities require plans that are extremely expensive and in some cases not necessary. the State deliver an approach that those with limited means can afford. Via the community college, online programs and the new $500/semester tuition. The cost of a college degree is about $7500 (2 years at a CC and 2 years at WCU online program). This includes tuition & fees. If they stay at home, the additional cost is minimal. At some point, people who whine about the cost need to do something to lower what they need to pay.

Change to: ...be extended qualified people of the State free of expense.’

I would add "The legislature recognizes its responsibility to fund the university system so that neither students nor the UNC institutions are forced to bear the financial burdens of the underfunding of education in North Carolina." without regard to student's ability to pay. It is not someone else's responsibility to send me to school, especially if I do nothing to earn it.

I would suggest that the costs should be at a reasonable expense not free of expense.

This wording attempts to offload the constitutional responsibility from the General Assembly as it is clearly delineated in the State Constitution onto the Universities. The term "cost-effective" needs to be operationally defined, so that the General Assembly does not attempt to further breach its constitutional responsibility with restrictive definitions of effectiveness and redefining the objectives of higher education.

Remove "cost effective". This language prepmotes a tiered education system that puts public education as the "budget" option which is synomous with lacking in quality.
The state cannot afford to make college, whether it be university or community college, free of expense.

Continue to support the NC Tuition Promise

Free Education for students should mandate specific repayment through jobs on campus OR service in the community

We should distinguish between service and woe-for-pay and recognize that while state employees "serve" the public, they do so already at a cost by virtue of their choice to work in the public sector. It is also worth noting that while teachers—at all levels, including post-secondary—are viewed in this way and their compensation (including benefits) held in check in part for this reason, public officials in more administrative roles, removed from routine daily contact with citizens (e.g., in classrooms) seem not to question their own salary and benefits packages. Finally, since even public servants, like teachers, need to support our families, making our work "free" diminishes it and our families, all of whom are tax-paying "citizens" and prospective students, too (which means we, in effect, help to pay for our own salaries and benefits through our taxes). This connection does not seem to be acknowledged anywhere.

The constitutional mandate means that tuition should be free or low. This phrasing makes it sound like the only obligation is to practice "need-blind" admission. The issue isn't whether we allow students in without regard to their ability to pay, it's whether we make it possible for any student to be able to pay! Whether that's through low tuition or a grant program, the constitution is referring to the expense TO THE Student, not to the state or university.

What does practicable mean?

In my opinion it need not be changed. However, the legislature needs to understand this fully and act on it appropriately to provide the funding necessary.

As stated previously, I think affordability and access are inextricably tied. These two strategic goals seem to have much overlap.

Affordability does not have to equal free. If students do not have a stake in their education, including its cost, they will likely undervalue it and academic failure will increase. "without regard to a student’s ability to pay" seems to remove some of the responsibility from the student. Financial aid should be available, but not a given. This definition also does not really mention efficiency.

Explicitly denying programs like the one being considered at UNCP, whereby the UNC system will help collect money through high pressure sales techniques to be sent to a company in Texas for "finding" students who could be found by UNCP if it had competent leadership that was carefully watched by UNC system administration.

Most students that would be given a free education will not have ownership in the entire process. I believe that students that are helped financially should be willing to help pay for the education even if it is a small part and also be willing to work on campus in any number of student related jobs (for free) to help pay for their education over the four year period.

The state should quit wasting money on quixotic lawsuits trying to turn back the clock of progress, and instead should commit itself to funding the UNC system at a level sufficient to bring down costs for students. It also wouldn’t kill us to raise taxes on the many corporations in the state that are using our university system as a subsidized training program for their executives and other employees.

The definition doesn’t address efficiency.

Remove as "far as practicable"

Remove "as far as practicable".

It is a good statement, but it seems as conflicted as the constitutional section in that "as far as practicable" and "cost-effective" tend to to undercut "free" and "highest level of quality..." We are all afraid that we’ll be asked to do more and more to help more and more students but with less people and shrinking resources. We will, of
course, do what we can to retain and improve quality, but there is only so far one can stretch this tense balance before something snaps.

I'm not sure that free is the answer. Affordable, yes. Free, well, that's debatable. And the word "encourages" is ambiguous. For instance, our current state elected officials have no regard for higher education, so they are not doing their part now.

Should include free college for all.

Remove the term ", as far as practicable,"

Don't pay for everyone's tuition. It's not fair that some students (whose parents and themselves work the same as mine do) get their college paid for while I have $10000 in loans already. Make it equal. If you and your parents work you get a set amount of money if they don't you get less.

*regardless of students financial state, Loans and Scholarships will more than likely be a necessity in order to have access to the "Benefits"

I do not think college should be free of expense, but I do think it should not entail charges that are not absolutely necessary to educating the student body.

The second sentence shouldn't say "encourages" but "requires." It should also state that the goal is to make such education actually "free of expense" for the people of NC, not just "cost-effective."

It strikes me that this is a fairly complex definition. You can't change the wording taken straight from the constitution, but can the wording of the second sentence be simplified? For instance, instead of working compact, can you say "that the state's elected officials, taxpayers, and the University have a responsibility to work together to ensure the University can successfully achieve its mission regardless of the extent to which its students can financially contribute". Still not great, but moving in that direction. Also, does this sentence refer to the ability of the collective student population to pay, or to individual students' ability to pay?

This constitutional mandate needs to be honored and observed much more than it currently is!

END the additional fees that university's charge students such as the required health care for example. End the policy of forcing students to purchase a meal plan if they are in residential living that is a huge rip off! Even the most affordable meal plan is way more than students can eat. Not to mention under this meal plan students are at the mercy of a contractor which serves low quality food. Another would be to end the policy of forcing underclassmen to stay in residential living. Another is the parking pass is also another rip off. At over $300 it is clearly just a method of making more money. A state funded university should NOT be trying to rip off students and parents. Please eliminate all these extra fees that tacked on to the bill.

be extended to the people of the State in a way that does not impose an undue financial burden on the resident.

None.

None

For the most part, when you offer anything free, it is not as valued as when one has to earn it. I would change the last part of the statement to "with regard to a student's income and ability to pay."

free is a misnomer and misleading to all

Nothing is free. Higher Education is not a right and a student's ability to pay, or lack thereof, can be addressed through educational loans.

Financial support should always be a combination of need-based aid and merit-based scholarship, but not free to "all" the students. A commitment from a student, including a financial commitment, is important to ensure his/her success in college.
Research identifies the following as issues related to Affordability and Efficiency. What do you see as the three most significant issues related to college Affordability and Efficiency? Please rank your top three where 1 is the most important.

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of attendance (i.e., tuition, fees, books, room, board, etc)</td>
<td>51.92%</td>
<td>2664</td>
<td>37.54%</td>
<td>1926</td>
<td>10.54%</td>
<td>541</td>
<td>0.00%</td>
</tr>
<tr>
<td>Category</td>
<td>Percentage</td>
<td>Count 1</td>
<td>Count 2</td>
<td>Count 3</td>
<td>Count 4</td>
<td>Count 5</td>
<td>Count 6</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Declining state funding</td>
<td>53.19%</td>
<td>2468</td>
<td>36.21%</td>
<td>1680</td>
<td>10.60%</td>
<td>492</td>
<td>0.00%</td>
</tr>
<tr>
<td>Timely degree attainment</td>
<td>8.18%</td>
<td>196</td>
<td>32.92%</td>
<td>789</td>
<td>58.91%</td>
<td>1412</td>
<td>0.00%</td>
</tr>
<tr>
<td>Campus collaboration (e.g., shared services in back office processes)</td>
<td>5.52%</td>
<td>80</td>
<td>27.19%</td>
<td>394</td>
<td>67.29%</td>
<td>975</td>
<td>0.00%</td>
</tr>
<tr>
<td>Regulatory flexibility (e.g., classification of personnel, capital project approval process)</td>
<td>5.01%</td>
<td>87</td>
<td>28.74%</td>
<td>499</td>
<td>66.24%</td>
<td>1150</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other</td>
<td>20.67%</td>
<td>141</td>
<td>21.55%</td>
<td>147</td>
<td>57.77%</td>
<td>394</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Q13_6_TEXT - Other

Other

highlighting degree attainment, not so much cost, but effectively looking at why people aren't graduating in a timely matter. Not because I want to spend more or less, but because I am not given the best resources to do so—advising, class caps, declaring major, length of gen ed, transfer students.

housing costs

Educating North Carolina parents on the importance of saving to pay for their children's college education. Let's empower the citizens of NC to supplement the cost of our students education and decrease education debt.

lack of financial aid options

the need to elevate faculty salaries in order to be competitive with the profession. We cannot recruit effectively because Personnel makeup and salaries (esp. faculty vs. non-faculty professional staff). More than 90% of university spending is salary, and there has been a dramatic increase in both upper-administration salaries and non-faculty professional staff. Here is where trade-offs come into play: do we want to have an army of advisors and counselors to increase retention and time to degree? Do we want more student life personnel to enhance out-of-classroom learning? Do we want to increase the salary of that star faculty member so they won't go elsewhere? These things might not be fiscally 'efficient', but they may increase the odds of success in other strategic plan areas.

efficiency is an issue that costs the employees and the students.

Academically prepared students

Required student account maintainence sessions led by experts for first-generation college students.

campus waste - this is the only thing.

None
<table>
<thead>
<tr>
<th>financial aid availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declining options for school materials (textbooks, clickers, etc.)</td>
</tr>
<tr>
<td>Lack of Financial Aid</td>
</tr>
<tr>
<td>It is not efficient to make people not taken certain classes because they made a lower grade in one section. Some classes can be taken without knowledge in one subject.</td>
</tr>
<tr>
<td>support from students' families and external sources</td>
</tr>
<tr>
<td>Publisher's wanting an increase in profits and professors using the newest textbooks</td>
</tr>
<tr>
<td>in our college, alot of full time faculty are pursuing doctoral degrees with less time to focus on accountability for students' academic success</td>
</tr>
<tr>
<td>Should collaborate with other states for reciprocity.</td>
</tr>
<tr>
<td>Options like assistantships, on-campus jobs, and connection to career services to offset expenses</td>
</tr>
<tr>
<td>Tied into the fact that in order to obtain a degree (Bachelor's) it requires 5 years, making an adjustment to the credits per courses could make a big difference with respect to the amount of time it takes to obtain the degree. Having the ability to eliminate a year from the current requirement would reduce cost all around and make college graduation a 4 year process (depending on your major of course), as one would naturally assume.</td>
</tr>
<tr>
<td>Students should not have to shoulder the burden of paying for the university's construction of non-essential facilities</td>
</tr>
<tr>
<td>Bureaucratic bloat</td>
</tr>
<tr>
<td>Limitation of out-of-state and foreign enrollment to 15%. Most funds from them would allow UNC campuses to flourish, as in UK</td>
</tr>
<tr>
<td>Class schedules, current funding formulas, and underutilization of facilities</td>
</tr>
<tr>
<td>cost of living</td>
</tr>
<tr>
<td>The continued creation of degree mill out of the University</td>
</tr>
<tr>
<td>Lack of financial assistance for books and living expenses</td>
</tr>
<tr>
<td>out of state student</td>
</tr>
<tr>
<td>Lack of guidance to help students understand the financial aid process and the true cost (e.g., future loan burden, etc.). Many first-generation students just see the total tuition figure and decide college is not for them. Others take out huge loans, but would choose to do their first two years at community college if they understood what those loans would cost.</td>
</tr>
<tr>
<td>Access to financial aid, scholarships, and federal student loans.</td>
</tr>
<tr>
<td>inefficiencies</td>
</tr>
<tr>
<td>Student loans that are guaranteed, loan debt</td>
</tr>
<tr>
<td>administrative bloat</td>
</tr>
<tr>
<td>unreasonable student loan policies</td>
</tr>
<tr>
<td>Administrative overhead</td>
</tr>
</tbody>
</table>
Overburdened and often younger professors lacking the time to help their growing numbers of students succeed on an individual level. Less one-on-one interaction with students means that some will experience less success, causing them to repeat courses, change majors, and even drop out.

Too many administrators with salaries that are far too high.

Lack of scholarships

Unbelievable increases in athletic fees.

FAFSA applications take days to complete

If any part of the costs of faculty and graduate student research is allocated to undergraduate tuition, it should be removed, deleted, or reallocated elsewhere.

growing bureaucracy at all levels (and cost of it)

stagnet middle class wages in NC

waste of resources/money

Administration bloat and pay

Terrible state political system that ends up running UNC campuses

Providing sufficient parking and stop the sale of "little to no" parking passes.

Shortage of online coursework

Bloated Administration

faculty are unduly stretched between teaching and research and advising in universities that are rapidly growing

Efficiency: concerns about money not being used appropriately/effectively

Regulatory inflexibility. Regs that slow the process and cost money.

Expansion of administration, unnecessary layers of bureaucracy

I see declining state funding as 1 and 2

Adequate staff plus streamlining support services such as grants administration.

A growing cadre of administrators who have forgotten that the mission of universities is research and education and that their role is to enable that.

Financial help for all students, regardless of citizenship status.

Unnecessary fees for students utilizing distance education

overblown administration

Mandatory fees to pay for and maintain such things as stadiums are an inordinate part of the total cost. Fees should be related to individual participation.

Do not know enough to judge.

Lack of outside, non-need-based financial aid

Political moves where the BOG is not always aligned with the interests of the main stakeholders
hiring unnecessary administrators with high salaries instead of more full-time lecturers who have direct interaction with students

Top heavy, too many directors & administrators, etc

Expected enrollment time, and reasonable* expectation of degree attainment

Degrees that are less valuable are treated as equal. As in, someone going for a liberal arts major gets as much funding as someone going for a STEM degree. This wastes taxpayer money as the liberal arts majors are significantly less likely to contribute back to society the investment made in them.

guidance and preparedness of employees to assist future students

Educational delivery system that is inefficient (ex.--introductory courses taught by live professors at all UNC institutions rather than one central lecturer and distance learning)

Limited options of alternative funding sources not requiring co-signers

Student input towards financial decisions and use of their money

accessibility to financial aid resources

None

Unnecessary services that are charged as mandatory fees and increase the overall cost of attendance

Campus requirements, such as expensive parking passes

Offering students the option to fit classes within a few days to allow for work and less travel expense.

Better teacher and faculty pay

administrative bloat, unnecessary expenses on sports, country-club settings, etc.

IT systems that actually work and make the experience easier for all involved instead of band-aid approaches with multiple systems that create more levels that students need to clear to get access to the information they most need.

Percentage who graduate in 4 years

we have too many associate vice provosts and assistant deans

Communication of available resources

Providing adequate degree counseling. Many students waste time/money because their advisors don't advise well.

student housing

Transportation/access

Excessive spending on non-academia, exclusive services (i.e. sports).

students graduating with a workforce skill

Legislative support for education and understanding of the needs of the Universities

I'd choose Campus Collaboration if I knew what was meant by back office processes. What is that?

Timing of financial aid decisions
active recruitment of students who don’t think they can afford UNC

impact of budding non-brick and mortar colleges/ We need to focus on online eduction efforts

Efficiency suffers from the existence of core-curriculums, and from tightly controlled course sequences related to majors. Treat students as consumers of a service, not as wards of the state being educated for some "national purpose," as was introduced during the era of Reconstruction.

high priced amenities that students cannot afford

Funding of sports instead of academic achievement, ie we’re funding scoreboards instead of conference fees.

Realistic understanding of what things cost

Family finances

organizational structures that are administratively top heavy

Disparities and implicit bias

Administrative excess (e.g. too many at the top levels who are paid to much)

Scope creep (universities should narrow focus, as much as possible, to reduce costs)

Lack of support from families of origin

administrative bloat and 3 - faculty pay

I don't know what "campus collaboration" or "regulatory flexibility" mean

Economic status of the students

the ridiculous surcharge is very prohibitive to liberal arts students which does little to prohibit rich students from being lifelong students - especially when in this climate the whole state of NC needs a worker class that are lifelong workers to perform at the highest level in this diverse, global world

COMMINIATION AND TRANSPARENCY TO STAKE HOLDERS

unsure

Giving students more access to information and sources that can help them go to school for free - grants, scholarships, etc. Giving students more guidance on how to use these sources so that debt is minimal.

Resources for updating technology and facilities

Dramatic cost reduction

1 and 2 cause some students to work too many hrs, and then their studies suffer.

TOP-HEAVY ADMINISTRATIVE UNITS! Too many administrators who create niche administrative responsibilities.

Reviewing all university processes to create more efficient systems and training university staff on customer service. So much time (and therefore money) is wasted on chasing papers and making sure someone else did their job.

funding and expanding athletic programs and comfort immunities

Rural areas lack of access to high speed internet

Lack of sufficient scholarships (more funding) - more could be fund with alumni donations, but in some universities this is lacking
<table>
<thead>
<tr>
<th>Issues</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Distance Learning options</td>
<td></td>
</tr>
<tr>
<td>overpaid and bloated administration numbers</td>
<td></td>
</tr>
<tr>
<td>Failure of legislature to fund the University system</td>
<td></td>
</tr>
<tr>
<td>Debt forgiveness for graduates</td>
<td></td>
</tr>
<tr>
<td>Unnecessarily rising costs of administration</td>
<td></td>
</tr>
<tr>
<td>Exhorbitant Administrator Salaries</td>
<td></td>
</tr>
<tr>
<td>Funding Athletics instead of Academics</td>
<td></td>
</tr>
<tr>
<td>Administrative bloat and associated costs</td>
<td></td>
</tr>
<tr>
<td>streamline processes to cut time spent on administrative processes,</td>
<td>more collaboration within each college across departments</td>
</tr>
<tr>
<td>scholarships and grants</td>
<td></td>
</tr>
<tr>
<td>out-dated liberal arts model to undergrad degree programs</td>
<td></td>
</tr>
<tr>
<td>Insufficient state funding <em>AGAIN</em></td>
<td></td>
</tr>
<tr>
<td>Lack of work opportunities to provide income during study years.</td>
<td>Even though it may take longer to get the degree, where work is available</td>
</tr>
<tr>
<td></td>
<td>(especially that which will be relevant to the applicants future career)</td>
</tr>
<tr>
<td></td>
<td>then practical skill may be obtained as well as increased ability to pay</td>
</tr>
<tr>
<td></td>
<td>for the desired level of education.</td>
</tr>
<tr>
<td>Teaching students the consequences of extended time at college in</td>
<td></td>
</tr>
<tr>
<td>dollar and cents terms</td>
<td></td>
</tr>
<tr>
<td>investment in academic advising</td>
<td></td>
</tr>
<tr>
<td>Economic value of degree</td>
<td></td>
</tr>
<tr>
<td>Requiring more than 120 credits, being mindful of affordability when</td>
<td></td>
</tr>
<tr>
<td>advising</td>
<td></td>
</tr>
<tr>
<td>Mentoring diverse students to ensure equal opportunities</td>
<td></td>
</tr>
<tr>
<td>Limiting the number of majors and minors; earlier commitment deadline</td>
<td></td>
</tr>
<tr>
<td>Right size the $37 million overhead at GA</td>
<td></td>
</tr>
<tr>
<td>Problems with the GOP in our state</td>
<td></td>
</tr>
<tr>
<td>students hold multiple jobs which delays degree completion</td>
<td></td>
</tr>
<tr>
<td>reverse discrimination towards non-minorities</td>
<td></td>
</tr>
<tr>
<td>I don't know what the others mean</td>
<td></td>
</tr>
<tr>
<td>Capping the outrageous upper administrative salaries and positions</td>
<td></td>
</tr>
<tr>
<td>lack of affordable child care</td>
<td></td>
</tr>
<tr>
<td>Decline of middle class in NC</td>
<td></td>
</tr>
<tr>
<td>Growing middle-management administration, as seen across higher</td>
<td></td>
</tr>
<tr>
<td>education</td>
<td></td>
</tr>
</tbody>
</table>
course scheduling to allow timely graduation

Compare college escalation with that of GDP and CPI growth - astounding

I don’t know

Improving Academic efficiencies (use faculty better / limit low enrollment degrees / maximize classrooms & time mgmt

high cost of living in the areas around the universities

Administrative bloat, esp. in light of software that should be making administration easier without add’tl people

Bloated administration

Transferability of credits across institutions

Federal grants, loans, etc. leading to increased cost of attendance

Lack of jobs out of college so other routes are pursued after high school

Need to expand state-funded scholarship opportunities

Rates on student loans

Increase in Upper Administration, the highest paid University employees

Cost of attendance can be lowered by ceasing or substantially reducing the funds spent on extra-curricular programs.

State reductions in budgets

Luxury amenities built for students that raise the cost and are not needed for a good education.

Bureaucratic and reporting requirement overload causing increased administrative costs

The Quality of Post-Graduation career services and support

Bloated administration everywhere and lavish and expensive student living accommodations.

top heavy university system. Too many administrators with a narrow job focus.

Restrictions on entrepreneurial funding methods

Lack of cost controls.

Having shell classes take up needed resources such as has been the case at UNC-CH.

Poor valuation of non-academic services (raise overall cost of attendance)

Over-inflated faculty, administrative and staff roles.

Student support services, including libraries, to help students graduate on-time.

Top heavy administration costs.

Blooming administration costs (both time and personnel) necessary to keep up with federal and state mandates

Financial Aid Access
The leaders of the Universities, salaries have gotten out of control for what is done

bloated administration

Excessive waste due to poor leadership

the student's background- many students at UNCC have families of their own or are supporting their parents and siblings with their financial aid

administrative inefficiencies

Interference from the State Legislature

North Carolina needs to be up to its responsibility to provide an affordable education to its citizen by putting reasonable budget to UNC system. The State must find an appropriate mechanism to face the increasing of tuition not leave the burn to the students or family to paid the tuition through the loan system. I understand better or decent education requires lot money, but the state can come up with the solution to relieve students and their families to infernal cycle of student loan.

Overemphasis of economic metrics without regard to quality

Ensuring the right students go to the right type of schools.

Increasing numbers of administrators

The expansion of administrative positions and the enormous salaries they are paid. It's inefficient and creates a group of overpaid middle-managers who, in turn, create more bureaucracy that is supposed to "improve" education (new online student tracking programs comes to mind) all of which makes universities less efficient and more costly.

Those who are good enough should graduate.

cost of attendance is tied to declining state funding

Declining real wages in the state and the ongoing effects of the recession.

"Declining state funding" is the single most important of all

Not enough faculty

Need-based financial aid

Poor preparation, complex graduation requirements and lack of student counseling which lead to unnecessary additional semesters

I don't know

Hostility and suspicion toward higher education (the liberal arts in particular) on the part of our legislator

Tuition vs. Average Income of a family in NC

Limited availability of financial aid (other than loans, which should be capped at 1% interest.

Students not knowing about all of the available scholarship options.

Scholarships

Non-education expenses, such as recreation centers, D1 sports, and other funded activities that are social rather than academic. Competition for student enrollment creates perverse spending incentives, as campuses ad expensive amenities to boost enrollment.
<table>
<thead>
<tr>
<th>Students who do not work to attain the degree - want it handed to them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wasteful spending and lack of accountability in justifying spending</td>
</tr>
<tr>
<td>This reads in a confusing manner. I don't want state funding to decrease.</td>
</tr>
<tr>
<td>Fundraisers using donated funds to buy themselves cars to drive and fancy offices and tickets to sports events instead of using raised funds to assist students.</td>
</tr>
<tr>
<td>Retention of knowledgeable and dedicated staff and faculty; constantly hiring and training impacts services and efficiency</td>
</tr>
<tr>
<td>Policies that conflict with one another. You provide GA-ships and then threaten people who have never been trained. You fail to provide handbooks for part-time faculty and then tell them that they are behaving incorrectly. Who on earth writes these quetions?</td>
</tr>
<tr>
<td>Improved use of technology to support efficiency</td>
</tr>
<tr>
<td>Wasting millions on administration</td>
</tr>
<tr>
<td>capacity constraints</td>
</tr>
<tr>
<td>Increasing expenses for quality of life items (improved food, dorms, wifi access, gyms, etc.) bundled into tuition</td>
</tr>
<tr>
<td>Extravagant pay for administrators</td>
</tr>
<tr>
<td>Affordable and efficiency should be considered separately</td>
</tr>
<tr>
<td>Due bridge the gap between state funding and actual costs, significantly more need-based scholarship money</td>
</tr>
<tr>
<td>Other funding sources</td>
</tr>
<tr>
<td>Unfunded system and legislative mandates which take valuable state dollars for pet projects, irrelevant research, and other folly.</td>
</tr>
<tr>
<td>Reasonable methods to repay loans</td>
</tr>
<tr>
<td>Advising</td>
</tr>
<tr>
<td>Parents should send their children to where &quot;they&quot; can afford, not to where the student must take loans out.</td>
</tr>
<tr>
<td>Undocumented students not being able to access instate tuition</td>
</tr>
<tr>
<td>Unknown</td>
</tr>
<tr>
<td>lack of non-loan financial aid offering (federal and state)</td>
</tr>
<tr>
<td>average rate of pay for employed students</td>
</tr>
<tr>
<td>Lowered standards for admittance. If students are adequately prepared and adequately motivated, and adequately financially supported without the need to work multiple jobs off campus, they should succeed in graduating within 4 years or less.</td>
</tr>
<tr>
<td>2-Declining State Funding and 3-Declining State Funding</td>
</tr>
<tr>
<td>Faculty governance</td>
</tr>
<tr>
<td>Student uncertainty about what college will require both academically and emotionally.</td>
</tr>
<tr>
<td>excessive growth of administration</td>
</tr>
</tbody>
</table>
Campus collaboration and Regulatory flexibility are both important threats to the affordability and efficiency of a quality University.

Faculty and staff retention

Expanded work/study and other such opportunities, which also let the students see if that is really what they want to do. Also, the degree has to have commercial, practical value. Can they get a job?

Recognition by the General Assembly and other elected officials that higher education results in higher levels of funding entering the state and higher levels of income to the state through income taxation.

Work study and other programs that would increase students affordability and provide them with experience and non-academic training or education

Extremely high administrative salaries (administrative=dean, associate deal level personnel, not staff support)

Interest rates on loans

I would probably add here the status of faculty in adjunct/part-time positions.

Lack of on-campus employment opportunities

Partisan politics

Increased spending on high-level administrators

Regarding education, additional costs of exams, especially for our K-6 and Special Education teachers adds a challenge that other degrees do not have.

Excessive administrative salaries; excessive expenditures on fringe facilities

I am not familiar with how Campus Collaboration or Regulatory flexibility affect Affordability and Efficiency but I would not include Timely degree attainment as the 3 issue

Campus collaboration--shared knowledge and procedures

Student preparedness

Too much waste of money on housing bs instead of forcing housing to focus on academic role they should have

Too much spending on athletics.

Wasteful spending

Administrative bloat

Students forced into universities with no idea why they are there.

Providing more online courses for the General Ed required classes

"Country club" type of amenities for students vs. focus on education. I know this is a tough one since it’s everywhere and students have developed this expectation.

A governor that signs off on legislation that might put student’s financial aid in jeopardy.

Distribution of educational programs

Ability to find AND earn scholarships/funding without extensive loans

Using low bidders on most capital improvement projects and needing to then re-do them 2 or 3 times before it is right

Terrifically incompetent bureaucracy and overpaid top administrators
Pre-college preparation to be both academically prepared and knowledgeable of post-education career and other options

large classes and not enough faculty to teach courses

We are spending billions on things that will not create better students. We do not need a better gym, we need more faculty to instruct. We don’t need state budgets to pay for water coolers and new desks, we need students who can think critically and leave college with the skills to earn a living.

providing loans to people who will have no way to get out of debt upon graduation

I don't want to pay for sports.

Inefficiency and a lack of transparency

way to many administrators, middle management etc...yeah I'm talking to you.

the cost of proliferation of personnel and programs by administration

Overpaid administrators and administrative bloat

Growth of administrative costs

disproportionate allocation of resources to non-academic amenities and programs

utilization of available state money

High administrator salaries and excessive administrative positions

Mandatory colleges live within their means, and that they do not look to legislature for a blank check.

More financial assistance to economically needy yet academically qualified students

Too much oversight from the legislature about how campuses use funding

Increasing diversion of funds for non-academic purposes

students' commitment to college education & willingness to sacrifice other desires

lack of knowledge among first generation students

ballooning cost of administration with no oversight

costs that are not directly related to classroom instruction (eg, compliance costs, "country-club" like environment))

Broad availability of humane loans

Stop centralizing programs/offices. It creates much more work, extends timelines, and introduces errors.

additional administrative staff required to carry out all the state and national required assessments of student and faculty productivity and other factors

Unnecessary fees

bloated administration

the quality of programs and whether they train talents that meet the need of labor market today

If you keep cutting budgets, there's nothing left!
textbook expenses -- they are soaring.

Affordability and Efficiency should NOT be grouped together

Support for underserved populations who are often less efficient in their completion of degrees

Student's understanding that there is a difference in college being "affordable" and "without out of pocket costs," as "affordable" doesn't mean a student may not need to help fund their education.

The unrealistic expectation that growth must be infinite, Cost of administration and unfunded new initiatives

Support for underserved populations who are often less efficient in their completion of degrees

Student's understanding that there is a difference in college being "affordable" and "without out of pocket costs," as "affordable" doesn't mean a student may not need to help fund their education.

The unrealistic expectation that growth must be infinite, Cost of administration and unfunded new initiatives

scholarship availability

Poor advising - which leads to illfitting majors and taking unneeded classes

Too many administrative jobs

State funding is not declining. Universities are reaping a windfall to prop up not needed administrators and layers of red tape.

Lack of on campus housing

Cost

Find other solutions beyond passing tuition costs on to student

Too many state and accreditation rules create too much bureaucracy and the need to hire substantial numbers of staff and administrators..

1 and 2 overlap. Declining state funding encourages higher cost.

Rigid and expanding accountability models that increase reporting burdens but don't help improve the institutions.

students' understanding of paperwork and support in applying for financial aid and grants

inefficiencies in overcrowded classrooms and facilities

State Legislature that does not respect teachers or the field of education.

Administrative bloat

Administration bloat

Eliminate costly and bloated middle management; use money to decrease part-time instructors and hire more tenure track faculty

Ratio of faculty to administrators is off

Transferable credits - students have an awful time getting all of their courses from previous UNC universities or community colleges to their current university.

insufficient compensation of employees drives the best to leave the system for employment out of state

Access to auxiliary services (like counseling and other support).

Handicap accessibility and equal rights

Have qualified instructors to teach classes as scheduled. Remove excess classes.
Cost of the enterprise (I put it like this because I'm afraid selecting the first choice above will be taken as referring to the cost to the student). I am talking about the excessive costs of providing the enterprise and the University's insufficient efforts to control those costs.

shouldn't "quality" specific to education be an option? "quality" specific to educators? "marketability" of the student post graduation - shouldn't we market how qualified students are after graduation so they are competitive for employment.

Change the rules for college loan forgiveness-10 years of payments is not reasonable.

sustainability

Lack of sponsored work opportunities for middle income students who get no financial aid.

on campus housing is too expensive and leaves a lot of students stranded over the breaks who don't have family to go home to.

The lack of priority and importance put on education

Affordability means serving students who must work to pay the bills.

The University system spends too much time, energy, and money gathering data to compare the institutions. This effort would better serve the North Carolina, the nation, and the globe, if it were directed toward teaching. 2. Concentrate on core requirements for degrees and curb non-core requirements to no more than 5% of required credits to graduate,

The state should declare that state universities are not country clubs. A large proportion of student expense goes to luxury recreation, fancy dining options, and subsidizing semi-professional sports. All of this should be drastically curtailed or ended

Huge increases in student fees

Huge, unnecessary student fees at UNCG (new rec center, etc.)

Inefficiency in providing programs not having cost benefits

Proliferation of administrative offices and levels of bureaucracy

Related to number campus collaboration the blind emails like cashier@ecu.edu where its no ones responsibility to respond to emails sent to that address. Its like calling the cable company when someone does respond. Either they don't know or its someone else's job.

Timely degree attainment is interrelated with Preparedness and Access.

Money wasted by our Governor on promoting and defending ridiculous unconstitutional laws.

Availability of Financial Aid

Fundraising to pay for the education of our constituents.

Note 1 and 2 go hand in hand. As funding decreases cost increases.

Earnings after attaining the degree

Poor training of financial officers who don't contact every student with possible options and support to apply for scholarships and grants.

Hidden costs.

administrative costs
There are any number of contributing factors. Items high on the list: In most sectors, stagnant or slow growth in wages. Regulatory mandate or requirement versus results driven oversight.

High overhead costs for operations

Do you UNDERSTAND how difficult (i.e. impossible) it is to afford college on one of today’s entry-level job salaries? Not everyone has parents who can pay for them. There’s no way we can survive without drowning in debt for the rest of our lives, because even if we manage to scrape together enough to pay tuition there’s still housing, food, books, and innumerable other things. There should be more scholarships that are awarded to students once they have showed their academic determination. Some students are more financially responsible for their education costs than their aid reflects. If these students are high academic achievers, they don’t deserve to graduate thousands of dollars in debt. Capacity of the student to make an informed choice regarding campus, major, time to degree, etc.

Availability of financial support (e.g. scholarships, grants) for deserving students

Housing (accepting too many students, kicking current students off campus to housing that is limited and not affordable.) Improper use of funding: i.e. the high salaries giving to president Spellings and the chancellors that could be put elsewhere duplicative, top-heavy management soaks up far too many resources, leaving teaching faculty high and dry useless majors that soak up resources need to cut administrative overhead; administrator pay too high Workforce lacks skills needed by employer’s, current and future skills Disproportionate increases in administration (and administrator expenses).

Runaway salaries for top executives at GA and campus level number of administrators, and administrator salaries There is a lot of waste occurring on this campus. For example, a new locker room facility was built with a lounge area & wide screen TV. Very, very few students use the lounge, however the housekeeping staff seems to have found it to be a good place to nap. Ability of graduate to repay loans from careers which provide living wage

Underhanded retention practices

Efficient use of University resources (e.g. adequate support for faculty salaries and reduction of administrative bloat) Direction of the University system, which cannot under any circumstances be in the hands of the General Assembly or the current form of the Board of Governors. I have this ranked above cost of attendance solely because the effect of the GA/BOG is largely what is currently driving tuition and fees up! Low level of academic advising and consequent frequency of student transfer

Lack of plans to save for college by families who are able, but don’t plan effectively, to fund child’s education Increasing unfunded mandates and curriculum interference

availability of financial aid
<table>
<thead>
<tr>
<th>Availability of grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce administrative overhead. Focus on education. Reduce non-core activities.</td>
</tr>
<tr>
<td>Controlling administrative overhead (see &quot;Efficiency&quot; above)</td>
</tr>
<tr>
<td>Excessive portion of budget routed away from education and toward services and bureaucracy.</td>
</tr>
<tr>
<td>Proliferation of administrative (overhead) costs</td>
</tr>
<tr>
<td>Top heavy administration.</td>
</tr>
<tr>
<td>Micromanagement by legislature and GA</td>
</tr>
<tr>
<td>Prioritization of graduate students and graduate level research over undergraduate students</td>
</tr>
<tr>
<td>Declining state funding</td>
</tr>
<tr>
<td>Allow visiting scholars to pay in-state tuition</td>
</tr>
<tr>
<td>The state should make college universally free.</td>
</tr>
<tr>
<td>Lack of financial aid</td>
</tr>
<tr>
<td>Allowing multiple pathways to participation</td>
</tr>
<tr>
<td>Too many administrators (with high salaries)</td>
</tr>
<tr>
<td>Not using state resources to fund discriminatory laws and practices.</td>
</tr>
<tr>
<td>Income-based tuition fee structure</td>
</tr>
<tr>
<td>Scholarships and grants imbalanced between campuses</td>
</tr>
<tr>
<td>Expansion of administrators whose main duties seem to be to think up new things for faculty to do.</td>
</tr>
<tr>
<td>Out dated Ideas of Admissions Department</td>
</tr>
<tr>
<td>I don't know what the heck some of the above even MEAN!</td>
</tr>
<tr>
<td>Classes not offered every semester but required for obtaining a degree</td>
</tr>
<tr>
<td>High paying jobs that also allow students to study. I work on campus and get paid to work for housing which living for housing cost more than what I make working for them. Not even break even.</td>
</tr>
<tr>
<td>Burdensome oversight/reporting mandates</td>
</tr>
<tr>
<td>Growing high-level administrative appointments and shrinking faculty and support staff ranks</td>
</tr>
<tr>
<td>Ensuring it is money well spent</td>
</tr>
<tr>
<td>Helping students (at all socioeconomic levels) find part-time jobs to help pay for their education AND helping them learn strategies so they can both learn and work (without having to &quot;juggle&quot; both)</td>
</tr>
<tr>
<td>Lack of regular efficiency reviews at the campus and units levels</td>
</tr>
<tr>
<td>Lack of easy student academic integration with the community college systems within the state</td>
</tr>
<tr>
<td>Cost of administration (top administrator salaries)</td>
</tr>
</tbody>
</table>
Overpaid administrators

Funding for underserved populations and students from rural areas of the state.

Too many highly paid administrators

I don't know what most other options mean so assume most other staff will not either. May need to provide more info on this survey Q to get better responses.

Regulatory environment -- both state and federal mandates

Financial support for students -- "free of expense"


The reputation and stigma of transferring from community college to 4 year institutions (saves money by completing gen ed reqs)

One-stop application for all state schools is needed.

I would consider the remaining three to be equally important.

Student fees

These are interconnected - cost of attendance increases with reduced state funding, reduced campus collaboration, and higher regulatory burdens.

Inefficient administrative processes (e.g., purchasing, HR, travel) leading to inefficient use of funds

Student loan availability driving up tuition costs

Student, engagement and collaboration on each campus for financial cost consideration

Failure to use work programs to cover tuition costs

No background/knowledge to comment

Decline in federal funding

Lack of grant-based full tuition payment options

Academic support

Lack of scholarships for students (e.g. no scholarships offered for summer school) and lack of federal funding

Do you qualify for college
Underpaid staff/ overpaid administrators. Coupled with superfluous construction and building projects while other buildings on campus are in ruin. The very bane of efficiency

Students securing scholarships from the variety of resources available

administrative efficiency

Pricing equivalent of services offered

University Historical Maintenace

Lack of community outreach to assist with filing for funding

Perhaps related to "Regulatory flexibility" and "Campus collaboration": Increased use of contracted support services where the cost-benefit analysis results indicate acceptable services could be received more affordably than by being performed organically (trade studies for in-sourcing vs. outsourcing decisions), especially for back-office type business/administrative services.

No other one.

For first generation college students, better explanation of processes and ways to succeed

Loan forgiveness programs

Institutional overhead in expanding administration, over regulation, extremely burdensome accountability measures that don't actually improve accountability

Points of access to UNC and other institutions

Mismanaged budgeting making tuition increases necessary

making sure they actually learn something, and if not, cut them loose

alternatives for grad students

Ignorance of our Governor and Republican State Legislators

Accreditation standards have caused a greater need for highly paid administrators

Expanding number of administrators and red tape

Too much funding directed to athletic programs, football coaches make 10 times what professors do.

Equity in allocation, most of the funding going to UNC-CH.

Lack of online degree options that lead to employment

The state fails to prepare students for success beginning at elementary levels. Have colleges collaborate with schools to prepare students.

Inequality in funding

Grossly overpaid athletic coaches

Lack of financial aid for lower middle and middle class students that do not meet the standards for need-based aid.

there is a tension between access and efficiency. At our institution, we let in unprepared students. That effects how we can teach the prepared students, limiting the quality of their education. In other words, there is a trade off between the two important goals.

FAFSA fairness
Society's unnecessary pressure to get a degree, even if you do nothing in that field of work

Public school teachers have shit pay, and students don't respect them.

Too many universities are duplicating class offerings. Too many people are depending on community colleges. Don't throw your burden on them. Instead, lean down.

making scholarships and grants more accessible

Encouraging 2+2 programs

Colleges being purely for profit. Administrators paid far too much

The US Economy

Lack of financial aid to certain demographics, married mothers working towards improving their families quality of life. There is no scholarships or financial aid to help this demographic

make college efficient for the STUDENT so they can hold a job while in school

Lack less costly housing/board options.

State-wide Internet access for online distance education

The student's ability to complete college-level work (i.e., the quality of their NC public-school education)

high overhead

The rapid increase in college enrollment coupled with a 60+% increase in administrative positions of which some pay upward of high 6 figures.

Textbook expense. This is something usually paid out of pocket, which is difficult for many students. Continue to advance alternatives to book buying such as Open Access textbooks and rentals, and explore creative options.

Differential funding of institutions by tier

availability of scholarships vs a dependency on loans.

spending funds on administrators

Respect for students should be extremely important!

Layers of campus administration that add to cost.

Decreasing the substantial costs associated with the higher administration

Universities do not operate cost effectively. There is a bureaucratic quagmire perpetuated on universities starting at the legislature and working its way down to the classroom. Tenure, entitlements, ridiculous rules and regulations make universities horribly inefficient to operate.

Scholarships and grants for students

Efficient use of current resources (many seem wasted)

Legislators trying to control public institutions when they don't have a clue

administrators make too much money, they are not worth it.

Lack of support systems for students. The system also needs better support for minority students.

Book prices are a college sponsored scheme to enrich colleges and staff.
Institutional Inefficiency

The question is wrong. I teach my students to avoid LOADED questions that leads to predictable answers. the question puts "Affordability and Efficiency" together, overlooking the "quality".

on the converse there is real danger of sacrificing Academic prusuit and excellence in the name of Efficiency, this is a grave sin for an educator.

Expanding administrative bureaucracy of high-salaried associate deans

low salaries for faculty

Bloated administratoin mainly drives 2 and 3 (DUH!)

The State can't de-fund the universities and at the same time, expect to control every minutae of their operation

Raises for faculty

State is unwilling to fund education anymore, funding should increase and remain very high.

We pay a lot of people to do nothing! How many Vice Chancellors of what?

Extreme income disparity between the lowest-paid faculty member and the higher administration--I think that you could save the taxpayers money and improve the lives of the teachers who are actually 'on the ground' teaching by some redistribution.

Proactive academic advising and tracking of the student's progress.

grossly inefficient increase in regulation under recent legislature

Cost of fees. (Cost of attendance is split so many ways, it should count twice)

encourage more students to choose community college system for its more affordable and you actually learn a trade to make a living

Including the Community College system in the study.

Unjust wage gaps between university staff and faculty based on gender, race, tenure, and area of expertise

Administrative sprawl

opportunities for faculty/staff seeking continued education

(1) Government involvement in student loans (starting with the Gi Bill post WW2 and, more recently, the deregulation of Sallie Mae in 1993); (2) Capital spending of universities; (3) embeddedness of sports programs

Funds spent on aesthetics (pretty buildings and grounds) and other non-essential priorities that take money away from teachers and students

Increased waste in university administration leading to higher costs

Providing additional financial assistance to reduce cost of attendance to students

support services for students

Too much concern over hiring outside sources such as Bain that makes it harder for employees to just do their job & serve the students without being distracted from the most important things.

Unnecessary research which benefits no one

Unnecessary growth in administration.
**Improve efficiency.** Way too much redundancy in higher ed.

You keep asking auxillaries to fund everything - stop!

Complex financial aid system leads to uncertainty about cost of attendance

Maintaining the autonomy of each college and university - in universities, small government really is good government

Decentralized nature of the institution, beyond shared services, shared priorities and increased communication across campus to provide more efficient services and reduce time spent trying to find or create a solution or answer

More state support for those students in need

Building up of endowment to support needs of different students

political bias against making higher education accessible to all state residents

Lack of funding to improve infrastructure, reduce redundancies, create shared services, etc...

We need to eliminate teachers and areas of study where there are no jobs.

The UNC System Bureaucracy

Appropriate facilities and enough outstanding faculty for instruction.

Cost of Attendance (Tuition, fees, books)

Lack of consistent financial aid to cover costs of attendance

Direction of the University system, which cannot under any circumstances be in the hands of the General Assembly or the current form of the Board of Governors. I have this ranked above cost of attendance solely because the effect of the GA/BOG is largely what is currently driving tuition and fees up!

messed up student loan system

Excess costs related to non-educational activities and amenities

Ideologically driven budget attacks on affordable public education by reactionary lawmakers

None of the others

Bloated administration receiving obscene salaries

Use of funds to indirectly support inter-collegiate athletics

restrictions placed on tuition while not providing sufficient state funding

limits on financial aid

The cost is not tied to the major i.e. majors where students make less on average cost the same as other, more lucrative majors.

online access increased

UNC-CH wasting tax dollars (example 1.7 million on solar farm at Horace Airport with payback over 40 years)

Administrative salary inflation
Student Loans

administrative bloat

Stronger Commitment by the General Assembly

Increase in income disparity in NC

unnecessary administration

I believe 1 and 2 are inversely related

Burgeoning university spending on bureaucratic (non-academic) jobs and expenses) and not on faculty salaries, staff salaries, etc.

Increase in non academic spending (i.e. Concerts, free cupcakes, etc)

Lack of cutting edge thinkers in the higher levels of the organization.

Rising costs and declining resources

Unrealistic and unreasonable salaries to top administrators pulling money from needed programs

lack of student preparedness from K-12

Consolidation and atomization of administrative positions

The State General Assembly

Declining state funding is 1, 2 and 3

Availability, awareness and affordability of funding options for students

^I don't understand what those last two mean

Administrative bloat

Hidden costs such as fees, rent, food, etc.

Lack of access to grants and fellowships.

public mistrust and misunderstanding of what university learning actually is

Renewed focus on academic preparation over other goals for college

meeting demonstrated need

I do not have a third answer.

Use of FAFSA (it's inefficient, very difficult to navigate, doesn't always meet needs)

way TOO many administrators on campus. need to prioritize students faculty and learning

Social support for students outside of key academic areas - assure success of those enrolled
## Availability of courses (unavailability may mean lower 4-yr grad rates)

Cost of compliance with federal requirements at the expense of teaching

--

**pass**

C


corporatization of universities

priorities outside of classroom: rec centers, sports, etc.

Financial aid

Financial advising

lack of private funding compared to other state systems

non-University attempts to regulate and set policy for the University

I re-emphasize the crucial importance of restoring state funding.

Available funds are improperly allocated in the College.

The limits to percent of tuition that can be used for aid to students in need is choking our ability to provide affordable education to students in need.

"Affordability is defined as free public higher education for ALL in-state citizens." Efficiency has too many definitions that are open for interpretation and thus can be used to close institutions. It is a dangerous word to put in a strategic plan that is controlled by politicians as we have seen with HB2.

Required courses toward their degree.

Extension of affordable colleges to the rural areas, not this gentrification movement that closes school, raises tuition, and forces the lower class to go broke to obtain an education.

Lack of statewide curriculum and standards

Federal Regulations

Tuition increases driven by cheap money through student loans and overly comfortable student facilities.

removing the political aspect from education

student loan debt being the only alternative for most students

College, or more so academia as a whole, seems to have become a mini "big business"

Reduction of red tape in processes, procedures, policies.

teaching methods - inefficient lecture - style teaching.

transit - expand the frequency and reach of the bus service

Paying staff that are unfamiliar with job requirements

Not sure what regulatory flexibility is

concentration on the education 1st before the entertainment

Students don't have a clear understanding of how much college will actually cost -- the information is varied and unclear.
We need to accommodate students who work and need to be part-time.

Financial not being provided at a constant rate between all UNC universities.

The state need to provide HBCUs with the same amount they provide PWIS

Out-dated approach to higher education -- have freshmen and sophomores go to community college, then make universities available to juniors, seniors and graduate students

not sure

Cost of attendance..... fees, books, room/board

Federal funding

Inefficiencies in personnel turnover, failed staff and faculty retention

No mandatory fees for college athletics

administrative bloat

Attracting and retaining quality faculty

Appointment of qualified administrators (Department chair, Deans, etc)

knowledge of options

Academic Department Administrative Bloat and Silos

Campuses need to be generating their own inputs with student labor (energy, food, materials recovery, etc.)

Insufficient campus infrastructure (property and personnel)

Heath care cost

Over-reliance on student loans to cover the costs

Administrative bloat

Over spending on administration

Bias and prejudice of under-served populations

Lack of funding for assistance, scholarships, grants, etc.

underprepared students and underprepared faculty cannot get students through in brief time

why not offer free education? Many courses charge for tuition, books, and additional fees for associated mandatory services

Lack of awareness within departments about available funding

Declining government funding

system is too "course and program oriented" / lack of system flexibility

One and two are related. The state's decreased funding, making attendance more expensive.

Provide restricted Library resources to people of the State (for example, free Lynda.com mangolanguages, and other database access for free.)
Stop building new buildings (App State Heath Sciences building) and instead fix the dilapidated buildings that most majors are stuck in

Better advising programs to help inform students so they are better aware of the process and issues ahead.

High ratio of spending outside the classroom versus inside it

Administrative burden

Bloated Administration and Athletics Costs

clarify and streamline paperwork processing and improve discretionary department-level spending

Lol declining state funding? How about two-billion-dollar (1 billion to UNC) bond that passed this year?

administrative expansion at the expense of student services

Prioritization of non-academic endeavors waisting school resources.

Excessive and antiquated bureaucracy in most areas of administration.

lack of scholarships

Access to faculty. I need time to support them adequately. Value teaching with more than platitudes, please.

Parking is an efficiency issue

declining state funding!!

Regulatory confinements

dramatic inefficiency, plus some campuses should be commuter schools to help save students money

I think these issues are part of a complex of interlinked issues that cannot be viewed individually. While studies might show that timely degree attainment is an issue, we have to ask if a major contributing factor is the cost of attendance...requiring people to take time off to work and pay for college.

Efficiency and smart management of the funding that is provided via student tuition and state funding.

the costs of attendance specifically related to student development, athletics, and other campus services not traditionally associated with tuition and room & board

preparadness

Teachers who prepare their students for college

Increased grants and other funding that does not incur debt.

The current system is too flexible with me a 37 year old having to ask permission to move from class to class because I need "advising".

Commitment to technology

alignment with community college technical programs to increase articulation opportunities for transfer

transferability among campuses

disconnected institutions and systems leading to mismatched credits

Top heavy highly paid administrators
perhaps too much duplication of specialy programs--online education can be very good and we need to think about duplicate programs across the state and how we might not need to do these so much given the excellent online educational opportunities that we have and that we can create.

Degree flexibility for students to work while attending college

Spending on activities other than instruction have increased the fastest over the last decade. Schools are not focusing on lowering these costs. Of course, the state does not incentivise them to lower costs.

blatant vitial from the governor and legislature towards higher education in North Carolina

There is a greater amount of administration vs. faculty professionals now than ever before. The focus on non-teaching responsibilities detracts from a tenured faculty member’s ability to actually provide quality education. Expecting all faculty to be great in teaching, service and research is unrealistic and undermines the educational process.

Denigration of faculty by members of the NCGA

people looking for a handout and not a hand.

Over payment of administration and underpayment of faculty

The term "research" should not be used without supporting references.

Income inequality of our state

legislative mandates

Rise in numbers and salaries of administrators on campus, rather than diverting funds toward research and teaching, which is why we exist.

Too many administrative positions.

Getting rid of degree programs that have a small number of graduates. Our students cannot like into bigger schools to pursue their degree.

Substantial reduction in senior administrators

Many students/parents are inept at financial planning and thrifty living strategies.

unsure

Declining federal funding

Lack of sufficient need-based scholarship for part-time students

Lack of savings by student families (need for a college investment fund, or account)

What constitutes a timeline for course completion

Spending money on nonessential items for educating the study body

Eliminating expenses for regulatory compliance (reporting, accreditation, etc.)

Burgeoning administrative management personnel and lack of investment in faculty

People who actually need money rarely get enough

The additional cost for students that not all students participate (i.e. athletics fee)

Financial aid is dwindling
<table>
<thead>
<tr>
<th>Limits on number of hours attempted with monetary penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple and redundant layers of administration, as in the general administration</td>
</tr>
<tr>
<td>Declining funding at federal levels for low-cost, low-interest education loans</td>
</tr>
<tr>
<td>stop funding enrollment growth so schools spend less time growing enrollment and used the funds to support quality (not quantity) - provide more alternative to university such as community college free of charge</td>
</tr>
<tr>
<td>overcharging students for text books</td>
</tr>
</tbody>
</table>
In your opinion, which area should the UNC system focus on if it wishes to improve Affordability and Efficiency?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>5682</td>
</tr>
<tr>
<td>1</td>
<td>Limiting tuition and fee increases.</td>
<td>34.04%</td>
<td>1934</td>
</tr>
<tr>
<td>2</td>
<td>The availability of need-based financial aid.</td>
<td>32.86%</td>
<td>1867</td>
</tr>
<tr>
<td>3</td>
<td>Cost containment.</td>
<td>17.71%</td>
<td>1006</td>
</tr>
<tr>
<td>4</td>
<td>Other</td>
<td>15.40%</td>
<td>875</td>
</tr>
</tbody>
</table>

Q14_4_TEXT - Other

Other

Limiting tuition and fee increases via continued investment of State $.

Enhancing state support/reversing the budget bloodletting, especially when NC delivers a budget surplus

increased state support

Limiting tuition and fee increases while the state legislature underfunds the budget forces the university into an untenable situation where they are forced to drop staff, infrastructure, and/or programming. The net funding to the university cannot sustain deep without severely harming the ability to offer programs
Limiting fee increases separately from tuition

I think the first two (limiting tuition and fees) and need based aid are equally important

Ensuring that should costs stay low for students, essential services on campus will be funded

Increased funding from legislature

Helping students get through school in 4 years.

financial aid for need based but also for academics like neighboring states

stream lining the program offerings at each campus to ensure that each eliminates programs that lack market demanded quality and cost effectiveness.

Utilize process improvement and technology to reduce waste and rework at all levels in the system. Putting a ceiling on cost will not improve quality without reducing waste..

They all need to be checked. And not just limit increases but do away with "temporary" increases that never go away.

Make a compelling case to the general public and the legislature for the need for robust levels of appropriated funding. Cost containment is also important. Campus-based requests for tuition and fee increases are almost always a response to state-level budget cuts. Making a commitment to limiting increases irrespective of state appropriations threatens severe damage to UNC system campuses in times of declining support.

Increase state funding, which would also affect tuition and fees and financial aid. Cost containment is fine but quality is already being compromised by recent cuts—so cost containment is already happening.

Boarder tuition for states adjacent to unc. Other colleges are doing it and they only pay in state tuition.

Look around their own campuses. Stop ordering 3000 pens and 10000 pieces of plywood at the end of the fiscal year only for the pens to dry up and the wood to be bowed and unusable. I can go on and on.

Lowering taxes for the NC system, thus opening more private donor opportunities

Competitively priced options for required materials (textbooks, clickers)

All 3

Funding and support from the State legislature

Salaries to allow hiring of dedicated and qualified professors

Regulatory flexibility

ensuring continued state funding

Support fundamental sections of the college, students will be better prepared for upper level classes this way. Currently general classrooms are so large and poorly supported fiscally that students are simply showing up and learning nothing.

more faculty accountability in utilizing resources like test reviews, showing respect and valuing students

Increasing state funding

Raising state funding

Increase tax funding

Increased financial support from state.
a combination of lowering tuition, and capping the amount that tuition and fees can be permanently

Increase outside funding to endowments, grants and contracts, making case to legislature to reinstitute funding levels of old.

Reclaiming a committment through state funding of institutions

collaborate with community to ensure private scholarship opportunities

limiting room and board fees

Class schedules, current funding formulas, and underutilization of facilities

need-based finacial aid for well performing students

Diversity is important, but I believe it is important for us to give priority to students from the state of NC.

Persuading the public to support public investments in higher education; showing value

A more even distribution of money to the 16 campuses.

Encouraging legislators to stop the budget cuts to education.

increasing the state's contribution to higher education.

limit tuition/fin aid paperwork and limit tuition

The bureaucracy is unbelievable and has gotten significantly worse. Just being able to hire a faculty member takes WAY too long and involves WAY too many regulations. The same has definitely been true with things like "assessment" and the associated reports that no one reads. And quit letting the lawyers run everything. Honestly, lawyers gum up the works with nearly everything about higher education these days -- all for the 0.001 percent risk of something bad happening.

sports that require $ tickets, should not get more money from the university that what it makes.

Restore previous funding levels

Encourage technology learning more aggressively

Advocating for full funding by the General Assembly

Lower tuition/fee costs by reducing administrative costs

Providing the campus with the necessary resources.

UNC needs to improve lobbying skills with the NC legislature.

State Funding

Introducing free universal education for all students.

Reduction of regulations and extensive reporting activity

Increase in percentage of tuition covered by legislation

Cutting administration pay, such as Spellings' unnecessary $750,000 salary.

Increase spending for the educational system
Peripheral costs are unreasonable. For example, a textbook shouldn't cost $200. Business processes should be streamlined but that's not possible without institutional (management) support and the tools/resources implemented properly. Using outdated applications in an ad-hoc implementation is not efficient...while it may fix a need quickly, it isn't effective or less costly than a more methodical solution in the long run.

Finding new sources of revenue-
none of those address efficiency

Greater share of state support for university continuing budgets

Eliminate excess bureaucracy, university is too heavy on administration, vice chancellors of everything under the sun

Continuing to streamline and simplify the transition from community colleges to the university system
redifining "need-based financial aid". Low income are not the only citizens that can't afford college tuition and fees.

Increased funding from the legislature

Increase efficiency of campus processes. I was recently a faculty member at Iowa State and in studies for strategic planning this type of efficiency was shown to not only benefit faculty and staff but also
timely degree attainment, credit for work experience

instead of building more buildings use the class space you have beter.

providing courses that allow students to graduate in a timely manner

Don't just limit tuition and fee increases. Eliminate thm. The amount of fees tacked on each semester practically double the cost of my attendance. Meanwhile, exorbitant amounts of money continue to be spent on superfluous new buildings, athletic programs, etc.

Significantly more state funding. Why is this option not listed above?

Limiting the amount of out-of-state students or make their tuition more in line with the actual cost of educating them including the cost of buildings and their maintenance.

Securing state funding sufficient do the first two on this list. Too much of the affordability issue is generated by state funding declines.

decreasing the salaries of upper level administrators and getting rid of unnecessary administrative positions

Stop spending so much money on frivolous things like theaters and entertainment, and instead focus on providing an education that is competitive in the work force.

Timely (4-year) graduation with minimal dropped courses and possible increasing tuition cost for students that extend their studies.

Timely degree attainment

Create other revenue sources

Redundant administrative policies

stop federal student loans

Securing Additional (New) State Funding

efficient budgeting!!!
Limiting the administrative levels at universities not tied to the classroom. Our "staff" has grown faster than faulty as we have had significant growth in the number of students.

Somewhere to actually park

All of the above, but understanding that core functions should be prioritized. Many costs are associated with housing, athletics, recreation, etc...

Again, all three are very important. The legislature should stop portraying the university system as areas to cut wasteful spending. We're tired of being their whipping boy.

Reduce number of administrative positions.

Make it cheaper. Offer more aid.

Lowering fees for out of state students, which is 3 times more than a citizen

Develop more flexibility by investing in online educational initiatives- see state of Texas for inspiration

Increase state funding through increased budget appropriations.

Making college affordable for the "middle" people

Increasing costs that do not directly impact the cost of students, or somehow offsetting those costs via grants.

The availability of financial aid need-based to reduce borrowing

Cost of student housing

state funding

Increase State support

Increasing state funding

Providing sufficient financial support to be able to comply with significant federal and state regulatory requirements and the increasing associated costs of new and changing regulations.

Eliminate Bloat at upper administrative levels. Use of consultants has also recently bloated to incredible levels. This is largely a huge waste of University Resources.

Better lobbying for state funding and less administrative overhead

Reducing tuition and fees

gain financial support from General Assembly

Decreasing the cost of administration.

collaborating with the General Assembly re: its financial commitment to higher ed

Support the abolishment of the federal department of education.

Advocating for appropriate state funding and looking at how current state funding is distributed across the institutions. UNC Charlotte is absorbing most of the system's growth and yet we rank at the bottom of state spending per student.

funding education at the appropriate level

cut amenities

Scrap the highly paid admins, their untrained staff, the expensive coaches, and the stadiums.
cost containment thru shared resources

Timely degree attainment through educational efforts regarding academic policies, processes, and potential pitfalls

Work harder with the legislature to fund higher education.

Reduced fee schedule for non-matriculating senior citizens

Better financial support and funding flexibility from the state legislature

Better public relations and communication to have taxpayers and legislators realize that quality higher education requires financial support to develop and sustain

Have a state legislature that stops slashing funding

Increase state funding

Reduce redundant or ineffective administrative personnel

Reduce expenditures on "fancy" college infrastructure that is only meant to "keep up with the Joneses"

Increase PROGRESSIVE tax system to support education

Eliminate excessive waste of available funds.

'Need based' sometimes misses the opportunity to serve who it's intended for. What happens is often times a small family doesn't qualify for 'need based' simply because there's only 2 in the household. A more flexible definition of 'need based' might be something to consider.

get more creative about education from K all the way up to graduate school - restructuring systems would allow NC to build a highly educated worker base that would be the envy of the world and produce high paying jobs for most workers instead of just the top tenth or so

STOP CUTTING THE BUDGET

State funding, which would offset those other costs

Public financing of public universities and community colleges

Managing all resources (human, capital, technology, budgetary) strategically and efficiently - this means prioritizing and possibly eliminating those resources that are not directly related to advancing the mission and goals.

Better legislative funding

Stop requiring students to pay for data-driven systems that only benefit the university, such as Taskstream and EdTPA

REDUCE THE NUMBER OF ADMINISTRATORS...everything bad about bureaucratization is visible in current administrative configurations.

Do not limit cost, but make it possible to use funds more effectively

Setting up plans per degree for a 4 year completion

New and innovative business models.

Increasing efficiency of processes and how to better work together.

If the state does its part and provides more financial support.
increase scholarships or reduce tuition for underserved groups

The State must reinstate our funding. Stop the constant budget cuts, and invest in State Schools.

Limiting expansion of administrative positions

reducing administration salaries to match no higher than faculty salary average (non-tenure included)

Allow the president and chancellors more management flexibility. Ensure that the BOG and BOTs focus on highest level policy decision-making.

increase state funding

cost of printed classroom materials/supplies (i.e. required textbooks, etc.)

Getting the general administration to fund at a level that better supports the university.

Lobby for increased, appropriate State Funding

Quit turning college campuses into resorts

increasing state funding

salary caps for administration or limiting raises for those who make more than $100,000 salary

An audit of the current state of the UNC system is needed. Continual budget cuts have resulted in deteriorating infrastructure with no plans for maintenance improvements. Limiting tuition and fee increases and reducing state financial assistance to students who are ill-prepared for academic success should have been considered with a corresponding review of the current state of the UNC system. Instead, cuts have been continually made from all sides without the benefit of a plan in place in advance. How can universities plan for the continued academic success of the student constituency without any knowledge of their operating budget for the next five years, let alone the next academic year. What business is able to operate this way successfully? Student success is also severely hampered when their academic preparation for college study is poor at best. The current 4.5 year cap on state student loan assistance suggests that universities can correct current deficiencies in the K-12 system in a single semester. This is unrealistic and yet another roadblock to students who already have had significant roadblocks to traverse just to get to college in the first place. The short-sighted, system-wide cuts in North Carolina's education system, particularly at the pre-K and K-12 levels, have cost this state for years to come by perpetuating a poor, uneducated population who is ill-prepared for the jobs of the future and unable to contribute to society at levels that would improve our state's tax revenues, which ultimately would benefit everyone.

get rid of elective requirements that students don't need for their major

Increasing state funding

De-emphasizing sports

Reduce administrative personnel significantly.

state investment in higher education with an emphasis on campus efficiency

Significantly increase state funding

Declining state funding

Consider service requirement
Admitting students adequately prepared to obtain a quality education / retention rates

more resources should go to supporting teaching and research by faculty

GA is not effective or efficient

Reviewing degree requirements for all majors

More Scholarship opportunities for all students

Improving PR and communication to state residents and legislature to share the incredible value that having superb state institutions brings to the state. For instance innovators staying in NC to start businesses and hire residents.

Right sizing General Administration and reduce the cost of GA 50%

Increase state funding of UNC

availability to non-minority students and graduate students

Exploring more efficient delivery systems, and increasing revenue through them.

Increased state funding, including need-based aid and operational budgets/salaries

Increase state funding for higher education.

Efficient use of resources.

Increasing state budget appropriation

develop more work-study opportunities for students on campus

"Affordability and Efficiency" is not one concept! need-based financial aid is most important for "efficient affordability" (as opposed to limiting increases)

Cost cutting not containment. education that qualifies you for a job

Stop chasing peer institutions/limit upper mgmt cost growth/focus on education not a sexy substitute(be known for real quality)

Lobbying its administrative bodies to maintain the state's fiscal investment, instead of shrinking that investment and passing costs along to students

EFFICIENCY in operations so that administrative bloat is reduced

Realizing that state funding will continue to decline and that we will need to rely more on private funding.

Seeking efficiencies in processes, within and across campuses

increase state allocation

Financial commitment of state legislature for sufficient funding for UNC universities

Demand increased state funding

All the above. No one area can solve this financial demand by itself

I believe strongly that UNC should maintain its costs as well as it possibly can, but we need more State investments as well to limit costs

shared services and degree programs between universities
Lower costs and lower cost of attendance - not just "limiting increases."

**lobby the legislature for adequate funding**

**Provide more money/timely and automatic salary increase to faculty**

**All of the above, and PLEASE stop capitalizing nouns for silly reasons. We are not German.**

**Lobby for increased funding**

**Get rid of the Board of Governors and the Bloated UNC System bureaucracy and decentralize administration to the universities. Free them to compete.**

**consolidation of administrative job duties too decrease overall number of administrators**

**Providing state funding to UNC colleges/universities**

**Getting the legislature to support the UNC system**

**state funding parity among institutions**

**Redundancy is processes**

**Give each campus the flexibility to determine their best course of action with respect to affordability and efficiency - too much is dictated from General Administration when it can't be a one size fits all.**

**Allow flexibility in entrepreneurial ideas such as program rates**

**Increasing state funding, as per the Article IX mandate.**

**Increase state funding**

**Increase funding to public universities**

**Reallocate monies away from universities that are not offering real classes (UNC-CH) and give these monies to the schools that are doing a lot more with less.**

**Valuation of non academic services**

**Convince NC taxpayers they should support increasing funding for universities so that more students can get a college degree.**

**Institutional flexibility in applying available funding to maximize opportunities created**

**Stop wasting tax payer money on "no show paper classes" and attorneys to fight the NCAA for cheating, especially as it relates to the University of North Carolina at Chapel Hill**

**State funding**

**Cut the fat from the top down. We are all public servants and need to act as such.**

**Improving state funding**

**How about holding the state to its obligations to provide that "free" as possible education?**

**marketing- if the academics are sound and worth it--- people will pay**

**Rally the government and public for increased funding.**

**Increased State funding.**
**State Funding**

Getting the legislature to understand that better funding is absolutely necessary. All the other options are stop-gap measures and will require cuts to crucial programs and functions.

- **Streamline administration**

- A combination of reducing costs and ensuring that need-based aid is available

- More assistantship support to graduate education

- Limit the cost of attendance and allow a quicker way to obtain degrees.

- Providing the best educational experience...perhaps the system should allow campuses to operate

- Increase state and federal funding

- Using tuition for classroom instruction

- Reinvesting public funds in higher education.

**Work Study Programs**

- Innovation - in both teaching and administration to improve outcomes and lower costs

- Advocating for or finding ways to supplement the precipitous decline of state funding. Efficiency is greatly compromised when basic teaching needs cannot be met.

- Advocating for students, which also means advocating for faculty and staff who are dedicated to providing the best education possible for our students

- More money towards actual teaching, less towards administrators

- Capping the highest salaries for administrators.

- Increase state appropriation

- Increasing state funded support for institutions to allow for more student access

- Stop fighting with the legislature and cooperate with it.

- Balancing how the campuses are supported with state funds

- Increased state support

- Access to low or no interest loans

- Increase funds that have been cut for political reasons

- Push government to fund schools more

- Educate Gen Assembly on the business of running a university system for the 21st century and the varying needs of the individual universities. The size and scope of the universities within the system are like Apple vs. mom and pop computer store.

- Increase state funding

- Consolidation of UNC campuses

- State support
<table>
<thead>
<tr>
<th>Increasing institutional funding, so that students still want to attend UNC System institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significantly increasing funding to the university system.</td>
</tr>
<tr>
<td>All of the above and cut costs of administration. Look into ways to save our students money. Our bookstore has a huge markup on books, why is that? Empower the departments-without cutting their budgets (they are too low already) get some focus groups in each department to come up with creative ways for the college to save money. Ask the students how they would save the college money. The UNC system has some of the brightest minds anywhere - use that resource!</td>
</tr>
<tr>
<td>Increasing funding from all sources, from more fundraising to more state legislature support to more federal research grants.</td>
</tr>
<tr>
<td>Hire faculty so can graduate on time</td>
</tr>
<tr>
<td>Availability of merit-based financial aid</td>
</tr>
<tr>
<td>declining state funding</td>
</tr>
<tr>
<td>screen the students better so money is not used on folks here just to party or get a degree in german polka history</td>
</tr>
<tr>
<td>Increasing state appropriations</td>
</tr>
<tr>
<td>Allow more out of state students who pay higher tuition</td>
</tr>
<tr>
<td>Push for state funding as req by the constitution</td>
</tr>
<tr>
<td>increase sources of funding to the university</td>
</tr>
<tr>
<td>Advocating with the public and legislature to increase funding from the state</td>
</tr>
<tr>
<td>Much like revenue sources need to be varied, efforts to improve affordability and efficiency should be varied as well. Efforts should be made to articulate reasons for maintained or increased state funding (for particular projects or programs), campuses need to focus on improving time to degree rates and preparation for degree programs, and GA and the state need to provide the campuses the flexibility to make strong choices in the deployment of resources and people.</td>
</tr>
<tr>
<td>Review and trim &quot;Administrative Bloat&quot; -- too many executive positions diverting funds away from crucial student services and related functions.</td>
</tr>
<tr>
<td>A combination of increased need-based financial aid and more state funding of education.</td>
</tr>
<tr>
<td>Increase knowledge of scholarship opportunities.</td>
</tr>
<tr>
<td>Using University resources to bring in additional funding to support mission. For example, many non-profits have significant real estate holdings the profits of which support their organization. We need to manage operations cost and cost to students but that alone will not do it. What resources could we leverage such as real estate, research and professional services that could bring in more funds?</td>
</tr>
<tr>
<td>Student college readiness</td>
</tr>
<tr>
<td>Not paying administrators excessive salaries to enable tuition to not be so high.</td>
</tr>
<tr>
<td>I'd like to see financial aid become more available to those who do not technically qualify under our current system. For example, my parents are in a high tax bracket but I support myself financially. I'm left with larger tuition bills than my peers who make the same amount of money.</td>
</tr>
<tr>
<td>Need based aid - AND focus on the education and NOT the fancy buildings and gyms and student housing. Really....</td>
</tr>
<tr>
<td>Generating external non-governmental funding sources</td>
</tr>
<tr>
<td>Cutting administration.</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>Restricted versus open access (see above)</td>
</tr>
<tr>
<td>Teach students about salary associated with their chosen degree and then assist with making smarter choices about financial aid.</td>
</tr>
<tr>
<td>Reducing administrator pay</td>
</tr>
<tr>
<td>Equitable resources across the UNC system</td>
</tr>
<tr>
<td>The State Legislature should increase state funding back to traditional historical levels.</td>
</tr>
<tr>
<td>Increase state funding</td>
</tr>
<tr>
<td>Increase state funding; the schools need money from tuition and fees to pay for student education and activities etc.</td>
</tr>
<tr>
<td>Review systems that are no longer needed or outdated and remove them (staff, long-term contracts)</td>
</tr>
<tr>
<td>Tell state leaders to stop cutting the funding</td>
</tr>
<tr>
<td>Increase of state appropriations</td>
</tr>
<tr>
<td>Stop the explosion of administrative and staff positions. Support the actual teachers in the classroom with what they deem most important. Too much emphasis is placed on administration and not enough on the teachers who directly affect student success.</td>
</tr>
<tr>
<td>Decrease research requirements and increase teaching load for faculty.</td>
</tr>
<tr>
<td>Work-study or loan repayment/forgiveness for work in underserved area or the state</td>
</tr>
<tr>
<td>Pressure legislature and ask them if they want to be Mississippi!</td>
</tr>
<tr>
<td>Removing/revising academic degree programs where 50 percent or more of their graduates are not working in jobs relevant to their college major eight years after graduating. Too much state-funded support is spent on students earning degrees that ultimately have little to no influence on their NC taxable income.</td>
</tr>
<tr>
<td>Curb excessive growth of administration</td>
</tr>
<tr>
<td>Limit administrative bloat and proliferation of nonacademic programs</td>
</tr>
<tr>
<td>Advocacy with state legislature</td>
</tr>
<tr>
<td>State needs to increase its participation in cost of education</td>
</tr>
<tr>
<td>The availability of need and merit-based financial aid</td>
</tr>
<tr>
<td>Equitable distribution of State appropriations across the system</td>
</tr>
<tr>
<td>Not sure.</td>
</tr>
<tr>
<td>Get the state to stop cutting funding. Education is NC's most important asset. It needs to be prioritized.</td>
</tr>
<tr>
<td>Getting legislators to honor the NC Constitution and stop cutting educational funding whenever they fail to do their jobs.</td>
</tr>
<tr>
<td>Allow significantly greater flexibility in the expenditure of existing funds.</td>
</tr>
<tr>
<td>Collaboration on software and back-office processes.</td>
</tr>
</tbody>
</table>
Working with industries on developing the workforce of the future. If a company typically hires 30 students each year, contributing to their education - and making sure they take the needed classes for the positions - makes sense.

Increasing state funding for colleges and universities

increase state support

getting NC’s private industry to invest in higher education

Serve with diligence and vigor only the students for which the system has capacity to serve. Limit enrollments until more money is available.

consolidation of UNC institutions and/or sharing of services

Yes, limiting tuition/fee increases, but by raising state funding levels, not by mandating additional crippling cuts

affordability - timely degree attainment; efficiency - each campus needs to be looked at independently for efficiencies - there isn’t a one size fits all solution

state support

Focus on reversing the trend of decreasing state funding for higher education

Restoration of more appropriate levels of state funding

drastically increasing state allocations to the unc system in order to provide free tuition for all admitted in-state students

Include quality online degree programs (BS, Masters) with same quality as on campus degree

Quit trying to convince students that all should go to college

Increase state funding through legislative process

Out of the box solutions for intracampus work

return to former levels of state funding

Increased funding from the State to make up for the significant cuts that have occurred since 2008.

a combination of the above listing

Of wasted resources to entertain students and too many admin mager types that have fancy titles but no academic vision other at all

Working with the NC General Assembly to secure funding for higher education in NC. To share the UNC System story and value to the state of NC as much as K-12 if not more.

Cost savings through consolidation and consistency.

increasing funding from both public and private sources

I'm unsure if it's actually a change, but we must, must ensure that funding is equitable to the expectations of the work we are expected to do. Additionally metrics need to be practical students are human beings they are very different from campus to campus very often. Metrics do not always tell the true story of what’s going on.

More funding from the state

Focus on the mission of the school.
I think that efficiency is the key. Focus on ways of making the system more efficient while not compromising the benefits for students.

We need free college education.

Reducing costs as well as increasing revenue for the system.

Lobbying lawmakers to read the constitution and act accordingly.

Increasing public funding for public institutions by raising taxes without any associate mandates set by the Legislature

State investment through funding

More state-directed funding to lower ranked schools that do not have the same budgets as those with a larger donor base.

Reduce administrative costs.

Focus on academics, cut back on auxiliary services

Regaining lost state funding.

Limiting state budget cuts

Lowering tuition

going the legislature to fund the system adequately

Increase State Funding!!!!!!!

hire more faculty

We need more grants and less loans for need based aid.

Education for High Schoolers and families on college financial aid options, processes, and resources available

Improving or restoring state funding

stop cutting budgets, get the General Assembly to support public education funding

Do not know

Put pressure on the legislature to increase state funding to Universities. There have been cumulative budget cuts for almost a decade, and the system is hurting.
The federal government should make a great effort to fund the attacks attainment of a college education for each student.

stop the runaway costs of administration and simplify accordingly

Eliminate overpaid administrative offices.

Options to help students move through college more efficiently

State support of K-12 education & tuition is the way in which access can be increased. After a decade of cost-cutting, I don’t see how significant changes in student access can occur through further cost cutting (and how can universities increase financial aid? Where will that money come from? Legislature?)

All of these are crucial. Tuition and fee increases are directly related to reduced state funding and excessive spending on non-academic amenities and programs.
the usage of the money available should be student based not institution based

Reduce # of administrative positions and act like a business

Work to help the public and Legislature see higher ed as a public good.

finding additional funding sources

professional development and internal capacity building

Limiting tuition and fee increases AND the availability of need-based financial aid grants--NOT loans

Providing additional funding to the universities from the legislature.

Maintaining sufficient state-appropriated funding.

Take a critical look at the cost of administration as a portion of the overall cost.

charging a graduated tuition for different income level

Politically prioritize higher education as an essential public good. Why is the implication that the system is inefficient?

Improved funding

Sustaining state funding

Getting tax payers to pay more for higher education, so students pay less.

reducing administrative costs (and overhead)

reducing service/ administration costs

Increasing state funding

State funding and its allocation

Improving relationship with government to improve state funding

Reducing administrative bloat. This bloat results from the personnel needed to complete the deluge of paperwork required by the state to "measure" achievement and productivity of everyone involved in the institution.

Having the state fund the system as it did a decade ago at the very least

Choices are too simplified to select responsibly

The state legislature should reconsider tax cuts benefiting upper income North Carolinians that harm the state's ability to prepare students for the future. Education is expensive (but ignorance is even more costly) investment in our future.

Program consolidation and innovation

Advocating for stronger state support.

We should not have to spend money to get money in our budgets

shared services

Create a steady (not growth oriented) sustainable education service
Make college free to those that qualify

Cutting cost at the administrative level.

There needs to be an estimated financial picture for the UNC System to cover access, enrollment growth, financial aid, state funding to offset cost of attendance caps. If we don't do this, we could have unfunded mandates. Must have a compact between UNC System and legislature.

Access to financial planning for college before starting college

Equitable funding across the system

Recognizing that the investment of tax payers is the best ROI. NC is known nationally for its funding support to higher education—making several of our campuses "best buys". If we don't want to do that any longer, that's fine, but we should recognize what we're losing. The Research Triangle didn't develop through serendipity.

A free education to all students

Secure more funding from state government. The cost of tuition going up is a direct result of state funding decreasing.

Declining State Funding

Return, at least to, previous levels of state funding for higher education rather shifting the costs to individuals and their families

lobbying at state level, harnessing public support for UNC

See my comment about regulations and need to hire excess administrators and staff

Increasing state funding

Increasing state support

Increasing taxes on corporations and the wealthy in order to properly fund public education and provide it for all NC students.

Increasing state funding

Increasing state allocations

All of these options won't help if the state continues to cut funding. The UNC system needs to work with the state to turn that around first.

Rather than ask for cuts every year, the General Assembly needs to fund higher education in relation to strategic vision goals and population increases

Carefully considering campus-based programs that cost a lot of money and do not contribute to the education of the student.

Address the decrease of state funding for the university system

more state funding for the institutions

Need to increase state support of public schools

Increased support from the state; ability to enter into collaborative agreements with entities in the privet sector

cutting out useless fees and costs to students.

limiting tuition and fee increases for all students, including out of state residents.
New scholarship opportunities

Stop cutting the budget and restore the budget to pre-cut levels.

Increasing support from the state budget

Increase state funding

Working with members of the General Assembly & regulatory agencies to increase funding and authorize innovation in the way allocated funds are used by individual institutions.

Institutional flexibility

Handicapped equal rights

Securing greater financial support from the state.

All of the above

for me thats hard to answer. i dont think higher education should be free, but more affordable.

I don't know

Focus on curriculum and weed-out classes that are not taught so students don't have to stay an extra year.

Raises granted to Vice Chancellors and the ability to put new people in at higher level incomes

Jeepers - shouldn't "quality education" be in the front? I mean we can contain the cost and limit fee increases, we can even reduce fees if we focus less on entertainment, facilities, and program areas that are outside of the scope of learning and research. If we get the goal right, become efficient at the goal, then for sure we can significantly reduce the cost of the university experience.

More state or federal funding combined w/cost containment

Increased Funding

Encouraging the NCGA to cease cuts to education in general

Cultivating adequate state funding

Sustainability

Create more oncampus jobs for students who don't quality for need-based support.

Collaboration on Distance Learning courses to reduce the cost and increase course delivery

Be national trend leader by stoping the expansion of student amenities that make Universities more like resorts and expand costs

Increasing state support for higher education

Stop cutting our budgets!

INCREASE OF STATE FUNDING, RATHER THAN DECLINING. Declining results in higher student costs out of pocket, or reduction of education experiences and opportunities.

As much as tuition and fees are issues the costs of room and board make it so that a lot of students have to work and compromise their studies to keep themselves afloat. Also, a lot of housing is really poor for what students pay.

I am most concerned about fees containment and disparity among campuses for tuition.
Eliminating fossilized Ph.D. programs that are low quality and don't place graduate in the jobs they promise (e.g., UNCG)

Eliminate all effort to collect data on institutional comparisons, reduce general requirements, and concentrate on serving core requirements of degrees.

Reducing enrollment by greater selectivity so that the state can pay more per student

Lobbying for budget increases

Increase state funding!!!!!!!!!

Interest free student loans, investment into Teaching Fellows and like programs

Have legislature fund the University to offer scholarships

Increasing Funding that directly relates to teaching.

Would love to see better need AND merit based scholarships and please please please build in a system for families with multiple children in school. I am a twin and this makes it seem like my family can pay more than what we actually have, when in reality we are paying for myself and my brother. I have struggled to stay in school because of this and have worked up to 4 jobs at a time just to afford to stay.

More funding from the state

Change the attitude of professors and campus staff to a service attitude so they will not respond "its not my problem". Making them responsible will help with the three options above.

Investing in the improvement and standardization of workflows and communications methods to improve efficiency and situational awareness.

Free Public Education

Increase US graduate degree enrollment

Obtaining adequate State support to keep tuition and fees reasonable.

There is currently no system in place for providing need-based funding for students with parents that have money but do not provide the kids money. FAFSA does not properly delineate between dependent and independent, leaving many financially independent students unable to get aid because of a parental income they do not receive.

Focus on STEM fields.

Increase tax support

I think it is more nuanced than the three choices

That the mandate as written in the NC Constitution be followed.

Dramatically reduce highly paid middle management; the bureaucracy at the university is stunning. And I don't mean housekeepers and secretaries. I mean middle management.

Achieving efficiency via investment rather than cost-cutting

Equity in funding and priorities across all campuses - not just the big ones or the ones closest to Raleigh.

Better state funding

College education should be provided at minimum cost.
Requirement to live on campus and requirement to purchase meal plan for residents. These are institution-centered, not student centered

Increased state funding

Encouraging community commitment to providing merit-based and needs-based scholarships.

No tuition increase, lower tuition and fees

limiting cost of attendance/life style costs

Public investment in education!

All of the above, with emphasis on decreasing tuition cost.

More financial support from the legislature

A more friendly 2+2 integration with Community college system

Enhancing available resources and increasing NC's investment in education which we have cut back on so drastically.

Financial incentives for timely or early degree completion in initial institution and supportive scaffolding for timely degree completion

All of these.. if tuition continues to rise, even with increased availability of need-based financial aid, some students will be left without proper financial aid.

The entire financial equation needs to be considered--there is no one magic bullet for improving the affordability for students

Increase state funding; stop decreasing state funding

flatten the org chart, get rid of duplicative administrative structures

Eliminating the syncopatic political cronyism that infests the educational system itself.

Securing increased state support. Simply limiting tuition and fee increases without additional state funding just erodes our ability to carry out our university mission.

removing duplicate masters/doctoral programs in the system. Why have

cut the fat in administration

Limiting tuition and fee increases AND the availability of need-based financial aid

Not making us take 1st year classes that we've been taking since kindergarten (math, English, basic science, etc) it's a waste of money in my opinion

We would be more efficient if we didn't have so many rules, policies and regulations (and associated administrators to manage those things). Make processes and procedures more efficient and streamlined. Empower people to do their jobs. Get rid of the many layers of administration.

Lower salaries for department chairs and top level administration; students are struggling to eat and making less than $20,000 per year, while supporting salaries upwards of $500,000 for people who can get many expenses covered by the university, even as cultural and emotional support services, student affairs programs are receiving less funding.

make sure students are prepared before they get here.

limiting number of administrators

Better state support thereby limiting tuition
Severely curtailing the control of the General Assembly has over the University system and the makeup of the Board of Governors.

Control costs related to higher level administration

State funding

increased state support

providing more merit and need-based financial aid

Creating a governing board that understands higher education and sets adequate funding for all forms of higher education as a priority

More state funding for the UNC system.

A well-educated populace is a public good. Arguably the decline in state funding is actually against the NC constitution. It is probably too idealistic but I would love UNC to push back against ever-decreasing appropriations.

Get rid of burdensome and unnecessary meddling by the BOG

If the government wants low-cost education, they will get low quality education - same as has happened in the high schools

Persuading the legislature to appropriately support the system.

increase state funding

provide access to scholarships/grants that aren't necessarily need-based

Increase state funding

Cut down on top-level administration positions

We're way past containing costs and improving efficiencies, unless you want to reduce the ranks of administration. The boat is leaking. Fix it.

prioritizing small undergraduate classrooms that allow faculty to know their students and improve retention and time to degree

Lobby legislature for much greater state funding

improving state funding

Providing adequate funding to colleges and universities in NC

Increased funding

Make them PAY. The cuts we continually take are unsustainable.

More state funding is needed

Fighting hard to ensure ongoing state funding is available to meet the requirements of Article IX, Section 9 of the Constitution. Attendance at a UNC school for ALL academically qualified North Carolinians should be tuition-free.

reducing program redundancy across campuses

Increased levels of state funding. The UNC system is a treasure and it should not be sabotaged by state legislators who do not understand the impact of funding cuts to higher education.

Advocacy for increased state funding & campus flexibility
Capital improvements and modernity attract students, more students - more $ to allocate efficiently and effectively.

Opt-In Alumnus Scholarship Program
improving appropriations from the legislature
making college actually FREE.

Market Pricing where revenue is optimized to finance more accessible aid packages

MORE Merit Based Scholarship and financial aid. Many high achieving students are discouraged in the UNC system and receive less aid than other student demographics.

lobby for an overhaul of the legislative reporting mandates, reduce or eliminate the administrative burden through automation
Tuition reduction for in-state constituents

All of the above are contingent, to some degree, on one or more of the other options.

Strong legislative support to support cost containment.

Better integration with the CC systems in the state.
Reduce upper level administrators; cut salaries of those remaining.

funding from state legislature

Cooperation between UNC universities

Lobbying for tax increases on wealthiest North Carolinians

Faculty professional development. If you have the best faculty students will come, irregardless of rising tuition costs; however, if you have poor instructors, tuition could be free and you will have trouble attracting quality students.

Offering grants as opposed to loans

I'm not sure I understand the complex issues of the system fully enough to provide educated input on this Q


Academic Advising
Securing non-state funding through university fund development, endowments, and donor relationship. Enhance alumni relations as a priority and donations will likely increase.

I think a combination of all three would lead to greater affordability.

Limiting fee increases

The UNC system should focus on the area where it has the ability to make change. As in many other states, the decline in state funding is inevitable. The UNC system CAN, however, collaborate to create more efficiencies which drive down the cost of attendance. UNC also can seek more external funding (including through sponsored research) to offset declining state budgets.

Endowments, research

increasing state funding support

Counseling students about community college and ways to plan better for costs.

Stae support

Must focus on limiting tuition and fee increases and cost containment at the same time.

non-public sources of funding

Finding sources of funding in order to maintain quality education

Transformation of economic cost evaluation of the educational UNC-system to meet each of the students educational and basic needs for funding.

work programs to cover tuition

more reliable budgeting process so we know what funds we are getting

Campus collaborations to reduce redundancy and maximize staff positions

Increase sources of funding other than tuition and fees. Reduce athletic fees

Increase funding from the state to schools who regularly serve underserved students

I think we need to make college harder to enroll

Online access

Better advising to help students finish in 4 years

increasing revenue through increased enrollment perhaps through increased distance programs

difference between Limiting increases and cost containment?

Increased state contributions

Carefully examine the escalating cost of compliance. While some additional processes are necessary to ensure compliance, the fear of non compliance often leads mid level administrators to make decisions solely focused on avoiding questions, with little focus on the practicality and increased administrative burden of such decisions. Elimination of tenure and review achievements annually based upon proven business models for innovation, achievement of departmental goals and strategic initiatives quarterly to hold accountable individuals for moving forward priorities that provide cost effective value and meaningful contributions to the Big Plan... not serving as defensive, clock watching tenured and protected, unaccountable and unproductive faculty who hold teaching
students and education as beneath them and therefore deserving of their elitist pseudoacademic disdain. Clean house and apply cost effective management principles. Share resources, consolidate services, reward educators. Take greater advantage of technology improvements (including commercial services alternatives), and process re-engineering/business analysis to simplify and streamline procedures and decrease re-work and low-value added activities. This is especially important for both investment decisions (make or buy or rent/lease) and for overhead expense activities.

working to ensure that Student Loan funding reform happens at the Federal level, and continuing to expand alternatives to F2F classes when the subject material lends itself well to such content delivery.

All three need to be considered--depends which costs are cut

The price of college needs to go up, period!

Appropriate support from the state, reducing useless accountability measures

Stop putting so much attention on peripheral needs like entertaining the students instead of educating them

Increasing state funding to the UNC system. Stop the devastating budget cuts to the UNC system.

Decrease unnecessary staff. NOT educators but administrative positions that are unnecessary

Declining state funding

Helping to bring funding to campuses

Reduce upper tier academic and sports (football) administrative costs.

Convincing the NC legislature of the value of funding the University; with sufficient funding, smaller tuition and fee increases would be needed

Equity in funding allocation.

The state fails to prepare students for success beginning at elementary levels. Have colleges collaborate with schools to prepare students.

Provide funding for middle income students with 2 working parents.

stop budget cuts

All the above.

Making the case to the legislature that the are unconstitutionally failing to adequately fund the system.

Facilitating timely degree attainment

Cost containment and improved operational efficiency.

prepare students for higher paying jobs.

Working on 2+2

Fund UNC system schools at realistic levels and reduce costly bureaucracy.

increased funding from the state so that we can keep faculty

No chancellor should be making close to half a million dollars

Amount of funding contributed by the state
Cost containment & better future planning

Give more scholarship or grant money to students who perform well academically

Raise entrance standards for all state institutions and empower the community colleges to bring students up to an acceptable level of preparedness if they do not qualify for admittance under these realistic standards.

Every accredited Community College offers course credit accepted at every College/University for credit.

Work to increase state funding.

Cost containment: With draconian budget and program reductions over the last few years, cost containment is not a viable option.

Increase taxes to cover costs.

hire sufficient faculty and staff and pay them enough to stay and closely work with students.

Willingness of society to invest in education

unnecessary perks

educational ability "Best and Brightest"

I think all three are needed.

Streamline campuses. Eliminate smaller campuses and/or programs that are not cost/impact effective.

Stop creating rules and more rules so more resources can be deployed to educate students instead of complying with rules.

More state funding

Getting the General Assembly to properly fund colleges, as the Constitution requires

We need more appropriations so we won't have to keep raising tuition. Costs have been cut and cut again to the point that further cuts will start having more noticeable negative impacts to students. Somebody has to pay to keep our Universities functioning for the increasing student enrollments and the public gets in an uproar when we have to increase tuition to make up for the lack of appropriations.

Offer scholarships to natives of NC first.

Additional Funding for Student life

all three of these are equally important

Re-evaluate required curriculum to cut unnecessary hours. Some requirements are absurd for preparing students for the real world. What is actually need for the job they are pursuing?

finding ways to pay for non-educational services that students and parent demand

Providing all students affordable access to higher education without the consideration of their parents salary

Increased state funding

Students are forced to pay fees for areas that they are not involved in.

Decreasing the substantial costs associated with the higher administration

Efficiency of middle management in universities
Lobbying of state and federal government for more funding
reduce bureaucracy
Making college tuition free for all NC students
Improved state funding to keep tuition increases to a minimum without cuts
Provide more funding to higher Ed institutions and recognize the value that we provide to the state.
And changes in regulations related to qualification for financial aid. A student who attends very few class meetings and the final examination, and therefore receives an F for a class, should be required to repay student loans.
Increasing state funding
Raise expectations for admission
equal funding across institutions, less obsession with UNCH
online course offerings; 2 to 4 year college matriculation
Increase NC state expenditures on higher education
UNC should think about "Affordability and Efficiency" of "what"? You can buy a $500 car on craigslist. It IS Affordable.. but what about the "quality"?... Asking people to "stand" on the plain, and fill the plain up is "Efficient", what what about the "quality"?
increasing funding for schools
The hard truth is: education costs and if we commit to keeping the cost down for the student then the State must step up and cover the cost.
Support students to choose correct university in the system
Increase state funding
More revenue
Increase funding from the state
NC Legislature education on investment in UNC system
Ever-expanding administrative armature
Bringing back state funding
Increase state funding levels
again - cut administration
Limiting the insane rate of upper-level administrative expansion
Raises for faculty
Get more state funding.
The UNC system all 16 school could use their combined buying power for simple things like janitorial supplies, computer systems and staff uniforms
Public funding

Cost containment—And I DON'T mean by restricting lower-level faculty salaries to save money—-I mean to contain the wasteful spending that goes to upper administration, hiring outside consulting groups, paying $12,000 to the person who moderated the Town Hall meeting on Race last year....

Increasing state resources to reduce the burden on tuition and fees

Increase state funding

The availability of merit-based financial aid. This would identify the students who truly want to attend.

Raise Private Funds

identify new ways to raise the funds to provide education

Restore state funding that has been cut over the past several years.

Greater level of state support

The outlandish and ballooning administrative costs throughout the university system.

More state funding

The availability of scholarships and grants to undergraduate and graduate students

Higher investment in freshmen instruction to raise 4 year graduation rates.

(1) Government involvement in student loans (starting with the GI Bill post WW2 and, more recently, the deregulation of Sallie Mae in 1993); (2) Capital spending of universities; (3) embeddedness of sports programs

Textbook costs

Increase spending among the 16 institutions

Advocating for more state funds

Containing the bloat of administration

Restore state support

increased funding to universities to the limit tuition and fee increases

Increase acceptance, lower cost of tuition to which the total income is still more than what it is today

Limit cost of on campus housing and meal plans

Increased state funding

Cut programs that are irrelevant; cut the use of PC administrators

increase state funding

Building of endowments

Stop capping tuition and not fees. Tuition is covered by things like training grants. Fees are not!

restore / increase state funding
redundant, expensive, and intrusive layers of administration

Management Flexibility

Regulatory flexibility

Ability to help those in the "gap" who do not qualify for Pell Grants and who wish not to come out with a lot of debt

investment in infrastructure, transparent and clear data management to improve efficiency and effectiveness - too opaque currently

Get rid of degrees that are not commensurate with employment.

See above

Increasing state support to the University

The UNC system shouldn't focus on this. It is a mistake.

cutting the administrators salaries

Strategic collaboration. Combined and shared needs and requirements by faculty/depts/&staff

Restoring cuts made to the UNC system

Severely curtailing the control of the General Assembly has over the University system and the makeup of the Board of Governors.

Increasing state funding

Reduction of administrative bloat & avoidance of excessive fees.

Build political will among constituents to support higher ed

create more working opportunities for underserved population

Increase college student readiness to reduce remedial work in college

Raising private sufficient funds to emancipate ourselves from a hostile legislature

Push for consistent state funding

Declining state funding

Giving campuses more flexibility

Stop rewarding faculty with such high salary bonuses when they take on administrative positions. Sends the message that administration is valued more than education. The fact that many of these salary bonuses stay with faculty after they resume their teaching position discredits the value of administrators. Stop treating our education like a for-profit business!!!

streamlining bureaucracy within departments and schools

Income generation

Lobby for increases in state funding as a condition for lower tuition increases. This has been effective in other states.

Ensuring state support.
State funding and flexibility on tuition and financial aid

### Online access - reducing cost increase access

### Increasing state funding

### Inappropriate waste of funding

- Encouraging the state to live up to the compact in Article IX and properly fund higher education.
- Not merely limiting or containing costs, but making the public good of higher education free through state funding.

### Developing state funding

- Decline in State Funding/Support
- Availability of low interest rate need-based financial aid
- Reinstating appropriate levels of state appropriations funding for the UNC system
- Measure cost-effectiveness, not cost containment...
- Reduce the number of "special" offices/positions a Chancellor can create. Paying for such positions as well as creating offices cuts into the amount of money spent on students.

### Increase funding

- Increased state funding to decrease out of pocket cost to in-state students
- Remove some of the higher level positions. More money on teachers who are in the classroom. Move away from the focus on grant money.

### Consoludation and elimination of unnecessary institutions and units

### Optimizing costs and revenues

- They should not have given the BOG big fat raises.
- Without studying the finances more thoroughly I decline to answer
- Cost containment in regards to high-end salaries and excessive top administrators
- cost containment for natives

### Vastly increasing state funding (and thereby limiting tuition and fee increases)

### Student loan interest rates

- Doing a better job of making sure aid goes to those who really need it rather than those who know how to play the financial aid system. A student who drives a BMW can afford to pay more. A student who eats in their room because they cannot afford a meal plan (which is an important part of being a part of the student community) should be paying less and getting more grant and scholarship money.

### all of these

### Increasing state support to reduce student and family expenses

- Restore and increase state support.

- More investment from the state to support educational opportunities for its citizens
More funding

| Obtaining additional funding from the State, or raising tuition to cover gaps in what the State will provide |
| Reducing the ballooning costs of university administration associated with hiring growing numbers of administrators, deans, and student services personnel. |

Need more funding for the university

| Increasing state funding for the all higher education in NC. |
| Efficiency - which is not the same as cost containment. |
| Cutting unnecessary administrators, 50% could be laid off without compromising any learning on campus, would save a ton of money |

Restore state funding

| Obtaining support of the legislature |
| Increased financial support for the UNC system by the NCGA |
| Restore state support for higher education to previous levels. |
| Increase state funding to maintain high quality without passing costs to individual students. The system serves the whole state, not just the students who enroll, the whole state should support it. |

Increase state funding

| Focus on classroom first |

Declining state funding

| Using all available means to persuade the legislature to restore funding that the system has lost in the last several years. |
| Less emphasis on providing 5 star amenities |
| Divert funds from middle and lower level administrative appointments through out the College to student aid. |
| Working with the legislature to restore funding to the UNC system |
| Gleaning additional education funding, eg. taxes, etc. |
| Allow variation in tuition across different parts of the campus. |

Support all the other items that are KNOWN to prevent access. Hint: Not necessarily the items listed here.

Reducing administrative costs

| Restore appropriate levels of state funding and support. State cuts to the UNC system have been devastating. |
| More financial support from NC government |

"Affordability is defined as free public higher education for ALL in-state citizens".

Greater financial support from the legislature

| Prioritize hiring tenure track faculty over adjuncts |
Focusing on funding the Schools at equal levels so that no matter which school students choose the education they get will all be the best it can be!

Improved use of funds to ensure that academics remain the central mission of the Universities.

Increasing state funding while reducing regulatory interference.

Campus collaboration and most of all, improved and greater services provided by the UNC-General Alliance technology departments, especially for student services.

Efficiency through assessment of administration versus faculty costs and more consistent state support and financial investment.

This is with regard to efficiency: Stop growing the number of administration and allow faculty to do their jobs.

Limiting tuition and fee increases and. Oat containment are great ,BUT. Not if it means larger classroom size, increase in student support and no increase in faculty support. Small class sizes mean that teachers can facilitate discussion, critical thinking and different evaluation tools ( test that test knowledge in a different format than multiple choice or recall vs recognition.). It is a different caliper of education.

Restoring state support of our universities before they erode to the point where quality suffers

Flexibility from state personnel policies and requirements

I think Universities should be more self maintained, students should work on campus facilities. For example Students could work as janitors or dining hall staff one or twice a week in rotation with other students. This will help bring down the cost of attendance.

Free tuition.

Increasing subsidy from the State of North Carolina through higher taxes on the wealthy

Maintain Standards - stress quality, not quantity

Legislatively addressing the lack of financial support of the UNC system

RAISE MONEY!! QUIT firing great people at the universities. STOP sucking up to the state politicians.

Elimination of quasi-professional sports teams and arenas

Fewer "Gen Ed" Requirements

They should focus on all three as a collaborative effort to make sure more people within the state are able to obtain a college education and contribute to the workforce.

All they need is to elect the right people as the administrators (Dep chair, deans, chancellors, etc). The rest will be done easily.

Reduce administrative unfunded mandates. Reduce BOG micromanagement

Funding the Academic side and limiting the admin. bloat and high salaries

Facilitating university-owned cooperative enterprises that benefit the schools by employing new graduates, providing essential campus and greater community services (housing, food, power, management, landscaping, etc) and return investment to fulfilling Article IX, Section 9.

A tuition- and fee-free education

cutting administrative bloat

Limit administrative overhead
Tackling issues of institutionalized racism and bias to close gaps

Student Advising, students taking unnecessary coursework.

support only students fit for higher learning

open source the education. Provide this as a state service for free to all who maintain a GPA and attendance.

close campuses with the worst retention and graduation rates

Improving secondary education in preparation for higher ed

More legislative funding

Having the General Assembly comply with the constitution.

Increasing state funding of the UNC system.

flexible delivery

funding all levels of education through adequate teacher salaries and state supported tuition assistance grants (not just financial aid packages)

Limit or eliminate fees

availability of ALL financial aid in general, not just "need-based" because many students NEED help that don't qualify for "need-based" aid

Fight to decrease the funding of police and put resource into community efforts including to limit tuition and fee increases

allow non-students and people of the State access to restricted Library resources such as MangoLanguages, Lynda.com and other databases that the library is not providing to non-students and the people of the State.

All of the above

Get a grip on the outrageous athletic budgets & focus on academics

I'm not quite sure of the difference between "Limiting tuition and fee increases" and "Cost containment", but I assume they're somewhat similar. So, both.

Decrease the number of administrators

Administrative and athletics bloat

Expand opportunities for out of state students

Stop cutting the UNC's budget.

clarify and streamline paperwork processing and improve discretionary department-level spending

Pushing for the legislation of tuition-free colleges in North Carolina as a means to boost the state's economy along with its constituents' quality of life.

Better funding of the UNC system from the legislature

Addition of more incentive based financial support.

Waking the legislature up to understand the financial engine that the University system provides. They need to fund us adequately.

Increased state funding
more state funding

Increased state funding

Limiting administrative bloat

All of the above. There is not a silver bullet. I think if we select one issue and throw all of our resources at it, I am afraid we will miss much that must be addressed for a deep and holistic success.

All of the above

State support of higher education

Student loans are causing the price of college to go up. Students will take out loans if they can't afford college. Therefore, the colleges don't see a decrease in student population when the price goes up because the students borrow the money needed to attain a college education. If you were to raise the price of a car less people would buy it, unless anyone could get a loan for a car.

More scholarships for transfer students

Increase state funding

Advocacy for better legislative support for the system

regaining monetary support from the state and using tax payer's dollars to education our residents

State funding

find a way to limit the cost of textbooks

A more selective application process

help with access to low rate loans

Increasing state financial support for higher education.

Increased funding from the state to cover increased enrollment and increased expenses

Addressing state funding issues

Increased state support and more flexibility about spending.

Streamlining administrators and administrative departments in favor of student/faculty funding

Dramatically reduce the role of Student Affairs

The state taking financial responsibility to educate its people

Lean up operation, fewer extremely high paying executive heads, more boots on the ground supporting students.

More housing and food plan choices as well as flexibility for students to work

Lowering the actual cost -- not what the students pay. Focusing on what students pay just shifts the cost.

compacting program requirements or at least opening educational customization. I have no problem paying for an education. I do however have issues when every program has "select 1 of the 3 classes listed" which are required for graduation in that program when most of the options are not wanted but rather obligatory. if you are going to make me take classes in category "x" at least give more options so I can take something that will actually be beneficial educationally to me.
funding the university system at levels consistent with the claims made by the legislature and governor concerning their wish to have strong educational opportunities for all of North Carolina citizens

Making institutions more efficient and not having faculty do the administrative work and fundraise.

More state funding

Publicly recognize the monetary and time sacrifices made by faculty.

Increasing state funding

Restoring levels of State Support for Higher Education

Increase state funding

increase state support

get rid of the many levels and sublevels in campus administration

Viable job opportunities in the state with respectable wages

UNC system workers provided financial compensation for services they provide, evaluating each sector of educational facilities to reduce the employment turnover.

adovcating for more state funding

We need more state funding.

Both limiting tuition and fee increases AND cost containment

Substantial cuts in administrative bloat tied to its massive growth over the last two decades...to no benefit of the campuses, only the senior leaders who then claim a need for raises because they "oversee" more people.

More funding from the state

That we are not wasting time and money of students that are not ready for a four year institution.

State government overhaul; increased emphasis on state funds for higher ed

The availability of grants, rather than loans.

Finding funding to ensure a quality education.

better more efficient business processes and communication

Re-establishing state funding.

Both limit tuition/fee increases AND increase state funding

Secure more state appropriations. Let's be #1 in state support for higher education.

state funding in combination with all of the above

Free College Tuition for All!

Reduction of duplicative services

All of the above

Reduce money spent on nonessential items for educating the study body
Both cost containment and limiting tuition and fee increases

Eliminate regulatory reporting requirements and non-academic amenities

Making legislators understand that with decreased state support, tuition MUST rise.

Limiting reductions in state appropriations

Availability for Academics based financial aid

Providing appropriate levels of state funding

Restoring lost funding would help with staffing inefficiencies

"need-based FA" is not always accurate, especially if the parents are not willing to help their child even though the "need-based" is determined from their income not the student's income.

Increased state funding - lobby for this!!

reduce the administrative layer at GA

maintaining a sufficient level of state support, in accordance with Article IX, Section 9

Restoring state and federal commitments—financial and otherwise—to education. Without that, all the rest is just one more series of sticks with no carrots, telling the UNC system to do more with less, more with less, more with less. We’ve been doing more with less for nearly a decade, without its having occurred to anyone at the highest levels that there’s a limit to that kind of thing. At some point, the resources are too small to do any more.

all of the above and limit the number of students rather than fund enrollment growth ... give more per student rather than funding less per student but encouraging more students

The availability of diverse scholarships

Limiting and curtailing administrative bloat

Expanding funding for the system to off-set rising costs of education.
Student Success

Please indicate your level of agreement with this definition of Student Success. "Student Success is a multifaceted construct of positive intellectual, personal, and social transformation facilitated by a high quality University education. It includes: the timely acquisition of a degree, and the development of competencies – critical thinking, life-long learning, technological mastery, resilience, effective communication, flexibility, and collaboration, among others – for a meaningful engagement in 21st-century life, including, but not limited to the workforce."

<table>
<thead>
<tr>
<th></th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agree</td>
<td>70.78%</td>
<td>3875</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat agree</td>
<td>24.35%</td>
<td>1333</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat disagree</td>
<td>3.32%</td>
<td>182</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>1.55%</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>5475</td>
</tr>
</tbody>
</table>
What changes, if any, would you recommend for this definition?

What do you disagree with about this definition?

The "timely" acquisition of a degree is not necessarily beneficial. Particularly with today's high education cost, we need to consider allowing students to mix work and study --- similar to the structured internships, but managed on their own --- to allow students a work/study situation in order to avoid crippling college debt.

None

the development of competencies is where the experiential side of learning is so key. And the programs that provide those opportunities need strong, healthy budgets.

none

Retention is a bigger issue then timely acquisition. Second point should be on top.

None

In addition, students need to learn how to be compassionate, caring individuals if that is not something that comes naturally to them. To help others, to collectively make our world better.

I would add something regarding cultural competency for students as well. Given the state of our society currently, institutions of higher education should be encouraging students to get outside of their comfort zone and learn how to work with others in a variety of cultural contexts. Creating diverse learning environments are essential to students success, so this should be included in some capacity in the definition.

None

adding a component that address career readiness is important in my definition of Student Success.

what is 'timely'. What about part time students and distance learning, they may not be timely.

financial aid

Include clause regarding gainful employment that enables acquisition of basic needs (sustenance, shelter, healthcare)

Global and local citizenship.

I very much appreciate the breadth of the definition of competencies. The one thing I would like to see here -- or at least somewhere in the strategic plan -- is an assertion that higher education prepares students for effective citizenship/engagement in an increasingly diverse and global world, something that benefits society and is worthy of public support. This is one of the core values of general education at most system campuses, and I think it reminds us that college graduate are not only experts in this or that field, but equipped to make significant contributions -- as community members and as educated citizens -- that are not always easy for predict in advance.

Variances in what "timely" means are profound. Student time dictates timely, such as traditional/non-traditional, part-time/full-time, technical ed./skill-based ed., advanced degrees, research, etc. I do, however, strongly support the 21st century skills of whole-child development in areas of soft skills, coping, and public speaking (enhanced and heightened by K-12 educators).

This statement should also contain a statement about the development of cultural competencies--being able to appreciate and function in a diverse and complex world.
I would drop "social transformation" or else clearly tell us what it means there. Include something about good character, values, and responsibility. To mention collaboration, flexibility, etc., without mentioning good character is a MAJOR oversight.

Incorporate understanding and appreciation of, and contributions to, community.

The second bullet point is justification for general education, which involves useless classes, textbooks and fees charged to students for no reason other than making the University and Professors more money. General Education requirements need to be removed, as they are a scam and a waste of time.

It is a holistic being comprised of positive intellectual, personal, and social transformation including the understanding of their own ethical values to become leaders in their community.

Emphasize more on the idea of the workforce. College-career success should be, in part, reliant on attaining a job after obtaining a degree.

None

Include "emotional intelligence" as a primary competency.

Student success is affected by many factors including social and economic status of the family, academic preparation in high schools. Student success should be evaluated based on the improvement of those individuals through college education not just defined outputs.

Insert a phrase pertaining to morals, principles, and standards.

the definition of timely will vary between student status (full & part time), preparation and a number of factors. a student should not be deemed unsuccessful if it takes him/her longer even though s/he consistently strives.

add: engagement in the liberal arts, sciences, and humanities to attain cultural competence essential for success in community and employment

none

The probability of finding a job after graduation should be included. A student who has obtained all the competencies above, but is not able to find a job cannot be considered a success for the university.

None

Timely acquisition of a degree

A direct link between the education received and job opportunities

Success is also contributing to society as a member of the community and workforce.

Add workforce placement

There is a need for more workforce involvement in programs such as providing hands on as part of the education process to those students identifying to a certain job on the outside.

The "timely acquisition of a degree" should not be considered as a metric for student success as it is far too difficult to ascertain this among the varied disciplines. What is "timely" for one field of study may not apply to others, yet it is implied in this statement that it may be limited to the traditional 4 years. This does not take into account student issues such as inability to be a full-time student for economic reasons. There is no true assessment in this statement. It needs to be reworked to look at expected student outcomes.

A need to include indications that faculty must engage in role modeling, showing respect, accountability, effective communication, flexibility, collaboration, competencies in their subject matter, willingness to answer questions, etc. if we are to expect our students to develop these.

In addition to development of competencies, it should be noted that students must develop "soft skills" that are transferable to future careers through extracurricular activities and student organizations.

Delete first bullet point
I like the part about "meaningful engagement in 21st-century life" and would love to see that even enhanced to say "a love of life-long learning" to emphasize improved capacity for personal fulfillment in life and reaching one's own personal intellectual and emotional potential -- beyond just the workforce. Also would like to see an emphasis on education's societal / social benefits in improving quality of life for ALL.

Competency based education is not delivering better results that traditional higher education.

Place less emphasis on workforce status and income, especially as an outcome of undergraduate studies.

Define timely acquisition. Some students would do better staying longer with a lighter course load per semester, and some do better with taking heavier course loads. The competencies should be reworked. Technological mastery is not always necessary, nor is flexibility. A student should primarily be competent in their field of study.

Include campus involvement

Language that reflects the importance of holistic wellness on student success, which includes access to, and utilization of, prevention services and mental/physical healthcare services, etc.

Remove the word "timely" in the first bullet. In society today, schedules are busier then ever. Acquisition of a degree should be the the goal, not how long it takes you to achieve that goal. I think timeline should be expanded.

The definition reads like a tick-box of skills future employers may want (and that without any warrant).

Engagement with what? The core of education from the Greeks until recently has been a project to form the whole human being not a the narrow production of worker-widget automatons. At its heart have been: character formation (the honing and exploration of values and their application to life in all facets, work, public, private, etc..), the mastery of bodies of important and useful knowledge including the intellectual and cultural traditions.values and histories that have formed us and our institutions, and yes, 'critical thinking and communication skills, these as the means or by products of those ends.

Reverse the order of these two items showing priority for outcomes.

none

The timely acquisition of a degree suggests that everyone ought to complete their degree within a specific number of months or years. While I think we should explain to students their options, I don't think we should push everyone to finish a degree in the same amount of time.

add "fiscal management concepts" as a competency

I don't think it matters how long it takes a student to earn a degree. All of us should b encouraged to work at our own pace that allows us to succeed in the current course load we are taking. Some semesters we may be able to do more than others. Some students aren't doing a traditional four year approach to their education because they can't. I have to work full time to pay rent and other bills, and I struggle in the 4 classes I need to be a full time student. I think including "finishing in a timely manner" deflects the struggles of students like me who can't afford to just get my education out of the way and then move on with life.

Maybe include the aspect of personal growth and personal learning. Meaningful engagement in 21st-century life doesn't count solely on skill-sets learned through college classes, but also on the growth of a person, and the development of ones character.

Competencies are very important but this really should include skill development for current careers This response is continued from above regarding affordability & efficiency. Universities have essentially gone to a M-Th schedule. All institutions should be required to have a proportional # of classes on Fridays, early morning and evening, & if necessary on Saturday mornings when the facilities basically sit empty. This would eliminate the need for more facilities, spread use of services, reduce congestion, etc. (same as above) We should have a more robust on-line program that is shared across the entire UNC System, i.e. any on-line course could be taken by any UNC student and count toward their degree (assuming it meets the graduation requirements)....We must find
ways to minimize brick & mortar construction & operational costs, while at the same time offering a robust curriculum...I believe this is possible. Also I believe we would be well served to deploy the 70's 68/78 HC req.

time to degree should be second to the learning of critical competencies.

Replace "The timely acquisition of a degree" with "The continuous improvement of the self." It's better to take a long time but do things the right way, learning and improving, than to be forced to rush, cut corners, and skip important life lessons.

I think that any focus on the workforce is damaging to a education that wishes to build critical thinking skills.

I think too much emphasis has been put on timely acquisition of a degree. It discourages students from seeking extra employment while in school and encourages them to borrow more money and thus they graduate with more debt.

Add cultural competency.

First, the statement is jargon-heavy and hard to comprehend. I had to read it 2 or 3 times before I understood it. A plain-English version would go more like this: "Student Success is the combination of intellectual, personal, and social growth stimulated by a high-quality University education." Second, there is no mention of the humanistic values and knowledge needed for fruitful participation in a democracy. Our charter directs us to prepare students for "the social duties of life," a far broader class of concerns than "engagement... in the workforce." The subjects of a dictator may be fully engaged in the workforce, but that is not the kind of "student success" we should work for.

What is the definition of timely? Is this relative to financial aid?

replace "including, but not limited to the workforce"with "including, but not limited to, the workforce and responsible, responsive citizenship."

Emphasis should also be placed on student self-motivation. Many students do the bare minimum and have to be hand-held along the way in order to accomplish that. They should be taking initiative to be successful on their own.

The emphasis on the "timely" acquisition of a degree, honestly, frightens me. There are all sorts of reasons students don't finish their degrees, but most of the responsibility for this goal seems to be placed on the institutions. What's wrong with a little tough love? Isn't this also their responsibility? I have way too many students who simply are not prepared to do college level work. I don't want to have to dumb down standards any more than they already are because some students do not work hard enough or are not resilient or were failed by our community college system -- where faculty have to teach WAY too many classes for there to be much rigor. The same is true for many of our high schools, to be honest.

This is high sounding but imprecise. Measurement should focus on the degree to which graduate contribute to the economic, social and cultural advancement of our society.

"Student Success" cannot have an emphasis on the "timely acquisition of a degree" and simultaneously proclaim an expansive intellectual agenda. The list of competencies ignores some of the most important skills - creativity and innovation, visual literacy, design thinking, transdisciplinary experiences, international experience, etc.

An absolute focus on workforce competencies!

you should not charge them 150% after 140 hours. This is very difficult for some students who have been lied to by the Community Colleges who often times make them stay longer, accumulating unnecessary credits.

Student Success needs to also include cultural competency - there are a great deal of students on this campus who do not see intersectionalities regarding race, gender, class, and sexuality. As a staff member, I currently feel
extremely unsafe on a campus that has not directly addressed the election of Donal Trump and the emboldened white supremacist movement.

Direct correlation between academic success and emotional intelligence. Students need more services in counseling and mentoring.

Provide more funding to graduate students at UNC Charlotte

Removal of timely acquisition of a degree. Inclusion of programs, strategies, etc. which can facilitate student success.

Eliminate "including, but not limited to the workforce." This is redundant. A 21st-century life should be one that is balanced. Putting in "workforce" places unnecessary emphasis on the workplace which constitutes, timewise, only one-fourth of the day.

I was kicked out of NCSU college of ENGR because I failed to meet my academic requirements because I missed my labs twice (2 = F) because of the swine flu epidemic, which I couldn't get to the help clinic for months afterward because everyone else also had it. The dean would not except that I had it, and I was kicked out. So timely acquisition of a degree is very difficult sometimes. I feel that one or two classes at a time full emersion would work really well.

Add intercultural competence to the list of competencies. Perhaps take out "flexibility" as that is a somewhat ill-defined term. Add a third bullet that addresses social responsibility--the imperative to use one’s education to serve society in a positive way.

add something about emotional stability and community service

Grounded in the ideals of American and Western civilization.

Timeliness is not always the function of the institution but also a personal responsibility. Some students will make mistakes and need more time to find their path. Whose responsibility is this? Why are there penalties for this? This is a function of humanity and growth. That should be allowed for.

I would not make “timely” the lede. It can be interpreted as meaning that 4-year graduation rates should be a major indicator of success.

Support students who pay out of state so they can finish their degree in less than 5 years. It will take me 9 years to finish, this coming May.

The timely acquisition of a degree is not related to student success. Some of the most successful students took many years to find themselves and earn a degree.

... developing respect for the rights of all people ... understanding the systems of connections that make our earth habitable ...

"the timely acquisition of a degree" might be better worded as "the timely acquisition of an education which will prepare the student for a career and to be a productive member of society"

Global connections and open to being an interdependent learner.

None, I like this definition very much.

Add: the empowerment of students through knowledge and popular service.

Question is how much the students must pay to be successful - cost efficiency

I believe that student success also include the ability to have a sense of resilience when dealing with conflict and issues.

delete first bullet point

Again I believe first sentence could be simplified: Student success is a combination of positive intellectual, personal and social enhancement facilitated by a solid University education.

It says a lot without saying anything.
More about career readiness

promotion of curiosity and openness to different ideas

Believe it is important to connect the University education to workforce - the last sentence seems to dilute the workforce aspect because you add at the end of a sentence with the word "but". This makes it sound like the system has been working toward this outcome of workforce all along. On the contrary, I have heard several Chancellors say that their institutions are about "life-long learning" and are not built to be a direct connect to the workforce.

Not sure about resilience and flexibility.

How do you even quantify this?

A third bullet about peer climate - fostering the development of a student culture that welcomes and shares ideas from all students

leave out "to the workforce" Universities are not, in essence, job training. Universities provide education for students who go on to any 21st century life they choose. Universities are NOT tradeschools

Not only the completion of a degree but earning that degree. No inflated GPAs with unnecessary courses, true understanding of course material. Instructors need to be allowed to do their passion; research OR teaching. Those uninterested in teaching aren't effective in that role. Faculty also need support to protect them from situations where students are able to cheat/lie/perform poorly but still allowed to complete school because the system considers teachers always in the wrong and students aren't/shouldn't be held accountable. The value of a degree is reduced when students barely earn it and aren't able to implement what they've been taught.

None

I would also add being prepared to be competitive and attuned to the challenges and needs of a Global economy moving rapidly toward a automated and robot driven world.

Students know where to access resources that can assist them in their academic pursuits (free tutoring services, office hours, etc.)

I would incorporate development of the idea of ethical responsibility in cultural and interpersonal relationships

shouldn't success include finding a well paying job and ready for career

you talk about collaboration, but nothing of social awareness or social competence in your second bullet point. It is only alluded to in your main statement.

Too bad none of it is true.

n/a

n/a

The timely acquisition of a degree needs more defining. The first two years of college are extensions of high school. Students should not be forced to take classes they aren't interested in, that probably have nothing to do with their degree. Their should be basic intro classes that do not take up half of a students time in college, a semester of these classes or even two semesters would work but not almost 4 semesters.

When todays kids graduate they will have access to the internet on their phone or computer while at work. In classes were formulas are important should a student worry about trying to learn all the formulas or just better how to use them and what the results mean.

It is not enough to just gain skills and obtain a degree. Student success should be measured by their value to employers and their contributions to society after graduation.

I believe that student success also includes elements of gaining cultural competence and working effectively with individuals of a variety of backgrounds and with different perspectives.
I would change technological mastery to (technological competency).

Obtaining a degree isn't timely, it's required me to take 15 credit hours a semester and taking some summer classes for a total of 4 years to obtain a BA. The university benefits from requiring certain courses be taken, which I have to pay to take, even though they do not pertain to my degree or information I need for the work I'll be doing with my degree at all. It's a way for them to keep students in school for 4+ years, paying $4,000+ each semester to get a degree.

Time is the essence however advising and counseling students throughout the school year will make your well direct paths of success and careers not just degrees but way to survive life after college include gaining competency with 21st century equipment. Change last to "for meaningful contribution to a 21st century workforce and (society)" i.e. stress that at education should prepare students for the job market as many students leave the university with no marketable skills, just a piece of paper

Academic rigor and critical thinking silks are far more important than job training (i.e., we need to teach how to think, not what to think)

cultural competency needs to be addressed explicitly

Students want to succeed in their field. What they don't want is all the additional baggage and uninteresting work associated with the university trying to make "more well-rounded individuals." Removing unneeded work that students have no desire to complete will help students to graduate more quickly and also increase the likelihood of the students finishing their degrees.

"the timely acquisition of a degree, .." As a non-traditional student I am willing to take 2 classes a semester. Not only is cost an issue, but time with my family has to be just as important as earning my degree.

this statement does not have any meaning: "including, but not limited to the workforce". Just delete.

I'd put the second clause ahead of the first one. Focus on timely acquisition is useful, but it seems to be applied in a punitive way - e.g., students who take longer because of limited financial resources may be penalized under the theory that they're slackers.

Get rid of the "workforce" part.

The timely acquisition of a degree may have nothing to do with the goals of a student and thus his success.. Do not equate a degree with education and ultimate value. The second statement is sufficient.

competencies to consider:  problem-solving, self-awareness, ethical decision-making

It needs to include something specific about preparation for being a citizen. "not limited to the workforce" is not strong enough. Maybe "including the workforce and meaningful civic participation" or something to that effect?

I would include cross-cultural respect and empathy as named competencies. Flexibility and resilience as well as technological mastery don't really seem aligned or worth noting above other things

I don't think "timely acquisition" of a degree is important to success as long as one is moving towards graduation. Also, "meaningful engagement" is a loose term that should be more fleshed out for effective assessment purposes.

more about personal development.

The actual attainment of knowledge and skills in which the student may graduate with an attained degree that accurately represents the skills obtained over the course of the students education.

include systems thinking and experiential education/skills development as competencies
Mental health is a very impactful part of success. Studies have shown that America's level of productivity has been dropping due to a decrease in mental health. This needs to be addressed in this article along with the other competencies.

Define "timely acquisition" or remove that section.

Professional development

Student success for a school has to be more "they are more competitive in the work force" than "they are resilient and flexible." This is especially true if taxpayers are paying most of the tuition. Being competent in the workforce should under no circumstances be tacked on to the end as an after thought. It should be the main goal. This definition of student success makes it possible for an unemployable graduate be successful because they are good communicators and are technological masters, both of which are helpful in a McDonald's kitchen, but neither are worth 4+ years and thousands upon thousands of taxpayer dollars and interest free loans. In conclusion, please make it more important to get your students into good jobs and the skills to keep them there.

Change the first bullet as follows: * "the timely, debt-free acquisition of a degree, and"

Introduce competency language that incorporates innovation and/or creativity (creative problem solving)
Introduce the concept of strengthening character: taking risk, thriving under uncertainty, persistence through failure

would mention that education should provide transferrable knowledge

I am not sure if the inclusion of "including, but not limited to the workforce" is necessary.

I don't think a degree needs to have a time limit. Maybe for liberal arts that is ok, but for science and engineering it is not. Sometimes the school doesn't offer classes needed to graduate at a certain time which agrees with a student's schedule. Sometimes a class you need gets CANCELLED for some reason. Sometimes there is room for 10 people in a class, and you had a spot and were responsible about signing up, but THEN for mysterious reasons your schedule is cancelled and you lose your spot. So many things can go wrong that cause timing to be an issue. The school gets more money from my extra semester anyway, so it shouldn't complain that I'm taking longer to graduate.

n/a

competencies in communication with diverse groups

for a meaningful GLOBAL engagement

I would not make any recommendations.

Competencies should absolutely be relevant in the work force. How else will a degreeed person make a living, repay loans, model responsible behavior to the next generation?

More technology based classes to learn new technologies and/or computer systems and programs

The issue is that the college is trying to teach these traits to students who should already possess them.

There needs to be the inclusion of an aspect of diversity and working with others different than you

there should be a focus on global citizenship or communal engagement, something about being a participant in the university and surrounding community

I would stop it after life. Work is done inside and outside the home; it is a family's choice about entering the workforce; however, we should be taking care of those who are unable to care for themselves.

address the social transformation aspect more fully

success does not hinge upon the amount of time it takes to get a degree. Even if it takes ten years to achieve bullet #2, then I would consider that a success.
I don't think this applies to double majors as far as the timely acquisition of a degree, but the rest I can agree with.

Student success in 21st-century life also means having an understanding of and appreciation for diverse opinions, backgrounds, and cultures.

n/a

I might add in problem solving as a competency.

Include/focus on the workforce, higher education, and other aspects of life.

I would remove the first bullet, "the timely acquisition of a degree"

Add multicultural competence as a competence

Remove "including, but not limited to the workforce". Of course this relates to the workforce!

Exactly what does 'engagement' mean? Why not say what we really want; for the student to successfully enter into society as a functioning and contributing member.

I would strike this part: among others – for a meaningful engagement in 21st-century life, including, but not limited to the workforce." Simpler statement will have more meaning.

How do you define "timely acquisition" for non-traditional students attending on a part-time basis?

Timely acquisition of a degree is not well defined. It is an almost impossible feat to expect all students to know their major by 18 years old, and 17 for some. Students who change majors or are undecided for more than a semester are penalized with course credits that may or may not be translated into major, minor or general education requirements. The NC collegiate prescribed path to success is straight and does not account for appropriate young adult development. This definition and process needs change.

None

remove "the timely acquisition of a degree" .. they need to be highly educated which may or may not be quickly educated. Some people just take a little longer and they shouldn't feel rushed to complete 'on time'. Quality is better than quantity

This should not be tied to retention initiatives and should be based on student desire to succeed as well as our ability to aid in their success. Education is and has never been a one-way street. This reads as such.

While general education is important, it should also be allowed to relate to the major of a student. This allows the student to graduate faster and be more of an expert in their field allowing broader learning, if they so choose, later.

A students success is also impacted by helpful resources from the university and the state.

what is "social transformation" supposed to mean ? to me it's unnecessarily wordy where are these definitions going to be placed ? who is the audience ?

The timely acquisition of degree is not realistic in every student's case, especially the lower-income students limited by higher tuition and lack of financial aid. Therefore, the timely Acquisition of degree should be removed from the definition.

for meaningful engagement in 21st-century CIVIC LIFE, including, bu not limited to, civil discourse and an understanding of the democratic process.

none.

"Multifaceted construct" sounds a bit too monolithic. Also, having only two bulletpoints (one short, one long) looks a bit odd. More short ones would look better.

Our advisors are a complete joke, screwing people over and making it incapable of graduating on time because they don't know the programs they're advising towards.
Part of student success would also be attaining some form of job while in school and immediately after graduating.

I would remove the phrase "including, but not limited to the workforce".

I would add the importance of developing meaningful connections within their industries. You can be at the top of your class and still not be able to find a job because you don't have the connections. Developing beneficial connections is often hard for those of us who are good students and work full-time.

The kinds of competencies mentioned above are primarily provided in an arts and humanities-based education that goes beyond high-enrollment lower-level LBST courses. The university system is gravitating more and more toward vocational models of education that devalue the arts and humanities and as such lags behind the demands of the 21st century workforce.

None

benefit from including - prizing entrepreneurship and good citizenry / community building and responsibility for their footprint & choices

Include a 21st-century workforce skill set.

"Timely acquisition" is less practical for non-traditional students.

I see many students who need more time to graduate for a variety of reasons (circumstances and mental health are primary). I support flexibility in that regard.

I would add a competencies around student self-awareness and community engagement.

take out timely acquisition of a degree - the second point is enough

I have some issues with the "timely acquisition" part of this definition. I do agree that there should be some pressure to finish in a given amount of time but I think this requirement has gone too far to the point that many students don't feel the flexibility to study abroad or explore internships that may effect their ability to graduate within 4 years. I think these are missed opportunities that have a huge impact on student success.

Two noticeable items: 1) The absence of any mention of 'global.' Would it be appropriate to include "....for meaningful engagement in 21st-century life, including, but not limited to the ability to thrive in a global workforce." 2) What is the return on investment for a family that struggles financially to send their child to college if the child does not have a job when they graduate? For this reason, I would argue that ability to thrive in a global workforce should be included as a separate bullet point.

Under first bullet 'acquisition of a degree' (For some students including first generation college graduates, acquisition may require more time)

independence, self-awareness, and understanding of interdependence are equally, if not more, important

Can you add something about cultural competency and/or cultural humility to this list? In other words, if someone graduates from Carolina without understanding the historical and on-going struggles of non-white populations then we have failed them and are planting seeds for our society's escalating strife.

inclusion of a global mindset and experiences as a critical competency

Add adaptability and the understanding that we want to prepare students to live in an increasingly interconnected, global, and DIVERSE world of individuals from different backgrounds.

Practical skills, students should leave having the ability to do something--so more opportunities to put knowledge into practice (which might be included in technological mastery, but that seems more limited)

+ cross-cultural competency
to become global leaders and agents of change.

The definition does not mention intercultural awareness/appreciation. I also am concerned about the word "competence." It is transactional and limiting. "Habits of mind," for example, is a different phrase, and it is more capacious, as it focuses on our intelligence and cognitive capacities. We want to reinforce the fact that a college experience broadens our intellectual, emotional, and social abilities so that we are able to engage with our world in productive and positive ways. The definition itself can be strengthened by moving away from nouns and using strong verbs.

Students come here so we’re competitive for employment. That's the top of the Maslow’s hierarchy of needs. Job placement needs emphasis.

You may get a timely education, and have these critical thinking skills, but the student also needs to transfer that information in a way that positively effects society.

Decrease the admissions required for the poorest population

need something about the cultivation of curiosity, and the ability to self motivate, and to sustain rigorous inquiry.

"timely" can be problematic. It can be interpreted in different ways, and what if some students need more time to develop the competencies listed?

Student success is difficult if we do not provide students the ability and opportunity to integrate into a campus community.

Because this one includes so many services and divisions within the institutions I think that it might be a little light in it's definition of student success. This one seems like it needs more fleshing out and substance to it. When I think of "student success" I think of more than just graduating on-time and learning competencies.

Add the "ability to graduate with minimal debt and an increased probability for upward social mobility." Also, some reference must be made to equity.

I think too much emphasis is placed on timely acquisition. I think that checksheets for degree requirement can be revised to allow for timely acquisition, without forcing students to take more credit hours than they can possibly excel with- just to beat the clock, and avoid gouging price ramifications. Many students are not able to focus and give as much energy to the courses that they are most interested in, due to the very broad, and often excessive hoop-jumping that their checksheet demands.

Also students acceptance in the community and openness to diversity.

I really like that you have the technological mastery component of this. I recently found out that UNCW did away with our computer competency requirement which I find deeply disturbing. Perhaps this portion of the strategic plan will help to curb that trend.

I would also add "preparedness to practically apply skills learned to non-academic settings."

I disagree with the "timely" aspect. Working parents simply cannot go to school full time, and so they should be ENCOURAGED to take double the amount of time to complete a degree! Otherwise we see dumbed-down courses geared toward students who do not have any time to study and prep for classes.

Excellent definition

timely degree completion and competencies are two different things.

I don't the the timely acquisition of a degree should be included.

Eliminate the final 7 words.

I would reorder these to but the development of competencies first. I would also add something about appreciation of diversity and training students to become civically-engaged global citizens.

"such as but not limited to" (followed by the list of competencies)
I might add "responsibility" to the list of competencies.

I believe that there is currently too much emphasis on vocational skills at the expense of the higher order critical thinking skills. I would like to see the addition of language recognizing that while job skills are important, higher education should equip students with the critical thinking and communication skills needed to adapt to an ever-changing workplace.

why timely acquisition of degree? What does timely mean in this context?

Specify what is meant by "timely acquisition of a degree"?

It is not a one-way street. Education should be viewed as a public good as well. It's not just about individual students. It should be a win for society.

it should include citizenship, creativity and being a good steward of the environment. Creativity could replace flexibility or resilience.

Include language around cultural sensitivity and respect for diverse opinions and world view.

This all sounds great on paper. Is it really what the state emphasizes? Or does the state mainly care about students learning how to become businesspeople?

The state power people need to recognize this isn't a four year or two year deal but a system for lifelong learning that keeps developing as our state transforms to meet the "green" global world we need to invest in to save our planet and provide decent income to most of its citizens while recognizing that a worker transitions between 6 areas in their lifetime, and for most workers, these transitions are not their choice but being forced to change due to the volatile nature of NC "at will" work environment.

needs to acknowledge 1st generation student success process and non traditional methods

There needs to be some acknowledgement and inclusion in this statement regarding the current epidemic of unemployed college graduates who are in tremendous debt due to student loans. Gainful employment with means to pay off the debt is also a benchmark of student success.

The timely completion of the degree should not come before the development of competencies.

I agree with everything mentioned in this definition, but there is a lot missing. Students spend the majority of their time at college outside of the classroom. Engagement/Involvement with groups, teams, organizations, research bodies, internships, volunteering and other activities are a huge factor in both student success and student satisfaction and ought not be overlooked here. At UNCW, the Division of Student Affairs is dedicated to this side of student life and providing a positive, meaningful college experience for every student.

My concern is that emphasis on "the timely acquisition of a degree" causes programs to drop course requirements that are potentially very beneficial to students.

a liberal education to ensure broad-based knowledge about the current situation -- economic, political and scientific -- in the state, nation and world to enable students to participate as well-informed citizens in our country's democratic process

I think the "timely acquisition of a degree" might not be as important as this definition makes it. For some students and citizens, competencies and employment are more important for a variety of reasons -- we should not disregard this in favor of degrees conferred.

Drop the social transformation. You've got to be kidding me Do you really see this as your role?? Would you like to debate this in an open format with adults?? We do NOT want you guys to change the values we instilled in our children. How arrogant!! BTW, you should talk with some of your own professors! Some of these folks have some really bizarre ideas. You seriously need to rewrite this definition.

We should look at the feasibility of reducing the 4 year degree to a 3 year degree. Many courses are filler courses and have no need to be included in the 4 year degree. Students who just graduated high school have had physical education, so that could be eliminated. Students also are required to have 2 years of a language before
graduating from high school, so that requirement on a college level could be eliminated. The question to be asked is how many English courses and Social study courses does one need for a particular degree.

General Wellness needs to be included (mental health, physical health, etc).

What about the people who are already in the workforce, yet wish to better themselves.

To include the achievement of self-identified academic and personal goals.

"technological mastery" is not what's meant here, right? Something like: up-to-date skills in technology or the effective use of technology in learning and work environments (or something like that).

career development and preparation while at the university

I want students to complete, and as quickly as possible, but the pendulum has swung too far and the focus is too intense on getting out quickly. I appreciate the inclusion of competencies and the recognition that not all college work is toward the goal of workforce needs; workforce needs are vital but there are societal and personal reasons we need students to pursue particular majors that may not be as in demand or as lucrative as other majors/careers, and those are equally important.

None

Corp. claim a larger role for Student Success Mentors beginning in the high school and following into schools of higher education

"Timely acquisition of a degree" is the weasel wording here...is timely "8 semesters"? Is timely "ten semesters" if a student changes his or her major a time or two? Timely is probably NOT 16 semesters, for example, for an undergraduate degree; but this all does go back to resourcing (e.g., having enough faculty members in order to offer enough courses for students to complete degree programs in "timely" manners).

The development of competencies is MUCH more important than the "timely acquisition of a degree". An educated populace of engaged and knowledgeable voters is the most important function of government. Without it, democracy is doomed to failure.

The research points to mentors (for all types of success). Specifically, underrepresented students who crave Leaders, Advisors, Professors, Deans, Presidents that they can relate, talk, identify with. Hire more diversity in leadership roles!!!!! Happy to send you a Lit Review on the subject. smithlw3@appstate.edu

The word competencies here is troubling in its mechanical nature. Skills has that same ring. We need to move beyond any workforce language and back to the ideals of life in a democracy.

I would like to see the definition of "student" to include non-degree seeking students such as lifelong learners, community members receiving non-degree training, etc.

Instruction and feedback delivered by highly qualified and knowledgeable teachers in a timely manner and free from any bias. As well as assistance with locating gainful employment related to the degree being offered.

None.

Make it simpler - what exactly is that? Construct of what? this is so abstract it does not say much and we end up even more disconnected with our people. I think it is missing something about the global perspective.

I would include "community service and applied learning" in student success definition

Timely degree acquisition is not a key measure of student success. It limits students by pushing them through universities at unsustainable or unhealthy paces. The eight semester limit at UNC Chapel Hill is a disservice to students. It and other similar measures are highly detrimental to students and thus should not be defined as components of success.

"including, but not limited to the workforce and civic responsibilities"

Very much support inclusion of critical thinking and resilience. Would like to seek a reference to cultural competency, empathy, or some notion not just of collaboration, but of understanding more deeply and functioning effectively in a diverse world.
Include in the first bullet the following: the timely acquisition of a degree and the knowledge and skills associated with it; For the second bullet; remove resilience and flexibility; collaboration is not a competency--the ability to collaborate is; life-long learning is not a competency, maybe you can find a way to make it one, like a focus on life-long learning, but I don't think that works either. The point is that all the items in the list need to be phrased as competencies.

the definition of student success shouldn't included the timely acquisition of a degree. Students shouldn't rush through college trying to graduate in 3 or 4 years, when their degree requires 5 years at 12 credits (full time) per semester. Handling 15-18 hours a semester to graduate "on time" is absurd for some people, and grades reflect this level of difficulty. And not every field of study or degree, as well as, individual, needs to develop the listed competencies in order to be a successful student.

The wording needs to be more simplex: Student Success is multifaceted in maximizing positive intellectual, personal, and social transformations through quality University education. Second Bullet: ~the development and redefining of competencies- critical thinking, ~ that are essential for engagement in 21st century life, including, but not limited to the workforce..

Too wordy in an artificial way - 'multifaceted construct' - are you building something - use common sense and good word choices to provide this information and not try and sound too 'elevated' or 'smarmy.' The basis of student success is the student wanting to achieve their goal (degree) and no matter what anyone thinks, they are the key point to address - everything else is to assist (and hopefully not retard) their progress.

It should not matter how long it takes a student to get a degree.

competencies related to balanced world-view timely acquisition of degree is important, but rigor is often sacrificed in an effort to decrease attrition.

...critical thinking, life-long learning, technological mastery, resilience, effective communication, flexibility, and collaboration and networking.

a statement about civic responsibility and informed participation in a democracy

None

While the statement is accurate and indicates student success is about the entire person - inside and outside the classroom, the language used is too philosophical for a typical person to understand.

needs to provide more engagement for the out of classroom experiences that have become a hallmark of higher education. These experiences should be tied/correlated to in-class experiences.

I think the timely acquisition of a degree is helpful, but it may not be as important as helping students identify areas of interest for identifying their major earlier. I also think dual degrees and additional certificates and minors are more important, but may slow time to graduation. We want students to be employable, and we need to recognize that that may take more time rather than less. I also think that this transformation and completion is facilitated not only by a high quality education, but also by the provision of educational supports, practical application opportunities, and other career exploration and support that facilitates students completing their degrees in an area that suits their futures.

I would add "creativity"

remove 'timely' from the first bullet. (not all students are traditional college-aged folks whose tuition is paid by their parents) add 'responsibilities of citizenship' to the second bullet.

Time acquisition of a degree is becoming much less important than it used to be.

The fostering of students' intellectual investigation of majors and careers to make sound choices for degree selection and completion.

Success includes understanding the benefits and drawbacks of certain majors, experiences, and eligibility in a changing workforce. Students should be guided to match their expectations to likely outcomes, including financial investment in a college education and the likelihood of achieving their goals after graduation.
Why does student success include timely acquisition? Just because a student is part-time does not mean they are unsuccessful. I have obtained a master's and a doctorate as a part-time student that worked full time. I think flexible degree completion timelines enables more students to succeed.

Recommend adding "appreciation for diversity" as a stated competency, to read "the development of competencies - critical thinking, life-long learning, appreciation for diversity, technological mastery..."

importance of the liberal arts, including the history of our state and country and politics to become informed voters

Again, one simple, direct bullet; and one cumbersome, bloated, puffery-filled bullet. I am assuming you can figure out which is which.

K-12 public education focuses too much on testing. Do not allow higher education to fall into this business model.

What is "timely acquisition?" Does this mean forcing students through the system in four (or two, for masters) years?

Delete "among others - for a meaningful ...etc". We should focus on the high quality education; meaningful life experience will come naturally if we do the education right.

I believe it should also include preparing the student for the current job market/workforce and help match students' educational pursuits to job placement.

The institution does not owe students jobs. The institution owes students tools for them to use to obtain jobs, etc. We have to be better about life skills for our students.

While the connection to the workforce is made explicit, the connection to higher education for the sake of being an educated person is not. The definition should include something about becoming educated to think critically in order for a more full and meaningful participation in our democracy.

Taking in consideration the student as a whole person and assisting those all encompassing needs.

The foremost commitment of higher education should not be to just learning "competencies" however important those may be. This statement does not address the concept that first and foremost the student should be learning the skills (not just technology mastery) required for his or her career choice. Life skills have always been learned through college experience, but in many institutions today it is those skills alone which are being learned without the concepts of work ethic, leadership and self-sacrifice. If we look down the road to only producing "meaningful engagement" in life, we will find ourselves with no citizens with first-class skills and training in areas of high intellectual requirement and without the ethics to work hard at those tasks no matter what the conditions may be on any given day, week, month but to continue to push forward in certain hope that he or she will be able to change this world for the better by working on towards their goals.

Eliminate the following clause: "including, but not limited to the workforce."

Missing from the list in that definition is a crucial skill our graduates need to be competitive and innovative in today's marketplace -- the ability to think creatively or divergently.

Competencies should also include personal development, leadership skills, and broad exposure to multiple disciplines.

Include how the it is the universities responsibility to see that each student has the resources to make them successful in completing their degree.

include a nod to becoming a contributing citizen to society

I would be interested in learning more about what "the timely acquisition of a degree" means. In my work with students, I hear this being a stressor. Particularly for students who have an added challenge or hardship that can be a barrier for them completing their degree. I think that it is okay to leave this in the definition but I think it should be explained.
time to degree speaks to a very limited idea of student success, graduating early but still having no clue to who you are, what you want to do and who you want to become isn't success! I like the development of competencies to come first, speak to time to degree in regards to affordability because that is the only benefit to finishing early. Student success can also speak to being an educated populous that gives back to NC's cities, counties and industries that we are proud to have in this great state! Tie student success to the state's continued success...what is NC if not its citizens.

next to technological mastery, add "mastery of diverse cultural and humanistic concepts"

Student success, in much of the directions I see in the state, has become disconnected with teacher and employee success. I'm an example of a full time instructor who serves the mission of the university and state likely more than most tenure track professors. I teach more, teach student- and grading-intensive courses to students of all majors, and serve the interdisciplinary mission of the university, yet I get paid less and am ranked lower than my peers. The institution expects a lot from me, and I am central to student success. However, compensation for the work I put in in light of my dedication to the state and university is terrible.

something about ethical conduct?

I would ask you to consider re-ordering the list: critical thinking, effective communication, resilience, flexibility and collaboration, technological mastery, life long learning . . . . This would them in a more logical sequence from most central/internal and immediate to those that reach out and finally across the life course.

I think that what is critical for students to succeed after college is not just about technical competency, but being educated as a whole person, being exposed to information outside of the student's degree area. Classes that educate a student culturally, socially, etc., will prepare students to be true global citizens.

I think it is important to emphasize some element of the history of North Carolina's challenges with race, class, and social and environmental justice, the effects of which are still being borne out today in myriad ways all across the state.

I understand that it is common among academics (and possibly even many students in surveys) to believe that the primary purpose of higher education is personal growth and development. However, the vast majority of people attend college to get a better job. While a "better job" may not mean a higher-paying job for some students, but rather a more meaningful job, it is an exclusively outcome based metric. The language "...including, but not limited to the workforce" seems to diminish the importance of this outcome. So another bullet - listed second - should be added to specifically address the aspects of increased career satisfaction.

The statement needs to include deference to receiving a broad, liberal arts based education, that teachers its students to think clearly, critically, confidently and INDEPENDENTLY. Exposure to a variety of subjects, ideas and beliefs and creating an understanding of how science meets art meets life is critical competing and contributing to this face paced world.

N/A

Technologically competent

knowledge of history--this is too practically oriented.

Student success should include students' ability to gain skills to obtain gainful employment after college - whatever their choice. For instance technical training availability with resulting certificates.

would change flexibility to adaptability. Add skills after communication. Add ability to collaborate and work as as part of a team. I would also add, to gain a well-rounded and diverse education.

Educating the next generation of citizens of NC (and of the US) does not mean training them for jobs!

I would take out "timely acquisitions of a degree." Academic success cannot be measured on a universal scale. People learn differently, and you cannot put a time limit on a degree i.e. it is unfair to say, "you must complete this many classes by this point in time." How long a person chooses to attain their degree is a personal decision.

None, very well worded
I would add a moral, ethical, and citizenry component to this definition. You can be a good thinker and have all the skills listed above and still not be successful if you think only about yourself. We need to be preparing students to move outside of themselves. Service to others is paramount.

There is no mention of knowledge acquisition

Again, check your readability scores.

No change

The timely acquisition of a degree should definitely NOT be the first thing listed here at all.

The definition is fine. It just doesn't happen. Critical thinking and exposure to uncomfortable concepts are not encouraged and too much effort is made in keeping students "comfortable" and this limits exposure to challenging concepts. Feeling a bit uncomfortable is not a bad thing.

"Timely acquisition of a degree" is being applied in a way that has the unintended consequence of hurting students in disciplines where their professional interests are not necessarily well aligned with degree requirements. There is an excess of liberal arts requirements for certain professional fields.

I love this definition! Good job!

self-awareness, leadership skills, creative thinking should be included

I'm heartened to see "collaboration" in the definition, as it indicates some form of interaction with others as an important outcome. Otherwise, we've conceptualized success only as it relates to what an individual *gets* devoid of how it benefits our communities, state, nation, and world. I would hope we can agree that a hallmark of a successful UNC System graduate preparation to contribute meaningfully to our pluralistic society.

Though personal success is mentioned, is it not holistically defined. The definition does not address professional success.

add "listening" and "empathizing" to the list of competencies

"Student Success is a multifaceted construct of positive intellectual, personal, and social transformation facilitated by a high quality University education. It includes: the timely acquisition of a degree, (with appropriate considerations for students with extenuating circumstances) and the development of competencies – critical thinking, life-long learning, technological mastery, (holistic wellness, persistence,) resilience, effective communication, flexibility, and collaboration, among others – for a meaningful engagement in 21st-century (global) life, including, but not limited to the workforce."

Specifically mentioning citizenship and family along with the workforce.

Currently, the Humanities at FSU is suffering greatly. We are underfunded and heavily-criticized. For Example, the ENGL department has lost two of its degree programs during the last eight years --- its M.A. and B.S. programs. During the past year, university administrators have threatened to cut our B.A. program and create a generic degree in Liberal Arts with a concentration in English. How can students be successful with watered-down degrees? Such decisions render students non-competitive and dissuade potential ENGL majors from attending the university. University administrators quote the department's low SCH's, but offer very few resources and little encouragement or support. Also, university administrators have implemented a divide and conquer strategy, pitting departments against one another by making statements, such as "The Department of Nursing has saved many of you." Such statements generally come from Provost Jon Young.

I would add civic engagement, responsibilities of a citizen, participating as a citizen something like that.

There needs to be language specifically about preparing students to be citizens in a democracy, or something along those lines.

This whole thing is loaded with useless jargon
As a society, I strongly believe we need to stop facilitating the individual narrative as the end-all. Higher education should, in the long run, be for the good of our society and should be to make strong contributors to our communities. It’s not just fodder for a person or to help them make the most cash. Education is about facilitating the potential of a human being to contribute to their communities in the fullest manner possible. Not just engage, CONTRIBUTE. How about: "Student Success is a multifaceted construct of positive intellectual, personal and social transformation, creating productive and contributing citizens that enhance the well being of our world. This includes, etc." Being an American - or a member of the global community - is first and foremost the ability to be a good citizen.

Degrees and other symbols of attainment should link carefully to the second bullet point items.

some reference to service and/or the greater good of society should be incorporated into this statement

include the ability to be good citizens and promote the common good as a meaningful part of 21st century life. Work and money is only a part of big picture

Take away the first two lines -- it is full of higher ed speak -- focus on the two bullet points.

1. I would not rank "the timely acquisition of a degree" as the very first priority (which is the way it reads) although I certainly support it...none of us has time and money to waste! 2. I may be old-fashioned, but I would like to see "character and caring" as well as competencies. I am an engineer, I believe in competencies, but a university education should also be about building character, and compassion and caring for all of society, and not just my friends, colleagues and family. The author may argue that "includes" does not limit what is included, but I for one would like to see something like "character and caring" explicitly stated as part of the objective of education, and that we list some elements of the "multi-faceted construct" that address these elements of a well-educated citizen as well as the competencies.

Delete the first bullet point

I would reverse the order of the bullet points. I would also add a comma after "limited" to close the parenthetical, that is: "including, but not limited to, the workforce"

Disagree with social transformation - academia needs to provide a fair perspective, not the liberal elitist drivel espoused on campuses. Stay out of the social sphere - families, society and religion shape that. Not a biased educational system.

The phrase "including, but not limited to the workforce" must be removed. To elevate that one type of engagement above all others is inappropriate. If workforce is to be included, then we should add participation in political matters, participation in the economy (as an entrepreneur if not workforce), and collaborative participation in a free society marked by cultural differences--all of which are more important for full engagement in society than participating in the "workforce," which is in a constant state of flux as tech evolves. Timely acquisition of a degree is not an appropriate measure of student success in a university, particularly when the State's failure to fully fund the University requires students to add work on top of studies. Flexibility in course load is required in modern higher education, not arbitrary timelines for earning degrees. Development of competencies is the most important measure of success.

Providing a solid basis for the student to make the best choices for a fulfilling life after college.

I think it should include a statement or two about giving students the tools they need to articulate and then meet their own personal goals.

Last sentence could say in the workforce and beyond. Or in the workforce, in communities, and in families.

I would emphasize the workforce aspect, instead of making the practical part of the definition almost appear to be a 'nice to have' vs. a primary goal. We need to have people who are prepared to survive and thrive after spending 4 years of time and money at UNC.
The first part of the definition includes positive personal transformation, but that is not addressed in the bullet points. So many students suffer from depression, anxiety, and other mental health concerns because of the pressure to acquire a degree in a timely manner while developing workforce competencies. How about making it through college without having a major breakdown or developing an anxiety disorder? I would call that success (and very rare)

add "exposure to ideas, cultures, histories, and points of view different than one's own"

This is perfect - and very clear.

the fostering of curiosity, an engagement with global awareness, an investment in citizenship and self-improvement

The "timely acquisition of a degree" is something administrators came up with to justify their positions and look as if they were graduating students quickly. SOME people need more time to get their degree because (a) almost all of our students work throughout their college education, and (b) the non-traditional student population is increasing and a degree is not necessarily the goal and, if it is, speed isn't the biggest issue

I would add some global competences to the list - cross-cultural navigation, willingness to respect and learn about other cultures and norms, foreign language acquisition, etc.

subject matter expertise

Importance of arts and humanities in a liberal arts education needs to be emphasized more.

Timely acquisition of a degree should have a very small, if any, effect on the definition of success. I would also add something about excellence in specific fields that will aid the student in the workforce, which correlates to majors/minors.

"Including but not limited to the workforce" makes it sound like an afterthought. Providing graduates with the adequate skills to enter the workforce and providing employers with competent employees should be the first and main focus and metric.

none

should include integrity and ethics

health and nutrition

Needs to be a requirement that practical applications or interning be part of a degree. NFor example, engineering students should work with campus maintenance personnel for a semester so they see real life what their job entails.

Add relevance of financial literacy and understanding.

I suggest continuing the Quality Enhancement Plans across the campuses and curricula.

Missing form this definition is the acquisition of knowledge - which is more important than technical mastery in my opinion. Knowledge is important!!

These words are vague and not easily assessed. How does one attain critical thinking or life-long learning? This is not measurable. Try using phrases or skills that are measurable. Technological mastery is easily measured, but resilience is debated as a skill that anyone can measure.

replace acquisition with "earning" the development of competencies. . . that align with the skills and knowledge sought after by employers - for meaningful and benevolent participation in their communities and the greater world around them.

None. Well said.

Take out the "but not limited to." "...meaningful engagement in 21st-century life, including the workforce." "...meaningful engagement in 21st-century life and the workforce."
Delete "a multifaceted construct of" from the definition. Many taxpayers in the state would laugh at "multifaceted construct" and think this is just another example of the educational elite using fancy words that mean nothing. Why would you ever use "multifaceted construct" in any communication with the general public?!

Too many competencies compete for a timely acquisition of a degree. Also some degree programs are impossible to complete in 4 years without summer school whereas some can easily be done in less than 4 years.

it is laughable to speak of technological mastery or of the learning goals when the funding levels clearly prevent achieving these goals and ideas. Members of the legislature have openly scorned the thought of higher education - in private meetings saying that all that 4 year universities produce are liberals

I would add another bullet point: Upon graduation, the acquisition of full-time employment with a living-wage and benefits, such that the student is able to pay all living expenses as well as any debt-service from student loans.

I'd flip the two bullets- competencies are more important than timely completion.

All I can say is this: If students leave the UNC system without the ability to read/think critically and write/speak effectively then their degree was in vain.

Less emphasis on 'timely' and more on quality. I would remove the first bullet point.

becoming a Global Citizen

Good job with the dashes this time! There is no reason to capitalize "Success." None. And it is not cute. Stop it. Resilience is not appropriate for this list, but information literacy is. You need a comma after "to" if you have one after "including," because you have created an appositive at the end of the second bullet.

Scrap it and replace it with: "Student success is demonstrated by a high grade point average in their chosen field of study and their ability to attain gainful employment or other desired education opportunities upon completion of their degree."

A third bullet or rewritten to include - honesty, integrity, understanding the value of diverse people and thoughts, global awareness, individual and global wellness...

none

We are almost 2 decades (~1/4) into the 21st century, there must be a better descriptor for meaningful engagement in present life vs 21st century life.

include academic content knowledge

for a meaningful engagement in a 21-st century, globally connected society

add at the end "and citizenship."

Less emphasis on timely acquisition (there are many events and circumstances that can interrupt or prolong a student's enrollment). Less emphasis on workforce development: the definition of student success should be as expansive as possible, and the emphasis on training for employment is frequently at odds with broader intellectual and social exploration.

add a reference to citizenship

Define social transformatin. Competancy in ones field of study should be primary.

Competencies to be given priority over timely degree acquisition.

Non-traditional and part-time students are entering colleges after service to the military, children enter schools, etc. The "timely acquisition of a degree" should not prevent students who wish to go part-time from working toward a degree at any level. The timely acquisition seems to lump students into full-time, traditional age students who do not take / pass the correct number and type of courses each semester to fulfill the requirements. Care should be taken in wording so that people attending on a part-time basis are not penalized.
I think it is very important that the statement mentioned resilience and collaboration.

Include something about how education is essential for the survival of democracy. We need voters who know things and have good judgement.

Critical thinking does not include safe spaces. Being sheltered from ideas one finds unpleasant is not education, nor is shouting down or banning those with whom one disagrees. College is supposed to be a place and a time where kids become adults by examining what they believe and why they believe it. It is not supposed to always be comfortable.

Competencies identified in this list may not necessarily be developed at the University level or otherwise without corporate collaboration among all parties to include students, educators and workforce partners. I think opportunity should also be included as a determinant of student success. While preparation is required, opportunity in the form of "job availability" is a significant factor to include here.

Timely degree acquisition is a worthy goal as is preparation for workforce engagement. I don't see that "personal and social transformation" are measurable metrics. Therefore, including personal and social transformation in the definition of "Student Success" creates an immeasurable goal.

Actual classes that require both the professor and students to be in attendance with open lectures, dialogue, tests and accountability.

Life-long learning

Personal responsibility is a key issue too.

I think more classes that you take in high school that you maintain a high GPA in should be able to transfer to college credits and not bog down students with unnecessary English, political and world society classes that they have managed to excel in high school. More cost effective and gives the student the drive to also succeed in high school that it will be applied to college.

Highly focus on workforce development and employer collaborations.

Change the order... Why do you have to get knowledge quickly.... why are we pushing people through. what is wrong with acquiring knowledge-taking time to acquire skills, internships, apprenticeships within our programs.... are we really preparing citizens or pushing them through?

Student success includes knowing about and ACCEPTING the differences that exist among humans, i.e. not requiring that all people have the same perspective in order to be considered successful, or a person of worth.

What exactly do you feel is a timely acquisition of a degree? many of us do not even graduate within 4 years. I feel like such a failure.

Remove "the timely acquisition of a degree"

Timely acquisition of a degree is dependent on the student and their level of learning. Some students take longer to obtain their degree and basing all student success on it is not an effective gauge.

An important need in today's work environment is the ability to thrive in a diverse and multi-cultural workplace. This factor is very important in university educational experiences as well, and is easily promoted at low cost.

It should include some acknowledgment that students need to be aware and informed on a global level.

Being an educated global citizen that participates in our democratic process

It mentions "critical thinking" but it appears that educators are doing more in the area of persuading students to think a certain way or adopt their beliefs rather than take a more objective approach to topics thereby getting the students to think for themselves.

Add something about respect for diversity

They need a strong work ethic too
I do not agree that timely should be included. College should also be about freedom to explore a student's interests. These change as they take classes and are exposed to different disciplines. Delete "timely" before "acquisition of a degree" far too much emphasis on this notion IMO. Plenty of reasons why students take more than eight semesters to graduate.

It says nothing here about coming out with some set of knowledge/skill. We need people who have a set of knowledge and skills to utilize in the workplace. Effective communication is important but if you have nothing "specialized" to say than I'm not sure how useful this is... I recognize that jobs change quickly... but we still need people who can read, write and calculate. We still need people who have a body of science knowledge; mathematical knowledge; technical knowledge, etc. I don't see that reflected here.

University must promote a safe, welcoming environment to students, faculty and staff.

The initial statement is rather "circular" in nature, although it does have a nice flow and "ring." I like the content of the second bullet-- especially the idea of developing competencies. It has the feel of liberal-arts-leaning education-for-education's-sake language... except for the term "technological mastery," which sounds totally hokey! Please take that term out!

"Change is uncomfortable. The bigger then change, the more uncomfortable [the person] will be. If you aren't uncomfortable, then you aren't really changing anything." Student success is marked by success AND failure. Without addressing and teaching the student how to deal with BOTH, an education is incomplete. Most of the learning experiences we have in our lifetime involve what not-to-do-again. I recommend removing the word 'positive' from the first sentence.

NONE

None

I would add "dispositions" behind competencies, and include "curiosity" and "commitment to civic engagement and social well-being".

Timely acquisition does not follow.

to inspire life-long commitment to civic engagement, sustained learning, and contribution to social well-being.

I would include words like empathy or tolerance in the list of competencies. Exposure to knowledge and diversity, cultural and otherwise, is among the most important roles of higher education. I also don't see why the "workforce" is singled out if it is understood to be only one of the ways to engage in 21st century life in a meaningful way. I would delete the last line and end with "for a meaningful engagement in 21st century life."

The acquisition and distribution of knowledge that positively impacts all lives and enhances personal success.

I feel a better balance needs to be struck between the near obsessive focus on timely completion and developing curious, engaged citizens of NC. We are here to transform lives through education, and this does not always happen as succinctly and swiftly as state legislators would like.

Add "in diverse environments" after the word collaboration and remove "including, but not limited to the workforce."

"development of capacities and competencies" "including, but not limited to workforce (or economic) and civic engagement"

Including the education of the global citizens conscious of the environmental and social challenges of the 21st Century world.

We can't become a vocational university system focused on narrow job training for fleeting opportunities. Critical thinking and "soft" skills should remain front and center for all students, even those in pre-professional programs.

The ability to obtain a career/position equal to the level of education achieved.

Personal and social transformation are not the primary role of the University. Development of the mind is.
My university wants me to be here for 5 or more years they haven't exactly done what they need to do to get us out.

access to distinguished, preeminent faculty across UNC institutions as a shared academic resource for all UNC students and afforded by the effective use of internet cloud technologies. (I believe UNC has the technology to selectively share faculty members and their courses between institutions. Why accept the limitation that boundaries - institutional or geographic - impose?)

financial literacy is a critical component of life preparation that I would submit is lacking in higher education today.

I don't know what "resilience and flexibility"are doing in there. These are character traits and others might be as appropriate if any are, such as "honest, courage, generosity, etc. etc.". Also why is life long learning a competency rather than a goal? I would say, "the development of competencies-- critical thinking, technological mastery, effective communication, collaborative learning, and research skills". You could also add "the development of lifelong habits for excellence-- resilience, flexibility, intellectual honesty, (etc)"

multifaceted seems to be showing up in nearly every definition and perhaps a synonym could be sought

Adding things about Health: mentally, emotionally and physically; and mentioning happiness and goal attainment

the development of competencies – critical thinking, life-long learning, information and technological literacy, resilience, effective communication, flexibility, and collaboration, among others – for a meaningful engagement in 21st-century life, including, but not limited to the workforce."

A major part of student success goes beyond competencies and relates to the campus resources and support available to students. Research has shown the impact of co-curricular experiences for students on student success and this is important to include as part of any definition of student success.

I would end this at the end of "life". There are many things other than "workforce" that could be called out. I don't see the need to identify any.

"Timely acquisition of a degree" should not be a criterion of Student Success, since it overlooks the fact that many less-advantaged students have challenges in their lives that lead to them taking longer than the standard 4-year model. Among the "competencies" should be "cultural literacies," "an ability to understand complex histories and current social challenges," "ability to engage with a diverse array of people."

That it is of the utmost importance that students have an understanding of others -- that we live in a globalize world. We must teach students how to function -- culturally and linguistically etc. -- sensitively and ethically.

Change "transformation" to "growth" as a more reasonable expectation

the development and application of competencies – critical thinking, life-long learning, technological mastery...

...for a meaningful engagement in life.

All above are key, but where the University must add support is with the integration of psychological adaptations, social and learning challenges that are all required for success in late adolescence, early adulthood transitions. The definition is too focused on during students for employment. That is, of course, a worthy goal, but education should turn a carpenter into a citizen, not turn a citizen into a carpenter.

What does the workforce have to do with this? That should not be a part of the equation of education.

I'm not sure that timely acquisition of a degree should be listed first. That doesn't seem like it should be the most important thing.

would add tolerant and open minded after life long learning

it should include moral values, inter-personal relationships

Remove workforce. We make informed citizens in a working democracy, NOT worker bees in a planned economy. Lux Libertas NOT Lux Laboris.
A degree is nothing. It's fashionable to talk as if degrees lead to financial success in life, but that is mere certification, not education. This definition should emphasize timely acquisition of a degree, nor the corporate language of "competencies." It should emphasize the benefits of being educated: human flourishing, engaged citizenship, self-reliance, and compassionate understanding of others.

Everybody says critical thinking but no one knows what it means. I'd also talk about citizenship.

I love this definition.

Add PROBLEM SOLVING skills which are critical and often lacking in graduates. Effective communication should explicitly include: writing and speaking.

This definition of student success makes no mention of the ethical dimension implied by "social transformation." A college education needs also to help students address the meaning of a well-lived life and the nature of a just society.

Add in cultural sensitivity and inclusivity of diverse populations.

Personal development and growth.

I would like to see leadership, open-mindedness and multicultural acceptance included in the competencies. Also consideration could be given to a statement/examples about the collegiate opportunities that lead to development of these competencies.

"multifaceted construct of positive intellectual, personal, and social transformation" - what utter, meaningless BS. How about, "Successful students will complete high-quality degree programs quickly. They will learn to think critically, use technologies appropriately, and communicate and collaborate effectively." Since we have no effective way to assess their flexibility, resilience, and lifelong learning, why bother mentioning them? Likewise, unless the system wants to budget for measuring our graduates' degree of post-graduation engagement in 21st century life (are there other centuries they could engage in?), this is just window dressing.

add a global and cultural competency component

This definition does not fully express the value of the out-of-classroom experiences from co-curricular activities and events, career planning and development, as well as on- and off-campus residential life that provide universities opportunities to teach students to learn to navigate the world.

add civic to competencies

Student Success is a multifaceted construct of positive intellectual, personal, and social transformation facilitated by the development of competencies – critical thinking, life-long learning, technological mastery, resilience, effective communication, flexibility, and collaboration, among others – for a meaningful engagement in 21st-century life and the personal advancement of the student in all facets of life.

How about civic responsibility social and cultural maturity, orientation to the humanities?

More specific career specific training.

Perhaps cultural competence could be included under critical thinking, but I think it is a huge oversight to not include development of acceptance and knowledge of different cultures and creeds among the ways in which we measure student success. I would hope that we as an institution want to send our graduates into the world and have their employers, neighbors, and friends know they are ready to live and work in a diverse world.

Need to include college readiness language

I would add the words "utilitarian" or "practical" degree as many degrees are not really worth much. Students should receive much more coaching on degrees and their functional value.

none

I do wish this sounded less like corporatespeak. It feels and sounds fake. Timely completion of degree - well - that's in the schools' best interest - not necessarily the student's. Changing full time status for grad students to 9
hours from 6 really hurt those who are trying to work and finish school. It makes a mess of financial planning. Bringing in PhD students without a stipend for 5 years is incredulous. If you can't support these students, stop allowing schools from adding PhD programs to up their Carnegie numbers.

<table>
<thead>
<tr>
<th>see priorities below</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would remove timely acquisition of a degree, discriminatory towards adults with families and non-traditional students.</td>
</tr>
<tr>
<td>Timely acquisition seems to be something enforced as a legislative act as opposed to a determination of an individual's capacity for completion of degree. Consideration must be made within the scope of access to this assertion. Are we, in fact, increasing access through determinations of timeliness? Does access need to be qualified in reference to timeliness? At this point, it seems the two are not connected.</td>
</tr>
<tr>
<td>the timely acquisition of a degree which provides access to employment opportunities</td>
</tr>
</tbody>
</table>

| There is a lack of "gaining knowledge" in this statement. |
| I don't think the workforce should be telling students what is meaningful--rather students should be encouraged to create the world they would like to be in instead needing to fit into it as it is. |
| creative thinking is also a necessary competency |

| remove the phrase "including, but not limited to the workforce" |
| Eliminate "the timely acquisition of a degree": there are many students working part time who need several years to complete the degree. These are the poorest students, typically, and thus would be driven out of the system with an emphasis on time-to-degree. |
| Too much seems focused at job-training; I'd like to see something about responsible, engaged and informed citizenship. |
| Timely acquisition of degree is relative to each student, their home life, and their learning style and is not necessarily a good measure of success. |
| None. |

| Allow for more flexibility in the time to degree so that students are not hamstrung by a rigid four years and out policy. |
| "Student Success is a multifaceted construct of positive intellectual, personal, and social transformation facilitated by a high quality University education IN PARTNERSHIP WITH A HIGHLY ENGAGED AND MOTIVATED STUDENT." |
| Our students, the faculty, the staff, and the state all indicate a four-year "timely completion" is far less important than competency development. Remove the pressure and the unfunded mandates to try to force four year graduation. Stop the silliness of four year tuition guarantees. |
| speak to the importance of feeling safe/heard/represented in the faculty and the curriculum in guaranteeing student success |
| With support for achieving competencies |
| Include something about responsible citizenship. |
| na |
| none |

| including language of intercultural competency |

| Eliminate: The timely acquisition of a degree. Add: Creativity to "critical thinking, life-long learning, etc. |
| add "problem-solving" and remove "resilience" |
Placing "Timely acquisition" as the first item above places too much emphasis on that. Rather than the statement about "the workforce," I think there should be something here about being prepared to understand, value and participate meaningfully in our democracy.

Looking into competency-based practices might positively impact timeliness of degree acquisition but only if said competencies are well articulated and pertinent to the specific degree area. Critical thinking, life-long learning are far too vague.

Omit reference to the "workforce."

cut "timely acquisition of a degree." Not on the same level of importance at all.

Students who take an extra semester to graduate are the least of the state's problems. Omit that bullet. Omit "including but not limited to the workforce"

Just wondering what "technological mastery" means. Does it mean mastery of a substantive academic subject matter or mastery of technology -- i.e. knows how to use a computer...? Should there be something about health and well-being?

students have to be prepared to study and have time to study. Ours often do not.

ability to change the world needs to be added

Modify or remove timely acquisition of a degree.

I would like it to say more about preparing people for the workforce or higher degrees. We seem to graduate a lot of people with degrees they can’t or don’t intended to do much with. I think preventing that starts by helping students think more about the consequences of their educational path earlier.

I think we need to include non-tangibles like social development and non-cognitives like executive functions.

Add "understanding diversity" (or something similar) to competencies.

This definition should also include: creative thinking, visual composing, experimentation, social awareness, civic responsibility, and problem solving.

Something along the lines of developing a tolerance and respect for those from diverse backgrounds and opinions.

A timely acquisition of degree is a difficult variable to measure, that cannot account for all of the factors that influence a timely outcome.

The whole statement is kind of a jargon-y mess. The part above the bullet points doesn't have any specific meaning. The bullet points include things that we don’t measure, such as life-long learning, flexibility, resilience, and "meaningful engagement in 21st-century life". The UNC schools *can* teach and assess critical thinking, communication, technical skills, and collaboration. But it’s not at all clear that we can teach resilience (see http://www.theatlantic.com/magazine/archive/2016/06/how-kids-really-succeed/480744/), and in any case we don’t have any faculty who would have any idea how to start. The same goes for flexibility. As to lifelong learning and meaningful engagement -- does the UNC system want to spend money to monitor and measure the activities of its graduates? If we can’t assess them, they’re not part of an actual plan.

Reverse these two bullet points - make timely acquisition second, and remove the statement about the last clause in the second bullet, "but not limited to the workforce." Universities are about learning, not about job training (the purview of community colleges). Jobs follow the learning, if it is done correctly, and it is not necessary to state this as an objective.

by identifying what is purpose and meaning for each student = success

None.
This definition omits: intellectual curiosity, emotional maturity, self-awareness, intellectual pleasure, cross-cultural awareness, and any mention at all of creative expression, which is perhaps the most significant missing component.

I don't think we need to place so much emphasis on timely acquisition of a degree.

Student success is also measured by success attained once they achieve alumni status. While that is touched on in the final sentence, I think there can be language that furthers the idea that student success carries forward as implementation of life skills after graduation. This is especially important considering traditional ideas of success (financial independence, home ownership, the baby boomer "American Dream") are practically alien to Millennials who are graduating into a very different world than the generations before them. To that end, I think this statement should also indicate an understanding of the shifting metrics of success in 21st-century life.

I would not recommend any changes to this definition.

<table>
<thead>
<tr>
<th>remove &quot;the timely acquisition of a degree&quot;</th>
</tr>
</thead>
</table>

Recommend simplification of the definition of student success - much too wordy. Also it needs to more strongly incorporate being able to get a job in their chosen career upon graduation. This is what nearly all students come to college for so should be made more prominent in the definition of student success.

I would like to see more emphasis on education and intellectual growth as an end, rather than only as a means to an end. There is some language here that suggests that, but it can also be read as merely championing a prepared workforce. When we truly educate our young people, each of their lives will be richer for it. And all of the social and economic good that we value will flow naturally out of that. (Yes, of course, they should also prepare diligently and well for a specific career, as I did. But there is more to it than that.)

<table>
<thead>
<tr>
<th>None</th>
</tr>
</thead>
</table>

Student success ultimately will be gauged by graduates themselves, most likely, as an answer some form of the following: "Am I employable/employed? Am I realizing direct, obvious benefit(s) from the time/expense spent on my post-secondary education?"

the timely acquisition of a degree is a very bad idea in today society. With more students working and attending part-time "timely" is different for different students. Trying to put all students on the same track towards graduation is going to cause more inequality between socioeconomic groups and racial groups than anything other than financial aid.

| Add diversity |

I'm not sure what the "timely acquisition" means here. That pertains, perhaps, to the efficiency, but does it take into consideration the different life situations of students who have to work full time, support families, and, for example, who might also encounter health problems?

There is absolutely no reason why the first bullet point (timely degree completion) should be a priority at all. Student success cannot be measured by how long it took a student to graduate. Whether someone is able to graduate in 3.5 years or 5.5 years is not relevant, and is more likely to reflect other factors outside of the value that student has gained from his/her education. Some students are forced to work in order to earn money to support themselves, and they are likely to take longer to graduate than another student who has the luxury of financial freedom and need not do anything other than take classes on a full time basis.

Add bullet point: "The acquisition of knowledge and the development of engaged citizens, and" Followed by: "The development of competencies..., and" Followed by: "The timely acquisition.." |

I'm less interested in the time to degree and more in the delivery of understanding and interests in learning.

| Add social welfare or something to the effect that we want our students to be active contributors to the betterment of society (local, national, and global) and our environment. |

---

292
And the desire to learn. This is absolutely essential. The motivation to get a degree for any reason aside from learning is spurious.

Add “cultural maturity” “civic responsibility,” “intellectual curiosity,” and “social awareness.”

I would add something like "global competency" or "global readiness"

"the timely acquisition of a degree suited to the student's needs and aspirations." Students need to be advised if their first choice degree does not match their skill set. Success is not acquiring a degree, it is acquiring the right degree for the student. 'Horses for courses'

Relavant knowledge and experience for today's work place.

If "timely acquisition" is referring to the traditional students who can go full time and finish in four years, that is one thing; however, what percent of "students" are non-traditional? Are we only looking at those who can attend college without families and/or without working full time? These stakeholders in communities may not be able to finish a four-year degree in four years.

Eliminate time acquisition of a degree. Irrelevant to success if the second bullet is true and more a matter of life circumstances and cost than about successful student/life. Better to drop that and add instead as a second bullet below the development of competencies "free from the burden of excessive education-related debt ."

The word "timely" is relative and the related emphasis on the "acquisition of a degree" makes it sound as if the primary function of the university is not to educate but rather is to produce degree holders.

I am not sure that I agree with the competencies outlined, but more importantly, I think it is important to say that student success includes the development of learners

I disagree with "timely acquisition." Each student is unique with unique circumstances. If a student chooses to work and pursue their degree at the same time, and it takes 8 years, they should be allow to do so without penalty to the institution. That is part of the role of a "public" higher education. "Timely acquisition" is based on an assumption that all students are traditional aged and privileged.

Add: the development of cultural maturity--a sense of one's responsibility to understand and contribute to society's intellectual, artistic, civic, economic, and spiritual growth and health.

Timely acquisition of degree as a metric penalizes schools with non-traditional populations.

along with technological mastery, "knowledge" should be included ; long-term indicators of success, such as overall life and job satisfaction (NOT salary) are also relevant here

none

I sometimes think there is too much emphasis put on finishing in 4-5 years...what's so wrong with going to school part time and finishing up in 6 or 7 years? For some working students, that should be a perfectly fine approach to getting a college education.

There ought to be something in there about the degree actually meaning something. Like, "the timely acquisition of a [high-quality] degree" or "of a degree [recognized as demonstrative of mastery]". I don't want a doctor who skated through school with a C average, or who deserved a C average but got all A's because the standards are low at the institution.

The timely acquisition of a degree is a METRIC of student success but isn't part of the definition of student success itself.

the value add of a UNC degree - measured in outcomes

change "life-long" to "lifelong." As someone who works in the field, you rarely see "life-long" spelled that way....

Not sure what "Timely acquisition" means or why that should be ahead of the second bullet. Also, "competencies" sounds like a term imported from a job training manual. Our success should be measured by freeing young minds from ignorance.
Add wording to the second bullet list of competencies that describes the acquisition of respect and understanding of others due to the experience of interaction on a diverse campus.

STEM program should focus/add/compliment "liberal Arts education" which helps build Critical thinking and better person.

I don't think "student success" includes social transformation. That is an unrealistic goal at the STUDENT level. It may be an institutional or University level, but an overreach at the student level.

none

"And synthesis between classroom learning, and learning beyond the walls of the classroom"

Rewrite in language that legislators don't have to wrinkle their brows over. (Hint: no one outside of academia uses "construct" as a noun.)

Change final phrase to "including, but not limited to, participation in the workforce, community, and citizenship." take "and" away from the end of the first construct (grammar) "...technological mastery, artistic appreciation,...", move "resilience" to end of list "...meaningful and global engagement in our 21st -century society and/or workforce."

hyphenate "high quality" and place a comma after "limited to"

I think students should start participating in college prep classes during their freshman year in college.

The acquisition of a degree should not be the emphasized aspect of success. When as many as 60% of students don't obtain a job for which they use their degree upon graduation, emphasis should be placed on developing competencies--including choosing a degree that they can use out the door.

What is timely?

Put second bullet first. It is more important than 'timely acquisition', which is fairly nebulous.

A collaborative alliance between training & jobs. (I.e. Toyoto has a school which trains & upon graduation, a job is there.)

Agree with second bullet point. Unfortunately, in practice, all the university cares about is the first bullet point, the heck with learning and standards.

I know time to degree is a huge concern for the University system, but focusing on timeliness convinces students who need to take a break (family issues, mental health issues, money), that they're graduating "late" and convinces them to stay when they shouldn't. The emphasis should be on success, maintaining a strong GPA, learning experiences, enhancing pre-professional and professional experiences, networking, etc. We should tell students that getting done, not getting done fast, is important.

Add creativity to development

The last phrase "including...workforce" and replace 21st century life to "a 21st century world."

The second bulleted item should be first.

protecting and ensuring provision for a broad base of choices for concentrated studies

Being prepared for the workforce seems to be critical for a state university, why are we trying to imply that workforce engagement is a sub-goal

Multifaceted constructs belong in critical theory classes, not policy statements. The "workforce" needs to be backgrounded in this definition. How is resilience quantified and taught?

I would reverse the order. The development of competencies is more important than timely acquisition of a degree.

We need broaden our perspectives of outcomes well beyond those that culminate in a "degree" and especially in the "timely" acquisition of degrees. Many students hold time-consuming jobs and do not prioritize timely degree
completion. Understandable given the ballooning costs of higher education. We need to explore the "merit badges" approach to educational outcomes and learn from successful MOOC providers.

Cultural knowledge and acceptance

What is meant by "the timely acquisition of a degree?" Please be very clear about that. Is it within 4, 5, 6, 7 years? In the definition of Student Success, the word "multifaceted" is redundant since the facets are subsequently listed. Using the word "construct" within the stated definition muddles that definition somewhat. Just simply say something like, "Student Success consists a combination of positive intellectual, personal, and social transformation facilitated by a high quality University education."

none, well-put.

students generally are unable to integrate the knowledge gained from the various sectors of the university. a system is needed that shows the continuity of the distant past and present in thinking, and one in which the diversity of knowledge across campus knowledge giving is integrated. example: in economics they should know some sociology, mathematics, and plant science. specialization now prevents this, but the future requires it.

We must practice what we preach and commit to students now.

since the development of competencies should be the priority, 'the timely acquisition of a degree' should be the last item in the definition not the first - especially if this is the entire definition.

Empathy Compassion Service

Add: knowledge, creativity, innovation, problem solving

The first bullet seems odd here. The second bullet captures success... the first is just a statistic used to proxy for some aspects of (eventual) success. I'd leave it as the first bullet and then use time to degree as a measure that will be used to see how well universities are helping students navigate the college experience.

The "timely acquisition of a degree" has almost nothing to do with "the development of competencies," and it's the latter that should define student success. Moreover, I know that code: "development of competencies" is supposed to be clearly measurable by "metrics" of various sorts. While this is true to some degree, as a classroom teacher for 30+ years, I can testify that many "competencies" emerge over semesters or years, and that it is sometimes years later that we (our students) "know" what was achieved. I am not against the various forms of assessment. Let's just be sure that we understand their massive limitations.

After "technological mastery" - add "artistic mastery" - and as another bullet point add "the ability to utilize their degree in moving forward into the workplace with employment guidance, support, and tools of the University system."

It should be measured practically. Does the degree attained lead to a professional result that is useful to the future of the student?

none

Maintain a focus on arts for all majors

creativity and ingenuity

Student success is not always about acquisition of a degree. It may be about acquisition of desired skills or credentials

Developing the skill to work in diverse environments and with diverse people. Cultural competency.

None

Delete the statement starting with "the development of competencies..." Return UNC system to teaching skills and deemphasize development of a well rounded student. This focus has limited the teaching of skills required for many professional jobs, thus limiting the employ-ability of graduates
I disagree with the entire premise and use of the word 'success' by your definition. Here's a better definition: "A university education creates human beings who are well-informed citizens of the world, and who also are tolerant, open-minded, and intellectually curious." The first bullet, "the timely acquisition of a degree, and" should be deleted because it is merely a practical matter and not part of this philosophical statement of goals. The second bullet should be rewritten as follows: "Developing critical and analytical thinking skills, nurturing a love of life-long learning, expanding verbal and written communication expertise, and advancing compassion and empathy should be the principal goals of a university education."

"multifaceted construct" is jargon

International experiences and cultural exchange are vital to becoming a well rounded adult.

I would de-emphasize timeliness, as time to completion is incredibly dependent on individual student circumstances (maturity, health, family responsibilities, need to work, etc.) Remove "including, but not limited to the workforce." Job training is something that employers need to be held responsible for. The University's role is to create informed and engaged students who have the ability to be trained quickly.

I would add something related to wellness (physical, emotional, social, etc) to the definition.

Student success should not simply include the workforce but rather should be highly focused on the workforce. It should not be our job to push philosophy, religion or worldviews on the students other than those encompassed by proper ethical standards as generally stated by professional society expectations.

timely acquisition of a degree is desirable from an administrative and PR point of view, but not a high priority, if seen from the perspective of lifelong learning. I would recommend more flexibility in time line for the students to mix classroom and field experiences.

There's that word "quality" again. Is there some concern about low quality of the education being provided? "Timely" is meaningless and negotiable. The degree is "acquired" when the requirements are met.

Need to specifically include the "development of a professional work ethic" as a competency.

Consider adding "thoughtful civic engagement" or some other descriptor adding civil, respectful, and collaborative civil engagement as a success factor.

Adding in language that indicates the importance of a well-rounded or comprehensive education as well as excelling in students' choice of educational focus.

Ask any student who is unemployed if they feel that college was a success. Employment should be at the beginning, not an after thought of the definition of success. If I were a competitor, I would use the current definition to show NCSU's last concern is if their students get a job.

Surely there is a way to say this in a more straightforward way with less jargon.

Basic financial literacy should be a part of the competencies since students report of accumulating so much debt due to the high cost of tuition today.

What does timely acquisition of a degree mean? How does this compare to competing nations? This definition of student success needs to include developing a global citizen perspective, american cultural competency and application of social justice skills to their role as community members and leaders. As we are on the brink of an extension of the civil rights movement, being successful in the 21st century means than being skilled in a specific workforce and getting a job. It means being influential in the fight for equity and civility.

I don't think timely acquisition of a degree is necessarily a measure of student success.

I'm not sure what timeliness of degree has to do. This makes it much more 1 dimensional

I would include something about attaining balance between specialization and a broad body of knowledge (general education) and exposure to a diverse set of perspectives—intellectual, cultural, and otherwise.

If we're going to say including but not limited to the workforce, why don't we also mention the other benefits of a college degree: informed and critical citizenship, for one, as meaningful engagement in 21st-century life.
collaboration in a diverse society

Degree completion is hampered by the antiquated 2 semester approach, there is time throughout the year for 3 semesters, this would speed graduation and make better use of the facilities.

timely acquisition of a degree should be removed - it is driven primarily by student-centric behaviors and issues

Require competency-based general education programs across the system.

Revise positive to "enriching" or "valuable."

What does timely mean?

financial literacy and wellbeing during college and after graduation; creative thinking; innovation; entrepreneurial spirit; servitude spirit to society

none

Needs to include the skill of working in diverse environments. E.g. "collaboration in diverse environments"

Realize that not everyone is right out of High School. A growing population of students are professionals already. When working full-time, "timely acquisition" is not always possible.

Stop allowing administration to assault and attack students for following open forum polices of UNC system and misuse authority to discriminate.

timely and affordable acquisition of a degree, entering the work force without financial burdens

there is bias that you can get this competencies through STEM related topics -- however I think that having a well rounded education is also very valuable and what employers are looking for are people who can work well with others, communicate not necessarily expertise in a certain area.

Given the shrinking world, reference the need for preparing students for success in the global workforce.

timely and flexible acquisition of a degree. Some students might be better served via multiple universities and online programs without penalty of transfer from institution to institution

Think jobs outcome is underemphasized, ROI will become more important.

Competency based education is challenging to deliver unless in a professional program. How do you guarantee individuals reach "competency?" This competency base puts us into an accountability model like that in public schools and may limit academic freedom.

*to facilitate the student to experience and obtain a career that matches their interests, skills, and passions so they provide for their families and help others in obtaining their educational/ career goals.

responsibility, honesty, integrity

I suggest breaking up the second bullet point into pieces. Currently it looks like there are two parts (with an implied 50% importance to each) of this definition since there are two specific bullet points. If bullet points are used, I think the second bullet point should have eight or so bullet points.

A student who is successful is one that has had a positive intellectual, personal, and social transformation facilitated by a high quality University education. It includes developing and enhancing critical thinking, life-long learning, technological mastery, resilience, effective communication, flexibility, and collaboration for meaningful engagement in life, community and work.

Students have responsibilities; alas, the current university position is that students must be treated with great care lest their feelings are hurt. Why can't we demand rigorous work and results from our students?

The timely acquisition of a degree does not take into account non-traditional students who return to college for an education later in life. When a non-traditional students decides to return and change his/her degree that was
started many years ago, they are faced with a tuition surcharge of 50%. The surcharge alone is a deterrent to finish a degree!

Timely acquisition of a degree needs to be further defined. Does this mean the traditional 4 years, 5 years, 6 years? What exactly constitutes timely degree completion?

There is too much emphasis on timely acquisition of degree and not enough emphasis on the development of competencies and other measure of student success.

N/A

Simplify it.

Remove timely from acquisition of degree, as very few students will know what they want to do, who they are, and where they wish to be; thus rushing the process of this self-discovery is detrimental to the student, and by extension, the years of investment put into them.

None

I would include bullet that referred to "preparation for global engagement, civic awareness and knowledge, and competences to work across diverse communities and populations."

None

no changes

Life-long learning isn't a competency but rather a value; I don't think that "resilience" is a competency that universities can instill.

The order is wrong. Timely attainment (not acquisition... a degree is not a product to be bought) of a degree is second, and is worthless without development of competencies...

Timely degree acquisition is secondary to development of competencies. Who cares if students graduate if they haven't developed habits of mind and character that will help them be a good citizen and successful in the workforce.

"Timely acquisition of degree" has no bearing on student success. Some students work differently than others and should not be forced to complete their college education in only 4 years. The valuation "competencies" echoes the corporate language and value system that treats students like customers and education like a product. It undermines the true work of education, creating fully realized human beings, by framing it as a kind of vocational program, where what is valued in education is skill acquisition for the "workforce."

Focus on the holistic well-being of students we are here to serve

No need for phrase "including, but not limited to the workforce". Feels tacked on.

second bullet point "the acquisition of knowledge and the development of competencies--critical thinking, ...among others--that will be important for a meaningful engagement in all aspects of 21st-century life, including but not limited to the workforce."

This is wonderfully put. I agree wholeheartedly.

Most of this is fine, but what on earth is "personal, and social transformation"? I think students should have many opportunities to engage with people with a wide variety of different views, and from a wide variety of backgrounds, and this may change them personally in ways that go beyond the transformations related to their intellectual growth and the areas listed such as "resilience" and "effective communication". If we start talking about "positive...social transformation", I think we're putting our thumb on the scale (if we don't agree with it, is it "negative social transformation"?) and leaving areas we know well (the intellectual) to focus on areas we have no special knowledge of, or skill in.

Why is the timely acquisition of a degree highlighted so much? I'm far more concerned about the second one. So much more concerned that I'd not even list timely acquisition.
I would suggest the inclusion of some language about providing and requiring high impact experiences for students where students experience cognitive dissonance; experience tangible rewards and consequences of their own actions; and are provided the space to reflect and make meaning of those experiences. These "experiential" learning opportunities are critical to preparing students for meaningful engagement in 21st century life; the resilience to face and overcome challenges and failures; and meaningful relationships beyond academia that will allow them the transition from college life to post-college life.

Additional competencies should include leadership, emotional intelligence, self-awareness, and ethical decision-making.

Clarify what "timely acquisition of degree" actually means for students with a wide range of abilities.

I required eight years to obtain my BS in chemistry, because I was in the military while also participating in school. Developing competencies was and is more important than timely completion. Additional competencies should include more specifics related to workforce preparation.

In the second bullet, I would change "critical thinking, life-long learning, technological mastery, resilience, effective communication, flexibility, and collaboration among others..." to "critical thinking, life-long learning, technological efficiency, global resilience, effective communication, workplace readiness, flexibility, and collaboration among others..."

I do not think "timely acquisition of a degree" should be an important matrix for measuring success.

It requires good emotional stability and the ability to organize one’s own life. I often see cases where these personal problems get in the way of students success in academic domains.

for some students this is appropriate but for most they really only need to learn what is prudent to their future career. Meaning the fluff needs to go, and it needs to be more stream lined. As students most should come prepared with "critical thinking", "life long learning" and all of the other fluff that just leads to more cost for the student.

Mental health and stability plays an important part in the success of students. I don't know if 'resilience' would cover that.

None

Success should also mean getting out of school without debt up to your neck. Being prepared for life doesn't matter if you spend the rest of your life paying off school.

I believe you're on the right track. I like this statement from San Jose State University: "The ultimate goal of our student success efforts is to produce citizens who possess intellectual, social and life skills that are adaptable, culturally respectful, transformative, productive and responsible."

N/A

Because students are entering with varied levels of preparedness and many have family issues that would impact the time needed to successfully complete a program, the emphasis should be on developing highly qualified graduates while "encouraging" that it be completed within the time limits necessary for continued state and federal funding. Ex. Institutions which serve a high number of persons transitioning from foster care or who have children and provide care need resources available to support them or to lead them to support systems already available.

Removal of "the timely acquisition of a degree," or at least the word "timely." Many people change significantly from the end of their teenage years through age 25 or 30. The pressure to obtain a degree quickly is mostly about the state and university wanting to hold its costs down, and put undue pressure on students to commit to an educational and/or career direction before their own identity development is sufficiently complete. I recognize that some students can take a long time to complete a degree, and that this is a source of frustration for those measuring productivity. But I encourage the university to not confuse individual and institutional needs on this issue.
Timely acquisition of a degree is not always a necessary indicator of success. Sometimes students need to stay in school longer in order to acquire the skills they need.

I don't agree that timely is necessary

Could "Grit" be included, next to resilience, as a developed quality for students. Because you aren't going anywhere in life with out it.

This is a reasonable statement

I agree with the basic idea behind the proposed definition, but it should be stated in a less convoluted manner. My suggestion would be as follows: "Student Success is the positive intellectual, personal, and social transformation that is facilitated by a high quality University education. It is multifaceted and includes: *the timely acquisition of a degree, *the ability to engage meaningfully in 21st-century life including, but not limited to, the workforce, and *the development of competencies such as critical thinking, life-long learning, technological mastery, resilience, effective communication, flexibility, and collaboration, among others.

The workforce continues to change rapidly. Students need to be equipped with skills that will allow them to be effective in a workplace 30-40 years in the future not just 21st century life.

I feel that those policies and ideas are very good.

Timely acquisition of a degree is not the #1 priority. And it is often at odds with the development of competencies. Most of our students are not prepared to work at the level we need them to work when they enter our institution.

there are many folks who work, have families and other responsibilities, and sometimes this means taking breaks as part of the flow of one's education --- to focus so much on completing a degree within a narrow window leaves out a lot of folks that are in my classrooms; also, students move around in the system, so why not understand retention as a system wide endeavor, instead of isolated to each school?

Success has nothing to do with the time it takes to complete a degree. A plethora of external factors that have nothing to do with academic ability may effect a student's timeline for graduating.

An environment encouraging cultural awareness through dialogue

The ability of a student to craft their very own definition of success beyond those standards defined externally by common masses too often represented by accumulation of wealth and materials and to follow through with making that happen for their very own fulfillment and satisfaction. Be able to achieve 'moral' success by extending your blessings beyond your own self and only then state to the world that you have arrived.

add competencies of leadership and engaged citizenship

The University has expanded it mission overmuch. It should not necessarily include personal and social transformation. There are other societal institutions for that. It should concentrate on intellectual development, providing a liberal (in the classical sense, not the current superficial political sense) education, knowledge acquisition, career preparation. Critical thinking is highly over-rated and should not come first among the competencies. Preparation for citizenship should be acknowledged (accompanied by abandonment of much of the negative denigration of the entities of which the student is a citizen that is all to common among the University's faculty.

I don't think that "timely acquisition of a degree" has anything to do with success. If it takes a student 5 years to complete degree requirements and they graduate with study abroad experience and internship experiences, how is that student not better off than a student who takes 3 years to complete a degree and did not pursue those endeavors? Also, I think success should also reflect the ability to move beyond one's comfort zone as a part of the learning process.

Overall it's pretty good - but shouldn't a kid with a degree from a UNC system school first and foremost be employable post grad?

Add integrity and/or personal responsibility to the list of competencies.
I agree that the definition should include student participation in the workforce as a measure. Are we graduating students who are employable? Is the curriculum relevant and focused on where the jobs are and are our students progressing in their careers? I know too many students who can't find jobs so I wonder if they are really prepared. I know that it's hard to track students once they graduate but brilliant minds in the university system should be able to figure this out.

The development of competencies should come before timely acquisition of a degree! A student can gain a lot from the university even if they never graduate. If they just want a job, they should go to trade school.

add cultural sensitivity mastery for all people.

There needs to be a statement that "diversity" is a critical aspect of becoming a global citizen and thus a successful student. If we continue to make diversity a "university initiative" that is not integrated into the learning experience, then we will continue to produce, at least some, students who will not value the differences among us, and even worst recognize that it is important to do so. I believe that this is a competency, however, others may feel that because it is difficult to measure it should not be listed.

rep to stay intouch with student and help process

I believe that job readiness and ability to engage with the rest of "21st-century life" are significant in their own right, and distinct in the preparation required, and therefore merit distinct sections in the definition.

Students' success is also determined by an instructor, counselor, department, and the university's ability as a whole to: assist, properly instruct and inform students about academic/nonacademic procedures and provide a variety of opportunities for a student to reach the next plateau of life.

I just think student success is primarily affected by the variables affecting social transformation. The regulatrly requriements for BIT, Title IX, Title II, Title I, ADA, etc, etc, all impact these transformations for a growing number of students who come to us with significant mental wellness and social integration obstacles. To be more efficient in delivering these services to provide capable students access to a timely degree while servicing their needs to do this will be a major contributor to student success. If the state can’t understand the varied learning styles, needs, and challenges of a multi-cultural and changing student population in demographics and social preparedness around resilience, then the chances of reaching full student success are limited. Student success is defined differently for different students based on their own journeys for reaching their full potential. Mandates and continued regulatory needs from the assembly delay this work and make it inefficient.

willing to persist in rising above challenges

Students must be educated more about impact of their academic program selections on career, ability to pay off loans and their marketability.

Lose the jargon, e.g., "multifaceted construct," and say it more simply and directly.

I am unclear on what the phrase "including, but not limited to the workforce" means. But, on the question of assessing the level of successful workforce preparation, it is terribly important to recognize that it is not our first job after graduating that reflects this. Rather it is our career as we move up the organization ladder and must use critical thinking rather than basic job skills in order to be successful. Where are our graduates 5 to 10 years out? This is how we assess workforce preparation. I would like to see something also addressing preparation for effective and engaged citizenship.

Timely completion is usually defined as 4 years. MANY of our students work while going to school or take semesters off to earn money, care for a parent or sick child, etc. Trying to force them into a 4-year model is outdated and punitive.

something about intercultural understanding, leadership, service

Students learn at different rates and in different ways-----learning differences are real. How fast a degree is finished is not correlated with how much has been learned or future success. Students should not be penalized if they do not finish a degree in a given period of time and should not be penalized if they take more than some arbitrary number of credits. Why should NC scold someone for learning?
Timely acquisition of a degree is NOT an aspect of student success unless your ENTIRE purpose is to limit costs.

I would add a third bullet: "awareness of and utilization of resources designed to support students as they navigate all aspects of their university experience." We have to acknowledge that some students struggle, and that our universities are doing so much to try to help students succeed. If we can't get students to access resources and support, we will lose many of them.

I like the definition

University is used as an adjective here. Why is it capitalized? It is not a proper noun. What does 21-century life mean? Nothing. How about meaningful engagement in a capitalist democracy?

Remove the second bullet point

"timely" is hard to define. Students are individuals, not products. Everyone's timeline is different. Penalizing students for taking too long, completing too many classes, or changing majors is pointless.

Success should also include the ability to be open-minded and disagree respectfully. Also it should include some aspect of personal fulfillment--students should figure out what they are passionate about.

The bullet points should be reversed at a starting point. Secondly, we need to prepare students for meaningful engagement in 21st-century life including, but not limited to, building capacities to ensure a strong democratic way of life. This connection to democracy is the key for public higher education. Our work needs to be on teaching students how to address the problems we collectively encounter that require higher-level thinking and action.

I disagree mainly because the above statement is so poorly worded and the goals so, well, abstract and vague.

add bullet: the development of a healthy personal identity, which enables students to set personal and professional goals, interact effectively with people of other backgrounds, and think metacognitively

Student Success arises from positive intellectual transformation, through a high quality University education. [The University should NOT be in the business of social engineering; we exist to education students in their chosen disciplines.]

If this is true, the limiting nature of what staff are allowed to pay for to build student professional development needs to be re-evaluated. It can be incredibly difficult to build student success with the strict regulations in place. This is especially true for non-citizen students who pay exponentially more than citizens and still have to cross more red tape to get the same opportunities. It's very discouraging to both staff and student, and these barriers do not make the university look good for future international recruitment.

The students should have some of these competencies when they enroll at a 4-year institution. As a faculty I have a difficult enough time addressing some of these that pertain to subject matter and communication.

Omit 21st century and use "personal and professional life" Omit : "including, but not limited to the workforce"

I'm not sure how you'll measure competencies in life-long learning, resilience, and flexibility, among others.

N/A

A third bullet point that addresses the students ability to enter the workforce in a timely manner after attaining a degree.

I don't know.

None at this time

Please add language involving freedom from racism, sexism, gender bias, discrimination, and sexual or other physical and emotional forms of abuse and violence. Sexual assault is a huge problem especially among minority groups and policies to protect students are not as strong as they could be. Address it here, please.

skills and discipline necessary for entry into the workforce market place.
The building of a portfolio of work demonstrating their competence, and the successful job placement into their career area.

I will add again, as a transfer student who will inevitably incur the tuition surcharge in order to earn my degree (and as someone who will soon lose the Pell Grant) that the burden of «timely acquisition of a degree» must be taken into consideration with an intersectional approach. Many factors affect such timely acquisition, such as the growing number (including myself) of students who must work a job while earning a degree; students who must care for young children; and students who are unable to take on 15-credit hour + semesters in an attempt to finish in a timely manner. «Timely acquisition of a degree» should be very much expanded and potentially even set aside as its own issue with separate solutions.

I lose the timely part, education is not a competition

cultural competence/ability to work with diverse people (AAC&U findings that employers want/universities fail).

Critical thinking inclusion

not having to fear graduation and the debt that follows

I don't think the time it takes you to get a degree is relevant. People often don't finish in four years for reasons well beyond success as a student.

stating also a definitive return of value to others.

Add language about high impact learning experiences

Meaningful engagement in 21st century life can mean many things. I would suggest "an understanding of and preparation for " a meaningful engagement in 21st century life..."far beyond entry into the workforce".

I would add something about their health--physical, mental, and spiritual. Students should not only be smarter when they graduate...they should be measurably healthier, too!

The word "transformation" carries a lot of weight. It may be "potentially transforming," or "ideally," but the word implies that it's our mission / responsibility / intent to transform folks. We can provide the resources, impetus, and opportunity - but we can't make that horse drink!

I don't think that timely acquisition of a degree is necessarily correlated with success. Many students who are involved in extra-curriculars need an extra year in school but gain valuable skills and experiences.

The goal is for all students to graduate with a degree. Some or in school for 4-6 semesters. However, too many do not receive a degree for various reasons: some legit and some not. Students should be able to obtain some type of certificate of completion when they have successfully completed a two or more years of college credit in a concentration/degree area. That way all of their years in college will not be a total waste of time. They will leave with some kind of credentials.

educate to make a more productive person; too many people have a degree but can't function in a normal environment, believing their degree entitled them to a higher income with less ability

"technological mastery" is meaningless

The timely acquisition of a degree is a function of many factors and should not be emphasized in this definition. This risks placing a strong priority in time to degree over quality of degree. Again this does not serve the students.

remove the words "the timely acquisition of a degree." Not all students go to college to attain a degree. Some students have goals that might require only a semester or two of study.

The timely acquisition is an administrative issue. Students need better advising, smaller classes, support on every level. Not everybody is clear enough or prepared enough to move through in 4 years. Cookie cutting is artificial.

Needs to include something about breadth of knowledge and intellectual training on par with peer institutions globally. Training students for specific jobs should not be the role of a university. That's what trade schools do. Student succeeds includes training in the liberal arts. Also missing is discussion of rigor. Quality should not be
compromised at the expense of getting more kids churned through the system faster. The quality of the degree should matter.

Student success must include the development of *moral judgment* and *creative thinking* in addition to critical thinking. I suggest you add those two components to the definition.

I would add empathy and the ability to constructively engage with people from different backgrounds - socio-economically, racially, socially, etc.

drop the last seven words

This is probably over-reaching but the enhancement of personal traits including dedication to providing quality services, community engagement, and respect for others.

Student Success: The positive development of personal intellect, social connection and purpose. This may or may not occur within a highly condensed, saturated period of time. I question “the timely attainment of a degree” at four years, five, etc.

Development of long-term high quality relationships with faculty, staff and students.

Timely attainment shouldn't be included. I believe taking time off during the college segment of one's life provides the same amount or more education to people.

Student success is however a student feels they have succeeded in their own life, be it mentally, physically, intellectually etc. Student success can also be described as how a student has overcome an issue over time.

I'd like to see a statement on civic or public engagement

None

none

I am worried about the 140 + hour surcharge in the name of a "timely" acquisition of a degree. Transfer students are especially hindered from exploring elective courses by this rule.

Students should only take 4 years to obtain a degree.

A link back to creation of citizens of the state and the globe....That would be more valuable a success metric than a piece of paper received in a timely manner

the timely acquisition of a degree that leads to gainful employment. I'm concerned that higher educations while seeming to be more critical than ever as part of life preparation and certification is now valued much lower than in the past. the transition from student to employee remains a challenge and this is where we can focus attention on college success beyond the academic.

I do not think that student success can be quantified by "timely" acquisition of a degree. Many factors contribute to the length of time that a student needs to complete a degree. A student may need 5 years instead of 4 but that doesn't mean that they didn't leave meeting their competencies.

I don't completely understand the need for "including, but not limited to the workforce."

The ability to be employed.

Student success seems very much linked to the grade letter A - to the point where professors and students alike often forget that "A" is "Excellent" rather than "Average". In fact, "B" is "Above Average" and "C" is "Average" but our academic system is so focused on the letter A that students receiving anything lower are often viewed as less likely to succeed. I'm an all-A student, and I notice this problem every day; if someone who doesn't have to deal with the problem notices it, then you know something's gone very wrong.

I would recommend a mention of civic engagement—I hope that all graduating students will be aware of how government affects them and understand their responsibility to be engaged in society as citizens of their communities, towns, states, nation, and the world.

I take issue with "the timely acquisition of a degree" being so heavily pushed at Universities. Of course, we want students to graduate with as little debt as possible, which is helped by graduating in a timely fashion. However, I
think we need to rethink the way we approach this topic. College is one of the most important times for students to develop into global citizens. By pushing them out the door as quickly as possible, they loose opportunities to fully engage with their education. Not to mention the number of students raising families, working multiple jobs, doing everything they can to stay afloat while receiving an education. We need to make sure paths are in place for students to graduate in a timely fashion when it benefits them, but remove the stigma that if it takes you more than 4 years to graduate, you must be lazy.

Humanities should only be required into the 200 levels

Emphasize an increase of social awareness.

I appreciate the underpinnings of this definition, but too I feel that resilience is emphasized without concomitant emphasis of agency -- mention of resilience in the absence of similar mention of agency supports the primacy of hoping and coping without similarly high valuation of resistance and reformation. I would like to see some mention of empowerment and "development of agency." Also, I understand why the workforce is mentioned, but I don't see why similar explicit mention cannot also be made of civic life. As I mentioned in a previous comment, we are, after all, a public institution, and we are obligated therefore to help students to develop as citizens who are both well-informed and eagerly engaged. I would thus say something along the lines of "...including, but not limited to, engaged citizenship and the workforce." It is not an overstatement to say that our very identity as a democratic nation depends on this.

change "including, but not limited to the workforce" to  "including, but not limited to social and economic opportunities for growth"

Student success is a multifaceted construct of intellectual, cultural, personal and social transformation

University education systems need to focus so much more the the EDUCATION aspect. My personal experience leads me to the opinion that this (education of true/factual and effective knowledge of systems/data/science/math and just effective/applicable knowledge, in general) is lower on the priority scale than certain social and sociopolitical 'education' or agenda-pushing.

I do not feel the time it takes to get a degree factors into success- this is said as an autistic student in my fifth year of school directly due to my disability. Four years to finish school is the narrative that is pushed on us but many students take five.

That students are treated with dignity and respect, and that their concerns, complaints, and needs are regarded and acted upon by the UNC authorities. Many ECSU students are afraid to file complaints against the school for justified fear of illegal retaliatory acts of revenge visited upon them by ECSU personages. UNC authorities NEED to meet with ECSU students in order to address and rectify the current authoritarian despotic reality that exists at ECSU.

remove timely acquisition of a degree, as this has nothing to do with "positive intellectual, personal and social transformation" and indeed my inhibit such development

n/A

Competency in communication/living in the real world

Include in there that it includes learning what one is passionate about and getting them ready to pursue their dream rather than just enter the "workforce" I don't know many people who like working a typical 9-5 job. I know that's exactly what I DONT want. I want college to give me the tools to do something unique and pursue my passion.

Timeliness seems like a value for mass production, rather than quality education.

removal of timely to acquisition of degree, as college is about not only gaining professional skills, but also understanding what each individual wants for themselves personally and professionally; some people figure this out early and others need more time, so trying to rush the process will create unsatisfactory results for both the individual and the state investment in them.
What does "timely acquisition of a degree" mean? That needs to be defined and clarified. There is a rising number of "non-traditional" students (veterans, parents, etc) who might not finish their degree in four years due to their circumstances. There are also "traditional" students who might not finish in four years because of mental health, physical health, money problems... If someone is working full time to pay for college, how do you expect them to finish their degree in a timely manner? Why is student success defined by how long it takes to get your degree? Shouldn't it be defined by the fact you even get your degree, the work you do, the lessons you learn? Why am I more successful with a degree that took four years than someone with the same degree who earned it six years? Student success and higher education is about more than just acquiring skills. By taking over workplace training, universities are missing the point of the value of an educated population.

Timely degree acquisition should be removed. There is no academic/personal benefit to completing a degree in four years rather than 5 or 6 - only a financial one which wouldn't be there if universities funded appropriately as in Europe. Remove the word "competencies" which is code for something that will be (poorly) measured in some quantitative way. And replace workforce with workplace. I suggest "the development of abilities and intellectual habits including critical ... (rest STET but substitute workplace for workforce.)" A well rounded education that includes exposure to and understanding of all aspects of the world around them including art, science, language, mathematics, government and social interaction.

Add something about resilience

add problem solving

Add free thinking and academic freedom

Acquisition of a degree relevant for successful occupational attainment in the 21st century

expanding intellectual and cultural horizons

the timely acquisition of the degree ought not be given so much weight that it leads to a dilution of the academic content

The language is too business-oriented despite itself. "Flexibility" and "including, but not limited to the workforce" are not necessary.

What the hell does "timely acquisition" of a degree have to do with success? What does that even mean? Who gets to decide if your degree acquisition is "timely" or not? The answer should be you, and you only. If it is still worth it to you to spend your time pursuing a degree, then you should be allowed to do so, period. There are so many things that can impact how long it takes for you to complete a degree, and so many of them are tied to things which as a student you have little to no control over (finances, family responsibilities, health, K-12 educational background, etc.). By the way, all of the examples I just listed disproportionally affect underprivileged students. So really, WHO thought that this was a valid question, huh? And why is it suddenly an issue now when it wasn't, say, 30 years ago? I think it's pretty clear that the people who are anointing themselves judge and jury here have never had to struggle for anything and have no regard for anyone other than themselves.

The acquisition of a degree does not have to be timely to indicate success.

Workforce preparation must be stressed.

Transformation and maturation

Stress the importance of resilience. Students need toughness and grit to succeed in college and life.

Faculty and staff are not therapists, yet are often put in that position because so many students need psychological help. I disagree with the "personal" piece.

I don't think there should be time parameters on obtaining a degree. Some people need more time than others.

What does "It" refer to in the second sentence? Does "it" refer to Student Success or "high quality University education"?
Not enough emphasis on the quality of pedagogy

I think that terms like "multifacted construct" and "social transformation" will make this definition inaccessible and unpalatable to many NC citizens. It will be taken as deliberately obscure gobbledygook. Also "timely degree completion" scares me- why focus on that specifically? What about those who must work and go part-time? Or take time out and then return to school? Those students are critical to access. I prefer: Student Success is a complex mixture of positive intellectual, personal, and social growth facilitated by a high quality University education. It includes the development of competencies – critical thinking, life-long learning, technological mastery, resilience, effective communication, flexibility, and collaboration, among others – for a meaningful engagement in 21st-century life, including, but not limited to the workforce.

Move the phrase and reword at the end in new sentence: "critical thinking, life-long learning, technological mastery, resilience, effective communication, flexibility, and collaboration, among others" --too important for confusing dashes.

Just about everything. This is a compilation of current buzzwords. Essentially meaningless.

Shouldn't competencies come before timely acquisition of a degree? Yes, we want our students to finish in a timely manner, but more important is that they leave us having acquired vital knowledge and skills. Awareness of, and commitment to, personal health and wellness throughout the life span should be included as a component under student success.

Add critical thinking. Remove quick degree completion - it's outdated. Just complatipn

knowledge acquisition and a high level expertise in a given discipline is missing (different from technological mastery which sounds more like high school level skills).

Too much focus on jobs and skills, should include research

Focus should be on preparation for work.

Add somehow "Identification and development of each student's potential as fully as possible."

exposure to diverse cultures/ways of life needs to be part of this

I would add something about the marketability of the degree (i.e. some degrees are worth more than others.

"Timely" is an admittedly waffly word, even though I have no better alternative (except, maybe, "responsible?"). I think it's too susceptible to political machinations in the General Assembly to turn system schools into sausage machines with new (and foolish) benchmarks.

Include imagination, curiosity, and creativity as traits to be fostered, as well as empathy and a commitment to justice.

Eliminate "including, but not limited to the workforce." If it is including and not limited to this, then this phrase doesn't add any additional detail and (probably unintentionally) overemphasizes workforce.

I don't see a strong need for the first bullet point

workforce is a loaded term. Will we be putting out drones? Robots? They will be in the workforce of the future. Mastery of skills is going to the robots. We need creative thinkers, problem solvers, who operate ethically doing satisfying and important work for society.

Problem solving and maturity both are missing in the UNC system

I would like to see the last seven words omitted. This is a stronger statement.

Education is a life long process that should allow for grater flexibility in pathways and goals.

You cannot consider graduation rates an indicator of success unless the admissions process is flawless. At present, too many students are admitted to the university without the proper academic background or dedication to earn
a degree. Rating success based on their graduation only serves to facilitate the limiting of classroom rigor and degradation of the quality of the degree.

The development of competencies should rank higher than "the timely acquisition of a degree", and frankly, they don't even belong together. One is the philosophical goal at the root of higher education, the other is a metric for management to agonize over.

To prepare students to be life long learners that contribute to domestic and global progress.

omit "including, but not limited to the workforce"

The development of competencies, particularly critical thinking and effective communication, needs to be addressed before a student enters college. Our students are thrown into the "lion's den" from day one and if they do not have the necessary skills to understand and/or communicate their lack of understanding, they will become frustrated and quit or have a continued bad taste in their mouth throughout their matriculation because of the experience.

These are all good but very hard to quantify terms such as "critical thinking," "flexibility" etc. We need to all be on the same page with regard to what these terms actually mean in practice and how to achieve them.

I agree with the current definition.

This is where the compatibility and synthesis between all levels of education (K12-Higher Ed) may be addressed.

Hold the administration and faculty accountable for the wrong they may cause which reflects the down fall of the school and its students.

There is no accurate or measurable way to assess if ANY of these are being accomplished during education "critical thinking, life-long learning, technological mastery, resilience, effective communication, flexibility, and collaboration, among others" from the students perspective. They are lofty goals - wish list - not actual learning outcomes.

No suggestions at this time

Developing a student mindset where the idea of learning never ceases and each individual recognizes that their experiences can act as contributions to the greater whole.

Student professional development should be included. Students transitioning from a college atmosphere to the workplace may notice different customs, norms, and expectations relating to day-to-day conduct, communication, and interaction.

I don't like the current emphasis upon teaching students just so they can become cogs in the "workforce" wheel that eventually grinds them into submission and robs them of joy of life. There is so much more an education can give a person! And you never know where life's twists and turns will take you, so to "train" for a particular "job" when you don't really know yourself yet is counter-productive and thwarts that essentially American ingenuity and flexibility.

Take out "the timely acquisition of a degree" as it forces students to push their limit sometimes to finish college in 4 years. This stigma of having to finish in 4 years sometimes is a downturn for students if they do not.

No changes recommended.

bullet point #2 is too specific

The admissions process and curricular mandates being what they are, it seems difficult to classify the acquisition of a degree as "timely". The word seems ill-defined in this context.

Timely acquisition of degree is important, but I wouldn't list it first. It's not the highest priority.

I would reverse the order of the two bullet points. I would rather a student take 5 years and come out with those competencies rather than hurry through in 3 to 4 years and not have them.

You cannot be a parent if you cannot show that you can teach your child to read, because it starts at home, the educating process.
I would want to add something reflecting diversity and being able to effectively work in diverse and international settings. It is hinted at here—but I would want it to be more overt. It is a huge issue in the workforce and just living in the US.

Something regarding the need for universities to implement more synergistic methods between academic and student affairs. It should state the need for both learning within as well as learning outside of the classroom.

I would include decision making in the list of competencies

The preparation and facilitation of student success at the grade school level.

bullet two needs to be first. Development of the competencies should be the high quality university education which results in the timely acquisition of a degree.

The university does not do this with its undergraduate curriculum. It says that it teaches critical thinking, but STEM does not cultivate that level or cognitive creativity. I would argue students should be required to take philosophy courses, or more courses in the humanities as these fields teach what employers seek today.

Would add developing global and cultural competencies.

more emphasis in the 2nd bullet about planning for a full work life and not just the first job

I would add that student success is also dependent on understanding of civic rights and responsibilities. I believe the second bullet should stop at "for a meaningful engagement in 21st-century life". Specifying "the workforce" while leaving out the many other ways in which one may meaningfully engage in life, we prime our students to value themselves as they relate to a labor pool. A fully lived life includes social engagement, civic rights and responsibilities, service to one’s community and engagement in work for monetary gain. Let's treat them all equally--mention all or mention none.

It is impossible to include all facets of student success, but there are not enough here.

Add ensuring job placement after graduation

Change "It includes" to "It may include." Bracket "but not limited to" with commas.

None

They are Universities, not trade schools. Universities teach thinking!!!

The university exists to provide for the intellectual education of the students. Leave the personal and social transformations to extracurricular organizations. Stop running our universities like giant drone factories. Students should be developing their OWN social and personal identities not being provided with mass pre-canned identities by the university.

While the initial statement does mention "social transformation," this is not really cashed out in the "It includes" statement with regard to becoming civically engaged. It would appear to treat student success with respect to the value only to the individual and to the workforce (as also indicated in the fact that, in the question below, "mismatch between graduates' skills and employer needs is a choice, but development of capacities for living a flourishing individual and civic life beyond the workforce is not), rather than also to the community/civic society, which seems to me to be a crucial part of our mission in a public university. But the benefits of higher ed have quite clearly been demonstrated not to be just individual or broadly economic, but also to civic life -- higher participation rates in voting, engagement in civic organizations and community service, etc.

I would remove the mention of 'workforce' entirely and put the second bullet point first. In fact the first bullet point could be removed entirely.

I think it should include highly qualified instructors that do not have language barriers. The instructors should be dismissed is they receive 3 unfavorable evaluations from students. The instructors that teach should put teaching first instead of research.

Change the word "flexibility" to adaptability.
add citizenship responsibilities and critical thinking skills

The proper formulation of a degree seeking program for success in completion and attainment of up-to-date knowledge. ALL programs must be transparent with a workable 8 semester plan for the average student. As the parent of three college age children, I am shocked at the institutions that do not provide this basic planning tool readily and I suspect it is because the degree cannot, in actuality, be achieved in 8 semesters. (See UNCA music program). Not all colleges have summer courses that can effectively assist students in staying on time in degree achievement. Most cannot tell a student if a course will be available until about 2-3 months before classes begin. Class availability is a major concern.

the timely acquisition of a degree is not as important as students being gainfully employed or pursuing advanced degrees.

The development of competencies should be listed first, rather than timely completion.

timely completion of a degree does not necessarily measure student success. Some students take longer to make the developmental changes needed to be successful in an academic setting.

less emphasis on timely acquisition of degree

inclusion of statements on the importance of adding value to community and value of learning ethics is needed in my opinion

Students also need the skills and knowledge (analysis of personality/skills etc) to understand best fit jobs for them and how to access those jobs - resume development, networking, online reputation etc. You can have the best education in the world but if you don't understand how to access the jobs you want, the education is not as useful.

See below- Add civic engagement to list of competencies for (delete "a") meaningful engagement and participation in 21st-century life, including, but not limited to the workforce.

Mathematical reasoning and complex reasoning

The physical and mental well-being of students during their studies is a vital component of their success.

Suggest incorporating and acknowledgement of competency-based education

Although both are important, development of competencies should be prioritized over timeliness and should be listed as the first entry in the list above.

Progression to a level of self sufficiency through the workforce that will enhance a quality of life and survival.

I would not change anything.

Student success is achievement of a classic liberal education: "Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings." "Competencies" are a worthless fad useful at most in community colleges, vocational education, and weak colleges of education.

I would add to the definition a third bullet: the expansion of knowledge to include informational base, cultural awareness and differences, and exposure to global affairs.

More focus on timely acquisition of degree attainment.

The text that reads "the timely acquisition of a degree" is highly subjective and fails to recognize that students from poor or working-class backgrounds need more time to complete a degree than students from middle- and upper-income backgrounds. The former generally MUST work in part or full time employment while attending college. This requirement impacts greatly on their ability to complete a degree within 6 years.
I consider if the information and skills learned from my courses are useful in an employment opportunity.

Adding language about professional/career plans. Student success should also include an identified career path and having acquired the tools, credentials, and skills to move forward on that career path.

"timely acquisition of a degree" is too arbitrary

I would add a component regarding diversity and global citizenship as a competency.

I would add the competency of cultural respect.

I do not see social transformation as a core mission of the university system.

Definition should mention engaged citizenship and quality of life

Add "growth" to the first sentence: "positive intellectual, personal and social growth and transformation" Add "subject matter expertise" or "knowledge" to the list of competencies. Technological mastery is a more narrow term that invokes imagery of engineers and scientists, yet students should obtain broader knowledge in a successful university experience.

Is it really a construct or just multifaceted consisting of a number of items? The word is overused.

The phrase "including, but not limited to the workforce." makes no sense.

Development of 21st century employability skills is extremely important. Some emphasis on development of these as part of entrance requirements would also be important. Secondary programs like career technical education programs such as agricultural education and FFA play an important part in developing these skills and should be considered in the entrance process.

Timely acquisition is not a singular point or series of points, but diverse clusters of points dependent upon student variations.

End the definition with "meaningful engagement in 21st-century life." Delete the clause "including, but not limited to the workforce. That clause gives unwarranted prominence to a focus on employment.

Should timely attainment necessarily be considered successful at an institution where higher learning is a primary goal?

Put the development of competencies before the acquisition of a degree. Strike "timely."

'for a meaningful engagement in 21st century life’ Above appears out of place or unnecessary. Our youth, generation X, generation Y, millennials are all fully aware what century they live in. It appears the 'genX' population may have written or 'Baby Boomers', this question. I am trying to say that generation X and younger (50yrs of age). Appreciate and understand technology and how it influences what skills they need to navigate the work force or a belated higher education. I appreciate that I am using some big generalizations here. I just question the demographic that wrote this versus who it is you are attempting to help.

I would remove "flexibility" and "resilience" altogether and join "communication" and "collaboration", also change "engagement" to "contribution." I have no idea what flexibility means in this context; it is a filler word. I would argue resilience is a feeling one may have as a result of finishing a degree, but I don't think this is an aspect we need to challenge in an educational setting. I don't view education to be a "survival of the fittest" scenario.

Success is more than skill attainment, it includes being healthy, being a life-long learner, the pursuit of a vocation that may not be just about the workforce making students competitive in a global economy to attain the positions in which they went to college for

Competency is more important that time to degree.

I'm concerned with the 'timely acquisition of a degree' language. While I believe this is important, there are legitimate factors that can extend a student's matriculation and I fear this language can be used prevent some students from Access.
Insertion of social between meaningful and engagement

There should be an expectation for students to gain leadership- personal and professional- growth throughout their time in college as a measure of success.

None

Add ability to apply what you've learned to your relative field

"Timely" acquisition is not a clearly defined construct. Some students need to work, and should not feel pressured to take a full course load when they cannot possibly be successful this way. A 4-year degree was the norm years ago, when students rarely worked off campus and really were "full time" students. That is not true for most students today. Universities should work with students to create realistic degree plans, whether those plans encourage a 4-year degree or a 10-year degree.

none

Timely acquisition of a degree is subjective and, as such, should be based on a student's circumstances.

Student success means the students passed all classes required for graduation and obtained a satisfying job in the workforce.

Needs mention of commitment to public service

Great definition. No curricula supports that, however.

Flexibility of school offerings to include online classes and nontraditional class room hours. I worked full time and attended school taking 14 credit hours per semester. Many a night it was 10 pm-2 am writing papers and doing Review of Lit via the 24 hours library access to OVID and on-line journals. The boundaries of class room training no longer apply and to define the statement "engagement in 21st- century life" to be alternative academic settings.

None

N/A

ability to work together and preparation for life to benefit ones community

Why is social transformation important? ECU is a very liberal school and I was raised in a more conservative home and while I do not have a problem with people of opposing beliefs expressing themselves, I prefer not to undergo a "social transformation" to their way of thinking. I think higher education should be focused on academics and higher learning not social constructs. Other than that I completely agree with the definition.

First bullet about timely attainment of a degree

Add rigorous to definition.

Omitting technological mastery and resilience as these are topics are not guaranteed by all educational tracks in the UNC system; perhaps changing to 'subject area mastery'.

The phrase "including, but not limited to the workforce" is a silly hold-over from the governor's suggestion that higher education is largely about workforce preparation. I think this vision undersells the long-term benefits of higher education, especially critical thinking skills and a broad exposure to the liberal arts and the sciences.

"Success" is not defined by "the timely acquisition of a degree"

"Success" is not defined by "the timely acquisition of a degree". Heightened personal development, along with acknowledgment, understanding and embracing of diverse individuals, their backgrounds, cultures and beliefs is also crucial. Outcomes/placement is also important, i.e. those who go on to successfully apply, be admitted to and matriculate in graduate and professional school as well as obtain relevant jobs (related to their majors) which can lead to careers
"Student Success is a multidimensional outcome consisting of the positive intellectual, personal, and social transformations that result from the process of attaining a high quality University education. It includes: - The timely acquisition of a degree, and the development of requisite competencies such as critical thinking, desire and ability for life-long learning, knowledge and technological mastery, psycho-emotional and physiological resilience, effective communication, flexibility, and collaboration – necessary to become a highly productive member of 21st-century society, including, but not limited to financial self-sustainment and charity for the lesser-able and those in need."

Include financial and social facets into the concept of student success.

focus on a comprehensive and systematic education within and outside of chosen major

I don't think the "timely" completion of a degree is requisite in student success. Some people take longer to find what they want.

Students, not faculty and university administrators, need to be held more accountable for their part in obtaining an education. Students need to learn real life skills somewhere along the way as well. Private schools such as Warren Wilson college have it figured out. The UNC system does not!

As stated, the definition overlooks the importance of emotional well-being and other affective elements of student success.

student success should also be defined as the opportunity for a student to gain a competency in (or at least exposure to) cultures beyond their own, to facilitate the student's success after college in an increasingly global and interconnected world

Delete "the timely acquisition of a degree, and." First, "timely" is subjective and allows manipulation and untoward use of the metric. Second, the university system and faculty should not be responsible for the motivation of students to pursue degree completion.

I absolutely agree with this statement.

Preparedness and tutoring with focus on the timely acquisition of a degree

Student success also includes acquiring the technical skills to improve one's marketibility

students abilities vary, so a single standard does not work well. We can develop, but cannot mandate outcomes

I would add that work ethic is a competency that needs to be developed in a lot of students.

With a timely acquisition of the degree must come some consideration of maturity in readiness. I am the mother of a very intelligent child, but she was by far not mature enough to handle college on the first try and is now returning to school at 30 years old. Testing showe her in the top .5% in the country.

None

The term "timely acquisition of degree" is problematic. All undergraduate students are not capable of graduating in four years.

eliminate "including, but not limited to the workforce."

I don't really understand why several of these prompts keep talking about "timely acquisition of a degree." Is this really a huge issue? I'm not convinced that it is.

Success for different students with different abilities and life situations will vary what it means to complete a degree in a timely manner

Next to "technological mastery" MUST be the phrase "information literacy" the terms are NOT interchangeable and require the use and development of unique knowledge skills.

support of students

n/a
Intelligent, CIVIL discourse, inclusion, emotional intelligence.

Ensure that there is a common definition for all stakeholders. For example: What does timely acquisition of a degree mean? Ensure that the transformation is viewed as positive.

No changes

transformative and transformational influence

"Timely acquisition of degree" is a relative statement depending on the student's enrollment status.

Non traditional students should have more flexibility in attaining the same degrees traditional students pursue without financial penalty for extended attainment times. Often nontraditional students do not have an equal opportunity to acquire degrees that require field assignments.

It should acknowledge the need for and importance of faculty mentoring and availability to students that can be not just educational but inspirational. This can encourage students to reach beyond their current aims and reach higher--i.e., to consider advanced degrees, educational grants such as Rhodes and Fulbright Scholarships, etc.

Timely acquisition of the degree is not that important.

Clarification of "timely acquisition of a degree".

Getting a degree should be on academically eligible stub debt to finish there degree at there on pace.....not so much as timely, not unless you guys are just push for the graduate numbers and really don't care about anything else.

None

the list should mention something about knowing some content concerning a topic, not just skills

Need to measure employment success

The timely acquisition of a degree is problematic. I don't like the perverse incentives it creates, particularly when we value broadening access. The burden then falls on the schools outside of Raleigh and Chapel Hill to enroll more unprepared students. Then we can be punished if we don't graduate them fast enough. The rational response for the institution is to socially promote them. That of course conflicts with our goal to actually educate the students. But it is easier to massage the SLO measures for soft concepts like competencies. We can't fudge the graduation rate data. So this tells the rational actor to massage competency SLOs while making it easier for students that really shouldn't graduate to get a timely diploma. Bad idea.

Make it financially easier for students to get books needed for classes

Please add a bullet point to capture the social component to the definition, like - (1) developing an appreciation for diversity of thought and opinion; (2) learning to explore, embrace and accept differences constructively; (3) the ability to constructively relate to others by finding common ground and living in community where ideas are respectfully debated and people are celebrated.

None

OK with it as long as "social transformation" does not equate with Marxism but instead focuses free market capitalism

change to: The timely acquisition and development of competencies - critical thinking and life long learning skills, technological mastery, resilience, effective communication and collaboration skills, and adaptability for meaningful engagement as a citizen in the 21st century society. (the degree is a by product of attaining the descriptor)

Every child is not the same or learns the same way. There can't be a cookie cutter education situation for all students. One must also understand the multifaceted backgrounds that their students come from and educate accordingly.
More connections to industry and job placement assistance

success is not something that can be measured and surveyed, its subjective. this is almost worth dropping entirely. focus on dropping complaints, not raising a unattainable success rate

None

None. It sounds good.

I would get rid of the bullet points,...as long as people are enrolled working toward the degree then that should be sufficient,...many students take longer due to work/life issues. and in regard to competencies, these are different depending upon the degree, every 18 yr old is technologically advanced...this definition show the age of those that wrote it,...I do not think the university is in the business of guaranteeing resilience....

meaningful engagement in 21st-century life does not mean sitting in a classroom hearing a boring lecture. It means a flipped classroom approach where the prof is available to explain concepts and answer questions not deliver lectures; offer more online asynchronous opportunities for classes

I would reverse the two bullet items.

"appreciation of arts, literature and our cultural heritage" should be added.

I would add 'empathy for other cultures' as a competency

I'm not sure what type of social transformation is being referred to.

Need to include career development

n/a

Remove" the timely acquisition of a degree". Student success later in life has no bearing on how long it takes them to get their degree. Perhaps the student can only attend part time. Perhaps the student is ill prepared as a freshmen and has to repeat several classes, before they become adjusted to the demands of college.

the timely acquisition of a degree with a low debt to value ratio.

"Collaboration" in terms of group project concept is unsuccessful. Read Malcolm Gladwell on this. Foster individuality and creativity! Individuality, of late, has been denegated. But (I believe!!) in the main, the major achievements and advancements in all facets of endeavor (except academic scientific research) have been by individuals acting independently to pursue excellence. Certainly amiability, cooperation, mutual respect, all the finer attributes of generosity and civilization, are not to be present as well. But "group" is not the answer to a person's consistent success and advancement in life.


Student success is also dependent on the quality of education the student received in middle school and high school.

Timely acquisition is impossible without sufficient resources, and those are currently lacking at my institution.

I would hope that subject mastery or expertise would be included in the statement on what it means to succeed as a student. We are educating in fields of academic study, not teaching classes on competencies.

need to improve admission process to weed out those who are not college material

Student Success is the development of the students whole self, to fulfill the students ambitions, or help identify their ambitions, by providing varied points of view, experiences, and education, in order to develop the intellectual, personal, and social transformations they aspire to.

Student success should also include being prepared for jobs that actually exist. We are graduating and funding education for too many liberal arts majors who are not ready for employment at graduation.
Add the acquisition of content knowledge...we are not just a bunch of technicians.

Why put time-to-degree first? Why put it in at all? There are so many variables at play in time-to-degree that it's foolish to think any university can control them. Most of the variables are unique to the student (e.g., ability to pay, family situations, job situations, etc.).

Access to post collegiate employment options within the state.

Make students accountable for class time. They should have to attend class as part of the program. Too many time students are not in class enough to comprehend the subject matter.

There does not seem to be much room here for "general reflection" for learning to "slow the world down, for realization that happiness is not "who has the most at the end of life." Everything in the statement refers to outward signs of success rather than inner satisfaction.

I'd argue less than 50% of graduates meet the above definition. Critical thinking, collaboration and communication are very poor. Students seem to be getting worse in these areas.

I agree with everything included in that definition but I would also add something that reflects an exposure to the world at large. Too many of our students do not have any understanding of global issues or different cultures - they need exposure to other cultures and ways of living.

include the ability to problem solve and develop interpersonal oral and written communication skills in the competencies.

I would drop "the timely acquisition of a degree"

None

Change “for a meaningful engagement in 21st-centry live, including, but not limited to the workforce.” To “for improving quality of life and contributions to society”.

professional behaviors

Explain the purpose of the degree as opposed to the timely acquisition. A degree should prepare students to change the world by applying their skills in the the career they want on a global level.

The timely acquisition of a degree--too stringently defined as 4 years because many students need to work to afford college. This means they may take 5 or even more years to complete.

In this day and age I would add something about civility

Students successfully landing jobs in their area of education after graduation.

I would add sensitivity to or acceptance of diversity as an important competency for the 21st century

I do not believe it is the university's job to make people a flexible, resilient person. That should have come from their upbringing already. We cannot expect a university system to fix parenting issues.

The list in bullet two should include: skills that be used/marketed in student's career and community.

Again, the implementation is the real issue. This needs to be addressed.

Define "among others"

I think the definition is fine, but in practice there is too much focus on getting a degree with the goal of getting a job. Obviously getting a job is important, but I believe that critical thinking skills, communication, global awareness and life-long learning are more important than acquiring some job skills which will probably be outdated in a few years anyway.

effective communication to include an ability to provide appropriate and respectful disagreement when an issue is antithetical to the needs of society.

including, but not limited to ongoing growth and opportunities
I would reverse the order of the bullet points to the extent that the order is indicative of priority.

I think the single most important part of this statement is: "high quality University education". I hope the quality is defined based on the substance, and not based on "productivity" like an assembly line in a factory.... The moment we look at our job as a "mechanical" task centered around production view of "effectiveness" and "efficiency", we have shoot ourselves in the foot....because the moment we look at our job as something "mechanical" that can be replaced with a machine, the substance will disappear and we start the clock of being replaced with off-shore callcenters.

Providing degrees which are useful for going into the workforce in some capacity.

None.

Student success should not be confined to "degrees" - think continuing education and public service

none

The timely acquisition of a degree is not really necessary

It is important that a student's definition of "timely" is considered, as this can be case by case. Student success also has to be student driven to a degree. Success can be measured immediately after graduating, but also 20 years down the road. Much of success is hindsight driven. If we define success by a combination of unmeasurable things (critical thinking, life long-learning, etc) with measurable things (employment, etc), the easily measurable items will dominate and may limit our ability to do best by our students. Also, for some majors and vocations, matching student skills with employer needs is important. For others, the process of intellectual stimulation and growth is the point of all this.

Add global and cultural awareness. One of the main problems of our graduates is lack of knowledge and understanding of the world surrounding them. This is essential in the 21st century global work environment and 21st century citizenry.

I would put the period after "21st-century life." Invocation of the workforce has the potential to function perniciously against those disciplines most likely to provide the skills located between the dashes because they do not have a clear one-to-one vocational outcome.

add "including the workforce, civic and community duty, and personal and family connections"

None

None

Maybe switch the order of those? Since when is "timely degree acquisition" an issue or even worth mentioning? Is this a problem? How about listing some core competencies that you believe college graduates should have?

Agree. Very glad you included the "but not limited to" statement in regards to preparation for the workforce. It should never be the role of the UNC system to merely prepare students for job-readiness--that is why we have community colleges.

I do worry that students are being told to "follow their dreams" without understanding the practical implications of the debt they are taking out. It would be more useful for the University to publish the starting salaries of everyone in a given major - and then encourage students not to take out more than one year's salary in loans to get their degree. If they need more than that, they might want to change majors.

why the rush to throw students out in 4 years. Some may need the extra time.

None at this time.

I would expand the definition from workforce to citizenship, which then highlights the importance not only of "practical" skills such as coding or data analytics, but also of creative thinking, intellectual curiosity, and an appreciation for the arts and philosophy. And, inherent in all of this is engagement nationally and globally.
I agree with all of the parts, but the introductory statement is a little jargon-y. "multifaceted construct of positive" doesn't seem to add anything to the statement.

Student success also includes engagement in the social construct of the community and country we live in.

None

Acquiring a degree is valuable, but a student may well develop competencies, as specified, without acquiring a degree. Also, students may go on to acquire a degree somewhere else based on the foundation of their experiences at UNC. I recommend we lessen emphasis on acquiring a degree.

None

We need to address timely acquisition and its relationship to the reality of student lives. We have students whose life circumstances include everything from homelessness to serious health and mental health issues, not to mention financial constraints. We need to look at different tracks for different people so as not to hurt those whose lives make typical degree paths impossible.

i don't think that the timely acquisition of a degree is more important than competencies. So many of our students are balancing multiple responsibilities inside & outside of school - those should be respected and not force ALL students to finish in a cookie-cutter way.

Well said

Consider adding "resourcefulness" to list of competencies.

"timely" should include sense that different time-to-degree schedules are going to work for different students(for example, students who are parents)

Our UNC system schools do not prepare students for today's workforce. most of the graduates are anti capitalists and more entitlement driven

add "self-reflection"

Most of UNC students need a job when they graduate. The system should be required to supply students with the number of job openings in their major in NC and the average starting salary for the last 3 years. Too many students finish college before they find out you cannot make a living in that field of study in NC. A University education is not just to help you get a job but it is an important to most students.

Why is "student success" a capitalized term?

Delete "timely" from the first bullet point

I would be more explicit about meaningful transition into the work force immediately upon graduation.

Students need to be "successful" in their college experience outside of classrooms and learning as well in their social, cultural, and experiential life.

important to consider beyond labor market outcomes. We cannot design for the labor market; students' final jobs do not exist yet.

None

Degree progress can be slowed for a number of reasons -- some of which lie outside the campus control. I don't see what exactly is meant by "the timely acquisition of a degree" and am concerned that this might somehow be used to punish or control educators. Also, what is 'student success'? Degree completion or Getting a job or...?

Work ethic and time management

I would de-emphasize the timely acquisition of a degree. Getting a degree late, but acquiring the competencies listed in bullet two is preferable to getting a degree in a timely manner without said competencies.
Remove "technological mastery." That suggests that technology is a vital part of every student's classroom experience, and that is not necessarily true.

Especially for working students and students with family/personal obligations outside of school, I don't think "timely acquisition" is as important as forward progress and continued support (from professors, advisors, etc.) even though they may not follow the traditional 4-year path. Writing people off as unsuccessful if they have not achieved a degree in 4 (or 5, or 6) years is not helpful to those who are trying to obtain higher education as one part of an already-full life.

I would prioritize workforce competitiveness, then personal development and timeliness of degree acquisition. Basically, the exact opposite order of the definition.

add, "concrete, applicable skills associated with professions for which students are training"

None

define "timely acquisition of a degree"

This is too wordy and academic. From a parent and student perspective it is completing a curriculum of study through attainment of a degree within four years. Yes it can sometimes take longer than four years and yes other competencies are developed during that time. But to parents and students, a degree is the mark of success -- which requires persistence, excellent advising, relevant curriculum, a focus from faculty on 8 semester programs that are able to be completed in four years, and a delineation of the expectations and responsibilities that students must take ownership of.

None

Inclusiveness is a huge component of student success and should not be overlooked.

That no one should be ashamed of, and be able to speak freely of, their religious and political beliefs even if it does not equal the beliefs of others, especially their professors. Therefore "social transformation" should be removed.

Another competency could be effectively working with diverse populations.

I would take out "including, but not limited to the workforce" because it sounds like college is just preparing students to go work in a factory

I do not see the need to emphasize timely completion just for an efficiency calculation.

Civic responsibility

Reverse the order of listing re: importance.

I would include empathy, compassion, & service as part of the definition. There is too much emphasis on success being related to technological and functional skills and not enough that includes care about others. A truly successful person also focuses on being of assistance to and truly caring for other human beings as part of the overall picture.

include exposure to differing world views and alternative political and social ideals. Clearly, most campuses are dominated by faculty with homogeneous political views and students cannot learn critical thinking if all professors profess the same views. This has reached a crisis level.

Degree acquisition should not be prior to or even equivalent to the second bullet. I would also frame the workforce statement as lower than a baseline, an assumed default result. An education should of course prepare a student for work, but that meaningful engagement with all aspects of life, learning the ability to learn and adapt is success in University education.

I think it should be specifically including the workforce instead of but not limited to.

I wouldn’t - but you can’t cut funding to co-curricular programs and expect that students will learn resilience, critical thinking, collaboration, etc.
"Technological mastery" does not align with the other goals (technology changes daily - students need problem solving skills and flexibility, already on your list, to continue to master technology).

timely degree completion has almost nothing to do with student success--more a reflection of the lack of resources available to students. Intellectual breadth and depth, engagement with civic and social obligations, moral maturity are more important

This places too much emphasis on the 'timely acquisition of a degree' without defining what that means. So, what was does 'timely' mean? How does it differ for undergrads and grad students?

In the context of an increasingly globalized world and domestic events in general, the definition should include cross-cultural competency along with the other competencies it enumerates. Understanding and knowing how to navigate cultural differences and similarities is important for a student's time on campus, as well as in their work after college.

Switch the bullets; competencies are more important than degrees.

"ability to engage and communicate with people in a global context"

state that the goal is a rigorous, broad educational experience encompassing all areas with in arts and sciences.

It should provide for opportunities to serve the community to develop persons of compassion and a willingness to help others - beyond just financial gain.

I struggle with the "social transformation". Why would the university want everyone to think the way they think rather than having a mind of their own?

It is also about students confidence and well being.

"But not limited to the workforce" is critical Curiosity should also be a competency. I wonder if "capacity" or "ability" would be a better word there. I'd like to see some mention of the actual scientific and humanistic knowledge that universities are involved in granting access to. The cited competencies are useless if one doesn't actually know some of the information about the world that's become available to us through research. This is critical for successful citizenship, which universities prepare students for as much as for the workforce

It should also include a statement on diversity (not just color but people from other states, with other experiences and viewpoints) as that is key for the future.

Success means not coming out a libtard. Success means having a degree in a field that produces not something stupid like art or "blank" studies.

Change last part of last sentence to: "...for meaningful engagement in 21st-century life, including to the workforce." Chapel Hill should be seeking to create powerful and productive workers. The workforce IS the goal and it should be.

Students gain 3 things in college: - They learn how to learn: they should be able to make themselves an expert in anything with minimal time requirements. - They learn how to, "take the long view," and think/be strategic. - They learn how to fail... in a safe, structured environment where the price of failure is significantly lower than is the case in the rest of the world.

I fail to see what timely acquisition of a degree has to do with success.

I would add cultivating global awareness and ethical decision making as elements of student success.

below, please see answer choice: lets change language from freshmen to first year. as we know, over half of first year students are WOMEN!

What the hell does "timely acquisition" of a degree have to do with success? What does that even mean? Who gets to decide if your degree acquisition is "timely" or not? The answer should be you, and you only. If it is still worth it to you to spend your time pursuing a degree, then you should be allowed to do so, period. There are so many things that can impact how long it takes for you to complete a degree, and so many of them are tied to things which as a student you have little to no control over (finances, family responsibilities, health, K-12 educational background, etc.). By the way, all of the examples I just listed disproportionally affect underprivileged
students. So really, WHO thought that this was a valid question, huh? And why is it suddenly an issue now when it wasn't, say, 30 years ago? I think it's pretty clear that the people who are anointing themselves judge and jury here have never had to struggle for anything and have no regard for anyone other than themselves.

"... including, but not limited to the workforce" still emphasizes "the workforce." There might be more that could be added there.

Student success is positive intellectual, personal, and social transformation facilitated by a high quality University education. It includes: the development of critical thinking, life-long learning, emotional and intellectual courage, effective communication, flexibility, and collaboration, among others – for a meaningful engagement in 21st-century life, including its professional, civic, and human dimensions.

Include preparing informed, engaged citizens who have the knowledge, skills, and dispositions needed to participate in a democratic society.

What about getting them connected with employers. Offices of student affairs are too narrowly trained and are not creative in this area. The fact that so many of our students graduate with degrees that don't open doors should shame our administrators!

May need to also emphasis the importance of community and civic engagement.

Given the societal pressures of today the statement of "social transformation" is a wide open statement and is up for interpretation. There needs to be a more definitive statement as to what is acceptable and what will be tolerated within the student success definition.

But this is full of errors in grammar and punctuation...

include global competency

- "Student Success is a multifaceted construct of the individual's positive intellectual, personal, and social evolution facilitated by a high quality University education. - eliminate "and" after ".... degree," - the development of competencies (critical thinking, life-long learning skills, technological mastery, resilience, effective communication, flexibility, and collaboration, among others) which will assist in the student's meaningful engagement in 21st-century life.

Future refinement/addition to what "meaningful engagement in 21st century life" means, and also a commitment to educating on social issues such as GOVERNMENT, social systems and sociology, planning, and other topics that make UNC students good "citizens of the world."

This definition totally leaves out the concept of mastery of the subject matter associated with a chosen degree program. Does subject mastery no longer figure among the primary aims of higher education?

Again the language in this statement is misleading. Who is the audience for this message? Take it down a notch or two.

timely acquisition is not a strong issue. time frames are known.

Future financial success should not be underemphasized.

Please rewrite this one, as well. Colons should not follow verbs. And please stop writing as if a room full of attorneys is involved. The jargon here is suffocating. The "including, but not limited to the workforce" reference is especially horrible. First, a comma is missing. Second, what? Truly, time should have been taken with this language before the survey was released. This does not engender much faith in the GA.

I have been in higher education for a long time, my parents are involved in higher education, and I believe that this is an excellent definition for "student success" with the lone exception that I do not believe that the qualifier "including, but not limited to the workforce" should be included in this definition. Higher education should focus on the betterment of its students, and especially with the development of critical thinking skills and creating a generation of life-long learners. These skills naturally produce graduates who can be meaningfully engaged in the workforce, including such a qualifier only allows opportunities to attack university programs for the specific subject matter they teach, rather than for the skills that they develop.
I would cut out "including, but not limited to the workforce". This seems ideologically problematic in that it makes workforce participation the most exalted form of meaningful engagement in 21st century life. Personally, I work to make a living and I don't simply live to work.

The list of competencies is trying to speak to all stakeholders -- these are better specified close to the degree programs and not done at the board level. If you insist on a list that is basically hype then creativity needs to be added as the most needed competency.

There is too much focus on timely acquisition of a degree. We should focus on the material and process of learning, research, and intellectual exploration - not on the mechanics of acquiring a degree, speed, or the social mobility it provides. That is not my definition of success for my students, as students.

I think the definition should include empathy and service, if not public service.

It sounds like something a University would put out -- but in an ironic way. There are quantitative aspects that should get stronger billing against the qualitative.

The definition of engagement needs to be broadened to reflect the need for students to be capable of community engagement (citizenship) and global engagement.

It should acknowledge that success also avoids negative experiences, such as assault, crippling debt that prevents them from this "meaningful engagement in 21st-century life" and hopefully include a focus on building and being a part of networks that can facilitate the use of these skills and degrees in the workforce.

I would not list timely acquisition of degree as the first thing. Development of the listed competencies can be achieved with or without the degree, although, obviously, we want people to graduate and get the degree. I would include other examples as well as "workforce" to illustrate "meaningful engagement in 21st century life", such as civic engagement, community service, artistic endeavors, entrepreneurship, philanthropy, etc.

Add "without the burden of debt from expenses directly attributable to the costs of acquiring the degree" to "the timely acquisition of a degree"

Health, wellness and safety are huge components of the ability to be successful as students and they are not included in this definition.

I think the timely acquisition of a degree should be the second consideration, not the first.

add maturity

This doesn't make any sense. It sounds silly. First, I would not refer to "competencies" - it implies that you measure them somehow, and I don't think that is possible. How about Student success is demonstrated by the timely acquisition of a degree, and by the university's graduation of well-rounded adults who have curiosity, resilience, open-mindedness and the wish to keep learning and thinking, all of which will enable them to make meaningful contributions to the world, including the workforce.

Global acclimation is missing as a competence  Diverse thinking is missing as a competence  life long-learning is not a competence in a 2 or 4 year program among others should be removed and definite competencies should be used. Some hard thinking verses buzz words is needed here. Where are the words relevant education? etc

"including, but not limited to the workforce" seems a weak way of conveying that our flagship university is not a technical institute but rather a liberal arts-oriented undergraduate college that is already moving away too rapidly from the goals associated with such an institution.

I'm not particularly worried about the time it takes to get a degree. If it takes longer for some, fine.

Developing awareness of self, including historical conditions under which underrepresented groups have been excluded from the public domain but also contribute to it. Knowledge of the historical self

The definition also neglects the fact that the University system has an obligation to protect the psychological and physical well-being of the students who are in its care. Seeing as UNC-Chapel Hill students are required to live on campus, it is the university's responsibility to make sure that the appropriate resources are available and efficient when students are dealing with academic, emotional, mental, or physical health issues, especially if those issues arise as a result of a student's participation in the college environment.
what do you mean by social transformation? do you mean exposure to different social activities? different groups of people and ideas? or do you mean converting everyone to one way of thinking? what is considered timely - 4 years? 10 years?

how is "timely acquisition of a degree" related to "positive intellectual, personal, and social transformation"? Isn't that possible no matter how long it takes you to earn your degree. UNC expects timely acquisition of a degree, I suspect, for reasons that benefit the university, not the student.

too much emphasis placed on "social transformation"

The competencies listed are appropriate for graduate level work, however are a bit exaggerated for undergraduate expectations.

By definition, "workforce participation" would be part of 21st century engagement. The University has historically been a leading force in economic development, not a mere auxiliary contributor to workforce training. Second: the competencies named here are emergent skills that result from the variety of experiences that are part of a liberal arts education. Here they appear to be shaping, rather than being shaped by, the curriculum.

"...for a meaningful engagement in 21st-century life." We need not highlight the economic dynamic so explicitly, especially if we are going to recognize that it is an included element, but not the only element that constitutes meaningful engagement in 21st century life.

There is nothing in the definition about personal growth or understanding of diversity in all of its manifestations. Both are important to success in college, in the workforce, and in life.

"Timely" is a pretty subjective word. This does not take into account folks who need to take time off because of mental health/other needs. Forcing folks to graduate in 8 semesters (and essentially shaming them if they do not) does not show that the University truly cares about all kinds of students.

Swap the order of priorities

There is overreliance on job acquisition following degree obtainment. Preparing for a specific job opportunity does a disservice to students that may set out with a specific degree only to find that the degree is no longer relevant.

I'd reverse the order of the bullet-points. Competencies comes first.

timely acquisition of a degree seems far less important than the second bullet. Second bullet is missing global economic, political, and cultural awareness. Also missing is innovation.

The goal of college should be to get a better job than you could have otherwise. I would eliminate "including, but not limited to".

I think in some cases study beyond 4 years for a double major, for example, is appropriate and desirable. However, students are limited in their options beyond 4 years.

The university's primary mission is intellectual, and it should measure its students' success only in intellectual terms. Besides, if the university includes "personal and social transformation" as criteria of success, how can it measure them? How will it know if it is succeeding?

I would drop "social transformation." Why are the clauses bulleted?

The inclusion of workforce in this definition is not appropriate since it implies that all education is to engage the workforce. However, education is about more than the workforce and includes providing an educated public who can better serve the workforce, but more importantly, better support and utilize the resources and workforce available.

add something about citizenship and democracy

none

not sure the "time to degree" is primary as much as ensuring and finding way to measure whether or not our graduates have mastered the competencies above which are difficult to measure - flexibility, collaboration? A one size fits all shoe always puts blisters on one foot and falls off another; individualized and well-structured and
varied learning processes are key - one student may be able to attain the degree in 5 semesters and another in 9 semesters - take them where they are and guide them toward where they need to be to walk away with the degree and into their lives and careers; counting hours and courses should not be the ultimate outcome.

I would put 'the timely acquisition of a degree' as second to the development of competencies.

Degrees take as long as they take... "timely acquisition" is a convenience, not a goalpost.

The second bullet point is more important than the first. Recommend reversing the order. Consider also breaking the second bullet point up into sub-bullets of competencies and characteristics needed for meaningful engagement in 21st century life: (1) development of critical thinking and effective communication skills, (2) development of personal strength and skills including resilience and flexibility, (3) preparation for work, including collaboration and technical/technological mastery as appropriate, (4) appreciation and preparation for life-long learning, recognizing that acquisition of new knowledge and skills is necessary for both workforce participation and citizenship.

The statement above seems to prioritize timely acquisition over other considerations. This is a mistake that limits students' exploration. I am also concerned that research and the search for new knowledge is air-brushed out of the second point.

the development of intellectual curiosity and creativity

NA

"the timely acquisition of a degree"--the fetishization of finishing in 4 years seems excessive

It is not all about degrees and "competencies" but also about genuine education, which is more than "learning" -- becoming more aware of our place in the world (history, anthropology, science, etc.) and experiencing the finest (and diverse) of the arts and literature, and engaging with the deepest philosophical thought in the humanities.

Among competencies, I would add creativity and research skills. Somewhere, I would add something about giving students the freedom to discover new interests and fields that they may not have encountered before entering university.

Eliminate the first bullet point as the evidence for a strict 4-year degree attainment rate is very limited, but is widely misused by weak politicians. Why not focus on the latter bullet point, and tease it out further? That's the truest value/need for higher education.

I end it after "21st-century life." There's no reason to put more weight on that than on other elements of 21st century life, e.g., ensuring effective engagement in public affairs.

Remove "timely acquisition of a degree from the definition"--this has created a product-driven culture of completing degrees instead of one that emphasizes thoughtful reflection on the purpose of the academy. Furthermore it has led to the institutionalization of programs and support structures that have caused an increase in administrative appointments, and increase in costs with negligible provable direct results. While I agree with the second bullet-point statement, I would remove "competencies" which stresses measurable outcomes in a process of intellectual development that is immeasurable.

The definition is finer but Please make sure the Governor reads and understands that liberal education aspects are part of this definition and he cannot keep trying to slash liberal arts programs.

Success is going to be highly dependent on the individual institution. UNC Chapel Hill will likely define success very differently than Appalachian State University. Trying to fit them in the same box is a mistake.

- For a meaningful engagement in society, including, but not limited to the workforce. An adequate definition ought apply to any era.

The use of the word "transformation" implies that success is only attained if something dramatic and transformative happens to the student as a result of University education. That seems to me to discriminate against a great kid who thinks X, Y and Z coming in and when they leave still is a great kid and thinks X, Y and Z. I recommend the word "learning" instead of "transformation". Also, get rid of "multifaceted construct" --- even I as a professor can see that that is babbling jargon!
Resourcefulness -- the ability and motivation to locate information independently is a mark of student success.

I would add something related to the arts/humanities area. We want to turn out humans that not only think critically, but are real, engaged, and passionate about the world around them.

I don't think "timely acquisition" is a necessary part of student success. Success involves many of the competencies identified, though I'd also include other skills and understandings characteristic of a liberal education. Students should hone the qualities necessary for democratic participation, leadership and governance. We also want to stress the past as well as the future. Students need a solid understanding of our country's past and an awareness of other cultures and civilizations in order to better comprehend our present possibilities.

The degree shouldn't be the goal

Education is central to citizenship in a technologically sophisticated and well-organized society.

remove the 21st century... this is timeless ("for a meaningful engagement in life") I also think that the sequence of the two points should be reversed, quality before quantity, and I somewhat doubt that the concept of "timely acquisition of a degree" is a measure of student success; it is possibly a measure of advising success, an output measure for the university system, but student success (as in "the student achieved something in terms of learning") does not necessarily consider how long it took the student. I think we need to be careful and not confuse success or quality metrics with productivity metrics.

a third bullet that speaks to the following: equality among all the constituent UNC institutions in services provided for for all students - but particularly for those who are underserved for any reason.

the timely acquisition of a high-quality degree

This should be done at the local school level. It is too late when a student reaches a university or college.

to include social and emotional intelligence along with personal satisfaction and confidence in the knowledge and skills obtained through higher education in the UNC system.

I earned a liberal arts undergraduate degree prior to coming to ASU that was not effective in getting a job during the recession, which drives me to suggest you emphasis employment. It's not an afterthought. All the rest is great, but it doesn't matter if you can't feed yourself. Immediate quality job placement is a key way to evaluate the skills acquired in an academic program, and important to your students' wellbeing.

I feel that "timely acquisition of a degree" may not be reflective of student success especially since many students are working and attending classes. They may not be able to take as many courses, so instead they take less and make sure they do well in those courses. As a result it may take longer to get their degree.

emotional and mental health awareness

I am less concerned about timely degree completion as I am about actual learning. I would also emphasize critical thinking and technological mastery. Additionally - although this shouldn't be the role of Universities - students need to acquire basic life skills like financial literacy because they are not getting that in K12.

what is timely?

Timely acquisition is important but not the main definition of success.

add a mental health and wellness component

The main statement is fine; it is the bullets that need work. "Timely acquisition of degree" is based on historic cases of students starting as freshmen, being supported by parents, and finishing a degree in 4 years. Modern students often work 30 or more hours per week, many have at least one child, and may be mid-career (especially military) folks who come to us to complete a degree. For the second bullet point, narrowing the definition down to the workforce is appropriate for technical degrees at a community college, but does not show an appreciation for the cultural and lifelong learning that is part of helping students become "think and do" people who are adaptable and flexible in our current century's culture that values a person's ability to be able to transition into
new careers that we can't even predict at this point. We need to help students move into the future without knowing what it is, which means we need to help them gain important intellectual and social skills.

None

To truly define success, a student must feel that they have achieved their goals. The definition should include the stipulation that the student is not only competent and able to join the workforce, but feels satisfied with their choices and accomplishments.

I would reverse the order of the bullets. I believe the competency development should lead to the timely acquisition of a degree.

A "timely degree" is less important than learning the competencies.

Add that the student shouldn't have too much stress that it becomes detrimental to mental health throughout the duration of their education.

none

I'd add something about experiential learning and professional exposure.

It also includes the acquiring of marketable skills.

I would not make the points bulleted because I think this would make the two points seem more equal. When they are in bulleted formatting, the order of the points can make one seem more important than the other, and I think it would be beneficial for the two points to be (in the definition and in practice) of equal importance.

Some of the most successful students in high school who plan to pursue a college education, do not have the most effective ways of communication and half of the time the intellect comes with ease so they do not have to push themselves, for example, until they start college. And even when kids get to college they may not be challenged efficiently to meet the standards for this definition until the second, third or final years of college.

I would add something about global knowledge and understanding ways to create a more equitable society

Success will mean different things to different people, depending on their demographics, and family heritage. Education can be important, but doesn't define the word success. A person's morals, values, and ethics - ultimately how a person was raised - is priceless.

I would add the importance of community engagement and civic involvement.

add as first two competencies: knowledge of American history, ability to read beyond high school level

inclusiveness of dissenting opinions, ability to see other points of view, etc. Collaboration on its own is not enough.

Student success should also be connected to their well-being while on campus, relating to their academics, social life, safety, etc.

Again, the second bulleted statement is far too cumbersome. You should get rid of the "but not limited to the workforce" phrase at the end, because it is part of 21st Century life. Think carefully about all of the competencies listed in the middle part of this sentence, too. Why these? Why not others?

Health and citizenship are also two areas that are strengthened by a university liberal arts education

the concept of community or civic engagement should be more apparent

Remove "timely acquisition of a degree." The benefits of college are not all-or-nothing. Being able to take it slow or in bits is also part of access.

Put "development of competencies" first before "acquisition of a degree"

I believe the timely part should be taken out.
Increasingly, the future will demand more creativity and multiple disciplinarity as part of critical thinking.

| add "in a globalized world" after "21st century life". |
| I think timely acquisition of a degree should be the second bullet point rather than the first. I think we should value learning and acquisition of skills like critical thinking over when one gets their degree; as most of my peers and myself are not graduating in four years. |
| needs to include language on being successful in a multi-ethnic society...aka inclusion |
| Global Cultural awareness understanding diversity (not in terms of color, diversity in terms of understanding different perspectives) |
| Emotional intelligence? Social responsibility? Ethics? |
| A bit too wordy. |
| for a meaningful engagement in 21st-century life." |
| It requires student effort, appropriate support throughout the process....timely acquisition to a degree sounds problematic as we will end up worrying about pushing everybody through the system to finish in 4 when it might not work for everyone. Just like the "numbers" game we are playing now with vital programs that have been cut because it doesn't meet a magic number of students! |
| Linkages to local employment are key to Student Success. Need jobs to pay ACS that student loan. |
| Add 'participation in positive, democratic social transformation' and give it at least as much emphasis as 'the workforce'. |
| None at this time. |
| Students need a translatable set of skills. |
| Successful individuals are able to embrace diverse perspectives and engage in empathy in service to social justice. |
| Preparing students for the current workforce is not important enough to be in this particular definition of Student Success. I believe this is outmoded and short-sighted language to include because, especially in our modern economy, we need to be preparing students for the jobs they will have 5, 10 and 20 years in the future. Many of the skills students learn in our public universities will be transferable to the workforce as it stands today but including this language in the definition boxes us in. Vocational language and programs are incredibly valuable and should be included in the definition of student success of our community college system, but not our university system. |
| I may be nit-picking here, but I also think we are preparing our students to be globally aware. I wonder if there may be a way to include (especially in the last bullet point, or as a new bullet point) something about preparing students to be culturally aware and responsible global citizens. ? |
| I don't necessarily agree with the finish in four concept as some students may realize they have selected the wrong major etc. However, I slight increase in per class tuition could possible offset the higher cost of taking longer than 4 years for those students who chose to do so. |
| Add something to this: academic and administrative procedures that facilitate student progress. At my prior UNC institution, I was keenly aware of academic policies and administrative procedures that inhibit student progress toward degrees. For example, the general education requirements were byzantine and not transferrable across programs within the institution, so students changing majors typically lost a semester or more of credit. I would not want to imply that we water down degree requirements (which makes this point challenging to articulate in a strategic plan), but I think this deserves some attention. |
| Student success means achieving personal goals. |
Life skills, problem solving, readiness to compete in a global economy.

I think it's unfair to include "timely" as a factor in student success. Students can be successful in their pursuits of higher education without completing a degree in four years.
"...timely acquisition of a degree..." doesn't account for non-traditional students. It may take some students 3 years to achieve a bachelor program, while others finish in 8 years or more.

assisting the student-citizen in achieving his or her life goals...

This statement is missing elements of understanding the diversity of humanity - perhaps global learning.

I believe student success is predicated on a readiness for college in the first place.

The time it takes an individual to acquire a degree should have no barring factor on their ability to attain it. There are enough boundaries in place to monitor academic progress and likelihood of finishing a degree based on the individual's personal drive (i.e. GPA, limited number of retakes, etc).

I believe student success should also include more emphasis on life-long learning and the academic nature of a university.

cultural competence; a reference to minimizing the mental health stresses of academic pursuit; a reference to maintaining the ability to pursue a personal life outside of academics while completing a degree

None

I would include something related to graduate school admission.

include into the list of competencies "cybersecurity" or "programming" knowledge.

From what I have seen at ASU majoring in one of the Humanities, college does little to prepare student "competencies," in particular critical thinking. As far as teaching "resilience" that is a parents job and many undergraduates at ASU are woefully not resilient. If anything, the ASU administration coddles students for four more years so they are even more unprepared for the outside world.

ART HUMANITIES LITERATURE Enough corporatization of our campuses. By 2034 half of all jobs will be automated. There are few jobs now and there will be fewer for every rising class. Stop using the spectre of "business" and "employability" to cut arts and humanities and indoctrinate students with pro-business ideology.

I appreciate the acknowledgement that a university education is useful for non-work-related skills but related to a wholesome life.

Remove "timely acquisition", as non-traditional students and/or part-time students would not fall into this category. Acquisition of degree is most important.

I think we need to recognize that education is about shaping a life more than getting a job - especially as jobs will change and disappear rapidly in our evolving world. Preparation for "the workforce" may be a dead end, and "technological mastery" one year is outdated by the next. Education should provide students with preparation to lead a full and meaningful life, the ability to learn and adapt to a changing economy, and engagement in the community, state, nation, and world as an informed citizen.

The definition of "timely acquisition" is contestable, and needs to be more thoroughly explained. How many years is "timely", does the definition of "timely" very by degree program, traditional/non-traditional student status, so on... The term has too much variation without being thoroughly defined.

Timely acquisition is moot if students don't develop the competencies listed.

I recommend inclusion of a "cultural literacy" component, including aspects such as civics, humanities, and arts.

Reverse these two. Timely acquisition is pointless if the latter matter is not achieved.

n/a
"Timely" is very vague and does not take into account the huge surge in online learning adults who are forced to complete their degree slowly.

People should be taught how to develop their own personalities before entering a university. I would change the success measurement to simply how well the student understands what he or she is studying or how practical of a use can it be put towards.

eliminate timely acquisition of a degree

None

Remove "including, but not limited to, the workforce" "Timely" is a vague term in this definition as "timely acquisition" of a degree varies from student to student

I don't think that the timely acquisition of a degree is necessary to define Student Success because people are successful in different timelines and have different backgrounds that may restrict their ability to obtain a degree within four years, but that doesn't mean that they're unsuccessful. If students were able to take more than four years to finish a degree without the fear of drastically accumulating costs and the social stigma related to it, they'd be more likely to find a degree that truly works for them instead of obtaining a degree in something that has nothing to do with what career path they want. A timely degree in something that's not useful to an individual is not successful by any definition of the word.

Add something about engagement with society.

"Meaningful engagement in 21st century life" sounds like welfare. Successful students should contribute to the economic and social welfare of the communities in which they live and strive to be good global citizens in life.

Emotional and mental well being and how to maintain it

I would add something about valuing "well rounded" people and lifelong learners

N/A

Education designed to build a better life and social and moral responsibility of graduates

The competencies that can be acquired or enhanced through college education include critical thinking and effective communication. Technological mastery, resilience, and flexibility are ill-defined in this context. In addition, proficiencies in any competencies lie along a dimension and there is no agreement about what constitutes and appropriate level of proficiency in these areas.

It is good. Leave it as is.

I don't think it's the University system's job to "socially transform" people.

none

I am not sure why "social transformation" is a necessity of student success. It is not so important to change students social processes as it is for them to acquire the skills needed to prepare them for their chosen career path.

put some responsibility on students themselves... it also depends on commitment of students to work and develop their talents, knowledge, preparedness..., as well as on parental, teacher and mentor guidance pre-college level. This shouldn't be all up to the universities...

(a) fix the punctuation error. add a comma after "but not limited to" and before "the workforce." (b) add something about competencies for a global economy and workforce. (c) change "critical thinking" to "critical and creative thinking" (d) clarify what you mean by "resilience".... do you mean psychologically healthy? or having some degree of grit? or wellness literacy? it won't be too clear to people, I'm afraid.

These two points seem out of alignment: timeliness is merely about efficiency, while critical skill acquisition seems like a foundational goal.
Considering the time taken to attain a degree and using it as a measure of student success doesn't actually mesh in my mind, as a student can be very successful but take fewer hours a semester than another student who graduates earlier with less of an understanding of the classes they took.

I would include civic engagement and service.

Completion is a mark of success, but timeliness is not necessarily a marker.

Life & career skills

The timely acquisition of a degree is slightly problematic - many students don't choose a major until later in their college career; do we punish students who switch majors late and therefore take longer to finish? This is particularly important for programs with a lot of prerequisites.

An education is not only the help you in the workforce. A large percentage of people with college degrees do not even get a job in their degree field. Just because a student takes more than 4 years to get a bachelors degree does not mean they are not successful!!

The development of competencies - job preparedness, life-long learning, technological mastery, resilience, critical thinking, effective communication, flexibility, and collaboration, among others - for a meaningful engagement in 21st-century life.

The "timely acquisition of a degree" statement doesn't seem to take into account interruptions of enrollment that can occur for any student for a wide variety of reasons.

'Timely' should be relative to the students needs, not determined by the university or other legislative bodies. 'Finish in Four' (as an example) appears to be the university system attempting to save money rather than a program actually meant to benefit students.

There should be a less grade-focused atmosphere that fosters life long learning (as mentioned) but also problem solving on an individual level.

The Critical Thinking part is a Fail because frequently teachers recognize critical thinking is NOT happening and simply ignore it, while substituting their own values instead of finding a way to encourage the critical thought!

Should be workforce ready before graduating

eliminate "timely acquisition of a degree" as it is all relative. Focus instead on "acquire a relevant degree" because the relevant degrees will change and more students are finding that acquiring a degree takes a longer amount of time as we are servicing more and more non-traditional students. However there should be incentive to finish in a suitable amount of time to be relevant.

Although these are nice words to read, these ideas are not taught or used in the UNC system.

It does not matter how long it takes you to get it as long as you get it, and you get it the right way

End statement after 21st-century life. Not necessary to specify the workforce.

How is the 'development of competencies' measured/assessed?

Student success: mastering an undergraduate level liberal arts knowledge/skills base (for citizenship and personal development) and satisfying the requirements for an undergraduate level BA or BS degree in four years of full-time attendance. Note: "a multifaceted construct of ...transformation" is nonsense. Transformation is not a state-of-affairs, and so cannot be a construct, it is an action.

to include cultural relevance.

The universities (the state) must provide services for success. Also, add in the "development of competencies" section: Cultural and other forms of diversity.

I would strike "technological" and mention of the "workforce".
Liked the second bullet point. But the definition of timely acquisition of a degree needs to be adjusted to the level of preparedness of the student. If a student needs five years to be prepared for a degree and he leaves after two years, then if his "time to degree" is equal or less than three years then it is a successful exit. If he is still four or five years to degree then it is a failure.

Student success should focus solely on educational success. Aspects like social transformation should not be included.

These two statements are, in my opinion, in conflict with each other. We need to allow students the time to find themselves, change majors if needed, and graduate based on a successful learning experience in school. WHAT IS THE HURRY TO GET STUDENTS OUT of our universities? As long as they are paying for school, let them stay and graduate with a degree that is meaningful to them and not some arbitrary idea that their degree will get them a job. We need to teach them to THINK and they need time to learn how to do that.

Timely acquisition of a degree is a matter of institutional efficiency, not student success. The tuition and a half fee for anything over 140 hours limits student education in many ways. Several students are not accepted into professional programs and need to acquire extra hours, other students are trying to get more than one minor to increase their ability to be marketable. Development of a students- "student success"- is not dependent on the state budget. While it is a concern, funding is not a pillar of student success per se.

The statement needs to address citizen responsibility to give back to society.

Would add: Attain the awareness, knowledge, skills, and values needed to create a just and sustainable future.

Remove timely degree acquisition entirely. It hinders the students ability be successful.

Nothing.

Timely acquisition of a degree does not necessarily indicate success. Second bullet is good. Leave it there!

The timely acquisition of a degree is not four years.

Student success must develop work ethic.

It is crucial that the diverse reasons for interrupted progress toward degrees be researched. As a teacher and adviser of students, I have learned that academic progress or interest in their chosen discipline is not one of the top reasons students leave the university. Family and financial stresses, personal issues particular to first-generation college students as well as under-preparedness (which is often a choice they themselves have made in high school or earlier) play significant roles. The UNC system schools are likely to suffer the consequences of under-resourced public schools going forward. Excellent teachers who need to work additional jobs throughout the academic year to make ends meet (and continue to struggle nevertheless) cannot perform optimally. Realistic teacher pay and a strong economy that draws people to good jobs and strong schools are what NC needs. Fellowship programs for would-be educators would help, too.

How do you plan to objectively measure all these competencies (life-long learning, resilience, flexibility, etc.)? If this is our definition of student success we must have objective measurement of the competencies, more than "we feel" or "we think" (subjective) measurements. Furthermore, are we offering more than one opinion on our campuses to encourage critical thinking skills, civil discourse and flexibility skills (to name a few) that our students can use in the workplace? Do we encourage civil discourse without repercussion or are we a bastion of sameness? We need to honestly answer these questions to move forward.

Opportunities for practical internship and job training experiences.

Transformation seems too drastic/idealistic. Not all who pursue higher education necessarily expect transformation, more advancement, evolvement, maturation, and/or development. Transformation implies the current/old is not good and will be replaced/changed from its current state to something different. Yes, students will change as a result of their university experience, but transformed??

This definition does a commendable job of capturing some of the most important aspects of "student success."
We are overly fixated on time to degree. If students are working 30-40 hours per week, for whatever reason, they should NOT be able to graduate in four years! Unless they do not sleep or have no responsibilities, being able to finish in four years in such a situation can only mean compromised course quality. We should focus on what students bring from college to their future careers, not how long it took them to develop.

None

I don't think timely acquisition of a degree is relevant to the conversation. Some students take a direct path to graduations while others have to determine what major they want to pursue, change path, etc and that will slow them down but should not be considered to be student failure (which is the implied opposite of student success).

This definition has too many focus areas and will dilute our efforts and funding across too many major areas of study when we should be rethinking many majors that have little to no return for many students. I cringe at the thought of funding expensive and resource laden programs/majors that seek to provide for, "a meaningful engagement in 21st century life." While important, I do not believe this should be where we focus our efforts. Seems that life-long learning (how to learn), mastery in the major are of study, and effective communications is more than enough for 120 credit hours.

Stop worrying about time to degree -- students are diverse, with many different factors affecting their forward progress. Expecting all students to progress like an 18-year-old privileged UNC-CH student is naive at best, and mendacious at worst.

Collaboration, coming from another state, we have a long way to go. There is still a lot of division, there is diversity, however the hearts and mindsets haven't changed.

Simplify it.

It should be intellectual transformation only, since students have lives separate of classes.

None

Success is about meeting their personal goals and not necessarily earning a degree.

It is also the ability to not only develop these competencies, but also have the potential/capability of putting them to use with the attainment of a career.

Could there not be some measurable, post-graduation benefit that serves as a marker of success in addition to the others listed in the given definition?

With our changing demographics expected in the next decade and certainly by midcentury we must produce a generation of individuals who will be globally capable to succeed in environments different than the previous generations. Our students must earn the value of foreign languages and other cultures in order to achieve greater success in the future and to prepare the subsequent generations to appreciate diversity and global navigations. Add an imperative around achieving global diversity competence to the competencies list.

There should be a way to point out that getting a degree and the competencies are tied together and associated outcomes. Otherwise, why get the degree? Does the currency of the UNC system certifying a graduation have a specific and interconnected value between content and competency? This version seems to say that they are not necessarily connected. That may be true, but if so, that is part of what we need to improve.

Student Success isn't about timely acquisition of the degree, but access to a degree regardless of socioeconomic class, race, gender, etc. Students in ability to finance school shouldn't weigh their want to attend and pursue a high education (if they're are college ready), regardless of parent income.

Something along the lines of quality of life at the institution, opportunities for growth and expansion inside and outside of the classroom

Flexibility to serve all learners (timely acquisition may not appropriately serve part time populations)

None

I think "Student Success" should be based on academic endeavors (not social or technological) because I believe the purpose of the university is to educate students, rather than inculcating them with particular behaviors or attitudes.
acquisition of a degree need not be limited to four years. some students need more time and fewer classes/semester.

"Timely"? Does that have to be 4 years? Medical or other reasons come up that interfere with the amount of time it takes to complete a degree.

Good luck finding a sound underlying philosophy to base this on, rather than the pragmatic goal of getting them employed

Would suggest adding something about community involvement.

I'm not a fan of the word "positive" here, as it's value-laden and not well defined. And, development is about both gains and losses, and I worry that the word "positive" might connote only gains. I think the definition would be just fine without it.

Include cultural competency

Effective communication is always cited as important, but very poorly defined. There is a wealth of expertise among our institutions about how to measure a variety of communication skills, but it is too often seen as common sense or that everyone can do it. Better definitions around specific skills need to be included rather than a vague, general term like communication. Ability to view others' perspectives and empathize, function in a group decision-making environment, approach conflict resolution in productive ways, ability to collaborate...these are all specific skills that could be developed and measured rather than just saying "communication". Call on, listen to, and respect the knowledge and expertise of those within the UNC system that have devoted their lives this field when developing goals associated with it.

cultural literacy

I believe the 4 year plan should be expanded it is hard for someone to choose what they want to do for the rest of their life and study it to the necessary amount in that 4 years.

include being mindful of their self and others. Also, being able to identify and control their emotions and express them adequately and appropriately.

Timely acquisition of degree is complex and relative to the student situation and should not be dictated. Also, what if the goal of the student is not a degree but to acquire knowledge in general. Technological mastery should be technological proficiency - mastery would only be needed in certain fields.

Civic Participation.

true technical literacy, e.g. how does a bank card work beyond the POS.

None

The bullet points are reversed in their order of importance. It does not matter how quickly the degree is conferred if conferred without the achievement of the competencies.

Content knowledge from their field is crucial

I'd say that student success might have some moral or ethical components as well. A student who makes a six-figure (or higher) salary by exploiting the most vulnerable populations among us does not meet my definition of "success". The truly successful are those who also have some empathy for their fellow beings...and act upon it.

Timely acquisition is subjective. More effort should be made to guide students to appropriate disciplines so they will transfer enthusiasm into timely completion.

value of diversity and sustainability
Research identifies the following as issues related to college Student Success. What do you see as the three most significant issues related to college Student Success? Please rank your top three where 1 is the most important.

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time to degree for ALL student groups (not just first time freshmen)</td>
<td>0.00%</td>
<td>597%</td>
<td>0.00%</td>
<td>904%</td>
<td>1446%</td>
</tr>
<tr>
<td>Persistent demographic gaps in college completion</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Financial need and student indebtedness</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Mismatch between graduates’ skills and employer needs</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
Other

lack of preparedness for students entering college, including first time freshmen

Mental health resources

Time to degree is given too much importance here. Prerequisite-laden programs such as engineering make it harder to achieve a degree in the planned time.

What do you mean by demographic gaps? More focus on critical thinking skills, smaller class size for incoming freshmen, your choices are off base.

advising and guidance through the process combined with student support services throughout

Students should prepare to be successful in college when they are in high school. It is not difficult for college ready students to graduate in 4 years or less because they are mentally prepared to do so. If a student is not ready to go to a 4-year college they should be encouraged to apply to community college.

Competence across student goals for learning

students do not understand how to socialize in a work environment with older colleagues.

advising to appropriate majors

Insufficient versatility to adapt to shifts in job market

Relevance of student preparation for college and time to completion
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good character, a sense of responsibility, concern about issues in</td>
<td>Good character, a sense of responsibility, concern about issues in the various academic disciplines.</td>
</tr>
<tr>
<td>the various academic disciplines.</td>
<td></td>
</tr>
<tr>
<td>Lack of student involvement and engagement due to focusing only on</td>
<td>Lack of student involvement and engagement due to focusing only on degree completion. Education at a University should be a total package.</td>
</tr>
<tr>
<td>degree completion.</td>
<td></td>
</tr>
<tr>
<td>Too many programs with low enrollment (1-2 students)</td>
<td>Too many programs with low enrollment (1-2 students)</td>
</tr>
<tr>
<td>Providing the tools, guidance, and encouragement to place students</td>
<td>Providing the tools, guidance, and encouragement to place students in jobs immediately following graduation</td>
</tr>
<tr>
<td>in jobs immediately following graduation</td>
<td></td>
</tr>
<tr>
<td>academic readiness</td>
<td></td>
</tr>
<tr>
<td>Inability to Manage Time &amp; Resources / Ineffective Study Skills /</td>
<td>Inability to Manage Time &amp; Resources / Ineffective Study Skills / Lack of Knowledge in Choosing Major</td>
</tr>
<tr>
<td>Lack of Knowledge in Choosing Major</td>
<td></td>
</tr>
<tr>
<td>Lack of students cooperation with one another</td>
<td>Lack of students cooperation with one another</td>
</tr>
<tr>
<td>Assessment measures and student outcomes</td>
<td>Assessment measures and student outcomes</td>
</tr>
<tr>
<td>so much emphasis on doctoral work/research, the students are left</td>
<td>so much emphasis on doctoral work/research, the students are left behind</td>
</tr>
<tr>
<td>behind</td>
<td></td>
</tr>
<tr>
<td>eagerness to learn from available resources (international people,</td>
<td>eagerness to learn from available resources (international people, faculties, books etc.)</td>
</tr>
<tr>
<td>faculties, books etc.)</td>
<td></td>
</tr>
<tr>
<td>Students hard work</td>
<td>Students hard work</td>
</tr>
<tr>
<td>More flexible, integrated curriculum that allows connections to be</td>
<td>More flexible, integrated curriculum that allows connections to be seen among fields and areas of knowledge.</td>
</tr>
<tr>
<td>seen among fields and areas of knowledge.</td>
<td></td>
</tr>
<tr>
<td>lack of preparation for college coursework</td>
<td>lack of preparation for college coursework</td>
</tr>
<tr>
<td>in loco parentis</td>
<td></td>
</tr>
<tr>
<td>Students not prepared for a college level classroom</td>
<td>Students not prepared for a college level classroom</td>
</tr>
<tr>
<td>Poor preparation in K-12. The other options not rated are byproducts</td>
<td>Poor preparation in K-12. The other options not rated are byproducts of those rated</td>
</tr>
<tr>
<td>of those rated</td>
<td></td>
</tr>
<tr>
<td>Academic advisement - very weak at UNC CH</td>
<td>Academic advisement - very weak at UNC CH</td>
</tr>
<tr>
<td>lack of awareness of what is required to succeed</td>
<td>lack of awareness of what is required to succeed</td>
</tr>
<tr>
<td>student readiness at the time of attending college</td>
<td>student readiness at the time of attending college</td>
</tr>
<tr>
<td>Parenting</td>
<td>Parenting</td>
</tr>
<tr>
<td>Acceptance of community college credits.</td>
<td>Acceptance of community college credits.</td>
</tr>
<tr>
<td>Lack of support resources on campus that communicate across</td>
<td>Lack of support resources on campus that communicate across departmental boundaries</td>
</tr>
<tr>
<td>departmental boundaries</td>
<td></td>
</tr>
<tr>
<td>engagement with a rich environment for academic and personal</td>
<td>engagement with a rich environment for academic and personal growth</td>
</tr>
<tr>
<td>growth</td>
<td></td>
</tr>
<tr>
<td>Support for adult students that have been displaced from meaningful</td>
<td>Support for adult students that have been displaced from meaningful positions and had to return to school</td>
</tr>
<tr>
<td>positions and had to return to school</td>
<td></td>
</tr>
<tr>
<td>Making students want to motivate themselves.</td>
<td>Making students want to motivate themselves.</td>
</tr>
<tr>
<td>Professors thinking that failing a student shows their class is</td>
<td>Professors thinking that failing a student shows their class is rigorous instead of wanting students to succeed. Poor pedagogy, instructional design</td>
</tr>
<tr>
<td>rigorous instead of wanting students to succeed. Poor pedagogy,</td>
<td>and instructional technology training for faculty to engage this newest generation of learners where and how they learn.</td>
</tr>
<tr>
<td>instructional design and instructional technology training for</td>
<td></td>
</tr>
<tr>
<td>faculty to engage this newest generation of learners where and how</td>
<td></td>
</tr>
<tr>
<td>they learn.</td>
<td></td>
</tr>
<tr>
<td>Technology competencies are most important. i.e. The things they</td>
<td>Technology competencies are most important. i.e. The things they don't teach you in school that all employers want to see.</td>
</tr>
<tr>
<td>don't teach you in school that all employers want to see.</td>
<td></td>
</tr>
<tr>
<td>Too much emphasis on the &quot;college experiences&quot; of big-time athletics,</td>
<td>Too much emphasis on the &quot;college experiences&quot; of big-time athletics, Greek Life, that sort of thing. They suck in students and have nothing to do with the mission of a university education.</td>
</tr>
<tr>
<td>Greek Life, that sort of thing. They suck in students and have</td>
<td></td>
</tr>
<tr>
<td>nothing to do with the mission of a university education.</td>
<td></td>
</tr>
</tbody>
</table>
Students' lack of academic focus and commitment

Admittance of people better served by non-college training

Cultural competency

Mental Health of students

The effectiveness of the way classes are taught.

Faculty: Student ratio, class size, and access to mentoring by faculty

State education system that does a poor job preparing students for college

Overburdened professors unable to give each student the time and attention they need; lack of secure, tenure track positions meaning that short-term and adjunct hires cannot give their full attention to their students.

Preparation and failing early classes

Working with students at their level when admitted.

Not enough support for academic advisors and other services to ensure success.

Grade inflation devalues the academic currency. When employers begin to discover and understand this, graduates will be stymied.

Students understanding campus resources

Poor quality of some NC school systems leaves low income students behind

Mental health issues of students

Campus safety, again rising white supremacy

Students not using or not having knowledge of/access to appropriate student support services

Follow the Socratic method of teaching, not just pretend to do so.

Quality education and information for first time college attenders (teaching students how to track degree progress, verify program enrollment, requirement of applicable work experience during school to help with employment post graduation, etc)

Students taking responsibility for themselves

Lack of all above listed competencies when students enter college

Not all college students are cut out for college. They are being set up for failure.

Student preparation and immaturity, propelled by "success for every student" mentalities that have destroyed academic rigor in grade schools

Collaborate with the Dept. of Public Instruction to develop strategies/programs to assist in student readiness, specifically for grades K-8. This population must be given the

Lack of adequate advising to match a student to the correct major

1a. Student readiness for selected program 1b. Student lack of academic discipline self motivation

Mismatch between faculty and student

Preparation for university study
Excessive focus on workforce preparation, narrow matching to "employer needs" etc. This leaves students unprepared for their second and other jobs, and unprepared to be citizens.

A great deal of wasted time and effort on elective classes that don't pertain to desired career or help shape one into a more knowledgeable human being that can be applied to daily life.

Social climate/lack of representation/diversity emotionally inhibits people from being able to perform their best

An overemphasis on job skills instead of thinking and interpersonal skills and inequitable access to high impact learning experiences for students from all majors

Options for students to take night classes so they can work

Grade inflation, teaching methodology, and reform of standardized testing in the classroom setting

Mental Health education

Access to supplementary instruction

Overall lack of effective development of critical thinking and clear communication skills.

Parking

A complex and strategic plan for students transitioning from high school to college/university.

Quality of Professors teaching today's students

Changing majors, advising

Well funded student supports (Counseling Centers, Health Centers, Academic Support Services)

An orientation to seek an education, not just a degree. Rigor in the classroom to prepare for the rigors of life.

Appropriate campus support/advising

Ultra-competition and unreasonable expectations

Students not being prepared (academically and psychosocially) for college

Lack of mentoring for new students

Student preparation and dedication

Coding consistency for courses throughout UNC system - same course name and number at every institution

Complex, varying, and arbitrary degree requirements

Appropriate and honest educational advising so the student can understand what their degree will even do for them once they graduate.

Lack of college preparedness on college entrance

Faculty and staff need help due to increase in number of students.

University accepting students based on other factors that may impact their ability to succeed

Mentorship

Better Advisement for Incoming Freshman/Transfer Students

Failure to try new and different ways of teaching and assessing learning
Unnecessary coursework and unprepared/unhelpful academic advisors

Preparedness; high schools aren't providing the proper education any longer to prepare students to enter college (i.e., basic writing skills, typing skills, math, etc.) so colleges are having to pick up the slack and it extends the student's education.

Transfer credits from NC schools should be fully transferable

critical thinking

Average is good enough mentality.

Graduating good global & community citizens

Decentralization of departments and university offices related to processes and procedures leading to confusion for students in managing various aspects of on-campus life.

Need for more supportive services, particularly mental health.

Emphasis on inclusiveness - some think they won’t fit in

Accountability of college career centers for job placement numbers

Class size and opportunity for relationships with faculty

Sufficient student supports for diverse needs (low income, parent, academic skills, minority)

Social skills

Reduced work ethic

Mismatch of parent and student expectations

Mismatch between college expectations and student knowledge

Failure to direct students into fields that result in employment. Ex. Psychology degree--need a masters not just a BS

Active participation in personally relevant learning for community engagement

A big part of the problem is systems level: the economy is not structured to accommodate the number of job seekers we have in well paying positions. Intellectual labor is undervalued.

Personal growth, development as individuals, becoming engaged citizens, learning civility and respect

Implicit biases and disparities in NC and the UNC system

Lack of adequate academic preparation for the rigors of higher education

The gap in rigor between community college and 4 year university

too broad of degree requirements in some cases. Too many seminar courses at every year interval.

How in the world am I supposed to get a job right out of college and pay off my debt when employers want a minimum of 3 years experience in the field before they even consider hiring me?

Student ownership of their success

Alignment across levels of education, integration of transfer and non-traditional students

Course Rigor
Lack of computer based skills
Lack of preparation for college.

Developing significant social connections among studens

Access to support for students, a sense of community that ties students to the university, and a real person who they can go to when having issues. Students need to feel like they are a part of something and connected; that someone at the university is in their corner.

Students are arriving at universities increasingly underprepared- academically and personally. Support systems for incoming students such as advising and admissions are crucial areas in which we currently have an under-investment of resources.

Elimination of arts and humanities and preoccupation with vocational skills

financial aid loopholes. I have seen some real injustices.

irrelevance of curriculum and lack of opportunity for authentic learning

Lack of student awareness of post-graduate opportunities

being academically prepared for college-level work

lack of real rigor in secondary education due to teaching to tests - No Child Left Behind program is leaving many children behind in having a decent rigorous educational that serves them as they transition to the higher educational environment

Inequality in the amount of support students receive from their families

Dissatisfaction with the College Experience

Lack of coordination between Student Development and Academic Affairs

Your choices illuminate your bias!

students taking on full- or almost full-time employment and still trying to study

Arts majors not including business and entrepreneurial Skills

heavy emphasis on turning over instructional designs to online configurations (e.g., thinking that a MOOC configuration is "good enough" for delivery a lower-div. or intro course)

Career Placement

Diverse leadership

the lack of innovative models for educational achievement.

student emotional/ mental support needs (access to counseling services)

I don't know what the first option above means.

Unmotivated, uncaring professors with little supervision

Being prepared for the rigors of a college education

large classes - they are not good for learning and discussion - and students get used to them and being passive - communication is hard with so many students

inability to create life and work competencies due to the degradation of standards and requirements
useful skills and knowledge for the real world

desire to follow their goal to degree and the willingness to expend the time and energy to obtain it

The rigorosity of academics and holding students to these standards.

differences in high school preparation at entry that place some students at severe disadvantage

proper guidance towards attaining a degree, especially when students are unsure of their majors and future direction.

Need for career guidance, exploration, and college counseling

Lack of interest in trades and jobs in skilled work

Broad-based advisor support through graduation beyond academic advising

Education focused on the competencies identified above

students lack work ethic; lack self-motivation/discipline

Advising

Focus of UNC resources on non-academic activities such as sports.

Student's own efforts towards earning the degree

Lack of focus on competency development

support for students with life skills/study skills

Student support.

student graduation versus actual student competency

career counseling and its interface with academic advising

Resiliency and interpersonal skills

Low representation of black, Hispanic, American Indian students

college entered because of traditional steps taken and not a focused desire to learn

Ability to innovate; often university classes teach material without teaching in-depth its gaps.

the belief for lower and working class identified people that college is not "for them" or affordable to them

The state's lack of funding support for teacher salaries

widespread misunderstanding about what higher ed provides vs. vocational training

Adequate mentorship and institutional support, especially for minority students

Encouraging independent and critical thinking

students working outside of class time

More resources and mentoring programs for students
Communicating honestly before students come what college really involves

college preparedness

Cuts in the education budget

helping students develop the language that will enable them to market their skills

Demographic gaps in high school completion, leading to structural disparities in college completion.

Need to put school first and other activities 2nd

Inaccurate perceptions of the realities of academic life, as well as unrealistic expectations surrounding degree attainment and its correlation to achieving satisfactory employment.

Allow more exposure to challenging ideas by a NEUTRAL faculty

discipline-based gaps in college completion

Preparation to contribute meaningfully to our pluralistic society

Ability to handle college work

Feeling Safe and Well on their campus

Distractions

student expectations of college and what it can provide

ensuring graduates' skills match up with employer needs is important, but something that is not talked about enough is the lack of preparation for navigating the job market. I felt as if I had very little resources for actually figuring out how to find jobs, and how to find jobs that matched my skills and interests. This process should start early in college, so students know what they should major in to get a job in the field they want

Mismatch between student expectations of themselves and their own skills

preparedness to enter college

A strong personal vision embued in the student to understand his unique worth and ability to contribute

lack of mentoring for first-generation students

Unclear student, administration, and faculty goals as to what the general purpose of a 4 year degree is

Decline of the middle class in NC

I don't know enough to say

Out of touch educational system emphasizing social engineering over education.

recognition and treatment of the mental issues facing students today

structural barriers within the university that systematically favor certain groups over others (disability status, socioeconomic status, race, gender, etc.)

Achieving life-long critical thinking skills necessary to thrive in life beyond university

Legislators shouldn't be defining student success as a "timely" degree or, indeed, graduation with a degree. That piece of paper isn't always the mark of success. Having LEARNED the subject matter or skill is the mark of success.
Family Support

Awareness of student's responsibility to society - not all about what they can achieve but appreciation for what they can contribute

Lack of social support

internships

Unnecessary and irrelevant university studies courses that do not add value to students' plans of studies

Preparation of transfer students from the community college system

Student motivation and commitment to learning

Intimate and proactive mentoring, tutoring, advising, and other types of support students need while in college.

If a student's GPA is low, kick them out, make room for others.

Lack of maturity of first year students with no real life experience

poor campus facilities due to lack of funding

Need to teach more problem-solving, higher-level thinking, build capacity

incoming students should be ready to challenge themselves and take ownership of their learning

Institutional commitment to teaching, learning, and advising

Admitting of underprepared students

Student success is related to a student's ability to academically succeed in their chose field of study.

Student preparation for college

Program Design

Systemic obstacles to underrepresented students

work ethic

Majority of people with college debt never completed a degree. We need to ensure that people complete their investment.

academic arrogance / lack of real world engagement

We need to be sure we are preparing with real practical knowledge.

undercurrent of discrimination

level of student preparedness for entering college.

Lack of out of classroom experiences during time at college

The perception that the credential is the most valuable part of an education, not the skills and knowledge gained.

Poor preparation

Critical thinking and transferable skills between disciplines
Having high standards on acceptance criteria. Don't accept those who are just looking for aid to use other than for educational purposes!

Students are set up for failure because of the devaluing of the humanities and arts in this university system. They enter programs that they have no desire to be in and then perform poorly because they lack the drive to succeed.

Pressure to be solely workforce-focused without the option to explore liberal arts curricula, invest in personal leadership and life experiences, etc.

Offering degree programs with limited employment opportunities.

quality teaching and supportive environment

Student preparedness for first year college level courses

Today's students lack the self-discipline of yesteryear

Allowing Universities to specialize and grow that specialization.

degrees that do not lead to employment

Over-emphasis on statistics and not on student needs.

Reductions in funding that are driving higher student to teacher ratios.

Reconsideration of the idea of student success. Knowledge and competency over the concept of degree.

growing lack of emphasis on critical and innovative thinking

increasing class sizes means less writing and less attention.

poor high school preparation

Mismatch between entering student preparation and their ability to learn critical thinking.

No "student group" has ever earned a college degree.

I do not find these options as relevant to success as the above definition

not prepared enough before college education wise

Decreasing value of a four-year degree

No enough alternative options to university education: professional schools, trade schools, etc.

students not prepared for or committed to the rigor required to be successful in college

effective communication (writing effectively appears to be growing gap)

Professors poorly prepared in pedagogical practice

Student engagement and activities that support it - https://nces.ed.gov/npec/pdf/Kuh_Team_Report.pdf

an emphasis on correlating learning with a particular set of job skills

discrimination on campus and lack of race/ethnic role models

lack of integrated campus resources for life+learning skills
We do not teach to employers needs!

Development of coping skills to manage uncertainty and rebound from failure

Disparate level of preparedness arriving on campus

Quality of K-12 education and college preparation

I don't understand this question success after graduation?

Lack of class availability should not limit student graduation

Lack of commitment to creating and nurturing a diverse learning environment

Understanding the benefits of education, as opposed to job training

Resources to support all student groups

Current definitions of success are not consistent with today's college students' needs and attendance patterns.

A good work and study ethic

Personality development and values

Students not prepared for the rigor of higher education

Personal drive to succeed - support system internal or external to the University

Student commitment to the work of being successful

Mentoring, Path-finding, Self Awareness.

Student preparedness/inconsistency in K-12 education and higher ed.

Flexibility of course offerings. Many students must work, support a family, and go to school. They need flexibility with course schedules.

College readiness - student preparation for higher education

Adequate knowledge on degrees that are highly sought after or practical according to their interests.

 Recruiting and enrolling students who are not are prepared for four-year degrees just to meet enrollment goals

Focus on UG education - what about the rest of us? Adding graduate programs for no reason other than upping student numbers. Using partial scholarships to attract students...

Mental health and resiliency skills

Evaluating assessment and pedagogy within curricula

Mismatch between students' expectations of opportunities offered by degree attainment and the true available contextual opportunities

Better treatment of contingent faculty and staff

Students being self-motivated

A lack of interest in learning for its own sake

Poor preparation for college work
Political influence on reducing classes that develop critical thinking and effective communication in favor of catering to the business world

commoditizing education rather than student desire for education

Persistent inequities across UNC campuses in terms of resources

Too much time spent on general education

Student preparedness from their K-12 education, coupled with proper motivation to work hard and succeed at a University

Allow flexibility in time to receive a degree and encourage double majors

Access to free academic support services.

Supports to achieve competencies

Unknown

less emphasis on attaining credits; more on developing critical thinkers

More rigorous assessment of student preparedness for higher education learning. Also better support for teachers and their support requests.

Access to good health care

School is not always the top priority for students

only one of these is ACTUALLY part of the problem

My students could not get away with quoting "Research". That is intellectually dishonest.

Mismatch between students desires and abilities

better advising infrastructure

faculty and staff retention and development

Support and encouragement of intellectual curiosity, exploration and experimentation.

Not acquiring critical thinking skills or tolerance for other's opinions

Lack of knowledge of high school and college transfer students about the variety of degree options and curricula available and the students' preparedness for the degree program(s) selected as well as the variety of careers open to graduates of the selected degree program(s).

low admissions standards

preparation before coming to college

helping students find meaning and purpose - redefining the word "work" for them.

Providing funds for departments such as the creative and liberal arts. STEM and other related science based fields are thriving, however I think that they thrive at the expense of other fields such as the Arts and Liberal studies.

student perspective on education as training for job preparedness rather than necessary step in becoming a mature and self-aware citizen

students prepared for and committed to the rigor of college education

returning to a focus on education (including humanities and the arts) and away from a job training factory
Many students’ lack of drive to be truly educated. I don't know how the Strategic Plan can address this, but perhaps if an attitude valuing education (and not only for economic empowerment) emanated from State government, it would help. Instead, state government is communicating, through budgetary means, that education is not important.

- poor K-12 preparation for college in state public schools and lack of resilience in students
- Lack of clarity of what they are working towards
- The need to work while attending university
- The development of critical thinking and communication skills, and the horizon widening necessary for civic engagement
- The desire to learn.
- Many shouldn't go to college at all. Skilled trades are more practical.
- Racism, sexism and a rigged fiscal system
- Campus perceptions regarding impact on student success
- Mismatch between graduates' skills and students' awareness of how education goals and practices align
- student understanding of competency development
- student involvement in campus, local, state, and national community affairs
- Admission standards that accept unprepared students
- Students arrive unprepared for college-level work.
- preparedness of high school graduates

College students in and of themselves are coming to our campuses with significantly more complex issues. I think the simple metrics that we sometimes use to gauge student success and time to completion may not accurately portray what the student is actually trying to overcome in order to receive that degree. Significant mental health issues and other things are really causing students to not progress in the timeline that they hope not that there's anything wrong with that. It’s simply a different path that might take more time. If were truly committed to the education of all North Carolina ENZ, we must remember that some take a longer path and we should not be penalized.

- the Surcharge for over 140 hours is very limiting
- Support of rigorous attainment of critical thinking skills
- Helping liberal arts students understand that their degree is marketable and useful, but that they need to take certain actions while in school to leverage the benefits of a liberal arts education
- quality and well-roundedness of education received
- Fundamental skills like critical thinkings
- Critical thinking/lifelong learning
- More focus on business of freelance
- resiliency
Appropriate supports so that students can be successful in and out of the classroom, during and after their time in the UNC System. Students must also play a role in defining success.

unrealistic grade inflation across the board allowing, in some cases, basically illiterate students to graduate

Students come in unprepared for college-level work and need for motivation

liberal arts focus

Lack of access to financial aid for part-time students.

college preparedness of incoming students

Limits in alternative teaching/learning options and opportunities

None of these matter. Success has to do with the students.

Career Guidance

smaller class sizes to provide more personal attention to students

Transition programs and internships from the classroom to careers

Many students appear to lack core competencies required for first-year University courses when they arrive. Thus, they start out behind, and it is difficult to get them to where they need to be (independent thinkers) in order to graduate.

mismatch between graduates' knowledge and worldly knowledge

Eliminate administrative bloat

inequities in preparation

These are all critical and they vary per institution

Concern for the student's success after graduation by the institution

Too little focus on critical thinking and self reliance

Realistic guidance into a major.

Increasing general education requirements limit the time available to teach skills within disciplines that employers require of graduates.

Academic preparedness of college bound students needs to improve, especially their reading, writing, and listening skills

High school preparation for college success

Lack of longterm perspective on what college education should provide for a person's lifelong goals

Student's individual desire for success

Quality of education

value of education as a foundation for improved life—as research shows—not just attainment of employment, even though that is obviously important

Lack of classes that translate across degrees, so when you discover you need to pursue something different you currently have to start over and take classes again.

rigorous secondary school preparation
students being emotionally unprepared

show up & do your work (attendance-- for dialogue and exchange of ideas and time on task matters-- there are many distractions)

Mismatch between skills and needs in terms of independent critical thinking, problem solving, and clear communication.

Mentoring of students whose family has no college experience

Smaller class sizes that lead more of a mentoring relationship between students and faculty.

support for historically underrepresented groups

Quality, consistent advising. 3 - communication skills building

How do you teach responsibility, that they are not getting at home

Student's own engagement in their success. Part of helping a student attain success is helping the student have the tools to know how to attain success without constant assistance in carrying them across the finish line. There needs to be constant engagement in students in their own success.

Preparation for working at the level of college course work

development of integrity

student critical thinking as it relates to self-awareness

many come to College without the needed academic preparation

Preparation

Institutional racism, sexism, classism

Throughtful supports for student success which includes building relationships within the university with faculty that in varies ways mentor students

Educational underpreparation

Low/no cost access to remediation and tutoring outside of the normal class structure

critical thinking and ability to be a productive, thoughtful citizen

Unprepared students unwilling to do what they need to succeed.

Advising!

Lack of a solid preparation for college-level learning

Providing a range of services--academic, financial, cultural--to assist students as they pursue a higher degree

Relentless pressure on young people to be complacent

Additional fees charged to nontraditional students who have returned to complete degrees beyond their twenties

Major gaps in the kind of stability and support students have outside of college

Psychological support

Declining job opportunities
Education of the "whole" student - exposure and participation in areas NOT in their major. Most students will change jobs 20+ times before they require, so their major is far less important than the total experience.

**Student Advisement**

Employers need to follow universities and not the other way around.

The ability of students to identify and articulate how their skills meet employer needs.

Lack of cultural competence from institution, not supporting and pushing away students of minority backgrounds.

People paying for other people schooling and then majoring in something almost useless so they can never find a job.

Connection between the student and the instructor.

Employer interaction at the earliest opportunity.

Lack of rigor in many educational programs and course.

The number one issue is poor educational experiences at a very high cost. A large number of live classes are instructed by unskilled and very inexperienced graduate students, contractual agents, and even staff members. So kids are paying a lot, to be instructed by and network with basically kids themselves. Even the student advisors are not faculty...

Access to effective groups and outreach opportunities.

Need for additional program and service interventions to support students who may not possess the academic preparation and cultural capital to make the transition to college effectively, and create a sound foundation of first and second year performance that will bolster their overall success.

Lack of support/outreach for at-risk students.

Adequate support for campuses to serve varied ills students bring to college to increase best chance of success for the most disenfranchised students.

Sustainability.

Please see note above. Student Success is not determined by graduate’s skills and employer needs at graduation; rather it is measured by success over the course of a career.

Development of diverse critical thinking skills in multiple areas of life.

Support for at-risk students.

tailoring support to the ever-growing list of unique populations (can't be one size fits all)

That our university system defines student success in terms of measure that have NOTHING to do with education or knowledge attainment.

Improved research opportunities for all students (undergrad and grad).

Increased support for struggling students, particularly those who come to us with significant mental/behavioral health issues.

Students drop out because they have to work or face other crises. We need to figure out a way to help them.

Cut general education requirements.

Students must know things when they graduate. At present thousands of UNC students "succeed" in the sense of getting a degree, but they have not succeeded in learning things that would qualify them for a good life, a good job, or intelligent citizenship.
Work with businesses, coordination with businesses to match education with bus needs

Awareness of resources on campus - we have many areas that do the same things.

Lack of focus on students as whole people

Need to increase civic, political, cultural and economic literacy as related to the various disciplines.

Intentional development of student self-awareness and cultural competency skills, as well as project management

Lack of preparedness for rigorous college-level work.

Limited exposure to the "real world" through internships, connections with businesses/non-profits,

Maturity and preparation needed to attain a degree

Reward faculty for being researchers as well as great teachers.

Poor advisement by departmental advisors.

The ability to effectively demonstrate knowledge and experience.

Lack of Free Public Education

education quality instead of volume

need expanded focus to holistic approach of university education (holistic/student affairs approach just as important as academic class time)

mismatch between a student's true desire/ability and what they have been told to do

The institution’s understanding of and commitment to providing a range of support beyond the classroom, e.g., library learning spaces, access, collections, and services.

offer lived experience credits for non traditional students

None of the above

Training students in areas beyond the limits of their majors (e.g., entrepreneurship)

Frankly, not all students should go to college. Other more viable and appropriate routes to the workplace should be promoted besides a 4 year degree. Pressure to continually increase enrollments (consumer approach) undercuts the definition of student success (results-driven approach).

Academic and Emotional Campus Mentoring Program that is easily accessible in person and online

Schools are being forced to accept more applicants regardless of their institutional fit or even if they are suited for college.

Student preparedness and support

clear expectations for students once they enter college

I don't understand your choices provided

Degradation quality of courses due to faculty loss and increased class size

Connection between universities and community-based supports for students with non-academic challenges.

ability to get a job with the degree, or know what you are going to do with it.
Mentoring for each student: having an adult interested in their success

Free-thinking citizen participants in the marketplace, politics and community well-being

Limited information about opportunities for various degrees post graduation

Undergraduate education should be a time to teach students how to teach themselves. How to explore new fields -- to see interactions between disciplines. Students who are prepared for one career and one career only will struggle to adapt to an ever-changing job market and economy. Studies show we change careers about 7 times throughout our life -- students need to be ready to adapt.

A fundamental misunderstanding of what a college degree should do--critical thinking and communication are far more important as measures than the issues listed above.

Cultivation of informed and engaged citizenship

Lack of support from faculty, staff and administration

Mental health and burnout rates of students

Adequate academic preparation

Students (especially males) need more majority / preparation before entering college.

1) Access to Instruction and Services to meet student needs and desires. 3) Student retention

More universal opportunities for internships and meaningful undergraduate research

lack of coping skills and resiliency

Ill prepared for college

Free thinking and academic freedom

academic preparation for college

Access to direct, in-person professorial guidance

Meeting student learning outcomes

Additional academic support provided to students

Metrics used to evaluate "Student Success"

Preparation for college

Faculty availability (time to work with students) and morale

High number of hours of student employment during college

students need to take more responsibility for developing skills needed for work, including volunteer and internship experiences

Lack of Student engagement in non-classroom learning and engagement activities that help develop their non-course based skills

Student engagement with family that and ideas and a different diverse community

inadequate preparation at K-12 level for college
mismatch between students' skills and skills needed for university success

Student motivation. Too much sense of entitlement. Very little 'hunger'.

directed efforts to engage students with campus resources - writing / speaking centers, counseling services, tutoring services, career services, etc.

Development of learning skills: reading and quantitative analysis

Don't define Humanities degrees as being somehow outside of "preparedness," etc.

Excessive concern for time to degree at the expense of students' personal development

availability of professional advisors

Students having to work while in school.

Lack of social/emotional maturity for college

Preparation, motivation, and student effort. For many students they spend lots of time working or playing. Some may be necessary but it slows graduation and success.

inadequate preparation in K-12

resilience, flexibility, problem-solving

college preparation

Fund ESL classes for spouses of international grad students and visiting scholars

Acadenuc standards; they are lacking.

Lack of focus on critical thinking at a broader level, as it relates to cross-disciplines

Financial aid and affordability (because students who have to work 2 jobs while going to school cannot finish in a timely manner)

Attempt to train students for job market. Not a university's job.

allow flexible goals

Increase racial and gender diversity of faculty.

Inability to understand or navigate bureaucratic (and often counterintuitive) university-level processes

Maintaining academic standards to ensure development in "critical thinking, life-long learning, technological mastery, resilience, effective communication, flexibility, and collaboration" is achieved.

Students cannot be successful if faculty, class choices and facilities funding are being strangled by under-funding inequalities at all campuses that are not UNC CH.

Why should it matter HOW long it takes to finish a degree?

Understanding the speech of foreign professors.

Lack of consensus and collaboration among academic and student affairs

practical application learning opportunities are limited
Preparedness coming out of K-12

| Being responsible for contributing to the social education of all students |
| Issues of maturity and wellness (especially mental health) |
| Success being implemented in curricular and co-curricular education to satisfy goals as opposed to purely numbers focused assessment. |
| students graduating without life skill competencies identified in definition above |
| Advising, mentoring and accountability of faculty |
| A well-rounded education |
| critical thinking skills |
| Emphasis on broad skills/capacities/experiences for flourishing individual and civic life |
| Instructors are not putting all that they can in their teaching. |
| mentorship by faculty |
| Lack of availability of critical courses and prerequisites toward degree completion. |
| Many undergraduate degrees are not rigorous enough. |
| Need of some to work for a living while attending college - balancing this with academic success |
| Career exploration being required in the 1st and 2nd years of college |
| lack of critical thinking, mathematical reasoning, and writing skills |
| Colleges not reacting or assisting students going through life stressors, thus affecting academic performance/attendance |
| Not enough opportunity for online, competency-based programs |
| Need for appropriate guidance and include career counseling at entry level to college. |
| Achievement of a classic liberal education: "Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings." |
| Strong competencies as noted above in the definition |
| One good mentor who mentors students because she knows it is the right thing to do rather than being assigned as mentor when she does not posses the skills to mentor. Some faculty should never be required to mentor because they can cause more harm than good. This scenario applies to all kinds of universities. |
| Employer expectations vs recent graduate expectations & skill level |
| Basic career skills to be an outstanding employee beyond candidacy |
| There is no mismatch between skills and employer needs. |

un educated
Creating a culturally inclusive learning environment

Other

Students changing majors and obtaining credits that do not amount to a degree path.

2) Mismatch between K-12 preparation and college-level requirements. 3) Time and effort invested by the student.

Development of 21st century employability skills.

Mismatch between political ideologies and potential future realities.

This question does not make sense. How is "Mismatch..." related to student success? It seems that such a mismatch, if it exists, would occur after graduation. So what "success" does this question address?

The development of competencies

Economic impact of the educational value of the students education in relation to NC economic impact of stability.

I do not know what time to degree or demographic gaps means

Students need a more rigorous undergraduate experience, particularly in the areas of critical thinking and writing.

Academic support

Increasing class sizes and decreasing individual attention

Student engagement- how are we going about getting our students involved in the institution through outside the classroom experiences

Focusing the retention of males entry and gradation from college with a degree

The students themselves

course material

Class availability

The amount of student activities and organizations students want to be involved in

student enthusiasm for college and hard work

Mentoring for first generation college students

Again, this seems like a trick question. As long as you are not trying to join UNCG and NCA&T together as one school.

Students who come to college often are not prepared for the rigor of higher education and drop out. There should be some form of college preperation to keep this from happening

Available financial and academic resources

Maintaining strong liberal arts faculty

Lack of Aggressive Corporate Internships

Readiness for college and inability to focus on school work due to family and financial demands.

Lack of recognition of the value of teacher/ mentors
The ability to effectively integrate personal (household/family), work, and educational pursuit goals without physically, emotionally, and financially "burning-out". I believe today, more so than in the past, the "credential" of a degree is less important than the attainment of the knowledge and social skills learned in college/university. This is true for both employment and the student's internal needs (e.g. self-actualization). Too great a focus on "Timely Attainment of a degree" may critically delay the Student's ability to meet their physical needs (e.g. financial self-sustainment) as well as achievement their of higher-level psychological needs.

No other one.

lack of fundamental knowledge about their society, the earth, and the world around them. Ask any student what causes the seasons? Most won't know. For that matter, ask most of the esteemed individuals in the UNC-GA, they won't know either.

Tutoring the students that are accepted

Professors who are great researchers but poor teachers

Poor job availability

need to have students study instead of interrupting them with social events all the time

Jobs availability

Substandard public schools in NC

By undervaluing liberal arts, we are not creating and critical thinkers

A truly caring environment where a student feels wanted and has persons who guide his/her path through to graduation.

academic support

Many course requirements (of any degree) are completely unnecessary, and are unrelated to the degree of which any particular is working towards. The previous statement is reflective of many (NOT all) introduction courses, that students typically complete within the first year or two. In that regard, it is SO very concerning that this leaves only two years worth of courses that are actually reflective of the profession that students are hoping to learn more about. While I understand that first year students need to first become acclimated with performing at, and producing work that is required at the collegiate level, these courses should not be required if they are merely a recap of material already learned in high school. The first two years should tie in with students' intended/declared majors, or should involve sending students who are currently undeclared majors, out into the community, to work/shadow community partners that they are potentially interested in. This will SIGNIFICANTLY improve communication and self-efficacy skills among all students.

Too much focus on other things instead of quality learning.

Cognitive and emotional intelligence.

Pre college preparation

Time to degree is an economic issue. When students can graduate, it is a triumph

Lack of options for nontraditional students

Lack of quality advising for students, and classes not regularly offered which prevents timely acquisition of degrees.

preparedness out of high school
As a society we are moving toward reframing the skills students need. Most students don't need vocational training from a university. They need communication skills and critical thinking. But politicians and pundits have convinced parents that vocational training is more important. And more money is allocated to those programs.

Financial benefits for some students

Focus on social issues is greater than intellectual issues

Ability of the student to display focus and resilience towards a goal in an efficient manner.

Skill development, critical thinking

degrees with no hope of employment

Unmotivated teachers

Practical Experience

Students not feeling invested in learning

offer access to online programs that can be done at the student's own time rather than have to attend an in-person lecture that conflicts with life

Lack of preparedness. Students who aren't prepared won't succeed.

Inadequate preparation in the public schools to be successful in college.

high school preparation

Distracted and non-goal oriented students

More PM classes to accept working students

Mismatch between high school skill acquisition and the requirements of college

Too many students are going to college to get a degree, but aren't degrees that lead to good jobs.

Employability

Quality middle school and high school education.

Students have all sorts of things going on in their life; many more responsibilities

productivity measures applied without proper support and incentive that ultimately lessen the impact of the education actually students receive.

No time to figure out who they are and what they want

Command of English

need to limit admission to those who are able to complete degree

related to skill gaps, students need more education on career paths, students need a goal to work towards

Students are admitted without sufficient preparation.

Studenta not taught the self motivation and discipline required by college.

A GOP-led state government that hates teachers and won't properly fund their work
Student Priorities and realization of importance of education

<table>
<thead>
<tr>
<th>Life happens and their priorities change...ex: marriage and children may create dependents that need more money than a full-time student can provide.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anyone receiving any financial aid or scholarship should be required to work in the state until the equivalent of the assistance has been paid back to the school.</td>
</tr>
<tr>
<td>Trying to be a training school for employers.</td>
</tr>
<tr>
<td>Not all students need to be in college. They are not ready and they do not succeed.</td>
</tr>
<tr>
<td>Student Success Services are more and more often focusing on the &quot;minority&quot;. This &quot;minority&quot; is becoming the &quot;majority&quot; and the students that were traditionally in that majority group are being pushed to the side. All students should be provided with the same additional services and assistance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>inadequate preparation for university work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mismatch between student needs and pedagogical capacities of the faculty (Many faculty do not know how to do anything different than lecture)</td>
</tr>
<tr>
<td>Students are not resilient and are not used to thinking critically. They rely on others to solve their problems. They also have sense of entitlement.</td>
</tr>
<tr>
<td>sensitivity to the fact that all students cannot complete a degree in the traditional time frame. If you are having to work to support yourself, your family and pay for school then traditional timelines need to be reconsidered.</td>
</tr>
<tr>
<td>Mandatory life skill classes.</td>
</tr>
<tr>
<td>Unpreparedness for college level work</td>
</tr>
<tr>
<td>We have many students attending who should instead be seeking career technical skills at community college</td>
</tr>
<tr>
<td>Mismatch between graduates' skills and employer perceptions</td>
</tr>
<tr>
<td>student responsibility -- &quot;you can lead a horse to water. . . .&quot;</td>
</tr>
<tr>
<td>Work for school programs.</td>
</tr>
<tr>
<td>Willingness of students to work hard</td>
</tr>
<tr>
<td>Lack of adequate educational foundation before college entry</td>
</tr>
<tr>
<td>Demographic gaps in college preparedness</td>
</tr>
<tr>
<td>Student preparedness for lifelong learning - much more important to meet the needs of the future economy than matching simply to what is currently needed</td>
</tr>
<tr>
<td>Class sizes and teaching loads that prevent the kind of attention and pedagogical styles that will develop the skills listed in the definition.</td>
</tr>
<tr>
<td>Students need to work in order to pay their tuition, other fees, and living expenses.</td>
</tr>
<tr>
<td>misplaced priorities in the modern Universities - again this is supported by ridiculous administration initiatives</td>
</tr>
<tr>
<td>Need for creativity and intellectual curiosity</td>
</tr>
<tr>
<td>valuing interdisciplinary knowledge as a primary goal instead of peripherally attained</td>
</tr>
<tr>
<td>Lack of adequate preparation for college-level academics</td>
</tr>
<tr>
<td>Employment of &quot;teachers&quot;. That is, those with degrees in education or, at the very least, several hours of coursework in initial and ongoing classes to refine their ability to teach effectively.</td>
</tr>
<tr>
<td>Problem Area</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>poorly funded K-12 and poor college prep in NC</td>
</tr>
<tr>
<td>Need to balance breadth in education required for critical thinking, creativity and resilience with the need to prepare for success in jobs</td>
</tr>
<tr>
<td>i don't think that employer needs is relevant to Student Success in college.</td>
</tr>
<tr>
<td>encourage students not prepared for college to attend community colleges</td>
</tr>
<tr>
<td>lack of preparation for college in high school</td>
</tr>
<tr>
<td>student emotional IQ and preparedness for success in life (not just career)</td>
</tr>
<tr>
<td>students not being prepared for college level work, basic skills for self-care and life management and little knowledge of professional comportment</td>
</tr>
<tr>
<td>lack of state funding</td>
</tr>
<tr>
<td>Lack of preparedness for college level work. The high schools need severe improvement.</td>
</tr>
<tr>
<td>Lack of development of critical thinking skills.</td>
</tr>
<tr>
<td>Lack of emphasis on liberal education: critical thinking and creative skills to prepare students for jobs not yet on the market</td>
</tr>
<tr>
<td>Degree programs that do not lead to gainful employment and increase student indebtedness with little possibility of employment in their fields of study.</td>
</tr>
<tr>
<td>Information pertaining to graduate and post-graduate study requirements for admission</td>
</tr>
<tr>
<td>Lack of adequate advising/student mentoring and unnecessarily overly complex general education or graduation requirements.</td>
</tr>
<tr>
<td>Soft degrees that requires students to obtain higher degrees in order to get a job in their field.</td>
</tr>
<tr>
<td>More options to take classes to get done sooner</td>
</tr>
<tr>
<td>Not enough funding for advisors and student support services.</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>Too much focus on being accomplished in a certain skill set, &amp; it is obvious that our world has become more selfish &amp; greedy. When training young people for the future, we should be sure to include a view that not only focuses on getting a good job but being a caring person overall. In the business world, the bottom line &amp; the focus are all too often money, &amp; the care of others gets sorely lost in the shuffle. We need to remind students how important it is to have empathy, understanding, kindness, &amp; compassion OVER the bottom line of money.</td>
</tr>
<tr>
<td>lack of thought diversity among faculty robs students of critical thinking skills</td>
</tr>
<tr>
<td>uneven preparedness in advance of enrollment</td>
</tr>
<tr>
<td>Full access to all resources available at our institutions</td>
</tr>
<tr>
<td>We need more stringent and rigorous expectations, grades, and teaching</td>
</tr>
<tr>
<td>Continued narrowing of degree requirements leading to a lack of well-rounded education particularly in the hard science/engineering fields.</td>
</tr>
<tr>
<td>Identify (and meet) more holistic student needs (mental healthcare, financial support, etc)</td>
</tr>
<tr>
<td>Ever increasing lack of resources available on campus so that there is not enough human capital to provide the care that the students need to succeed.</td>
</tr>
</tbody>
</table>
Students willing to focus on getting an education, not a social life.

increasing student-faculty ratio deprives both of the kind of pedagogy that feeds success

Promoting professional development at all levels

Create a streamlined support system for students as they complete their degree.

Mastery of 'soft skills' that help students navigate their careers and personal lives

Specific delineation of learning objectives for different degree programs

financial literacy for students AND their families.....

Mismatch between HS preparation and the skills needed to do college coursework

Ability for students with disabilities to get help

Advising that appreciates and encourages students to appreciate the mind-opening qualities of intellectual inquiry and its value to 21st century citizenship

Adequate preparation

libtards need to stop teaching

A need to succeed vs a need to learn. STUDENTS ARE NOT BUYING A DEGREE. They buy the opportunity to work towards one.

quality counseling throughout the college, especially for underserved populations who may need a support network

Metrics used to evaluate "Student Success"

Increasing corporatization of university - excluding faculty input

Funding, Funding, Funding

Integrating findings from the science of learning into UNC pedagogy.

Personal Connections with Faculty - opportunities to work with them

Bad definitions of "success" according to ill-considered criteria.

guidance to marketable degrees which change with tech advances, etc.

College preparedness

knowledge of process to apply and funding

Conditioning students to seek available resources and assistance

Culturally competent environment and curricula

Lack of state funding

Crumbling infrastructure due to the precipitous decline in the state's investment.

Sociocultural awareness
flexibility so that students can pursue their interests -- it is their life after all.

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment of unprepared students</td>
</tr>
<tr>
<td>Excessive focus on testing and outcomes assessment</td>
</tr>
<tr>
<td>Resources geared towards post-college transition and success.</td>
</tr>
<tr>
<td>Lack of &quot;real-world&quot; training and expectations (i.e. students shouldn't expect mid-career positions and salaries when they are entry-level by definition).</td>
</tr>
<tr>
<td>Acknowledgment of the value of liberal arts education as a grounding for participation in a democratic society</td>
</tr>
<tr>
<td>Too much focus on post-grad employment and too little on learning to think and strong, thinking, contributing members of society.</td>
</tr>
<tr>
<td>Competency and personal drive</td>
</tr>
<tr>
<td>training in effective and critical thinking skills</td>
</tr>
<tr>
<td>Student selection</td>
</tr>
<tr>
<td>Consider a minimum student caliber that can be accepted into a University.</td>
</tr>
<tr>
<td>Family pressures</td>
</tr>
<tr>
<td>Financial need and student indebtedness are not the same thing</td>
</tr>
<tr>
<td>Development of critical thinking skills</td>
</tr>
<tr>
<td>1. Lack of support / resources necessary to keep students healthy, well and safe. 2. Inability to provide spaces that welcome people who are not white, affluent, straight, able-bodied and male. 3. More adults available at campus supported programs without drugs/alcohol at night on Thurs-Saturday</td>
</tr>
<tr>
<td>Not enough ideological diversity in college faculty</td>
</tr>
<tr>
<td>The misconception that college is a trade school and that a degree has to produce skills for a specific job.</td>
</tr>
<tr>
<td>Professors that refuse to retire and refuse to improve skills to match the growing needs in the market such as a technological savvy work force, digital marketing and social media</td>
</tr>
<tr>
<td>disconnect between college education and civic responsibility</td>
</tr>
<tr>
<td>Mental health issues</td>
</tr>
<tr>
<td>Lack of attention to students' health and wellness</td>
</tr>
<tr>
<td>Lack of (paid) internships and work opportunities for students during their tenure</td>
</tr>
<tr>
<td>Ensuring students have the best preparation</td>
</tr>
<tr>
<td>Students not being prepared for college b/c of high schools</td>
</tr>
<tr>
<td>All degree offerings do not lend themselves to gainful employment</td>
</tr>
<tr>
<td>The denigration of intellectual achievement in American culture broadly, and among North Carolina politicians -- including the Board of Governors -- particularly.</td>
</tr>
<tr>
<td>Services available on and off campus to assist students in need.</td>
</tr>
<tr>
<td>development of proficiency in critical thinking and communication</td>
</tr>
</tbody>
</table>
Lack of flexibility to shift focus later in a degree of study due to too few courses/seats offered. No slack in the system.

successful application to graduate school if desired

I only wanted to rank 2

The Humanities provide the best means for acquiring critical thinking skills as well as reading and writing skills, but they have been all but obliterated!

I do not have a third answer

Trying to make one plan fit 16 completely different institutions so that students are homegenized in their college experience rather than those who can exceed our expectations have a path and those struggling to meet expectations have a path

failing to be prepared for the level of learning

Strengthen the community college system which does a better job preparing students for meaningful jobs.

again could save so much money reducing administrators which would save so much money that tuition and fees could be leveled off easily

support for CC transfer students - don't pressure to graduate by 4 years.

Development of self-esteem and problem solving skills

Related to mismatch between skills & needs, need to focus on thinking, communicating, lifelong learning - jobs will not remain static so we need to develop learners, not just workers

Cultural issues

Mental Health

Lack of intellectual preparation and dedication

lack of resources and knowledge of resources

Faculty involvement at all levels and T&P documents tied to student success first

Preparation for being a good, smart, hard to fool citizen

Recruiting and retaining top quality faculty

pre-collegae preparation

Smaller class sizes, personal mentoring and advising

students need to study hard

Need for an ongoing assessment of "competencies", as noted above.

none of the above

Methods of instruction that allow students to evade courses that will force them to think hard and communicate effectively.

I do not believe that these are issues of student success.

Poor preparation prior to matriculation

Deterioration of the fundamental skills of reading, writing, arithmetic
Emphasis on basic skills like critical thinking and writing and not trying to make college more like technical training: remember that bit about "meaningful engagement in 21st-century life, including, **but not limited to the workforce**."

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inability to cover costs</td>
<td></td>
</tr>
<tr>
<td>Grade inflation</td>
<td></td>
</tr>
<tr>
<td>Problem of a technical/professional definition of &quot;success&quot;</td>
<td></td>
</tr>
<tr>
<td>Ongoing academic counseling</td>
<td></td>
</tr>
<tr>
<td>Grade inflation</td>
<td></td>
</tr>
<tr>
<td>Internships provided for hands on efforts to master skills sets.</td>
<td></td>
</tr>
<tr>
<td>Helping students achieve as much as possible within the 4 years and giving them the best chance to obtain a job within 6 months of graduating from a university</td>
<td></td>
</tr>
<tr>
<td>Focus on critical thinking and problem solving across curriculum</td>
<td></td>
</tr>
<tr>
<td>Equality among all the constituent UNC institutions in services provided for all students - but particularly for those who are underserved for any reason.</td>
<td></td>
</tr>
<tr>
<td>Degree programs that are too restrictive so that elective liberal art courses are discouraged</td>
<td></td>
</tr>
<tr>
<td>Teaching / learning methods</td>
<td></td>
</tr>
<tr>
<td>Placement in career-track jobs (full time, benefits, in the student's field of study)</td>
<td></td>
</tr>
<tr>
<td>Lack of preparedness upon entering college</td>
<td></td>
</tr>
<tr>
<td>Readiness for college</td>
<td></td>
</tr>
<tr>
<td>It is expensive to let student put education low on their goals</td>
<td></td>
</tr>
<tr>
<td>Resources for students to get connected to employers</td>
<td></td>
</tr>
<tr>
<td>Incoming students who are not socially or academically prepared for a rigorous environment</td>
<td></td>
</tr>
<tr>
<td>Students need academic and social skills at appropriate level before attending college.</td>
<td></td>
</tr>
<tr>
<td>Stress and mental health</td>
<td></td>
</tr>
<tr>
<td>Lack of study habits, poor college prep.</td>
<td></td>
</tr>
<tr>
<td>Availability of course offering needed to graduate (ie course only offered in spring or fall)</td>
<td></td>
</tr>
<tr>
<td>Preparation for the work world</td>
<td></td>
</tr>
<tr>
<td>Underdevelopment of competencies not necessarily associated with academic pursuits (essentially, competence of character)</td>
<td></td>
</tr>
<tr>
<td>Professional skills and knowledge of graduate/job/career opportunities</td>
<td></td>
</tr>
<tr>
<td>Academic maturity in students</td>
<td></td>
</tr>
<tr>
<td>College preparedness/readiness and students' resourcefulness in attaining resources for success</td>
<td></td>
</tr>
<tr>
<td>Community engagement; required internships</td>
<td></td>
</tr>
</tbody>
</table>
Mismatch between graduates' skills and needs of a functioning democratic society

Time to degree can be simplistic. It is a good thing when someone changes their major in their 2nd or 3rd year because they found their passion/interest. Even if this delays graduation, the system has worked. It would be a worse outcome for that student (and society) if she/he didn't change because they had to graduate on time.

? the need for high-quality academic advising and mentoring

Understanding diversity

Holistic developmental skills necessary to persist

none of these

being made aware of employment opportunities and knowing those businesses

not provided with equal or adequate preparation

Students' mental heath

decay of general education excellence

Misguided initiatives to use colleges for job training rather than providing a well-rounded education.

Faculty that do not have the interest or motivation to effectively teach this generation of students.

Mismatch between student goals and employer ideals

support at school

If they come in underprepared, they cannot get out in brief time or lower cost.

see comment above

You are a broad academy. Let me set my own goals, and achieve them at my own ability to pay, proceed, etc.

Poor secondary education not preparing student for higher ed

liberal education

Effective educators on college campus

Development of competencies

lack of flexible delivery

helping to overcome the handicap of students raised in helicopter parenting styles

Readiness for college

Emphasis on data driven decision making rather than critical thinking

age differences

flexibility in choosing time frame to complete a degree (Ex: RN-BSN is only offered as a cohort; Ex: taking longer to complete a degree compared to the "traditional" time frame is frowned upon, even by this survey)
<table>
<thead>
<tr>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of student centered advisement, mentoring &amp; leading</td>
</tr>
<tr>
<td>Faculty are pressured to produce research in order to get funding so they focus on that instead of fully focusing on teaching, which makes students less prepared</td>
</tr>
<tr>
<td>Students lack life skills when they graduate....but that is a parents job so I do not know how to fix it!</td>
</tr>
<tr>
<td>Not informed enough to determine</td>
</tr>
<tr>
<td>Lack of counseling and psychological services for struggling students</td>
</tr>
<tr>
<td>Students do not value the foundation of their education enough. Administrators put too much emphasis on their experiences outside the classroom.</td>
</tr>
<tr>
<td>Every faculty/staff/administrator must do their job first then other to a limited extent.</td>
</tr>
<tr>
<td>Downplaying arts and humanities as part of a complete education</td>
</tr>
<tr>
<td>More access to dual BA/MA BS/MS programs could prove incredibly beneficial to our student populations</td>
</tr>
<tr>
<td>Encouraging student autonomy and confidence.</td>
</tr>
<tr>
<td>Poor critical thinking skills. Students get used to being spoon fed.</td>
</tr>
<tr>
<td>A focus on students with learning challenges, but who can be successful</td>
</tr>
<tr>
<td>clarify and streamline paperwork processing and improve discretionary department-level spending</td>
</tr>
<tr>
<td>support of academic programs that cultivate and promote critical thinking</td>
</tr>
<tr>
<td>College preparedness</td>
</tr>
<tr>
<td>Administration prioritizes non-academic activities, such as sports and clubs outside of class.</td>
</tr>
<tr>
<td>Too many degrees are being taught that don't lead to productive independent lives beyond graduation.</td>
</tr>
<tr>
<td>failure to reach special needs groups and foster diversity and true community between students</td>
</tr>
<tr>
<td>How much time do faculty have to work with them?</td>
</tr>
<tr>
<td>too much focus on international travel</td>
</tr>
<tr>
<td>Respect for students rights</td>
</tr>
<tr>
<td>ill preparedness due to K12 focus on teaching to the test and assessment</td>
</tr>
<tr>
<td>Ability to think critically and look at different points of views</td>
</tr>
<tr>
<td>State culture in general opposes education in general...</td>
</tr>
<tr>
<td>Students should not be pushed to &quot;finish in four.&quot; Some students are working their way through college and OUGHT to be a half-time student and take 8 years. OR they should get to go to college YEAR ROUND. Faculty should be offered the option, also, to teach either fall+spring, or spring+summer, or summer+fall. We should offer for-credit courses over the 4-week winter breaks, too. That way students aren't just hanging out waiting for the next semester and could finish sooner. We are operating on such an old, traditional model and that model does not work for all our nontraditional students. Students are working 25-55 hours per week and expecting not to have to study or learn anything but want their degree--and instead of encouraging them to learn, we are telling them they must &quot;finish in four! finish in four!&quot;</td>
</tr>
</tbody>
</table>
Opportunity to acquire the skills listed in the question above.

Depth of understanding of material as shown by performance on post graduation exams and workplace efficiency

Meeting the actual needs of all students not just specific groups to ensure success

College has become profit-based instead of service driven, just like banks

grit

Not demographics

gap in quality between community college courses and 4-year institution expectations.

Supporting students to increase degree appropriate employment after graduation

Understanding and welcoming divergent points of view

need for real-life experiences

Too many students getting meaningless degrees

Student success is supported by faculty success. Consider how to open bandwidth for faculty to create this kind of learning experience for students. Then you can ask for these kinds of skills--many of which are built in smaller classrooms with highly qualified, highly trained faculty.

Unable or unwilling to do college level work.

Services for student success

Lack of preparedness and content articulation K-12 to CC to UNC system

Lack of attention to the individual student--with the idea that bigger is better in classes and on campuses the individual student-faculty-or staff member connection is lost and those connections are important to student success

Boots on the ground for student support. Differentiate faculty/staff to student ratios for different group of students with different levels of preparedness. Different campuses may most likely need different FS to student ratio to ensure the success of their different student bodies.

Many are there to party and not to work

A false timeline based on "job skills" as opposed to critical thinking skills.

lack of financial support from the governor and legislature

Lack of emphasis on shared societal goals and objectives.

Policies creating over-emphasis of "time to degree"

Ill prepared teachers

Inadequate preparation and the secondary education level

Students financial priorities and family commitments

decreases in state funding

student should not have to work and go to school--100% study at school
high school preparation; readiness to enter college

devaluing the importance of preparation for the job market

student do not want to work

I do not understand the subtext of the "Time to degree for ALL" item. Nor would I support a view that "Persistent...gaps" is something faculty and staff are solely responsible for changing. Financial literacy should be taught in our schools--including post-secondary--to help address (but cannot solve) financial need and indebtedness. However, Schools of Business, Education, and Arts&Sciences (specific disciplines) can conduct research into these issues, too--rather than be asked to provide stop gap measures that address these issues only superficially.

student apathy in not taking advantage of internship, job training opportunities/experiences.

Excessive fixation on time to completion, driven by perception that colleges will almost certainly raise prices each year

free tuition

Preparedness for higher ed based on poor math and communication skills in high school

Grit and persistence of students

Holding all students to an arbitrary standard

Student preparation entering the UNC system.

Goal advising

unsure

achievement gap must be addressed at the primary level

Coddling - lessening real-life consequences for actions and the lowering of standards to improve graduation rates

Preparation for college in high schools.

Guided learning

Preparation prior to attending college and performance in college

Students ability to identify their weaknesses and goals, and the motivation to tackle those meaningful questions @ 20 years old

Admitting those that are ready

Student comprehension

mismatch in preparation at the BK-12 level and the skills and knowledge needed at the post-secondary level

Students lack of understanding about their options, their personal likes and aptitudes.

need less overall credits OR take one class for 3 weeks etc

Lack of ability to get certifications on computer programs and the like that are necessary in the students respective field

Finish in four. Too stressful for those who cannot handle 15 hours a semester. Gives negative or unworthy feel to those who finish in more than four years.
<table>
<thead>
<tr>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having jobs available for students after they graduate</td>
</tr>
<tr>
<td>Not allowing the individual student to define their own goal.</td>
</tr>
<tr>
<td>Quality of instructors/professors</td>
</tr>
<tr>
<td>preparation and expectations</td>
</tr>
<tr>
<td>support for the university</td>
</tr>
<tr>
<td>knowledge of specialized field</td>
</tr>
<tr>
<td>level of preparation and readiness of students at entry</td>
</tr>
</tbody>
</table>

Again...lack of state and national commitment to education. If we funded education the way Europe or Scandinavia does, my students wouldn't fall asleep in class because they're working two or three below-subsistence level jobs. Teacher education programs would be longer, but paid for (the way some other professions pay their apprentices), enabling qualified students to complete them in a timely manner. A decent salary for teachers would do a lot to solve the teacher shortage. But this is all about a commitment to education for all which—or who are we kidding?—neither the state nor the country has. And the fact that we're even trying to define education in so-called business terms is as clear a proof of that lack of commitment as I can think of. Unprepared students who are not motivated to do well are not going to be successful graduates.
In your opinion, which area should the UNC system focus on if it wishes to improve college Student Success?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>5461</td>
</tr>
<tr>
<td>3</td>
<td>Ensuring graduates develop the knowledge and skills necessary for success in the 21st century.</td>
<td>54.61%</td>
<td>2982</td>
</tr>
<tr>
<td>2</td>
<td>Reducing disparities in completion rates across demographic groups.</td>
<td>24.45%</td>
<td>1335</td>
</tr>
<tr>
<td>1</td>
<td>Increasing retention rates and four-year and six-year graduation rates.</td>
<td>12.82%</td>
<td>700</td>
</tr>
<tr>
<td>4</td>
<td>Other</td>
<td>8.13%</td>
<td>444</td>
</tr>
</tbody>
</table>

Other

Other

students should be better prepared in middle and high school so there is not a remedial learning gap upon entering college

engaging teaching and learning by incorporating the tools students bring to class
Minimizing costs and creating an environment in which the focus is scholarship

Financial need and student indebtedness

Good character, a sense of responsibility, concern about issues in the various academic disciplines.

You can not focus on one without focusing on the others.

Stop students, regardless of their demographic, from exiting college tens of thousands of dollars in debt.

Distance Education

Help students better identify fit of major/degree; help them learn how to manage their time and resources (financial); and help them learn study skills that were otherwise not taught in high school (especially in a more independent environment)

Improve early classes in undergrad.

Unless there is a drive to increase retention rates from UNC system, student success efforts will not be a priority.

Reducing financial pressures so that students can take full advantage of college's growth experience.

supervise the children

Limit number of students in non-STEM fields; Try to get more students to enroll in STEM fields

Help with job placement upon graduation

Ensuring graduates receive a Paideia education, including the sciences, reserving professional training to after BA.

limit finances needed for an education - finances (or lack thereof) are a large concern and hindrance to success

In a timely manner, acquiring the knowledge, values, and critical thinking skills necessary for personal growth, economic productivity, and positive public citizenship across all categories of students.

Providing secure funding for staff positions in offices that support student success and promoting the breaking down of silos.

student engagement

Teach or train in areas where jobs are available.

Basic technological competencies. Do you know how many students I meet everyday who do not even know what "CC" means in an email? It's sad, and we need to improve these basic skills.

Stop putting resources into non-academic realms, such as intercollegiate sports. Stop falling into the politicians' trap of merely becoming a job training center. It is more important for the overall health of this country for us to focus on the obtainment of solid critical thinking, literacy, and communication skills, along with an appreciation of the arts and humanities.

Cultural competency

Ensure that students can get into the classes that they need to graduate on time. (i.e. Expand class sizes)

smaller class size; more one-one-one contact with the students

Better K-12 education. A significant percentage of students who come to us need remediation in basic writing and logic skills. How can we graduate those students in four years and maintain a quality education when they are so far behind? Community college is not the answer, as they are even less rigorous than the 4-year institutions. The state needs to put its focus on improving K-12 instruction, teacher retention, teacher recruitment, and teacher pay.
Faculty: Student ratio, class size, and mentoring opportunities

Reduce class sizes and hire more tenure-track, full-time faculty.

Providing services to support success, such as hiring more academic advisors, hiring more tutoring staff, and implementing mentoring programs.

The cost of education should not bankrupt or pauperize students/families. Higher education should be free and universal.

Is this success in school or after graduation?

Ability to critically think about life’s issues

Ensuring students have professional-level communications skills

Proving greater financial assistance, such as automatic tuition assistance for graduate research assistants

Providing sufficient financial support for institutions without cost transferring to student families

Stop treating male students like they are all potential rapists and that their masculinity is "toxic."

Affordability and required coursework to obtain a degree

Making college affordable for all students, regardless of citizenship status. Many drop out due to financial instability.

More state funding, which will address the problems of student need, and inability to graduate in time, when courses are not available due to lack of university resources

Terminate faculty who consistently perform poorly

Hire more full-time, job-secure teachers. Teachers are the ones who interact with students most, and when they feel secure, they remain loyal and develop better relationships with students and encourage student development and retention.

Decreasing retention rates. A four year degree program at public NC universities is rarely ever able to be completed within four years, because of the constant changing of graduation requirements and the overwhelming burden of barriers the university puts in place to continue to profit from the students who are already enrolled as they keep them enrolled for as long as possible to profit.

Increase the rigor and intensity of the academic experience

Both Reducing disparities and ensure graduates develop 21st century skills

Well funded student supports (counseling centers, Health centers, academic services, advisors)

Appropriate funding

Making sure college is the right choice for students at the time they enroll

By not hiring people like Andrew Schefer (UNC Greensboro)

Revamp ability to transfer credit between NC institutions (community college and UNC-system)

Do not tie student success to retention percentages.

Keep acceptance standards high, those students will most likely succeed. If desired, you can support a program for other students who are not well suited for a 4 year degree

Investment in academics, particularly STEM fields
More programs like tutoring, supplemental instruction, etc.

Hire advisors who understand the curriculum and make it easy to access for students, instead of hiding graduation requirements or making students take unnecessary coursework

Team up with local/broad corporations, ensuring some form of internship or job for students to broaden their horizon beyond that of a classroom.

Finances

all three are very important as well as increased state funding

Focusing on quality instruction and academic development of students.

All of the above

have a 2 year general college and have more flexiblity in programs of study

lower the financial burden

teaching students before college and admitting not all students should go to college

Do away with tenure or require professors to actually possess the skills the "Student Success" definition expects of students.

Educating and training all policy and administrators in implicit bias and impacts of inequity and disparities on college access and success.

alignment across levels of education for the improvement of placement of new students and transfers

stop the funding model based only on enrollment growth - it makes no sense. suppose a university has a banner year, lots of new freshmen and lots of new $. Then the next year is not as good. The state takes back the $ that were supposed to support the new students FOR 4 YEARS!! - what about them?????

Smaller classroom sizes, more faculty and advising staff

Not just providing support services, but getting students to actively engage with the services available, with their fellow students and faculty, and building community.

understandig reasons for disparities across demographic and economic groups

push higher 2 and 4 year degree learning to the high school and make graduate school the new first level higher educational degree

identifying and mentoring higher risk students, not with programs but with people who will advocate for them

Ditto

Renounce its love affair with digital platforms for delivering instruction willy-nilly.

establishing non-traditional degree pathways

Provide more financial assistance programs

Addressing students' financial need and indebtedness

Make classes smaller, somehow; hire professors who care about students; have a better teacher evaluation process

Insuring the University remain a place of higher learning, not a jobs program. Outside the box thinking and emotional intelligence are high on employers lists, focus on "jobs" is short sighted...You cannot run a University on a business model.
encouraging the student to complete the degree by explaining it is a JOB and needs them to work hard to achieve their goals - the university will assist, but the burden is on the student.

Support for rigorous academics.

Cut the cost and start actually educating people.

reduce grade inflation, make a degree difficult to obtain, which may simultaneously address employer concerns

Longer times to resolve probationary students issues so that they do not just drop out. Graduation rates would go up. Hard rules about probationary students falling into the abyss doesn't help them.

Resiliency and Self-Efficacy development

more emphasis on library/research skills early in their programs

Education that meet employer needs

All the above

Disparity reduction for students, but the state has to support teachers with better pay.

Number three is fine if we understand that we are talking about the transferable, enduring skills and not simply entry level skillsets so the company doesn't need to invest in training.

ensuring that graduates expand their study outside their degree area to educate themselves as citizens of the world

maintaining the requirement for a liberal arts based curriculum of study

Fair opportunities for all students from various backgrounds

Rethinking admissions formulas to prevent mismatches academically and financially

Getting involved upstream (of college completion) in high school disparities.

actually EDUCATING OUR STUDENTS

Mentorship. All the above would be addressed if we had better mentorship programs that had financial resource info as well

increased funding for community colleges and incentives for students to begin tertiary studies there

Invest in faculty and infrastructure

Job based education w/o the social bias

better preparedness K-12. College prep curriculum K-12

development of competencies, particularly critical thinking, collaboration, and lifelong learning

Mental health

I think both the second and third options are equally important

Ensuring graduates develop the knowledge and skills necessary for success in the 21st century—first and foremost those skills that allow them to enter the workforce in a timely manner with a career trajectory

gain internships

Combine common sense and technology to provide students with capable survival and learning skills
But reducing disparities also very important

Using measurable words to create a shared experience

Develop degree programs that working families can enroll in - nights, weekends and digital. Link programs with technical trades and apprenticeships at community colleges, e.g. business degrees for tradesmen, communication degrees for health care workers; think organically instead of in silos;

Intimate and proactive mentoring, tutoring, advising, and other types of support students need while in college.

Focus on a well-rounded education rather than job training

Focus on retention rates is stupid. How to achieve 100% retention: 100% financial report, give all "A’s" for no work, give everyone a degree in Finance or Electrical Engineering. Result: 100% retention rate, but our students will have learned nothing and will be crap. We want to retain those who are smart and work hard and boot out the slackers as soon as they are identified. Give excellent financial support to those who are smart and work hard. This is so easy, people.

financial aid for students with financial needs

Reducing indebtedness.

Developing more, and more responsive, programs and permanent staffs in teaching and advising

Devote more attention to HS preparation

Stop accepting crappy students.

Hire the best faculty vs the ones who will fulfill certain evaluative criteria

Improve secondary education student success so they are prepared for college.

Helping faculty at all levels become better teachers.

Matching academic requirements with real world needs

Doing away with "no show paper classes" and actually teach the students so they can learn and apply those lessons in both life and their career.

Not everyone needs a four year college degree and students are incurring debt obtaining degrees that will never afford them to repay their debts

Making all students successful regardless of race or ethic background

Improve preparation

Address financial need and student indebtedness

tighten admission standards

Set higher educational standards, and faculty that enforce them.

Faculty need to be in line with the workforce of today and not last century

Encourage students to study the humanities and teach them to package their degree programs in a manner that fits their career plans

Increase time between advisors and students

Student preparedness for first year college level courses
A rigorous college experience mirroring that of the "real world"

offer degree programs that directly equip graduates for available jobs

Focus on skills like critical thinking for greater gain over a lifetime.

Keeping costs down, so students can focus on their studies as opposed to working full-time to put themselves through school.

Consideration of what knowledge and skill will be valuable in an age of automation.

smaller classes that require writing.

Work with secondary education to better prepare them for college. We are seeing students enter with remedial skills.

The UNC system should focus on academic excellence in all programs.

Giving professors a decent salary so they are more motivated to prepare students well

Reduce the graduation rates and get students out in 3.5 to 4 years. We obtain a lifetime of debt just by trying to pursue higher education; we do not need to be here longer

Both Reducing disparities... and Ensuring grads develop...

All three of the above have little to do with the actual success of students, since they presume already privileged students and/or treat universities as if their primary goal is to credential someone for a particular job rather than to promote social awareness, cultural understanding, engagement with complexity, intellectual curiosity, etc. The real barrier to Student Success is the underfunding of the university system by the state, since it has required everyone to do more with less (leading to less time to focus on individual student needs) while also requiring raises in tuition in order to stanch the loss of faculty and services (the absence of which also makes student completion more difficult).

less State bureaucracy and a need to fit the campuses and students into a generic equation

This does not define "success."

Resources to support ALL student groups

Increase standards at the K-12 level

Provide Pre-College Pathfinding, Mentoring, and awareness of what college requires.

Provide more funds.

Maintaining & enhancing the standards of recruiting high quality students

Require students to attend career counseling sessions before being allowed to change major. This would limit the amount of major changes and lead to more timely completion for many students.

Actually caring and not sending out surveys like this.

providing enough enriching activities and courses that support critical thinking and lifelong learning

enhancing self-sufficiency and self-reliance of students

Increase faculty salaries to retain high quality faculty.

Developing a culture in which intellectual curiosity and learning are valued.
<table>
<thead>
<tr>
<th>Reducing resource disparities across campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>encourage double majoring and interdisciplinary studies</td>
</tr>
<tr>
<td>Provide financial literacy programs, or require academic advisors meet with students and discuss financial literacy before removing student holds for registration</td>
</tr>
<tr>
<td>Reduce to a 3 year program, like other countries</td>
</tr>
<tr>
<td>Unknown</td>
</tr>
<tr>
<td>Better assessment of student preparedness for higher education learning and more direct support for teachers' requests that directly relate to student success.</td>
</tr>
<tr>
<td>Enhance the opportunity for a liberal-arts education</td>
</tr>
<tr>
<td>Place emphasis on courses in Philosophy. If critical thinking is a tenet of student success, philosophy ought to play a fundamental role in any plan for improvement.</td>
</tr>
<tr>
<td>More flexibility in cost/payment, especially for transfer and non-traditional students.</td>
</tr>
<tr>
<td>Reducing time to degree (which also reduces cost) for all students. Good academic advising is critical.</td>
</tr>
<tr>
<td>#3, but there is debate about what skills are needed. We are doing well developing technical skill at the expense of the thinking and collaborating skills employers really need</td>
</tr>
<tr>
<td>Provide a free education as mandated by the constitution so that students would not have to constantly work to try to pay for some of the costs.</td>
</tr>
<tr>
<td>Attainment in up-top-date, practical skills required/desired by likely employers in their chosen fields of study.</td>
</tr>
<tr>
<td>improve K-12 and improve resiliency among students</td>
</tr>
<tr>
<td>Small class size</td>
</tr>
<tr>
<td>drastically reducing student indebtedness through free college tuition for in-state students</td>
</tr>
<tr>
<td>Lower tuition and expand aid</td>
</tr>
<tr>
<td>Quit brainwashing students that college is for everyone</td>
</tr>
<tr>
<td>Work to identify the demographics of our graduates in the UNC System.</td>
</tr>
<tr>
<td>All of the above</td>
</tr>
<tr>
<td>accept that a 4-year college degree is not mandatory for success in life</td>
</tr>
<tr>
<td>Allowing campuses to develop a plan to address student learning</td>
</tr>
<tr>
<td>Increasing student involvement in community affairs</td>
</tr>
<tr>
<td>Revising admission standards so that unprepared students are not set up for failure</td>
</tr>
<tr>
<td>Academic support services for students so they can enroll in college-level courses without the need for remedial courses first.</td>
</tr>
<tr>
<td>Re-thinking what we mean by success.</td>
</tr>
<tr>
<td>Matching costs with ability to pay</td>
</tr>
<tr>
<td>Regain lost funding and provide needed supports for students to be successful.</td>
</tr>
<tr>
<td>Get rid of the Republicans in the State Senate</td>
</tr>
<tr>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Faculty success</td>
</tr>
<tr>
<td>value research less and teaching more</td>
</tr>
<tr>
<td>hirer more faculty so classes can be smaller</td>
</tr>
<tr>
<td>Partnering with employers &amp; student loan payment help</td>
</tr>
<tr>
<td>Student debt. A graduate's ability to successfully build a career depends on being flexible enough to take risks and pursue opportunity, which excessive debt prohibits. make it affordable or free. This is not rocket science.</td>
</tr>
<tr>
<td>Eliminate administrative bloat</td>
</tr>
<tr>
<td>Getting students to think for themselves and understand that THEY are responsible for their own personal outcomes</td>
</tr>
<tr>
<td>Pre enrollment guidance</td>
</tr>
<tr>
<td>Focusing on teaching core competency and deemphasizing general education requirements</td>
</tr>
<tr>
<td>Ensuring students develop the knowledge and skills necessary for human beings to make informed, well-thought decisions in personal and civic realms</td>
</tr>
<tr>
<td>These are management strategies. Student success is defined by the work done by students and educators.</td>
</tr>
<tr>
<td>Need more info from attendance/retention and demographic data reports in order to respond appropriately.</td>
</tr>
<tr>
<td>less costly system producing educated global citizens</td>
</tr>
<tr>
<td>Setting academic expectations high and informing students of the need for their degree to mean something</td>
</tr>
<tr>
<td>Increasing state support for the UNC system</td>
</tr>
<tr>
<td>Preserving academic rigor and institutional expectations</td>
</tr>
<tr>
<td>Advising quality and consistency. (Drop emphasis on 4-year graduation; an artificial constraint.)</td>
</tr>
<tr>
<td>students' preparedness academically succeed in college</td>
</tr>
<tr>
<td>Skills development as above without heavy financial burden</td>
</tr>
<tr>
<td>maintaining high academic standards without losing retention.</td>
</tr>
<tr>
<td>More focus on employment outcomes.</td>
</tr>
<tr>
<td>A change in focus from academic support to social/emotional supports to help improve in this area</td>
</tr>
<tr>
<td>Requiring continuing education for educators to keep course content relevant</td>
</tr>
<tr>
<td>Yes, let's continue to treat them like children</td>
</tr>
<tr>
<td>Focus on the highest quality education attainable.</td>
</tr>
<tr>
<td>Eradicating institutional racism, sexism, and classism</td>
</tr>
<tr>
<td>All of the above are important -- 1 and 2 should be viewed as interconnected, and 3 in addition to knowledge and skills is also the cultivation of critical thought</td>
</tr>
</tbody>
</table>
Working to improve K-12 education, although that’s probably outside our capabilities to make a difference

Keep costs down so students aren’t trying to balance work and school.

Experiential learning opportunities, which ensure that students develop the knowledge, skills, relationships and resiliency necessary for success in the 21st century.

cut out the bullsh**! I just give them what they need and be quick about it. No filler classes that drive costs up.

More frequent and accurate advising and less changes to degree requirements to ensure timely graduation

Providing more financial support for students so they do not need to work as many hours off campus to support themselves.

all of the above

Vibrant empathic connections between instructors and students

Properly vet those students who would be better served by pursuing alternate paths aside from four and six-year degrees.

learning

Not just reducing disparities in completion rates, but ensuring that efforts are made to understand the challenges faced by individuals across demographic groups. Program evaluation and research related to the students being served, and the interventions and services provided.

Get all students into the central career services office. Require all students to take a career readiness class through the center.

Focus on a liberal education and stop trying to turn our universities into trade schools.

Teaching college students how to be college students.

Understanding the broad needs of students and the REAL challenges they face—especially at non-elite universities

Look at cutting general education requirements and concentrate on core requirements. Industry officials are talking of pooling resources to train qualified students in the skill sets that they need and these people will not require a degree from a traditional University. Competition is coming!

Scholarships and costs associated with attending the University

Work with businesses as mentioned

help prepare life long learners

Educating students in more than just academics

Raising our standards for admission, and for individual courses.

Develop undergraduate curriculums that routinely are completed in 4 years

Allow each University to establish how it defines success for that geographic region they represent and type of education they provide.

More focus on good teaching, less on research

Provide better affordability and public transportation. Also, this has not been mentioned yet, but is it possible to budget "Life Skills" for students or just have faculty volunteer to do it? Many students cannot properly cook a meal, clean, make a budget, dress professionally, set a dinner table, change a care tire, stop a shooter, perform CPR, have an emergencies kit for natural disasters or other problems, etc. Would be cool to teach this in middle or high school actually depending on the topics taught!! Kids would love it if it's made fun.
Ignore the demographic groups and focus on the ones that want to learn. It would save money and help those that have the drive to be there.

Changing definitions regarding “timely” graduation

Free Public Education

I believe we need to broadly educate students so they have prepared to exist and excel in a complex World. This means teaching much more than simply being prepared for a job.

There needs to be much more administrative support for students. Heavy understaffing among advisors is a major contributor to student's failure

Supporting the development of the whole student

Understanding that a "y'all come" admissions approach isn't sustainable.

Improve College instructors need to use research based grading practices.

Investing in our younger generations by providing financial support, inclusivity, remediation where needed, smaller classes, greater flexibility in how a degree is perceived and achieved.

Do not measure success by future earnings but by development of an educated citizenry.

Don't let a good student drop out simply because they can't afford it, and realize drowning in student loan debt is going to help either.

Ensure that every student has a Mentor

Don't make students work full-time and have to be full-time students! I have too many students who have to do both (e.g., because financial aid doesn't kick in unless at 12ch / sem), and their learning suffers terribly!

Ensuring graduates develop the knowledge and skills necessary for informed and engaged citizenship

get some mid-level administrators who care more about student success and less about their little fiefdoms

Meet with students to find out what they need and require.

Push for improvements in academic preparation of students before they get to the university.

Teach kids to follow their passion! And don't do what will make them money, but what will make them happy

Making sure students have basic skills (e.g. writing)

More academic freedom

Define "timely" better

Provide much more and creative forms of financial aid

educate students about time needed per week to be a full time student... so many working students take on more than they can handle

Decrease the students faculty ratio. More access to different learning modes

Enhance reading and quantitative analysis skills

First year advising

More rigorous education practices.

change college formatting to concentrate more on the coursework relevant to major and less on mandated courses
stop tying funding to enrollment projections and simple-minded counts of credit hours produced

lower tuition

Increased funding

Abilities to pursue meaningful work that robots can't do

Creating well-rounded critical thinkers--not just job training, which is an outmoded idea.

Have some standards instead of emphasizing FLUFF

Ensuring students understand that the purpose of their higher education extends beyond simply building skills for the workforce

Admit those who are truly prepared for higher educational instruction or provide programs to get students up to speed.

Support for student success from admission to graduation

Hire well-rounded, excellent faculty and have more and smaller classes

Consensus and collaboration among academic and student affairs

Critical thinking skills, if they can think they can perform any task

Make Instructors more accountable.

As a career counselor, I believe MANY students develop the soft skills they need to be successful in careers outside of the classroom when they are involved in the campus community. Although there is staff to support students outside of the classroom, there is not enough staff, and they certainly aren't compensated appropriately or fairly (ex. Fraternity/Sorority Life professionals often work 10-12 hour days regularly, and make the lowest salaries on a campus, even though they oversee commonly the highest risk group of students on a college campus).

Increased funding for faculty positions

Improve course availability and improve the quality of student advisors.

Free up the student from financial concerns so that students can focus 100% their time developing scholarly skills.

Considering competency-based education

Achievement of a classic liberal education: "Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings."

Include career courses for ALL students, focused on interviewing, resume writing, job searching, social media, and the professional environment, etc.

Focus on courses and programs of study

Focus on classical learning.

Ensuring graduates obtain skills necessary to develop the future.
The answer depends on the campus and its specific mission. Some campuses can improve success by providing additional remedial support at the outset of a student's college career.

make sure students are prepared for college work before getting here

Sufficient Financial Support

Improve support services - mental health and advising

Cut funding for programs that don't have practical applications

Reduce the time it takes to get a degree. Many classes are not necessary.

Jobs need to be available when the students finish school.

Increase access to financial aid

Ensure students are ready for college and have the financial support needed to allow them to focus on their studies.

Decreasing enrollment by implementing more rigorous admissions criteria across the board. Try to not make universities a profit driven project

More technical training in addition to classroom

Hiring and retaining talented teachers who are dedicated to their students' education and well-being.

Improve K-12 education, raise the standards for admission to teacher education programs, raise teacher salaries to retain and attract quality teachers.

Increasing retention rates overall, minus four-year and six-year graduation rates.

All three will improve students success.

only admit students that are prepared for college

Decrease costs or increase financial aid so students do not graduate with debts they cannot manage with entry level salaries.

All the above.

Make college more affordable so students can get the materials needed and able to afford all the years needed for education

Ensuring they have the ability to set reachable goals, display resilience in goal achievement, and have the skills needed when they enter the UNC system.

Recognize that high cost restricts loan obtainment (grad students).

Focus on student skill development, critical thinking

provide financial support to students so that they do not have to work while in school

Extend degrees to longer than 4 years and increase student involvement on and off campus

redefining what it means to be successful in a class

Preparing students better for college.

Only accept students who are "ready for college" and send the others to community colleges until they are ready. Do not accept all community-college courses as equivalent to university courses.

Guidance of individuals into appropriate professions, college degree or not.
Try to target how students can get job after graduation

Improve North Carolina secondary education system.

admit only qualified students

Getting the General Assembly to properly fund education as the Constitution requires

All of these options should be a focus.

NC students entering the university system need a solid public education experience in order to achieve the goals above. Improve public education first and the rest will follow.

Raise admission expectations

Ensuring graduates develop knowledge and are prepared for the ever-changing education standards. As an education graduate that has since left the field of teaching, the term "common core" was non-existant in my vocabulary, but I was expected to have knowledge of these standards while interviewing.

Partner with employers to develop reasonable expectations

Tuition and fees rates have to be lowered -- students are graduating with more than they will ever be able to pay back

Make sure that those admitted have the ability to handle the coursework.

less vocational emphasis

decreasing student debt following college so that students can pursue whatever career they choose without the pressure of loans.

Think about how class size influences pedagogical choices.

making college more affordable

focus on education and nt all the ever increasing ridiculous distractions - pretty simple!

Raises for faculty

Help students be realistic

Employment of "teachers". That is, those with degrees in education or, at the very least, several hours of coursework in initial and ongoing classes to refine their ability to teach effectively.

increase support for college advisors in high school and in higher ed

Create greater supports for students who are most at risk of completion problems. There are colleges who work with students individually to clear life challenges in their way of completion. I plan to continue program implementation/research I began in this area.

all of the above

Increase state funding

Increase funds to the UNC system institutions

For more specialized degrees (especially in the sciences) to have more science and math related courses instead of the other inadequate "core courses"

Increasing the resources and staff available to students that would allow each student to have an employee of the university who has the time and resources to provide the individual care that the students continually request.
Provide online graduate degree programs that are more flexible for working people.

Ensuring that administrative metrics do not become more important than the quality of learning

create a streamlined support system for students as they complete their degree. Students often don’t know who to go to for support or are asked to go to multiple people for support. Closer advising relationships?

Preparing for life long careers - vs - "job readiness" upon graduation

Higher admissions standards

Preparing students to do well in their classes, to learn how to learn and to value and appreciate the growth that this offers them and their ability to translate this growth into broader success outside of and beyond the university

Adequate college preparation.

get rid of libtard policies

If retention rates have to drop to ensure that we are providing the very best possible quality of education, so be it. Quantity is job #1. We must never water down degrees.

Encourage students to pursue academic studies that provide them with a diverse, liberal studies education rather than one geared toward job marketability

increased access to mentorship programs

Funding students generously

Ensure the social and emotional well being of all students. College is a tough transition for many kids, especially for first generation college students.

Reward faculty for their ability to prepare students for careers and the doors they are personally willing to open for them.

Importance of a liberal education

knowledge of apply process, online access with teacher participation

Persuading the state to renew its commitment to properly funding higher education.

Ensuring graduates develop the knowledge and skills necessary to go forth and produce a fair and just future for their children and grandchildren

Better assessment of capabilities prior to enrollment

Rethink what we mean by success.

More focus on education centered on learning and problem solving rather than skill specific learning (i.e. learn to solve future problems, not just today's problems). The vast majority of individuals with bachelors’ degrees do not work in an area related to their degrees. Instead, their college education taught them to think.

Enabling graduates to participate in the 21st century workforce and economy

Increased support and resources to assist students in thriving while in college - which includes providing spaces and people who welcome those who are not white, affluent, straight, able-bodied males

Getting rid of dead weight.

Setting reasonable expectations of programs. Some of these programs are unnecessarily difficult, which leads to student frustration and withdraw.

Focus on the areas in which our system fails to protect its students
A well-rounded education - we are NOT a technical school!

Ensuring students learn to think critically and communicate well

Ensuring graduates develop the competencies listed in the definition of Student Success

lack of student preparation and dedication

Student success is incorporated & demonstrated in T&P

Preparation for being a good, smart, hard to fool citizen

I do not believe that these are issues of student success.

Ensuring that graduates have mastered the fundamentals of reading, writing, and arithmetic

Eradicating grade inflation. Good luck.

emphasizing the values of a liberal education

All of the above!

Rigorous and continuous evaluation of the curriculum and skills of entering students to ensure that there is continuous improvement of institutional performance

equality among all the constituent UNC institutions in services provided for for all students - but particularly for those who are underserved for any reason.

more focus on the learning how to solve complex programs and less on just getting a job

Job placement

several of the above issues would be addressed if high schools were preparing students for college

career development - intentional focus in this area, will give students greater confidence in seeking internship and employment opportunities

stress educational success all the way from start to graduation

Restore funding to a level where student support programs can thrive (counseling center, tutoring, health, etc.)

Freshman experience; institute remedial programs so that students can succeed

Focus on and work with the K-12 system. This will help overall success for any one set on going to college.

community engagement and internships...required

Making sure that students are in track to graduate. In a lot of cases people are told they shouldn't have to take a class they do in fact need which leads them to obtaining there deee a semester or even a year later. I had a friend at unc that wasn't able to obtain his degree because his academic advisor told him he was on track to graduate in the spring and then contacted him three weeks later telling him he needed to take 2 classes to graduate, but he didn't have any aid to come another semester.

These options are a bit simplistic. It is unwise to reward higher retention/graduation rates because it encourages lowering standards. Similarly, we can lower disparities if we only give access to students that are 'safe bets'. And it is extremely problematic to think we know specific skills that employers need. Of course we need to respond and serve these needs, but our task is larger than specific skills. We are suppose to prepare people to navigate life, which will include multiple shocks and career changes. In a sense, this is consistent with the third option, but between the lines, this seems to suggest more job training and less education.
Preparation at the K-12 level - skills to persist while at college

- worry about where alumni go after UNC is done taking all the money students don't have
- encouraging a student culture that promotes study, not excess extra-curricular involvement
- Recognize the folly of training students so they can get jobs rather than educating them so they can think for themselves.

GIGO Better student preparation in secondary education

- provide flexible delivery, which means accepted other/alternative metrics
- Ensuring graduates develop some programming knowledge.
- Recognizing the unique learning circumstances of online students
- clarify and streamline paperwork processing and improve discretionary department-level spending
- Raise the academic bar. Standards are incredibly low for academics.

- 4 year degrees should be the focus while providing up to date skills education.

Increasing retention rates

- Promoting rhetoric about social issues and how we interact as a community. The thing that will help a student be the most successful in life is teaching them how to interact with others, how to listen, and how to fight for what you believe in.
- All of these. Picking one is just silly.

Ensuring students graduate in a timely manner, with expanded critical thinking and an awareness of the larger world and its history.

- make the system work for nontraditional students. provide childcare for student parents. validate the option of taking 8 years to graduate with a degree. The degree would be meaningful and the student would have actually learned. or give them the money and then REQUIRE that they NOT WORK other than do their schoolwork. In fact, I believe if you take seriously the amount of homework, prep, study time, etc. students must do to truly learn the course material, you would have to have a RULE that says students cannot work for pay more than 10 hours a week IF they are taking a full load of courses. If they don't have the money to do that, then they must be limited to taking 6-9 credit hours per semester.
- I think these are all interconnected.

Affordable college. Graduates should leave with little debt and should not have to work full time while in school to offset tuition.

- Increase retention rates WITHOUT a four year expectation to complete a degree

Ensuring that graduates can understand and welcome divergent points of view

- Quit making the classrooms a bully pulpit for Politics. I need to find equation for a supply and demand curve not, why I shouldn't vote for Trump.

Ensuring only students who display appropriate academic traits are admitted.

- Raise admission standards to eliminate the 40% who currently are admitted but who cannot or will not do college level work.

Make sure the needed support and resources are there for all students. Some groups of students need high touch to be successful, some can be more susceptible to large class size (>50) and still be successful. Will depend on each campuses mission and student body associated with that mission.
Focus on students learning rather than getting in or graduating. For a student to succeed, the student must be willing to work. Many are. Many are not. If they are not, flunk them out and let them deal with the consequences -- but also give them another chance if they mature.

Demonstrate the worth of a college education in the pursuit of a meaningful life.

Improve mismatch between classroom and real life

Why was there not a corresponding option for financial need as there was for the other three?

Increase need based aid.

increase state funding

Assuring our students can critically understand what they read, the ability to write, speak effectively and work with others.

Improve grit and persistence of students

increasing retention rates, but not worrying about graduation time (just use the ten-year rate)

N/A

Full-time (12 credit hours) does allow you to get your degree in an acceptable time limit for the amount of time you can receive financial aid, which is hard on older students, whom would otherwise not be able to go to college.

Reducing debt burden for recent graduates

Lower College tuition and raise our taxes

Free college tuition for all that show ability to complete college.

Re-organize the base of our education system

Not let undeserving students into the university

Understand that there are three methods of learning visual, auditory, hands-on

Helping students choose majors and paths that are most appropriate for them. Too often, they say they want to be a nurse or an engineer, but that is not where their true aptitude and interest lies. They, and their families, are too scared about the future, and presented with limited options to choose from when success usually is based on a more personal self-reflection.

stop requiring exit exams and trust expertise of instructors who teach holistically

Provide graduate level funding

Focus on student perspective instead of institutional goals

Ensuring that students are able to spend more time studying and trying complete a degree than spending time worrying about financial obligations to the University.

it is very hard to select only one of these options. I think all these three should be the focus of the UNC system since they are related and part of students success.
Economic Impact and Community Engagement

Please indicate your level of agreement with this definition of Economic Impact.
"Universities have an 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 University of North Carolina can enhance that impact by focusing on graduates’ readiness to meet the state’s long-term needs; investing in foundational research; speeding the application and translation of discoveries; and deepening partnerships that strengthen local communities and the state’s economy."

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>5250</td>
</tr>
<tr>
<td>1</td>
<td>Agree</td>
<td>72.34%</td>
<td>3798</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat agree</td>
<td>23.43%</td>
<td>1230</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat disagree</td>
<td>3.03%</td>
<td>159</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>1.20%</td>
<td>63</td>
</tr>
</tbody>
</table>
What changes, if any, would you recommend for this definition?

<table>
<thead>
<tr>
<th>What changes, if any, would you recommend for this definition?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of the direct economic impact of university system employment and spending on the NC economy.</td>
</tr>
<tr>
<td>I would add language around student and faculty engagement in public service throughout the State.</td>
</tr>
<tr>
<td>The health of a society, and thus the state, depends not only on how universities, their faculty, and their graduates can immediately impact state and regional economies, but also how capable their graduates are to think critically. The education in and practice of critical thinking skills has long term effects on the strength of communities and ultimately economies.</td>
</tr>
<tr>
<td>recognition that some universities in our system need to build research infrastructure to advance foundational research, and application and translation</td>
</tr>
<tr>
<td>The primary job of the university is to educate and advance the body of knowledge. Requiring commercialization of the university should not detract from those goals.</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>providing experiential learning opportunities and leadership development</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>As a former University staff, you cannot &quot;speeding the application and translation of discoveries&quot;, those are meaningless words, strengthen public-private funding partnerships, &amp; research, you cannot speed a discovery process</td>
</tr>
<tr>
<td>more security in unc system</td>
</tr>
<tr>
<td>Too close a focus on direct economic impacts privileges applied programs and career tracks with high salaries. It's important to recognize that the value, both economic and non-economic, of the education we facilitate extends far beyond these areas.</td>
</tr>
<tr>
<td>I think this is very well-stated.</td>
</tr>
<tr>
<td>Not to ask faculty, who are not trained in this area, about economic impact.</td>
</tr>
<tr>
<td>There is a cultural and informative impact that universities have on their surrounding communities. Universities, especially public universities, also foster a sense of pride in an area or location. Through partnerships, young children are educated, communities members become informed and have opportunities to learn through educational seminars, workshops, classes, exhibits and events.</td>
</tr>
<tr>
<td>The well-being of the graduates should be included as part of the economic impacts. It is a positive economic impacts if a college gradate can find a way to make a better living instead of financial aid.</td>
</tr>
<tr>
<td>This definition leaves out the essential economic impact of cultural competence, investment in the arts and humanities, public service, community outreach, and building a new generation of educators.</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>None</td>
</tr>
</tbody>
</table>
The University should also make it a prerogative to provide resources to local Black populations who are the descendants of those that provided the funding for many of the institutions to be founded.

Add "community and social impact"

N/A

I think something needs to be added about the cultural and intellectual dynamism they foster -- the faculty and staff they attract who, in turn, create vibrant communities, and so forth. It isn't just the "people they employ" but the vibrancy and engagement of those people, the programs they foster, etc.

Should not be for the benefit of the state. Should be the benefit of the student's local community. When all local communities get better, the state will follow.

The skill of critical, analytical thinking and of articulating those thoughts verbally and in written form should be a centerpiece of the definition of Economic impact. Our future workforce needs to be able to competently judge the sources with which they are confronted and they need to be able to engage in productive dialog with a range of people in order to successfully achieve any of the goals listed above.

If economic gain is the primary criterion you are blindly striving for, simply have done with the sham that anything else matters, have the decency to relinquish the title University (eventually the reputation will catch up with us if we do not), and borrow from Bill Clinton as our new motto, "It's the economy, stupid." Sure the economy is important and seemingly what legislators, voters, and parents most care about. But scratch a bit deeper and you will still find, values, purpose, meaning, happiness, joy, the thrill of life, art, music, discovery, human relationships, etc... the whole lives of whole people living in holistic communities matters still to most. Don't let your minds become trapped behind the bars of $.

Focus on critical thinking through liberal arts for a sustainable skill for the future.

none

There should be some more focus on actual work within the community, not just the indirect benefits stated above.

This statement assumes that UNC can forecast the State needs with is the mission of other state institutions.

I think research funding is essential, but I also thing that some business partnerships are harmful to the higher education experience.

I'm not sure I understand how The University of North Carolina can speed the application and translation of discoveries.

I do not disagree with the definition itself so much as the apparent assumption behind it, namely that economic impact is the primary goal of education or of society in general. If the University encouraged the further transformation of North Carolina and the United States into very wealthy, unequal, and undemocratic societies, it would betray its deepest and most important values and purposes.

Add: "The development of responsible and engaged citizens contributes to these economic impacts and enriches the state in other tangible ways that advance the public good."

There needs to be a much larger focus on each UNC institution and its effect on the local economy. Integration with the local economy is the key to keeping talented graduates in the community. Direct pathways with employers via long-term internship programs etc.

All of those things are good. But it is also important that universities recognize that employers also want the creativity and strength of good critical thinking skills and solid communication abilities, both oral and written, which so many students sadly lack today.
Economic impact is also affected by the social and cultural contributions of UNC graduates because those factors influence quality of life.

University of North Carolina can enhance that impact by focusing on graduates’ readiness to meet the JOB MARKET'S long-term needs

Although it sounds great to focus on the state of North Carolina, and in principle I agree in the goal, the reality is that this competition is global...they need to be ready to compete on that level and we should say so.

I think that the emphasis on the state’s "needs" and "economy" risks obfuscating the valuable skills provided by a broad education in the humanities (which has been shown to have economic benefits, but whose immediate practical application is often called into question).

University system should be reaching out to school systems and students in seventh or eighth grades to thinking about interests, aptitudes, careers, community involvement and financing so that students can make and informed choice about higher education. At same time, the University should be reaching out to employers of all sorts to inform them of students with background, interests, aptitudes, etc. to match employers' needs.

Provide the opportunity of startups and reach out students with big ideas. Graduate international students should have more internship opportunities with local companies such as the ones in the Research Triangle.

Inclusion of national, in addition to state's long-term needs.

The statement as a whole views the economy as local; however, a more important issue is how UNC fits into the NATIONAL workforce.

The financial needs for students are part of the economic impact. If students graduate with debt, they are not in a position to be entrepreneurs. Perhaps clarify that "graduates' readiness" encompasses both their skill sets *and* their financial situation.

I’d add something about enriching the state’s culture (which, by the way, has great economic value, too.)

This is a rather convoluted statement that seems to foreground a very particular type of research. It does a disservice to the students on campus who are pursuing degrees which may or may not be driven by the economy in North Carolina or its needs. This statement imposes an unnecessary and offensive caste system on UNC degrees that prioritizes particular programs - my guess, from the language used here, would be STEM programs and, in a secondary capacity, public services, insofar as the are practice-based and not research-based.

I would remove the second sentence. It is not in touch with reality.

Economic impact is important but it is not a major goal of higher education.

Phrasing like "the services they offer" covers some exposed mischief among university appendages that are highly partisan political fronts, like John Edwards's political machine now headed by professor Nichols. So far, those kinds of "deepening partnerships" have exclusively endorsed one political party.

Remove the word "foundational" before research. Not sure that is what we want.

Students should graduate with a cooperative approach towards production and economic progress.

The "impact" is implied to be good. Universities also produce elitism/classism and gentrification in surrounding areas.

Reducing systemic demographic and neighborhood disparities that lead to communities of poverty we are not educating students to meet North Carolina's needs. Hopefully our graduates are equipped to help meet the needs of any geographical area. Once again, Universities are NOT TRADE SCHOOLS designed to help students obtain jobs in North Carolina. We are educating students hopefully to "strengthen" various aspects of the global communities.

Graduates also serve as ambassadors for the University.

None
Being sure that the Research Universities maintain their world class ranking.

What kind of a goal is "Economic Impact?" Whose goal is it? How does it fit into the mission of the university. I think it is a round peg in a square hole, forced into this mix by business interests. This will become the university killer of the future. It is a wedge designed to transform institutions of higher education into job training vocational schools. It is hypocritical to "starve the beast" while holding it accountable to improving economic impact throughout the state.

how about jobs created and companies spun out from research. Leveraging new patents and technologies

n/a

Change "investing in foundational research" to "investing in foundational and applied research." Applied research is critical to understanding the needs of people and communities so that the university can be a better partner. This is not just service - this is a critical part of university research.

I recommend monitoring for students so we know were these students stand don't let students keep failing lets find a solution to pass and learn

Drop the research. The only thing that UNCC focusing on research has ever done for me is providing me with lower quality professors who only work for the school to do research and who wouldn't teach if the school didn't make them. The schools should be hiring professors for their ability to connect with and to teach students, not because of their interest in research. Professors who are committed to research are among the worst I've ever had.

Financial Economic Impacts

Instead of " deepening partnerships that strengthen local communities", instead consider "deepening connections that strengthen local communities" - "partnerships" is more impersonal, and is referenced in the first sentence, where "connections" draws in the University's intangible value added to the lives of the people with whom we live and work. Social networks built by our alumni and employees are as vital to the success of our efforts in our region as the intellectual capital development that takes place on our campuses.

One thing I've heard some government officials discuss is useless majors and fields they believe don't lead to jobs. I'd like them to consider employment rates, not necessarily whether students get jobs in their major fields. Universities aren't community colleges (which are very important and have also been under-resourced), and sometimes the actual field of study is less important than the student learning reasoning skills, critical thinking, and integration of different information.

"Universities have an impact on state and regional economies through the students they influence, the research they perform, the innovation they encourage, the people they employ, the services they offer, and the partnerships they build. The University of North Carolina can enhance that impact by focusing on graduates’ readiness to meet the state’s long-term needs; investing in foundational and practical research; speeding the application and translation of discoveries; and deepening partnerships that strengthen local communities and the state’s economy."

Add 'national' to 'state and regional'. At the higher achievement levels, students tend to be more mobile. Even if they leave the State, the quality of the University impacts the quality of the workers that stay and attracts talent to come in to the State.

None

Universities are the only place where bench science can be practiced in today's society. I worry that the above acts like translational research and focus on generating intellectual property and commercialization will come at the expense of basic research, if nothing else because excessive IP makes basic research more expensive.

I would also include that universities can economically impact areas by preparing students for public service and bridging gaps between demographics that promote cyclical poverty

include investing in the recruitment, development, and retention of excellent teachers.
Explicitly call out the need for more effective public/private partnerships. Consider developing apprenticeship programs.

Add language that expands beyond "the innovation they encourage" and "deepening partnerships" to address the creation of a more adaptive, entrepreneurial economy that supports companies and individuals in the need to adapt to permanent, rapid economic change.

Location of the physical buildings has an impact on economic development. We need more buildings in the Uptown or South End area. It will boost the small business development more so then having these resources at main campus. Blue line extension will make this easier as well.

n/a

I would not make any recommendations.

More funding put towards financial aid instead of new dorm buildings or cafeterias.

None, it is excellent

Nothing.

n/a

More emphasis on ties with the community and continuing education.

I do not want us to lose sight of learning by focusing completely on monetary outcomes. Yes, economy and research are important but so are the arts.

none

Education is not just linked to jobs. Education is about creating workers but also good, ethical citizens and community leaders.

None

I would recommend offering online access to faculty lectures for all.

stet. well stated

Fundamentally reject the notion that a university education "should focus on graduates' readiness to meet the state's long-term needs." While this should certainly be a consideration, our function should not be to provide useful employees.

deepening partnerships that strengthen local communities - I would like to see an action plan for this item

no changes

In a rapidly changing world the state's "long-term" needs could be a moving target. I can't say I know what these needs are or that I have heard them articulated. In reality a significant number of students will (or need to) seek employment elsewhere, i.e., outside of the state. It is more important for state government to focus on improving economic opportunity and supporting competitive pay. The best teachers leave NC to find a living wage.

We should not just be producing happy little state workers in our universities. The university is place for increasing the knowledge of humanity, not pumping out employees.

need to include deepening partnerships outside of the state and country to strengthen our reputation and presence in global conversations and economies.

I would also add remaining a competitive employer (i.e. keeping decent benefits, not raising medical insurance deductibles at an unsustainable rate, etc.)

Rather than "...meet the state's long-term needs...", what about meeting state and global long-term needs?
Needs to include some reference to broader enrichment, not measurable in economic terms. This, too, enriches the state in ways that are indirectly related to the economy, making the state an attractive and productive place to live.

It is important to mention the importance of engagement with the cultural sector. While some might see it as included in the series of items in the last sentence, it is important to "name" this arena, as it is so important in the lives of every North Carolina citizen.

Don't stop looking at state level needs; many people will move and we need to consider changing markets.

This definition should include a statement that indicates that the way the UNC system can address the economic inequalities that the system produces in local communities. We need a system that better supports staff, adjunct educators, and hourly wage workers. We need a system that addresses gross inequalities in financial security.

what about companies they create?

Clarify "speeding the application and translation of discoveries"

I agree 100% with this statement. The only addition I would like to see introduced is partnerships with non-state entities. To limit this focus to just NC would institute a huge limitation on collaboration with other schools, states, and nations.

No changes, but I would state that one cannot over emphasize the impact that universities have on the local communities in which they reside. Successful university partnerships with, collaboration with, and integration into the local community is beneficial to all involved as both groups feed off each other. This close collaboration also empowers the local community and gives them an opportunity to personally invest in, and support, the university's transient population. As a result they support the university and it's educational initiatives, as opposed to feeling like the university is merely an imposition they must deal with. Strong community ties are vital, especially in smaller areas were so many of those in the community either work at the university, are alumni of the university, or support the arts at the university.

Not all programs are created equal - some focus on economic contribution and they make a difference.

Adding -- Encouraging the development of new businesses and organizations for economic and social development.

Add in enhance that impact by employing candidates that do NOT just have educational backgrounds but more of the experience and "outside the box" thinkers with a great work ethic.

it focuses on a crystal ball that does not exist.

add "supporting and encouraging innovation"

I think focus on critical thinking and creativity is the most important. If students can build those skills the rest will follow.

The university should also focus on recruiting and retaining the best faculty and employees. The fact that salaries in NC are not competitive means that many of the talented people that we train end up moving to other states.

The economic impact of students while they are still students should not be left out. If students are engaged with their community during their tenure as students, then they are more likely to continue investing in the local economy after they move on from the university. It is essential to encourage collaboration between the surrounding communities and students in order for this impact to continue to grow.

add "and preparing them to fulfill their role as enlightened citizens of the voting public"

Definition is too long. It would appear like you know what you're doing if it was shorter.

One key area in which universities contribute significantly to the regions and state is in the area of education--particularly when university faculty develop and have funded significant grants and projects that bring in federal
dollars to help improve the education or functioning of K-12 teachers and classrooms and provide them with access to a global world. This should be clearly mentioned in the definition. Economic impact is too narrowly defined in my view.

It seems there could be more-explicit support for enrolling students from the state and region at the undergraduate AND graduate levels.

remove "speeding the application and translation of discoveries" - the university is not in the business of making money; spin off the discoveries to private entities and let researchers continue to conduct research; not all applied or basic research should be pursued for a "discovery" or "patent" and these things should not be metrics used to evaluate researcher performance.

Nothing in there about regional needs...yet current mission statements accommodate regional engagement. Also, what about students who may not stay in the state after graduation? Too much emphasis on "the state's long-term needs" may set up some unappealing conditions (e.g., paying a "ransom" to the state for "educating" you) that in turn do not attract students from outside the state.

An educated populace, serves their community more, has less health issues, lives longer and becomes contributing members of society. Break it down - make it clear - again, happy to sent a lit review!

It is not just about economic impact. College also changes a culture.

I would add language specific to community engagement and applied learning as methods to increase economic impact. Universities engaging with local, state, national, and global communities increase EI.

building partnerships that lead to student employment opportunities

It should emphasize directly what that the university produces: teachers, engineers, geologists, professors, inventors, scientists, doctors, dentists, historians, businessmen and business women, etc.

A stated focus on speedy discovery discourages the long and thoughtful research projects that require longevity and continual funding even when there are no immediate results. Allow the great minds in the UNC system to discover organically, rather than pressuring them to fall into the "publish or perish" trap.

I would add that UNC can enhance impact through it's hiring and purchasing patterns - directing investment to local communities through local purchasing and through local hiring

The University of North Carolina can enhance that impact by ..... "and acknowledging the roll of teaching (non-research) that occurs beyond the K-12 experience in order to prepare the new generations to have a positive economic impact on the state. (Too many times, people just focus on research’s impact).

Include language not just about students, but about UNC as an employer. We must continue to pay at a level, and offer job satisfaction, that will attract talented faculty and staff to come and stay.

be real - a good portion of the students at state institutions leave the state upon completion of their degree - either to find a better paying job or to attend further education - you cannot plan on them staying and can only recognize that education is what we offer and whether they stick around is up to them.

an education is about far more than economic success and job preparation--I’d like to see a statement about learning for learning's sake

I am concerned with the intensive focus on economic impact, at the expense of the community engagement component of this section. There is a head nod to those aspects in the description of "the services they offer and the partnerships they build," but then the focus shifts to research and economic development in the strictest sense. Our engagement work does have positive impact on the community, in terms of enhancing resident well-being, improving the experiences of those living in poverty and facing other challenges, improving the local health
and environment, and enhancing the functioning of local businesses, schools, and nonprofit agencies. These aspects are neglected in the discussion.

I would add: using research to inform evidence-based policy and programs in all sectors;

None, seems really good.

I do not have specific suggested edits to this definition, but it does not seem to capture an economic impact. It seems to capture some sort of legacy but not necessarily an economic one. I suggest adding some specific points that define "economic impact" and that more clearly draw a line between the work of the UNC system and the status of the state of North Carolina.

liberal arts education to understand the history of our country and the world - global issues - economics, science(climate change),technology - all the issues we need to understand the world in this day and age - not just the skills to get a job.

Universities also have an impact on the population by training critical thinkers capable of participating fully in our Democracy. It is therefore essential for universities to train students in critical thinking and public scholarship so that they can participate in the future of our state not just as employees but as citizens.

I don't believe we should limit ourselves to the "readiness to meet the state's long-term needs. We are a global society...

A university is in a unique position to drive a regional (or broader) economy not primarily by research, but by offering training that boosts the supply-side for a highly specialized workforce(s). The long term advantage, across all sectors of an economy, of having such a base is something the university system should strive to measure and report on more readily and in more detail.

I don't believe the state's long term needs should be considered for an individual's career choice. Sounds like a republican statement to me.

N/A

A person's education benefits her or him individually but also society, making it both a private and a public good. This definition seems to focus solely on the public good.

I would add that research investments should meet some societal need or human benefit and those benefits should be communicated to the public

Lessen the focus on improving local communities

none

can enhance that impact by focusing on graduates’ DOESN'T DISCUSS FOCUS ON FACULTY/STAFF RESEARCH AND THE IMPACT OF THAT ON THE ECONOMY.

substitute "the quality of the education provided to graduating students" for "the students they attract and teach"

The definition is fine. I just don't see that the state truly offers this when they continue to defund institutions that give back so much to the state. Full funding of the university is an investment that repays everything the state puts into it.

The statement is solid, but the problem is that current Governor and that basic crowd--including parents--is turning this into the ultimate paragraph in the entire document and trying institute a nicer version of the system used in the dystopian novel Divergent. Pushed too far in terms "educating for the needs of the state" and we have communism.

N/A

Scarily myopic--overly practical, unaware of the complexities of what education and citizenship entails.
Students are leaving our state to teach in other states because North Carolina has not kept up with competitive salaries for teachers, despite what the state legislature says. There needs to be a significant boost in teacher salaries to attract and keep highly qualified teachers in NC. There needs to be less testing and more trust in teachers’ abilities to know what is best for their students success in school. A long term need of NC should be to develop and retain highly qualified people who want to remain in the field of education.

Ensuring that a focus on the states’ needs isn’t narrowly interpreted. For instance, a quality liberal arts education has been show to have great value in a wide variety of careers.

Including personal accountability for actions-how much did the Wainstein report/PR consultants cost NC? What was the economic impact of 20 years of fake degrees?

Some wording that encourages a life long "service mindset" to the state as a core value.

There are intangibles to economic development that are not captured here - intangibles such as character and service. Economic impact is not defined in solely financial terms.

No change

There should be a statement here about increasing levels of economic equity in the state.

SO focused on the state! That is great, but I think we are bigger than that. We need to be thinking more globally!

In my experience, economic impact is also supported by diverse individuals ability to work collaboratively and constructively and leveraging differences in the process (under a broad definition of diversity). Institutions of higher education are uniquely positioned, if permitted to do so, to foster economic and community development in this way.

add "supporting innovative ventures of alumni" to list of enhancing economic impact

The university has too few partnerships with the community and industries. Also, too much funding at FSU is allocated towards administrative bloat. Many of these positions are created for friends/allies of current administrators, and the related details are suspicious. For example, a Business School faculty who threatened to sue the university on grounds of a Title IX infraction was just promoted to Assistant Dean of University College. The position was never advertised and did not previously exist. Many colleagues believe she was offered the position as "hush" money. Such decisions lower morale among faculty and staff and decrease funding for student services. Also, little funding is applied for faculty research. At one time, the university offered summer research grants for faculty, but the funding was stripped. Also, there is NO budget set aside for student research and student travel. Instead, departments are asked to pay for such out of their own yearly budget, which is minimal.

none

Seems a mis-mash, too many pieces about components of short-term and long-term economic impact. Too many different views about what strengthen local communities and the state’s economy means.

This definition, too is full of ed speak and short on actual accomplishments. Get rid of the soft stuff --the services they offer, the partnerships they build, application and transfer of discoveries. What are you going to do? Examples like this simply promote the narrative that higher ed is out of touch with reality.

I would clarify what the last sentence is referring to. Does focusing on readiness to meet the state’s long-term needs mean "jobs training?" What is foundational research? Does this include experimental research? Does it include research that contributes to a field of thought, but that may not be commodified? Does speeding the application of discoveries mean that researchers must prove their projects’ economic merit? Does deepening partnerships mean relying more on corporate funding for research? If so, then I disagree with the statement.

I understand that UNC must and should focus on the State, but it would be wise to mention “the nation" and "the rest of the world" as well. I teach engineers how to help meet the most basic human needs for water and sanitation in Africa, Asia and Latin America...a form of Economic Impact that most Tar Heels whom I've met generously support. Explicitly mentioning the UNC system's contributions to the nation and the world should NOT
replace the correct priority given to the needs of the state, but it can and should serve as a justifiable source of pride to the State.

Add Preparing citizens to think critically and actively participate in civic affairs

Public service must be added and elevated in importance. Service goes beyond "partnerships." Economic impact, as a pillar, is inappropriate and must be replaced with "public service." One type of public service that the university should choose to support relates to economic impact, but it is a travesty that public service is not the title of this pillar.

They impact the economy by the businesses they attract by having a well-educated workforce.

Define student success and accomplishments in industry and research as successful investments into the state economy

No one seems to care about the need for quality staff to make the college run well or the poor pay that keeps the college from having quality staff.

This statement overlooks the critical role of the humanities in less easily measurable, but nonetheless equally valuable economic impact. Remember: Our humanities graduates often go into business, marketing, non-profit work, all of which could, with the proper intellectual and ethical development, contribute meaningfully to the advancement of all groups of people.

"Speeding" research degrades the quality of scholarship.

NEED TO EMPHASIZE THE CONTRIBUTION THAT RESEARCH MAKES TO THE OVERALL SYSTEM

add: "provide a well-rounded education that prepares students to engage with a myriad of fields"

This top university also has a commitment to global/world initiatives. Can be great unless you are focused on local, state, national, and global.

The state legislators really need to stop thinking about NC as some sort of isolated island. Our universities have students from across the nation and abroad and NC students will travel far afield after graduation (or attending without a degree). Moreover, any NC university can reach worldwide with online education. This is the 21st Century, so stop thinking in 20th C terms.

It's limited in scope. The UNC System's schools don't just have an impact on state and regional economies, but have a national and international impact as well. The definition as it is written comes across as provincial, thinking too small and expecting too little. Further, we shouldn't just be focusing on the state's long-term needs, but the world's greatest problems.

I think this should have a stronger focus on public/private partnership, and include mention of an investment in the infrastructure for connecting research with opportunities for business and in organizational/operational settings. This is particularly true in information science, computer science, engineering, life sciences, and health affairs schools.

The universities' focus should be on graduating competent employees who have the necessary knowledge and skills to have an impact on the economy and limiting its budget to be less of a burden on taxpayers.

none

I think it's necessary to understand that all academic areas are research-driven. I think it's important that students have a balance of teachers with academic and professional-world experience.

I would also like to add in citizenship - if not here, then elsewhere - being engaged citizens also positively impacts our State's economy

and increased access points (physical and virtual) within their communities and the State of NC.

None. Good statement.
Economic Growth = Education, Research, Infrastructure, and Markets. The universities are key to Education and Research. There used to be bi-partisan consensus in this state on the importance of universities to economic growth. What happened?? (I'm an Economics Professor.)

I would add to the second sentence: The University of North Carolina can enhance that impact by focusing on graduates' readiness to meet the state's short and long-term workforce needs...

develop international partnerships as well; the economy will grow through international partnerships

Meh. How about changing that lame "speeding the application and translation of discoveries" to something like: "inspiring and sharing discoveries and creative work"?

These things are obvious and natural. When the General Assembly, the Board of Governors, and the UNC System get involved in a bureaucratic way things are usually worse off.

Not sure how to change but focus on these issues takes away from basic mission, provide an excellent education opportunity for students.

The value of a liberal arts education is not sufficiently highlighted here, nor is the value of learning to think critically and evaluate information—skills which are needed in our current media-saturated culture. A citizenry educated in critical thinking makes competent, informed decisions across the board, whether it be creating a successful business, casting a well-reasoned vote, planning infrastructure for new developments, or a multitude of other instances.

The enhancement statement does not address the "people they employ" from the first sentence.

But this says nothing about a university education preparing students not just for the working world, but also to be a good citizen.

In a global society how do you measure "economic impact"? You surely can't limit it to a region or the State of North Carolina. If you prepare a student to compete in a global society, they you would have to measure the economic impact on the world.

These are fancy words with no real meat to them. I realize that flowery verbiage is important in strategic planning; however, this definition does not offer any measurable opportunities.

I am unclear what is meant by "foundational research"—I believe that almost all research strengthens the university and has relevance for the community.

"readiness to meet the state's long-term needs" can be interpreted in a number of ways, including the idea of turning universities into technical training schools, which may have short term benefits but are not helpful long term. It is adaptability and flexibility in applying skills and knowledge from a university education that are most important to student success. I would suggest something like "...by focusing on preparing students to meet the needs of various occupations and other needs in the state through a broad knowledge base and development of skills that can be adapted to rapidly changing circumstances".

Universities educate students. They do not train them for specific jobs.

Universities also have an economic impact by helping to create informed, aware citizens who are open to perspectives and experiences outside their own and who practice critical thinking. These qualities are not mere luxuries. They are crucial in all areas of life, including economic impact. But this very category amounts to an apology for, and a lack of faith in, the University and its mission. Creating an educated citizenry is not about job training.

This all sounds wonderful but the culture of a university would have to change to achieve these goals. At present, faculty pursue research about their individual interests and are entrepreneurs in promoting themselves and in "selling their knowledge/skill." They resent any attempt to develop collaboratives (unless they are going to be
paid extra) and will refuse to cooperate in any project devoted to the common good that hinders their flexibility to pursue their own interests.

None

None

I would include a statement about the connected democratic/humanistic impact of higher education. This is important for preparing students for the workplace as well as their participation in community service and the political process.

Change to, "discoveries; strengthening the state's economy; and deepening partnerships that strengthen local communities."

also "graduates' capacity to critically understand problems facing the state"

investing in the development of critical thinking and communications skills that ready our citizens for engaging in the global world (not just the economy)

The text "by focusing on graduates' readiness to meet the state's long-term needs" is a very instrumental view of education. The focus should be equally on how the state actively supports the provision of quality education at affordable costs to students

"graduates' readiness to meet the state's long-term needs" is extremely vague, and no one knows what that really means. I would omit.

The UNC system should develop excellent individuals. The rest will take care of itself. All of that other high-sounding talk is pure fluff.

it appears that the ways of meeting the needs focus on research, application and translation of discoveries and deepening partnerships. The definition should also take into account the individuals being served, as they are not interchangeable.

Students are only in the college town for four years not many stick around so there is little need to develop roots.

none

Yes, though evaluating the state's needs in highly contentious. Students should focus on developing their own skills sets and following their passions.

This reads like the state's needs are static and the student body should be shaped to meet them. But the needs should be dynamic and students should be encouraged to shift perspectives. I would add "develop creative solutions to entrenched economic, political and social problems in the state".

N/a

Universities have a positive and measurable impact on state and regional economies ...

Also include under economics aspects of "capabilities" and human welfare a la Sen/Nussbaum.

Is the use of semi-colons appropriate or should there be commas?

"Foundational research" sounds as if it only applies to bench research such as physics, chemistry etc. Applied research to develop improved methods of incorporating scientific discoveries into medical care, education, materials manufacturing etc. are also critical to our role as a university.

Making "Economic Impact" part of the Strategic Plan is a monumental mistake. The economic impact of universities comes from the way they promote invention and imagination, not because they're trying to articulate with local economies. Moreover, the economy does not provide a measure of social good or social value and should not serve as a basis for evaluating the university system or for envisioning its future.

Add "enhance support graduation rates of all students"
Paying faculty across the system well so that they are encouraged and invested in working hard for the state through a commitment to delivering the best education possible (at all levels of the state’s educational institutions). Among the careers we want to prepare students for is education.

Change "meet" to "grasp". The current phrase suggests mechanical job placement focusing on graduates’ readiness to meet the state’s long-term needs - What does this mean? If it means, teaching the skills of today for the jobs of tomorrow were lost. .. focusing on graduates' ability to learn, think critically, and adapt....

Add global contributions to communities and economies to those that benefit only the state. We want to send out good citizens of the world - if we do that, NC will benefit even more!

eliminate focus on graduate readiness to meet state's long term needs

We should recognize the fact that our graduates' impact on the state should not be measured by their salaries in their first job(s). We have an impact on the state and regional economies by producing capable, informed critical thinkers who, as they gain experience, provide leadership for our institutions.

Focusing on direct impact is short-sighted. A university is not a business. The worth of knowledge is not measured in simple economic effects. An educated citizenry achieves economic success by applying critical thinking skills creatively to solve problems and envision new futures. We can't achieve excellence focusing only on short-term outcomes.

"state's long term needs" doesn't seem sufficient. "near and long term needs?"

Wouldn't limit it just to NC job readiness

Development of self confidence and coping skills.

There is no language in here about the power of arts and humanities to encourage civic responsibility, social maturity and responsibility, cultural understanding. WHY???

Sounds good!

none

I think this overstates the need to "focus" on "readiness to meet the state's long-term needs".

Would like to see more related to tech transfer and the spurning of new economies and business to meet 21st century problems and needs

none

Analysis of the assumption that all programs and markets lead specifically to North Carolina's long-term needs would be valuable in developing accurate metrics for the worth of programs in larger contexts. Local thinking keeps us local.

To "The University of North Carolina can enhance that impact by..." add "ensuring a well-supported and sustainable workforce"

Universities should not be viewed as job training. This definition too narrowly defines the benefits of colleges as the employees they create, almost in conflict with the prior objective of Student Success which is more about the value to the student rather than the economy. Both are important, but this definition places the priority away from the students that are paying the tuition.

Sadly most universities with the UNC system are not provided with fair resources. UNC-CH is given an abundance of resources. It is unfortunate that graduate remissions are so few at all other UNC universities.

Economic impact requires quality of life--the pursuit of culture, including the arts--as well as informed voters with an understanding of civic responsibility.

That it include a global impact and focus and not just local
Student debt should be included in economic impact.

Economic impact is not always readily apparent by simply training students for very specific jobs. Having a well-rounded education secures long-term needs by having as many educated citizens as possible as far as understanding the world from a global perspective.

None.

Degrees aren’t about what is good for the state. It must be what the student desires. Hopefully graduates will fill positions that are needed by the State, but the way that paragraph is written it sounds like if you can’t help the economic impact of NC - we don’t want you. Education is more than about economics.

Include both graduate and undergraduate education.

speeding the application and translation of discoveries—what is that supposed to mean?

In the first sentence, great connection with 'partnerships they build.' In the next sentence, perhaps expanding local communities and the state’s economy to include collaborations within the region and beyond (global). Our first obligation may be the state, but our economic impact also affects the entire planet, and our graduates have an impact in their new communities.

na

Universities should concentrate on the PEOPLE it is educating, not the industry they can serve.

It is too late when the state focuses on graduate’s readiness to meet the state’s long-term needs. It needs to apply more rigorous standards for student preparedness to enter into higher education learning. K through 12 education needs much more support in order to produce students ready for university study. Some students need more time to prepare up front—or more time to mature and be more appropriately motivated to achieve success. More support for teachers (as they themselves deem crucial—not through administrative mandates) at the K-12 levels would greatly increase efficiency and cost saving at the higher education level.

Add: ....the artistic work they create, etc.

Assuring that the selection of UNC academic degree programs are directly related to the Department of Labor projected employment needs of two regions in this country (southeast/northeast).

Not sure what "speeding the application and translation of discoveries" means.

Research is meaningful outside of its economic impact. This statement implies that the only research which should be recognized and funded is that which can create jobs. Research is supposed to contribute primarily to a society's knowledge. Furthermore, I’m uncomfortable with focusing on university employees, when many of them aren’t being paid fairly or being given benefits. This statement needs to be reworded to show the commitment to fair pay and working conditions of university employees.

"Focusing on graduates' readiness to meet the state's long-term needs" implies that these needs will trump other academic disciplines or areas of study. Maybe something along the lines of "making available programs designed to address the State's long term needs".

Where are the arts and humanities in this?

Love it.

Social awareness, civic responsibility, and understanding impact on community.

"focusing on graduates’ readiness to meet the state’s long-term needs" - we have no idea what those needs might be. Who foresaw that NC's manufacturing economy would collapse in a generation? Who has any idea what will replace it? The idea that we can adjust programs and curriculum to meet specific economic trends is simply not tenable. The system will do better to focus on the foundational skills (such as those assessed in the Collegiate Learning Assessment) will prepare students for a variety of careers.
continuing the application and translation of discoveries and strong partnerships that strengthen local communities and the state’s economy.

Need something about building capacity of communities with whom we engage

n/a

There should be something in the definition that makes it clear that the primary impact comes from students who learn to think for themselves, not serve as worker drones, and who are capable of enjoying the benefits of an educated mind including the cultural benefits.

again, the idea that creative expression enhances a culture by way of media and art is absent here. As is the fact that self-aware and reflective individuals are more likely to be productive and flourishing individuals and to raise healthy families that contribute to the welfare of the state. ALSO must address the fact that scholarly research is not something that must be applied and used to be valuable economically. Research in the humanities produces and preserves knowledge, which translates into important and valuable gains in the awareness of a culture

"Speeding the application..." doesn't make sense. Perhaps "accelerating" would be a better term, because it would actually indicate a change in speed and therefore an action that can occur. I think people can make sense of what "speeding" means in this context, but the only real definition of "speeding" is to exceed the speed limit. The definition needs to explain what the term means instead of offering commentary about the university's effect.

This definition is fine, as long as it retains its place as one of 5 themes in the plan. If we let direct, immediate economic impact be the primary goal, we run the risk of subordinating the education of our students to the interests of outside entities with their own agendas.

I would talk about the state's investment in education of its citizens as well as the employment of a large sector of the population, and how this symbiotic relationship has a generally positive effect of the culture of the the state at large.

Add capabilities and human welfare component to economic impact (eg work of Sen/Nussbaum)

How do we value a thoughtful and engaged citizenry? Shouldn't this factor in to any statement on Economic impact? Is the University simply a big trade school?

I'd add that students graduating with an understanding of their own and other people's humanity also benefits our economy, for in the long run it facilitates collaboration and cooperation.

The most critical economic development impact we have is through our graduates, not through meeting the current perceived needs of the business community.

Why is the state's economy the most important part of the University's mission. There are so many other ways that we can improve conditions in our state -- through volunteerism, tolerance, good citizenship, etc... which may or may not have direct connections to business. I'd like the Board of Governors to be that -- a board of governors, not a corporate board treating the state as if they were shareholders. A business can go bankrupt and screw its shareholders and employees -- it can take risks. A state should not, it is a different venture, and I wish all of the language of business were toned down.

the focus on "...graduates' readiness to meet the state's long-term needs" does not seem to be of primary importance (which is implied by its appearing first in the list). Rather, the investment in foundational research and partnerships seem more important. In addition, some might construe this to mean that the system should do job training; that is inappropriate. Employers should not be counting on universities to train their employees (this is government meddling); employers should train their own workers, who should come to them with a flexible set of critical thinking, writing, and communication skills such that they can be trained in whatever fields are necessary. The jobs (and employers) change thus what is needed is an inherently flexible set of skills--not training for any one set of jobs. I would be concerned that the phrasing of this may lead some to infer that the system should be training students for jobs directly.
An education should also include interrogation of the ethics and values associated with different kinds of involvement in local and global economies. The university's value should not be tied primarily to its economic impact, though it is of course worth investigating.

A university degree is not primarily an economic matter, but a personal one, in that one’s life, as I have said, is enhanced by education. It is NOT a matter of enhancing a business.

Remove: focusing on graduates’ readiness to meet the state’s long-term needs; investing in foundational research. Add: creating a population of intellectual curious, socially aware, and culturally minded citizens.

Our students need to be well versed in business processes and leading industry tools (ERP’s: SAP, Sales force, etc)

There needs to be a reference to Community Engagement. So many of our universities serve a population of retirees. So many of our institutions are impacting local economies from the service and internships students engage in. Perhaps this is what is meant by "innovations they encourage."

There is nothing about diversity in that statement, and it needs to be there.

I would like to see statements about creative problem solving and critical thinking skills woven into the statement instead of concerns about "speeding the application" of discoveries.

I would put through the people they employ after the students-- more value to the local community taxpayer than the rest-- which are important yet benefit fewer taxpayers.

I’m not sure why the verb speed is applies to discovery - I feel strongly that something about collaboration needs to be included - collaborating with the state to ... I can understand that partnerships touches on this, but partnerships are a particular entity, while collaboration underlies a trusting relationship.

"The University of North Carolina can enhance that impact by focusing on graduates’ readiness to meet the state’s long-term needs": This goal, as drafted, focuses on the State as an institution not on the student and the communities. Graduates' readiness must be oriented toward serving State's local communities. Investing in foundational research: If economic impact, as defined, is the primary goal of research, research in the humanities becomes secondary. This is a contradiction given the SL goals assigned to higher education stated before. Speeding the application and translation of discoveries: The discoveries to be applied and translated must be in connection with helping students develop their skills so that, after graduation and perhaps during their period of education, they understand their role in helping local communities.

If the State wants to attract and retain its graduates, it must reflect the values of its people in the laws they pass and the jobs the attract/lose and even the social/cultural opportunities available.

Add to statement the university’s central role in producing culturally mature citizens capable of understanding and solving complex problems.

Don't disagree, but this is Pat McCrory "take gender studies at a private college." Although a focus on utilitarian/professional/economic themes is probably smart, it also limits the meaning of education.

Students’ critical thinking and logical skills are vital for an informed and creative workforce and citizenry. The Humanities are essential for an informed and democratic citizenship.

economic impact can be increased by sustaining and increasing the university system's national reputation; the research performed by faculty is central to this -- therefore ensuring that professors at ALL of the system’s schools are able to balance teaching with research so excellence in research is increased is essential

none

add something to the effect in the second part of the statement about the value of a liberal arts education in terms of critical thinking and the skills and attitudes required to be an intelligent and informed citizen...we should be doing a lot more than job training, esp. in the liberal arts.

Creating an educated populace has national and global implications in addition to state and regional.

Non-relevant program to society should be looked and have courage to eliminate. Faculty should also be retooled/trained like private industry does all the time.

None. Superb.
Instead of "focusing" on external goals, the university should focus on academic and intellectual goals. The other things are important side-benefits, but shouldn't be the "focus."

Edit statement so it says, "... focusing on graduates' readiness and ability to shape and meet the state's long term needs..."

Local economic impact should not be considered as a positive goal where dorms and campus dining facilities are de-prioritized in favor of increasing local rental property usage and off-campus dining. These allow local services to add to student indebtedness by charging higher costs for housing and meals than state-subsidized housing and meals available through dormitories and dining halls.

None. Put them into practice for once.

Many of our students will go on to change the world, not only the state in which they reside. An understanding of global impacts should be a key part of how we understand economic impact.

Since changing is occurring at such a fast pace, it's difficult to know what the state's long-term needs might be in the future. I would focus on the competencies listed in a previous student success which prepare students for the life-long learning that will be necessary in the 21st century as they adapt to new careers and new opportunities.

A clause should be added about encouraging students to stay in North Carolina, through connections made as students with local businesses that partner with the university.

To ensure continued research [at the governing level of UNC] into a broad spectrum of understanding re: what constitutes "economic impact" and to provide all educational opportunities which may serve to reach this goal. To ensure that profit-driven interests are not the engine of the institution's mission. To develop whole people, to encourage deep levels of self discovery and inquiry that will emerge as passions for social and just issues. To provide diverse and ample opportunities [curriculum, degrees, internships, networks] for the graduates to become stewards of a richer vein of civilization in our state.

I would add language about adequately compensating employees

Translation of discoveries: gobbledygook. Speeding the application and implementation? Of discoveries; facilitation of discoveries? Support for discoveries?

We live in a deeply integrated world. Yet, at State, the focus is local experience. Students lack a critical understanding of what exists outside the physical boundaries of North Carolina, and for some the local county area! The state's goals will not be enhanced by knowing more about NC, but about what's outside NC.

Empower them by enfranchising their student government to give input into major decisions.

The connection between the graduates and the communities should start while the student is at the university.

That statement is quite vague. I think I see the main point, of producing graduates whose careers positively impact the state economy, but it's not clear. Terms like "foundational" and "translation" are used so ambiguously as to not have much clear meaning.

This isn't describing economic impact, but rather that universities are integral parts of the communities in which they reside... and hopefully, they enhance their communities substantially through all aspects of what they do. The things you describe are similar to Michael Crow's vision for "The New American University" (which, in essence, largely mimics a land-grant university mission -- he just repackaged it in a modern way). To call it "Economic Impact" deflates the ideas contained within the goal. For most folks, this simply means: did you inject money into the local economy? The goal is much broader and richer than the phrase "economic impact" conveys.

No one has any idea what "the state's long-term needs" really are. Let's focus on graduates' broad, transferable skills, and on fostering their readiness to experience and adapt to change.

Add at " and deepening STEAM partnerships - Science, Technology, Engineering, the ARTS and mathematics that strengthen local communities and the state's economy."

Absolutely no mention of cultural impact and how that provides for regional growth. Shame on you.
"the innovation they encourage" to be replaced by "the innovation they generate"

none

a lot of this language is gobbly-gook, just the kind of speak that would impress foundations but leave regular people cold...it talks in circles...'dumb it down' a little so anyone can understand 'speeding the application and translation of discoveries'? what does that really mean?
The use of the word speeding causes me to wonder if quality application and discovery can often be achieved quickly. What is the balance between speed and quality/meaningful discoveries?

None

I would wipe out this category because it is the worst reason in the world to get a college education. I am adamantly opposed to this kind of false and reprehensible rhetoric! The concern for advanced education to have an "economic impact" is yet another example of runaway capitalism. Capitalism is not democracy and here you conflate the two! We are creating citizens who as a result of a liberal and well-rounded college education will be better citizens and more fit to run a government for the people AND BY the people.

No changes.

Universities enhance the intellectual, civic, cultural, educational and social fabrics of communities where they are located. They are essential components of quality of life that factor into the decision making when a company is relocating or expanding or when employees are making choices where they want to work and live.

Change "partnerships that strengthen local communities and the state's economy." to "connections between Universities and their local and regional communities."

Impact can be positive or negative. What actual goal is this jargon word substituting for? Is a "growth" economy considered desirable? Who determines what the state's long-term needs are? What is meant by "translation of discoveries?"

Add in "Identifying retention rates across the system and increasing excellent employee retention as needed".

This is a pretty good definition.

There is no question that students of UNC contribute to the state's economy. I do think partnering with local businesses and non-profits to support their work and needs as well as offering students work experience is important.

In "deepening partnerships that strengthen local communities": that should include intense and critical cultural competence training for employers on creating thriving and diverse work environments and facilitating ethical hiring processes and standards. (Too often administrators are promoted and/or tasked with managing additional units without proper vetting or fair hiring practices.

I would add something about hiring the best staff available and providing a culture of learning and innovation for all staff, not just research staff.

the goal of education should be EDUCATION. It is not training for the workforce.

Universities also make communities more appealing for outside corporate investment, e.g., relocating facilities or new locations.

The statement may be a bit state-centric. University students should be preparing for emergent fields at the national and international scale, rather than the particulars of the state economy, which may or may not reflect the broader potential for career-development.

From what I've noticed, most employees at colleges are university students - this is not to say its a bad thing, but the community around here (Boone) has a high unemployment rate and are just as suited for the types of jobs as these university students.
add to second sentence: Attracting and retaining the highest-quality workforce at the university.

need to address the creative economy not just research.

...developing foundational research and investing in translation of discoveries; ...broadening the capacity to facilitate partnerships that support and strengthen local communities...

It would be nice if this sounded more collaborative than one-sided when talking about working with other stakeholders.

This one looks good.

Economic impact is important and measurable; the definition could be improved by considering how universities impact their state and region in non-economic ways.

very well said as it is!

Add "the services they purchase," to Universities have an 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.

I agree that universities should partner with communities to marshal the resources of the university to address problems facing communities; however, I do not think that the "value" of a university education should be related to how graduates do on the job market. This approach devalues the humanities while affirming a political economic system that hurts all people. The university should be committed to providing students with the tools to critically engage with the social problems that result from racial capitalism and neoliberalism (and in turn, hurt universities).

Universities are not vocational schools -- so it is not just about fulfilling needs but graduating students who will themselves be the engine of economic growth through innovation, etc However, one can think of needs that our students can fill that enhance and addresses the needs of its citizens/

Sometimes partnerships are community-engaged or service-based, but help to improve quality of life of needy populations, and eventually economic impact

The definition promotes a simple-minded approach to quantifying impact. An educated citizenry is an asset that can lead to growth and prosperity in unexpected ways. If there is myopic focus more easily measured and proximal

I would change the first sentence as "Universities have an impact on state, regional and *international* 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 state doesn't know what we will need in 10 years. We need to educate the young broadly and let them lead us.

change "can enhance..." to "shall enhance"
University education also increases the chance that an individual is prepared to take care of themselves in life, which reduces the negative impact they have on the state in terms of poverty, emergency care, etc. The current definition lists all the positive economic impacts that the university has, but it also has a major impact in its reduction of negative costs. So this argues that we should expand involvement in university education for ALL state citizens. In addition, I would caution against the strong push to commercialize research. Good ties between the university and industries is great where/when it happens, but the university plays a unique role in doing basic research that is the strength of our society. Companies already do commercial research. If we devalue basic research in favor of research that is commercializable, we are destroying the one thing that is unique to universities -- if we don't do it, no one else will.

Delete "speeding the application and translation of discoveries". It seems to suggest rushing through instead of being careful and accurate.

One possible benefit of colleges maybe. But the main one should always be educating students, economic impact is nothing but an accidental benefit that will continue to occur without any focus being place upon it. In other words this should not be a topic of interest at all.

None

The state cannot know what the long term needs are, and perhaps that's what you're attempting to say. Perhaps consider a statement that reflects that we need graduates who are creative, entrepreneurial, culturally competent and public service oriented and that a UNC education will prepare them for the unknown over their multi-decade life as a citizen.

N/A

Remove any and all language that implies that a university education is equivalent to job training. It is not that the university should not be connected to the business community but much educational value will be lost if the university focuses solely on meeting needs of employers, and partnerships with the business community. As I read these questions, I have grave concerns about the future of UNC.

Universities have significant impact....

emphasize the innovation that is produced by universities that translates their basic research function into economic power that benefits the state and society

I would add "increasing quality of life through events and artistic performances" as something that attracts people and economic interests to an area.

I agree with the first sentence but I suggest the second sentence be revised. First, it is not clear what is meant by the term "foundational research." The research invested in by the University should be that which has the potential to impact people's lives, local communities, and the State overall. I also suggest that "speeding the application and translation of discoveries" be revised to say "encouraging the application and dissemination of discoveries." Speed may or may not be a positive thing when talking about social transformation.

Universities also produce new knowledge and understandings that might not seem directly related to economic forces but that still make the world a better place.

Recognizing the negative impacts they have on towns and communities that their campuses exist within, completing assessments of their impact and working to adjust the community problems they cause.

"speeding" is an unusual term to use; thoughtful application seems more appropriate than speed when it comes to making meaningful discoveries and applying new knowledge

encouraging students connection and pride in the local community encouraging the retention of talent

This statement is another instance of a mission that has grown too broad. The education of students should be the primary mission. There are other societal entities, public but mostly private, that can address those other missions. To the extent the University takes them up, it drives out more efficient, productive, diverse efforts from the private sphere. They should be de-emphasized rather than expanded. Research should be reoriented somewhat away from foundational (by which I suppose you mean 'pure') research to research that through a
variety of means addresses real-world problems in cooperation with other research enterprises including corporate.

Re: can enhance that impact by focusing on graduates’ readiness to meet the state’s long-term needs. Don’t be short-sighted. Higher education is about more than preparing students to be worker bees. Yes, I realize this is the economic impact theme.

Make this definition more succinct.

I believe we need to do more to engage, support and bring value to all North Carolina's residents even if they are not students, faculty or staff.

Somehow, we need to "incent" students to pursue degrees in key area's of need for the state so that they can seek employment or other opportunities in our state. When I graduated, student loans were forgiven if you taught in the state for some period of time. We have a huge retirement bubble and need to be competitive in attracting and retaining top talent!

requiring that all college students complete an internship in their field of study, prior to graduation.

The statement does not identify a problem. The actions listed do not speak to any specific, measurable goal.

recruit instate help tuition to keep grads

The state should invest more on Higher education. N.C is the lowest in investing in Higher education in the Nation

in their effectiveness to communicate (orally and written)

UNC will encourage and mutually support vocational training

"foundational and applied research"

A better and fair independent way to assess and communicate the economic impact is necessary. There may be a credibility gap here.

Need to see something stated explicitly about the value and economic importance of preparing students for the larger environments (national and international) that drive much of this state's economic success. For example, there are over 100 German-owned firms alone doing business in the Charlotte area. The world is and isn't flat, and we need to prepare our students for the part that is. NC is beautiful and a nice place to live but it isn't the be-all end-all many people seem to think it is. It is in increasingly in danger of being viewed as insular at best, and backwards at worst. We need to prepare students who are ready to work for national and international firms, who are culturally aware and literate

I do not think that economic impact should be a rationale for a university system. It invites corporate influence and its related political priorities into curriculum.

the money that is spent in the community by students attracting new businesses to area based on the unique research or majors of the university nearby

Brig back the tax incentive for filming in North Carolina

Not enough emphasis on the economic impact on local communities: the people employed in the UNC system. More wording on the how the impact can be enhanced. "Deepening partnerships" is very vague.

The definition is sound, for us to succeed there must be alignment in Raleigh that investing in education will be the economic engine that fuels our future growth. Students will be starting companies, designing products that currently do not exist today. Our role as educators is to give them the confidence, skills and access to resources to be bold.

Foundational research is of critical importance. If college professors are not engaged in leading edge research, they have nothing to teach anyone.
The word "long-term" is critical. Performance funding schemes focus on short-term outcomes. Corporations are moving away from governance systems that promote short-termism. We need to avoid this trap and focus more on the long-term.

Universities also need to understand that the costs they incur represent a drag on the economy when a researcher must raise more than two dollars for every dollar they want to spend on research.

What about the knowledge required to be good citizens, intelligent voters, and critical thinkers. These are also key for the welfare of our state.

College is not just about job readiness, but about knowledge, skills, and adaptability. We cannot predict how a student will use their training or to what end, so training them to be flexible is also important.

I disagree with the goal of "Economic Impact." That should not be a primary goal of the university system. Instead, the goal should be "Community impact" with a concern for economics as part of that.

Again, it's just too complex. Was the person composing these definitions paid by the word?

N/A

Deepening partnerships that strengthen local communities does not need to necessarily mean monetarily. The services offered could be through these local partners could be a way to build the partnerships with work rather through financial aid. Then use that money to cover other expenses.

None.

Universities can encourage ways to help build many different goals that build on 'needs' but also explore developing our future in areas we have traditionally not developed.

None.

While often a benefit, "meeting the state's long-term needs" is not the purpose of an education and should not be its goal. Rather, the goal should be to enrich the lives of our people and to educate them so that they can make informed choices and positive impacts in the lives of others, according to their own conscience.

none at this time

What about people who can't afford to get to grad school? I think YES this is super helpful so please keep it! But also it is helpful to recognize people who impact our economy as undergrads and building up financial resources and academic tools so that grad school becomes a possibility.

I would only add that focusing more on «student's long-term economic needs,» ie, job security and prospects, might give more back to that state later on.

There should be a specific statement about partnering with the state education system for better teacher training and more support for students BEFORE they enter the UNC system.

more students, more ideas, more opportunities!

This assumes graduates will only stay in a single line of work their entire life. You need to consider the many graduates who will bounce between jobs and industries.

Speak directly to its role to enhance culture and promote the arts

Faculty and staff at universities have an impact...

A focus on the economic impact is not a valid education goal. These measures can be misleading. Developing students' minds and their thought processes - actualizing their potential is most important. Done successfully, graduates will develop logic courses in their lives to meet their needs and goals - economic and otherwise. They are not a product to fit into an economic machine, unless the educational process is made strictly technical in its nature.

sounds like vocational training. The "State's long term needs" are not defined, and could be subject to whims of state government. A State University is meant to produce a well educated and educationally well rounded populace, not to mold to the perceived future needs of the state at any given moment.
Not just the state's long term needs, but our country and world's long term needs as well. Being able to be ready work in a global economy and having a good global perspective.

Not sure what "speeding the application and translation of discoveries" means - needs more clarification.

The state needs money; other "long-term" needs seem shadowy. WE need to nurture students who will want to stay in the state because the state sees their value. We need to nurture our students' creativity, k-12 reading and writing (not assessment!) , skills that extend their experience through reading math, the arts, literature, history, science. Students need to learn how to learn again. If living in the state is reqrdng, they'll stay here with their families and open the businesses that will direct the state's long-term needs.

The role of a university is to educate, not to be an incubator for corporate interests. The educational mission of the UNC system should not be compromised to meet corporate needs. "Foundational research" needs to include basic research that does not have immediate, obvious translational value. This type of work is what distinguishes universities from private labs and what provides the best training environment for students. Often that type of work pays big dividends but it could be years off.

Economics is the science of making choices; it need not be reduced solely to financial impact.

..the innovation they encourage, the new business enterprises they bring to the state,...

University of North Carolina can enhance that impact by focusing on graduates’ readiness to meet the state’s short-term AND long-term needs;

Immeasurable goodwill.

I am not planning on staying in North Carolina and the system has become a geographic multifaceted issue. It should not focus on meeting solely the state's needs but rather our country's needs as a whole.

None

None

I would only add that we must not operationalize the ways our graduates can have an impact. The creative aspect of education sets it apart from training. If we go too far stipulating the specific skills or capabilities that we speak of here as "readiness to meet the state's long-term needs," we undermine the ability of our education to meet the needs that are unpredictable.

No changes to this definition.

University is a well-acknowledged economic driver......could it's influence be expanded to the whole NC community to make it a tolerant, integrated and equitable community. I think there lies the real challenge

A lot of this is too generic. Rather than foundational research which I'm not sure what that means, how about being specific about both basic and applied research that not only is important for knowledge creation but also job creation and economic development. Moreover, a definition of economic impact needs to have more specificity about the metrics of impact. Speeding and application of the translation of discoveries leads to start up companies and licenses growing allowing for more jobs and company successes. Deepening partnerships in what way and with whom specifically - list out industry, philanthropy and government and the need for co-investment in programs. Sustainability is a function of the durability and quality of the relationships we develop and we need to articulate our expectations and metrics so that our partners know that we need them to be engaged and at what levels.

The University should also consider the broader impact of UNC graduates on the community; that they be good citizens, who contribute intellectually and morally to their communities. Of course, businesses typically enjoy working in that kind of environment--and even a strong intellectual/moral community is likely to succeed better economically. As phrased, however, the statement above focuses on short-term and immediate financial returns, rather at the broader, less tangible economic benefits.
I would qualify "research" slightly here, saying further "research in the sciences, social sciences, and humanities," or something along those lines. Without this explicit mention, I fear that any disciplines other than the "hard" sciences may get short shrift owing to the perception by some that they are not as critical in the establishment and maintenance of a strong economy.

<table>
<thead>
<tr>
<th>It says absolutely nothing about responsibilities to 1) treat faculty and staff with respect, and 2) pay them appropriately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>add &quot;applied research&quot; after &quot;foundational research&quot; also add that the university has a commitment to inclusion, diversity and non-discrimination based on sexual orientation or sexual identity</td>
</tr>
</tbody>
</table>

n/a

Students are not work horses of the economy

<table>
<thead>
<tr>
<th>Universities also have an economic impact on the knowledge they create (research). Universities are not limited to training undergraduates for jobs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This definition does not include the partnerships and developments that the universities can create between business and specific departments (ex. SAS &amp; NC State Department of Statistics.) Also while it mentions graduates, it discusses them as if they are ready for jobs that are already existing. It doesn't speak to graduates (or Alumni’s) ability to create new jobs and businesses themselves.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>None; there an is a moral obligation to benefit the citizens of NC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since the UNC system is a project of the state and funded by the people, profits from the direct application of research and discoveries made by UNC should not be fully privatized but should be retained in part by the State of North Carolina</td>
</tr>
</tbody>
</table>

The first sentence is a great statement that speaks to the impact Universities have locally, in our state, and across the globe. The second sentence, however, implies relation as to how to improve those items mentioned in the first sentence. There is no obvious correlation here. As written, the second sentence implies that there should be a focus for all graduates to be educated to "meet the state's long-term needs" - this should not be a strategic goal of an education system unless we are in a society reminiscent of Orwell's 1984. Further clarification as to what "foundation research" means and how it is useful is needed. I would strive to relate a 1-to-1 relationship between the two sentences/points.

Providing a living, competitive wage and opportunity for growth and advancement of its' staff and faculty.

Free thinking

"...focusing on the state and national long term needs, remaining competitive...

the states long-term needs and the preparation of graduates need to be balanced because needs are dynamic and a well-rounded graduate will need to be able to flex over time

Let's unpack this definition for a moment. "Universities have an impact ... build." Sure, they have an impact that cannot be overestimated, which is exactly why continuous, politically independent funding for the University system is so damned important! Now for the next bit: "focusing on graduates’ readiness to meet the state’s long-term needs." On the surface, this means offering degrees in fields important to the state (agriculture, education, etc.), which is fine, but if you read between the lines, this also gives the General Assembly a way to dictate "the state's long-term needs" to the University system. WRONG. Moving on, "foundational research" cannot possibly be performed if political goals are attached to said research. I'm looking at you, North Carolina Policy Collaboratory. Everyone sees right through that ruse. To the last section, "speeding the application ... state’s economy," To whose benefit would this likely happen? Business leaders, not their employees or consumers.
It's unclear what the state's "long-term needs" are, and I have doubts about the efficacy of "speeding the application and translation of discoveries," whatever that means precisely.

Include statement re entrepreneurship

More 'administratium' (fine-sounding words nothing concrete).

The impact of the university on our state economy is most important; however, the state and the system must avoid being too directive about how that role will unfold, or they risk damaging the university's potential impact. Universities exist to map out a future that the system, legislators, and business may not necessarily foresee. Our role is to be the visionaries of the future, and we must therefore be left quasi-independent in order to fulfill our role. Meeting the needs of today's employers does not necessarily meet the needs of tomorrow's employers.

Focus on the needs of industry in the State of North Carolina, the region, the nation and the world, in that order.

Something about the maximum economic impact, construed broadly, being when individual students' human potentials are most fully realized.

add 'and state loyalty' after partnerships

I am concerned with focus on graduates' readiness to meet state needs.

Because a high emphasis i put on research, faculty are hired based on their research expertise and ability to bring in money. While the students need to learn the basics in their chosen field. I would add an emphasis to hire faculty with in-depth holistic knowledge of the field they are in. In too many cases faculty that teach basics courses, are lecturers or teachers from outside on contract to teach a subject necessary for student success.

"investing in foundational research; speeding the application and translation of discoveries; and deepening partnerships that strengthen local communities and the state’s economy." I have a hard time seeing how these three things improve graduate readiness. You're trying to equate or transfer strengths in research and extension to academics.

"readiness to meet the state's long-term needs" -- the university system is not a trade school system, nor should it be; the state can't even agree on its long-term needs; what the university system should do is focus on graduates' "readiness to participate as thoughtful, contributing members of society"

The concept that some overpaid failed professor hiding out in the GA can predict the future needs of NC is ludicrous

The University of North Carolina can enhance that impact by focusing on graduates’ readiness in areas of resilience, critical thinking, and problem-solving.

Universities also enrich the lives of students and the state around them in intangible ways by creating an educated, cosmopolitan citizenry. Economic Impact is not the only measure of value.

Sounds like we are an industry farm team.

NONE

I agree with the current definition.

Hold the administration and faculty accountable for the wrong they may cause which reflects the down fall of the school and its students.

Disparate allocations, lack of scholarships and grants will not give "the students they attract and teach" any reason to attend or ensure enough support for recruitment much less actual attendance.

No suggestions at this time

The graduate will also be trained to provide themselves with ready sustenance using their skills in the goal of entrepreneurship or self-employment in order to advance the aim of a more adaptable workforce.

Basic research is undervalued in our system
I think NC should focus on meeting the STUDENT's needs, not the other way around. Well-educated students will be LEADERS in the state and will bring economic success to NC just by being allowed to learn and dream. If it results in a new business or enterprise, fine, but not every person WANTS to put nose to grindstone every workday for 40 years. Do we then dismiss THEM as not contributing to our society? NO! They enhance us all by their existence and their ability to think clearly about many subjects and reason well and VOTE for BETTER PEOPLE than are in our government now!

None.

foster entrepreneurship

Improving day to day relationships with the local communities. Ivory tower needs to look and work to improve the communities that are closest to them. Offering an education to service other and our communities and not just profit for the of the degree seeker.

In the part about what the U of NC can do to enhance its impact on the state economics by discussing the quality of employees that can be employed within the parameters of the state hiring system.

Make education equal in all systems for interchanges between geographic areas.

add preparing students to contribute to the economy upon graduation

"While not curving to the will, and sacrificing the spirit of education, by working towards corporate interest."

Expand "speeding the application and translation of discoveries" to say, "particularly those that have potential impact on the state's economy and welfare."

They are too concerned with trying to make money with the UNC system instead of teaching.

Please refer to the NC State Constitution for the duty of our state university institutions.

Strengthening the state economy should not be a focus of the university. It is simply an inevitable consequence of the university's mission.

Faculty needs to be more focused on our students. Once they get tenure they really are not interested in teaching students.

The statement "speeding the application and translation of discoveries" is vague. As a reader, it is unclear what this statement is referring to or the message it is trying to convey. As a side note for the next question below, as research has shown, employers are not satisfied with recent graduates and their lack of soft skills and preparation for the workforce and professional environment - which is true; students are lacking soft skills needed, but also - this is a very different generation of student, and there needs to be some effort in meeting half way between the employers' needs and the students' skills. There are two pieces to this puzzle: employer wants and student skills. By making "meeting needs of employers" a main goal, we're leaving out a whole half of the puzzle, which will not lead us to success.

reducing regional and demographic inequalities needs to be added

Maybe something about extension and outreach.

I think this is very comprehensive.

faculty bringing research funds to the state.

The university's responsibility is to its students, not its state. The state's needs should not dictate the learning material; however, connecting students to the community serves the needs of both.

>...and deepening partnerships within the communities identified with disparities and in need of Economic impact in order to strengthen local communities and the state’s economy.

I would not change anything.
Economic impact is not the purpose of higher education. Only the corporatization of higher education and uninformed political expediency make economic impact at appropriately relevant. Important not to focus on "narrow" definitions of the state's long term needs, and not focus only/primarily on "economic" impacts. For example, health and social well being of the state's population should also be important foci/measures.

Include language about providing resources and network connections with a focus on NC.

delete "...readiness to meet the state's..."

The thematic area should be phrased not only as "Economic Impact" but also as "Community Development."

Universities don't perform research. Faculty and students perform research. Change to "the research faculty and students perform."

Not really a definition of "economic impact" but I guess it is okay.

I do not understand how the UNC system can understand the state's long-term needs; their should be a commitment to completion but to ask the system to have a crystal ball and understand the needs is difficult.

None

None

none

change the state "...the state's long-term needs" to "...the world's long-term needs". Everything is global in the 21st century and moving forward.

None

N/A

If it is to be read that the University means to have a positive impact, it might be suggested that it read as such. Perhaps changing "can enhance that impact" to "will ensure continuation of positive impact". Any changes to be made ought to be sure to include a more positive lexicon (i.e. omitting 'speeding' and 'translation').

The impact that a university educated populace has on the quality of civic discourse, and the availability of arts, cultural, science and environmental amenities that will attract and retain both companies and an educated entrepreneurial workforce

NA

"Universities make a measurable positive contribution to 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 University of North Carolina will ensure that positive impact is realized for North Carolina and surrounding region by focusing on graduates' readiness to meet the economy's long-term needs; investing in fundamental and applied research; speeding the application and translation of research discoveries; and deepening partnerships that strengthen local communities and the State’s economy."

The phrase "graduates' readiness to meet the state's long-term needs" assumes we know what those needs are. But do we know what the jobs or needs of NC in 30 years? Perhaps add a mention of the fostering of creativity and/or flexibility.

Provide financial incentives to engage in fundamental research at a local level.

The portion of the sentence "focusing on graduates’ readiness to meet the state’s long-term needs" implies two things. The first, that the UNC system doesn't already focus on the necessary needs for a graduate (critical
thinking, communication skills, etc.), second, that more specific skills are predictable (i.e. trying to guess what jobs we will be attracting 20 years out is not possible).

The entire second sentence represents the university as a vocational school. The Arts and Humanities cannot be left out.

Involvement of businesses in community and afar in providing internships, job fairs, providing specific training to that particular company so graduates may have higher chance of being hired. Classroom training very important but we need to start to think outside the box in order to help our students get jobs upon graduation.

Universities should be seen as educational institutions, not piggy banks for the local economy

I'm laughing about the "graduates' readiness to meet the state's long-term needs" part. Our current state leadership has shown a remarkable inability to identify the state's long-term needs accurately (or even adequately) by ignoring scientific evidence and taking other actions designed to keep us solidly in the 1950s.

Need to add that students need to focus on real world problems effecting the state.

Focus on all graduates, not just the "super smart", the ones that came from "good stock", and one segment of the potential and/or actual student population.

Preparing students as graduates to re-engage with the communities from which they came to support community and economic development

The University of North Carolina can enhance that impact by focusing on graduates’ readiness to meet national and state’s long-term needs;

Giving in-state students priority over out-of-state students into graduate, medical, and other professional degree programs.

Consider expanding the idea of "partnerships that strengthen local communities". This is to address those local community members who may feel excluded and disconnected from the local university.

Development of measurable to determine attainable goals and objectives

I agree if money will go towards actually doing this, I am OK with it. If money goes towards more and more college administrators, then I don't agree with it.

"deepening partnerships that strengthen local communities and businesses, and the state's overall economy."

Economic impact is when you offer degrees whereby individuals can obtain jobs....a lot of the research conducted is useless and never can be transferred into the real world

I'm really not sure why this definition is being considered. Sure, a university has an economic impact. I think it is even worth examining what the economic impact of a university is, and, what is more, how it might be improved. But its economic impact should NEVER be prioritized over its mission, which is the creation and dissemination of knowledge. I worry that this definition is being introduced as a way of compromising the mission of a university.

I disagree with speeding the application and translation of discoveries -- how does that improve the economy?

"the research and creative activities they perform"

n/a
A very key factor is missing from the above definition. That is . . “focusing on the quality of instruction students receive at NC institutions ”. Way too much emphasis is placed on UNC-system faculty research and way too little on the quality of their teaching.

I believe the focus of this statement should be on faculty. Universities have an impact through the faculty they attract and retain, through competitive salaries, benefits, and research opportunities, quality of life. In the majority of cases, the education and professional training received by students will not exceed the giftedness, intelligence, knowledge, and commitment of the faculty who teach them.

State universities have the responsibility to leverage funding into activities that increases competitiveness of businesses within the State through strategic mutually-beneficial partnerships.

We increasingly live in the Ecozoic Era: an era of human history where the well being of our civilization and of people depends ever more critically on our proper understanding of, and relationship to, the environment. This has profound impacts for our economy. The environment is a tremendous source of economic wealth; and a huge limiting factor on the economy, such as when pollution levels, flooding, drought, resource depletion, unsustainable agriculture, etc., lead to economic lack or even disaster. As such, one of the keys to all college/university level education, in terms of economic skills and understanding, should include significant training in environmental understanding, ranging from science to economics to policy to communications and much more. These skills sets and competencies should be integrated into the above Economic Impact statement somehow, and into our curricula across all majors/fields/specialties.

need more articulation with foreign companies and study abroad programs

Education is not about the GOP-led legislature’s idea of a community-style planned economy where "the state's long-term needs" can be anticipated in the here and now. We prepare individuals for life; we’re not spitting out widgets assembly-line style.

Developing internships and incentives for NC-based organizations that hire students from each of the system schools.

The local communities should benefit from the universities. Having natives graduate give a better chance they will stay in the community to provide healthcare, teach in our schools, ect.

Need to consider not selling off your state employees to a corporate giant that will cause loyal state employees to lose their status as well as their benefits and possibly retirement if they are not yet vested. Stand up for your employees! The economic impact of the Vidant/ECU Physicians merger will be substantially negative when the ex-state employees start losing their jobs to Vidant.

Education should be the focus. Research should be separate. Research has dominated some schools. Students are important.

A fair amount of universities economic impact is negative as in the tens of thousands of dollars in debt each student graduates with. These recent graduates cannot afford to buy houses, cars, or much of anything beyond food to contribute to the economy.

In order for the UNC system to attract top-notch students and exceptional employees and researchers, it must be adequately supported by the state and other funding sources so it can deliver on its promises. Continued budget cuts are eroding our reputation and ability to retain talent. Reverse this trend and better results will follow.

I would add continued learning and community service => using faculty expertise outside the university

None

I believe that deepening partnerships needs to be moved higher in the description - after readiness to meet the state’s needs. I also think that the university system has to have an active needs assessment that drives a changing agenda for academics and research and that faculty need to be bound more by that needs assessment than by their own agendas.

This statement is highly theoretical rather than practical and realistic.

I would remove the word ‘foundational’ -- all research is worthy of investment, and important areas of research (e.g., health disparities) generally are not considered ‘foundational’
Nice words. How will this be implemented and enforced?

<table>
<thead>
<tr>
<th>translation of discoveries; deepening understanding and appreciation for the arts and humanities including partnerships that strengthen local communities and the state's economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a rapidly changing world, it can be difficult to predict the stat's long-term needs. It may require a broader and more flexible view of &quot;readiness&quot; that in earlier periods of history.</td>
</tr>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

None

None

A focus on the student's interests rather than the state's needs.

While some students will benefit from specific employee-ready skills, it shouldn't be a driving force behind how we do things. Much of what the University is doing is preparing students for jobs and fields that don't yet exist. We need to produce students who can create new and disruptive ventures as well as those that fit into existing positions. Filling open positions for previous college graduates is nice, but I'd prefer to develop students who will create new economic spaces that have yet to be defined.

This statement omits human capital; the most important resource for economic growth. This statement omits intellectual development and creative innovation. The university should not meet needs, it should lead.

One of the biggest impacts the Universities have on the state economy is through the goods and services they purchase from other businesses. This is not mentioned at all and should be. To the extent possible goods and services should always be procured from within the state of North Carolina.

None

None

Unimportant if faculty do not get raises

It also should include having students graduate with sufficiently small debt loads (including for professional schools) that they can take government or non-profit employment and not live in poverty.

it sounds nice, but where are the details?...discoveries?...sounds vague.

None at this time.

North Carolina is important, but so is the impact of UNC on the US more broadly, and on the wider world.

None

The University of North Carolina can enhance that impact by ... encouraging engagement of faculty and staff to provide service, assistance and guidance in local communities across the state

none

Need to add students' preparation to be critical thinkers, creative and resilient. Times will change and they need to be prepared to meet change with success

To improve the state's economy, we need to lessen disparities between rich and poor; I'd like to see that included.

This does not explicitly recognize the significant contribution of the arts to both the economy and the general quality of life in the state. This is vital (I am not in the arts and I recognize this as a citizen).

I think it's important to focus on students' needs here - and not solely on their readiness to meet the state's long-term needs. One way of meeting NC's long-term needs is to invest in student learning for the sake of learning. Smarter students who know how to learn liberal arts, for example, are of great benefit to the state, because they know how to learn.

We should focus on our graduates' readiness to be engaged and productive citizens for the 21st century
Graduates' readiness should not be associated so strongly with state needs. The definition should also extend beyond readiness to work in a global society where meaningful participation and contribution in the state economy must assume readiness to meet global needs.

I do not agree with "focusing on graduates readiness to meet the state's long-term needs." This runs the risk of emphasizing technical training rather than the broad and deep liberal arts curriculum

"The University of North Carolina can enhance that impact by focusing on graduates’ readiness to meet the state’s long-term needs." While this may be true, the extraordinary influence and power of the state legislative body over the day-to-day workings of the institution (and growing more and more powerful) suggests that there is no long-term plan the university can adequately engage. When funding may or may not be there from administration to administration, when research centers are closed on a political whim, when differing opinions are silenced, when effective university presidents are fired against the wishes of nearly the entire UNC community, this statement seems almost ridiculous. We would have to actually protect the ability of UNC schools to carry on their commitment to research and social engagement before we can claim to have the capacity to ready students to meet the state's long-term needs. Or perhaps we need to clarify what is meant by "long-term needs." Economic?

The last sentence on partnerships is too vague as compared to the other items. Should feather in the specific partnerships, perhaps (like, with the business community?)

We should add that part of preparing them for success is by ensuring a well-rounded education focused on the Humanities and Science, so that we develop students who have the capacity to see the big picture and think outside of the box

N/A

An emphasis on teaching citizenship and the civic duty of the university, of which economic impact is an important aspect (but only one aspect)

Students are paying for a larger share of costs. Their desires should be part of this definition.

Economies can also be affected by the degree to which teaching affects what fields and services students enter.

There is nothing in this about the need to contribute to the development and education of the young people in North Carolina. We need to train students to have the skills and desire to want to contribute socially and educationally to the state.

I agree with all that is in the above definition, but am surprised to see so little focus "graduates' readiness" and nothing on employer needs.

I'm not sure that the mission is to focus on graduates' readiness to meet the "state's long-term needs," but rather to focus on graduates' readiness to innovate, be productive, and contribute to society. The term "state's long-term needs" seems to suggest that the universities should produce graduates to serve the state, which is not what I think is intended in this statement.

None

Change "focusing on graduates’ readiness to meet the state’s long-term needs". This sounds too much like the state is a customer and the graduates are a product. In reality the people are the state. As Charles McIver founder of Women's College (UNCG) is quoted as saying "'People - not rocks and rivers and imaginary boundary lines - make the state: and the state is great just in proportion as its people are educated." Maybe change the wording to "focusing on graduates' readiness to meet new challenges and find solutions that will grow the economy."

none

Nothing is noted about the mostly excessive salaries that faculty make. Also the explosive rate of upper administration positions designed over the last decade. These positions and faculty salaries have an economic impact on the state because of the increased need in university budgets to pay for these positions.
Economic impact also includes understanding different backgrounds because contributions are not always at the same economic level. Understanding diverse backgrounds and economic ability for each is important because of the value each brings to the table, regardless of money.

Faculty research topics should explicitly state how they address these challenges.

I think that the link between application and translation of discoveries and partnerships to strengthen communities and economy is missing a step. Fostering small business development by graduating students as an outgrowth of what they have learned, discoveries they have made, or innovations they could contribute to our communities and the economy is a step that would lead to those deep partnerships.

Our universities also have tremendous economic impact because of their relationship to healthcare and K-12 education...both service provision, and training future providers.

Stop trying to treat all institutions the same. You should tier the system. Unfair to all schools to treat everyone the same.

The definition seems weighted to the state's larger research universities and highlighting such work as economic impact, potentially at the expense of other universities' less easily measured impacts such as service. Each university has something to offer to its community, and not all will do so with research.

The University has also served historically to attract the best and brightest to the State through national and international visibility and prestige.

Economic needs change and are somewhat unpredictable. Students should obtain a broad education that enables them to fit in the ever-changing job market.

Ideally, all students should be provided an opportunity to undertake an internship to learn firsthand what employers are looking for in successful new hires.

Should be beyond the state's need. Right now the university is operating using federal funds as well (overhead from grants). We are a national institution.

Everything should be for profit when you come out of school.

None

This is completely correct.

Let's unpack this definition for a moment. "Universities have an impact ... build." Sure, they have an impact that cannot be overestimated, which is exactly why continuous, politically independent funding for the University system is so damned important! Now for the next bit: "focusing on graduates’ readiness to meet the state's long-term needs." On the surface, this means offering degrees in fields important to the state (agriculture, education, etc.), which is fine, but if you read between the lines, this also gives the General Assembly a way to dictate "the state's long-term needs" to the University system. WRONG. Moving on, "foundational research" cannot possibly be performed if political goals are attached to said research. I'm looking at you, North Carolina Policy Collaboratory. Everyone sees right through that ruse. To the last section, "speeding the application ... state's economy," to whose benefit would this likely happen? Business leaders, not their employees or consumers.

Emphasis on economics tends to drive out other important factors related to personal fulfillment and social well-being.

Universities have an 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 University of North Carolina can enhance that impact by focusing on graduates’ critical capacities, which will help them navigate life-long careers choices; investing in foundational research; speeding the application and translation of discoveries; and deepening partnerships that strengthen local communities and the state’s economy.

I would add through the innovations developed and the capabilities of the graduates.

Some economic impacts cannot be predicted, and instead arise organically from novel, cross-disciplinary thinking; this requires a diverse set of academic disciplines at UNC institutions.
What do you mean by "the State's long term needs"? Those of the legislature or those of the people? If you do for the latter this legislature will punish you. This is a poorly crafted question that ignores the current reality
don't just focus on 'the state'

I agree with the statement but would hope that a higher priority would be an increased emphasis resulting in partnering between the corporate and on campus graduate research opportunities. Strong corporate/institutional relationships can be worth millions to the NC State economy. While this occurs at some campuses it only occurs at campuses that choose, support, and actively engage in moving in that direction and utilize appropriate resources to make it occur. All campuses should move in this direction...it can only strengthen the State.

Producing graduates ready to meet the state's long-term needs seems shortsighted. An educated citizen is an informed voter, productive worker (regardless of the job), and so much more. All of which ultimately impacts the community and therefore its economy.

Why is there no reference to national and international activities which, in turn, strengthen the state's position in a global environment?

I believe that the University also stimulates the economy through starting companies that employee citizens.

It could include a broader mention of graduates with critical thinking skills and diversity of backgrounds to serve the state's needs across many disciplines and to find new solutions that come from broad education that isn't career-specific.

Seems to leave out basic research which might not have immediate application even though it could be incredibly important in the future.

I would argue it is not just students that they attract and teach, but also businesses that seek to work with Universities or take advantage of the availability of students and graduates of these the Universities.

This is committee-drafted gibberish. There are no declarative statements about how, concretely, colleges and universities impact the state economically. Impossible to discern what there is to agree or disagree with. Back to the drawing board!

Retaining graduates in state

Where does a liberal arts education fit into this equation?

The UNC system should not feel compelled to meet the shifting definitions of economic impact, as determined by elected officials who may or may not understand or appreciate the role of higher education in society.

The record of predicting the future needs for occupations and skills shows change overtakes our ability to predict what will be needed. Students need to be prepared to adapt more than trained to a specific set of skills.

Universities as employers should focus more on recruiting and retaining top faculty/staff talent to the state in order to be economic drivers.

"MUST ENHANCE" instead of "CAN ENHANCE"? "Can" is a weak. ambiguous word.

Students need to be equipped to participate in the economy - this means having skills that employers are hiring for (or hiring for them yourself!) but also preventing debt that cripples students' abilities to secure their own housing and participate in the state's economy through consumption.

It sounds a bit like the university if meant to supply cogs in the wheel of state operations rather than turning out well-educated, thinking young adults who will find their place and role in the community and contribute to NC economic success in ways we can't even imagine. The statement starts out well but ends with very concrete "long-term needs" that limit the scope of what graduates can and should contribute.

I think that while the above is important, that training students to be flexible, because we cannot predict what the future needs will actually be.

I am not sure that focusing on graduates' readiness to meet the state's long-term needs is an important part of Economic Impact
This definition misses providing ways to for students to translate their classroom learning into real-life situations outside of the classroom (and ideally, within North Carolina). Those kinds of learning experiences have a high likelihood of influencing student’s willingness to work in the state after graduation.

I worry that "deepening partnerships" means compromising research ethics by partnering with profit motivated private companies. There is nothing wrong with research done to make a profit, but it should not be taxpayer funded.

I would amend this to suggest that the University promote the development of skills and disciplines relevant to the needs of local communities.

If this is an economic impact statement, I would put the word economic in the first line such as: Universities have an "economic" impact on state and region through the students they attract and teach ...... I would end with partnerships. the last line actually seems to limit the action to those initiatives that currently "strengthen local communities and the state’s economy" does not speak to future and vision

It's not the primary task of a university to apply and translate discoveries - this would be the task of industry. A university should provide the skill sets to future work force - which is different, by the way, from "training for the job market" (which a university can't possibly achieve, since the job market changes faster than you can change a curriculum).

We aren't "attracting" students, the university is mandated to teach the people of North Carolina. The thought of having to "attract" quality students implicitly means the university is seeking students that are not residents, which, in limited amounts is good, but isn't the point of the university system.

Greater attention needs to be paid to the University's impact (positive and negative) on the local community and retaining said students.

Add to it that expanding diversity and access to higher education to all people, and particularly those who are underserved, has a very positive economic impact by allowing people and future employees to break out of the poverty and welfare cycles and enhances the general population's attitudes towards and readiness for higher-skilled jobs. The university system should also be in the forefront of public service and enhancing economic impact by promoting and preparing graduates to work in public service (and non-profit organizations).

I would add something related to the employability and long term career prospects for graduates.

Something should be included about integrating industry through public private partnerships like NCSU does. Technical education gets a bad rap, but is useful in preparing tomorrow's workforce.

I would omit "focusing on graduates' readiness to meet the state's long-term needs." This sounds like the system wants to become more of a collection of trade schools. Schools that focus on critical thinking will necessarily be graduating people who can meet the state's long-term needs.

I am not sure that Universities are doing a great job preparing for the needs of the state's workforce. The state will need doctor's, teacher's and nurses more than ever, but in most cases, those programs are especially hard to get in or finish.

Economic impact is a secondary -- not the primary -- contribution the University makes to the quality of life that has improved every aspect of being a North Carolinian. This is a peculiarly narrow and cramped account that ignores the preponderance of ways that UNC makes this state a better place to live. The University is not a training ground for job-takers; it is the place where job-makers discover their talents. It is not a place where money-making advances are created; it is where life-enhancing discoveries are made. This theme of "Economic Impact" is the work of crass and vulgar bean-counting clerks who do not understand how much their own education has improved their quality of life well beyond the trinkets and toys their salaries can buy.

I think that research is a longstanding and important part of UNC's heritage; however, I don't want partnerships with business to become our main source of funding, and I don't want the liberal arts to be discarded in favor of industry-driven majors. Education is about more than getting a job when you graduate.

Why have we decided that economic impact ought stand alone as a disembedded element distinct from political and social impact? Thus, my contention is not with this definition of economic impact, but rather that it is not
economic impact alone that is worth isolating. "Universities have an impact on state and regional politics, social forms, and economies through the students they attract and teach, the research they perform, the innovation they encourage, the services they offer, and the partnerships they build. The University of North Carolina can enhance that impact by focusing on graduates' readiness to meet the state's long-term needs; investing in foundational research; speeding the application and translation of discoveries; and deepening partnerships that strengthen local communities, and the greater North Carolina community."

encouraging innovation and discovery and interdisciplinary thinking across disparate fields

NC's emphasis on monetizing education and measuring outcomes solely in that respect is shameful. Education is not about making money.

Add: providing public service in their communities to help them improve.

I would remove the adjective "foundational," it's a dumb word, and how is foundational research better than research? I would also delete the clause about applying and translating discoveries. The university research enterprise will enrich the state even if it does not yield patents or spin offs. Which will come in their own good time.

I am always uncomfortable with definitions of a university that focus on economic outcomes.

I see the following as narrowly-stated: "investing in foundational research; speeding the application and translation of discoveries" -- By including this phrase, this definition seems to neglect the important role of the humanities. ALSO -- this definition completely neglects the professions, which are an important means for translating new approaches and/or innovations into usable form.

The unique product of a university system is education. At some institutions we have lost our way because the seem to believe that the unique product is research. Faculty who are great teachers should be able to achieve tenure as easily as those who publish a lot. The administration will deny this to the death but tenure is pure and simply a bibliography count. All faculty should educate first and do research and service second.

There are also social gains by having educated people in our communities. The statement above is very employment focused. A thorough liberal arts education encourages critical thinking, compassion and a global view of social and economic challenges. As the world becomes smaller, we need more people thinking globally and not just for the benefit of our state.

The stronger the State Assembly commitment to fund accessible and affordable higher education the better able the State is to retain the best and the brightest. It should be a stated goal to retain human capital in the State. Otherwise there is a brain drain to DC, NYC, Atlanta, Boston, and San Jose.

It's vague. I can imagine interpretations that would change my "somewhat agree" to a "strongly disagree." Not sure how to fix that, but I would not support a statement that implies that the economic impact of the university is best served by a strong focus on developing start-ups or technology, especially if that focus comes at the expense of preparing students to be analytical and thoughtful in approaching the challenges that will face their generation in all sectors.

This statement over-emphasizes economic contributions that the university system might provide. The state may have other important long term needs that need attention, such as the cultivation of equality and freedom.

I would add "And the capacity for creativity to flourish, public service engagement, and intellectual curiosity development"

It shows a naive and short-term view of the value of research. Doing research means knowing how knowledge is created, and teaching this is the most valuable thing we can do for our students.

Add focusing on educating graduates to be whole human beings, not just people ready to serve the state's needs. This promotes loyal, informed, and thinking citizenship, a key to long run economic growth and stability.

Replace "graduates’ readiness to meet the state’s long-term needs" with something about the positive impacts of university education on the graduates themselves.
I would add something about the cultural and social value universities represent to a community, their ability to support access to the arts for all citizens, and to make the state a more attractive place to live and work.

An educated public is a better and more informed electorate--it is necessary in a democracy to be gain a sophisticated knowledge.

Economic impact also comes from having a population trained to think critically, learn throughout the lifetime, and flexibly adapt to changing circumstances.

The definition omits any reference to graduates' OBLIGATION to bring their education to bear on questions of public importance. In my opinion, the economic impact of students' education is less important than their ability to act as thoughtful citizens.

Impact needs to recognize that North Carolina has global interests. Viewing ourselves as an isolated entity is a 20th century perspective. North Carolina hosts the global headquarters of several multi-national companies. We need to prepare our students using a global, not state-level lens if we want to train the next generation of leaders.

I realize we are a state university, but I think we limit our impact if we only aim to have impact in the state. I’d like to see us also strive for impact at the federal and global level.

Education is not about anyone's needs but the student's needs. John Dewey was very clear about this when he stated "Education is not preparation for life; it is life itself" - there is a vocational tinge to this goal that I oppose.

"Economic Impact" by definition examines the effect of an event on the economy in a specified area, ranging from a single neighborhood to the entire globe. Or A macroeconomic effect on commerce, employment, or incomes produced by a decision, event, or policy. It usually measures changes in business revenue, business profits, personal wages, and/or jobs. There are TOO MANY variables in this area. It can lead to politicians interpretation(s) and bad legislation (HB2), specifically for smaller and non-research intensive institutions. Who defines the economic measures for each institution's impact? Does UNC Chapel Hill get better ratings than UNC P? Economic Impact is another BAD and Dangerous strategic initiative as it will divide institutions and prevent collaboration for fear of closure. There is no recommendation other than remove it from the strategic plan.

I think the university has the opportunity (if not the obligation) to be a site of contention about our understanding of the nature and value of our economic system. Rather than accepting the received wisdom or prevalent consumerist values, I think the university has a duty to encourage alternative types of thinking about the economy that will foster sustainability and contentedness.

Deepening partnerships is the key. There needs to be more support offered from employers for our students. There needs to be more ways that they can work with using the skills sets the acquire. We need to get feedback from employers and students need to assessed on how they are transitioning to the working community. They need to learn how to acclimate to an office environment so that they can be more of an asset and feel more empowered to take life on in the real world. Internships, to my mind is the key.

Stop focusing so much on research and focus more on developing the student's skills for the 21st century. Professors are so worried about research that they don’t develop the student. Students are too concerned about the debts that are accumulating to focus on research and development.

I suggest adding "local" to the economic impact of the system.

Universities are also important in fostering and improving the quality of citizen debate and engagement to ensure that an informed citizenry can help to shape and evaluate public policy and the culture of governance.

More work needs to be done at the local school level. Then the university can enhance and enrich on the seed that has been planted. To late to do all of this once you reach the university level.

I don't see any point in focusing on graduates meeting the state's long term needs; people move for work every 2-4 years now, and while matching students to potential job markets is important, I expect the university to consider the students' welfare before the state's. However, I agree it's important for the university to act as responsible member of the community and behave in a way that enhances Boone's economy and culture rather than burdening it.

graduates' investment in the state and reciprocal support by the state to the maximum extent possible
And treat diverse populations with equal consideration and fairness.

I think we need to be careful to ensure that faculty members are not looked upon as a career placement office - there are too many careers for us to know how to match each student with each place. We want the best for them and ensure our classes train them - but - our job is to teach - not to make money for the state

none

The first sentence is fine. The second sentence seems to miss the point that we are a global community now.

None

Rather than suggesting only local communities will be helped, the definition needs to encourage reaches in ALL NC communities.

Another way to enhance the economic impact is by ensuring that our universities are employers of choice across the state -- to abolish the stereotype of "state government employment" by offering benefits, services and programs that are appropriate for the scope and scale of the universities they represent. This will allow the system to recruit and retain the best faculty and staff, which will lead to exceptional students.

none

Except at major institutions (UNC CH and NCSU) innovation at the remainder of the system's campuses remain largely unsupported and therefore piecemeal in their efforts. This results in students who cannot afford or qualify for the major institutions do not receive the benefit of an education that reflects the direction of the 21st century economy. Furthermore, promotion and tenure policies at individual institutions generally do not recognize the contribution of innovations in the development of junior faculty to achieve tenured status. This is discouraging to those faculty members who are beginning their careers.

As long as the UNC system doesn't focus too much on the "profit" aspect. In other words, focus on education and let the experts in business take care of their respective realms. Education SHOULD NOT be a business. UNC is here to prepare students, not sell sports tickets.

I would include some mention of using university expertise to help shape public policy and offer informed leadership for our state's most pressing issues.

Change to: "Universities have an impact on state and regional economies because, first of all, they enable persons to develop their minds fully, participate in democracy intelligently, and build personal relationships thoughtfully so that together their work and trading are solid, reliable, and co-operative; they also have an impact on these economies through the research they perform, the innovation they encourage . . . etc. as above".

Focus on readiness with HS and community colleges

And remaining focused on reducing the economic hardship of attending college for North Carolinians.

A focus on enriching the commons, as is appropriate to a state institution, seems missing. Discoveries, inventions and research should avoid being entangled by partnerships that make them corporate property and seek partnerships that render them widely available and accessible.

Keeping people in-state after graduation. But hey, that's a multifaceted issue.

A recent discussion indicated a troubling perspective about research at UNC institutions. It was argued that the research should be more applied and targeted to the local economy and local businesses. I agree universities should engage and serve the local community, but basic research can provide as much, or more, economic impact to the local area and state. The relevance of basic research is not always apparent, especially to non-experts, but it is critical to the local, state and global communities. And the spillover of this basic research can be enormous.

Deepening partnerships with state and local businesses.
The University of North Carolina can enhance that impact by focusing on graduates’ readiness to fully participate in 21st century life; encouraging foundational research; advocating for the application and translation of discoveries; and deepening partnerships that strengthen local communities and the state’s economy."

What does NC always need? Food, water, energy, houses, and roads. We need to focus on regenerative organic agriculture, not GMOs, petrochemical-based fertilizers and CAFOs. We need to improve efficiency in structures, make and install solar panels, develop graphene batteries (similar batteries made of industrial hemp are a fraction of the cost), and not extract coal, oil or dinosaur blood to fuel the archane machines of our great grandparents. North Carolinians deserve walkable communities with walking, biking, transit options to connect people to essential services like grocery stores, parks and schools.

Reject the framing of the state university system as a machine to produce the type of thinkers, citizens and employees desired by ‘the state’s long-term needs'. The state exists to meet THEIR needs, not the reverse. Change "focusing on graduates’ readiness to meet the state’s long-term needs" to "focusing on graduates' readiness to participate in positive social and economic change".

None at this time.

"... by focusing on graduates’ abilities to engage in local, state, and regional communities and address social injustice in order to promote a stronger America."

In the first sentence I would include that our universities also have an impact on our national economy. Think of all the big businesses our graduates have founded, currently lead and will lead in the future.

Students are pushed into worthless majors so they can finish, advisors need training to help students be placed in proper majors from the beginning. Students need to work with advisors from the beginning of their programs. Universities need to not offer programs that don't get students jobs that matter.

"Partnerships" doesn’t quite capture the impact associated with outreach, engagement, and extension. Particularly at the land-grant universities (I can’t speak for the others), these programs are very intentional, proactive, and outgoing; they are not just passive partnerships. Maybe we just need some adjectives to go with "partnerships."

Simplify these statements. Nobody wants to read this. Articulate.

The impact on economy is a function, in part, of broad-minded thinkers.

I think it should be more specific about the undergraduates' involvement in this process.

none

very much agree with speeding the application and translation of discoveries (Ex: evidence-based practice in nursing)

If the UNC system denounced HB2 as the trans-phobic and anti-worker bill that is then I would care about its mission to create new workers.

None

Include how the student loans many students take out contribute to the economy by creating debt within the workforce, and then over time, large amounts of interest to be paid by this workforce community to the lenders. Maybe also include something about how the universities are becoming corporatized and how they are more concerned with making money through indebtedness than the altruism of improving our social well-being through education.

The goal of a University-educated citizen is not to "meet the state's long-term needs"; The state exists to meet its citizens' needs. Additionally, while economic impact from the University certainly exists, it should not be the University's priority, especially at the expense of quality educations for its students, which is the institution's primary goal. The wording -- especially the word "focus" in "The University of North Carolina can enhance that impact by FOCUSING" makes it seem as though this is a high priority for UNC administration.
These words appear to focus on meeting the state's needs and doesn't acknowledge the need for alignment with key business partners throughout the state and their needs.

Economic impact includes - relies upon - innovation. At the heart of innovation is a flexible and inspired mind, not just a rote learner. Literature, art, music - all these make for creative problem-solving and the ability to empathize, learn, judge. STEM has been superseded by STEAM - let UNC not be behind the curve on this.

Again, this is a great statement but its interpretation is dramatically different based on political views.

I recommend inclusion of a "cultural literacy" component, including aspects such as civics, humanities, and arts. This aspect of education is often overlooked during the seemingly all-inclusive push to produce job-ready graduates, rather than educationally well-rounded, knowledgable, and literate contributors to society.

n/a

Sounds great if you have about 20 years to complete.

None

Perhaps deepen relationships further knowledge only if the knowledge was for the surrounding areas and community.

A much higher percentage of UNC research should be applied to specific economic an social issues within the state, and less theoretical in nature. Research should be business and constituent driven, maybe even approved by boards of advisers.

If you really want to keep the economic impact in North Carolina, give the students of NCSSM free in-state tuition again. That will keep "NC's best and brightest" in state, inventing. Several are now in college out of state, making big waves in research that they could have accomplished for our state.

Developing new expertise at the interface of disciplines by encouraging and enhancing interdisciplinary and multi institutional collaborations

Leave it alone.

I have no idea what this means. If this means that businesses can rely on UNC system to fund profit-making enterprises for the for-profit businesses, that's wrong. Universities need to invest in STUDENTS - which means investing in TEACHERs.

Local community employment

I don't really care about economic impact. It's very low on my priority of what university education should do for students. Neither students nor employers are "consumers" or "clients" Education took a hit when folks started thinking in that way.

and especially by better supporting their teachers involved in education programs. This state in general works to oppose education and is very backward in allocating financial priorities away from the educational system. Priorities should be set on investment in the educational system as a whole, from K-12 and then higher education as well.

I would find a way to add something that indicates that we still have academic freedom so that our scholarship can truly be for the public good. Our work can't benefit society if our "partners" outside the university think we are their servants, or if they think they can gag us because our discoveries threaten their business interests. So there has to be some wording in there that prevents NC businesses and residents from imagining that they can tell faculty and entire research centers what to publish or not publish.

None

Something regarding meeting the workforce needs of the state.

Too much jargon, no meaningful point is made by this statement

"state's long-term needs" is overly vague
Additional language on tailoring all majors for some sort of job readiness.

The problem with this is the assumption that people who accomplish these degrees are being retained by the state.

While the focus on research is important within our university system, it is equally important to support workforce needs/demands based on direct input from employers.

"The University of North Carolina can enhance that impact by focusing on graduates’ readiness to meet the state’s long-term needs;" "State needs" is a very narrow focus. Make the prices of the University competitive and allow more good out of state and international students come to NC. Not only will our students benefit from the exchange of new ideas and points of view, but the extra dollars can be re-invested in scholarships for NC students. Focusing mostly of the needs of the state only as opposed to balancing those with national and international goals, may preclude non NC students to see this system as a great option for them.

Is it necessary to speed the application and translation of discoveries? Is speed a current problem? What does it mean to "deepen partnerships"?

I'd like to see the definition also acknowledge that economic impact is only one measure of the success of the university: UNC system graduates make profound impacts on North Carolina social and political life whether they are working as artists, religious leaders, activists, or state legislators.

'graduate’s readiness' should be in line with student interests and roles / 'foundational research' should be further defined (what does 'foundational' mean?) and the state's capacity/willingness to invest specified (many faculty have lost faith in UNC system's commitment to funding research based on recent legislative foci on increased teaching schedules for TT faculty.

The economy is best served by graduating broadly educated students with critical reasoning skills. Attempts to predict long-term needs always fail. Foundational research is important but it is madness to require it of all tenured faculty, as 70% of the research produced is worthless. Better that energy goes to the classroom.

Recognize the importance of teaching/ The university cannot solve the community's problems. But it should graduate people who can. "Partnering" undermines capitalism and does not work anyway (just a big waste of time and money).

I don't know what "graduates’ readiness to meet the state’s long-term needs" means.

Economical impact comes in all different ways for different regions. For rural regions for example, even just the close engagement of the university with its local community will have profound economical impact. Also, $1 research and innovation support to different regions will have different level of Impact in term of its different relative value to the income levels of different regions.

It sounds too much like the state will define its long-term needs and direct what students learn and what faculty research, etc.

What are the "State's long-term needs"? Who determines what those needs are? Are these needs determined by the legislature?

Economics need to be examined within the larger framework of societal and individual happiness. A truly healthy economy is comprised of satisfied and hopeful citizens.

Has a limited view of the full range of economic impact of higher education

Remove "speeding the application and translation of discoveries". Good research is already quickly disseminated. Adding extra layers of timely application distracts the creators from the creation of new knowledge.

The core mission is education of the individual, partnerships and strengthening economy may occur but sometimes we seem to pursue these goals to the detriment of our core.
Draining resources from education will not help the state accomplish this goal.

Recommend revising last sentence as follows: and deepening partnerships "and best practices" that strengthen local communities and the state’s economy "while expanding sustainable and equitable opportunities."

Emphasize this occurs through the educational process, not as separate "fiefdoms" run by administrators for their own benefit, and possibly some community benefits.

I think trying to prepare students for jobs that exist now is futile; we need to give students strong skills and teach them to apply them flexibly so that they will be prepared for the jobs of the future. (Liberal arts ed is key!)

I'd like to see an expectation that all universities invest locally in all possible services. For example, we contract with a number of large companies for IT packages like Blackboard, or with large consulting agencies -- if that money were spent locally, it could have significant economic impact without necessarily seeing a drop in service.

For those of us situated in under-resourced communities we may want to add "the physical and digital infrastructure they enable."

I think this is all good. However, there is often a disconnect between "meeting the needs of employers" and skills students obtain in university in the sense that the skills students need to be productive workers are not usually applied skills (specific tasks associated with a particular field) but skills such as critical thinking, communication, working with others, etc. A liberal arts degree enables a student to transition into almost any job in the state and the flexibility to change careers when needed. A too-focused degree can handicap alumni.

Would consider changing "focusing on graduates' readiness to meet the state's long-term needs" with "focusing on graduates' readiness to actively contribute to the community".

Maybe a statement on what the student gives back to the community

The definition of this theme should recognize and emphasize the need for increased flexibility and increased support for the development of additional academic programs, services, and engagement, in response to the needs of the state and its geographically dispersed regions. More specifically, more programs and services need to be made available outside of the RTP area through the various UNC campuses, in order to address the economic needs of the other regions of the state beyond the Triangle. The lengthy process for approval of academic degree programs needs to be accelerated, more nimble, and less constrained, especially in the many situations where the expertise and resources already exist on campuses for the delivery of the programs and services that are needed across the state. Where appropriate, this can be accomplished through collaborations between campuses. This approach and addition to the definition would be very consistent with the theme of "excellent and diverse institutions." The following edited version might be one way to address this issue: "Universities have an 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 University of North Carolina can enhance that impact by focusing on graduates’ readiness to meet the state’s long-term needs; investing in foundational research; speeding the application and translation of discoveries; deepening partnerships that strengthen local communities and the state’s economy; and focusing on the economic and community needs that exist across the state that can be addressed by the UNC campuses in the various regions of the state."
Research identifies the following as issues related to Economic Impact. What do you see as the three most significant issues related to Economic Impact? Please rank your top three where 1 is the most important.

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting needs of employers</td>
<td>36.6</td>
<td>109</td>
<td>33.9</td>
<td>101</td>
<td>101</td>
<td>29.3</td>
<td>87</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Meeting needs of communities</td>
<td>8%</td>
<td>9%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>4%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Improving the match of</td>
<td>48.4</td>
<td>139</td>
<td>29.9</td>
<td>862</td>
<td>862</td>
<td>21.6</td>
<td>62</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>graduates and jobs</td>
<td>4%</td>
<td>6%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>5%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Partnerships with the business</td>
<td>0.00%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Adult education and lifelong</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>learning</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>299</td>
<td>288</td>
<td>288</td>
<td>288</td>
<td>288</td>
<td>288</td>
<td>288</td>
<td>288</td>
<td>288</td>
</tr>
</tbody>
</table>
### graduates and jobs

| Meeting needs of employers | 37.9 7% | 852 | 33.2 0% | 745 | 28.8 3% | 64 7 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 224 4 |
|---------------------------|---------|-----|---------|------|---------|------|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|
| Partnerships with the business community | 22.3 0% | 484 | 39.4 9% | 857 | 38.2 0% | 82 9 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 217 0 |
| Research funding | 35.7 8% | 696 | 35.7 8% | 696 | 28.4 3% | 55 3 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 194 5 |
| Adult education and lifelong learning | 19.6 0% | 377 | 30.2 7% | 582 | 50.1 3% | 96 4 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 192 3 |
| Commercialization of research | 16.5 5% | 93 | 40.3 9% | 227 | 43.0 6% | 24 2 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 562 |
| Other | 52.1 5% | 170 | 15.6 4% | 51 | 32.2 1% | 10 5 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 326 |

---

**education in critical thinking**

**improve research infrastructure and reduce business/purchasing/security practices that impede research**

Eliminate to the degree possible the negative economic impacts of inefficiencies in the operation of the system.

I don't know about economic impact.

**enticing graduates to remain in the area**

**Connecting the Universities to their Communities (Physically & Culturally)**

Major effect on the university climate - dividing those who carry the bulk of teaching and mentoring"

**Living wages for all employees**

Fund researchers to pursue their ideas, insights, imagination freely. Don't direct research from above or the board room. Creative invators allows to be creative will produce the new ideas and knowledge that will drive the economy of the future.

**creating global citizens**

I will not answer this question because once again, it assumes that economic impact is the University's highest purpose.

We have to stop taking on the role of preparing students for specific jobs. In other words, don't let corporate America abrogate its own role in training workers.
<table>
<thead>
<tr>
<th>Partnership with professional community -- not only business.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnerships with the cultural, social-services, and educational community</td>
</tr>
<tr>
<td>Financial readiness of graduates</td>
</tr>
<tr>
<td>The state legislature's decisions</td>
</tr>
<tr>
<td>Funding all types of research on campus.</td>
</tr>
<tr>
<td>Educating citizens to be thoughtful consumers/voters/business savvy</td>
</tr>
<tr>
<td>&quot;Improving the match of graduates and jobs&quot; is the same as &quot;Meeting needs of employers.&quot;</td>
</tr>
<tr>
<td>Develop mode of and relation to production that emancipate labor from exploitation in the workplace.</td>
</tr>
<tr>
<td>students graduating and feeling prepared</td>
</tr>
<tr>
<td>Divestment from hedge funds, put the money towards the actual community</td>
</tr>
<tr>
<td>Reducing demographic disparities in accessing a college education</td>
</tr>
<tr>
<td>The debt students take on to become &quot;economic contributors&quot; in society</td>
</tr>
<tr>
<td>Teach how to think/ focus on humanities</td>
</tr>
<tr>
<td>Significantly expanding graduate school offerings, specifically adding a full-blown medical school in the state's largest metro area - the largest city in the US without a medical school or a law school. For-profit law school does not count. Medical research is HUGE driver of economic impact and Charlotte region suffers from this weakness in its research offerings.</td>
</tr>
<tr>
<td>the creation of a more adaptive, entrepreneurial economy that supports companies and individuals in the need to adapt to permanent, rapid economic change</td>
</tr>
<tr>
<td>Making sure that graduates aren't economically disadvantaged by overloaded student debt as they enter the work force</td>
</tr>
<tr>
<td>Maintaining quality of graduates</td>
</tr>
<tr>
<td>Educating on skills that can be applied outside the classroom for all job sectors, like communication and critical thinking</td>
</tr>
<tr>
<td>partnerships with all stakeholder groups - business, non-profit, public sector, medical</td>
</tr>
<tr>
<td>Easing relationships with SMALL businesses and the University</td>
</tr>
<tr>
<td>meeting student expectations for jobs</td>
</tr>
<tr>
<td>Applied research on community issues</td>
</tr>
<tr>
<td>The university understanding itself as an employer</td>
</tr>
<tr>
<td>Eliminating implicit biases and inequity and disparities</td>
</tr>
<tr>
<td>retaining graduates within the state</td>
</tr>
<tr>
<td>Supporting the development of new entrepreneurial ventures and organizations for economic and social development.</td>
</tr>
<tr>
<td>ROI to local business and government ecosystem</td>
</tr>
</tbody>
</table>
matching students to community partners and business and industries

recruiting and retaining the best faculty and employees

**Student Community Engagement**

need to understand how economy functions

Improving connections with graduates and all sectors of a community

Research funding IF it is community-based participatory research

Again, the University system isn't some sort of "Jobs factory." It is an institution of higher learning. The learning is what is of value.

Ensuring that UNC is and remains an attractive employer.

provide a reason for them to stay after graduation

educating students as to employment options.

**Leading the way for business with innovative curriculum and research**

Maximizing universities local contributions while minimizing the harmful footprint on the towns - elevated traffic, increased crime, housing costs, etc

Partnership with non-profits and community agencies

Public education outreach and teacher training to help our K-12 population.

Meeting needs is too weak--universities should minimally meet needs but generally help open reasonable avenues for expansion

Commercialization of research to offset cost of student tuition rather than researchers/institution

Providing quality, robust education to the citizenry for full participation in economic and democratic life.

Providing leadership in the way it treats its employees

**Multiple forms of public-private-educational partnerships**

The state misreads the match of graduates and jobs. Too much reliance on STEM glorification leaves students without the so-called soft skills important in work. Research shows that students with Humanities degrees are sought after and doing well. Yet that is the type of education the state is willing to cut.

Partnerships with local government

Ability to communicate clearly via written and spoken word, ability to learn, and think critically and confidently.

**More Funding**

The lack of support from the general public and the legislature in the state for the value graduates bring to the state will drive UNC graduates to other states. UNC needs to improve its dissemination of successes that positively impact the lives of North Carolinians. North Carolinians should be proud of their University, just as the Texans are.


Technology skills for communities and access to technology
Protection of a free academic research environment from inappropriate industry pressure and bias.

Meeting needs of students in pursuing their goals

REDUCING the commercialization of research

Supporting collaboration and cooperation among diverse people in communities

Maintaining academic quality that makes NC stand out from the rest of the South as a place for educated people to live and do business

partnerships to build civic capacity - nonprofits, state and local government, K-12 and other for well-educated citizens

Reworking the undergraduate curriculum to encourage developing expertise in a field

Give citizens the tools they need to start their own businesses

Service to the State by faculty, staff, and students

Diminish classic liberal education/upgrade matches for job skills

Graduates using their critical thinking skills to progress the needs of NC

spending as much of the budget as possible locally and regionally

Fostering entrepreneurship in NC communities.

All kinds of research support, not just for those projects that generate significant grants, patents, million-dollar innovations, etc.

All of the above

Preparing quality students for future success.

focus on the students and their needs to succeed

Providing an educated and enlightened citizenry.

Academic freedom from government and corporate interest

establish internships that offer jobs upon graduation

Critical reading, thinking, and writing skills

preparing students for jobs that don’t yet exist

improving skills needed in a global economy (includes: cultural understanding, political diversity, etc. as well as business)

Excellent individuals produce excellent economic impact.

Encouraging social and business entrepreneurship

Graduating highly skilled students who want to live and create jobs in NC

provide more interdisciplinary, integrated and wider-ranging undergrad degree programs

The university should not teach to help students get a job. We teach for developing critical thinking. The jobs will come
Access for out of staters and foreign students. This is also good for NC economy

Producing creative critical thinkers who will develop into future leaders

Fostering and supporting innovation

partnerships with communities (more than business community)

this isn't about "just getting a job to be part of a workforce." Economic impact is the result of class mobility. Class mobility is not based on jobs per se; it's based on knowledge and understanding.

Maintenance of high quality education & critical thinking skills that lead to innovative research

Retaining high quality faculty able to attain funding

Paying an employee enough to make a decent living along with being able to invest in the community by purchasing goods, services, and taking a vacation once in a while.

Raising the Reputation of the University

Expand "needs" to include quality of life

Providing comprehensive education - intelligent citizens

encouraging interdisciplinary studies

unknown

NC must make it attractive to teach in this state. We lose graduates to other states.

By supporting students' choices for the fields they wish to pursue. Creative entrepreneurs will thrive most when they are operating on a fertile foundation of openness to new ideas and innovation, not bureaucratic mandates.

Paying university employees (including adjuncts) livable and fair wages with benefits.

Partnerships with EVERYONE, not just the business community.

Social awareness and understanding impact on community,

Partnering and building community capacity to be resilient

consistency of employment and economic education

Ensuring that our graduates have transferable skills in a quickly-changing world.

ensuring that students graduate with a flexible set of skills such that they can navigate a complex, changing economy--that's the only way they will have a lasting, significant economic impact. It's the best investment!

Equipping students to think critically about economies

The personal effect of an education.

others are rigged to make education a commodity and turn a all 4-yr degrees into business/tech tools.

Research funding associated to develop students' skills

encourging the eventual residency in North Carolina of the nation's most qualified students through reduced out-of-state tuition

providing internships in related fields when possible
providing job opportunities

Educating students to shape the future

teaching other educators and nurturing their passion for such an important job, and working with the state to raise teacher pay to hold on to those teachers once we educate them

ALL of the above.

educate students in their chosen field to the latest standards, innovations with knowledge of history of that field.

the state must pay more of the bill and permit faculty to teach and research rather than chase grants to make the university solvent.

Administrative bloat and waste

Partnerships with the community, not only businesses...

Increasing state support for the UNC system

student recognition that has work is a prerequisite to success

Recruiting and retaining the best employees at the university

Translational research (research-practice-research)

Educating students to think critically and for themselves.

The highest quality education, not necessarily dictated by current work force needs, but dictated by passions that the student wants to follow and develop.

increasing access, which ends up having positive impact

building meaningful, ongoing partnerships with community organizations and employers

Fostering programs and non-profit organizations that support the local community.

Discovery and innovation

I believe UNC system should move more resources on science and engineering than social sciences. In my department there is hardly any biotech work going on but yet we hire faculty on developing policy on genetic engineering.

Equipping our students to be entrepreneurs

Meeting needs of students while they are in college and awakening their intellectual curiosity to enable them to adapt skills to multiple work environments and to pursue lifelong learning

this should not be a focus. it will occur all on its own without help from us. so devote your focus somewhere else that matters.

reducing negative impact on livability of local ecosystem

Funding not only flagships

Importance of Critical Thinking Skills and The Proper Use of Reason

Producing knowledgeable, participatory citizens

Matching faculty rewards and merit decisions to this goal.
What employers say they want, and what they really want, are often two different things. Employers say they want "skills ready" employees (and they hire them), only to simultaneously bemoan the lack of critical thinking, leadership, and other skills necessary for employees to move up to increasing levels of responsibility within the organization: job skills should be the domain of the community college; career preparation should be the job of the university.

<table>
<thead>
<tr>
<th>Societal improvement</th>
<th>Environment, justice, public health etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>attracting new jobs</td>
<td>to a community based on the skills (majors) those students are learning</td>
</tr>
<tr>
<td>Supporting entrepreneurship and social entrepreneurship among graduates</td>
<td></td>
</tr>
<tr>
<td>Partnerships with local neighborhoods and communities</td>
<td></td>
</tr>
<tr>
<td>Attracting and retaining the best faculty; it all depends on this.</td>
<td></td>
</tr>
<tr>
<td>Partnerships with both business and nonprofit community</td>
<td></td>
</tr>
<tr>
<td>Working with students to ensure the student knows what skill sets are in demand and what the realistic employment opportunities of employment and potential future career paths look like.</td>
<td></td>
</tr>
<tr>
<td>Meeting needs of students</td>
<td></td>
</tr>
<tr>
<td>Exploring many new economic issues that have previously not been envisioned</td>
<td></td>
</tr>
<tr>
<td>Athletics</td>
<td></td>
</tr>
<tr>
<td>Meeting the diverse educational needs of individuals</td>
<td></td>
</tr>
<tr>
<td>Educating and creating strong informed citizens who will work to protect our democracy from the ridiculous policies of the NC legislature.</td>
<td></td>
</tr>
<tr>
<td>Retaining graduates to stay in North Carolina</td>
<td></td>
</tr>
<tr>
<td>Reducing costs for out-of-state students to attract students who can be transformative for NC economy.</td>
<td></td>
</tr>
<tr>
<td>shifting the conversation with employers away from content and towards skills</td>
<td></td>
</tr>
<tr>
<td>Acting entrepreneurially</td>
<td></td>
</tr>
<tr>
<td>In my field, education, we prepare teachers for the classroom, so our impact is defined at the outset by our mission. However, the impact of our program completers on their students and community is exponential!</td>
<td></td>
</tr>
<tr>
<td>Creating Critical Thinkers</td>
<td></td>
</tr>
<tr>
<td>State funding is viewed as an investment in future survival and viability as a state, community and destination</td>
<td></td>
</tr>
<tr>
<td>Partnerships with not-for-profit agencies</td>
<td></td>
</tr>
<tr>
<td>Reducing debt of graduates; who are a part of the NC economy</td>
<td></td>
</tr>
<tr>
<td>meeting needs of faculty and staff for respect and appropriate pay</td>
<td></td>
</tr>
<tr>
<td>losing business and entrepreneurs due to our state’s insistence on being discriminatory</td>
<td></td>
</tr>
<tr>
<td>Prepare the people of the community at larger for the future.</td>
<td></td>
</tr>
<tr>
<td>You want a positive impact on the economy? Stop meddling in university research and teaching! Academia has been producing discovery after discovery for hundreds of years without the short-sighted input of a bunch of self-interested General Assembly members. That's right. I said it, and I meant it!</td>
<td></td>
</tr>
</tbody>
</table>
Encouraging faculty to engage in research that has high-impact potential vs. merely focused on publishing in a set of academic journals.

Define Economic Impact. Are we still talking about student success or a broader definition?

Creating lifelong learners

development of transferrable skills in graduates (problem solving, critical thought, dealing with diversity, etc.)

Graduating well educated students

Resilience, critical thinking, and problem-solving which allow for an adaptable workforce

Measuring the value of everything in dollars is bullshit.

Well-rounded and compassionate human beings with open minds

Meeting needs of customers

campus and community partnerships/involvement

Student graduation rate

Meeting the needs of STUDENTS

Preparing future citizens and workers capable of critical thinking

Creating positive pathways to meaningful degree completion

Proving more opportunities to those who can’t afford it, thereby decreasing the gap in education and improving the economic condition in the State

Creating a culture that attracts business investment in the surrounding community (i.e. having a potential workforce, for international companies, having a culture that is welcoming and globally aware and able to work cross-culturally, etc)

Educating students on how to understand their skills in a local and global community.

Service learning

Engagement between current students and alumni

Thinking skills

Minimizing local economic dependence on the institution.

critical thinking and reasoning

Improve the efficiencies of degrees offered at each university.

Teacher Education

Education of students as creative thinkers and lifelong learners

Meeting democracy’s need for an educated citizenry.
Teaching students to think and value a good education and not grades

Teaching critical thinking skills that are necessary for all jobs

Job creation, forecasting, creating/predicting new opportunities

Investment in long-term benefits of a liberal arts education, as well as scholarship

Pay all university employees and contract workers a living wage.

Ensuring access to local high quality K-12 and university educational opportunities are an important component of recruiting new industries

Excellent universities attract businesses and well-educated residents to the state.

Support for healthcare

Focus on education not making money.

Business Ownership

Increasing state funding so that we can continue to hire and retain excellent faculty so that we can continue to produce path breaking research and prepare our students adequately. And the state should stop flicking culture war fights because this makes it harder to recruit good faculty.

Meeting long-term, projected needs not just short term perceptions

strengthening entrepreneur characteristics of individuals

These are my 1st- and 2nd-ranked issues: Quality of teaching at UNC-system institutions and the level of preparedness of students accepted at these schools

fund fixed-term faculty research rather than rejecting it based solely on rank

development of fundamental thinking and writing skills

Improving the match of incoming students with jobs projected to be available in four years.

Educate students for critical thinking so that can adapt to life’s changes

Help students with their needs

adequate compensation for employees

preparing students to develop new economic spaces and jobs that don’t yet exist

Purchasing all external goods and services from North Carolina companies

Apparenty most the economic impact I see is based on administrative welfare

Raises for faculty

Providing educational opportunities for the young children of our state.

focus on long-term benefits of problem solving skills through critical thinking, because the workforce changes so fast, preparation for the first job only will mean UNC graduates are ill-prepared to develop skills for managing and making the most of change

I’m not sure that economic impact should be a university focus at all
creating well-rounded graduates who can adjust to changing economic circumstances.

Expanding idea of community impact outside of STEM and business fields.

Encouraging entrepreneurship

Focusing on academic quality (not perceived short-term needs)

Meeting needs of students

Lack of competitive opportunities for graduates.

regaining a state that reflects the principles, values, and social context that make NC an attractive place to live and work

expanding and improving the types of employment opportunities in the state by creating citizens who are positioned to be innovators and leaders in their fields

Encouraging the pursuit of a love for learning

Closing the achievement gaps between people of different incomes, races, regions

You want a positive impact on the economy? Stop meddling in university research and teaching! Academia has been producing discovery after discovery for hundreds of years without the short-sighted input of a bunch of self-interested General Assembly members. That's right. I said it, and I meant it!

Providing living wage, quality jobs to the surrounding community

Preparing our students with appropriate skills that they can adapt to an ever changing economy

A versatile employee who is able to think beyond the obvious

Conditioning students to understand creation of economic opportunity

Improving outreach to and connection with the state

The decline in state funding.

Encouraging employee ownership of business i.e. maximizing community stakeholders

Facilitating each graduate's ability to find the best way they can contribute to NC's culture, community, economy, and future. Making NC a welcoming place for young, well-educated adults would be a good place to start.

Future contribution to tax base through enhanced earnings.

Partnerships with community organizations and businesses

Improving the health and well-being of all Americans

1) A Technologically trained work force. 2) Global infusion. 3) Relevant educated work force

Improving quality of life for all NC citizens via research and development

The misguided attempt to "train for the job market".

drawing in diverse student body

reducing crime, improving health, creating vibrant communities of interesting, engaged, creative and thoughtful citizens

Resituating perspective on economic impact to include forms of political and social impact as well
| Emphasizing soft skills and development of graduates' ability to assess and meet needs |
| Attracting a research workforce to the state |
| Long term economic impact comes from critical thinking and global approach to economic and social issues |
| retention of best and the brightest to state in NC or ultimately return to NC |
| Partnerships with all sectors of the community, not just business |
| Stop politicians from saying we need to meet the needs of employers |
| Modeling on the best universities in the world |
| less students who are not trained |
| Ensuring that all students can think clearly and communicate effectively. |
| Creating an educated and informed State citizenry. |
| Entrepreneurship |
| Attracting stronger students and faculty (need to cut education costs and increase faculty salaries to be more competitive) |
| teaching and debating the foundations of our economic system |
| Taking a closer look at the curriculum and providing hands on environments for the students to use their learned skills set. |
| all of the above play important roles in the economics areas of the region surrounding each campus! |
| The ROI for the state by investing in our students' university education. |
| Identifying, analyzing, and solving problems |
| teaching students how to solve problems that are yet to be identified |
| Retention of graduates in state after graduation |
| Stop hiring and paying people who are not qualified to manage and teach and people who refuse to work, and those who have no basic skills and people who take money and do nothing |
| Wow, these are not good choices. Start with the university being a focal point for intellectual and cultural growth in the community. |
| Being seen as an employer of choice |
| basic courses in American history and reading world literature |
| community engagement by faculty & subsequently imbedding in classes |
| These options reveal a significant lack of understanding of academic research. Research is a public good that has private benefits, sometimes not directly observed. Universities serve the public not private interests. These options indicate a troubling view that universities should be in the consulting businesses. (I was forced to pick three, but all are problematic) |
| living within the bounds of what the natural environment can support |
| Social justice and health equity |
Strengthening writing curriculum

Creating critical thinkers who maintain a degree of autonomy in their jobs

Encouraging innovation and creative thinking.

Support of faculty so we can support students

Addressing bias and prejudice

Partnerships with non-profits, government agencies, hospitals, etc. etc. etc.

Entrepreneurial education opportunities/education for undergraduates and comm. college students

Need for more liberal education

Equipping students with the knowledge needed to search for careers post-graduation.

The people they employ.

High cost of college tuition as a handicap upon graduation

The University should be working for the people, not corporations

Enhancing the skills of teaching faculty, thus enhancing the reputation of universities.

This question does not make sense to me.

Revitalizing communities around college towns

Speeding the application of discoveries

Creating a thoughtful citizenry who can then contribute to communities

Educating students well in whatever discipline they choose to study. Historians and English majors are as essential to a free society as businessmen.

College should not provide worker training for corporations. Colleges should expand the world of their students.

Focus on critical thinking, not jobs. Good thinkers will be able to get jobs

Not sure

The options for this item are one-sided and do not address the university's capacity to lead rather than just respond.

Remaining in state after graduation

Better educated undergraduates. More focus on good teaching. More focus on a broad based education, since we cannot predict future needs.

Preparing students for civic responsibility

Developing long-term, creative and critical thinking skills. This is how innovation takes place.

Providing a meaningful context for economic criteria.

Schools need to focus on teaching not pushing political agendas

Appropriate metrics of economic impact
State funding to the higher education system

<table>
<thead>
<tr>
<th>More innovative majors that attract more students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting the best students to be teachers (Elimination of teaching fellows was a big mistake!))</td>
</tr>
<tr>
<td>Partnerships with businesses AND service providers (e.g., government agencies, hospitals, schools, and other &quot;job&quot; sites).</td>
</tr>
<tr>
<td>Serving as a catalyst for local, regional and state economic growth (buy local)</td>
</tr>
<tr>
<td>teaching critical thinking</td>
</tr>
<tr>
<td>Better integration of normal educational activities and opportunity to provide benefits for others outside of the university.</td>
</tr>
<tr>
<td>Modeling investment in local economy and infrastructure</td>
</tr>
<tr>
<td>Required internship for all majors.</td>
</tr>
<tr>
<td>Meeting employment needs of the community</td>
</tr>
</tbody>
</table>
In your opinion, which area should the UNC system focus on if it wishes to improve its Economic Impact?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Increasing the contribution of UNC institutions in solving the challenges facing communities throughout the state.</td>
<td>54.11%</td>
<td>2823</td>
</tr>
<tr>
<td>2</td>
<td>Helping more North Carolinians access lifelong learning opportunities.</td>
<td>23.96%</td>
<td>1250</td>
</tr>
<tr>
<td>1</td>
<td>Increasing research productivity and technology transfer.</td>
<td>16.18%</td>
<td>844</td>
</tr>
<tr>
<td>4</td>
<td>Other</td>
<td>5.75%</td>
<td>300</td>
</tr>
</tbody>
</table>

Total 100% 5217

Q22_4_TEXT - Other

Other

It needs to produce graduates that are ready to enter the workforce with skills that meet the business requirements of the communities.

Increasing the contribution of the UNC institutions in solving the challenges facing society across the entire state.
I don't know about economic impact.

Increasing capacity to offer stable, good-paying employment to North Carolinians creating the university's vibrancy

Getting more students into jobs when the graduate

More full-time teacher positions, and increased pay for full & part-time teachers

improving matches of graduates and jobs

Better relationships with business

Incentivizing students for choosing majors linked to employer needs in NC

Graduating students as workplace ready!

Same as No. 3 but "throughout the nation."

My selection would have been the first focus. I checked this one only so I could make a relevant comment, as follows: Your third option is worthy and defensible only if it is nonpartisan. That would be a difficult barrier for some UNC institutions.

Create on campus cooperatives for UNC graduates in areas of research and production. The research must not be underwritten or directed by corporations.

I believe the UNC system does a good job in this area

leaving funds with students to reinvest in their communities

providing teacher pipelines to K-12 schools to tighten the feedback from college to K-12

Increasing the contribution of UNC institutions by limiting their ability to drain resources from surrounding communities

All of the above - all are critical to improving economic opportunities across NC

Reduce cost of attending university so we all aren't up to our eyeballs in debt. The money funnelled to the university in exhoribant fees would be better spent in the community and local businesses.

Making school more affordable so students aren't carrying the burden of significant debt when they graduate.

Increasing the contribution of UNC institutions in solving financial costs placed upon students the challenges of graduates finding jobs throughout the state in communities facing challenges.

increase contributions of the UNC to solving callenges facing employers

See above. Fund a medical school in Charlotte, for dramatic and positive economic impact in the state's largest economy.

I think it's a combination of all 3. With that, I think students involvement should be greater. The institution should provide faculty which help orgs affect communities around them, do research and show them that life itself is a continuous learning opportunity. This is how you lead a generation to be the change and not just talk about it.

the creation of a more adaptive, entrepreneurial economy that supports companies and individuals in the need to adapt to permanent, rapid economic change

Increasing economic mobility

Helping students find jobs after graduation.

Matching courses to the job field that they are designed for.
Working with students to understand their options after they graduate. Some Bachelor degree programs require additional graduate school programs in order to get a good job.

- providing adequate resources for educating students in STEM disciplines
- Provide funding for all students to graduate with as little debt as possible, maybe through planned hiring in state.
- Making sure that graduates aren’t economically disadvantaged by overloaded student debt as they enter the work force
- increasing quality of graduates
- Better prepare the students to be successful in the businesses they will work in and contribute to.
- Increasing degree related job placement after graduation
- all three are important initiatives
- Offering better pay to keep faculty and staff to teach students
- Assisting soon-to-be or recent graduates with getting a job in their field in the area, boosting local economy.
- All of the above and fostering improved commitment by state government
- preparing the next generation to solve the challenges facing communities throughout the state
- Providing a highly educated workforce
- Not sure
- Working to keep students in the state after graduation
- UNC should become a model employer that properly supports its staff, and better supports its teaching force.
- Address disparities and implicit biases that affect upward mobility in NC
- Develop direct university-community partnerships
- Providing practical help to recent and upcoming university graduates in finding employment and making themselves marketable.
- Value the multi-faceted contributions of UNC institutions in working with a variety of communities throughout the state
- recruiting and retaining the best faculty and employees
- ensuring graduates' understanding of the economy so they can be informed to vote
- Again poor choices. A 'successful' student gets a good job.
- Increasing the amount of jobs obtained by graduates in their field of study
- see previous comments
- support for all academics, not only STEM disciplines.
- Providing innovative curriculum and research funding
- Pay employees and teachers what they are worth so we stop losing good people to out of state jobs. Research funding and grants provide opportunities and attract great students. Stem the exodus of talent and external funding by paying people a decent wage and keep good people in NC education.
| **more emphasis on competency of students rather than just completion of tasks** |
| Improve placement of graduates into jobs |
| Better treatment for part time faculty |
| Increasing research funding; investing in faculty salaries (for retention of excellent faculty) |
| Re-balance majors and degrees to reflect economic needs of state and region. |

**Education**

| Improve dissemination of UNC students' successes |
| Not being reluctant to hold people responsible-see Christopher Lasch, "Revolt of the Elites and the Betrayal of Democracy" WW. Norton, 1995. |
| Creating internships for students to help develop partnerships between University and business, but to also give students real world experiences |
| Some industries (Duke, industrial livestock production, big pharma) invest in education with very particular perspectives, sometimes limiting academic freedom of research. This is BAD. |
| Maximizing academic quality so that NC businesses can get educated people (especially those with kids) to move here, and so that graduates want to stick around instead of taking their UNC-acquired knowledge to Atlanta or Chicago. |

**Teaching skills needed throughout the state.**

| The answer is job readiness. None of the other stuff. |
| Cost cutting and educating to meet employer needed |
| graduating students ready for job market |
| more "apprenticeship" opportunities and involvement with community to get real world experience |

**Think bigger, beyond state lines, and US borders.**

| local spending/employment |
| Decreasing its budget to be less of a burden on taxpayers and graduating competent employees who are ready to join the workforce |
| Partnership with the business community |

| but, increasing all three critically important |
| Work more closely with the community college system on specific degree programs, not just gen ed AAs and ASs, e.g. architectural technology as a segue into pre-engineering; |

**Support faculty research**

| Focus on educating people in what they need to get/keep a job. |
| All of the above, along with respecting lower-case letters where they belong. It's like nails on a chalkboard, I swear. Make it stop. |

**Get rid of itself and set the universities free to innovate and compete with each other.**

| ensuring that students get a first class liberal arts education. |
Increasing incentives for faculty to get research grants

Increasing graduates employed in NC in the graduate’s field of study

I think all three listed above are important

Improve the lives of the disenfranchised which improves the economy.

Providing an educated and enlightened citizenry.

work closely with large business to help place more students in internships and careers

5-year census of job needs that drives the next 5-year UNC growth plan

partnerships with employers who hire graduates

Offer programs of the highest possible quality. Economics follow.

All of the above equally

re-educate communities whose skill sets need updating

I also think the UNC system should focus more on the employees they are able to attract that are not faculty related. I think the salaries need to be more compatible and there should be fair compensation when employees are doing a good job. There does not seem to be an incentive to work harder even though it is expected. We are not able to find good, quality people because of our pay scales and lack of benefits and initiatives for both our permanent and temporary employees. When attitudes suffer, so does our service, which trickles down to our costs.

Graduating highly skilled students who want to live and create jobs in NC

educate the people to do the jobs north carolina's companies and new industry needs

Retaining excellent professors and staff so that the University maintains its global reputation and continues to attract industry and high quality human beings to North Carolina

Ensuring degrees are designed to create productive members of the community

Again, no language reflecting the opportunities provided for cultural expansion and understanding, civic responsibility, etc.

Ensuring that the education they are providing is going to enable the graduate to find a job that will enrich his/her life and support them comfortably, rather than keep them in debt and poor even though they have a degree.

Increasing the contribution to real world problems throughout the world not just throughout the state.

Foster creativity.

matching needs of employers

Increase salaries of faculty and staff - who pay taxes and spend in the community

NC must make it attractive to teach in this state. We lose graduates to other states.

Paying university employees (including adjuncts) livable and fair wages with benefits.

Restoring the reputation of the University (and state) as a quality place to work and live. A third rate higher educational system inevitably results in a third rate economy. No surprise.

I'm not sure what would work best.
Preparing the workforce the businesses we wish to attract and serve.

Finding ways to understand value that aren't directly tied to immediate monetary gain or loss

Helping more North Carolinians access lifelong working opportunities, skills.

Helping students understand that they do not have to get a job in the field of their degree - many undergraduate level degrees prepare students for numerous jobs - critical thinking, communication, problem solving, teamwork are skills employers list as most important but our students don't think beyond "I have an English degree so I couldn't apply for a job at a bank"

The long game, facilitating our vision of what it means to be human, for those skills will translate into economic value

The personal effect of an education.

Actually support research to attract and retain top faculty

Quit brainwashing students that college is for everyone

I think an assessment of how universities are engaged in these areas should be identified.

Improving placement in meaningful employment.

Help students find work upon graduation

Decrease the cost burdens of students by making available and actively encouraging on-campus living and dining.

Advertise how strong our impact is on the State. Most people are not aware.

Global connection

A school’s responsibility is to educate people not improve the economy. Let business improve the economy.

involve students in faculty mentored integrated research experiences that synthesize the disconnected knowledge streams of the classroom.

Eliminate administrative bloat and waste

staying current with the needs of the state

A total reorientation of philosophy by UNC is necessary; one that concentrates on higher education as a means to greater enrichment, edification, and enlightenment of the human mind.

These may be good things but it's not clear how they constitute "improving" economic "impact."

Working with faculty interested in connections to the businesses in the state

Restore lost funding (since 2008) as the state works with universities (and pre-college education) to ensure that students know how to write, make and develop arguments, and reason quantitatively.

Train talents that meet the local labor demand

Focus on education and research. If education and research is first rate, benefits will flow to the state of NC.

Meeting the needs of the business community

building meaningful, ongoing partnerships with community organizations and employers

Continued enhancement/development of partnerships with businesses and communities throughout the state
Support innovation

Eliminating degrees that do not lead to employment.

it should not focus on economic impact at all.

Create more partnerships with businesses/employers who will employ graduates

Teach, prepare students, transfer knowledge, teach, teach

spend more focus on real world job skills and internships to prepare grads for work

Promote faculty engagement in research solving real problems using existing big datasets, create UNC partnerships with commercial and government agencies owning such datasets, and develop faculty teams and skill sets to support this.

All of the above + increasing the contribution of UNC to supporting economic engagement with national and international firms and NGOs

Take a hard look at core and non core requirements for all degree programs and include employers and the community in this evaluation

Collaboration with businesses

Raising academic standards in each of the UNC schools.

Matching curriculums to the innovations of business

Meeting needs of employers and improving the match of graduates to jobs

Matching student learning and research with the needs of companies interested in locating/expanding in NC.

better train students for appropriate job placement within the state

All of the above

Reducing costs for out-of-state students to attract the most impactful minds to NC.

adult education/ non traditional learning

A combination of the above, plus innovative support from GA

Make half the UNC system into technical schools run by industry. And let industry fund them fully.

a program that matches students with jobs

Preparing students to fill existing job needs and to foster economic innovation in new areas

get administrators to focus on students and employers, rather than on protecting and growing their own little fuedal kingdoms

More outreach to businesses to ensure graduate job attainment

Partnerships with business communities outside of RDU area.

political activism to end our state's reputation for discrimination

Buy food from local businesses!

Repeal HB2
| Keeping university research unhindered by political motivations |
| Ensuring that graduates can find a job that pays above poverty level wages |
| more financial aid and loan forgiveness |
| Focus on the needs of industry in North Carolina and the region. This will maximize economic impact. |
| Creating a broader concept of education that rewards interdisciplinary coordination. |
| Increasing graduate knowledge about the world |
| Improve the quality and accessibility of higher ed |
| Increase teh contribution of UNC institutions in solving state, national, and international challenges. |
| Produce graduates who think critically but also practically. Are job-ready in hands-on skills but can also think & speak to the big picture. |
| Building bridges between courses, majors, and real life jobs for post graduation employment. |
| Increase community partnerships |
| Increase research productivity independent of technology transfer. It may take years or decades for technology transfer to occur |
| What does that last one even mean? gobbledygook |
| Enhance its reputation for quality education and research capability |
| Helping ALL students access lifelong learning opportunities. |
| Affordability for lifelong learners and enrolled students to force multiply the effects of the knowledge on the local economy |
| preparing students for the workforce |
| Using the university as a tool for economic assistance is a long term loosing strategy. |
| Working with business, governmental, AND civic organizations rather than just "business" narrowly construed |
| Focus on teacher education |
| Fostering student employment and internships throughout the state. |
| Meeting democracy's need for an educated citizenry, and workforce. |
| Help each student learn to earn in order to provide and donate |
| Meeting the needs of employers. |
| preparing students to meet the demands in today's job market |
| ensuring that graduates can obtain jobs in the fields that pertain to their degrees |
| More internships for students in the community which translate to future job opportunities |
| Pay all university employees and contract workers a living wage. |
| Assisting ALL UNC Alumnus access to lifelong learning opportunities whether in-state or out-of-state |
Ensuring our most disadvantaged students catch up to a college level and rise to the level of professional work.

**Partnerships with the business community**

- Increase basic research funding, increase the research infrastructure at the smaller regional campuses, establish and implement community college-main college transfer degree programs

- Teaching the citizens of NC to be enlightened, thoughtful, generous human beings.

- With equity in funding allocation, individual schools will be better able to increase graduation rates leading to a more qualified workforce to meet employers' needs.

- Partnerships with businesses across the state to give students access to match learning with skills employers need

All the above.

- Stop making people so deeply in debt that they have to enslave themselves to jobs they hate in order to pay you back

All of the above

- All three of the above. We should not need to choose among them.

**Sending out graduates who can positively impact the workforce**

- Providing career services offices with more resources so that students career development needs are met

- Partnering with businesses to give students the skills the industry needs

- Improve the quality of teaching at UNC institutions, which means rewarding faculty for good teaching and not only for publishing journal articles and bringing in research grants

- Increasing the contributions & partnerships of UNC institutions in solving the challenges facing communities and businesses in the state.

- Increasing collaborations with local business and providing curriculum that develops the students soft skills needed for employment

- Increasing innovation and research productivity focused on major regional and societal issues

- Help us do our work in the classroom without every middle manager in the system demanding that we pound his or her nail.

- Retain good faculty by improving salaries. STOP voting for raises for the high level administrators who already make huge salaries. How about paying attention to faculty morale???

- Improving the match of graduates and jobs within the state

**Raises for faculty**

- I think we're doing a good job on this one already.

**Developing 21st century skills in all graduates**

- I'm not sure the University should be concentrated on economic impact at all

**Matching graduates with jobs**

- I think if the school ups research funding while improving connections between graduates and available jobs and also engaging more state residents in life-long learning, this will have a dramatic economic impact at the state level.

- Preparing graduates who meet the needs of employers
decreasing the amount of tax payers dollars needed to fund their operations.

Training our students well

Increasing competitive opportunities for graduates

retaining the intellectual capital of graduates, recognizing the brain drain due to current social/political climate

Increasing the job opportunities and salaries of graduates

Prepare students to work, either for themselves or employed.

quit babying students, no safe space, get rid of libtards like BLM

We need more Ph.D programs. Expensive? Yes. These people become the core of the Economic Impact statement

I'm not sure

Keeping university research unhindered by political motivations

Since our administrators and sports coaches are the highest paid state employees, they should all be in the classroom and providing connections to our students. We don't need bureaucrats who are disconnected from the community they serve and expect the taxpayers to have respect for us

Jobs, jobs, jobs

Improving the state's investment in research.

improving the match of graduates and jobs

Keeping the best student talent in the state of north carolina as employees of North Carolina businesses

Better career-oriented leadership programs that happen in and outside of the classroom and provide hands on training for students

Becoming, or remaining, a well-funded system that educates its students as well as the top 3 or 4 state university systems

Teaching skills, not knowledge. Focus on academia, not athletics.

Developing/Dissemination UNC education opportunities to as many locations as possible in the state

meeting needs of employers and skills needed in the real world

Focus on other contributions to quality of life of which economic impact is but one

Increase state support for research and outreach.

It should focus on developing research that connects economic political and social spheres in order to understand how better to intervene into our own cultural problems.

fund higher ed and keep tuition lower to retain the best and brightest

equality and justice

Stop the erosion of genuine education, maintain high quality

increase quality of faculty even more

Improve the match of graduates and jobs
Fix the budget! Pay the faculty more so you can attract the best and retain them.

Focus on the industry supporting our students for a stronger more knowledgeable skills set. Focus on the needs of the student.

All of the above!

Broader education of the students that us not limited to whatever specific skills

Spending State money and paying people more for nothing is not helping - making successful graduates and research makes a real impact

Restoring support so we can have more successful and loyal graduates (who can establish companies such as SAS)

Unifying promotion and tenure policies at the system level.

focusing on meeting the needs of the healthcare industry (broadly), because of the vast economic impact

Invest in good faculty that have good research programs. This will create high level economic activities that pay high wages. It will attract the best and brightest to live and work in the area. The presence of these 'new economy' activities will create a synergy for new investment from public and private sources. Did we forget our lessons of RTP? Local and state issues certainly deserve attention, but Silicon Valley and RTP emerged because the best and brightest gathered together to tackle big questions. Helping people with lifelong opportunities is great but that's a by product, not a goal of research. Tech transfer is an administrative process, and all administrative processes could be improved.

teach programs of study that are relevant and meet employment demands

Industrial Hemp - food, fiber, fuel, medicine

Assist employers in reaching a salary that is equal to the cost of living in their community.

Teaching students to think rather than grooming them to fill roles.

Change our financial aid model for graduate students so that we can begin to attract the best and brightest graduate students from across the country.

Partnership with secondary education to improve student prep

Greater liberal arts emphasis

Revitalizing faculty by offering development opportunities.

teach more programming in K-12

More effective alignment of the UNC system and key business partners throughout the state.

Preparing students to meet the needs of employers in the State

Reducing the teacher load of faculty at research intensive universities to the current minimum as a requirement, not a suggestion, so that they have to to teach effectively

clarify and streamline paperwork processing and improve discretionary department-level spending

Teach relevant material to provide a well rounded college experience.

FUND EACH INSTITUTION EQUALLY

Focus even more on preparing students to have an Economic Impact.
Again, why can’t we do all three? We have.

**Focus on jobs**

Increasing the contributions alumni are making to benefit the states economy.

Increase the percentage of full-time faculty

Increase university connections with employers and connect graduates with jobs

Graduate better and more broadly educated students.

Increase research and tech transfer support to help solving the challenges facing communities.

Actually listen to businesses and what they need and use that to modify what is taught and how it is taught. Of course that would mean faculty would have to believe that business is not evil.

Developing long-term, creative and critical thinking skills. This is how innovation takes place.

Examine which parts of our economic system increase citizen satisfaction with their lives.

Provide essential learning opportunities that are cost effective in relevant time frame. If subject can be taught during summer months, why is the same class drug out in the fall and spring?

Providing adequate resources to universities to maximize impact

Increase state funding to the higher education system

Making it possible for UNC institutions to partner with communities--constituents, leaders, and employers--to identify ways to meet their particular challenges.

requiring faculty to engage with the community/business environment and offer more project-based learning for students

BOTH "Helping more North Carolinians access lifelong learning opportunities" AND "Increasing the contribution of UNC institutions in solving the challenges facing communities throughout the state"

Requiring internships for all majors.

Create more abundant and higher paying jobs for the community

a focus on professional programs and topics

Increase help with job placement after graduation.

increasing partnerships with local businesses both for- and not-for profit
Excellent and Diverse Institutions

Please indicate your level of agreement with this definition of Excellent and Diverse Institutions. "Institutions that, both individually and collectively as a system, are distinct and mission-focused; high-performing; and committed to the fullest development of all students, faculty, and staff."

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agree</td>
<td>67.19%</td>
<td>3449</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat agree</td>
<td>24.08%</td>
<td>1236</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat disagree</td>
<td>5.44%</td>
<td>279</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>3.29%</td>
<td>169</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>5133</td>
</tr>
</tbody>
</table>
What changes, if any, would you recommend for this definition?

What do you disagree with about this definition?

"...no matter the national origin, gender, or religion".

I would include language that recognizes and values the rapidly changing demographics of the State, and that specifically values diversity of our growing population.

The word "all" is too general here. If we want diverse institutions, then we must be specific about what makes those institutions diverse. The definition should include language that reflects the UNC system's commitment to recruiting and retaining diverse students, faculty, and staff.

None

I would add that they are also committed to supporting their communities and state.

none

None

I don't see the connection between "diverse institutions" and the definition.

Including the range of wide interests and learning opportunities that makes up a university.

Include other stakeholder groups - especially alumni and donors

None

Add, And focus on the needs of a various wide demographic constituents . Detail excellence, is it attainable? measurable?

more employees and students

In the present political climate, we need to speak out directly against racism, xenophobia, anti-trans policies, and all other forms of bigotry.

I very much appreciate the recognition that system campuses have different student compositions, priorities, and centers of excellence. I would add that retention of faculty and staff is closely related to funding and opportunities for merit pay increases. I know many colleagues who were committed to ECU's mission and our students, but who -- after several consecutive years with a stagnant salary -- felt that in the interest of their family they had to accept an offer elsewhere.

The meaning of "distinct" is not explained. Also, the term "mission-focused" is too broad. The education of students and faculty research in the various academic disciplines would seem to be the top priorities.

I think the definition speaks to excellence well, but doesn't hit on diversity.

Important to convey this to students, faculty and staff continuously to remind the institution of its benefits to the community

None

I find it confusing that this definition highlights that institutions function both individually and collectively but should also be distinct. I'm not sure how it could be changed just because I'm not sure what the definition is even referring to -- schools within the each UNC institution (i.e. the School of Government distinct from the School of Medicine) or each institution within the UNC system (UNC-Greensboro distinct from UNC-Wilmington, etc.)?
Institutions that are future focused, proactively inclusive and welcoming of all backgrounds, and through the diversity of their missions, offer opportunities for communities across our state while performing based on rigorous standards of excellence.

There is a glaring absence of diversity in this definition, which is unacceptable. One way to include this is to include reference to the people making up the institution (e.g. students, faculty, and staff) represent a range of identities, backgrounds, experiences, skills, ways of thinking, and other characteristics in a manner that puts them in conversation with each other.

There should be an emphasis on ensuring that all interested populations are included.

I think more State institutions should offer some type of school incentive to career faculty and staff families for free tuition and books.

Is this a realistic definition - not all individuals or groups are able to perform at a high level and what is happening is that those who perform "high" are just given more assignments and those who "perform poorly" typically for years have just gotten moved around in the system, sometimes even promoted with better salaries and titles when they couldn't perform in other areas.

N/A

What mission they are focused on? I think it is better to refer to the previous criteria here What's the role of diversity? Does it refer to missions or people?

I don't think the sentence makes sense, "individually and collectively as a system, are distinct"? Something that joins together individual distinction with collective striving towards some shared goals for the benefit of the state would be a better way to say it.

Faculty needs to be mostly full time. Adjunct faculty are not a good cost cutting measure.

the need to be adaptable to changes in the composition and needs of the community or region

No changes

It needs to stress the unique challenges faced by underserved populations.

The definition has form, but no substance. Why distinct? To what end? Define high-performing and development. Performing with respect to what? What sort of development -- economic, personal, community, sustainable, ... -- some of the above, only economic?

Guided by ethical principles for human rights and opportunity.

none

There needs to be a mention of diversity in that definition. There needs to be something pertaining to the value of diversity among students (race, religion, nationality, age, gender, sexuality, etc.).

none

With special regards to students coming from poorly-represented backgrounds.

while it says that does not discriminate, it does not indicate how the diversity is embraced.

I don't think that every University needs to strive to be "top performing". Instead education needs to be individualized and challenging to every student regardless of skill level.

I would recommend the addition of language the reflects the definition of diverse in this statement.

fullest development, and retention of all students, faculty and staff.

Diversity should be directly addressed and embraced.
Doesn't seem very focused on diversity. Just a very generic statement

At a reasonable cost.

The different institutions in the UNC system should not focus on "distinct mission-focus", they should offer what benefits the citizens of NC and the students in the system even if other branches of the university also offer those benefits. The university doesn't get to organize what is needed in the larger world, the university must supply students ready to meet those needs.

An Excellent and Diverse institution does not repeatedly silence its students and refuse to speak up for disenfranchised students, faculty, and staff. The institution cannot truly be excellent and diverse when faculty and staff are grossly overworked and underpaid - and emphasis cannot be placed on higher degrees only when higher level - generally white men and women - see fit.

diversity is an asset

I don't think that the emphasis on diversity is strong enough.

Diversity within institutions is just as important as diversity between institutions.

The statement encompasses a high ideal, but the application of it, in light of using temporary part-time instructors (adjuncts) in a majority of undergraduate foundational classes, is lacking. The institution may say they are committed to the staff and through them, the students, but until there are more full-time teachers who are invested in the institution, these are only empty words.

Include a statement about having diversity among people.

seems very vague

Acknowledge the local cultures and communities within the definition

Employ a Diversity Officer at universities to oversee and report this area within and to the University System.

This statement is vague. I can't imagine how it might be useful. It doesn't seem to address any of the major issues of performance or diversity plaguing Carolina currently.

Most of classes were easy, a waste of time, waste of money and I didn't really learn anything. So, classes should be challenging and reinforce the skills needed for a job.

The definition, to me, does not match well at all with the notion of Excellent and Diverse Institutions.

reference to diversity of people and talent that represents our state

Excellent and diverse institutions and education systems are mission-focused, principled, collaborative, high-performing, and committed to the fullest development of all students, faculty, and staff.

I believe equity needs to be called out in this definition, beyond just the generic "all students,..."

Institutions that apply theory to practice in all fields of education. Practice that tests the validity of theory.

Add in something about embracing and integrating diversity.

This is an outside the system perspective: The 17 do not work the same and have never worked as a "system" with consistency. You have two large research institutions, some in the middle, then HBCUs toward the bottom. Each cluster has different needs, challenges and opportunities - I would think it is hard to address the needs and highlight the opportunities when largest speaks the loudest, which may not be best for the whole.

Perhaps something more specific about the importance of a diverse faculty, staff and study body.

Nice one!
Excellent and diverse institutions respond to the needs of their students, staff, and faculty; they do not dictate what those needs are.

Are committed to equalizing access, completion rates, and are welcoming and encouraging of discussion around beliefs and ideas

An Excellent and Diverse Institution values the broad skills and experiences of its students, faculty, and staff.

The definition speaks to diversity among constituents, not to excellence. "high-performing" is a pretty weak proxy for "excellence," and it suggests nowhere to look in order to support the level of excellence desired that the public is willing to pay for.

nc state should continue to be the flagship school for technology, innovation and STEM degrees. would also want it to be a leader of encouraging cross discipline degrees so that humanities are incorporated into science education. we want our smart STEM graduates to be leaders in community, great communicators and writers. I would encourage NCSU to grow its international program, business program and humanities department. UNC-CH needs to downsize or realign its humanities offerings as many of its graduates are generally not prepared for current job openings. its computer science program needs to partner with NCSU and should grow.

Diversity includes the acknowledgement and celebration of the diverse mindsets and beings in their university. It also implements differences in ideology into the system without creating a hostile environment.

The word "distinct" suggests that each campus should be different from others, without overlap. This is problematic as each campus will tend to serve the area in which it is located. Also, this creates a hierarchy of institutions that may inhibit collaboration.

At my school, it is very difficult to find help accessing help from the university. Everything is electronic. For example, as a new student I didn't know how to access or use starfish. I tried making an appointment with my academic adviser and couldn't. I tried calling their office to make one and they said they don't do that, you can only make an appointment on starfish. They offered me no help whatsoever in making an appointment or learning how to make one using starfish. It was an extremely frustrating process in which no one would help me make an appointment- keeping me from accessing the resource of academic advising that my tuition paid for. My university relies very much on students figuring everything out themselves to do these things for themselves.

add language about diversity

What part of the definition includes the word DIVERSE? All is a broad term and does not indicate diversity.

inclusion of diversity. definition only references excellence.

Where is inclusion?????

None

I don't think this definition touches on diversity at all other than "distinct". If you want to talk about diversity then it should probably feature more prominently - committed to the aquisition and fullest development of students, faculty, and staff from a diversity of backgrounds, viewpoints, and lived experiences"

after committed add "to supporting" and at the end add "regardless of race, religion, ethnicity, nationality, sexual orientation, gender, age, sex, or socioeconomic status"

...with a focus on high scholastic standards, and social justice, diversity, and integration.

diverse student body and employees - race, gender, nationality, sexual orientation, socioeconomic
Add in the inclusion of minorities, LGBTQ, religion, and other alternative choices.

There is no mention of diversity here, except the word "all"!

Definition doesn't actually address diversity

actually include diversity of students and faculty in the definition

Expand "high-performing" to clarify what that means. For instance, the UNC system has institutions with very low average SAT scores. It may be that those institutions are high-performing as measured by the improvement of the student's knowledge, but the graduate may not meet the contemporary expectations of critical thinking, etc. expected of a university graduate. Is that institution high-performing (the learning delta is high)? Or, is it low-performing (the graduate does not perform in the workplace at university graduate standards)?

Having diverse global connections to people and resources as well as physical classroom space in more urban areas.

n/a

Acknowledge, celebrate, and respect the unique differences of students, faculty, and staff

students, faculty, staff, alumni, and community stakeholders.

I would not make any recommendations.

no mention of diversity in a definition of such

Take out collectively.

It doesn't mention the word "diverse"

Write in plain English without hyphenated jargon words

accept diversity fight inequality ACTUALLY TALK ABOUT DIVERSITY strive for equity

None. It says what we should be doing.

with diverse student populations as well as diverse groupings of employees

This doesn't really speak to diversity, in all its forms. Perhaps "...that are distinct, diverse, and mission-focused..."? Even that is a vague definition of diversity.

Nothing.

There needs to be a statement related to diversity beyond just saying "all"

include definition why you are diverse

This needs a meaningful definition of what it means to be "high-performing". Universities cannot be charged with the "fullest development" of students, faculty, and staff without a meaningful definition of what that includes. There must be limits on what the university aspires to deliver to its students. For example, "fullest development" could be construed to include such things as optimal health, spiritual enlightenment, etc. These are not part of the core mission of the university, and resources should not be dedicated towards these types of goals. Otherwise, the university will try to do too many things with the result that it does none of them very well.

Qualifier that all students, staff, and faculty are supported regardless of race, gender, socioeconomic status, sexual orientation, religion, etc. Also emphasize a welcoming environment for diversity.

No changes, but it would be nice if this principle were lived up to. I don't see this practices within the university system especially with staff.
Add diversity to this definition. Diversity of race, financial background, of intended major.

Explain the dynamics of "diverse."

This says nothing about diversity, yet the title is Excellent and Diverse Institutions

Welcome multi cultural perspectives, aim to have collaborative introspective conversations surrounding hire, retention, and the importance of diversifying student population, faculty and staff representation. regardless of race, age, sex, religion and socio-economic background.

Fullest development At the highest quality

I don't think the actual definition said a thing about diversity. You might wanna fix that since your claiming to do so yet only setting some high standard that, in reality, no institution can fulfill fully.

Doesn't include anything about being "diverse"

Need more language to discuss the racial and socioeconomic diversity of the UNC System.

This misses the point of having a diverse institution. We need to explain how we are individually are distinct, not just that we are.

I don't see a definition for a "diverse" institution within the statement

None

There is nothing here that distinctly addresses diversity.

not sure why you substituted distinct for diverse? What does distinct mean?

Remove the word "distinct". Viable programs should not be closed down just because there are others like it at more than one institution. Students who have families to support, who have jobs they cannot afford to leave, who have disabilities that require treatment or accommodation, must have access to programs that are close to home and do not require re-locating across the state.

stet. well stated

I don't see how this addresses diversity of or within institutions. Need to be more explicit in this regard.

Institutions collectively representative of all demographics within the state of North Carolina. Meet the needs of the communities within the state.

If we are to be distinct institutions, we need to have a coherent vision of what makes each institution distinct and be clear about that to enrollees.

There needs to be more elaboration on the "diverse" aspect.

no changes

There is no real sense of diversity in the wording of this statement. The phrasing is awkward--"both individually and collectively as a system" interrupts the train of thought in the sentence. Actually, I don't see any real meaning in the statement or the purpose of defining "Excellent and Diverse" in this case.

I think this addresses the Excellent part of the mission, but there is no acknowledgement of the Diverse portion. This needs attending to.

+empowerment
speak to the need for diversity and how that assist institutions to meet and exceed their goals

Don't see reference to Diverse in the statement.

I particularly like the use of the term, "distinct," as it could apply to schools of all kinds. Let schools determine their own curriculums, free of state or federal expectations. Let students study what they enjoy and care about, rather than forcing them to try "every item on the buffet" before selecting a major. All academic disciplines are important, yet this is no justification for requiring paying consumers to study materials outside their range of interests and talents. This is an ungracious task to put on students and professors alike.

While the missions of the universities drive the curricula and programs, it is also the case that certain common areas have a place in all the institutions, especially regarding broad and relevant general education programs. In addition, the location and history of each university requires that programming reflect these aspects. For example, UNC Wilmington takes advantage of its location near the ocean to grow certain maritime and marine programs; UNC Charlotte, placed in the largest (and still growing) population area, needs to have more programming, in order to serve its region, etc.

I mean, this is a pretty soft statement. I can't tell what actions, if any, will come from this.

This statement seems unclear and trying to put excellence and diversity in the same definition is okay but here it is cumbersome.

'high-performing' is broad and redundant. this statement isn't really saying much.

What is your metric for high-performing?

Would add "and committed to the equitable treatment and fullest development of all students, faculty, and staff."

Define "fullest development." Could include: emotional, cultural, interpersonal, etc. Developing the whole person.

None

Since you state Excellent and Diverse -- interesting that the later is not included in this definition. Seems to me that needs to be addressed specifically and directly.

I'm not entirely sure what "high performing" means here -

This is a solid start, however I feel adding a line such as "that includes all categories of individuals" (although I do not like the 'categories' word) would strengthen the message.

...are distinct and mission-focused; [innovative]; high-performing; [and committed to creating workforce ready students]; and takes high interest in the fullest development of all students, faculty, and staff.

Needs to be discussion of serving individuals of all demographics to cover diversity. The last sentence does not capture that, as there are demographic groups struggling to even become students.

'distinct' is a dangerous word if we want to serve the entire state from one 'distinct' location.

It is grammatically awkward.

optimally-performing, not high-performing

No sure how I would change it but as written it is very generic and impersonal.

The statement addresses "excellence" but says little about "diverse." What is a "diverse institution?"

It's so general there's not much meaning here.

I would add something about the importance of valuing diverse viewpoints and backgrounds in order to enrich education and research.

include language about respectful of the integrity of all students, faculty and staff.
I don't know how to interpret "excellent and diverse". Is this supposed to mean 'excellent because of diversity'? Or 'excellent' and, separately, 'diverse'?

Staff area is a very neglected area in this state - the education of staff needs to be valued more and they need a growth path for their workforce life as an employee of the state - the system would benefit from investing in the staff as well as faculty - especially graduates of this system.

I don't see how being "distinct and mission-focused" is relevant to excellence and diversity. Removing those two criteria would improve the definition.

Much more can be said about the system's commitment to Diversity here. Especially with the current political climate in the state, there is an opportunity to create a unified, written compact that states our unwavering commitment to diversity and safety for all students. UNCW has the Seahawk Respect Compact that is signed by every student and requires everyone to agree to recognize the dignity of every person and be respectful and inclusive. Many students have come to me saying they feel uncomfortable and even unsafe in light of current political happenings. There is an opportunity here for the system to say that no matter what happens politically in the state, our higher education institutions will always be safe places for students of any background to live and learn in welcoming communities where their diversity will be valued and celebrated. There are businesses and musicians refusing to interact with our state at the moment. Let's not lose students too.

"and inclusive of a wide range of lived experiences"

None

From this definition, it is not clear *how* UNC institutions can be simultaneously committed to the fullest development of students, and staff, and faculty. I can cite several incongruities with this aspirational goal.

There should be some acknowledgement of the importance that culture plays in establishing, maintaining, and sustaining diverse communities. The statement lacks depth to me as it relates to diversity.

The geography of our state makes 'distinctness' in many programs problematic-- b/c when serving non-traditional students who are already 1) working or 2) bound to a specific geographic region, we cannot have just one or two programs for each major ('distinct') in our state.

not sure

Clarify that the mission is distinct

The term 'distinct' seems misplaced in that each institution does not need to be distinct from all other institutions in the system. Although I agree that redundancy and duplication needs to be minimized as much as possible, the issue of being distinct being so salient is a concern because it could lead to educational deserts and limited opportunity. And I have to say the western part of the state is in dire need of a medical school.

None

Pretty slim on diversity - ALL students, faculty and staff. Really? Let's see it the diverse leadership. race, gender, sexuality...

It is completely unclear what you are aiming to define here and why. Is it the system? And why are institutions only committed to students, faculty, and staff? Are they not also committed to their communities? Constituencies are much broader than this definition.

There are no terms related to diversity in this sentence. It needs to reflect global, income, ethnic, religious, gender, etc. populations.

regardless of religion, sexual identity, race, or political affiliations.

Perhaps a revision of the last section: "and committed to the fullest development of all students, faculty, and staff, and the promotion of free discourse that benefits said students, faculty, and staff."

I think 'diverse' could be better represented - what distinguishes each university in the system? (scholarship, student body, faculty expertise, regional/geographic attributes)
Add diversity to the definition! Don't just say "all". Maybe "all, irrespective of color, race, ethnicity, gender, age, etc..."

This seems like a /broad definition

There is no mention of Diversity in this definition. I would add, "Institutions that promote a diverse and inclusive culture and a global mindset throughout the university" (UNCW #1 Strategic priority)

That definition includes nothing about diversity as vital to the health of an institution as providing a stronger learning environment which better prepares students for the workforce. Additionally, it needs to define diversity and the reason for its necessity.

"and are strategically placed within the state in order to capitalize on the distinct local resources while also meeting the distinct local, community demands and needs."

More to address the "diverse" piece. Admit students, and hire and retain faculty and staff, who bring a variety of life experiences to our campuses and the communities around them.

1

just buzz terms - really does not say anything

More about diversity

An excellent institution is one that is focused on education and sustainability.

None

Miss the role of universities to potential students, faculty, and staff. Expand to this audience to include recruiting diversity to our institutions and supporting it within.

this definition gives minimal acknowledgement to the systemic impacts minimize the equitable preparation of historically under served communities. How do we provide access to tools and resources in K-12 environments to bring ALL students to a place of readiness for the perceived rigor of 4 year institutions.

More inclusive language regarding diversity

Diversity should be included as a goal for the student body, not just the different types of institutions.

I think there should be a recognition that excellent institutions are comprised of racially, ethnically diverse people who represent different identity groups. Only through a purposive statement that recognizes the need to better reflect the diversity of our state can we be a system of excellent institutions. This also means that we must make an effort to put in place policies that provide support and protection for faculty, staff, and students in university settings, including protections for free speech for all and academic freedom for faculty.

and committed to inclusivity and the fullest development of all students, faculty, and staff

change distinct to 'distinctive' (to avoid the implication that there should be no duplication of services, which is absurd)

Institutions that support the growth of intellectual, emotional, and critical engagement between cultures, people, and places.

This definition does not address or define "Diverse"

I think there can be some overlap

I would like to see a more specific definition of "fullest development," perhaps adding "fullest academic, professional, technical, and culturally competent development of all students, faculty, and staff."

I would add, institutions that are engaged with their local communities and support the regional needs of their state area.

More explicit attention to the concept of diversity
This doesn't really say much about what excellence or diversity mean to us. It reads like the actual definition is missing.

The clause up to the first semi-colon is so poorly written as to leave it making little sense. Simplify—say what you mean.

"Excellent" means more than "high-performing" (or maybe "high-performing" needs to be better defined). It could mean high graduation rates, or high student job placement, or high rates of research success,...

Being mission-focused is not always a good thing if the mission is ill-conceived or poorly specified.

Again, this is simply a vague statement with no reference to academic achievement which I believe to be the most basic obligation of any higher institution of learning. This is the concept which seems to be broadly missing from this statement. Where only vague catch phrases such as "mission-focused" are incorporated, there is no limitation or description of what will actually constitute excellence in EDUCATION which should be the fundamental goal of the university.

An obvious made up by committee definition that is so nebulous that success can always be found. Scrap the whole definition and start anew.

Nothing diverse about the definition.

Replace "mission-focused" with "diverse."

; and respect and cherish the diversity of their students, faculty, and staff.

The statement is not bold, suggesting a lack of commitment to the topic.

This well represents "excellence" but it misses the depth needed on emphasizing diversity and inclusion.

Include: access to diverse backgrounds, ideas

none

Add Excellent and Diverse Institutions celebrate diversity and are committed to engagement of all demographic groups in higher education.

Add: "resourced to achieve their distinct missions"

What is "high-performing"? This is too ambiguous a term to be useful in policymaking.

Incorporate the idea of teaching and education as a profession and the idea of profession as service.

PEOPLE WILL READ "ALL" IN THIS SENTENCE AND NOT INCLUDE THE PEOPLE WHO ARE SYSTEMICALLY MISSING FROM THE EQUATION. WHAT DOES "COMMITTED TO" MEAN AND WHAT ARE WE DOING TO DEMONSTRATE THIS?

high-performing seems like a buzzword and the intent is not clear

This definition hardly focuses on diversity.

What does "high performing" mean

This statement could speak to the diversity of our missions in the UNC system. We should celebrate the breath found in the state and that all missions, albeit different, are equal.

Again, I don’t disagree with the statement. I just don’t see that the state does this. I can’t say this enough: I am so under-compensated for the level of excellence and contribution to student success that I make.

We also need to meet the demands and needs of the region. I don’t want this interpreted as "chemistry majors go to state and biology majors go to UNCCH" etc.

It is unclear what "fullest development" means. Is that just in one’s area of major or does it include expanding one’s liberal arts education?
The definition makes no reference to diversity.

I think an excellent and diverse university goes out of its way to engage with underrepresented groups and people. This definition makes no mention of striving for justice.

mission focused

N/A

The system has to have the same mission, which is achieved by the individual and collective mission of the institutions that make up the system. The word "diverse" is missing!

It speaks nothing to making sure the students, faculty, and staff represent the demographics of the state, region, nation, and world that they serve. So, developing those that are there may continue to oppress those who are not.

the "diverse" element not clearly addressed in the definition

"... development and support of all students... "

Sounds good but this is not what is happening.

intellectual diversity and political diversity are NOT tolerated at UNC-CH. conservative students are not treated fairly or with respect.

Maybe add something in about admitting and hiring a diverse array of people? I think it's an awesome definition, but if you leave it as is, I think there is an unintended gap - a university can be committed to helping all of its faculty and students, but if it only admits and hires one type of person (white, for example), then, yes, technically it's being inclusive of and indiscriminate of everyone there, but it still isn't a diverse institution. Just a thought...

Commitment to recruitment and support of a diverse group of students, faculty, and staff

I would change the word "diverse" to "distinct." "Diverse" implies (to me, at least) the people in them, whereas it appears the definition you have is more about being distinct or different as an institution from other institutions. As a side note, I'm disappointed that there doesn't seem to be consideration for including the big issue of welcoming the fantastic human individual differences that could make us a pillar of what it will take to succeed as the world becomes more diverse and integrated.

explain what is meant by "fullest development."

We must make sure that, when we say "all students, faculty, and staff," we are fully inclusive. We also need to make sure that "fullest development" recognizes needs faculty and staff have for financial and personal reward in their work.

This definition is broad and does not fully address Excellence nor Diverse.

Something about this statement assumes that the institutions are already diverse. Where is the commitment to increased and sustained diversity? How do the institutions envision diverse experiences for students, faculty, and staff?

Both excellent and diverse can then lead to oversight in critical areas like elementary education and nursing that need widespread support across the state. While one school might have the best nursing school, that should never preclude the other schools from having modern and sophisticated nursing programs (as opposed to merely adequate ones.)

This definition is a bunch of fluff words that don't mean anything.

"Institutions that, both individually and collectively as a system, are distinct and mission-focused; high-performing; and committed to the fullest development of all students, faculty, and staff - (including addressing and addressing equity issues on campus and across the system.")
It's too vague and it doesn't really mention diversity. Also, the logic doesn't work: If the mission is non-excellent, a mission-focused institution will also be non-excellent. An excellent university is one where people learn, discover, and teach like they thought it mattered a lot. A diverse university is one where people go to learn from, and teach to, others who differ in their knowledge, their opinions, and their ambitions. Students and faculty are not going to be inspired by phrases like "mission-focused" and "high-performing". There is nothing in those words that is in any way specific to what we do; they are totally generic and could just as well be applied to a Burger King. We write, we argue, we experiment, we read and listen, we change our minds and each others' minds, we look for new problems to solve. Would you describe something or someone that you actually love as "high-performing"?

HBCUs are too under-funded in the state. Yet, many of our students have the greatest need. Such funding gaps undermine an appreciation for diversity and paint minority-serving institutions as inferior.

I would use the word inclusive; perhaps with high-performing? I would argue that there are sectors of society that don't believe you can be inclusive and high performing simultaneously. But research shows that you absolutely need the inclusion of all cultures, races, socio-economic groups to generate the kind of innovative ideas that lead to excellence.

"distinct and mission-focused" is good, but it might be good to have language that emphasizes the possibility for interdisciplinary work even if institutions have unique focuses.

Actually have a more diverse student body

I hate the phrase 'high performing' because it evokes mass product and delivery and the 90s Gordon Gecko. People who are labeled as high-performers (I must admit, I am one of them) are generally high-pitched, annoying as heck or neurotic. Can another term be used?

none

Fullest development - very wide, somewhat amorphous concept

Do you really exist for the development of your faculty and staff? You have lost sight of the customer.

Again, define one concept at a time, they don't come as packages. We all get that there are tradeoffs between objectives, but define each concept clearly. This is a pretty good definition of "Excellent" but I see Diversity addressed only in the idea that we have "distinct and mission-focused" institutions, which may not be diverse in either character or population.

Maintaining consistent quality without losing the distinct voices and traditions of the individual institutions.

Omit "distinct"; institutions can be locally focused, but it should not be implied that existing features and departments at individual institutions should be eliminated in favor of excessive specialization.

Try being focused on staff development for a change

These terms are all so vague and business sounding. This is an institution of higher learning! Not a for-profit business! Let's focus on the commitment to students, faculty, and stuff (and why not throw in alumni?!), and ditch all that hogwash about missions and performance.

I do not know what distinct and mission focused means. I think the definition needs to be less vague.

What does that even have to do with diversity?

add "reflect the values, strengths, and diversity of communities from which they draw"

Institutions that, in their hiring and recruitment and investment, reach out to diverse bodies of populations, and situate the development of state needs, with national and international challenges.

Huh? The statement is nonsense and has little to do with "diverse" (as if that term was even defined). Again........20th Century thinking must have led to this piece of political rhetoric.
I don't understand referring to institutions as "distinct" when also looking at them "both individually and collectively as a system"

The definition fails to mention the positive effects of a diverse employee, student, and faculty base have on helping the system fulfill its other strategic pillars.

This definition has nothing to do with diversity.

There is no mention of diversity in this definition. The universities should "look like" the communities that they serve.

This definition focuses on excellence should include more diversity if that is your fundamental definition for "Excellent and Diverse Institutions"

none

This definition addresses excellence but not diversity.

I am afraid that this definition could also be read narrowly, in essence to support a top-down definition of each campus' role. I would like to add a statement of the shared mission of education that transcends individual campuses.

and commit to continual environmental scans that inform their program offerings and access points.

Making each institution distinct as a goal supposes 'elimination of overlap', when many basic features of a university education will not differ among institutions. Be careful to keep the products as goals, not the means. "Mission-focus" is too vague and will change over time. A poorly defined mission, not matter how much we focus on it, will never lead to excellence.

I question the meaning behind "...distinct and mission-focused;" We need several institutions strategically located throughout the state that supply strong liberal arts and sciences educations to college students. E.g., the insurance industry loves History majors (not just Business majors) because they know how to grasp the "big picture," how to understand and then solve problems.

Institutions that prepare North Carolina's diverse students through excellent teaching and solve North Carolina's diverse problems through excellent research.

it is hypocrisy for this statement to be in this survey. While Thom Goolsby was a state senator he gave a TV interview on the UNCW campus calling for the closing of the office of diversity on the campus since it was a waste of taxpayer's money. For this kind of opinion, governor McCrory appointed Goolsby to the UNC Board of Governors.

This definition includes only those who are already part of the institutions and the system. It might be improved by referring to efforts to be inclusive and uphold high standards in recruiting for all of these participants.

This definition is woefully brief, especially compared to the preceding definitions and particularly for this double-barreled value of "Excellent and Diverse Institutions". By this definition an institution which only hired and promoted white professors and made no effort to make minority students feel welcomed could succeed in this goal. Diversity as an institutional value is given little more than lip service in the system and we don't even have a collective definition of inclusive excellence or inclusivity. If you want this to be the definition of "Excellent Institutions" focusing only on the vague metric of educational quality then by all means this definition is adequate, but if you honestly feel this definition encompasses even the furthest corners of any conception of diversity and inclusion then I would strongly advise you to undertake further research and reflection.

Needs to be more focus on diversity and resources for non-dominant populations of students, staff, and faculty

Get rid of anything regarding "collective."

none

Excellent education produces successful and high performing graduates.
and fair funding for all campuses.

I don't think "Excellent and Diverse Institutions" should be grouped together. "Excellence and Efficiency" should go together, and "Diverse Institutions and Community Engagement" should be grouped together. In team sports or most successful endeavors, excellence & efficiency are part of the same animal. "Diverse Institutions" and "Community Engagement" both focus upon working with diverse populations and getting them involved in a team effort.

What is meant by "distinct"?

What about our communities? Their taxes support us.

Distinct missions sounds good—but geographical diversity also has to be taken into account. We can't concentrate our universities just in Raleigh, Durham, and Charlotte.

There is currently no specific mention of diversity in this statement.

Personalized commitment to each student and faculty member because each is different and has different needs. To accommodate all needs for success. Is a group effort that is generated through the graduated students to current and successful staff that cares for the success of each student. NCCU talks too much about race that should be minimized.

Needs to have more focus on diversity as a strength.

n/a

Change "are distinct and mission-focused" to "diverse and comprehensive in their offerings."

This kind of language has promoted a practice in the university system whereby new Ph.D. programs are nearly impossible to get approved if that subject is already taught as a Ph.D. program elsewhere. This is an artificial approach to "diversity". Many fields have a variety of specialties, and only some of them are addressed by most Ph.D. programs. It is a kind of imposed inefficiency, where some students must go out of state to get degrees in certain areas of a field.

This does not address "diversity." The definition should be explicit. Instead of using the watered down term "diversity," it should state that it is talking about protected social identities (race, gender identity, sexual orientation, religion, ability, SES, etc.)

It seems a bit general/broad.

It doesn't say anything about diversity, for one thing. It also says nothing about student learning--learning is a process, *not* a "performance." For another, the language of "development" is vague and meaningless.

None

It doesn't say anything about diversity

doesn't speak enough to diversity and the commitment to it.

There's no mention of an equity focus or underrepresented groups here.

On the whole I agree, however, I have a concern that the uniqueness of each campus is getting lost within the whole. Adding another statement to acknowledge this facet of the large UNC system might help. Also, in disagreement I would say that I have no idea why "excellent" and "diverse" are in the same phrase. These are two different perspectives that are related, but at the same time completely distinct from each other.

I agree--assuming that the mission-focused is broader than that defined by a single institution. Also, I would add that there should be some way to assess whether the institution is distinct and mission-focused, high-performing (what does that mean?) and committed to the fullest development of all... We need benchmarks (ways to assess whether the institution) is both excellent and diverse (which I believe is a tall order).
Unclear if "Diverse Institutions" is supposed to allude to "institutional identities" (like the difference between HBCUs and UNCSA) or on a more individual level found within an institution ("cultural" diversity).

None

Institutions that value and respect diversity by encouraging the expression of diverse ideas. Institutions that understand that commitments to diversity at all levels--student body, faculty, staff and senior administrators--is inherently connected to achieving excellence.

This is an awfully vague statement. Not sure what it means, really. Institutions may be mission-focused, but without knowing what the mission is, I cannot assess whether that is good or bad.

are distinct--yet share commitment and capacity to develop common goals for student outcomes across institutions as they fulfill their unique missions; Explanation: differentiation taken to an extreme would ignore the common goals for and commitments to students' effective reading, writing, listening, and speaking; critical and creative thinking; understanding historical and cultural contexts; and other general education outcomes.

Although we need some differentiation, too much specialization creates narrow outcomes, and fails to fulfill the broader mission outlined for all UNC institutions.

define "high-performing" and define "committed to the fullest development of all students, faculty, and staff."

This statement in no way acknowledges diversity or what it means to be diverse..

Add, "are committed to attracting, retaining, and fully developing all types of students, faculty, and staff - with an emphasis on those from underrepresented groups."

Add some language operationalizing "all students, faculty, and staff" - for example, "particularly for those from groups historically excluded because of economic, social, or cultural status"

the definition should explicitly recognize that diversity at all levels (students, faculty, staff, and administration) is needed to achieve excellence and the fullest development of all students, faculty, and staff

add something like for the benefit of these constituents and their community.

Institutions committed to serving all citizens equally, and focused on the most disadvantaged communities.

Unclear what "distinct" means here

That are pushing the boundaries of knowledge, testing new theories and problem-solving methods.

A University exists to lead the student to develop his/her mind. So much of what is in this "report" is slanted toward the liberal, politically-correct point of view. I find the wording to be empty.

"distinct" should not keep campuses from growing in ways that suit their skills and local resources

"Diverse" is not just distinct. I would define it as build on diverse ideas, purposes, tools, and people that stand behind the institution.

UNCSA represents this in every way

How is this a statement on diversity at all?

I don't think this definition specifically addresses the concept of diversity or "Diverse Institutions." Perhaps adding the word "inclusive" to the sentence could address this. The phrase would become: "the fullest, inclusive development of all students, faculty, and staff."

This seems considerably less specific than the previous definitions. what does "mission-focused" mean?

Add things about diversity in terms of including people of all ethnicities, races, religions and backgrounds in the collaboration and excellence.
and committed to the fullest development and recognition of success for all students, faculty, and staff."

It would be appropriate for there to be some definition of "diverse institutions" here. This definition is so vague as to be fairly meaningless.

Again, semi-colons or commas? Just look into it, please?

Could add a mission of service to the state and the communities served by the institution.

This definition says very little. Excellence should have to do with the quality of faculty research and teaching and student work, as measured by faculty standards. Diversity should refer to the populations working in and served by the university system, not to the distinctiveness of the institutions in the system from each other.

"Institutions that, both individually and collectively as a system, are distinct and mission-focused; high-performing; and committed to valuing and developing all students, faculty, and staff to the fullest."

What does this even mean? Without defining the mission this statement is completely generic but should at least garner a high level of agreement.

Institutions that, both individually and collectively as a system, are committed to the fullest development of all students, faculty, and staff."

Institutions do not have to be distinctly different - if there is overlap in academic expertise and programs, that improves inter-institutional collaboration and widens the excellence and diversity, as well as the available of experiences for students, faculty, and staff - cf the Carolina Consortium for Human Development as a model (UNC-CH, NCSU, UNC-G, Duke, etc).

Again, this read suspiciously like a plan for tracking.

removable "distinct" - doesn't seem a necessary requirement in all cases

I think "mission-focused" is corporate doublespeak. We know what our mission is: to produce knowledge and educate our students. We focus on doing it better by, among other things, making sure we have the necessary resources.

Diverse institutions acknowledge inequality and work to understand it and mitigate it. Excellent institutions ensure that all members are working toward their highest potential. Sometimes that involves adapting the mission!

Hiring of qualified staff who have great customer service, people and leadership skills. Managers should empower staff not micromanage them. This causes a retention problem and it isn't good for the reputation of the system. Performance evaluations need to be taken more seriously and managers should also be evaluated by staff. A proposed leadership academy for Administrative Support Staff and mentor program would be beneficial. The classification of positions should be assessed across the system and staff should be paid accordingly. Also, a flexible work environment would help employees to maintain a balance between work and family.

Positively effect the region in which they are located.

Fairness to all in this process.

I can't really figure out what the first clause means. How can an institution be individually and collectively distinct? "Mission-focused" and "high-performing" are bits of dated business jargon that don't have much meaning apart from the idea that we should pursue explicit institutional goals and maintain high standards. But this section could be applied to any organization, from a neighborhood association to a major corporation to the US Army. What do excellence and diversity mean in a university system? Do we value research excellence over teaching excellence? And what kinds of diversity do we want to pursue? Are we talking about diversity in system schools’ missions, or racial + ethnic diversity on campuses, or intellectual diversity in the faculty? It's all kind of vague.

Doesn't really address the diverseness

Distinct could use more definition. Programmatically distinct, distinct by student population, physical campus, geographic location, mission, method of instructional delivery, etc.
I presume "distinct" does not preclude some overlap in program offerings.

Too vague- needs more specific wording about high quality & diversity

I don't know what the word 'distinct' is pointing to. It implies diversity, but doesn't really say anything about diversity. I think this paragraph needs work. Define what 'excellent' means and say something about 'diverse' if that what you are trying to emphasize. Why is it excellent? What about it is excellent? Is diverse referring to the options available or the population of the people? It is unclear. I don't know exactly what though.

By diverse does this definition mean racially diverse? I think the definition covered excellent, but not so much diverse.

none

Certainly, a diverse institution is one that, by choice, reaches out to underrepresented groups.

none

This statement does not speak to excellence, other than high-performing, and it does not really address what it means to be a diverse institution. This statement needs more substance, and more specific focus on excellence and diversity.

If this were a true statement, then there wouldn't be disparities in social locations of students who are more likely to drop out or faculty who less likely to be employed at the university. More attention must be given to the disparities and diversity of students and faculty.

Eliminate "distinct": all excellent universities necessarily share many common strengths and missions.

It would be awesome if this statement was true because at my institution this only applies to certain individuals. Administration from the provost level down operates as a "bully" system. If you are "in" with the right individuals then they create opportunities for you, but if you aren't, then their focus is on what they can do to use you for everything they can get of you or until you decide to take a position else where. Rules only apply to those unfortunate individuals whom are in the outsiders group. Your supervisor will scrutinize your every action and twist every situation to create an action against you for insubordination. You may consult with HR, but no action will be taken on your behalf, but your discussions with HR will be turned against you to assist your supervisor in your persecutions. Missions statements and mottos mean nothing if your actions do not match up to such statements.

Diversity of both studies and students is not as emphasized as it should be.

None.

...and committed to the fullest development of the diverse and intercultural students, faculty, and staff.

In today's culture, Diversity is specifically aimed at race and sexual orientation. That leaves a wide gap in the other areas of diversity.

Good definition of Excellent. What about Diverse? This is the last section that is being addressed in this survey, and by far the shortest definition. Please take a look at other institutions' definition for 'Diverse' and include more information that supports how the UNC System is aware of the various needs of all students, staff, and faculty, including those from under-represented, under-served, and marginalized backgrounds.

na

none

God is in the detail. Each university/community college has the most potential for defining itself and defining the words in the above statement according to the needs of the area it serves. The state should rely on the autonomy of the individual institutions to define their mission as well as what is high-performing according to its faculty, students, and staff.
I see too much emphasis on each campus being "distinct and mission focused" and too much micro-managing by the GA regarding the programs that various UNC institutions can develop and offer. Some campuses have been restricted in the programs they can develop and offer, because the GA perceives the proposed offerings as not representing the "mission" of those campuses.

Institutions that successfully produce graduates well prepared to perform jobs projected by the Department of Labor as necessary in the next ten years.

Too vague. Makes no reference to diversity with regards to race, gender, etc. I'm not any more clear about what it means to be "excellent" or "diverse" under this definition. The only piece that remotely relates to diversity is the word "all." Likewise, with regards to excellence, "distinct and mission-focused; high-performing," doesn't improve my understanding of what it means to be excellent. Perhaps a new definition should look like: "Institutions that recognize that they are predominantly populated by white male students are intent upon constructing a more welcoming environment for people of color, women, and other members of marginalized communities. Such institutions will strive to cultivate academically minded students that find the pursuit of knowledge challenging, but worthwhile."

This definition is highly problematic. What is "high-performing"? How will that be measured? Will institutions that have higher challenges be considered low-performing? What does "fullest development" mean? This does not even qualify as a definition. It is far too vague and capable of being interpreted in a wide variety of ways. And it's disappointing to see a definition of "diverse institutions" give not even a nod towards the issue of diversity at many UNC campuses.

How does this statement address "Diversity"?

The diverse part seems to be missing. Universities should make all efforts possible to include minorities.

Would be nice!

Institutions don't have to all be distinct in different parts of the state. Not everyone can go to Chapel Hill.

This definition says nothing. It's complete fluff.

I think it could speak more to each of the institutions creating diverse missions. Is this supposed to speak to diverse population of faculty, staff, administrators, and students? If so, I don't think it does that very well.

Remove the focus on distinction. Students deserve to have multiple choices in which campus they attend. It's OK and even desirable that campuses have overlapping offerings.

This definition sounds good but still has a basic uniform approach. In addition to the current definition it should be included the intentions of all institutions, individually and collectively, working to help students, faculty, and staff develop in social, professional, academic, and cultural aspects.

Replace with "Institutions that are high-performing and committed to the fullest development of all students, faculty, and staff."

The phrase "distinct" troubles me greatly if it means "non-overlapping." Many students attend local regional colleges. Each of these should be well equipped to serve them, and this means offering courses and programs that are similar at multiple state institutions. Achievement at one institution should encourage growth and collaboration in that area at its sister institutions RATHER THAN the spur the impulse to eliminate similar programs.

The definition, other than the word "distinct" doesn't really say anything about "Diverse Institutions."

This statement explains what "excellent" means. I does not show what qualifies as "diverse."

I would not recommend any changes to this definition.

I would separate and focus on students regarding their fullest development. Universities don't exist for the "fullest" development of faculty and staff.
I suggest including "honoring an institution's history while embracing a diverse future".

I think we can do a better job at attracting and retaining (most important) more diverse groups of students, faculty and staff

Add multiple perspectives and inclusive

No mention of what they mean by diverse, unless that "all" at the end is expected to do all the work. Since I believe that excellence is tied to diversity, I would want to include a vision of what that diversity means, in terms of student body, faculty, and staff. Perhaps something like, "inclusive and representative of the richness of the varied communities of the State, recognizing and leveling disparities that stem from class, gender, and racial divides."

This definition is too general; doesn't really address the diversity of institutions beyond them being mission-specific.

I do not think that our institutions need to be distinct in any other way than that they are geographically distinct.

and transparent in their admissions standards and hiring practices

The use of grammar. Can you write this as a complete sentence?

add committed to intellectual curiosity and civic responsibility.

I have no idea what that definition means. It lacks any substance whatsoever. What is high performing? Distinct and mission focused? Committed to full development? Sounds like a parody of the neoliberal university, only, alas, it seems serious.

If this definition is supposed to speak what Excellent and Diverse institutions are, then it needs to actually address diversity. What does diversity mean in terms of creating an individually and collectively high functioning institution?

What does "mission-focused" mean? How is there no mention above about the diverse POPULATIONS (of faculty, administrators and students) these institutions serve?

Institutions that, both individually and collectively as a system, are mission-focused; high-performing; and committed to the fullest development of all students, faculty, staff and the communities in their region."

[Local communities first, then the good of the state. National/Global benefits should also benefit the taxpayers of NC.]

There's nothing in the definition specific to diversity.

I think the words 'excellent' and 'diverse' should be defined in the quote. I am not sure how the words 'distinct' and 'mission-focus' relate to excellence and diversity? Is distinctiveness connected to diversity? does mission focus help excellency? "Higher education institutions that, both individually and collectively as a system, are committed to inclusiveness and the fullest development of all students, faculty and staff."

It is vague.

It is unclear what is meant by "high performing". Therefore, I am unsure if I fully agree that this is a good definition. Definitions should add clarity.

The "mission-focused" criterion tends to hinder local innovation and the natural growth of the individual institutions' particular strengths. Top-down vision from administrators not actively engaged in the production and dissemination of knowledge is myopic.

"distinct" has historically meant that you can't have an X program because UNC-Y has one. Sometimes duplication isn't a bad thing.

none

I would explicitly add diversity to this statement.
there seems to be a complete lack of anything about diversity in this definition...diversity is a slippery topic...what are we trying to say here? Seems to need a lot more discussion and work.

I'd add something about committed to the community. Also, the topic is excellent and diverse, but nothing in the description mentions demographic diversity.

We must avoid falling in the trap of "quota" driven to give perception of "diversity". Also "Diversity" must avoid on the basis of race and ethnicity.

Remove "mission-focused"; a University by its very nature is not "mission focused". That term narrows the scholarship done by a University. Units within the University may be mission-focused by the it is wrong to ascribe that to the University as a whole.

possibly change wording from "both individually and collectively as a system", to "individually, collectively, and systematically"

"Commitment is defined as tangible resources available for the professional, academic, and personal development of all students, faculty, and staff"

The term "diverse institutions" feels misleading as the term "diverse" is used so frequently to mean race and ethnicity. This seems to mean a variety of wide ranging missions as opposed to a commitment to enhancing the social diversity of our students, faculty, and staff.

In terms of diversity, this definition is very broad and unspecific.

I'm concerned that "mission-focused" means that some parts of the state will end up with something less than a real university.

"High performing" strikes me as an empty phrase. What does that mean?

Add "attaining academic excellence" after "committed to"

Institutions should not be judged based on their level of similarity with other institutions. They should be judged solely on their performance and mission-focus. This wording would suggest that if two or more institutions were meeting the same needs then they are not distinct enough to be kept separated and they may be merged or one of them disbanded. This decreases competition between institutions which would, theoretically, discourage progress and excellence.

"...while upholding consistent academic standards, expectations, and student accountability, regardless of ethnicity, gender, socioeconomic background, sexual identity, sexual orientation, etc."

Excellence needs to be defined consistent with the distinct mission of an institution. Mission creep is a serious problem in higher education, including here in North Carolina. How many "research universities" do we need? The funding and faculty reward structures need to be aligned with the distinctive mission of the institution. Need to compare apples with apples, not apples with oranges.

Institutions that have made a commitment to cultivating a culturally diverse and inclusive environment.

the grammar

"Mission-focused" must include a liberal arts and sciences core for undergraduates no matter what the mission.

This definition doesn't say much at all about diversity. There's no clear definition what you mean by "diverse institutions." Needs serious work.

Address the term "diverse" in definition. Add something about drawing strength from varied backgrounds and experiences of faculty, staff, and students.

The definition is a statement and not a definition of what is an excellent and diverse institution.

diversity must be at the top of our initiatives. what must "we" be if we are, indeed, imagining ourselves [the UNC system] able to serve the diverse population of young people who seek us out to help them move forward as the
cultivate the necessary skills and abilities to be engaged and dedicated citizens who work to find solutions that are present in our communities and our world

How distinct do you want them to be? Do you mean program overlap?

Diverse just means distinct? Not complementary or anything else? Most of this definition is devoted to defining "excellent" but "diverse" is the word that needs to be more defined.

excellence and diversity are two separate issues, each are important, but should not be lumped together.

We're not doing particularly well on institutional diversity as a state - perhaps because this definition is too vague. Look to Virginia for "Excellent and Diverse" institutions. We need places like William and Mary - excellent institutions that are not flagships. Improvement in the reputation of our engineering schools would also help. The definition doesn't address diversity. The university system needs to be actively and purposefully creating opportunities for underserved populations.

Add: “Regardless of race, color, religion, national origin or citizenship status, sex, gender identity or expression, pregnancy, sexual orientation, age, disability, or military status.”

none

Top schools provide a broad-based knowledge that is nevertheless integrated with student involvement. State is a technical college, and none of the above groups will flourish with respect to "full development." Our brick buildings, ALL of our brick buildings are a symbol of our ailment--over-distinctiveness. There is a need for more than one UNC in the system.

Let's empower both the faculty and students to count in the decision making processes at the university level.

Collectively distinct? Maybe reword to avoid that awkwardness. Also, commas, not semi-colons. :)

1. I think that the UNC campuses are "distinct," but I would not want this to mean "narrowly focused"--so, what does "distinct" mean? 2. What does "high-performing" mean? Chapel Hill is high-performing, and so is Pembroke. "Successful in achieving their distinct mission" might be closer to what we want.

none

recognize that not all aims should be success ; there are other types of experience that can transform a community even more powerfully.

I think special emphasis needs to be given to those groups who are consistently under-served and discriminated against

What is missing is that we do not call out that we see value in our differences. It is simply passively implied. It is a reflection of our system's commitment to intentional diversity and inclusion. It's passive and I do not view passive as excellent.

This category and definition is unnecessary to include in a strategic plan because it can be stated better as part of a mission statement.

Each institution should define a focus for becoming excellent in a particular area.

No changes.

look at the punctuation

Stating "the fullest development of" is vague, perhaps something like "promoting quality, greatness and understanding in" is more appropriate as it is supposed to be a definition of excellence and diversity for our institutions.

Stronger stipulation for diversity, not just racial but intellectual and institutional, which should improve the system's adaptability as a whole. For example, I don't understand why NCSU has a social work dept. since it can't contribute to the undergraduate education in general. To have a whole dept. however small, that does not match the institution's research character or educational needs seems absurd. It properly belongs to Chapel Hill.
How can any institution be "collectively distinct?" Distinct from what? What constitutes "high performance?"
What constitutes "full development" of students, faculty and staff? Is there concern that the university's
institutions are insufficiently mission-focused? This skirts any active goal of increasing social diversity, shunting it
off into institutional diversity, which may simply be a cover for isolation.

Add "regardless of XYZ demographic factors" at the end.

I think each of the 17 institutions are unique already--making that the case is not important. In fact, even though
we have Minority Serving Institutions, all of our university's should be serving a diverse population--the more
variety of life experiences represented thoroughly at the university, the more opportunity to learn, to understand
the type of collaboration needed in the workplace, and the chance to truly impact state-wide issues.

For this to be the definition of what an Excellent and Diverse institution is, it is lacking in all relevant definitions of
diversity. We need to be specific in what we expect from members' of our campus communities as it relates to
diversity and inclusion. This kind of blanket statement promotes the lack of accountability and bigotry we see
rampant on our campuses.

Is this saying that each institution should offer a distinct opportunity that no other UNC school offers? What if I
start at one school in Engineering and after two years discover that I want to be a Psychologist instead. Will I need
to change schools? Will something transfer over. I feel like part of being diverse is not just diversity in people but
in opportunities at each university.

It is not really clear what is meant by excellence.

I think "distinct" is standing in for diversity here. As a diversity statement, there isn't much said about attention to
either institutional diversity or student, faculty, staff diversity.

None of the key areas defined by the strategic plan focus specifically on supporting and retaining faculty. Without
strong faculty, there will be no student success. The strategic plan needs to demonstrate a stronger commitment
to faculty.

Elaborate on diversity.

The statement addresses excellence, but not diversity. What does the word "Diverse" mean to the writers of the
definition? It seems to mean multiple distinct universities; that is fine, but there is no explanation of what sorts of
differences this is supposed to imply.

This is meant to include information about being a diverse institution. I get that you might think it's covered when
you talk about "fullest development of all students, faculty, and staff" but that's so subtle I doubt it comes
through at all for the majority of those that would read this.

What does high-performing mean? It's vague. Excellence means that universities have the budgets to hire faculty
who are leaders in their fields. Excellence means that universities are organized to ensure that their graduates
know how to write and reason quantitatively.

If "Diverse Institutions" is one of the central components of the strategic plan, then we need to come up with a
definition that includes diversity.

what the heck does distinct mean in this definition?? separate? clear, well defined, unmistakable, easily
distinguishable; recognizable, visible, obvious, pronounced, prominent, striking? what does being distinct have to
do with diversity? Do you mean you want one university to focus on English and another to focus on science or
engineering??

none

and value and respect the diverse individuals who comprise them.

na

"committed to the fullest development of all students, faculty, and staff regardless of gender, economic class,
national origin or sexual orientation"
Administration has demonstrated a lack of engagement in student success, far more focused on maintaining status at students expense
...committed to the fullest development of all students, faculty, and staff, and invested in supporting the local community.

Must accommodate students of a broad range of economic, cultural and ethnic backgrounds.

| strived to be high-performing - they are not all high-performing |
| UNCLEAR about the definition of "distinct" - not sure that it is necessary There is no mention of diversity in student or faculty or staff make-up or the need for the students, faculty and staff make-up to be reflective of NC and US population. |
| I don't understand why there is the part about "both individually and collectively as a system." Specifically, it isn't clear how an institution "collectively as a system" can be unique. I recommend removing this wording, but there is probably some reason to keep it that I can't think of. |
| ....mission-focused & forward thinking; high performing.... |
| vague on diversity isn't it? Perhaps emphasize all a bit more. |
| I would add something related to an institution being diversified in the definition as well as something related to serving the communities they represent. |
| N/A |
| add "are financially viable" |
| This statement does not speak to me "diverse". Failing to be specific washes out the message. |
| None |
| This definition does not tell me what the meaning of "diverse" is. |
| None |
| I agree with the sentiment but it quite weekly stated here -- it needs much more development. There is very little in the language that is consistent with higher education policies or research about the value or diversity/inclusion or how to marry this to discussions of excellence. Nor is there any recognition of pressing issues within higher education that are barriers to the above. Perhaps, unintentionally, one get the feel that it is a counter-argument to the perspective that diverse means less than excellence. More work needed here that I could suggest. |
| I'm not sure how it can represent the idea of diversity and not use the word diversity? Perhaps including the idea of "representative of the state and its communities in terms of demographics, diverse backgrounds, etc?" The part about "distinct and mission-focused" is where I disagree most, as it is describing the niche of each campus and maybe fostering competition, but not addressing diversity, inclusion, and equity from the point of view of the residents of NC and our hopes related to access (first slide)! |
| The importance (and intention) of diversity is not clear in this statement |
| No Changes |
| There can be a danger, I think, in requiring too many institutions to be completely distinct from all others. All institutions must do some foundational and critical things in at least somewhat similar ways. |
| I might add that they are committed to their communities. |
| Should mention inclusivity of diverse opinions and people. |
| There's nothing in this statement that addresses cultural or gender diversity. As our state, a particularly the Piedmont becomes more culturally diverse, we need to change our focus from feeding the corporate workforce... |
toward programs that encourage local entrepreneurship, fosters the development of local arts communities, and brings people together across cultural or ethnic boundaries.

I think it’s great there is language on being an excellent institution; however, I think there could be more language in regard to being a diverse institution.

Not sure what this is trying to define. Kind of meaningless. As a statement on diversity, it is entirely meaningless. Is this statement trying to articulate how we want to be measured?

I could not connect the definition and "Excellent and Diverse Institutions".

I think that part of this statement is conflicting. How can it be written "both individually and collectively as a system" and then use the word distinct? This makes little sense. I understand the intent, as there is value to a strong University system, but when you try to fit everything in one statement, meaning dissipates. The rest of the statement is powerful and clear, and I agree fully. I especially appreciate that you consider the development of faculty and staff, as they are citizens and contributors to our great state as well.

I don’t care about mission-focused. I care about educating a diverse population of students (at all academic levels) to do diverse kinds of things.

Each institution has value and a specific mission that legitimizes it’s existence, and we should seek to preserve each institution for the important role it plays in North Carolina.

Clarify what the mission statement means by "diverse," and in relation to diversity.

Diverse isn’t spelled it except in the word, all.

I encourage the use of language that addresses the active cultivation of diversity and the acknowledgment that the greater our campus diversity, the richer experience we will all have.

This statement says little beyond highlighting individual "mission-focused" institutions. It does not define either excellence or diversity. It is inclusive, but beyond inclusion there needs to be realization of differences too.

"Both individually and collectively as a system" is unclear. What is this suggesting?

A diverse institution should be defined by its diverse student body and faculty, no matter what background or area of study.

Being distinct is not always an advantage - there are way too many prospective students to serve for the UNC system to survive if we’re looking at distinct, individual institutions. While it may be true that some institutions will offer majors that others do not, and that some institutions will excel in majors that others do not, you can’t expect a lower-middle class student from Asheville to have to move to, say, Wilmington, because the major they want is only offered at Wilmington. That student could live at home at attend UNC Asheville for considerably less cost than attending UNC Wilmington - and, you’ve just proven at that point that you do care about Student Success. ALSO - this statement doesn’t explain what the UNC system’s definition of diverse is. I certainly hope it means diverse by race, gender, socio-economic background, sexual orientation, age, etc., etc. That needs to be addressed.

N/A

This statement is WEAK at best. Extremely too vague did someone insert the wrong statement?

maintaining the distinct mission of each each UNC institution

Oh dear. This definition is unfinished and it points to a specific kind of institution, there being one type. I don’t see variety or mention of: reflective of a multifaceted community of students, faculty and staff.

not sure how distinct different institutions in the system need to be. What does that help other than making the accountants think that there is less redundancy. Actually, having the same activities at different institutions will enhance overall innovation because it mixes the activity with different local environments that will stimulate different innovative directions
Besides development of students and staff, if UNCA was the college where its community body worked regularly to give back to the surrounding community; to work, to build, to serve, that would create an excellent institution. I've already seen how UNCA is involved with Asheville and it's great. Supporting local artists and local businesses. And I've heard of a Mechatronics group that's working on projects for elders and those with disabilities. We're already going good. So I suggest something along the lines of that could be added to the def. of a Diverse and Excellent Institution.

Excellence, sure. But, this says nothing about diversity.

This definition needs to include diversity among the people (i.e. the students, faculty, and staff) who make up the Institutions. Otherwise, an Institution could satisfy this definition by having students, faculty, and staff from only one demographic group, and the System could satisfy it by having each Institution serve a different, segregated demographic group. The concept of "Excellent and Diverse Institutions" needs to encompass the encouragement of interaction and collaboration among people who are identified with different demographic groups.

Not every institution needs to be branded and distinct. Some perform a variety of functions. That's important.

Excellent institutions that value diversity provide an equitable experience to all students, faculty and staff that acknowledges diverse backgrounds and difference and provides support in ways that address the inequities that exist in our society and at our institutions.

Add " achieve academic rigor"

Include the terms 'diversity,' 'equity,' and/or 'inclusion' somewhere in the definition. As is, the definition addresses 'excellence' almost exclusively.

Institutions that look like the WORLD and not just a small fraction of it.

how does this definition address "diverse"?

I would recommend added that Diverse Institutions recruit and are inclusive of as many personal/social identities (Gender, sex, race, ethnicity, region, ability) as possible. I think this definition misses the specific definition of how I understand "Diverse institutions" to be.

Distinct - yes. Mission-focused - yes, provided the mission is properly defined and limited. High-performing - yes, within a cost-effective operation. Fullest development - that is too broad. It is not the University's job to accomplish 'full development' for all students and employees. Many other societal institutions participate in that. The University should rather cooperate with those institutions in that endeavor, recognizing its own limitations and the many equally valuable endeavors of those other institutions.

Re: institutions that are distinct and high-performing. There are overlaps in a university system based on geography and history. Don't use this as an excuse to start closing HBCUs.

In addition to being distinct, the system should try to ensure that it serves/provides opportunities for all the various demographics within the state.

I don't think the definition hits the mark on diversity. An appreciation of and embracing Diverse perspectives and cultures enhances the student, faculty, staff, and community experience. What better time than now given the national dialogue occurring on this subject. Don't be afraid to be bold and "lead" on this subject in spite of the position of the state legislature. You are serving millennials who have already embraced this as a part of their DNA.

...........and flexible and committed to the fullest development of all students, faculty, and staff.

Given the history of diversity efforts there is a particular and constant obstacle to creating mission and visions statements that promote diversity. The conflation of quality with diversity, and the idea that when diversity is introduced quality is decreased. For that reason, it is troublesome that these concepts would be discussed in these two sentences. I think that if this is part of a larger statement that diversity would be better served as a standalone, better-defined concept. I don't say this because I feel that the concepts are mutually exclusive, but because I feel that too many readers of the statement will make the stereotypical connection of diversity and
lesser quality. We have a long way to go before individuals will be able to read this statement and take it at its worth. Now with that said, a mission or vision statement is supposed to speak to not only who we are, but who we want to be; in that sense, this may be a concise and strong statement.

diversity notion should be expanded.

reduce middle level management and identify wasteful programs and unrealistic request from staff members

HBCUs are not being allowed to follow their mission

Oh God yes.

Excellent and diverse institutions require the eradication of systemic racism, sexism, ableism, and other injustices. The definition here is so very vanilla and says nothing about our commitment to actually identifying the diverse issues and needs of our campuses and our states that ultimately drive excellence. This definition says nothing compelling about our ability to create graduates ready for a diverse world through the receipt of an excellent education. Its like staring at the elephant in the room without every naming it or addressing it. If this remains the definition, we may never move the needle for a changing population that will soon be majority minority if we cannot begin to address the systemic issues that impede our universities from reaching a truly excellent and diverse climate.

This seems to imply that each institution must do everything well. What does is mean to say that the institutions collectively as a system are distinct?

If ever there was a statement that tried to be all things to all people, this is it. It would be better to state our ideals (which is what this statement does), acknowledge the limitations we face, and set realistic operational goals. Although the elimination of duplicate programs may be of financial benefit to the state coffers, it will be a burden to students who must live far from home to attend a particular program. Any parent knows the real burden of college expenses is housing. This is in conflict with the goal of reducing costs to students.

funded appropriately by the state in order to achieve excellence

Include diversity of students

Perhaps, some institutional redundancies are beneficial/needed. Must they be distinct?

add and community.

This sounds very good. But in reality I have seen more students use a teenage brain to select a college based on items like cultural fit or North Carolina State University because of being State fan or because of economic constraints - if I go here I can live with my famiky. graduates and faculty select for the excellence of the programs.

I think this is a cynical cover to defund institutions and save the state money.

Rather than discussing "diverse" institutions (which conjures up images of race, ethnicity, etc.), it makes more sense to emphasize the UNIQUE contributions each institution can make to the Tarheel state. Alumni can see themselves as part of a UNIQUE mission (e.g., AppState), but not a set of diverse institutions. Mission focused? Do you mean the statutory mission? The historic mission of German universities? Those of the English colleges? The mission the governor or GA prescribes? Mission is not a thing--it is a complex amalgamation of social and political forces.

Get University officials to publicly endorse this and to have consequences when they do not live up to this endorsement. At the current time, if a faculty member does not give the appearance of supporting the direction that the University Administration has chosen, they tend to get marginalized and pressured to support or to keep quiet

We need to also emphasize coming in contact with people of diverse backgrounds from within NC, within the US, and from abroad
I think something needs to be added to reflect the intentional nature of excellence and diversity. This isn't something that we can simply decide to do. It takes dedication, openness, and self-reflection. We need to be strategic and mindful about how we recruit and support a diverse student body and workforce.

Committed to welcoming and including all kinds of people as students, faculty, and staff.

None

What a mess!

add "values-based" and "accountable" after "mission-focused"

"committed to the full EDUCATION of all students." [University is not about "development"; and should be focused on teaching students, not on "developing" faculty and staff.]

no mention of demographic diversity

Needs to be more robust and explain what diversity in this context means.

Institutions that are committed to fullest development of all students, faculty, and staff to address the economic and social needs of state and national communities

N/A

Barely talks about diverse institutions. If you hadn't written that this is the "definition of Excellent and Diverse Institutions" I wouldn't have know that diversity was even a part of this.

None.

and all monetarily supported by the Board of Governors, the legislators of this state to achieve the goals they set for their institutions.

None at this time

Include something about getting students and faculty to be more open-minded and more engaged with their communities through facilitated academic fieldwork, integrative research, etc.

While they can be distinct like courses should be able to transfer between each institution in an unlimited manner. The student should not have to stop seeking their degree because of a life change and physical move. The credits for the same or similar program should all transfer. Some degrees only allow transferring in 6 hours when 30 hours are eligible. Institutions should not be a monopoly.

not only committed to, but "demanding off"

This definition does not speak to diversity enough.

The title is misleading. Nothing in this definition fits the word «Diverse» at all. I am aware that President Spellings has some significant hesitancy toward certain types of diversity, and this must stop if a clause for diversity is to be included in this definition. «High-performing» and «distinct» do not describe a «diverse» education. I love UNCA's current offerings and the diversity and qualification of its instructors. However, it could be greatly improved by greater diversity - in students, course offerings, and events.

"...., both individually and collectively as a system" -- would strike the subordinate clause. Collectively distinct from peer systems??

No mention of diversity in the diverse definition...

This is not a sentence. It should be a sentence if there is a period at the end.

Would need to address a commitment to recruiting for diversity.

There is no talk of what counts as diverse?
Adding communities

I am not certain how "Diverse" factors into this statement. Rather, it seems like an excellent time to put in a word or two about how you could promote inter and intra-institutional diversity.

I don't see how this relates to Excellent and Diverse Institutions.

I think there should be more inclusion of the communities the institution addresses, as it pertains to the institution's mission. If there are needs within that community, then I think the distinctness of the entities should be evaluated as perhaps needing to be creatively addressed. (E.g. UNC Charlotte has been unable to have a women studies program in part due to the push for distinct institutions yet students here are working on gender-related issues in the local community through the women's studies PROGRAM)

At the end, I would be sure to note, "...regardless of race, sexual orientation/preference, gender, etc."

I do not see the concept of diversity in this definition.

This is essentially a fluffy, statement and hinges on what the word "mission-focused" is. There is some loaded language here which makes it look like the goal is no overlap in terms of educational missions between the universities. That would greatly curtail student choice and hamper inter-disciplinary scholarship. This definition should also consider how we rank nationally and internationally. At the moment we are falling behind our peers and bleeding quality faculty to other states which have better intellectual climates and faculty compensation/benefits. We cannot be excellent if we cannot retain and recruit excellent faculty.

Somehow include the notion of "quality"--quality of output (graduates), quality of life for employees (certainly including benefits), and quality of life for the varieties of academics (scholars, researchers, etc.).

There needs to be a strengthening of the statement on the diversity of students, faculty, and staff.

There's not much focus on diversity, which should also include being tolerant. A diverse institution that does not include people who are tolerant of differences has completely missed the mark. Because what's the point of diversity if division is prominent or acceptable?

I am unsure what is meant by "distinct" in this wording.

Prominent position for improving state conditions and national standing.

regardless of their ethnicity

Add something about cultural and ethnic diversity in there.

Do not get so concerned with high performance that the needs and health of the community are not met.

None

none

"fullest development" seems a vague definition of diversity in the educational environment.

The definition is correct.

Seems only partially complete (excellence) the diversity portion needs work

Distinct and mission focused is milquetoast language. Diversity is defined by openness to ideas, lifestyles, and backgrounds. We should be specific that the UNC system is for all North Carolinians and diversity is a function of our ability to be inclusive of all walks of life without judgement.

Distinction between universities is important. However, you may have multiple institutions offering similar programs (and thus may not be considered Distinct). That is not something that necessarily takes away from the
Excellence of these institutions. If there is a student demand and a job market demand for these programs than these institutions may still develop Excellence.

There is nothing about diversity in this statement.

Are institutions both individually distinct and collectively distinct? Do we need to say that or can we just be mission-focused; high-performing...?"

The word "diverse" here implies student diversity; at least at UNC Asheville, that's the context in which we use it most. This statement fails to specify what they mean by "all" students, faculty, and staff, and with Margaret Spellings as our new president, I wouldn't at all be surprised if she found a way to exclude certain groups (specifically LGBT+ people like myself) from that "all." Forgive me if I seem a tad distrustful of our university's definition of diversity, but there's a reason the LGBT+ community and many people of color at UNC Asheville were unwilling, even worried about Spellings becoming our president.

I find the language of institutions being both individually and collectively distinct to be confusing, and mentioning the focus on mission to be redundant and unnecessary unless the desire is to state that each institution has a unique mission. I would recommend adding a statement affirming the value inherent in bringing together people of different cultural, academic, and experiential backgrounds to work toward common goals. Dialogue based on many unique perspectives yields much stronger outcomes than are possible in a homogeneous environment.

committed to the fullest development of ALL students, faculty, and staff – regardless of race, sexual orientation, gender identity, economic background, religious belief, age, and accessibility; ensure that diverse peoples are reflected in the student, faculty, and staff populations of our public institutions.

Definition needs to include reaching out to economically and educationally struggling peoples of diverse backgrounds and communities.

UNC's definition of Excellence and Diversity needs to acknowledge the role of demographic diversity (of students, faculty, and staff) in creating an excellent institution. Marginalized people need to be brought into the fold from the top-down.

It does not clearly define what diverse means to the system. Diverse is an overly broad term that ignore the various nuances of what a diverse society is. It is more of a buzz word thrown around to sound progressive. If the word is to be used, the definition needs to be much more specific in order to highlight the various types of diversity that should be sought after to provide a more inclusive environment in higher education.

There needs to be more of a direct focus on including diverse populations.

I understand the need for vagueness in such statements, but I feel that this statement is particularly vague. What is meant, for instance, by "high-performing"? I would like to see something that more fully unpacks the word "diverse"; I suspect that the word "distinct" is meant to approach this unpacking, but I don't think it goes far enough. Perhaps mention could be made of the diverse communities the individual campuses are meant to serve?

The 'mission-focused' statement is vague and, as history shows, can mean that an institution is the opposite of 'Excellent and Diverse' based on the individual institution’s professed 'mission'. Some clarification may be needed.

INVESTIGATE THE ILLEGAL ACTIONS AGAINST STUDENTS BY THOSE WHO RUN THE SCHOOLS-INCLUDING THE SYCOPHANTIC ENABLERS AND POLITICAL TOOLS THAT PROTECT "THE SYSTEM".

The statement adequately addresses "Excellent" but doesn't adequately address "Diverse".

there is no mention of diversity nor commitment to it, so how can this be supporting Diverse Institutions mission?

n/a

Not true. They just want your money.

I would prefer my institutions be people-focused. Providing for the well-being of constituents before expecting them to work toward a mission that they may or may not feel is being equally applied when applied to themselves.

none
This definition doesn’t state UNCGA’s stance on inclusion. Yes we want the full development of all students, faculty, and staff; but in order to do that, inclusion of all these members are valuable and needed for true development to happen. Stating it as a priority for this assessment marker can help with the retention and recruitment of diverse individuals.

You should really highlight diversity in regards to the communities institutions serve. There are 16 universities in the system, and sometimes I worry that the push to be just like UNC Chapel Hill diminishes individual contributions of other institutions. UNC Asheville’s liberal arts curriculum should be praised, not demeaned (Pat McCrory). ECSU should be supported as the primary university serving the northeast part of the state (an area deeply in need of its contributions) but instead it was threatened with closings in a time of need. HBCUs should be praised as minority-serving institutions, not demeaned or seen as less-than. I say these things not to accuse, but to bring your attention to the conversations I have heard as a student, alumnus, and staff member of the UNC System. We have 16 campuses that provide hundreds, if not thousands, of different student experiences. Why not celebrate it?

As long as each institution is able to maintain it’s distinct mission, we can be part of a system that serves the needs of all North Carolinians. Much of our value comes from the diverse perspectives each institution’s different mission brings to the UNC System.

Social impact Diverse people Underrepresented groups Educationally and economically disadvantaged people

Excellence is most evident by the success of the students and teachers as measured by their ability to participate in their present and future. Excellence is taking what you’ve received and using it to benefit the future for everyone.

Statement doesn’t say anything substantial that isn’t already covered by previous statements/ Furthermore, the statement fails to elaborate on the system’s definition of diversity. "All" is too general of a qualifier.

Does anyone else find it ironic but completely disturbing that the definition of "Excellent and Diverse Institutions" has no mention of inclusivity other than the word "all"? Diversity in programs and majors only goes so far. Diversity in students, faculty, and staff is incredibly important. In order to commit to the "fullest development" of all of these people, every type of person (social class, ethnicity, gender identification, race, sexuality, disability, etc.) must be included and represented, because exposure to people and experiences other than your own enrich you and your experience immeasurably.

The definition says nothing about diversity, which has been shown to be important in the success of many kinds of institutions. It should include a commitment to achieving a diverse body of students, faculty, and staff.

Not sure what they need to be that distinct.

This is all extremely vague. And how is this related to diversity?

This is so vague as to be meaningless.

There is no direct statement about "Diverse" in this definition. Since this definition refers to "Excellent and Diverse Institutions", it seems fitting to directly address diversity within the wording of the definition. (It's not a complete sentence: "Institutions" appears to be the subject, but "that" introduces a relative clause for which "are" is the verb, and there is no verb for "Institutions.")

"collectively" you can't be distinct

If I read this definition somewhere, I would have never guessed that it was intended as a definition of "Excellence and Diversity." It sounds like a definition of "Decentralized University System" as opposed to more centralized systems like that at University of Texas. This definition certainly doesn't bring the words "quality" or "valuing diversity" to mind.

Reword: "Both individually and collectively as a system, institutions are distinct and mission-focused …"

"Diversity" is not the business of the university. Excellence is. In whomever desires it and is willing to work to attain it. Forget the social engineering. It has never worked and is a huge drain on resources.
The concept of "inclusion" should be paired with both excellence and diversity, because it is hard to achieve either when specific target populations are excluded from, or marginalized within, the experience.

This definition appears to only focus on those who are inside of the institution. What about those who would like to consider joining?

Why must be be distinct in order to be diverse?

Development of students, faculty and staff who themselves want to succeed and develop.

Historically, "mission-focused" has sometimes been used to underprivilege certain disciplines. It is vital, for example, that a historically "STEM" institution not compromise its breadth and rigor in all areas of the curriculum. An emphasis is one thing, an imbalance another.

It is very vague and sounds like every other college system. An excellent institution takes academic risks, pushes students beyond their comfort zone, and encourages critical thinking and problem solving.

Students typically only go to college once. Excessively narrowly defined missions may conflict with the goal of fullest development of student potential.

This definition does not address diversity in any meaningful way.

I think it would be incredibly difficult to be "committed to the fullest development of all students, faculty, and staff." I don't know what that means, quantitatively, but I am hesitant to say it should be a goal. Perhaps something more tempered, such as being "committed to the positive development of students, faculty, and staff."

The first part doesn't even make sense -- how can institutions be distinct both individually and collectively? Too much emphasis on making each institution distinct -- there should be overlap in offerings and missions, even as there are also different strengths.

Diversity should be expressed not only as distinct institutions and "all" students, faculty and staff, but also as a welcoming culture and a recognition that diversity at all levels brings strength and resilience.

I'm not sure what 'distinct' implies in this case and wonder about universities in the system that have quite a bit of overlap but still serve important roles.

why the focus on each university being "distinct"? excellence is not predicated on distinction

I don't see anything in there about the university actively fostering a diverse student, faculty and staff.

No statement of diversity. VAgue.

I would like to see specific mention of diversity and equity among diverse groups

It is good to see staff considered in this definition of Excellent and Diverse Institutions, as it feels that often staff are forgotten about or an afterthought. Without staff, faculty would have no facilities in which to teach, and students would have no electricity in their residence halls.

What is meant by developing people to the fullest extent?

Ensure that the mission of the individual institution is focused and committed to the development of all students. I personally feel that our mission statement says a whole lot of nothing, particularly when you have a select group of alumni who want to keep the mission focused on the past instead of the future.

I am not sure what these terms mean. The title is "Excellent and Diverse Institutions" but the definition doesn't mention diversity or what that means. IS that limited to racial diversity or does it include religious diversity, physical ability diversity, gender diversity, etc. etc.? How do we define "mission focused," "high performing" etc. We are often evaluated annually on things like research and publications at some expense to teaching and time with students outside of research (particularly undergrads) but the undergrad focus/teaching would seem to be what most defines excellent and diverse institutions.
Include comment on diversity of thought and engaged dialogue of diverse ideas, this directly ties to the definition of student success and requirements to thrive in the 21st Century.

I agree with the definition.

Hold the administration and faculty accountable for the wrong they may cause which reflects the down fall of the school and its students.

HBCUs are very distinct and serve a tremendous value to minority students that IS NOT matched in relation to the other PWIs in the UNC system. Gross under-funding disallows equality in system.

Feels more about excellence than anything about diversity.

No recommendations at this time

Add community in as well so that the institution will feel more ingrained to the local area rather than a territory in and of itself.

Why do they have to be "high-performing" and who decides what that is? Also, "mission-focused" smacks of a violation of Church-State separation, and WHO decides the MISSION? Businessmen who want trained workers for their industries but don’t care if graduates can think or not? It sounds like you are trying to somehow justify getting rid of low-performing institutions rather than HELPING them perform BETTER!

I would say each institution should not be grouped with others in the system for this purpose.

"...and staff" add then after - regardless of race, sex, gender identity, sexual orientation, belief, etc.

No recommended changes.

There is no mention of cultivating diversity within each institution, that could be emphasized in addition to the diversity of missions per each institution.

This is confusing. The definition above seems to be rather opaque with its use of the term "diversity" and does not relate at all to the type of diversity outlined below in asking what the UNC system should focus on to improve Excellence and Diversity.

I don't know what this means and how this statement relates to excellence or a commitment to diversity.

DIVERSITY

An emphasis should be placed on inclusion and diversification. The statement should include the objective of seeking diversity.

in theory this is good; however, it leaves a lot of room for interpretation and in this political system, that is dangerous.

I would not use the word distinct, as this is interpreted as having specific specialties, and no similar programs across the system. NC State, for instance, cannot serve the needs of all the engineering hopefuls. There should be comparable, excellent programs in our sister institutions so that we can serve the citizens all around the state. Or we should have remote campuses located at our sister institutions to allow us to expand degree programs that are needed.

None

Change "fullest" to "practical".

Remove "distinct and" as it increases competition between institutions.

I am not sure what is meant by diverse in this question.

It needs more detail. Diverse how? Define diverse better.

The university has so much dead weight. Teachers don't teach, staff are lazy, especially administrative assistants.
"...and committed to the fullest development of all students, faculty, and staff..." Add: ". no matter one's race, gender, sexual orientation, socio-economic status, sex, religion, ability and/or ethnic background." I think it would be valuable to specifically highlight all the ways in which we, as members of institutions, are diverse and yet still valued and supported in development. Saying "all" simply doesn't seem like enough.

This definition of a diverse institution does not have anything to do with diversity.

It's lacking something. Needs more emphasis on diversity and how diversity contributes to excellence.

Fullest -- I think the language is just odd -- how about greatest development of all students, etc. or maximum development. Many of these statements are awkward. They make minimal reference to UNC and are very generic. Both as individual institutions and collectively as a system, UNC campuses are distinct and mission-focused; high-performing; and committed to helping students, faculty, and staff reach their fullest potential.

This appears too broad and it's intended definition can get lost in interpretation. Maybe include specific words that address diversity and excellence.

This definition of excellent and diverse institutions addresses the first concept (excellence) but carefully avoids the concept of diversity in any capacity. Diversity need not be solely racial, ethnic, etc; but can represent diversity of experience, socioeconomic, or geographic, etc. This definition should in some way address what criteria are expected for the "Diverse" portion of "Excellent and Diverse". If this statement instead speaks to diversity of mission or emphasis among member institutions, it should still be phrased to reflect how those different missions serve the diverse people and disparate communities of NC.

mission focused to address distinct needs of communities and allowing equal opportunity for all students to excel;

I would not change anything.

Excellent and Diverse Institutions: Institutions that provide a liberal education and educated citizenry. "Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings."

What does that definition have to do with diversity?

This definition doesn't include any language about diversity or diverse institutions. Every college and business will say it is "distinct" and unique, it would have more impact if it included ways in which the UNC system was special. For example, is there any connecting themes through out all schools (like a focus on technology)? If not, then perhaps a theme should be identified and incorporated into a strategic plan at the UNCGA level and down to the individual universities.

This statement should include a some commitment to the increased development of cultural competencies of "all students, faculty and staff."

To reach diversity, this definition needs to include efforts to reach underserved and otherwise underprivileged groups who are underrepresented as noted in prior definitions

I mostly agree with the definition but am not clear on the objective of this priority. It seems obvious that any university should strive to be excellent, diverse, mission-focused, and high performing. Would any university not claim to focus on these goals? Is the underlying motivation of this priority to bolster the UNC system's reputation as a top tier, renowned University system, in order to attract and retain the very best talent (faculty, staff and students) and to have the greatest possible impact for our state and society? We want to BE the best and to be RECOGNIZED as the best? We want greater diversity because individuals with diverse backgrounds and perspectives can work together toward better, more creative solutions for today's challenges? Institutional diversity is also necessary to meet the needs across this great diverse state with stark differences among rural and urban communities.
Really no mention of diversity

I think the use of "Diverse" here is a significant problem; it implies that increasing diversity is a focus of this particular strategic goal. There are better choices, such as "diversified" or "distinct", that don't run into this problem.

Diversity is not mentioned in the definition; it should include language such as institutions that are committed to the fullest development of students faculty and staff representing all demographic groups.

This is a grammatically incomplete sentence.

It should go without saying but maybe you should be specific that all are welcome without regard to the usual list of things people hate about each other like race, sex, etc.

Diverse- A Diverse Institution is one that is diverse in economic, cultural, and religious backgrounds.

needs a greater explanation of diversity

There should be language that addresses diversity.

None

Should be more explicit about the commitment to enrolling and graduating students, and recruiting and retaining faculty, from diverse backgrounds (race, ethnicity, sexual and gender minorities, those with disabilities, military personnel, etc.)

This is not a complete sentence. Also would like more on the diversity aspect.

None

When I think of a diverse institution, I think of demographics too. Maybe add in diversity of race, sexual orientation, etc.

none

Definition uses vague terms (such as "fullest development") and is thus fraught with challenge at measuring progress or success.

define "high-performing"; statement does not address diversity

Mention of ongoing reflection and improvement is necessary for a sound definition of excellence. If we are not explicitly striving to better the university and the relationships among members of its community, we're claiming perfection. And UNC is far from perfect. There needs to be a commitment to a posture of learning, and of making adjustments as we go. This is key to valuing diversity as well.

Institutions that, both individually and collectively as a system, are distinct and mission-focused; high-performing; and committed to the fullest development of all students, faculty, and staff including racially diverse social and economic classes.

In our current national, state, and local landscapes...it's important to define "distinct, mission-focused." Particularly it's honorable, culturally-relevant, and appropriate to distinguish Historically Black Colleges and Universities as such. There is a historical relevance and, in my case, 3-generation impact academically, culturally, and socially that has a unique relevance and reverence. Sometimes we can be too politically-correct which slights the purpose and passion of such institutions. We (HBCUs) are not "minority serving institutions." We can do better in acknowledging and communicating the mission and vision of these important institutions particularly with NC having almost 12 that exist. http://ncpedia.org/education/hbcu

Subjective definition can be applied to "high-performing". Can be interpreted with different metrics by individuals reading the statement.

none
I don't feel that this addresses a "Diverse Institution" but I don't have anything specific to offer to address this N/A

Not sure what distinctive and mission focused really means

Institutions within the UNC system are distinctive, mission-focused, committed to excellence for their respective institutions and to the students, faculty and staff. It does define how this will make institutions more diverse.

Seeing as this is a statement about the diversity of institutions, it would be good to actually include something about diversity. Ergo, the addition of a statement referencing the University's responsibility to encourage development of students, faculty, and staff regardless of financial status, age, race, sex, etc. or referencing Title IX. Specify that this means an intentional process for including all community members, particularly those from marginalized communities, and providing a forum for all to have a voice that propels the mission of excellence.

I do not think all the institutions in the system need a distinct mission. One institution can not serve all the students in our state. For this reason, overlap in programs and missions is required. Further, our various campuses serve different regions of the state. We need multiple campuses even if they are not entirely distinct.

Might include the concept of inclusion

Make explicit commitment to diversity, equity and inclusion and focus on access, enrichment and well being for all students, faculty and staff in support of their success regardless of sex, race, ethnicity, sexual orientation, gender expression and identity, religion, ability status, socioeconomic status, etc.

Explicitly state the commitment to diversity, equity and inclusion by providing access, enrichment and well being services to all students, faculty and staff and enabling them to be successful regardless of their sex, race, ethnicity, sexual orientation, gender expression or identity, religion, ability status, socioeconomic status, etc.

NA

Institutions that, both individually and collectively as a system, effectively pursue the fullest development of their students, faculty and staff and that proportionally represent the demographics of the population they serve within their student, faculty, and staff bodies are "Excellent and Diverse Institutions". Be more clear about "diversity" (racial, socioeconomic, etc)

Definition is rather vague--hard to agree or disagree.

and proactively seek and engage in innovative methods of inclusion to achieve excellence in diversity as well as academia throughout the UNC system.

Did I miss something? How does this definition have ANYTHING to do with diversity? This definition is a joke right?

This definition does not specifically address diversity.

"both individually and collectively as a system" needs to deleted. The "collectively as a system" phrase allows for "separate but equal" institutions.

Add a statement about successfully recruiting, matriculating, and graduating persons of diverse backgrounds, economic statuses, etc. then the commitment to their fullest development.

the last phrase is good, but the first phrase could mean almost anything

The definition speaks very strongly to excellence and very little to diverse population

None

Define "high-performing."
Replace "distinct" with "diverse"

Be careful--you may reduce access for those geographically bound by focusing too much on particular missions at particular universities.

Input from campuses would be important regarding the definition of "high performing" and "fullest development of all students, faculty, and staff".

"...all students, faculty, and staff *regardless of race, ethnicity, sex, gender, orientation, etc..."

Something should be there that recognizes the significant historical role of HBCUs in NC and their emerging roles as high tier/competitive institutions in the 21st century.

pursue efforts to raise the bottom institutions to the level of the Average insitution

I'm not even sure what the above statement is stating. How about something simple like, "Providing a quality education to all."

Emphasize commitment to development of all and make the consequences of non-compliance unacceptable.

I would add "Culturally sensitive" after the phrase "high-performing" before the word "and"

it is difficult for the Universities that are not the elite 2 to feel that they are operating in a fair and equitable state funding environment

Not focus enough on diversity in the phrasing

The word "diverse" should be in the definition.

None

I would add language at the end similar to the following: "without regard to gender, race, ethnicity, sexual orientation, socio-economic status..."

Does not address diversity

Seems like it covers "excellent" but not "diverse institutions"

There are too many foreign professors teaching courses and the language barrier negatively affects the students ability to both communicate and understand what is being taught.

This is problematic to the extent that there are core things we should all do, and need to do, well. Or at least multiple institutions need. If we push institutional diversity too far, than we risk forgetting this. I would condition it by emphasizes that, while we should have some diverse roles, we also need to make sure that we all some mission overlap (e.g., excellence in teaching) and some programs will have overlaps in certain areas. It makes sense, for example, to have schools in urban areas to focus on urban, professional, and STEM programs because they have the biggest effect on the local economies, which in turn have the biggest effect on the state economy. Similarly, rural campuses could overlap in focusing on agriculture for the same reasons.

Diversity shouldn't be the issue in focus. All students should have an equal chance at college admittance and degree success while enrolled. If a lack of diversity occurs it shouldn't be because "underserved" students are vetted out by the NC system it should be because the "underserved" students failed to preform at the level of admitted students, and visa versa.

This objective is one the most important items in this survey, however is the weakest one thus far. No real masurables

As long as all means white people too, and that does not diminish when an ideologue in any of the many grievance communities complain about perceived injustices that are truly not injustices.

"Of some students"

STOP focusing on being "diverse"! it should be UNIFICATION of intelligent minds working together to build a better future.
The statement on excellence is fine, but this statement says nothing at all about the diversity within the institutions. It should say something about being the melting pot that North Carolina is, that it is a place where all people can come as equals to enhance knowledge and further their education.

It seems to capture Excellent well, but is missing any notion of Diverse.

Right now, the UNC system requires in-person, face to face time with professor. That is not meeting the needs of this century and what the students want or are capable of. Where are the asynchronous, online classes? Where are the degree programs that allow for asynchronous, online degrees so it doesn't matter where you live in the state - you can attend a high quality school but live in rural NC.

committed to preserving and adding to the diverse cultural wealth of the state and nation.

Not a change to the definition, but to the current stance of hiring so many adjunct professors! This does nothing to improve the development of anything for anyone!

The definition describes an Excellent institution but does not address a Diverse one.

The chancellor allows for a political issues to get in the way of education.

The definition doesn't address any sort of diversity.

this has nothing to do with the definition of diverse

Emphasize the "distinct" aspect of this definition. Not all schools should consider research productivity as the overwhelmingly most important aspect of a faculty member's job. Some schools can emphasize quality of teaching. The UNC system has two excellent, research-focused institutions (UNC and NCSU). The other institutions should be focused on other activities.

I would take out high performing because for some schools there are great barriers to that achievement, specifically HBCUs because they often do not have the financial resources to make that happen

I think that there is undue emphasis institutions being individually diverse. I would just write "Institutions that are collectively diverse and mission-focused as a system."

change end of the above statement to: "...and committed to the fullest development of all students, faculty, and staff, in the most inclusive way possible, and without any discrimination on the basis of age, sex, gender, race, ethnicity, veteran's status, class, creed, religion, gender expression, or national origin."

I'm not sure what it means or how one could implement and measure it. The semicolons seem strange to me, as well.

need to reduce the number of HBCU and merge some. For example ECU ECSU WSSU/A&T/UNCG WCU/UNCA UNCP/UNCW/FSU

I see the statement talks about "Excellence," but nothing about "Diverse." Diversity in the student body, diversity in degrees, diverse opportunities?

Where's the diversity in that statement? And it is, to me, a lie. I don't see how the system is committed now to the "fullest development" of students, faculty and staff. Quite the opposite: the system has shown itself committed only to the development of top administrators.

not sure how that proves they are diverse... all students, faculty and staff may not be a diverse group depending on who specifically is there.

There have been efforts time and again to address the redundancy of the HBCU's. These institutions have deep historical legacies that need to be respected but at the same time they also need serious infrastructure improvements. A balanced approach might be to align each of them with a sister institution that can help them carry on their mission but also expand access for their students. New thinking is needed on this challenge.
I think all managers need continuing education. In my position I do not have the opportunity to leave the office much for continuing education. If I did I would try to get my Masters Degree.

This statement indicated nothing if anything about diversity. And why is diversity the key word why about inclusion? the action or state of including or of being included within a group or structure. Diversity is NECESSARY but inclusion is vital. There should be inclusion at all levels and clear strategy for increasing the numbers for more underrepresented faculty staff and students and administrators deans and chancellors.

I don't really get how this is "diverse"

Speak more to diversity and inclusion. That's the title of this section but not clear in this definition.

This statement does not address institutional diversity, if diversity is meant to include ethnicity, sexual orientation, religious affiliation, etc.

I'm not sure how it speaks to diversity

"High performing" needs to be defined. What is being measured? How is it being measured?

I'd say: committed to the fullest development of diverse students, faculty, staff, and communities

Implementation is the real problem.

When I read this statement my first impression is each institution should have a specialty in and of itself. And while I understand this, I have always believed our responsibility is to provide an education to students which meet their needs and the needs of society no matter the school.

the communities these universities serve is lacking in the definition "students, faculty, staff and neighboring communities"

Included in this definition of diversity should be an acknowledgement that some of this diversity needs to reflect the residents of NC itself.

Given that I have no idea what, specifically, the key terms in this definition mean--or will mean in practice--I can't agree with it or support it.

I would add a line: "Institutions that, both individually and collectively as a system, are distinct and mission-focused; high-performing; and committed to the fullest development of all students, faculty, and staff regardless of and in celebration of our unique differences."

add something about "committed to the highest quality education, research, and service"

Unimportant without raises for faculty.

None

None

Diverse institutions are committed to providing an environment that supports the needs of all students, staff, and faculty.

This statement is lacking in explicit recognition of population subgroups as examples (not to be limited to whatever groups are listed) and the need for both diversity and inclusion.

There's nothing wrong with this statement, but it doesn't say anything meaningful about diversity. It implies that the missions of different units should not overlap, which I think is wrong. It doesn't speak explicitly to diverse audiences.
Include a thoughtful discussion of the role of diversity in higher education that includes faculty/staff, students, and curriculum. There is noting at all that clearly speaks to the issue of diversity in this statement.

I agree with it -- but I don't think the state does. If we were committed to everyone's full development, we wouldn't be spending so much time worrying about which bathroom our colleagues use. (for example). We are not going to attract or retain folks who are concerned about diverse issues.

Emphasize excellence in teaching and learning, research and scholarship, and extension and engagement.

Define "all". We know that some state-authored policies posit definitions of "all" that are not inclusive of everyone in terms of race, religion, political affiliation, veteran status, sexual orientation AND sexual expression.

Our institutions may be regionally distinct, but obviously they share a lot of features as well. Emphasizing "distinct and mission focused" sounds like code for cutting departments.

The definition doesn't say anything about diversity.

I would like to see the University actually keep it's word on the support of faculty throughout the system, not just those teaching in certain departments. I think six years without raises, while administrative costs ballooned does not suggest an institution committed to the fullest development of faculty, who continue to meet and exceed teaching, publication and community service goals.

Clarify what you mean by "high-performing."

I don't agree that our UNC institutions need to be distinct from one another. We are a large state with a large and diverse population which is spread out over a broad area. It makes sense for our institutions to overlap in their missions at times.

The current definition does not speak to diversity of the individuals within the institution; it is the individuals that hold the potential to make this institution excellent and diverse. Change the definition to include a statement that mentions the empowerment of individuals from diverse backgrounds, racially, culturally, economically, etc.

N/A

I worry that the emphasis on institutions being "distinct" might encourage the dissolution of programs and institutions that are perceived to be too similar. Multiple institutions serving similar missions in different parts of the state for different communities and capabilities is not a problem.

The definition addresses the excellency component but not the diversity component. There needs to be a component about being a space for open and intellectual discussion of all worldviews, religions, and ideologies (even those deemed offensive). In addition, the system should recognize the value of people's unique stories and life experiences when learning and making sense of the world; therefore, it should prioritize achieving a diverse faculty, staff, and student population along all attributes (political views, religious views, race, socioeconomic class, immigrants, etc.)

I can propose to reduce the bigotry among the university administration and the sharing or appointment of official.

None

We should not substitute international diversity for U.S. Diversity. We need to consider the diversity of our state first as a means of capitalizing on excellent and diverse institutions.

Because "fullest development of all students, faculty, and staff" would be akin to multi-objective optimization, which is sometimes very difficult to achieve. Where resources are limited, well-prepared faculty to develop quality students should probably be the emphasis...

None

Does not address enough that all institutions are not the same
Add institutions that welcome and include diverse populations.

This definition does not address diversity.

(Is this a complete thought?)

Make each institution articulate what its mission is and defend how it is developing that mission. The BOG needs to do the same for the UNC System.

PROBLEMS: (a) as a system, institutions can't be distinct; (b) there is absolutely nothing in the definition about diversity; (c) "mission-focused" is extremely dangerous. SUGGESTED IMPROVED DEFINITION: A system of institutions that are distinct, diverse, high-performing, and committed to the fullest development of students, faculty and staff.

How can institutions be individually and collectively distinct? Distinct from what? I would cut everything between "Institutions that" and "high-performing."

It's fine but it's not really about diversity

Operationailize your definition of "high performing." This definition is currently meaningless. Our faculty retention problems are presently devastating our university system - that might be worth considering in this definition.

This sounds good. My concern is implementation. Its clear that individuals within these systems do what they want to do to benefit some and not all.

As a Diversity statement this lacks specificity. Please see my earlier entry under access. The following should be included: The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, citizenship, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law

There is a lack of focus on the diverse nature of the institutions.

again, stop dumbing down the best institutions in the system.

I see how the statement addresses excellence, but I do not see how it addresses diversity. That said, the statement as it stands is fine.

definitions needs to be amended to include a statement on Diversity which is completely missing

It is too bland. All students should include diversity not just cultural, ethnic, and religious beliefs, but across those with mental (not to the exclusion of being able to complete required coursework' but those, for example, taking antidepressants) and physical abilities...

I'm not sure what "mission-focused" means -- it's quite possible that the mission of the whole, determined by a few, may conflict with the fullest development of all students, faculty and staff

Make an explicit statement about our national goals.

Diversity for the sake of diversity isn't true diversity. Merit only should be considered as nothing else matters.

Nothing

How does this speak to diversity? To have a "distinct" institution doesn't create diversity within the institution or its leadership.

Does anyone else find it ironic but completely disturbing that the definition of "Excellent and Diverse Institutions" has no mention of inclusivity other than the word "all"? Diversity in programs and majors only goes so far. Diversity in students, faculty, and staff is incredibly important. In order to commit to the "fullest development" of all of these people, every type of person (social class, ethnicity, gender identification, race, sexuality, disability, etc.) must be included and represented, because exposure to people and experiences other than your own enrich you and your experience immeasurably.

It tactfully ignores the "diverse" part of its name. Consider addressing this.
Specifically spell out "of all students, faculty, and staff regardless of xyz." Better yet, state that diversity is a specific goal.

Excellence means being unafraid to recognize bias and commit to overcoming it through actively inclusive policies not only to "students, faculty, and staff" but, more importantly, to the students who are excluded.

This definition is so broad as to be useless. I support the sentiment, but this definition needs more focus.

Institutions that, both individually and collectively as a system, are distinct and mission-focused; high-performing; and committed to the fullest development of all students, faculty, and staff, who are from diverse groups in terms of race, ethnicity, gender, religion, sexual orientation, and disability status.

How do define high performing? Grades are so inflated that an undergraduate degree is often no more than what a high school diploma used to be. The Institution needs to show leadership and social justice. Start with cutting the salaries of the highest paid to be no more than 10 times that of the lowest paid worker on campus (and no tricks!). Use the excess to invest in program that ensure that every graduating student has already been connected to their profession through paid internships before they enter their senior year. Have the same focus on in-state students at the graduate level. Faculty are essentially rewarded for filling their labs with low paid/hard working non US Nationals. Each department should have a cap on those.

A reference to diversity in this statement.

Where is there any assurance of diversity? Are we to assume that the use of the term 'distinct' will require each institution to be unique, thereby resulting in diverse institutions.

add something about diversity of leadership

But "distinct" is a can of worms.

There are no metrics for this so it does not tell me very much. "High performing" can mean anything one wants it too. Funding changes seem to use few if any metrics with larger universities hit harder than others.

I would like to see something about sustaining institutions over a long time frame. As a staff member in facilities, my decisions are guided by what is best for the institution over the life-cycle of our buildings and facilities. The long-term thinking associated with managing our institutions is distinct from the decision making in the for-profit sectors.

passive on diversity - not strong enough.

How the development of new knowledge?

- no semi-colons --- "Institutions that, both individually and collectively as a system, are distinct and mission-focused, high-performing, and committed to the fullest development of all students, faculty, and staff."

Not a single clause of this statement comes close to addressing the concept of institutional excellence.

This definition does not address "diverse." Qualification of that term (a broad spectrum?) would be useful to include.

There is no mention of protecting and serving diverse students based on race, ethnicity, gender, gender identity, socioeconomic status (dis)ability, etc. This statement appears completely unrelated to diversity.

Please edit.

add something about cultural diversity

It's a worthy goal, but we just don't do that.

When you create distinct mission students will have to leave home to study so this does not serve first generation and poorer students as well as regional general purpose institutions.

Excellent and diverse institutions need to address the growing diversity of the state's population; maybe the definition can address this?
This is the worst statement in the survey thus far. The statement only commits to current staff, faculty, and staff. There is nothing in the statement, that explicitly says measures will be taken to "recruit" diverse students, faculty, and staff. It's easy to say we will commit to serving our current enrolled/staffed populations. That is status quo. It is another thing to say we are going to actually take steps to create diverse institutions. And, why is Excellence paired with Diversity? They are two completely different concepts. This statement is insulting to persons like myself that have done diversity work.

This statement isn't as deeply-defined as others. Perhaps a bit too sparse.

I don't see what this definition has to do with being diverse.

I like the second part but am unsure about the first part. Not sure what "distinct and mission-focused" means here.

Institutions which are committed to the highest standards in learning and research.

There is no recognition of the diversity of the student/faculty/staff population and the benefits thereof.

Again, what is high-performing, what performance are you measuring? And whose mission?

This statement describes excellent institutions. What in the statement is about being "diverse?" There are numerous universities offering the same programs and perhaps, as a cost-effective move, consider tightening each university's strengths. Yea, I know, this is a politically-charged effort... Much like trying to consolidate rural fire districts in an urban county.

Start over entirely. This statement is not intelligible as written and says nothing about diversity.

; and committed to serving all the diverse constituencies of North Carolina.

Not sure how the system can be distinct

It is essentially meaningless, it's not well defined and not measurable.

The term high-performing was recently used in a thinly-veiled attempt to close 5 institutions - 3 of which were HBCUs, one of which supports mostly native american students and one which supports mostly rural, low income students. While I would like for our schools to be rigorous - I am more concerned with excellence in terms of access for students who otherwise have no spaces in the UNC system focused on their needs. There is also nothing in this definition related to "diverse" institutions beyond being "distinct" - those are different words. My point above gets at the need to have institutions serve diverse communities. I'd love to see that clarification included.

"Institutions that, both individually and collectively as a system, are distinct and mission-focused; high-performing; and committed to the fullest development of a culture of respect for differences in people and thinking."

A clarification that ALL means ALL.

"fullest development" sounds like the UNC system should be offering faculty and staff more along the lines of yoga classes. It also goes against the radical increase in the number of fixed term faculty, who are not cultivated to their fullest development in any way, shape, or form.

That's a great goal, UNC-CH just isn't doing it very well.

This part of the mission is devoted to defining "excellent and diverse institutions" and yet has nothing to do with diversity.

maybe change distinct to diverse or at least add the word diverse into the statement

It just strikes me as incomplete. It is general enough to apply to literally anything not just excellent and diverse institutions. I guess include more specifics that delineate what it means to be excellent and diverse?
I think the use of "diverse" here is cloudy. I first read this as diverse as in demographically, not as in differentiation between institutions. Probably want to make that a little clearer. Could also speak more clearly to providing opportunities for people from different backgrounds, etc. (as opposed to just saying "all"- maybe something like "regardless of SES, demographics, etc.").

more of a definition of diverse- maybe focusing on diversity of ideas, lives, situations, etc.

Financial efficiency is key to institutional excellence.

I think something could be added specifying that excellence can look different for different institutions-- some receive less funding and have to work harder to get similar post-grad hire rates, some will focus more on research than others and that's ok. Basically, don't gouge HBCU's because they don't look exactly like other universities-- they have different areas of success

It doesn't really have anything to do with diversity.

Does not include provisions for maintaining and/or increasing diversity

This definition doesn't contain a single measurable goal; it is just spin. "Institutions that, both individually and collectively as a system, offer demonstrably valuable opportunities to study in diverse fields, on diverse timelines, to a population that reflects the system's constituencies within the state, the country, and the world; and that invest economic and human resources in the fullest development of all students, faculty, and staff.

Would be great if this were actually true, but UNC system is not devoted to fullest development of their underpaid, overworked, poorly trained staff. The bureaucracy crushes staff & turnover is obscene. There is no incentive to do well in a position, only incentive to change jobs, as that is the only path to salary increase. Pay your staff a living wage, with cost of living increases and you will see a more efficient, more productive university at lower cost.

Diversity is not addressed- this is either a definition of excellence or not. It has NO reference to diversity. Diversity is the key to an intellectually stimulating and likely to develop strong outcomes environment. Without it, the university is lost.

Where is the diversity in this statement?

we are not a business. we have diverse missions.

As a brief statement, it is fine.

none

This seems overly vague. I question the appeal to 'mission-focus' as a buzz word with little application to daily activities. The use of 'high performing' seems question begging in this context.

It's poorly worded--I had to re-read this 3x to understand what this was trying to say--what IS this trying to say?-- what does it mean to be "distinct"? If this is about a public research university committed to excellence at all levels that can be said more directly and simply.

And that that commitment is demonstrated to the public

for Institutions to be "distinct" should be a very low priority

No change, just a caution: "distinct" can be taken too far. Another caution: This REQUIRES local (i.e., at the institutional level) determination of the mission.

Some skills must be taught at all institutions within the system

The source of an excellent institution is an excellent faculty.

Emphasize even more strongly the aspect of diverse missions across the UNC system.
The term "mission-focused" assumes that an educational institution's "mission" can be neatly capsulized; it can't. The term "high-performing" is hopelessly vague.

I would remove "mission focused."

none

The "collectively as a system" part of the statement is problematic. GA needs to recognize the unique roles and strengths that each constituent institution brings to the whole. The recent trend toward centralization is limiting our capacity to optimize the best of each institution.

Institutions that, individually, are distinct and mission-focused, and collectively are high performing and committed to the fullest development of all students, faculty, and staff.

The definition is fine, but I'm not sure what the definition in quotes has to do with the word "Diverse". It seems nowadays that too many Official Statements and Official Definitions have to include diversity, which is silly and makes many roll their eyes and actually pay less attention to the topic.

I don't see description of 'Diverse' in this definition

This definition does not address "diversity" at all, only excellence.

"Institutions in the UNC system, that are distinct and mission-focused and committed to the fullest development of all students, faculty, and staff."

I don't think this conveys anything significant. I'd start over on this one. Does "mission-focused" encompass a valuation of diversity? "Fullest development" is too vague.

Diversity should be discussed more specifically. Perhaps, institutions that expose students to a variety of viewpoints across the race, class, gender, religious, and political background.

There's nothing about diversity in there.

Not sure just does not read well.

No DIVERSITY IN THIS STATEMENT. Also, diversity doesn't mean focusing on the LGBTQ community, when we still haven't given black the fair opportunity to achieve as much as possible. It also doesn't mean flooding the Historically Black Colleges and Universities with white faces either.

May want to consider adding language of "continuous improvement" as part of the excellence definition in light of how rapidly the environment is changing and the need for the university to respond to this.

...and the communities that they serve.

add the following to the end of the definition: but particularly for those who are underserved for any reason.

Of all [of?] THEIR students. Meaning it's okay to serve a specific share of the population, because it still contributes to the whole.

More emphasis on a diverse institution.

This is an excellent definition if we were actually focused on academics rather than football.

I feel as though the statement gets the point across in regards to defining "excellent," but it does say much about diversity besides "...development of all students, faculty, and staff." This is very broad and should be more specific with how the UNC system sees diversity.

This definition really does not address some of the most obvious elements of diversity, e.g., ethnic/racial diversity. The state's HBCUs are constantly struggling to cope with implicit bias as they try to get approval for new programs and new delivery systems. HBCUs do not receive equal consideration and respect, in our own university system, among our highly educated colleagues. It is quite shameful.
The definition of Excellent and Diverse Institutions does not include any mention of diversity! This definition needs to address the gaps between socioeconomic, racial, ethnic, religious, and linguistic groups, as well as the gaps between groups of gender, sexuality, and ability.

None

None

I'd add something about preserving and enhancing the positive legacies of distinct institutions while promoting diversity and inclusion.

Sometimes, the distinction between institutions is just geographic location.

There is no mention of what "diverse" means in this statement. Add clarifying information about what it means to be a diverse institution.

Institutions whose mission and approach is compatible with the population its serves

If the statement speaks to diversity then diversity should appear somewhere within the statement.

Performance is subjective term - against what is deemed "high performing" may differ from school to school and area to area.

This definition doesn't necessarily address the specifics of a diverse institution. I would add something about drawing together people from different backgrounds that have shaped their world views and mindsets, in order to have a reserve of diverse solutions to the problems we face today.

um, what is this sentence saying? At the least it's poorly written. At best it's so confusing it doesn't make sense.

This should have some sort of nod to geographic and demographic diversity. Universities are boons to communities and regions, and they should be recognized as such. Our 17 institutions each highlight a particular point of pride within a community, a region.

Not sure -- this reads like an 'everything and the kitchen sink' kind of statement. There is nothing objectionable about it, but it doesn't really point to anything specific with respect to excellence or to diversity.

The UNC System is NOT committed to the development of staff. Walk that talk or leave out the word.

missing the "diversity" component

None of it is really true.

It would be nice to add "no matter their sex, gender, race, etc." at the end of this definition to be inclusive.

There is nothing here about diversity..the definition is just about excellence.

I do not believe we have committed to lobbying the legislature for the fullest development and support of our faculty or staff.

This definition doesn't address diversity at all. Did I mis-understand the title? UNC should overall reflect the communities from which it draws students. The ethnic, racial, economic diversity of NC residents should be reflected in the students matriculating (and graduating!) from the UNC system.

Add a statement about diversity and inclusiveness.

Open source technology is important if generated at the University, and not shifting research focus based on private interests.

A system of well-funded, collaborative institutions in which each institution is mission-focused, high-performing, and committed to the fullest development of all students, faculty, and staff, and where the collective system of institutions serves both regional and state-wide communities. It is possible to develop a system that as a whole serves distinct needs without requiring each and every institution in that system to be entirely distinct from every other.
This statement will lead to excessive branding and corporatization of the university system. There should be significant overlap in the missions of all our excellent universities.

This lack any real mention of ensuring that our institutions are comprised of diverse faculty/staff/students as well as a diversity of areas researched. It's focused almost exclusively on the "excellent" and not at all on the "diverse."

The first 10 words are awkward.

I would recommend a statement that speaks to the institution's commitment to diversity (types and levels).

What about adding "community-focused".

No mention of the word "diversity" in the definition reduces that likelihood that "diversity" will be addressed.

I felt that the definition placed more weight on describing the "Excellent" part of the institution.

I fail to see how this statement describes "diverse institutions." Consider: "Institutions that, both individually and collectively as a system, are distinct and mission-focused; high-performing; and committed to the fullest development of all students, faculty, and staff who engage in active, critical and empathetic thinking in order to support diverse citizenry and communities."

Does not mention diversity with regard to ethnicity (e.g., HBCUs, MSIs)

Does this refer to diversity within the student body, or diversity among the different universities within the UNC system? As written, it is unclear and seems to allude to the latter.

Provide meaning. What is the value here?

In order to fit the meaning, I believe employers should look at and treat their employees whether they be a permanent, temporary, adjunct or student employees equally. I feel most temporary staff are neglected when it comes to the hard work they do and their pay or being hired permanent. Especially when they have been with the University for over 5 years.

What does that definition have to do with diversity?

It doesn't address diversity. If you want this definition, remove the adjective diverse, unless you are going to designate universities as liberal arts, stem, business, etc.

Need to work in student, faculty, and staff diversity somehow

This is clearly at odds with the institutional funding formula in some cases. I think that 'distinct' and 'diverse' are far from similar here.

I would recommend that all the campuses put some action behind this rhetoric. Fluffy statements sound good, but unless you are actually willing to do just this, you might as well keep it on the paper you're going to waste by printing it.

reaching diverse members of the population

None

Include "diversity inclusive" after high-performing

They exist to make as much money as possible by increased enrollment, increased tuition and increased fees

This definition could be improved by explicitly affirming the University's commitment to its HBCUs and minority institutions.

Instead of "are distinct," use "present their identity, yet are mission-focused."

Include language to directly speaks to "diversity and inclusion"
The importance of diversity is not touched upon in this definition. This definition seems only to focus on the "excellence" aspect.

If it is about diverse institutions, it needs to talk about what those diverse institutions, and that though they may differ in the specific goal for their students, they collectively strive to improve North Carolina.

n/a

It needs to highlight the importance of diversity among the institutions more. This definition makes them sound all kind of the same.

I am reluctant to "compartmentalize" the UNC institutions

Ridiculous delays in paperwork processing are to be avoided. If you have a campus mail system, it needs to work quickly and reliably, or be discontinued.

These are the most empty words ever. A university needs a sincere measurement of excellence.

Mention something about valuing diverse perspectives...

Money is the issue. Low salary for teachers K-12 and low pay on the university level for staff. We really can make or break an institution by our daily interaction with students and faculty.

None

This statement is true, only if the circle connected. It takes the entire plot of people to make a university succeed. The students first, professors to teach, staff to the office work to the cleaning custodians, to the Chancellor. The backbone of the whole operation is the connection of all that is involved.

An excellent and system, as well as individual universities, requires a commitment to academic achievement.

"Excellence" is not achievable if in a system when one or two individuals can compromise the effort of a large group without being accountable for the damage caused. Excellent institutions have integrated authority with accountability. Authority without accountability leads to dictatorship. That is very much the case in the college of engineering at NC A&T State University.

Doesn't seem inclusive of everything that would fall under designating an institution as "Excellent and Diverse"

This can't be true until students can park on campus affordable at all times to use facilities, including the library 24/7. This statement is patently false as it stands.

The quote is an incomplete sentence so the meaning is confusing. Take the word "that" out and change the ; after performing to a comma and I would agree.

There needs to be more about how a campus is diverse. With this definition, a school like Appalachian State which is mainly straight and white can be passed off as diverse (when we really aren't).

And serve the divergent and facetted needs of NC's population, including military and minority students.

What does this even mean? "Distinct" - "mission-focused" - "high-performing." This is jargon and is essentially meaningless to people outside of the committee that wrote this.

Take out diverse. Everyone is equal.

None

Diversity is not really tackled in this statement. There is no mention of creating an environment where people from all walks of life can flourish.

"high-performing based on the implementation of its unique mission" "fullest development of all students, faculty, and staff for the betterment of our state and society."

The words excellence or diverse are not even in any of it.
Institutions that, both individually and collectively as a system, are distinct and mission-focused, who provide significant contributions to their region...
I don't see emphasizing the distinctiveness of UNC institutions as an important value. Diversity should be about institutions reflecting diversity in their students, faculty, and staff.

Recommend revising the last sentence: and committed to the fullest development of all students, faculty, staff "and stakeholders."

Where's the "Diverse" part of this definition?? No link to impact on the state?

This is coded language to allow low quality at selected institutions, like UNCP. The students and community of UNCP deserve a GREAT UNIVERSITY...that's all we need to say. Universities can recognize their histories, work even more with selected communities, and whatever. We CANNOT allow places like UNCP to use "it's unique history" to offer a weak degree and to hire friends and relatives of senior administrators who have some particular demographic characteristics and will keep quite what a dumpster fire UNCP is, and has been!

I believe our staff is mission-focused; high-performing; and committed to the fullest development of all students, faculty and staff. But, we are losing good people left and right because we are not paying them their worth. New people are being hired way above ones that have been here for years and are good workers. We can't continue in this pattern.

"fullest development" in what realms? I think this definition is vague. It certainly is not the job of the UNC system to help students and fac/staff develop spiritually. I think the addition of a term citing academic development would be appropriate.

Institutions should also reflect the diversity of the areas in which they are placed; they should strive, for example, to have demographic profiles closer to those of their communities.

expand on what the University considers Diversity

"...; diversified faculty, staff, and student at all of our insitutions...

I would like to add, "and committed to furthering the improvement of society in North Carolina, Nationally, and Globally."

Well, it doesn't seem to address excellence or diverse institutions specifically.

Nothing here mentions diversity

I think this is a fine definition of Excellent, but does not speak to Diversity. I would suggest adding language that demonstrates a recognition of the value of diversity and inclusivity on university campuses

add: for the betterment of the community, state of North Carolina and our nation.

None

Seems like an incomplete sentence.

Seems fluffier and more vague than even the other definitions. Probably on purpose. Heh - looks like you set this field incorrectly so it must have AT LEAST 1000 characters to be accepted. That's funny. Here you go...

Would suggest adding a phrase that somehow captures that overall, the system should be representative of and/or reflective of the diverse population and needs of our state.

Regardless of race, socio-economic status, gender and sexual identity.

add "and work hard to improve society"

First choice destination.

"Institutions that, both individually and collectively as a system, are distinct and mission-focused; high-performing; and committed to the fullest development of all students, faculty, and staff when it enriches learning spaces technologically, when it aligns its decision making and institutional mission with its student body, and when it retains high performing faculty and staff."

This definition says nothing meaningful about diversity. What does it look like? How can it be achieved? (#affirmativeaction) If the bulk of "all students, faculty, and staff" are white, then how does committing to their fullest development (supposing anyone believed that that was really a priority, I mean) do anything useful about increasing diversity? I hate to be a cynic, and in fact I’m normally not one: but this is just one more vague, abstract definition in an area where vague, abstract definitions are the norm...probably because so few people in power actually care about diversity at all. The steady trend in North Carolina since 2010 (and, to some extent, before) has been AWAY from equal access to education and more diverse populations. A serious definition of "Diverse" should be clear and specific about what it means--for instance, should student populations at most or all campuses more or less reflect the demographics of the state?--and how we propose to get there (in the prior example, that might mean focusing a lot of support, financial and otherwise, on equalizing opportunities for a LOT more Latino/a students).
Research identifies the following as issues related to Excellent and Diverse Institutions. What do you see as the three most significant issues related to Excellent and Diverse Institutions? Please rank your top three where 1 is the most important.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing retention rates and four-year and six-year graduation rates.</td>
<td>12.82%</td>
<td>700</td>
</tr>
<tr>
<td>Reducing disparities in completion rates across demographic groups.</td>
<td>24.45%</td>
<td>1335</td>
</tr>
<tr>
<td>Ensuring graduates develop the knowledge and skills necessary for success in the 21st century.</td>
<td>54.61%</td>
<td>2982</td>
</tr>
</tbody>
</table>
Recruiting and retaining diverse faculty, staff, and students

Ensure excellence by eliminating underperforming and/or cost ineffective programs across all campuses.

Both funding to advance teaching and learning and funding to advance research and scholarship.

Focus on full time faculty no adjunct

Teachers need a salary they can live on. Full and Part-time teachers

Attracting and retaining high performing, diverse faculty and staff by recognizing the unique challenges they face and the unique contributions they make

Valuing and expanding diversity

Increasing teacher pay so that they can live comfortably and therefore give their all when it comes to teaching.

Attracting and retaining a diverse, high performing, student body, faculty, and staff.

More full time faculty than adjuncts

Attracting people from every aspect of life and culture

Engineering professors are ridiculously overpaid. Many make 6 figures in salary and of that group many several make $200K+. Exponentially growing tuition places this financial burden solely on the students. These professors would NEVER make this kind of money in the private sector, so why should they in the public sector.

Attracting a diverse student body, faculty and staff.

You cannot achieve value-added diversity when you protect students from diversity of ideas.

Diversity among staff so they represent the students they're teaching

Open admissions to all citizens of the State of NC.

retaining faculty at a REASONABLE cost not current method

Funding to on-campus groups/programs that explicitly embrace diversity (Ex: SHPE, NSBE, etc)

All the above is either vague or elitist.

Commitment to equalizing college access and opportunity

Funding for both teaching and research - the two go hand in hand

Greatly reduce the number of highly paid administrators. The professors are the backbone on the institution, not administrators
Faculty that enjoys teaching as much as research. Sharing knowledge effectively as much as gaining knowledge.

Funding to advance functional teaching and learning, and funding for scholarships and research.

Rewarding High performing faculty and staff. Salary should increase at least one percent per year employed above inflation.

Hiring and promotion practices that contradict the notion of the importance of diversity.

Real life opportunities for students to build upon their base of knowledge obtained from classes.

Professors shouldn't just be experts on their topic but be able to relate to students & break down the subject material into digestible pieces for students.

Hiring faculty and staff that are reflective of the student body (i.e. race and etc.)

making sure that students, faculty, and staff from all backgrounds feel respected and included in the institutional mission

acknowledging the need for equitable institutions and resources.

Identifying the impact of cultural diversity and diversity of thought.

Inputting more green energy.

Existing Staff should be put in the correct position titles.

Having diverse faculty and staff available.

Inclusive policy development.

ample funding to advance teaching & research.

Attracting and retaining high performing faculty and staff.

Alignment of individual performance measurement and institutional mission.

Attracting diverse faculty and staff.

Strategically invest in specific institutions to serve specific needs and communicate those as part of the brad of the institution.

DIVERSITY- how do none of these address this???

Addressing implicit biases and inequities in the state of NC.

Demonstrating, through actions, the value that staff and faculty of ALL levels (including adjuncts and lower paid individuals) have to their institution and the system as a whole. These are roles that the economically disadvantaged (which encompasses all racial and gender categories) are likely to hold.

Equal pay for women employees.

Student services are an area that contribute significantly to an institution's excellence and can make or break a student's success and/or ability to stay at that institution. Money and resources don't seem to be highly invested in those positions that are actually student-facing, in spite of the high impact those interactions can have on retention and success.

it's the 21st century--how do you have a functional learning and research space that is not technologically enriched?? Combine those 2

attracting and retaining a diverse faculty and staff.
engaging meaningfully with the communities surrounding each campus

Better use of today's technology to improve teaching and lower costs.

Training campus constituents on the values and behaviors that support a diverse campus culture; aligning, emphasizing, and rewarding those

Getting clarity on what you are trying to say.

Addressing diversity, institutionalized bias, cultural competencies

Issues: diversity should be increased, diversity should be valued more, world experiences for students should be added, faculty, students, and staff should be valued and evaluated equally independent of other factors

Attract and retain high performing, diverse students

eliminate the tenure system

structural inequality

Attract and retain DIVERSE, high performing faculty and staff

open enrollment for all groups - and figuring out how to fund them for an education

Increased funding for units that support research and scholarship (EHS for example)

Efficient and wise administration that seeks to understand an institution’s strengths and its relationships to the community, not one that tries to impose an identity from the top down.

providing funding for key teaching groups on campus like centers for faculty excellence, research support offices, and libraries

Valuing Experience

De-emphasizing sports

Supporting Diversity and Inclusion Efforts on All Campuses

implementing affirmative action

Attracting and retaining outstanding diverse faculty and staff

Funding and structures to advance engagement

Celebrating the diversity of the greater UNC community

Increasing scholarship and other financial aid opportunities to attract students of color.

Hiring a diverse and excellent faculty and staff.

attracting diverse faculty, staff, students and understanding the ability of some to perform "highly" is not equal across all for reasons outside of their control.

Improved cross-disciplinary, cross-campus opportunities with institutional/structural change.

Funding to advance engaged scholarship with communities

Enabling diversity SINCE DIVERSE IS PART OF THE ISSUE. WHAT HAPPENED TO THAT WORD AS AN ISSUE?

Promoting academic culture of serious inquiry
<table>
<thead>
<tr>
<th><strong>Funding all institutional missions equally.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attracting and Retaining diverse faculty of excellence</td>
</tr>
<tr>
<td>Fundamental commitment to diversity in the population to be served, directly and indirectly</td>
</tr>
<tr>
<td>More appropriate salaries for staff</td>
</tr>
<tr>
<td>Diminish race to 'beat' peers/Balance upgrades across spectrum &amp; slow over emphasis on reputation &amp; peer values(define ours &amp; stick with these)</td>
</tr>
<tr>
<td>Attracting high performing students</td>
</tr>
<tr>
<td>broadening the diversity of the faculty and leadership</td>
</tr>
<tr>
<td>Working much more collaboratively with each other</td>
</tr>
<tr>
<td>This list is too long (and the items too important) to pick just three. Valuing all missions equally makes no sense, and technologically-enriched learning spaces are not good for every context. The other items here are all crucial.</td>
</tr>
<tr>
<td>Set them free to explore and innovate.</td>
</tr>
<tr>
<td>Choose a worthy opponent institution to compete against.</td>
</tr>
<tr>
<td>Community Support</td>
</tr>
<tr>
<td>focus on the students and their need for success</td>
</tr>
<tr>
<td>Put the mission into action and hold the executive officers accountable.</td>
</tr>
<tr>
<td>Attracting and retaining diverse staff and faculty in regards to race, gender, sexual orientation, ability, religion, etc.</td>
</tr>
<tr>
<td>Making sure Deans and Provosts are model scholars</td>
</tr>
<tr>
<td>Attracting and retaining diverse faculty, and ensuring they receive equal pay</td>
</tr>
<tr>
<td>Fostering cultural competence and sensitivity for administrators, faculty, staff, and students</td>
</tr>
<tr>
<td>Freeing faculty from pointless bureaucratic work</td>
</tr>
<tr>
<td>Collecting and valuing input from students in decision-making</td>
</tr>
<tr>
<td>increased funding and support for students with disabilities and recruitment of staff/faculty with disabilities</td>
</tr>
<tr>
<td>1) Attracting students and faculty from a range of backgrounds, racial, ethnic, religious, national, etc.; 2) Promoting faculty opportunities for research; 3) Promoting student exploration</td>
</tr>
<tr>
<td>Reduce discrimination on campus and in the community</td>
</tr>
<tr>
<td>incorporating equity into the university's mission and goals</td>
</tr>
<tr>
<td>Committing to attracting diverse body of students</td>
</tr>
<tr>
<td>Using funding wisely instead of wasting it on events that do not enrich knowledge, or on furniture and equipment replacements that are unnecessary. Use what we have effectively.</td>
</tr>
<tr>
<td>Attracting high performing underrepresented faculty and students</td>
</tr>
<tr>
<td>Retaining staff to include all non-faculty UNC employees (not just administration)</td>
</tr>
</tbody>
</table>
Support for diverse students, faculty, and staff; Leadership initiatives involving diversity and excellence

Supporting faculty and staff in their mission

Attracting and maintaining high performing faculty by supporting directly what they advocate for as necessary for student success. Too often administrators decide what will aid student success without understanding the needs of the classroom because they are not actually teaching in the classroom and fail to see the needs in the trenches. They are likely to push their own agendas at the expense of what good faculty know are counterproductive.

App dorms depressing

Being diverse in the types and groups of people admitted to and attending the university

Commercialization in a one-stop-shop. Quite simply: I have an idea, how can I advance this into profit for UNC and myself, and how do I translate this across the state

Don't forget outreach and extension! They are the local faces of the university system. There is also high turnover of the newer employees and an aging workforce.

Focusing and acknowledging the various culturals and traditions of students, faculty, and staff.

Ensuring diversity is a priority in teaching and learning outcomes

Providing adequate funding for university facilities

Attracting and retaining more diverse students, faculty and staff

having real conversations about what diversity means and talking about it openly

Connection to and valuing communities and taxpayers

A focus on embracing, facilitating and ensuring diversity in students, faculty and results

Valuing the contributions of diversity

smaller classes and hiring more highly qualified faculty to teach them

The latitude of the institution to offer studies, programs and opportunities without undue administrative interference

Think about what it would take to match the diversity of Virginia - these issues don't separate us. Rethink the issues - they are strategic at the BOG level - do you want to create a William & Mary or Va Tech/Ga Tech or is that even a priority?

Being able to afford to attend said institutions

Equal distribution of resources and programs

#1 & 2 of color (and I am white). Our homogeneity in mission and color are one.

Low overhead and administrative bloat

Attracting AND retaining qualified, committed faculty and staff

Attracting and retaining a diverse faculty and staff

Look up Inclusive Excellence as a Framework for systemic excellent and diverse institutions.

functional office spaces
Some of these are clearly important factors. "High performing," however is jargon -- why is that not assumed to be a feature of current academic priorities?

less administration more faculty governance

Quality learning spaces are not necessarily tied to technology, but they are key in attracting students and faculty.

entrepreneurship

Support minority faculty to be successful and to retain them

Attracting the best student talent

sharing business resources such as IT, HR, etc.

Efficient and effective operations

Valuing each constituent institution equally

Attracting and retaining minorities.

I am not sure what this aim even means as described and as operationalized here.

valuing all learners and honoring their capacity to succeed

Technologically-enriched teaching, learning and research spaces.

Improve space utilization of existing facilities

Removing tenured faculty who refuse to contribute to teaching.

All of these options refer to Excellence....where are the options for insuring Diversity???

Equitable opportunities

Attracting a diverse faculty and staff and recruiting diverse students

Attracting passionate, devoted, self-sacrificing, determined faculty and staff

Being more explicit and consistent about what "high performing" means in relation to faculty and staff, and understanding that there are attributes that may not be performance based that make for excellent employees within various contexts and roles. Too often ambiguous definitions of HR buzz words/phrases become opportunity to discriminate against populations who are from groups that have been stereotyped as being of lesser quality. Moreover, when the right individuals are identified, yes retaining them should be a high priority. There is too much employer competition out there, to not make efforts to keep the individuals who are doing their jobs well.

Attracting and Retaining diverse and qualified faculty, staff and students

funding to operate student support services (student success) at an excellence level

Assurance that funding goes to teaching and not used to support no teaching administrators

Hiring a diverse workforce (faculty and staff)

Professional Development - requiring ALL constituents to having continuing education; consolidating the options into one campus-wide center.

Making all people feel welcome and important.
Focusing on our mission of educating students, and not presenting a college education as simply job-training.

Making «diversity» an actual, defined goal.

Getting rid of the business model of education and using the political, economic, and pedagogical strategies of those countries in which we find high performing students like Denmark and Finland.

Experiential teaching and learning spaces

Diversity

training faculty and staff on how to increase and retain diversity

Paying special attention to each college

encouraging and promoting a diverse and accepting community

providing more full-time positions for associate professors

Attempting to create a diverse learning community would be great. UNCA is, like, 86% white. That needs to change.

Creating diverse campuses where students, faculty, and staff see representations of themselves at their institution. Students need role models that they can relate to.

Valuing diversity of student body

A dedication to diversity as a means of enhancing excellence

Recognizing the value of diversity, per se

we need to fix our state political leadership and university administration leadership given their history of being excluding and discriminatory

Student athletes are not held to the same academic standards as other students. Since most of them will not go on to be professional athletes, this is a huge disadvantage for these student

Valuing constituents without ignoring difference or further privileging the already privileged.

Diversity of students, faculty, and staff

Achieving diversity

I wanted to select more than three here: Funding to advance research; Funding to advance teaching; Valuing all inst. missions equally

Holding all institutions to high standards

Liberal Arts should be a priority

Living wages for NTT

funding full time faculty to attend one conference per year

Having staff in touch with what is going on in the real world versus just academia

Eliminating systems that retain under-performing faculty due to tenure and directly impact our students

students entering Diverse institutions often have been at an educational DISadvantage their entire lives.

All are valuable points
Valuing diversity beyond words.

<table>
<thead>
<tr>
<th>Increasing diversification of faculty, staff and programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduction of bias in promotion and hiring practices</td>
</tr>
<tr>
<td>Efficiencies in the use of facilities.</td>
</tr>
<tr>
<td>Attracting and retaining DIVERSE faculty, staff, and students</td>
</tr>
<tr>
<td>Funding aligned with the strengths of the institution --</td>
</tr>
<tr>
<td>Offer competency-based program/institutions within the state</td>
</tr>
<tr>
<td>Hiring more professors and cutting admin costs.</td>
</tr>
</tbody>
</table>

I am unable to make the connection between the issues and the possible solutions.

<table>
<thead>
<tr>
<th>Funding to advance community engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attracting/retaining DIVERSE high performing faculty and staff</td>
</tr>
<tr>
<td>Promotion of new and diverse ideas, faculty, and student body</td>
</tr>
<tr>
<td>separating the definition of &quot;excellent&quot; and &quot;diverse&quot;</td>
</tr>
<tr>
<td>greater focus on the core mission of teaching</td>
</tr>
<tr>
<td>looking more closely at creating a diverse population as this is the world</td>
</tr>
<tr>
<td>Mentoring and supporting faculty and staff to do their best work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>There are too many UNC institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>sensitive to the needs of the various racial/ethnic populations in NC</td>
</tr>
<tr>
<td>Equity in funding by the state.</td>
</tr>
<tr>
<td>Full funding of the UNC System's historically black colleges/universities</td>
</tr>
<tr>
<td>Recruiting, retaining, and graduating diverse student populations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Items does not fit the true issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancing the role of minority serving and historically black institutions</td>
</tr>
<tr>
<td>supporting the diversity of the institution</td>
</tr>
<tr>
<td>Hiring teachers that do not want to teach, only want to do research h</td>
</tr>
<tr>
<td>Here, too, there needs to be an option about achieving and maintaining diversity.</td>
</tr>
<tr>
<td>Unifying mission towards excellence and self-betterment</td>
</tr>
<tr>
<td>online infrastructure investments</td>
</tr>
<tr>
<td>fund fixed-term faculty research rather than rejecting it based solely on rank</td>
</tr>
</tbody>
</table>
Strengthening minority-serving UNC institutions, as well as resources to support minority faculty, staff, and students at all UNC system institutions.

Having identical standards for all students with respect to admission and retention.

Stop with all the pointless mission statements, and just do it.

Racism, Sexism, Homophobia,

Inclusion of diverse faculty in leadership at all universities

Addressing the problems of faculty who have retired "on the job" (poor teachers, do not participate in research, do not engage in service activities) and are protected by tenure. Especially frustrated with faculty living out of state and simply teaching on-line courses

Commitment to communication and transparency

valuing and promoting diversity

There are Colleges that have not hired a minority person in over 30 years. How is that just? How is that fair to taxpayers?

Valuing the myriad contributions of staff and faculty

Raises for faculty

matching the curriculum to job opportunities in the state

Diverse student, staff, and faculty

Priority of capital investments to promote STEM education (e.g., NC State's Centennial Complex is much more important than new sports complexes!)

Focus on diversity in student, faculty and staff recruitment/retention

Bring poorly performing institutions public and private to a higher standard,

For an "academic" institution, the most important diversity is thought diversity, yet that is rarely considered a priority. Diverse ethnic and racial faculty teaching diverse students to all think alike undermines learning

Extending and enhancing faculty governance

valuing staff as much as faculty

We need to educate students on how to live in a diverse world with diverse perspectives

Allowing autonomy to units to make decisions

providing services to support the student body, especially those from underserved, underrepresented populations - first generation students, undocu/dacamented students, LGBTQ, veterans, those classified as disabled, etc.

Attracting a diverse range of students

Matching degrees/offerings with jobs upon graduation

Attracting high performing faculty from marginalized backgrounds

Diversity of students, faculty, and staff

Shared governance with faculty

get rid of HB2
Attracting and retaining high performing faculty from historically under-represented groups in higher education

Why to teaching and research need to be separate? They can co-exist.

Diverse Communities have access to quality education

Restructure state senate mission goals

Spending tax dollars reasonably

Attracting high performing students

Funding to address issues with diversity

Ensuring campuses are accepting and supporting diverse student populations

Support students of color through a student of color/multicultural student center

This research is an issue. You are forcing answers to Excellent and Diverse while avoiding any diverse thinking in the process. It almost seems that the attempt to bury diversity is intentional!

A commitment to evaluating diverse excellence through diverse lenses

Attracting (with adequate funding) high performing PhD students

Experiential learning spaces

Funding to advance service mission

Better funding for undergraduate education

Institutions should support community - academic partnerships

Funding to attract, support, and develop graduate students and graduate research.

Institutions that reduce the ridiculously high amount of blasted paperwork that has been imposed on UNC over the past 25 years!

Attract, retain more minority faculty

Valuing high performing faculty and staff

All areas are important to the success of the schools

 Universities should instill a culture of effective governance and a commitment to excellence that can influence both debates and performance of all institutions across the society.

Limiting private funding for research to avoid bias in the results

Removing bias from the program approval processes.

You have to have actual qualified willing managers to make it work and you hire a lot of people who refuse to manage and spend a lot of money doing nothing but hanging on

Making college available for diverse groups of people, especially those underserved.

Funding for teaching and research

Outreach to underserved communities

Where's the diversity in these options?
Valuing (particularly financially) NTT faculty and their contributions to the University system.

Better system-level decision making regarding campus missions, duplication, and funding.

Valuing all faculty

Improving the faculty/student ratio and reducing class sizes

Addressing diversity of student population (and their needs)

Improving, rather than increasing the use of technology as a learning tool.

Attraction and retaining high performing students, including those from disadvantages communities and support their success

Recruiting and supporting diverse students and HBCUs

Education training for faculty

Attracting high performing students

End the attack on HBCUs. Also end the large amounts of conservatives in the BOG as well as around the system

Teach programming in K-12

Attracting and retaining high performing faculty and staff who belong to social minorities

Funding to advance knowledge and involvement in civics, humanities, and arts

Valuing institutions as distinct and unique

Smaller class sizes

Clarify and streamline paperwork processing and improve discretionary department-level spending

None of these options mention the value of cultural diversity. How about: "Attracting high performing faculty and staff of diverse backgrounds."

Attracting high performing students

Incentivising high performing faculty

Providing more overall institutional oversight from the UNC General Administration. Too often a committee on one campus in reinventing the wheel and can't access the materials from a committee on another campus that already did the same work a year or more prior.

Attraction and retention of faculty and staff are key but clear missions and support are extremely important to attracting and retaining the correct faculty for a specific institution.

None of these point to excellence or diversity, looks more like marketing

Faculty can not do there job without staff but faculty get all the raises

Between and within institutions - value all departments/colleges equally

Not sure what "diverse" means, as that usually means "underrepresented populations" but that does not seem to fit here.

Eliminate tenure and pay the high performing faculty higher salaries
Different institutions can have different strategies to be excellence. NCSU for example can try to attract high performing faculty and staff to grow its external funding and bring in more resources from federal, etc., but WCU can use more State support to make bigger impact to its region and be excellent in it mission.

**Dynamic delivery and opportunities related to our student's needs and the workforce needs**

Valuing the needs of the student over the faculty, For example on-line classes should only have assignment due dates every 1 or 2 weeks as students take on-line courses because they work full time and need greater flexibility, this is often 12 hour shifts or weekend shifts.

Question the validity of having significantly greater number of options in this question than others which serves to dilute the answers

**equality of faculty salaries across different universities in the system to retain excellent and diverse faculty**

**Promoting and leveraging diversity among students, faculty, and staff**

Valuing faculty and staff as an integral part of the University system.

It goes along with access—we won't have diverse populations in most areas until, or unless, we recognize the need for really substantive affirmative action—not only on admissions standards, but in terms of pre-college support for students who historically encounter the most barriers to access. And efforts like that...well, I'd call them "excellent" as well as "diverse." But you know, and I know, that this is not one of NC's priorities right now.
In your opinion, which area should the UNC system focus on if it wishes to improve the Excellence and Diversity of its institutions?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>5100</td>
</tr>
<tr>
<td>1</td>
<td>Engagement, retention, and satisfaction of faculty and staff.</td>
<td>60.94%</td>
<td>3108</td>
</tr>
<tr>
<td>5</td>
<td>Strengthening and supporting UNC's Minority Serving Institutions.</td>
<td>20.67%</td>
<td>1054</td>
</tr>
<tr>
<td>3</td>
<td>Ensuring each institution achieves recognition for excellence in a specific area of distinction.</td>
<td>12.55%</td>
<td>640</td>
</tr>
<tr>
<td>4</td>
<td>Other</td>
<td>5.84%</td>
<td>298</td>
</tr>
</tbody>
</table>

Q26_4_TEXT - Other

Other

Recognizing and supporting the strengths of individual institutions

Provide adequate funding. Per pupil funding provided by the state has dropped by 20% from 2008 funding levels. This is coming at the cost of programs, infrastructure, and loss of staff.
Improve the quality and cost effectiveness of each campus by eliminating underperforming and/or cost ineffective programs. Remove any focus on Minority Serving institutions. Focus on the mission of each campus re quality and not race.

<table>
<thead>
<tr>
<th>Improve the quality and cost effectiveness of each campus by eliminating underperforming and/or cost ineffective programs. Remove any focus on Minority Serving institutions. Focus on the mission of each campus re quality and not race.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding to advance teaching and learning and funding to advance research and scholarship.</td>
</tr>
<tr>
<td>Return to an emphasis on quality education for all students and accountability of faculty.</td>
</tr>
<tr>
<td>Teachers are living below poverty level, there are limited full-time positions, and no one gets a raise.</td>
</tr>
<tr>
<td>Strengthening, expanding, and valuing diversity.</td>
</tr>
<tr>
<td>Strengthening and supporting UNC's commitment to the recruitment of high performing, student body, faculty, and staff.</td>
</tr>
<tr>
<td>Focus on quality, not quantity of students.</td>
</tr>
<tr>
<td>The equal recognition and valuing of the contributions of various departments.</td>
</tr>
<tr>
<td>Engagement, retention, and satisfaction of the students.</td>
</tr>
<tr>
<td>Adequate and safe teaching spaces for all colleges and disciplines.</td>
</tr>
<tr>
<td>Engagement, retention, and satisfaction of all students, staff, and faculty.</td>
</tr>
<tr>
<td>Adopt a grading system that differentiates evaluation based on higher standards than those to which we have eroded. Having accepted a wider range of academically qualified students, it is a fraud to award mostly As and Bs.</td>
</tr>
<tr>
<td>Strengthening commitment to minority and disadvantaged students' ability to attend any UNC institution.</td>
</tr>
<tr>
<td>Increase salary for those who teach students, not those who run administrative offices.</td>
</tr>
<tr>
<td>Promoting student engagement and involvement in planning and goals.</td>
</tr>
<tr>
<td>Community engagement.</td>
</tr>
<tr>
<td>Shoring up its weaker faculty and demanding they start being leaders and most importantly, teachers.</td>
</tr>
<tr>
<td>Reduce the cost of attending university.</td>
</tr>
<tr>
<td>Unsure about this one.</td>
</tr>
<tr>
<td>In the first point, add &quot;qualified and productive&quot; before &quot;faculty and staff&quot;.</td>
</tr>
<tr>
<td>Teaching professors to teach well, not just know their topic.</td>
</tr>
<tr>
<td>Include more detail, specific opportunities.</td>
</tr>
<tr>
<td>Keeping up to date with new technologies.</td>
</tr>
<tr>
<td>Recruiting diverse faculty and students.</td>
</tr>
<tr>
<td>Concise mission statement, and measurable achievement of progress towards that mission.</td>
</tr>
<tr>
<td>Focus on making teaching, learning, and research spaces functional.</td>
</tr>
<tr>
<td>Identifying the impact of cultural diversity and diversity of thought.</td>
</tr>
<tr>
<td>Ensuring the diversity of culture in the institution.</td>
</tr>
</tbody>
</table>
Providing fair funding and system support to all institutions so they can thrive individually and as a complimentary system

I don't have an answer, but I don't agree with these three options.

Strengthening and supporting UNC's Minority Serving institutions by making all institutions minority serving. Create the space everywhere not in specific separate sections.

Hiring more faculty to teach full time.

both 1 and 3 here; cannot prize one over the other as both are needed equally

all three are important

Engagement and retention of students by supporting all institutions in ways that align with institutional mission.

start bullet one with the word recruitment and take out the word satisfaction - they will not be retained if not satisfied

Clearly defined missions that align with faculty expectations and institutional resources

Strengthening and supporting minority students in all UNC's institutions.

Mandate a rigorous program review every 3 years

Equal pay for women

Understand the needs of its student body and other stakeholders and align the institution to deliver on the value it is best suited/equipped to provide to its student customers. Institutions cannot be all things to all people; differentiate each school's focus and mission and align decision-making, resource allocation, and student and faculty recruiting to deliver on that mission.

Business partnerships to provide scholarships in specific areas of need

Not sure, but I don't like any of the above choices.

Engagement, retention, and satisfaction of faculty and staff, which includes supporting UNC's Minority-Serving Institutions.

recruitment and retention of quality faculty

ensuring that the demographics of the faculty match those of the students they teach

Abandon your idea of using college as a means to achieve your worldview.

Strengthening and supporting the UNC's older students

Strengthening and supporting all UNC institutions' efforts to serve minorities.

Highering and supporting UNC's minorities

Building a more comprehensive imagination of what the system tries to accomplish.

Addressing lack of diversity. This question and its possible answers don't even talk about it but once. Which shows we are a long way from addressing it.

Try to serve all of our students equally

I don't think this can be summarized in a sentence. Salaries should be higher. Diversity should be higher. Respect for the different should be valued. Research support should be higher. Admin and staff support for faculty research should be higher (there is too much bureaucracy and not enough technicians to support the day to day operations)
open enrollment for all groups - and figuring out how to fund them for an education

Focus on the quality of education for the students and how we provide it. Learning in ill-equipped classrooms and using archaic software (blackboard) does not show our commitment to excellence.

Engagement, Retention, and Satisfaction of faculty, staff, and students of color

valuing all institutions and their missions equally

Efficiency--too much time is spent on things that do not matter to the university's mission, taking away time from the things that do.

provide funding for teaching excellence and libraries, ensure faculty are teaching w/innovative and effective models

FOCUSED RECRUITMENT OF MONORITY STUDENTS AT UNC INSTITUTIONS WHERE THEY ARE UNDER REPRESENTED.

WHY ONLY THE MINORITY SERVING INSTITUTIONS, WHY NOT ALL INSTITUTIONS ABILITY TO SERVE MINORITY STUDENTS

making sure admitted students are ready for the challenge offered by high-performing faculty

Ensuring diversity across campuses

how about strengthening UNC's NON-minority institutions?

Meh

diversity among faculty and students. What happened to that word in the list of items?

Excellence and Diversity should not be either/or, which is how these options are making it feel as I attempt to select one. We need to be Excellent across the board, and Diverse across the board.

You must compete for the brightest and best diverse faculty and staff so that they can present the university as a place of welcome to diverse students.

Educational excellence, career focused and cutting cost land managing expenses like a business

Fix crumbling, non-code-compliant buildings full of mold, and make a stand about the bathrooms so we won't continue to lose all of our LGBT prospective students.

All but equally & while sticking to our larger goals/mission

I support Number one, but only when coupled with investments in resources for high quality education and research

Take university programs to the people, rather than make them come to us - more digital/online offerings

Faculty are the heart of the university; our stress and time management challenges have never been higher, at a time when support for our work (salary and external funding) has been eroding. You have a serious morale problem.

Reward and retain excellent faculty and staff

All UNC System schools are Minority Serving Institutions and we need to strengthen their support for minority students across the board in order to be effective, successful, and relevant in the future.

Again, the UNC System should get rid of itself.

all of the above

The diverse populations, both faculty & students, should be share EQUALLY across all UNC institutions.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Striving to demand high standards continuously, independent of economic pressures to increase revenue.</td>
<td></td>
</tr>
<tr>
<td>Greater institutional autonomy</td>
<td></td>
</tr>
<tr>
<td>Doing away with all &quot;no show paper classes&quot;, especially those that relate to one specific demographic.</td>
<td></td>
</tr>
<tr>
<td>Strengthening and supporting NC Citizens and our communities.</td>
<td></td>
</tr>
<tr>
<td>Engagement, retention, and satisfaction of faculty from historically marginalized backgrounds.</td>
<td></td>
</tr>
<tr>
<td>Bring in people who know how to improve diversity; focus on student learning!</td>
<td></td>
</tr>
<tr>
<td>Setting higher standards and accountability for those in leadership positions. Leadership at present is poor at best.</td>
<td></td>
</tr>
<tr>
<td>Stop cutting funding. That limits what institutions can do to achieve excellence. Truly commit to the development of all and not just the few.</td>
<td></td>
</tr>
<tr>
<td>Engagement, retention, and satisfaction of faculty and staff, especially faculty and staff of color</td>
<td></td>
</tr>
<tr>
<td>Bring back merit pay. Faculty should not have to leave the UNC system just to get a raise.</td>
<td></td>
</tr>
<tr>
<td>Excellent and diverse are two different things, cannot select one of the above that will address both well</td>
<td></td>
</tr>
<tr>
<td>Maintaining competitive salary and benefits for faculty and staff.</td>
<td></td>
</tr>
<tr>
<td>HBUC's matter too</td>
<td></td>
</tr>
<tr>
<td>Create highly engaged, UNC system diversity and inclusion office</td>
<td></td>
</tr>
<tr>
<td>Fostering cultural competence and sensitivity for administrators, faculty, staff, and students</td>
<td></td>
</tr>
<tr>
<td>Engagement, retention and satisfaction of faculty and staff, particularly those from groups historically excluded from higher education because of economic, social, or cultural status.</td>
<td></td>
</tr>
<tr>
<td>Better learning spaces</td>
<td></td>
</tr>
<tr>
<td>Supporting campus services which keep students healthy and engaged</td>
<td></td>
</tr>
<tr>
<td>Providing staff and students freedom to pursue what they do best</td>
<td></td>
</tr>
<tr>
<td>Engagement, retention, and satisfaction of minority faculty and staff</td>
<td></td>
</tr>
<tr>
<td>Understanding diverse modes of excellence</td>
<td></td>
</tr>
<tr>
<td>Engagement and retention of faculty and staff, and satisfaction of faculty, staff AND STUDENTS. These bodies require the satisfaction of all...</td>
<td></td>
</tr>
<tr>
<td>Engagement and retention of staff is important, but not to the exclusion of recruiting and retaining students through active mentoring and cultural and social cohesion provided by university life inside and outside the classroom</td>
<td></td>
</tr>
<tr>
<td>Making everyone feel valued.</td>
<td></td>
</tr>
<tr>
<td>Engaging and retaining underrepresented groups</td>
<td></td>
</tr>
<tr>
<td>Strengthening and supporting UNC's MSI's and under-represented organizations and teams at PWI's</td>
<td></td>
</tr>
<tr>
<td>Ensuring each student of a safe and tolerant environment for learning</td>
<td></td>
</tr>
<tr>
<td>Improve the selection of award winning faculty and administrators across the UNC system. Invest more in the ongoing education of staff. The best educated employees (staff and faculty) are the people best prepared to</td>
<td></td>
</tr>
</tbody>
</table>
improve the quality of our college graduates. Too much knowledge and expertise is securely tucked in for years, even decades at UNC institutions that are already excelling.

<table>
<thead>
<tr>
<th>Assisting all UNC constituents in achieving and supporting a diverse community of students, faculty and staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>developing teaching and learning to enhance education for diversity of students, including new generations</td>
</tr>
<tr>
<td>Quit brainwashing students that college is for everyone</td>
</tr>
<tr>
<td>Connection to and valuing communities and taxpayers</td>
</tr>
<tr>
<td>Must do everything noted above</td>
</tr>
<tr>
<td>Offering better benefits than peer institutions to help attract and retain talented faculty.</td>
</tr>
<tr>
<td>Change missions of some existing institutions to provide additional diversity. Think Virginia again.</td>
</tr>
<tr>
<td>Stop student evaluations and make college affordable.</td>
</tr>
<tr>
<td>We need sufficient infrastructure. Many of the building are beautiful. Many are falling apart and non-functional, even dangerous (contain asbestos, broken elevators, labs without DI water or gas lines, constant construction with insufficient subcontractor supervision, etc). We need a functional and safe place to work first, THEN sufficient financial support of great research initiatives to make a real difference.</td>
</tr>
<tr>
<td>at all institutions ensure broad mission that is diverse in knowledge and color.</td>
</tr>
<tr>
<td>Less overhead, more focus on students, and fewer CEOs</td>
</tr>
<tr>
<td>To ensure excellence, the focal activities will need to be institution-specific if the institutions are truly diverse.</td>
</tr>
<tr>
<td>The first, with special attention to fostering and maintaining a diverse faculty and staff.</td>
</tr>
<tr>
<td>balanced views of the faculty</td>
</tr>
<tr>
<td>Attracting and retaining a diverse faculty and staff</td>
</tr>
<tr>
<td>As in all these categories, the limitation of choice to one is artificial at best, tendentious at worst, implying that we can only focus well on one of these things.</td>
</tr>
<tr>
<td>Also campus office staff, operations staff, department staff, faculty etc. should reflect diversity and inclusion. Not just the student population.</td>
</tr>
<tr>
<td>Increase state funding to the UNC system</td>
</tr>
<tr>
<td>rethinking the value of higher education and entrepreneurship</td>
</tr>
<tr>
<td>Engagement, retention, and satisfaction of faculty and staff with an emphasis on minority populations in any given field/area.</td>
</tr>
<tr>
<td>Resisting the NC legislature's push to politicize the UNC system</td>
</tr>
<tr>
<td>Serious understanding of demographics and future scholarship needs, depending on cost of attendance and state funding strategy.</td>
</tr>
<tr>
<td>Through strategic planning, realign the missions of the 17 institutions to directly tie back to the main mission. Ensure their is a unification of goals</td>
</tr>
<tr>
<td>all of the above</td>
</tr>
</tbody>
</table>

it is difficult for me to respond to this for reasons noted above.

I don't think excellence and diversity mean the same thing to me as in this definition.
Strengthening and supporting UNC's HBCU institutions via engagement, retention and satisfaction of staff and faculty

You need to take Diversity MUCH more seriously - these 3 options, if one were to actually choose among them, make is as though it's either Excellence OR Diversity.

Retention of faculty and staff of color, as a means of strengthening UNC's minority Serving Institutions

None of the above

Focus on student success

Demand and reward faculty and staff performance related to student achievement

These options are problematic! Focusing on faculty and staff development and retention, should NOT be an option in the same category as more support for UNC MSIs! There needs to be more support for the MSIs, as they have historically not received the budgetary support they should. That should not juxtaposed against increasing quality across the UNC system. This is an example of the problem that I mentioned in my response the the statement above. So to be clear, 1. UNC MSIs need to be a higher priority for the state, 2. Statements about diversity need to be well defined and stated as important parts of the mission and vision of the various campuses without conflating the concept of the quality of the respective institution or the state system.

The UNC System should clean up the systemic practices from admission to graduation that limit minorities from successfully matriculating and graduating from system schools.

Fair and facile student transfer between universities

Letting institutions embrace diversity of programs. An example is the MLIS programs in NC. ECU went years without accreditation, but when programs were cut they survived. UNCG's program faced pressure to become global, but it would never be able to compete with UNC on those grounds. It had it's own strengths. Institutions do not have to match.

Providing a quality education for students.

Strengthen every institution's ability to serve minority and vulnerable populations

Drop all race based decisions including the option above

Aligning decisions to mission, and improving processes and communication.

Utilizing the perspectives of experts employed at the institutions when making decisions that affect their work and ability to carry out the University's mission.

Ensure all institutions have access to sufficient funding and resources to engage and retain a quality and diverse community of learners. high educational standards.

Getting teachers that students actually like

Engagement, retention and satisfaction of faculty.

Identifying and dealing with placing where old boys' network still thrives

Promoting and supporting diversity at all state institutions

All missions stated above are important

TALK TO THE STUDENTS!!!

Honestly, options 2 (Ensuring...) and 3 (Strengthening...) go hand-in-hand

faculty and staff of color
Funding

Achieving diversity at all institutions

1 is good to do. 2 is impossible. Some institutions will not have excellence. 3 is nice but not clear that encouraging minorities to go to minority schools is the best solution if they are capable of going to better schools.

Make an actual effort at rewarding diversity; not just lip service

Remain committed to the fullest development of students, faculty, and staff.

Engagement, retention, and satisfaction of UNDERREPRESENTED faculty and staff across institutions

I don't have a suggestion but don't think these are useful.

Ensuring each institution achieves recognition for excellence in at least one specific area of distinction

Loose the hubris of the "Ecellence" moniker and simply lower institutional and student costs. This will enhance diversity.

Make a distinction between uniform practices that improve efficiencies and unique strengths. We are reinventing the wheel at some large universities and not sharing info.

adding in more online programs/universities and competency-based institutions

Strengthening and supporting UNC institutions as inclusive

Attracting and retaining quality faculty and staff.

Increase accessibility, value faculty, students, and staff.

Engagement, retention of faculty, staff and students

maintain current number and missions of current four-year institutions supported by UNC-GA

Collaborate with business community more.

Promoting more minority professors to full professorship and STOP Discriminating during the review process!

Eliminating tenure and keeping expectations for lifetime learning and contributing in place for all equally. Practice what is preached in academia as the ivory tower ideal but which is a 16th century paradigm.

Ensuring each institution, with the aid of improved technology and educational delivery processes and methods is able to deliver the combined UNC System's capability at any one of its constituent institution locations. Then each location should take actions first to attract and retain/maintain the best faculty, staff, and functional teaching, learning, and research spaces while at the same time making decisions that result in proportional representation of the individual institutions local/regional community - or at least be very careful to ensure fair and equal access, considering barriers and disadvantages within the community being served.

Greater emphasis on academics and less on athletics

separating the definition of "excellent" and "diverse"; the two are separate and distinct.

establish a better research infrastructure at HBCUs within the UNC system

strengthening and supporting ALL Institutions including those serving minorities, lower and middle class students

Strengthening and supporting all UNC's Institutions, especially the Minority Serving Institutions

the system should put more attention on the basic core mission of education
looking at a broader scope of diversity than just racial and economic

Identify diverse needs and molding UNC system to meet those needs in an intentional manner

maintaining and advancing physical infrastructure on all campuses

Ensuring students can learn

We have a white, male-centric system. Change that at all levels.

Equity in funding resulting in strengthening and supporting UNC's Minority Serving Institutions.

More equitably fund UNC institutions

Educate students to succeed in today's world.

Not to bring in too many instructors who have dialect that is difficult to understand just to fill a quota.

Treat people equally, not equitably.

All of the above

stop focusing on diversification of minorities

Equally vauing every facet of education, students of all backgrounds

promote bias free, online education where minorities are free from face-to-face bias

Functional teaching, learning, and research spaces

Develop UNC Master Plan for excellence, recognizing excellence and allowing some redundancy with flexibility

Engagement, retention, and satisfaction of faculty and staff alongside strengthening and supporting UNC's Minority Serving Institutions.

Work on the equality between all the UNC campuses.

Supporting Student Life outside of the classroom

Achieving balance in various institutional missions

Funding for each institution

Attracting and retaining diverse students (and faculty/staff) and providing the forum and means to excel and become high performing

Do not use race to define diversity.

Engagement, retention, recognition and satisfaction of faculty and staff.

align offerings with needs of state and local community

Increase funding allocation from state budget

Sufficiently funding each institution so that their respective missions can be achieved.

All of the above

Raises for faculty
Embark on a specific program to hire diverse faculty

make access to college based on academic achievements and not race

Engagement, retention, and satisfaction of faculty, staff, and students

Keep focus on global competitiveness by investing more and more into STEM - students, faculty, facilities, etc.

Enabling the recruitment and retention of excellent, diverse staff and faculty at all UNC Institutions

Unsure but I disagree with the statements above

again, diversity of thought among faculty is key to learning to think critically

all of these are important

retention of staff through more market competitive salaries

strengthening and supporting UNC's services for students, especially underserved

Engagement, retention and support for "QUALITY" in research and teaching

Making sure graduates get jobs immediately upon timely graduation

not sure

stop focusing on diversity and let the cream come to the top

Data driven decisions that specifically measure outcomes and not politically motivated decisions

Balancing the system's institutions through purpose and geography.

Forge connections with middle schools. Provide university students and faculty in their classrooms. Mentor from that age through high school. In other words don't cherry pick without investing. Nurture the diversity in a genuine manner throughout our community. Then you stop hiring just to boost the diversity but rather because you have worked to help create a level field.

All three.

Define what you mean by excellence, how it will be measured, and how it will be rewarded.

Commitment to diversity that rejects discrimination, rejects backwards social policy, and works/advocates for restoration of justice for NC communities across all spectrums (racial, environmental justice, legal system, educational opportunity, etc.)

All of this. However, each institution must stand on its own to earn excellence. It is not given.

Retention of back office staff whom are poorly paid for what they do.

state senate alignment with unc known mission goals

Spending tax dollars reasonably so you can have funding to attract the faculty and staff needed and keep them.

increase diversity in universities

Actually separate diversity out as a distinct concept and distinct focus.

Focus on ideological as well as experiential diversity.
Stop avoiding the issues at hand - deal with it. Elimination of institutional racism

Naming and promoting outcomes that reflect diverse excellence

Reward the hard work of the staff rather than the BOG.

Training staff to teach to everyone instead of doing research

Alignment of institutional mission, goals, etc. with the reality of the school's environment (i.e. what is the true "niche"?). A single university can never be all things to all people.

Funding to advance research and scholarship

Increasing the financial resources of all institutions, to better recruit and retain faculty.

Institutions should engage in community-partnered research

Engagement, retention, and satisfaction of excellent faculty and staff

Committing to accepting the top of every public school class to top institutions

Strengthening & supporting UNC's Minority Serving Institutions, without changing the names of these unique, historic schools in order to "blend in" with the rest of the UNC system.

Focus on student and industry needs, to obtain the best quality of student that takes our diplomas. If you focus on the student the rest will come.

all of the above you really can not separate these as they are all mission critical.

Creating an effective system for inter-institutional collaboration on curricular, research, and pedagogical issues.

Greater Support of Minority Institutions and engagement of supporting faculty and staff

This is the key!

Require work and accountability from people you employ - it isn't happening in many expensive areas

Funding to aid advance research, learning spaces and the university campus

Addressing the systemic reverse discrimination issues that exist in HBCU with regard to all non-African American employees

Improve faculty/student ratio. And reduce encumbering assessment processes.

Engagement and retention of quality faculty and staff who reflect the diversity of the student population

Strengthen core general education programs with tenure track faculty and rigorous expectations

Recruiting and retaining high achieving diverse faculty and staff on campus.

Education training for faculty

Providing the tools necessary for students to succeed on their own.

holding UNC's minority serving institutions accountable

Improving secondary education for all students

The system should concentrate on establishing infrastructure, not on micro-managing the institutions.

Strengthening support for institutions to clearly pursue institutional missions
Multifaceted flexible paid/unpaid research opportunities for ALL ethnicities

teach more programming and cybersecurity in K-12

supporting minority institutions and making sure that the other institutions remain unique

clarify and streamline paperwork processing and improve discretionary department-level spending

Low morale cause by dictatorship, leads high caliber faculty to spend their effort elsewhere and loose the sense of ownership. Retention is not enough; promoting sense of belonging is only possible under cooperative management rather than dictatorship.

Fire old teachers who don't know what they're doing anymore

Make intellectual diversity its highest goal; racial and ethnic diversity will follow.

Deciding to fund distinct things at each campus, and sharing information (e.g., policies) and resources more across the campuses.

Engagement, retention & satisfaction of students

Ensuring each institution is provided with funding to functionally serve all students and to proactively encourage diversity of faculty and students

Concentration on Education rather than politics...Huge Problem at APP, UNC, UNC Charlotte, and UNC Greensboro.

Lower the ratio of students to faculty in courses.

Satisfaction of students expectations of a higher learning institution

Strengthening and supporting every institution other than the two flagships, which includes the minority serving institutions as well as others. The R1 mission is often seen as the "norm," but every institution that serves nontraditional populations or focuses on teaching rather than high research productivity needs more help from the system.

understand that we have different missions, and evaluating us relative to our missions

Lower College Tuition

Accept the fact that there is no one way to measure Excellence and Diversity.

Stop discriminating against non-minority groups. Your focus is so narrowed on minority groups, you are forgetting about the average white person.

See above. Make a real commitment to education for all those who want it and are prepared to do the work, and pull down some of the barriers that oppose those proto-students now. Address diversity issues throughout the state--Charlotte's more segregated right now than it was before the Civil Rights movement. Latino/a populations are marginalized and exploited. Paths to citizenships are tortuous and protracted. In this environment, how do you really think we'll get a more diverse (and excellent!) university system?
General Comments

In your opinion, what have we failed to include in the guiding themes discussed in this survey?

I do not see anything explicit regarding the need to change the current model of incentives in the system that overemphasizes publishing and underemphasizes assisting communities and employers in solving complex problems in a rapid paced knowledge economy with increasing diversity.

Need to update funding formula - Delaware Model does not provide adequate support for some disciplines, especially in graduate level training

Addressing where the UNC System fits in the continuum of higher education opportunities in the state. We have community colleges, UNC system schools, and for-profit colleges and universities. We must not lose sight of the fact the a University has two goals: It teaches information, and it increases the body of knowledge. UNC System schools must continue to be allowed to focus on both ends of this, and should not be asked to compete financially against the for-profit schools that serve primarily just to teach known facts. It is the research and increasing the body of knowledge that bring prestige to our member universities and system, and this function must be fully funded and supported as part of their mission. Research in ALL areas --- not just the ones that can be immediately capitalized --- must be supported.

None

families how is the university positively impacting the families of students, faculty and staff... no sense of community is complete without inclusion of the family everyone should feel apart of the something bigger and better and brighter that universities should represent

nothing

None

Nothing; I thought the survey was well designed and thorough.

That the students are the priority and making it known that the university system is working towards bettering the overall education, safety, and potential of the students who attend these universities.

None

1. I would like to see what the institutions are doing to help get more students a university education that prepares them for 21st century jobs. 2. What can we do to improve the graduation rate of students? 3. How can the universities engage closer between k-12/Community College/College

Service to meet the needs of NC, to increase funding across all Universities, especially the economically poor eastern NC, there should be a stronger public private partnership, but moreover, closer ties in research & funding & advanced learning (knowledge sharing & University partnerships) between UNC/NCSU & other lessor financed universities. The ties are way too loose.

Need to develop strong initiatives for community engagement, interaction and involvement to recruit new students in the state.

In my opinion, we have an outstanding university system. However, we have a large part of our society that is basically living in a third world environment. Poor, highly un-educated, with terrible health habits. Until we find solutions to those issues, the UNC system is fighting an uphill battle.

This survey tiptoes around HBCU campuses that are not providing a cost effective market focused education to its students who are incurring massive debt with little improvement on their life prospects. Those campuses need to
be laser focused on education they can deliver well to qualified students and not on enrolling unprepared minority students in degree programs that will not best serve their life success. This is a fraud on those students currently.

employees parking and student . security within the system.

no

Creative thinking and innovation and leadership skills need to be woven into basic learning schemes for core competencies

If there is anything, I would say it might be the underplaying of the traditional understanding of the importance of a broad, liberal education in fostering a vibrant democracy and an engaged (and less polarize) civil society. It may be a tough sell in these times, but higher education is about more than job markets and employer needs; it is about giving all citizens access to knowledge, habits of mind, and aptitudes to live productive, fulfilling and meaningful lives.

There was no mention in the definitions or in the goals that have been developed from them of the importance of North Carolina's military population. We pay lip service facilitating the education of those who Serve and their families, but there are tremendous institutional hurdles we don't seem committed to removing. The interconnectedness of retaining strong faculty and staff and efficiency needs greater emphasis. We tend to be penny wise and pound foolish in this regard. Both faculty and staff too often find that they cannot advance their careers without leaving their current position, either within their existing institution or going somewhere else entirely. This creates enormous inefficiencies, as their previous department has to hire (often at a higher salary than the person who departed) and train a replacement. This creates a flight of human capital. It is also sometimes the case that the department who lost the person does not get the position returned as well, which perpetuates the inefficiencies.

Very comprehensive in whole, but each goal and objective is MOOT without quality K-12 educators. The system and state must invest in public education. Without doing so, the growing generation is not learning optimal amounts of content, but they're also not benefitting from learning and growing environments maximized by quality teachers. Our top 10% of students still pursue education, but our "on the fence" student population has totally abandoned it as a viable profession. The quality output has decreased, damaging field retention, but the quantity has also fallen, leading to exponentially more lateral entry teachers who, we know, are less adequately prepared. Master's pay, Teaching Fellows, salary stipends, etc. are all elements of rebranding the field that is the foundation of all others throughout our great state.

education excellence starting from grass-root level

The development of good character in students, a sense of responsibility, and an interest in the issues found in the various academic disciplines.

Put more money on instruction and not campus aesthetics.

Nothing

taking archaic and extremely slow "state processes" like budget approvals, staff hiring, space requests etc and becoming more efficient and innovative. Trust your staff to make smart and effective decisions in those capacities.

The strategic plan must focus on the importance of sustaining and building on the UNC system's national/global reputation as a leader in high quality, affordable, accessible higher education, which invests in inquiry, research, and critical thinking and builds leaders in NC communities in education, business, and research. To accomplish this, we must apply the core values of NC's "golden age," which were so well represented by leaders such as President Bill Friday and Governor Jim Hunt.

Excellent and Diverse focus should include a strategic priority for the State of NC and BOG to "fund" annually salary ranges, market increases to ensure we recruit and retain rock stars. UNC system must annually fund salary increases, not 1% legislative increases, here and there, or one time bonuses. UNC & the State must commit and
make funding a strategic priority every year. BOG will receive data/metrics of each institution; however, this isn’t a one size fits all. Each campus is unique and the data/metrics at each campus have their own unique factors surrounding satisfaction, turnover, etc. We would like to see funding a part of this area.

Good job in identifying the themes.

Broad and continuous communication of University successes. Successes may be announced but these are short lived in the world current state of attention span deficiency. News articles are moments and the way to engage the public to be proud of their institution is to be part of the public’s daily routine. This can be done by providing physical reminders such as ads, events, public presentations, places on campus and Center City that have displays of the work that is done. If the institution is to be recognized for certain expertise in learning bring those to the forefront. Provide a a place or building that can house the accomplishments that the public can visit to experience the work.

An overall change of the educational system. The current system offers very little between high school and a university education, leaving a large fraction of the population behind. There are many kids who have practical skills, but who are not made for learning in an academic environment. Currently a traditional university degree is seen as the only way toward success. Those kids attempt it, accumulate a large amount of debt and drop out without a degree. Employers on the other hand are faced increasingly with a workforce that is either highly educated or uneducated. They find it increasingly hard to fill jobs that do not require a university degree, but which require a trained worker with practical skills. Universities should aim at filling this gap by working with employers. Students should be able to take classes and obtain vocational training outside of traditional degree programs. This gap has traditionally been filled by two-year colleges. But these serve increasingly as institutions that prepare students for a four-year degree instead of providing vocational training. Universities offer a larger variety of courses than colleges and are therefore well suited to fill this gap. This approach would require only selected courses, i.e. education would be more affordable, more students would have access to education, student success would increase, it would have a positive effect on the economy and it would increase the diversity at UNC institutions.

Professors happiness, student happiness, mental and physical health

Service to North Carolinians has been omitted - this has always been a part of the mission for UNC.

Advocating for those cannot advocate for themselves and presenting them with skills to develop this during their educational career.

You have offered no actual input for; student issues, faculty issues, or academic development issues(bring classrooms and lecture material into this century). UNCC has fucking chalkboards still in many classrooms. Some important fundamental sciences and art classes are so large students can skip class without ever being noticed and the faculty can’t reach out to those that need assistance.

A pronounced, intentional effort to rectify wrongs committed against Blacks for the benefit of all others in the state of North Carolina.

There seems to be too much commercialization and a focus on business advantages rather than a true educational mission of enriching lives and communities.

I find it interesting that there is not any mention of the kind of "climate" in the systems in which people work - or how effective one can be when trying to advocate for student success and retention - accountability issues - disparity in salaries between males and females - moral issues

The lack of collaboration between institutions and institutions in other states through the academic common market or tuition reciprocity.

I think more attention should be focused on student engagement. This is more than just earning a degree, this is retaining and developing students through a wide array of activities and opportunities. Personally, it was these experiences that kept me at UNC Charlotte and developed me into a successful student.

Emphasizing on the public health and education specially for the residents of rural areas and small cities.
I believe the decline of state funding (which has been mentioned, but sort of obliquely) has endangered our university system and needs to be addressed head-on. This university system has been an engine of the good life in NC for 100+ years and should be supported enthusiastically, rather than grudgingly. People should feel excited, rather than beleaguered, to work and learn here.

For profit institutions are not the answer. Reliance on adjunct or part time faculty hurts student success.

Current social and political issues impacting the university or what it stands behind in this respect.

If you want the schools to be successful you need to value your faculty. Teachers have a gift and they live below poverty level in order to teach our nation's children. Full-time positions are not available and no one gets a raise. Schools hire part-time instructors at poverty pay, even though they hold masters degrees, and they are offered no benefits. No one can afford to invest too much into schools or education because they are struggling with multiple jobs trying to make ends meet. If you would meet the needs of your teachers, then I think you will find they will, in turn, meet the needs of the students. We don't need new buildings, new curriculum, free tuition, or more students until we can support our teachers.

Further discussion of inclusion and diversity.

Cost of books are ridiculous. There needs to be a crackdown on publishers and faculty kick backs. This is a major problem that no one seems to want to address.

You have failed to pay employees a wage consistent with costs of living. You have failed to negotiate an acceptable health care benefit.

See my comments above about the core of the educational project since the Greeks (paideia), which should be updated with the Germans' vision of the modern research university.

UNC is an amazing system that has enjoyed an international reputation for a public institution system. That reputation and commitment is slipping with the state legislature and governor's positions. It is tragic for NC that this anchor is constantly having reduced funding and comments that forget that education creates future economic and community potential, not just short term jobs.

Under utilization of classroom resources - have Friday classes; more summer school classes; more on-line instruction.

Health - both mental and physical - as an aspect of success and access.

Finding more efficient ways to deliver classes! I know our state funding has been cut...but really it starts at home... Our campus is wonderful...but I do believe we are ignoring the financial challenges to brick and mortar based education....and it may be too late before we figure it out....If we can reduce the capital and operational costs for facilities we can better resource actual course delivery. Convenience is expensive. I suspect most campuses would benefit from a more standard planning approach and implementation of a Chief Operations Officer role.

An effective way for survey takers to express any complaints or worries about the current education system.

In representing the interests of the students and allowing them to be a part of the decision making process in a transparent way. These surveys are fantastic, but it's not clear how we're influencing the decision makers, nor is it clear if our voices matter - only our dollars matter thus far. Further, our adjunct faculty members aren't paid nearly enough to justify all the work they went through to get to the place they're at now.

Not at this time.

The disparity in funding between the 16 campuses.

You have failed to address the continued merger of the NC State legislature and the UNC System. Such ties are abhorrent, they do not allow the University the freedom that it needs to be a truly diverse and intellectually prosperous space.

There is no mention of the encouragement of humanistic and democratic values and institutions.
Diversity and the value of strong general education

The importance of student affairs departments and projects. The effectiveness and solid foundation that the out of classroom experiences enhance in student development and leading to graduation. Research clearly shows their importance but those experiences (especially related to funding importance) are not mentioned.

Lowing costs for students was not stressed enough.

Equal opportunities when a student gets to college. There is always the disparity before but when those students do achieve greatness and get to college they still face various challenges. Closing that gap.

References to graduate students are sparse throughout the proposed plan. As major contributors to both the research conducted at UNC institutions and the state economy, specifically mentioning graduate student affairs would be a nice addition to the plan.

There's NOTHING in here that would get at the enormous bureaucracy now involved in higher education. You have FAR too much middle management that, in order to justify their positions, enact significant bureaucratic functions to those beneath them in the hierarchy. As a faculty member, I can say it is astounding how much of my time is spent on activities that “feed the beast,” so to speak, rather than relate to my core responsibilities as a researcher and teacher. And every time a new vice chancellor of something or other is hired, it seems to make this situation worse, not better. It does not help to make college more affordable. It does not help to retain good faculty members or good students. In fact, research has attributed much of the growth in tuition to this mid-level bloat, as well as, of course, to the substantial cuts in state funding for higher education.

Retaining high-quality staff.

Addressing the character of the "millennials" in regard to the ways their ways of learning and thinking intersect the institution's ways of teaching and researching. What needs re-thinking?

I believe my comments reflect a growing disconnect between institutional mission and methods in the areas of environmental concerns, human capital (including creative and innovative educational initiatives), and a growing demand for interdisciplinary learning.

You have failed to address the increasing number of students getting federally guaranteed loans that are graduating with degrees that have NO value in the job market!

A strong clear commitment to actual diversity and cultural competency.

International faculty retention rate. Unless international faculty is tenure track, the faculty has a time limit to work for 6 years only. After gaining six years of working experience in the department, teaching faculty must leave the institution. It is such a loss for the department as well as the university since it would cost more hiring and training a new faculty member. It would be better and efficient if college sponsored permanent residency for nontenured international faculty members under the condition of excellent teaching, departmental service, as well as academic performance.

I think there should be some emphasis on the importance of valuing different disciplines (beyond STEM), and on diversity.

Focus should be on inspiring students then everything else falls in place

UNC Charlotte has been the home of many international students, but unfortunately there are a lot of incidents were those students faced racist situations. This could negatively impact the attractiveness of scholars from all over the world to come and collaborate. A high percentage of research papers published under the name of UNC Charlotte are written by international students. Discouraging international students from living in Charlotte could seriously impact the rate of publications. The guidelines of this survey should have a special section of how to encourage international students to come from overseas to collaborate here in UNC schools.

A ranking of the guiding themes. These themes will sometimes come into conflict and we need to articulate which priorities supersede others.
It didn't feel like it spent enough time focusing on the success of the student. It did in some ways, but it felt like it sounded like the student was just a means to an end, and not a valuable resource being invested in.

The disparity between the value and worth of adjunct vs. full-time faculty.

Faculty must feel appreciated.

Recognizing the part-time faculty as part of the institution. Even though they are considered "faculty" they are denied basic privileges of full-time faculty: no office spaces, no benefits, no chance for full-time positions. Too often, full-time faculty are burdened with committees, meetings, publishing, conferences, and a host of others. Because of this, they carry a small teaching load. Make adjuncts full-time and give them the responsibility of teaching. Let them develop their pedagogy and commitment to one institution. If the level of teaching is heightened, then student success increases. If the universities hired adjuncts full-time, then those adjuncts could spend more time with their students, spotting trends that could spell disaster for the student. The teacher-student relationship would be strengthened and a stronger trust would occur. The teaching methodology could be analyzed and bettered for optimal student and teacher learning. If we strengthened the teachers, it would affect the student as well.

UNC is owned by the state and serves the state. The people are the stake-holders. NC exhibits strong traits of politics becoming a professional institution separate from the people. Its influence on UNC can be summarily described as negative. The survey needs to trigger a discussion about a clear demarcation between UNC's mission and that of the legislator, as the two do not agree and work on different, incompatible timelines.

It seems like you've covered most everything

Commitment to Ecology, sustainability.

Support for cultural diversity, service, and social responsibility

Covered everything.

a component of service learning both for faculty and students, and probably those in college-level administration

Making sure UNC Charlotte is, above all, an institution of higher learning. This includes taking focus off of athletics and social issues, and returning that attention to actually teaching students the skills and knowledge they will need to work in their chosen fields and provide a contribution to society and the economy so that all may benefit.

explain how my specific school is already doing this. and explain more simple terms.

Financial support is not given to students under DACA. Students who can legally work and be in this country.

Global Education, Opportunities, and Experiences

The incredible burden of bureaucracy. Why does it seem that five bureaucrats are hired for every faculty? Why are 78 of the 80 staff in CRI, directors or managers? Are these really needed?

The University must do a better job convincing others of the importance of what is commonly called a liberal arts education.

In these guiding themes, you have not mentioned the value of interdisciplinary or multidisciplinary collaborations and programs that can inform research, lead to new creative occupations and industries, and expand our ways of knowing the world. Additionally, the themes seem narrowly focused on North Carolina. Our competition is global. Without a clear knowledge of global issues, research, and achievements, we cannot compete in the global market.

You are paying no attention to the many issues confronting ECU faculty which motivate them to leave for jobs with better salaries, more benefits, program support etc. etc. We have watched our budgets get cut so severely that it is getting nearly impossible to teach effectively.

Students need individual and personal attention, support for academic excellence and mentoring programs to ensure their success.
The increasing number of non-tenured and contingent faculty on all UNC system institutions and their continued commitment to research and teaching despite their non-existent job security, retention or prospects for a meaningful promotion.

Part of the challenges for the system is the governance itself, which has become overly politicized. Board members should be selected for the prestige they bring to the system. Instead in too many cases members have prestige for being on the board and/or seek jobs as campus chancellors (unbelievable). Real attention to how the BOG is appointed and how they in turn select university-wide leader and the campus leaders are needed. There is also too much mission creep and overlapping programs between campuses.

Campus safety and security

The value of measured evaluation in identifying higher performance of better students. Your themes mentioned "rigor" once or maybe twice . . . but I don't believe there is any commitment to that in undergraduate teaching and grading.

More is needed about how both teaching and research can relate to community innovation, engagement, and entrepreneurial efforts and how to do that collaboratively.

UNC must incorporate a higher education program for the development of North Carolina's impoverished rural areas. This commitment must include open and free admission with satellite facilities. Students should be offered free tuition to serve in these communities in various fields (education, healthcare, agricultural production/management, animal husbandry, small scale manufacturing, energy management, etc.)

education students and staff/faculty on resources

It's important to remember that while part of the UNC system's mandate is to train members of a workforce, a University is more than a trade school — the result of a good educational network is an informed and empowered citizenry of thinkers and leaders.

Many of the questions force one answer when it is more complex.

Actively helping students get jobs upon graduation.

Diversity of educators in the UNC system could be improved to attract a more diverse student population seeking employment and educational opportunities through online and distance educational opportunities. These programs can increase the employability of those unable to attend a traditional higher education program. Community colleges could offer more certificate programs that assist homemakers, laid off workers and veterans who are re-entering the workforce to gain knowledge and training for open positions.

Student centered - the University system should be in the business of teaching and training first and foremost and creating equitable access and experience for all. Our system is "striving" for national ranking & prestige through first time/full time measurements, as well as constantly prioritizing efforts toward research funding. When these are a priority over student resources and support, persistence initiatives and stronger collaboration with 2-year institutions at the depth needed, then it is the non-traditional student who gets forgotten and penalized.

Any sort of specific goals. Everything is incredibly vague.

It is not what you have failed to include so much as what you included: the thinly disguised mission that University education is job training.

Support services, i.e., facilities management, parking services, and campus policing.

The positive impact UNC universities have on neighboring communities and region, as well as what the schools offer for non-students.

None

UNC's larger role in a Global economy as NC is rapidly becoming a global hub and there is no reason why we should not be positioning ourselves as similar to an Oxford or Cambridge of yore!

The lack of respect and appreciation of Universities and their faculty by the NC legislature.
The university role in developing a sense of ethical responsibility; understanding how today's issues and problems derive from historical contexts

you have not addressed the elephant in the room!! dont need 16 campuses and the lottery is not being used properly!!

Faculty development as teachers that ultimately will guide the development of student potential. AND the accessibility of the institution to those of differing learning styles, such as autism, Developmental disabilities, and Mental Heat issues.

This was thorough.

<table>
<thead>
<tr>
<th>n/a</th>
</tr>
</thead>
</table>

Taking care of the hardworking staff that put in many hours and years and not getting recognition for the hard work they do.

I would like to see more focus on retention and attainment. Partial degrees are worth nothing, so the true value of the UNC system is in degree attainment and all resources should be focused to that end for all demographic groups.

The differentiation in each UNC institutions Financial Aid office. There is no consistency in the dealings of each financial aid office. As a transfer student at UNC Charlotte from Western Carolina University it was evident the level of unprofessionalism within UNC Charlotte’s financial aid office. My friends and I are all victims of the financial aid staff taking away grants days before classes begin. Each of my friends come from different financial backgrounds. There should be no reason why students should be forced to take out private loans because there is no money for them to attend a state school. Absolutely absurd.

The importance of humanities disciplines in an age when STEM fields dominate.

There is very little about faculty in the themes; what there is is buried and phrased as an option. There should be a theme related to faculty that encompasses support for research and teaching plus well-being. The burden of increased enrollments and teaching loads plus growing research expectations all tend to fall of faculty additional support, financial or otherwise. Also, ensuring that faculty receive adequate salary increases and are rewarded with merit-based increases is critical to hiring and retention, without which many of the other themes can't be supported.

Student Acceptance + Exposing Students to a more worldly view should be the role of any university. Here I find students unless driven themselves can obtain an education without ever understanding another point of view. This isn't a home-town where someone can just not believe in global warming because their mom said so, let it be the goal of every class and seminar to enrich the lives not only of the students but all students that come in contact with that student and ask them to try to step in another's shoes for a moment.

Addressing BLM

Students preparation for 21st century careers and cutting down on students who are able to graduate without any marketable skills

Humanities. Retain faculty by paying them on par with national standards. Support graduate education.

I agree with the university efforts to achieve equality and and equal opportunities for students, but I also believe someone should focus on minority groups. Those who are seeking higher education regardless of citizenship status. It seems like there is not much talk about in state tuition for undocumented or DACA students who will eventually contribute to the USA's working force.

Student life; the bonds between students and between students/staff/faculty

HBCU's, their relevancy, and contributions to the communities and the state.

To specifically address the need for cultural competency in order to address achievement gaps of minority groups. Institutions need to be person-focused- developing students as leaders on campus and creating a campus atmosphere that is welcoming to ALL.
I'd say it was pretty thorough and all bases were covered.

The issues of inequality, poverty, and assistance that needs to be a responsibility of every single University of North Carolina. The importance of integration of diverse communities and the ability to make education accessibly and affordable to every single individual. The importance of accommodation for every and all populations for acceptance and admissions, retaining students (decreasing dropout rates), and providing stability. Increasing employment for graduates, information and knowledge of costs incurred, and realities of the aftermath.

Campus security and safety and the social aspects of the schools. UNCC does a fairly good job of handling student complaints, however, other UNC schools are an embarrassment when it comes to handling student criminal cases. Too many students with criminal records are allowed into the school, and when they continue to commit crimes and the school does nothing for its victim students, it is a major problem that needs serious improvement. Much more than "don't walk alone at night" and "don't let strangers in your room." We are not children, we know this. This type of unhelpful rhetoric solves absolutely nothing. We need actual programs aimed at the ones committing crimes, and stricter regulations on who is allowed in the school.

You did not adequately ask about the continuing problems in carrying out all the above missions from a state that is shrinking its higher education funding while the state population is growing dramatically.

Understanding that each every individual brings diversity to the system not just classification groups.

Sound bite definitions are limited and too broad to extract meaning with tangible solutions.

I feel this survey was accurate to the issues within the system.

Specific universities of the system are a failure in global rankings. Research is the only was to fix that

I was satisfied by the guiding themes discussed.

The importance of empowering students by allowing them to grow through implementation of putting them in real life circumstances and helping them to make real smart decisions. An EXTREME emphasis on the affordability of education and making schooling finanically appealing. Students want their school to grow and do better, but opportunities to help the university grow economically, or in other aspects, need to be available and marketed.

Much actual conversation about the importance of diversity (including ideological diversity). Access touched it a little, but that was about it.

The absolute necessity for shifting financial support from upper level administrative roles to the teachers who work face-to-face with students. Teachers have more impact on student satisfaction and retention than anyone else on campus.

That anyone who teaches at a university should be able to relate to students and be able to break down the topic that they are experts at, enough for novice people to be able to comprehend it. Also, that this school does not only serve undergraduates. There is a huge market for adults returning to school but you really have a limited amount of classes and degrees that are offered on nights and weekends.

Students with learning disabilities being given equal opportunities to succeed, including financially. Missing an emphasis on putting the best interest of students and genuine investment into student successfulness. Breaking barriers that keep NC residents from receiving the education resources and benefits as other NC residents.

Expectations for university general education/mandatory courses.

That the average family can't afford college, maybe try to improve in the ways to make college more accessible for the average family, rather than catering to solely just low-income families, maybe focusing more on middle-class families as well.

Effective stewardship of natural and financial resources Experiential learning opportunities for students Diverse and highly innovative institutions that support continuous improvement and an entrepreneurial approach to solving society's largest challenges
Mental Health has not been discussed at all, which is a disappointment as a Psychology major, one who plans on working with Mental Health patients, and one who suffers from Major Depression. As studies show, an estimated 80% of college students have stated that they have shown symptoms of depression. Vanderbilt has done an excellent job at spreading mental health awareness and I believe the UNC community can do a better job. Mental Health is something that needs to be discussed on a wide-spread scale. Best way to do this is to get groups of students together and creating an awareness group at ALL UNC schools. Along with this, faculty and state board members should ensure that the groups are doing what they can to promote mental health. I am a strong believer in the fact that America has been suffering from the silent killer...depression. Low production levels will hurt our future, and as educators, the UNC community should do what they can in promoting positive mental health.

The student fellowships or state endowments should be increased for attracting financially challenged but really brilliant students and researchers

Define the primary focus; Research OR Learning; they are not the same.

Private sector wages compared to staff wages. Staff wages are far blow that of the private sector. University merit wages or in line increases (honest ones) would be a way to retain staff. Do count them as a dime a dozen.

A lot of teachers just want funding and dont care about their students. Ignoring people who do not share conservative views in the running of this entire institution above UNCC. Including all UNC universities.

Disparities between cultural and racial groups

Teachers that actually teach and are not just glorified assignment graders. If I’m teaching myself, what am I paying for?

As I have already mentioned, focusing on students being competitive in the workforce should be on the forefront of each theme.

diversity, retention rate

The UNC System includes institutions that primarily serve students with weak academic capabilities and preparation (as measured roughly be average SAT scores). Although it is a daunting political task, these institutions must be dramatically upgraded or transformed into community colleges or other appropriate mission. This will improve system efficiency and reduce the number of students graduating with degrees that are not highly valued by employers.

None

Race relations amongst faculty and staff and throughout the hiring and retention process.

very little on increasing diversity in the student population that mirrors the demographics in NC

Lack of pay raises for faculty

Making North Carolina schools a national recognized place to learn and conduct research that drives the next chapter of the gobal economy.

Each campus is different and has its own strong areas. They should be treated as such. We aren't all Tar Heels. That shouldn't make lessor

?

None of these goals can be met in a context in which funding is continually restricted and in which rigorous academic preparation in high school is unavailable in the community. Legislators must provide adequate funding to provide learning opportunities in high school, and to attract and retain quality faculty with reasonable funding and research support.

The importance of diversity and multiculturalism as well as communication between groups

I would not make any recommendations.
No mention of challenges relating to sustainability and resilience in all aspects of future life and work. Changing technologies and changing climate will present unknown stresses. This survey seems more geared to 20th century thinking rather than 21st.

Diversity and inclusion

Protecting student rights

The quality of life for the students, instead of just their economic accessibility and learning paths.

None

Showcasing the accomplishments of each UNC university.

More emphasis on preparing students for an increasingly globalized community.

Unless I am not understanding what each policy is saying, I think there is nothing missed. The issue at hand is focusing on the issues with the existing policies and working on what to fix first. After focusing on the issues, then you can change the policy and recreate the meaning of it.

Being an open-minded institution of higher education that seeks to help students understand and appreciate a diversity of thought and culture.

A good definition of diversity

N/A

There is no meaningful discussion of what "excellence" looks like, or should look like for each campus.

Very thorough. Thanks for asking.

Housing availability and functionality for students and employees.

Emphasis on education quality seems remarkably underemphasized.

Although it was stated to a degree - retention and attraction of young, high quality staff should be a significant priority to the UNC system. For example, technical staff that are highly qualified can easily attain better paying positions from the private sector. The benefits of a university setting should be capitalized on and staff should be properly compensated for outstanding efforts.

None

Cost of living salary increases, not based on NC value on institution. For example cost of living in Charlotte is higher than Raleigh. I would appreciate if these items were explored. We need to do a better job of retaining faculty and staff.

You did not ask a single question about the professor and faculty of UNC Greensboro.

Promoting individualism, honest hard work, accepting and overcoming challenges, and encouraging personal success and avoiding groupthink in the resolution of educational, social and community issues and the human condition.

None, this was a well designed survey.

Availability. Working adults find it very difficult to attend UNCC. Hire additional staff and teach more than 4 sections of one course to help with graduating on time.
I think you covered the themes.

Environmental Conscientiousness (i.e. sustainability, recycling, power use, etc)
failed to mention the equal opportunities that students should have regardless of different factors such as age, sex, cultural background, socioeconomic status, and disability.

Parking issues
Clean energy. Now more than ever it is so important to take steps to implement green energies in our schools and communities.

include more background (target audience, etc)

teamwork
You have failed to include your plans to attract more women to STEM fields which continues to be a problem. Also providing EVERYONE with an intellectually safe environment where they can focus on attainment of the quality of the academic education the UNC system is after.
The goals of diversity and excellence should include the recognition of diverse backgrounds as contributing to differing socio-political interests, thereby clarifying that a diverse classroom contributes to empathy and thoughtful/informed civil discourse.

Depth of affordability should be expanded to include the opinions of the faculty and staff and allow for a reform of allocation of resources.

IDK

Academic success programs i.e. supplemental instruction, tutoring. Cultural awareness: multicultural outreach programs.

Being from outside of NC originally, I think that the mission to serve state residents is crucial, but in focusing solely on NC residents, the system misses opportunities to serve larger populations across the country which would help bring exposure and recognition of the academic quality available here. Currently the out of state tuition funding makes the showcasing of our programs cost prohibitive. There needs to be support for highlighting programs of strength that can be taken globally.

Diversity- While I appreciate all demographics of all individuals, it truly is concerning that admissions into UNC schools have target numbers. All for the system to advertise how diverse they are. Admissions should be based on qualifications, students drive to succeed, academic performance in high school. It is obvious based on the performance of students in college that the screening and admissions was not done fairly. For students to come into college, and receive all of the resources the system gives them to succeed, there should be a minimum dropout rate and fail rate. The system should investigate the admission numbers related to the funding numbers the school receives each year. When the financial aid given to the school increases, and admissions increase, the school allows more students in, which increases their revenue across the board. UNC school's are not businesses. They are facilities for education. The admissions and who the school admits has a lot to do with their revenue, and in turn allows for lower qualifications of admissions, meaning a negative impact on the quality of the UNC school.
The "middle" people. Middle class families like mine who make too much to revive financial aid but make too little to afford college.

Eh.

Soon-to-be graduates
There should be more than one question addressing minority UNC Schools.

N/A.

In my mind, a recurring theme was the quality of life for faculty and staff. Faculty bear the loads of advisor, teacher, and researcher. However, the latter role seems to be far more important to the universities than the two
former roles. Their focus should be the education of America's youth and future workforce, not bringing in money for the university. Faculty and staff are overworked, underpaid, and underappreciated, which affects the quality of education and research those institutions provide and, thus, the perceived quality of the institution. This may all fall under faculty/staff retention but it was important to say nonetheless.

Accessibility in terms of exploring options for people who are socially and economically not as resourced. Transportation is a HUGE issue within NC in general. Charlotte's public transportation system sucks and the system is barely existent in many other places. Not everyone has or should need to have a car to access an education.

N/A

I respect the hard work administration and staff do for the university, but Administrative bloat is increasingly a problem as the system attempts to cut costs. Student fees and tuition go up and tenure-line faculty numbers go down, but administration and staff grows at an alarming rate here, even in times of economic hardship.

To a certain degree...yes

Not enough is being done about the problems facing our state; let's make a movement to incentivize the UNC system to collaborate with the state in improving the state in social, economic, and cultural issues.

Separation of academia and non-academia funding, and non-academia's impact on tuition.

not sure

LGBTQ staff and faculty need to feel welcomed and valued in the UNCC system. Right now, I do not and there are many people who I interact with you who subtly question and devalue my opinions because of sexual orientation and gender.

Policies intended to advocate for and protect minority students (non-white, students of color, non-Christian students, and LGBTQ+ students)

Need a more-inclusive definition of Diversity to include the differently-abled students, staff and faculty.

valuing every human being and giving each what they need to excel. if you can do that the system will excel.

Not much attention to staff. Requirements for staff are getting harder to meet, especially when technology (e.g., financial systems, HR) continually change and not all employees have access to that training and may find advancement difficult or impossible as a result.

There is not enough specific reference to valuing and supporting diversity of students, faculty and staff. The reference to diversity is vague and unsubstantiated. We need to address disparities in race, socio-economic status, background, gender, LGBTQ in students, faculty and staff.

faculty recruitment - you've spoken about retaining high performing faculty, but you need them to want to come here and be high performing before you realize they need retained - recruitment should be addressed first

Enriching the social aspects of student life with institutional goals, protection of minorities.

Inclusiveness - strive to make diversity an asset - make learning about others a goal

More basic than all of these themes is the need to create an enlightened citizenry. The increasing specialization even at the undergraduate level coupled with the push to get the students a degree in as short a period as possible as well as the increasing emphasis on the research mission as opposed to the teaching mission, has created a technocratic graduate with very little common education grounding in humanities and basic sciences (social, biological and physical).

Being more clearly focused on actual student instruction. These themes discussed reflect a need to engage the community and state as a whole to make good workers, but the emphasis on teaching students in a classroom, getting them to think, learn, and engage could be given more stress.
Addressing disparities between those employees (both staff, faculty, and grad students) at the very low end of the pay and benefits spectrum and the ever-increasing Administrators who seem to be the only folks getting substantial raises. Good administrators are important but not at the expense of good faculty and staff.

Nothing comes to mind.

The focus is more on words than meaning. I’m leaving this survey without feeling like I actually contributed to something of value.

Race

Diversity theme should also focus on attracting and retaining diverse, minority faculty in various departments as well as protecting minority students and interests on campus

Basically every possible way

UNC’s presence on the global stage and how that benefits North Carolina and outcomes of North Carolinians.

--The political disparities that limit the BOG’s effectiveness -- and how to mitigate them. --How best to ensure the citizens of North Carolina understand the importance of the UNC System to the state’s success, i.e., communication and engagement. --How to facilitate cross-department integration and interdisciplinarity, especially regarding research. This is related to efficiency and consolidation, not fiscally, but in terms leveraging intellectual capacity.

Impact of UNC schools on North Carolina.

The role of athletics and the importance of employee health insurance

Fostering civil discourse around difficult, emotional topics.

Nothing

How different institutions will interact with each other, support and share information and resources, encourage student and staff collaboration. How collaboration across disciplines will be supported.

I see nothing at this point.

just keep in mind retaining faculty and staff even with budget cuts on higher ed

You have not spoke to the importance of HBCUS in this dynamic. They have produce leaders that have positively impacted NC, the nation and the world. they should be supported just like the pwi

The high cost of amenities on the institution that are somewhat necessary.

Environmental stewardship and sustainability.

This survey has failed focus on key sustainability issues, of which the unc system should be on the forefront of research, development, and application.

I would avoid creating a strategic plan that is 'buzz-wordy' but unsubstantial. Themes should be clear and concise and specific whenever possible.

The lack of attention for providing a hand up for the poorest residents that need help

A direct conversation about the role of the university as an employer.

It seems like you just threw the word diversity in there without any substance to back it. This is something that could easily be obtained and benchmarked.

Educational and intellectual rigor....the focus here seems to be on making it cheaper and faster to get a degree. That perspective seems to be at odds with developing the intellectual rigor that is needed to actually address 21st Century problems facing our society. Making it cheaper and faster to get a degree seems to devalue the
knowledge gained, making the degree become just a box to check. If that is the attitude, it also doesn't stand up to what employers are telling us they need.

**Inclusive decision making**

Social Justice concerns - institutions of higher education have a role in shaping and addressing social justice concerns of the public and I think UNC should be working to involve our future leaders in meaningful discussions and involvement during their time in college.

The topic of disparities between minority-serving institutions and all others in the UNC system. The bias in allocation of funds is apparent, and sends a message to the citizenry of NC about what and who we value in the state of NC.

For me and my spouse, it's lifelong learning. There is a wealth of capabilities within the general community, particularly in a "university town" that is being effectively utilized.

The biggest challenge across the system is reduced state funding and the unfortunate need to pass those costs on to students.

I would also add the importance of recognition of the connection of each university within the system to the region that it serves. Each university may attract students from across the state (and nation) but during the period students attend that university they are learning about and contributing to the community in which they reside. I think it is important to acknowledge the value of this.

**Divesting of damaging injust industrys**

Nothing really. I think you covered everything.

Communication of all levels of management within the UNC System with faculty/staff, appreciation of faculty/staff efforts, and encouragement of interdepartmental/interpersonal cooperation and synergy.

Efficiency. There are so many opportunities to gain efficiencies by sharing institutional knowledge inter-institutionally. While one school has figured out a particular aspect of doing business (ex. housing), the others could greatly benefit from their experience if only provided with that knowledge. Toward that goal I propose a system-wide exchange program to set up collaborations across all major business and teaching areas. We all do the work of a University differently for sure, however we can also all learn best practices and lessons learned from the rest.

Being state schools, the UNC system is obviously (and rightly) most focused on the residents of North Carolina. We can not forget, however, that international students, international faculty, and internationalization initiatives culturally enrich UNC campuses - providing global perspective. International students and faculty introduce NC students to unfamiliar ideas, and encourage them to become engaged and invested in the larger world - this being extremely important in a global economy. Where the UNC system builds in support for NC students, the international students/faculty who enrich our lives should not be overlooked. The time they spend in our universities is mutually, culturally beneficial to everyone involved.

Themes addressed provide good coverage of standing issues.

Addressing that when basic human rights and safety are impacted a students academics may be impacted. Our students won't do well if they don't feel safe and accepted.

Recognizing the real problem of students who study and learn as little as possible but who still attend and earn degrees. Students are expected to do 6-9 hours of homework each week for every 3-credit course they're in, but the majority don't spend anywhere close to this much time. Make going to college a full-time job, or make it adjustable depending on what family, paid labor force, and health obligations a student has.

A theme that should be added to the list is increasing internship or real workforce experiences to undergraduate students so that they may build personal connections in their intended career field.

Faculty loss has been tragic. Only two raises in eight years has left faculty far behind. Attracting new faculty is very hard with the very low wages. Keeping the high performers is extremely hard. As a minimum the state should guarantee cost of living increases. Many of our new bachelors graduates are making more that our doctorate engineering faculty.
Even though better alignment between K-12 was mentioned, there was no mention of the possibility of outreach efforts. Project based and/or experiential learning was also not included.

I might be remembering incorrectly, but I think it’s important for institutions to support all categories of minorities as possible: not only those of minority racial/ethnic backgrounds, but gender, sexuality/sexual orientation, age, disability, so on. "Minority" has shifted to largely be understood as "racial minorities" but no one of any marginalized status should feel unwelcome at UNC schools.

Religion, response to global environmental impact of UNC facilities, students, and faculty, and specifics regarding women's equality in employment.

The focus should be on the value that institutions deliver to students. Ultimately our institutions are creating a product (students) that will be utilized by businesses or society or that will create new businesses or change society. We do have a lot of stakeholders but we cannot make all stakeholders happy. When decisions are made at the university I rarely see much involvement of students. We redesign key parts of the student experience (both in and outside of class) without ever actually talking to the user (students) to see what their overall experience is, what experience they want, or what they think they need. We determine what is "best" for them (in classes, services, funding, program offerings, and etc.) and they have little to no input.

I came to the 1-3 pm listening session at NC State on Nov. 7, but when I arrived at 2:40 the room was empty. Please see my comments below; they continue in the next box due to word length restrictions here. Part 1: The five-year System plan announces 2 goals: · We will recruit and retain faculty and staff whose teaching and research are enriched through new technologies and classroom innovations. · We will use every dollar efficiently and effectively by fostering shared services, greater collaboration, and interconnectivity that strengthens each campus and the system as a whole. The two goals are related. The first requires us to attract and retain top talent while the second notes that we will be able to do this only if we provide ways for our people to connect and collaborate. To succeed in achieving either goal, we must create an attractive workplace culture. This means attending to the virtual tools we use to communicate. Increasingly, the business of our lives is moving into digital space. Everywhere in these digital spaces people have the means and expectation to interact, to comment, to share and engage. To achieve our two goals in an efficient way, we need to provide a space on our universities' intranets that will allow us to find other people on campus with our interests, be it an interest in finding reputable child-care, exploring diversity concerns, sharing rides to campus, renting out a house for a sabbatical, or buying and selling personal items.

Encouraging the process of respecting diversity of thought and ideas and opportunities to expand awareness of viewpoints that are different from dominant groups or majority of students.

The old-fashioned idea of the value of higher education for the sake of education itself. It is not all about the bottom line. By financially penalizing students for taking more courses then necessary for a degree, we narrow horizons rather than broaden them.

How most professors speak based on bias rather than factual information

importance of libraries to education mission

The quality and skill sets of the graduates that will make them employable. In this economy, graduates are coming out of the university with majors that do not prepare them for a career. They are saddled with student debt that is hard to pay back because they cannot find a job that will support them.

All Students, Faculty & Staff must have equality across the board regardless of race, ethnicity or sexual preference.

nothing you did a good job
There is a lot of talk about growth in the system. A discussion about what should be "grown" and what shouldn't is needed. (more graduate degrees, more students, what type of students, more buildings, more emphasis on attracting grants...which of these should certain institutions focus on and which would divert certain institutions from their core missions)

The most important part of education is NOT to get a job. The most important mission of education is to prepare this country's citizens to participate in our democratic system. An under- or uneducated public is much too susceptible to being easily misled by unscrupulous politicians.

I think there should be mention of Technology and Facilities somewhere in the goals. Maintaining and upgrading these two important resources are critical to operating the institutions and I don't feel that they are mentioned. I feel that it can fall under the Efficiency category with something like "efficiency of resources including technology and facilities" or something like that - not necessarily a whole new category.

There needs to be a conversation about HOW the UNC system works. It's not a system if it is not inter-connected, interactive, and integrated. It's just a collection of silos.

Community engagement as connected to internal programming of each university in the system.

This survey is the tip of the iceberg. You guys are really, really on the wrong course and have forgotten your legitimate role in society. Your students are complaining!!

Helping the returning student who has been in the workforce improve themselves.

Addressing the inconsistencies among faculty salary, recognition, and retention by academic unit, by discipline, and by campus. Other issues are the lack of transparency in administrative decision-making and impractical "shared governance" despite calls for faculty input and surveys.

How to provide more funding to in-state students.

not sure

Contributions from the out-of-state and international campus communities.

None

Distinguishing the roles of the university system vs. community college system vs. K-12 education. We can't all do everything.

Administrator-heavy institutions

It may be too specific but there has been no mention of experiential learning or credentials or competency based learning, dual enrollment, etc.

Supporting and growing the historically African American colleges (rather than threatening their very existence).

The leadership is not representative in diversity inclusion.

This plan is trying to take an outdated understanding of the UNC system, run it through a business model paradigm, and produce a grand vision. That cannot work. Unless and until we are willing to think boldly about a new model of higher education, this will be a model that drives us to irrelevance.

I think "excellence" and "diversity" need to be separate sections and not lumped together. Diversity needs to be addressed individually so that it is not overshadowed by efforts to increase excellence. There is nothing in here about faculty and staff satisfaction or morale. To have a well-run university (or any organization), the workers must feel appreciated and supported.

Recognizing the place and need for universities to be a place that expands students knowledge and exposes them to differing views. Need to support students coming from all different backgrounds.

Specific strategies related to the needs of distance learning students.

n/a
I believe that all of the themes failed to cover the promotion of free discourse in universities, taking a stand against censorship, etc. This is especially relevant due to the recent protests that have involved kneeling for the National Anthem at football games - the administration at a number of universities seem complicit in the backlash, choosing the tactic of appeasement rather than taking a stand for free speech.

Climate

Speed? Some things take too long! Things are slow. There is too much paper work to do for small things when one wants to do research efficiently. There are forms for everything. Do we want to have undergraduates do a research experience? There is a new long form to fill out first (we, faculty, need to do it). There are too many committees and department chairs give the work to the faculty. We spend hours a day doing things like this instead of doing research, teaching, and service. Research and teaching efficiency is significantly decreased this way and much lower than for faculty in other states and universities.

Mental Health. ASU does not have the funding or services we need to ensure the mental health of our students, faculty, or staff. We NEED at least twp psychiatrists on campus who are fairly paid and not overworked.

The themes do not value learning other than for a monetary purpose. They need to establish that higher education is inherently valuable, not just to get money for the state.

I really am not sure what this survey is about or what's the goal of this, so its hard to say what was failed to be included. However, there should be a section that asks participants is they would like to be able to obtain results of the finished study. I personally would like to see where people stand on these subjects in my state. I would also like to see possible solutions for these current downfalls.

What is important to motivate, satisfy and retain faculty.

you forget the student and what it was to be a student. They need a goal and direction - as well as incentive to achieve and complete - our goal is to assist and provide the skills and background. Many of these statements and directions are pretty vague and mean nothing to the student. So the goal of this is?

That the GA will work with the universities and legislature in tandem; at this point the perception is that the GA serves the legislature, not the universities.

We have to recognize that we must provide our citizens with a strong educational foundation which begins at birth. If we want our university to educate and prepare our citizens to be productive members of society, they must come to college prepared to engage in the various curricula at the college level.

accessibility to all

You have failed to include anything of substance in this survey. Please create a survey that asks more fundamental questions about the priorities of the UNC system.

There should be a plan to reduce the system’s dependency on adjunct labor.

Working with local communities to meet the challenges the university growth demands on the community

the amount of money that athletics takes away from academic programs and the huge embarrassment of the UNC-Chapel Hill sports scandal. As long as we continue to fund and highlight athletics disproportionately, we'll never convince the general public that education and intellectual development are worthy endeavors. We also need to address the adjunct issue--way too many of our classes, particularly introductory level ones, are taught by faculty without terminal degrees. This sends a message that what we do as fully credentialed faculty is not all that different from what someone who meets the minimum SACS requirements can do at a fraction of the cost.

Sustainability of institutions regarding energy, transportation and food.

divestment

Unifying the themes through the lens of the changing higher education landscape. How will the UNC System define and lead that change?

I believe that the strategic plan does not fully recognize the need to support and encourage the success of diverse faculty, staff, and students who recognize underrepresented groups. These underrepresented groups include
people of color, LGBTQI people, rural residents, low-wealth people, immigrants, and people with disabilities, among others. I also believe that there should be a recognition of the ability of each school to partner with and serve those individuals, businesses, schools, nonprofits, and organizations in its region. As a system, each school is rooted in a region, and our role in that region should be honored.

Significance of impact of secondary education on University system

That the University should be a beacon that attracts students, businesses and employees from across the nation and world. My feeling is that we should continue to aim to be one of the best and highest quality institutions in the world, and not merely one that provides local employers with trained employees, but luring the best students, employers and employees to the state.

Once, North Carolina was a national leader in education, including higher education. I think that "national leadership" should be one of the guiding themes.

Funding NC's HBU's with more money to provide better learning environments for minorities.

The plan/strategy should have space to encourage inclusiveness in teaching and learning, and should provide a plan for aiding staff, students, and faculty in global enterprises that raise critical engagement opportunities and enhance conceptual thinking about the world around them.

Although this survey asks for opinions on the current definitions of major university goals, it disregards the role of current faculty, staff, and students in supporting or improving the definitions. This may be the greatest flaw in all of these definitions; they include a lot of vague language about the University system's goals but don't touch on the populations most suited to support and improve the system itself.

Accountability on the part of UNCGA. These words are nothing but wind until you see actions committed to them and people held accountable for their success.

I would like to see a push to create a UNC System culture to recognize the historical impact of the institutions of North Carolina. For example, recognizing any history of slavery, colonialism, segregation, and inequities faced by those impacted by racism, sexism, transphobia, and classism.

the role of community colleges in supplying workers for our state’s changing needs and making it free of charge.

While I believe it is there, the autonomy of the UNC system from other portions of NC State government is a priority as well as the North Carolina citizens first focus of the institution

I saw no direct mention of the challenges posed by university administration or rising administration costs. According to one recent study spending on university administration since 1993 has increased by 60% while spending on teaching and instruction only increased by 6%. Has this affected the UNC system? I believe that any serious attempt to address the total functioning of the system must address this need. Additionally, the politicization of the system must also be addressed. The recent hiring of President Spellings and before that the unnecessary overhaul of research centers were both problematic. Both actions were imposed upon the UNC system for political purposes and both were conducted, unnecessarily I might add, in a way that created rifts in the community. Good governance of a system requires that it be run in an open and transparent way with community involvement, not that radical changes are imposed from above, with the community deliberately excluded from the process, with the apparent goal of settling partisan political scores.

Leadership that focuses on the long-term goals of the institution and how it can meet the needs of the community.

Assessment and quality improvement. In other words, how will this strategic plan encourage stakeholders to participate in the assessment and refinement of programs and policies that advance these initiatives?
General Administration has become much more "intrusive" into campus functionality over the last few years. They should be setting the guidelines and letting the chancellors manage their campuses with high level oversight by GA, not getting "in the weeds."

Would like to see more focus on large scale collaborative engagement between schools within the UNC system.

Attract and Retain quality staff and personnel. The university is full of career "glass ceiling" employees who have only worked for the university, some since high school, so there is no thinking outside of the box or innovative thinking. Outsiders are considered dumb and stupid and don't "know the university way." People get promoted "just because" rather than based on their qualifications. The university is stagnant in it's thinking. It still operates on the "whose family do you belong to" system. Also, because of it's reliance on State funds, you have professors who do not care about upgrading to the 21st century. They are going to get paid anyway. It is sad when you hear students talk about how they are more up on research and technological advances than their professors. Maybe professors need to be required to get certification credits to keep up their knowledge base.

Providing education and library resources for students, faculty, and public for low or no cost; providing free education to increase the literacy of North Carolinians; working as a system to solve problems of North Carolina and increase innovation and solutions.

Education is not a business. Students are not "customers." A business model will not fit the needs of education.

n/a

No

N/A

You cannot have a world-class university or university system without attracting and retaining world-class scholars. The system overall needs to focus on re-funding and adequately funding tenure-track positions for all disciplines to ensure quality instruction and cutting edge research.

I believe my prior statements address this issue. There is not enough emphasis on being a source for higher education. The focus has become so much on side issues (again, however important), that we are in serious danger of losing sight of what I view as the main purpose of a university - to teach those who are most capable of excelling and willing to work as hard as necessary to achieve their goals. Providing quality education may be difficult, and many of us have had to accept the idea that the time to receive a degree had to be extended in order to work and pay for that degree or, perhaps, to choose a different route to lower expenses, but those choices should largely remain with the individual leaving the institution to focus on providing that highest possible quality of education. Opportunities that are out there should be explained to all who seek information, but it is not the responsibility of the school to burden taxpayers, reduce length of degree programs in order to reduce costs or bring in students solely for funding purposes to provide those opportunities to more people. I am, by the way, one of those who worked while in graduate school to pay my own way whatever the cost in time and my own strain and commitment. I ask no more of others than what I have done myself.

The major disconnect from those in power and those with boots on the ground. It's easy to sit in Raleigh and "run" with ideas that seem good in small circles, but truly fails the UNC System as a whole because of a lack of vision or ability to change with the world around you. Bi-partisan solutions are a must as we proceed. One-party run government has proven to fail everyone time and time again. The cost is astronomical.

staff, keeping, getting and paying living wage's or better, to maintain, develop campus life and buildings state wide.

Faculty salaries at our campus are not competitive in relation to the national standard. This is a major problem for the retention of high quality faculty. We need to bring our salary structure up to the market rate.

faculty appreciation and job satisfaction

Are state universities for-profit or non-profit institutions? Should universities focus on continuous growth? If so, until what limit has been reached?
Discussion of engaging the increasingly diverse population in higher education as we move through the 21st century.

There needs to be greater and more nuanced articulation of the different missions and public roles of the UNC campuses, and how structures, resources, and organizational efforts are tailored to equitably support those differences.

The disconnection between the definitions provided and the actual actions of the BOG and administration. Cool, buzzword-filled definitions are useless if faculty, staff, and students feel powerless under the thumb of an administration that clearly favors university reputation above the real needs and desires of its faculty and students.

Public higher education as a privilege and a professional endeavor incorporating service to society by faculty and students.

DIVERSITY IS NOT ENOUGH. WE HAVE TO ADDRESS DISPARATE OUTCOMES ACROSS ALL WELL-BEING INDICATORS AND HOW WHITES HAVE BEEN DISPROPORTIONATELY ADVANCED.

Diversity and inclusiveness of all people regardless of race, ethnicity, or sexual orientation.

the absolute necessity for students that are admitted to be ready for a high quality college education (not everybody needs to go to college and some need to improve on inadequate K-12 education - that will increase timely graduation, attract high quality faculty, improve costs, etc.

what students think would encourage them to stay in school. ie: bigger variety of clubs, more internships offered to students, smaller classroom sizes, more personable advisors, etc.

It's not that you've failed to include what's most important--it's the demoralized feeling I have about the wide gap between what the state says it believes and what it actually financially supports. There is a huge problem with contingent labor in the university, a two-tiered system of labor between who gets to be tenure track and who is labeled fixed term. I would argue that both groups work equally hard, but I will say that fixed term faculty do not get adequately compensated or ranked for their deep and dedicated work toward student success.

you never addressed quality of life, better human beings, stronger communities partnerships (you only mentioned business partnerships).

I think this was fairly inclusive.

I think the system should pursue creative ways to engage with high-school students in low-achieving areas. The University's mission should extend beyond the people currently here and out to the parts of the state suffering most and whose young people feel the least connected to the rest of the state.

Nothing

Globalization - providing students from NC opportunities to study abroad / interact with people from other countries and cultures. These opportunities help to develop cultural sensitivity and open minds.

I do not feel like anything was missing.

Arts and Humanities, importance of developing citizenry, not just workers.

A UNC System Strategic Plan should include well defined measurable goals with aspirational targets for 5 and 10 years out. Each of the uniquely different individual Institutions would then need to develop strategic plans which are appropriate for their campus but roll up to collectively meet the goals of the UNC System. Each University in the system’s leadership team could thus be accountable to deliver agreed upon / measurable goals with progress monitored annually.

UNC Systems need to evaluate and make sure all students especially in low-income areas have

"the ethical ignorance of persons thought to be learned" --Gordon Keith Chalmers, "The Republic and the Person."
Increasing the success of transfer students at some of our institutions.

Consolidating and/or closing under performing institutions. While a political challenge, set politics aside, do the right thing.

Need to put more emphasis on closing gaps between demographics.

You have addressed all major issues. I do believe in life long learning. It would be enlightening to make available any research that shows the positive impacts of education for older students and whether this need is being met adequately.

I have already covered those in previous comments - we must make QUALITY higher education available to ALL citizens in our state.

Multi-cultural, safe(r) space that acknowledges and teaches history and present structural, institutional oppression. Easy to get some degrees (I'm an Epidemiology PhD) with almost no historical background of the dangers and strengths of the field.

The survey did not mention the "non-compete" rule where UNC campuses are not able to interview faculty from other UNC campuses. Only through competition for the best are we going to make the UNC system better. Faculty salaries are woefully underpaid in comparison to the US marketplace. One of the guiding principles is to provide the best education possible for UNC students and paying faculty a fair wage is one measure of attaining the best possible faculty.

I didn't see anything addressing the well-being of students, faculty, staff, etc.

The unique product of a university is education. REMEMBER THAT.

how the gender ratio at UNC-CH is 65-35 (female to male) and a large % of these males are homosexual

I'm not sure.

Resources for Graduate Students

mentioned heretofore

Diversity--racial, age, gender, etc. etc. My guess is that you will get this answer often. I'll be eager to know if that's true and if it makes a difference in final statements

I'm concerned that themes noted in this survey seem to omit consideration of higher education as a public good, beyond it's affordability and efficiency.

Attracting high-performing out-of-state students is also important for the reputation of the universities.

I understand that the UNC system puts North Carolinians first, but if you want your higher achieving out of state students to stay, you need to treat them with equal opportunity for aid, jobs, and more, as you would an instate student. They are not lesser citizens; they are affected by the policies of the university, state, and region where they attend. To act as if they aren't, shows a lack of connection between a large group of important contributors to the economy and the life of the university.

I think either I have misunderstood the Excellence and Diversity page, or the assumptions of this survey are very different from my own assumptions about the meaning of "Excellent and Diverse." I am now very interested to learn more about this aspect of the UNC system and how it understands itself.

Though woven into each of the guiding themes and questions, I think there is also the benefit of thinking of the system's resources in terms of investing in and directly supporting 1) students, 2) faculty, 3) staff, and 4) facilities. Our campuses do not seem to have access to the same resources and opportunities, yet they all serve the state. How can we, from a systems perspective, better support some of our under resourced schools and students? And, how can we better support our faculty and staff - through pay or other benefits, and positive/well work environments - to retain them and help them reach their full potentials as well?
1. Importance of education for citizenship and family, not just work. 2. Importance of a high-quality university system for making NC a state to which ambitious people would want to move themselves, their families, and their businesses.

I would like to see a focus on the feedback pathways that inform and improve the UNC system. Each generation that graduates and enters the workforce has some say in what happens to the system as taxpayers, law makers, alumni etc...

Should have language about Public Service, from institutional-wide missions of serving their communities on down to individual students engaging in public service.

Need to recognize that not every student is able to take to traditional path to college, and therefore needs additional resources and help in being able to complete their goal in obtaining a 4 year degree.

Diversity

As I have mentioned before, the idea of 'citizenship'

no this was an excellent survey.

The direct, positive impact of the universities on the students absent the context of preparing them to play a role in the economy.

Public service. Has been part of UNC DNA for a long time. Surprised and dismayed it is not a priority. Seems a big shift. Eager to hear how it might be a "co-priority" if certain of the previous are framed in different ways. Not the same as economic orientation.

Work-life balance

investment in infrastructure

The entire document seems geared more to your internal stakeholders than to your customer(s).

-- Service to the nation and the globe in addition to the State -- Fostering of the development of character and compassion as fundamental objectives in the mission of the institutions and the students we educate

Closing the income gap on campuses and in NC

The University's historic emphasis on public service and serving the State.

Too much concentration on "diversity". The system should focus on educating our population. The UNC System also focuses too much on admission of out of state students. This is at the cost of students from North Carolina who the system is mandated under the constitution to educate the students of North Carolina.

Themes: Opportunity not access. Earning not giving away and cost cutting rather than containment

The ecological, political, and societal impact of the institutions on the State of North Carolina, the USA, and the world.

Checks and balances against elimination of existing university functions for the sake of maintaining "distinct" institutional identities (i.e. "Don't minimize the UNC compsci program since State is the 'engineering school'"), support for underserved communities independent of growth strategy

Innovation. As a staff member engaged in the research side of UNC-CH I feel too many of the faculty are playing it safe by going after the funding and research opportunities that they know will help support both their salary and desire for advancement. A shift in thinking is needed if UNC wants students and faculty that will shape the future.

Poor staff pay

It's critical that institutions start acknowledging that damage that the adjunctification of academia is doing not only to the institution of higher learning, but also to all the contingent faculty who in the past would have jobs and to the students who are taking classes with overworked, underpaid, and totally stressed out teachers. Let's come out on the right side of history here, and acknowledge the regressiveness of this trend.
Allowing too much too much from contemporary collegiate 'hot' items while not what makes UNC special (St John's College sticks to classic education beautifully—what does UNC do?)

RESEARCH

not enough focus on equity or structural strengths and barriers

That NC must enhance its global outreach in order to thrive. That the core strength of its higher educational institutions can only be maintained if local administrative bodies fund them properly. That education should be a core value of the state's health— not treated as an indulgence, or a parasitic force, or something to be undermined fiscally.

One question concerned faculty. While many of us teach online, faculty are still required. Administrators should stop thinking in terms of perpetuating an institution and think about how to perpetuate LEARNING out from the university's core. The survey only served to show antiquated thinking and a tendency towards administrative bloat. Anybody could take a NC course if it was easier under the myriad of rules; therefore, NC needs to look beyond state metes and bounds.

The themes seem dated as there were no global components. Given how interconnected and interdependent we are, the definitions represent a system that is provincial and seems disconnected from current times. Higher education is changing rapidly, not just in the US, but abroad. And the themes do not seem to recognize the need to be nimble and prepare students for sectors that probably haven't been created yet.

There is not a clear pathway to serving North Carolina communities. Is the focus of the system on engagement of non-affiliated persons directly or to best prepare students, staff, and faculty to go out into communities?

Diversity has been mentioned but not addressed.

Interdisciplinary work is now more important than ever, particularly for enhancing the unique strategic assets within and across UNC campuses. With a move towards funding moving to a departmental level, interdisciplinary work will suffer dearly unless there is a specific plan in place to bridge that gap, at least for select programs (Health Informatics at UNC-CH, for instance, which has an established 8-department program that has historically been supported by the provost.) Institutions that support departments, such as the library, will also need to have secure funding and support in a changing financial model. Also, innovation and entrepreneurship needs to be seen as a cross-cutting theme that applies throughout the university system. That includes commercialization and use in a commercial setting, but is not limited to it. For instance, design thinking can apply to any discipline, and insights such as the lean startup model or scaleability work well in non-profit settings and within institutions. Promoting an interdisciplinary culture of forward-thinking innovation should be a clear mission of the UNC system.

Anything about out of state and international students

The importance of state budget allocations on university quality, retaining professors, and student access. State expenditures should increase.

nothing

Transparency

the aesthetic environment : it's awesome

I would not necessarily use the term failure. There needs to be more emphasis on retaining and appreciation for UNCW faculty. We have some of the most talented, dedicated individuals in the country, and they are often underpaid and underappreciated. Nevertheless, they still continue to teach and go well beyond what is required because of their passion for what they do. Also, there must be more attention to retaining students of color, in particular African-American/Black students. With some of the comments made by leadership and attitudes presented, this issue does not appear to be a big concern. A UNCW education should prepare students for the real world. They will not exist in one with people that look or live life exactly like them. If we are really touting how good UNCW really is, we need to move beyond SAT scores and GPAs. While these are important, we need to be
preparing students for life in whatever sector they choose. Thus, acquiring a quality education in a diverse university population is essential. This needs to start at with top administrators and officials. The actions must be much more than enticing gestures to attract students and empty quotations of useless statistics. Students and faculty need to know they are wanted here.

Continue to seek input from taxpayers and citizens for future needs. Work intensely with local communities to share services and functions to save money.

I think more attention to the integrated role of attracting and maintaining excellent faculty, with investing in a more diverse student body and giving them the resources that they need to accomplish excellent education and research (scholarship).

That we should no longer consider ourselves just brick and mortar institutions - that we must value and welcome opportunities to reach out to the poorest among us - and that we must model kindness, fairness, and generosity.

There needs to be more recognition of the value of a bottom-up approach - a survey like this is fine, but our administrators typically tell us what should be done rather than asking us. There's often a lot of cynicism directed at lofty goals such as the ones expressed below, because they change rapidly and leave us having worked on something that no longer matters to the higher-ups. That's discouraging and makes us keep our heads down.

First, in order to offer 21st century college education, student bodies on our college campuses need to be very diverse - foreign students, better representation of traditional U.S. minorities, more students whose families are economically challenged. Second, the educational effectiveness of "living & learning communities" or just "learning communities" has been proved - it should also be a priority on each campus.

Resources and support for our newly graduated students to help them enter the workforce and plan for their future.

For faculty, the only way to get a raise is to become an administrator. This creates huge incentives to spend all of your time trying to become an administrator rather than focusing on teaching and research. The university should cut about half of the administrators and use the money to hire more faculty to teach and do research, and give raises to the faculty who actually teach and research rather than spend all of their time in stupid "executive committee meetings" that accomplish nothing. At UNCW, we have created a zillion new admin positions while losing faculty in teaching and research positions. It is criminal. I'm writing a letter to the News and Observer about this. The taxpayers will be furious. This whole "strategic planning" program is a waste of taxpayer money. Use the money to hire more English professors to teach writing, Math and Stats professors, Engineering professors, Music and Art professors, the people who actually do the teaching and research. NO MORE ADMINISTRATORS !!!!!

the legislature does not believe in the value of higher education. And the legislature, along with the governor, has packed the board of governors with ideological sympathizers with little regard to their knowledge of the UNC system nor the mission statement of the board of governors

Might need to include more questions about the importance of technological advances and the UNC System’s role in helping each campus stay up-to-date and relevant as an educational provider. Also, there needs to be more conversation around how the UNC System as a whole will handle the increasing demand for continuing education, professional development, and stackable credentials. I would like to see policies and procedures, guidelines, and best practices coming from the System as to what the different universities should be doing to serve the increasing number of college graduates who need to further their education or gain new skills but do not need another degree.

Over a decade or so there has not been salary raises (should be done yearly basis) for faculty and staff. The average salary for professors are far below than the national average in any discipline. It would be nice to provide more money to the faculty in the form of salary raises, research funding and collaborative student faculty research. Since, we are loosing so many excellent faculty because of limited/ not so good benefits package.

There is shockingly little attention to teaching here. We are a university system that declares teaching as the most important priority for promotion and tenure, and yet it’s taking a clear back seat here. That will never pass the smell test with just about any stakeholder group.
Your approach to the underlying causes of student stressors and barriers to higher education are indirect in almost every case, particularly with regards to financial barriers and minority students. Many of these definitions are so broadly ideological that they could be interpreted in ways that would make the most minimal and substandard performances pass the bar of acceptability. It would feel much better to see more solid, concrete statements on all fronts and particularly when it comes to discussing how we attract, retain, and develop students, faculty, and staff in the UNC system.

n/a

Any sense that the problem lies with the General Assembly, the Board of Governors, and the UNC System.

Mechanisms for effectively communicating the value of a world class liberal arts education to state legislators and the residents of NC.

Making education affordable to be accessible Increasing support for underrepresented populations Attracting and retaining faculty and staff

none

Promotion and funding services for career readiness

How staff/faculty and students see as what they feel adds to their happiness while being at UNCW .. more community involvement and awareness brought to surrounding high schools.

How to make the student learning experience (in the classroom) better.

A commitment to diversity at the administrative level. Diverse administration leads to diverse faculty and staff, which attracts a diverse student population.

Stress universities' role in creating engaged, capable citizens.

What disciplines should be eliminated since they do not prepare one for the workforce since there are no jobs associated with the discipline.

Grade inflation, academic freedom, and shared governance.

Too focused on indoctrination vs. critical thinking

Adjacencies, alliances and collaboration between institutions.

I believe some of the 17 institutions of higher learning in the UNC system need to be better advertised in the communities where they are located, and beyond.

How to fairly distribute resources from campuses that seem wasteful and to campuses that do so much more with so much less resources

Not allowing the tax payers of North Carolina to be defrauded by a university who sets up fake classes that don't require real work or for students to even show up.

We don't talk enough about our public service and how it's what drives the entire system.

Support of student research and, in turn, support of university libraries.

Faculty and staff salaries. My department alone has lost 3 full professors in the past 2 years to higher-paying jobs. They LIKED our school--but they have families and college tuitions for their kids. Given that the UNC system doesn't offer free tuition to faculty dependents, tuition benefits alone in another system can entice faculty away.

The importance of adding the success of the students, It should not be measured but the numbers the achieve on a standardized test but by the effort and dedication they put into their class work and the involvement within their peers , Limitations are real and most of the times can not be helped.

no
Providing full transparency for holding leadership accountable.

n/a

diversity

The distribution of state funds to the institutions is not even on a per capita basis. The historically black colleges and universities, historically, have not received equal funding; this continues today. This needs to change in order to meet the future needs of the State and Country. An educated diverse community makes a stronger and resilient society.

Are you sure that these guiding themes are applicable to HBCUs? From discussion and fellowship from students that attend these schools, they feel like they are not being adequately included and served compared to PWIs.

Any mention of empowering faculty involvement in all aspects of UNC system decision making.

Helping students with preparedness for real word work situations and finding employment

Faculty satisfaction with their work is critically important to the quality of education, and the quality of faculty attracted to universities. That satisfaction is eroding because of the poor budgetary situation. Those who can leave, do so, those who cannot, often disengage for certain aspects of their jobs to maintain a sense of dignity. The effect of this kind of behavior is invisible in the short term, but over a decade or so can do serious damage to a university system, because it is difficult for faculty to move once they are tenured. This certainly seems to be happening in my institution. As the focus moves toward scrambling for revenue, faculty time is shifted away from research and teaching quality, toward whatever keeps the thin stream of revenue flowing. Satisfaction declines, and quality of education drops further.

NA

Emphasis on social justice, as well as the system's direct responsibility to be in service of the citizens of NC.

Student *learning,* which is more than acquisition of facts and "competencies." It also has to do with facing challenges, being willing to study and understand different perspectives and experiences. Much of the language of these "themes" is vague to the point of being incomprehensible. College is not supposed to be comfortable—it is supposed to be transformative, and transformation comes only through challenges, hard work, and open-mindedness. The creation of an educated citizenry, at a reasonable cost, is the University's goal. All the self-justification inherent in this questionnaire amounts to negligence of that goal.

access to campus/ students and staff being able to get to the admissions and other important areas of the universities. Sometimes the students give up even trying to come to the campus

No, I do believe that especially in Elizabeth City that one of the biggest challenges has been the school's reputation. They have consistently been known for being slow at processing applications and paperwork, and have been marketing almost entirely to minorities. I appreciate that they are trying to provide for underserved populations, but at the same time, it does not need to feel exclusive to other groups. I work as the internship coordinator here, and the amount of ground that has been made just by having interns in the community and serving as viable employees and contributing to companies' successes has made a huge impact. Being able to provide students to businesses and have them not only learn and further their education, but to also contribute is the best way to reach communities.

Administrators need to be evaluated by their respective communities. They set the intellectual culture on campus. If they are not models of academic achievement then it is more likely that they will make decisions that secure their own position rather than advancing the academic mission of the university. They will promote individuals that are loyal to them rather than those who have earned professional success in their field.

The growth of over paid administration at the expense of tenure track faculty. The growth of under paid fixed term and adjunct faculty at the expense of tenure track faculty

Providing guidance and knowledge to college students and future college students about financial aid, opportunities, internships, etc.
The leadership qualifications of the "upper management" of the UNC system's universities has not been included. They demonstrate by actions their extremely low quality leadership - no accountability for costs, lack of forward five year planning and accomplishment, they lack knowledge of what is happening throughout their own university, ...they may be highly educated, but lack so much in leadership ability. The departmental chairs do not hold the faculty accountable - peer reviews are a joke. The overall leadership capability from Department Chairs, to Deans ...and on up through the chancellors need serious leadership replacement and training. There needs to be a paradigm shift in how the universities are led.

Diversity is not properly addressed; a large number of faculty issues related to recruitment, pay, performance, community, promotion and tenure, etc. are also not adequately addressed

N/A

You made us choose between supporting diversity or other initiatives throughout the survey. This should not be something we prioritize but something we do in addition to. I was disturbed at the ranking and forced choices....it made me very uncomfortable.

emphasis on underserved populations

Space for valuing the university as an intellectual community/space that contributes to the knowledge, ideas, and ideals of the people in this state as an informed citizenry.

I don't know funds are the most important thing in regards to my education

I don't see much attention as to how the achievement of these strategic goals will be measured and what--if anything--will happen if they are not achieved. We have had so many goals, directives, requirements, etc. that have been handed down from UNC-GA. What I haven't seen are "carrots" and "sticks." If an institution works hard and achieves the goals, no carrots (accolades, awards, resources, etc.) are offered: Conversely, no sticks are given if they are not achieved. So, most people don't take the Strategic Planning process very seriously. in essence, all of this Strategic Planning usually turns into lots of words on a piece of paper: The institution is never really impacted by any of it.

no opinion

This is a great start because I feel like we still have people who care about those people who are less fortunate.Everyone who has the desire to continue their education should be able to do just that without creating a great amount of debt. People caring for people is what makes us one nation and it is time we live up to the true meaning of our Constitution. I like calling North Carolina home and I love NCCU my HBCU. Thank You

That the main purpose of school is to get a degree and a job, not to be diverse, further research, or anything else. The high cost of college can be attributed to poor financial decision making and the offering of too many programs. If each of the UNC schools had a focus--business, engineering, health sciences, etc--then overall costs could be lower since they would all be specialized rather than trying to be a jack of all trades.

nothing

Student preparedness (i.e. the NC Public School System) is key if the state is to improve student success rates. The UNC System needs to sit down with the DPI and talk about how to better prepare high school students so that they will succeed at a higher rate in the UNC System.

Use of technology to enable lifelong learning and support students throughout the state.

The UNC system is putting way more importance on research to the detriment of teaching. We need to appreciate the good teachers that he have and stop pushing faculty to conduct research that leads nowhere but just to increase the F&A for administrators.

The University of North Carolina provides equality of learning to all its member institution regardless of the predominant race, color, religion, sex, national origin, age, disability or genetics of that particular institution. Equality in funding, opportunities, exposure and influence is given to each member institution.

The lack of diversity at UNC schools besides those that are considered minority serving
Preparing students to adapt to an ever-changing economy, society, and democracy, by providing them with critical reading, thinking, and writing skills.

The ability to compete with other schools systems across the country.

dress more issues of equity and cultural competence amongst faculty, staff, and students. The "politics' of higher education can sometimes be a deterrence from the essential focus, which should be the students.

I've commented as appropriate under each.

Promoting diversity in schools as well as some colleges accepting a higher proportion of certain groups and taking account of people's background and situation.

Community Engagement

Alumni Engagement

JUST BECAUSE I ATTEND AN HBCU DOES NOT MEAN I DESERVE A SECOND RATE EDUCATION. FUND MY UNIVERSITY TOO

Lack of focus on innovative ideas and applied entrepreneurship within the institution. There need to be better ideas to free the institutions to best work in the corporatized competitive environment. State support drops, salaries flatline, cost rise yet the institutions are hemmed in by legislative barriers that limit flexibility. One example is private institutions offer broader tuition relief for dependents to help level the salary playing field for recruiting and retaining but the UNC system can't due to legislation. Summer school funding is another area of issue. If the system is expected to operate with less direct taxpayer support then the legislature needs to evaluate and remove the sanctions that limit the institutions from being innovative in developing and managing cost containment and resource opportunities.

The disjunction between quantity and quality.

The overall governance structure of the 17 systems.

The guiding themes are well chosen. The trick will be implementing them across the institutions fairly and providing them with the funding to do so.

importance of creating an educated citizenry.

There's little discussion of the global economy and NC's role in it. The focus is very heavily weighted toward business/industry/technology without understanding the significance of preparing students not simply critical thinking skills, but strong communication (oral and written) skills. These are valuable to businesses and communities alike.

The disastrous effects of the current non-academic profile of the Board of Governors. The disastrous mangement of UNC Charlotte, focused on college football and on raising the chancellor's salary while the students are drowned in debt. The disastrous consequences of conceiving the university as a business, as reflected by the rectn closing of research centers. The Board should be ashamed.

- Active engagement with diversity, not only in demographic terms but in intellectual terms (i.e., the diversity of intellect available to students through a diverse faculty) - Emphasizing the value of education in itself as necessary instead of only as a pipeline for employers

What truly could make the UNC system a leader. What we do differently? How we are creating leaders in our disciplines - alumni with the professional skills required to solve the tough problems of the 21st century. I write this, yet I teach in one of the worst educational buildings in the U.S. Ironically, we teach Building Science and Interior Design in that building - and we teach our students the proper way to design buildings for the 21st Century, yet our building has NONE of the qualities we teach our students to integrate into their designs.

You should know that many (many, many) faculty, students, and staff are not the least bit happy about the direction of UNC, especially since the naming of Spellings. Massive pay raises for chancellors; tuition hikes; hikes in student fees for all sorts of things; adjuncts being paid poverty wages; there is mounting dismay and discontent, and among faculty, an exodus by any of us who can get out.
This survey does not seem to know what the true mission of a university is: to pursue excellence in its programs. If program is worth sponsoring, it is worth doing right.

It is a preconceived survey based on a directive by a politically appointed BOG and university president. It does not give an opportunity for the faculty to identify what the needs of the institutions are and how best to develop it based on the needs to the state. All of the above are interrelated and can not be accomplished with the existing prejudices against liberal arts education disclosed by the current governor and university president. The high quality university system of the state is the economic and sociocultural engine for development and has been an example for the whole country. We need to embrace it and support it financially instead of penalizing the system based on politics.

1. UNC and all other systems in the USA should develop sharing institutional resources such as distinguished, preeminent faculty by enabling course offerings not bound exclusively to a single institution. 2. Leverage UNC system resources to allow smaller institutions to access greater economies of scale (e.g. UNC System Banner, System Internet courses, System Blackboard, etc.)

Health and wellness of the citizens.

UNCSA is a unique and highly focused school. Students must have their career ambitions set at an early age to flourish here, making college prep very important.

I would like to see more focus on creativity and challenges to static State needs and interests. I am dismayed by the idea that the university would try to develop students that fit into pre-existing job patterns in the State. The important skills for success and life flourishing involve creative and dynamic processes.

energy and water conservation goals for the UNC system.....this is critical for the future of the UNC system and the state....a good opportunity to educate our citizens and future leaders

Attracting and retaining excellent faculty and staff should also specifically include attracting and retaining DIVERSE, excellent faculty and staff. Students need faculty mentors who look like them and understand their specific identities (and the challenges associated with those identities) in order to succeed.

HB2 - Controversial state laws such as HB2 impact not only the reputation of the state, but also student’s perception of the UNC system, particularly if they are students who are directly affected by this law or have loved ones who are affected.

About diversity and having a globally minded perspective

Use of research-based teaching techniques. Teaching is now a science as well as an art. Provide faculty development along these lines.

The long-standing inconsistent definition and recognition of faculty and staff success financially. "Merit" pay is frequently lacking, is not connected with institutional missions, and is defined retroactively and inconsistently year to year. This challenges employees and managers in seeking and providing direction and has led to low morale that can no longer be offset by the intangible benefits of working for a university. Writing this off as the legislature’s fault should not be the UNC System’s answer.

More support for staff and adjunct instructors.

How to keep vibrant institutions successful in the face of an unsupportive political environment. Doing more with less is a fiction and these themes make it seem as if this is somehow possible. It is important for this plan to address the reality of a hostile legislature and a less-than-encouraging System President.

state funding for the university and key academic programs continues to decrease significantly limiting the potential for valuable programs that provide graduates with well paying professional jobs. Universities within the system and like programs should be provided adequate funding and funding should support successful programs in key areas including medicine.

Virtually everything in these goals has little to do with actually producing new knowledge and educating students. To my mind, these goals are largely a failed effort.

Faculty governance
I would like a clearly articulated set of values to underlie our work as university system. Why do we value access, affordability, diversity? To successfully implement the priorities outlined in this survey a set of core values would help guide and anchor the programs, initiatives, or policies individual campuses pursue.

Discrimination by gender, race/ethnicity, SES, and immigrant background on campus in the broader community.

How NC politics has undermined the entire process of education in this state by inserting partisan issues into what should be an evidence-based process for identifying and implementing known best practices. The funding cuts and biased decisions that do not reflect meritorious performance sabotage efforts and the commitment of individuals and that of each university community's educational missions. All of us are here to teach and to improve the quality of life for our students and the global community. That is clearly not the state of NC's mission presently. cf HB2 for example, and the funds that litigation costs that could go to classrooms and research labs instead.

UNC has lost it way and charter due to the "political " correct environment. It baby sits now, not teaches. So much money is wasted.

Explore ways to get rid of Spellings. And find ways to recoup resources by eliminating intercollegiate sports.

Only 1 question mentioning minority-serving institutions. There should have been more.

n/a

I think it would be interesting and important to know whether those taking the survey agree or disagree with our state government's attack on liberal arts education and its apparent desire to treat our universities as commercial enterprises and our students as "customers."

It's difficult to say. All of this seems written in a style associated with technical manuals, not institutions that deal with living, breathing human beings.

The survey could have more clearly addressed the need of the UNC system to work across all areas (instruction, delivery of courses, recruitment of students, programs offered) to be FLEXIBLE to meet the changes facing higher education as quickly as possible. Students are changing, the economy is changing, and higher education needs to change NOW!

Pay Equity Reclassification of positions across the UNC System Mentorship Leadership Academy Flexible Work Environment Performance Evaluations - being submitted to HR in a timely manner and respected by management Performance evaluation for managers - staff to evaluate managers Improved technology for students, faculty, and staff - students to receive laptops as a part of their tuition because most of them can't afford them (use of grant money to provide laptops Staff and faculty use of tablets or Ipads for better job efficiency

Well done!

The geographical horizon implied by much of this survey seems to be the border of our state. The truth that needs to be embraced is that while our campuses serve state needs, they are also of regional, national, and international reputation and draw faculty and students from around the world.

I don't believe that diversity and a culture of inclusivity is an option it is a must. No choice. Do it

Student's individual development to become a great person.

I don't work is Student Affairs but their work outside of the classroom seems to be notably missing. Their work is very important and highly contributing to student success.

Your emphasis seems to be on "undergraduates need to get jobs": a bias toward professional undergraduate degree programs. There is no evidence that a professional degree will lead to a job, and there is every indication that a humanities-based education provides an investment in lasting critical thinking skills and civic responsibility.

Sexual harassment avoidance training and safety as necessary factors that can encourage educational achievement

Equal pay regardless of gender.
It seems there should be more collaboration (i.e. LMS platform); collaboration about programs rather than competition (i.e. RN to BSN programs)

I don't know.

I think the themes, for me, addressed the key components of higher education; ensure the success of all students, regardless of diversities, the need for meaningful impact from the UNC system on local communities, and the necessity for lower tuition and fees.

can't think of anything

It would be very useful if there were more emphasis on a range of educational opportunities, including trades, that better align with existing and projected workforce opportunities. A university degree should be an option for everyone with the necessary preparation, but it's important to note that it may not be the best option for everyone. Better communication about what the university can and cannot offer, and possible alternatives within the state would be extremely helpful in making sure each person gets the best education for them and will help more successfully match graduates and employment.

an emphasis on supporting the people (staff and, to a lesser degree, faculty) who make the UNC institutions successful; an emphasis on diversity in staff and faculty

the effect of the severe budget cuts to education in this state over the past few years.

Emphasis on tolerance and global leadership needed to be more heavily emphasized.

can't think of anything

free tuition, liberal arts education and not vocational training

Addressing the importance of providing global and sustainable learning as a part of every undergraduates education.

Responsibility for employees and students: a fair and living wage for all employees, a commitment to educational integrity for all students, and truly competitive salaries for faculty, administrators, and staff.

Equitable distribution of financial aid for children of divorced parents. Legally, parental support obligations end with HS graduation and/or 18 years of age. There is no legal obligation to provide college and most, don't. The custodial parent continues to house, feed, clothe, etc. the child with no support from the other parent. Despite this fact, FAFSA uses the income of both parents parents in determining eligibility. The only way around this is for the student to hire a lawyer for emancipation - i.e., legally cut ties with parent(s). Family dynamics aside. IF! student can afford legal emancipation, now the amount of financial aid needed is greatly increased, since neither parent is providing housing, food, etc. This rule is a throw back to the 1950's! its discriminatory, and its cruel because most parents don't take well to their children seeking emancipation - regardless reason. You believe denying financial aid (or very little) to the student of divorced parents will force the financially able parent to "man-up" or do the right thing? It doesn't. If custodial parent can show the other parent has provided the minimum court ordered support and will not fund further, that should be enough to exclude that parent income from the student's financial aid determination.

Not enough thought has been given to retention of staff. Several campuses have employed programs to recruit and retain great faculty, but the staff side has been left out for way too long. It isn't a matter of "you can be replaced" attitude. People with experience, history, and a great understanding are being lost daily due to the lack of incentive to stay with their universities.

affordable graduate programs

Higher learning starts with learning in elementary grades. We are failing to teach the youngest citizens, so they have trouble learning as they get older.

More of a focus on evaluating the university system as a driver of inequality and revising systems and structures to change this.

Lobbying state leaders to stop cutting funding for the institution
College preparation starts in elementary education. It is unclear how the University can affect the attainment of qualified students without some engagement before they ever apply to college. Not all students are 4 year college bound; but students should be adequately prepared for whatever secondary options best fit their needs.

Emphasize student preparedness and motivation before entry into higher education. This is crucial. Without adequate support for teachers in k through 12, there will be many more students inadequately prepared for a rigorous higher education learning experience—which leads to inefficiency in tax dollars and graduation rates. There also needs to be far more attention paid to teachers and what they deem most necessary to support student success. Too often, the administrative tail wags the dog in higher education. Faculty are increasingly less committed to coming up with solutions when they know that administrators will have the final say on what those solutions are—even though they have no direct experience in the classroom. Administrative bloat continues to be one of the major impediments to cost efficiency. And simply hiding these lines under various other personnel categories will not solve the problem. More teachers are needed who have more autonomy and direct support at every level of learning. The reduced costs for administrative positions could greatly affect increases in actual teaching positions. Unfortunately, I do not believe this will happen in my life time—no matter how well-intentioned the state and the business community are. The saying used to go, "Those who can't--teach." The mantra today is, "Those who can't teach--go into administration and politics."

"Creative thinking" is missing from what you have determined is needed to connect and benefit the community, culture and the economy in this state.

Failed to discuss much dialogue surrounding minority groups and their lack of readily available access to higher education.

I thought there would be a longer definition about excellence and diversity. Maybe elaborate more on the promise for diversity among students and staff.

Nothing

FUNDING!! How to keep UNC system ranked as a top state for K-16 education!

Attention to the LOW morale that has developed on UNC campuses due to the recent climate of distrust and defunding of institutions of higher learning in NC that seems tied to an over-emphasis on addressing/responding to BUSINESS interests in the state and a concomitant de-valuing of education in general

The state health plan is a major deterrent to attracting and retaining high quality faculty.

Long-term employment of knowledgeable, skilled, award-winning administrators, faculty and staff at 6 universities that are already excelling. How will you EVER improve the quality of a UNC system that is intellectually imbalanced? For years, the taxpayers and the legislature have thrown a mound money (tax dollars) and criticism at the problem-too few well prepared graduates in relation to those enrolled 2 years or more at UNC institutions. However, balancing the scales of intelligence among UNC institutions is a more strategic approach.

1) Dealing with pre-existing student debt  2) The demographic correlations with exploited positions 3) Including more faculty governance in regards to missions of institutions or even measuring performance 4) The importance of funding programs, majors, centers, and research which do not have an immediate or obvious impact on the economy 5) Non-economic benefits of going to college 6) Separating the governance of the UNC system from political agendas

Budget mis-appropriation or distribution of funds across the 16 schools within the system.

the catastrophe of the current top-down, corporation-imitating governance of the university.

While there was sections about accessibility and minority populations, they seemed lacking in actually trying to retain minority populations as faculty, staff, and students as well. Furthermore, the section of access should
include accessibility as a goal. The inaccessibility of campuses are huge issue to ensuring that disabled students are able to succeed within the university environment.

Each specific university's unique culture and the ways in which that complicates and expands the UNC system

Where is science education in all of this? Students need to be educated broadly to function in 21st century.

The UNC system needs to more directly address the challenges of justice and sustainability in its policy and commitment. Our state needs to champion renewable energies, especially solar, for which we have had a national reputation. We also need to support those experiencing discrimination on the basis of race, gender, and sexual orientation which have given very negative light to our state and revoked several millions of dollars in economic opportunity from our state.

Role of the GA vs. individual institutions

The university's ability/obligation to be a cultural leader. It's not just about business and technology - we also should be a driving force in the performing arts, literature, visual art, etc. We have abilities and opportunities that no other institutions have, and ignoring or short-changing the arts/humanities in favor of more quantifiable goals (as many universities do) is a travesty.

There should be a significant focus on identifying underserved students. Also it would benefit to have multiple check-ins to make sure enrolled, previously underserved students are having their university needs met.

Health and well being of all students, staff and faculty. Safe working and learning environment. Healthy resources and balance learning and living environment for all students, staff and faculty.

You have failed to acknowledge that administrators and staff effect a student's experience too. Student development is influenced by many offices around campus, not just instruction.

Greater focus on creative and critical thinking, supporting engagement of intellectual curiosity.

The value of staff is too often overlooked in these Plans. You cannot lump "faculty-and-staff" into a single category or metric. Their costs, treatment, planning and outcomes are entirely separate and distinct. IE: what is the retention budget for staff, or the promotion process for Admin Support? Faculty have inherent and systematic training and development programs that allow them the freedom and the time to pursue what fits them best. Conversely, staff have anecdotal, disjointed, and low-cost trainings available to them (This is intended as a relative statement and not to disparage or threaten to take away what little we do have). The majority of the trainings available have little to no impact on their career trajectory or earnings potential, and staff never have allowed time. I have been involved in Strategic Plan reporting and revision and I have seen the disregard for staff. The metric should separate staff from faculty and include: number of hours of training taken by above average employees, and have aims to increase that number. It should include employees enrolled as students within the UNC system, and aims increase that (A. as educators and B. as supervisors/employers) This plan should include career development, mentoring for employees that want to engage. It should be optional, because required training is always for the lowest common denominator. It should challenge our best staff, and encourage them to grow, and hopefully to stay.

There's nothing in the plan about developing future leaders and teaching leadership skills. These are needed in every area of civic, cultural, and economic life. Surely we want the UNC system to identify, cultivate, and train our future leaders -- yes?

Age and the changing workforce. Several recent seminars I've attended discussed the differences in the age groups. Apparently, the younger employees consider 5 years at the same job to be a very long time. Also, if they aren't happy and feel valued, they leave. That 5-yrs had a high learning curve. Conversely, those who have been here for years often suffer from salary compression. It's discouraging to them and impacts their morale.

Nice to emphasize the collective contribution of the system along with the individual contribution of each campus.

The diversity in terms of cultural and the fields that are underfunded such as NCAT's Nursing and Foreign Language/Liberal Studies Department. The current defunding of HBCUs issues that is taking place. Themes that are in place to support those who do not excel in the fields of mathematics, technology, or science.
Removing barriers that impede student success, such as unnecessary bureaucratic processes and procedures.

Cultural enhancement. To say it in the crassest economic terms – the coming generations of people who will make decisions about whether to enhance the commercial economy of the State by bringing or starting a business here will not want to live (nor will their wives, husbands, convivants, significant others, and children) in a State of technologists, technocrats, and corporations who exhibit no understanding of the importance of the cultural, artistic, and intellectual life. Turning the UNC system into a high-performing, accessible, diverse, affordable trade school, with better graduation rates will not best serve the current and future good citizens of North Carolina.

shared metrics and processes

The survey covers most areas, but seems to avoid discussing the deeper needs of underrepresented populations.

Harnessing the power of change

Excellent facilities are critical to a University attracting students and for their success. They are also important for recruitment and retention of faculty and staff and for research. State funding for repair and renovation of existing buildings and infrastructure falls woefully short. The guiding themes should also include a recognition and commitment to maintain existing university facilities at a level that contributes to success.

I feel that there is generally a disconnect between University mission/goals and the students' expectations. Many students come to college with the belief that the education they receive will equal, to some extent, work/job/career success and/or opportunity. That simply is not the case. I don't know that the university system would expressly claim that it is. However, the system does seem to trade on that belief in order to sell prospective students an education.

Students need to have the educational background and portfolio to succeed in college. Closer working alignment of community colleges with universities; need to address our present and future funding sources - all wonderful goals but how are we to pay for education?

Reduction of regulations would lead to a reduction in cost.

The major issues that I see affecting higher education in the state are issues of racial, class, and gender disparities, side by side with the declining number of stable, benefited faculty positions. These issues are on the margins of the questions of the survey, but should be front and center.

Diversity in students, faculty, staff.

Attention to the liberal arts, attention to marginalized populations

Sustainability, both environmental and financial.

Get rid of all the business jargon. Ask more about just what a Board of Governors is supposed to do. Talk more about the challenge of working at an educational institution that is governed by political bodies (the fear it creates for faculty). Talk about the fact that faculty work harder for less and have less of a say in the thing they do best, educating students. The rising costs of administration.

The fact that those best suited and most informed on the issues of research and education, the faculty, have no real say in the direction of, or prioritization of public educational funding because we cannot collectively object to the partisan decisions of our legislators. There is no reason to set pie in the sky goals when we have been informed that our budgets will continue to be cut.

Civic engagement. The current election took many in academia by surprise partly because we have experienced—and perpetuated—a culture of isolation. One way to work against this: faculty should be rewarded for writing books for popular readerships as much as for an audience of their peers. Another: students and faculty should be encouraged and rewarded for going out into communities to share knowledge and listen to what people have to say about their work.

The essence of what an education does. By this I mean, how a person's personal life is effected by attending a university.
There are no specific discussions of the importance of intellectual curiosity, civic responsibility, or cultural awareness--three of the hallmarks of successful higher education.

Recognizing that university is not the best option for everyone, and that some students need to be let go if that will better suit their needs. Growth in student numbers and high retention rates are not always a good thing.

College is not for everyone. Someone has to do actual work like the skilled trades.

I think the biggest piece missing is that there is the perception that colleges only serve undergraduates in getting a job. If the only definition of economic success is the number of graduates who are working in the state and what their salary is, I think we are being too narrow. Should the question be, what is the value-added in our state for having universities? It is like looking at a school's test scores as the only measure of value. Universities serve and impact communities and the states. I am thinking universities have not done a good enough job communicating specifically with our legislators. If there were no universities in NC, would our state be better off? Would our nation, our world be better off? Thank you for asking.

More discussion of diversity--serving the needs of diverse learners (and NC's increasingly diverse population).

It does seem there is an underlying current and skewing of choices to reduce the number of institution and to focus on metrics that will support that kind of decision

There is little mention of decentralized versus centralized approach to this plan. Like the wax and wane of state and federal governments, I am curious to know how faculty, staff, and students feel about a more or less decentralized system. I can see this potentially touched upon in the last item, allowing for the thought of institutions honing in on their distinctive quality.

Renewed commitment to the mission of a liberal arts education for undergraduate students

UNC-system and it 16 constituent Universities, historically, have been a model for the state university systems across the nation. However, if the cuts continue and if previously imposed cuts are not rescinded, we will no longer serve as the model of a university system that provides access to and success within a highly efficient and effective university system.

As a high school student it pains me to think that colleges are not trying to get involved with younger age groups. I believe that if colleges sent representatives to state high schools, far more people would be attending college in the UNC system.

The survey should have included ranking answer for all questions

none

The need to promote the transition of some faculty into a happy retirement

Role of the university in developing culturally mature and civically responsible citizens.

Admissions standards and aligning students interests and abilities with an appropriate educational pathway.

Never is addressed that there is a complete gap between housing and academics and that tenured faculty is in oblivion to the contingent faculty who in many cases does their work and yet the tenured faculty gets all the recognition - it's a complete joke how much ignorance there is on the reality of academic life

It's a pretty solid batch, I guess. Always hoping that something could be said about good old-fashioned education.

You failed address the challenges of North Carolina's public HBCUs. These schools serve a specific purpose/mission and are unfairly asked to achieve similar results as better funded non-HBCUs.

Career opportunities for students. Are students taught how various areas of study connect to different career paths?

UNC is a social, political, economic, and cultural institution. It is by people, for people. At the same time, it exists in a particular place, the state of NC, which is itself a wonderfully diverse collection of places: islands, coastal plains, piedmont, mountains. These places are extraordinarily diverse in their landscapes, cultures, plants,
people, animals, built environments, and histories. The UNC system is spread among these diverse places and helps connect them. We should maintain the focus on the people aspect of this institution, as this strategic plan draft is doing; but we must not forget the natural resources, original peoples, and environments in which this people-focused institution is situated. We need to think about the physical world in terms of supplying this institution with the resources (water, air, energy, food) and beauty that make it special. We impact not only communities and economies but also waterways and other species. The sustainability goals of the institution should be more prominent (perhaps in the grand challenge idea).

Providing means of growth with the growth of the state and communities and providing comparable salaries to area cost of living beyond the triangle.

What higher education means in terms that cannot be quantifiable

diversity in student body, faculty, staff and upper level administration is not addressed enough

Nothing

More on outcomes, particularly experiential learning opportunities and career development.

That institutions need to retain control of their operations. Turning to contracts to farm out work is not the way to go to have a sustainable and productive work force.

Growth and alignment of opportunities in fields that this nation this state needs in a timely manner to accommodate shift knowledge economy and population growth trends in south-east state like ours. We are NOT moving fast enough... Its high time to grow universities/community college. Number of application growth is a good indicator. We should not take comfort of increasing std. score like SAT at each college/universities... its a reflection of need/demand and should NOT be looked as "universities" are doing something better... and just pat on the back... WE NEED to GROW universities because we are starving LOT of student of opportunities.

Better relationship with General Assembly.

NC taxpayer participation/responsibility in this process; legislative lobbying

1) Any meaningful discussion of the contributions of a diverse faculty, staff, and student base with "diversity" being defined as gender (including trans people), race, ethnicity, ability, sexuality, first-generation status, age. 2) Recognition of the stratification across UNC systems with different needs for resource-poor and resource-rich institutions, alongside the varying emphasis for each UNC school (teaching, research, and/or service).

Recruitment and retention requires market-competitive salaries and benefits. As the economy improves, many faculty and staff are retiring who had previously postponed that decision, current employees are leaving for better pay, and competition for top talent is tougher than ever.

The arts!!

Diversity

I think there needs to be a more specific focus on the State’s HBCU’s in the discussion of the strategic plan. We need to figure out ways to maintain these institutions and ensure the existence of the the schools for the future.

I would like to have the plan speak more directly to issues of civic participation, civil society, citizenship, or similar ideas. Such ideas have been and must continue to be central to education, in general, and higher education, specifically.

student academic support

I feel that the idea of nurturing globally connected and well-rounded students has been overshadowed by the issues of technology and money management. Though obviously these are most important for our universities,
their importance should not come at the cost of developing a student of the world, someone who will be an active and informed member of society and humanity as a whole.

Self-examination of the administrative structure of the UNC system.

The Education Lottery is not mentioned at all. This program should be used to provide scholarships to students across the state to reduce higher learning expenses in a similar way that Georgia's lottery funds their Hope Scholarships. This should be a high priority for the UNC system.

The issue of faculty/staff pay. The 1.5% raise provided by the state was minimal to say the least, especially after the cuts/reorgs which all colleges and departments were forced to make shortly thereafter, presumably to pay for the paltry bump in pay. More really needs to be done, without forcing further cuts. Talented individuals are leaving, opportunities are being lost and potential hires are passing by.

Most of your statements that you wish me to agree or disagree with are written by lawyers. That sort of lawyer-speak is foreign to the average citizen of NC. We need to learn how to speak to the citizens, so that they understand the value (great value) the UNC systems has for the State.

Putting definitions, mission statements, and other rhetoric into action. Words are cheap. Actions are what matters. The UNC system will have increasing difficulty attracting and retaining excellent faculty if it continues to treat them as factory workers on an assembly line of enrollment and graduation. Administrators are short-sighted and do not realize that a university is only as strong as its faculty.

The importance of identifying/crafting distinctive institutional missions and cultures across the UNC system.

Having smaller classes and the appropriate high quality faculty to teach these courses would enable faculty to provide more hands-on experiences, more meaningful writing assignments, and more attention, than current students are getting today in the industrial teaching, large classes, impersonal on-line classes and with multiple choice tests.

Diverse faculty and staff (which was kind of part of the last question, but). I work at the most diverse non-HBCU in the state - and what does it tell our students when they see a sea of white, cisgender, non-handicapped faces at the front of our classrooms? It tells them that professional success is going to be difficult for them and that we don't value them.

The Arts, Tuition

This survey didn't address the differentiated needs of graduate students--specifically resources towards their research and teaching goals, as well as opportunities for them within and without the University. There also isn't mention of lecturers, para-staff, or other critical UNC employees and community members working in the University, but not affiliated with it. While I wrote that enlisting and retaining faculty should be a top priority of the UNC system, I mean that in the full sense--all the lecturers and adjuncts should be elevated and treated well too. Many of these have more interaction with students than faculty members, and would happily be a part of the research community. However, they are limited by the resources and opportunities available to them. On top of being absolutely essential for the UNC system to function, many of them are innovators and deserve decent pay, higher job security, and benefits.

A university experience is about developing a whole person. These definitions seem very fact-driven.

Significant reduction in unnecessary paperwork/Bureaucracy can lead to a timely and efficiency student success, accessibility, economic impact and excellent & diverse institutions.

I would like to see UNC system include online/distance learning in all campuses. In my campus, online course offerings have been stopped in the last three years despite the fact that we used to teach online courses effectively with student success comparable to face to face courses. There is demand for online courses especially among employed/adult learners who are unable to commute to campus.

The roll of out of state students and visibility the NC university system outside of North Carolina.

at some point, there needs to be a sincere and sober look at the compensation for teachers/educators in this state and place "action" equivalent to "word" regarding what this population does in terms of actual service to
the state. It has been a lowly and slow response rate in the last decade to the people who dedicate their lives to this form of service and stewardship to citizenry with an unacceptable acknowledgement in terms of compensation for the job. Fair compensation is only fair.

While most would agree that access is important, there needs to be a fundamental understanding and agreement on what is "limiting" that access. If it is capacity of the universities is one thing, costs for the students is something very different, and whether students are prepared is yet another. Sometimes the solutions to the solutions to limiting access may be in conflict with one another (for example if you want to expand capacity there may an initial need to raise costs to pay for more faculty and services, but that may hinder access if we think costs are the prohibitive factor). There needs to be a clear focus on what is limiting access before a solution could be created. Further, access should not come at the sacrifice of quality. You could increase access alone by opening up massive on-line courses to 10,000 students at a time, but as we are seeing with data on these MOOCs, while they provide access, there are high attrition rates and some studies indicate that traditionally underrepresented students are often more likely to fail. While access is important, quality must be maintained as well.

When you talk about diverse, do you mean to talk about diversity, as in ethnic diversity, or diversity of programs? There could be some confusion there.

I think the development of critical thinking, strong communication skills and life long learning should have a stronger presence in this strategic plan.

Promoting excellence among student and faculty scholars

Reducing student indebtedness upon graduation was included but perhaps not in a way that will lead to novel solutions.

Clearly identify financial support from the state as institutions are doing more with less funding.

The focus is on all the wrong things. Here is the problem. Students pay a fortune to attend college. With that payment is a sense of entitlement including reducing professors to hired help. Student's should attend if they can cut the mustard so to speak. Work hard and you can attend college if you have money or not. College is not for everybody but money should not be the reason. You should get your heads out your asses and realize school is for learning, not economic development. Professors are mentors and teachers not a gateway to some job.

Poor infrastructure. It's the biggest problem for many (but certainly not all) in the University system.

since I was an NCSA student and later faculty, I would have appreciated a nod to the rather unique capacities & needs of an arts school at both high school & college levels.

You have failed to provide a series of questions about what needs to happen to administration in order to reach the goals you have focused upon.

Why are the faculty and students ignored? If they have no vote in decision-making processes, it is only lip service. Why do we have so many administrative positions?

Addressing needs of individual campuses; in the previous question, I was sorely tempted to select improve MSI components since I work at one and it has endemic, institutional issues that affect quality educations and student success. It's not all bad, but leadership seems ill-prepared to lead the entire institution effectively. Other campuses have their own distinct problems, though I recognize that in a survey like this, it is difficult to add campus-specific focus.

My goodness. I don't think this is answerable. In general, I find the guiding themes good. But the devil is in the details, and that's where this plan will have to prove itself.

1. THE ARTS acting, voice,music, dance, theatre arts, etc...lack of inclusion in the descriptions and connections to the community
2. The burden of student debt after graduating
3. What resources does the University help provide in employment skills/connections to after graduation

It seems that you have failed to recognize the impact that arts and culture has in the region. This is a wasted opportunity.

The notions of research excellence and retention of most productive researchers in the UNC system are not emphasized enough.
nothing very thorough

The state has dis-invested in higher ed. The Legislature has become an angry entity, aiming squarely at higher ed. The decline in state support shows this clearly.

The BOG fails to be intentional and explicit in identifying the challenge that all the institutions face and that is that we have yet to recognize how implicit bias and explicit racism and sexism and other isms create disparate educational experiences for our students, faculty and staff.

One consideration could be the role of the university in proposing the short, medium and long term future of the state.

You spend enormous amounts of sports, yet little $ is recouped or distributed from it to other areas.

Nothing

There is too much claptrap about economic development and economic impact. Trying to anticipate what programs and what kind of education will create such things it ridiculous and absurd--none of you have any idea what kind of education can do that. For example French literature major could end being a CEO or president of the United States. A business major might end up becoming a social worker. No one can know. I am for a traditional, comprehensive universities that support the educational philosophy of "education for its own sake" and for the sake of developing a democracy, not capitalism.

Nothing in the plan pushes excellence. We want to be a premier educational system and not lose our stature as a great state system.

I believe that you have captured the important themes.

Improvement of offices students work with outside academics (registrar, financial aid).

Elimination of salary disparities among employees in administrative/staff positions

Opportunities to enhance and encourage outreach by faculty to persons other than enrolled students. Benefits from education can improve the lives of NC citizens, and may derive from interactions with individuals, regulators, policy makers, legislators as well as business persons, other academics, and more.

I don't think anything was not included, but I do hope there is a real discussion taking place about the systemic under-funding of our minority-serving institutions and the lack of equitable funding for them. How can the University expect these schools to perform at the levels of the flagships without valuing them equally, while at the same time holding them to the same standard? If you are to apply the same standard to all institutions, you should apply the same level of financial, educational, institutional and administrative support to them as well. Think of how great they would be if our minority schools were finally given parity.

I think academic institutions need to not lose focus on the academic performance metrics as a primary indicator of success. Sometimes it seems like we let politics sway us into being biased by the current narrative of their leading voices which may not always be the best long term goals for overall improvement.

A comprehensive vision of diversity -- not just racial, but institutional and intellectual -- that should strengthen the system's viability. A definition of excellence that is not measured by the research output or economic impact, but one that contributes to the quality of life of the state's population.

Proposed goal for UNC leadership: UNC acclaim--system-wide, locally, globally--for intentional institution of good governance. Rationale: I believe the level of effectiveness of any initiative (whether in high-level strategic planning, or on-the-ground daily happenings across UNC) can be no higher than participants' confidence levels. It appears that the nature of "coverup" (UNC-CH 'scandal', NCSU circa 2009, etc) has eroded confidence across UNC for many members of the public and many UNC stakeholders of every type. I believe UNC's excellence is stunted when so many people determine--due to perceptions of governance--that it is not worthwhile to fully buy-in / aspire / invest (and participation therefore becomes half-hearted / perfunctory / withheld). Vision: Intentional
system-wide institutionalization of good governance will restore confidence, usher in a new era, and create conditions for UNC acclaim—stemming from greatness in governance. Let's do it!

The intrinsic self-liberating empowerment that comes from educating the thinking person to execute citizenship and social responsibility.

none

I believe the themes should more specifically address increasing employee retention, particularly among minority groups.

More focus on equal access—it would be nice to see the population of the UNC System reflect the population of North Carolina.

A strong commitment to addressing and dismantling systemic issues of oppression

I feel like there is a demand that students come into college knowing what they want to do with the rest of their lives and this is not the case. Many graduate and can't find a job because they were forced to get a 4 year degree in something they dislike or are not successful at. How can we help students be successful when they graduate since it is unlikely that any human being would know at 18 what they want to do for the rest of their lives. It costs a lot of money to change majors.

Specific discussion about the importance of HBCU's when PWI are at diversity levels that include a mere 3% African American or minorities, and resources are being taken away from HBCU's that have been the backbone of educating African American there is a disconnect I think and it needs to be addressed.

In my limited experience, NCSU has become less about educating well-rounded global citizens capable of applying for and doing a variety of jobs in and beyond their field of study and more about administrative marketing at all levels. It is in North Carolina's best interest (economically, politically and otherwise) to have as educated a citizenry as possible. This needs to happen from kindergarten to graduate school. The freedom to explore at a university is its greatest asset to discovery. Too much "guidance" no matter how well-intentioned will stifle the very creativity universities produce. Students bring boundless creativity with them and are better able to express and explore it, the better academically prepared they come to the university. Heed the motto of North Carolina: "Esse quam videri" ("To be, rather than to seem").

Not sure, but the one thing unique to higher ed in this state is the ability to do fundamental/basic research and for students to have exposure to and be a part of this research enterprise. We should diligently work to preserve this capability and the infrastructure which is required to carry it out. Applied research is important too, but it is much easier to make a business case for that.

Community building—Universities have a broader impact on their communities than just an economic one, and influence more people than those they instruct. I think we should emphasize these positive relationships and encourage more programs, centers, and projects that build those bridges. This makes North Carolina and these communities much more desirable to live in (e.g., public lectures, summer camps, outreach work by faculty, classes of students that do community projects).

Discussions of labor and the over reliance on underpaid and insecure faculty. At many of our institutions, a shocking number of faculty responsible for general education/100-level courses are working off the tenure track, for embarrassing wages. (Some lecturers at NC State earn around $33K annually for a full teaching load.) Since working conditions are teaching conditions, improving the status of these faculty trickles up to student success and institutional excellence.

None of the key areas defined by the strategic plan focus solely on supporting and retaining faculty. Without strong faculty, there will be no student success. The strategic plan needs to demonstrate a stronger commitment to faculty. Reading through the strategic plan in no way communicates to a faculty member that North Carolina prioritizes faculty excellence.

Diversity as a compelling interest for the university and society

The failed state funding for the UNC system
proliferation of administration relative to faculty and decline of state investment in high quality education system beyond lip service

Simplify things, guys. Lots of excess words in some of these mission statements.

These are broad goals, of course; No room for details. But the details are exceptionally important, and inclusions of the means by which any of these goals are achieved would probably change the responses.

I think that you don’t take into account the various kinds of institutions represented-- for example, the high school, HBCUs (with the exception of the last question), NASFs like Pembroke, etc. This all feels very geared to R1 PWIs.

Dual career needs of faculty staff and students

what is the value of higher education to individual, family, and society at large?

There should be more explicit statements about the UNC systems commitment to recruiting and retaining faculty and staff of under-represented groups and student success of under-represented groups.

Failed to stalk about sustainability and renewable initiates

I want to make sure people understand that faculty teaching at a university should be actively involved in research (or creative activity) in their field. We want university students to be taught by top minds. Teaching full time from a text book is what high school teachers do. University teaching must be different, more advanced, from leaders in thought in their field of expertise, up to date with current advances. Otherwise, it's HIGH SCHOOL again.

More minority's employed by the state in salary staff and faculty postions.

Student Success needs to be more proactive in addressing and truly assessing a student's college readiness BEFORE admission to a UNC school. It is not right to admit students, and then try and "bridge" their skills into College readiness - or back fill their lack of skills through institutional support services and/or remedial learning initiatives. For retention to work, students need to be able to meet minimum standards of "college readiness" beyond just test scores. There needs to be better assessment of key skills (critical thinking, writing, and general college readiness) prior to admission. Better prepared students would help raise both retention AND graduation rates. Better partnership with NC Community Colleges could also help strengthen the college readiness of incoming students; CCs provide students with a venue to become "college ready", but this "readiness" needs to happen BEFORE they are admitted to a UNC school, not in tandem with UNC admittance, as is suggested in the NC GAP proposal.

An honest presentation of the short-sighted, vindictive, and overly punitive attitude of the General Assembly toward ALL the school.s in the UNC System

The recent politicization of the UNC BOG. This is a dangerous pattern that endangers the system and the ideals upon which it was founded.

Where to reduce cost such as sharing IT, HR knowledge and applications. Reducing the expense of textbooks and other materials required by professors ... who require the material but are not the consumer.

Utilization of resources and shared resources should be more prominent - shared systems and software integrated for the mobile student (in classes at more than one UNC IHE); shared expertise - training- deploying staff instead of hiring at each institution.

na

People with disabilities, national origin, effective shared governance that discourages corruption and nepotism

It seems that the UNC system is competing with private universities in what we offer students - luxury apartments, sports teams, other ancillary activities and unfunded initiatives. We should strive to offer basic, high-quality, affordable education that meets the needs of the students and the community first, and then set strategic limits on how much is invested in non-academic areas.
Pretty well covered all significant areas. Good draft statements.

Greater emphasis on documenting the "value-added" institutional research that impacts the State and region economically.

How to maximize student performance.

na

Themes are fine, but overall financial feasibility of what we are saying is so important.

A closer tie to NCSSM, other NC high schools, and the NC Community College System as the institutions that feed the University system. If they are not healthy, it will impact the University. Making these relationships strong and vibrant - because you want to, not because the legislature forced it.

The system's impact on the democratic purposes of education.

There is very little about the students except through access. It would seem that the strategic plan should have some specific student focused goals.

Focus on the future. What is coming next, our preparation for it, our understanding of it, and ethically, whether we should or should not move forward.

Rural and City scores are different on standardized work. Due to specific skills of students. With Diverse populations, this effects the overall students skills and knowledge as well as makes these people valuable graduates to programs due to trade and skill knowledge being applied part of work after education has taken its proper place.

We know there’s pressure to reduce costs to the taxpayer. We’re all for that. But we need to do better in describing the return on investment of high quality higher ed in terms of economic and social development.

It might be beneficial to have some wording stating that the UNC System is already very strong and diverse that these goals are to build on and continue this excellence. It’s not that the system is broke or weak but that we want to be better.

Funding to support need based students while they are attending institution in addition to funding to pay for attendance to institution.

The direction that the UNC system should focus on in the next 20 years.

A plan to create equity among constituent institutions has not been proposed.

Something needs to be done about promoting civic engagement

In my humble opinion, it lacks a dedication to ethical and global goals; ie, no mention of sustainablility for the Universities themselves and no mention of ethics.

Addressing the importance of and the impact of athletic programs on institutions. The importance of business and auxiliary services to the financial success of institutions. Collaborative opportunities with community organizations other than businesses. Policing, social justice and safe environments for "all" students, faculty and staff.

Student retention.

How to further fund and support diverse populations and programs across the state. Specifically how do you work to support and not close or combine HBCU's and PWI's. There needs to be greater funding sources in places where they are serving the most underserved of our students.

There seems to be an emphasis based on the current work force needs, but in addition to that I value education for education's sake. Intellectually stimulated minds will add value to people's lives in a multitude of disciplines. The universities should always be focused on providing knowledge and stimulation to allow an ever expanding benefit to the world we live in. An educated society will be a wiser society, a creative and innovative society, and a more caring society.
Diversity and support for the support staff that really makes universities run.

N/A

The university must produce students that can get jobs.

One issue that is evident is freshmen do not have the ability to write...to compose thoughtful ideas or to utilize critical thinking skills. As our society becomes more dependent on technology, the ability to think critically and to analyze becomes a skill that machines cannot always render.

I think the themes were covered well.

It is well covered from the various topics.

The importance of transparency and accountability on all levels as a driving force behind the goals set in the strategic plan.

FUNDING HIGHER EDUCATION. When I moved to North Carolina 32 years ago, there was a great admiration for the state’s commitment to education at all levels. That has steadily eroded to where it looks more like an assault on education rather than support and commitment.

a strong tie to the NC K-12 system. This was touched on with access, but with teacher shortages and cutting of K-12 funding, retaining qualified educators to help inspire underserved populations, especially in rural communities is difficult. We are highly connected and reliant upon a strong K-12 system with the existing legislative mandates. The K-12 system is part of each of the areas of the strategic plan from Economic Development to Affordability.

No

The survey is heavily weighted toward commercialism, yet one of the functions of a university is to produce graduates that are innovative and critical thinkers, not necessarily about their own specialties. Questions on the quality of the graduates are few and far between, if present at all.

Overall, the content seems good - and I know the process of advocating for the UNC system in the current political climate is challenging. I'd like to see us get better at that!

Meaningful incorporation of diversity and inclusion

nothing that I can think of.

One you did include is "technology rich classrooms". While true, this is so far below any of the other priorities that it should not be included.

A commitment to strengthening universities such as HBCUs that educated underserved communities across the state. Did not focus on ways to make all schools more diverse.

Shrinking state support. Anti intellectualism in political discourse. The idea that Universities should more 'trade schools' and de emphasize humanistic and critical thinking, even though employers say that they need personnel who can communicate effectively across a variety of platforms.

student diversity

Preparing future citizens

Affecting the climate of North Carolina in which graduates would want to work. At the moment, people and organizations are deciding not to come to NC. Graduates are choosing to move and find work elsewhere. While state politics might be beyond the explicit mission of a strategic plan, it may be advisable to address these issues in some way.

Faculty salaries have been increased and we are loosing our best and brightest to other institutions.

The serious lack of support from the state legislature is gutting our UNC system. The lack of morale among the faculty and staff due to repeatedly undercutting and undervaluing the impact we are having in the state is
shameful. I speak of a lack of financial support but also a serious lack of inclusion in the notion of educators at the college level. I cannot count the number of times our legislature and governor have talked about "education" and the fine print makes clear that they only mean K-12. "We will give our teachers raises!" unless they happen to teach 13th graders. Without support at the state level, none of this survey will mean a thing and our UNC system will continue to slide away from the greatness it enjoyed when I was a student rather than a faculty member. The faculty and staff have been employed as a punching bag for too long. Rampant anti-intellectualism and continued budget cuts will leave our state with no possible way to fulfill the constitutional mandate for a great UNC system.

No

Government relations - how do we persuade the General Assembly to re-invest (or at least stop de-investing) in the UNC system. All of the objectives / themes listed here carry a cost, but the state has continued to cut higher education funding for over a decade. In addition to state appropriations, how do we ensure academic freedom, stopping the state from micromanaging, for political gain, how institutions are run? How do we restore faculty, staff, and student confidence in their ability to express themselves freely on issues of the day without fear of retribution from partisan legislators? If we are to move the system forward, we need to establish a strong position vis-a-vis the state legislature.

N/A

The legislature is intent on destroying one of the finest educational systems in the country, and perhaps in the world. This focus on anti-intellectualism and attacks on a liberal arts education is without precedent in North Carolina.

Only been with the Institution for a couple of months. Still learning about different areas.

What is missing is to look at North Carolina's position in the US and in the world. Most of the thinking reflected in the previous statements was focused on North Carolina. While serving its constituents in NC is its primary mission, our strategic plan should indicate an understanding of the global implications/contributions of the UNC system.

Appears we're leaning to a customer service business model without the faculty resources or support to implement such a model.

The UNC system is funded in large part by the citizens of North Carolina, and it's mission is to serve those citizens. We are leaving behind potential students from our rural and poorer counties. Many of those students have unrecognized potential beyond what is evident on SAT scores and other such measures. There are too few Bill Friday's now that truly care about North Carolina. For many administrators, this is just a step along a career path and rankings are all that matters....

The safety and security standards at The University of North Carolina public institutions.

Many of our capital facilities are in terrible condition. We need more bond funds for buildings. We take the very brightest people in the world and do not provide adequate facilities. We get a budget cut every year - we need for the legislature to decide if they want the UNC system to be a top institution or an average institution and fund us accordingly.

N/A

The dire need for funding and support for BOTH research and teaching. The lack of State support has really damaged the state system in NC. When I was growing up many people flocked to NC, from out of state, for schooling. Now I think this trend is reversed.

The core mission of universities is to educate. There weren't any questions about assessing the actual quality of education. Questions were all about things that are visible to the outside -- pretty classrooms, nice technology, funding for students, etc. Job readiness was discussed, and that is one outcome of education, but we need to make sure that the education itself stays at the forefront of the plan. Related to this is research, because the value of a university college education (as opposed to a liberal arts college) is the access to research programs. Research also is the backbone of graduate education. We need increased funding for BASIC research, not just...
research that industry is ready to pay for -- there is already a big focus on "me-first" valuation of research, i.e. valuing research that fills a specific goal of the funding group. But someone needs to answer the basic questions first, or we will never advance. Universities play a unique role in providing a platform for basic research, and we cannot lose sight of this in our plan.

<table>
<thead>
<tr>
<th>n/a</th>
</tr>
</thead>
</table>

I see a lot of smart students having mental breakdowns and failing to complete their education or not able to pursue their dreams because of lack of funds, stress or lack of support. This is one issue that needs serious attention.

I am happy to see the word Diversity, but as I just commented, it appears that you're actually not interested in that. You MUST be not only interested but COMMITTED to that. That entire last section needs to be re-thought and re-structured.

Cannot think of anything

<table>
<thead>
<tr>
<th>More explicit language about support of issues of Equity, Diversity, and Inclusion.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Continued support of land grant institutions</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>humanities, creativity, global studies, international experiences, student outreach and service regionally, nationally, internationally. foreign languages!</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Increasing the racial and ethnic diversity of faculty, staff, and students.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Our economy is rapidly changing. We can't predict the jobs that will be available to our students 5 years from now, let alone 20. The best way to prepare them for the changing labor market is to train them broadly in the liberal arts and humanities with strong critical thinking, writing, research and communication skills that will make them highly-adaptable and employable in a wide range of sectors in years to come. When these skills are taught by exciting, highly-skilled professors in the liberal arts and humanities, the education we provide will also help our students become engaged and thoughtful citizens.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Universities should be open to ALL points of view. See recent letter from University of Chicago as a great example.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ongoing and critical support for faculty development.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Interaction with non-university affiliated vehicles for learning.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Diversity and Inclusion - development of culturally competent leaders</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I hope that this plan could help the University address and overcome the problems plaquing higher education so that they are not perpetuated here. Want to be distinctive? That's a way. Be an exception! University cost increases have outpaced most others. Stop that. University core curriculums have become mere watered down shells of their former selves. Mission creep is rampant. Grade inflation is a problem. The time faculty spend in the classroom and with students is way too low. Administrative personnel numbers have increased in proportion to other staff categories too much. Sports is overemphasized. Non-academic services are too lavish. Bureaucracies and bureaucratic procedures are stifling. Scholarship and course development all too often follow ephemeral fads and trifles. The political whims and protests of students are too often tolerated and supported when they should be disciplined and wisely guided by adults. In spite of its protests to the contrary, faculty are not diverse politically or intellectually. The University and its faculties are often intellectually arrogant and need to practice and model more the virtues of humility. This plan should act as a corrective to these many trends among America's Universities. Do that, and you'll be doing something!</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Most areas are covered</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Need to include diverse input from diverse faculty and professionals in the surrounding communities of the UNC institutions.</th>
</tr>
</thead>
</table>
I don't have any suggestions but I do hope that the Board of Governors will eventually recognize the value of the UNC system to this state and to the world. They seem to bleed it dry, "death by a thousand cuts" and expect the same quality and reputation.

I think the strategic plan should also focus on faculty retention somewhere. The current funding structure is diminishing the interest of and ability to attract potential faculty in our institutions. A good portion of what helps a university meet goals such as these includes a vibrant faculty invested in the mission.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I think the strategic plan should also focus on faculty retention somewhere. The current funding structure is diminishing the interest of and ability to attract potential faculty in our institutions. A good portion of what helps a university meet goals such as these includes a vibrant faculty invested in the mission.</td>
<td></td>
</tr>
</tbody>
</table>

students

| Forming meaningful relationships |
|---|---|
| Our commitment to a diverse state with diverse needs which require diverse services by name. We need unpack our own inefficiencies at the system and university level and pay close attention to the procedures and processes in place that exclude groups of North Carolinians from seeing education from the state as a viable option for their continued learning, growth and development as productive citizens. | |

| Allowing students to self-discover strength and persistence |
|---|---|
| Building a real sense of employee pride and ownership in working for UNC. Invest in seed support initiatives to move all campuses ahead on alumni and employer relations, to harness external capabilities and resources in achieving our mission. | |
| -protection against meaningless and burdensome assessment efforts, which are akin to evaluating restaurants by reading their menus. | |

One is struck by the sense that these guiding themes are about twenty years behind the times; if we are only now getting to these concerns, well at least we are getting round to them. NC does not exist in a vacuum; hog and turkey farmers in the eastern part of the state are engaged in the global economy just as firms in RTP are. What seems to be missing, then, is anything addressing the importance of preparing students, faculties, and staffs for success in a globally-driven economy. In addition, the focus on "job skills" is worrisome as companies are expecting the University to train employees for them at no cost to the firm. This has traditionally been the role of the community college where companies have been more directly involved in setting curriculum. UNC students should be preparing for positions of responsibility and leadership over the life of their careers; a degree in Accounting gets you in the door, but it is meeting your general education requirements that prepares you for long success - unless you are happy being a bean counter all your life. There is nothing about preparing educated, critical thinking, engaged citizens who are vital to our democratic (as in democracy, not political party) tradition. One other thing: Distance learning has opened the door to access for students in a variety of contexts (medically home bound to single mom working two jobs). Distance Learning, then, is an important tool to employ in expanding access and other themes.

1. International aspects of education, which means educating our students for functioning in a world that is so intricately linked, whether or not a graduate works her/his entire entire career in NC or leaves the state to work elsewhere in the US or abroad. 2. Ethical civic engagement - this year’s campaigns have once again raised the importance of the need for much focus on teaching students and role modeling for them, the meaning of civility and engagements for the betterment of all.

Preparing students for the workforce is one thing. Helping them find where they belong in it should come first. Academic advising is a key to multiple aspects covered here, but that sense of guidance is lacking.

| Societal goals that are not attached to industry. |
|---|---|
| The quality of online teaching. Video lectures or narrated Powerpoints with no faculty interaction or active learning activities are poor substitutes for face-to-face classes. Training for good online teaching is sorely needed. | |

Good education in a state university system is driven by retention and recruitment of excellent public school teachers and university faculty. Most expensive administrators in the public schools and in the state university
system, including those at GA, are not needed. Administrators should be totally accountable to faculty, and faculty (pre-K through post doctoral study) should have the power to hire and fire administrators at all levels. Do we have a responsibility to be more engaged in getting the K-12 student ready to take on the challenges of college and beyond. Students coming to our university lack the soft and critical thinking skills.

I feel the most important reason to get a college education is economic advancement and earning potentials. A graduate school it is easier to ask people how much they were making before and how much they're making after I wish this survey and the university could capture that for undergraduates.

Sustainability. We need to find models of governance, finance, and work, and learning processes that can be sustained equitably without robbing future generations of livable human-environmental systems.

The declining support per pupil of university students at UNC. Costs have gone up (technology, accreditation, unfunded state and federal requirements, etc.) but funding percentage has decreased. It is very hard to face the good guiding themes in light of this reality. Many of these items are related to adequate funding...easy to support, but not without resources.

Ongoing evaluation of curricula and non-core requirements to make sure that graduates have the skills they need to be successful.

There needs to be more emphasis on preparing people to lead rewarding lives based on appreciating the best of our culture and to be well informed citizens and intelligent voters.

True respect for diversity

na

Too much emphasis on job preparation skills and not enough emphasis on pure education--learning for the sake of learning

None

Words and emphasis on the public good, the public sphere, the community. Too much written here is directed at job development, business partnerships, and economic well being. If we put the needs of the community or the public first, the rest will follow.

STEM is not the only thing that matters! There is more to higher education than merely training people for jobs. Education is not merely an economic good. We need to produce well-rounded, educated citizens. As a humanities teacher I often get the feeling that the powers that be think what I do is basically worthless fluff.

A simpler and more cohesive definition and set of goals.

Inter-institutional collaboration in order to share resources and drive down costs

Raising the standards for admission to every school (if the bar is raised, potential students who truly want to be education will reach it); focusing on UNC’s official mission, which is educating (not “developing” or social training); increasing the number of well-qualified, tenure-line teaching faculty; decreasing the many non-teaching administrators and groups within each school.

Margaret Spellings needs to step down.

There seems to be a disconnect between the increasing cost of education and the economies of states and the country. A stronger commitment by administrators to control cost and resources.

N/A

None.

Student perspective is different than that of a staff member but there weren't many options for the students opinions in multiple choice options.

Nothing in particular.
That we are open to many types of successes that reflect the contemporary ideas of education, approaches to learning, and innovating for NC in ways we have not thought of before.

How the UNC system impacts the environment/reduces their impact upon the environment and overall student attitude towards these universities.

Nothing.

Education, like art and music, enriches the lives of our people in many unseen and unmeasurable ways. It enables individuals to make better choices in their lives based on their own conscience, which ultimately leads to a more compassionate society and a higher quality of life.

I know of nothing you have failed to include.

As a NC Public School employee, I witness daily a decline in our students' desire to learn. This reason is because we are more focused on taking test rather than teaching our children and youth the values of life and academics. NC needs to drop the No Child Left Behind and take the hand of ALL our children and students and show them the importance of a strong education.

Have not spoken enough to diversity. It is a major issue in this system.

There is a tremendous lack of efficiency and communication. We need to break through the bureaucracies, focus more on teamwork and aligning ourselves to our mission. We need a strategic plan to improve our internal processes so we can see clear to develop strategic plans along those five themes.

Goals for diversity, for one. And there was frankly little to do with the «underserved,» aside from those who are financially underserved. Many factors (students with jobs, transfer students, minority students, students with children, underpaid faculty, little upward mobility for faculty, low access to tenure, off-campus students) were not specifically considered or considered very little.

Critical question about the failures, mismanagement, and lack of leadership by the NC legislature in regards to education.

Responsibility to educate a develop students of character who contribute to local communities, the state of NC and the nation.

Factors that affect students such as mental and physical disabilities.

Can we please formally refute House Bill 2?

Acknowledging staff and faculty contributions, awarding excellence. Utilizing the perspectives of professionals and experts already working at the University in making decisions, initiating major projects, establishing committees, creating regulations that are in their wheelhouse or affect their work and ability to carry out the mission.

Ensuring that institutions not only attract, but hire competent faculty and staff to match their job responsibilities, instead of passing on the most qualified candidate.

A focus on LEARNING among students. All that seems to be talked about is numbers and perceived performance.

I'm not sure. A diversity statement would have been nice, especially considering how much NC has suffered in the past few months economically and socially due to its failure to recognize diversity and freedom and personal liberty of choice.

Safety and teacher who are paid professionals and not teachers

non-traditional students, employees returning to school to finish degrees because of the higher degree requirements for jobs. No advancement for staff/faculty but hiring less skilled workers with degrees over the advancement of experienced non-degreed workers. Offering lived experience credits.

An imbalance of faculty workload and exhaustion coupled with stagnant wages against a perceived increase in administrative and staff salaries and size.

Supporting systematically underserved students, faculty, and staff during *and after* admissions/hiring - especially systematically disadvantaged groups like LGBT (especially trans), Black, Latin@, and Indigenous
populations. Prioritizing including people from such groups in leadership positions and making sure that faculty and administration demographics reflect their inclusion. Providing trans students, faculty, and staff access to safe restroom facilities and university contacts in light of not just legislation that compromises their safety, but more generally, any elements of a hostile climate that could prevent their retention and advancement.

I think there should be more accessibility for students of low-income, as well as students who have disabilities, both mentally and physically.

I am concerned by the focus choices -- they seem to lack vision.

The fundamental paradigm for funding public education has been changed. To pretend that partnering with for-profit institutions is a solution is folly. The responsibility of good representative government is to meet the needs of its constituents - the people - with educational opportunities that are relevant to the times with a clear context of our history, and prepare them for the future. Economic impacts and job preparations are over valued and overstated here. These are affects of education - not its only goal.

The value of North Carolina producing leaders who can lead anywhere in the world, not only in North Carolina.

Correlation between decreased state funding and rising tuition costs.

I think this is a large enough task as it is!

Retired public school, minority professionals have acquired an abundance of knowledge and experience throughout their careers. It would be a real benefit to the culturally to the UNC Systems if that experience could be put to use. This will increase diversity, the economic impact would be minimal, turnover rate will decrease and the training period to learn the job is decreased.

work experience has much too low of a standing when compared to a "degree". until a few years ago, faculty couldn't achieve an equal standing to our peer institutions due to lack of degrees. this was overcome. now we need to shift to ensuring our staff are accredited and compensated at an equal level. skilled tradesmen are becoming harder to find because they are not compensated at market level or comparable faculty salaries. someone has to keep the buildings functional for the students to learn!

Free to go free to use free to play

I think this survey is not easy to understand, the language is lofty and the meaning of the definitions is not easily discernible. I'm guessing most people didn't finish this once the opened it. Not accessible enough.

I feel that you have covered the guiding themes each institution should instill in each campus.

Support and incubation of career dreams of students and the effort to make them feel valued and desirable so they want to stay in the state instead of fleeing after graduation.

There is little discussion here about specifically how to maintain/improve academic excellence and rigor, particularly in comparison to peer institutions globally. The focus appears to be more myopic and focused only on the role of the university system within the state. The topics appear to be directed towards the goal of graduating more students more quickly with less money and to move research to more applied, goal directed work that has rapid potential for tech transfer. That corporate-style view would erode the intellectual value and mission of the university system. A role for faculty input in the process needs to be included.

From what I have seen, nothing.

not necessarily

Better pay for Facility and Staff retention.

The centrality of developing moral judgment and creative thinking in all graduates of institutions of higher education.

avenues of communication between the state legislature, the UNC general administration and individual campuses
Increased access for women.

Collegiality and the tenure process

you could always put more value on cultural and ethnic diversity

Learning is like health: it is a -physical-, as much as mental, effect, and as such, it operates slowly and over the lifespan, and through repeated application and lifestyle adoptions. Do not assume Moore's Law applies to learning! The brain is not a circuit board that can simply be programmed more quickly and efficiently...that's not how the physical world works. Be wary of applying concepts like "convenience", "satisfaction", "efficiency", etc., to learning. They work great for Google, Sony, McDonald's, etc., but if you want to make education as "profitable" as fast-food, then you will get fast-food education (with all its concomitant short-comings and sequela)...

Nothing.

Possibly touch more on diversity, not only of the faculty and programs offered, but in the students the University tries to reach.

inclusiveness of students

There wasn't much about improving acceptance and retention of minority students

gender issues, creating a welcoming and safe environment for diversity

In my opinion, we should look at a 10 year plan.

put the heart back into the institution ( and return the respect once held by statemen and leaders like William friday) that has been railed by legislative attacks, Sports scandals and the like

You have failed to address directly the issue of significantly reduced funding for the university system and the need for enhancing our "investment mentality" in making the necessary investments to continue to build on our high quality system. Mindfully and strategically put that on the agenda again and lets figure out how to better work with our legislators across NC so that they can reverse trends and make the necessary investments. This is going to take a lot of effort building relationships and allies and we need to be doing more of this together consistently.

You need more on diversity. You need to be way more specific regarding accessibility (fees especially) because all of you are people with established jobs and careers who couldn't possibly imagine the financial struggle that most graduates face; even working two or three jobs, we still can't afford all of our basic necessities if we have to pay for college at the same time. Also, you need to address the fact that Margaret Spellings is not a good fit for our university system (and also admit that the process by which the previous president was ousted was less than transparent) and release a great many statements from Spellings detailing EXACTLY how she is going to change her views so as to serve students of all communities. I know the people here are not at all confident in her ability to help us.

Promoting the financial and physical well-being, satisfaction, and sustainable work-life balance of students, faculty, and staff at North Carolina institutions of higher learning.

This survey fails to inquire about the needs of students who are most affected by accessibility, cost, and diversity.

Although diversity is given a nod in one of the themes, I get the sense that it's being undervalued. Community engagement and service to the public good seem similarly downplayed.

It has failed to include attention to diversifying the high level ADMINISTRATION of the UNC system and several of the largest institutions... It does not include a statement about the appropriate mix of the expansion of athletics and facilities, which is a constant ire to the faculty and a big business for many of the UNC campuses, but particularly the flagship institutions.

state support for community outreach
The inclusion of minority race, ethnicity, sexual orientation, etc. groups that are often marginalized in the university setting. Our current UNC system board leader is misguided in the definition of liberal arts mission that our system strives to meet.

LGBT Community: supporting them. It feels as if the entire Board of Governors in the UNC School system is AGAINST them.

Where is the focus on actual LEARNING of information?

Nothing

any sort of mechanism for true quality control / continuous improvement which would involve administrators looking in the mirror

IGNORING THE CONCERNS AND COMPLAINTS OF STUDENTS REGARDING THE GOINGS ON AT THEIR SCHOOL--ESPECIALLY AT ECSU.

Diversity is a non-issue. Students and professor should be accepted based on merit, not based on skin color, religion, or sexual orientation. The guiding theme of this school should be preparing students for the workplace.

no commitment to diversity and inclusion

College preparation and misconceptions. Engage with high-school and middle schools more

I saw nothing mentioned involving the safety of students.

Housing affordability in university areas for nontraditional students.

Recognition of the excellence that exist in the institutions. Not just he super stars but the in the trenches, committed to excellence faculty and staff.

N/A

Nothing

You have failed to identify the University as an institution of higher learning. Its primary focus should be to further knowledge, and pass it on to the next generation. It should not be reduced to an institution whose mission is to maximize degree production. It is not the number of degrees a school generates that makes it a valuable asset, its the knowledge that is created.

The salary of the board of governors, their admittance, their qualifications, and their ties with the system.

Identification of the role technology should play within the classroom, and the implementation of that technology, to build faculty-student relationships that allow the student to succeed in later life. Establishment of innovative comprehensive system wide technology plans that meet system wide strategic plans.

A direct commitment to addressing the systems of inequality upon which our institutions are built, rather than perpetuating those systems and penalizing the disadvantaged for speaking out about the harm that causes.

none

Not Sure.

I would suggest including sustainability of the system itself.

The overarching mission of higher education: Recognition of the importance of learning for its own sake which provides unforseen returns that aren't going to be quantified, and of the experience of advanced learning and discovery which changes a person fundamentally.

Engaging historically disadvantaged groups Support for minority serving institutions Encourage diversity among administration Improve campus climates especially those wit high turnover fri minority faculty, staff and students

The contributions and value of the university system to the state.
The role that staff (as distinct from faculty) play in the UNC system.

Staff is the backbone of the UNC system; for far too long they have been underpaid and unappreciated. Most of us, adjusting for inflation, are making less than we did 10 years ago. Institutions are bending rules and policies to limit opportunity to a select few and the rest are left without opportunities for advancement, etc. Cancellors are given hundreds of thousands of dollars in raises and staff gets $500 bonuses and greatly reduced benefits. How can you expect to find excellence when you treat employees as though they have no value? How can you reward those at the top and

We were notified very late in the process this was happening. This seems like lip service at this stage. UNC should value academic freedom among its core values and state that in the strategic plan

The UNC System collectively is mired in the 20th century and has not embraced the realities of 21st century education & economies. The computing infrastructure for both research & education are woefully behind. The entire UNC system needs to revisit funding streams and priorities for computing infrastructure and get up to speed and develop long term strategies for maintaining this infrastructure and planning for future. From the basic sciences to humanities teaching, learning and research will be increasingly digital and 'online' or downloaded from both internal & external resources. Get in the 21st century! Look at mission & vision & focus of this planning - where is technology addressed!!!!???

Understanding of how students react to or interact with faculty and staff.

There needs to be more explicit reference to how learning happens and what makes a student develop and grow. It does not matter how many buildings are built, how many new "boutique" programs are offered, if we miss the important facts about what opens a mind and transforms the learner. Students are advantaged when they have access to excellent teaching. Excellent teachers are professionals who know, in addition to their subjects, how to bring out the best in their pupils. This is a skill, it is essential, and it needs to be recognized, supported and rewarded.

There is no mention of sustainability. The university system should be a leading institution in modeling energy independence and green technologies.

I have a hard time seeing how these canned statements relate to the day to day struggles and accomplishments of the faculty and students.

I cannot identify any not-included items.

You have failed to include advocacy and services for students with disabilities. They are a largely underserved and under-heard group. Many students with disabilities do not receive the support they need to succeed in higher education. They are capable and should receive more support, through practices such as Universal Design.

It is more than "butts in seats" or "getting the 'right' butt in the 'right' seat at the 'right' institution, it is, in part, transmission of the patchwork of culture we are as a society and the deployment of resources to meet the future. Pogo may have said it best; "I have met the enemy, and he is us".

We must make sure that our institutions are adequately funded to continue to innovate and take risks that meet the evolving work environment. If university become trade schools focused on preparing students for narrowly defined jobs, we will quickly become irrelevant.

The education of young people as citizens prepared to participate in public life.

I think it was rather comprehensive!

Not sure.

Nothing

Strategy to encourage campus classes while we also support online learning in competition with other accredited and unaccredited institutions.
The ability of students to do well in college is very much related to how well they are prepared. We must encourage the state to strengthen highschool education processes. Once in college, many students need help finding the path that "fits them the best". They often need guidance for that, and, particularly in the minority populations, family and peers may not be able to help.

the human aspect

I'm not sure how to incorporate this but there needs to be an acknowledgement that expectations may need to be managed. "Blue skies" are wonderful in the world of ideas but it is important to be mindful of practical limitations and restrictions when moving from conceptualization to implementation.

The system should have a unified message that ties all schools together and identifies each school as part of the UNC system.

Very good articulation of guiding themes.

Not bad so far. But universities, almost alone in today's cultural climate, must constantly argue for and support the broadest definitions of scholarship and human development, and the Strategic Plan should reflect this in language as free of business-speak and jargon as possible.

It seems that research and technology keep coming up. What is truly invaluable and being lost at many state universities is the teaching side-good teaching and training are the structural pins for education and this needs to be a focus. Do we want to push high quality teaching or nobel quality research? Can all of our state universities do both?

Extremely problematic nature of the high use of part time and adjunct faculty to provide instruction without adequate compensation. These faculty members deserve more respect and support than they currently get.

sustainability

Recognizing the continued importance of the humanities and liberal arts.

underlying threads that impact all themes- aging infrastructure and its ballooning costs, geographic patterns of access and socio-economic differentials, unsustainable funding models

The absolute irrelevance of this, or any, strategic plan to what real students and faculty do in classrooms and labs.

The dereliction and destructive funding cuts of the current state legislature. We do not have a university system problem; we have a political problem.

international students

A chance for the people of North Carolina to express their desire for stronger funding for higher education from the state, and to emphasize this need to the state legislature.

Cavalier decrease in funding by State and the damages thereto. All the flowery stuff you asked about is irrelevant as the ship sinks. Many best faculty are leaving....

Very limited state and jobs view. Global challenges? Interdisciplinary problem solving? Ethical and creative scholars?

I would like to see more on equitable treatment of women and diverse groups

The importance of interdisciplinary critical thinking--where scientists are exposed to arts and humanities, and vice/versa. We need to graduate students who are innovative and intellectually flexible--not students who have narrow training in a single field, aka the single track job training model.

UNC lacks academic standards, we pander to Parents, students, and donors. We need to maintain some type of academic standard that is missing.

pay for non tenured track and health benefits for family coverage is just not acceptable

This survey alone, and the wording and terms used may be difficult for some outside of the academia world to understand. As a social worker we are told to use more common terms for greater understanding and to not appear above or elite when working with our clients. Many of the questions presented and paragraph descriptions...
read as though the participant had a great understanding of all of the questions being presented and would clearly know what each choice represented, when if fact some of the choices were hard to understand or did not make sense upon initial examination. I think in the future you should construct a survey that is easier to read and understand, maybe provide examples, and using wording that is more common in communication than was presented in this survey.

Lack of support of higher education from legislators and politicians.

Out of state student enrollment.

Please further emphasize the importance of education and responsibility of the system to provide quality education and employment to students, faculty, staff, and campus administration.

More emphasis on staff needs---what about staff pay? Pay has been flat for seven years.

How to reach students before high school of the requirements needed to enter college.

University staff are often seen but not heard, obvious and invisible simultaneously. When we do things right, it's sometimes hard to know whether we've done much at all; when things go south, we're there to clean up the mess. I've worked in the UNC system for 10+ years and I would have expected that someone would pick up on this reality by now. I've seen any number of these strategic planning initiatives to improve outcomes, set a vision for the future, or whatever. Rarely do they mention staff, never have they mentioned staff in a way representative of the value contributed by staff to student success and other outcome metrics. Do we teach students directly? No. But we provide the learning management systems on which faculty give homework, contribute to discussions, answer questions, and through which students can collaborate at 3am. We provide fire protection and HVAC, ensuring that students have a safe and comfortable space in which to learn. We provide the network connectivity necessary for distance education students across the nation and the world to access resources as if they were in a computer lab on campus. We also work alongside students and teach them knowledge and skills that will be useful not only in their university employment, but after they leave our community and enter the world at large. Staff should never be functionally ignored in planning activities, and yet we always are, including this time. You should end that trend here and now.

There was little mention of serious efforts to retain good faculty or to review universities in the system and see who has not made progress. Many people stay in a position just because it is job security but do not deliver new ideas or any creative ways to teach students, conduct research or engage in the community. Some are tenured and do nothing after receiving it!

University and Community partnerships

Distribution of UNC GA funding for minority serving inst

The impact of learning experiences outside of the classroom and recognition of the holistic nature of the learning experience for students at a four-year institution of higher education.

The impact that poorly trained, under-performing faculty and staff have on student success but we continually give these "select" people salary increases due to market considerations but no appropriate evaluation of their interactions with the people they serve.

I thought the guiding themes discussed in the survey were excellent.

The survey failed to include innovative transformation of higher education. Higher education governance and administration has to transition to a different form of learning environment that is based on experience rather than the traditional classroom setting. UNC can be a leader in showing the rest of the country how to Google-ize higher education in which each campus is developed into a mini community that fosters work-life balance for its students, faculties, and staffs.

Accessibility of students, staff and faculty to affordable healthcare and the impact that this would have on ability to participate fully in academic life, retention of students, faculty and staff, and productivity.
<table>
<thead>
<tr>
<th>Gross inequalities between campuses - guiding themes apply only to UNC CH.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The importance of Public Safety and Emergency Management to the UNC System.</td>
</tr>
<tr>
<td>Retention of qualified faculty and staff</td>
</tr>
<tr>
<td>UNC has failed to include the primary institutions that serve minority's groups. These institutions are a staple in the communities in which it serves. This notates that non white students are in the minority's in all other institutions in North Carolina. To disregard minority serving instulitutions, HBCU's to be specific, is to ignore the demographic of students to which it serves - blacks.</td>
</tr>
<tr>
<td>The idea that any person of the state of North Carolina should have ready public access to the necessary knowledge to pursue a higher education.</td>
</tr>
<tr>
<td>the importance of dealing with student loans after graduating</td>
</tr>
<tr>
<td>Credit transferability from UNC system to other institutions.</td>
</tr>
<tr>
<td>Community engagement</td>
</tr>
<tr>
<td>Clear and explicit language.</td>
</tr>
<tr>
<td>You have failed to note that the University system was established in our state to educate our young people so we would have an informed and reasoning citizenry, and EVERYTHING our University does should be in the BEST interests of our STUDENTS, NO EXCEPTIONS. Our State should support public education from the earliest grades and make sure all children learn up to their potential and become the best adult citizen they can be.</td>
</tr>
<tr>
<td>Finding a place in the hierarchy of institutions in the system for every institution and a purpose therefor.</td>
</tr>
<tr>
<td>We should prepare our students not just for the classroom but also hands on real life experiences. Employers are expecting this.</td>
</tr>
<tr>
<td>&quot;Admission Process&quot; and how to improve admissions to serve local communities, more students, helping HARD working (merit) students, and improving it to be a process of the best quality among all college education systems in the United States. What makes our admission process different, attractive, and better?</td>
</tr>
<tr>
<td>Nothing.</td>
</tr>
<tr>
<td>Full support and funding for the sustainability of Historically Black Colleges and Universities (HBCUs)</td>
</tr>
<tr>
<td>What is the vision of the strengths this focus shift will give Carolina institutions? Outcome ideals not clear.</td>
</tr>
<tr>
<td>Diversity. There is a section that uses the word diversity, but none of the statements or options in the section speaks meaningfully to diversity. The UNC System currently serves a remarkably diverse population in this state, and NC stands to become much more complex in the 21st Century. This issue should get its own focus in the strategic plan.</td>
</tr>
<tr>
<td>unknown</td>
</tr>
<tr>
<td>Should we reconsider the entire way we do education at the higher level? For example, would it be better to have students do a year of service after high school; have most go on to a 2 year college for the basics and some kind of 2 year degree and then feed them into trade schools; advanced knowledge degree programs (engineering, law, pre-med) and then advanced degrees.</td>
</tr>
<tr>
<td>n/a</td>
</tr>
<tr>
<td>The value and recognition of the fact that we as a state are a part of a larger world.</td>
</tr>
<tr>
<td>Outwardly recognizing and stating the need to focus typically underrepresented/minority groups within each section.</td>
</tr>
</tbody>
</table>
Thoughtful discussions and dialogue will possibly lead to other themes or sub-themes. The approach is good in that it is important to focus with expectation of realizing a successful strategic plan.

Ethics

I think the questions covered the primary themes.

You failed to recognize the over expansion in goals of our state university systems that have cause spiraling costs resulting in lower student access. Wake up.

Tenure should be eliminated, we would have more faculty that really wants to teach our students.

Efficiencies: 1) Why do we not focus on areas that can benefit from efficient use of resources. Some large campus are virtually deserted in classroom buildings after 3:00 pm. This is not an efficient use of resources. 2) There should be more standardization in courses that transfer between institutions. 3) UNC campuses should be forced to share knowledge in technology and facilities. 4) It is costly bereft with problems for students to get the classes that they need in a timely manner. Course offerings are a problem and advising is a problem. Students are being signed up for classes that they should not take; critical classes that they need are not being offered when they need them.

The importance of minority serving institutions is not in the forefront of this survey. Additionally, the unequal opportunities for students from rural communities and underserved populations needs to be emphasized. Major UNC systems schools should also be required to participate in providing more opportunities for students from rural areas of the state and from underserved populations.

The guiding themes demonstrate a weak commitment to diversity.

How will this strategic plan align with recent strategic plans of each institution?

I believe the current strategic plan is just a laundry list of items to accomplish. UNC Tomorrow, which I was a part of, was a little lofty. However, I think this plan needs to be a happy medium but with some specific recommendations and expected outcomes. At this time, I am not convinced it will achieve that goal. I believe that we have a grant opportunity to redesign some of our campuses so allow them to be more nimble and responsive to changes in the world -- I encourage the BOG to be bold enough to do that. Having spent my entire professional career in higher education and college access in particular, I think we have a moral and ethical obligation to fulfill our education promise for those we admit. No student should leave with $100,000 debt, no degree to return to Wayne County and get a minimum wage job. We can do better than this and finding funds to help students, not just keeping the cost low, should be one of the highest priorities. The Legislature has failed to fund the need-based aid program as they should. New funding models must be examined but they also must meet the needs of the institutions -- not just the students.

Developing a way in which students who want a scholarly education can be financially supported so that they may attend college full-time to graduate in a timely manner without accumulating an outstanding debt.

Enhance focus on excellence in teaching, educational programs and facilities system-wide

Employees satisfaction. Efficency of administration.

You have failed to consider that not all NC higher-ed institutions needs to be brick and mortar. Think innovation, think competency-based, think online access, think about marketing to the large population of individuals with
some college and no degree Think of a way to offer competency-based education and affordable prices for the vast majority of our population still needing and wanting college degrees.

Historical challenges from the past whether successes or failures and how collaboration within the minority communities and universities affected the outcome.

You did not fail to include anything.

There is a failure to include the overarching importance of a citizenry that has the universal opportunity for a classic liberal education. ("Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.")

It would be nice to see greater collaboration across schools in the UNC system as well as our state HBCU. This could be addressed by pulling together programs with similar interest areas and establishing cross-university programs that would serve both students and communities.

important not to focus on "narrow" definitions of the state's long term needs, and not focus only/primarily on "economic" impacts. For example, impacts on health and social well being of the state's population and addressing disparities (increasing diversity and diverse participation) are important.

I didn't see any specific questions about distance education or online learning. In my experiences and opinion, this is one of the largest growing sectors of both demand and growth. It is also one of the most difficult to gather support for, since it costs money to implement and requires a culture shift with teaching and student services. Distance education, when supported by quality resources/technology, trained staff, and solid accreditation, can be a strong pull for students of all locations, ages, and demographics. It is also relevant to employers who expect tech savvy graduates and will help integrate NC further into the tech & innovation economy.

Addressing low performing departments on campus and working to replace faculty that do not support students. Second would be to remove programs, such as honors programs, that create discrimination in learning. Programs such as these create environments on campus that devalue people who they "believe" are not as intelligent as other students. They also have low retention rates, and are not worth the funding or scholarships. Third thing to focus on is the ability of the faculty to address student concerns on learning and legal issues without telling them to get lost. I've experienced unethical treatment at the hands of a professor, department head, and then the dean of the department. No one deserves to be told that even though they earned an A in the course that "you don't deserve and A, so I reduced your grade to a B". Unethical treatment of students is rampant on the campus, and this is not the only example.

role of athletics

Need far more attention to community engagement and community-engaged research and scholarship

Keeping our HBCU in the State as HBCU. If, it wasn't for this schools there would not be black teachers, nurses, doctors, engineers, etc. These universities have taught so many people so much and to loss them would be a loss to the state as a hold

student life

There does not seem to be a clear focus on what the UNC SYSTEM can and should do collectively that the institutions cannot accomplish individually. All 5 priorities are things all universities should be doing. What can the SYSTEM do as a whole that will "raise all boats"?

Perhaps the significant contributions that our institutions make to the national and global community (beyond just North Carolina)

Equal treatment of all populations of students, faculty, and staff across all demographics.
Faculty retention

Sticking to the basics of education and research. If we do those well, then society will be in a position to identify and address real challenges as they arise (much better than the UNC System can predict them; see answer to next question).

NC needs more R1 public institutions. ECU should be one, maybe Charlotte.

Specifically speaking to the historic inequity in funding to the minority serving institutions.

Recognizing the importance of the Historically Black Colleges and Universities in the state, there seems to be a plan to reduce the importance of these colleges in the minority community.

I would like to see greater clarity about the university system's goals with regard to liberal arts education as preparation for participation in a robust civic life.

The total impact of the UNC system as a whole as it relates to the stability and vitality of our state, in relation the educational progress within the United States. This UNC system must listen and encourage the inclusion of the business communities both small and large, the social community input in every region of the state, and the vital contributions of its major provider the actual student, please open the door for the student voice and contribution to improve this system of higher learning.

More focus on the Institutions that serve minority communities and how the UNC System can aid in ensuring they remain competitive, properly funded, and as technological advanced as PWI's.

Strengthening partnerships between UNC institutions and K-12 communities to ensure readiness of students to face the rigor of academia in higher education.

I would suggest more emphasis on being a "System of Higher Learning" that focuses more on students and their associated issues of access, affordability, appropriate and proactive guidance and ultimate success.

You've failed to address any real issue.

assessing/evaluating the effectiveness of programs, services, and teaching for resource allocation, improvement, and accountability

Themes regarding alternatives to debt based payment of tuition such as scholarships and grants

No

With HB2 being such a hot topic, there needs to be some language ensuring that diversity includes all sexual orientations.

Innovation and entreprenouship - from science to business

A good start

What are we doing for minority group outreach? How are we getting those students actively engaged in the university?

Equity between institutions in regards to freedom to govern themselves internally.

Additional funding to ensure NCA&TSU gets equal funding for their facilities.

Providing quality educational opportunities to all in-state students from all economic levels with minimal debt upon graduation. Student loan dept has reached unacceptable levels.

N/A

No discrimination!

Promotion of diversity and its varying facets

You forgot to include a section about what should enrollment standards be.
Salary increases for Administrators and Staff so that salaries are equitable across all institutions.

Online education, competency-based outcomes

General Satisfaction

Equal educational environment at each institution means each providing scholars with the best possible education in the nation.

Flexibility of classroom to be inclusive of on-line training and courses.

The mission and purpose of the UNC System must mirror the needs of the state and may change as new issues confront the general communities therefore the System should embrace change. The investment in quality people who have academic freedom and integrity is what must be developed if we want a better future for our state. The UNC system should have a focus on the mentoring of students that come from backgrounds that put them at a disadvantage (i.e. first-generation college students) who do not have the resources from their families that other students do. By helping these students early and making the college experience less daunting will help to increase diversity, inclusivity, and productivity in the UNC school system.

N/A

N/A

Be specific in what you're trying to do. Don't hide behind a bunch of fancy definitions and try to make it as if you're doing HBCU's in NC a favor. Mean what you say and say what you mean.

I feel that HBCU's are a valuable part of a diverse culture and must be enhanced, encouraged and improved to meet the needs of a growing talented pool of future leaders.

Special fundings for Historic Black Colleges (HBC) within the UNC System.

Faculty support and development

Not enough attention given to student success and retention.

There should be a partnership between the UNC system and public schools. I believe the education gap starts at an early age and minorities are impacted the most. Funding should be awarded at each public school for afterschool tutoring and Saturday tutoring.

focus on side business and entrepreneurship. It is not always beneficial to only focus on research and working for employers. In expensive markets such as NYC and Los Angeles, being multifaceted will become vital.

I'm not sure you truly captured the guiding principles of Diversity and Inclusion. Pls ensure the MSI's are equally at the table.

Specificity in regards to equal access to higher education and an assurance of the University's efforts to ensure positive impact on students, faculty, staff, and community.

Too many racial and sexual oriented issues where the White/male university administrators dismiss both the existence and the punishment of offenders.

I would like the themes to mention the pride and tradition that North Carolina has enjoyed for more than 200 years of leadership in low-cost, high-quality public universities. Let us not be the generation that lets this tradition down!

Explicit commitment to diversity, equity and inclusion and support for members of underrepresented groups

N/A

A general acknowledgement and commitment to attracting/recruiting, retaining and supporting the advancement of members of underrepresented groups

You have covered all relevant points.
Just want to make sure the UNC System and constituent institutions avail themselves of technology, business process/re-engineering, and methodology improvements advanced and practiced in the commercial business community are either adopted internally or taken advantage of by way of competitive contracting.

How to assist graduates with their student debt post-graduation. Include a financial literacy course in general education.

I do not remember seeing anything about cuts to academic programs.

I'm ok with what was provided.

attraction and accessibility for out-of-state/international students, globalization, student/faculty health

I think the theme of diversity should be more clearly articulated. The UNC students, staff and faculty need to more closely resemble the diversity of the people of North Carolina.

The importance of universities that may not be seen as "excellent," yet provide lower achieving students the opportunity to obtain a college degree and therefore improve their future

Individuality of institutions

Diversity has not been addressed in any way shape or form, nor has research and education excellence. I question if the BoG's lack of experience in basic science and research and lack of ethnic diversity, precludes them from understanding the true problems faced by the UNC education system.

Affordability based on the appropriate level of support from the NC General Assembly so that the costs of the institutions are kept in line with our constitutional mandate rather than forcing the students, staff and faculty to bear the cost

That it isn't just minorities and low income families who need assistance. Many middle class families struggle with sending their children to college too.

The UNC Chapel Hill scandal is an embarrassment to this state and the UNC system; it's also reflective of a society where values are no longer important. Education should provide students with a chance to improve their lives by means of gaining a career after graduation. That should be the focus. That's the whole point of going to college to put it simply. The second thing universities should focus on is research. This entire movement towards a college campus being some sort of insulated safe space apart from the harsh realities of the real world...nonsense.

Not sure - need to personally analyze the full complexity of the issues prior to providing a response.

The importance of recognizing that all secondary schools aren't created equally, however they house some of our brightness minds. As a state we need to not neglect this talent pool. Tutoring and developing is critical to all concerned, uplifting their achievements when given the opportunity to excel

Nothing

Community outreach priority and goals of Universities

Not sure if the survey effectively addresses some of the more prevalent shortcomings with respect to diversity and inclusion.

More focus on HBCUs

in developing a strategic plan, the core mission is often sacrificed to support for elements of the vision of the future - if we are going to have real success, the core competencies cannot be sacrificed for the pursuit of temporary news-makers. The UNC system must think in longer cycles - the test of a successful program - rather than short-term production

Diversity, sensitivity and communication across boundaries other than race and poverty. How about age for one, several adult learners return in their 40's, 50's and older now; especially in this unstable economy. Another reason is our children are raised and now we can pursue education for learning value not just economic reimbursement potential. I personally always wanted a masters degree but I was a single mother with a baby to
raise. I went back to school for my BAS when my daughter was 10 as I didn't want to miss any childhood milestones.

Nothing

The UNC system has been gravely crippled by the current legislature and the hiring of the UNC President. The current leadership has no interest in improving higher education in the state of North Carolina.

I am satisfied with the themes in this survey.

Integrity. Character. Leadership. It's not just about money. It's about developing people. And I did not notice a single reference to SERVICE in this entire questionnaire -- service to the state is the bedrock of the University system.

reducing the number of institutions to save on costs

Support peaceful protest!

The support needed from Raleigh for any state university that is struggling financially or academically. There should be state level agreed on benchmarks that each institution should meet and if they do not, then the state should provide support to shore up the weak areas of the institution.

n/a

N/a

Consideration of coming changes in technology, society and the world of work and their impact on learning, teaching, research and service. This survey ignores the realities of today and tomorrow. Come on people, it is not the 1990s anymore. Do your job and serve North Carolina.

no

In my opinion, this was a very well-structured survey, and I hope respondents provide substantial feedback, as this survey has brought forward, many important issues that should be resolved. It would be interesting to see the results from the data collected!

Colleges and universities are centers for learning, not producing profit. Somehow the focus has shifted to the bottom line instead of making sure that the students are learning something that they can then use to make the surrounding communities, the State, the Nation, and World a better place.

Diversity, diversity and diversity.

A method to evaluate success and focus on implementation of lessons learned.

Funding cuts by the General Assembly has decimated some outstanding educational programs and initiatives in the UNC system. The financial viability of the UNC system is at risk in the current political environment.

You should provide some special funding for the top 3-5 research universities who have consistently held those rankings - these schools need additional funding to retain staff who are doing ground-breaking work.

It all goes to funding. With institutions being granted the funding needed, success is inevitable.

The actual application of these guidelines...

You failed to include statements regarding the accountability and success rates of NC colleges and universities.

no

Please be specific. Put this in language that the average person can understand. NC A&T is a very important part of the university system. If you want to change anything about it, that's not to the benefit of the school, you will have a fight on your hands.
Some of the UNC universities seem more focused on athletic excellence than academic excellence. This is NOT the mission of universities and needs to be openly addressed.

Addressing the unique needs for funding, financing and the learning opportunities at NC's traditionally Black universities and their special role in the education of all its students regardless of race or ethnicity.

The repeat of high school courses and frivolous electives during the first two years of college are pointless for economic development and improvement of US education. Time should either be better used for better preparation or eliminated to reduce college cost.

Diversity of both staff and faculty

A commitment to AMERICA and our citizens education, because it's a shame that as I work at UNC campus and I see 30x as many Asian international students than black and Hispanic American students at the University and that really is sad. With more aggressive recruiting of home grown minorities it be better. Some of the spaces taken up by all these International Chinese students could go to more well deserving minorities from right here.

No one seems to recognize the need of middle income families, and the lack of scholarships available to them. When both parents are working, although they may make only 50,000 per year, they rarely qualify for financial aid. Fafsa is useless unless you're dirt poor, and wealthy people people don't need it. Therefore, middle income families lose, and everyone knows that middle income students are always the men and women who keep this country running.

More focus on minority based institutions

academic rigor, support of theoretical research

I think you have failed to recognize the importance and need for our students to compete on a global level the skills which prepare them to go beyond just contributions to local and state communities. Many of our students leave this state and work in other states. Companies in this state need to provide incentives such as lowering student debt from financial aid. Just as the university sees a need to attract and compensate quality faculty, students want to use their skills where they are compensated.

Nothing

The survey is worded poorly and is rather difficult to understand. This may affect the choices selected.

I think there is a lack of focus on expanding the traditional college student to include programs that focus more on lower income, rural, and minority communities as well as supporting institutions who focus on this goal. The goal should be to grow the base of college graduates and 1st generation college graduates across the state, and institutions should be incentivized do this.

I believe everything was covered.

Helping students financially that are "privileged"

Nothing

I did not see any significant gaps in the guiding themes. In fact, I appreciated the breadth of topics.

Student graduation requirements and other aspects of specifically student life.

Information about the workforce and public education, K-12.

Poor on Diversity attainment, support, financials (students and institutions). Light on measurables

Righting the disparities between the systems' historically black and minority serving institutions. Since 1972 the UNC system has tried repeatedly to dismantle A&T, NCCU, WSSU, FSU, ECSU and UNCP.
Social justice

You don't seem to understand the large picture problems of university education. You seem to be focusing on all of these small things that in the end don't really make a difference. Your problem is our world has run ahead in progress since the internet was invented, and you have not figured out how to teach and prepare students quickly and effectively in a short amount of time in the age of technology. It is as if we were living when the printing press was just invented and you are trying to keep teaching people that transcription is better than the printing press. The fact that the minority serving institutions could be on the same level as the other so called elite state colleges if they received the funding. They also need to all the minority colleges and universities to serve the population that they serve with the same adequate funding and resources.

N/a

No

The lack of support for the minority students, and when the students speak about the inadequate teachers they should be fired, nobody cares about tenure!

location! Universities are not conveniently located in Eastern North Carolina unless you live in a big city! There needs to be more emphasis on "accessibility" to satellite locations. Also, East Carolina University needs to fix their parking! As if commuting from New Bern isn't dedication enough waiting additional time on a bus to get three blocks closer is an oxymoron! Universities need to be more transfer and commuter friendly! The lack of accommodation for commuting students dedication to their education is appalling!

The elimination of racism and sexism on campuses

Nothing

This minority STEM pipeline. Choosing science as a course of study. Improved science teaching and learning

N/A

This covers it pretty well.

Until the state integrates the university system, we will continue to see universities of all African American teachers and students,...the state needs to integrate, which seems to be beyond its reach

Tackle the extreme issues regarding sexual assaults and the poor responses made by administration. athletics receives far too much funding

Working with the NC Legislature to restore funding to pre-Recession levels.

on-line degree availability

The honor code needs to be read and understood and reemphasized. I just don't think as much emphasis is put on it today as a grad student at ECU as it was 20 years ago when I was a freshman at Chapel Hill.

I fear there is a skewing--one that is neither fair nor accurate--toward supporting STEM-type teaching and research. Let us not forget the important role the state university--from the time of Jefferson--has played in creating, preserving, and teaching arts and letters. These, too, are vital for the state in going forward and in assisting in the creation of whole people, people who think broadly and deeply.

See prior statements about Access and Excellent and Diverse Institutions

Environmental themes - how to be more "green"

For all the talk of diversity and equality, as is now required these days, what has failed to be wholly addressed is the ease with which such things could be accomplished and bettered if the school were to simply lower the cost of tuition.
Some of the definitions are too narrow and do not completely fulfill the intended descriptions. One in particular needs to be revised.

The university needs to take a firmer stance on state issues that closely affect faculty, staff, and students (e.g. HB2). Without such a firm stance, we cannot credibly claim providing a safe space for all members of the campus.

Failed to discuss ways to better pay for college.

Enough emphasis on the importance of teaching.

none noted.

Failed to ask us about trends - is the UNC system more or less effective now than in the past? This question could be asked about each of the themes. If more effective then why? If less effective then why?

The barriers HBCUs have to provide quality education, including plans by Republicans to try to purposely reduce funding to these institutions

Understanding financial needs of the faculty and supporting in research productivity

There is nothing about mitigating the classism facing fixed-term faculty at ECU. The Department of English has institutionalized bias against fixed-term faculty solely because of rank rather than because of research productivity. Also, ECU needs to do more to recruit faculty who actually want to be here in Eastern NC rather than who are just passing through. Then the University can connect to the community to solve environmental and socio-economic problems.

Good coverage, nothing else comes to mind.

Academic support programming to ensure student success (tutoring, mentoring, etc)

In the last set of questions you happen to mention "retention and satisfaction" of staff. As a staff member I am very disappointed with the UNC system's lack of advancement opportunities and wast of staff brain power and abilities, an often great and untapped resource. It is a shame. There will always be a hierarchy of value within the context of a university, but I would like the system to be more creative in their approach to tapping into staff abilities and potential.

ecu stepping stone university. faculty underpaid and too many demands for tenure. Staff care, but the administrative bullshit decisions are insulting

I would like to hear about how UNC can be a global leader in high education and train students to contribute to the society and community in a leadership role. In other words, in 21century, with technology advancement, mankind can achieve more into the future. So we need to train our students to look forward to the future, carrying broader ambition, overcoming narrow mind and hypocrisy, advocating non-violence, and achieving success by working hard.

Preparing high school student from North Carolina to have the skills and knowledge to be successful as a college student, and eventually a successful employed contributing member of society.

Student feedback

SPA employees are over loked and underappreciated. I have heard Associate Vice Chancellors state, "SPA employees do not deserve raises until tax neutral funding can be found. Administration carries this University."

Helping students, faculty, and staff, develop the skills and competencies to be outstanding at dealing with difficult communications, conflict resolution, processing difficult emotional states, building community and consensus, and having strong skills of self awareness, awareness of others, cultural competency, and compassion.

I think these themes could have improvements

You forgot white males. Every minority group gets special attention except white males. And this group has one of the lowest graduation rates from college/universities. Everyone forgets them in the milieu of the educational system.
need to insure that unc system institutions maintain high quality programs and graduate students that leaders in
the workplace

Haven't had time yet to consider what might have been overlooked - will take more consideration

Identical standards for all students, irrespective of ethnicity, culture, or socioeconomic status.

n/a

Let's face it, the problem is the state slashed the hell out of public education budget and the entire system is
practically on the verge of collapse. Tenured faculty are fleeing the state in droves because they can get better
opportunities elsewhere. Those tenure lines are not being replaced, so there go the grant dollars. They aren't
even being replaced with fix-term lines so we can't teach as many courses as the student need. And while the
quality of education goes down, the cost of it goes up because the school needs the money. I will also add this:
The fact that college athletics has not only been protected from these cuts, but has been taking money from
academics while academic is already suffering is obscene. We know the claim that college athletics pays for itself
and supports the University is a fallacy. Only 20 teams in the NCAA are actually profitable, and I don't think any of
them are in NC. Stop supporting sports at the cost of what Universities are supposed to do: Teach.

This all is an attempt at manufactured consent. The UNC GA already knows what it intends to do.

Failed to support the pipeline from classroom to employment for the Minority Service Institutions.

Balancing the competing demands on the time of faculty and staff throughout the UNC system. Faculty are being
asked to take on more administrative responsibility and teach more and larger classes, while at the same time
maintaining a rigorous research agenda and seeking external funding. The constant pressure to do more with less
(fewer faculty, lower staffing levels, and reduced departmental budgets) is wearing on both faculty and staff. It's
resulting in further loss of talent, as people are seeking work elsewhere to escape. An added problem with staff is
that experienced personnel have to change jobs if they want to make more money, as raises are not allowed to be
offered to counter other opportunities. An entire department's efficiency can be impacted while the decision is
made about whether they will be allowed to hire a replacement, going through that process, and then training the
new staff person. I'd also like to see more strategic thinking about maximizing service to the community and to
those who serve it...such as military, fire, police and local government officials. Communities and the state are
built upon these important agencies and people.

The survey only touches on some of the problems.

No

Nothing

You need to emphasize education. That' the mission of the university. It's not to employ multi-level
administrators. The BOG and the BOT need to get in touch with faculty and see where improvements need to take
place. They are so out of step it is alarming. Voting year after year to give huge raises to Chancellor Ballard and
deans and VC in the same years when faculty get nothing or 1.5% which is next to nothing is a slap in the face.

equality between universities... it feels as though there are tiers of universities within the system.

faculty salaries as a whole especially at HBCUs tend to be lower than other institutions

The relationship between NC Universities and the NC public education. Many of our NC students come from the
NC public education system and this system is being destroyed. This must be reversed or else we are doomed.

you need to look at how to pay for services that students and families demand like recreational centers, security,
EEO services, etc. All needed but rarely paid for. You also need to find a way to pay employees a fair salary and
stop with a cap of 20% for raises. A new hire gets a better salary than loyal high performing employees. This is
shameful. Please fix the state HR system.
Universities need to improve on the hiring of staff and faculty. What I see at ECU/SoDM is not how much experience you have but who you know. That is not how the hiring process should be. Attempts need to be made to hire within the University prior to outsourcing the position. If not others are left to train the individual who is not really qualified. Also universities need to realize that staff are just as important as faculty. Without a team effort the system fails. There needs to be a cap on salaries. People should not be hired to the university if they are just trying to get rich. Too many in management are making salaries above 80k that should not be. All jobs should be audited periodically to make sure that the job description fits the salary not the years of employment with the state.

Social environment and/or student-community relationships

Nothing

The questions regarding student retention are focused from a "4 year full-time student" perspective. The system needs to recognize and accommodate students that work full-time and go to school part time. Focus should be on continued progress toward graduation, not graduating in a given time. Focusing on metrics assuming students should graduate in 4 years will adversely affect a population best served by part-time enrollment.

What you have is enough, probably too much. While it is reasonable to have a vision, it is a necessity to pick one thing and get that done and then the next thing. Too many goals dilutes the effort.

N/A

How you treat your employees! What the administrators / Board of Trustees did to me and my colleagues is disgusting, rude, and is nothing more than theft. They took away two of the benefits that I was hired with in 1992. They took my Leave benefit and my Sick Time benefit. Money was not a factor. It is purely egos and abuse of authority. I have no respect for ECU administrators at all. They are thieves, and in my opinion, they should not be in positions of authority. People like them make life suck for other people. True leadership does not include hurting employees, but ECU does not care about its employees, only their egos. This is not leadership. This is abuse of authority. This survey is also worthless. I know that nothing will happen to get back what was taken from me. I also believe that the UNC system is wrong in paying its leaders high six figure incomes. They are not worth it.

Globalization and global awareness

Diversity and inclusion: not only descriptive but also substantive representation of female and minority students and faculty members.

The importance of research funding at the state level to address needs of NC communities.

Nothing!

There seems to be a total focus on jobs and economic impact with little attention paid to arts and humanities. Our four-year colleges and universities should not become vocational/technical schools that just prepare graduates for jobs that may or may not exist 10-15 years from now. We also need to provide a solid foundation in the liberal arts so that graduates can think critically, write well and adapt to careers that may not yet exist.

A stronger focus on aligning employer expectations with reasonable student outcomes (employers most often fail to pinpoint exactly what is "missing" from graduates' abilities) and a renewed determination to partner with employers to bridge any perceived gap.

---

the tension between various missions and funding among system university

NO
Recruiting a more diverse faculty. Support and encouragement for study abroad.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do we address structural inequalities and barriers in the system with regards to hiring practices, promotion, and the treatment of diverse students and faculty? This needs to be addressed.</td>
<td></td>
</tr>
<tr>
<td>Eliminate race as defining diversity. Work programs for tuition instead of giving money to some groups and not others. Athletic programs should be self paying.</td>
<td></td>
</tr>
<tr>
<td>Institutional Leadership. In this respect, the UNC system has given so much power to the Chancellors and Provosts such that, despite the documented institutional policy, collective advice and recommendations of the faculty and staff, they tend to use their positions and powers to impose their own wills.</td>
<td></td>
</tr>
<tr>
<td>No questions regarding funding allocations in the state budget. Almost all of these issues are best resolved with additional funding. Omitting this option from the survey was a political choice.</td>
<td>No</td>
</tr>
<tr>
<td>What role should the &quot;system&quot; office play? Should it be advocacy; compliance; centralization of services or other? Should this role be equally distributed across all institutions or select based on need?</td>
<td></td>
</tr>
<tr>
<td>I recommend anyone doing &quot;strategic planning&quot;, to read this Harvard Business Review article: <a href="https://hbr.org/2014/01/the-big-lie-of-strategic-planning">https://hbr.org/2014/01/the-big-lie-of-strategic-planning</a></td>
<td></td>
</tr>
<tr>
<td>The inclusion of public service. UNC is a state institution built for the people of North Carolina. This isn't just about degrees and visibility of graduate students. We need to be IMPACTFUL and INNOVATIVE</td>
<td>None</td>
</tr>
<tr>
<td>This service fails to address the most essential element in university education— the creation of an atmosphere where students can develop the modes of thinking and acquire the knowledge that will allow them— through the development of the talents their teachers help them identify— to draft the blueprints if the human future.</td>
<td>None</td>
</tr>
<tr>
<td>The often uniquely individual purpose of higher education.</td>
<td></td>
</tr>
<tr>
<td>I feel that there should be a stronger acknowledgement of how important it is for there to be an educated class of citizens who are being stimulated by the university and set free into society. If our measure of success is being employed in currently existing jobs, we will decline. Our largest measure should be of how we prepared our students and graduates to create jobs and opportunities that we could not have imagined.</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts education. This is the cornerstone of American higher education.</td>
<td></td>
</tr>
<tr>
<td>I don't think you missed anything</td>
<td></td>
</tr>
<tr>
<td>There's nothing here that would help the system sort the unique contributions, value and needs of faculty and students across different disciplines.</td>
<td></td>
</tr>
<tr>
<td>You haven't really capture the absolute importance of the reduced state funding vs. rising cost of college.</td>
<td>N/A</td>
</tr>
<tr>
<td>Student post-graduate employment rate.</td>
<td></td>
</tr>
<tr>
<td>Generally I think it's good - I would prefer to see more about the importance of broad knowledge and capacities for handling an uncertain future world, in particular about good governance and citizenship in the 21st century.</td>
<td></td>
</tr>
<tr>
<td>Presence of politics in UNC system decisions, funding, etc.</td>
<td>N/A</td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
where is the vision statement? If the UNC system is going to remain competitive with other states, what is its vision? Where is it going? What do you want to be? Then, where are the clear goals to get there?

You should also include a commitment to environmental stewardship and sustainability. These should be guiding principles of our government and society at large and the University of North Carolina would be an excellent place to implement these values.

The biggest issue is the lack of state support.

The GA should help bring common support systems to all of its schools. budgets, payroll, enrollment, space utilization and other common systems that State and Carolina have that others do not. Everyone learns at different levels, but that does not mean that the smartest should get all of the funding. Carolina has 2 Billion dollars!!...while UNC-Pembroke or NCCU has ???. Now does that seem fair?

Nothing to add.

Salaries

N/A

Interdisciplinary thinking and learning

UNC has historically enjoyed a reputation as one of the best state-run college systems in the country. The quality of our higher education system encouraged a variety of companies/industries to make NC their home and served as a source of state pride. However the past decade of budget cuts and political infighting have tarnished our reputation and devastated morale on all of the campuses. We need our pride back! We need to know that the citizens of this state value and support higher education. Rather than constantly defending ourselves through layers of new assessments and reports -- it would be nice if UNC's faculty/staff/students could occasionally get the benefit of the doubt. The vast majority of people do good, important work; it's what built our strong national reputation in the first place. Perhaps our strategic plan could reflect a desire to once again be held in high esteem by our government, the tax payers, and other institutions of higher learning.

- emphasis on supporting diversity and education about diversity

I may have missed it, but I did not see a reference to being competitive in a global economy. I also think it would be helpful to include the importance of respecting the dignity of all people regardless of race, creed, nationality, ethnicity, religion or sexual orientation.

In my opinion, you've failed to discuss student loans and the exponential amount of debt, that accumulates on a student before and after graduation.

I would encourage more focus on increasing government funding for education across the state. Too many cuts have occurred over the last decade.

You did a good job capturing these. I would suggest more explicit attention to changes in demography in the state and the transition in the economy. We are creating both a "precariat" and superfluous labor in our current economy. Universities need to address these issues. How do we help people be agile in transitioning as the economy shifts rapidly and how do we continue to privilege education as having a role in developing people for citizenship and enriching their lives - not simply for finding a place in the current economy.

Public service was not included in this plan, I think this is a very important mission of the UNC mission.

Diversity-The word is mentioned but its meaning is not reflected in the subsequent discussion. Your suggestions about how to improve diversity are also very superficial and will not be effective at creating more diverse institutions.

our link to the state legislature, which has repeatedly reduced funding to the university. and which passed HB2 and has not repealed it. that has caused great financial and reputational harm to the state -- which will affect our ability to recruit good staff and faculty, as well as high quality graduate students -- who will stay in NC & contribute to our future prosperity.
First priority should be preserving and enhancing the UNC System's historical reputation as one of the premier public university systems in the nation. We do that by renewing our state and its citizens' commitment to supporting the university system with public funds sufficient to promote excellence on all our campuses without imposing high tuition and fees on our students.

Cutting research funds, raising tuition, targeting the closure of centers and institutes based on arbitrary rules.

College today does not have great value and does not guarantee that you are prepared to be successful in today's world.

What academic or support services are needed to meet the needs of next generation or students and citizens.

Does the existing curriculum meet modern needs?

Academic freedom should be emphasized in the UNC strategic plan.

Conservative politics of the state legislature and the impact on public education

N/A

Public service

The impact of the political system on the long-term planning capabilities of the UNC system.

Lack of state funding for public education. Education is a public, not private, good. Strategies for persuading current state legislature to increase funding.

A particular focus on attracting and retaining diverse faculty in all disciplines.

Possibly relevant article: ".......... The object of his behavior seemed to not be himself, not his paycheck, and not some reward or recognition. It seemed to be something greater - more powerful and fulfilling than the usual motivation suspects. The higher purpose of his work - the university and the wellbeing of its students - was the object inspiring his exceptional work and apparent happiness. It is this space between him and the purpose of the organization that workplaces need to be especially concerned with. This space, this energy, is characterized in the psychological literature as self-transcendence. Inspiring it among your team can be transforming. Why should we care? If you are in your office right now, chances are that that at least one of the people in the offices on either side of you dislikes their job. With 70 percent of Americans disengaged in their work and managers and leaders theorizing how to motivate a purpose-oriented millennial workforce, commitment and motivation bestsellers are in vogue. The problem is that most of these books focus on things we can "do" to push employees and not the things we believe in that pull us and fellow employees toward something greater than ourselves. .......... " https://flipboard.com/@flipboard/flip.it%2FC.ag22-want-to-be-happier-at-work-forget-about/f-5ddf1ed952%2Fhuffingtonpost.com

I do not see in here a loud and clear statement about ensuring that our state institutions of higher learning commit to protecting, valuing and promoting gender, racial, ethnic, and religious diversity. I also do not see here a clear statement about valuing the Humanities and humanistic inquiry at all levels and institutions. Humanistic inquiry should not be the privilege of the wealthy or those who can afford to attend Chapel Hill. It should be valued, promoted and funded even at minority and urban institutions!

Address racist and sexist wage disparities within the institution. Address the obligation the state institution has to serve the state's individual and community wellbeing - incorporate service to the oppressed and dis-empowered as a component of the guiding themes.

N/A

Access - include more bridging programs for underprepared students starting early - like 2nd year of high school. Get students from our rural counties ready for their university education. The two high schools in the system have a specific focus already defined. How can the high schools in the system be well integrated into the system.

I believe that you should address the issue of job demands and student skills more in-depth.
The role of the system as an idea and a symbol for the potential of the state, rather than simply a producer of practical and tangible benefits for citizens and the state.

Institutions are made-up of students, staff, faculty and administrators. Most of the time, focus has also been placed on students and administrators, while faculty are normally marginalized and made to bear the lions share of responsibility. Another issue is that, while administrated have seen huge increase in salary recently, faculty has been given paltry increase that amounts to nothing. Administrators have been given so much power to determine the future of faculty at will, without any checks and balances. All these lead friction between faculty and administrated some faculty have been promoted and tenured without going through any tenure and promotion committee. other who go through such committees successfully are denied tenure and promotion. This is NOT fair...

I wish there was some acknowledgment of what is often thought of as the shady transition to Margaret Spellings, and concern about the legislature’s attempts to interject biased, non-science-based learning objectives into the learning sphere (e.g., anti climate change). What is the system leadership doing to address concerns about these things?

more inclusion opportunities for faculty/staff who are identified as handicapped

Economic revitalization and/or economic mobility of NC’s population through the educational system. For example, High Point is a shadow of its former self and may never come back. the UNC education system can play a role in moving people in/out of High Point to either focus on Charlotte/Raleigh etc. or build up High Point again. I don’t care which, so much as that it is part of a common state plan that is communicate, has consensus and is then allocated resources accordingly to drive the right results.

A theme related to shaping the university system for the future. What changes need to be made to keep the system relevant for the next generation, given changes in technology, the workforce, etc.?

Faculty fear of retribution by legislators who disagree with our research, stifle academic freedom, and enact policies that deter potential faculty candidates and students from coming to our university. The influence of high-level UNC officials and Board members without academic credentials suited to those roles. We need leaders who truly understand and value higher education, and do not sanction faculty whose perspectives, based on research, differ from theirs.

A proposal to de-politicize the UNC System. A commitment to respect and protect free speech. Unwavering support for academic freedom.

I believe that academic freedom and independence are essential to the long term success of our University system. The University should strive to maintain its independence by consistently displaying unassailable integrity, trustworthiness, and transparency and by leading meaningful and innovative collaboration with governmental entities and all stakeholders to advance the educational interests of the State's citizens.

Global Competitiveness Rural Communities Health and Wellness

Too much power has been vested in the high-level decision makers e.g. chancellors and provosts, when it comes to tenure and promotion. The UNC handbook makes it clear that, even well-qualified faculty (who have passed through every stage of the peer review process during tenure/promotion: department committees, school/college committees, university committees, etc.) could still be denied tenure and promotion by chancellors, who have the last say. This to me is not very encouraging and fair to hardworking faculty, and also has the potential for cronyism and favoritism. This has to change, if UNC wants to bring the best minds and retain them here.

No response at this time.
Outcomes. I know this is not an "outcome oriented" document, but there is really little mention of anything demonstrable. This is particularly important in a situation where some or most of the expense to the student/family are minimal. What outcomes are most important and desired? What do we want from the 21st Century student?

UNC needs to focus on being inclusive -- all demographics; all regions of the state. Also, it would be nice is the system showed some backbone and addressed the issues more directly that students, faculty, and staff think about such as HB2, race relations, college debt etc.

That the University should not be subject to political manipulation and influence.

It doesn't seem very forward thinking. It felt stagnant to read those statements. It's for the here and now but it doesn't address the future - how can we strive to meet the future needs of the state?

Graduate student success

Guiding themes should always include the care of others, the impact of how our decisions affect others, & more about people, less about money.

You have not asked about the most important shortfall of the system, too much indoctrination; too little teaching of critical thinking

Growing bureaucracy and administrative glut -- which are an enormous waste of resources.

The university (at least mine) has become way too focused on appeasing particular groups, with an obvious omission of at least two marginalized groups. This focus is distracting from the educational mission of the university. Just teach and have high expectations. My comment to the question below: A "grand challenge" is just another politically correct gimmick. Just teach.

We marginalize certain populations in NC - when will we stop? We cut diversity programming and we wonder why so many students are not equipped to understand difference. We need to introduce the topic at Orientation and continue from there. We also need to find ways to better support trans students.

Commitment to diversity (all types) at all institutions.

The streamlining of support services for faculty and departments has continually meant placing more of these tasks on individual faculty taking up more and more of their time. These administrative tasks have lead to great dissatisfaction and reduced productivity for research, academic, and extension.

I see student graduation rates throughout this survey, but nothing about faculty retention rates. It is - from my student perspective - perhaps a bigger concern than this survey would reflect. Your faculty appear very, very unhappy, with pay, tenure requirements, funding, lack of autonomy, academic freedoms, the shift away from the liberal arts...we can't say we're teaching students "critical thinking" and "resilience" while driving away the faculty actually capable of teaching those skills.

Specifically acknowledging, encouraging, and welcoming the diverse groups the University intends to welcome and support - trans individuals, undocu/dacamented, LGBQ, veterans, students with disability. More money put into retaining good support services - Multicultural Affairs, Counseling, International Students and Scholars, First Generation students, etc. Great staff in these offices are essential to successful student and scholar life on campus. To retain these staff funds must be allocated to allow the offices to function properly and updated to the 21st century challenges campuses face and proper salaries must be paid to retain excellent, knowledgeable, skilled staff.

I think that at least a few of the guiding themes are too undergraduate focused and don't look at the universities in a comprehensive enough fashion. Also, although one of the themes is centered on student success, I feel that in the end the entire approach is really not focused on the students as the ultimate 'product' - to me that should be a central theme.

How do we engage the legislature more effectively

Understanding the role of the UNC system and its ability to adapt to a constantly evolving technological, economic, and political climate.
Access to parking for students and making sure it is affordable. If it is possible to have semester parking passes not just yearly

strong committmen of universities to serve the people of North Carolina by supporting both private and public entities in their mission

You need to consider the impact of rapid technological change on the long-term structure of how education will be conceived and delivered in the future. Enormous cost savings could be achieved by using technology to centralize most business operations and deliver many courses as electronic materials created by the UNC system’s top instructors. Pooling course catalogs and leveraging electronic delivery when feasible could also provide greater choice to students concerning what courses they take. The constituent system institutions could function less as separate universities and more as satellite campuses of one single, integrated, state-wide university. Such changes would benefit both students and taxpayers.

The ability to support kids with disabilities. I have found a wide range of quality and compassion when visiting campuses throughout the state. Look at the number of wheelchair users on any campus and that will give you some idea of how well each campus is doing. In my opinion, much more could - and should - be done. I think with a Research Triangle Park attracting millions of others from outside North Carolina and our nation, we could do a much better job supporting those with disabilities.

The need for the state to recognize and support the UNC, for legislators to value education, and an increase in connections between the system and a diversity of stakeholders across North Carolina.

These themes are generally laudable; however, they are rather technical. I wonder why imagination, curiosity and knowledge don't appear more in any of this. Likewise, where is the aspiration to create an informed and engaged citizenry, which should be a central part of any university’s mission and especially a state institution’s.

Highlighting the fact that each institution within the system is wildly different than the others. And each should have different goals.

That there are too many libtards in the academic system and that it is an indoctrination center for future libtards.

"Why would a student want to enroll in a UNC school?" You also should differentiate between undergraduate and graduate in pretty much all things student-oriented

If it wasn't exceedingly obvious from my other responses, THE guiding theme should be restoring the independence of the University system from the current and future political climate. That means removing the state government's ability to control the University system funding and the leadership through the appointment of the Board of Governors and University system president. Universities are chock full of free-thinking, well-meaning, and positively brilliant people who are motivated by their love of teaching, research, and engendering this love in the next generation of scholars. If they find a problem in need of a fix, by golly one of them will not stop until the solution is found, and more often than not, solutions to problems no one knew existed are discovered along the way! But do you want to know what quickest way to stifle that seemingly endless drive? Get rid of their funding, tell them that their work isn't valid because of your nonsensical political motivations, put as many senseless hurdles in their way as possible, and turn these celebrated institutions into echo chambers by checking everyone's color, creed, and class at the gate. So, pretty much all of the things the current leadership is doing.

awarding financial aid for exceeded financial credit hours as well as no penalty towards your fifth year

Shared governance with faculty. The overuse of temporary faculty/adjuncts. The low pay/benefits of contingent faculty.

National reputation, ranking, and leadership.

Institutional oversight and addressing poor leadership at the upper levels of institutional administration. The general impression I've gotten from department directors is that as long as the state is happy with a couple of particular, broad, shallow, variables that tell much of a story, then administrators are free to allow institutions to just stagnate in mediocrity.

Diversity of people, ideas, and initiative.
Outreach to non-traditional students, part-time students are a growing share of the population. Our policies tend to penalize and isolate these students. For example, there is a penalty built into the stair-step tuition charges such that it costs more to obtain a degree via a part-time status. Also, advisers and student services are lacking in serving this group.

The salary differentials between administrators and everyone else. Those who provide the services we need to do our teaching and research cannot afford to live in the town where they work. Some develop terrible work attitudes and cause faculty to spend more time doing support work instead of mentoring/teaching. We have too many administrators many of who are not loyal to their institution and leave for higher paid positions. The chancellor reaps so much praise on them in public where those who work equally if not harder across campus get no similar compliments. Deans of some schools are completely inaccessible to their students and faculty and seem to be rewarded for this behavior. Change this culture as a priority or risk further loss of credibility!

Any sense of looking beyond the state...

Any sense of how anything will be measured.

There seemed to be little that recognizes and appreciates the discovery of new knowledge. Universities are the countries primary place to enable to the search and development of new ideas.

Diversity of student, staff and faculty.

I can’t think of anything

Community College transfer programs to help with cost of college. A high number of students drop out their first year due to the abrupt change in lifestyle which a community college might be the answer since might be closer to home and more support.

North Carolina competes in a global marketplace and for success of our graduates we need to make sure we are looking beyond the region when thinking about the world they will live in upon graduation.

Access to opportunities must include transportation to these institutions that is reliable and accessible to all. Commute times must be lowered and travel options must be expanded. Without these, the university system cannot truly call itself accessible.

I do not believe that all system schools should operate the same way. We have to be careful to support each as appropriate and remember that two are far and away stronger than others. They cannot all be the same, nor should be. It is a competitive environment.

Attention to the building of character and well rounded citizens dedicated to the democratic ideals of our founding.

I think the way in which you plan to improve faculty and staff satisfaction is unclear. Research has many benefits both in terms of its intrinsic value and it’s signaling of a universities’ quality to employers. However, most faculty members are not rewarded equally for teaching and for research productivity. If there was a positive incentive for spending an equal amount of time on teaching and research while still maintaining a work/life balance, I think the quality of instruction and effort of instructors would increase. Furthermore, many faculty members are selected based on research and teaching ability is not considered in this process. If teaching ability were emphasized more in hiring decisions, students would benefit.

There should be core values and standards across all campuses in relationship to safety and health.

The reality of four or more years of having a good stress free time and the hardships that you will face when you graduate heavily in debt and only can find a minimum wage job.

There is a brief mention of civic leadership and innovation on the website under the Economic Impact section, but I do not see these areas explored or appearing elsewhere. There could be more emphasis on both preparation for civic leadership and fostering innovation in the guiding themes or at least in the elaboration of the strategic plan.

How the system will work with state leaders, while not allowing the whims of a few to interfere with the system’s goals of educating students and advancing knowledge.
In order to achieve excellence you have to look at how tax dollars are being wasted on insignificant projects, outside consultants, adding layers of management again after paying to have study done to remove layers of management. 1.7 Million being spent on solar farm with payback of over 40 years when buildings need funding to be efficient and effective for faculty and students.

No strategic plan, no matter how well formed, can succeed while the state abandons its commitment to higher education.

embracing cultural differences in the universities

Education as a public good would be something I'd like to see. Also, I think much of the language is focused in such a way as to facilitate the measurement of various metrics used to represent educational quality. I think the greatest thing an educational institution can do is to teach someone to think critically and to awaken the autodidact in everyone. I do not know how to quantify and measure critical thinking or the ability to self-teach, but I do not think learning itself is something that we can yet accurately quantify. Sure, you can teach facts and test a student’s recall of these facts, but the student is not going to remember any of these facts even a month down the road. I would retreat from models that encourage quantifying something that we do not yet know how to accurately quantify and track over time.

You have assumed that we know the future and the record on that is very poor. If you really want students to be ready for what comes they must be adaptable not narrowly trained. Creativity is the most needed skill for this.

What is the real mission of a university? What is the place of a university in society? A university is a place of learning and research. These things should be valued in and for themselves, and the university has been, historically, one of the few places in which pure intellectual pursuits are possible. Making the university serve the economic and social interests of the state, the state's government and the state's business interests takes away what was distinctive about the university and obliterates the contributions it and its faculty can make: to pay attention to aspects of human life and heritage that are given little space in the modern world, to take intellectual and social questions seriously and offer new and carefully considered perspectives, to undertake pure research without serving the agenda of donors or having to structure the research to serve outside ideas or interests. The university should not mirror the interests and priorities of society as a whole - if it does, then we have failed to create a space for serious exploration of alternate views, pursuits and voices. We should think of a successful student as one who has been able to see, grapple with, learn from the very distinctive culture of the university - not one who has earned credentials or acquired skills for upward mobility in society.

PUBLIC SERVICE, which has been core to the University's mission since its inception. It's a core part of the student identity, alumni identity, institutional identity, and the state's identity.

Again, pairing excellence with diversity is somewhat insulting. Explicit attention should be paid to "recruiting" and "fostering" diversity; not just supporting who is already here and what is already in place.

N/A

Some of the multiple choices overlapped or didn't quite capture the right message, and there was no space to comment on that. But that's a minor point.

safety! inclusion

Diversity

nothing

The need for the university to value the faculty and their academic excellence.

Trust - How do we grow trust - with community, with legislature, with faculty, staff, and each university.

academic integrity

Pressures on students, while at school, from family pressures back home. It can be that the student at school is one of few fully functioning adults in the family and is torn between academic success and caretaking back home.
Addressing the State govt's role in providing sufficient funding to advance any of the themes.

It should be a priority to cut down on administrative in the university system whenever possible. And, since it is a public university system, to make its records and representatives as open as possible to the public.

What role should the University play in the development of the community in which it resides?

The balance between teaching and research is a problem. It is very, very difficult to be good in both areas. Generally one area suffers. The University needs to place more emphasis on good teaching faculty who prepare students for the work environment.

Simplicity! Clarity! The wording is tortured and bureaucratic - if you want these to be understood and accepted, make them simple and clear. (You need an editor!)

In my opinion the issues of diversity (or Excellent and Divers) were handled in a manner that will never grasp the systems intent for being an Excellent and Diverse system. This is shameful.

Too many portions of the proposed statements seem to suggest a debased utilitarian value to higher education (better workers for jobs) that leaves out most of the arts and humanities, at least as understood by the many eager to argue that the arts and humanities have no practical use value in contemporary workforce settings.

They look great.

N/A

nothing comes to mind

Diversity of the student population (age, race, economic background, educational levels, nationality, immigration status, familial background, gender, gender expression, sexual orientation, religion).

Providing students with opportunities for life experiences. Classrooms 30 percent of the time, sleep 30 percent of the time. How do we make the other 40 percent enriching and up lifting, while providing a safe environment for growth.

I would like to see more focus on incorporating the university to the communities in the state. Here at CH it seems like the students exist in a bubble detached from the communities in the state.

The importance of free and open speech in public universities.

1. A more comprehensive understanding of the role of the University in the life of the state 2. A more robust understanding of student success 3. A more rigorous understanding of the negative consequences of declining state support for the work of public higher education.

Efficiency in general. There are so many processes, red-tape and it's very difficult to get simple things done. If things were more efficient and streamlined in all areas, that would make a big difference across the board.

You've unnecessarily limited the guiding themes to economic impacts. You must expand this to include political and social impacts, especially since economic impacts are intimately connected with social and political impacts. They are co-implicated spheres of activity.

Gender equity and minority inclusion have been discussed, but there needs to be a true agreement to work towards both of those things. They are not just bullet points on a list. Real people are living these experiences and they need to be addressed.

A meaningful mission statement that distinguishes UNC from its competition

None of these seem to address the public's misconception of what a university degree is. A university degree at the undergraduate level is not instruction in a specific trade, skill, etc. It about learning how to learn and present yourself so that you can train for a specific skin in anything. You should address this—the Governor seems to believe the universities train people for specific jobs and that we should only value what we perceive as "safe"areas of study. The world needs a balance of creative and analytical minds to progress. University systems need to train thinkers not robots programmed for one specific task.

Lobbying for increased state funding for higher education.
Sustainability (economic, environmental, and cultural) and the alignment of the sustainability goals in all three areas.

EQUALITY

The value of the university's public service mission.

More specific recommendations concerning making college more affordable to all students regardless of economic status. Recommendations concerning how to increase faculty and staff positions that reflect a growing diversified population in NC. Includes making sure that there is better equity across staff positions and divisions. For example--One should not come to a NC school/college and too many of the employees from communities of color seem to populate a few areas/departments, and are also unable to access other departments/areas.

I think we have to have a serious conversation about the feasibility of maintaining all UNC campuses into the future. I do not feel they all serve all students equally well, and some may need to be combined. While I realize this is a difficult conversation, I do believe it is in the best interest of students to make tough decisions about the future of all campuses.

Affordability and access set UNC apart. But only when quality is also maintained.

Diversity and inclusivity is not addressed. Clearly, this has been a major concern recently and failing to accept that issue, is not likely to result in success.

I still feel uncomfortable with the underlying emphasis on the economic or financial outcome of a university education.

High-quality teaching using research-based teaching practices needs greater emphasis.

You do not care to keep good staff employees, to compensate them accordingly and allow them to be mistreated by managers. And those "bad" managers get to keep their jobs and are not disciplined for their behavior.

Health

need to be thinking creatively and futuristically of new models for delivering high quality education with limited resources; this goes well beyond thinking traditional classroom lecture and lab and online distance opportunities; it mean finding ways to harness talented and bright faculty who from there the rest of the learning and assessment comes naturally

The strategy planning process should start by identifying the target markets and their needs. It should then design its solution to fit those needs. UNC-GA needs to do more to understand the needs in North Carolina and to think innovatively about how to meet those needs.

Intraprofessional collaboration in teaching and research. We are still teaching and researching in silos.

The goal of the University should be to EDUCATE students so they can be meaningful and productive citizens. Such education requires exposure to a variety of world views.

the big issue now is all about the money and thus if the system wants to expand in one area seemingly it would need to contract in another. this is why it is so important to cut the fat. everyone knows all over the US that most universities have expanded greatly in administrative positions more so than in the working parts of the universities (students and faculty), this is such an easy area to get the financial resources to concentrate on higher priorities to our communities and other important outreach jobs of the universities

Deeper dive into how faculty contribute to the University success and how the University can best support and retain both tenure and non-tenured faculty. Nearly half of the faculty in the system are not on the tenure track yet have meager support, recognition and compensation. The silent move to populate our universities with non-tenure track faculty as a way to cut costs is not sustainable.

fails to talk about the end game - isn't it to retain the best and the brightest which in turn improves the quality of life for all here in NC? If that's the goal then access and affordability should facilitate the universities' abilities to attract the best and brightest in NC.
The survey reads like the focus of the UNC System is to become a task oriented network, and this ethos will surely cause creative minds to seek alternative cultures that foster discovery based activities over training students for technical tasks. The subtext of the questions asked are appropriate for units of the University System, but far to narrow for the mission state of the University system.

Explicit recognition of education as a public good of which we are stewards.

I think that short shrift is being given to the importance of intellectual values as the university continues its slide into corporatization. Civic and moral values are eclipsed to please a political elite.

accessibility in terms of disability services -- UNC-CH in particular has buildings that are literally not accessible for people who are other-abled (bathrooms on the 2nd floor of a building in which there are no elevators for example).

How tenure and promotion is tied into these themes.

You did not miss anything. You need to implement guiding themes discussed by making it a part of the on going conversation throughout the year.

These questions asking for choices about what's "more" important are fairly foolish, and it is dissipating to see these methods being used

The importance of history, fine arts, and humanities not just for economic advantage

There is a risk that the NC focus become introspective whereas in fact the future of NC will be substantively determined by its national and international engagement

Longer-term thinking. Universities play an important role in preserving cultural heritage, creating and sustaining local cultural institutions, and changing families' social trajectories across generations. This role often gets lost in rhetoric about making the university relevant for "the 21st century" (which is usually interpreted as "now" or the next 5-10 years--blinks of the eye compared with the life of a university).

Pipeline from community colleges to universities, distributed and distance learning.

More emphasis on the excellence of faculty, to make UNC competitive with the top universities in the country. This requires a step up in funding.

Ongoing faculty and staff development, and university education while at home (through technological advances).

What's left out is any mention of the participation of the University and its graduates in the public life of the state.

You have characteristically failed to emphasize research and graduate students; both are underdeveloped in the strategic planning and direction of UNC, with the exception if instances in which research is financially productive (patents, products, and profits). The critical component of the university--as an institution committed to inventing, developing, producing and disseminating new knowledge through research and teaching--is its graduate student population. The teaching, training, and collaboration with graduate students catalyzes and develops research; stimulates and helps to maintain intellectual and scholarly environments which encourage vertical integration among faculty and undergraduate students; produces generations of new researchers, scientists, scholars, teachers; and the principal vehicle for development and dissemination of new knowledge. Graduate students stimulate and develop faculty research while shaping the intellectual environment of the academy, and being teachers, collaborators, and role models for undergraduate researchers.

None

The campuses have been beaten down by round after round of budget cuts. We are far beyond "cutting fat" or "organizational optimization". The recent cuts have cut into bone. We are losing capacity and we are losing national standing. We can't be asked to improve if all the financial tools for improvement are missing.

Inadequate preparation of high school students to handle the "rigorous learning experiences" of a college level education impact the entire term and process.
Why the Board of Governors focuses mainly on predominantly white institutions (and gives them more funding) than minority serving institutions.

I have noticed over the past 25 years that there has been a huge increase in the amount of meaningless and counterproductive paperwork and hoops to jump through from a bureaucratic perspective. Please may there be less of this in the future, a LOT less. It used to be that a department could simply go out there and hire the best faculty person for the job. Now you have to fill out time-consuming and ridiculously daft forms that actually I predict lead to worse outcomes achieved at a far larger cost than before. Like many bureaucratic and socialist-oriented bureaucracies, what I see happening is that people lie and do all sorts of bad things to get around the stupid system, rather than doing what the system is trying to force them to do. We can't compete with other great universities, particularly private ones, if we have to bear this huge bureaucratic burden.

The many missions of the many people employed by the UNC System, including faculty, are the engines of the system.

Research excellence.

Infrastructure -- we have buildings on FSU's campus that are literally crumbling around us. Instead of cutting down trees to install marquees maybe replace buildings that are old.

The political insertion of the General Assembly into the life of the university - specifically the "collaborators" at UNC, and the starvation of funds; basically, the GA being hostile to the university and its interests.

Time. What is the rush to judgement? Each campus should have faculty, staff, student forums to openly discuss any strategic plan. There is no transparency in this. Coming to a campus for a one day forum is crazy. A UNC strategic plan impacts TOO many lives and as such, this strategic plan process needs to slow done. Just look at what happened to NCATSU's strategic plan and restructuring! Total top down approach and much turmoil.

I think the themes cover the current areas of concern

Growth. Could we be growing too quickly to provide a quality environment for our students to learn in. Are we possibly moving too quickly to provide for a quality product. Is every avenue the students are traveling being assessed and considered. From the course curriculum, to the technology provided to the one on one time, to the industry doing enough to the student coping to their new role to the skills sent being understood by the student and meeting the needs of the industry. Things, in my opinion should be paced and offered at a level most comfortable to the client. If you focus on quality all the way around, the rest will come.

Sometimes I didn't want to rate things as a two or three and other times I wanted to rate things very highly. There should be a way to rate the importance of selected ideas in relation to one another.

N/A

None, thank you! I look forward to seeing the survey results in the future.

I don't see anything that was failed to be included.

The safety and security of students and faculty on campus

The theme of ensuring that the Universities are prepared for and develop the pedagogical and research capabilities that will address the education of an increasingly diverse population within the state to ensure that the state can tap into the resources all its residents in forging an effective economy and governance system.

Maintaining and keeping qualified staff, faculty, and administrative personnel. Building a stronger educational staff, not solely based on the number of papers published but true effective ability to relay subject material that student can readily understand.

The inequalities that exist for the UNC institutions that primarily serve the minorities: equality among all the constituent UNC institutions in services provided for all students - but particularly for those who are underserved for any reason.

What about transparency and accountability?
Need more focus on using technology and online learning to expand access, improve learning outcomes, and maximize economic impact.

Safety

There isn't much on maintaining the quality and reputation of UNC institutions around teaching and scholarship. If the quality of our teaching and scholarship falls too much, students won't benefit from getting a degree or they'll go to private institutions to do it. I'd like to see more emphasis on the UNC system developing as a nationally-respected, top quality system of institutions that support and produce excellent students and top scholarship.

The relevance of the work done in student affairs. As we know students spend on average 30% of their day in the classroom, the other 70% is due to interactions within the campus through co-curricular activities.

Again I believe the outreach, money and support should be given to the local schools. This is the place where students start to learn and decide. Try helping or champion the local schools and you will find that the students who want to learn and achieve will have a rewarding experience and the universities.

how we feel about the leadership in the UNC system and at our university, including chancellors and deans. (The answer is not very good)

supporting students with mental health/disabilities

student evaluations & how to encourage high academic performance.

N/A

You put the football team before academics. Your students are being accepted to present posters of their research, and then have to pay for their own transportation, hotel, and conference fees. You should be supporting students who succeed, whose work is accepted to journals and conferences -- they're building ASU's reputation -- a reputation as an institute of learning, not an ESPN subsidy. You should be sending students to conferences even if they're not presenting so they can learn about the cutting-edge research of their field. The lab equipment for ASU's science classes is scarce, borrowed, and broken because it's up to the professors to both teach, tutor, research, and write grants for equipment -- I was in a class where the final project was cancelled because our equipment broke and we couldn't borrow any from other universities, but our projects were designed using that equipment, so it was just cancelled. That should never happen. That same semester, class is being cancelled because students can't get parking to get to class...because there's a tailgate happening. Which I can barely type, it's so ludicrous -- I paid for parking and paid for education and couldn't have either because my university is encouraging underage binge drinking for a sport they charged me additional fees to support. 2) Your young teachers are dedicated and hard working, but stretched thin. They don't prepare lectures, come in with no plan, or a few bad slides. Train them to teach and pay them.

Coming from North Carolina School of Science and Math, a very collaborative school environment, more questions about collaboration in school would be welcomed. It is certainly helpful for developing valuable social skills and enhancing one's ability to effectively communicate with others.

We need to address faculty to student ratios and how that affects the effectiveness of the universities.

N/A

equitable education

State funding for both teaching and research; faculty retention.

Serious consideration of the value added by minority serving institutions and the need to truly serve minorities in this state.

More on career development services for students - if we care about student success, we would not allow career development to be optional. It would become core to our offerings, and we would want to equip every student with the knowledge and skills to navigate job searching, effective networking and personal career development strategies. Resources dedicated to mentoring opportunities would be exceptional.
Making sure LGBTQ+ and transpeople feel safe and respected on campuses END HB2

Nothing that comes to mind

addressing why this is moving so fast? this seems to be pushed through without as much faculty input as possible

environmental issues and politics

The whole System is an excellent organization and I applaud you for the successes and this survey. If you would make NCA&T a National Brand HBCU and get a world wide draw for minority students at a fair price and build the facilities to house, educate and develop them you would have a unique star in the Nation. Also, you hire people who can not manage and refuse to manage and you keep promoting and paying the hundreds of thousands of dollars for nothing but a name and past work at other places. Make them work and manage the people and dollars or make them move on. You have people reducing the standards of your own institutions and applauding themselves for saying a dollar and asking for bonuses for lowering the standards and lowering the entire work force. That is not good management. You even stopped requiring drivers licenses for jobs and put alcoholics behind the wheel of campus utility vehicles - at the taxpayers expense. Your refuse to stop smokers killing themselves while on State jobs and in State vehicles - again at taxpayers expense. And you speak of "Grand Projects" you may could do? Managers refusing to address those issues and threatening people who speak of the schemes and scams they are trying to hide, and they "curse god and people daily" and you pay them thousands for that and can’t find a way to remove them and replace them with good, qualified people? How about starting there for a Grand Project. Help yourself, us, students and the State.

There seems to be a lack of recognition for cultural and social appreciation provided by universities. We help students become better people and citizens, and that is not solely by giving them job skills. We help them learn to think, to interact with diverse people they may never have encountered "back home," and to develop confidence to move forward into an exciting and constantly changing world.

Nothing which comes to mind.

the enjoyment of the student and staff

None

At this time I can not think of anything that needs to be addressed.

Nothing.

This is a good start. We need to monitor the results of this survey at regular intervals

Sustainability

UNC has failed to be affordable for students, and it has failed to promote life long learning.

You have addressed all that could lead your university system to prosperity.

unsure

You did not ask how you supported faculty (poorly) for the last 10 years. You did not discuss the impact of no-salary raise for the last 10 years. UNC should mandate its institutions to keep Admin staff low. Faculty to staff ratio is way out of proportion.

Nothing.

Ethical decision making

Student understanding and ability to function outside a school environment
More attention to diversity needed

I really don't think you have missed anything. I know that additional comments would probably help you a lot, but a lot of quality topics were covered.

Politics should not influence any decision making process within the UNC system. If it does, sooner or later UNC will flounder.

Emphasize more the development of the person and education as a leading out from ignorance, dependence, and anger, towards knowledge, independence, and happy cooperation with others in a democracy.

The middle class students are the ones graduating with huge debt. There are funds for the low wealth students but very little for the middle class.

The basic assumptions are that all UNC System schools are supported/treated/looked at equally, when they are not. There is a huge disparity between the HBCUs and other system campuses. Even between UNCSA and WSSU there are huge disparities (networking at UNCSA is years ahead of WSSU, parking at UNCSA costs less than a third of what it does at WSSU, security of buildings is much better at UNCSA, etc). I could go on with the comparisons having worked at both schools, but to me it highlights the hypocrisy of the UNC System and the way it treats HBCUs.

Equal opportunity Student well-being and safety

Nothing

Reaffirm that this system is one of the crown jewels of the state and a key driver of our national reputation. Find smart processes to integrate low-cost community college options with the four year programs offered in traditional universities. Commit to a philosophy of 21st century liberal arts, and ensure that students are receiving well-rounded educations.

The role of the UNC System as an economic and intellectual powerhouse for the state. Although it's mentioned a couple of times, the problem of a disconnect between universities and state government seems more entrenched than ever. How can we achieve a greater PARTNERSHIP between universities and the state, rather than the current antagonistic climate? Yes, the state legislature and the governor’s office play huge roles in this, but what can we do as a system to enhance collaboration?

systemic ethical problems; procedural justice; lack of qualified leadership; poor human resources management

The financial albatross of collegiate athletics and the debt burden it puts on graduates. The interest of the taxpayers to benefit from our research and our teaching--we should be putting climate adaptation technology into the public domain and graduating legions of people with rich understandings of race, history and justice. In other words, we could be helping the state a lot more, if we had an obligation to enrich the commons with our scholarship (free from the need for private funding) and a more robust general education core.

Not much

Recognize each campus' own culture and diversity, focusing too much on financial perspectives

Out of state students in general.

nothing

I believe one thing that should be thoroughly discussed are the opportunities for minorities across all campuses. I feel like at certain campuses hints are handled on the correct way, but at others nothing is done to make all students feel like they are safe. I recall a email I received during my tenure as an undergrad that told minorities to walk together at night because they felt it wasn't safe for us and I personal do not think any student should ever have to go to that measure to feel safe.

I think the survey fails to acknowledge the important of a broad general education that is increasingly critical to a dynamic, uncertain landscape. Creativity, multidisciplinarity and social awareness will be critical for graduates to navigate their future.
No, you guided it the way you wanted to.

None

None

There is no secret for success. Improvement only archives through change, which requires assessment and evaluation. We barely address management practices at UNC system. If UNC is really interested in excellence, they need to elect the right management team for the 17 campuses. That is the true change happens. We have witnessed and/or heard many horror stories on how inefficient the management systems are at UNC systems and at our institution. Appointing people based on their color or family ties or the church they go easily destroys all the so called "strategic plans" you are going to develop. We need less of strategic plan and more of action. At NCAT it took a faculty member FOUR YEARS to get a key to the lab for conducting research and preparing the report for the federal agency. There are many of these incidents and these can only be addressed by appointing the right administrators who are really committed to achieving UNC education mission. We need to change the culture of UNC institutions to be more progressive and less laid-back.....Statements such as "we have never done that before..." are not promising. That suggests people are afraid of change and taking risk. I am afraid to say that that is the only way we can improve the quality of education at UNC system. Taking risk, and changing the culture of institutions.

I think the survey was well thought out.

A recognition that our infrastructure is falling apart, and that the failing buildings result in loss of students and faculty.

As far as I am concerned excellent effort is evident in this survey, I have nothing further to add.

Strengthening communities will assist in diversities issues.

Universities should serve as a stronger vehicle for changing local policy to better serve all of a community's inhabitants, especially the underserved. Focus should be on community solutions, permanent solutions that are self-sustaining. For example, establishing a local foodshed that brings in no outside inputs, reducing doctor visits by taking the pathways of a campus layout directly into the community thus encouraging pedestrian and public transportation, and creating jobs benefitting community as a whole that are lasting.

That the primary outcome of a UNC education is to transform students from individuals who care about the world to citizens who can positively change the world within their lifetimes and beyond.

There was nothing missed in the scope of the survey.

Information including empowerment in the UNC universities as well as equality and tolerance.

The importance of critical and creative thinking as the most important goals of a university education. The idea that the university system is in place to serve the needs of employers is flawed. Of course students need disciplinary skills, but the acquisition of technical abilities does not equal education.

There is too much focus on the UNC System. If we were to lighten or remove the System initiatives, the institutions could focus better on their strengths and initiatives. For example, most statements that we care about everything (cost, quality, students, communities, employers, access, etc.) ends up telling everyone that nothing is most important. Let the individual institutions address these issues with one or two items that are most important and then balance the rest.

There is a need for the system to ensure that all the state universities are accountable to the same standards. This includes hiring, retaining and promoting faculty members especially when it comes to important positions as chairs and deans.

Fair compensation for faculty and staff

all themes were covered in the survey questions
Faculty professional development aids student diversity and retention

Staff/faculty raises

With the apparent political firing of Tom Ross and the incredibly embarrassing fallout in the board that followed I believe it is time for our university and state government to establish a non-partisan leadership structure for our state's most prized institution. In this dark time for our university system and state, filled with academic fraud, struggling institutions and state laws that aim to make bigotry legal, which hurt our ability to attract and retain students, faculty and staff; we need a new commitment to the mission. Our citizens deserve a university system that is not subject to the periodic swings of political favor, but is mission-focused and here to serve our state and nations desire for knowledge and truth. I'm not calling for any board member to be replaced without good cause but do I believe we do need non-partisan governing body meaning members be appointed by the universities themselves and not our legislators. I want to see North Carolina's university system become a leader again, I want to hear about students and faculty coming from all over the country to work here because our priorities are aligned with educational goals not political ones, our incentives are put in place by the university and not by a politically motivated 'educational consulting firm' and our current students and faculty are actually encouraging people to come rather than leaving for surrounding states.

Increase transparency and collaboration between State administration and local university governance. The faculty, students, and administration at these schools are the ones "in the trenches" and who see problems and concerns each and every day. I am thankful for surveys like this where we can provide our input and would like to see more of them. Many times the faculty feel that they are helpless to changes that come from the Governor, BoG's, GA, etc. and yet feel that we (as the faculty) have important and helpful input that could guide solutions (but we are rarely asked for these opinions). I would encourage the BoG's, GA, etc. to continue to work towards improved discussions between the Universities and the UNC governing bodies, and to truly listen to the concerns of the faculty and students who attend these institutions. I realize that some of what we may say or complain about may not be easy to solve, or our solution may be flawed, but often that is because we are unaware of how the UNC governing bodies make their decisions, allocate money, reassign funds, etc. etc. Improving transparency would significantly help with this.

Throughout this survey there was very little to say about staff. The staff plays a very important part in the retention of students, the economic impact of the community and the over all well being of individual universities in their cities. We need to make sure as a system that the Universities are fair and equitable in their hiring and compensation packages on all universities.

N/A

Employees happiness, unhappy employees makes less motivated students. Employees pay and benefits make a big difference, many staff are overworked and under paid. Plus some are paid unfairly.

Two issues not really addressed here are program duplication and online programs.

If education is underfunded, poor teachers teach poor students at lowest levels of the system. These poor students become poor college students, and then poor teachers and poor professors. If you want an educated populace, you need to put money into education!

Too much to list. This is presented from a top-down perspective. Have the students redesign these questions and themes and watch the system evolve to a higher level of capability. This is full of legal mumbo-jumbo which makes it obvious that there are political agendas in effect here. Get rid of the bureaucracy and watch education take off.

No

However possible each of the UNC campuses should have more autonomy to move funds around and focus on areas of concern. The SHRA positions in the University system should be removed from the statewide SHRA system.

not failed
Professional development opportunities and incentives for staff.

North Carolina has a failing secondary educational system which is not preparing a large number of students to be ready to enter and successfully complete college in a timely manner. Remedial education is failure to focus on the problem, faulty secondary education. Ill prepared students, running up higher ed bills, just to be ready to start college courses six months to a year after high school.

You have not failed regarding inclusion. Restructuring is challenging. Without the financial support for faculty, staff and researchers, we tend to lose out on amazing in-state and out-of-state talent. I believe if this issue is not fixed by our legislators and the GA, NC will lose momentum in leading the way in Research. We are tired and moral is low, but we are faithful to our institutions. Someone must acknowledge this and 1.5% will not do it.

No.

You have NOTHING about the importance of developing broad-mindedness, creativity, and humanistic thought in any of the preceding.

I think the structure of the survey fails to address the appropriate role of the system level administration within the system. Additionally, the survey seems somewhat biased and appears to be constructed in a fashion to evoke support for an already established agenda.

Salaries of faculty are low especially in some minority institutions. They need to increase the salaries to attract and retain high achieving faculty and staff. Healthcare is another problem. Its cost in NC make many faculty leave. The survey seems to focus more on businesses and jobs rather than education and knowledge. In future surveys, please include more options that address quality educational opportunities and in-depth knowledge, which will more fully prepare students for the 21st century workplace.

Education is not a business and much of the language insinuates that it is. I think the education system in NC with be handicapped as long as the state considers choices based on business models for all levels of education. Education is enlivening the soul of the individual to find a deep fulfillment in whatever area of study and practice they choose.

None

To me it seem you have covered all areas that needs to be touched.

Questions about Administration.

campuses physical classroom buildings-need state of the art building for teacher education

The competence of administration. Professors are only a portion of what makes a school great. Poor administration are grounds for leaving the school. Medical requirements also need to added. The infirmary is not clear in mandatory health needs.

Racial disparity and efforts to make those less common on a university's campus must be addressed in the world we live in now. Getting a racially diverse class is meaningless if marginalized members of that class feel unwelcome and unsafe.

Some of the most important characteristics for a university are just lumped into the idea of an "excellent and diverse" system. The priority should be ensuring that decisions are oriented towards their missions. Overall, the majority of decision making should occur on individual campuses.

no

You forgot to talk about the fact that the BOG used a shady and anti-democratic process to select Margaret spellings as the system president.

Nothing

The specific protection of racially minority students and students of the LGBTQ community.
Valid measures of teaching performance. Student Evaluations of Teaching (SET) are not reliable sources of determining teaching performance. A new study reveals "student evaluations of teaching are unreliable due to various kinds of biases against instructors." Flaherty, C. (September 21, 2016) Zero Correlation Between Evaluations and Learning. Inside Higher Ed.

Student satisfaction

According to Forbes there is an estimated 1 million unfilled cybersecurity jobs in 2016. This is a failure on the education system because we have not produced students with cybersecurity knowledge to fill those jobs. There is no one to fill those jobs because we have not graduated any students with the skills necessary to fill those jobs. "A report from Cisco puts the global figure at one million cybersecurity job openings. Demand is expected to rise to 6 million globally by 2019, with a projected shortfall of 1.5 million, says Michael Brown, CEO at Symantec, the world’s largest security software vendor."-Forbes Source: http://www.forbes.com/sites/stevemorgan/2016/01/02/one-million-cybersecurity-job-openings-in-2016/ Source: http://www.news.appstate.edu/2016/08/29/harry-davis/ Dr. Harry M. Davis, a banking professor at Appalachian State University said: "Our secondary education system – both in the U.S. and in our state – is failing. It does a poor job educating the youth of this state. Clearly, in some places it does an incredibly good job, but the average is not very good. Another problem we've got, we turned our junior college and community college system into preparatory schools for the university system. We deserted or failed generations of high school students who didn't want to go to college. We didn't train them. We didn't give them access to training. We didn't support the technical skills."

How to aid in assisting those institutions that are not as supported as others.

Not everyone is prepared for or needs to go to a traditional four year university - tighten admission requirements. Push community college as a viable alternative. mentioned somewhat; focus should be more on students and low-level employees for the former reducing tuition and the latter increasing salary (and reducing turnover in general) as non-profit; the North Carolina school system should exemplify concern for its student-body, and those within its care unsure at this moment.

This survey was just very broad. I think that it would be more effective to have a survey for each institution. There is a constant mention of the "Academic Code of Integrity" but I criticize all NC Universities that fail to mention, promote, and demand that all students within their institutions also uphold a "Code of Character Integrity" of sorts. I understand that many of these students are young, immature, and inexperienced, but a large part of higher learning and bettering our society is holding people accountable for their actions and expecting them to act with integrity and respect for their fellow students and teachers, local and regional community, and the respective environment in which they depend. The lack of integrity and professionalism of many students; ie texting and talking in class, littering campuses and local communities with ALL varieties of their consumerist products without any care (ESPECIALLY beer cans and cigarette butts), and utter disregard for much beyond their own desire, has become epidemic in my opinion. Included should be ways in which these issues can be addressed.

In light of House Bill 2 amongst other legislation, I think a focus on creating welcoming environments across the system for minority students to feel attracted to our universities is important.

Disparities in funding to HBCUs in North Carolina; Caps on out-of-state enrollment vs. in-state enrollment.

STEAM - national studies and articles show that the emphasis on STEM has already shifted to including the arts and humanities as a necessary part of education.

The feeding of the human soul and spirit, in the manner of a true liberal arts component, is lacking. What makes us "human," what satisfies our non-economic needs as members of a diverse and vibrant culture, needs to be better addressed. What are our civic, musical, literary, and artistic heritages, and how can we learn from them, use them, grow them, and promote them to foster our successful economic and social future?
I think it needs to better reflect the goal of bettering North Carolina as a part of the global community

See comments in prior sections.

n/a

Not enough focus on diversity.

Not a lot, good job!

There is a growing push for more research across the system, but that push has not come with reduced teaching expectations. Faculty can be high performing researchers and good teachers to a reasonable number of students, but they only have so many hours in the day.

Anything that can be done to clarify and streamline paperwork processing and improve discretionary department-level spending would solve many elements of concern that are being addressed in this survey.

Students, staff and faculty must be given the tools and internal processes to succeed. Internal processes are antiquated and cumbersome.

**FUNDING OF THE MINORITY INSTITUTIONS AND/OR HBCUS**

Safety on campus

Faculty pay and retention

There is no mention of global learning or global impact.

None

There is a notable lack of a commitment to academic excellence and integrity. These are both important to the success of faculty and students at our university system institutions. While universities prepare students for life outside of academia, scholarship opportunities are the greatest contribution of universities to the general progress of our state.

The main missing element is accountability of administration; using faculty input to evaluate and select department chair and dean's are critical to ensure a healthy and democratic system. Currently, Dean of the college is not evaluated by the faculty; accordingly faculty voice is not heard and many faculty stay silent to prevent consequences of being outspoken. To prevent dictatorship, faculty should be able to evaluate department chair and dean of their college. It has an analogy to students evaluating faculty. If dean is to serve the university and faculty, faculty input is critical to evaluate the service they receive.

Intensive cooperation among institutions of higher education, this is a "system".

The prioritization of clubs, activities, and sports of learning is a huge issue at my school. I was not given the opportunity to rate academic vs non academic services.

Trying to fix issues of under representation and diversity at the university level without addressing the root causes in K-12 is likely to never produce satisfactory results. Much more is needed to support capable students in the K-12 levels who don't have a home life supporting their education or academic support outside the classroom.

Within the guiding themes, there has been a lack of financial aid inclusion. Yes, there is aid offered but the time efficiency is definitely an issue. There are students who have not received any aid for this academic semester despite having above satisfactory grades, now that is an issue.

The overall effectiveness of the University could be improved by improving the efficiency of administrative processes.

In a world that is growing, sustainable energy should be becoming a large portion of our lives today. College campuses are highly concentrated with waste, and by using funds to create more sustainable energy on college campuses, we are helping ourselves and future students in the long run. This survey should have addressed this situation.
Outreach to active duty military and veterans and their families.

I don't believe your financial aid should be solely based off of your parents income. My parents make decent money but they said I was on my own for college, so financial aid doesn't award me money, I make good grades at Appalachian but didn't qualify for scholarships due to a clerical error, and yet I'm drowning in loans. Tell me how that's fair.

I don't think so.

Sustainability of the UNC system economically, environmentally, and logistically.

Access of services for individuals with disabilities

Legislative and Board of Governors overreach.

N/A

What kind of administrative structure and alignment of disciplines best serves the mission of UNC? The way deans, chairs and upper administrators are appointed is not uniform. There is a growing middle management depriving classes of qualified professors and conducting most teaching using cheap labor by hiring adjuncts. Too much emphasis on campus beautification and less on improving intellectual climate

No gaps identified.

There is an impending shortage of K-12 teachers. This should be high on the priority list for the system. There is no mention of scientific literacy for college graduates and lifelong learners. This is different from technological mastery. Solving the problems of the present and future requires the ability to cross disciplinary lines, yet there is no mention of promoting interdisciplinary research and education that can be fostered through structures like centers and institutes.

The survey seems to indicate that we have to focus on only one item at a time. This is a prescription for failure. We are a large system. We serve many needs: teacher education, preparation of business professionals, health-care providers, etc. We have to be able to juggle many missions.

You have failed to discuss the need to invest in teachers. How can one be "high-performing" when the state refuses to invest in performance?

Globalization

You've failed in respecting constitutional rights of students, you've failed conservative Christian students.

no opinion

adequate state support for instructors, adjuncts, faculty and staff at universities institutional support for faculty research and academic participation as a component of teaching; retention of minority faculty and students

I think you should have included more about the possibility of folding one or two campuses altogether; I think you should have included more about the place of athletics vs. academics--since it is a huge expense across UNC campuses; and I think you should have included more about the links to the legislature, public funding and raising private funds, and the importance of bringing more out-of-state students into UNC schools since their tuition dollars bring in a lot of money.

N/A

That economic impact can be tackled from the top down- decreasing the enormous salaries that are paid to chancellors and the president of the UNC system as students face every increasing tuition hikes, and that sports are not as all important as they may seem when viewed with the impacts of having significant research institutions and the like.

Our graduate TAs need adequate pay for their assistantships. We attract GTAs to teach first and second year composition, which ties directly to undergraduate retention and success. Yet our assistantships pay so poorly that
we lose top grad students to better funding offers, leaving subpar GTAs in the classroom with some of our most at-risk undegrads. We also need merit-based tuition waivers for our strongest research-focused grad students from this region.

A large part of this strategic plan seeks to meet the social needs of the state and universities, but this state and its high school students need more encouragement in the field of preparing for a career and being a part of the economy of North Carolina.

To get to the point and create meaningful concepts that people can invest themselves in... all these words sound more like fluff used in grant proposals and salary hike justifications - none of it is student or education focused.

You have failed to touch on the increasing cost of tuition caused by the student loans. 71% of college graduates have debt. This is because they can not afford the tuition, because the price keeps rising. The price of a higher education keeps rising because students can easily borrow money to pay for school. While this sounds good this debt will follow them for the rest of their lives until they pay it back. If they don't pay it back, the tax payers money pays it back. This causes the banks to give student loans to anyone because if they don't pay it back the government will. Some one told me the other day that their major is religion, I thought wow that's very interesting do you want to be a preacher or what are your plans when you graduate? He told me "I hate religion, I just did it because it'd be easy." "Oh well, what do you want to do after you graduate?" "No idea." He later told me that he borrowed all the money for his tuition and doesn't have any sort of plan to, or how to, pay it back. People who borrow money to go to college, "just to go to college" are driving the price of a college education up for the people who want to go to college to better their lives. Now, if you can't afford college and want to major in something that you like, and want to have a successful career in, then by all means borrow the money needed to pay for your education, but if you're going to college, "to go to college", you're wasting your money and causing your fellow students to pay more.

An emphasis on not only increasing the enrollment, support, and success of marginalized students, primarily students of color, along with recruitment and retention of faculty among communities of marginalized people. Students are arriving at UNC institutions not ready for "the real world" and as institutions we have removed opportunities to grow them as whole, complete citizens. Re-instate Freshmen Seminars that are not just reading a book or some other additional academic endeavor, but provide ways can they become fully-functioning global citizens who can take care of themselves, their community, their career growth. We need to teach critical thinking, creativity, problem-solving, and looking at the world with a bigger lens than what they entered a UNC institution with.

To some extent, it seems that the lack of real and meaningful pay raises/equity and the attraction/retention of highly talented faculty and staff are not really addressed among these themes. Mentioned, yes, but not really given much focus. Competition with the private sector for top talent will only get more intense as pay gaps widen. This transcends just the UNC system, of course, but I would say that it warrants more than a passing glance.

Employee and institution morale. The feeling of community, pride, and accomplishment that seems to be fading away as a result of the states cuts to education, state employee benefits, and the idea that you can run government / higher public education as a business.

The need to open and challenge the hearts of our students and constituencies. The 9-11 terrorists were highly educated. We need to go beyond information and workforce preparation to the development of the whole student and communicate this importance beyond institutional wall.

Not, really. Most of these concepts are nice sounding words that need to put through a cost-benefit analysis rather than an online questionnaire. Also that analysis should be done by a firm with no employees or "horse in the race", within, NC.

Protection of free speech on campus.

Living situations for students, especially on campus housing regulations.
Research and Scholarship

The "revolving" door that allows faculty and staff to come and go as the administrations change, does not go widely unknown in the surrounding communities, who question the "real commitment" of the University. It seems to them that we dedicate more time to hiring and firing people than teaching and engaging in research and overall improvements.

Well thought out, comprehensive survey

Differing institutional missions and health levels impact how quickly institutions are able to respond to such guiding themes. Success will look different for each campus related to these themes.

Focus on academy as a government institution - not a business.

Nothing

As noted above, the themes do not appear to recognize the social impact of UNC graduates, nor is there enough focus on building truly diverse, inclusive, and just institutions.

As a faculty member who has worked at four UNC institutions and in 3 NC Public School Systems, I have seen a deep gulf of distrust develop in the past half decade between departmental faculty and both the UNC Administration and NC Legislature. Faculty across departments, though especially in Arts & Sciences, do not feel the Board of Governors nor the Legislature is politically, ideologically, or economically aligned with the goals and values of many faculty members. Trust has steadily decreased since the firing of Tom Ross, lack of transparency in the hiring of Margaret Spellings (as well as her troubled relationship with the LGBTQ community, whose lives she called 'lifestyles'), decreased funding for faculty research and salaries, the establishment of the Center for Free Enterprise (despite a categorical faculty vote against) and the UNC Board of Governor's somewhat ambivalent stance in supporting transgender students, faculty and staff in the wake of HB2. Priorities going forward need to explicitly signal that the Board of Governors hears and responds to these deep concerns in terms of a focus on diversity (including race, ethnicity and LGBTQ identities), research funding, and transparency in hiring, firing, and system direction.

Serious emphasis on the improving the quality of undergraduate education. When 40% of the students cannot or will not do college level work, this negatively impacts the educational experience of the hard working, capable students. Huge classes do not help, either. The state went in exactly the wrong direction by saying we have to retain and graduate more students. In 1961, the bottom 20% of the freshman class did not come back at the UofF and U of California campuses, for example. We should do that! We also should take steps to eliminate the funding model that results in "competitive" campuses. Having to compete for students caused grade inflation, the huge growth in "resort style" campuses, etc. We should not be allowed to compete for students. If students are not smart enough to see where to go to get what they need, why are we letting them in? Ha - to get bigger budgets, of course.

Success of our universities must be the responsibility of the State, and not fall on the backs of students and institutions to "make do" without financial and related forms of support from the State.

Globalization and international education

It is important to recognize that the system supports a very diverse population. Campuses should be recognized for meeting regional populations and their needs. One size does not fit all.

There lacks an emphasis on different missions of different campuses and how all campuses can contribute and be excellent in its own way and together the system achieves the collective goals.

Perhaps identifying ways the universities can work together to accomplish things for NC that cannot be accomplished individually. Administrative cost savings, student degree and certification options, better relationships with corporations, etc...
Teaching students how to think creatively and critically. This means teaching problem-finding skills not just problem-solving skills. Creativity and innovation are the cornerstones of American society that have been at the forefront of invention. Innovative thinking skills are not addressed here but are widely sought in research and business.

The systematic defunding of universities and K-12 by a governor and legislature that that believe education should be a political endeavor. That is the hallmark of a communist or authoritarian regime, not a democracy.

The degree to which faculty consider themselves respected by the current system of state government and university administration, as well as the degree to which these two facets of oversight allow for academic freedom, personal growth, and individual faculty job satisfaction. (It's not all about salary).

The Students opinion of where colleges are failing to meet the students need in the learning process. What students see as obstacles to completing their goals.

This survey has significant limitations in its design that serves to limit the information provided and has inherent bias in its construction. Given the expertise that is available across the UNC universities a more valid instrument should have been developed

Somewhat.

Nothing

n/a

Acknowledgment that, as post-secondary institutions, we serve adults--not children--whose individual challenges and needs cannot be met solely through faculty training and expertise. Students are multi-faceted individuals who often find the experience of post-secondary education challenging in non-academic ways, too. Faculty can help students meet their academic challenges. That is our expertise. Helping students close the gap between their expectations and their actual experiences on our campuses is something students will do at their own pace.

I think the surcharge placed on tuition over a certain number of credit hours should be banished. Some of our students take longer to graduate, due to changing their major, or adding a minor or a double major. It is nobody's damn business how many credits a student may have at graduation, as long as they have completed all degree requirements.

I believe we forgot to include sustainability. The top-performing businesses and universities around the world have proven that operating and integrating sustainable best practices into both operations and academics is a sound business model. Businesses and schools that don't are not going to thrive in our ever-changing world. (see climate change and global warming for more background)

As stated previously, the themes of Access and Affordably seem to overlap quite a bit.

The University system has not recognized the value of its faculty at all of its campuses. Some campuses have more resources than others. Accountability has not been implemented rigorously. Lots of money could be saved by managing the system better and that saving could be reinvested in better accountability in teaching and research functions. The University system needs to hire people who know how to manage the system rather than just sustain it. Poor financial management is a major problem through out the system. Some one who know finance could easily make the system richer and more responsive but the powers that be want a bureaucracy rather than a forward looking entrepreneurial approach to managing the system. This is why it is sputtering now and will until real management, accountability and financial management are implemented. Lets face it money runs the system and if the managers are average or poor with money management skills then the system will suffer. That is what is happing now. Always is the excuse,"we don't have the money". Why because the people running the system do not know how to get money. They know how to manipulate the bureaucracy to meet their personal needs but they have poor financial and entrepreneurial skills. The 21st century needs people who are "go getters" not whiners.

How the system intends to deal with the obvious low quality at institutions like UNCP and ECSU, which is likely to lead to pressure by the General Assembly to close those campuses (and they should unless there is great improvement ASAP!), and which will then lead to increasing pressure on other campuses. We MUST stop hiring
non-academics for leadership positions, and develop strong academic leadership not concerned about making arrangements with business leaders for future jobs FOR THEM!

Need to look at more support for identifying students that are struggling while here on campus before they fail. After they leave it is hard to help them.

Ensuring that the UNC system continues to educate students in the most effective means possible, so while online education is attractive, it does not lead to students achieving the same level of success on student learning outcomes and should not replace face-to-face classes.

Leadership.

Nothing that comes to my mind personally. Not now anyway.

Diversity

The duty to educate and empower each student to vigorously pursue and discharge their civic responsibilities.

Distance students.

Yes, college in NC is not affordable, low in diversity and does not tread employees as they should and the mass exodus of teachers is evidence of this. We need free college tuition, healthcare for all campus workers and at least a $15/hr minimum wage for campus workers.

You've hit on important areas and I hope this leads to increased support for such an important part of North Carolina's well beings. The UNC university system is vital to the future success of the state and its residents. Right now, there is much pessimism as to the direction we are headed in.

Nothing that this lowly student is aware of.

Fuck yes

on-line instruction

What do we want our graduates to be and why? We do get some of the "what" part but little of the "why." Also, I'm glad these include being cost-effective, but the system is failing on this point if it doesn't clearly strive to implement the mandate to be free of expense. We can't make "free of expense" for NC citizens the goal but must settle for "cost effective?" Then we will too easily settle back in to what we do now. Finally, the failure of integrity at UNC-Chapel Hill regarding the academic/athletics scandal (and probably other places we don't publicly know) should inform something about these goals. Perhaps adding one to pursue truth and integrity.

well thought out; well done. No easily identifiable 'gaps'

Emphasis on lack of discrimination in university settings

I wish there was more focus on financial aid

Performance of professors and the university

The fact that college prices are so high that I'm at the cheapest university in the UNC system and I'm still working three jobs to keep myself afloat.

How important college actually is nowadays. I feel that I have no choice but to be here. As my high school teachers always said, "Today's college degree is my high school diploma."

None.

NO

This was somewhat covered, but I just want to stress that if we do not strengthen the public schools, in terms of funding and teacher pay, we will not have the prepared students to meet the goals of the UNC system. These are not separate entities. And student debt must be mitigated.
I think all aspects are well covered.

The cultural importance of our institutions as centers of learning, not just as training facilities. An educated populace is not the same thing as an educated populace.

the challenges faced between urban and rural campuses in the system that serve vastly different populations of students.

Value and importance of faculty governance in decision making.

The guiding themes explicitly or implicitly include almost everything that is important. If there are "gaps," they might relate to statements of values and vision, attention to important issues of governance, and the lack of specific educational attainment goals. However, most of these issues can be addressed apart from the overall guiding themes.

funding and acknowledgement of success in retention

See notes: diversity.

Broadening student, faculty and staff awareness to promote acceptance of diverse beliefs and ideas, creating more tolerant, less polarized and innovative communities.

sustainability, inclusion,
In your opinion, should the University of North Carolina strategic plan harness the capacity of the system to impact a state-wide “grand challenge” (e.g., Upward Mobility; Water Security; Health Disparities, etc.)? If yes, in what area(s) should that "grand challenge" focus?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>No</td>
<td>38.90%</td>
<td>1761</td>
</tr>
<tr>
<td>6</td>
<td>Yes</td>
<td>61.10%</td>
<td>2766</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>4527</td>
</tr>
</tbody>
</table>

Q28_6_TEXT - Yes

Yes

Economic Development
Reinvigorated, quality citizen participation, including reduced hyper-partisanship; Shifting the current health care model from "volume" to "value"

Health disparities
Upward mobility though enhanced learning opportunities and Health Disparities

Upward mobility
retain graduates with employment in state upon graduation
<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>grass roots community problem solving through extension services</td>
</tr>
<tr>
<td>Upward Mobility</td>
</tr>
<tr>
<td>Upward Mobility</td>
</tr>
<tr>
<td>Health disparities</td>
</tr>
<tr>
<td>Addressing/breaking the cycle of widespread poverty in NC</td>
</tr>
<tr>
<td>need many grand challenges, not just one.</td>
</tr>
<tr>
<td>Equality</td>
</tr>
<tr>
<td>Closing the gap between non-minority and minority students in terms of access and performance.</td>
</tr>
<tr>
<td>Upward mobility is meaningless, immmeasureable.</td>
</tr>
<tr>
<td>I truly believe most of our issues are imbedded in vast areas of poverty in our state.</td>
</tr>
<tr>
<td>security</td>
</tr>
<tr>
<td>health disparities</td>
</tr>
<tr>
<td>Health disparities; biomedical engineering</td>
</tr>
<tr>
<td>Sustainability</td>
</tr>
<tr>
<td>Upward Mobility</td>
</tr>
<tr>
<td>Public Education</td>
</tr>
<tr>
<td>not sure</td>
</tr>
<tr>
<td>Yes, but the older population.</td>
</tr>
<tr>
<td>Closing income gaps</td>
</tr>
<tr>
<td>Educational opportunity across socio-economic lines</td>
</tr>
<tr>
<td>Reducing Poverty/ Middle Class Access/ Economic Security for Citizens Statewide</td>
</tr>
<tr>
<td>Building community leaders and educators for the next generation.</td>
</tr>
<tr>
<td>Upward mobility</td>
</tr>
<tr>
<td>Engineering, energy, water in regards to its quality and retention, quality of life, urban design and culture, health and education.</td>
</tr>
<tr>
<td>Mental health</td>
</tr>
<tr>
<td>Upward Mobility</td>
</tr>
<tr>
<td>Upward mobility</td>
</tr>
<tr>
<td>Health Disparities</td>
</tr>
<tr>
<td>I think it is something that needs to be decided as a result of conversations with the local communities that make up North Carolina and what area the state has the greatest needs in</td>
</tr>
</tbody>
</table>
Economic Mobility - Establish methods and systems for NC communities to improve access and opportunities to rise out of poverty and help NC communities establish their identities and best leverage their economic and cultural assets and talents

Not sure

Upward Mobility

Health Disparities

Water security

Increasing respect for diversity

We have a lot of issues to address before taking on something else

Foster innovation and creativity through life long learning

Environment; Social security; Racism

Environmental protection could be a good emphasis because a clean, pristine environment contributes, right along with the university, to the health of our state.

Climate change

Health Disparities

Better K12 teacher preparation

ALL OF THE ABOVE

Upward mobility and access to first generation students

Community Dialogue. (i.e. making our institutions better serve and reflect the communities they serve; showing the community the values of higher education)

Health disparities

environmental issues

Upward Mobility

Health Disparities (which would impact the other suggestions above as well)

Economic disparity

Upward Mobility, Water & Food Security, Health Disparities are all important problems throughout NC.

Helping to reduce the income gap via better education

Water security

clean energy

Energy Production, IT, Tech Transfer. Environmental Issues

economic gap reduction

Community-Building Technology Incubator
Water security
Which challenge taken should depend on the capabilities of the students and faculty available.

Social Mobility Disparities

climate change

Economic development

health disparities

Health
The major areas facing our state, from vanishing coastlines, to water pollution due to coal ash, and unequal opportunities for rural North Carolinians.

Upward mobility

Increased Access to College

Environmental Sustainability, because we would be nothing without our natural resources.

Sustainability
We face too many important challenges to restrict our attention to one or even a few. Our human and material resources are highly diverse and not all equally suited to the same “Grand Challenge.” Limiting our attention to a single challenge would make many valuable parts of the university community appear to be irrelevant.

Health Disparities
upward mobility guided by stewardship of our environment
upward mobility
upward mobility, health disparities
upward mobility

Health disparities is a good idea.

Health Disparities
Improve support for mentally and physically challenged low income citizens by providing options for housing and services that work to keep people off drugs and off the streets.

Civic Engagement
Socioeconomic disparities in the state need to be addressed.

Poverty

Upward mobility
Sea level rise will impact our coastal communities. UNC institutions need to be on the forefront of combating climate change and the subsequent sea level rise that will flood our Eastern communities and landmarks.

Absolutely not. This sounds like another bureaucratic initiative that will result in yet another report that no one reads.

Community engagement among diverse populations: locally and globally
Citizen responsibility

Environmental Quality

Health Disparities

Health Disparities!

Cultural competency

Gender Inequality, Racial Inequality, Interpersonal Violence, Health Disparities

something that affects underserved populations in NC (as do some of those suggested above)

Health Disparities

Improving quality of life/Upward mobility

How the University system can address and impact the effects of global warming - something that has the potential to profoundly affect us all.

Public Education

Teaching Critical Analysis

UNC system needs to demonstrate to the legislator the futility of enacting short-term, election-cycle-driven decisions.

Sustainability

Sustainable Energy Security

higher levels of people enrolled in a higher education institution

Health Disparities, Upward Mobility

generating students who can serve communities

Upward mobility

upward mobility

better services for minorities/underserved populations.

Equity and justice for all North Carolinians

Water Security

To ensure graduates have the skills needed for real world jobs

Upward Mobility

Development and adoption of clean energy methods and increasing access for impoverished individuals.

Upward Mobility. Making college accessible to minority students.

Water security

Health or Economic Factos
water, health, climate

Understanding how to protect the quality of our environment to keep our water clean and our population healthy.

Support for the highest level of teachers possible.

Given the numerous advancements in the biomedical sciences achieved at UNC institutions. It would be very feasible to aim for providing quality affordable health care to all NC residents including a healthcare insurance plan that mirrors one already implemented in Massachusetts

Outreach

Health Disparities, broadly defined, to include communication via people and media

Eliminating rural poverty.

upward mobility

Reduce the impact on the environment.

Human and robotic co-manufacturing

We should focus on the students and give them the tools so they can go through life and be some what successful. They are why we are all here is to help them and in return we all help each other.

Upward Mobility

Quality Education

Research and activities based on infrastructure of the surrounding community.

A grand challenge for NC State will be difference from one for ECSU. Challenges should enhance programs at the individual campuses to drawn more students and qualified faculty.

the production and support of K-12 teachers, all subjects.

Upward Mobility - Creating a stronger NC through Education

Readiness gaps for university level coursework - focus on your pipeline into post-secondary.

Improve the health and well-being of all North Carolina residents

upward mobility

Upward mobility

Student empowerment and the curtailing of the Board of Governors

Reducing disparities in access to high-quality K-12 and high-quality college education by race and by class

The university system is diverse enough to address all of the grand challenges

Securing the Future (encouraging ethical behavior and how to peacefully behave when you disagree with someone)

Academic advancement benefits all North Carolinians

Diverse & Well-Trained Workforce to address health access disparities

Reducing poverty cycle through education
| Topic                                                                                      | Details                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Upward Mobility                                                                                                                                   | Impact of Climatic Change on Humanity and specifically on NC  
Food security, racial/ethnic reconciliation  
Lead the country in quality public education as it relates to value.  
New industries and jobs in rural areas  
Rural economy transformation; workforce system that incorporates feedback from business community |
| Water Security                                                                                                                                     | In my opinion it would be great to have University support in said areas, but I do not think it would be a good idea to take on those "grand challenges" independently.  
reduced healthcare costs.                                                                                                                                                                                                                                               |
| Upward mobility                                                                                                                                   | health disparities, upward mobility, title one school funding                                                                                                                                                                                                                                                                              |
| Technology in Manufacturing and construction                                                                                                       | Health disparities  
Increased educational attainment within the traditional four year time frame.  
It should focus on the environment as a whole in NC and the conditions of the citizens. As an institution there are tons of students that are pursuing a degree that involves the understanding of the community. The state of NC can take advantage of these students by allowing projects of students to be formed to resolve some of the issues seen in the community. Not only is this cost efficient, but also promotes new innovations.  
research is what makes universities stand out -- we should focus on allowing more research on campus  
Income inequality + climate change  
A Global Outlook on current events, issues, and perspectives  
Social change  
Availability of higher education  
all of the above  
North Carolina is facing grave problems with unethical and corrupt political practices that have further disproportionally oppressed minority populations. A grand challenge would be to analyze contributing factors and solutions to the ongoing oppression of minorities through the use of our political and legal systems. (gerrymandering, lack of quality mental health and substance abuse care, lack of education regarding LGBT issues etc.  
LGBT issues  
Advanced manufacturing  
Upward Mobility  
Prepare students for 21st century careers |
Climate change

Upward Mobility through access to education

upward mobility

In state Tuition for undocumented students or DACA students and health disparities.

Health Disparities - Lack of Insurance Coverage

Upward mobility

Educational Opportunity Inequality

Water security

health, environment, agriculture

Health and access

Diverse equal upward mobility, health disparities, water security, environmental awareness and protection/prevention

Upward Mobility; helping minority students

Opportunity

health disparities

health

Student Persistence

Partnering with other state educational entities to assist in the readiness of students to enter UNC institutions.

Food security - local food sourcing and distribution to underserved communities

I think those three look like good places to start.

Disparity of income and economic opportunity

Minority inclusion, job placement for students, affordability

Health

The system should work to equip students to have economically viable careers while also significantly reducing the cost of obtaining the related degree (perhaps by cutting corners as any other for-profit business would), for the sake of improving or economy state-wide.

upward mobility

Social Inequality

Health Disparities

The University could survey employers to see what their needs are and help students meet those needs so that when they’re done and look for jobs that both employee and employer are happy.

Financial assistance from the university in order to graduate in less debt.
Quality of life skills for personal adult financing; personal health values and healthy

net zero fossil energy use

upward mobility, access to education

Mental health

Alternate source of energy (Solar, wind)

Upward mobility

not sure

reduce pollution, fix broken infrastructure, improvement of local schools around the university.

Environmental

Student health and nutrition education

Educating all citizens on civics.

water security

Upward mobility of all students

environment based

Advanced research and retaining high quality faculty and students

Upward Mobility

Community resilience (to natural or man-made disasters)

a. upward mobility  b. recycling; energy usage reduction; water conservation

Responsibilities of Citizenship

Upward mobility

Water Security

Green communities, public transportation and greenways, and sustainability

racial/ethnic unity; upward mobility for all

Upward mobility of disenfranchised youth in the respective communities that surround the University system schools...

Upward mobility and health disparities.

removing structural barriers to the advancement of non-tenure track slaves

Sustainability

Health disparities

Infrastructure
environmental issues that affect NC

Upward Mobility

Upward mobility within society is the most important educational equity of citizens

health

Social Inequality especially digital divides

Urban sustainability and resilience - economic, physical and social

Upward mobility

upward mobility

Healthcare

What are you even asking

Green Energy

In Charlotte, we should focus on health disparities and upward mobility

Upward Mobility

upward mobility

Social Justice Leadership

Upward Mobility

Environmental conservation

Upward mobility and the education of the people.

Diversity understanding through impact of Social Media. We don't know what we don't know.

Upward mobility

Upward mobility, minimizing environmental impact, community involvement

Yes, this is a nice thought, but encourage it, don't demand it. Use existing resources. For example, build engagement in the grand challenge from the existing faculty. Don't take existing lines and then only hire people who can contribute to the grand challenge. And, remember, that these challenges can change quickly. Maybe develop communities of interest around several grand challenges, encouraging them to grow organically.

Upward Mobility

Upward Mobility

Disparities in those able to afford college.

University related issues

Clean Energy Alternatives that are attainable to the average North Carolina Resident!
Healthy Lifestyles
Community engagement and involvement of the issues facing the community and the nation.
Enabling & empowering NC agriculture to meet future demands
Upward Mobility
Health Disparities; Access to Lifelong Learning
Upward mobility
Closing the poverty gap
salary discrepancies between similar positions/departments/campuses
Transportation challenges throughout the state, privately funded infrastructure, public trans, smart cars, etc.
"grand challenge" on eliminating discrimination regarding other people's race
Who can implement the most clean energy.
SES education gap
Water Security
individual and systemic wellness
Upward Mobility
Upward mobility, education competitiveness
The area of inclusion with in diverse communities.
Upward Mobility
providing educational opportunities to low income families
Social mobility, as well as a collective interest in guarding the social, economic, and civil rights of all citizens.
Health Disparities by Socioeconomic Status
Climate Change
Upward mobility of minority and oppressed populations
Knowledge is the key to overcoming fear.
Community Engagement
building stronger and more vibrant communities (health, innovation, community, civility)
Bridging the gap between students of different socioeconomics statues.
HB2, Coal ash spill,
Technology
Health Disparities

sustainability - like FedEx center, with harvested rain water, earth friendly design

Upward mobility is key to the future health of the NC economy as we cannot import talent indefinitely.

Improving the quality of students

Upward Mobility

Environmentally Friendly Alternatives

Health Disparities

Upward mobility, health disparities

Health and environment

Upward mobility and placement of student in jobs after graduation. My son graduated with Honors in the Engineering program in 2016 and is having a difficult time finding a job.

Upward Mobility

Upward Mobility, Technology, Infrastructure

Many things environmental Recycling and waste management. Reduction. Sustainable living.

Thinking globally instead of locally

Health and Environmental Issues

Health and educational disparities

Water security.

Upward Mobility

Educational Disparities

consistency across all system schools in processes and protocols where applicable

More classrooms and more professors

Diversity, LGBTQ

Reducing Inequality

upward mobility

Not unless it would be to put the focus back on the people - otherwise it seems PR-esque. We need to dig in and turn an eye to all of the needs expressed

health disparities

Reducing disparities in education and economic opportunities

water security

Improve educational standards for all citizens in this state
College readiness and access

Water Security is a really good topic. Fracking - is it or is it not dangerous to NC's drinking water? Off shore drilling - is it or is it not dangerous to NC's tourism industry and sea life in general?

Focus on being a compassionate, creative, prosperous, equitable and engaged citizenry.

An equal and quality education for all students in the 100 counties so that they can be equally prepared for high education in one of the system school.

Environment

Healthy Dialog / How to disagree and compromise

these can be in addition to the main goal and maybe a focus for a 5 yr period

Fixing the economic and educational disparities between regions and groups in the state.

remove discrimination

Upward Mobility for North Carolina's disadvantaged

Health Disparities, Upward Mobility and Water Security!

Conservation of the state’s environment, resources, and sustainability.

Addressing racism

Learn and Give Back

upward mobility, economic justice

equality of services between rural and urban areas

Health Disparities

Access for All

I believe the system's job is to prepare students to tackle the "grand challenges," rather than determining what those challenges are.

Serving the Minority Serving Institutions

Mitigating Climate Change

Economic justice

Health disparities

Promoting civil discourse as a means to better solutions

access by traditionally underrepresented populations

Preventive medicine information for hispanic and african-american

health disparities, improving access to higher ed

health disparities

water security or health disparities
financial capability, upward mobility, health disparities, sustainability

Restoring State’s Rights.

Sustainability, biodiversity conservation, green power, green businesses

Reducing big business influence on government procedure, and reducing greenhouse gas emissions.

Resilience training from K through 12 so entering students are less susceptible to culture shock they will encounter.

Environmental Challenges such as global warming that impacts everything else

eliminating hate

ensuring the health and sustainability of the natural environment

Health Disparities

Social Justice (our state sorely needs this in light of recent events)

Employment for all

environmental sustainability

economic equity

The institutionalized and strategic murder and oppression of black and brown folks.

Health Disparities

Health Disparities

Upward Mobility, Career Readiness and Matching, and Health Disparities are most important

meeting the needs of the community and region in which we work

Water Security,

socioeconomic divide, upward mobility, LGBTQ, Social Justice, etc.

Water security

Racism, Sexism, and other biases that impact upward mobility

Community inclusion

Work with K-12 to improve education ground up -- invest in real opportunities to support teachers and teacher training; invest in innovation and not more testing; higher ed is here to serve the students we get and they are not ready. We need to change the paradigm and partner for inside-out, upside-down, reform.

I think this can be accomplished on a case-by-case basis.

Sustainability / Environment concerns

Water security

This health insurance requirement is killing me. Who has a spare 1200 dollars just lying around, on top of paying non-tuition (food, gas, school supplies) costs? Not me.
Increase the number of college graduates in our state

Socioeconomic/class disparities or equity more broadly; or perhaps community development in entrenched poverty areas

Don't know but I like this idea.

Retention and completion of degrees

Appreciating diversity in workplace and society

Poverty and unequal access to education are holding State of North Carolina back from reaching its true potential.

Upward Mobility

Security of basic human rights

Upward Mobility

Family Wellness

Upward Mobility across NC

Issues within this state would include Water Conservation, Broadband Access, and the Addressing of Climate Change while Ensuring Energy Security

I haven't lived here long so to be honest I don't know.

Fully funding quality higher education

Improve Healthcare

To public school systems to pay beginning K-12 teachers a living wage. We are losing our new teachers to other states.

NC Latina/o population explosion.

Environmental challenges

Demographic Disparities

Disparities in educational opportunities starting in Pre-K

environmental sustainability and climate change

Do not understand the risks/benefit of this

Human Communication in Culture and Technology

Upward Mobility

Upward Mobility in attaining higher education or career displacement/change for adults

child services, homelessness, hunger, pollution, water scarcity,

upward mobility for all

Health Disparities

health disparities
all of the above

health disparities

Graduates that are able to get a job upon graduation.

Green Energy

Energy Efficiency

engagement with communities on a variety of social issues

Health Disparities and Diversity Disparities.

education of the state's citizens for informed participation in the democracy

Serving minority students

Depends on the strength of the university. But helping to revitalize pre-K - 12 education is a must for the state and the university system.

Back to the basics

Should focus on closing the achievement gap across demographic groups in North Carolina

Health disparities is a huge one (including mental health as well as physical health)

Diversity and Inclusion and/or need-based aid provisions greater than those currently allowed to help close the gap for access, retention, and graduation of minority and/or under-served students

I'd suggest various tiers of university have a different grand challenge. Chapel Hill does not need to focus on upward mobility (!); the smaller, state schools do!

Arts

Upward Mobility

Health Disparities

Well-being of culturally and linguistically diverse communities

Upward Mobility and Improvement in the Standard of Living for all Citizens of the State

Environmental Security & Climate Change

All mentioned above

health disparities co-op with veterans if possible

Water/Environmental Security

Climate change impacts in NC including sea level rise impacts along NC coast.

Upward Mobility

I think this is a focus of individual institutional missions, but NC can and should always be interested in health and wellness, and economic support, water security, health disparities, and environmental preservation, and entrepreneurialism, and transportation and mobility, and computer literacy, and financial literacy, and children's health all play a vital role in overall quality of life and health and wellness in the future generations.
Educational success from pre-K through graduation.

Global Warming

Helping students to stay on track to graduate in 4-4 1/2 years.

Water security

Poverty Reduction (through workforce development, policy analysis and advocacy, community development, economic development, cultural competency trainings, etc.)

Free Student Healthcare For All

Retaining and rewarding high achieving faculty and staff

Education - reform the schools, undo the damage that has been wrought by certain state government officials, and bring teachers back to North Carolina.

Upward Mobility

Health Disparities

reduction and elimination of poverty

Combating Climate Change

Health among/within minorities communities

Health Disparities. MENTAL HEALTH

Making Education Accessible

Making a college education relevant on BOTH a local level and a global level for the state. People seem to pick one or the other. It should do both.

Health Disparities

all

Environmental Health

Transportation and Infrastructure

protect and empower ALL citizens, regardless of race, religion, sexual preference

Upward mobility

Health Disparities

upward mobility

Water Security and Sustainable Agriculture

Long range sustainability for state resources to provide eduaction

climate degradation, food scarcity,

Economic disparities

Economic growth and job development
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>decrease environmental impact</td>
<td></td>
</tr>
<tr>
<td>envirnment and sustainable energy</td>
<td></td>
</tr>
<tr>
<td>Secondary Education</td>
<td>Yes and No. The individual universities should provide individual 'challenges' that work together to provide a broad set of ideals that embrace and reinforce the 'distinctiveness' of our system.</td>
</tr>
<tr>
<td>Health Disparaties; Aging</td>
<td></td>
</tr>
<tr>
<td>Upward mobility and retention of top researchers/faculty</td>
<td></td>
</tr>
<tr>
<td>North Carolina sustainable future</td>
<td></td>
</tr>
<tr>
<td>Wellness of all North Carolinians</td>
<td></td>
</tr>
<tr>
<td>Businesses encouraged to hire graduates to solve these problems</td>
<td></td>
</tr>
<tr>
<td>Improving the quality of lives - Upward Mobility</td>
<td>Make NC education the best in the nation. Can we do that first?</td>
</tr>
<tr>
<td>Climate Change</td>
<td></td>
</tr>
<tr>
<td>Make NC education the best in the nation. Can we do that first?</td>
<td>All 3 are good and much needed!</td>
</tr>
<tr>
<td>All 3 are good and much needed!</td>
<td></td>
</tr>
<tr>
<td>Acknowledging the Oppressive Nature of Our History and How that Impacts Students Today</td>
<td></td>
</tr>
<tr>
<td>Health Disparities Through Nutritional Availability and Education</td>
<td>Anything related to environmental issues...&quot;green&quot; energy, clean water, etc.</td>
</tr>
<tr>
<td>Let Institutions choose-why limit areas Institutions can attempt to impact</td>
<td>allow the campuses to maintain their individual identities while contributing to the greater good of the state</td>
</tr>
<tr>
<td>Systemic Poverty in NC</td>
<td></td>
</tr>
<tr>
<td>College Accessibility</td>
<td></td>
</tr>
<tr>
<td>population health</td>
<td></td>
</tr>
<tr>
<td>Health and Nutrition disparities. Job resources in underserved communities.</td>
<td></td>
</tr>
<tr>
<td>Upward Mobility - This will take care of the rest.</td>
<td>literacy- could include health literacy (disparities and food deserts), information literacy (comprehension and decision making), computer literacy (basic job skills, technology, innovative practices)</td>
</tr>
<tr>
<td>cost of education and retention of employees</td>
<td>water security</td>
</tr>
<tr>
<td>Really unsure, but I could see a disparity program of some sort being relevant for all state institutions.</td>
<td>Each campus has unique needs.</td>
</tr>
<tr>
<td>Health Disparities</td>
<td></td>
</tr>
</tbody>
</table>
Health Issues and Sustainability

Environmental issues
renewable & sustainable energy

Living in a Global Society
Grand challenge should be to encourage every feasible student to attend higher education as much as possible

Community Engagement
social and economic inequality
Harnessing Technology to enable global competitiveness
Bi-Partisan run UNC System should be paramount
water and health.
Increasing the number of North Carolinians who obtain college degrees.
food deserts/food security

Environment
Economic mobility and opportunity
upward mobility

Environmental care and safety

Gender equality
I don't know enough about the "grand challenges" to make an educated choice on which is most important.
There should not be one "grand challenge." There should be multiple grand challenges, and they should probably be thematically and regionally agile.
Make this a more democratic and inclusive state in which to live.

DISMANTLING RACISM AND EQUITABLE OUTCOMES

Environmental Sustainability, Social Justice

clearly measurable goals, with interim goals, and a time line for achievement

Health Disparities
supporting rural communities first. But when it comes to urban communities, working on relevant topics so the students can leave college and move straight into the work force.

Education Reform in Mathematics

health disparities

Renewable energy, especially as it relates to buildings LEED, etc.
Upward mobility would be a good place to start.
Safe, affordable, sustainable housing; clean water; quality of education

Economic development

water security, environmental preservation, health disparities

food security; young children and families living in poverty

Water security

Resilient Communities (i.e. resilient to climate change)

health disparities, water security, upward mobility

Assuring the opportunity of every NC student who meets the entrance requirements has an opportunity to attend a UNC system school with adequate / need based aid available. Further task the schools on the work force preparedness of their graduates -- Measure full time employment at the 1 and 5 year marks/ annual compensation. Each school in the University system should offer a positive value proposition!

Rural health disparities

Rural communities have been hit very hard and would benefit greatly if they were the focus of the "grand challenge."

I think TE@CH is worth pursuing further.

Maintaining a flagship University that attracts and retains top faculty and students from the state and from the nation. This "fame" will ensure ongoing funding support from other entities besides the state. However, the State needs to step up and support their state Universities and be proud of them.

Making Higher Education in North Carolina the best in the country

Given our resources, and the research occurring at UNC, it could be many of these areas and groups from across many disciplines, it is just letting faculty know that this is important to try to focus on state issues if possible as part of their research or work.

Educating the citizens of NC

Areas that arise from gaps between demographics - social injustices, health disparities, education

Economic development in the state's poorest counties

health disparities

Absolutely. Poverty / race disparities in water security, health disparities, etc. Pick an outcome, almost always same disparities.

Allow each constituent university to choose a "grand challenge" that best serves its immediate community.

Provide what employers want in an employee

Upward mobility

upward mobility, water security

removing liberal bias at UNC-CH / campaigning for acceptance of conservative views and values

If it were, I think health disparities is a good choice.

"green"-ness, or environmental friendliness
YES, YES, YES! We need to be inspired & inspirational!!

- Teaching truths about climate change.
- Income inequality; Bridging the ideological divide that is paralyzing the United States of America
- Food Security
- Health disparities
- Eastern nc
- Maybe only for branding purposes. But honestly, the university has such a positive impact on every county across the state, it is hard for me to imagine how this vastness could be captured in one grand challenge. This is a truly Herculean task, and I applaud you all!

**Upward Mobility**

Health Disparities is a significant issue for our state and for our campuses. A focus on helping us all better understand where certain determinants of one's negative health and wellbeing may be impeding their success, and then learning how to remove or reduce the negative impacts, and actively increase health equity efforts (policies, practices, resources, campus cultures, etc).

- Self-sufficiency; each area of the state faces some sort of challenge of its own. I would like to see the universities have a significant impact on these areas believing in themselves/seeing themselves as the solution to their problems and challenges. This may be health care, or it may be economic development, or environmental issues.
- Integrating economic development across the state, i.e. how can we ensure all of NC's economic growth is not occurring in just a few urban counties?
- Availability of water and water quality issues are some of the most pressing issues I think the state faces.

**Job Security**

- More eco-friendly recourses
- Climate change, sustainable development, inequality

**Protection of Enviroment and Development of a new Renaissance generation of well-rounded citizens.**

- All of the grand challenges mentioned are helpful.

**Reducing Educational Disparities**

- Health disparities, including mental health
- Meaningful work in a changing economy; clean energy; planning for floods, storms and other consequences of climate change

- Perhaps multiple challenges that an array of fields and institutions can address, such as "water security" and "health disparity" and "poverty and social stratification"

**Building community, equity and justice in our communities**

**Strengthening NC's Middle Class**

- Improvement of public transport systems
- Health services available for everyone

**Upward Mobility**
College Preparation K-12

Serving rural and underserved parts of the state

Disparities

Upward mobility and community involvement

Use systemwide purchasing power/dollars to provide systemwide computing systems

Income inequality

Health disparities or upward mobility

Feeding or health of North Carolinians

If not misused politically—a theme of serving NC for the betterment of all and tying a UNC education to NC themes

UPWARD MOBILITY THRU QUALITY K-12 MARRIED WITH CHALLENGING JOB PREPARING ACADEMIC WORK

Health disparities!!!

Achievement gap of underrepresented students

The more rural areas of the state

Affordable access to education for minorities

Fundraising to offset the state's drastic cutbacks of fiscal investment in its university system


Cost

YES!! UNIVERSITY AS GOOD CITIZEN!! SUSTAINABILITY, WATER SECURITY!!

Unsure, but go with the strengths of the tier one research universities.

Economic Mobility;

Access to education leading to job-matching for all persons, regardless of ethnicity or socio-economic status

Upward Mobility

The intersection of health & technology. Health is a holistic field that touches all disciplines, and so is technology. The combination of them is also an existing strength across the UNC system.

Preparing graduates for today's economic environment while ensuring an insight to community needs.

Not sure

Educational and health care disparities in under served NC communities

Job creation, Improve economy

Health Disparities
Basic Citizenship and Literacy

keeping staff and that we can't be competitive against area universities/companies.

dont understand

Future vision by past leaders made great strides for all. We cannot isolate ourselves in today's economy

Financial Literacy

Water security - in light of coal ash and fracking

See below.

Increasing Diversity and bringing in business

There are lots of such challenges and we already know about them. You learn about them from us.

All of these are important but Water security is major to me

environmental sustainability

Water security; alternative energy

Health & Nutrition

Continuing education, professional development, and stackable credentials for individuals who already have a degree.

But I think we could have several grand challenges: Sustainability being one

Increasing Access to Education for All

Combating Poverty

Self and Community Empowerment

Green Energy, Gender Equality, Internationalization

Unless the grand challenge is to stop making more bureaucratic work for itself, such efforts are duplicative and expensive, and would compete with each campus' requirements for QEPs and such. Use the money to reduce class sizes, which has been proven so many times to have incomparably positive outcomes for students.

Some aspects such as Health disparity and Food availability are statewide challenges, but others, such as coastal pollution, are regional and I think there should be a small number of core, state-wide challenges with mechanisms in place to allow for regional institutions to address region-specific issues.

Upward Mobility for all North Carolinians would be a great start.

Health disparities

Resources and research in clean energy & environmental challenges

Health Disparities

Health Disparities

Energy efficiency/independence

Equal access to education for children
Research to aid the preservation of our state's natural resources where we can and graduating students that can compete in the new, technologically advanced employment marketplace.

**Specific regional community impacts**

but carefully

- Healthcare Access or Mental Wellness
- Health Disparities
- Sustainable practices in development of natural resources
- Skilled graduate that contribute to the state economy
- Climate change; inequality; social capital
- Let's not get political.
- Grade inflation.

**Educational preparation and quality at all levels (pre-K through higher education)**

**Environmental sustainability**

Bring back the Teaching Fellows Scholarship program to make sure we are encouraging and recognizing the importance of a quality K-12 education for all students through quality teacher training.

**Educational disparities in economically challenged areas**

**Enhancement of critical thinking skills**

**Food, Water, Shelter and Income Disparities.**

- Health Disparities
- Health Disparities
- Equality with tuition
- Campus Safety
- Make women and children a priority.

**Climate change and strategic planning to buffer impact**

challenging schools to competitive graduation rates above what they are achieving now.

**Dealing with the urgent issue of anthropogenic climate change**

**Race relations and changing demographics in the state/U.S.**

I'd suggest that courses/programs focus more attention on help solving community problems -- where classroom meets real world.

**Access to campus/Parking**

**Upward Mobility**

Fix existing problems first.
Technology and the use of it.

Environmental sustainability

Dismantling systemic injustices

Inclusiveness to education for all.

Health Disparities for sure!

Health Disparities

health disparities

Health disparities

Alternative Energy

Upward mobility

breaking cycle of poverty

water security

To increase employment rates, especially in disadvantaged counties.

Could be any of these: Health Disparities; Upgrading and expanding the preparation of teachers; water security

health disparities and water securities

Continue to focus on those who are less fortunate.

Definitely in areas of health

Economic Disparities

health disparities, esp as related to socioeconomic and geographic

Physical and emotional fitness/growth

No - Instead of giving the man a fish, teach them to fish. Don't solve the problems as the UNC System, instead properly train and educate the people that will go forth and do that themselves.

Health and food disparities

Better preparing our students for university success

Critical Thinking: asking the hard questions and making decisions based on evidence

We need to become "student focused!"

All of these are good...but one would give a great common goal across institutions.

environmental concerns

Upward Mobility

Health Disparities
<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working toward racial and economic equality</td>
<td></td>
</tr>
<tr>
<td>Health outcomes (not medicine)</td>
<td></td>
</tr>
<tr>
<td>Economic disparities, environmental degradation.</td>
<td></td>
</tr>
<tr>
<td>Strengthening K-12 educational system</td>
<td></td>
</tr>
<tr>
<td>The grandest challenge of humanity...what is next.</td>
<td></td>
</tr>
<tr>
<td>Racial disparities</td>
<td></td>
</tr>
<tr>
<td>Serving marginalized students</td>
<td></td>
</tr>
<tr>
<td>Economic security for all North Carolinians</td>
<td></td>
</tr>
<tr>
<td>diversity/upward mobility</td>
<td></td>
</tr>
<tr>
<td>Health disparities</td>
<td></td>
</tr>
<tr>
<td>Improving completion rates for minority students</td>
<td></td>
</tr>
<tr>
<td>Access</td>
<td></td>
</tr>
<tr>
<td>Fostering cultural competence and sensitivity</td>
<td></td>
</tr>
<tr>
<td>Upward mobility and inclusion</td>
<td></td>
</tr>
<tr>
<td>Environmental Injustices</td>
<td></td>
</tr>
<tr>
<td>Housing or school inequalities</td>
<td></td>
</tr>
<tr>
<td>Improving secondary education so that students are better prepared for college.</td>
<td></td>
</tr>
<tr>
<td>Social mobility.</td>
<td></td>
</tr>
<tr>
<td>Health Disparities</td>
<td></td>
</tr>
<tr>
<td>Sustainability or Global Issues</td>
<td></td>
</tr>
<tr>
<td>Upward Mobility and Economic Growth</td>
<td></td>
</tr>
<tr>
<td>Upward Mobility</td>
<td></td>
</tr>
<tr>
<td>address inequity across demographics</td>
<td></td>
</tr>
<tr>
<td>Upward Mobility</td>
<td></td>
</tr>
<tr>
<td>Protecting and building up the state's natural resources. In a crowded world natural capital will be king.</td>
<td></td>
</tr>
<tr>
<td>economic disparity/educational disparity</td>
<td></td>
</tr>
<tr>
<td>Lifelong Learning and regional education disparities</td>
<td></td>
</tr>
<tr>
<td>Infrastructure upgrades</td>
<td></td>
</tr>
<tr>
<td>Higher education that is universal and affordable for all NC citizens.</td>
<td></td>
</tr>
</tbody>
</table>
Unequal distribution of wealth

Economic Disparities

upward mobility

Increased Education for underrepresented communities

Health disparities

A qualified yes because the individual institution may or may not have broad enough expertise to make this meaningful on their campuses. On the other hand, a theme could promote new collaborations.

Environmental change/ Global warming

reducing health disparities

see below

Fair and equitable pay scales for ALL faculty, not just tenure-track and tenured faculty.

Health Disparities

Health Disparities, access in rural communities

health disparities

health disparities

protect environment, understand relationship with housing and health

Health disparities

Water Security; One Health

Health, Economic, and Social Disparities.

Income, health, and environmental disparities - individually and combined

These focuses typically generate very little value for all the resources that are used.

energy independence

state or world grand challenge

I'm uninformed about water security, but Upward Mobility and Health Disparities would be a good start. How about "Justice for All"?

Being competitive in the 21st century

Resources, human and financial, are better spent affording the individual institutions to work toward their missions.

Health Disparities

Something on Mental Health Issues

Health disparities

Health disparity.
Peaceful coexistence, creative thinking.

Health Promotion to Prevent Chronic Disease

socioeconomic mobility, create an open and welcoming state culture

Social and economic disparities

water, health, education

Health Disparities first in order to attract and support whole communities.

Too much influence from state political system

Upward Mobility

Water Security; drought issues appear to be on the increase.

Maybe. Improving quality of life for all NC residents by education

Health Disparities

There would need to be a collaboration to determine the best choice. I would think more than one initiative would be relevant. For example, a focus for healthcare divisions.

RESPECT for everyone (including self) i.e. racial, gender, physical, authority, etc., RESPONSIBILITY, i.e. to society, family, fiscally, and self, etc., and READINESS for success, i.e. as an adult, as a contributor to society, as a parent, etc. or Maybe something to do with Homelessness, or Enriching the next generation ethically, socially, and knowledgewise.

Health Disparities, especially mental health

Emerging technologies

The conversation should certainly happen; perhaps the largest would be connecting disparate communities and addressing deep-seated divides in perception and power.

Graduating students who are prepared to positively engage in addressing local, national, and global issues with multiple problem solving approaches that incorporate diverse perspectives.

challenge to feed the global population with fewer water and fertilizer inputs, in a changing climate

diversity

Upward Mobility

Increasing access to education

School to college pipeline for all students - rather than a school to prison pipeline often beginning before the 3rd grade.

preparing students for jobs

food production and security

Diversity, tolerance, and access for all people to things like upwards mobility, health care, and resource security.

no suggestion

There are many grand challenges the state faces. To focus on one or a select few puts blinders on the educational mission and intellectual discovery.
REducing Health Disparities. When a country, state or community is healthy than upward mobility and water security through expansion of the tax base is supported.

Upward mobility

Environmental Sustainability

The university already does this, it just does not get credit for it.

Social justice

Education affects the level of the community in all ways: knowledge, understanding of the world, economy, etc. A better-educated citizenry produces a better democracy, which has an uplifting and positive effect on all. There should be a strong effort to support historical awareness, artistic participation and strong engagement with the humanities.

all inclusive environment not dependent on affordability and be a competitive paid education system

Upward Mobility

STEM

Reviving NC’s future through green jobs

Health and Global Warming

Upward Mobility

Access--particularly in areas where attaining a college education is well under average (rural areas, underperforming schools, etc.)

I don’t understand the question

Educational disparities

Water Security, then health disparities

Sustainability

Targeted research and community engagement initiatives, including state funding

Our strategic plan should place teaching front and center in its mission. All the other pursuits are best suited to other areas of government more primed to take on such responsibilities. Teaching is getting short shrift as it is--don’t compound the distractions. Study Findland’s student success rate by simply focusing on teaching as a valid example of making the classroom front and center.

Health Disparities

upward mobility and health disparities

FUNDING!!!

To be the hub of entrepreneurial innovation through research

greater distribution of human resources

Race, gender, and socioeconomic disparities, as well as environmental issues.

"Economic Exploitation"
Upward mobility through affordable education
environment, critical thinking
K-12 teacher education/preparation
Health disparities
food security
21st century infrastructure, environmental and social justice
Climate change
Energy Neutral campuses
Environmental Preservation
Upward Mobility
Creating the happiest society we can. Where "happiness" includes security, opportunity, and justice (social).
Health and well being of all.
health disparities
Environmental and fiscal effects of Hydraulic Fracturing. Or almost of them. The value of this is that it MUST BE free of any political influence (NC Governor and Legislature) as far as is possible. By simple virtue of their existence these questions can ONLY be properly addressed by this system.
ease of accessibility
Health and Social Inequities/Health Disparities
Perhaps. If so, something along the lines of getting the partnership with industry up and running.
Upward Mobility is a good choice
The University's strategic plan should harness the capacity of the system to impact grand challenges of the state (and country and world) on an as needed basis. Including specific challenges could exclude unforeseen and upcoming challenges as well as maintaining a focus on a challenge that might become less important over time.
Environmental and Human Sustainibility
Prepare the population for predicted changes (climate, demographics, growth industries, etc.)
Upward Mobility
energy alternative
North Carolinians leading and living a purposeful and meaningful life.
Water security and health disparities. The recent polluted water in High Point, NC and reducing disparities in our health. North Carolina is an agricultural state, it is important we produce food that contributes to our good health and inform our consumers of the benefits and disadvantages of the food and products we purchase and consume.
Health disparities
creative thinking and intellectual experiment
<table>
<thead>
<tr>
<th>Aging in place, silver tsunami</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall employment</td>
</tr>
<tr>
<td>Upward Mobility and Health Disparities</td>
</tr>
<tr>
<td>Promote a sense of state-wide tolerance</td>
</tr>
<tr>
<td>Transformative Change</td>
</tr>
<tr>
<td>Environmental Sustainability</td>
</tr>
<tr>
<td>Health Disparities</td>
</tr>
<tr>
<td>Economic Development</td>
</tr>
<tr>
<td>Economic stability and growth, achieved through a better education and practically prepared workforce.</td>
</tr>
<tr>
<td>need more info to share an opinion</td>
</tr>
<tr>
<td>Major social needs of the state</td>
</tr>
<tr>
<td>Combatting Racism in Higher Education Institutions (in the South)</td>
</tr>
<tr>
<td>Diversity Education</td>
</tr>
<tr>
<td>upward mobility - social and economic (including health, etc.)</td>
</tr>
<tr>
<td>Economic and health disparities</td>
</tr>
<tr>
<td>minimize wage/income gap in the state</td>
</tr>
<tr>
<td>upward mobility, preparation for the future</td>
</tr>
<tr>
<td>Enough with the grand challenges already.</td>
</tr>
<tr>
<td>Greater engagement with the wider community.</td>
</tr>
<tr>
<td>Civic responsibility</td>
</tr>
<tr>
<td>Upward Mobility</td>
</tr>
<tr>
<td>Upward Mobility</td>
</tr>
<tr>
<td>Educational Disparity</td>
</tr>
<tr>
<td>Upward Mobility</td>
</tr>
<tr>
<td>All of the above! match institutions with challenges.</td>
</tr>
<tr>
<td>Creating and maintaining healthy communities</td>
</tr>
<tr>
<td>Preservation of environment (including biodiversity and water security)</td>
</tr>
<tr>
<td>all</td>
</tr>
<tr>
<td>Health Disparities and Climate Change</td>
</tr>
</tbody>
</table>
Increase the percentage of the NC citizenry that is educated by the university system.

Food insecurity/ health disparities

Saving the planet, stopping global warming, developing alternative energy strategies.

Upward Mobility

Children's health

Environmental sustainability

Upward mobility

Health Disparities

Upward Mobility

Upward mobility - human flourishing in political communities

Shifting from 20th century energy sources (high carbon intensity) to renewable, low-carbon energy. North Carolina should use its world class university system to mitigate climate change and transition to 21st century energy sources.

environment, energy, water, natural resources

health disparities

supporting the growing infrastructure of the state and changing technology

disparities in accepting scientific findings

Global humane citizens

economic disparities especially in communities that have lost industry--furniture, tobacco, etc.

Water security

I have no idea what this means.

The health of NC citizens and their environment -- for the long term.

I like Health Disparities or economic inequality.

Renewable Energy

Definitely. Access to college by underserved and underrepresented populations.

I like upward mobility

Higher education for all that desire.

Advancing communities in NC (economically, socially, etc.)

All of the above & Statewide Public Transit; Energy and Environmental Conservation and Improvements; Stormwater Management; Waste Reduction

reducing the education gap between the wealthy and the poor
strengthen the universities first
Preparing students (and the associated communities) to meet the needs and challenges of the future.
something related to increasing the average income in North Carolina
Social Justice
A focus on increased civic engagement
Critical thinking and partnerships
Upward Mobility
The dire threat of antibiotic resistance microbes - Antibiotic resistance/antibiotic discovery
Higher education for all social classes
Upward Mobility
Sustainability
environment, equal opportunities
Health Disparities
Pay disparities when compared to peer institutions
Climate change is going to be the defining issue of the next century, and it should be a focus of what universities teach the current generation.
Social justice!
Developing students w/an ideal to give back to the community (& the world) thru their chosen discipline.
True emphasis on lifelong learning and good citizenship/stewardship. The rest will follow. The state of NC has moved backward 50 years in the past four years in many respects.
Student to Employment campaign.
Health disparities may be the most critical. More important, I think, is ensuring that each campus defines a "grand challenge" consistent with its mission. The sum of those individual grand missions could make a real difference to the citizens of NC and serve to attract students with focused interests in that area.
Upward mobility and health disparities in Eastern North Carolina
climate change!
Fair employment for all
Environmental Protection
Upward Mobility
Health Disparity
As a state institution the NC university system should be used to as a resource for the grand challenge planning, as long as the university system can stay clear of political entanglement.
depends on what this grand challenge might be
See comments

Economic opportunity at an affordable price

water

making the state a better place to live - environmentally, politically, culturally

Health Disparities

Climate Change

Make it affordable.

Not sure

Social upward mobility

Diversity

Let each University self-govern

childhood literacy

Service, compassion, empathy

Reducing poverty and improving upward mobility

Scientific Literacy and Critical Thinking - how to effectively and positively change your life and your community without needing someone else to do it for you

I don't think a single grand challenge is a good idea... but rather challenge each institution to define the one that makes sense for it -- and then elevate that grand challenge... have 16 institutions working on 16 challenges!

Upward mobility

Priorities

Upward Mobility of the Citizens of NC

Training for Next-Generation Technologies (e.g., virtual reality, 3D printing, bioinformatics)

improving the economic vitality of the state to be an economic engine

Access and legislative as well as public ownership of higher education as a public good and economic driver for NC. Call it the Friday Challenge.

Health disparities

Upward Mobility

Putting education first

Community service

Upward Mobility and Health Disparities

Health disparities

Decreasing health disparities through innovation
yes, that's part of serving their communities

This would be more effective if encouraged on a "campus" level, e.g., UNC-CH, NCSU, UNC-A,

community health

ending poverty, achieving 100% literacy, Upward Mobility, Health Disparities

comprehensive wellness of students, staff and faculty at all institutions

Sustainability in energy production (including the nuclear discussion)

Improved K-12 education across the State

Upward Mobility and Health Disparities

Upward Mobility

Equal Access to Resources, especially higher education

A grand challenge can be overall cathartic and beneficial for the State and residents. Selecting a challenge that will benefit the residents of the State or a certain segment of the State will take more thought and research on my part.

Dismantling systemic oppression

Beware - Grand Challenges often change with political whims

health disparities

Critical Thinking and Information Literacy

Poverty and food insecurity, early childhood education, stagnant wages

Achieving equality of representation in student body relative to state population

Mental health

sustainable living

Why wouldn't we try to contribute to the missions of the state?

Minority disparity; Upward Mobility; Water Security; Health Disparities

Upward Mobility

I think institutions should be focusing more on the needs of their local communities.

Affordable healthcare

Health disparities

High Technology Center/Hub

Promoting social mobility to combat rising inequality.

Health Disparities

Upward Mobility
Upward mobility

Upward mobility for all students in the system

Financial wellbeing of individuals: students, faculty and university

Renewable energy

Climate change is one of the greatest threats to our state. We have miles of coast and huge expenses from hurricanes and floods.

STEM education for URM students

Basic health care, water security, food security in childhood

Not sure - what about the "Economic Impact of the Arts" on the State?

Equality of opportunity for all citizens.

The "system" should be adjusting continuously to challenges. How can we teach successfully, if we are not learning.

not sure

If the focus is on ameliorating stratification / addressing inequalities

Health and Education Disparities

Disaster preparation, prison conditions, water security; voter education

Water Security

Sustainability (includes all areas mentioned in the question)

Health Disparities

Educational disparities

Health Disparities

Access to all students

Equitable opportunity for all to lead healthy, thriving, vibrant lives which means strong UNC partnerships with K-12 systems and welcoming, supportive climates for faculty, staff and students.

Institutional Unique/Niches; Mission Differences; Upward Mobility

Preventive health and Environmental Protection

Due to the diversity of institutions, all areas can be taken on, each institution with its own concentration.

Need for clear case statement. What are we shooting at, 10% more students, more affordability and what that looks like, access thus need for scholarship, etc.

The University of NC system should be able to engage in multiple grand challenges - not just one. Health and other Social Disparities, Water Security,

Saving the planet.

upward mobility
College for Everyone

When work is specified and detailed to be respectful for staff
I think that would be outstanding. Will leave it to people more knowledgable to determine what that challenge should be.

Nationwide Lead in Educational Opportunities

Issues around community health

Eliminating inequities and disparities among the constituent universities of the UNC system

Health disparities

Upward Mobility - climbing the socioeconomic ladder

Education for Employment
cutting edge teaching & learning strategies, along with related support, designed to meet the challenges facing society in the 21st Century

Educational achievement disparities

water (or food) security

Health Disparities and Health Equity; Social Justice

Why the study of the Arts is a necessary foundation to all education.

Health Disparities

Equal education, not schooling for all served
The educational disciplines are diverse and challenges may be better served in areas of student's expertise. I would recommend a multiplicity of challenges to benefit the state and nation.

Health Disparities; Matching professionals to serve that are similar to current population mix in state

Increase Retention Rates

Upward mobility, transportation, etc.

Better high school preparation for college level to include greater technology skills.

Health Disparities

Racial Justice

Health Disparities

Upward Mobility

Perhaps each institution should develop its own grand challenge.

Improve the overall condition of every citizen of the state if they so choose to improve themselves. Look past personal philosophies to get to see the potential in every citizen.

Upward Mobility, Community Relations

These change from time to time, and implementation costs money. Will the state provide any?
<table>
<thead>
<tr>
<th>Health disparities [also, internet and network security]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global competitiveness</td>
</tr>
<tr>
<td>access, or upward mobility</td>
</tr>
<tr>
<td>Environmental changes and how we can prevent further destruction of the earth</td>
</tr>
<tr>
<td>All</td>
</tr>
<tr>
<td>survival of our species in our environment.</td>
</tr>
<tr>
<td>Childhood Obesity</td>
</tr>
<tr>
<td>Embracing Diversity</td>
</tr>
<tr>
<td>Health Disparities</td>
</tr>
<tr>
<td>Health disparities; educational disparities</td>
</tr>
<tr>
<td>Health disparities</td>
</tr>
<tr>
<td>Upward Mobility</td>
</tr>
<tr>
<td>Environmental sustainability -- water, air, forests, etc.</td>
</tr>
<tr>
<td>Improving educational opportunities to young folks to prepare them for college.</td>
</tr>
<tr>
<td>Adapting for the future/Resilience (climate change, migration patterns, food security, etc)</td>
</tr>
<tr>
<td>Cross-cultural community building</td>
</tr>
<tr>
<td>Eastern North Carolina</td>
</tr>
<tr>
<td>Racial Equity / Health Disparities</td>
</tr>
<tr>
<td>Civil discourse in politics</td>
</tr>
<tr>
<td>Health disparities</td>
</tr>
<tr>
<td>Health disparities</td>
</tr>
<tr>
<td>Global Impacts</td>
</tr>
<tr>
<td>Healthcare &amp; the Health Insurance Industry</td>
</tr>
<tr>
<td>Energy, engineering, agricultural advancements</td>
</tr>
<tr>
<td>Human achievement, fulfillment, and actualization, no matter your socioeconomic status.</td>
</tr>
<tr>
<td>I think this would be good, but don't know what area we should focus on. I think it makes sense to focus on areas that really would help NC, so I don't see how &quot;Water Security&quot; would be at all useful (assuming this means continuous access to fresh water, which doesn't seem to be a problem).</td>
</tr>
<tr>
<td>Campuses or multiple campuses should decide, a system grand challenge undermines everything else in this survey and turns the institutions into chasing politically decided gimmicks</td>
</tr>
<tr>
<td>Increase student retention and 4 to 6-year graduation rates across the system</td>
</tr>
</tbody>
</table>
The "grand challenge" must focus on all areas that will be relevant in the future of the state, not just a select few. In this way, it can prepare a variety of students to utilize their talents after graduation.

Health Disparities

Health and Environment

innovation to advance new solutions to community problems

Upward Mobility

Chronic poverty

upward mobility

Education funding and awareness e.g., how little grade school teachers are paid, minority gaps

Water security

Mental health

Understanding that human economy is dependent on Earth

Paying it forward to pave the way for the future.

The value of higher education and appreciation of our UNC System in our state.


Improvement of North Carolina’s educational standings in the US

health disparities, H20 quality, international friends

Lowering tuition cost for in state and out of state students in all UNC schools to be the same

Poverty in NC

Community development

Nature preservation and parks maintenance

Whatever they can. Improve the State of North Carolina however possible.

Food security

Let’s focus on educating students who can tackle these "grand challenges" upon graduation.

Social Equity

Health

Expand awareness via international and global education and affairs.

Income Inequality - multidisciplinary issue that could have great collective impact
Achievement Gap presenting for students of color

undecided

technology and infrastructure improvement

Health Disparities

Upward Mobility for NC citizens

Health Disparities

Climate Change Impact on Coastline

Definitely health related issues.

The preparation of individuals (global citizens) who are ready to engage in addressing business, innovation, and social challenges across the diverse global communities and economies of our world.

Water security

Universities should engage with local communities in a way that prepares students to continue impacting their communities after they leave the institution.

Upward mobility

Food Security

Food security/Nutrition, Climate Change/Environmental Protection

Lifelong Learning. (See comment below)

The interconnectivity of all of the challenges we currently face

Environmental concerns

Chronic and Infectious Disease Prevention and Treatment

Climate change

use power of system to push back on HB2 . use power of system to contain costs (too much duplication, especially in technology)

health disparities

Sustainability

Environmental Conservation, Economic Inequality, Racial Injustice

Any area of equity and social justice

Create the new economy

Development of basic research.

Sustainable energy, food, and employment systems--that's the challenge of our time.

Environmental Sustainability

Health and Wellness for all...that includes almost every discipline and every school
Realistic curriculums

Diversity and Inclusion in Higher Ed

An Education Challenge - a Recycling Challenge

Improved impact on education in all areas PK-Adult

upward mobility

NC has one of the largest population of immigrants and refugees in the country. We need to provide education that will facilitate a smooth transition from high school to higher ed. Tap into the expertise of existing facultyresearchers as related to community needs. For instance, we have a RACE problem here in NC. Addressing the persistent inequalities and disparities is needed!

any such will be too narrow

good grief, what the heck are you trying to do with the above statement?

ADA compliance; Focus on adult and nontraditional students and lifelong learning; Going Green

Inclusive innovation

inclusion of diverse populations, particularly minorities, LGBT+, etc

Improving conditions of living for residents of North Carolina (e.g., ending poverty, ending violence, strengthening educational opportunities from birth through university)

K-12 and College Funding in North Carolina

Reduction of cost of tuition and operations

Homelessness

Social injustice.

Health disparities and something to help counter institutionalized racism.

It is difficult to be 100% positive but can we several grand challenges. A balanced view rather than putting all our investments into one basket.

Upward mobility

Environmental Awareness

Affordability

Clean Energy and Protecting our Natural Resources

Equality for all

Providing affordable, nutritious food based on sustainable practices

Preparing for the inevitable change in climate and the dislocations it will produce

HEALTH DISPARITIES!

Upward Mobility, Economic Growth, Sustainable/Compatibly Technology for NC, Preservation and Advancement of the NC Quality of Life
Wealth disparity across demographic groups

The grand challenge should be process improvement, effective communication, and better aligning our processes to our institutional mission.

Upward Mobility.

Free Public Education

Tools of Scientific Discovery

health disparities

Social Justice/Human Rights (overturn HB, help NC's economy grow again)

Climate-change; Food-security, health, water

Environmental Preservation and Clean Energy

grand challenge to educate and innovate while feeding the economies of NC

Prosperity and equality

Improving public K-12 schools

upward mobility

Continual learning and expansion of one's experiences.

Upward Mobility

Upward mobility

Improving education at all levels, providing upward mobility through improved education, access and affordable education for all

Environmental Impact

The social, political, and physical environment in which we live.

upward mobility

At the moment, the diverse needs of each UNC campus has sufficiently unique challenges that to try to unify them to address a "grand challenge" would cause many to miss the basics. At some point it would be great if our Universities produced such leaders that our Legislature or North Carolina business had the wherewithal to engage in "grand challenge" planning and execution.

Health Disparities

environmentally friendly ie less dependence on fossil fuels

Upward mobility and opportunity

Health and Resource Access Disparities

Access to education, a more educated public will lead to a better economy, security, and general wellbeing of all people. Knowledge is power!

Upward mobility and Health Disparities
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Water Security</strong></td>
<td>build higher efficiency buildings with less emphasis on looks and more on practicality</td>
</tr>
<tr>
<td><strong>Equal opportunity</strong></td>
<td>for all socio economic communities, access to resources</td>
</tr>
<tr>
<td><strong>Anticipating and meeting</strong></td>
<td>the needs of the citizens of NC.</td>
</tr>
<tr>
<td><strong>Elevating education</strong></td>
<td>disparities - focus on what the key mission is - educating NC citizens.</td>
</tr>
<tr>
<td></td>
<td>If it means helping to support the public institutions what produce future UNC students then that's were the system should focus.</td>
</tr>
<tr>
<td><strong>The idea of collaboration</strong></td>
<td>in the community</td>
</tr>
<tr>
<td><strong>Health Disparities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Health disparities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>green energy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>education system improvement</strong></td>
<td>(K-12)</td>
</tr>
<tr>
<td><strong>Clean energy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Competition for novel initiatives</strong></td>
<td>to generate new industry capitalizing on the state's resources and workforce.</td>
</tr>
<tr>
<td><strong>Bringing useful spaces</strong></td>
<td>up to code</td>
</tr>
<tr>
<td><strong>Reduce poverty rates</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Health Disparities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Access and active retention</strong></td>
<td>of low income/rural students</td>
</tr>
<tr>
<td><strong>Breaking the glass ceiling</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Health Disparities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Upward Mobility</strong></td>
<td></td>
</tr>
<tr>
<td><strong>General health</strong></td>
<td>of the population of the state and the environment of the state</td>
</tr>
<tr>
<td><strong>Water Security and Health</strong></td>
<td>Disparities</td>
</tr>
<tr>
<td><strong>Environmental education</strong></td>
<td>to understand protection of ecosystems and their services</td>
</tr>
<tr>
<td><strong>Upward Mobility</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Narrowing the wealth gap</strong></td>
<td>without socialism or reverse racism, having majors that land jobs</td>
</tr>
<tr>
<td><strong>IMPROVING THE LIVES OF THE</strong></td>
<td><strong>PEOPLE OF NC</strong></td>
</tr>
<tr>
<td><strong>Healthy lifestyles</strong></td>
<td>(incl healthy working, eating, socializing, and learning)</td>
</tr>
<tr>
<td><strong>Upward Mobility</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Health Disparities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Rural and Minority Health</strong></td>
<td>disparity vs Urban populace</td>
</tr>
</tbody>
</table>
There is not just one grand challenge but multiple ones. Investment in education early, k-12, higher ed; climate change; access to affordable health care; infrastructure; many more to consider.

Poverty; Racial Relations; Environmental Issues

I think that the basic protection of human rights for ALL people of color and LGBT+ people would be a good start. Because, you know, basic goddamn human rights shouldn't be a thing that we lack in today's day and age.

reducing poverty and increasing opportunity

Upward Mobility, fossil fuel divestment

Gentrification

Supporting students from struggling communities the most.

Technological change. It affects quality of life and performance across all areas of living. Moreover, it is the defining challenge of our time, and is likely to remain so for the foreseeable future.

Accessibility

Food Security

racism and social class disparity

many different areas. maybe one per school.

Health Disparities

Focus should be determined by local and regional need.

Upward mobility

Upward Mobility

Financial Aid accessibility

Sustainable Ecosystem Services

upward mobility

sustainability in the broadest term

Tuition-free college

Water security

Income Inequality

Water security

Health Disparities

Environmental Sustainability

Advance personalized learning

Racial Disparities in regards to health care, education, voting rights, etc.

Protection of NC resources whether it be environmental or our people
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upward mobility</td>
<td></td>
</tr>
<tr>
<td>Increasing our capacity to respond to and lead change</td>
<td></td>
</tr>
<tr>
<td>Upward mobility</td>
<td></td>
</tr>
<tr>
<td>all of the above</td>
<td></td>
</tr>
<tr>
<td>water security</td>
<td>Wow - any of those. Given the political climate, assist in non-partisan fact finding that will help the citizens make truth-based informed election decisions.</td>
</tr>
<tr>
<td>Access to Education</td>
<td>Improving home health care (creating community partnerships, raising awareness, offering continuing education, developing assistive technology)</td>
</tr>
<tr>
<td>Technology!</td>
<td>Get into the 21st century - only then can you get the data &amp; resources &amp; implementation for health/water security; health disparities - without IT infrastructure - you have no data, nor means to understand or implement interventions!</td>
</tr>
<tr>
<td>Inequality, climate change, health disparities, racism and sexism</td>
<td>Science, math, health, energy, food, technology, etc,. Assign each school a challenge and then fund it and promote it. Like the UN’s Geophysical Year in 1958.</td>
</tr>
<tr>
<td>Climate change</td>
<td>In theory, I'm fine with &quot;grand challenges&quot;, but I worry that it places emphasis on some and diminishes the importance of the work of large numbers of people</td>
</tr>
<tr>
<td>&quot;Fanfare for the Common Man&quot;... strengthen the bell of the curve</td>
<td></td>
</tr>
<tr>
<td>Inclusion and Diversity</td>
<td>Upward Mobility with a particular focus on the minority population.</td>
</tr>
<tr>
<td>Food deserts/access, health disparities</td>
<td></td>
</tr>
<tr>
<td>Upward Mobility, i.e. poverty alleviation, is a great one.</td>
<td></td>
</tr>
<tr>
<td>Health Disparities</td>
<td></td>
</tr>
<tr>
<td>Democracy and racial equity; removing corporate influence in public policy</td>
<td>As of right now, green initiatives and sustainability are 2 'buzzwords' where many college students find themselves interested in getting involved. I think that'd be a great place to start.</td>
</tr>
<tr>
<td>Health Disparities</td>
<td></td>
</tr>
<tr>
<td>Excellence. The rest will follow.</td>
<td></td>
</tr>
</tbody>
</table>
### Alternative energy

### Health disparities & environmental challenges

### Economic Development

I would allow the interaction between faculty and institutions to happen organically. There are many important problems and very diverse interests and skill sets among the faculties and staffs of the UNC System.

### Health Disparities and Economic Empowerment

### Health and the Environment

### Water Safety & Security

Water is the limit to the future

Convert all part time instructors to full time faculty.

Creating a sustainable future for our society.

### Interdisciplinary research that benefits economically disadvantaged populations

hard to say what area(s), but a statewide "grand challenge" framework can be effective framework for priorities; I suggest "energy security, healthcare systems, environmental stewardship, technology transfer, mercy and justice" just to name a few

### Health Disparities

### Building essential student skills for lifelong professional advancement

I don’t think it should be just one. I think the UNC System has the resources and ability to impact many if not all of the state-wide grand challenges, and if we’re not then I’d argue that we are not successful as we could/should be

### Income inequality

### Global Warming.

more than one....

### Feeding the world

### Upward Mobility

### Health Disparities

### Water Security

### Racial tensions or mental health

Improving education in the public school system so when students graduate they are able to attend college or hold a basic job in their community.

### Higher Educational Opportunities for All

Providing financial resources and more opportunities for student and staff global studies and conferences abroad to be competitive with the job market on a worldwide level

### Health Disparities

upward mobility
### UPWARD MOBILITY

#### Education and Health Disparities

<table>
<thead>
<tr>
<th>there are many that would be good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing student capacity for engaging with a diverse population, challenge one’s own assumptions and worldview (think critically), articulate views with evidence-based arguments, and respect the diverse views of the culture they live in.</td>
</tr>
</tbody>
</table>

#### Health Disparities - Esp. Mental Health and keeping oneself healthy in this way.

| Developing and application of universal equality and diversity between campuses and NC population |

#### Best Educated State

<table>
<thead>
<tr>
<th>Health Disparities</th>
</tr>
</thead>
<tbody>
<tr>
<td>upward mobility</td>
</tr>
</tbody>
</table>

#### Financial Literacy and independence

<table>
<thead>
<tr>
<th>Workforce Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>upward mobility</td>
</tr>
</tbody>
</table>

| this seems rather frivolous--focus on the basic tasks at hand |

#### Help NC adapt to an Unknown Future with Hope, Skill, and Knowledge

<table>
<thead>
<tr>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set a standard of 90% of high school grads attending 2 or 4 yr colleges, make their tuition affordable, and set up the public school system to successfully allow this to happen</td>
</tr>
</tbody>
</table>

| health disparities |

#### Upward Mobility

<table>
<thead>
<tr>
<th>Health Disparities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving back to underrepresented communities.</td>
</tr>
</tbody>
</table>

#### Economic Development

| technology enhancements |

| Education excellence related |

| health disparities |

#### Upward Mobility

| in paper yes, but action speaks louder than words |

| Protecting natural resources and supporting upward mobility |

| 673 |
upward mobility

An environmental focus - could be water security, climate resilience, food security

Technology available to all of NC;

education and health disparities.

Energy Sustainability

Health Disparities and access in rural NC

Social Justice

Health Disparities

Global Food and Water Security, Health and Education Disparities

Economic disparities (which includes components of the examples)

Global Climate Change, Biomedical Advancement

Upward Mobility

Leveraging our collective brain trust to address issues related to climate change

Upward Mobility

Health disparities, clean energy, strengthening K-12 education

I like each idea; upward mobility, health disparities, water security and addressing other environmental challenges facing the state, nation, and world

Health Disparities

Create institutions that adhere to historical wisdom while conjointly upholding advancing technical research

Acceptance of Diversity & Inclusion

Robotics, data analysis, computer science

Economic Empowerment

Our existing strengths: Biotech to solve healthcare & environmental issues; Financial literacy to address generational poverty; manufacturing to replace textiles with 21st century products in refurbished factories in our rural communities; and agriculture diversity for former tobacco land-owners who want to remain farmers AND make a profit in an environmentally safe and technologically efficient manner.

economic inequality

Education/health literacy; global climate change; obesity

Green Energy

Sure, I think global warming, it is happening and there are still folks that don’t even believe it. But we must go ahead and make investments in this field if we want to prepare for it. Many groups research groups in the state universities are funded for this work but with political tides and whether they believe or not threaten this mission. Investments in this area of research now will pay off for the citizens on NC and the US and entire earth in the future...now that is an impact!
civic engagement - Upward Mobility

Better use of resources - Efficiency

Increase food security utilizing multiple approaches

This is completely counter to unique and diverse institutions. Encourage and reward institutions for addressing and meeting the needs of their region or the state.

Education quality

Health disparities, economic impact, etc.

Exceptional education through highly qualified educators reflecting the population served starting at the Pre-K level.

Upward mobility would be a grand challenge to go up against.

The "grand challenge" of a citizenry that has the universal opportunity for a classic liberal education. ("Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.")

Health disparities; health needs of underserved communities;

probably NO; maybe environmental/health issues, but whatever seems important now may not be in future...

Reducing racial and ethnic disparities

Upward mobility

distance education or online learning

Economic security for all the state's people

Absolutely!!!!!!! This is a fantastic idea! The topic may be better defined by state leaders who more intimately know the state's toughest challenges.

Health disparities; alternative energy; intellectual, economic & cultural diversity

Health Disparities

Seems like a great thought but how do you accomplish this across all institutions in the system. It seems each individual institution could consider this approach.

Service Learning, Global Involvement, Reinvent Human Interactions, Transform Systems Thinking, Be the architects of a Sustainable Society, Provide solutions for basic human needs

I like the idea of a "grand challenge," but I believe there needs to be more than 1 to ensure the broadest possible engagement. The number should be small, however, to ensure focus; perhaps 3-5.

the challenge should be to fund all the colleges and continue to make them progress for all students no matter what race, color or creed.

Upward Mobility

Engaged Citizenship

Healthy and contributing North Carolinians
Clean Energy

Underserved Communities

Racial Equity; Embracing Diversity

Health Disparities

STEM, encouraging women and minorities

health disparities

upward mobility

Health disparities

That "grand challenge" should focus on Education, pure and simple.

Homelessness

Measuring student learning

economic opportunity and environmental protection

Upward Mobility

Health Disparities

Create more sustainable products

Sustainability

Health Disparities

upward mobility

Health Disparities and Inclusion Excellence

Health Disparities

Fundraising challenge? - in order to meet the needs of the growing tuition acceptance rates. Having quality residence halls, teaching facilities, dining halls, and recreational outlets should be sufficient for use

Health Disparities

Health disparities.

Upward Mobility

Educational and health disparities

Grand challenge shall be upward mobility.

advancement of the state in all areas

Opportunities for all who demonstrate the ability and desire to succeed, while creating human capital aligned with solving the State's identified strategic objectives.

Upward Mobility
Health Disparities

Health disparities

students should be polled in a separate survey to determine this

Health Disparities

Community relations

Online education

Leadership, Equality, Cultural Competency and Capital for Our Next Generation

"IT for You and Me". Initiative that focuses on encouraging and facilitating the interest and learning of IT. With the internet of things is approaching fast, and cyber warfare being the #1 threat to our nation...citizens of all ages need an understanding and desire to contribute in this arena. Childhood learning needs to start at a young age with summer and after school programs. On-line learning can be used here to reach a wider audience.

Ensuring quality education regardless of ethnic, gender, race, or religious classification

Race, Health, Socioeconomic Disparities

match student readiness with employer needs so that all students are employed at graduation.

Upward Mobility

Environmental Protections for our unique biodiversity

Social Welfare & Food Security

Health Disparities

Water security, cyber security, reading initiatives combating texting and lessening interest among Millennials

Maintaining and improving upon the excellence of our Historically Black Colleges and Universities

Public Health

Funding disparity for HBCs

I think the UNC system should be preparing students who will one day be the scientists, researchers and engineers dealing with these problems. They should be educated on the problems and their impact on our communities and on current research and solutions to these problems.

Upward mobility

energy, health disparities

Education disparity among minorities.

Health Disparities/Upward Mobility

Sustained Upward Mobility

Obesity among elementary, middle school, high school, and college students

Racial and sexual disparities!
Access to high-quality university education; global education opportunities

<table>
<thead>
<tr>
<th>Health disparities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Disparities</td>
</tr>
</tbody>
</table>

Water and health. Upward mobility is not always a direct correlate to a college degree... as noted by prominent entrepreneurs.

<table>
<thead>
<tr>
<th>Health Disparities</th>
</tr>
</thead>
<tbody>
<tr>
<td>optimize capacity of all constituent UNC institutions</td>
</tr>
</tbody>
</table>

Matching skill with will in order to solve issues in the areas of upward mobility, health disparities, water security, and human relations. Specifically, in the area of human relations, an emphasis on multi-culturalism. Including a critical analysis of racism in America. Understanding each other critically is of vital importance and should be ongoing.

<table>
<thead>
<tr>
<th>Health Disparities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Via research contributions and business/trade association/industry/industry partnering.</td>
</tr>
</tbody>
</table>

Health Disparities encompasses the other 2 areas listed- it is not downtown Raleigh that lacks Water Security. Health Disparities are a huge drain on the economy of NC, not to mention the cost in human suffering for the people and families impacted by loss of functional life. Rising health status can bring upward mobility for families and communities.

<table>
<thead>
<tr>
<th>Financial literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anything that helps those whom do not live a quality lifestyle due to inefficient resources to help improve their quality of life. Whatever area that would include would be ideal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health disparities and education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health disparities</td>
</tr>
</tbody>
</table>

Health disparities and health insurance

Upward Mobility regardless of race sexual orientat or gender.

<table>
<thead>
<tr>
<th>Upward Mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upward mobility</td>
</tr>
</tbody>
</table>

Upward mobility and minority involvement in local education and government

<table>
<thead>
<tr>
<th>Math, science, and technology</th>
</tr>
</thead>
</table>

Environmental stewardship

Educational Attainment (i.e. high quality, well funded K-12, CC, and UNC Institutions so that statewide educational attainment is improved. Things like mobility and health disparities will be improved since those things are correlated with attainment

<table>
<thead>
<tr>
<th>Health Disparities</th>
</tr>
</thead>
</table>

678
Closing the educational disparities between demographics.

Health disparities

Health Disparities

Upward Mobility

Sustainability, Renewable Resources

Economic Development

Medical advances

work force development and areas of research for new product

upward mobility

This area should be researched by all parties for what is needed

Health Disparities

Personal Responsibility, Respect for all people, Remember America's History

rural and impoverished focus

Energy

Upward mobility

Impact of food deserts on health of children (short term and long term)

Health Disparities

Culture differences and importance that everyone respect everyone else. This could be incorporated into orientation classes that most schools have.

producing men and women who can think for themselves

Health Disparities and Food Deserts

1) upward mobility and 2) health disparities

Upward mobility

Multicultural and upward mobility

Upward mobility

Improve race relations within non HBCU University

Health disparities

Health disparities

Health Disparities
improving the academic pipeline statewide of all high school graduates

battle obesity

community building

health disparities

upward mobility--decreasing prosperity gap/income equality

health disparities

upward mobility and economic inequalities

leadership, student success

education

equity in access to educational facilities and resources

health disparities

community and economic development

upward mobility of NC citizens

health disparities

I'm not sure which area, but I think the idea of a "grand challenge" could be a good one for the university system

upward mobility

upward mobility

upward mobility

income inequality

financial disparities and providing adequate funding for those who struggle to pay for school.

affordable healthcare for all americans

health disparities

disparities

health

health disparities

water security and upward mobility

health disparities
Increase research

Health disparities

Upward Mobility

Education disparities

Health Disparities

Health disparities

Racial tolerance and outreach programs

Health Disparities

Upward Mobility

Universities should not be mandated to do this, but it could be optional.

Upward Mobility

High school dropout rate

Accepting all people and the gifts they bring to the universities.

Health disparities

Upward Mobility

Upward mobility for all communities of NC

Health Disparities

Challenges include transforming the workforce and global warming. Also civic engagement. Our political system is broke and we need to spend more time reaching students about government. And we need to reform how we teach teachers.

Human and environmental conservation

Medical research

Helping reduce the cost of college for all students

Upward Mobility and Health Disparities

Health disparities for the uneducated. Lack of education contributes to higher risks of all serious health issues which puts a serious strain on the states economy and the upcoming workforce to financially support a generation much larger than our own.

Health issues with employer interface

Kill all jews

Social justice

With the exception of "upward mobility", which is great, the rest is dumb.

Public Health Endeavours in various areas of involvement.
Health Disparities

To educate all NC high school graduates and residents with a desire to obtain a degree without regard to their ability to pay.

upward mobility

what does this question even ask?!

Health Disparities

Non-Profit Community Impact

Prevention of local child and family poverty.

Providing baseline of education for population

Minority STEM Pipeline. Choosing science as a course of study

Renewable Energy

The development of industries projected for growth in the 21st century

Energy

water security

Student Success

courage life-long learning of all citizens

Equity in attainment of a higher education

Upward Mobility for NC

all of these

Health Disparities

all of the above listed as examples, etc.

Upward mobility and community services.

Producing the best teachers in the US, to teach NC's youth

renewable energy

Health disparities

upward mobility

College Preparadness

Money would be better spent on current programs

Health Disparities

health disparities
Unless the conversation focuses on what each institution does well and how each can work towards the common goal, there will be unnecessary resentment between each campus. Goals should be clearly stated. Each community has different challenges. It is better for the universities to tackle the challenges that they each are best qualified to solve.

<table>
<thead>
<tr>
<th>Energy Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income inequality</td>
</tr>
<tr>
<td>social inequality</td>
</tr>
<tr>
<td>Health disparities</td>
</tr>
</tbody>
</table>

### Upward Mobility and Healthcare

- Supporting underprivileged community to become educated
- Having all 15 of NC's Master's and Doctoral/Research Universities listed on the Kiplinger's Best College Values list.
- Data science and technology, climate, upward mobility
- Health disparities and regional interests, for example focusing on recognizing, treating and improving care for lung cancer patients in Eastern North Carolina

### Upward Mobility

- 'Grand' challenges require 'Grand' funding. Lofty goal that has small chance of success given the 'system'
- health disparities
- Student appreciation for the privilege to pursue higher education.
- Prepare North Carolina middle school and high school students to enter the University of North Carolina system.
- Social acceptance of all types of people

### water and health

### Economic disparity

- The vital intersection of environmental sustainability, economic opportunity, and broad inclusiveness.
- Finding jobs for your graduates or offering more technical degrees to students who can't find work after getting a 4 year degree

### Health Disparities

- Upward mobility of smaller universities who are often overlooked in the UNC system
- Which UNC campus will be the first to become smoke-free
- hire and retain high quality staff do that and the other goals will follow

### Development of depressed communities in NC

### Upward mobility

### Health Disparities

- Better, more affordable college to help people attain jobs that pay living wage.
Civil discourse. Tolerance of the "other."

Mental Illness, Disparities in Judicial Systems, Water and Food Security

Health, Housing, Education Disparities

Rural economic development

Make education more available to students of ALL incomes.

Health disparities

Gender issues and Health Disparities

Maybe. The grand challenge is saving our public education system!

Building partnerships to ensure the sustainability of the UNC system

UPward Mobility

Coastal Restoration

Social acceptance of minorities

Economic development via faculty expertise

Improving educational attainment for the citizens of NC (i.e. increase % of NC citizens holding BA or higher)

Bringing people out of poverty

Health Disparities

Water Security

health disparity

prepare students for success, educate them and put them to work in NC.

Increased access and retention of underrepresented students

Employment of Graduates (First Destination)

Shortfall of teachers, water security, link between student skills and employer needs

Occupational and environmental health as it impacts overall health and wellness;

Water security and quality

Attracting, advising and retaining traditionally underrepresented students

Access to lifelong learning

Improving k-12 education and college readiness

Educational success and higher-education planning for minorities and low socioeconomic students

Health Disparities
Health in diet and in environment

all persons advance because of the institutions work

Each university can take the lead in focusing on one of these; for example, ECU can focus on educational disparities or health disparities in rural NC

This is perhaps needed, if those changes create greater equality and diversity, and enhances the democracy.

Reducing costs, eliminate waste and duplicity.

Health Disparities

It's difficult to say which issue is most worthy

preparedness for a job in field of study

Dementia and Alzheimer's Care

Upward Mobility

Water conservation and reduction of the carbon footprint to encourage sustainability.

Upward Mobility

If it truly has the resources.

Equal pay

Inclusiveness in the workforce

Health disparities

Higher Education

upward mobility

Focus by each institution - and fit that institution

Health Disparities

only in vague terms, as the "grand challenge" will continually change

Income disparity

Ecosystem

Racial, Gender and Sexual Diversity

chronic disease

Reduce the aggregate cost per FTE student by 30% over the next 10 years.

Upward Mobility

Health Disparities

Health disparities
Educational access at all levels of education.

Water Security

Helping rural North Carolina prepare and adapt for the future.

Education and JOBS

Educational Equity

developing citizens who are engaged in public life and industry

Interdisciplinary thinking and learning

Crime reduction; gun control; community revitalization

clean energy/sustainability

Upward Mobility

reducing inequality (economic, health, social, etc.)

Upward mobility

Economic Development in NC especially the rural areas

Water security

Health Equity

more funding options/availability

The dislocation of people due to economic shifts and the need for less labor

Increasing state support for the university system.

Socio-Economic Inequality

prepare our students at much less cost to succeed in today's world

Community development

not sure

Health Disparities

Help NC continue to develop job opportunities for all of its citizens

Health disparities

Increased Educational Opportunity

Disparities, including health, especially rural-urban

technology

upward mobility
Something to do with the changing demographic/decreasing incomes

The Grand Challenge should focus on the economic empowerment of all NC residents, which will lead to housing stability, food security, and the ability to focus on attaining education, not just surviving. Many people in the NC suffer from poverty and food insecurity and lack the luxury to focus on their education.

Reducing and mitigating climate change and degradation of the natural environment

Access to quality education for all at all points in life

The UNC system should have a positive impact on all of the "grand challenges" facing NC through its academic curricula and research enterprises.

Poverty

Global competitiveness, water, and population mobility (physical and economic).

Sustainability

Elimination of poverty and elimination of discrimination

In the areas of Science, Technology, Engineering and Math.

Higher expectations for ALL students

Health Disparities

Upward Mobility

Cultural competency, Upward Mobility; Water Security; Health Disparities; positioning the state of NC to be a leader in the global community

Upward Mobility and Closing the Achievement Gaps

Energy and Environmental Sustainability;

Holistic community development

Public Health; economic development of low performing areas; k-12 schools

I don't think there should be a single focus but rather a collaboration of different schools coming up with ideas and doing research for different "grand challenges"

Reduction of poverty, improved health care, reduce infant mortality

Elementary and secondary education

Depends on the 'grand challenge'. I wouldn't want to see the individual member strengths and specializations marginalized because of political soundbite. But a true 'grand challenge' could be a prime motivational factor.

Improving K-12 education throughout the state

Minority graduate students

upward mobility

Teach young people to think; then they can solve grand challenges

climate change

Yes, how about we value and respect all North Carolinians, regardless of identity
Racial and ethnic disparities as these impact upward mobility, health disparities, and make it more difficult to address environmental challenges.

Globalization--students graduate with an understanding of trends.

Create an authentically inclusive UNC system.

Poverty

water security

Health Disparities

Food safety

Environmental safety

Environmental sustainability and social/racial inequality

WATER SECURITY

Statewide "Adopt-A-District" Education campaign

Students with Disabilities

Upward mobility

Jobs, manufacturing, and farming development in NC.

I think a focus is good, but one challenge only might not be enough across the system. Upward Mobility would work well for educators.

Materials (for biomedical and energy applications).

Upward Mobility

Success of elite students

Security: cyber, data, physical, economic, cultural, air, water... when people do not feel safe they can feel nothing but their insecurities

Economic inequality

health and wellbeing, hard to do in a state that wants to defund major social welfare programs

Upward Mobility

Upward economic mobility for low SES peoples

Health Disparities

natural resource preservation and the expansion of alternative energies

Health Equity

Economic development via technology commercialization

(it depends on what this grand challenge is)

An actual focus on creating the next generation of leaders instead of just lip service towards that end
<table>
<thead>
<tr>
<th>Social and Economic justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income equality</td>
</tr>
<tr>
<td>Save the Earth</td>
</tr>
<tr>
<td>Education to Work promise</td>
</tr>
<tr>
<td>Bad idea. This would make some students/faculty feel less valued than they already are.</td>
</tr>
<tr>
<td>Sustainability</td>
</tr>
<tr>
<td>Not sure</td>
</tr>
<tr>
<td>Agricultural research impacting food and vegetable production.</td>
</tr>
<tr>
<td>climate change and sea level rise</td>
</tr>
<tr>
<td>Human wellbeing, with all that implies.</td>
</tr>
<tr>
<td>Lessening income inequality</td>
</tr>
<tr>
<td>Education disparities</td>
</tr>
<tr>
<td>Eliminating the gap in educational resources and funding between UNC system universities such as HBCUs in order to give more opportunities for economically disadvantaged populations in the state for upward mobility.</td>
</tr>
<tr>
<td>Food safety and future food availability</td>
</tr>
<tr>
<td>Would be very difficult to choose one; more would dilute message and focus. Perhaps idea for campuses.</td>
</tr>
<tr>
<td>Affordable education to diverse communities</td>
</tr>
<tr>
<td>preparing students for the 21st century</td>
</tr>
<tr>
<td>health disparities</td>
</tr>
<tr>
<td>health disparities could be met by online classes.</td>
</tr>
<tr>
<td>Racial disparity (e.g., address and reflect on issues that led to Charlotte Uprising)</td>
</tr>
<tr>
<td>Data Science</td>
</tr>
<tr>
<td>Providing opportunities for the underserved populations</td>
</tr>
<tr>
<td>Income inequality, fairness</td>
</tr>
<tr>
<td>Health disparities</td>
</tr>
<tr>
<td>Production of generalist physicians</td>
</tr>
<tr>
<td>My real answer to this is possibly, but that was not an option. Shouldn't we all be trying to do these things? Isn't that what this whole thing is all about? We should teach and create dynamic research.</td>
</tr>
<tr>
<td>reducing socio-economic disparities between demographic groups</td>
</tr>
<tr>
<td>Should focus on upward mobility, quality of student education, and research productivity.</td>
</tr>
<tr>
<td>Upward Mobility, esp. for jobs of the future.</td>
</tr>
</tbody>
</table>
The entire system needs to be overhauled. And please less athletics for god sake.

Economic security through diversity

Health Disparities

Start small and succeed before taking on the grand challenge

Diversifying research and technology in the state, ensuring the upward mobility of its residents, and being a model for equality throughout the nation.

cultural awareness

Sustainability

Upward Mobility; Water Security are both good.

developing an educated citizenry

Climate security

But only if its achievable and realistic and doesn't bog units down in deliverables that are not mission-focused.

Something that does not compete with the state's conservative political or theological views. Innovative, gazelle firms are not attracted to "conservative" environments. It would be best to focus on something like renewable energy or education; challenges that bridge ideological views.

Upward Mobility

2 - health disparities and sustainable energy

upward mobility

health disparities

Economic disparities - this would include income, health, housing, environmental justice, etc.

These are appealing but have the danger that areas that don't easily lend themselves to a grand challenge may then be neglected at the expense of a solid foundation for all intellectual work.

Envisioning a future world and the associated technology, economy, and natural state

Upward Mobility

Excellence

Strengthening civil society and the level of public discourse.

Understanding and Embracing the diversity within our State

Education disparities, perhaps?

Heahtl Disparities

Upward Mobility and the Promotion of Democratic Principles

effects of climate change on the state

Respect
Ensuring healthy, safe, caring, and productive communities for all North Carolina residents

Combatting poverty and implicit bias?

health, water

Not sure, but I'm sure something could be found.

Clean Energy - Non-Fossil Fuels

not sure what list is here for this--I think addressing all demographic communities and gaps in enrollment is crucial

There needs to be a more explicit commitment to serving North Carolina as a whole. Edward Kidder Graham famously stated that the boundaries of the university (of North Carolina at Chapel Hill) are coterminous with the boundaries of the state. We need to stop focusing on our institutions as simply churning out workers and focus on the incredible potential they have to transform NC communities, including mitigating health, educational, and economic disparities.

Carbon Neutrality

only if the cost is minimal. Don't waste funds on it

Environmental and economic consequences and opportunities

Not sure about this.

Adaptive Manufacturing

Educational Disparity

Policy proposals for social structures to fight poverty and homelessness

but how could anyone say no to this question? poorly constructed

education disparities among groups

Preparing students for professions that are needed. Perhaps some programs need to die off so that new and emerging fields can replace them. The needs of the business communities are changing and the University will need to adapt or it will be obsolete.

Improvement in the health of all North Carolinians

Identifying and cultivating talent and ability that is systematically thwarted by economic and social inequities

Upward mobility

establishing endowments for every UNC institution so we don't have to keep this cycle of begging for state funding over and over.

Restoring education as a top priority for North Carolina.

Upward mobility, financial security, community stability, no health disparities

Health disparities, environmental security, and political equity for marginalized groups

Health Disparities

Affordable Education for all
Institutional racism within local and state systems such as education, health care, and judicial.

Gender equity and minority inclusion (gender/sexual/racial/cultural/etc. minorities)

creativity: intellectual property and the arts

poverty and ignorance, solve that and you have it

Income Inequality

Alignment of Economic, Environmental, and Cultural Sustainability

Upward Mobility

Diversity

How will the plan be able to support and ensure any plan is carried out.

Economic stability

Critical Thinking across all area of learning

Health Disparities, Environmental Prosperity

Water and Health Disparities

sewage and water systems, elimination of black water systems

Bringing up the level of education and assisting a well-informed citizenship

Revitalization of the Middle Class

health disparities - not just in level of care but access to affordable care

Technology and Sustainability

health disparities

Faculty support

to be top ten for jobs, health of residents, enviornmental quality, education scores in the country

Actual equality for all, regardless of race, sex, gender, religion, etc.

Health Disparities

Upward Mobility

Disparities attributable to race or poverty in all aspects of living - education, employment, health, housing, etc.

Child Health

Health disparities and environmental justice

Social Justice

Neuroscience
If we have one big stupid theme I will leave here.

Water security

upward mobility

education

Ecological sustainability that includes high quality and sustainable human lives and embeds personal freedoms of an educated public

Let each campus make that decision, based upon their focus and individualized missions.

water security

Advanced manufacturing

Education of the state population as a whole. The University experience could only be enhanced if the general public and, therefore, college applicants, were better educated and prepared.

Are you nuts? Maybe Health Improvement via the Medical Schools in the system. But most faculty I believe just want to be let alone and allowed to excel in teaching their students and doing great research. Any "grand challenge" that gets foisted onto UNC will be a joke and will not be taken seriously by faculty, I promise you.

Gender and race disparities. Lots of talk, consistently no improvement.

Equity and Diversity

Stewardship

Health Disparities

reverse the trend of increasing cost of health care

health disparities (which would necessarily include other social disparities)

climate change

Excellent K-12 education measured as declining market share of charters and other choice options.

intellectual growth of the state -- learning fundamentals

Preparing for climate change

Funds

Emphasize Globalization

Inner city, low income

It sounds like a good idea, there should be goals developed in each department of the schools, And those should compete. For example, there could be an outreach program or a sustainability initiative, and the schools departments should present what they did to one another so that there is an element of competition

Education of underserved minority students

why not an all area competition and let each Institution choose which challenge it wishes to undertake.

Inner Communities, like Greensboro that do not attract a crowd of tourism more than 3 times a year.
Cyber Security

I like the idea but not sure how this would be approached. As far a grand challenge for NC to me one would be 100% literacy or food security. Very basic I know.

All possible.

social inequality

Given the pace of environmental change and its impact upon the state's ecology, from the Mountains to the coast, the UNC system should promote a statewide initiative in research and policy analysis to explore the issue of climate change and its environmental consequences with a view to developing policy options for the future.

Environmental Impact

Water Safety, Manufacturing Base (Re-Shoring)

Equality among all of the UNC constituent institutions, particularly for those that primarily serve the minority student population and those who are underserved for any reason.

Environmental sustainability

economic mobility - NC is underperforming in this area

everywhere

Preparing the next generation

effects of poverty on early learning.

I think we need to focus on supporting and growing educated lifelong learners and community solidarity to help one another.

Energy systems and food resources for the future.

Community related issues.

Upward Mobility

Water security or sustainable energy (solar/wind deployment)

Decreasing the amount of student in-debt-ness after graduation

economic inequality, hunger, and homelessness

Upward Mobility

Undecided, but the area that comes to mind is energy and sustainability

Health and Environment Safety

water security

The best managed and financed institutions in the world with success in graduating productive world citizens and producing world-class research results

Upward Mobility, Food Security

Education

Conservation and Sustainability
Cohesiveness of Constituency

Sustainability among our nonrenewable resources

Knowledge for the sake of knowledge.

Water management (Coal ash, etc.)

Health Disparities

Student Focus Area

Better treatment and cures for cancer

Upward Mobility

Sustainability in the environment

Clean Energy, Affordable Health Care, Global Warming

Health Disparities

Health Disparities

Upward Mobility

Sustainable energy and state-wide access to high-quality medical care are a couple that I think would be significant, but I support almost anything that would make a large, positive impact.

Water Security

Health Disparities

Promoting Health and Education Equity

Helping students who struggle in the classroom with ensuring that they can maintain a quality life for themselves throughout adulthood.

Focus on quality within the grasp of the state of NC.

Apply creativity, knowledge, and innovation to bring good-paying jobs to all the people of North Carolina.

depends on the "challenge"; sustainability is a good one

Health Disparities

flood remediation and response to other issue that effect communities

start with health care - allow every single employee (regardless of temp/part-time/full-time) or student have access to the State Health care system. Allow anyone to buy into the health care on their own if the State won't provide insurance (I get better insurance through COBRA after leaving UNCSA than I can buy into as a temp at WSSU (High Deductible Plan)).

Education

Social acceptance an breaking down social barriers

Sustainable Agriculture

Water Use and Quality
Please, please, please focus on making the system more environmentally friendly and ambitious. We have so much work to do in this regard, and our universities can lead the way for the state.

there should be multiple "grand challenges" that Universities can select from as signature areas of focus

Racial prejudice; poverty; veteran's rights

Economic empowerment

healthcare, in the broadest definition (how can UNC support the healthcare industry?)

I'm torn on this. I think it would end up as a gimmick.

Environmental Protection and Diversity

Greater equity of groups

Upward Mobility

reducing tuition for everyone

Health Disparities

International awareness

"Upward mobility" helps everyone in the state.

There are several options, so I would be inclined to select one that would somehow have a positive impact on students and applicants of future generations.

coal ash issue

Sustainability

Upward mobility

Retaining and recruiting the highest quality faculty and staff

Transforming our Energy Future/ Climate Change

Ensuring the BEST Educational System Nationwide K-12 + higher ed.

Health Disparities

Hemp research. NC is now one of 33 states to pass pro industrial hemp legislation. Legal seeds will be in the ground for NC in 2017.

Social Justice and Health Equity

Social Justice

upward mobility

Climate Change

Sustainable energy
Whatever the students voice as concern or find important in respectful manner.

Creating a well-educated population that understands its place in the world.

Global learning opportunity

Health Disparities

College prep (especially in rural areas and in schools with substandard access to resources)

Economic and Social Disparities

Health disparities

renewable energy

upward mobility of marginalized populations

Upward Mobility

sustainability as an environment and social justice concern that comprises all of the above

Social and economic mobility

Creating a clean energy future for North Carolina. Let's be the first state in the nation to run completely from clean energy. We have the tides, sun, wind, structural ability and intellectual firepower to do it, let's lead in this globally visible race to the future!

Environmental awareness, increased sustainability, and reduction of waste (especially food waste). In France, it is illegal to throw away edible food (like from supermarkets, restaurants, etc.) They reallocate it to the needy and feed hundreds of thousands of people. Why don't we do this in the US? Wouldn't it be an amazing opportunity for NC to lead the way in reducing waste while also tackling the hunger problem in a state that has the 8th highest food-insecurity rate compared to the US average? *See www.feedingamerica.org?

Community and Upward mobility.

Health Disparities

Environmental Justice

Educational disparities

Food insecurity and water security

Yes, most emphatically, yes. Working on some grand challenges would help develop teamwork across the institutions, highlight the strengths of diverse institutions, and demonstrate our contributions beyond simply degree programs.

?

global warming & climate change

The University will have many benefits to the community and society as a whole. This is inevitable. Much of this can be accomplished by volunteerism.

Economic Improvement

economic development

Economic equality
increased access to education without undue financial burden

partnering UNC universities with businesses -local and state wide to better prepare students for opportunities after college

Upward Mobility

Sustainability and/or Health Disparities

Liberal Education

Health Disparities

Equal Opportunity

Increasing the educational opportunities for all demographics in the state.

Health Disparities

It's more important than ever that people stop getting left behind by the effects of the global economy

sustainability and commitment to conservation efforts (no fracking or other dangerous practices should be be supported)

The grand challenge is retention and on time degree completion, affording all the UNC campuses the same opportunities and resources.

Diversity

health

Sea level rise

recruitment of teacher education majors

Health Disparities

Global learning

Social welfare of surrounding communities.

Environmental Protection

technological advancement, health disparities, environmental issues, cultural competence

Increased College Graduation Rates

program funding

Health is always a concern in mass housing.

Rural/Urban Disparities (e.g. health, education, general mobility)

work with local orgs instead of paying faculty researchers to tell us more about what local organizer already tell us.

Health disparities

Upward Mobility

Security of campus. Ban guns!
Disparities

Cyber Security: Programming

upward mobility

Focus on educating students!

Economic disparity

Sustainability

stop the General Assembly from destroying ecosystems in North Carolina through hog farming, Duke's coal-fired power plants, hydroelectric dams, use of toxis pesticides, and more.

Health Disparities, environmental discrimination and racism, and a more fair distribution of wealth for those who contribute and strive to do good

Rural Engagement

Healthy Citizens

Energy security

energy and environment

Water and energy security

Water and energy security, raising the level of healthiness across our state...

Improving NC's K-12 Public Education (great colleges, poorly ranked K-12 schools)

No specific answer here, but the idea is amiable.

Water Security

Creating a free education for NC students without privatizing it.

Cultural literacy

college preparedness/job preparedness

I don't think that would serve such a diverse set of UNC institutions, but, more generally, I certainly think all the institutions promote "upward mobility," and I DO think the entire UNC should continues to deliver that.

Economic opportunity for all citizens of NC

We have great faculty and laboratories. Please please please please for the sake of our students and our communities, clarify and streamline paperwork processing and improve discretionary department-level spending.

Any of the above sound wonderful

Poverty

Social (racial, gender and gender identity, religious, etc.), economic (disparities in households' potential to afford education, health care, and other necessities for a "decent" life), environmental (current treatment of nature and prospective improvements therein), and intellectual (impartment of education and encouragement of leadership skills and community awareness) issues.
Community Impact

curriculum changes

Impact poverty levels of our citizens

Connecting the circle

Environmental sustainability and alternative economies

upward mobility

based on the competencies available in the syste.

Sustainability in all areas

Public engagement with science, health, environment and risk issues.

Improving access to education. Providing services like free parking, which benefit the poorest students instead of increased sports, which benefits the laziest students.

ONLY if the state systematically addresses the challenges from K-12-college, not just one segment of the overall educational process.

Upward Mobility

Health disparities

Upward Mobility

Water Security, and Health Disparities

Improved economy

Upward mobility and health disparities

Look at the food security for North Carolina. If you give students a project, they will jump in full force and come up with new solutions. But changes need to be done and we need to let my generation know that people in the government are open to change and that our ideas are valuable, that we can make a difference. So help us help our state at large.

Health Disparities, Retention of Knowledge

Upward mobility

I don't know enough about these challenges to give any specific ones.

Climate Change and Environmental Conservation

It should be seen as a civic duty as a state run facility

Cultural heritage

Health Disparities

Economic mobility

safe environments on campus
This turns into more of a publicity stunt than a real project. But, if you are going to do something this silly, at least try to link it to an NSF program of some sort to get leverage.

climate change

Affordable housing and/or lack thereof

Sustainability... In everything including academics and student population

empowering success of minority students

Health Disparities

Upward Mobility

The economic, equity and environmental issues to ensure our state is sustainable in the deepest and broadest use of the term.

Diversity initiatives

Environmental issues and public health (one in the same)

Upward mobility in rural regions of the state

Work-life balance

Environmental quality and clean, renewable energy development.

Water Security and Economic Growth

environmental issues and sustainability

creating jobs, growing markets in NC

Improving educational access to ALL North Carolinians

Educating the students rather than Programming them!

reducing the carbon footprint, sustainability

Improved student experience

Economic and technological sustainability

The state cannot function in isolation. Think nationally and globally too. Provincialism is a "southern thing", that benefits no one.

Sustainability

Health and Human Services

Campaign for Higher Education NC. Fund the best education in the US.

Inequality in income and wealth distribution

Closing the Completion Gap

diversity, innovation, and creativity

Health Disparities
The challenge is to give those who will earn it a good undergraduate education. Since we are failing that, the alternatives are just image before substance.

<table>
<thead>
<tr>
<th>Clean water, increased technical employment for rural areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upward mobility</td>
</tr>
<tr>
<td>Global education &amp; international education</td>
</tr>
<tr>
<td>Environmental protection</td>
</tr>
<tr>
<td>Income Inequality</td>
</tr>
<tr>
<td>Challenges associated with Millennials, Gen Y, Gen X. We might have to change our methods of delivery and training to reach this group.</td>
</tr>
<tr>
<td>Free education of North Carolina citizens as much as possible. That's what the N.C. constitution demands</td>
</tr>
<tr>
<td>Sustainability</td>
</tr>
<tr>
<td>Happiness and hope on the part of the citizens of North Carolina.</td>
</tr>
<tr>
<td>Upward mobility</td>
</tr>
<tr>
<td>Innovative economic strategies that best leverage the state's resources and capacity for sustainable growth</td>
</tr>
<tr>
<td>Sustainable social justice</td>
</tr>
<tr>
<td>Empathetic citizenry.</td>
</tr>
<tr>
<td>Stuff</td>
</tr>
<tr>
<td>Health disparities</td>
</tr>
<tr>
<td>Each UNC institution should focus on the integrity of Administration, faculty, staff and students.</td>
</tr>
<tr>
<td>Educators are not in a bubble. We do not need the state to direct our expertise toward a particular problem.</td>
</tr>
<tr>
<td>Health Disparities</td>
</tr>
<tr>
<td>Renewable energy sources</td>
</tr>
<tr>
<td>Strive towards climate neutrality (this will resolve many problems that are affecting people's health, too)</td>
</tr>
<tr>
<td>Campus wide</td>
</tr>
<tr>
<td>Health care; Mental health care (the epidemic of the modern/information age); community based services; aging population challenges/opportunities</td>
</tr>
<tr>
<td>Helping to create a work-force of critical thinkers who are technologically prepared for the modern work place.</td>
</tr>
<tr>
<td>Upward mobility and creating a sustainable environmental (inc. water) policy</td>
</tr>
<tr>
<td>High-Quality Education for ALL North Carolinians</td>
</tr>
<tr>
<td>Water purity - no fracking</td>
</tr>
<tr>
<td>Not sure one strategic plan will work for the entire state. Too many variables between campuses.</td>
</tr>
<tr>
<td>Upward Mobility</td>
</tr>
</tbody>
</table>
increasing educational attainment statewide.

Addressing health, economic and educational disparities in North Carolina, ensuring rural NC is not left behind.

Health Disparities, Food Deserts

bridging the gap between higher education and underrepresented groups (i.e., minorities, low socioeconomic communities, rural communities)

Health disparities

Ensuring we don't completely destroy our place of living in any way

Health Disparities, based on social determinants of health

Sustainable, environmentally friendly practices in agriculture and business throughout the state.

Access and affordability for adult returning students

upward mobility

Environmental Conservation

Personal responsibility and empowerment

Haywood County

Upward mobility

Energy Efficiency

Free Healthcare, Free College Tuition and No more black lives matter silent protest on campus.

Health disparities

Health Disparities

Better education in NC; attracting better teachers, providing better pay and benefits for teachers, and increasing the quality of all education in NC

biggest challenge of our time _ cyber security

Make public higher education free to NC residents.

Educating the student populous on political issues

Health Disparities

Systematic racist, poor or biased resource distribution, getting that fuckwit Pat out of the governor's seat.

All of the listed!

A Better Future For All Americans

Minority Education - African American and the growing Hispanic population

health disparities

Upward Mobility
Educate our population

Upward Mobility

Health and Wellness

I would let the campuses come together to determine what areas they feel their collective expertise best suits them to address, and then GA should simply facilitate (but not dictate)

Poverty

This should be defined by the institution. So health disparities may be a focus for one institution that is best equipped or has a particular need in their region, while another may be Water Security

Upward mobility, college affordability

Affordability for all

Create sustainable and innovative college communities that give back as much as they can to the state, students, and communities statewide

Health Disparities

Energy

the challenge is to improve society for all

Infrastructure of Education - Getting education to all ages

Economic Mobility

Tuition

Upward Mobility

A Team is strongest with all its players!

the need to increase the level of educational attainment, given that the future will require a larger percentage of the state's population to have at least a bachelor's degree

financial stability

upward mobility

It could, I suppose. And water security is certainly a concern with a state that's basically failed to hold Duke Energy accountable for its coal ash contamination of our water. But, based on this survey, "Diverse Access" would be a really good one. If we seriously improved access and affordability and support for marginalized populations, we'd be doing something wonderful for the state, with ripple effects that might last for generations.

Improving K-12 Education, Reducing Environmental Impact, Preserving Public Lands

upward mobility

quality of life

Disparities of those with income, health, lack of opportunity

Diversity and Inclusion

Health disparities and environmental justice
Economic growth among recent graduates.
If you have any additional comments, please leave them here.

To increase research and enhance workforce, need more support for doctoral students (who do research and assist in faculty research) with assistantships and tuition waivers. This would assist in recruitment and retention of excellent students and faculty who develop and implement research programs which solve health and social problems; need to increase funding for programs that are developed in partnership between HBCUs and PWIs, such as research partnerships and programs to promote undergraduate research; need to support graduate Pipeline initiatives to bring diverse students into graduate programs and prepare future faculty. It would enhance student success to support dedicated advisement staff for university departments with large number of majors; advising at department level is specific to promoting student movement toward graduation and future career prep/planning. Faculty supervision of service learning and directed research should "count" in teaching loads of faculty.

Hiring excellent, knowledgeable professors will be of great help. There is the most important area of improvement in UNC Charlotte in my view.

The state legislature, in its zeal to cut costs and offer corporate tax cuts, has left university budgets cut to the bone. Cuts during and immediately after the 2008 recession were necessary and understandable, but it was short-sighted to continue to keep the universities underfunded as economic pressures dropped. This has forced universities to keep a lower levels of services (reduced course offerings, etc), and maintenance of infrastructure -- which includes qualified faculty and staff --- had not been fully funded. Due to underfunding in the FY17 budget a number of highly qualified staff were let go because there ARE no more cuts available to be made to systems and equipment --- they now must necessarily come from personnel. And we are now told that all NC Agencies are expected to submit a budget for the next two years that reflects a 2% reduction in budget. This is now making working for a UNC System school a risky position, as a reduction in funding will mean firing of loyal, qualified employees. This is the OPPOSITE of employee retention.

I am proud to be apart of the UNC system. I look forward to the growth and betterment ahead of us. It has been a challenging time and we all need something to rally around... what better than the UNC mission? education = hope

none

None

I hope that the University of North Carolina will add a clause to this strategic plan to maintain it's promise to educate the citizens of North Carolina. We have to make our citizens a priority over out of state and global students and not enroll more than the percentage allowed and not increase that percentage over time. We must educate our citizens on the importance of paying for their college in cash rather than credit. I hope the system schools will remember that merit above all is the best credential for acceptance and enrollment.

Significant economic growth & development across NC including those areas that are poor and underdeveloped--take what has worked with UNC & NCSU in RTP(Centennial), apply those lessons learned & have functional task forces work with other Universities. All campuses don't need to reinvent the wheel, they need to share the wheel and modify it as needed, to the other campuses--way too much is being done in silos--sharing the lessons learned, advancements is a way to share the wealth--Are we doing this sufficiently? I think not. Research funds should be allocated (or shared) better throughout UNC system.

Health disparities should be a very high priority.

More parents need to get involved in their children's primary and secondary education progress. However, presently, many of those parents are barely literate themselves. A possible solution would be for secondary
education to be able to offer tracks for avocations and college while in high school. Maybe we have too many
students attending 4 year schools. Industry and community colleges could offer real alternatives, but I wonder
how well this is communicated within our school systems. We seem to be leaving many, many folks behind.
My focus is on preparing all students for life success. It is not about race, sex or religion. The UNC system must
focus on students who are college ready and can use their educations for success in all aspects of their life.
Funding campuses who fail to deliver educations that will do this is a fraud on students, their families and
taxpayers. Stop focusing on the historical nature of each campus and focus on using its resources to cost
effectively educate college prepared students in life skills. Some students who are enrolled at HBCU are simply not
college ready and that should be stopped. Those students could either improve their college readiness by being
provided with better K-12 educations and/or enrolling in community college preparation programs focused on
providing them with a solid foundation for their last two undergraduate years. K-12 improvement is essential to
UNC system successful outcomes.

employee parking and security

Complicated systems, gaps in operations, and deficiencies in workflow prevent innovative thinking and creation
from advancing at speeds that contend with state, regional, national, and global pace.

Thanks for listening.

These statements were robust - perhaps a simplification would make stronger talking points about what the
system hopes to focus on.

The idea in the public forum of each institution having areas of excellence is a better one than a state-wide grand
challenge. Allow each institution to play to and showcase their strengths to make the entire system look better,
rather than creating the opportunity to identify winners and losers, which, given the distribution of resources,
often comes out the same way. It’s great to be engaging in system-wide strategic planning. However, it will only
be as successful as the willingness to resource achieving the goals that have been set. It also needs to do more to
consider the unique challenges each institution faces given their position in the state hierarchy and role they play
in the state. Obviously, we share the same goals. However, the paths to achieving them, and the quantification of
targets for each goal, will differ at ECU versus NC State, or UNC-Wilmington versus Charlotte.

I did not get a clear sense in this survey as to just how severe the state budget cuts and been and also what
policies are already in place because of it. Also, I did not get a sense of what policies or projects are already in
place with regard to the affordability of an education for students.

People are living longer and there needs to be more focus on that. There is too much focus on color. There are
other minority groups; older people need retirement communities, health care, life-long learning, different
physical needs in therapy (exercise), construction, food, travel. Who is creating things for the healthier 70 year
old? Who is creating things to keep the 70 year old healthy? Why doesn't someone tap into that minority group?

UNC Charlotte has an amazing future and is still evolving. It has made great advancements in the past 25 years. It
still has a long way to go in regards to an identity in the local community and the region. What seems to be
missing is its Brand, not just the colors and athletics but its strong academic programs need to be presented more
to the public. It needs more advocates and sponsors due to decreasing state funding. It needs to hire people who
are committed to the ideals of the University and understand how interconnected every department is to one
another and who understand that the human experience is very important to not only students but staff and
faculty.

HAVE UNIVERSITY REPRESENTATION ON THE BOARD OF GOVERNORS NOT POLITITIIONS THAT KNOW NOTHING
ABOUT OUR CAMPUSES. EACH SCHOOL SHOULD HAVE AN ELECTED (by faculty admin and students) PERSON ON
THE BOG. THE ASG PRESIDENT SHOULD ALSO HAVE A VOTE ON THE BOARD. Without students and faculty schools
are nothing. So you should probably ensure their happiness.

There was good acknowledgement (or implication of) diversity, up until the diversity statement, which was
incredibly disappointing.

Focus on embettering early classes, student cooperation and involvement, and pre-college assessments focused
on personal skills of a student.
I appreciate the opportunity to comment on these parts of the Strategic Plan. I would have liked to have had more input on the initial development of this plan. Why were these particular issues chosen? By whom? With what political agenda? I would like a little more background on the development of this plan.

Thanks for your interest in gaining input from the public.

I am appalled by the erosion of state support and funding of higher education in our state when compared to other states. We are losing talented faculty, staff and students to other states because we do not offer competitive salaries or graduate school stipends or enough scholarships.

N/A

The UNC system is an incredible jewel that has brought "light and liberty" to North Carolina; let's build that up as a unique advantage of our state, a point of pride. To do that requires investment, including in faculty and staff.

For profit colleges should not be supported by UNC board of govenors.

Each institution has particular strengths, so maybe a challenge for each institution would be better suited.

No additional comments

Re-focus on liberal arts and humanities as a basis for NC’s future economic and social strengths.

What can the system do to work with the rural areas of the state that don't have direct access to one of the Universities 17 campuses? What kind of outreach and investment can be developed to help the rural counties that have been suffering economic and population declines for many years? How can the University help to develop ways to encourage students to take their skills and educational experiences into the rural areas instead of staying in the urban areas (so they can earn enough to pay off their student debt)? Can the state, the University System and the local communities work on programs that will encourage graduates to stay in the state and work in small communities? E.g. can some young health care providers be subsidized (get free or reduced tuition, then salary support) by the state, UNC system & local communities for a minimum commitment of 3-5 years so they can afford to live and work in rural communities? Can there be developed a sort of ROTC for various civilian fields (medicine, K-12 education, Arts & Humanities, computer technology, biotechnology, etc. that helps to pay for the education of a student who commits to providing paid services to a rural community? The AHEC System helps some places but not others, and new primary care providers usually cannot afford to practice in small towns because of their education debt, even though their cost of living would be lower than in a city. The UNC System could drive this type of collaboration if it had the GAs support.

Thanks for the opportunity to provide feedback.

Technological progress gives us so much, but it sometimes lags behind our needs. How could society grow diverse communities by thoughtfully applying recently developed and anticipated technologies?

College is a place to foster knowledge, not to create work force for the local/regional companies. That should be a result of highly educated citizens that can access highly qualified jobs.

Retain employees by giving them free parking, what employees pay is outrageous!!!!!!! or at least have available parking close to their building.

If budget cuts continue, I think there should be some thoughts on either closing some universities or consolidating resources.

More Diversity Training is needed on a quarterly bases at each campus.

Please make these guiding principles practical and accomplishable. Strategic plans often contain a lot of flowery language that is difficult to interpret and hard to implement.

The State budget and the commitment of the State to higher education has been pitiful in the past decade. Unless efforts are made to support higher education in terms of funding, we will continue to fall behind in terms of the number of students who can afford to attend a UNC System school and the ability to attract faculty.
Stop using capitalism structured on white supremacy, xenophobia, and overall alienation to uphold these individual universities into a giant collective where so many of us feel completely isolated and simultaneously targeted.

It would be great if the University could address a grand challenge but observing the conflicts within schools and departments over minor issues causes me to believe it would take extraordinary leadership to take on such a task and there are plenty of other challenges within the system for great leaders.

The guiding themes should also include a section on feedback of how the UNC system can provide health benefits to the students.

University need to produce the professionals needed in our communities. For example, we are not producing the teachers that our public system needs in elementary, middle or high school. Our teachers are not well prepared and do not have a real concept of today's classrooms.

For any strategic plan to succeed, the people who enact it must stay put to see it through, whereas rapid turnover among top administrators of the kind my campus continues to endure assures that the plan will be re-written many times and never acted upon. In my years in the academia, it is the only fate of a strategic plan I have seen so far. A university cannot be a career springboard for drifters and passers-through, either by design or by accident so much. Give me a call, I have visited 4 universities and can tell you a lot of problems. There is specifically a problem with k-12 system. Most people in the community college program I went to would not survive a day in a university school. I think a unexploited point should be using schools as morning and evening schools. People are more effective at different times of the day. Teachers need to change the system of teaching they are using for only those it works for. People don't all learn the same way. There needs to be more students exposed to work growing up, it increases one ability to finish tasks. There needs to be Yoga in at the beginning of school, it will vastly help. Lunch is not needed in school, breakfast can last you till you leave school if supplemented by healthy snacks. 919-949-6189

The strength of the system lies in its many diverse programs. This includes several very small, niche programs on one or more campuses. For some students, these niche opportunities allow them to find a place that is a perfect fit and seek close mentoring from faculty who share and nurture them. On my public university campus, I see students receiving an education that in many ways surpassed what I found in my own undergraduate education at a very small private liberal arts school. Students in some UNC programs are able to access the close attention and opportunities to engage in faculty research projects of a small college, as they simultaneously access the resources of a large state institution. Any strategic plan must preserve this strength--which often arises from the close relationships that small, niche programs foster. Faculty need reasonable teaching loads and resources for research and creative activity (including a reprieve from service and administrative tasks and the ever-present, time-consuming mandate to justify our programs and advocate for resources) in order to focus on students and involve them fully in the enterprise of scholarship. A strategic plan focused on a "grand challenge" can easily sideline many of the smaller programs that aren't deemed integral to that challenge, but which are integral to student success at a rich, diverse, culturally responsive institution.

Why is there such an onerous load of bureaucrats in the university system? If half of them disappeared, would anybody notice? I wait six months from research grant approval to getting a fund number to charge to. Mostly papers sit stuck on various peoples desks waiting to be dealt with. Even then it only happens when I hunt for the lost form. I've had quarterly reports due when I've not been able to even start work. Somebody needs to listen to the problems of our researchers. I feels like nobody cares although these bureaucrats will have happy hour with free ice cream (just to make themselves feel good about their lousy service).

The UNC System goals should revolve around helping the campuses do the best possible job they can providing an education for the citizens of the State.

Once again, the wording of this survey was absurdly verbose. Next time give the questions to a journalism faculty member and task them with writing the questions clearly.

I like the grand challenge idea but it is simplifying the case to think there is only one problem NC needs to solve. However the idea that there may be a constellation of major problems that are tackled by various campuses may have merit over a fixed period of time 3-5 years.
This statement does not acknowledge the relationship between (a) the people of North Carolina, (b) its University System and (c) the State Government, in particular the General Assembly. If you go charging forth with a self-selected "grand challenge" (especially if it reflects the biases of some of your partisan political offices), you will surely injure all three. If you can humble yourself to approach this kind of emphasis as a team player, it might be worthwhile.

From each according to his ability, to each according to his need.

I would like to talk to someone about the needs of the civil engineering department specifically because as an alumni from UNC Charlotte, there is a clear disconnect between the college curriculum, what ABET is requiring, and what the workforce actually needs. I have some ideas, and would be willing to donate resources for free to this system because I believe in higher education. I can be reached via email at chelsearadcliff@gmail.com, or by phone at (240)320.4468 (please leave a voicemail with a name and callback number twice and I will get back to you ASAP). Thank you for your time, great survey!

If we fail to produce and support quality K-12 teachers of all subjects, we will continue to fail in EVERY sector, including government.

The UNC system has an opportunity to bring our communities together and move toward true collective impact with a focus on moving all our NC students to and through post secondary education and into a family-supporting wage jobs. This is not about UNC vs. Community College vs. Public k-12 - this should be about a true 0-20 pipeline and getting NC back to being the "education state."

Perhaps the Board of Governors should not be staffed by a bunch of white people who hate HBCUs.

I’m disappointed in the quality of this survey. It seems to lack scientific basis and the questions are ill-formed. For example - you ask us to rank each of the items research support are integral to the topics, but then ask which of only three of those topics should the university focus. Our university system employs some of the most talented individuals in the world - please deploy those assets when sending out a public facing survey. I’m very familiar with these issues as I worked with the university system for several years tackling some of these issues, but found I had to reread several of the questions. We can do better and should to ensure the university leaders are getting accurate responses.

The "harnessing" cannot be trusted in the hands of politicians. See what happened recently with the Duke Coal Ash spill and the governor's office's overruling findings of scientists about the safety of well water in the region. It would never work; institutions would become political instruments rather than academies of exploration and learning.

How can you limit politics in the decision making? this should be a goal. should you examine what the term "campus" means and whether the campus model works? I think it does generally as each campus is an engine for local communities. However, could UNC system encourage "pop up" campuses similar to restaurant pop ups where professors or the schools spend 2-6 months in various smaller communities keenly focused on very targeted issues.

I think that schools and communities should encourage students to submit out of the box even politically incorrect ideas that they have about improving community, its services and government policies, because good ideas r walking across campus every day and being ignored or never expressed. Students r afraid of being ridiculed by the status quo and so they do not challenge it and improvements are never made.

Thank you!

The UNC system has been the foundation of North Carolina's economic growth and, to a lesser extent, its population growth. Not only does an educated workforce attract business, the large number of out-of-state students who attend System institutions and remain in the state is significant. Our higher ed system was, and still may be, one of the best in the country. It is vital to not only maintain, but enhance, grow and keep affordable this invaluable asset.

Please consider the financial aspect of institutions. There are thousands of young people, including myself, that are scared of the financial state they will be in after graduation.
Grand challenges that don't speak to all constituents in the university are alienating for some faculty. Several challenges are better than one.

I ask that the school look to expose students to understanding politics and economic/global issues at hand.

Fix the system!

None at this time!

Students of middle class families are often financially hit the hardest for college. Often these are not at within the top 5% of their class, but are within the top 25% of their high school graduating class. Although these students are ready and accepted into the UNC institutions, they are often overlooked for scholarships/grants (state and federal), or even work study opportunities on campus. Therefore, they and their parents must finance school using loans (federal or private) to cover the cost of education. Whereas lower income families, often are provided need-based funding for school, and higher income families can afford to pay for school. This should be considered as a part of the strategic planning.

I feel like the legislature and governor see the UNC system as a financial burden and not a financial driver. I believe that having strong universities has attracted businesses to North Carolina, and the significant budget cuts and demoralization aren't going to help this state in the future. More administrative burdens are put on us with fewer resources to address them. I've never seen the morale as bad as it is right now.

The government or system is not qualified to make a choice to a grand challenge. It will reduce resources for other worthwhile endeavors. Recognizing excellence on the other hand is worthy for encourages others to excel.

I imagine a large chunk of cost could be shaved if certain professors weren't making "beyond market value" salaries, especially those who just happen to be a part of the dean's good ol' boy network. Seriously, some salaries are getting out of hand. And, professors who have already mentally retired but are trying to drag it on for a couple of more years before entering phase retirement--they just need to go already (for the students' sake!).

glad you guys are looking into this!

I like the way that the MPH-health behavior program has a way for students to get real experience while working with the community so that both the community and the students benefit. There could be more programs like this. I wish more of the mph programs were flex so that you could attend some classes on nights and some online. I would like a MPH but I don't want to have to quit my job to make the schedule work.

Survey was a bit long.

Institutions are successful when they meet the needs of their constituencies. For large research institutions those constituencies may be national or international; for smaller educational institutions those constituencies are most likely local and may focus on nearby businesses and K-12 schools. The UNC institutions do not need to be all things to all people, nor do they need to participate in "grand challenges" that may be irrelevant to their constituencies. North Carolina is a diverse state with diverse needs. If the individual UNC institutions meet the needs of their respective constituencies they will be successful, regardless of whether they are similar to one another.

The UNC system and individual campuses should model best in class approaches to problem solving and business practices. These strategies should involve and be transparent to students so they are able to gain on the ground experience in organizational decision making.

As a student of the UNC system, I resent the costs of the university when my undergraduate instructors have no background in education, and many of them lack the competence to design a lesson plan.

UNC Chapel Hill is a great place to work however, The line and file employees always get the last consideration of any one with in the upper admin. This is true with the elected as well. I think that the University only thinks in terms of higher pay when it comes to professors and of Course senior staff. I would point out that it takes the every day employee to keep the university running. I would ask those making decisions to consider losing those employees just because they would not provide a inline increase. Think of the skill, and knowledge lost.
Universities are schools first and everything else second. Please don't forget that.

How do I participate in the project management activities of this study? I have many years as a consultant of strategic planning for higher education and the US Military. Jim Branden, PMP jbrande2@uncc.edu 704-687-1763 Thank you, Jim

None

The UNC system has definite room for improvement. UNC Charlotte has made terrible mistakes with regards to faculty and undergraduate classes. Direction of cash flow should be less geared towards our joke of a sports center and instead sent to retaining teachers and classes which students need to graduate. There are too many classes listed on the UNCC website that will not once be offered in the next four years, and which have not been offered in the past six. It is an ongoing lie to prospective students.

Would really love to see improvement in non-traditional potential college students access to education/classes. For example, I am a University staff member, but get no class/tuition benefits because I am part time. Makes improving myself and my education very expensive :(  
The University System should focus more on teaching ideas of conservation and sustainability to prepare students more for the world we live in today with climate change as a major social issue.

What is the relationship between this Q&A and strategies for implementation? Is this merely a political exercise?

Tell the red legislature to keep their blood-covered hands off of my healthcare options.

It'd be helpful to the survey if more than half of the questions were intelligible.

The System has a strong reputation that seems to be melting away. Investment in faculty, staff and facilities is important, as is the assurance that education isn't sacrificed as a political pawn.

N/A

Currently, public education in North Carolina rates among the worst in the country. In order to achieve a higher performing society a better base in education and a focus on areas of study which can benefit our society are necessary. College graduates are emerging into a world with so much competition and little connection to the world at hand. We lack in public education because of the poor salaries attached to those positions. Why should I take a degree in physics and teach high school? I can absolutely make more in finance or data analysis (even compared to finance majors). Yet my skills are better suited elsewhere. What connection do I have to the community but to share a grand knowledge? Bring the knowledge back to the community and stop outsourcing our intellect elsewhere. Because at this point I will most certainly take my knowledge to better ventures. Make an effort to help connect the people. When I return to my rural town I’m met with the sadness that is the working class. While those jobs are necessary it seems like they (and their children) are stuck in a broken system. Help educate the people and the people will give back to our state in the form of knowledge and they will better understand how to make our world better. Best, DG

The university system will continue to lose talented staff until the wages paid keep pace with the market. There will continue to be severe limitations on success and upward mobility for graduates until student debt is addressed.

UNC Chapel Hill would like a Latino Cultural Center to provide services to its large Latino student community. UNC Charlotte students wish for a staff member solely in charge of diversity. They are also seeking a prayer room for those of all religions. Clearly, diversity needs to be addressed. Please answer these calls.

Instead of making this survey of what defines each category, perhaps the focus should be on what can be fixed/altered at each institution.

The university system strategy must be very careful to thoughtfully balance interests in time to graduation, diversity of student body and quality of graduates. Meaningful progress towards important University goals may actually lie in the K-12 portion of the state's educational system. State funding should reflect the overall interest in achieving these goals. My fear is that it already does, which would be very discouraging.
Avoid political correctness. This only 'labels' everything and constrains free thought and free analysis. Strive for true inclusion; one that recognizes true diversity (the real differences in all of us), not just the diversity that only 'you' seek.

Happy employees are much more efficient and productive

Students (and others) may need psychological guidance in this time. We are under a lot of stress in all aspects of our lives and I would encourage the schools to implement sessions or seminars for students to practice being nice to each other to help soothe the racism and blatant anger we have been experiencing along with dealing with other aspects of life. As a country, we must move together and I feel this would happen with psychological guidance for all.

Competitiveness and quality should be the focus and that is only acquired through diversity, especially bringing more women college students toward the STEM fields and investing in that area.

My answers should make clear that I am distraught by the lack of civic engagement among many students. In many cases, this seems to be due to a lack of understanding of the democratic process and how the state, local, and national governments should reflect their interests.

Use the University system to solve the state's needs. Bridge the gap between research and public problems.

The "ranking" sections did not work on mobile.

Academics is the only area that we continually drop expectations for preparation and performance. Incoming students are not prepared for college in the first place. Then, if they register with the disability office, they get various levels of assistance for learning disabilities. What about when they reach real life?? What employer will give them twice as long to do what they are hired to do?? I have thought about registering here as a student, and telling the football coach that even though I am 60 years old, and I can not run fast nor can I catch a football, that it is my lifelong dream to play on the football team, and that he is obligated to accommodate me. That would never fly in the case of a side-bar activity like football! Why do we not take a similar attitude toward our core mission of academics? The DFW rate is a continual topic of harangue from the Provost. Are we to hold to standards or not? No-one seems to care about whether the students are qualified on exit - only concern is how long does it take them to graduate.

A lot of the time your degree isn't going to be enough and the name and past of the institution the degree was received is considered as well well graduated students are searching for jobs. Make sure that our schools have a name for all sections of the school and can ensure once a student leaves from their care that they will reasonably be able to attain a position to support what they spent time and money on the degree for.

While the system has the capacity to impact a state-wide "grand challenge," this should not be funded by the system, but by business and philanthropic organizations in the community. The system can certainly partner with these institutions, but placing an increased financial burden on students (especially when many are from out-of-state) would not further the system's primary mission of higher education.

None

I believe there should be an active focus on promoting education for adults with some college credit in the state by providing funding, policy development, and flexible degree programs to allow those students to complete a degree while working. Online classes alone are not the solution to this problem. The system lacks evening and weekend on campus course options for students to earn degrees while working a traditional schedule.

Teaching is dramatically undervalued for tenure track faculty members. Research is important, but meeting student success goals will be very difficult as long as research is the only thing that really matters for promotion and tenure decisions.

Affordability and Efficiency are not directly related. Regardless of how efficiently we operate in any and all areas of the university (the system as a whole and the campuses individually) there are going to be some students who would not be able to pay the costs involved in attending the university. Of the issues instead in the section on “Affordability and Efficiency” none cover both. Likewise choosing one area to focus on says very little. For example choosing to focus on “limiting tuition and fees increases” and presumably increasing “the availability of
need based financial aid” both address affordability but do nothing with respect to efficiency. In the section on economic impact many of the issues are closely related to each other. For example you meet the need of communities and employers by improving the match of graduates and jobs.

The grand challenge is to educate the leadership of the State of North Carolina on the needs of the University system and to advocate for sufficient funding to support those needs.

Thank you for your commitment to the greatest University system in the entire world. Go Tar Heels!

While not one of my top 3 in some of the categories, UNC has a huge problem in retaining quality staff. Quality staff are essential in the efficient management of a school and this should be addressed system wide. Concern is mostly aimed at faculty, which is very important but they need a good staff to support them.

Ask department chairs to encourage faculty, staff and students to complete the survey. Thank you for taking on this important work.

Please make sure this plan includes goals that are actually attainable and that you back up those goals with monetary and institutional support.

Thank you for soliciting feedback from us.

Reducing administration burden and simplifying processes (for staff, faculty, students) should be woven into the plan.

If the State of NC offers free or affordable education to all, a "Give Back" program could be implemented where graduates to "give back" to the state—a state loan or tuition waiver program that would be forgiven if graduates took a job in NC or volunteered in NC on other key initiatives—water security, health disparities, state economic growth, and providing healthcare and legal services in under served regions of the state.

Staff are underutilized as part of these (and other) efforts.

I feel that there is an overuse of adjuncts without equity in pay. I've taught over the course of 6 years and seen no increase in pay as an adjunct. That's not the way to make one continue to help out.

We can only be better when we work together and value our diversity. We have to move forward with better solutions than the ones that worked yesterday. We can disagree without beating each other up.

"grand challenge" is an interesting idea, but not sure how agreement on issue will be determined and kept over enough time to make a significant "state-wide" impact. Sounds good, but can it be funded appropriately and across disciplines?

Conversations regarding the viability and purpose of historically black colleges and universities need to be squashed. The conversations should be elevated to focus on the value these institutions provide to the state. Money flows freely to chapel hill and other pwi institutions. Put together a fundraising training for the HBCU s show us how you are bringing money in. Support our research. Help us continue to educate the community. ECSU is a major economic engine for south eastern NC...help us develop a MOU with hampton roads to bring students in at a competitive rate.. My name is Vickie R. Wms-Cullins C/o 85 ECSU viking pride

I don't think we should have a state-wide "grand challenge," other than making sure that our core responsibilities (teaching and research) are appropriately funded and maintained. Once we are sure that this is done, then we can think about a "grand challenge." I would be concerned that a grand challenge would distract us from core tasks that might not be as well-resourced as they should be. Thank you for asking for input.

It seems that the broader NC population may not have a full and complete picture of what the University system offers the people of NC. At the same time that access for every student is important, we seem to be driving all students to college education. I know that community colleges are playing the role of teaching some trades, but I wonder if we are not doing enough to make these types of education options equal to a University degree in the eyes of the public. Also, there seems to be a push to match the University programs to specific employer-desired skills. While some are universal (communication, organization, work-ethic), should University departments be pressured to teach specific on the job skills? We are required by certification agencies to broadly teach a background in our discipline. When donations to Universities are possible or pending from a company, it seems to be a conflict of interest. Which circles back to high education funding. NC founders deemed it important to
fund education for our students, yet the cost is now being transferred to the working families that challenging the historic funding model.

Our education system is the laughing stock of the country. Our teachers are leaving in droves, and our local government is acting like there isn't a problem. Education should come first, but recently it has been put on the back burner.

Should focus on maintaining quality education and foster research that has an impact and not just research for the sake of research. Need to change the overall culture of higher education and not support so many faculty working at a distance.

providing appropriate infrastructure in which to teach and learn.

Thank you for offering this survey to all members of the UNC System.

We (me and my spouse) are retired professionals. We have radically changed our focus from our career. We are enjoying what we do, the interaction with Pre-K through 5th grad AND our community through Environmental education outreach. But in order to remain current, we need access to courses and activities that exist in the university environment. We feel that we do contribute to the education of the university students through participation as Citizen Scientists based on our experience, etc. We have no interest in pursuing a degree. We wish to participate in structured instruction, primarily at the Third and Forth year level. We are willing to pay a reasonable fee if necessary.

Invest the money where it counts. (to be clear: that would not be raises for politicians or chancellors or superintendents). Work from the ground up and Invest in preparing new (and current) K-12 teachers to address the academic needs of students. Invest in support mechanisms that let teachers teach. Invest in faculty and professional support staff as they work to serve the current generation of students. Invest in students by supporting those who support their learning. Keep it real and keep it focused on people.

Don't penalize low-income families because one of the kids wants to go to college to make a contribution to society.

The focus of the UNC System should be encouragement of the population to consider the possibility of attending college both for job-related reasons and personal enrichment. An educated populace will have the tools and the vision to solve the many challenges facing our state and the nation.

Many thanks for providing us with this opportunity!

I see a consistent lack of focus, discipline and accountability on the part of faculty and staff. People often fail to support one another, and I see little evidence of bold leadership. A strategic vision/plan will mean nothing if faculty and staff feel they can ignore it with impunity.

For a "grand challenge," what is NC geographically/economically known for? New York is known for its wilderness and forestry (upstate), beaches and marine life (Long Island), and economic trends/growth and world leadership (NYC). Perhaps building a "grand challenge" that incorporates the key features NC is best known for/prides itself upon would work well. Whatever UNC picks, count me in! :)

Even the best universities cannot teach to their capacity without adequate funding.

Even though it sounds like a good idea to come together through a unified mission or theme, every UNC institution is so different that what we need more is help to solve current issues we are facing at home. For us, finding and keeping high quality staff members is a huge issue that needs to be addressed. Again, the impact that those people have on our retention and student success may be hard to specifically document, but it is extremely significant.

The institutions that make up the UNC system are different and serve different demographics. Those differences should be taken into consideration before trying to force each institution into supporting a statewide mandate. Some institutions would be well-equipped to support such a mandate while others may be more effective in focusing their work regionally.

I came to the 1-3 pm listening session at NC State yesterday, Nov. 7, but when I arrived at 2:40 the room was empty. Please see my comments below and above; they start in the box above due to word length restrictions
here. Part 2: I request that we create private, university-wide, employee digital bulletin boards, one per university. These bulletin boards will support interconnectivity and encourage collaboration. The sites should be open only to members of each university--and all members of each university. They will be places we can communicate about important non-work related matters, matters that are critical to the sense of belonging in a community. Email is inappropriate for these purposes, and Yammer-like group chats are disruptive and cluttered. To balance work and life efficiently, we need a dedicated tool, a digital bulletin board. Thank you.

I hope the UNC system will reconsider its method of assessing productivity through rigid, and unreasonably high, degree quotas. These quotas place undue burdens on smaller units whose productivity may in fact be quite high be reasonable standards or reasonable measures (e.g. degrees per faculty), and in fact lower, rather than raise, the quality of student performance.

Appalachian State needs to greatly expand its football program if it is to compete on a larger scale both in terms of academics and competitiveness. In addition, a better management of campus facilities would be nice, renovating many of them.

Working in higher education for nearly a decade at two different institutions - UNC, and then a private university in DC - there is a culture in the UNC system that bifurcates the workforce. In my previous university, this was not the case - the culture was cohesive and collaborative. Staff were not seen in a diminished capacity, but rather were viewed as an important collaborative element to the vital running and success of the institution. On each department site focus is given to function and form of departmental success through education. Important, yes. But without key staff in departments and administrative offices, your UNC system foundation would be inoperable, expensive, and inefficient. Lack of focus on these components is not only demoralizing to those who insure processes run effectively, it insures that your key stakeholders - students - are met with sour faces, unfriendly voices, and lack of cooperation as they navigate the clunky system that is staffed with these incredibly important employees during their education.

In order for North Carolina to compete globally, the university must change it's curriculum to produce graduates that are employable. The system must focus on providing skill sets to students that enable them to become employed upon their graduation. This includes partnerships with community colleges to produce programs that can include a combined trade with a degree. For example - a graduate with an Electrician's license and a business degree. The system has to be innovative and create new majors that will prepare students for a new global technological world.

Everyone is entitled to a quality higher education regardless race, financial status or sexual preference.

At the Board of Governors meeting at UNCW, someone posed questions about teacher education, preparation and retention in the state. In general, almost every university in the country will have an education program/college and will follow similar pathways to the degree. If we find some way to innovate the traditional way of educating future teachers, then we will be set apart and will also increase our level of excellence in education. For example, increasing the amount of time undergraduate students spend in real-life classrooms, creating internship-style teaching opportunities, sending students to several schools instead of 1-2 and allowing students to have real-life experiences in classrooms at multiple levels of education (elementary, Jr. High, High School, etc.) are all examples of ideas of improvement. UNC should not try and re-invent the wheel with all of these questions, obstacles and goals. Look to other states with similar systems for benchmarks on goals and for insight into their successes. Consult with non-system schools in the state because they are serving the same communities and facing similar issues. Remember that, for the majority of students, what will get them to a university is its reputation or a personal connection, but what will keep them there is their experience. We need to continue to invest in the student experience and on-campus support and not forget that academics are an important, but not solitary, piece of student success.

Everyone is entitled to a quality higher education regardless race, financial status or sexual preference.

I think the universities should continue to focus on diversities of all types, including race, religion, gender identities, disabilities, and other areas that aren't talked about as much, including discrimination related to body size. I've worked at two different universities in the UNC system and have found that while both work to increase diversity, there still isn't as much events and information related to students celebrating diversity of disabilities and body image/size. If the students themselves don't want to or can't speak out about this, then perhaps it is up
to faculty and staff to reach out to students and see how we can serve these areas that aren't represented as much.

The system strategic plan has to remain broad so that the individual institutions have the flexibility to maneuver within those goals and tailor their missions/goals to fit in the broad system strategic plan.

The diverse institutions are hugely important to the overall strength of the UNC system. Retaining the distinctions between the institutions serves the state well; however there might be wonderful opportunities for inter-university collaboration on research and product development.

Your funding should be dramatically decreased. With today's technology a bunch of expensive new buildings is not needed. Your perceived mandate at culture change is damaging your ability to achieve your legitimate role. And, your dedication to 'serve' the extreme minority over the majority is damaging your legitimacy. I would hope you could do significantly better.

There needs to be more funding for Health Services at Appalachian State University, Multicultural Student Development, and the Wellness and Prevention Center. These three facets of the campus work directly with students and have a huge impact on many students and they are also some of the least funded. I am confident there are ways to re allocate money from other departments (like athletics which only directly impact a niche group of students and staff) into these departments which have a huge impact on the wellbeing and safety of our students here at Appalachian State. I am appalled at how underfunded these three parts of campus are especially because they work day in and day out with limited resources to support student's physically and mentally.

While the over-arching strategic plan has broad implications, factors such as *parking, summer pay, smaller class sizes, research reassignments (sabbaticals), and salary compression* are far more important to faculty and have a much greater impact on their morale and working conditions.

I like the grand challenge idea a lot, but don't see it being workable without disadvantaging or seeming irrelevant at some of the schools. At comprehensive universities, upward mobility is perhaps more relevant (also at HBCs and at community colleges). A big-picture view of NC might look at issues of tolerance and projects that value the diverse population and workforce of the state. Sorry that this comment is not so helpful probably!

The state high schools are not preparing the students for college. The UNC system is on track with its mission, however without students being prepared for college makes our vision a little more challenging.

Thank you for giving Staff an opportunity to be part of this great effort.

meeting workforce needs is a very high level and long range planning activity for a university. do not forget the university's role is 'education' not 'training'.

Thank you for this opportunity. The UNC System is one of most laudable institutions I have known in my lifetime. Do not get overrun with politics!!!!!!!!!!!!! Thanks!

We need to think about forging a compact where are educational institutions are not just providing a workforce, but they are an integral part of taking on community challenges and working through them in partnerships with various entities. We are not on the cutting edge of educational innovation and that has always been one of the great strengths of this system.

Glad to have an input.

n/a

No one can anticipate the future needs of an economy. To pick one or two industries and what is anticipated as the "needs of employers" is very dangerous, in that, if we guess wrong or over-estimate a particular industry or need by focusing on specific skill-sets, we will have an abundance of people all trained to do something that is not relevant. Choosing to grow and enhance more broad, open-ended skills and paths will enable the future generations to adapt and overcome particular industry dead-ends and obsolete skills.

Thanks for asking for feedback. Keep student learning and access in the forefront of the plan.

The wording of this survey sucked. It was way too wordy. Unless you were very well educated, the common folks or younger college students are probably having difficulty figuring out what's being asked, or don't understand why its being asked. Having the copy and pasted definitions of the words (student success, etc), there should also
be a more clear explanation under it to better illustrate what was said. Otherwise, your data is not going to be accurate based on that source of error.

In implementing and creating strategic plans there should be equal focus providing a high quality learning environment for all; faculty, staff and students. Wording should be simplex and understandable to a fifth grade student. *Some parents (such as myself) review initiatives such as these with their kids when considering higher education opportunities.

I would be much more loyal and supportive to the university (including personal donations and volunteer work) if it provided my child with free education at the institution where I have worked already for 12 years. At least, as it was suggested in the past but never implemented, if it could allow my dependents to use retroactively all my free course (3 per academic year) in pursuit of their own degree. This will increase the number of high quality students who graduate in time and increase retention for faculty. Ideally, this should be done for all schools in the UNC system. I also consider the treatment of fixed-term faculty (who are often the best teachers) as completely inappropriate. They deserve their own career track and job security, they also deserve equal right and respect; teaching is important at a university!

This last comment is strange - "grand challenge" - why is this, a horse race? We have numerous challenges to address in the future (global climate change, energy resources, food availability) - that can only be achieved by capable students taking on these challenges as they gain their education. We cannot have "five-year plans" or "grand challenges" as they often fail to work (see the USSR for the period from 1955 to 1975) and often invite cynicism about why they are enacted. Quick thinking too stratospheric - aimed at the mid-level and provide what they need to do what we need them to do - and quite thinking about the prestige factor - that is not what we do!

A very efficient institution is one that is able to meet the energy and agricultural needs of all members of the institution by harnessing renewable energy and growing food on campus.

I am not completely opposed to a "grand challenge," but I think that each university has any number of foci in a given year. Having to negotiate a university "challenge" (or set of challenges) and a system challenge might be a problem. It might be good to have some statewide collaborations based on areas schools are already pursuing, as proposed by schools. If we did this, we could use existing resources but potentially implement some common data collection, information sharing, or organized collaboration on projects. If the system set the challenge some other way, it would also have to have funding attached to it, to garner the support needed to turn people away from another focus.

It's disappointing to see continually increased funding channeled to higher education, while public schools and public school educators suffer low pay, reduced benefits, and increased demands. It's shameful and shows the depth of ignorance and lack of connection from community needs.

In the now global economy, the middle class is suffering and the lower class is falling further down the slope. Can NC do a program of "free" college if graduates stay here and work here for some number of years? (Tennessee does this.) This makes all sides gain from the equation.

what a stupid survey. Were people actually paid to do this?

Statewide economic development, environmental preservation, and inequality.

The faculty and staff are here, day-in and day-out, because we believe in our students. We believe in quality education. The State, however, does not appear to believe in either. It is imperative that Education become a priority for North Carolina, and that we are valued as members of this UNC System. In part that means raises for all employees. It also means we need to stop spending massive amounts of unnecessary budget on year-end 'stuff' that is ordered merely to ensure the money will be made available the following year. Instead, wouldn't it be wonderful to focus our efforts toward spending money when and where it is needed. On our students. On research. On academics. On scholarships for those who cannot afford to attend without help. We hire budget authorities to oversee the money given to the University by the State, yet their hands are tied regarding where that money can go. This is a greater issue than can fit into this box, but it should be addressed. Value your employees and their ability to make intelligent decisions. Value your students who are bright and driven and desperately want to go to college, but may have lacked the ability to be transported to three extra-curricular
activities and have a private tutor...and can't afford tuition fees. Help that student come to college. Help retain quality staff and faculty to teach that student. Help that student become whatever it is they strive to be. That is how we grow as a society! Thank you for your time.

I don't think that undertaking a state-wide 'grand challenge' is appropriate when we have a problem retaining excellent faculty and staff - which is a greater challenge than any state-wide initiative would be. Higher education for all is a wonderful thought. But not all high school graduates belong in higher education - at least not immediately after graduation.

If you do implement a grand challenge (which would be awesome, UNC Hospitals does a yearly theme that groups work towards), it is important to partner with research support and libraries beforehand to agree on what resources and services to provide to facilitate people working towards the challenge. Don't just implement and hope there is participation- make sure you prepare and provide resources.

Do what you do best and add flexibility for those who need to work and acquire their education.

The critical thinking skills that students need to develop are only possible through a dedicated vision of pedagogy.

If we can choose only one, "health disparities." All are vital to the interests of the State, but we must address health issues to keep moving forward.

I think student's graduating today have to connect with others in a real way--face to face. We all need to look up from our devices and look around every once in a while. The world we live in (our own community) is so different from the world we are exposed to on television, video games, Facebook...

The plans and goals are great, the trick is for them to get implemented on the ground, in the day to day operations of university departments.

I am part time faculty and have been for almost ten years. I always get solid to excellent reviews from oversight and students. My pay has not increased since I started. I have two master's degrees, and have to work multiple jobs for probably 75 hours per week. I do things for the University for which I receive no pay. I am on Obamcare and not far above the poverty line. If I was cleaning rooms in a hotel or working in a restaurant, you and your students would be protesting to make certain I was given a living wage. How can I be a good example for students of the value of higher education when the University does not value me?

Universities should focus on accepting excellent students, not simply increasing the number of students they accept.

none

The "grand challenge" of UNC, especially CH, should be to lead as a national institution. We have fallen behind similar institutions, and we fail to equally reward our faculty. Teaching *and* research have to be supported, and there should be no difference in pay between those who primarily teach, as we generally work most individually with the students that the state claims they want to raise up. I mostly teach first year students. I work with students who are generally struggling the most with basic college skills—writing, basic critical thinking, basic research—but I am poorly compensated for the very dedication you need. I can't say this passionately enough. I have worked in our state research hospitals and I have worked in the humanities. My dedication is beyond reproach. Teacher success = student success.

In my 20 years as a faculty member and 4 years as an undergraduate student, I have never been less hopeful about the system. The way we hire leadership and form advisory boards is killing the system. The assumption that "business leaders" can "fix" higher education is so patently false and insulting that it is sucking the life out faculty and academic innovation. We also must do something about SACS and their approach to faculty credentialing. It is killing curricular innovation. You can't have "18 graduate hours" in something that's an emerging field or line of research.

When I attended the parents' orientation for new students at UNC Chapel Hill Mr. Crisp talked about how the student's "major is not their career." I totally agree with this as a philosophy for a liberal arts education. Receiving a technical degree in one area does not prepare someone for the rapidly changing work environment. In other words, the job one has upon graduation could radically change in the next several years and the skills one
has need to be broad. One's skill set needs to encompass the ability to think critically, communicate effectively and solve complex problems. These are the skills of true citizen-leaders. This comes from taking a variety of classes in a variety of academic areas, not just educating oneself in one area of expertise.

I think that the idea of "ensuring each institution receives recognition for excellence in a specific area of distinction" is compelling.

The UNC system can incorporate solving state problems into the educational experience. These experiences will provide students with skills they can market to get a job upon graduation. Elected officials and taxpayers viewpoint of the investment in education may change if the benefits of student learning initiatives lower the cost of providing other services. Reviewing degree requirements to insure we are changing with the needs of society and not mandating specific courses because we have always done it that way may be a viable option worth exploring.

More opportunities for teachers to be in the decision making process at the state level.

UNC System needs to make sure that all employees are qualified and trained to effectively reach the mission of each institution. In addition, to ensure that all needs of students are meet especially the diverse student population. What are the goals for the upcoming year to ensure that students needs are met? What are the strategic goals to ensure that graduates are employed after graduation? What is the plan for schools with tuition reduced? Where will the additional funds for the university come from?

Great survey. I hope you receive some useful ideas from the respondents. Thank you for your efforts to make the UNC System the best it can be!!

With Duke's renaming of the environmental law group (and many other examples), I'm worried about academic intergrity long term. UNC should better balance industry connection with freedom of research.

This survey was challenging to read and to understand. I would not be surprised to learn that a large number of respondents began the survey in good faith, only to give up after failing to comprehend the meaning and intent of the questions. If the UNC System truly wishes to be a "university of the people", they should focus on becoming more approachable and drop the polysyllabic pedagogical posturing evidenced in this survey.

UNC-CH is not a university that accepts or tolerates conservative viewpoints. the majority of faculty and staff at this university is liberal and this skews the types of courses that are taught at Carolina.

The statements seem to lack interest in students learning about diverse populations--i.e. in systematically helping Americans learn about each other. I think this is sad and unfortunate in a world and nation experiencing so much discord. It would seem obvious and would seem to make sense among leaders who surely consider themselves moral--and I'm guessing--many of whom go to church and consider themselves "Christians." I wonder if systematic and quantitative measurement of feedback from this instrument will be made available. Can that be announced please?

Costs are already out of control and funding is never going to increase enough from the General Assembly to accommodate any grand challenges. By having teaching fellows and other programs to bring early professionals to underserved and urban communities we can effect change in a more cost-efficient manner. Perhaps expanding these programs for training (i.e. medical, pharmacological and legal) as well would allow more established professionals to also set up residence in these areas.

Envision a future where each university, especially those that are far removed from the others distinctly serves its area/region through providing education and training for items pertinent and specific to their region first, rather than everyone have broad based offerings and missions

The UNC system should serve ALL of NC's students in some way or another. How do we better position the individual schools to meet the needs of their students, and/or to attract the students they are best equipped to serve? We cannot allow the System to inadvertently slowly squeeze out any group of students, whether due to personal socio-economics, or that of their community that could not afford to better prepare them for college.

As a faculty member at FSU, I am concerned about issues of equity and fairness at this institution. I believe the leadership has grown stale and complacent. Also as a woman, I believe female faculty experience a level of discrimination on this campus that warrants investigation. Female faculty, particularly minority faculty, are often
demoted faster than male faculty / administrators and receive lower salaries. Also, I believe Chancellor Anderson shuns addressing such issues; he simply ignores them and adopts the status quo.

I think what makes the UNC system so great is that each university has its own niche in their community and the state. If we were all the same, we would not have the diversity of students and educational goals that we have now.

This survey is too full of insider jargon.

Thank you so much for the opportunity to allow me to have a part of creating your vision. I love UNC and everything it represents, and wish everyone the best in all of your efforts moving forward.

Although not keen on a state-wide “grand challenge” - I do think UNC BOG should consider a key set of education and citizen well-being indicators (ala a dashboard or similar set of more easily understood and visualized data) to recognize current levels of attainment and how to measure whole state performance, understanding the UNC system is not responsible for K-12 education quality and outreach, etc.

I fear children and families are not valued at UNCW. This is an impediment to attracting and retaining faculty. It is also a failure to support the success of many students, particularly those from underserved populations.

I would just like to add that I think that the UNC system as a whole could do a clearer job of highlighting each institutional component's strengths in contributing to NC economy and civil society. For example, we have an under-utilized and under appreciated 2 year college system that has the capabilities to provide cutting edge vocational training. Working with high schools to validate and encourage vocational training would not only benefit the economy, but would also clarify that getting a degree from a 4 year R1 institution has never been about "jobs training." It is about the pursuit of knowledge, critical thinking, research, and problem solving. The 4 year degree is not about learning to write iOS code to make apps that contribute to the "start-up economy." It's about learning mathematical and logical theories that will enable students to create their own computer language; it's about reading Milton and Shakespeare and then applying their creative critiques of royalism to our own world so that the student can go on and write and advocate for groundbreaking policies. This means that labs should not be turned into dumping grounds for corporate R & D and humanities programs should not be discouraged and discarded because of their supposed untranslatability.

It is not helpful to bundle concepts that are distinct, e.g.. "Excellent and Diverse" or "Affordable and Efficient" All four of these concepts deserve attention individually (and can be improved individually) BEFORE we explore the tradeoffs between them.

From recent reports it's well known that North Carolina is not in a respectable position when it comes to individuals who graduation from high school (number 36 among other states) or go on to obtain a 4 year degree (number 25 among other states). For a state with some very good colleges this is a reflection on the low quality education available in public K-12 schools state wide. When the state does not invest at this level it will not produce individuals prepared for the rigorous demands of a quality college education.

I'm concerned that there is a lack of cohesiveness to pull off a grand challenge without risking resources being drawn away from the multiple issues facing the state. What I think would be more beneficial would be to set smaller challenges that are divided up across the institutions and departments based on their both their strengths, but also where they need improvement.

Retaining faculty and staff to create knowledge - for a global environment - where the state of NC benefits is key.

THE NC ENVIRONMENT should be the focus. With the McCrory admin, though, that prohibits the use of climate science in reports and criminalizes disclosure of toxic fracking fluids, that won't happen. NC should be embarrassed.

As an alumna, I'm a little disappointed by the definitions presented here. They didn't reflect a sense of the need to move forward and change for the future, but a perception of maintaining the status quo. My concern is that if the System doesn't change with the times, then many of the universities in the system could become less competitive and obsolete. We need a system that will be innovative.

Thank you for doing this! This is a good model for getting broad-based feedback, and has a nice mix of structured questions and openness for comments.
Given that this is the group who fired Tom Ross, I have no confidence that you understand the statements you have asked us to comment upon; much less have any clue to how to, or intent to, implement them. I am a native and life-long resident of North Carolina. I graduated from one of the UNC institutions and have worked at another for 30 years. I am ashamed of what our Board of Governors has become.

The identifying and addressing the economic, educational and lifestyle sustainability needs of the rural and non-urban citizens of North Carolina have not been effectively addressed by UNC system. We continually address what can make us a better university system and/or campus. Our focus is still primarily inward focused (how can we be better institutions) and not outward focused (focus on success of citizens of North Carolina based on how North Carolinians define success).

UNC doesn't do a good job in retaining quality individuals either as faculty or staff. low paying jobs will not keep us competitive.

thanks for the opportunities, be well

I believe the UNC system can and should make valuable contributions in healing the rifts that now exist between liberals and conservatives, the have's and the have not's, the rich and the poor, refugees and native peoples. We must lead the way back to civility, teach the art of consensus building, demonstrate the art of dialogue, help one another and our communities. Build service work into faculty and staff contracts, spend a day in the life of a teacher or social worker, let people know they matter. To not be afraid of change or letting go of what serves us - by mindful of how we can serve others. Give, give, give - and rejoice in it!

I feel in the grand challenge you have forgotten pollution and being green, I also think the issue of being Global is important when it comes to students. The world is so diverse today that anyone who attends a college should have 1 semester of study abroad as a requirement.

Thank you very much for asking for my opinions.

The huge reductions in state support for universities led directly to the student debt crisis. University costs have not increased by that much; higher costs are not driving the increase in student debt. Instead, it's the shift from state funding to student funding of relatively fixed university costs. The state funded a huge portion of the baby boomer generation's college costs, and now the boomer generation is turning its back on the following generations. It's criminal.

Please don't have a grand challenge for goodness sakes. None of us need more responsibilities or requirements.

Efforts should be made early on to encourage incoming freshman students to consider a double major with a language other than English, since such double majors (French-Marine Biology, or French-Environmental Sciences for instance but certainly not limited to these) will help boost the NC local economy as France is a leader in these areas and many more. The experience gained by our graduates through study abroad internships makes them highly marketable.

It may be naïve in the face of so many ill political winds, but I can think of no more powerful stand the University of North Carolina system could make than to declare that ours will be the system where great teaching comes first. Teaching as a priority attracts more students, recruits a different and more engaged kind of faculty member, reduces turnover, and improves every measure of student success, from time to graduation to debt upon graduation (because when you fail less through better teaching and mentoring, you save money). This is not to say that we would not remain research powerhouses, but that we would be the institutions that share and shape research with students, offering them opportunities they do not get elsewhere--and opportunities that better prepare them for the challenges of life post-graduation.

I think that you get the picture from my viewpoint.

Focus should not be on social engineering, but on education and not I doctrination. Opposing views should be encouraged, not shouted down. Perhaps one would then begin to learn to think critically.

More and more students in each successive year are entering and leaving the educational pipeline with less and less preparedness and basic skills of reading comprehension, analysis (critical thinking), and writing skills.
Many quality staff, faculty and administrators leave the university system due to the lack of cost-of-living increases. In order to keep up with living expenses, many are moving on at a time when they are making solid impacts on campuses. The cost of hiring new staff and then the time to train and acclimate them to the job is lost time in moving our institutions forward. "Bonuses" are not raises and, while appreciated, do not keep us living at the same standard. Often all faculty are given raises, while staff / administrators are left to the ability of the institution. Which means staff/administration are often not receiving raises while their counterparts are. It takes a village to produce the graduates, retain the students, impact the campuses and their communities.

I know UNC-CH will continue to get resources outside of what it deserves but there should be more equity in how resources are distributed in this state.

I know you won't entertain this suggestion, but I would have regrouped several of the priority options: "Access and Affordability" These two go together like "peanut butter & jelly". "Excellence and Efficiency" Excellence does not naturally tie to "diverse institution". "Diverse Institution and Excellence" is an obvious contrivance. However, excellence and efficiency, are almost always partners in any successful venture. I would group "Diverse Institutions and Community Engagement" because you are working with both to build successful teams or projects from disparate individuals.

Top-down initiatives like the above frequently fail. Look to how NC State recently harnessed faculty creativity to guide cluster hires.

Ensuring rigorous training and instruction should be our top priority, always. We should not be measured in the same ways that a for-profit business would be.

Every university in the system should be equal. Proposed new programs should be judged on their merit and not whether they make someone in Chapel Hill uncomfortable.

The folks who lead our fine higher education system have dropped the ball and allowed a cesspool to develop for almost 2 decades at the University of North Carolina at Chapel Hill all in the name of athletics. Had this type of fraud happened at another North Carolina campus, I can only imagine the ramifications. A clear message must be sent that the leaders of North Carolina's higher learning institutions won't allow the tax payers of this great state to be defrauded by allowing fake classes that provide no value except to allow some students to boost their GPA. This is a systemic failure from Raleigh to Chapel Hill down to the so-called "student".

I am concerned that we are moving away from the core mission of the University to educate individuals and make them competent citizens. This requires liberal arts as well as "significant" research and employment ready or "relevant" degrees and classes.

As a person who came to the UNC system from the business world a little over three years ago; I have been shocked and dismayed by what has felt like stepping back into the 1970s. It's been difficult to to overcome the bullying management business practices, the amount of -isms (sexism, racism, poor-ism) and the blaming and abusive work culture on campus. It reminds me of being in middle school and is detrimental to the mental, physical and emotional health and well-being of employees and students alike as well as costly to the state taxpayers in terms of attrition rates, lost production due to low morale and calling out and loss of brilliant minds to competitive academic programs across the globe. My disappointment lies in that I thought our Universities were leading the way, not being dragged along behind the rest of the country. I remain to help implement change. Thank you.

We need to embrace the smaller institutions within the UNC system, and foster their growth.

This kind of plan will inevitably leave some institutions out, and I don't think universities should be forced to march in lock step on an outsider-driven priority.

I believe that the Universities should also assist with helping college graduates obtain careers after post graduation. A lot of students graduate but are not able to obtain the jobs that are needed in the workforce. Maybe there should be more programs available that will assist them.

I think you should be able to go to any college or University that you can get approved for tuition should be the same at all Universities. maybe setting the GPA at a higher standard but making it possible for the less income earner to be able to have the ability to go to Duke or UNC. Setting a standard that it isn't about money or race.
that if you apply yourself you can obtain anything you want, that is what is missing. This is the issue world wide equality, can you make the difference!

Equal pay for women employed in the UNC system.

The university system must become a strategic player in improving public education at the elementary, middle grades, and high school levels. We are losing our youth in the education pathway.

We already have a grand challenge- to teach. to help people understand and gain knowledge that is useful

Affordability for students, restoration of adequate state funding for the UNC system, over-dependence on part-time faculty, lack of faculty consultation for major initiatives and changes, and administrative bloat are the largest concerns of most faculty that I know.

I say no to the above grand challenge, not because it is a bad idea, but because the impact of strategic plans has become too great in recent years. It seems to be the only guiding light used in making decisions about faculty hiring and the focus of research dollars. Having a single grand-challenge focus would only exacerbate the problem in my opinion.

In the 7+ years I have been at UNC Charlotte, one of my main observations has been that we exert so much time, money, and energy into recruiting faculty, but then there is not nearly that same degree of time, money, or energy put into retaining faculty. The same is true for staff. I see faculty and staff moving from one department or institution to the next because their salary increases, for example, are so abysmal. The only way to get a decent increase is to change positions. We might spend thousands of dollars to recruit a faculty member (advertising, hotel stays, food), not to mention countless hours of work time spent interviewing, only to have faculty and staff leave just a few years later. In addition to salary increases being an issue, for a lot of faculty and staff, no mentoring is offered to help advance them to the next level. If there was another higher level position to move to, then that would be a way to retain, while also providing a salary increase. Yet, with caps on how much you can make between moves, and little attention given to "grooming" people for the next level position, it's no wonder people end up leaving. It's a waste of resources and ultimately impacts students as they have to "start over" with new advisors, professors, etc.

I feel the UNC System has always been a great value for any student wanting to go to college, where we fail is letting students enter and them not being prepared. We as a society have failed by letting them think that everyone is entitled to be admitted into the system.

The value of a degree is primarily tied to the reputation of the institution itself. Nowadays anyone with a degree from Penn State has some explaining to do...all because of a tainted football program. When I travel around the country to conferences, etc., I always am peppered with questions about HB2. There is no question that UNC's reputation has been severely affected by this piece of legislation.

In many institutions, we are behind the curve when it comes to preparing students for the workforce world regardless of their field. There so much focus on what's in the book, but when you step on the job, no one is asking you about theory. The expectation is that you can perform not remember so you can pass a blind test later. There are so many professors that are stuck in the past with teaching methods and resources that it does the students a disservice and fails to prepare them adequately for what's in the real world. There needs to be more partnership with local businesses including internships, co-ops, and classroom learning. The world is changing, but higher ed isn't always changing with it. We need to keep up.

We need a stronger relationship with the legislature. This year they have decided to take it upon themselves to reduce or eliminate occupational and licensing boards...many of which our students and graduates aspire to be licensed and certified with. We NEED a stronger lobbying system and advocacy office so it is clear that when there is an issue...we call that office and they make it happen. We do not mind doing the work too but there are TOO many barriers to working collaboratively with the state legislature. It is hurting our universities and no longer do we feel state supported but rather state assisted.
I love the idea of a grand challenge that harnesses university efforts for the direct and focused good of the state, but I think it puts too many resources into a new project without valuing the current efforts underway. I also think individuals would find the regulation and bureaucratic restrictions to coordinating across multiple departments, let alone multiple institutions with diverse missions and responsibilities incredibly frustrating.

I am concerned the 4-year graduation rates are so low at some UNC institutions. Six-year graduation rates are often quoted or used as these rates tend to be higher. To me, this substitution implies the typical college career should now be thought of as taking 6 years, instead of 4. Many families have only financially planned for 4 years of college and UNC should make it a priority to graduate its students in 4 years.

Use plain English. If the strategic plan is for the people of North Carolina to understand, then make the text accessible/comprehensible to all. Say what you mean. Do not use such broad generalizations that in the end nothing practical can be gleaned from the text. Separate excellent and diverse. These are two different, although related, things.

NONE

I appreciate the breadth of the proposals put forward. I look forward to making--and keeping--UNC among the international leaders in public education.

LET THAT HB2 NONSENSE GO

Humanity is moving into a new age that is likely to be more disruptive than others such as the industrial revolution. Due to the scale of human endeavors we have to start looking at the value of humanity especially as wide scale automation and smart systems will often replace the need for human effort. Also for society to proceed in the past expansion was always needed for success. Can that be sustained forever on one small rock with limited resources. Will we need to leave or move towards a equilibrium and are we really capable of a species of moving beyond what we are to what we will need to become.

Serving the community is a sticky wicket. In these days, the emphasis is on STEM research. What gains can we make in medicine, science, technology to best support our population? They are admirable goals, but don't forget the arts and the humanities. If we sacrifice them, what are we taking away from the community? What cultural opportunities in Music, Dance and Art would be lost? If we don't have the historians who will research and preserve our rich history and help us not repeat the mistakes of the past? If we don't have philosophers and ethicists, who makes sure that we don't forget the human or the moral in pursuit of scientific/technological advancement? Who will teach our future students? If everyone is pursuing jobs in STEM industries, who is there who will educate the next generation? Plus, with the lack of pay across the board (elementary teachers to college professors) and the growing amount of student debt, NC will have a harder and harder time finding the students who are willing to fill the teaching ranks and bring up the next generation of NC residents. Don't let our institutions just focus on the bright and shiny of science and technology. Let them create students who will enrich their communities across the spectrum.

We need the strategic plan and its implementation (support) to bring our system back to the great system it once was. The spaces I have to teach in are despicable and embarrassing. We need to walk the talk.

See above. It's embarrassing and shameful, the way that UNC is being handed over to privatizers, corporate types, etc. (is there a single educator on the BoG? no, there isn't; and the new president has the worst qualifications and track record imaginable, and has lived up or down to our expectations in her first 8 months.) My department has had trouble hiring professor candidates from South Carolina and Texas (and elsewhere), because the candidates were troubled with the direction of UNC and North Carolina! Yes, even Texas or SC looks better.

This survey is pre-programmed to elicit "touchy-feely" responses. Lots of meaningless ca ca .

cap student fee use for athletics universal design in all new construction, single use restrooms, trans inclusive policy in registrars and other student support areas expectation and resources for climate studies for student, staff and faculty to become regular and institutionalized practice at all campuses. more progress on eliminating interpersonal violence, encourage a shift in responsibility

you have a dedicated faculty who believes in the mission of affordable , equitable education FOR ALL. Do not destroy with short sighted political rhetoric.
Excellent survey, thank you for taking time to give employees a chance to provide input.

Each campus should choose a grand challenge that it can successfully contribute to. All campuses may not be able to make a significant contribution to one chosen challenge. It would be great to have a few grand challenges and each campus could select one.

Cost efficiency should be looked at throughout the entire system. For example, on the UNC-CH campus you can have 2 departments in one building and the 2 departments will refuse to share an office copier and must have 2 separate office staff to do the same functions. The departments will refuse to share a technology room and will refuse to let other departments use their technology spaces. We should look at clustered office staff. Another example is facilities...why does it cost UNC-CH $1500 to run a network drop (network box on the wall) and the same thing cost UNC-Ashville $100? Each facilities charge at every campus needs to be looked at. Facilities is a very difficult group to work with. We should be bringing in outside contractors to do certain jobs. We would save money and get better service.

Continue to make the case for the economic and societal value to North Carolina of graduates in the fine arts and humanities.

It is difficult to remain committed to the UNC system when the chances of employee advancement are not available and where there is such negativity amongst employees who feel they are doing their jobs and not receiving adequate pay. It appears the only way to make more money in the college system is to advance to another job and there are not that many readily available. Also, due to cost constraints, there is not an opportunity for most employees for educational betterment, which makes it even more difficult to advance in the system. There is still a good old boy network and many times you can only get a job if you know someone there that can help you get in.

The idea of a unifying 'grand challenge' has appeal, but historically such efforts seem to last only through a legislative cycle or the tenure of a system president. We need to think long term for our state, not just in 3-5 year increments. Issues of economic and health disparities are of course linked, and addressing solutions to those issues would be a true long term challenge for our university. The institution cannot, by itself, solve the problems of disparities in income, educational attainment, employment, morbidity or mortality in our state. But the university can demonstrate methods of addressing these issues and provide state public and private leaders with potential avenues through which these challenges might be addressed. Thank you.

I received my Ph.D. from UNC-CH (I grew up in Georgia). I remember Bill Friday's great sense of fairness and equity....I often saw him walking on campus, and he always greeted any of us he passed. His view and his vision of that this university can be is what I would love to see as the vision going forward - a university for all of us.

The state legislature needs to reverse the declining funding of the University system. Quality results cannot be expected on the cheap. The best talent will just go elsewhere, leaving mediocrity.

Collaborative teaching and research are critical to address the challenges facing communities—the strategic priorities for the university system should enhance collaborative work across the university system and across individual campuses. Support for integrative programs that promote and support faculty and students working across disciplines to address community issues would facilitate progress toward grand challenges (all of which are interdependent.)

Require that members included on the UNC Board of Governors ALL have verified credentials and documented expertise in education, academic administration, and constitutional law.

To me this survey has little to do with education at the university level but more to do with students finding jobs. In 46 years of teaching at my institution my students have always found employment when desired. Education fails when it becomes directed towards "getting a job."

Students and states learn from cultural exchanges. There should be more out-of-state and foreign students at UNC-CH and more opportunities for study-abroad.

Each University in the system should identify its own "grand challenge" and receive funding to meet that goal.

As I am sure is evident, I am not happy with the University's direction. I think our legislators and leaders in General Administration are hostile to liberal arts education, largely because it teaches young people to think for
themselves rather than do precisely what they're told. It is those creative thinkers, however, and not STEM graduates, who tend to rise to positions of leadership and have a great positive impact -- including economic impact -- on North Carolina.

All this talk about economics fails to acknowledge the foundational idea that an education is a rite of passage for every North Carolina citizen. To become enlightened, the learn about the world in all its endless facets, and to engage that world locally as an educated citizen, those are the aspirations that vanish behind all this rhetoric about jobs, the economy, etc.

North Carolina is a beautiful state with many wonderful schools and universities; but, the reputation of the state, especially in light of recent political stupidity (namely, HB2) has left its reputation in tatters, especially in the part of the country where I live. I do not know if it is possible but, some planning should be given to damage control and repair if NC hopes to attract the nation's best and brightest in the immediate years to come.

If a person is hired in the UNC System and brings in creditable state experience, this experience should be used to determine the salary of their position (rather than the budgeted amount for the department). You have highly qualified staff who often don't receive the adequate amount of pay; so therefore, they leave and go to other organizations.

Utilize the distinct strengths of each institution and harness those strengths to develop innovation that can improve current known hindrances to economic growth throughout the state.

Thank you for this well designed survey and important work.

Encourage and support students to have a positive influence on the world. Be good citizens!

Event after the implementation of shared services and other cost management measures there is still a basic cost to providing each student an education. Often when we talk about affordability we go straight to tuition and fees. You can only cut tuition and fees so much. In the end there is a fixed cost per student to deliver world-class instruction and it has to be covered by some combo of resources. To manage the difference we often fold need-based aid into our budgets and turn to philanthropy to reduce the costs to students. The problem with this model is that it limits our ability to grow and advance. In this model we are simply covering costs and while it is great to help students minimize their debt it does not serve students by providing for things such as study abroad, research and living costs for a summer internship, the very kind of experiences which make students more employable and competitive than others. We need to leverage our assets to reduce student debt rather than philanthropy. Let us use philanthropy for growing a margin of excellence and provide special and unique experience for all students. Students from lower economic strata should have the same access to study abroad and summer internships as wealthier students, and not be limited to basic classroom instruction only. Let us work with the Assembly to rethink Umstead and other limiting policies such that would let us use our physical resources to create other earnings centers to fund students.

A critical component of "Impact" is the encouragement and support of entrepreneurial creativity not only in the typical "high" yield domains of tech, medicine, or STEM in general, but in the social sciences and arts as well. Social entrepreneurship is a critical variation of innovative solutions to social challenges that "mainstream" entrepreneurs (motivated by economic profits only) are not interested to tackle. The excitement and high participation rates of UNC institutions in the annual Entrepreneurship conference held at NC A&T is a testament to that.

Get rid of HB2

I am concerned about how to remain competitive with so many "for profit" entities. I feel there are opportunities to better brand as as UNC, rather than competing against one another.

It is a challenge to meet everyone's needs. The system is up to it if we are prudent, genuinely concerned and engaged. Thanks.

I think the strategic plan SHOULD harness the capacity of the system to implement some sort of tool to impact a "grand challenge," but each school should focus on different 'challenges' that are relevant to their area. North Carolina is so vast that the issues we, here in Asheville, face are far different than the issues that the communities near UNC Wilmington face. In order to truly make the most impact across the state, all schools should work to
address the biggest issues face by their local communities to ensure that all areas are maximizing their efforts and impact.

The UNC System must continue to recognize that it serves a population that is diverse in many ways, including but not limited to socio-economic status, racial/ethnicity composition, educational attainment, and socio-political beliefs. Its constituent institutions need to reflect and support this diversity as it endeavors to produce graduates who are prepared to contribute to the continued economic and social health of our state.

The University of North Carolina University System has for generations been one of the most highly respected in the nation and the world. North Carolina has had former Governors and political and business leaders from both parties who have had progressive ideas about education and have worked hard to implement those ideas, improve levels of education from pre-K to graduate school, and provide growing opportunities for generations of North Carolinians. This has provided North Carolina with higher levels of economic activity and growth, as well as an upwardly mobile population. In recent times a much narrower view of education has entered the public sphere: when the Governor of any state proclaims that he/she will not support any educational program of the University system unless it leads directly to a job, that is extraordinarily narrow-minded thinking. A university education is NOT a jobs training program. Beyond “training” students for the world that exists today, higher education is more broadly intended to create thinkers and those who will ponder and perhaps invent the next “big thing”. Then there will need to be new workers for new areas of economic, business, and productive activity. If the university system is only training students for the jobs of today or yesterday, where will these thinkers come from? Invention and entrepreneurial efforts are what move the world forward. Not just “getting a job”.

The state should take on the responsibility to offer more financial support to the universities and to making college affordable and even free for many of our instate undergraduates. We should be thinking in terms of the long game not a short term grab of "low hanging fruit" initiatives.

Survey more graduates from UNC institutions who earned degrees outside STEM fields of study. Determine the factors that prevented them from advancing professionally in the last 10 years and adjust the academic degree programs to correct/address those issues. Such corrections could result in more alumni steadily donating.

Determine the factors that limited their ability to serve as mentors/volunteers at their alma mater. Share the information with university alumni relations departments and hold them accountable for coordinating programs beyond homecoming celebrations and award ceremonies. I realize those events are significant and influential.

Determine the factors that prevented these non-STEM graduates from donating to their alma mater. Share the information with university fundraising offices and hold them accountable for something other than another series of deep-pocket donor announcements. We will never outrun the value of alumni giving back (knowledge and money) to students currently enrolled.

Thank you for opening this process up.

Please include accessibility and ADA compliance as part of a strategic plan. I understand I have essentially droned on about this, but universities are not accessible and are lacking in many areas including buttons on doors, working elevators, and even accessible entrances into buildings.

Thanks for including us.

The strategic plan should focus on supporting students development of 21st century skills, such as becoming more digitally persuasive and rhetorically effective with written, oral, aural, and visual communication in digital environments.

Good training and benefits for employees improve performance and outcomes for everyone in the system. We have the ability to improve the lives of our employees, who we can have the greatest outcomes with the least investments. Imagine spending $1 that benefits a tax-payer, an employee, a paying customer and the extracurricular outcomes of our current and future students. You have just spent that one dollar on SHRA staff. They will return that dollar to you in tuition for their kids or for adult education, or in the form of income tax. They
will return that value to you in improved performance, fewer sick days, less turnover, more loyalty or even just taking a few more phone calls from their former department on "how do I do that?,” when they do advance. Now apply that $1 across the over 20,000 employees, and see how many times that $1 comes back to the UNC system and the residents of NC.

Thank you for the opportunity to give my 2-cents worth of opinion.

There are many grand challenges and each institution brings distinct capacity to address specific challenges.

I appreciate the guiding themes but worry that translation of these into practical efforts require a stronger level of both financial support as well as administrative flexibility. The legislature has concurrently limited student support, reduced UNC system funding and increase administrative bureaucracy on UNC institutions. The strength of our success in implementing these themes will require sufficient resources.

I would like to see the preserving and highlighting of HBCUs rich history and accomplishments. I would also like to see more involvement and interaction with our local communities and officials. The community should be there to support students, faculty, and staff of all institutions on a social and academic basis, not just financial.

this plan NEEDS to account for elements of college that DO NOT translate immediately to job acquisition. a well educated citizenry is invaluable to a society, and its value cannot be easily calculated according to employment, income, accessibility, innovation, etc. We don't ignore the need for students to find jobs. But students increasingly come with only that motive. If the state could SUPPORT and ENCOURAGE the value of lifelong learning and creative expression ON A BROADER SCALE, beyond simply the successful acquisition of a job and a high income, students might begin to reshape their expectations.

I have no further comments.

The University system should focus on its primary mission and determine a priority list of actions for continuous improvement to fulfill this mission at a good value to the taxpayers of North Carolina.

I understand that the UNC system does not control its own state funding, but a lot of these plans and goal ring hollow if we don't have the resources to implement them. As a people, through our representatives, we will need to decide if we care about these goals enough to actually carry them out. As it is, we are weathering disastrous cuts, year after year. This is bad for morale and retention. The UNC system can be among the best in the nation, but not if it is starved. The state will reap what it sows here.

We can do a lot to improve our system and individual campuses, but sometimes broad decisions that are implemented have unintended consequences and do not always benefit all of the campuses. Consequences should be thought through ahead of time - not all, but some thoughtfulness as to what might happen. Also, every campus is different. What works at one may not work at another so flexibility is key. Faculty and staff at the local level probably have a better idea of what will work on their individual campuses than off-site groups. Campuses should be challenged with goals, but local implementation will probably provide the best success.

The state and the UNC system should look into the effectiveness of the early college program. It seems many of the students who earn early college credit in high school enter the college system thinking they still have four years to complete their degree. It does not seem to be communicated as a way to complete your college degree in less than four years. We end up with students hitting tuition surcharge, financial aid SAP issues, and an overall lack of readiness to enter at a higher class standing.

Fueling the Humanities will inevitably fuel appropriate initiatives in the "grand challenges" indicated above and others.

If we educate students they will take it from there. Bureaucratic solutions produce bureaucratic results.

I hope our legislators come to the table with an open mind, and are not just giving us lip-service by asking our opinions. When you are talking about universities, I hope you will bring Faculty Senate and Faculty Assembly and Alumni to the table to talk about critical, creative thinking and the notion of engaged citizens. Know that the universities are interested in participating in and supporting strategic planning. If your soul purpose is economy, it would be like taking your entire portfolio and putting all your retirement money into IT stocks. It isn't good
business for the long haul. Again, I think a strategic plan should be broader than one idea. As a human, should you only focus on what you eat?

I think that the emphasis needs to stay on the educational mission. I am concerned about the corporate structure of current university structures, and the emphasis on quantitative rather than qualitative assessment measures.

"Doing something bigger altogether" is an awful brand. Please, can it change?

I would fear what the central administration would decide on and require-- Political figures are not the best to control institutions of higher learning. Ideology is to be illuminated and challenged, not reign supreme.

Thank you for the opportunity to respond within our UNC-system Strategic Planning Process!

Please do not forget about the arts, STEAM not STEM!! Also, the board of governors should try and be a little more involved with students when they are on a college/high school campus. I was disappointed in how little the board tried to communicate with students, after all, we are the whole reason you all do your jobs. You all do a fantastic job for the most part, just be careful not to overlook whole groups of people such as the high school population here at UNCSA.

While I support the UNC system promoting an supporting positive community change, I am concerned that this find of focus will lead to an erosion of our high quality teaching.

Educational institutions function best when driven from the bottom up, not the top down.

n/a

All these questions were written in jargon that non-administrators would find hard to comprehend. Just like jargon in law. This does not help anything.

I am involved in technology development group and our universities are NOT training/graduating enough skilled graduates... Same is true in health care field... 100s of jobs are not getting filled OR filled with imported skills... leaving our citizen's not being part of opportunities. NOTE that we do not needed everyone to be "Albert Einstein" OR PHD University system have not kept up with efficiencies that overall society has achieved and we must be efficient to educate MORE students with existing resources. More Money is NOT solution. We must find a way to reduce "unnecessary" cost like very expensive NCSU hunt library (not picking on it but using to drive point. Do we need 160 Million dollar library that cost millions to maintain ?. We must avoid "arm-race" of making university as 5-start resort like. Focus Must be on good faculty, students and basic needs for education and not distracted on rest of the non-relevant resources. NON-teaching faculty must be as small as possible. University can not be "parents of student". must learn to limit taking more and more role that family has. Look at China/India/Eastern countries model for cost-role reference as one more data point. University system is NOT moving/adapting society needs fast enough. With this said, I want express my gratitude to new President who has started many such initiatives to revisit mission, execution approach as part of "Strategic Planning". Encouraged. Best wishes.

Some of these questions reek of Civitas Institute influence. Terms such as "workforce", "mission", etc. are corrupted into cudgels used to quash intellectual pursuits by demanding they have some quantifiable economic impact. These terms are distinct from "grand challenges" which more appropriately address societal concerns. Entirely inappropriate and counter to the aims of higher education generally and UNC institutions specifically.

Thank you for this opportunity to contribute

I have been associated in one way or another with NCSA/UNCSA for over 30 years, and the thing that is most disturbing to me is how the mission and functioning of the institution seems to be increasingly shaped by administrators' career paths and less by students' needs and faculty's strengths. This must change for the school to continue to succeed.

We are only as successful as the people in our institutions. We need to provide positive work environments in which people are treated with dignity and respect, provided appropriate work-life balance, and provided competitive pay and benefits.
About the "grand challenge": we already have one. It's the same, boring challenge we've always had: to offer affordable, quality education in all parts of the state. Other goals are worthy, but our primary goal won't be met if don't keep it the primary goal.

With respect to the idea of grand challenges... On the one hand, yes, the System should do that. On the other hand, I think the System does already do that through its array of institutions, their missions, and faculty, staff, and students. Allowing many grand challenges to emerge out of the present "mix" of institutions and so on allows the System to respond when and where needed, over the short and long term. I believe it is better to keep the possibilities open rather than choosing one or a few grand challenges.

Top admin --some with poor and questionable educations and politics-- are paid obscenely high salaries while many faculty and staff languish. Too many frankly unqualified students are let into ECU for the sake of beefing up the administrative size (and size of salaries) of the university. The students that do arrive are not treated well by the campus bureaucracy.

I think that this should be up for each campus to decide as it makes sense for where they are situated.

That last question, about some sort of 'harness the capacity of the system' is just nonsense. Just find a way to get the State to fund its great universities. We are cracking at the seams, we need more resources, things are starting to break, and none of that is a surprise if you look at the limited funding over the last 7 to 8 years. Don't mess around with some grand challenge. Let's just make the UNC system great. The grand challenges will take care of themselves.

We all transition from our original life goals - college should be an affordable stepping stone to a career of choice. In today's world, students have nothing but debt.

Our administrators are focused solely on the economics of higher education. Until that changes, the UNC system will continue to go down the tubes.

Faculty and staff need real raises! Once again we are doing more with less.

I appreciate the opportunity to participate in this conversation ab the UNC Strategic Plan.

It would be preferable for schools to partner with their local communities vs. a state-wide project with multiple schools.

We need to help our students and their parents understand financial aid. Providing loans and access to higher education does no good if the students graduate without a plan to earn income to repay the loans. The amount of dept that is incurred through student loans is out of proportion with the expected incomes for many of our students. This issue is exaggerated for those who are from middle income or lower middle income families. There should be career counseling along side of financial aid counseling to help the student determine if taking out loans will be in their best interest for the future. We are making great strides in the area with the "SALT" program, but there is still work to be done.

The UNC system must strive to act as a cohesive organization rather than separate, individual campuses reinventing the wheel in different locations. The more that UNC-GA can support robust collaboration, communication, and efficiency between constituent institutions, the more the system and its students will benefit as a whole.

The NC university system is or should be more than about just the state of North Carolina.

climate change-yes social justice issues-yes service to humanitarian issues-yes long overdue recognition of the value of creativity and what does that mean? where does that "live"? how does it enrich the lives of a people? how does it feed and nurture and enliven a society? and somehow looking at the oppressive nature of how we are experiencing TIME in our society/culture. we continue to live and lead our lives as though "infinite expansion" is a truth. it is not. how will we sustain ourselves? the communities? the world? the resources? THIS IS REAL CONVERSATION and I wonder who we are waiting for to open and lead these discussions. why should the UNC system not open this unpopular "Pandora's box" and start talking about matters that concern every human being and life form on this planet?
The "grand challenge" is an interesting idea worthy of further exploration. However, each region may have its own problem that is a "grand challenge." For example, more rural areas, coastal area, and the mountain regions have very different problems than the Raleigh-Durham-Chapel Hill area or Charlotte. Perhaps there should be three or four regionally-based "grand challenges" so that universities in certain areas could group together and decide their own shared focus. UNC-A, WCU, and APP State could be one group, UNC-P, UNC-W and Fayetteville State another, and so on based on proximity. Alternatively, a list of possible issues could be provided and schools could be grouped by which issue they select pick.

Thank you for offering feedback and comments. I know you can't control who is appointed, but suggest to the legislature that more UNC system alumni on the board would be beneficial, since they would actually know these unique institutions.

The UNC System needs to do a better job of valuing the differences of each institution. Versus thinking one is not better than the other, instead provide a different experience for students.

I really wish you could witness the physical sinking of the administration building due to the proliferation of administrators-for each administrator there is an associate and an assistant, while the faculty struggles to gain grants to keep the institution afloat, conducting this as well as teaching and research with a tremendous loss of staff help. If departmental administrators would work with one travel agency we could resolve the loss of faculty time to serve students and conduct research. I receive a survey-a-day from these people—I answered this one because one of our faculty said it might make a difference and actually change our situation. Please find a way to get resources to us rather than forcing us to spend countless hours writing grants that rarely are funded due to our standing relative to others in the national system. Survey us on how many hours are spent on grant-getting now to maintain administrative expansion! If the taxpayers of NC really knew about what we are up to they would remove even more funding! Determine how many grants are successful and how much time is lost writing them and doing basic staff functions (e.g., photocopying tests and stapling them), then attending a series of meetings on the" issue of the year" (this year it is water), leading to two new grants on aspects of water, which ultimately fail at the NSF. We type these grants by the way, and do much of the accounting and so on. Enough. Please allow the faculty and students to truly participate in the governance of the University. Stop allowing inequities as observed in the administrative bloat. The university is about students and the faculty, not the Chancellor nor his minions. They should serve the university, not the other way around.

Not at this time, however, I do feel that there is much that is missing from this discussion.

Please send someone with some authority to investigate both the financial stewardship and practices/policies toward retaining faculty at Winston Salem State. I believe there are some serious mismanagement issues that put both accreditation and student learning (and even safety) at risk. Thank you.

I appreciate the opportunity to offer my thoughts about this crucial planning effort. The hour is late, as it were, and I wish that campus constituencies had been consulted all along the way, with earlier and much larger opportunities for contribution. If the response rate turns out to be low, I respectfully suggest that this might be because the level of cynicism about the process has risen over these past months. When even Chancellors are in danger of not being heard, the rest of us give up pretty quickly. Nonetheless, thank you, and good luck.

1. UNCs need to focus and champion their individual main areas of excellence. Example - UNC School of the Arts - needs to RETURN to its former UNIQUE name - North Carolina School of the Arts. NOW everyone thinks it is at Chapel Hill. NCSA wants its name BACK!!! 2. Give incentives to students to complete their degrees in a timely fashion. 3. Reduce student and parent loan interest rates - common sense BASIC $$ online tutorials that must be completed before a loan is taken. 4. Resources for grants, scholarships, businesses that support higher learning, provided by the University system prior to the application process. 5. More employment guidance prior to graduation. 6. Better partnerships with local businesses for learning support, internships and possible future employment. 7. Opportunities at ALL UNCs to take a class in how to start your own small business. (This could be offered online as well.) 8. A state wide "grand challenge" might be to develop bonds with the UNC communities by having a designated "vegetable/fruit/flower garden space" that can be utilized for local food pantries and/or be sold on "UNC Farmer Market Days". "UNC feeds more than just MINDS" initiative - with the amount of land campuses have to offer ??!! Perhaps a "grand statement" like - "EDUCATE, EMPOWER, EXCELLENCE" UNC is...
focused on graduating employable students for the 21st Century across every spectrum of business and the Arts."
Then let each campus have its own defining sub-line.

Repeal HB2!

I would suggest the board to take more time for consultation before taking executive decisions.

The plan must include the basis of the importance of technological advances that could be applied to the various state sectors (examples are: advanced information technology, modern agriculture practices, health sciences, etcetera).......

I think a "strategic plan" for our university has concerned itself too much with capitalism and not enough with the goals of a well-rounded, liberal education—one that genuinely supports humanities and arts education as well as the sciences as integral to the progress, well-being, and evolution of the human species.

I would encourage a process that takes sufficient time to be certain that ideas are gathered from ALL STAKEHOLDERS. This timeframe seems rushed!

too much consultant speak throughout

The worst aspect of the UNC system is its top-down administrative structure and the pay-scale (often with the funds extracted from the general faculty's salary) that compensates the administrators exorbitantly. Why does a dept. head or a director of a small center who teaches 1/4 of other faculty make nearly $150,000 when a distinguished professor who has spent the entire life teaching and researching makes less than $100,000? The priorities are completely skewed.

Insofar as possible, faculty research should be aligned with the specific university's regional goals and strategy.

Regarding addressing grand challenges, this should be left to the individual institutions to address -- not directed in a one size fits all manner from the top down by an administrative entity.

Note: the word accessibility is often used, especially in higher education, to refer to designing environments to include people with disabilities. I wonder if you might want to change the word to "access" to be clear that the strategic plan is not directly related to accessibility. See https://accessibility.ncsu.edu/, just as a reference point.
Thanks for asking for feedback!

There are strong researchers, faculty and staff who do this work everyday within UNC institution walls. Utilize us. Organize think tanks to partner with administration, government officials and educators at all levels and students to address systemic issues. Consider our input in decision making. This survey is nice, but now what?

Students need better preparation at high school level; better coordination with community colleges that have to offer more rigor than high school. A University education should be diverse; diverse, empowered faculty will ensure that. Administration continues to become a larger and larger resource-sucking beast whose contribution to education per capita is questionable. To address specific "grand challenges" requires funding across disciplines. Educating students in discipline silos creates faculty working in silos. Grand challenges should come from the real needs of State entities and funded by the same. Interdisciplinary groups (of student/interns and faculty) should apply to address the challenges and be assembled by application from across multiple campuses.

Thanks for asking for our feedback.

Let more processes be led from the ground-up. Hire faculty that wish to drive decision making and processes, and let the process be organic.

None of the key areas defined by the strategic plan focus solely on supporting and retaining faculty. Without strong faculty, there will be no student success. The strategic plan needs to demonstrate a stronger commitment to faculty (offices and facilities, developmental support, faculty learning communities, manageable teaching loads, salaries, quality healthcare and other benefits, tuition waivers for dependents, etc.) North Carolina is competing for faculty with both public institutions in other states and all the private institutions.

Thank you for making it possible for all members of your institution to share.
Conducting this survey is very forward thinking. I commend those who put this information together and wish you much success as you work to improve a system that has already positively impacted North Carolina.

Thank you for this opportunity to give input.

I want to make sure people understand that faculty teaching at a university should be actively involved in research (or creative activity) in their field. We want university students to be taught by top minds. Teaching full time from a text book is what high school teachers do. University teaching must be different, more advanced, from leaders in thought in their field of expertise, up to date with current advances. Otherwise, it's HIGH SCHOOL again.

It's often overlooked how much of North Carolina is still rural, "underdeveloped," and simply put, the citizens are left without basic means. The UNC system has the ability to interpose themselves into this situation, as I have suggested above. While our state is not nearly as destitute as many places in the world, providing and helping with basic necessities would (ostensibly, in my mind) require less infrastructure than something like "upward mobility" or "instilling life long learning in adults."

Stop making policies that just focus on the freshmen population that effect everyone (2014 Drop Policy). A student that has an outstanding GPA is put on probation because they drop one of their two classes for the semester.

Focus on the fundamental of recruiting, educating and graduating students.

no

Thank you for the opportunity to comment.

Serious conversation with the legislature needed. If total cost of attendance capped, legislature can only backstop tuition, does this work long term? How do campuses plan now with only the tuition capped, and no sense of legislative funding?

Look at some of the most successful programs that produce the very best graduates (NCSSM, Morehead, Park, ECU Scholars, etc)- spend money replicating those programs for a greater number of students. That is a wise investment of money. We have many examples of what works well in our state, build on it.

Thanks for the opportunity!

Good luck.

Need to find some way to get the employees to take ownership in their job to make it nicer for the students. Some of the upper management causes problems for employees trying to do their jobs. I do not know how to fix this problem.

The UNC System needs to rededicate to ethically conduction of business so that trust is restored in the leadership.

It saddens me to serve in an HBCU, pinching pennies on an ongoing basis. Seeing opportunities at other universities within the UNC system where new labs, space, attractive environment/salaries for quality faculty, expansion for classrooms as well as technology seem to eclipse what we have "made do" with for years.

N/A

Like many institutions, we have lost focus by being more concerned with rankings than giving back to our state and students. You have governing boards (trustees/governors) making decisions yet they don't have the knowledge or experience to do so. These boards are meant to be advisory in capacity but their political ties give them too much power. The mission statements of every institution includes students...yet the research I's have lost focus. Our Chancellors are too concerned with popularity amongst politicians and non-students. NC State’s chancellor is so uncomfortable around students almost as though he does not what to be bothered....students are our life blood yet he is only concerned with impressing the Board of Trustees/Governor. When did we forget the students are why we are here. It would be great to do a survey of the student population and their thoughts on Chancellor interactions. I will say that I am pleased so far with what I see with the new President...she is
concerned with less micromanagement and more "big picture"...doing things that truly make things less bureaucratic.

Thanks for the opportunities to share my opinion.

Administrative burden is one of the reasons why tuition and fee costs are so excessive. Administrative burden also exacts a toll on the faculty through make-work, as administrators try to justify their existence. The system should mount a full-blown assessment of the administrative structure of all member institutions similar to that done by Chancellor Holden Thorp at Chapel Hill some 10 years ago. Not sure that anything came out of it, but something like this would be in the best interests of the students, faculty, and State of North Carolina.

In the 6-10 years I have worked here, UNC employees have worked very hard and with great dedication under very difficult circumstances. As an alum, a previous staff person, and a community member, I value the UNC system very highly and do not wish to see it further damaged. It does an enormous amount of good in this state and deserves better.

Let's see if this survey has any positive impact, or it is just an exercise in fooling the public, seeming to act, check some administrator's box.

I think that ECSU should be the Primary Feeder school for College of the Albemarle and surrounding community colleges. We should have a four year Nursing program and we should have agriculture related degrees.

I believe that higher learning is much more than getting a degree, and then finding a job. It should be an institution that provides an environment for people to learn not only areas they are interested in, but to learn life skills. And this environment should help an individual foster and discover their own interests and potential. All of this is much more beneficial in the long run.

The business of healthcare is an EMERGENT issue in North Carolina. Its no longer about providing healthcare to the uninsured and/or underserved populations.

Thank you for including me and our voices. I love our state, our University system, and my alma mater and I want nothing more than for it to be a gift that is given to many more people in our community. Indeed, it is a gift that keeps on giving.

Found for programs that are focused on change and change management. The only think we can say about the future is that there will be much change - provide space and innovation so that students and community can explore how change happens and build critical and creative thinking skills to flexibly address that change.

One of the biggest things that, in my opinion, limits students as far as access to education is the inability to pay for their schooling. Particularly out of state students. The difference between cost of attendance for in-state and out of state students is a large amount. I understand wanting the tuition to be less for residents, but I also think out of state students should be given more of an opportunity financially to attend a UNC school, since this school system offers great training in a variety of fields.

There is a strongly perceived sentiment that the Board of Governors is conservatively biased and is systematically trying to dismantle higher education in the state of NC. The budget cuts to education need to end. In fact, funding needs to be restored. Speaking only for ECU, We CANNOT ENDURE MORE CUTS.

If the UNC System is going to be a diverse and vibrant institution of higher learning, ALL (16) of her constituent universities must be aided in providing equitable opportunities for development to future students, current students, staff, faculty, administrators, and the community-at-large. If North Carolina is going to be a beckon of teaching, learning, and praxis, the people of North Carolina (including the UNC System, the Board of Governors, and the General Assembly) must fulfill their constitutional duty!

Overall, I think it's most important to achieve quality in the educational institutions so that they are able to provide equal and necessary high quality education to their students, with no biases or emphases on ANY specific demographic, that will benefit them in the long run - equal opportunity without forced and shallow pseudo-diversity. I think that essential to this goal are proper resource allocation and use within the administration of these institutions without unnecessary expenses such as, for example, renovations to already quality buildings that could be better applied elsewhere, reasonable affordability for students with availability of payment plans and financial aid and guidance, and the maintaining of quality educators and teaching environments/student available resources that live up to an organized and structured standard that isn't soulless and robotic, but at the
same time provides specific goals and ensures that students get the knowledge they need within their major disciplines and in equally important liberal arts courses as well. A liberal arts education, if done correctly, provides the benefit of lifelong learning capabilities, a more purposeful and engaging education career, and the potential for application across many jobs, not just in a student's major concentration.

Alumni and community members should be included in University events, not just being treated as a source of money.

For each theme, the question asking people for the area on which the UNC System should focus gave the impression that responses to the immediately preceding question (about ranking the 3 most significant issues) would be ignored. The "focus question" included very few concrete suggestions and did not offer choices that could encompass all of the options offered in the "ranking question." Also, it would have been helpful to know the source of the "research" that was used to generate the options provided in the "ranking question."

As we accept greater numbers of students, we confront many students whose skills are nowhere near where they need to be to earn a college degree. This puts faculty in a very bad situation -- professors should not be passing students who cannot do the work for it puts the reputation of our departments and university at risk. And it does not help the student to learn. Because of the great pressure we feel to make sure students graduate on time and without too much debt, and because faculty are not trained in remedial education, many students are passing courses they should be failing. We need to accept only those students who are prepared to do college level work. Unfortunately, we seem to be going in the opposite direction. A very troubling trend. Another very troubling trends is the bloat in the administrative level combined with the cutbacks absorbed by faculty. This is highly demoralizing for faculty and an incredibly inefficient way to run a university. Finally, the increased bureaucratization and emphasis on assessment is taking us away from what we do best -- research and teach. It is extremely demoralizing and feels like yet another demand placed on us that we are uncompensated for and impedes our abilities to work effectively.

You should do an assessment of racial bias and its impacts within each of your institutions.

In order to have a functioning democracy and a state/nation at peace with itself, we must teach and enable students to think critically and logically, learn to evaluate the difference between an opinion and a sound argument; act in a civil and respectful manner even when we disagree.

I value my opportunity to attend and complete college via the University of North Carolina system and would not change it for the world. I do wish looking back, that I could have taken better advantage of the student experience versus having to work so much to the detriment of my academic experience most of all. I believe the UNC system can continue to thrive by doing a deep look at all students enrolled and by determining if any would be better served via technical positions if after and assessment of their first year it appears they will not completely succeed in the current structure. All the best and long live North Carolina! God Bless!

I appreciate being included and asked about my opinion.

Grand challenges. Absolutely not! The University is no more equipped to recognize and address grand challenges than any other segment of society. It is the pursuit of grand challenges that have led to many of history's catastrophes. The University already has a grand challenge: to educate and prepare its students for productive, satisfying lives that will propel them to careers and work, to good citizenship, to individual pursuits of happiness, and to participation in the good governance of themselves, their children, and their communities. Its grand challenge is no less than the perpetuation of human civilization through the intellectual wherewithal it can impart to its students. Leave it to the good citizens of North Carolina to, with your participation as a member of that citizenry to be sure, identify and address the state's grand challenges. As they do so, ask how you can be of humble assistance.

Please do not devalue your faculty by offering higher education free of charge. I can only afford to take one class at a time, both financially and time management, but I like knowing that I am contributing. I run my own business and through trial and error, I have learned the hard way that if I give my time away for free, my customers do not value me, my time, or my services. Even if you do decided to give education away financially, you should hold students stringently accountable and require extra work from those receiving charity.
Thank you for involving the UNC System community in your efforts. It is critical that input is received from the many stakeholders who have a vested interest in the UNC System's success.

Spellings should resign. Her affiliation with the UNC System has hurt our reputation and she does not represent the values of our 17 institutions.

Avoid being the "flavor of the day." Work on basics of thinking, solving, communicating.

Grand challenge idea is not unifying because passion will be uneven across disciplines and staff. However, initiatives that support internal seed funds for a range of challenges would be welcome. Again, developing large scale project relationships with businesses and agencies, where faculty could apply to join in as analysts and consultants (as part of their research activity in normal tenure track jobs), would be another type of role UNC could play.

Should not limit the education to focus on a few grand challenge. The issues of the larger cities are different than the issues of the rural areas.

Thank you for the opportunity to share my thoughts in this comment box and throughout the survey. This new presidency is an important opportunity to move UNC into the future. Three final thoughts: 1) While it appears at times to think very highly of itself, the University System has managed to freeze in time, focusing on blue skies, basketball, and a lovefest with all things NC. If you listen to WUNC, for instance, the only type of music you will hear is folk/country - all night Friday, Saturday, and Sunday. WUNC is stuck when it comes to music. 2) This can also be applied at times to GA. Who else calls their university system office "General Administration?" General Administration of what? What role should GA play? (It is good to see attention to this question finally.) Are the people at GA effective in their leadership (do they share information, work across silos, communicate with stakeholders, including campuses, etc.). 3) International Affairs definitely does not belong in External Affairs; it is clear BCG did not fully understand International Affairs means to a university. Most of what International Programs Offices do are of academic importance. Study Abroad & Exchange allows students to study at partner institutions and transfer that course credit home to apply toward their degrees; Partnership agreements provide for faculty exchanges for teaching and research purposes. An Academic Affairs person should oversee this activity to ensure academic integrity.

Lifelong learning is usually the mantra of the community colleges, but except for preparation for entry level jobs, community colleges are useless except to give false hope to those who think an associates degree will propel them success. I would like the universities to take up the cause of lifelong continual education and have more programs for non-traditional students to get their B.A., as well as complete a masters and PhD. To be competitive in the workplace required constant upgrading in skills and thought processes... and those in the workforce cannot leave it to pursue a graduate degree full time with only daytime courses. If this is done through online courses then you need to up the level of online teaching so that it is equal to a classroom experience. If it's with the addition of evening and weekend courses then they need to be taught by the same excellent instructors available to day students.

Regarding that last question -- grand challenge -- students must leave the university knowing that whatever their personal grand challenge is, it will most likely intersect with the grand challenges of others. Context and interconnectivity are very important ideas that faculty, students, and staff must grapple with and consider.

I agree 100% with the need to cultivate diversity. But there is a dangerous ideology, which is becoming dominant, in which white men are automatically dismissed as viable candidates for teaching jobs. We need more people of color in our universities, and the way to increase our diversity is to establish welcoming, supportive, appreciative climates--not disparaging white people as oppressors who need not apply.

This survey is a good start, but would have been more useful to disseminate 4-5 months ago in this process. Alternatively, the process now should be extended 4-5 months to provide MEANINGFUL opportunity to integrate feedback from faculty, which has been completely absent until now. Faculty were promised they would be involved with this process from the get-go, yet that did not happen, sadly. There's time to rectify that situation so that we can all feel part of the mission to advance public higher education as a civil right. Thinking of that goal--public higher education as a civil right--that M. Spellings articulated so well at her installation, I think the strategic planning materials so far designed (those themes upon which we commented) would be well served by some
major rewrites to incorporate the language and impetus behind the far loftier goal of civil rights rather than job placement.

I am very disappointed that this is the first draft. I understand that documents such as this must talk about more general goals but this one is so abstract as to simply seem rather silly.

Please see above. More high-quality faculty could be hired, if some of the highly paid, non-teaching administrative jobs were phased out.

The University system and the individual campuses focus resources way beyond their missions which are to provide education to students. There are too many institutes, organizations, and projects that are done on campuses which spread the resources too thin and away from educating students.

Margaret Spellings needs to step down.

Realignment of high school curriculums to encourage students to pursue 2yr and 4yr degrees focused on the technical skills that businesses needs. Continue to build partnerships with businesses including "small businesses" in providing financial support to develop workers for their needs. Set curriculum that can be completed in timely manners to reduce cost and provide greater turnover and efficiency of facilities

N/A

The mission needs to value all disciplines and all institutions within the system. It also needs to recognize that universities are not community colleges and they are not skills factories, even though they include certain professional schools and programs. Our mission should be to educate, not to train.

While I think the "grand challenges" you mentioned are important, I think it is more important for us to band together and stop the race war that is in the making. We need to produce mentoring programs that will allow ALL underprivileged preteens and teens the chance to realize that there is another way of life besides gangs. That there are people who care about there situations and are willing to give them the guidance and love they are so desperately searching for in the gang affiliations. We need to provide programs that will show them what opportunities could be available to them and where those opportunities can take them. We need to invest in our youth BEFORE it is to late, before they make the mistakes that alter their lives forever. With the amount of fortitude and intelligence that is present on the the campuses of the UNC system, we can make a difference in the lives of today's youth before it continues to be too late.

To the above question : HARNESS the capacity ?? As in limit upward mobility ? In that case no!! Thank you for keeping students involved. I appreciate that you value our input, and hope to see that evidenced in the result. Take care and be well!

Thank you for allowing me to have input to this document. The burden of quality education is a two way street, the administration/educators and the students, providing a quality education to a student not committed to the opportunity presented is like trying to teach a pig to fly. Its a lofty goal, but an exercise in futility, without the commitment, discipline and rigor to take advantage of that opportunity, their feet are never going to leave the ground.

There are cultural attitudes at my institution that are severely hindering the ability of staff to deliver effective service to the campus. We need to audit processes. We need competent project management. We need clear and centralized communication. We need to focus more energy on supporting our customers, rather than timidly hiding between bureaucratic policies and procedures designed to protect and nurture incompetence and mediocrity. We need to break through these barriers, so we can unleash the potential of our people to effect positive change. I'd like to recommend that my institution consider collaborative tools (like Team Collaboration and Social Intranet products from MangoApps.com), so we can centralize communication, manage projects, and better work together. Thank you for considering my input.

Please consider as many factors as possible when implementing and considering this strategic plan. Including such a diverse range of goals is admirable, but the lack of specifics and considerations deeply concern me. I love my university; I do not want to see it turned into something homogenized and expensive. I appreciate the work your board has done and continues to do, and the opportunities this university has given me. Thank you for considering my opinion.
emphasis on community service through a variety of local state and federal entities

Stop defunding research, institutes, and universities that cater to minorities, the poor, disabled, women etc solely based on government leader’s ideologies. Thank you for sending out a survey, please actually listen to these responses.

There is a major issue among colleges for not adequately recognizing students needs and not responding to student feedback. Many classes are taught straight from the book and provide no enrichment to students. Institutions like NCSU almost have a scam system set up where students can’t afford hundreds in books dont perform as well. There is little consideration for students who work full-time and teachers often have unrealistic expectations. Many courses a full of fluff work and offer nothing to better students. Many core classes are simply done because they have to be and provide nothing to students. I highly recommend refocusing on the professors and content of courses within the UNC system as many students graduate only to say they feel the years in school were wasted and nothing was learned from the material.

I have seen very little of the strategic plan that addresses the dissatisfaction and exhaustion of the faculty at this institution. The perception is that the BOG is out of touch or simply does not care about this issue.

The fundamental traditions of the educational process are being ignored, with the assumption that they are no longer relevant in society in need of jobs and economic impacts. This is being dictated by a government serving itself rather than the people. The funding of the public good has been pushed into the private sector where it’s tossed about by the wims of the wealthy at a great cost to the people. The health, education, and general well being of our society suffers because of this change. I hope for something much better for my children and grandchildren.

The wording of the survey seemed to be directed at university planners rather than faculty, staff and students and was therefore somewhat inaccessible.

While we may be innovating individually within institutions, I don’t know that the system overall is innovating or modeling what’s expected (i.e. if it is, it’s not being highlighted on our campuses). I think the UNC system has some of the greatest opportunities and potential but for whatever reason, the system itself isn’t leading the 17 institutions as much as it is creating policies and procedures (i.e. extra work) which unfortunately has a detrimental impact on employee morale. I’m very optimistic about our future.

Keep pushing the legislature for additional funding to retain our faculty and staff, support our research efforts and allow the UNC System to grow young minds - not squash them with a watered down degree.

Grand challenge will stop us from fulfilling the mission of the University, though the water security challenge is interesting-- but it seems like it would lead to a commodification of water, not a kindly effort to help state residents at all socioeconomic levels.

It is not the mission of a university to solve a "grand challenge." It is the mission of a university to educate students on what those challenges are, and prepare them intellectually and practically such that they are poised to tackle whatever the “grand challenge” of the moment happens to be - and be nimble enough to change gears when those "grand challenges" shift and evolve. Individual researchers within universities can be focused on pieces of those challenges but that should remain investigator and faculty driven, not top down dictated. By the time a university picks a "grand challenge" and makes investments to solve it, that university will be years behind the curve and unprepared to handle the next "grand challenge" on the horizon. It's a surefire way to ensure the university is always behind the times and unprepared for the coming waves of new technology and ideas.

Sadly, strategic plan after strategic plan is developed at the campus or UNC-wide level. The plans are good but there are problems translating them into day-to-day actions and decisions on the front lines. Seems like there is little connection between big plan (conceptual) and actual work product. Good ideas at the top and good workers at the bottom. But the academy is prone to appointing academic experts as managers when they aren’t experience or knowledgeable. The role of Human Resources is unclear when an upper-level administrator is incompetent and/or doing harm. However, I remain hopeful there will be progress.

To attract and retain top talent among the faculty and staff we need to facilitate peer-to-peer communication among them. We need an online bulletin board where we can find each other by forming interest groups (related,
for example, to LGBT issues), share ideas about childcare services, find rideshares, and buy and sell personal items. The Staff Council at NC State has been requesting this tool for some time now.

Pay for University faculty AND staff is poor. If pay is not improved at all levels, including SHRA staff, you will lose your most talented employees to other institutions or private industry.

Thank you for providing the opportunity for students to share feedback!

Good luck

Thank you for soliciting input during this process.

Your statements or incomprehensible.

All of your students are people. We deserve to be treated as such.

I have lived in North Carolina my whole life and worked for state universities for the last eight years, and I believe strongly in the mission and potential of our institutions of higher learning. I have seen students, faculty, and staff doing amazing work at our universities and believe that in many ways the UNC system is very strong. But our system also faces hostility and declining support from the state government. There is pressure to maximize economic impact, and that results in short-sighted ideas like eliminating some humanities disciplines. Employees feel significantly underpaid compared to their peers in the private sector, and the system loses a lot of talent on that account. Adjunct faculty are used as a way to avoid paying for adequate numbers of full-time faculty, an investment that I believe would benefit our institutions quite rapidly. It is very challenging to recruit and retain the best faculty when we cannot offer salaries competitive with many private institutions. There is an emphasis now on cutting costs across the system to keep college affordable for students. This makes sense, but past a certain point we need to invest more state funds in our state institutions rather than continually asking them to do more with less.

I believe the UNC system as a whole has failed in one area: the utilization of flip-classroom style learning. From my experience as a student and as a tutor, I have net seen any benefit to this style of education. In fact, I have seen intelligent students struggle in areas where they would have flourished had traditional classroom style teaching been utilized. I have firsthand seen the frustration of students who are paying incredible amounts of money to essentially teach themselves the material. I even know of an individual who is withdrawing from a school in her third year of education because she does not think "learning should be miserable and flip classes have made [her] hate the subjects [she] loves." I think doing what is best for the students' education should be the most forefront issue, and I feel that the UNC system has failed its students by not retracting flip classroom style learning.

Spellings has got to go.

I believe the themes discussed will work toward a grand challenge.

GET OUT OF YOUR OFFICES AND MEET WITH STUDENTS. EDUCATE YOURSELVES TO THE REALITY OF ACTUAL "CAMPUS LIFE". UPHOLD AND DEFEND THE UNITED STATES CONSTITUTIONAL AND LEGAL RIGHTS OF ALL STUDENTS. INVESTIGATE AND PROSECUTE ILLEGAL ACTIONS COMMITTED BY SCHOOL PERSONAGES AND AUSPICES. HOW MUCH LONGER WILL YOU PEOPLE ALLOW THIS TO CONTINUE?? GET OFF YOUR COLLECTIVE ASS AND DO SOMETHING.

We often take for granted the 'ecosystem services' that we depend on every day (e.g., clean air, adequate supply of water, purification of water by wetlands, pollination of agricultural crops, etc. But anthropogenic activities are negatively impacting these 'free' services, with increasing costs and negative impacts for our citizens. We need to identify these key ecosystem services, develop strategies for sustaining them indefinitely, and educate the public about our reliance on them.

there are too many issues to select just one "grand challenge"

Please separate the missions of the community colleges and the universities, and define what makes a University different from a community college.
I am gravely disappointed in our administration's defensiveness towards or, at best, indifference to the requests or demands of disadvantaged groups; especially on predominately White campuses that owe their existence to historic and contemporary disenfranchisement of people of color and White women, especially Black and Latino people.

Be wary of politicians using the UNC System as a political tool. It's bad enough y'all fired a highly popular and effective system president in favor of a Republican crony who supported the highly criticized "No Child Left Behind" Act. This historic and unprecedented system of higher learning is at a turning point- don't screw it up.

Thank you for the opportunity to provide input.

No one who works 40 hours a week should be eligible for welfare. Salaries need to rise with the cost of living and the University should be focused of attracting and retaining its employees and providing a reasonable path to success. When employees can't afford to buy a home, let alone rent and apartment, the wages are simply too low. This needs to change.

Add academic freedom as a core value

Despite having RTP as a neighbor UNC has been completely left behind. Other state institutions in CA, CO, OH, etc have completely surpassed us in harnessing 21st technology for teaching and research

Funding is important, but so is the political climate in relation to funding. Seeing the effects of the decisions of politicians who are more than likely out of touch cost us more than it helps us as citizens of the state, country, and even the world. Supporting education in general, not just specific members of the University of North Carolina can greatly increase your outcomes as a board.

The University system needs to recognize one simple point: that every student represents potential that needs to be unleashed and developed. To do this, the people in the classrooms must be focused on what learning requires in addition to the material being taught. Students who learn how to learn are better positioned even than those who master a particular subject area. The world is constantly changing--as are society's needs. We cannot afford to turn out "mini-experts" whose contributions are time-stamped. Instead we need to educate students with solid foundational skills who also have the temperaments and capacities needed to adapt to a world in flux.

I graduated from Western Carolina back in the Seventies. At that time Western had 6000 to 7000 students. App State had 8000 to 9000, Charlotte was a cow pasture, Greensboro was a girls only school, and Wilmington was a swamp. The state of North Carolina invested an incredible amount of money in these and the flagship schools during the 80's and 90's but almost nothing in Cullowhee during that period of time. A lot has been done in the last 10 to 15 years, but the State of North Carolina could invest a billion dollars in Cullowhee tomorrow and still be way short of equivalent. A Billion Dollars is a lot of money and it's also a lot of disrespect for the people of Western North Carolina.

The problem with "grand challenges" is that they lead to hiring only in specialized sub-disciplines, leaving major gaps in fundamental areas required to offer the basic academic programs of the university. Basically, departments can't replace departed faculty in order to cover the core curricula.

I am currently employed by both UNC Asheville and UNC Charlotte as well as one of our state community colleges. Until the university system can show a moral and ethical commitment to paying all faculty and staff a living wage and offering health care to ALL employees, the rest of this plan is frustrating to a degree I cannot describe. The consistent and growing use of adjunct and temporary employees is not moving us toward success. The fact that our housekeepers make less than Starbucks employees is not moving us toward success. The fact that the university has employees who cannot pay their bills, cannot access the state health or retirement system, and cannot receive across the board pay raises and bonuses is not moving us toward success.

I have attended UNC system schools from the 7th grade (at UNCSA) through a PhD. My parents taught me to understand that they were proud to pay taxes in our state because of the innovative ways that education was funded. I am very proud now to be able to work in the UNC system and hope soon to send my daughter to a UNC system school. I understand that politics have always played a part in the functioning of this system, but I hope
that we continue to allow educators to set the agenda in universities and to make sure that we continue to have a system to be proud of.

N/A

The focus on "timely degree completion" in this survey really scares me. We need systems that help students with "some college" move to a degree- not systems that punish those who don't finish in a "timely" manner. Many of the students who most need access MUST work, go to school part time, take leaves of absence, repeat courses, and other things that prohibit "timely" degree completion. We do not want a strategic plan that systematically disenfranchises them!!!!!!!

Go back and include or expand the three you list for grand challenge: Upward Mobility; Environmental Security; Health Disparities; Clean Water; Technological Skills...

The attempts at social engineering are doomed to failure. Quit wasting resources. It only encourages mediocrity.

Upward mobility

Universities can and should work together on the grand challenges, and the system can help facilitate this work, but choosing one grand challenge, or even several, will necessarily be a political process that should be avoided. The universities are already doing what needs to be done in this arena--they just need help in moving across institutional boundaries. The best interdisciplinary research must necessarily come from the ground up--it can be facilitated, but not orchestrated (an important difference) from above.

The public university system should serve the state of North Carolina. The best way to do this is to identify the fundamental needs of the state for each of the institutions and have each institution educate students in those areas. Graduates should be able to leave the institution and improve the companies for whom they work (or hospitals or farms as the case may be). Admit the best students possible. Attract and retain faculty dedicated to teaching. That's it. The rest is gravy. Forget about magazine rankings and arbitrarily identified grand challenges.

I am a transplant to NC, and although I was educated at private universities I became a complete and evangelical convert to public universities through my employment in the UNC system. I have been (until recently) extremely proud that NC can provide world-class educations at a cost accessible to NC residents. This is now being eroded both from the world-class side and from the cost-accessible side, and this erosion needs to be reversed if UNC and NCSU are going to keep pace on the international stage. The cutting-edge STEM research at NCSU will not continue if we do not re-establish significant human, infrastructure, and financial investment in the Sciences and Engineering.

The five guiding themes are in support of the overall vision (the UNC System mission statement should have led off this survey, to remind us why we're here). Somehow, though, the basic verb in that statement: to "address the needs of individuals and society" lacks the inspirational tone I would like to see.

I chose "No" because University administration is largely incapable of focusing on state-wide challenges. They set their sites on national and international priorities at the expense of NC citizens and their issues.

Grand challenges sound good but the true contribution of a university is multicomponent and multiobjective. Grand challenge overlooks innovation of unexpected value. A great university should have a number of great challenges that it is working on by great faculty and students.

I have emphasized resilience, critical thinking, and problem-solving because I regularly work with students who struggle with anxiety as well as poor academic skills. Given the changeable job market, students are fearful of becoming too narrow in their studies, and thus make the mistake of not engaging material deeply enough to acquire strong reading, writing, and thinking skills. I also emphasized support to high school and other educators. Many of my students do not have the writing skills or the vocabulary to carry out their work. They are mildly curious but not pro-active in their academic interests. Because I only see them for a single semester at a time, I can only make a small dent in these problems.

The grand challenges we face as humans are not restricted to the geographic boundaries on North Carolina. A focus on the grand challenges across the globe will profoundly improve the lives of our community members locally without restricting the research and teaching focus to perceived problems distinct to our state.
The development of this strategic plan, its rushed process, and closed input is a travesty. Faculty are disenfranchised and frustrated. Soon, they will leave based on what has been occurring in the UNC GA the past two years.

Healthcare plans for family coverage is more affordable in VA, TN, WV, and even SC. Why would I stay here?

Lack of academic preparation in K-12 is a huge problem. Students enter college without basic reading, writing, studying, math, learning skills. Lack of financial aid is a huge problem, as is tuition that keeps going up and up.

The system feels very cash-strapped (the entire state budget, really). I’m concerned that leadership is thinking about a "grand challenge" when we can’t even retain quality professional staff at the institutional level. You must fix our existing problems before trying to create new programs; new programs will only delay solutions for our internal institutional flaws and failings. If we can’t recruit and retain high-quality professional staff (e.g. electricians, IT support, database administrators) -- and to be clear, we can’t -- then the quality of the resulting output will suffer, and so will our students. Fix the staff problems, make staff salaries competitive with our private sector counterparts, improve morale by removing redundant middle management. That should be our "grand challenge": to lay a firm foundation which will have a more lasting impact than any state-wide challenge anyone could conceive.

I truly hope these comments will be reviewed in earnest.

Thank you for the opportunity to participate. It is not a simple process to try to serve diverse and minority constituents. However, if the strategic plan can consider ways to level the playing fields for socioeconomically disadvantaged, rural and less prepared North Carolinians by addressing ways to positively affect these, I think we will be headed in the right direction.

Freshman should not be required to live in a dorm. It is too costly and not fair to students. Each student is different and thrives in different situations. By forcing students to fit in a "box", you are no different than the standard school system. Allow students the ability to make their own decisions, right or wrong, in turn, they will learn how to deal with consequences of their actions. I realize the goal is to increase student retention but most classes are now online, which requires students to be accountable for their work. I’m not saying that living in a dorm for Freshman year is a bad idea, I'm just saying it is not the right decision for every Freshman student and there needs to be a more lenient way to get an exemption than is the current process.

A "grand challenge" may force unrealistic and unnecessary priorities on institutions that may have higher and more important (fundamental) needs.

In the area of Promotion and Tenure too much power has been given to the chancellors and provosts in the decision making process. The guidelines in the UNC handbook states that a chancellors has the finally decisions when it comes to promotion and tenure. This is unfair when faculty members has met the requirements for promotion and tenure and are denied based on one person views. Therefore, it defeat the department, school and university committees reviewing process. By the chancellor having the final say so it is discouraging for present faculty and future faculty.

Several UNC system schools have the current capacity to "impact a state-wide grand challenge" on their own. The low-enrollment/low-performing system schools could serve the state in significant ways by bringing in competent administrators to address these challenges instead of serving under the constant threat of closure or realignments.

Hold the administration and faculty accountable for the wrong they may cause which reflects the down fall of the school and its students. Presidents, Chancellors and administrators should be concern about the welfare of students and the support staff. Just because you do not have a lead position or a PHD does not mean that you are less important. Equal pay for all should be a concern because of the morale of an institution. Your work performance should be a basis for an increase in salary, not because you are favored by someone. When officials visit school they should be meet with everyone not just a select few. Students should always have access to the President of UNC to voice their concerns.

Faculty need to get regular raises.
ALLOCATE FUNDS IN PROPORTION BETWEEN ALL CAMPUSES THAT ARE NOT UNC CH. Facility improvements at all campuses that are not UNC CH determined by outside consulting, not by internal UNC system. For God's sake DIVERSIFY the Board of Governors to reflect the actual diversity of the State of NC and campuses. 24 White men, 2 black men and 6 women is NOT EVEN CLOSE to the distribution of equality. It's further embarrassment to the state.

None at this time

Give out the survey once a month to keep yourselves involved in what the shifting priorities happen to be for the campus.

Elizabeth City State University "Viking Voyage" idea is a disaster. I think they should hold a town hall and ask the students on what they think is the best way to move foward on attracting students to the university.

This survey took WAY too long.

The UNC system has to take measures that guarantee an advanced education that collectively helps all universities in the UNC system equally, while also taking into consideration the different needs of each university, their communities, and location. Merit Based scholarships have to increase and be more prevalent in some of the smaller UNC universities like UNCP and Fayetteville State where there are some very good students that do not have much of an incentive to continue their education their and uplift fellow students. I'm a perfect 4.0 GPA students with 3 jobs and running an organization on campus with almost no financial support. I am one of many. Leave politics behind and truly pay attention to the diversity in the UNC system. Do not USE it as a trophy, but harness that diversity to realize the need to serve a wider community in NC. More student presence in the decision making and promote accountability. Presence of higher up administration such as BoT and BoG needs to occur across the UNC system in different offices, departments, events, and know more the "student story". Sometimes it feels higher up positioned people are very far away and they should not feel like that. In UNCP we value our Chancellor because he is at events, present, remembering names, inviting us to his residence, and listening to the Student Government Association and other members of the community. Thank you!

As a proud graduate of NCA&T State University you need to stop trying to close the minority schools and make each institution the same. Each institution has it's own mission and that needs to be respected an cultivated. Stop allowing individual politics to hurt institutions. Stop using politics to play games with funding and target minority institutions. Our state has an education lottery yet you continue to treat educators like trash. Common core is a disaster, the policies with charter schools are a disaster, and the politics in education is a disaster. Allow the properly educated to make the decisions. Students don't need lower tuition, they need better preparation from kindergarten through 12 th grade so that they can be competitive and complete a program. Additionally, they need a positive support system. They don't need large classrooms where their individual needs cannot be addressed. Stop treating education like it is a business and lowering tuition so that you can cram more students into classes to make up for the cost differential. These are people who want to learn, not some robot on an assembly line.

More support to the Humanities. health Science is not everything just because it is more profitable.

Higher education walks a fine line between a "right" and a "privilege." The strategic plan should recognize that, and recognize the guaranteed privileges given to certain groups within this state. The strategic plan should recognize how other groups have been, and are continuously, being put at a disadvantaged in aspiring towards higher education, as well as supported within it.

Do not pit campus against campus for programs, funding, or support of any kind. We each have different strengths and purposes/missions within the system. Support each of those equally!

Read Bill Friday. Learn from the past and talk to people that actually attended the institutions instead of people like BOG that never went to any of the Institutions!

The leadership of the state university systems have been and continue to act strategically to expand their political, social and economic power and influence instead of following the constitutional duty and mandates assigned to them. Please stop and simply do what you are supposed to do.
Must focus on reducing costs of administration (no value added to teaching and student success), removing "deadwood" from faculties (too many do not even want to be at their institution) while rewarding those who rank at the top of their departments (eliminate tenure?), and do not accept students into programs who are simply not qualified to enter them.

1) Please add more focus on the important public purpose of higher ed, which is not just individual or economic, but about the flourishing of our civic life together. Though we may debate what that looks like, it clearly ought to be a larger part of the way we think about these strategic goals for the PUBLIC university system of NC, rather than construing them chiefly in narrowly individualistic or economic/workforce ways. 2) Many faculty (including myself) have reached the breaking point with respect to continuing at the UNC system, without any significant raises over almost a decade at this point. Many of us -- even those who are genuinely committed to the noble purposes of enhancing individual and civic/communal life through the UNC system -- are going to be seeking other opportunities elsewhere (either in the higher ed sector, or, for many, in business or industry) very soon. We've already lost a number of great faculty members in the last half-decade, and a narrowly targeted retention fund has not -- and is not -- going to do the trick in retaining a broad swath of these faculty. It also provides a perverse incentive for someone to enter the job market who would rather stay at UNC, because that's one of the only ways actually to get a raise -- which means potentially losing people to great opportunities outside the system, who never wanted to leave! And every time that happens, we lose excellent colleagues, institutional memory AND bear all the costs of turnover.

One of the biggest problems in this university is 'The Carolina Way'. It is not a virtue. It embodies antiquated nepotistic attitudes and would be best left in the 18th century from whence it came.

This is supposed to be a wonderful post-secondary system but there are multiple challenges. We need to focus more on helping our students and our communities. The k-12 system needs a lot of help with funding and adequately preparing students for college. This ultimately affects the college system as high school grads are increasingly underprepared and unable to afford a college education. Look to other states and systems for examples. Make education a priority! I'm a graduate student who attended only public universities and most of my peers plan to receive their education then leave the state because the state doesn't seem to value education at any level. We say we do, but the funding and the priorities don't align.

n/a

Ask the parents of UNC college age students. Ask the parents that try to foot the bill. Ask the parents that see this process from application to graduation. They will tell you how the "product" is deficient. They will tell you about problems of their students and the problems in seeking graduation. College resources are obscured by different fancy titles on each campus. **Most importantly, EVERY program should post online an 8 semester layout of their degree program in a matter that can be deciphered by parents so they know what they are paying for. Also the residence hall systems are outdated in their delivery of housing; it is costly and not always a good environment to foster student performance. Let us examine: 1) Student housing and meal plans that are required for all freshman are extremely costly. 2) No privacy afforded for this requirement. Little safe parking. You must move out at each holiday and your student must move immediately if they have academic difficulty. 3) The housing complexes provide great luxury but we want privacy for our students, affordability, and continuity of residence. 4) Meal plans that average $16 per day are not for the average struggling household. 5) While I agree that dorms on campus are important, stop requiring that freshman must be housed there. REVIEW the old assumptions about how college kingdoms, oops I mean, campuses are run.

Under the current BOG, the system clearly has a political litmus test for appointees to top posts -- this should end.

Thank you for allowing us all to be a part of this process. While our comments may carry limited weight, it is still affirming to be able to forward our opinions to the policy makers.

As far as possible, please, for God's sake, leave politicization out of the system decision making.

Thank you for the opportunity
Historically minority institutions have contributed support and education to North Carolina communities over 100, unlike many states. These institutions should reflect the same status and financial support as other universities in the system which have been given a boost to excel immediately with far less longevity.

Please drop the fads of "competencies" and economic impact. The economic impact of higher education is secondary, not primary. Thank you.

Thank you for doing this.

Improve staff and faculty morale and this will, in turn, transfer to the students and institutions that we support. Strive to be a premier employer as well as an exceptional educational and research entity. Identify and eliminate wasteful spending and duplicative processes, centralize UNC System-wide applications and stop targeting percentage-based budget cuts that incentivize ego-centric leadership rather than more efficient and effective management strategies. Reward innovative management ideas that create efficiencies and spread those ideas throughout the UNC System. Each university can still be unique while utilizing universal baseline management and implementation tools and strategies that create across-the-board efficiencies and consistencies. For example: Each university in the UNC System independently utilizes on line tools to perform vital Environmental Health & Safety (EHS) regulatory compliance functions. Examples of these tools include hazardous waste tracking, compliance nagware, lab inspection software, etc. Currently, each university develops, purchases and manages their own unique program tools. While these tools are unique to each university, they address the same state and federal regulatory requirements which apply to all seventeen University of North Carolina System universities. These basic regulatory compliance and inspection tools could be standardized throughout the UNC system, with each university purchasing their own base licensing agreement again, more professors and one application for the UNC system.

Need a greater focus on rewarding faculty who are working to improve the students while doing research to help their own school and the system gain notoriety. The faculty need more of a monetary backing from the system.

Continue to value the rich legacy of the HBCUs within your system.

Why not let each campus figure the last question out. I don't want to be held accountable for someone's wild vision when that person doesn't teach in the classroom, live in the area of NC I live in, or have the same resource constraints I/we have.

Thanks for providing this opportunity to have input. I am a former faculty member and my son and spouse have graduate degrees from NC State.

Thank you for doing this survey, in good faith I do hope we get honest and thoughtful answers, that intern is held to establish a baseline of collaboration from all invested communities.

We should focus on STEM, encouraging women and minorities and providing long term support starting in HS. There are many positions we can not fill in these arenas and untapped skills we are not developing in these minority sectors of NC.

I think if the education of the students entering the UNC system is done properly, most other things will begin to be remedied. Students (and faculty as well) that are truly educated can and will recognize the impact/importance of water security, health disparities, etc., and will be prepared to work to change/improve them.

Sadly, the Community College System is not fulfilling it's promise and is left in the hands of the local communities. Until it is controlled by knowledge folks, it will be hard for adults and low-income to see any help or encouragement out of these areas and into UNC system.

Our system does not demonstrate financial support for offices of institutional research, assessment positions, or institutional effectiveness. This information is vital for being better.

I appreciate the opportunity for feedback and I agree with many aspects of the principles. I do have concerns that education for education's sake is a philosophy that is being challenged. There seems to be a push to transform universities in to trade schools. While job attainment after receiving a bachelor's degree is the ultimate goal for most students, we must not sacrifice the intrinsic value of learning in order to train students for specific job placement.
Thanks

System needs to be more cost effective while providing education to all in-state students.

As achievement and success are evaluated, and social and economic advances are discussed, I think it is important to note that these tactics will look very different across the state, from west to east, mountains to beaches. When higher education institutions are evaluated, not only is it important to consider the students they serve but the communities they exist in as well.

This whole survey is pointless. If public schools continue to still push the false theory that everyone should go to college.

More online learning access across all programs and campuses

I'm currently an Educational-Administrator for Charlotte-Mecklenburg Schools and third-generation alumni of North Carolina A&T State University. My daughter, a public-school student, has the option to attend a UNC System school in 5 years. I am committed to education and would love the opportunity to serve in any capacity (i.e., focus group, strategic planning committee) to ensure representation of diversity and perspective from the K-12 pipeline. Christie Lyles christie.lyles@gmail.com

N/A

I feel the University of North Carolina system is an amazing university system and that, as a resident of North Carolina my 3 children and I are all extremely blessed to have the opportunity to attend three of these schools (ECU, Wilmington and 2 at NC State). Additionally, as an educator I've had the opportunity to successfully partner with our local community college and university on many occasions. I want to see the NC University system continue to work closely with community, strive for academic excellence, expand its enrollment reach through distance learning programs, and maintain a focus on working with employers to place graduates as well as provide co-op opportunities, expand its research ties and programs, and maintain its high quality academics through attracting and keeping quality teaching staff.

N/A

Good survey

The UNC system is struggling under the burden of increased enrollment and decreased or stagnant resources. If we want to reach our strategic goals, resources will be required. For instance, my unit lacks adequate access to computer labs for teaching. I teach as many as 300 students in a single course without teaching or administrative assistance. I lack adequate funding to attend professional conferences and workshops. And college funds for small grants and other discretionary programs are often depleted by October each year. There is a limit to what can be accomplished under such circumstances.

N/A

NA

Many thanks.

Faculty members need to be rewarded for the work that they put in, and need to be paid salaries that are at least equal to what they would be paid in industry if you want to retain quality faculty members. In my field, for instance, I am paid $56,000 to teach at ECU, whereas I could go work in industry making a starting salary of $80,000-$100,000 with my degrees and years of experience. With the demand shifting and faculty being much more micro-managed now than when I first started teaching, I am seriously considering my options of leaving the University and getting a higher paying job in industry.

I was the first in my family to go and graduate from college. I feel strongly about higher education. Now my oldest child is in college and I am still paying off my own college debt and occurring more debt to send my child to college. My husband is also still paying student loans. This is tough for new graduates starting out in debt. For the
future generations, I hope college can be more affordable. More workshops needed for searching for scholarships and offering more work studies to the working middle class families.

State Health Plans for employees are getting worse. The options for including the spouse are even worse. I am a new faculty of UNC system, and I easily understand why earlier faculty members had to leave because they could not support (or have) their family down here.

New products That will bring jobs to North Carolina and improve the life more people.

Educating young people that will someday run the Country is an awesome responsibility. Knowing and understanding our Country's constitution should be paramount for graduation. Millennials do not understand or grasp the amount of influence we can have on the world as a Country. Once this is realized they will understand that as they reach to better themselves they can also impact in a positive way the world around them. When the UNC system realizes the students are their greatest resource, then they will realize that's where the most resources should be spent. Having teachers of excellence with differing backgrounds, who are strong in their belief of our Country will have the most impact on our student body. Teachers who can offer hope for a better future founded on the Founding Father's principles of making America strong. Strong in nuclear families, personal responsibility, honesty, integrity and freedom to respectfully disagree with each other. Teachers who aren't afraid to speak truth to a student who needs guidance because the nuclear family has failed to prepare them for adulthood. Teacher's who won't be fired for being politically incorrect when offering advice from their life experience. Hire good people that can be trusted to advise and challenge these new generations to make America strong again.

Let students take classes they are interested in instead of so many mandatory classes (i.e. Foreign language classes which has already been a requirement in high school. Let's get back to the classes that will help them in their major and help them get out of school sooner. Instead of classes they don't need let them spend this time in more hands on training. More personal attention to students. Have students assigned to counsellors or advisors that they have to be held accountable to and check in with periodically. Education is to expensive for our kids to not take serious or have instructors in the classroom who is not doing their jobs. I have heard of instructors who do no teaching in the classroom but just pass out work to be done and passed back in. There is something about engaging students in lecture and conversation and being able to in cooperate discussions of other issues going on in the world other than what the lesson is about. Get the parents involved again. Parents need to know what is going on with their child before it is too late. If a parent is responsible for 18-21 year olds they should have a right to the grades without the student giving permission!!

The upward mobility principles are great. They embody a hand up not a hand out. It is payment for achievement of goals and it works. With divorce rates over 50% then often the mother has put her education on hold to raise a family or never gotten it to begin with and now she must step into the role of primary bread winner. She is unprepared and scared. Upward mobility offers her hope, empowers her life and builds a foundation that she can raise a family on without having to depend on outside resources. Some people can't come up with their own plan but when given some options they can certainly choose one that works for them. The second issue is healthcare and food availability. The main issues have some resolution but there are secondary issues, for instance medicare; what if you can't get to a doctor? Everybody doesn't have family or means. Also, the elimination of food deserts as access to good food and knowledge about the food would change the healthcare disparity on several levels. You have food stamps but many of the growing elderly population don't have a way to shop or help retrieving groceries and then placing and preparing them. As baby boomers age out and our nation as a whole grays then healthcare and food disparities are going to become more prevalent; as divorce rates climb and single parent households increase then the need for upward mobility programs will definitely increase. Together, we can create an example of upward mobility for states.

Higher education is not only about training graduates for specific jobs, although the Legislature seems to think it is. We should have learned by now that "specific jobs" is a moving target. In the last century, it was textiles. In this century, it might be pharmaceuticals. The industries that are hiring now may not be the same industries that are hiring in 20 years.

Fuck Trump
Thank you for inviting me to take part in this survey! I hope that the data collected will provide you all with valuable information, from varying perspectives.

Going to college is about learning. What is done with that education is the responsibility the graduate. If they are taught properly most of those graduates will turn that education to positive activities benefitting most if not all. Somewhere North Carolina started worrying about making money more than teaching the students. The state legislature has a responsibility to fund these institutions in a manner so that all that want to go have an opportunity, and that obstructions such as inability to pay overpriced tuition be removed. Schools worry more about winning football games than they do about how well its students do academically. When we as a society realize that the key to solving problems can be achieved much more soundly through education than by having a winning football team. The focus of the body that designates the priorities of the university system needs to open its eyes and re-evaluate those priorities and responsibilities it has been charged with.

We desperately need to move into the future by building, developing, educating and demonstrating a New South. NC, particularly areas outside of the Triangle and Asheville where there has been a massive influx of people from other places, is entrenched in an Old South culture and mentality. That can change with broad-minded, inclusive, diverse educational systems.

Prior to, during, and after my attendance at an HBCU, I have witnessed first hand the inequity in access, distribution, allocation, and attention given to the HBCU and the underserved. Lots of talk but little or no action. This inequity is observable in all aspects of the college experience, i.e., physical plant, academic facilities, housing, food service, sports facilities, housing for members of social and fraternal organizations. The items listed above is not all inclusive. Instead of providing what a select few believe is wanted and/or fair, engage the students, coaches, administrators, alumni and friends in the decision making process.

The UNC System, which had the reputation of collectively being one of the most prestigious, needs to concentrate the strategic plan on making sure the legislature does not gut it so that it loses its credibility and reputation. While the state-wide "grand challenge" would be great, the plan should focus on continuing to be viable and progressive in light of the many cuts.

The UNC school system needs to be more affordable for any and all who want to further their education. That being said adequate resources need to be available at every UNC institution to ensure the best education for all students. Not just at predominantly white institutions.

The state has failed to adequately fund and support historical black colleges and universities in comparison to other institutions of higher education throughout the state. The disparity between funding, facilities, technology and overall physical aesthetics is discouraging. Additionally, the suggestion to change all university titles to UNC negates the rich cultures and legacies that exist at these institutions which value their name and identities.

With the approval of fracking in NC the treat to the people and environment is a major issue. I live in TX where fracking started almost 15 years ago. After all the praise for the technology, most communities have now banned or restricted its growth in their communities and near the public in general. We now have earthquakes (IN TEXAS) where no faults of consequence existed and not historically active. The science is now coming forward and it does not look good. The impact on the environment is part of the life blood for people and is linked to clean water. To approve a law to not even allow the communication of the chemicals or their impact being pumped into the earth for the sake of profit that the people will never see any benefit and possible damage to the water table is a major concern for our children and the state and its future as a great place to live and raise and educate our children. This is something that needs to be addressed. I used to proud to be from NC as it was a state of progressive thinking and great education for all as well as rights to live and to have a clean environment. Where is the state headed long term with the current thinking in the state and government and its people?

A commitment to AMERICA and our citizens education, because it's a shame that as I work at UNC campus and I see 30x as many Asian international students than black and Hispanic American students at the University and that really is sad. With more aggressive recruiting of home grown minorities it be better. Some of the spaces taken up by all these International Chinese students could go to more well deserving minorities from right here.
At what age can a North Carolinian attend college for free?

Stop admitting so many non-black students to HBCUs

Community involvement and improvement is great, but there are too many issues within the university setting that should be managed before reaching out beyond campus borders. Make university education attainable and beneficial to students so they can go out to benefit the communities you wish to impact. Students are not simply sources of income who must live in borderline poverty for years to pay back a lackluster education.

We need to help students in the working class and whose parents are in the working class. Those students do not get any financial aid, but if they do, it is with loans that have unreasonable interest rates that leave students and families in debt that lasts for many years after completing their education.

I believe a college education and degree is wonderful, but if a person is only getting a degree for the sake of it, and then leaving college with virtually no knowledge of the content of that degree (which happens all too often, trust me I'm a student!) then that person put themselves in debt just to get a piece of paper that says "I still need experience, but I have a fancy piece of paper!" I believe if there wasn't such a large push to unnecessarily go to college to "find yourself" or just to party (which is a large motivation for many) and more of an acceptance for those who wanted to go into the workforce and learn from experience, there wouldn't be such a high demand for education and thus easier to support and give quality education to a smaller academic population, yet still being vastly open to those who decide to go back to school later in life so that there is equal-opportunity education across the lifespan and not just expected for the inexperienced, broke, typically college aged student. In this way society would better support the economy and affordable education. If an employer is going to train a person specifically for what they want anyways, why require them to get an unrelated degree just to show they can get a degree?

Please wake up and stop trying to create a better transcription service. The printing press has already been invented. There is something better. We do not need to be taught as if we do not have access to instant information. Your job should not be making processes less complex. Your job should be helping people learn how to live and thrive with complexity. And stop sloughing your Freshmen/Sophomores off on the community college system. Even though they are money hungry and think the transfer articulation is the best thing since sliced bread, it is unethical. Deal with your own students. Teach your own students. And make those classes affordable.

This survey is going to leave high margins of bias in response due to the wording and intentions, alternative motives in questioning.

I hope that this will lead to improvements in higher education in North Carolina. It breaks my heart to see it decline the way it has in the last several years.

Encourage lifelong learners, offer online high quality degrees, certificates and classes. If I want to brush up on statistics, I shouldn't have to take a University of Phoenix class, I should be able to contribute to the NC economy by taking a UNC class. NC should establish a 'school' of purely online learning, or make it much much easier to take for-credit, online classes at local universities. There should be rolling admissions everywhere instead of a semester based, difficult to gain admission place. This is so if I need to take a statistics class to qualify for a work project, I shouldn't have to seek out of state educational opportunities.

Just to see if this is read - someone needs to vet Chancellor Staton's press releases before he puts them out and finds out just how many alumni and students disagree with him.

A university should accept tuition, teach those who've paid for it, and conduct research. That's it. If the research somehow helps to "impact a statewide "grand challenge,"" then all the better, but money should not be directed to such things. Perhaps such money could be deducted from the cost of tuition.

As a staff member I see students who are at college who should not be. Whether the lower level education system didn't prepare them enough or lack of initiative they don't succeed. Students need to have an idea of what college will be like for them before they go. If it's not going to be for them discussion of trade or vocational schools should be pushed instead of going and figuring out you're not ready after being neck deep in debt with no degree.
Given the diversity of the schools, I don't think a one-size-fits-all for a "grand challenge" is appropriate. Collectively we could (and should) address multiple.

At my institution there is not a strong enough emphasis on majors that will get students jobs. Students would have more success if schools would offer better guidance towards majors that will help get them jobs upon graduation. It almost feels like stealing from them when we send them out of here with a degree in biology or chemistry and then they have to go work in a coffee shop because they can't get a job in a career/professional setting.

each university should be different, different programs and different niches

As a recently naturalized citizen of non-white ethnicity and an UNC faculty, I would really like to see university being a civilized learning community. I am concerned about the non-civil confrontation, violence, and asserting benefits of small groups while disrupting peaceful life of others.

The brain drain from NC to other states needs to stop; UNC has lost a significant amount of its reputation in the last ten years. I would like to see it return to its former reputation as one of the best public higher education systems in the country. This cannot happen until money returns to the system. Any significant changes that are identified will not work unless the persisting problems of salary inversion and salary compression and salary stagnation, in that order, are fixed.

Thank you for conducting this survey and evaluating the responses carefully as part of your strategic planning process.

need to hire and retain high quality staff; reduce the number of schools (16 really?), move from the 19th century into the 21st. reduce the money spent on chancellor searches have a general administration that is more in line with the governor and the legislature

I'd like to expand on my last comment, what should be our Grand Challenge. We need to leverage the university system to enable depressed NC communities (economically depressed, educationally depressed, racial divides, etc.). Raleigh, Charlotte, Greensboro, Durham, those areas will fair well in any climate, but we need to identify communities with real problems, and identify the universities that are capable of solving those problems or coming up with solutions. Think about how great it would be to take a place like Kinston, recruit their brightest, teach them to solve the problems of their community working alongside faculty members, and release them back to tackle those issues and help strengthen their communities.We have programs for that in Education, why not expand to more areas. Too many times students view the university as a 'way out', not as a way to 'give back' once they graduate. I think ECU has been a leader in this area with their Dental Service Learning Centers and commitment to producing Primary Care Physicians. What if we expanded this concept to solving Race issues, environmental issues, etc. A lot of this is going on now, but formalizing that into the university mission and leveraging General Administration to enable that process, and offer incentives, could be a game changer.

The state is too diverse, its major regions with too many varied challenges for a single 'grand challenge' to be addressed by the university system. This could perhaps be addressed collaboratively and regionally via partnerships by institutions in the west, east, piedmont, coastal, and triangle areas.

A state-wide "grand challenge" is a great thought - but we still have issues that should be addressed and fixed before we take on another big task. ie - retaining excellent faculty and staff. I have seen the quality of education diminish when departments lose certain faculty and staff. It is sad, and the students suffer.

Education in North Carolina is for the elite. If UNC seeks to impact the state that needs to change.

I'm not sure how that last question on grand challenge even expected an answer. All of the areas mentioned are worthy of support. Is it not the mission of the university system to implement success in these three plus others? The theme over and over you are hearing from me is about public education at the K-12 level. Teachers are leaving our state. Their employment conditions have been shattered. Good working conditions must be restored and funding needs to increased. Not all students can afford private school and we should not be focused on "privatizing" public education. The university system is affected by this of course so we should be partners in advocating for the restoration of a public education system we all can be proud of. Thanks for asking!
I have 37 years of experience in my field. About half of it in education, half in business (transportation, banking and manufacturing). After 10 years of working in the university I can say without doubt that this university, and PROBABLY all constituent members, operate in a manner that could not be sustained if they had to operate cost effectively. Its essentially impossible to operate with any degree of cost effectiveness. Leaders want to improve cost effectiveness but they don't want to reduce bureaucracy, oversight, layers of administrative roadblocks that prevent creative solutions and eventually wear people down to the point they either leave or stop caring.

Faculty need to come to the university more than one time a month if they are full time, currently they are only available via a computer and I think students do not always get the assistance they need when the faculty are not present to them.

Thank you for the opportunity to participate.

The UNC system is not one university, but a collection of unique regional schools with very different personalities and sending communities. The I-95 cultural/economic divide is quite real.

Thanks!

The UNC System is suffering from low enrollment in education programs across the state. This needs to be addressed. North Carolina has one of the lowest teacher compensation rates across the 50 states. This is a big issue for the state and it has to be addressed. The state's school achievement is also ranked very low. There should be a Think Tank and Special Taskforce to address both of these issues. Also, the educational attainment across the state is relatively low among the other 49 states. This is an important measure of how well higher education is being delivered in the state. There are regions and districts that in our state where less than 15% of the population has a college degree. These are the areas we must reach. Satellite programs and online programs are keys to addressing these populations. This is important to the well-being and success of the state. We need resources and training to reach these groups. There should be a special Task Force to address these areas. Also, the faculty compensation is another major area of concern, where the state is ranked lowly. This is a deterrent in the recruitment process. And the lack of Diversity in the faculty in the system is very concerning. Given the outcry across the nation, this must be addressed.

A "grand challenge" can not be decided upon by educators with no business experience or appreciation to the impact of tax increases for those who must pay them.

It is recommended that the Provosts and Chancellors put into consideration the recommendations of the Deans, faculty senate, and/or other university-appointed committees when making final decision on important issues that impact the faculty life such as reappointment, tenure and promotion. Faculty members going for promotion and tenure should be judged by their units' academic policies under which they were hired, and not by what the Provost and Chancellor think. This will boost faculty morale and productivity.

Thanks for the opportunity of comment. As a former CEO for 22 years and supervisor for 30 years, this is the first time I remember the GA requesting this level of input. Having managed strategic plans for many years, it is extremely important to do so. So thanks.

I hope that "innovation" and "strategy" do not become excuses to reduce expenditures on our higher education systems.

Need to foster better cooperation between UNC universities. There are stove pipes within universities and a lack of desire to work across universities. All universities compete for the same federal/industry funding. There is strength in teaming. Technology Transfer Offices in most universities do more to inhibit tech transfer and commercialization. All university TTO's should be closed. Look at making the Wake Forest Innovations, the state wide model. More research needs to be patented, licensed and commercialized with industry partnerships and support. The Duke Energy Workforce Development program is a wonderful program, that should be a statewide model. They already fund 5 UNC universities. It is a great way for the students to have a path to employment after graduation, and a great tool for industry to create a pipeline of workers.

Any system-wide grand challenge will exclude too much of the expertise the people of the state have invested in.
I look at other universities that are investing in risky, interesting, totally cutting edge work, and UNC seems increasingly compartmentalized. The system has so many redundancies, massive bureaucracy, top-heavy costs that are driving up educational costs. It's been baited into chasing its tail via "workforce training" and completely abandoning the rich history of liberal education and investment back into the state of NC. Reminds me of GM, Ford, and Chrysler, who kept thinking that they were competing against each other in the 80s and 90s, when they were, in reality, getting taken over by Honda and Toyota. The system needs to think much bigger, much further into the future, and much less like it's just "putting out educational fires" in the state. Have a strategy, make it explicit, and act on it.

I currently have little faith in the leadership of Margaret Spellings. I hope she proves me wrong, but I fear she will use our University as a political pawn to accomplish partisan goals. The board of governors should be ashamed for how they have treated former President Tom Ross.

We have 16 schools and it looks like the "HAVES" and the "Have Nots." You have conservative state leaders trying to shut down schools(minority), when there are other means to create savings and efficiencies. UNC & State can help the other schools. Faculty and computer systems that they have can help. Each school is too "silo" ed and afraid of being closed down. All have a part to play and we should work to help them.

I think we are too big and diverse for one "grand challenge." (And I think our size and diversity are assets.) Thanks!

This survey was strangely worded and focused on negatives. I found it difficult to answer in terms of what I feel like is most important in terms of growth instead of deficits that are less significant to the overall mission of the university system. Thank you for asking my opinion.

If you really want students (and staff and faculty) to share their "feedback on the strategic themes and priorities." in the upcoming "open forum hosted by senior leaders from UNC General Administration and UNC-Chapel Hill" -- you should NOT host it off-campus. To folks who are not directly related to UNC Chapel Hill, it might seem that the Friday Center is accessible ... but honestly, it's an extra burden for all of us to trudge on out to the Friday Center. You should really hold that ON CAMPUS so people can walk to it.

I am no longer a fan of the UNC system particularly UNC-CH with its 18 year history of academic fraud and no oversight with their continued scandal. Also not happy about the 49% drop out rate of the UNC System school students since we subsidize their educational cost substantially. They should refund the taxpayers for their failure to graduate on time.

It is good to see the system taking on the challenge of a clearly defined strategic planning process.

In my opinion, the most important conditions for UNC to accomplish its mission as an institution of higher learning in the areas of education, the economy, and otherwise are a) academic freedom, b) sufficient funding.

The University needs to be committed to free speech at every level. Political correctness is a cancer that must be removed from our University. The UNC system is one of the best in the nation, but it can be improved. Excellence should be the target for all campuses.

From same article: "..... Self-transcendence can best and most simply be defined as the phenomenon that occurs when one's behaviors are oriented toward an object outside of oneself. In the workplace, studies have shown that one of the most powerful objects of this behavior is a higher organizational purpose that serves society and others beyond the bounds of the organization. In their book, Make Your Job a Calling, psychology professors Bryan Dik and Ryan Duffy found that when employees have a calling with a "transcendent summons" (that is, an outside object inspiring behaviors) ".... they are more committed to their jobs and organizations, more intrinsically motivated and engaged, and more satisfied with their jobs." By creating and fostering organizational cultures that are oriented toward a compelling global purpose, thereby inspiring a self-transcendence to this purpose, we can pull ourselves and fellow employees toward an inspiring higher calling. And unlike a push, the
pull never goes away. In organizations with a deeply held and compelling higher organizational purpose, there is a constant striving to deliver the purpose. " https://flipboard.com/@flipboard/flip.it%2FC.ag22-want-to-be-happier-at-work-forget-about/f-5ddf1ed952%2Fhuffingtonpost.com

How do we measure success in each category? What metrics will be used?

In addition to the above: we are hemorrhaging good faculty and we should work to retain them by increasing their salaries to a competitive level and increasing research funding. I do not see in here a loud and clear statement about ensuring that our state institutions of higher learning commit to protecting, valuing and promoting gender, racial, ethnic, and religious diversity. I also do not see here a clear statement about valuing the Humanities and humanistic inquiry at all levels and institutions. Humanistic inquiry should not be the privilege of the wealthy or those who can afford to attend Chapel Hill. It should be valued, promoted and funded even at minority and urban institutions!

Don't turn the university into community colleges, where the primary goal is to train students for a specific job/career. While important, that goal should remain the domain of community colleges (which also need more support in NC). Work to ensure that the University excels at its highest and best (and unique) function -- creating new knowledge on all fronts, instilling that knowledge and problem-solving/thinking skills in students, and converting that knowledge (including intellectual property), into products and services that improve the human condition, socially and economically.

Increasing the resources going to freshmen instruction is the most important step needed to improve student success at most UNC institutions.

Remember this country was made of checks and balance

How can the University enhance community understanding regarding opiate epidemic?

I am very concerned for the future of UNC with a Board that fires the system president without cause, demands review of syllabi based on course titles, and otherwise interferes with free thought and our world-renowned research. The environment is one of fear; faculty and staff are afraid to protest for fear of retribution (see: Gene Nichols). Our reputation is in jeopardy, because this interference is driving potential faculty and bright students away from our University system. I am also concerned about interference in our UNC System from the NC Legislature; please leave legislators OUT of this process - they do not understand academia and should not influence our future.

The initiative is worthwhile...good foresight! Thank you

The "grand challenge" is to produce intelligent and smart people who will creatively approach ANY problem and work together to solve it.

There is a lack of interest in science based decision making, for issues such as climate change. There is also a lack of interest in understanding what is required for success of a society, no sense of history, beyond recent and local events. No international perspective. What is of interest, is athletics, and fundraising. Our future as a public institution is bleak, and we are on track to be a largely private institution, but not an excellent one.

You failed to address multiple elephants in the room--the role of athletics at an academic institution; the liberal bias of the faculty, to name a couple. By avoiding controversial topics, you have minimized the value of this survey.

I'm afraid of this focus on job preparedness, and "what employers want." I want to see students prepared for more than just the jobs available when they graduate. North Carolina's economy shifts. My liberal arts degree (from within the NC University System) has served me well over the years. It prepared me to navigate those economic shifts, and prepared me for graduate school. That's a good thing. Do not abandon the liberal arts, or the notion that college is about more than job preparation. Back when we really believed that, and taught it, we had one of the strongest public university systems in the country.

You have consistently placed faculty and staff in the same category in reference to attracting and retaining BUT faculty and staff receive very different treatment, access to resources, recognition, and flexibility, etc.....
disparity of treatment between these groups and the amount of additional work and stress that is created by this disparity has huge impacts on the students, the efficiency of the institutions, and the morale of all employees.

Although I understand the attraction of the creating a statewide initiative to engage all the universities, I’m not convinced that that will actually be very productive. Although certainly folks will rally around it if there’s funding attached, the most successful of those types of relationships are much more organic and grow by faculty research interests. Imposing them from the top is unlikely to result in the necessary synergy and long-term development of research teams to result in much actual success.

For a plan intended to guide the entire university system, it does not seem that constituencies (on this campus at least) have been deeply engaged in much of the planning process. Perhaps there could be more personal sessions on the campuses themselves to engage our campus communities.

It would be a tremendous mistake to overemphasize the perceived needs of potential employers in the strategic plan. We need to prepare students to be able to be critical and constructive, to create new opportunities where none have existed, and to build communities throughout the State and the Nation, rather than working to fit into already established deleterious economic models and structures. Since we do not know what the 21st century will bring us, we must prepare our future leaders to be innovative, communicative, culturally aware and critically adept.

There are extreme economic disparities across the state. Beginning to address this will begin to address issues mentioned above....

NC State seems to be leading the pack when it comes to trying to match it’s degrees and offerings to available jobs within industry. I think that they could be a role model for other state colleges, but needs to be taken to the next level, possibly a "grand challenge."

Too much centralizing will stifle innovation. System-wide goals are laudable but decentralization (across and within campuses) is the best way to ensure in the ground success for students and those who are charged with and committed to serving them.

Disband the UNC system as it exists. It is fraught with administrators and boards who don't understand the needs and qualities of the individual institutions it represents.

Libtards aren't fit to live in NC.

I don't think this was a bad survey, but it seemed a bit too broad at times. An unrestricted comment box for each page would have allowed us to zoom in on particular details/issues. PROBLEM: There was only one "other" selection for each key area. At one point, I would have happily given you three "others" that actually mattered instead of being forced to pick two options that are meaningless.

give faculty members of this state a hefty raise; morale in parts of the state is poor

I think the section on excellent and diverse institutions sets up a false conflict between the goals of improving faculty/staff satisfaction and institutional excellence with supporting the UNC system's minority-serving institutions.

Continuing my "guiding theme" comment, I'd say "good luck with that," but I have to live with your poor decisions too. Instead, I'll appeal to your self interest. Do you like your smartphone? Enjoy it because that's as good as it's going to get. Want to live longer? Tough shit. There's no cure for cancer and no one left to figure it out. Do you like the arts? That's too bad. Arts programs weren't considered important to the state economy, so enjoy that same play every year until the cast begins to retire and there's no new talent to hire. No clean water to drink? Oops, I guess someone should have been looking into new filtration technologies instead of covering up coal ash spills. I'm looking at you, McCrory, General Assembly representatives, Board of Governors appointees, Margaret Spellings ... and you're not fooling anyone.

There is a huge disconnect between many in the university system and the taxpayers. We need to bridge this gap with better communication but also the university needs to be more responsive to the world outside it and serve the taxpayers better. Many in the faculty and staff in some specialties are insulated from "the real world" and don't understand (or even care to understand) the very valid concerns of taxpayers (and I say this as a faculty member but one who came from the business world).
Grand challenges are window-dressing and often deeply involve some departments/disciplines/aspects of the system, and others not at all. It is better to focus on creating excellent systems for supporting departments' faculty, staff, and students. Finally, I want to stress that any initiatives for improving educational outcomes for the UNC system should include faculty from its Schools/Colleges of Education. The system boasts world-renown experts in the science of learning, teaching innovation, educational leadership, etc. It would be foolish to leave them out of the discussions.

Before choosing future campus wide themes (e.g. Food for all at UNC-CH) make sure that every academic unit has been represented and that their chairs engage everyone.

I'm concerned about the push towards privatization of services. We've long had a blend of in-house and contract services that sustain the institution. I want to be sure that we are being thoughtful about when to outsource functions. I've worked as a consultant and as a University employee. I know that the decision making process is different in these worlds. University staff will recommend higher capital costs if those lead to clearly lower life-cycle costs. We need to retain key facilities management capabilities in-house so that we continue to make decisions that are good for the long-term success of the institution because those are also good in the long-term for students and for citizen-taxpayers.

The survey gives insufficient attention to different institutions having different strengths and emphasis. It would be a mistake to treat all the same with the same goals. UNC-CH and NCSU have the history and faculty that enable them to give much greater emphasis to the research mission. These differences should be recognize in any strategic plan that is developed.

Faculty salaries should be competitive to attract and retain experts in their fields across all academic disciplines. Nursing faculty shortages nationwide are a result of the wide gap in pay for clinical vs. educational jobs.

More satellite campuses would help on going parking frustrations for student commuters, faculty and staff. Although there are many on-line books it would be great if campus library books, etc. could be available to satellite campuses perhaps by way of on line requests for library books to be delivered, maybe like the current delivery of campus mail.

This is not a government love in or a place where all rise together by mandate. Bringing some down to make others look good is not the answer. We need to work our tails off to make sure that each school has the chance to rise and if they do not, they will not be rewarded.

Our state is challenged to provide well-paying jobs to replace those that have been lost in the manufacturing sector. This is especially needed in the more rural portions of the state. We need to plan for jobs of the future in manufacturing, research, health care, informatics, etc. that will all require some form of post-high school training. How do we provide that in an affordable manner? How do we maintain the remarkable quality of faculty and research at our larger institutions while developing similar areas of excellence in smaller units of the UNC system as well as in the Community College system?

HB 2 and other recent events have revealed that UNC employs openly bigoted individuals as leaders of its university. Key individuals must be held accountable when their values contribute to the University being a hostile learning environment for students.

The survey is a loaded instrument. Its content reflects the pressures the system is under to please some of our elected officials. I hope system leaders will find a way to lead without compromising the integrity of one of America's great educational systems. In difficult times such as these, our ability to educate can be our greatest strength. Instead of bending to pressures, why not decide to be educators? Educators try to reach all, not just the brightest, not just those who already understand the concepts. Educators endeavor to reach those in the back of the room, those with the knowing smirk who doubt and question and bully because of their own insecurities and weaknesses. Surely we as educators can do a better job of teaching, instead of allowing the bullies to take over the classroom.

It's time to look at how funds are being spent, how staff are being underpaid and how our campuses structures are suffering while we keep hiring Executives making up to $200,000 to attend meetings all day. Why is no one on the Board of Governors questioning the dollars spent on all these new executive positions, solar projects with over 40 year paybacks, the cost of getting off coal, etc.? These dollars are needed to make these universities what
they should be. A safe efficient campus with qualified professionals and opportunities to learn and achieve without student loans that it would take 10 to 20 years for most to pay back.

There is a real and dangerous disconnect between the administration, faculty and staff. Staff pay languishes. Percentage based pay rates increase income disparity. In many areas there is a sense of entitlement. A significant percentage of tenured faculty are content to do a minimum of work, and do not bring in research monies. Administration seems to grow unchecked while staff numbers in core area declined. Buildings and other infrastructure are not well maintained.

Please focus any attention possible on lobbying for the repeal of HB2. Our R&D institution with over 300 staff and a $25 million annual budget is no longer to host R&D meetings because other state's have banned state travel here to work with us. This one bill has destroyed years of goodwill and collaboration with us and partners nationwide. It is having a direct, measurable, negative impact on our University work.

The question above is interesting (grand challenge) but not really explained in enough detail. It came across as a throwaway comment, but I found it one of the most interesting issue you raised. I ended up saying "NO" because I lacked the right information to provide a decent answer. Awesome job, offering this opportunity to comment. What a great way to encourage participation in your work!

The key issue to funding the state's higher education system is to have the state actually fund the higher education system. The fact that less than 20% of the operating budgets of some of the institutions is support from state funds is a travesty, and is the single-most important factor driving the increase in tuition that is borne on students. All other factors are negatively impacted by this extreme limitation.

I am struggling to complete this survey as I do not trust current political environment nor motivations behind a strategic plan.

I appreciate you all welcoming opinions of folks throughout the system. These questions and responses, however, were quite leading and limiting in their scope. I encourage the University of North Carolina to consider the write in responses beyond the percentages for each multiple choice answer.

I believe that the University as an institution needs to evolve to incorporate programs of hands-on technical learning. Offering degrees or programs for training in practical skills that are needed at the local level, including artisanship, entrepreneurship, and "blue-collar" job training. Such programs could be constructed in a manner of apprenticeship programs of people trained in these fields working in the field in the employ of the University, with students under their tutelage.

Financial obstacles need to have a priority. As a student, I'm paying for so many fees that I don't use or need. Its ridiculous that I should be thousands of dollars in debt for fees that fund free cupcakes every month.


You've outlined a lot of great goals, but I can testify that UNC-CH is NOT doing these well at all. Teaching is the #1 priority according to your website, but it's so clearly NOT here in Chapel Hill. All anybody cares about is their research, and that makes the system look bad.

N/A

I fear the Neoliberal University, the hyper-corporate university. Without being naive about financial challenges, I caution against the private sector language completely wiping out our public mission. I hope we keep UNC with a public heart/vision and not turn faculty in cogs in an assembly line of productivity. Let's meet our challenges in more holistic and creative ways.

I am writing my statement again so that you understand the urgency with which I write: There needs to be a more explicit commitment to serving North Carolina as a whole. Edward Kidder Graham famously stated that the boundaries of the university (of North Carolina at Chapel Hill) are coterminous with the boundaries of the state. We need to stop focusing on our institutions as simply churning out workers and focus on the incredible potential they have to transform NC communities, including mitigating health, educational, and economic disparities.

not at this time
I think more five year degrees that culminate with a Master's degree should be offered. However, a BS should also be obtained at the 4-year mark. It would be a waste of the student's time and money if they went to school 4-years and came away with nothing. Same goes for two years. Even if you are at the flagship UNC-CH for only two years, you should be able to get an UNC-System Associates Degree. Some would say that cheapens the value of an actual UNC degree. I would say that this would give students measurable value in increments.

The main problems with the UNC System are very similar to other state systems; poorly prepared high school graduates, students not getting degrees in a timely manner, faculty focused on fundamental research rather than teaching/training students and applied research, lack of industry partnerships and commercialization, and university administrators who make decisions based on dollars instead of mission and charter.

Let the schools act as separate institutions, since that is what they are. Collaboration is fine, but we do not all have one mission and all run very differently.

The UNC system is large enough to fight for more than just one statewide grand challenge. What if each university focused on a different issue and "competed" to make the state a better place.

Having gone through a number of strategic planning efforts with less than stellar results, I'll be interested in seeing how you measure outcomes and use the findings to assess movement towards goals, as well as remain agile to changing conditions.

It is unlikely that the legislature is going to see access, affordability, and excellence as worthy goals -- they will likely want fewer and "better" (sic!) students, more subsidies for the privileged few (via lower taxes for the wealthy and higher taxes and inequitable tuition costs that burden those of lesser means), and "ideological balance" (whatever the heck that means) over intellectual freedom and rigorous inquiry. Student success will become the Gubner's "butts in jobs" -- which will stunt economic creativity, and economic impact will be little more than servicing the job training needs of the legislature's corporate patrons. (Sorry, I meant patrons, but perhaps patroons is appropriate too, or maybe I should have said koploper).

Too often UNCCH leadership makes decisions based on "optics" rather than genuine commitment to values. Leadership should be encouraged to do the hard work of genuine problem solving not merely minimizing real problems and kicking the can down the road.

The overreliance of the UNC system on temporary employees for what should be fulltime roles is incredibly problematic and requires a serious inquiry into the practice.

One aspect that is not addressed are the possibilities of collaboration BETWEEN institutions within the UNC System. We need linkages across university & school boundaries. We must be able to identify consultative and mutually-beneficial interactions among all the pieces. How well do we accomplish this at this time, even within one university/college? Do faculty in a particular field ever meet together? Ever collaborate? Ever share their work products? If we can meet at national meetings, what would it mean to engage in UNC system-wide meetings? PS: The proposal for a state-wide challenge? Wonderful idea! But, given the financial & faculty cutbacks we continue to endure, we are hardly managing to get everything done, now.

There needs to be a raised awareness of mental disorders and disabilities so that faculty, fellow students, and institutions can be better educated and understanding of those suffering from depression, anxiety, PTSD, autism spectrum disorders, bipolar disorders, etc. As a student suffering from the first three, it clearly effects my academic life and I personally feel that sometimes faculty don’t understand just how debilitating it can be. There are too many masks on mental health disorders that need to be lifted and cared for.

see http://www.treehugger.com/bathroom-design/half-million-american-homes-dont-have-proper-plumbing.html

Please avoid fads like grand challenges. Those are almost always shallow and have no lasting impact. Also, please involve people with frontline experience in developing the strategy plan. Use field generals rather than desk generals. To design a plan that is relevant and will actually work, you need to include the kind of people who will be responsible to implement the plan. At the campus level, we get directive after directive sent down from Chapel Hill without sufficient thought about how the directives will be implemented at the campus-level. This results in so many pointless hurdles for the campuses. One more bit of advice - beware of "yes men" and
groupthink. Include people in the strategic planning process who have relevant knowledge and are willing to disagree - but are also willing to work together to resolve disagreements. Avoid both yes and no people.

The university system should be a vehicle by which the best and brightest are educated and should facilitate the State being the best it can be - to be in the top ten states by 2050 for jobs, education scores, health of its residents, and environmental sustainability.

The survey choices were very narrow and clearly intended to slant the results to support policies about time to graduation and reduction of liberal arts education programs. This is not something that high quality faculty would view positively.

These questions are framed in an annoying and stupid way.

The mission should highlight the ESSENTIAL need to attract and retain faculty of the highest quality if we are to remain a leading university system. EVERYTHING hinges on the faculty. To attract and retain high quality faculty, they must perceive that they are rewarded appropriately and that they are receiving appropriate support for their work in teaching, scholarship, and service. There is ample research to support this statement in the scientific literature in organizational psychology.

UNC needs to keep an eye on hiring excellent faculty, competitive with the top universities in the country.

It's a "grade challenge" for the system to do its basic job well. Reducing the already limited resources aimed at doing that job in order to fund something that sounds suspiciously like a Public Relations maneuver would be a terrible mistake.

The research and teaching being conducted on our campuses is too diverse to focus on a single system-wide grand challenge.

Unfortunately, many of the challenges facing the University system stem from inadequacies never addressed at home and in early school years. Colleges are faced with the tasks of remedial parenting as well as basic and higher education. Address these concerns and the higher education experience as well as society, as a whole, are bolstered.

We should be proud of and guided by Charles Kuralt's words defining UNC Chapel Hill, and use this as a guide for the larger UNC System: "What is it that binds us to this place as to no other? It is not the well, or the bell, or the stone walls, or the crisp October nights or the memory of dogwoods blooming. Our loyalty is not only to William Richardson Davie though we are proud of what he did 200 years ago today. Nor even to Dean Smith, though we are proud of what he did last March. No, our love for this place is based on the fact that it is as it was meant to be, the University of the people."

While outside the scope of this survey, select governors who attended NC minority serving institutions (MSIs). I commend current members who speak on behalf of the MSIs. Yet, there's a strategic gap in operational and cultural understanding.

Involve the people and remove the politicians.

Good survey design. Tough questions. Thanks for asking our views.

This strategic plan would be taken more seriously if the process were more transparent and the various stakeholders were involved.

Quality will always prevail and in turn will propel on to greatness. To my mind if you focus on the quality of product, and invest in the students, you will meet needs. Through one area of success obtained, this leads to more success in others in a domino effect. You have to maintain a certain pace and you cannot run from a crawl. Your students know where they feel improvements could be made and your industry partners know where there is lacking in skills set of the students they get. Focus should be on quality of your product and maintaining a pace that leads to success.

Take these responses to heart. We are not outliers we are the minority being stripped of education as if we are the majority.

Thanks again for soliciting this input from such a diverse group of stakeholders. I hope there will be a follow up of the these findings so we can see the larger trend data most impacting the strategic plan.
I didn't completely understand the "grand challenge" question; however, the UNC System should consider its impact to any state-wide initiative that System administrators see as either affecting the UNC Schools positively or negatively.

Little care is given or provided to staff. Focus should be placed on enhancing the facilities where students have classes that are usually in a state of disrepair, instead of focusing on buildings that are more on the side of leisure and entertainment.

There should be comment sections on every page, when things left out are fresh in the mind.

Not all communities across the state have the same issues - a certain number of universities in a given mile radius should work in the issues that are the most concerning in those specific areas.

The financial aid department is staffed by people who don't know what they're doing, and tons of secretaries who have no idea what's handled where. It must be the most ineffectively expensive staff on site. It's incredibly frustrating to have to take hours every few months to come in wondering why my financial aid billing is messed up again only to be met at the lobby by rude people who don't know where anything is, to be stopped again by a secretary who can't answer my question, to be sent to several staff people who can’t answer my questions and seem to think that a loan is financial aid rather than debt -- and to know that whole time that my tuition is paying their salaries.

Please have institutions focus on learning and fostering environments where ALL opinions are heard and appreciated. Currently at ASU - and I fear several other institutions - any opinion that doesn't support "social justice," "institutional racism," and the false concept of "white privilege" are deemed racist and quashed. No one can say anything that runs counter to what the huge flock of social justice warriors running our State's universities are spouting. If there is no free debate and no intellectual freedom, then we don't have a university system - we have indoctrination camps. The reason students at ASU resorted to chalking is they had no ability to express their opinions/beliefs in any other way.

If you are still establishing the committee to work on the plan, please make it broad-based, not just consultants working with UNC-GA staff. Thank you for the opportunity to complete the survey.

UNS System - It's a great place to work, and could be even better with active qualified managers at every level to carry out the real mission with knowledge, real commitment and accountability.

Please allow more time for this process to proceed. It will be a much better strategic plan if you take the time to listen to input and incorporate the ideas.

I appreciate the opportunity to participate and, I hope, to be heard.

Make things paperless, make your buildings out of recycled materials, promote eco-friendliness in buying recycled paper towels and organic cleaning supplies, focus on recycling and compost.

There should be no "grand challenge" because progress is never supposed to end, never supposed to culminate up to a single challenge but is to be a challenge that carries you through your entire university system's past, present, and future.

Faculty salaries need market adjustment. With no salary raise for so long our salaries are way lower compared to other States.

We MUST Strive to make the State, Country and World a place where all people are treated equally and fairly regardless of Race, Gender and Age!

The survey keeps citing "Research" in its problem statements without referencing any sources. That gives me pause in accepting the propositions that were made in these statements as being valid.

A university education should be special. If it is perceived to be watered down or cheap based upon political pressure (regardless of the issue) then eventually, a college degree will be devalued to the equivalent of a high school diploma.

Upgrade infrastructure on all campuses equally. Don't just dress up the flagship schools and throw the rest of the schools a pitance.

With global climate change and our own local industries pollution, water availability and water quality is an everpressing challenge. NCSU can help lead the way in supporting research to identify how we are negatively...
impacting our own water supply, what immediate changes we can make to mitigate our negative impact, and what revolutionary products and strategies can change the way we use and re-use water.

The danger of focusing on a "grand challenge" is that it will elevate some themes/goals at the expense of others. That, in turn, may result in superficial emphasis on a topic by programs that have to 'stretch' to make a connection, thus diluting and undercutting the goal of the grand challenge.

Senior faculty with the deepest experience have not been utilized to a maximum degree in strategic planning. An additional problem with all faculty is many neither "live in" or are vested in the community. That is ultimately reflected in a lack of understanding of community needs and pedagogical methodology as it relates to their program. We cannot expect communities to support us unless we are supporting them. For the universities whose students are almost completely from the local and regional area, this disconnect means that strategic planning is negatively impacted. Planning processes are typically centered internally, rather than market-driven. Feeble attempts to provide community-related data are not rigorous and typically lack meaning, thus are counterproductive. Senior faculty are consistently devalued, with an emphasis on junior non-tenured faculty, in our institution. This is reflected in the lack of opportunities, failure to correct salary inequities and in other ways. Strategic planning initiatives (when they are done) are typically top down (administratively driven)and the voices of those closest to the various programs are neither heard nor incorporated into a viable strategic plan (this is compounded by the lack of accountability and lack of program directors). After ten years in the system, I have not seen programmatic vision or goals consistently linked to stakeholders or to a strategic plan at the University, School or Dept level.

Thank you for seeking our input.

The UNC system needs to maintain its focus on upholding a high standard of education and professionalism. A "grand challenge" could easily distract from that focus.

As an out of state student, I beg the University administration to secure the state funding it needs, not only in order to provide more access to courses and assisting technology for students, but also in order to provide out-of-state students the same tuition and fees as in-state students. I also implore the Departments of the university each to monitor its staff as they teach. There are a great many professors in the University that are genuine and care about their students, but there are also many who don't care about their students. In addition, while some instructors are very diplomatic, some are very authoritative, and non-constructive with their students. This University suffers from a great disparity between good teachers and bad teachers, and I, along with many other out of state students, do not cope well with the costs of attaining my degrees, and I wish there would be no difference between out-of-state and in-state students, and this is one of many reasons that I humbly beg the University to concentrate on acquiring the state funding it so grievously needs. This all being said, I am grateful to have gone to Appalachian State, and would like to thank the University's administration for granting me the opportunities I currently have thanks to them.

Funding the institutions more to attract and retain excellent faculty and staff

I have two broad concerns after taking this survey. First, the section on research shows a serious lack of understanding about research at a university, much less a public university. The choices indicate a consulting view of research, not the view of a public university. Second, the survey seems to focus on simplistic metrics that can be informative, but will lead to very bad unintended consequences if focused on too much. And the idea of a 'top down' system initiative is a bad idea. The goal should be to have an excellent system that is strong in areas across the board. Any good system will have highly regarded programs across the board. Only weak systems sacrifice some to focus on a few.

While every organization *must* avoid wasteful spending, the cult of efficiency is inappropriate in a nonprofit, educational, or government environment. The opposite of efficiency is redundancy, not waste, and in a university, the "bottom line" is not whether we came out ahead financially or satisfied our shareholders; the bottom line is "Did we provide the service we set out to provide?" Sometimes, this requires redundancy, which costs money. For example, an adjunct faculty instructor drops out of teaching less than a week before classes begin because she got a full-time teaching job. This means that students show up for the first class meeting, and there's no instructor.
We saved money by paying a pittance for this adjunct, but WE DID NOT PROVIDE THE SERVICE. Administrators scramble to cover these classes; faculty have to teach an overload, sometimes for a class they have not prepped for, at the last minute. It's not a recipe for quality instruction. Paying more for full-time lines means that classes are less likely to be unexpectedly without an instructor. (Also, it's the right thing to do.) There are many more examples of so-called efficiency hobbling our ability to do what we really need to be doing. We are not trying to produce widgets with 6-sigma efficiency. Our mission is inherently untidy, individual, and personal, and it requires us to have enough depth on the bench (in other words, redundancy) to do it well.

The UNC systems can barely manage themselves in an efficient manner. NC universities do not possess the management and leadership skillsets to take these issues. Leave those to the industry leaders.....

Appalachian is an amazing school, I could see potential in ambition to work on food insecurities that would go hand in hand with health disparities. The folks there are looking to make positive changes in the lives of others, they would be an excellent catalyst to lead other colleges to this effort.

http://ncindhemp.org/

Thank you for inviting our input. Reject the privatization and commercialization of public education, and of funding for research produced by scholars at public universities. Embrace the value and benefit of public institutions that function independently, balance the outsized and selfish influence of private, profit-driven corporations, and remain accountable to the citizens whose taxes support these public institutions.

I have been in the state of North Carolina for most of my life and I think we need to make sure that university system keeps advancing to achieve the peak nationally. Also, it is essential to eliminate manipulated hiring practices.

None at this time.

The current increase in college costs is mostly driven by a ballooning of administrative infrastructure that does not appear to truly serve the students. Growing the teaching faculty and reducing bureaucracy would go a long way to meeting the stated goals

1) improve college access and affordability with increasing state support 2) establish a new structure for UNC’s governing body, taking politics completely out of the process 3) challenge our brightest minds to make North Carolina the first state in the US to run off 100% clean energy

We should celebrate diversity while emphasizing those things that bring us together. Diversity is amazing, but it shouldn’t be used to divide groups. Instead, focus on the beauty in our differences while remembering that we are all working toward similar goals (albeit in different ways).

The amount of money spent on useless administrators is shocking and appalling. Administrative tasks should be overhauled, centralized, and streamlined.

If education is underfunded, poor teachers teach poor students at lowest levels of the system. These poor students become poor college students, and then poor teachers and poor professors. If you want an educated populace, you need to put money into education!

Select 2-3 issues that would allow a role for each institution. The three you mention are good. Also: rural economic development.

I believe that students, staff, and faculty choosing to leave the UNC system have valuable information to share about their experiences - positive and negative - and we should make an effort to ask them direct, anonymous questions about why they are leaving. Perhaps 3 surveys like this one that is required at the time of separation (one each for students, staff and faculty).

Jeez, could you have produced a more boring and less dynamic survey? Me thinks not.

I believe employers should look at and treat their employees whether they be a permanent, temporary, adjunct or student employees equally. I feel most temporary staff are neglected when it comes to the hard work they do, their job responsibilities and their pay or being hired permanent. Especially when they have been with the University for over 5 years. I have experienced temporary staff working as hard as an permanent employee and doing jobs that a permanent employee should be doing and the temp does not get any raise, bonus, partial
benefits nor considered to be hired permanent. This is a on-going problem and those affected employees leave the institution because of these factors. I would like to see all employees (perm, adjunct, and temp) get benefits (Leave and Health). Perm=Full Benefits, Temp and Adjunct=Partial Benefits. I believe that any temp employee working over so many hours/years at and institution should be hired as an permanent employee. All employees work for the same Institution to achieve its Mission and the same Goals. It really does look tacky to work for a University and not be able to "Live" and Invest in Retirement or the future of ones life. I understand an Institution working to help students excel in their future but what about it's employees, all of it's employees futures???

Remedial education of students should be shared across the UNC-System, and not just the few institutions which accept large numbers of under-achieving students. Those students should be spread across the System equally. UNC-A should have to prove that they can grow unprepared students into college successes, just as much as NCCU, etc.

I think if there was a greater partnership and understanding between high schools, colleges and the local and state wide businesses there would be a way to get the students interested in the fields of study that are most needed within their communities. The businesses know best what kind of graduating skills are needed in the present and immediate future. Colleges should help to filter students into those majors/career skills that are in high demand. In turn they can partner with high schools to help get those students to engage in areas of interest that will be most needed when they get out into the working world. I think too many colleges these days just want to get people in the door to make money off of them taking classes, any classes and not help focus those students into a contributing adult workforce.

It is very important to bring the per student funding for Appalachian State University up to the level of its peer institutions. Appalachian struggles to attract and retain faculty when salaries are not competitive due to stretched budgets.

In light of North Carolina's recent and repeated appearance in the national news cycle, it seems it would benefit the system and state if UNC focused on enhancing equal opportunity in the UNC system. For example, this could be measured by aid packages, research funding, and graduation rates for students (across diverse groups in the system) and salaries, research funding, and facilities for employees (across campuses in the system). Enhancing equal opportunities and resources in the system would strengthen the system overall.

It is important to ensure that students and faculty are at the forefront of every decision. Although the impact of a university is far reaching, and all demographics should be considered, the students and faculty are the core of a university. They are the only components necessary for learning to occur and that should guide all decisions regarding the university. The university's mission to educate students cannot be put behind the interests of North Carolina.

The BOG used a shady and anti-democratic process to select Margaret spellings as the system president. Also the BOG's closing of the center at UNC shows that they work to shut don those who want to fight against social injustices.

Remember, that you can not be everything to everybody. The guiding themes are on point.

Support for students, faculty, and staff is necessary in maintaining the reputation and effectiveness of universities. Quality of life for anyone involved with the universities should be a high priority. Strategies to retain faculty and staff by building morale and nurturing a safe working environment should be built into the mission of the universities.

Dr. Harry M Davis, a banking professor at Appalachian State University said: "Our secondary education system – both in the U.S. and in our state – is failing. It does a poor job educating the youth of this state. Clearly, in some places it does an incredibly good job, but the average is not very good. Another problem we’ve got, we turned our junior college and community college system into preparatory schools for the university system. We deserted or failed generations of high school students who didn’t want to go to college. We didn’t train them. We didn’t give them access to training. We didn’t support the technical skills." Source: http://www.news.appstate.edu/2016/08/29/harry-davis/
Get back to basics! Educate students for real world careers. The world only needs so many Outdoor Recreation or Philosophy majors. I see too many students here at ASU just spinning wheels and paying UNC money - and the system gladly takes their money! Stop treating it like it were a business to make money and get back to the business of educating the most qualified students who deserve to be here. Get rid of the multi-cultural centers, the LGBT centers, the Veterans centers and all the other little special interest groups that UNC panders too and EDUCATE all students equally - the cream will rise to the top and will be successful.

Appreciation of staff needs to be addressed. The freezing of salaries year after year have demoralized the staff to the point it is affecting the workplace. EPA salaries have been addressed, but SPA continues to be overlooked.

The system needs to fund less athletics and fund more academics. As students, we attend university to get an education and that should be the primary focus of these institutions. It is frustrating to constantly be told that there is not enough money to fund meaningful research while our tuition continues to increase and our administration and athletics programs continue to receive additional funding.

I love NC!!!

I greatly appreciate the Board of Governors seeking community feedback to guide the discussion. Going forward, I hope to see public comment sessions about the strategic plan or community forums in which interested stakeholders of the university can directly engage with Governors.

Blatant lack of attention for out of state students.

n/a

A grand challenge is a horrible idea, unless the grand challenge is to get new legislators elected to office who will not cut funding for higher education. A grand challenge will force institutions into trying to achieve a mission that may be forced on to them by a top-down approach. A grand challenge should be something grassroots. It should be an organic collaboration. Instead, highlight institutions that are already working together and see how that can be the focus. Maybe 2-3 are working on water security and another 2-3 are working on health disparities. Maybe the grand challenge is just seeing how the UNC system is really trying to make the state a better place to live for everyone. Highlight and publicize what is already being done. Support faculty research. Support student research. Support collaboration.

0% Current Progress 87% 100% In your opinion, what have we failed to include in the guiding themes discussed in this survey? Not a lot, good job! Characters remaining: 1480 In your opinion, should the University of North Carolina strategic plan harness the capacity of the system to impact a state-wide “grand challenge” (e.g., Upward Mobility; Water Security; Health Disparities, etc.)? If yes, in what area(s) should that "grand challenge" focus? No Yes watused If you have any additional comments, please leave them here. > Powered by Qualtrics 0% Current Progress 87% 100% In your opinion, what have we failed to include in the guiding themes discussed in this survey? Not a lot, good job! Characters remaining: 1480 In your opinion, should the University of North Carolina strategic plan harness the capacity of the system to impact a state-wide “grand challenge” (e.g., Upward Mobility; Water Security; Health Disparities, etc.)? If yes, in what area(s) should that "grand challenge" focus? No Yes watused If you have any additional comments, please leave them here. > Powered by Qualtrics 0% Current Progress 87% 100% In your opinion, what have we failed to include in the guiding themes discussed in this survey? Not a lot, good job! Characters remaining: 1480 In your opinion, should the University of North Carolina strategic plan harness the capacity of the system to impact a state-wide “grand challenge” (e.g., Upward Mobility; Water Security; Health Disparities, etc.)? If yes, in what area(s) should that "grand challenge" focus? No Yes watused If you have any additional comments, please leave them here. > Powered by Qualtrics 0% Current Progress 87% 100% In your opinion, what have we failed to include in the guiding themes discussed in this survey? Not a lot, good job! Characters remaining: 1480 In your opinion, should the University of North Carolina strategic plan harness the capacity of the system to impact a state-wide “grand challenge” (e.g., Upward Mobility; Water Security; Health Disparities, etc.)? If yes, in what area(s) should that "grand challenge" focus? No Yes watused If you have any additional comments, please leave them here. > Powered by Qualtrics 0% Current Progress 87% 100% In your opinion, what have we failed to include in the guiding themes discussed in this survey? Not a lot, good job! Characters remaining: 1480 In your opinion, should the University of North Carolina strategic plan harness the capacity of the system to impact a state-wide “grand challenge” (e.g., Upward Mobility; Water Security; Health Disparities, etc.)? If yes, in what area(s) should that "grand challenge" focus? No Yes watused If you have any additional comments, please leave them here. > Powered by Qualtrics

Clarify and streamline paperwork processing and improve discretionary department-level spending

Sounds wonderful but I would have to see it to believe it!

The first major challenge which is not included in the survey is how to prevent corruption and monitor university's administration. In College of Engineering at NC A&T for instance there has been some many discriminatory actions and favoritism. The Dean of the college has manipulated search committee results for selection of associate dean of academic affair and more recently for selection of the chairman of Civil, Architectural and Environmental (CAEE) department was disqualified by the search committee, but the dean insisted to keep her in the ranking.
After the final ranking was released, despite all dean's effort, the current chair ranked second after and external person who interviewed for the position. However, dean managed to ignore the search results and even ignored the petition signed by majority of the CAEE department faculty asking dean and provost to extend the search due to major concerns with the two finalists' qualification. However, the administration end up selecting dean's favorite crony who does not have a Civil or Architectural Engineering degree, is not a full professor (her application for full professorship was denied due to lack of qualification) and is not even certified to be a professional engineer (PE). Most faculty at the department are certified PEs. Manipulating the search results and appointing her favorite individual, the dean of college of engineering has managed to create her dictatorship which is damaging faculty and students motivation.

There many things that I do enjoy about living in NC, however I feel that we need to listen to our students and address the issues that revolve around our environment and our use of resources (material and labor).

Thank you for looking into this and reviewing your system. If there's any need for more student opinions, or any way for me to get involved in this further, please email me at smithka13@appstate.edu

I would like to see more furniture within the dorms at my university. They say they do not have the funding for it, but it is old and often uncomfortable. The beds squeaks, the dressers, closets, and the desk are torn. The game rooms are outdated, the workout room doesn't have working equipment. If the school had better living spaces more people would want to live on campus, which provides more money for Fayetteville State University.

Stop cutting pay and hours to "essential" staff

The system does not need a strategic plan. It has guiding principles already. Strategic plans tend to lead to regulation and interference on the part of UNC's bureaucracy.

The survey is a good approach. It allows grassroots participation. But people will lose confidence and will not take time to provide input if the suggestions are not perceived to be implemented.

Please, please, Please strive to correct the disparities in pay within and across institutions. It does no good to recruit and hire highly qualified faculty and staff of you cannot keep them specifically due to low and unequal pay

There is not much here that suggests an interest in promoting innovation. How do we make the UNC system flexible, resilient, nimble, and innovative? How do we protect the free flow of ideas? This is the system's grand challenge.

Stop assuming the system is broken. The UNC system is strong. We just have too many people who do not believe in higher education at all meddling.

What is meant by "grand challenge"? Why is a state-funded university engaged in water security? We've seen that UNC entities that focus on intractable problems like poverty get defunded. Health disparities should of course be studied and researched, but how this information is used - who is responsible for that - and who profits from this research coming from public universities? Is the function of the university to exist to provide free labor and research to for-profit entities? That is wrong. Upward mobility should come from educating people in ways that help them rise into a new economic class via access to white collar jobs - but what happens when the private sector does not grow those jobs? What happens when wages remain stagnant for decades? What is the system doing to provide the best education to our students? What defines the best education? There is a concern that NCGA's focus is on vocational training, rather than expansive education and life-long learning. We need to prepare students to be nimble and to move rapidly into new jobs when disruptive change transforms the market, as we've seen in our lifetime with significant cultural and economic disruptions caused by the Internet and social media.

Too many kids are graduating, not getting jobs and end up working jobs that don't require a degree funding to UNC must go back to the levels it used to. We're no longer state institutions; we're merely state-located institutions. The bulk of our funding should come from the state.

Each university is unique and should be unique in its mission, population, and focus.

It would be grand to reallocate some resources from the universities and educational institutions in the research triangle to the other schools throughout the state that tend to be not only left behind when push comes to shove
over budget issues, but which are often treated pejoratively by administrators in Raleigh and the triangle.
Empower us all, share the wealth, enable students and faculty throughout the state to participate in quality
education!

I have never understood why UNC General Administration does not allow long-time faculty members, staff, and
administrators to offer our ideas. Why not have an ongoing task force or council that is dedicated exclusively to
innovative ideas for the success of the UNC’s? Why not talk about having college go 12 months a year so that some
students can finish in only 3 years? Why not offer classes over the winter break between fall and spring
semesters? Why not allow students to take 8 years to get their undergraduate degree if in fact they have to, or
want to, work the entire time they’re attaining their degree? Why not allow some UNC campuses to be strictly
commuter schools and others strictly residential, traditional campuses? Why does every campus try to do both?
Why not make campuses like App State and UNC-Asheville places where ALL CLASSES ARE TAUGHT FACE-TO-
FACE, and make other campuses places where everyone commutes and takes hybrid or online courses? WHY not
have one campus a place where student parents are guaranteed childcare, etc.? We never talk about these ideas--
it’s always tiny little changes that lack a broader vision.

In general, UNC is impressively diverse in the fields in which its member institutions excel. Retaining that universal
element of the University is critical; we cannot just specialize each campus as if we know what specialties and
departments will best serve the next generation of North Carolinians. We must remain committed to provide a
comprehensive, affordable education.

For the financial aspect, I do not think lowering the tuition to $500 (such as done at WCU) is beneficial. It is
already a minority school and I fear it will cause an increase in poor performing standouts, I transferred from
there to ASU. I could not even fathom ASU dropping to that, college needs to have some sort of standard and goal
that students should be expected to meet in order to get in. It should not be handed to them.

The strategic plan should focus on creating and educating responsible contributors to society; the schools
shouldn’t be solving the worlds problems, the schools should be creating and encouraging the people that will
solve all the worlds problems.

While the idea of a statewide grand challenge seems nice, the realities are less so. Successful collaborations are
organic, not institutionally mandated. Allow faculty and staff to do what they do best, and
departments/institutions will follow. But this process takes time and investment, and the retention of satisfied
faculty/staff in that field. A program is no longer viable if all the good people quit to go on to greener pastures. By
concentrating on a grand challenge, how are resources diverted from other programs that may be doing quality
research/outreach but don’t fit into that framework? Will they be ignored and underserved and starved of
support?

Work-life balance includes all - and would provide benefits for all.

the University should at all times lobby agressively for higher levels of State funding.

Overall, this is a good start. I would like to see a little more mention of what has become a highly disillusioned
faculty and staff workforce, though. Years of marginalization and pay inequity has caused mass demoralization of
the UNC workforce. It is no longer an issue that we can afford to politely ignore.

Support our minorities on campus, stop turning a blind eye to blatant hateful and oppressive statements being
expressed by students and faculty.

We need to shift the focus to providing more easy acessibility to students regardless of economic means

#BringBackBernie

We’re going to struggle as a system until we address some of the fundamental needs of faculty and staff at the
various campuses. Faculty and staff are making plans to stay in the NC system for only a little while because they
do not see long-term futures for themselves or their families. Years without COLAs, below-market pay, lack of
tuition discounting/ remission for staff and faculty, lack of moving expenses, and increasing health insurance
premiums are pressures that cannot be ignored. Let's take on these larger challenges that significantly impact
access, affordability, efficiency, excellence, and diversity. Let's truly make a difference.
This sounds like a terrific start. Thanks for soliciting feedback.

We have created a system that incentivizes everything but giving the students who would will benefit the broad undergraduate education they need. We have taken on the business-specific job training that used to be paid for by successful businesses. This violates a basic principle of capitalism. The only job-specific "professional school" undergraduate-level "training" universities should provide is training necessary for the common good (training in nursing, art and music, for example). Paying professors $90K to train students to be para-legals, or social workers (people who will make $15 per hour when they graduate), which can be done at a community college for much much less, just does not make any sense.

The strategic plan should be applied equitably to all institutions. The past practice of giving preference to some schools needs to stop for the UNC system to be successful and to flourish and thrive.

UNC needs to focusing on its core mission, that is to educate the students to be productive, responsible, and successful citizens. Good things like solving all sorts of "Grand Challenges" of all different times comes with our high quality "product": all the different productive, responsible, and successful citizens.

The BOG should more carefully consider its hires for constituent institutions. UNCW is headed by a person without academic qualifications. Universities are not profit centers, and the current head of UNCW demeans any component of the institution that does not generate a profit. Education provides non-pecuniary returns, if correctly undertaken. North Carolina has a long history of understanding this. Additionally, UNCW should have someone at the helm who has at least produced academic publications, otherwise they will not have the respect of the faculty or understand the process of research and publication. We deserve better, and feel demoralized by the BOG choice.

The statements "research has identified" need to contain basic citations. This is a major overcite. With out proper citations this survey holds very little credibility in my mind. The survey feels very leading and not impartial.

It seems that in efforts to achieve these goals, there are some very narrow lenses. If we believe in the mission of public education, then the actions of the state should align to those goals and not punish students and/or communities with contradictory policies. I specifically refer educator preparation which is a very rigorous program without post-collegiate funding; the lateral entry teaching processes (which are detrimental to communities and students) as an alternative that undermines these missions; and the over 140 credit tuition penalty that does not allow exemptions for students who are actively pursuing highly rigorous options that take them over 140 hours.

Post-secondary educators are trained professionals and experts in our fields--or should be. "Critical thinking" is our business; indeed, we--as a professional community--invented it. The erosion of public trust in our profession and our expertise is an enormous problem nationally as well as within NC, and our political leadership could do much to support the goals of this strategic plan by promoting higher education and, as educators do when we vote, giving us benefit of doubt when we are hired by our institutions that we and our colleagues know what we are doing--or, that if we don't, tenure and promotion processes (must like a term of service for an elected official) will allow us to make a change for the betterment of our institution and students.

We need more state funding. Schools with low productivity programs should not have to lose those programs (especially if it wouldn't save the state any money to do so), as our students cannot "just transfer" to Chapel Hill, UNCW, or NC State.

I have been affiliated with WCU for over 40 years, starting as an undergraduate student in 1972 and holding different roles as an employee, faculty member and administrator. I've seen/experienced first-hand the benefits and opportunities the university has offered me, as well as my extended family and community. The UNC system is one of the greatest assets our state has, but recent economic and political changes have eroded its reputation and capabilities. Education, an educated populace, are essential to a quality life and thriving communities. I hope UNC can adjust to the "new normal," predict/assess what is needed in the 21st century, and continue to support and advance our state and the lives of those who call it home.

The involvement of the Faculty Assembly in the development and dissemination of this survey was essential and shows a respect for the critical role that faculty play in carrying out the core academic mission of our institutions. After all, it is faculty who interact directly with our students. I appreciate the opportunity to provide input into the UNC System strategic plan before it becomes "etched in stone." This survey is one mechanism for seeking
meaningful input. I encourage GA to go to various campuses to share the current draft of the plan and to gather additional input.

See my comments articulated above. The system managers need to manage and not pontificate about how great they are. Become and entrepreneur and bring the system into the 21st century rather than whine and complain about lack of resources. Find the resources like businesses do. Go get the money and make the system accountable and robust in its management capability. Get rid of the bureaucrats and hire forward thinkers and entrepreneurs who want to be the best and meet the challenges of the 21st century. Lots of sluggishness in the system because of huge bureaucratic mess that exists.

It does not seem fair for state employees' salaries be less west of I77 in North Carolina.

How can you possible develop a strategic plan when you either have so little knowledge of individual campuses as to be unaware of how multiple campuses are collapsing under incompetent leaders (who were picked by their predecessors, continuing the incompetence), or there is no concern about these campuses until you see a disaster described in a news story? You cannot determine what to do in the future until you know what is happening NOW!

I am glad you are asking for our input. Hope you use it now.

It has been acutely painful to see the state undermine the UNC System over the past decade.

No additional comment(s).

I am an older student and it is hard to take care of my family and do more than the required full time (12 credit hours) per semester. Due to this it took me 3 years to receive my Associate in Arts and will take me 2.5 more to receive my BSW. Therefore, to be able to get my MSW I will need to take out loans because the time limit on financial aid runs out. There needs to be a resolution because too many students are going into debt to get required degrees.

I felt uninformed about what these themes mean in terms what specifically the system wants to do. It lacked definitive goals but I hope that is why you were asking what issues were most important.

Recent news reports and debate about water and environmental contamination warrant that institutions in a state with great natural resources invest in the environment.

Thank you for your continued pursuit of excellence.

Please ban the Black Lives Matter silent protest on Campuses because it disrupts student's learning and people should voice their opinions on it. Blacks kill other blacks and no one seems to talk about it.

Free tuition for all, this would give all NC people the same opportunity to rise out of oppression.

Thank you for the opportunity to provide this feedback. Good luck with your work.

I'm disappointed by and ashamed of UNC institutions, the massive rift between the costs of the same degree at different "equally available" institutions, and the deplorable lack of diversity seen in academic staff.

What is the point of a University if not to improve the community it serves?

Address cost and integrity. I would rather send my children to a stripped-down university with no athletics, few amenities, etc. but solid faculty and education and very cheap/free.

thank you for asking our opinion

There are some existing models for campus collaborations related to thematic areas - take a look at them for ideas (e.g., Center for Developmental Science).

The shiny objects on which we need to focus are our undergraduate AND graduate students. We need up-to-date technology in the classrooms and the recurring funding to support it. We need student funding options that allow them to attend school, work, and sometimes raise a family all at the same time. We need to reverse the negative trend of trying to do more with less staffing and less funding. We need to increase faculty positions, increase all

768
salaries, and increase administrative staff positions to better serve what should be our grand challenge: to strengthen our institutions, improve student outcomes, and expand access to affordable high-quality degrees. Undergraduate students. Graduate students. Doctoral students. What is our focus?

Please STOP university’s from ripping off people with additional fees, mandatory health insurance and meal plans! PLEASE force WCU to add more parking for commuters and residents.

You need to focus less on what your school can do for your image and more about what how the students attending that school are going to make you look if they can actually finish college and finish without crippling debt.

None.

N/A

I’m not sure what the "grand challenge" question was about--an overall statewide theme?

In simple terms the faculty salaries are dismally low, it is hard to attract and retain faculty, and the GA regulations micromanage the remaining people to the point of utter demoralization. At best I can describe the current system as mean spirited and mistrustful.

Thanks for the opportunity to provide input!

Since you ask…it’s tempting to establish a betting pool on how long before this initiative and its attendant language go the way of so many other initiatives. Until the next election? A little longer? Until the state-level UNC administration changes? Again, not to be a cynic...but I have seen this happen over, and over, and over. UNC, and NC, might (sometimes) have the will to make grand-scale improvements, but it’s been a long, long time since they’ve had the commitment to follow them through. So, if I were a betting man, my bet would be about eighteen months before all of this sinks to join the wreckage of UNC Tomorrow, program prioritization, the North Carolina SCoS, the electronic evidences, and any number of other "strategic plans." And while I doubt this perspective will be popular with the people reading this survey, I can only say that if the highest NC and UNC policymakers didn’t want their constituents to doubt this process, they’d need to stick to something solid (recruiting and retaining the best faculty? committing serious funds to minority student support?), if less glamorous, for more than a couple of years. As it is, doing the job I’m paid for as well as I can seems like a better use of my time than climbing onto one more initiative bandwagon. For what comfort it may give, though, I put a whole lot of time into being as Excellent as I possibly can, and I won’t stop doing that no matter what next year’s initiative is.

By funding enrollment growth, the UNC systems encourages and expects all universities to grow. However, at some point, the schools should be at a "right size" for that school but they will keep growing just to keep getting more state funds. It is dysfunctional. The more students the system has without significant growth in the total budget just means there is less per student. NC might want to consider how many in-state students the state wants to fund. I would encourage the state to cap in-state enrollment at universities while growing opportunities for high school graduates to get education and training appropriate to their abilities and interest, such as free community college. I have a number of students in my classes who have little interest in a university education but are living on financial aid rather than getting a job. These students do a bare minimum of work and earn mostly Cs. There is a lot of emphasis on going to university but it is not for everyone.

these strategic plans are great and I am very familiar from where I came from. However in some institutions it is very hard to implement the plans due to the fact that the campus has many people who are very hard to change and they have a fixed mind set. The leadership needs to make sure that the message for change is communicated to even the lowest level.

Turnover of faculty directly impacts student success and bleeds into other areas. I appreciate the small inclusion of faculty retention. I, personally, think that is a huge systemic problem that requires greater weight.

Thank you for soliciting this feedback.
<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100%</td>
<td>0</td>
</tr>
</tbody>
</table>