



11/09/2016

The University of North Carolina at Pembroke participated in a UNC Board of Governors Strategic Plan Public Forum on 11/09/2016 with 54 number of attendees. Attendees consisted of faculty, staff and students. The written comments and spoken comments from that event were synthesized and compiled by UNCP faculty and staff and the executive summary of the themes, key issues and remarks are reported below.

1) ACCESS

- Look at historical examples of reducing the participation gaps, don't reinvent the wheel.
- More data will help UNC GA make the goals.
- Students need to be provided with information if application rejected as to why; need to help facilitate application to other UNC institutions; more unified process.
- What measures will be taken to ensure that with increasing enrollment students can be accommodated by housing, classrooms, and other support services?
- Should include options for distance education initiatives to reach those who are unable to traditionally attend a university.
- Supply low-income students with laptops and resources to succeed.
- Remove lateral entry options for teachers to increase prepared teachers in the classroom.
- Don't focus too much on academic qualifications from students. There are students who don't do well on standardized tests but are great students.
- Universities, especially those in more urban areas, need programs to help rural students adjust.
- Ensure an exception to system admission requirements remains in place.
- Support NC Promise legislation.
- Prepare current K12 students to be college ready.
- Ensure students of color have a pathway to enroll, as that is the demographic from which enrollment growth will be coming.
- Incentivize the field of teaching and leverage the General Assembly.
- Allow students of UNC system employees to attend tuition free.
- Develop programs where universities work collaboratively with public schools to assist with the transition from high school to college. Identify where students might struggle and how to address these obstacles to ensure their success in college.
- Broaden skills, training, education, and development. Define high quality.
- Students will be underprepared unless K12 teachers are supported and provided resources.

2) STUDENT SUCCESS

- How will faculty support be augmented to be able to successfully support student enrollment growth under NC Promise?
- What are we measuring?
- Need to balance wide access with specific expectations to ensure student success.
- Cross reference existing goals like Innovate NC with new strategic plan.

UNC BOARD OF GOVERNORS STRATEGIC PLAN PUBLIC FORUM: EXECUTIVE SUMMARY

- How will we retain skilled faculty when we are not competitive in the salary market?
- When measuring student success there needs to be an inclusion of the value added.
- Pre and post testing improvements and critical thinking metrics.
- Need to talk to students about career outcomes.
- Internships are needed to help students decide on career outcomes. Outreach to local business.
- Coursework needs to be augmented by study abroad, field trips, conference attendance, etc. especially for first generation college students in order to ensure a well-rounded education.
- Due to the tendency for students to change careers over the years, a vigorous general education foundation is necessary.
- Need to consider non-traditional students, military students, etc. when considering metrics. Traditional metrics applicable mostly to traditional students 18-21 who graduate in 4 years. Not all students fit that model.
- Measure through reflections or student transcripts.
- Increase timely completion of degrees by limiting the years of eligibility for Financial Aid to 5 years of full time aid.
- Focus on student apathy on campuses.
- Success metrics should include impact service to North Carolina. State taxpayers heavily subsidize UNC education, so we need to ensure ROI to the state rather than educating students who go elsewhere after graduation.
- Improve student success by improving the collective collaboration between institutions and between faculty, staff, and students.
- Better transfer of credits.
- Allow funding flexibility with state revenues for student support and student affairs programming.
- Degree completion needs to be connected to available jobs in the degree area and relevant to a 21st C work force.
- Re-enforce a liberal arts approach to and interdisciplinary understanding of learning and do not reduce higher education to trade schools.
- Focus on job readiness and top attributes that employers are looking for to inform educational approaches.
- Measure the % of degree to job placement in career that connects to degree.
- IPEDS is not the only method of measuring success – consider adopting VSA.
- Develop an informational interview program beginning at Jr high level and continue through sophomore year of college so students have real world examples of careers and career paths upon entering college. A student who knows their path from the beginning will be more motivated and successful.
- Encourage enrollment in summer school – offer incentives.
- Require students to become more engaged in leadership experiences. At UNCP we implemented 3+1 model of student engagement.
- Focus at every school to meet the needs of commuter students.
- Consider the impact of institutional transfer with regard to timely completion.
- University faculty should visit area high schools to talk with students about what they can do with various degree programs.

3) AFFORDABILITY AND EFFICIENCY

- Need to consider how NC Promise will affect student financial aid awards.
- Unifying contracts for library systems, data and material resources. Saves university money, provides bargaining power, directly affects student success, and makes access to resources equal across the system.
- Reduce duplicative reporting and other redundancies.
- How will the plan address the middle-class where the family looks wealthy on paper, but there is no money for college?
- Debt forgiveness for service.
- Consider tying financial assistance to grades and service.
- Need to reward faculty productivity.
- Needs to address both low socioeconomic and middle class students.
- Improve transfer process for students.
- Share library resources across the system.
- Utilization of collaboration technologies such as WebEx to simplify the ability of students and faculty to meet and collaborate effectively regardless of location.
- Create simple and consistent access to collaborative technology. Simple enough so that the technology enables learning without getting in the way.
- Ensure accessibility of first generation and economically disadvantaged students to universities NOT in NC Promise tuition plan.
- More autonomy for Chancellors.
- Debt is real. Continue to support the concept of NC Promise in SE NC.
- Need to become more competitive with other universities in the number of scholarships offered to both attract students, give better access, offset costs – especially those not affected by NC Promise. Smaller UNC universities can't compete against the larger ones in this area.
- Tie tuition to ability to pay.
- Seamless application process (for entering freshmen) across the system.
- Usual similar platforms/systems across the system – for example, all schools use the same system to reserve space on campuses, would allow opportunities to negotiate pricing.
- Rate of inflation and tuition increases not in sync.
- Student internships used to defray attendance costs.

4) ECONOMIC IMPACT

- Better leverage potential of investments and endowments.
- Investments and endowments should be transparent; constituents should know where funds are being invested and utilized.
- This is a highly significant area for Robeson County and the surrounding area with UNCP being a main component of the economic functioning of the region and few other economic driving factors in an area that used to be agriculturally based and has little industry otherwise.
- Need to reward community engagement.

UNC BOARD OF GOVERNORS STRATEGIC PLAN PUBLIC FORUM: EXECUTIVE SUMMARY

- Need to attract the investment of external partners.
- Resource distribution should consider a community perspective.
- Need to focus on K12 and preparing educators.
- Need to build packages to incentivize teachers to enter under-filled subject areas and regions.
- Successful engagement relies heavily on institution's commitment as seen in policies and systems, initiatives, mission, goals, values, and distribution of resources.
- Indicators of engagement: % of students participating in engaged learning and faculty teaching them; number of grants/external research partners; number of community based on-campus initiatives.
- Should be measured broadly. Quantitative and qualitative measures are necessary to properly gauge the economic impact of the education provided.
- Set metrics for service requirements in degree programming and incentivize.
- Ensure local economic impact is highlighted and include disclosure/transparency.
- Invest with companies with like goals, ethical business practices, and good corporate social responsibilities.
- Money spent at UNCP has a positive impact on our regional economy. Rural NC needs ideas to transform us and that can happen at places like UNCP.
- Reimagine existing programs – for example teacher education enrollment dwindled as people became disillusioned with the field due to low salaries. Commit to increasing salaries and bring back the Teaching Fellows program.
- Reinvest in local community when considering research initiatives.
- Encourage faculty and staff to use community service leave to become engaged in local community.
- Is knowledge creation no longer a viable “product” of research? It may not add to R&D and licensing income, but it does add value to our communities and society especially as we continue deeper into the information age.
- Reciprocal, synergistic partnerships with area business and industry.

5) EXCELLENT AND DIVERSE INSTITUTION

- Invest in continued professional training for faculty and staff; invest in Teaching and Learning Centers (could these be shared for efficiency?) system-wide.
- Offices of Diversity and Inclusion make a huge impact on students and creates open minds and learning about the world and being prepared for work life.
- Include a budget on campuses to recruit and retain “high performers” among faculty and staff, which are below competitive market levels.
- Grant delegated authority to Chancellors to include personnel actions.
- Metrics and data are great to obtain and analyze, but you cannot assess all campuses with the same outcomes and campuses need freedom to compensate for those differences.
- Allow Chancellors the autonomy to reach American Indians at a discounted rate.
- Listen to the customers (students). If they are not bragging on their experience, ask why. Listen to regional employers. If they are not bragging on their UNCP hires, ask why. Listen to the alumni.
- Invest in internship opportunities, entrepreneurship opportunities, American Indian Studies/Southeast American Indians program.

- Define faculty and staff engagement.
- Measure value through case-study/narrative reports.

6) OTHER ISSUES TO CONSIDER

- Encourage student learning classes to get students engaged.
- Create students with open minds, critical thinking skills, and empathy.
- Possible metrics have to be more clearly defined and expanded. The decisions and opinions we make must be the product of well calculated results, statistics, and proper tools for metrics. The tools and methodological process used have to take into consideration the UNC system as a collective whole, but also the individual institutions.
- Eliminate validity threats.
- Include goals to reduce campus environmental impact, goals to improve health of students, staff, faculty, and community, goals to improve the social impact of community/region, goals to improve campus fiscal strength.
- Include intent and goals from other UNC governing directives which will likely have progress reporting requirements.
- All of these categories are all well and good to positively affect students and attract potential students is a great goal. But if the universities are not considered a good place to work than that too will affect students. UNC leadership continuing to put competitive salary raises in place on the back burner is communicating and implying just that. Staff should not feel the constant pull to make a lateral move just to give themselves a much deserved raise. Nor is it fair for a new employee with no experience who comes in at market rate to make more than someone who has effectively worked in that position for 10 years. Students are supposed to leave within 4 years, staff are not.
- We can teach a plethora of teachers, but until they are valued and supported they will leave meaning the less qualified will be teaching in NC continuing a cycle of underprepared students.
- Online pedagogy and best practices and faculty development must be part of the effort to expand our distance education programs and deliver. This does not require outsourcing.