THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

UNIVERSITY OF
NORTH CAROLINA
A SYSTEM OF HIGHER LEARNING

11/10/2016

The University of North Carolina at Chapel Hill hosted a UNC Board of Governors Strategic Plan Public Forum on 11/10/2016 with 80 attendees. Attendees consisted of faculty, staff and students. The sign-in sheets are included as an appendix to this report. The written comments and spoken comments from that event were synthesized and compiled by UNCCH Chancellor's Fellows and faculty and the executive summary of the themes, key issues and remarks are reported below.

1) **ACCESS**
   - Expanded definition of "access"
     - Previously only focus was increasing enrollment; access shouldn't be limited to participation, but also to degree completion
     - Nearly 11 million across the United States have previously taken courses, but haven't been awarded degrees; the system should expand the pipeline for individuals to return and complete their degrees
     - Higher education isn't going to involve getting your first credential, but also completing credentials; simplify the means for transferring credits
     - Beyond traditional classroom teaching styles – faculty must maximize access by meeting the needs of all students including those that might be physical, mental, or emotional
   - Outreach to non-traditional students
     - Think of people across our state
     - Non-traditionally aged prospective students who want to pursue residential programs from within the state of NC
     - Enrollment of international students will infuse the campus dialogue with global awareness
     - Currently have a limited amount of international students that can attend UNC-CH and our other institutions; consider adding defined enrollment category for international, first-year undergraduates
     - By including student from other nations, we will be creating a global citizenry; this new student body will form a workforce for all businesses seeking prepared students
     - Define "diversity" in regards to campus-wide demographics including gender and socio-economic status
     - Distance-education and online, face-to-face programs could encourage students to complete their degree remotely
   - Pre-Carolina outreach and preparation for college
     - Consider working with pre-collegiate organizations that work with underrepresented minorities; must encourage these students to both enroll and graduate
     - Introduce campus-based residential programs for rising seniors in high school to have an academic experience and see themselves as college students;
   - Increasing access for graduate students and staff
     - Barriers need to be removed for staff to develop professionally; a large percentage of staff don't have a college degree, but tuition waiver doesn't cover every potential program that staff might pursue
     - Masters programs don't allow for part-time enrollment; online options and continuing education should be available

- o UNC system offer lowest stipends out of peer systems and access for graduate/professional students is tied with stipends

2) STUDENT SUCCESS

- Creating students of the future
  - o Important to have a degree of intellectual humility – what will matter in 50-75 years; don't over-privilege credentials that seem hot right now such as STEM and sciences
  - o Emphasis on experiential education; encourage more self-directed learning that will prepare students to be life-long learners in their field; high-impact experiences need to be tied directly to intellectual growth, not just experiential for experiential sake
  - o Increasing number of international students on campus will introduce domestic students to ideas and cultures from around the world and create global citizens
  - o Require technology competency as a part of general education requirements that includes coding experiences; core skills of data/information literacy, communication, global business, should be incorporated into curriculum
  - o Creating a pipeline for undergrads to more easily pursue extended programs to earn a master's degree
  - o Rank-order student professional development to build correlations and explore causality in skill development leading to employment
- Equal emphasis on instruction and research
  - o Student success goals should be flipped: emphasis should be placed on training competent individuals rather than just degree completion
  - o Improve mentoring and tutoring programs in STEM-related courses which will help with retention, learning, and improve academic performance
  - o Reward excellence in teaching and establish better ways of assessing course quality
- Faculty excellence leads to student excellence
  - o Increase funding for faculty and staff, since most areas are understaffed; an increase in staff/faculty will improve ratios and chances for student success
  - o Protect educational quality through longer contracts for fixed-term faculty for better quality course planning and design
- Student health and wellness must be prioritized
  - o Sometimes students lack preparation for college-level work; lack resilience/grit to accept a low grade and work to improve it; increase participation in University 101 or first-year experience courses; opportunities for modern skill must increase meaningful engagement and cross-cutting understanding

3) AFFORDABILITY AND EFFICIENCY

- Increased affordability leads to increased access and student success
  - o Affordability should be tied to financial aid to benefit families from all economic backgrounds;
  - o Remove cap on percent of tuition revenue that can go toward need-based aid; retain and protect the Carolina Covenant

- o Manage costs without burdening our students with crippling debt; Improve affordability through more campus-based loan programs through financial aid office; consider all creative funding for students not eligible for federal aid
  - o Graduate students may lose their University-supplied healthcare in 2017; thereby making their academic pursuits less affordable if they must pay out of pocket
- Designing accurate metrics to assess efficiency
  - o Evaluate timing and relevance of data requests and burden placed on campuses; evaluate pros and cons of affiliation with the state personnel system and its relevance to higher education
  - o Introduce metric that gauges efforts done to save energy, which will also lead to saving money
- Reducing red tape and green tape
  - o Focus on leveraging best practice in the area of purchasing; bold purchasing may not always be the best case for all system schools – use evidence to justify
  - o Efficiency should not mean a reduction in workforce; lots of staff have increased responsibility without any increase in compensation
  - o HR processes must be simplified and needless requirements must be simplified; remain accountable, but without stifling creativity

4) ECONOMIC IMPACT

- Concern over metrics used for evaluation
  - o There is no "industry standard" or single model for economic impact of universities/colleges as yet so we have an opportunity to lead.
  - o Research requires extensive funding and longtime horizons to result in products on the market. This needs to be taken into account when deciding how to measure success in these areas. However, in return for the high risks, such investments will have significant impact on the residents of NC and elsewhere and in the short term can generate more commercially sponsored research into UNC and create jobs.
  - o Take care to consider whether your metrics incentivize your goals. A metric of research and development dollars and licensing income does not seek to increase community engagement. Not all economic impact is measured in dollars earned or granted.
  - o Metrics should be broader than job creation—in many communities these are other conditions that must be in place for job creation. Reward the creation of conditions for economic opportunity—not just jobs.
  - o Metrics for commercialization should be many (not just one or two). A "dashboard" approach to measurement would serve for better overall measurement.
- Do not overly prioritize or focus on only certain disciplines
  - o A degree of intellectual curiosity is warranted—the only way to prepare research, scholarship, and education for such an uncertain world is to foster the broadest possible intellectual and educational opportunities, not privileging only STEM and health sciences.
  - o Emphasize the creating and translating knowledge in scholarship and research instead of only focusing on economics and commercialization.
  - o Goal should not place value on a particular field or fields. Goal should be around working with businesses and communities to ensure the graduation of students who are prepared to join the workforce and continues to positively impact our state.

- o Create an intellectual ecosystem with a diversity of disciplines – reducing silos between natural sciences, social sciences, and humanities.
- Increase access for creating new ventures and increase entrepreneurship
  - o Recommendation to increase access to seed funding resources to support validation of innovative technologies and early stage companies developed by university faculty/staff. This funding would be pre-development of a startup or new venture.
  - o Help UNC staff and students to commercialize research. Increasing access to experienced entrepreneurs and changing attitudes/classroom environment will help with this (i.e. teach students about the potential to be transformative and how to do this).
  - o UNC could provide students the skills and opportunities to start new ventures and fail in a safe environment (small businesses and new ventures play a key role in our economy) and can help with increase access and engagement.
- Need more high-impact, interactive experiences while maintaining the balance between applied and basic research
  - o Workforce development with internships/fellowships for technical fields. Including industry relevant opportunities in all programs provides immeasurable impact.
  - o STEM education without practical skill development is a hollow exercise.
- Other
  - o NC communities also face challenges in social capital and public, cultural, and intellectual life that UNC should help address.
  - o Graduate and professional students contribute to the economic impact that is at each institution and need to be considered in your student success analysis.
  - o Find ways to encourage collaboration between system schools in working in communities.
  - o Increase proactive faculty outreach and support/engagement/education ("building innovative capacity"—relationships with faculty).
  - o Improving health care cost with clinical trials and outcomes research. So, supporting students, researchers, and innovation programs that bend the cost curve to reduce cost through innovation will have significant benefit to our society.

5) **EXCELLENT AND DIVERSE INSTITUTION**
- Meaningful support of diversity and inclusion
  - o Our universities are increasingly diverse. Differing points of view and backgrounds need to be supported and shown.
  - o The BOG needs to support wellness initiatives, first year programming and orientation content, and faculty research that relate to topics of diversity and inclusion of gender, sexual identity, race, socioeconomic, and religious identities.
  - o We need to be more intentional with hiring minorities, women, and LGBT people.
  - o Improved infrastructure system-wide for recruiting and retaining more women faculty in STEM fields (i.e. possible system-wide incentive grants, networking and collaboration opportunities for women in STEM to pursue joint projects, priority in fundraising placed on funding tenure-track roles for increased diversity in STEM).
  - o Consider measures to evaluate cultures of ownership and integrity. The balance and burden of productivity and personal, family, organization, and community life. "Human and humane" in the parlance of our strategic plan.

- Excellent AND diverse
  - Each of these: "excellent" and "diverse" deserves its own goals.
  - This goal should come before access. Good access to something that is not good is irrelevant.
  - Excellence IS diverse. They are currently independent modifiers but they can't exist without each other.
- Maintain the goal across institutions
  - Increase opportunities between universities in the system. Each institution has its own strengthens and weaknesses. Frequently institutions have complementary strengths and may not realize it. This is an area of opportunity to leverage and coordinate areas of excellence and distinction across universities.
- Improve opportunities for faculty and staff
  - We need to look at how we model the workforce of the future by removing hurdles for staff to build their skills and creating ladders for staff to grow their skills and the university. The UNC system is a job creator.
  - Retention of faculty and staff requires proper treatment of our human capital.
  - Improve the approach to faculty engagement. Even faculty who have served the university for decades remain on one-year contracts. Many newly hired faculty of the tenure track are not given adequate professional development, contracts, equitable salaries or informed of promotion criteria.

6) **OTHER ISSUES TO CONSIDER**
- Concern over sustainability of framework
  - How will you make the findings something actually useful in decision-making, actionable?
  - How will you "close the assessment loop" (revisiting the plan regularly to assess if it's still relevant, getting at what you thought it would, etc.)?
- Support of faculty and staff
  - Promotion of staff needs to be a priority for retention. Many stories about people not being promoted and someone from outside being hired.
  - NSF ADVANCE partnership grant would be supportive of careers of women in STEM across the UNC system. A grant to NSF will be significantly more compelling with a commitment to sustain efforts system-wide beyond the possible grant period.
- Support of graduate and professional students
  - An independent governing body for graduate students is necessary for our voice to be heard, and for that voice to sustain support at UNC
  - Most (if not all) of the themes focus on undergraduates. However, grad students should be considered in terms of the training and preparation they receive, making the system appealing for them to come here, and because they perform a large amount of the research, etc. that increases the excellence and diversity of the system as well as its economic impact and social engagement. Finally, many grad students also serve in teaching roles, so opportunities to develop those skills will help serve undergrads too.
- Other
  - Access can depend on benefit packages. Elder care is going to be a big need in the future. There are families where group success vs. individual success plays into this notion.