

UNC Tomorrow Survey Results

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UNC Tomorrow – Summary of Total Survey Results

The SBTDC conducted 6,739 surveys on behalf of UNC Tomorrow initiative from mid-August to mid-October 2007. Surveys were administered in two ways: via paper survey at each of the regional Listening Forums (of which, 552 were collected) and online through a published and publicly accessible website (contributing 6,187 completed surveys).

The surveys measured opinions from a diversity of individuals from across North Carolina. However, the total of respondents did not mirror the state's population as a whole. The majority who completed surveys tended to be of middle age (50% were between 42 and 60 years old), white (83%), female (60%), and highly educated (50% reported having an advanced degree and another 37% claimed a Bachelor's degree).

The demographics of the sample and its delivery online likely impacted the responses to some questions. For instance, over one-third (36%) felt that advancing their education would not improve their job opportunities, help them move ahead in their career, or increase their earning potential. However, distance education/online courses, individual classes to obtain a skill or increase subject knowledge, and part-time evening classes were appealing to over 80 percent of respondents. In contrast, the option of traditional full-time day classes was viewed favorably by only 20 percent – which should not be surprising when you see that nearly 80 percent of the respondents work full-time. Respondents' busy work schedules were also reflected in their answers about obstacles to enrolling in UNC classes. Four of the top five most-frequently stated obstacles had to do with time and convenience – cost was also a top factor. Generally administrative functions such as the enrollment process and admission criteria were not viewed as being very prohibitive.

The survey was not intended to be a representative sample of the whole population but rather to garner statewide feedback from interested and engaged residents and community/business stakeholders of the UNC campuses and UNC-affiliated programs. Respondents were indeed fairly well-informed of UNC services. At least 89 percent were aware of each the broad UNC resources listed in the survey (ranging from sporting events to technical business assistance). Seventy-three percent of respondents or their immediate family members used at least one resource in the past two years – 40 percent used multiples resources.

About 90 percent agreed or strongly agreed that UNC campuses provide quality graduate and undergraduate education that is worth the investment of time and money. Eighty-three percent replied that UNC system graduates are well educated and properly prepared for the workforce. Respondents stated that UNC campuses could stand improvement in the area of community engagement. Only about half felt that the system is actively engaged in assisting businesses, helping to improve the local economy, and in solving the important issues of their community.

Part of the reason people think North Carolina's universities are not actively engaged in the community could be because they are not aware of what the campuses are doing. One-third of respondents could not give an opinion of *any* of the broad engagement activities listed in the survey. Anywhere from 40 to 72 percent of respondents replied with "don't know" when asked about their satisfaction with each listed engagement activity. Of those who were informed of the campuses' community work, the majority responded favorably. Partnering with private industry on research, licensing university patents, and research/data sharing received the highest feedback on average. Faculty interaction/consulting with business/industry, government, and social/community groups received the greatest percentages of "not satisfied" marks (recorded from about 35% of respondents for each).

It is impossible to tell from the survey if the lack of awareness of engagement activities was a factor in respondents' opinions of where to expand the University's resources. The majority of respondents stated the system should increase its efforts primarily in teaching areas. Over two-thirds felt that UNC campuses should enhance their distance/online education and programs/technical assistance for K-12 teachers. Traditional degree-obtaining education, cultural/artistic programs/events, and existing business assistance received the lowest support (from 38% of respondents) for increasing efforts.

It should be no mystery why respondents felt that the UNC campuses should do more to improve assistance and education for K-12 teachers. In their view, K-12 public education is of the highest importance to the future success of their community. Eighty-three percent rated this as an eight or higher on a ten point scale from "fairly important" to "absolutely critical" – with a remarkably high median score of 10. Providing improved access to health care, retaining/attracting educated young people, and protecting/preserving the environment, were the next most important items mentioned respectively – each with an impressively high median rating of nine.

To produce a globally competitive workforce, North Carolinians are going to need knowledge and skills in many areas. Seven of the twelve skills listed in the survey received high ratings of importance (from eight to ten) by over 70 percent of respondents – led by honesty/integrity and professionalism/work ethic respectively. Knowledge of a foreign language was viewed as the least important skill, but it still averaged over a six – which roughly translated to be "highly important."

A breakdown of the responses to each question and a demographic profile of those who completed surveys are included in the subsequent pages. Further analysis was conducted based on the respondents' race (white vs. total from all minorities), method of survey completion (at the forums vs. online), and regional NC geography (Eastern, Central, Western). The proportion of minority respondents who completed surveys at the forums was twice that of those who answered online. This may be a contributing factor as to why similarities exist in the pattern of responses between race comparisons and survey method comparisons for some questions.

Open-ended responses

Two survey questions were open-ended response format. Firstly, for respondents who indicated that advancing their education would improve their job opportunities or increase their earning potential, the most frequently listed suggestions for course offerings were as follows: 1) math and technology related (23.7%); 2) business related (20.8%); 3) PhD level training, especially distance education format (11.8%); and 4) education (10%). Secondly, when asked to share any other comments, the most frequently cited topics were as follows: 1) improved university outreach and engagement (12.2%); 2) improved access related to affordability (10.5%); 3) suggestions about the types of critical skills and knowledge (9.9); 4) improving K-12 education (9.4%); and 5) improved access related to flexibility in scheduling and delivery format (9.0%).

Demographics

Gender

	Percentage	Count
Male	40.7%	2,339
Female	59.3%	3,404

Race/Ethnicity

	Percentage	Count
African American/Black	13.4%	769
Asian/Pacific Islander	0.9%	50
Caucasian/White	82.7%	4,732
Hispanic/Latino	0.9%	52
Multi-racial	1.1%	63
Native American	0.9%	54

Age

	Percentage	Count
26 & under	9.6%	552
27-41	28.2%	1,629
42-60	49.7%	2,867
61 & older	12.6%	725

Work Status

	Percentage	Count
Working full-time	77.4%	4,483
Working part-time	9.2%	533
Unemployed	1.5%	89
Retired	9.0%	518
Unable to work	0.5%	29
Home maker	3.4%	195
In school	8.8%	509
Other	2.5%	143

Highest Educational Completion

	Percentage	Count
Less than high school diploma	0.2%	11
High school graduate	3.6%	211
GED	0.4%	22
Associate's degree or some college	9.7%	561
College degree	36.5%	2,113
Advanced degree (masters, doctorate, professional)	49.6%	2,872

Surveys Completed

	Percentage	Count
At Forums	8.2%	552
Online	91.8%	6,187

Survey Responses

1. Rate the importance, in your opinion, of the following challenges to the future success of your community.

[The higher the number the more important, moving from 1, "fairly Important," to 10, "absolutely critical."]

Rank Order		Average Rating	% Rating 8 to 10
1	Improving public education (K-12)	8.89	83%
2	Providing improved access to health care	8.20	71%
3	Retaining and attracting educated young people	7.95	67%
4	Protecting and preserving the environment	7.90	66%
5	Increasing the number of well-paying jobs	7.83	63%
6	Reducing crime	7.61	61%
7	Lowering poverty rates	7.56	60%
8	Increasing the percentage of students who go to and graduate from college	7.51	59%
9	Maintaining affordable energy costs	7.48	58%
10	Increasing citizen participation in solving community problems	7.26	53%
11	Increasing continuing education opportunities for adults	7.18	52%
12	Increasing citizen engagement with government	6.90	47%

Relevant Differences Between Segments of Respondents

Race:

- Overall, minority respondents reported higher levels of importance for each issue than whites.
- "Reducing crime" and "lowering poverty rates" ranked higher in order for minorities (3rd and 4th highest respectively) and whites (7th and 8th highest respectively).
- "Protecting the environment" ranked as a higher issue for whites (3rd highest) than minorities (8th highest).

Survey Method:

- Overall, forum respondents reported higher levels of importance for each issue than online respondents.
- Forum respondents viewed "increasing the percentage of students who go to and graduate college" as more important than online respondents (ranked 3rd and 9th highest respectively).
- "Providing improved access to health care" was ranked higher by whites than minorities (2nd and 5th highest respectively).
- "Protecting the environment" was of greater importance to online respondents (ranking 4th highest compared to 7th highest by forum attendants).

Regional Geography:

- "Reducing crime" was of the second lowest importance for those living in the Western region – compared to Eastern and Central regions where the issue was 4th and 5th highest respectively.
- "Protecting the environment" was of lesser concern to those living in the Eastern region (ranked 7th in importance) than in the Western or Central (3rd and 4th highest respectively) regions.

2. Please rate the importance of the following knowledge and skills in today's globally competitive workplace.

[The higher the number the more important, moving from 1, "fairly Important," to 10, "absolutely critical."]

Rank Order		Average Rating	% Rating 8 to 10
1	Honesty and integrity	9.37	91%
2	Professionalism and work ethic	8.70	80%
3	Critical thinking and reasoning	8.57	78%
4	Ability to use technology	8.50	77%
5	Written communication	8.43	75%
6	Oral communication	8.30	73%
7	Innovative thinking and creativity	8.30	73%
8	Teamwork	7.99	67%
9	Gathering and organizing information	7.98	67%
10	Ability to interpret numbers and statistics	7.34	55%
11	Cultural awareness and understanding	7.04	51%
12	Knowledge of a foreign language	6.09	36%

Relevant Differences Between Segments of Respondents

Race:

- Overall, minority respondents reported higher levels of importance for each issue than whites.
- No major differences existed in how the issues ranked in importance between white and minority respondents.
- Seventy-percent of minority respondents rated "cultural awareness" an eight or higher compared to only 48% of whites who did the same.
- Fifty one-percent of minorities rated "knowledge of a foreign language" an eight or higher compared to only 33% of whites.

Survey Method:

- Overall, forum respondents reported higher levels of importance for each issue than online respondents.
- No major differences existed in how the issues ranked in importance between forum and online respondents.
- A higher percentage of forum respondents than online respondents rated the following issues as at least an eight (out of 10) in importance: "Cultural awareness" (71% to 50% respectively), "knowledge of a foreign language" (61% to 34%), and "ability to interpret numbers and statistics" (77% to 53%).

Regional Geography:

- No major differences existed in how the issues were rated on average or ranked in importance between Eastern, Central, and Western respondents.

3. Please tell us how strongly you agree or disagree with the following statements about the University of North Carolina campuses.

Rank Order *		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The quality of an undergraduate education from UNC campuses is worth the investment of time and money	1%	2%	8%	38%	51%
2	The quality of a graduate education from UNC campuses is worth the investment of time and money	1%	2%	9%	37%	50%
3	Graduates of UNC campuses are well educated and properly prepared for today's workforce	1%	5%	12%	55%	28%
4	UNC campuses offer numerous high quality artistic & cultural events to the general public	1%	5%	19%	45%	30%
5	UNC campuses do a good job educating and graduating students in science, technology, engineering, and math	1%	7%	17%	48%	26%
6	UNC campuses are actively engaged in helping improve the local economy and assisting the business community	4%	14%	29%	38%	16%
7	UNC campuses are actively engaged in helping to solve the important issues of my community	4%	18%	30%	34%	13%

*Ranked by total percentage who either Agreed or Strongly Agreed

Point of Interest from Total Responses

- “UNC campuses are actively engaged in helping to solve the important issues of my community” was the only statement that did not garner the agreement of more than half of the respondents.

Relevant Differences Between Segments of Respondents

Race:

- No significant differences existed in responses based on race.

Survey Method:

- A higher percentage of online respondents (75% compared to 64% of forum respondents) either agreed or strongly agreed that “graduates of UNC campuses are well educated and properly prepared for today’s workforce.”

Regional Geography:

- A greater percentage of Western residents (75%) agreed or strongly agreed that “UNC campuses offer numerous high quality artistic & cultural events to the general public” compared to Eastern (65%) and Central (66%) residents.

4. Would advancing your education improve your job opportunities, help you move ahead in your career, or increase your earning potential?

Yes	No
64%	36%

Relevant Differences Between Segments of Respondents

Race:

- A greater percentage of minorities responded “yes” (75%) than whites (62%).

Survey Method:

- A greater percentage of online respondents replied “yes” (66%) than forum respondents (44%).

Regional Geography:

- A greater percentage of Eastern residents responded “yes” (70%) than those from the Central (64%) or the Western (60%) regions.

5. If you wanted to advance your education or learn new skills and knowledge, which of the following types of classes would be appealing to you?

Rank Order		Appealing	Unappealing
1	Distance education/online classes	84%	16%
2	Individual classes to obtain a skill or increase subject knowledge	83%	17%
3	Part-time evening classes	81%	19%
4	Classes to obtain a degree	65%	35%
5	Non-credit or certificate programs	58%	42%
6	Traditional full-time day classes	20%	80%

Point of Interest from Total Responses

- Since over 77 percent of the respondents work full-time, it is logical to see why traditional full-time day classes would be unattractive to the majority of the survey sample.

Relevant Differences Between Segments of Respondents

Race:

- A greater percentage of minorities would be interested in “classes to obtain a degree” (78%) or “traditional full-time classes” (30%) than whites (62% and 18% respectively).

Survey Method:

- No major differences between respondents for this question.

Regional Geography:

- A greater percentage of Eastern residents would be interested in “classes to obtain a degree” (71%) or “traditional full-time classes” (25%) than those from the Central (64% and 19% respectively) or the Western (59% and 18% respectively) regions.

6. Do you consider any of the following to be obstacles to you enrolling in classes or online programs at University of North Carolina campuses?

Rank Order *		Major Obstacle	Minor Obstacle	Not an Obstacle
1	Personal time required to attend and study	49%	37%	14%
2	Inconvenient class schedules	41%	40%	19%
3	Length of time to complete a class/degree	33%	45%	22%
4	Cost	36%	39%	24%
5	Inconvenient location	36%	35%	29%
6	Awareness of classes/programs that can help me	22%	41%	37%
7	Selection of courses/programs that interest me	20%	40%	40%
8	Confusing/difficult enrollment process	16%	33%	51%
9	Criteria for admission	8%	26%	66%
10	Computer, internet, or technology required	6%	19%	75%

* Ranked by total percentage who either said "Major Obstacle" or "Minor Obstacle"

Relevant Differences Between Segments of Respondents

Race:

- "Criteria for admission" (48%), "computer, internet, or technology requirements" (33%), and the enrollment process (55%) were generally viewed as greater obstacles by minority respondents than whites (31%, 23%, and 48% respectively).

Survey Method:

- "Cost" was considered a greater obstacle by online respondents (77%) than forum respondents (65%).
- A greater percentage of forum attendants viewed "computer, internet, or technology requirements" as an obstacle than those completing the survey online (32% to 24% respectively).

Regional Geography:

- A smaller percentage of Central residents (22%) felt that "computer, internet, or technology requirements" is an obstacle than those from the Eastern (30%) or Western (25%) regions.
- Eastern residents felt that the "criteria for admission" is a greater obstacle than those from the Central or Western – 39% compared to 33% and 29% respectively.

7. Have you or your immediate family members used any of the following resources of University of North Carolina campuses and institutions in the past two years?

[People who responded "yes" or "no" only. Excluded are those that said "no, I was unaware of services/programs."]

Rank Order		Yes	No
1	Athletic events or sports camps	55%	45%
2	Library	51%	49%
3	Cultural and artistic activities and events	51%	49%
4	Continuing education	32%	68%
5	Personal enrichment programs	24%	76%
6	Distance education/online education	23%	77%
7	Medical care or health care advice	23%	77%
8	Cooperative extension program	15%	85%
9	Certificate program	13%	87%
10	Technical assistance or advice for my business	11%	89%

Point of Interest from Total Responses

- 73 percent of respondents or their immediate family members had used at least one of listed resources in the past two years.

Relevant Differences Between Segments of Respondents

Race:

- With the exceptions of the Cooperative Extension Program, athletic events, and cultural/artistic activities/events, the proportion of minorities who reported their family using UNC resources was over 20% higher than whites for each listed resource.

Survey Method:

- The proportion of forum respondents answering in the affirmative was greater than online respondents for each listed resource.

Regional Geography:

- Overall, Eastern residents claimed use of more of UNC's listed resources than those from the other regions. Central residents generally claimed less use of UNC resources than those from the other regions, except in the area of "athletic events or sports camps."

7a. Were you aware of the following resources of University of North Carolina campuses and institutions?

Rank Order		Yes	No
1	Athletic events or sports camps	98%	2%
2	Library	97%	3%
3	Continuing education	96%	4%
4	Cultural and artistic activities and events	96%	4%
5	Distance education/online education	95%	5%
6	Certificate program	94%	6%
7	Personal enrichment programs	92%	8%
8	Cooperative extension program	91%	9%
9	Technical assistance or advice for my business	89%	11%
10	Medical care or health care advice	89%	11%

Point of Interest from Total Responses

- This was not a stand alone question on the survey. Awareness was calculated based on those that responded “yes” or “no” to question 7 vs. those that replied “no, I was unaware of services/programs.”

Relevant Differences Between Segments of Respondents

- For all segments, only small percentages of respondents reported being unaware of the listed UNC resources. There were no outstanding differences to report.

8. How satisfied are you with the level of community engagement by University of North Carolina campuses and institutions in the following areas?

[Excluding those who responded “don’t know.”]

Rank Order		Very Satisfied	Satisfied	Not Satisfied
1	Partnering with private industry on research	15%	61%	24%
2	Research and data sharing	13%	62%	25%
3	Licensing university patents	14%	61%	25%
4	Student internship opportunities for businesses	15%	57%	28%
5	Classes and technical assistance on technology & professional development for workers	11%	59%	31%
6	Programs and technical assistance for existing businesses	10%	58%	32%
7	Programs and technical assistance to support social/community efforts	10%	57%	33%
8	Classes and technical assistance on starting a business	10%	55%	34%
9	Commercializing university technologies to form new companies	10%	55%	34%
10	Programs and technical assistance to support economic development efforts	9%	56%	35%
11	Faculty interaction/consulting with business and industry	11%	54%	35%
12	Faculty interaction/consulting with government	11%	52%	36%
13	Faculty interaction/consulting with social/community groups	12%	52%	36%

Point of Interest from Total Responses

- A significantly high percentage of respondents responded “don’t know” for each of the activities listed – ranging from 40 to 72 percent per activity. One could assume that the respondent is completely unaware of this activity. However, it may also be the case that the respondent is aware of the activity but not informed enough to make a judgment of satisfaction.
- 33 percent of respondents could not give a judgment to the satisfaction of *any* of the activities listed.

Relevant Differences Between Segments of Respondents

Race:

- Minorities reported more dissatisfaction to each engagement category than whites. Each category received a “not satisfied” response from between 31% and 49% of minority. The percentage of dissatisfied whites ranged from 23% to 33%.

Survey Method:

- Forum respondents reported more dissatisfaction to each engagement category than those online. Each category received a “not satisfied” response from between 34% and 52% of forum respondents. The percentage of dissatisfied online respondents ranged from 23% to 35%.

Regional Geography:

- Eastern and Western residents expressed fairly similar views for this question with percentages falling within ten percentage points of responses from the survey’s total sample (shown in the table above). Outstanding differences that did exist were among Central residents.
- A greater percentage of Central respondents were either satisfied or very satisfied with the following UNC engagement activities:
 - “licensing university patents” (90%);
 - “commercializing university technologies to form new companies” (85%);
 - “programs and technical for existing businesses” (81%);
 - “classes and technical assistance on technology and professional development for workers” (77%).
- Central residents expressed greater than average dissatisfaction in “student internship opportunities for businesses (43% “not satisfied”) and “research and data sharing” (36%).

9. Where should the University of North Carolina focus its efforts and resources to have the greatest impact on your community?

Rank Order		Increase	Remain Same	Decrease
1	Distance / online education	72%	25%	3%
2	Programs and technical assistance for K-12 teachers	67%	31%	2%
3	Professional development	63%	36%	1%
4	Continuing adult classroom education	57%	41%	2%
5	Research and data sharing with your community	56%	43%	2%
6	Medical care or health care advice	56%	41%	3%
7	Leadership training	54%	43%	4%
8	Economic development assistance	49%	47%	4%
9	Business start-up assistance	45%	51%	4%
10	Social and community advising and technical assistance	45%	51%	4%
11	State-level assistance with public policy development and problem-solving	45%	51%	5%
12	Certificate programs	42%	53%	4%
13	Existing business assistance	39%	57%	4%
14	Cultural and artistic programs and events	38%	57%	5%
15	Traditional degree-obtaining education	38%	61%	2%

Relevant Differences Between Segments of Respondents

Race:

- A greater percentage of minorities than whites replied that UNC should increase its efforts and resources for each area listed.
- Among minorities each listed area received over 50% support for increases, with the exception of traditional degree-obtaining education (which garnered 49%).

Survey Method:

- A greater percentage of forum respondents than online respondents replied that UNC should increase its efforts and resources for each area listed.
- Among forum respondents, each listed area received over 50% support for increases, with the exception of cultural and artistic programs and events (which garnered 47%).

Regional Geography:

- Only slight differences existed in responses – none greater than ten percentage points between regions.

QUESTION 4: Would advancing your education improve your job opportunities, help you move ahead in your career, or increase your earning potential?

Respondents answering “yes”: 3792

Respondents answering “don’t know”: 416

Question 4.5: If so, what types of courses/programs would be most helpful?

Number of respondents who replied to question 4.5: 3376

Total responses categorized: 3262

Number of unusable responses: 114

One hundred fourteen responses were unusable. Some responses were too vague, or were not relevant to the question. Percentages are based on number of usable responses (3262).

23.7% Math and Technology: includes math, engineering, computer, software, IT, etc. (775)

20.5% Business: any business course including: finance, management, accounting, leadership. (669)

11.8% PhD: PhD either in the classroom or would like more online or distance courses at the terminal level. (387)

10% Education: courses leading to a bachelor’s or masters in any field of education. (327)

7.8% Continuing Education: courses not leading to a degree but might be taken to advance one’s career. (256)

6.8% Health Professions: includes nursing bachelors, masters; public health; practical nursing; medical doctor; or any other profession in the health field. (224)

5.3% Online: a general suggestion that more classes should be offered either online or at locations convenient to where people lived, especially important to those who worked full-time and couldn’t take time to travel. (175)

5% MBA: Master of Business Administration. (173)

4.5% Foreign Language: learning to speak/read a foreign language. (149)

2% Law: leading to JD, or other degree including criminal justice. (69)

1% Job Prep: courses to help prepare students for the “real world” after graduation - work ethic, practical skills. (36)

0.6% Small Business Help: help wanted in starting a company, entrepreneurship courses. (22)

QUESTION 15: Please use the space below to share any other comments you may have that are not covered by this survey.

Number of respondents who replied to Question 15: 1574
Total number of separate useable comments: 2360

In some instances respondents made multiple comments within their response. These were coded separately when possible.

Example: 1 response, 4 comments

1. The Univ Sys must work more closely with Community College System. 2. Liberal Arts and technical education need to be combined more so. 3. the Univ Sys needs to do real collaboration with new businesses and start ups. 4. High School and College students need to be on track for their chosen career much earlier and more intentionally for them as individuals and also driven by institutions.

Comments were wide-ranging and often very general in nature, however, they did fall into a number of major themes. Listed below are the 18 major theme headings along with percentages. Below each major theme, comments were further divided into subthemes. The percentages for those subthemes are also listed. The percentages are based on total number of comments, rather than number of responses.

Note: Three hundred ten responses were not used in the analysis. These responses fell into one of three categories; 1) general words of encouragement such as “Go UNC Tomorrow Team,” or “Thanks for asking our opinion,” 2) no response such as “none at this time” or “n/a,” and 3) vague or rambling comments that were simply not safely interpretable.

MAJOR THEMES

12.2% University Outreach and Engagement
10.5% Access - Financial
9.9% Skills and Knowledge
9.4% K-12 Education
9.0% Access - Flexibility
7.4% Emphasis on Education/Undergraduate Education
6.0% Community College System
4.7% Health
4.4% Environment
3.6% Access - Location
3.6% NC Arboretum
3.6% Miscellaneous Issues
3.1% Publicize/Market Programs and Services
3.1% Continuing Education
2.6% HR Issues
2.5% Distribution of Resources
2.3% Rural
1.3% Advanced Degrees

UNIVERSITY OUTREACH and ENGAGEMENT 12.2%

More help for communities, community organizations, local governments (6.4%)

UNC system is a great asset to the state...need to figure out how we leverage the asset over next 20 years...better partnerships with business community is important...economic development must be part of mission...

We need to get faculty into the small communities - Not Charlotte, Raleigh, CH, Greensboro, RTP- the small communities don't have the resources - people with skills or dollars-we need to keep to solve community problems.

I believe that each of the universities in the system should contain an office of community outreach (i.e. community and regional development at ECU, or Urban Institute at UNC-Charlotte.) This program should focus on providing hands on services to communities to improve economic development opportunity, quality of life, etc. A good model might be the Cooperative Extension Program out of NC State. The program I suggest may be led out of the School of Government with semi-autonomous offices in each of the 17 campuses.

Despite the UNC system's tradition of public service, the campuses and the faculty in particular live in a virtual bubble and fail to truly engage themselves in serving their communities and the state. For the state to thrive in the 21st Century, this has got to change. The UNC system also needs to rid itself of the academic arrogance and insulation of its faculty.

Networked solutions to local municipality identified social problems hold great promise of making communities better. Faculty, no matter what they say, only help the community when it suits the kind of research they want to do, when they want to do it, and how they want to do it. It is very one sided. Developing a local service idea from conception to stability by developing capacity is a way to really connect with the community.

More service learning/community outreach opportunities and requirements for students and faculty (3.1%)

In order for the university system to increase its presence in the community, it is absolutely vital for university administration to support the research efforts and interaction efforts, and not undercut them.

I would like to see more interaction with the community

Encourage public service profession (0.4%)

Increasing student exposure to knowledge of, skills for, and incentives to entering public service professions is a critical roll for the university

Enhance assistance to small business (1.1%)

Small business owner, always looking for input on how to be more successful.

UNC needs to hire adjunct online faculty to teach entrepreneurship and business courses for certificate programs. Leadership is needed to bring business training to prospective business owners.

Economic development assistance (0.9%)

Some campuses of the system excel in terms of their involvement with economic development, e.g., UNC-CH, NCSU and UNCC. Others, however, lag far behind. For the UNC system to really

have impact on the state, it needs to offer technical assistance to businesses, sponsor research and companies that spin off from that research and be active in workforce development, making sure that its grads have the skills to succeed in the economy of tomorrow. I think this is a unique opportunity for the system that should not be missed and that all campuses should be active in this endeavor.

ACCESS – FINANCIAL 10.5%

Financial aid, affordability (6.6%)

Many students (and parents) leave college owing a substantial amount of money due to loans. I have heard of private colleges, Davidson, in particular, doing away with loans and coming up with more work study programs, grants and scholarships. I would like to think the UNC Systems would look into this and be able to reduce amounts of loans students and parents have to repay. It can cause hardships for medium income parents because they don't qualify for certain grants and scholarships and end up having to take out loans for our children to have quality education. I consider this a worthy investment for our community and children, but there needs to be other alternatives for students who get accepted to and wanting to start out attending a four year college.

The UNC system has directly influenced my life through my public school teachers, medical and dental health care providers and my own experience as a graduate of UNC Chapel Hill. I am an employee at UNCW and I see daily evidence of our importance to the people of NC. The UNC for tomorrow must remain affordable for the average family. I grew up with the knowledge that I would attend a great school if I worked hard in elementary, middle, and high school I want my 6-yr old son to grow up with the same knowledge.

Rising Education COSTS are a major concern!

Yes - very important - free or reduced tuition for children of UNC employees PLEASE!!!!

I think making education more affordable for young people entering college is the most important thing you can do. So many kids turn off early because they think they have no way of being able to afford college. My daughter is a freshman this year at NC State, I am a teacher, and I make "too much money" to get any assistance. We don't seem to "Qualify" for any help, but this child needs to go to college. NC teacher's children should get free tuition if you want us to continue to teach our students that they will be able to pursue their education regardless of their financial situation.

Financial assistance for adults seeking further education needs to be more available for low income families!!!

In-state tuition issues (1.2%)

Provide top priority for NC citizens first then US citizens second before committing resources and energy to global students. We must make sure our children are educated first to be able to compete in this world.

The UNC system should focus more on admission and education of North Carolina residents, especially NC high school graduates. Denying NC residents a quality education opportunity while increasing out-of-state enrollment is an error that only hurts NC and is a setback for our state. Fewer out-of-state UNC system graduates will remain in NC and contribute to our state's welfare when compared to in-state graduates. We need to rethink our enrollment priorities.

Increase minority enrollment (1.2%)

I appreciate such surveys as this one and will continue to support UNC schools. I know of several colleagues, friends and family who were educated through the system and I know that they are pleased with their education. I do want more money to go to recruiting African American students particularly those interested in math, science, and education fields. As an educator well serviced and knowledgeable teachers are becoming rare. I believe that this body of people has great things to offer if pursued and given the chance to prove it. Thank you for your time.

Programs that are critically focus on the crisis of minority males, particularly African American Youth. Provide educational opportunities for all students regardless of race and social status.

Support for growing Hispanic population (0.8%)

Let undocumented immigrant students pay in-state-tuition and open access to scholarships.

We have to provide higher education for our growing Hispanic community! Our K-12 system is not preparing students who can succeed in college. In fact they end up discouraging continuing their education. Our focus on higher education should be on producing students who can apply what they learned. We need

We are in desperate need of developing a regional approach to empowering our Latino population. There are so many bright young Latino kids that are not being adequately served and they are our future leaders.

No in-state tuition for illegal immigrants (0.4%)

SKILLS & KNOWLEDGE 9.9%

Need skills to remain competitive in changing (global) workplace (2.5%)

Our students must emerge from their undergraduate education with a strong understanding of what it takes/will take to compete globally, and the determination to engage fully in business and government to be successful, not just on a personal level, but on a societal level.

I'm not sure that the typical UNC graduate has a global perspective and understands the impact that international affairs will have on his/her life. Whereas the University of North Carolina was created to be the state's university, it still needs to prepare its students for a world of increasing interdependence and cross-cultural interaction.

Emphasis on soft skills (3.0%)

We need educated people who are critical thinkers and honest, ethical leaders.

Critical thinking and analysis are items I find in short supply in this county. As the metropolitan area of Charlotte moves closer, good planning and thinking is needed to avoid the problems that greed and neglect for the majority can bring with new money and development.

One area that I find each time that I conduct interviews with job applicants is their lack of ability to communicate. Things as basic as tell me about you. They can tell me about the facts, but often cannot communicate on a basic level. Communication is the hub of every organization. When I hire individuals, I do not want the candidate that always knows the right answer to a technology question, but has the ability to apply the thought process, communication, has the passion to excel and think strategically.

Increased support emphasis on liberal arts (0.9%)

The importance of liberal arts education cannot be underestimated; it strengthens analytic, oral, written, team and other crucial skills. Developing narrow technical skills in the absence of a strong basis in the liberal arts is the recipe for mediocrity and error. The long term returns to strong liberal arts education trump the long-term returns, both for the individual and society more broadly, of narrowly defined, possibly anachronistic, technical skills. A strong liberal arts education teaches individuals to be lifetime learners and that is one of the most important components of economic development.

Cultural sensitivity/diversity training & awareness (1.1%)

The UNC system needs to be aware that their growth on campus is directly related to the community that upholds and surrounds them. Those same citizens are our future young and old. The global reach is here and being reluctant not to learn cultures and languages will hinder the educational system. In the end we have a people problem to solve then everything else will fall into place.

More emphasis on math (1.3%)

There needs to be a concerted effort to draw more young people into science and math. The trend of losing manufacturing jobs must be stopped. Nothing creates jobs and wealth to the degree that manufacturing does. How can the Universities become involved in reversing these trends?

I hope you will come to stress the importance of mathematics and the natural sciences in the liberal arts programs of the UNC system. Although various engineering and BS programs do so, I am not satisfied with the level of commitment for AB students. I also hope you will repent of the decreasing emphasis on foreign language. It is unreasonable in today's economy for a college graduate not to speak a foreign language. As the technical means to accomplish this goal have improved, the UNC system's emphasis upon it has diminished.

Basic skills (0.8%)

I feel that the universities need to promote classes that teach kids about life in general- things that will help them in everyday life such as setting budgets, financial concerns such as saving in general as well as saving for the future and saving for a house- a good course in basic accounting, finance (what is a stock and bond) etc. I feel that too many young adults go out into the real world but yet they don't know the basics of how it operates. This should be a freshman required course.

K-12 EDUCATION 9.4%

K-12 Issues (5.5%)

North Carolina has an excellent university system and is justly proud of it. However, entering students would be better prepared to take full advantage of the university system if the K-12 schools were of a higher quality. The university system needs to not only reach out to local schools with innovative programs, but also to set the goal of graduating the BEST prepared teachers in the US. The quality of the future teachers is in the hands of the university system today. Institute a system of tracking and mentoring and providing professional support to new teachers for at least three years after they first set foot in the classroom.

Asheboro City Schools has opened a high school with 100 or so students at the N. C. Zoo. It will take advantage of the experts, plants, animals and organizations at the Zoo. Could UNC do something like this? Could teacher education programs place a student teacher there each

semester? Could UNC-TV produce educational programs (botany, zoology, horticultural, environmental, recreational, tourism, advertising, business organization & so forth) there for broadcast to high school and college students? Could college or university professors provide educational tapes that could be used? The ABC educational program and the No Child Left Behind program emphasize the improved learning for all classifications of students. Time is concentrated on academic programs in reading, science and math. Yet, what holds back many students are often "poor attitude", "poor social skills" and lack of "emotional intelligence". Could research results be shared with teacher education programs and public schools so that programs and approaches can be developed and used to improve motivation and "emotional intelligence" of students?

Feel UNC Systems needs to be involved at education at all levels. We are not turning out student from HS prepared for college. An UNC system needs to be active in alternative education for skills training for those not going for a 4 year degree. These young people still need employable skills.

I will not be able to attend the public forum in Charlotte but applaud this effort. The overwhelming need in NC is in our public schools. There is a real need for more active partnerships and support from the UNC System with struggling schools. Our growing poverty rate and prison population is a reflection of this critical need. My contact info is tw@westallconsulting.com

Teacher education and support (3.5%)

Recently, I enrolled in college to obtain a degree in Special education. After reaching the last semester, I was to go into Student teaching. The problem is I would have to quit my job in order to complete the Student teaching for about 12 weeks. I cannot afford to quit my job. I would have to be in the classroom all day. This requirement needs to be revisited. How do I complete my certification in Spec. Ed? This will probably be the only time in my life where I have started something and could not finish it!

We need to have more Tutorial for Teacher or soon to be Teacher in regards to the Praxis Test. Also there need to be classes or workshops for teachers on how to deal with Emotional middle school students. Mainly African American Boys, most Teachers do not know how to deal with them, so they are quick to give up. This is not right.

We desperately need to see higher quality teachers. Their impact is magnified by over 75 children each year. They are the fulcrum of leveraging our educational system. Programs like NCCAT and PEP should be expanded to impact more teachers. Explore masters programs and support for public/private partnerships for teachers.

As a public school teacher in English, I see a huge disconnect between what the NC State Dept. of Public Instruction demands that we teach and test, and what universities want to see developed in skills. For example: the 10th grade writing test emphasis on one mode of writing leaves universities complaining that its incoming freshmen only know how to write one way. We are forced to teach this way. Why don't state universities communicate their frustration to the NCDPI more stringently to see changes made in this narrow focus of instruction that we public school teachers are forced to maintain? You are both agencies of the same state. Communicate and cooperate with one another.

Teacher pay (0.4%)

Pay teachers and University Faculty more and reduce numbers and salaries of administrators if you want educational results!

ACCESS – FLEXIBILITY 9.0%

More flexible scheduling to accommodate non-traditional students (2.9%)

I have found working at UNC rewarding in many areas. But I have found its commitment to further the education efforts of its employees deplorable. I have this year completed Five certificate of training through UNC training and development. I, however, would have rather worked on my master degree/PhD. As a former UNC Forum member (Career Development Committee) we explored the possibilities of creating an evening and weekend program at UNC. Basically the outcome was that was not UNC CH mission but for the lesser UNC schools to provide for NC. I support higher education. I hope evening/weekend programs or online programs can be created to allow more people especially state employees to participate in a higher learning programs without the stigma that it is a lesser degree or education experience. Also, I think state employees and adults should be evaluated for college admissions on a different scale than traditional students. Provide them away to obtain their masters and PhDs without having to give up their job and family lives. Reward and support the members of our society that have been the backbone of NC. The state will benefit greatly.

We need to streamline the enrollment process for continuing ed and post degree enrollees. The University should institute a "Once a student, always a student," enrollment database which will allow me to enroll in any UNC program by just providing my name. As it is now, every time I want to take a three credit course at UNCW I have to re-enroll, along with transcripts and fill out the forms. This despite I have a Masters from NCSU and have been previously enrolled at ECU and UNCW. I should not have to provide references and transcripts which could have been stored in a database file, statewide.

Work full time plus overtime. Would like a higher degree, but no time to jump through hoops to enroll and take classes.

I think that more effort needs to be put into making it easier for working adults to obtain advanced degrees or second degrees. It is very difficult for working adults and/or parents to find the time to get to a college campus to attend classes.

Online/distance education (6.0%)

One of the major obstacles to successful distance education is the quality/reliability of the technology the universities are using. We experience daily problems that either keep us from getting connected or interfere with our ability to stay connected.

Give fulltime educators the chance to obtain Masters Degrees through distance learning

We live in a very remote part of the state that has very limited access to education. ASU is close by, but seems like the other side of the world to a lot of students from here because there isn't a close connection between our counties. With more on-line programs and better connections between the universities and community colleges, students could have access to education in their own communities.

Would like to see more affordable online classes at the graduate level

I just got out of graduate school at NCSU. I was interested in classes at UNC Chapel Hill but it was too far. In order to remain globally competitive, all the NC colleges will have to step up to the Distance Education plate.

There is a great need to offer undergraduate and graduate degrees on line by computer. The cost and time required to get a degree is preventing thousands of people from doing so.

I've attended both NC State University and East Carolina University. Unfortunately, I was unable to obtain an undergraduate degree to cost. Access to on-line, long distance learning, and telecourses would be a dream come true for me. Most universities or schools only offer on-line degrees in business-related fields. Even then, it still requires (it, being the school or degree requirements) day classes. If you are working full-time, it is sometimes impossible to leave or receive permission to chase a 30-year old unfulfilled dream of college graduation.

EMPHASIS ON EDUCATION/UNDERGRADUATE EDUCATION 7.4%

Overall emphasis should be on high-quality undergraduate education (4.1%)

Let us not forget the 18 & 19 year olds who desire a 4 yr traditional college experience. Most adults with college degrees aged 35 - 55 will recall the "total campus learning experience" as pivotal in their life. Accommodating NC growth to allow all qualified 18 yr old the classroom dormitory and library space to have an on campus living and learning experience in NC is very important.

UNC needs to be careful not to turn its back on educating the traditional college age student. Over emphasizing adult and continuing education without giving appropriate attention to the traditional student result in some students going out-of-state who would otherwise consider a UNC system school. This is especially true to top high school students. We need to find more creative ways to keep NC's cream-of-the-crop in NC.

As far as enrollment, I think the UNC campuses should look to quality, not quantity. Community colleges should take the lead in helping freshman-age students whose knowledge might need to grow to be ready for college.

Very important that our local campus improve undergraduate education. Numbers of undergrads should not be the main focus. Quality of educational process should be. To improve graduation rates, increase your admission standards. Let the community college focus on certificate programs.

Education should be core mission of university (e.g. not economic development) (3.3%)

Don't lose sight of the core mission - educating the population is inherently and extremely valuable as an economic development activity. Teaching citizens how to live and thrive in a changing world should be the primary educational goal. Don't get too caught up in external econ dev activities, vocational-type education, or other efforts that may seem nice but are ultimately the 'flavor of the day' in political circles. Entrepreneurship education and basic financial literacy should be high on the agenda. Don't expect bigger results from tech transfer - ESPECIALLY on the non-research I campuses. Keep the various campuses focused on their strengths, not competing with one another to accomplish the same things and therefore becoming redundant. Use the bully pulpit to push the state's culture further and further towards global/technology/innovation/embracing change and away from manufacturing/stagnation/ignorance - especially in the rural counties. Reform education schools to more proactively and directly help the K-12 system.

UNC is far too concerned with non-academic priorities. UNC should concentrate on student learning. Are students well-educated; are they graduating on time; with meaningful degrees and useful skills? Sports complexes, economic development, beautiful campuses, Olympic-sized pools, statues, golf courses and entertainment are unnecessary for education. Good professors, serious classes and dedicated staff are all that a university really needs.

The University needs to balance the obvious benefits of investment in practical and applied programs that develop businesses and address community needs with investment in more purely

'academic' programs -- undergraduate and graduate -- for these play a very important role in making North Carolina's communities attractive places to live and work. The focus of the UNC Tomorrow effort seems too much on the former--applied programs--with not enough recognition of how important universities are as nodes of learning that make communities vibrant and exciting.

Keep your focus on education, which is your mission. Education is broad and encompasses many areas and disciplines, including business and economic development. I think the mission is to assist in that development by providing an educated workforce, not necessarily to be the catalyst, but to provide the best environment. Also important is your original mission: provide an educated and engaged voting population to make sure our democracy has well-educated leaders and voters to elect them.

COMMUNITY COLLEGE SYSTEM 6.0%

Enhance relationship and coordination and collaboration with NCCCS (5.0%)

I think the UNC system needs to work more with the Community College system and not duplicate efforts. The community colleges are better suited for much of the business and industry training as well as the adult non-credit education. Instead of duplicating efforts (and therefore cost), a cooperative arrangement would be a much more efficient use of dollars. Start treating the community colleges as sister institutions that can provide support for four-year colleges and as a provider of transfer students who are ready for junior level work, without the burden of needing remedial work (which is a whole other topic of the students not being prepared in K-12).

I would like to see more interactions with the Universities and community colleges. I think that CC's are more available to a broader range of students and that the two systems should work more together.

Partner with community colleges in professional development, internships, demographic and institutional research, economic development, and as mentioned above in curriculum development and alignment and accepting transfers (improving in aligning technical programs and accepting these transfers especially).

I am not aware of university involvement in our community. Some of the issues addressed in the survey are part of the mission of community colleges, which are already an integral part of their communities and would be more effective than the university. The university does not need to duplicate what community colleges are doing but could be helpful in partnering with community colleges. This would be the most efficient use of the state's resources.

Articulation agreement (0.9%)

I would like to see more opportunity for students to start out at the community college seeking degree programs (AAS, etc...) and then go from there. Many technology courses do not transfer in any way and it discourages the student from advancing to their 4 year degree. Many times they do not plan to do "college transfer" only classes, but after 2 years, decide that they want to go on to a 4 year school. Some private colleges out of state accept more community college credits than our own state universities!

Strengthen the articulation between the University system and the Community college

Our University system should become more uniform with course offerings and transfer credits to make the transition from community colleges to universities easier and actually encouraged instead of discouraged.

HEALTH 4.7%

Healthcare (3.3%)

Research and provide programs in preventive Health Care for the citizens of NC

Affordable health insurance is a major concern.

I read last year that 20 hospitals had closed in Southern California and the expectation was that another 50 would close soon in that state. Illegal immigrants have no health insurance, and it is costing the rest of Californians about \$2k extra in yearly taxes. Elsewhere, we are witnessing the disintegration of our health care system and the expectation that it will only get worse. What is the University trying to do about this and the looming collapse of the Medicare/social security system with the advent of retiring baby boomers?

You seem to ignore one of the most important issues in eastern NC - namely, promotion of physical activity to improve health. Too many people are sedentary, which leads to poor health and high health costs. Universities need to be given funding and incentive to promote a more active community. We hear a lot about what to eat, but not much about how to become more physically active.

Health Education (1.4%)

NC is facing a workforce crisis in mental health and substance abuse services. There are not sufficient well-trained people to fill the state's needs. Mental health research has identified a number of best practices, but few are trained in these. There are groups looking at this (e.g. DHHS), but the University has not stepped up to the plate to partner in these efforts

As an instructor at a community college, we graduate 20-24 medical assisting students each year. These students are responsible for staffing the area physician offices. There is a great need for a BA/BS in community health or health education. This program should be designed to work with the associate degree and offered online or a local campus.

Increase graduate nursing programs.

ENVIRONMENT 4.4%

Support for environmental issues, green practices, sustainability (3.7%)

There is a huge leadership vacuum in the area of sustainable/renewable energy development. The UNC system is uniquely positioned to make comprehensive changes in the ecological awareness of its students as well as promoting and conducting research into renewable energy technologies and greening its campuses.

I think that the university system should increase efforts to provide research, development and community support in improving sustainable practices for NC agriculture, manufacturing, resource conservation, environmental stewardship, and land use. Education of our children and reduction in disparities among 'richer' and 'poorer' county educational environments is key to the future success of our state as a whole. Distance education for the public, teachers, and gifted k - 12 students would benefit counties with fewer resources. UNC should be a leader in energy efficiencies, alternative energy production research and development, and green building practices.

Your video talked about the energy use in the UNC System. It is a win-win-win for the entire state for the UNC system to start putting green practices into use as soon as possible. And publicize like crazy. If you're already doing that - and apparently a lot of other things, we don't know it!

I am most concerned with making NC greener. This means reducing our environmental footprint, reducing our consumption and waste levels, and providing a sustainable environment for our children and their offspring. You didn't really mention this at all. I feel it is the responsibility of the NC University system to address this issue seriously. Not just a lot of BS talk, but actual action. You have access to the greatest minds in the state. Actually, they are the states' greatest natural resource. Please, use them to help create a viable solution. Make it everyone's top priority, with the support of the universities. We cannot wait on this. Our waiting has already caused so much irreversible damage. The time for change is yesterday. Make it happen now!

Coastal Communities need collaboration and leadership to improve the environmental impact that growth and development cause for our water quality - the sewage infrastructure is not keeping pace with the growth and development - we need all key stakeholders at the table to help address this issue.

Issues related to population growth and development (0.6%)

I moved to NC 14 months from Florida. I was a staff analyst for the Florida Legislature. In my opinion, unbridled development is the single greatest threat facing NC today. This state is one of the fastest growing states in the U.S. yet it's ranked one of the lowest in terms of effective growth management laws. Small communities like the one in which I now live (popu. less than 12,000) are fighting back mega-developers. Our elected officials are totally unprepared to deal with the level of sophistication of these predatory, deep-pocketed companies, who are endangering our environment and placing significant burdens on our already over-burdened infrastructure. I'd like to see UNC do more to encourage intergovernmental cooperation and to train/educate elected officials.

ACCESS – LOCATION 3.6%

Desire for UNC-Hickory campus/branch (2.3%)

Encourage the establishment of a UNC campus in the Catawba County area to strengthen our community economically and educationally and culturally.

The Hickory-Morganton-Lenoir MSA is the largest MSA in the state without a four-year state supported university. We, in fact, are larger than some of the other MSAs in the state that currently have a four-year state supported university. We have endured several years of layoffs and business closings due to the shift in manufacturing cultures. A four-year state supported university would assist us in retaining our youth, training our citizens and growing and locating more high-tech, research oriented businesses. Our area needs to be served by the UNC system with a state supported four-year university.

The higher ed center in Hickory has made a great difference for this area. I know a number of people who have taken classes and gotten their degree from that center. I hope efforts will continue to add more degree programs and expand the presence of the UNC system in Hickory.

Desire for UNC-Henderson branch (1.1%)

Would like to see a satellite campus of WCU located in Henderson county and operating hand-in-hand with Blue Ridge Community college. With the tremendous growth in Rutherford/Polk/Henderson Counties it is too far to travel to Cullowhee.

I feel it is critical to have WCU expand its presence in Henderson County. This would enhance our ability for our teachers to get advanced degrees and allow our workforce to become ready to handle the challenges we face.

Henderson County residents have only limited access to educational opportunities beyond the Community College level. We need a branch WCU campus in Henderson County. The additional opportunities will enhance Henderson County's economic development efforts and serve WNC's fastest growing community.

Desire for UNC-Rocky Mt campus (0.2%)

Make it possible for to bring into being UNC-RM of A branch of the univ in RMT

NC ARBORETUM 3.6%

NC Arboretum as model for research, teaching, community outreach (3.6%)

NC Arboretum at Asheville is providing an excellent service that is sometimes overlooked. Their continuing education of the public from their gardening and educational programs are providing both continuing education to the rapidly growing retiree population which are then translating into an economic development opportunities for nurseries and landscapers. In general the whole green industry, the largest agricultural industry in the state, benefits greatly from the facility as well as educational opportunities at the NC Arboretum.

Greater utilization and further development of the physical resources, educational programs, and economic development partnerships at the NC Arboretum should be a priority of the University system. The Arboretum is a "working" campus which translates classroom education in a realistic and balanced manner. It serves a vital role in educating students, business, industry and the general public in the need for considering the fragility of our NC environment as they approach any and all forms of development.

MISCELLANEOUS ISSUES 3.6%

Want better communication from GA (0.4%)

There is a lack of top down communication in the University System. It takes too long for impact to happen (such as curriculum change). Universities have a hard time knowing how to collaborate beyond their campuses.

Issues related to HBCU's (0.7%)

Don't forget about the HBCU's in the UNC system....

Utilize alumni more (0.8%)

Greater use of our enormous alumni base in support of the total UNC mission. We have made partial use since 1990 under the Council of UNC Alumni Association Presidents, but so much more can be done on a coordinated basis. Alumni are doing a good job on a University by university basis, but the coordinated loyalty of all alumni for North Carolina's overall good. It is worth the endeavor to engage and empower our alumni for UNC and North Carolina's benefits.

Tenure and promotion (community engagement) (0.4%)

I think it is critical to attract and retain the strongest faculty we can for the University system and to encourage and reward their engagement with communities.

Too much growth at some campuses 0.5%)

I feel that the UNC school system does not need to push smaller universities to grow at a rate that they cannot accommodate. Schools like Appalachian State University, whose attractiveness is the smaller community setting, should not be forced to grow larger to accommodate more students.

More support for military/spouses (0.5%)

In the FSU, Cumberland County area and other military communities, more should be done to help military spouses. Service members are sought to increase the university's bottom line because the Army, etc. pay for the courses. However, there is little done to help military spouses and retirees who are looking for jobs or want to start a business. Often, they have already earned a degree, or have post-secondary education, and have many years of work experience. The university does not assist them but instead makes them redo coursework and treats them like they are 18.

PUBLICIZE/MARKET PROGRAMS and SERVICES 3.1%

Increase awareness of current programs, services, events, opportunities (3.1%)

In answering these questions, I have become aware that one item that is critical to the success of the UNC system and for the community is for more communication. I could not answer some of the questions, because I had not read or did not have knowledge of the programs or situations. I believe that our system should increase visibility to the programs, progress, and other successes that our university system has to offer as well as has accomplished. With the decrease of our textile mills and common workers losing jobs, we must more than ever be aware of what our opportunities are.

Communities need to be better informed of the events going on at the Universities. The towns in which the Universities are located have up to date information. The small towns and areas located close to the universities are not that well informed of the events which are occurring on the campuses of our universities. When these events are taking place, local schools should be asked to send announcements home with the students to get the information out there. The schools are willing to work with the university system to provide internships for students. We also have local businesses which provide the same opportunities to students. Information needs to be sent to the public schools in NC which are located in surrounding counties of the universities. Sending representatives to high schools to inform interested students of the varied educational opportunities you provide would be very helpful to those looking to further their education.

A lot of questions were asked about initiatives I knew little or nothing about. Is there a way for the UNC system at large to let taxpayers know about the different types of service and community outreach being performed?

CONTINUING EDUCATION 3.1%

Continuing education (3.1%)

Continuing Education - Lifelong Learning for adults should function as a self sustaining entity that can actually supplement other programming areas.

Continuing professional education is absolutely essential to economic development. I'd love to be involved in a focus group or community forum.

Very important to work with local communities to enhance worker skill sets and bring higher paying jobs to NC communities. Most residents work at minimum wage paying service jobs. The highest paying positions in NC are government/education related.

Adult education at some campuses is not publicized enough. I would to take some continuing education classes but am not aware of them at Carolina

I benefited from the Government Executive Institute started by Governor Hunt as one of the first local government or regional program persons. I also benefited from the NC rural Center's Rural Economic Development Institute (REDI). More varied leadership development programs, including informal continuing education, would benefit our state. Also, I applaud the work of the NC Arboretum here in Asheville in biotechnology and weather-related initiatives.

HR ISSUES 2.6%

Issues related to staff and faculty (work ethic, pay, policies and procedures) (2.6%)

The UNC System MUST find a less expensive way for employees to insure their families (health insurance). Compared to other states and universities, the cost in NC for the state plans available is appalling. The UNC system must make a significantly better effort to make lower-income people feel welcome at the universities and to find ways to make education at these universities a financial possibility for these people.

Many of the goals espoused for UNC Tomorrow could be applied to faculty and staff on the NC campuses. To retain skilled employees, the university system must begin providing wages and decent benefits on par with other states' higher education systems.

While great effort is being made to secure the pay needed to retain professors and chancellors, the vast majority of administrative staff of UNC schools are losing ground economically and medically. Wages & salaries are not keeping pace with costs, and no consideration seems to be made for location (for example, the relative higher cost of working at a coastal campus compares unfavorably with the costs of working in the piedmont). The workload and the low pay make it difficult to schedule meaningful vacations. The rate of staff turnover appears relatively small in some departments only because of limited job alternatives. Salary compression is also a huge problem, possibly due in part to salary ceilings that are too slow to rise in synch with the rest of the economy. And the lowest paying jobs on campus remain filled predominantly by minorities.

DISTRIBUTION OF RESOURCES 2.5%

Distribute resources more evenly across campuses within the system (2.5%)

Newer campuses in the UNC system and rapidly growing campuses need additional resources - current funding model disadvantages these campuses

Support the rural university with resources - don't leave ECSU - UNCP - WCU out of the mix. Help UNCP ECSU and WCU help the rural regions.

The university needs to spread out the concentration of spending from the two flagship campuses. I feel opportunities are being stripped from communities and students alike due to this administrations belief in concentrating degree programs and funding at the top and creating

an almost trickle down effect mentality. It simply doesn't work. Put the funds and degree programs in communities who need hope and could benefit from expansion.

I am concerned with equity issues involving the funding formula for UNC institutions. I have heard that there are several highly respected UNC schools who are consistently at the bottom of the list for funding per student (I believe that FTE is the term). I would recommend that the UNC System commission an independent (outside the State) study to determine the fairness of the current system of funding to ensure that we don't over-fund the "haves" while the "have nots" struggle to maintain excellence.

RURAL 2.3%

Issues related to rural counties (2.3%)

I feel that the University system does well around the campus locally but does not put any effort into helping the counties that are not close to the actual campus. Just as the world is now one global economy we need to look at the core of individuals in our state that are not closely located to the campus and provide additional help to get the entire state up to speed to the global economy.

I would like to see the University more involved with rural Counties of North Carolina, in education, government, employment, economic and so on.

Some effort needs to be made to help the poorer counties in this state. If all of the business/development continues to go to Charlotte & the Triangle at the expense of the poorer areas we will never get anywhere. Imagine how great a state this would be if we didn't have to support these poorer counties, if the whole state were as economically healthy as Charlotte/Raleigh. Some incentive needs to be made to bring growth and industry to the poorer counties so they can begin to help themselves. Richmond County will never get industry until its citizens become good employees. Our school system will never get to the point where it can be attractive to industry and turn out students who can work today's jobs without tax dollars like you get from industry and higher paying jobs. Which comes first the chicken or the egg? Investment needs to be made now so that the next generation will be able to compete in this market. There has to be something the University can do to make these poor counties more attractive to the employers who can help turn their fortunes around.

ADVANCED DEGREES 1.3%

Lack of high quality grad offerings (1.3%)

The University System needs to offer advanced degrees that use the con ed courses and work experience toward degree credit...like the Duke MALS program and the CAPE program at Shaw U...which are cost prohibitive...for example I have enough credit hours and certificates to have a doctorate...and we need programs in our University System that recognizes them toward an advanced degree. If there is a program within the University System, I am not aware

I'd like to see more advanced science programs offered at UNCG, and the smaller UNC campuses. Not everyone, like adult students, can make it to the bigger campuses to pursue a PhD program. As well, the teacher training program is quite confusing and a standard BS doesn't even get you close to ready to enter the Masters programs - align your programs better, or make the transitions into other programs easier for the graduates of the UNC system.

The level of professional, well respected, graduate level degrees (MBA, MAC, JD, MD, and Masters in Engineering) and or CE classes offered within a 100 mile radius of Asheville is poor at

best. UNC and NCSU need to offer classes here through the existing campuses and/or by internet.