

STRATEGIC PLAN
2021-2031

SHAPING
WHAT'S
NEXT







Dear Niner Nation,

I am pleased to present *Shaping What's Next, 2021-31*, UNC Charlotte's 10-year strategic plan. The 22-member Strategic Planning Committee composed of faculty, staff, administrators and students worked diligently and intentionally over the past year to engage Niner Nation and shape thousands of ideas, suggestions and feedback into the four strategic focus areas that serve as the foundation of the strategic plan. The campus community also contributed to the shaping of the goals, objectives and actions that make the plan both aspirational and actionable.

From its outset, broad-based campus input has been a critical component of the strategic planning process. We are grateful for the level of campus engagement in which nearly 6,000 individuals participated in the planning process and contributed to *Shaping What's Next*. This combined work produced four strategic focus areas:

- Student success is central to UNC Charlotte's mission. As *Shaping What's Next's* first strategic focus, we will provide students with access to a high-quality and affordable educational experience, support students to ensure they are successful in their educational pursuits and prepare them to excel in their career and life choices.
- Expanding and strengthening our research is the second strategic focus. We intend to achieve national prominence as an emerging, top-tier research university as well as pursue signature institutional research areas of national and international relevance.
- The third strategic focus is to fulfill our role as North Carolina's urban research university. We will advance solutions for cultural, economic, social, educational, environmental and health issues and be a talent cultivator to address workforce and community development needs.

- The fourth strategic focus is to ensure that our campus is diverse, equitable and inclusive. We also seek to increase the visibility and reputation of the University through the use of its community programs and activities.

It is important to note that while *Shaping What's Next* has a ten year time horizon, we intend to update the plan at the five-year mark and reset our objectives, actions and metrics as appropriate to ensure that we continue moving forward to achieve our goals and vision.

UNC Charlotte is at an exciting juncture. *Shaping What's Next* builds on UNC Charlotte's strengths while articulating a vision for a top-tier university that is ready to meet new challenges. It is aspirational and emphasizes the importance of academic excellence, research, scholarship and creative activity, and diversity, equity and inclusivity.

In closing, I want to thank the Strategic Planning Committee for its tireless work and everyone who provided input to shape the plan. *Shaping What's Next, 2021-31* is a blueprint for action, and everyone, including faculty, staff, students, alumni and the Charlotte region, will need to play a role in bringing the plan to life. I am confident that, together, Niner Nation possesses the shared momentum and motivation to fearlessly shape what's next for our great university!

Sincerely,

Sharon L. Gaber, Chancellor



Strategic Plan Framework Process

UNC Charlotte's new strategic plan, *Shaping What's Next, 2021-31*, is the product of one year of intensive work, led by a 22-member strategic planning committee (SPC) and based on the input of nearly 6,000 members of the University community.

In October 2020, Chancellor Sharon Gaber appointed an SPC composed of faculty, staff, administrators and students co-chaired by Pinku Mukherjee, Irwin Belk Distinguished Professor of Cancer Biology, College of Liberal Arts and Sciences, and George Banks, associate professor of management, Belk College of Business and Organizational Science program in the College of Liberal Arts & Sciences. The SPC's work was guided by our strategy consultant, Dr. Sharon A. McDade, and supported by a six-member working group, chaired by Mukherjee and Banks, and a seven-member support staff group.

Chancellor Gaber charged the SPC with developing a dynamic and flexible 10-year plan through a broad-based, iterative process that tapped the wisdom of faculty, staff, students, trustees and friends of the University. The 2020-21 COVID-19 challenges provided a unique context for the strategic plan's development. Chancellor Gaber urged the SPC to pursue its work, with the reminder that the University's goals would continue despite COVID. The SPC, meeting exclusively through video conferencing, embraced the COVID challenge and Dr. Gaber's reminder about institutional goals. The engagement activities and review of the plan were conducted electronically. The SPC worked through 52 substantive drafts.

The SPC organized four phases of engagement activities to solicit input across students, faculty and staff. In

October 2020, more than 3,300 individuals participated in the discovery sessions, focus groups and survey. From this input, the SPC identified 18 themes that they distilled into four critical and strategic areas. The SPC also analyzed strengths, weaknesses, opportunities and threats, and generated a set of underlying assumptions that the Committee used to analyze the emerging strategic plan. In February 2021, the SPC shared the draft plan with the UNC Charlotte community for review and input. There were 717 responses and 750 comments. Responses were overwhelmingly in support of the plan and affirmed that each of the plan's elements would have a significant positive impact on the future of the University. In August 2021, the SPC invited Niner Nation to review the full plan and assess whether each section provided appropriate guidance for implementation and showed sufficient activities to achieve completion. More than 1,200 people responded with strong affirmation for these two questions across the entire plan. Across these community outreach opportunities, nearly 6,000 Niners answered quantitative questions and provided more than 13,000 comments. Niner Nation showed its excitement about the strategic planning process through robust participation and generously shared insights and wisdom.

The SPC updated the Mission statement to reflect the University's current status, created a vision statement, and articulated Guiding Commitments that emerged from the input of Niner Nation. The Mission, Vision and Guiding Commitments in this plan are the product of the same broad-based process from which the strategic plan arose.

The strategic plan, as a living document, will be updated at the five-year mark. The objectives, actions and metrics will be reviewed and revised as appropriate to ensure that the goals and vision remain achievable.

The Strategic Planning Committee

Joel Avrin, Faculty Council President and Professor of Mathematics, CLAS

Kevin Bailey, Vice Chancellor for Student Affairs

George Banks, Co-Chair, Associate Professor of Management, BCOB; Organizational Science Program, CLAS

Steve Coppola, Assistant Provost for Institutional Research

Celeste Corpening, Staff Council President; Applications Analyst, OneIT

Sharon L. Gaber, Chancellor

José Gamez, Interim Associate Dean for Research and Graduate Programs and Professor of Architecture, COAA

Tehia Glass, Associate Professor of Elementary Education and Educational Psychology, COED

Doug Hague, Executive Director of the School of Data Science

Jesh Humphrey, Vice Chancellor For Institutional Integrity and General Counsel

Robert Keynton, Dean, The William States Lee College of Engineering

Jeffrey Leak, Professor of English, CLAS; Director, American Studies Program

Joan Lorden, Provost and Vice Chancellor for Academic Affairs

Stephanie Moller, Director of the Public Policy Doctoral Program; Professor of Sociology, CLAS

Pinku Mukherjee, Co-Chair, Irwin Belk Distinguished Professor of Cancer Research; CLAS Associate Dean of Research and Graduate Education

Jay Raja, Senior Associate Provost

Tahlieah Sampson, Student Body President

Karen Singer-Freeman, Director of Academic Planning and Assessment

Alex Suptela, President of Graduate and Professional Student Government

Rick Tankersley, Vice Chancellor for Research and Economic Development

Catrine Tudor-Locke, Dean, College of Health and Human Services

Cheryl Waites Spellman, Interim Special Assistant to the Chancellor for Diversity and Inclusion

The Strategic Planning Staffing Group

Kim Bradley, Chief of Staff

Anna Clark, Executive Assistant to the Chief of Staff

Elise Demeter, Senior Assessment Research Analyst

Steven Dunham, Chief Risk Officer

Shari Dunn, Senior Executive Assistant to the Chancellor

Kathryn Kavanagh, Chancellor's Office Doctoral Intern (Organizational Science)

Strategic Consultant

Sharon McDade, Ed.D., Practice Leader for Strategic Services & Senior Executive Leadership Consultant with Greenwood/Asher & Associates, LLC

Our Mission

As North Carolina's urban research university, UNC Charlotte is a diverse and inclusive institution with local-to-global impact that transforms lives, communities, and industries through access and affordability, exemplary bachelor's, master's, doctoral, and professional programs, scholarship, creative work, innovation, and service.

Our Vision

To be a globally recognized, emerging top-tier research university driving discovery and innovation, while advancing student access and social mobility, nurturing talent, fostering excellence, and ensuring equity.

The University of North Carolina at Charlotte

Guiding Commitments

The University of North Carolina at Charlotte comprises a large and diverse community of faculty, staff, students, and alumni who, together, pursue the institution's mission and vision. To frame our actions and shape what's next, we commit to:

- **Academic Excellence:** Realizing higher education's transformational power by providing an exemplary academic experience for all students.
- **Access and Social Mobility:** Providing education that has profound social and economic value and lifelong impact for students from all backgrounds.
- **Discovery, Innovation, and Creativity:** Engaging in inquiry to generate new knowledge, modes of expression, understanding, and solutions to society's most significant challenges.
- **Community Engagement:** Collaborating with local, state, national, and global partners to prepare our students to be engaged and effective citizens and to promote the common good through research and service that addresses a broad range of social needs.
- **Integrity and Respect:** Ensuring the highest academic, professional, and ethical standards and a collegial culture that embraces different perspectives, civil discourse, and free expression, where all University members are treated with respect, fairness, and dignity.
- **Diversity, Equity, and Inclusion:** Eliminating barriers and creating an inclusive and equitable culture of belonging for students, faculty, and staff of different ages, races, ethnicities, backgrounds, identities, and abilities.
- **Environmental Stewardship:** Pursuing sustainability and environmental justice to protect the planet through education, research, and stewardship of scarce resources.
- **Performance and Accountability:** Utilizing data to inform University policies, programs, and actions and to assess progress through relevant measures.



A TRANSFORM STUDENTS' LIVES THROUGH EDUCATIONAL OPPORTUNITY AND EXCELLENCE

Goal A1.

Provide students a unique, comprehensive, intellectually rigorous education — referred to as the “Charlotte Model” — to be delivered through enhanced pedagogy and transformative co-curricular experiences and integrated with robust student success measures.¹

Objective A1.1.

Strengthen the academic experience through core competencies, high-impact learning practices² and mentoring.

Action A1.1.1.

Embed strategies for student attainment of the core competencies articulated as goals for UNC Charlotte graduates (critical thinking, communication, quantitative reasoning, data analysis and intercultural understanding) into the undergraduate general education curriculum, all majors and co-curricular activities; measure the impact of the realization of these competencies on educational attainment, engagement with complex issues and lifelong success.

Action A1.1.2

Elevate the University's robust portfolio of academic programs to exemplary status.

Action A1.1.3

Ensure that engaged student learning through high-impact learning practices and mentoring is experienced frequently by all students in curricular and co-curricular experiences.

Action A1.1.4

Increase opportunities in curricular and co-curricular offerings for students to engage in scholarship, creative discovery, innovation and entrepreneurship.

Action A1.1.5

Optimize the quality and impact of intellectually rigorous academics and engaged learning by implementing a continuous improvement process that leads to equitable on-time graduation regardless of entry pathways into the University.

Objective A1.2.

Expand the use of teaching practices that increase the success of all students regardless of their entry pathway into the University.

Action A1.2.1.

Extend the implementation of best practices and research-based teaching methods across the curriculum to accelerate the achievement of student learning outcomes.

Action A1.2.2.

Create and expand existing programs and tools that enable faculty and academic departments to maximize the use of innovative teaching practices and technologies (broadly defined) to enhance student learning.

Action A1.2.3.

Support and celebrate increased faculty use of new methods to strengthen student learning by creating safe pedagogy experimentation spaces, offering incentives and promoting teaching modifications that improve learning.

Action A 1.2.4.

Implement a continuous improvement process to optimize the quality and impact of teaching practices on graduation, employability, long-term career achievement and civic engagement.

Objective A1.3.

Expand transformative co-curricular learning experiences³ that support personal development.

Action A1.3.1.

Expand the number, variety and integration of co-curricular learning experiences with general education and academic programs.

Action A1.3.2.

Increase online accessibility to co-curricular experiences.

Action A1.3.3.

Apply a continuous improvement process to optimize the quality of co-curricular learning experiences and increase their impact on graduation, employability, long-term career achievement and civic engagement.

Objective A1.4.

Define and communicate the elements and impact of the "Charlotte Model" as a unique, equitable, comprehensive, intellectually rigorous educational experience.

Action A1.4.1.

Document the impact of the "Charlotte Model" for timely graduation, employment, long-term career achievement and community engagement.⁴

Action A1.4.2.

Define and brand the “Charlotte Model” to differentiate the UNC Charlotte education from other undergraduate experiences and articulate how it effectively delivers students to graduation, employment, long-term career achievement and civic engagement.

Action A1.4.3.

Elevate national and international rankings of the University’s programs through attention to ranking metrics and disseminate information about programs to academic and institutional leaders.

Goal A2.

Ensure equity⁵, accessibility, affordability and student success using the Charlotte model.

Objective A2.1.

Increase student retention and equitable on-time graduation.

Action A2.1.1.

Identify and address equity gaps and barriers in programs and courses, and employ continuous improvement strategies to rectify performance gaps.

Action A2.1.2.

Design and administer programs and tools to support faculty and staff in addressing equity gaps and barriers to persistence in their courses, programs, policies and procedures, including affordable textbooks and open educational resources.

Action A2.1.3.

Enact personalized, adaptive learning⁶ in all core prerequisite sequences that ensures accessible and equitable opportunities for students.

Action A2.1.4.

Implement principles from universal design for learning (UDL)⁷ into all courses, media, materials and policies to ensure that students can access and succeed in all degree programs regardless of ability.

Action A2.1.5.

Support students’ retention, development and well-being with improved academic advising, success coaching, leadership training and mental and physical health care.

Action A2.1.6.

Create personalized and accessible learning pathways and options, including expansion of the 49erNext program and pathways from community colleges, that allow students to complete degrees successfully regardless of factors such as race, family income, gender, entry status and field of study.

Action A2.1.7.

Expand distance learning programming through the School of Professional Studies to increase opportunities for students to pursue their education in formats that fit their needs.

Objective A2.2.

Identify and support student financial challenges of degree completion.

Action A2.2.1.

Address the unique challenges of students who experience financial hardship.

Action A2.2.2.

Increase the availability and effective allocation of institutional financial aid and scholarships to maximize equity in degree completion.

Action A2.2.3.

Increase the number of “learn and earn” opportunities (e.g., work study, paid internships, co-op experiences) for students at all degree levels and instructional circumstances.

Action A2.2.4.

Reduce student debt by controlling costs, providing alternatives for educational expenses such as textbooks, and shortening time to degree completion.

Action A2.2.5.

Expand participation in financial and debt management and financial wellness education for all students.

Goal A3.

Prepare students to thrive in a changing world.

Objective A3.1.

Provide students with a competitive advantage to launch and build careers.

Action A3.1.1.

Provide students with planning tools that connect college education to long-term career and personal growth.

Action A3.1.2.

Expand experiential learning and career development opportunities (internships, co-operative education, practica, student teaching, clinical placements and externships) that contribute to career readiness.

Action A3.1.3.

Increase the range, accessibility and flexibility of courses, certificates and co-curricular offerings that build career-related competencies, enhance the value of students’ learning and enable continuous lifelong learning.

Objective A3.2.

Broaden opportunities for students to gain international exposure and experiences.

Action A3.2.1.

Boost scholarships and financial support for international learning and increase the variety of study abroad experiences, including virtual alternatives.

Action A3.2.2.

Infuse internationalization across curricular and co-curricular learning experiences by increasing faculty exchanges, speakers and institutional partnerships for learning enrichment.

Goal A4.

Strengthen curricula to educate students to become resilient and self-confident lifelong learners who are equipped to become leaders, engage meaningfully in careers and contribute to their communities.

Objective A4.1.

Develop students' resilience, self-confidence, leadership and desire for lifelong learning.

Action A4.1.1.

Assist students with building mindsets for adaptation, interdisciplinary problem-solving and lifelong learning through curricular and co-curricular learning.

Action A4.1.2.

Expand professional and leadership development opportunities for students on and off campus that offer progressive responsibility and civic engagement.

Action A4.1.3.

Widen opportunities for students to network and interact informally with visiting scholars, authors and leaders (including alumni), to broaden their engagement with real-world challenges and problem solvers.

Objective A4.2.

Connect the educational experience with the University's urban mission to increase student involvement in experiential learning and community engagement.

Action A4.2.1.

Develop curricular, co-curricular and experiential learning opportunities in urban settings that foster problem solving and social responsibility.

Action A4.2.2.

Develop policies and procedures that support faculty who engage students in the University's urban research mission through teaching, research or service.

Goal A5.

Provide graduate students and postdoctoral trainees with high-quality mentoring, teaching, research training and professional development.

Objective A5.1.

Expand research-based teaching and mentoring practices across graduate programs.

Action A5.1.1.

Conduct systematic program reviews to improve graduate education outcomes.

Action A5.1.2.

Provide faculty with training and mentoring support to provide exemplary graduate-level learning and research experiences.

Objective A5.2.

Support the success and well-being of graduate students and postdoctoral trainees through appropriate resources, policies and practices.

Action A5.2.1.

Support graduate students by addressing equity gaps, streamlining policies and procedures, improving support for on-time degree completion and enhancing graduate education operations.

Action A5.2.2.

Scale up support mechanisms for graduate student living accommodations, financial and debt management and financial wellness, physical and mental health, and productivity in research, scholarship, entrepreneurship and creative discovery.

Action A5.2.3.

Heighten access to mentoring and career advising to prepare UNC Charlotte graduate students and postdoctoral trainees to become leaders in their fields and professional communities.





B POWER THE FUTURE THROUGH INQUIRY, RESEARCH AND CREATIVE DISCOVERY

Goal B1.

Achieve national prominence as an emerging, top-tier research university.⁸

Objective B1.1.

Establish a campus-wide culture of grant seeking and other scholarship that supports faculty participation in the research enterprise, diversifies the size and complexity of the University's award portfolio and values the contributions of all fields and disciplines.

Action B1.1.1.

Identify grant-seeking success, publications, and/or creative activity as expected outcomes for tenure-track and research faculty in alignment with tenure requirements for academic disciplines.

Action B1.1.2.

Expand internal (institutional) research funding opportunities to support the development of research and creative activities.

Action B1.1.3.

Enhance and expand training for grant seeking from a broader range of funding sources.

Action B1.1.4.

Build a culture that encourages and supports entrepreneurship, innovation and use-inspired research⁹ through Ventureprise participation, training and support for commercialization of technologies.

Action B1.1.5.

Seek and support appointments for faculty on external grant review panels and councils as well as regional and statewide boards.

Objective B1.2.

Update policies and streamline procedures and institutional administration infrastructure to support the pursuit of sponsored research.

Action B1.2.1.

Improve grants and contracts administration to become more service focused and scalable.

Action B1.2.2.

Streamline and redesign policies, procedures, workflow and training of all offices that support grants and contracts administration to improve functionality and enhance operations.

Action B1.2.3.

Maximize the capabilities of the new electronic research administration platform, Niner Research, to integrate processes and increase efficiency, accuracy and speed of research administration.

Action B1.2.4.

Boost support for sponsored research, scholarship, creative discovery, innovation and entrepreneurship efforts through improved customer service.

Objective B1.3.

Enhance University infrastructure (including shared equipment and facilities) for research, scholarship and creative discovery.

Action B1.3.1.

Plan for continuous updating of existing research facilities to support current needs and future priorities.

Action B1.3.2.

Align investments in equipment, instrumentation and library resources and services with research priorities, regional industry needs and future-oriented opportunities.

Objective B1.4.

Adopt policies and procedures that support the University's ability to capture and report sponsored research activity and investment in research and scholarship.

Action B1.4.1.

Create procedures that ensure the full and accurate reporting of research-related expenditures.

Action B1.4.2.

Develop policies that encourage the full recovery and reinvestment of facilities and administrative (F&A) costs.

Action B1.4.3.

Develop and adopt a set of common research metrics to monitor progress to top-tier research university status.

Goal B2.

Advance the research mission by recruiting, nurturing and retaining world-class, diverse faculty, staff and students.

Objective B2.1.

Increase and retain research-engaged faculty (tenure and non-tenure), postdoctoral trainees and expertly trained staff to support research, scholarship and creative expression.

Action B2.1.1.

Adopt governing structures to establish a cluster-hire process reflecting areas of disciplinary strength.

Action B2.1.2.

Seek support to establish new endowed chairs and professorships, and to fund visiting professors and artists-in-residence through collaborations across the offices of the Provost and Research and Economic Development and the Division of University Advancement.

Action B2.1.3.

Expand the existing University-sponsored postdoctoral scholar program and create a supportive culture and climate for these researchers.

Action B2.1.4.

Support hiring and success of non-tenure-track, research-dedicated faculty in priority areas with a career progression track.

Action B2.1.5.

Adopt a proactive and preemptive retention strategy for faculty, research staff and postdoctoral trainees.

Action B2.1.6.

Improve support, including bolstering mentorship programs for early-career faculty to ensure career progression, grant-seeking success and productivity in publications and creative expression.

Action B2.1.7.

Provide competitive salaries for new hires and address salary compression (and inversion) for existing faculty and staff involved with research, scholarship and creative discovery in congruence with governing structures.

Action B2.1.8.

Implement a comprehensive strategy to train and support the specialized staff needed to support cutting-edge research.

Objective B2.2.

Prepare undergraduate and graduate students for careers involving research, scholarship, creative discovery and entrepreneurship.

Action B2.2.1.

Create and expand existing opportunities for undergraduate and graduate students to fully participate in research, creative expression, community-engaged projects and entrepreneurial initiatives.

Action B2.2.2.

Increase the success of the next generation of scholars, researchers, artists, innovators and entrepreneurs through diversified and expanded support mechanisms, funding, professional development and mentoring.

Goal B3.

Expand postbaccalaureate education, doctoral studies and postdoctoral training and achieve the highest recognition for exemplary programs.

Objective B3.1.

Grow and expand key graduate programs that contribute to top-tier research university metrics.

Action B3.1.1.

Launch new doctoral programs in areas that contribute to becoming a top-tier research University.

Action B3.1.2.

Grow and strengthen high-demand programs that are poised for growth and enhance our national reputation as a top-tier research University.

Action B3.1.3.

Align doctoral training with areas of excellence and regional industry needs.

Action B3.1.4.

Expand and align library resources to support existing and new doctoral programs that contribute to top-tier university metrics.

Objective B3.2.

Improve recruitment strategies and financial support for graduate students.

Action B3.2.1.

Employ strategies to identify outstanding undergraduates who show interest in research, scholarship and creative discovery, educate them about the benefits and opportunities of UNC Charlotte graduate education and recruit them to become members of Niner Nation.

Action B3.2.2.

Implement strategies for increasing the number of students supported by sponsored awards.

Action B3.2.3.

Actively seek and win externally sponsored graduate traineeships and fellowships.

Goal B4.

Enhance the academic reputations of all colleges and foster signature areas of research, scholarship and creative discovery.

Objective B4.1.

Develop world-class signature research areas¹⁰ and academic programs that advance the University's mission to address urban challenges.

Action B4.1.1.

Identify, nurture and accelerate the University's signature research areas into international prominence.

Action B4.1.2.

Raise the number of graduate programs in the top 50 national and international rankings through development, support and visibility efforts.

Action B4.1.3.

Identify urban challenges and ensure programs exist that are aligned with these challenges.

Objective B4.2.

Celebrate faculty, staff and student successes (e.g., grants, fellowships, honorific awards, commissions, publications) of all sizes and from all disciplines.

Action B4.2.1.

Identify, nurture and support faculty, staff and students applying for prestigious regional, national and international awards and fellowships.

Action B4.2.2.

Develop and implement a comprehensive communication plan for research awards and scholarly and creative success.

Action B4.2.3.

Celebrate and broadly share the news about UNC Charlotte faculty, staff and students who win national and international honors and fellowships.

Action B4.2.4.

Expand the number and prominence of University awards and types of recognitions that celebrate faculty, staff and student excellence in research, creative expression, entrepreneurship and innovation.

Goal B5.

Bolster interdisciplinary, ¹¹ intra-institutional and inter-institutional, and global collaborations to address complex challenges.

Objective B5.1.

Foster and grow collaborations across disciplines within UNC Charlotte.

Action B5.1.1.

Recognize and promote collaboration across disciplines, departments and colleges in research, creativity and entrepreneurship, provide appropriate credit to all departments involved, and value the work from collaborations in promotion and tenure policies.

Action B5.1.2.

Develop and implement University policies and procedures that support intra-institutional collaborations while identifying and removing barriers that hinder these collaborations.

Objective B5.2.

Grow national and global collaborations to expand UNC Charlotte's ability to address complex global challenges.

Action B5.2.1.

Expand University support services and infrastructure for complex, interdisciplinary proposal development and award management to support collaborations with other institutions.

Action B5.2.2.

Bolster the capacity of Research and Economic Development and the Office of International Programs to support inter-institutional and global collaborations.

Action B5.2.3.

Support international collaborative research and exchange programs.





C DRIVE PROGRESS FOR NORTH CAROLINA AND BEYOND

Goal C1.

Fulfill our role as North Carolina’s urban research university to benefit our city, region and beyond by co-producing transformative solutions to societal issues and challenges.

Objective C1.1.

Implement a framework for what it means to be “North Carolina’s urban research university.”¹²

Action C1.1.1.

Define and create a framework for implementing the University’s urban research mission that includes guidelines for the inclusion of education, community service, socioeconomic contributions, entrepreneurship and innovation.

Action C1.1.2.

Increase awareness of UNC Charlotte’s role as North Carolina’s urban research university.

Action C1.1.3.

Expand community engagement, particularly in relation to education and research, and make it a vital aspect of the University’s service mission.

Action C1.1.4.

Expand experiential learning and career development opportunities (internships, co-operative education, practica, student teaching, clinical placements and externships) that engage students with regional business, industry, government and nonprofit organizations.

Action C1.1.5.

Make the work created on our campus available to our communities and the world through an open system of scholarly communication.

Objective C1.2.

Develop and administer a growth strategy for research partnerships that establishes UNC Charlotte as the preeminent academic institution in the region for industry-sponsored and community-engaged research.¹³

Action C1.2.1.

Collaborate with industry and regional partners to conduct research to meet industry needs.

Action C1.2.2.

Establish university-wide committees to promote information sharing and facilitate corporate-industry research and community-engaged research collaborations.

Action C1.2.3.

Increase non-STEM research by expanding community-engaged research, scholarship and creative discovery focused on social impact through updating pertinent policies, providing focused professional development and incentives, and building information-sharing mechanisms.

Goal C2.

Support the improvement of educational and socioeconomic outcomes for the Charlotte region by mobilizing University resources and community collaborations.

Objective C2.1.

Strengthen the University's connections to and support for K-12 schools to serve our region and build our pipeline.

Action C2.1.1.

Infuse the expertise of UNC Charlotte faculty, staff and students into the region's K-12 schools and educational support organizations through collaborations and partnerships with educators to improve educational outcomes for the region's children.

Action C2.1.2.

Provide opportunities for every student in the region's K-12 schools to engage with UNC Charlotte at least once during their school years for high-quality educational experiences that strengthen their learning and familiarization with learning and library resources, increase their understanding of what is required for college admission and familiarize them with UNC Charlotte's academic excellence.

Action C2.1.3.

Ensure the success of Niner University Elementary School as a model of excellence in learning and student success through innovative pedagogy.

Objective C2.2.

Foster community collaborations to address socioeconomic outcomes for the region and its populations.

Action C2.2.1.

Generate interest among the University's faculty, staff, students and alumni for community engagement and service, document these efforts, measure impact and publicize results.

Action C2.2.2.

Update the existing [civic action plan¹⁴](#), situate this work within the University's urban research university framework, activate this work, measure its impact and publicize results.

Action C2.2.3.

Build relationships with community-based organizations to activate the civic action plan and pursue community service opportunities.

Goal C3.

Elevate the University's role as a talent and workforce cultivator to support community needs.

Objective C3.1.

Support evolving regional and state educational, cultural, employment and volunteering needs.

Action C3.1.1.

Develop, implement, and measure the progress of a 10-year enrollment plan that addresses the state's anticipated growth and changing educational needs.

Action C3.1.2.

Create innovative new programs and academic units, particularly at the graduate level, that engender future knowledge development, contribute to the state's economic and cultural expansion, and differentiate the University regionally and nationally.

Objective C3.2.

Establish the University as the first choice for regional working professionals and organizations seeking professional development and worker reskilling and upskilling.

Action C3.2.1.

Collaborate with private sector and public entities to train appropriately skilled workers toward advancing the region's workforce readiness.

Action C3.2.2.

Widen the University's leadership and professional development programming portfolio to expand the cadre of leaders who serve the region's industries, public entities, nonprofit and arts organizations.

Goal C4.

Serve as an intellectual center for our students, employees, alumni and region.

Objective C4.1.

Increase the visibility of the University as an intellectual center in the region and state.

Action C4.1.1.

Assess current campus-based intellectual, enrichment and library engagement activities, and implement a plan with performance indicators to welcome and increase community members' in-person and virtual participation.

Action C4.1.2.

Inventory current intellectual activities with the potential to increase college aspirations of all students, and create and enact a plan with performance indicators to offer them in regional communities.

Action C4.1.3.

Develop and implement a comprehensive outreach strategy and activities calendar that combines the activities from across the entire University and increases the visibility of UNC Charlotte as an intellectual center.

Goal C5.

Serve North Carolinians more completely by valuing the region's unique characteristics, histories and peoples to foster educational success among traditionally underserved groups within our state.

Objective C5.1.

Utilize the University's assets in a culturally responsive manner to preserve and honor the region's unique history and characteristics.

Action C5.1.1.

Conserve and share the region's uniqueness through research and archival support.

Action C5.1.2.

Partner with community organizations, museums and historical sites to document, raise awareness and garner support for preserving regional heritage locations and culture.

Objective C5.2.

Engage with traditionally underserved communities in Charlotte and the surrounding region to advance educational success in culturally relevant ways.

Action C5.2.1.

Engage with individuals from underserved populations (e.g., first-generation college students, English as a Second Language population, individuals with disabilities, persons transitioning from foster care and justice-involved families) to understand the needs and best means of collaborative support for young people and adults to facilitate college readiness, advancement through the academic pipeline into college, and college success.

Action C5.2.2.

Engage with veterans and traditionally underserved communities (groups insufficiently represented by U.S. government categories, communities in rural and impoverished urban areas, communities of indigenous peoples, communities of color, LGBTQ+ communities, communities that have suffered religious oppression and immigrants) in culturally relevant ways to understand needs and best means of collaborative support for young people and adults to facilitate college readiness, advancement through the academic pipeline, and college success.





D LIVE OUR GUIDING COMMITMENTS BY LEADING IN EQUITY AND ENGAGEMENT

Goal D1.

Foster a thriving culture based on integrity and respect that values all people and the planet.

Objective D1.1.

Ensure that Niner culture supports integrity and respect.¹⁵

Action D1.1.1.

Educate faculty, staff and students about how to support integrity and respect in education, research and University life, and articulate accountability measures.

Action D1.1.2.

Employ continuous improvement assessment to understand and expand the infusion of integrity and respect into all aspects of the University's culture.

Objective D1.2.

Make the University a national leader in sustainability.

Action D1.2.1.

Update and implement the University's climate action plan¹⁶ with a university sustainability design that includes detailed actions at the unit level, oversight from a campus-wide committee and performance indicators with national benchmarking.

Action D1.2.2.

Create a culture where all University employees and students embrace their roles for achieving sustainability goals, including regularly scheduled dissemination and celebration processes to keep this topic at the forefront of people's decisions and actions.

Action D1.2.3.

Build a coalition with businesses, public entities and organizations to share solutions and collaboratively pursue regional sustainability success outcomes.

Goal D2.

Demonstrate leadership in diversity, equity and inclusion.¹⁷

Objective D2.1.

Create a culture that embraces diversity, equity and inclusion.

Action D2.1.1.

Create and implement an all-encompassing diversity, equity and inclusion strategic plan that supports continuous improvement and aligns with the University's strategic plan.

Action D2.1.2.

Define national leadership in diversity, equity and inclusion in the context of UNC Charlotte's culture and mission and promulgate the University's rising national leadership in this field.

Action D2.1.3.

Establish University awards for individuals and units providing significant leadership in diversity, equity and inclusion.

Action D2.1.4.

Develop more and varied training and professional development to educate faculty, staff and students about diversity, equity and inclusion.

Objective D2.2.

Cultivate leadership that demonstrates a commitment to diversity, equity and inclusion.

Action D2.2.1.

Promote commitment to diversity, equity and inclusion in the University's leaders, supervisors and administrators through regular education and mentoring that supports and expands their knowledge of best practices.

Action D2.2.2.

Expand diversity within leadership levels of the University.

Goal D3.

Enhance policies, practices and resources to make the University a highly desirable place to live, learn and work.

Objective D3.1.

Increase the value of UNC Charlotte as a great place to work and learn.

Action D3.1.1.

Maximize agility and responsiveness to employee and student needs.

Action D3.1.2.

Optimize policies, practices and procedures for effectiveness, efficiency and equity to ensure that the University offers a work and learning space that meets employer, employee and student needs.

Action D3.1.3.

Increase training, professional and leadership development to strengthen employee effectiveness and contribute to staff advancement.

Action D3.1.4.

Expand the number, types and visibility of University awards and recognitions that celebrate excellence of full- and part-time faculty, staff and students relating to our Guiding Commitments.

Action D3.1.5.

Strengthen faculty and staff governance involvement in relevant decision-making.

Action D3.1.6.

Prioritize interpersonal, environmental, vocational and data safety and security through ongoing assessments of sources of harm, determination and implementation of adequate measures, examination of responses to challenges through exercises and simulations and incorporation of results into new policies, procedures and training within existing resources.

Action D3.1.7.

Raise awareness of the University's workplace through its website, traditional and social media, and regional, state and national rankings.

Objective D3.2.

Infuse our Guiding Commitments into all University policies and procedures.

Action D3.2.1.

Conduct ongoing equity, efficacy and accountability audits of University policies (particularly regarding hiring, employee orientations and performance evaluations) and revise according to audit results.

Action D3.2.2.

Ensure that current and new policies and practices are applied with consistency and equity and communicated clearly across all University areas.

Action D3.2.3.

Train employees regarding the actions of equity and accountability flowing from the University's policies to further embed these into the institution's culture.

Action D3.2.4.

Provide educational opportunities for faculty and staff to learn about policy, accountability, expectations and risk assessment.

Goal D4.

Elevate and broaden student, alumni, faculty and staff engagement, investment and lifelong pride¹⁸ in the University.

Objective D4.1.

Enhance an environment that generates student and alumni pride and life-long connection to the University.

Action D4.1.1.

Increase collaboration regarding activities and communications across University units to improve student and alumni pride in their alma mater.

Action D4.1.2.

Increase collaboration among University Advancement, the Alumni Association, and colleges/departments to develop and implement plans to connect with larger numbers of alumni and employ continuous improvement processes to widen alumni engagement.

Action D4.1.3.

Increase alumni and student pride through programming designed to build connections among the University and its alumni and current students.

Action D4.1.4.

Utilize technology to increase communications, outreach and engagement with alumni and to expand advancement efforts.

Objective D4.2.

Expand outreach and build institutional branding and visibility through a unifying, comprehensive communications plan.

Action D4.2.1.

Develop and execute a strategic, comprehensive communications plan that encompasses the new strengths and positioning of the University and synergistically aligns departments' communication with University branding messaging.

Action D4.2.2.

Elevate the institution's national profile as a research institution by developing and executing a research-based, consistent and cohesive brand and marketing strategy.

Action D4.2.3.

Increase national and international visibility for the University's portfolio of strong academic programs through a comprehensive messaging strategy.

Action D4.2.4.

Define and communicate the "Charlotte Model" and the UNC Charlotte urban research university framework.

Goal D5.

Expand the use of community programs and activities, including athletics, performing arts, design, gardens and campus, to enhance the University's reputation, grow enrollment and bolster engagement.

Objective D5.1.

Improve the experiences of student-athletes and increase fan engagement.

Action D5.1.1.

Win championships by recruiting and developing high-caliber student-athletes, hiring exceptional coaches and athletics staff, and providing the resources and facilities necessary to achieve competitive excellence.

Action D5.1.2.

Graduate student-athletes positioned well for post-college success by committing to their total personal development through academic programming and guidance, leadership training, community service, and mental and physical health care.

Action D5.1.3.

Engage Niner Nation by delivering a successful, visible program that generates enthusiasm, active participation and attendance, as well as strong financial support.

Action D5.1.4.

Earn national recognition by achieving competitive excellence, brand prominence and significant exposure on multiple media platforms.

Objective D5.2.

Enhance reputation, bolster engagement, and contribute to enrollment through the promotion of the University's arts, design, performing arts, library, gardens and beautiful campus.

Action D5.2.1.

Assess current campus-based enrichment and engagement activities in arts, design, performing arts, library, and gardens; develop and execute a plan with stakeholder involvement (faculty, staff, students and community) with performance indicators to welcome and increase the presence and involvement of community members.

Action D5.2.2.

Inventory current enrichment and engagement activities relating to arts, design, performing arts, library and gardens that can be offered at off-campus locations; create and enact a plan with stakeholder involvement (faculty, staff, students and community) to take these into regional communities to enable participation by more people.

Action D5.2.3.

Attract visitors through increased events, advertising and community partnerships to the University's locations to showcase the institution and its education, research, engagement, enrichment activities and beautiful campus and address hurdles that hinder visitor access and engagement.

Action D5.2.4.

Host more conferences and meetings for local, national and international organizations to amplify institutional visibility and prestige.

Objective D5.3.

Grow philanthropic support for the University.

Action D5.3.1.

Design and implement a multi-year capital campaign that supports the University's goals established in this strategic plan.

Action D5.3.2.

Expand fundraising capacity among University alumni and friends, grow the number and size of donations.

Action D5.3.3.

Strengthen fundraising collaborations among University Advancement, colleges and departments.

Action D5.3.4.

Develop and nurture deans as fundraising initiators and partners in collaboration with University Advancement.

Action D5.3.5.

Make the case to students for showing pride in the University, investing in their alma mater and paying forward the educational legacy of the University for future students after graduation, and participating in the giving tradition during the student years.



MEASURING SUCCESS

The University will use a variety of metrics to monitor progress toward the accomplishment of *Shaping What's Next*. The Board of Trustees will use the metrics below to measure overall success. Additionally, various management levels within the University will use additional metrics to determine the impact of implementation efforts as the plan progresses so that adjustments may be made to improve results.

A: Transform Students' Lives Through Education Opportunity and Excellence

METRIC	BASELINE	Goal
Six-Year Graduation Rate	65.1%	78%
Average Federal Indebtedness of Graduating Class	\$29.9K	\$23.9K
Student Satisfaction (Seniors)	82.6%	88%
National University Ranking	227	175
Public National University Ranking	113	87

B: Power the Future Through Inquiry, Research and Creative Discovery

METRIC	BASELINE	Goal
Federal and Other Research Expenditures	\$50.1M	\$125M
Top 50 Program (Graduate) Rankings	10	32
Total Tenure Track Faculty and Non-Faculty Researchers	798	1,065
Tenure Track Faculty	788	1,000
Non-Faculty Researchers	10	65

C: Drive Progress for North Carolina and Beyond

METRIC	BASELINE	Goal
Experiential Learning Opportunities	53.5%	65%
Service Hours on Engagement Activities	6,926	20,000
Total Undergraduate and Graduate Enrollment	30,146	33,024
Undergraduate Enrollment	24,175	25,411
Graduate Enrollment	5,971	7,613

D: Live our Guiding Commitments by Leading in Equity and Engagement

METRIC	BASELINE	Goal
Alumni Giving	2.8%	10%
Director's Cup Annual Final Ranking	Top 100: 1X/Top 75: 0x	Top 100: 5X/Top 75: 1X
Endowment Per Student	\$8.37K	\$15.3K





TRANSFORM STUDENTS' LIVES THROUGH EDUCATIONAL OPPORTUNITY AND EXCELLENCE

Timeline

Preparation/implementation ongoing

Prep/implementation to achievement

Ongoing work (maintenance, continuous improvement)

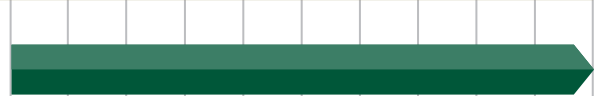
Y1 21-22	Y2 22-23	Y3 23-24	Y4 24-25	Y5 25-26	Y6 26-27	Y7 27-28	Y8 28-29	Y9 29-30	Y10 30-31
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Goal A1.

Provide students a unique, comprehensive, intellectually rigorous education — communicated as the “Charlotte Model” — to be delivered through enhanced pedagogy and transformative co-curricular experiences and integrated with robust student success measures.

Objective A1.1.

Strengthen the academic experience through core competencies, high-impact learning practices and mentoring.



Objective A1.2.

Expand the use of teaching practices that increase the success of all students regardless of their entry pathway into the University.



Objective A1.3.

Expand transformative co-curricular learning experiences that support personal development.



Objective A1.4.

Define and communicate the elements and impact of the “Charlotte Model” as a unique, equitable, comprehensive, intellectually rigorous educational experience.

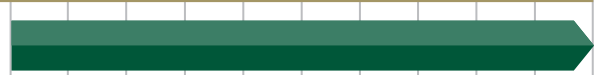


Goal A2.

Ensure equity, accessibility, affordability and student success using the Charlotte Model.

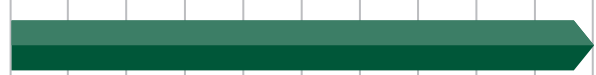
Objective A2.1.

Increase student retention and equitable on-time graduation.



Objective A2.2.

Identify and support student financial challenges of degree completion.



Goal A3.

Prepare students to thrive in a changing world.

Objective A3.1.

Provide students with a competitive advantage to launch and build careers.



Objective A3.2.

Broaden opportunities for students to gain international exposure and experiences.



Goal A4.

Strengthen curricula to educate students to become resilient and self-confident lifelong learners who are equipped to become leaders, engage meaningfully in careers and contribute to their communities.

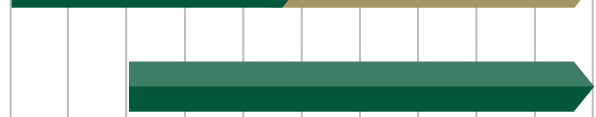
Objective A4.1.

Develop students’ resilience, self-confidence, leadership and desire for lifelong learning.



Objective A4.2.

Connect the educational experience with the University’s urban mission to increase student involvement in experiential learning and community engagement.

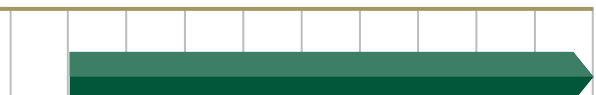


Goal A5.

Provide graduate students and postdoctoral trainees with high-quality mentoring, teaching, research training and professional development.

Objective A5.1.

Expand research-based teaching and mentoring practices across graduate programs.



Objective A5.2.

Support the success and well-being of graduate students and postdoctoral trainees through appropriate resources, policies and practices.





POWER THE FUTURE THROUGH INQUIRY, RESEARCH AND CREATIVE DISCOVERY

Timeline

Preparation/implementation ongoing

Prep/implementation to achievement

Ongoing work (maintenance, continuous improvement)

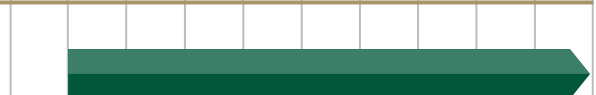
Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31

Goal B1.

Achieve national prominence as an emerging, top-tier research university.

Objective B1.1.

Establish a campus-wide culture of grant seeking and other scholarship that supports faculty participation in the research enterprise, diversifies the size and complexity of the University's award portfolio and values the contributions of all fields and disciplines.



Objective B1.2.

Update policies and streamline procedures and institutional administration infrastructure to support the pursuit of sponsored research.



Objective B1.3.

Enhance University infrastructure (including shared equipment and facilities) for research, scholarship and creative discovery.



Objective B1.4.

Adopt policies and procedures that support the University's ability to capture and report sponsored research activity and investment in research and scholarship.



Goal B2.

Advance the research mission by recruiting, nurturing and retaining world-class, diverse faculty, staff and students.

Objective B2.1.

Increase and retain research-engaged faculty (tenure and nontenure), postdoctoral trainees and expertly trained staff to support research, scholarship and creative expression.



Objective B2.2.

Prepare undergraduates and graduate students for careers involving research, scholarship, creative discovery and entrepreneurship.

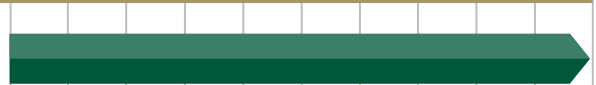


Goal B3.

Expand postbaccalaureate education, doctoral studies and postdoctoral training and achieve the highest recognition for exemplary programs.

Objective B3.1.

Grow and expand key graduate programs that contribute to top-tier research university metrics.



Objective B3.2.

Improve recruitment strategies and financial support for graduate students.

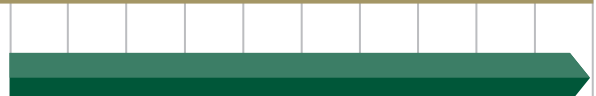


Goal B4.

Enhance the academic reputations of all colleges and foster signature areas of research, scholarship and creative discovery.

Objective B4.1

Develop world-class signature research areas and academic programs that advance the University's mission to address urban challenges.



Objective B4.2.

Celebrate faculty, staff and student successes (grants, fellowships, honorific awards, commissions, publications, etc.) of all sizes and from all disciplines.

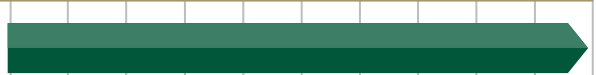


Goal B5.

Bolster interdisciplinary, intra-institutional and inter-institutional, and global collaborations to address complex challenges.

Objective B5.1.

Foster and grow collaborations across disciplines within UNC Charlotte.



Objective B5.2.

Grow national and global collaborations to expand UNC Charlotte's ability to address complex global challenges.





DRIVE PROGRESS FOR NORTH CAROLINA AND BEYOND

Timeline

Preparation/implementation ongoing

Prep/implementation to achievement

Ongoing work (maintenance, continuous improvement)

Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31

Goal C1.

Fulfill our role as North Carolina’s urban research university to benefit our city, region and beyond by co-producing transformative solutions to societal issues and challenges.

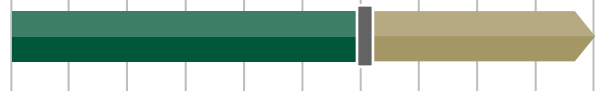
Objective C1.1.

Implement a framework for what it means to be “North Carolina’s urban research university.”



Objective C1.2.

Develop and administer a growth strategy for research partnerships that establishes UNC Charlotte as the preeminent academic institution in the region for industry-sponsored and community-engaged research.



Goal C2.

Support the improvement of educational and socioeconomic outcomes for the Charlotte region by mobilizing University resources and community collaborations.

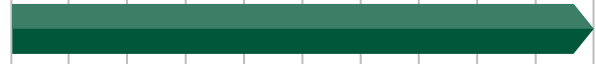
Objective C2.1.

Strengthen the University’s connections to and support for K-12 schools to serve our region and build our pipeline.



Objective C2.2.

Foster community collaborations to address socioeconomic outcomes for the region and its populations.

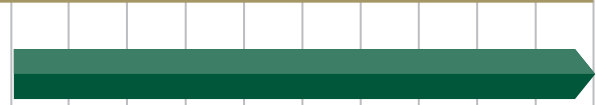


Goal C3.

Elevate the University’s role as a talent and workforce cultivator to support community needs.

Objective C3.1.

Support evolving regional and state educational, cultural, employment and volunteering needs.



Objective C3.2.

Establish the University as the first choice for regional working professionals and organizations seeking professional development and worker reskilling and upskilling.



Goal C4.

Serve as an intellectual center for our students, employees, alumni and region.

Objective C4.1.

Increase the visibility of the University as an intellectual center in the region and state.

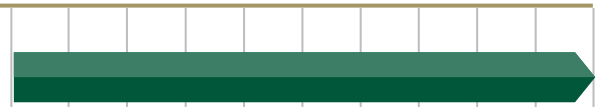


Goal C5.

Serve North Carolinians more completely by valuing the region’s unique characteristics, histories, and peoples to foster educational success among traditionally underserved groups within our state.

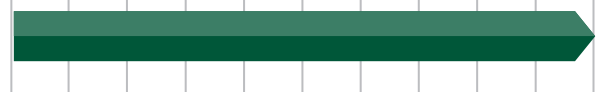
Objective C5.1.

Utilize the University’s assets in a culturally responsive manner to preserve and honor the region’s unique history and characteristics.



Objective C5.2

Engage with traditionally underserved communities in Charlotte and the surrounding region to advance educational success in culturally relevant ways.





LIVE OUR GUIDING COMMITMENTS BY LEADING IN EQUITY AND ENGAGEMENT

Preparation/implementation ongoing

Prep/implementation to achievement

Ongoing work (maintenance, continuous improvement)

Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31

Goal D1.

Foster a thriving culture based on integrity and respect that values all people and the planet.

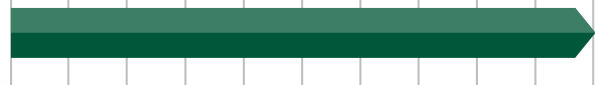
Objective D1.1.

Ensure that Niner culture supports integrity and respect.



Objective D1.2.

Make the University a national leader in sustainability.

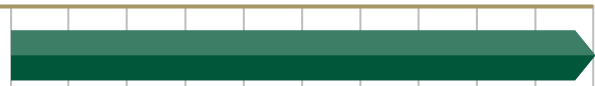


Goal D2.

Demonstrate leadership in diversity, equity and inclusion.

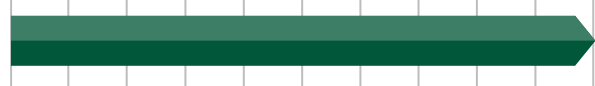
Objective D2.1.

Create a culture that embraces diversity, equity and inclusion.



Objective D2.2.

Cultivate leadership that demonstrates a commitment to diversity, equity and inclusion.

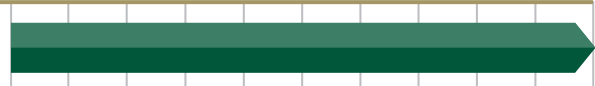


Goal D3.

Enhance policies, practices and resources to make the University a highly desirable place to live, learn and work.

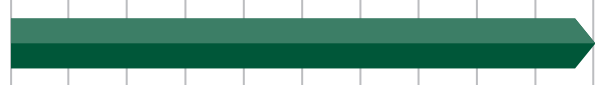
Objective D3.1.

Increase the value of UNC Charlotte as a great place to work and learn.



Objective D3.2.

Infuse our Guiding Commitments into all University policies and procedures.

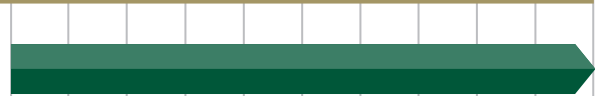


Goal D4.

Elevate and broaden student, alumni, faculty and staff engagement, investment and lifelong pride in the University.

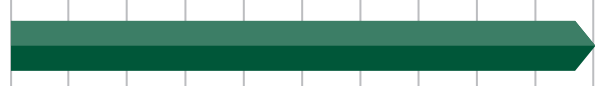
Objective D4.1.

Enhance an environment that generates student and alumni pride and life-long connection to the University.



Objective D4.2.

Expand outreach and build institutional branding and visibility through a unifying, comprehensive communications plan.



Goal D5.

Expand the use of community programs and activities, including athletics, performing arts, design, gardens and campus, to enhance the University's reputation, grow enrollment and bolster engagement.

Objective D5.1.

Improve the experiences of student-athletes and increase fan engagement.



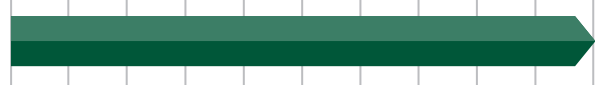
Objective D5.2.

Enhance reputation, bolster engagement, and contribute to enrollment through the promotion of the University's arts, design, performing arts, library, gardens and beautiful campus.



Objective D5.3.

Grow philanthropic support for the University.





FOOTNOTES

1 The “**Charlotte Model**” is the term used in this strategic plan for the operationalization and communication of the University’s transformative, comprehensive, equitable and integrated educational experience. The “Charlotte Model” will include elements described in goals within the focus area “Transform students’ lives through educational opportunity and excellence.” The model also will incorporate themes from other goals in the strategic plan, including “Advance the research mission by recruiting, nurturing and retaining, world-class, diverse faculty, staff and students”; “Fulfill our role as North Carolina’s urban research university to benefit our city, region and beyond by producing transformative solutions to societal issues and challenges”; “Improve educational and socioeconomic outcomes for the Charlotte region by mobilizing University resources and community collaborations”; “Demonstrate leadership in diversity, equity and inclusion”; and “Elevate and broaden student, alumni, faculty and staff engagement, investment and lifelong pride in the University.”

2 **High-impact learning practices (HIPs)** support deep learning by promoting student engagement. Research shows that HIPs significantly increase retention and success to graduation across all disciplines. Practices include problem-based learning, cohort models, first-year seminars and experiences, common intellectual experiences, writing-intensive courses, collaborative assignments and projects, internships, service-learning, and capstone courses and projects. Key elements include performance expectations set at appropriately high levels; interactions with faculty and peers about substantive matters; frequent, timely and constructive feedback; periodic structured opportunities to reflect and integrate learning; and public demonstration of competence. Kuh, G.D. (2008). Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. Association of American Colleges and Universities, 14(3), 28-29. <https://secure.aacu.org/imis/ItemDetail?iProductCode=E-HIGHIMP&Category=>

3 **Co-curricular** refers to activities, programs, internships and learning experiences that promote personal development and complement, in some way, what students are learning in school — i.e., experiences that are connected to or mirror the academic curriculum. Co-curricular

activities are typically, but not always, defined by their separation from academic courses. Great Schools Partnership. (2013, October 22). Co-curricular. <https://www.edglossary.org/co-curricular/>

4 **Community engagement** occurs when academics and community partners work collaboratively with and through groups of people affiliated by geographic proximity, special interest or similar situations to address issues affecting the well-being of partners. At an urban university, it includes experiential learning in a community environment as well as programs of research and scholarship (community-engaged research) that are distinguished by relying on the priorities and authority of both the researchers and community stakeholders to shape the design and execution of the research. The translation and application of outcomes are evident in community impact as well as traditional modes of dissemination for academic research, scholarship and creative activity.

Adapted from a definition originally offered in Centers for Disease Control and Prevention (1997), Principles of community engagement. (1st ed.). Atlanta, GA: CDC/ATSDR Committee on Community Engagement. With insight offered in Campus Compact. (2007). New times demand new scholarship. Los Angeles, California: Research Universities and Civic Engagement Network, and from Emily M. Janke. (2013). Increased community presence is not a proxy for reciprocity. *eJournal of Public Affairs*, (2)2. Springfield, MO: Missouri State University.

5 **Equity** refers to eliminating barriers and providing various levels of support and assistance depending on specific needs or abilities to reach full potential.

Milken Institute School of Public Health. (2020, November 5). *Equity vs. equality: What’s the difference?* The George Washington University Online Master of Public Health Program. <https://onlinepublichealth.gwu.edu/resources/equity-vs-equality/>

6 **Adaptive learning** is a technique for providing personalized learning that aims to provide efficient, effective and customized



learning paths to engage each student. Adaptive learning systems use a data-driven — and in some cases, non-linear — approach to instruction and remediation. They dynamically adjust to student interactions and performance levels, delivering content in an appropriate sequence that individual learners need at specific points to make progress.

Moskal, P., Carter, D., Johnson, D., (2017, January 4). *7 Things you should know about adaptive learning*. EDUCAUSE. <https://library.educause.edu/resources/2017/1/7-things-you-should-know-about-adaptive-learning>

7 Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. UDL guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. Guidelines include providing multiple means of engagement (affective networks, the “WHY” of learning), providing multiple means of representation (recognition networks, the “WHAT” of learning, and providing multiple means of action and expression (strategic networks, the “HOW” of learning).Cast. (n.d.). *About universal design for learning*. <https://www.cast.org/impact/universal-design-for-learning-udl>

8 Emerging top-tier university is a term that The University of North Carolina at Charlotte uses to indicate the pathway undertaken by the institution to rise in prestige and prominence from a nationally competitive research university to world-class status with a national brand that engenders recognition and visibility. The term encompasses the robust ambitions of the university to produce world-class basic and solution-oriented research, innovative scholarship and esteemed creative expression by high-quality faculty. This work will be conducted in the University’s urban research mission and framework, which integrates with academic excellence and service to the region, state and world.

9 Use-inspired research is basic research strongly motivated by the need to create knowledge or know-how to help develop practical solutions to address societal challenges. Use-inspired research may have significant potential to support downstream technological developments. In consortium of industry, government, and academia and similar partnerships, industry members help identify the critical needs that could be addressed by basic research.

National Science Foundation (NSF). (n.d.). *NSF industry-university cooperative research center (IUCRC) 20-571 frequently asked questions (FAQs): General information, 3. What is use-inspired research?* <https://www.nsf.gov/pubs/2020/nsf20080/nsf20080.jsp#q3>

10 Signature research areas (also known as areas of excellence) are existing and emerging areas of research excellence with unique distinction and future opportunities. These are broad thematic areas where the University has achieved a national level of distinction; and areas where continued work, future investments and new resources will significantly advance our research reputation, raise the profile of our research and scholarly programs, and accelerate our movement to top-tier research university status.

The University of North Carolina at Charlotte. (2020, December). *Research & economic development: Areas of research and scholarship excellence*. <https://research.uncc.edu/about-us/r1-commission>

11 Interdisciplinary, multidisciplinary and transdisciplinary: Multidisciplinarity draws on knowledge from different disciplines but stays within their boundaries. Interdisciplinarity analyzes, synthesizes and harmonizes links among disciplines into a coordinated and coherent whole. Transdisciplinarity integrates the natural, social and health sciences in a humanities context, and transcends their traditional boundaries. The objectives of multiple disciplinary approaches are to resolve real-world or complex problems, provide different perspectives on problems, create comprehensive research questions, develop consensus clinical definitions and guidelines and provide comprehensive health services. Multiple disciplinary

teamwork has both benefits and drawbacks. The three terms refer to the involvement of multiple disciplines to varying degrees on the same continuum. The common words for multidisciplinary, interdisciplinary and transdisciplinary are additive, interactive and holistic, respectively.

Choi, B. C., & Pak, A. W., (2006, December 29). Multidisciplinarity, interdisciplinarity, and transdisciplinarity in health research, services, education and policy: 1. Definitions, objectives, and evidence of effectiveness. *Clinical and Investigative Medicine*, (6), 351-364. PMID: 17330451. <https://pubmed.ncbi.nlm.nih.gov/17330451/>

12 **Urban research university framework** is the placeholder term used in this strategic plan regarding the means for mission fulfillment and operationalization of the University's role as "North Carolina's urban research university." The framework should entail the means for the University's impact through goals and objectives in "Drive progress for North Carolina and beyond," including sections detailing efforts regarding research partnerships, socioeconomic and educational outcomes, talent and workforce cultivator, intellectual contributions and collaboration with the region to honor its history and with underserved communities to foster educational success.

13 **Community engagement** occurs when academics and community partners work collaboratively with and through groups of people affiliated by geographic proximity, special interest or similar situations to address issues affecting the well-being of partners. At an urban university, it includes experiential learning in a community environment as well as programs of research and scholarship (community-engaged research) that are distinguished by relying on the priorities and authority of both the researchers and community stakeholders to shape the design and execution of the research. The translation and application of outcomes are evident in community impact as well as traditional modes of dissemination for academic research, scholarship and creative activity.

Adapted from a definition originally offered in Centers for Disease Control and Prevention (1997), Principles of community engagement. (1st ed.). Atlanta, GA: *CDC/ATSDR Committee on Community Engagement*. With insight offered in Campus Compact. (2007). New times demand new scholarship. Los Angeles, California: Research Universities and Civic Engagement Network, and from Emily M. Janke. (2013). Increased community presence is not a proxy for reciprocity. *eJournal of Public Affairs*, (2)2. Springfield, Missouri: Missouri State University.

14 The University of North Carolina at Charlotte. (2018). *Civic action plan 2018*. https://provost.uncc.edu/sites/provost.uncc.edu/files/media/CAP%20Master%20Final_0.pdf

15 **Integrity and respect** involve ensuring the highest academic, professional and ethical standards and a collegial culture that embraces different perspectives, civil discourse and free expression, where all University members are treated with respect, fairness and dignity.

The University of North Carolina at Charlotte. (2021). *Mission, vision and guiding commitments*. <https://strategicplan.uncc.edu/mission-vision-and-guiding-commitments>

16 The University of North Carolina at Charlotte. (2012). *Climate action*

plan 2012. <https://facilities.uncc.edu/sites/facilities.uncc.edu/files/media/Sustainability/UNC%20Charlotte%20Climate%20Action%20Plan%202012.pdf>

The University of North Carolina at Charlotte. (n.d.). *Resources: Sustainability office*. <https://facilities.uncc.edu/sustainability/resources>

17 **Diversity, equity and inclusion:** "Diversity" means the ways in which individuals vary, including, but not limited to, backgrounds, personal characteristics, ideas, beliefs, cultures and traditions that distinguish one individual or group from another, which may include, but are not limited to federal, state, University, and constituent institution protected classes. "Inclusion" means the enablement of individuals, including those from underrepresented groups, to fully and equitably have access to and participate in the University's programs, services, facilities and institutional life. "Diversity and Inclusion (D&I)" collectively means the intentional efforts undertaken to create an institutional culture and a working and learning environment that offers acceptance, support and respect for a diversity of individuals as they pursue their academic, research, and professional ambitions and interests.

University of North Carolina System. (2019, September 20). *UNC Policy Manual and Code: 300.8.5 Policy on Diversity and Inclusion within the University of North Carolina*. <https://www.northcarolina.edu/apps/policy/index.php?section=300.8.5>

18 **UNC Charlotte Pride** refers to the sense of ownership, enjoyment and deep respect by students, alumni and other stakeholders. University pride encompasses the advantages of a UNC Charlotte degree in the marketplace, the opportunities to support students and University needs, and the benefits of Niner connections, networks and community. UNC Charlotte pride is also about inspiring students, alumni, and administration to advance our institution, city, region and beyond.

Harrell, G. (2020). *9 Reasons for niner pride*. Undergraduate Admissions. <https://admissions.charlotte.edu/9-reasons-niner-pride>

University of North Carolina Charlotte. (n.d.). *Niners: Then, now and always*. Alumni Association. <https://49eralumni.charlotte.edu/s/1721/m19/home.aspx?gid=2&pgid=61>





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