
GRADUATE AND PROFESSIONAL STUDENT DAY OF ADVOCACY

April 22, 2021 - North Carolina Association of Student Governments



The following one-page reports are the result of collaboration between graduate and professional students from UNC System schools (including UNC Chapel Hill, UNC Charlotte, UNC Greensboro, UNC Pembroke, East Carolina University, Western Carolina University, and Fayetteville State University). Currently, over 50,000 graduate and professional students attend UNC System schools. We balance many roles as students, instructors, professionals, and researchers who are dedicating our time to our own education and the communities of our institutions. We are grateful for continued dialogue between ourselves and the legislators who represent us in the North Carolina state government. This year, we decided the following six topics were of utmost importance to share with legislators:

Modernize Student Representation on the UNC BOG and Institutional BOTs
Living Wage for Graduate Student Instructors at UNC
Environmental and Financial Sustainability for UNC
Supporting Graduate and Professional Students with Children
Equitable Funding for HBCUs' Graduate Programs in the UNC System
Streamlining the Establishment of North Carolina Residency

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Modernize Student Representation on the UNC BOG and Institutional BOTs

Not just a voice, but a vote

The UNC Association of Student Governments (ASG) President currently has an *ex officio* **non-voting** position on the UNC System Board of Governors (BOG). While this allows the President to voice their concerns, there is a significant difference between voicing concerns and voting on them. For instance, new UNC chancellors are nominated by the UNC system president and voted into office by the UNC BOG. If the student representative on the BOG felt as though the nominated chancellor would not adequately represent the student population they are nominated to, they could have their “no” vote on record on a board where the vast majority of votes for passing legislation are unanimous.

Additionally, while most UNC System institutions include a voting student member on their Board of Trustees, this privilege is granted to the student body presidents, positions which are (by custom or by design) held by undergraduates. **Yet the share of graduate and professional students in the UNC System is growing; the rate of graduate student enrollment in the R1 UNC system universities has outpaced undergraduate enrollment**

over the past 10 years (Figure 1). In many cases, graduate students serve dual roles at the institution as both students and employees (primarily in teaching and research) and therefore have unique needs that governing boards must address. They are in urgent need of voting representation in the major decisions affecting their institutions.

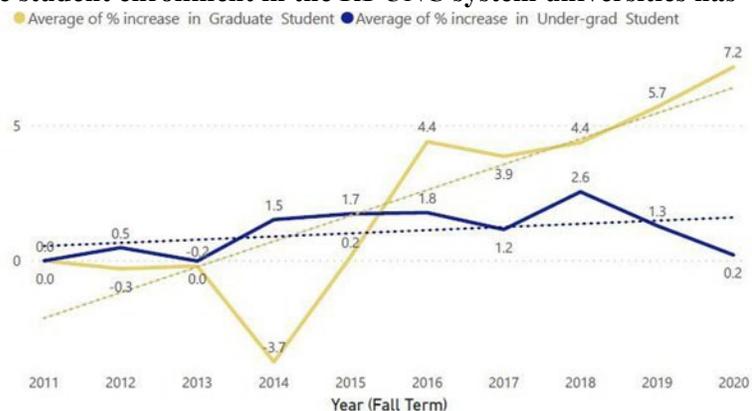


Fig 1. Relative increase in student enrollment in the UNC System [1]

Grant voting power to the ASG President on the UNC System Board of Governors

Public university systems in Arizona, Alaska, California, and New Mexico already grant voting privileges for student representatives on governing boards [2]. North Carolina has an opportunity to join these universities at the forefront of a new trend: voting representation for students on university boards.

We Recommend:

- Amending N.C.G.S. § 116-6.1(b) deleting the phrase “except that the student member shall not have a vote” and replacing it with the phrase “including voting privileges.”

Ensure graduate and professional student representation on institutional Boards of Trustees

For those institutions with substantial post-baccalaureate student enrollment [3], guarantee graduate and professional student representation.

We Recommend:

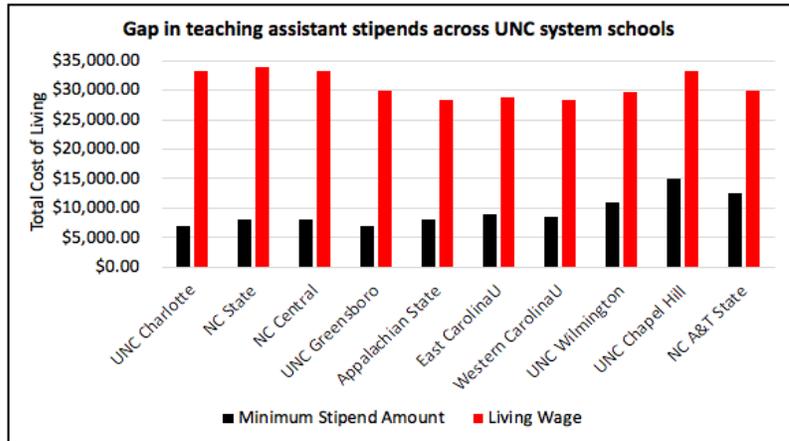
- Amending N.C.G.S. § 116-31(d)(3) by deleting the phrase “The president of the student government ex-officio” and replacing it with the phrase “The president of the student government and, for those institutions with a Carnegie Classification of Doctoral/Research University, one student representative for graduate/professional students, each ex-officio.”
- The Board of Governors adopt a policy allowing each institution entitled to two representatives to determine the process for selecting those representatives.

- [1] “Stats, Data, & Reports.” *The University of North Carolina System*. Accessed March 2021. Available at: <https://www.northcarolina.edu/impact/stats-data-reports/>
- [2] Arizona’s AU System Student Regents, Alaska’s UAS Student Regents, California’s UC System Student Regents, and New Mexico’s NMSU System Student Regents
- [3] Those institutions fitting the Carnegie Classification of Doctoral/Research University (at present this would include East Carolina University, North Carolina A&T State University, North Carolina State University, UNC Chapel Hill, UNC Charlotte, UNC Greensboro, and UNC Wilmington)

Living Wage for Graduate Student Instructors at UNC

Addressing the graduate student pay gap between UNC system schools & UNC's competitors

Graduate students are an integral component of research and teaching conducted at UNC system schools and rely on stipends for financial support. UNC's competitiveness and contribution to the state economy rely on attracting and retaining graduate students to fulfill these roles. Yet stipends for graduate teaching assistantships are well below both a living wage and the value provided by peer institutions. Even the best UNC stipend, UNC-CH, is falling behind peer institutions. UM (Ann Arbor), UVA (Charlottesville), and University of Pittsburgh all provide higher value, when adjusted for cost of living, than UNC-CH [2]. Moreover, significant disparities in stipend levels exist across the UNC system, creating uneven returns to the state economy and geographic, racial, and class inequities in graduate student incomes [3]. Increasing stipend equity will not only improve the lives and work of graduate students at UNC system schools but it will also strategically position the university system within an increasingly competitive educational market.



NOTE: Only schools with paid graduate teaching assistants are included on the graph. Data sources described in references [1].

Fund an increase in graduate teaching assistantships to the living wage at all system schools

- A Fall 2020 survey of department chairs at UNC-CH--the System's most highly funded school--revealed that departments have already tried cutting enrollment ("right sizing") and raising outside funds to meet teaching needs and remain competitive. They overwhelmingly report the need for an increase in state funding, having already exhausted other options [4].
- A survey of system schools' stipend levels revealed a 55-78% gap between minimum stipend levels and the single-adult living wage. There is a 46% gap between the lowest (UNC Charlotte) and highest (UNC Chapel Hill) paid teaching assistantships.
- Rolling back the 2013 tax cuts in **H.B. 998** would increase state funding by \$2 billion. The state normally allocates 30% of the state budget to UNC, yielding a \$700 million allocation for UNC schools [5]. Using current UNC Chapel Hill and UNC Charlotte TA stipend budget amounts as a baseline, funding an increase to 100% of the living wage across all System schools would only cost \$183 million or 26% of funds raised from restored taxes (see Appendix table).

We Recommend:

- Rescind the 2013 tax cuts advanced in **H.B. 998**.
- Direct \$183 million in state funds to support UNC instructional budgets such that each System school is able to fund teaching assistantships at 100% of the pre-tax, single-adult living wage

- [1] The county-level living wage amounts are pre-tax and assume single parents without children (MIT Living Wage Calculator: <https://livingwage.mit.edu/>). Minimum stipend levels are based on a survey and research conducted by the authors.
- [2] This claim is based on the listing of peer institutions provided on UNC’s funding website (<https://gradschool.unc.edu/funding/costofliving.html>) as well as using information compiled in a survey conducted by the white paper authors.
- [3] Survey of graduate representatives and independent research conducted by white paper authors.
- [4] Survey conducted by white paper authors in the fall of 2020. Anonymized survey results can be provided by request.
- [5] “Another UNC is Possible Executive Summary.” Available at: <https://www.anotheruncispossible.org/about>

Appendix

Table: Calculation of budget increase for TA stipends by school

School	Living wage by county	Minimum stipend level	Current TA stipends budget***	\$ increase to reach 100% of living wage
UNC Charlotte	\$33,133	\$7,000.00	\$6,510,143.00	\$24,304,223.86
North Carolina State University	\$33,955	\$8,000.00	\$6,510,143.00	\$21,121,345.20
North Carolina Central University*	\$33,312	\$8,000.00	\$6,510,143.00	\$20,598,092.45
UNC Greensboro	\$29,828	\$7,000.00	\$6,510,143.00	\$21,230,506.34
Appalachian State	\$28,407	\$8,000.00	\$6,510,143.00	\$16,606,561.03
East Carolina University	\$28,781	\$9,000.00	\$6,510,143.00	\$14,308,570.96
Western Carolina University**	\$28,288	\$8,600.00	\$6,510,143.00	\$14,903,685.51
UNC Wilmington	\$29,664	\$11,000.00	\$6,510,143.00	\$11,045,937.18
UNC Chapel Hill	\$33,312	\$15,000.00	\$24,279,000.00	\$29,639,803.20
North Carolina A&T State University*	\$29,828	\$12,500.00	\$6,510,143.00	\$9,024,620.63
			Total:	\$182,783,346.36

* HBCU

** Promise School

*** **A note on budget sources and calculation:** The authors of this white paper requested the budget amounts for TA stipends from each UNC System school and, as of writing this white paper, were only able to obtain the specific dollar amount for UNC Charlotte and UNC Chapel Hill. Some financial administrators were reluctant or unable to provide information. UNC Charlotte is used as a baseline for all schools other than UNC Chapel Hill given that, based on a survey and research conducted by the white paper authors, other schools are on average more likely to spend a similar amount to UNC Charlotte than UNC Chapel Hill when considering the number of graduate TA’s and minimum stipend levels.

Environmental and Financial Sustainability for UNC

Another UNC is Possible: A movement for financial stability in the 21st century

The UNC System has been a leader in innovation, science, and a model for public education. It is critical that **UNC maintain this leadership role by investing its money in environmentally sustainable securities**. Sustainable investment is not only good ethics; it is good finance. Fossil fuel sectors are expected to shrink in value, while alternative (soon-to-be mainstream) energy is at the beginning of a long period of growth [1]. Investments in fossil fuels are environmentally and financially unsustainable.

Depending on institution, UNC graduate students live with a stipend that is 55-78% of living wage [2]. The COVID-19 pandemic and subsequent budgetary crisis revealed the **UNC System's inability to respond to crisis in a timely and adequate manner to support students**. In response to the increased financial precarity of the university in 2020, a movement driven by students and faculty has proposed an alternative financial system for the UNC System to work towards equitable and flexible use of funds and environmental sustainability [3], achieved through divestment and creation of public banks.

Promote sustainable investment of UNC System endowment funds

Other public universities, including the University of California system, the University of Michigan, and the Rutgers University system, have already taken steps to divest from fossil fuels [4–6] and invest in alternative energy solutions. By comparison, the current UNC System investment portfolio lags in responsible and strategic investment:

- 4.5% (\$301,500,000) of the UNC Investment Fund (UNCIF) is invested in energy and natural resources, of which only \$9.8 million of this is invested in alternative energy [7].
- \$291 million invested in obsolete and unprofitable fossil fuels [7].

Investment fund managers operate independently of the values of the UNC System. The fastest and most effective way to transform UNC's investment portfolio is to update North Carolina's General Statutes.

We Recommend:

- Updating N.C.G.S. § 159-30 (c) to include language that prohibits the investment of funds into fossil fuels for institutions that receive state funding, and mandate divestment from fossil fuels within one year of statute amendment
- Updating N.C.G.S. § 116-36.1 (h) to close the Board of Governors loophole authorizing investment of funds at its discretion without regard to any law or statute

Facilitate the creation of a public bank to support institutional deposits and long term financing

The billions of dollars in deposits across the UNC System should be held where funds would not be invested in fossil fuels nor directly exposed to financial risk [8] and can be accessed quickly for flexible use in emergency situations. Most UNC System deposits are held in UNCIF (in short-term investments) and the State Treasury Short-Term Investment Fund (STIF) [9]. Like UNCIF, STIF effectively operates as a regulated portfolio investor (as governed by G. S. 147-69), exposing public deposits to environmental and financial sustainability concerns. Yet G. S. 147-77 and 147-78 further restrict alternate locations for state agency deposits to a specified list of private banks [10].

Facing similar barriers to moving public deposits out of fossil fuels, California passed A.B. 857 [11] allowing the formation of local public banks at which state bodies could hold their deposits, while investments are directed to long term community and sustainable development projects [12].

We Recommend:

- Passing legislation modeled after **2013 S.B. 150** and **2012 S.B. 936** to create a task force to explore the creation of a North Carolina public bank

- [1] M.A. Stein. "Why Investing In Fossil Fuels is So Tricky." *The New York Times*, 9 April 2021. Available at: <https://www.nytimes.com/2021/04/09/business/investing-oil-gas-fossil.html>
- [2] NC GPSDA "Graduate Student Finances." April 2021. See page XX of this document.
- [3] "Another UNC is Possible Executive Summary." Available at: <https://www.anotheruncispossible.org/>
- [4] L. Asmelash. "The University of California has fully divested from fossil fuels. It's the largest school in the US to do it." *CNN.com*, 20 May 2020. Available at: <https://www.cnn.com/2020/05/20/us/university-of-california-divest-fossil-fuels-trnd/index.html>
- [5] C. Lewis, C. Juliano, and J. Dougall. "Regents disinvest from holdings related to fossil fuels, commit to net-zero endowment by 2050 and invest \$140 million into renewable energy." *The Michigan Daily*, 25 March 2021. Available at: <https://www.michigandaily.com/administration/regents-disinvest-from-holdings-related-to-fossil-fuels-commit-to-net-zero-endowment-by-2050-and-invest-140-million-into-renewable-energy/>
- [6] D. Devlin. "Administration: Rutgers to Divest from Fossil Fuels." *Rutgers University*, 9 March 2021. Available at: <https://www.rutgers.edu/news/rutgers-divest-fossil-fuels>
- [7] UNC Investment Fund Inc. "UNCIF: 2020 Fiscal Year Annual Report." February 2021. Available at: <https://uncmc.unc.edu/wp-content/uploads/sites/478/2021/02/FY-2020-UNCIF-Annual-Report-FINAL.pdf>
- [8] Office of the State Auditor, Beth Wood. "The University of North Carolina at Chapel Hill UNC – Financial Statement Audit." December 2020. Available at: <https://www.auditor.nc.gov/EPSWeb/Reports/Financial/FIN-2020-6020.pdf>
Note: Chapel Hill alone holds \$785,220,225 in STIF and \$421,216,373 at a private bank, as of June 30, 2020. (p. 35)
- [9] Interview with a financial manager at UNC Chapel Hill. April 2021.
- [10] "Current Banking Relationships." *North Carolina Office of the State Treasurer*, accessed 13 April 2021. Available at: <https://www.nctreasurer.com/financial-operations-division/statewide-banking-relationships/current-banking-relationships>
- [11] "AB 857 Legislation Brief." *California Public Banking Alliance*, 2020. Available at: <https://californiapublicbankingalliance.org/ab-857-legislation-brief/>
- [12] California Public Banking Alliance. Available at: <https://californiapublicbankingalliance.org/about/>

Supporting Graduate and Professional Students with Children

Increasing support for student parents during the COVID-19 pandemic

Graduate and professional students who are raising children and dependents face financial and personal challenges that their colleagues without children do not. Vital resources are less available to graduate and professional student parents, especially women, including mentoring, teacher training, aid with publishing, and fellowships [1]. The COVID-19 pandemic has significantly heightened these childcare burdens and negatively affected learning, research, and teaching opportunities for graduate and professional students with childcare duties. **The economic instability and uncertainty triggered by the pandemic has forced many student parents to delay or discontinue their education.** Graduate student parents in North Carolina face particular barriers to accessing affordable childcare:

- In North Carolina, childcare costs approximately \$800 per month [2], which is simply unaffordable at current graduate stipend rates [3].
- As of 2015, 27% of higher education institutions in North Carolina offer childcare options, ranking 41st out of the 50 US states [4]. Most programs offered are only available for children under 12 years of age, leaving parents with older children few, if any, options when children age out of eligibility.

During the pandemic, childcare duties have become a choice between an unaffordable financial burden or barrier to degree completion. If proper support is not implemented, North Carolina may suffer a dramatic decline in student parents' enrollment rates in higher education. **There is an urgent need to allocate additional support for students with children to ensure continued enrollment and success in graduate and professional programs.**

Direct HEER II Relief Funds towards graduate and professional students with childcare duties

In the short term, a portion of the Higher Education Emergency Relief Fund (HEER II) should be directed to provide financial resources to graduate and professional students who are defined as “parents that are now providing family, friend, and neighbor (FFN) care,” to alleviate unique, negative impacts of the pandemic related to childcare burdens for graduate and professional students.

We Recommend:

- Some portion of the **HEER II Relief Funds** be directed to expand childcare subsidies for graduate and professional students at UNC System schools who are providing FFN care
- This allocation should be distributed equitably among UNC System schools to equitably provide funds for smaller UNC System institutions and HBCU's.
- This allocation should be distributed as a blanket payment amount without means testing, and for use for any childcare needs ranging from diapers and formula, to summer camps, to school-related fees, transportation, and in-home childcare.

- [1] M.A. Mason, N.H. Wolfinger, M. Goulden. *Do Babies Matter?: Gender and Family in the Ivory Tower*. Rutgers University Press: New Brunswick, United States. 2013. ISBN: 978-0-8135-6082-3
- [2] “The Cost of Child Care in North Carolina. *Economic Policy Institute*, October 2020. Available at: <https://www.epi.org/child-care-costs-in-the-united-states/#/NC>
- [3] Survey of graduate representatives and independent research conducted by white paper authors (see page 5 of this document).
- [4] E. Eckerson, L.R. Cruse, M. Sykes, E. Noll, B. Gault, L. Talbourdet. “Child Care for Parents in College: A State-by-State Assessment.” Briefing paper. *Institute for Women’s Policy Research*, September 2016. Available at: <https://iwpr.org/wp-content/uploads/2020/12/C445.pdf>

Equitable Funding for HBCUs' Graduate Programs in the UNC System

North Carolina is home to 10% of public HBCUs and has a duty to support their graduate students.

Historically Black Colleges and Universities (HBCUs) were founded to end the barrier for postsecondary education for Black Americans who were previously denied admission into predominantly white institutions (PWIs). The US higher education has been rooted in the PWI. However, HBCUs are a fundamental part of the US higher education system, educating over 292,000 students per year nationally [1] and graduating 7,784 in North Carolina (NC) alone in 2014 [2]. In fact, according to a report by the UNCF, HBCUs in NC generate over \$1.7 billion in economic impact [2]. Unfortunately, the funding allocations of NC HBCUs vary immensely by institution and program, especially when compared to PWI counterparts. For example, a 2008 study found that NC A&T was appropriated less than half of the money given to its counterparts, UNC Chapel Hill and NC State, per student [3]. **There is an urgent need for graduate programs of HBCUs within the UNC System to be funded more equitably in comparison to UNC System PWIs.**

HBCUs rely heavily on rapidly declining federal and state funding when compared to PWIs [4]. This dependence on decreasing funding translates to reduced support for students in greatest need of financial assistance. Specifically, graduate students attending HBCUs or students interested in graduate programs at HBCUs feel they have less access to scholarships, grants, research assistantships, and fellowships than students

attending PWIs because there is an emphasis on using funds for undergraduate programs. The feelings of students are corroborated by the funding disparities appropriations between PWIs and HBCUs as well as the reduced federal research and development funds granted to HBCUs [3,4].

Equitable funding of graduate programs at NC HBCUs would generate necessary opportunities for guidance and mentorship for graduate students. The curriculum, professional development, and diligence required for successful completion of a graduate and/or professional degree differ greatly than that of an undergraduate program and require appropriate mentorship for student success. Graduate students that have adequate mentorship and resources at their disposal are more successful and have higher rates of matriculation than those that do not have this guidance. Lacking institutional funds result in a deficit of available mentors which negatively impacts students. **The needs of graduate students reinforce the necessity for appropriately matched funding for HBCUs in the UNC system.**

UNC System HBCUs:

- Elizabeth City State University
- Fayetteville State University
- North Carolina A&T State University
- North Carolina Central University
- Winston-Salem State University

Support the development of graduate and professional programs at North Carolina's HBCUs

Decline in federal and state funding [4] and inequitable distribution of funding to HBCUs in the UNC System negatively impacts graduate student success in graduate and professional programs. Since much of the focus of funding for HBCUs is directed towards undergraduate programs, steps should be taken to ensure equitable funding for graduate and professional student funding specifically.

We Recommend:

- Supporting President Biden's mission and legislation to equitably distribute federal funds to HBCUs
- Allocating funding to the UNC System to specifically **support HBCU graduate programs** and their students, staff, and faculty
- Promoting and funding mentorship programs for graduate and professional students and hiring more personnel responsible for professional guidance at HBCUs in North Carolina

- [1] “Historically Black Colleges and Universities.” *National Center for Education Statistics*. Accessed April 2021. Available at: <https://nces.ed.gov/fastfacts/display.asp?id=667>
- [2] “HBCUs Make America Strong: THE POSITIVE ECONOMIC IMPACT OF NORTH CAROLINA’S HISTORICALLY BLACK COLLEGES AND UNIVERSITIES.” *UNCF North Carolina Fact Sheet*, 2018. Accessed April 2021. Available at: https://cdn.uncf.org/wp-content/uploads/PDFs/fy_2018_budget_fact_sheets/HBCU_FactSht_NorthCarolina_5-17D.pdf?_ga=2.267916429.2078270169.1618421389-1972202926.1618421389&_gac=1.229514606.1618421389.Cj0KCQjwpdqDBhCSARIsAEUJ0hNjoIAfZgi5sm1vxWkEL-r4fTalDo_tKp2iysBgDOmsOafJmzRMaAj24EALw_wcB
- [3] A.M. Perry. “HBCUs are leading centers of education — why are they treated as second-class institutions?” *Brookings Institute*, 22 November 2019. Accessed April 2021. Available at: <https://www.brookings.edu/blog/brown-center-chalkboard/2019/11/22/hbcus-are-leading-centers-of-education-why-are-they-treated-as-second-class-institutions/>
- [4] K.L. Williams, B.L. Davis. “Public and Private Investments and Divestments in Historically Black Colleges and Universities.” *American Council on Education Issue Brief*, January 2019. Available at: <https://www.acenet.edu/Documents/Public-and-Private-Investments-and-Divestments-in-HBCUs.pdf>

Streamlining the Establishment of North Carolina Residency

A mutual benefit for graduate/professional students and the UNC System

Most institutions in the UNC System hold a policy which guarantees graduate and professional students out-of-state tuition remission for 1 year. Thereafter, students must establish North Carolina (NC) residency in a timely manner, otherwise they will be responsible for the differential between in-state and out-of-state tuition. The NC Residency Determination Service (RDS) Guidebook highlights the “burden of establishing, *by a preponderance of evidence*, that [graduate students] are domiciled rather than merely residing in North Carolina” [1].

Despite this straightforward criteria, **NC’s residency determination process ranks among the most difficult** (Figure 1).

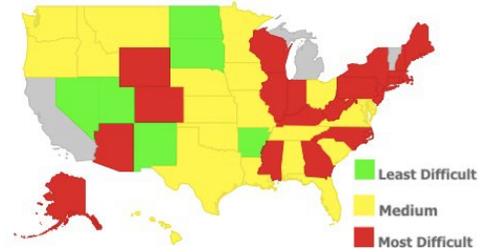


Fig 1. Relative difficulty of residency determination [2]

Still, long-term retention rates of graduate and professional students in NC remain high following degree completion (Figure 2), and these students contribute meaningfully to the state’s economy during enrollment. Graduate and professional students comprised over 27% of the estimated 37,775 out-of-state students who attended UNC System institutions during FY 2012-2013 [4], placing a conservative estimate of their annual spending on personal needs like rent, food, and utilities alone at over \$80 million [5].

There is precedence for simple domicile. In *Lloyd v. Babb*, the North Carolina Supreme Court rejected attempts to restrict the ability of students to register to vote in the county of which they attended college [6]. The court concluded that “[s]o long as a student intends to make his home in the community where he is physically present for the purpose of attending school . . . he may claim the college community as his domicile.

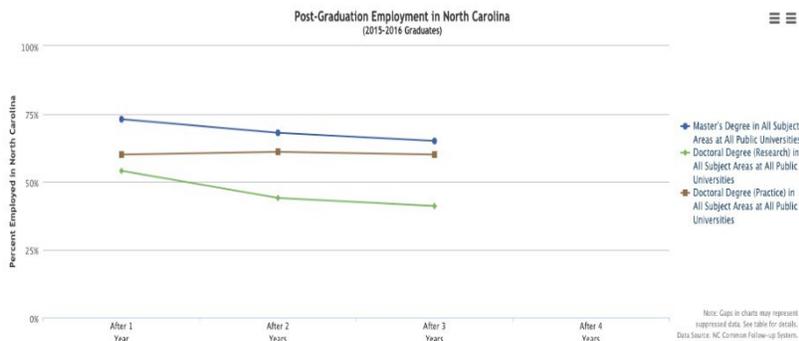


Fig 2. Long-term retention of graduate and professional students in NC [3]

He need not also intend to stay in the college community beyond graduation . . .” [7] The court recognized that “ours is an increasingly mobile society” and that the possibility of better job prospects and other opportunities in different parts of the state and country make it unrealistic to project one’s permanent residency [8]. This is surely truer now than in 1979 and should be recognized by the state.

Simplify requirements for North Carolina residency determination process

Simplifying the consideration process of residency determination would both relieve the unnecessary burden placed on graduate and professional students and reduce the rates at which UNC institutions would be responsible for students’ out-of-state tuition, which is largely financed with state appropriations.

We Recommend:

- Introducing legislation to **create a commission for the purpose of studying the residency determination process** and evaluating strategies for simplifying the process. This commission should include current students, deans of graduate schools within North Carolina, and appropriate RDS staff.
- Establishing more practical requirements for North Carolina residency determination for graduate and professional students, such as **simply demonstrating a 12-month uninterrupted domicile and removing the presumption of one’s legal residence based on the legal residence of a living parent**.
- Amending N.C.G.S. § 116-143.1 as necessary to enable the RDS to carry into effect any recommendations from the aforementioned commission.

- [1] *North Carolina Residency Determination Service Guidebook*. October 2018. Available at: https://ncresidency.cfnc.org/residencyInfo/pdf/RDS_Guidebook.pdf
- [2] “In-state Difficulty by State.” *In-State Angels*. Accessed April 2021. Available at: <https://www.instateangels.com/state-tuition-rules-search/>
- [3] *NC Tower*. Accessed April 2021. Available at: <https://nctower.com/home>
- [4] UNC Enrollment Data. Accessed April 2021. Available at: https://ung4.ondemand.sas.com/SASReportViewer/?reportUri=%2Freports%2Freports%2F2ce7fcfb-82eb-4e6c-bb50-6fe630379227&page=vi1&sso_guest=true&reportViewOnly=true&appSwitcherDisabled=true&reportContextBar=false&propertiesEnabled=false
- [5] “Demonstrating the Collective Economic Value of the UNC System.” UNC System Report, February 2015. Available at: https://www.northcarolina.edu/wp-content/uploads/reports-and-documents/economic-reports/unc_aggregate_mainreport_1213_final_formatted2_dated_feb2015.pdf
- [6] *Lloyd v. Babb*, 296 N.C. 416, 251 S.E.2d 416 (1979).
- [7] *Id.* at 444, 251 S.E.2d at 861.
- [8] *Id.*