

The University of North Carolina at Chapel Hill
Faculty Athletics Committee
Minutes of Meeting: December 4 , 2012

Present: **Committee Members:** Lissa Broome, Glynis Cowell, Beverly Foster, Layna Mosley, Eugene Orringer, Barbara Osborne, Eileen Parsons, Joy Renner, John Stephens, Holden Thorp

Athletic Department Personnel: Vince Ille

Other Advisors: Harold Woodard

Guests: Melvin Backman (DTH), Victor De La Cruz (DTH), Steve Farmer (Admissions), Barbara Polk (Admissions)

I. Preliminary Matters

Committee members and guests introduced themselves. The minutes from the November meeting were approved.

II. Information from the Chancellor

Chancellor Thorp discussed the recent announcement that Maryland was leaving the ACC for the Big Ten and that the University of Louisville had accepted an invitation to join the ACC. Chancellor Thorp chairs the ACC's Council of Presidents which decides issues of conference composition. The Council determined that the University of Louisville brought the most exciting sports program to the ACC among potential conference additions and would help strengthen the ACC. Chancellor Thorp noted that Louisville's President, James Ramsey, had been at UNC-CH for a short time as Vice Chancellor for Finance and Administration. In the wake of ACC expansion (also including Pittsburgh, Syracuse, and Notre Dame) the ACC has formed a committee to review the impact of potential increased travel on missed class time and on athletic department budgets. Larry Gallo from the UNC-CH Athletics Department serves on that committee. Chancellor Thorp pointed out that the ACC is the only conference with four schools in the same state.

Chancellor Thorp also reported that Governor Martin is expected to present his report on December 20 at a meeting of the UNC-CH Board of Trustees.

III. Information from the Athletics Director

Senior Associate Athletics Director Vince Ille reported on behalf of Athletic Director Bubba Cunningham. The women's soccer team won the NCAA National Championship and a public celebration honoring the team will be held in Carmichael Auditorium at 5:30 on December 6. FAC members are invited to attend. Mr. Ille also noted that eight sponsors have space on the Smith Center ribbon boards or video boards during time outs: Verizon, RE/MAX, Subway,

Continental Tire, the North Carolina Education Lottery, ACC Properties, McDonald's, and Kangaroo Express.

IV. Information from the Faculty Athletics Representative

Lissa Broome noted that at the request of a FAC member, she had posted on the committee's Sakai site a chart showing the FGR, GSR, and US News Rank of the ACC schools, including the four schools recently added. She also provided GSRs and APRs for each school's football and men's basketball teams. Professor Broome reported that the annual reports of the FAC and FAR were on the agenda for the November 9 Faculty Council meeting. Faculty Chair Jan Boxill had the Council ask questions to Professor Broome, FAC Chair Professor Joy Renner, and Athletic Director Bubba Cunningham. The discussion was respectful and informative. There were some questions about admissions and Steve Farmer was present to add additional information. The COIA annual meeting will be held February 1-3 in Tampa. Professor Broome circulated an email describing the topics so that committee members could consider if anyone would like to attend on behalf of UNC-CH.

V. Needs and Follow-up from the FAC Chair

Joy Renner reported that the faculty informational video outline is under construction. She reminded committee members to continue to reach out and learn more about their topic areas. She noted that many of the team liaisons reported good dialogue between the FAC members and coaching staffs. She hopes to establish departmental contacts for student-athletes and recruits possibly through the Directors of Undergraduate Studies.

For the January FAC meeting, Professor Renner plans to focus on questions regarding admissions and to have a preview on advising.

VI. Admissions

Steve Farmer referred to the materials provided to the committee on the Sakai site. The Advisory Committee on Undergraduate Admissions has a Subcommittee on Special Talent (athletics, music, and drama) which provides advice to the Office of Undergraduate Admissions on applicants who have special talent and who (a) have a predicted first-year GPA (PGPA) lower than 2.3; (b) require review for possible breaches of community standards for academic or personal behavior; or (c) may only be admitted as exceptions to UNC-system policies because they do not meet minimum course or admissions requirements established by the UNC BOG. Mr. Farmer also referred to the Statement on the Evaluation of Candidates for Admission which provides that individual candidates are evaluated "rigorously, holistically, and sympathetically."

Layna Moseley, chair of the Subcommittee on Special Talent, explained the UNC BOG minimum course requirements (MCR) include four years of high school math, including one year of math higher than Algebra 2, and two years of the same foreign language. The UNC BOG minimum admissions requirements (MAR), for admission in Fall 2013 require a minimum weighted high school GPA of 2.5 and an ACT of 17 or SAT (critical reading and math) of 800. BOG policy requires that applicants who are MCR or MAR deficient be reviewed by a faculty

committee and reported to the Chancellor as exceptions to the BOG policy. The subcommittee also makes recommendations on applicants whose PGPA is less than 2.3. The PGPA is derived from an analysis of seven years of data of student-athletes and is based on the NCAA core course high school GPA, the SAT/ACT score, and the program which the student is expected to join. Applicants with a PGPA below 2.3 are referred to as Level 1 and must be reviewed by the subcommittee. Level 2 is defined as those applicants with a PGPA of 2.3-2.6, and Level 3 includes applicants with a PGPA greater than 2.6. The subcommittee is attentive to the distribution of students in all levels, particularly those in Level 2, and to the distribution by team. Professor Moseley described the committee's process of reviewing files about each student, discussing the candidates with the coaches and the ASPSA counselors to understand the support structure that would be present for the student. In addition, the committee reviews the past performance of the students in the team which the student will be joining.

VII. Closed Session

Pursuant to a motion by Lissa Broome in accordance with N.C. Gen. Stat. § 143-318.11, the committee went into closed session to prevent the disclosure of privileged or confidential information. That motion was seconded and approved. Visitors to the committee (other than Steve Farmer and Barbara Polk) left the room and the committee proceeded in its closed session discussing confidential issues related to specific students, their credentials at admission, and their subsequent academic performance at the University.

At the conclusion of the committee's discussion (at which no action was taken), Lissa Broome moved that the committee conclude its closed session and move into open session. That motion was seconded and approved.

VIII. Continued Discussion of Admissions

Steve Farmer commented that looking at student-athletes in tiers (begun in 2012 with the PGPA) would over time improve the academic profile of student-athletes as the goal over time is to reduce the number of Level 1 and Level 2 students. He also noted that from 2005 to 2012 the composition of the distribution of students reviewed by the committee had changed as the percentage of students from revenue sports considered by the committee had declined, while the committee was seeing additional students from non-revenue sports. Professor Renner thanked Mr. Farmer and Ms. Polk for their informative presentation and encouraged committee members to consider questions about admissions for them for discussion at the next FAC meeting.

The meeting adjourned at 6:08 p.m.

The next meeting is January 8, 2013.

Minutes respectfully submitted by Lissa Broome

Attachments:

Academic Metrics for the Expanded ACC

Catalog Information on Admissions

Statement on the Evaluation of Candidates for Admission (Sept. 7, 2007)

Foundations and Practices Regarding the Evaluation of Undergraduate Candidates (Oct. 2012)
Subcommittee on Special Talents Charge, Membership, and Procedures (Nov. 2012)
Chart – Admitted First-year Students, 1999-2012

Graduation Rates 2010-2011

Institution	All Students 4-Class FGR	Student-Athletes 4-Class FGR	GSR	US News Ranking
Boston College	91	85	97	31
Clemson	78	61	82	68
Duke	94	85	97	8
Florida State	71	57	79	97
Georgia Tech	79	62	77	36
Maryland	81	72	82	58
Miami	78	67	89	44
North Carolina	85	74	88	30
North Carolina State	71	56	74	106
Virginia	93	76	87	24
Virginia Tech	79	72	91	72
Wake Forest	89	79	94	27
Louisville	47	60	81	160
Notre Dame	96	91	99	17
Pittsburgh	77	65	78	58
Syracuse	82	72	86	58

2010-2011 Football

Institution	FB GSR	FB APR
Boston College	93	991
Clemson	62	983
Duke	93	989
Florida State	56	937
Georgia Tech	55	974
Maryland	59	931
Miami	88	980
North Carolina	75	943
North Carolina State	56	931
Virginia	68	944
Virginia Tech	79	968
Wake Forest	81	973
Louisville	66	911
Notre Dame	97	970
Pittsburgh	65	955
Syracuse	79	950

2010-2011 Men's Basketball

Institution	MBB GSR	MBB APR
Boston College	89	958
Clemson	67	953
Duke	100	995
Florida State	67	946
Georgia Tech	27	935
Maryland	46	970
Miami	82	980
North Carolina	89	963
North Carolina State	80	974
Virginia	50	939
Virginia Tech	86	976
Wake Forest	100	939
Louisville	56	965
Notre Dame	100	1000
Pittsburgh	64	990
Syracuse	54	936

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ADMISSIONS

The University of North Carolina at Chapel Hill: Admissions Policy

- I. All qualified persons are welcome to seek admission to the University of North Carolina at Chapel Hill, and all persons may apply for and accept admission confident that the policy and regular practice of the institution is not to discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. (See www.unc.edu/campus/policies/nondiscrim.html.)
- II. Projections of the number of students to be admitted and enrolled in any year shall be determined a) by the capacity of the institution to meet the instructional and other needs of students in the colleges, schools, departments, curricula, or other programs to which applicants seek admission and b) by enrollment levels approved for budgetary or other appropriate purposes.
- III. When at any time the number of qualified applicants for admission exceeds the number of persons who can be admitted and enrolled (as determined by the criteria specified in II above), those to be offered admission shall be selected on the basis of a) recognition of the institution's special responsibility to residents of North Carolina and b) the institution's judgment of the applicant's relative qualifications for satisfactory performance in the specific college, school, department, curriculum, or other program to which the applicant seeks admission.

Provided that the criteria set forth hereinafter are met, this policy of competitive admissions shall not prevent the admission of selected applicants a) who give evidence of possessing special talents for University programs requiring such special talents, b) whose admission is designed to help achieve variety within the total number of students admitted and enrolled, or c) who seek educational programs not readily available at other institutions.

In seeking variety within the total number of students admitted and enrolled, the University shall affirm its commitment to achieve excellence, to provide for the leadership of the educational, governmental, scientific, business, humanistic, artistic, and professional institutions of the state and nation, and to enrich the lives of all the people of North Carolina.

In the application of this policy of competitive admissions to nonresident students, preference for admission may be given to nonresident applicants who are children of alumni of the institution.

- IV. Admission of persons to the specific colleges, schools, curricula, or other programs of the institution shall be governed by the provisions set forth below.

Undergraduate Admissions

Admission of undergraduate students to colleges or schools to pursue programs leading to a baccalaureate degree shall be the responsibility of the Office of Undergraduate Admissions. The Admissions Office shall apply policies and procedures that, not inconsistent with policies adopted by the Board of Trustees, are approved by the Advisory Committee on Undergraduate Admissions.

In the application of the provisions set forth in III above, preference for admission shall be given to qualified residents of North Carolina; however, in recognition of the educational and other values accruing to North Carolina students, to the institution, and to the state from participation of nonresident students in the programs of the institution, nonresidents may be admitted in the entering first-year class in numbers likely to result in no more than 18 percent nonresident enrollment in the entering first-year class.

Admission of undergraduates shall be to the first-year class, to other classes by transfer after satisfactory completion of one or more years of acceptable college-level work in some other institution(s) of higher education, or to Part-Time Classroom Studies. Among applicants seeking admission by transfer, normal administrative practice shall favor applicants for transfer to the junior class.

Admission and enrollment of persons who are candidates for financial aid for which athletic ability is a consideration shall be conditional upon compliance with applicable regulations of the Atlantic Coast Conference and the National Collegiate Athletic Association.

Admission to the First-Year Class

Admission to and enrollment in the first-year class shall be conditional upon graduation from secondary school with such units of secondary school academic course credit as may be specified by the Office of Undergraduate Admissions; however, if all other criteria are met, the Admissions Office may make exceptions to the secondary school graduation and course credit requirements in accordance with procedures approved by the Advisory Committee on Undergraduate Admissions.

Criteria employed for determination of each applicant's qualifications for admission shall include a) satisfactory evidence of scholastic promise based upon the applicant's previous academic record, recommendations from schools previously attended, scores on selected tests of scholastic aptitude or achievement, the applicant's written application for admission, and the applicant's predicted grade average for the first year as determined by procedures approved by the Advisory Committee on Undergraduate Admissions and b) satisfactory evidence of the applicant's capacity to cope with the demands of University life.

Admission by Transfer

Admission and enrollment by transfer from another institution shall be conditional upon a satisfactory academic record on work undertaken in all other institutions attended, satisfactory recommendations from institutions previously attended, and eligibility to return to all previously attended institutions of higher education.

Part-Time Classroom Studies Admissions

Eligibility for admission to Part-Time Classroom Studies shall normally be limited to adult individuals living within commuting distance of Chapel Hill.

Admission to Part-Time Classroom Studies of an applicant who does not hold a baccalaureate degree shall be the responsibility of the Office of Undergraduate Admissions. Such admissions shall be either

- For full credit, applicable toward fulfillment of degree requirements, in which case the minimum requirements shall be the same as those for admission to degree programs and in which case the Office of Undergraduate Admissions shall review each applicant using the same admissions criteria as for comparable full-time, degree-seeking students applying to the University; or
- For personal benefit and enjoyment, in which case the applicant may be exempted from the qualitative requirements for admission to degree programs. Notwithstanding this exemption from qualitative requirements, the applicant must have graduated from an approved or accredited secondary school and must demonstrate the capacity to cope with the demands of University life.

Admission to Part-Time Classroom Studies of an applicant who is currently enrolled in high school shall be the responsibility of the Office of Undergraduate Admissions. Such admissions shall be considered only when an applicant a) seeks to enroll in a University course for which there is no comparable course at the student's secondary school and b) demonstrates adequate preparation for the course in which the student seeks to enroll.

Admission to Part-Time Classroom Studies of an applicant who holds a baccalaureate degree shall be the responsibility of the William and Ida Friday Center for Continuing Education. Such admissions shall be for personal benefit and enjoyment, for the satisfaction of prerequisite requirements for professional or graduate programs, or for transfer of credit to a postbaccalaureate degree program, in which case the applicant may be exempted from the qualitative requirements for admission to degree programs.

Graduate School Admissions

With recognition of the institution's special responsibility to residents of North Carolina but without restrictions based on residence status, admission to The Graduate School shall be a selective process with the objective of enrolling from the pool of applicants for each discipline those students who, in the judgment of the institution, are best qualified to pursue graduate degrees in their chosen academic fields. Admission of graduate students shall be the responsibility of the dean of The Graduate School with the advice and assistance of the Administrative Board of The Graduate School and of the graduate faculties of the departments, schools, and curricula authorized to offer graduate degree programs.

For admission to The Graduate School, the applicant must

- Hold a baccalaureate degree from an accredited college or university in the United States or its equivalent from an institution abroad
- Present a strong overall record of academic achievement
- Be in good standing in the last-attended institution where graduate work has been or is being taken, and
- Be admitted as a degree student unless there are exceptional circumstances justifying admission for nondegree study with the approval of the dean of The Graduate School.

The graduate student enrollment level for each school, department, or curriculum shall be determined for each academic year by the dean of The Graduate School following consultation with each of the schools, departments, and curricula concerned.

Professional School Admissions

Admission of students to the professional degree programs in schools other than The Graduate School and to nondegree programs in the schools of the Division of Health Affairs shall be, in each of these schools, the responsibility of its established committee on admissions, which shall apply policies, procedures, and requirements, not inconsistent with the provisions of this policy, adopted by the faculty of the school and approved by the chancellor or his delegate.

Summer Admissions

Admission of applicants to any summer session shall be the responsibility

- Of the Office of Undergraduate Admissions with respect to those who wish to begin in the summer an undergraduate program of study that will continue into the following academic year or that is intended to lead to a baccalaureate degree from the University of North Carolina at Chapel Hill, as well as those undergraduates already enrolled in this institution who wish to return for undergraduate work in the summer
- Of The Graduate School with respect to those who wish to begin a degree program of graduate study in the summer, as well as those graduate students already enrolled in this institution who wish to return for graduate study in the summer
- Of Part-Time Classroom Studies in the Friday Center for Continuing Education with respect to those who wish to begin in the summer on a part-time basis as a postbaccalaureate nondegree student, as well as those already enrolled in the University of North Carolina at Chapel Hill who wish to return for part-time study in the summer.

Admission to Summer School by the Office of Undergraduate Admissions, The Graduate School, and Part-Time Classroom Studies shall be in conformity with the provisions set forth in this policy for other undergraduate and graduate admissions.

Admission to Summer School by the dean of Summer School shall be in conformity with policies, procedures, and requirements adopted by the Administrative Board of Summer School. Each such admission shall terminate as of the last day of that summer term and shall include no commitment, stated or implied, for admission of the student to any subsequent semester or session of the University of North Carolina at Chapel Hill.

V. Appeals concerning individual admission, or admission rescission, decisions shall be governed by the admissions appeal procedure contained in Appendix A.

* This policy adopted by resolution of the Board of Trustees on September 3, 1976.

* Amended by Board of Trustees, August 24, 1984.

* Amended by Board of Governors, March 14, 1986.

* Amended by Board of Trustees, May 27, 1994.

* Amended by Board of Trustees, effective January 1, 2006.

Appendix A: Admissions Appeal Procedure

This document sets forth the procedures to be followed with respect to the appeal of a negative admissions decision, including a decision to rescind an admission that has already been granted.

I. Appeal to Admissions Officer

Appeals concerning individual admission, or admission rescission, decisions may be had only if it is contended that a) a provision set forth in the University of North Carolina at Chapel Hill admissions policy ("admissions policy") has been violated or b) the decision not to admit the individual or to rescind admission resulted from a material procedural error in the admissions process. Such an appeal shall be lodged by the applicant-appellant with the administrative officer (the director of undergraduate admissions, the dean of The Graduate School, the dean of the professional school concerned, or the dean of Summer School) whose office had responsibility for the admission in question (hereafter the "admissions officer") within 30 days after the appellant has received the letter communicating the University's decision. The appeal shall be in writing and shall set forth the grounds for the appeal.

Upon receipt of the appeal, the admissions officer shall review the applicant-appellant's file and appeal letter and shall communicate his or her decision to the appellant in writing.

II. Appeal to Provost

The decision of the admissions officer may be appealed to the provost only if it is contended that a) a provision set forth in the admissions policy has been violated or b) the decision not to admit the individual or to rescind admission resulted from a material procedural error in the admissions, or appeal, process. Such an appeal shall be lodged with the provost by filing a letter of appeal specifying the grounds for the appeal within 15 days after the appellant has received the letter communicating the decision of the admissions officer.

The appeal shall be heard by the provost or the provost's designee, and the appellant, at his or her option, may appear in person or conduct the appeal by telephone. Following the hearing, the provost or designee will communicate the decision to the appellant in writing.

III. Appeal to the Board of Trustees

The decision of the provost or his or her designee may be appealed to the Board of Trustees only if it is contended that a) a provision set forth in the admissions policy has been violated or b) the decision not to admit the individual or to rescind admission resulted from a material procedural error in the admissions, or appeal, process. The appellant shall file a letter of appeal specifying the grounds for the appeal and all supporting facts upon which the appellant bases his or her appeal within 15 days after receiving the letter communicating the decision of the provost. The appeal letter shall be sent to the Office of University Counsel for transmission to the Board of Trustees.

The Office of University Counsel shall review the appeal letter to determine if it states a valid ground for appeal. If the letter does not state a proper ground for appeal, the appeal will not go forward to the Board of Trustees, and the appellant will be notified to that effect. If the Office of University Counsel determines that the letter of appeal states a valid ground for appeal, it shall transmit the appeal to the Board of Trustees.

An appeal to the Board of Trustees shall be considered by a three-person panel of the Board of Trustees and shall be solely on the written record, unless the panel expressly requests the presence, in person or by phone, of both the appellant and the admissions officer or his or her designee. This three-person panel shall have full authority to act on behalf of the Board of Trustees, and the decision of the panel shall be deemed the decision of the Board of Trustees. The Board of Trustees panel shall consider the record presented to the provost and all documents and other writings submitted by the appellant and the admissions officer. The trustee panel may reverse the decision of the provost only upon a showing by the appellant of clear and material error on the part of the provost in his or her decision. Otherwise, the panel shall sustain the provost's decision. If the trustee panel reverses the provost's decision, the panel shall remand the case to the appropriate admissions office for reconsideration in light of any guidance the trustee panel chooses to provide. The panel's decision will be communicated to the appellant in writing. There is no appeal from the decision of the trustee panel.

UNDERGRADUATE ADMISSIONS

The Office of Undergraduate Admissions serves students interested in continuing their education at the University of North Carolina at Chapel Hill. Applications from all students are accepted and considered. Eighty-two percent of the first-year class will be from North Carolina, with 18 percent coming from outside the state.

Admission Requirements

Admission to the University of North Carolina at Chapel Hill is competitive. Although all sixteen public universities in North Carolina share the same minimum course and admission requirements, which are published at www.northcarolina.edu, these minimum credentials do not guarantee admission to UNC–Chapel Hill, and successful candidates typically exceed them.

In evaluating candidates for admission, the University seeks an entering class whose collective strengths will foster excellence within the University community; enhance the education of everyone within it; provide for the leadership of the educational, governmental, scientific, business, humanistic, artistic, and professional institution of the state, nation, and world; and enrich the lives of all the people of North Carolina.

The University evaluates individual candidates rigorously, holistically, and sympathetically. The admissions committee seeks to assess the ways in which each candidate will likely contribute to the campus community and enable the University to fulfill its mission. The qualities we seek include intellect, talent, curiosity, and creativity; leadership, kindness, and courage; honesty, perseverance, perspective, and diversity. Although we expect each successful candidate to demonstrate strength in many of these areas, we do not expect every candidate to be equally strong in all of them. Just as there is no formula for admission, there is no list of qualities or characteristics that every applicant must present.

In evaluating each candidate's academic record, the admissions committee considers not only the student's grades but also the difficulty of the courses attempted. Although each candidate's academic record and standardized test scores are important elements in the admissions decision, other accomplishments and personal qualities are also relevant.

By their anticipated date of enrollment, candidates for admission should have reached the age of 16 and must have graduated from secondary school. In addition, the University asks that candidates present evidence of the capacity to cope with the demands of University life.

Items Necessary for a Complete Application

First-Year Admission

Students may apply for admission by following the instructions at www.admissions.unc.edu. The completed application will include the following materials:

- Official transcript(s) from secondary schools and all colleges or universities attended
- Official results from the SAT Reasoning or the ACT Plus Writing examination

- Counselor statement and one teacher recommendation (if the candidate is in his or her first year at a new school, an additional recommendation from the previous school is suggested)
- Essays as requested in the application
- Application fee (nonrefundable) or fee waiver request, as indicated in the application
- Any further information that will enhance the University's understanding of the applicant's background and preparation for college (encouraged but not required)
- Any additional items or information requested in the application or by the Office of Undergraduate Admissions.

Transfer Admission

Students may apply for transfer admission by following the instructions at www.admissions.unc.edu. The completed application will include the following materials:

- Official transcript from each college attended, including summer sessions and including any online or distance-education classes
- Official high school transcript (grades nine through 12)
- Application fee (nonrefundable) or fee waiver request, as indicated in the application
- Official results from the SAT Reasoning or the ACT Plus Writing examination (sophomore transfers only)
- Essays as requested in the application form
- Any additional items or information requested in the application or by the Office of Undergraduate Admissions
- Community standards form or criminal background check (for all enrolling transfer students and for other candidates as requested by the Office of Undergraduate Admissions).

Standardized Testing

In accordance with University policy, as well as procedures approved by the Advisory Committee on Undergraduate Admissions, the admissions committee evaluates each candidate rigorously, holistically, and sympathetically, with an eye towards assessing the candidate's capacity to contribute to the kind of campus community that will enable the University to fulfill its mission. Although each evaluation includes the results of standardized testing, these results do not comprise the sole or main criterion for admission. There are no cutoff or threshold scores, no scores below which candidates are automatically denied admission, and no scores above which they are automatically offered admission. Instead, results from standardized testing represent one factor among many. For more about the role of tests in admissions, please see www.admissions.unc.edu.

Fall/Winter Grades for Transfer Applicants

The fall and winter grades should be submitted to the Office of Undergraduate Admissions as soon as they become available. An application will be considered incomplete without them.

High School Course Requirements

The University strongly suggests that a student present a challenging high school curriculum. Such a curriculum will normally include no fewer than five courses in the core academic disciplines (English, mathematics, social science, laboratory science, and foreign language) each year, as well as the most rigorous courses available in these

disciplines at the student's high school. The difficulty of the courses attempted by the student will be a factor in the admissions decision.

To be considered for first-year admission, all applicants graduating from high school after the summer of 2006 should present these minimum high school course requirements (including the ninth grade):

- Four units of English
- Four units of college preparatory mathematics (two algebra, one geometry, and a higher-level mathematics course for which algebra II is a prerequisite)
- At least two units of a single foreign language
- Three units in science, including at least one unit in a life or biological science and at least one unit in a physical science, and including at least one laboratory course
- Two units of social science, including United States history, and
- Enough elective units in traditional academic areas (literature, mathematics, physical and biological sciences, social sciences, and foreign languages) for a total of 16 units

Because admission to the University is competitive, candidates should normally enroll in courses beyond these minimum requirements.

Since admitted students will take placement exams in foreign language, candidates should continue in advanced foreign language courses during their final year in high school even if they have already met the minimum requirements.

Placement in courses during students' first semester at the University will be based on their performance on placement tests. Students may also receive credit for University courses based on dual-enrollment courses taken during high school. Although the student will take placement exams in some subjects at the University before the first semester begins, it is to the student's advantage to take placement tests in high school, especially those accepted by the University for placement purposes. For mathematics placement, the Department of Mathematics strongly recommends that enrolling students arrange to take the Mathematics 2 SAT Subject Test; although this test is not required for admission, many majors at Carolina require a quantitative reasoning course for which a mathematics placement score is necessary. Foreign language placement may be based on University placement exams, SAT Subject Tests, or College Board Advanced Placement tests. English placement is based on the College Board Advanced Placement tests, as well as on ACT scores and scores on the writing section of the SAT Reasoning Test. Students also are encouraged to take standardized tests that are recognized for placement in other subject areas.

Dual Enrollment for High School Students

All courses attempted at UNC-Chapel Hill, including but not limited to summer session courses and dual-enrollment courses attempted while a student is still in secondary school, will be included in the UNC grade point average.

College Board Placement Tests

The University recognizes, for placement and degree credit, satisfactory scores on the College Board Advanced Placement, International Baccalaureate, certain SAT Subject Tests, and certain tests of the College Board College-Level Examination Program (CLEP). For more information, please visit www.admissions.unc.edu.

Information about College Board tests and applications for specific tests may be obtained by visiting www.collegeboard.com; by writing the Educational Testing Service (Box 592, Princeton, NJ 08504, or Box 025, Berkeley, CA 94707); or by contacting a high school counselor. Applicants should apply to take a test six to eight weeks in advance of the actual test date.

Transfer Candidates

Transfer applicants who graduated from high school between 1988 and 2005 must present the following 16 academic units from high school to be eligible for admission consideration:

- Four years of English
- Three years of mathematics (algebra I, algebra II, and geometry)
- Three years of natural science (one biological, one physical, and at least one laboratory course)
- Two years of social science (one must be United States history)
- Two years of the same foreign language
- Two additional years of academic electives

Transfer applicants who graduated from high school in 2006 or later must present all of the high school courses listed above plus one approved mathematics course beyond algebra II.

Transfer applicants deficient in any of the minimum course requirements will be eligible for transfer consideration only if one of the following three conditions is met:

- A. The applicant has 30 transferable semester hours in the following areas: six semester hours of acceptable college-level English (not to include remedial courses); six semester hours of acceptable college-level mathematics (not to include remedial courses; college algebra is considered remedial); six semester hours of acceptable college-level social science; six semester hours of acceptable college-level natural sciences; six semester hours of an acceptable college-level foreign language;
 - OR
- B. The applicant holds an associate of arts, associate of fine arts, or associate of science degree from a regionally accredited institution earned before enrollment at UNC-Chapel Hill;
 - OR
- C. The applicant is at least 24 years old.

To be considered for transfer admission, students must present at least a C average (2.0 on a 4.0 scale) in all courses attempted at other accredited colleges and universities. However, a much higher average is required to be competitive.

Except as otherwise noted, transfer students must satisfy the minimum course requirements of the University of North Carolina system, even if these requirements differ from the minimum requirements of their previous institutions.

Students also must be eligible to return to all institutions previously attended. Students who have less than a C average and who are, therefore, academically ineligible for consideration as transfer students may complete courses through the Self-Paced Courses or Carolina Courses Online programs in order to raise their grade point average to the point where they may be considered for transfer admission to the University. However, courses completed in the University of North Carolina at Chapel Hill Summer School cannot be used to establish eligibility for transfer admission. Because spaces are limited, admission is competitive, and the University usually cannot admit all of the students who meet minimum requirements.

The Office of Undergraduate Admissions evaluates candidates based on both their high school and college records. We value strong performance in a challenging curriculum, including courses in English, mathematics, laboratory science, social science, and foreign language. All established academic records, as well as personal qualities and accomplishments, will be considered in the selection of the transfer class.

Once an applicant is admitted as a transfer student, any course credits taken at UNC-Chapel Hill in a prior summer session become part

of the student's official transcript, and grades received are included in the grade point average.

A transfer student's class standing upon admission is based on credit hours accepted by UNC–Chapel Hill for transfer, not on the number of semesters enrolled at other colleges. Because students are allowed only eight undergraduate semesters to complete their degrees at the University, the number of semesters that a student completes before enrolling at Carolina determines the number of semesters available after enrolling. Because at least 15 credit hours are required to complete a semester, a student's class standing upon enrollment at UNC–Chapel Hill may differ from his or her class standing at the college or university previously attended. Students must earn at least 45 academic credit hours at UNC–Chapel Hill to earn a UNC–Chapel Hill degree.

A new transfer student with fewer than 15 hours of transfer credit accepted by UNC–Chapel Hill will have class standing as a first-year student upon admission to the University.

To enroll with sophomore class standing, a new transfer student must have at least 15 (and fewer than 51) credit hours accepted for transfer by UNC–Chapel Hill. Summer enrollment immediately prior to the first semester of UNC–Chapel Hill enrollment will not be counted in the hours needed to qualify as a sophomore.

To enroll with junior class standing, a new transfer student must have at least 51 credit hours accepted for transfer by UNC–Chapel Hill. Summer enrollment immediately prior to the first semester of UNC–Chapel Hill enrollment will not be counted in the hours needed to qualify as a junior.

More specifically:

- A new transfer student with fewer than 15.0 transferable credit hours will be regarded as having completed no semesters and will have first-year standing upon enrollment at UNC–Chapel Hill.
- A new transfer student having between 15.0 and 29.9 transferable credit hours will be regarded as having completed one semester and will have sophomore standing upon enrollment at UNC–Chapel Hill.
- A new transfer student having between 30.0 and 44.9 transferable credit hours will be regarded as having completed two semesters and will have sophomore standing upon enrollment at UNC–Chapel Hill.
- A new transfer student having between 45.0 and 50.9 transferable credit hours will be regarded as having completed three semesters and will have sophomore standing upon enrollment at UNC–Chapel Hill.
- A new transfer student having between 51.0 and 59.9 transferable credit hours will be regarded as having completed three semesters and will have junior standing upon enrollment at UNC–Chapel Hill.
- A new transfer student having between 60.0 and 74.9 transferable credit hours will be regarded as having completed four semesters and will have junior standing upon enrollment at UNC–Chapel Hill.
- A new transfer student having 75.0 transferable credit hours will be regarded as having completed five semesters and will have junior standing upon enrollment at UNC–Chapel Hill.

Offers of admission typically are extended before an applicant's transfer credit can be fully evaluated. As a result, while transfer students are advised of their likely classification at the point of admission, this classification is provisional until confirmed by notification of transfer credits earned.

Transfer of Credit

The University will award credit hours for courses from other accredited institutions when the student has made a satisfactory grade (a C or its equivalent) and when a similar course is offered by the University. If a passing grade of D is earned, the University will grant credit for the course but no credit hours will be awarded. If no passing grade is earned, no credit or hours will be granted. Students should expect difficulty in transferring professional courses and courses from nonaccredited institutions (including foreign institutions). The Office of Undergraduate Admissions may grant credit from foreign institutions to entering transfer students if the student provides an evaluation conducted by a professional evaluation service. For other institutions, the courses must be approved through the appropriate departments at this University, and the departments will determine if the course(s) may be applied toward requirements for the degree.

The Office of Undergraduate Admissions will not award any credit hours to currently enrolled UNC–Chapel Hill students for courses taken outside the United States, including study abroad courses offered by colleges and universities accredited within the United States. Credit will only be awarded for such courses if the UNC–Chapel Hill Study Abroad Office in the College of Arts and Sciences has approved them. If a student enrolls in a study abroad program offered through a UNC professional school and not the College of Arts and Sciences, the student must seek approval through that professional school.

The University honors the official Comprehensive Articulation Agreement with the North Carolina Community College System.

The University will consult two publications when settling questions that arise concerning the transfer of credit: *Transfer Credit Practices*, published by the American Association of Collegiate Registrars and Admissions Officers, and *Accredited Institutions of Post-Secondary Education*, published by the American Council on Education.

A student may challenge any University course credit evaluation provided by the Office of Undergraduate Admissions through the appropriate academic department. Additional information about having courses re-evaluated is available at [admissions.unc.edu/Apply/Transfer_Students/Course_Eval.html](https://www.unc.edu/Apply/Transfer_Students/Course_Eval.html). The academic department will determine how many, if any, credits can be awarded.

Students seeking transfer to the University may wish to plan their courses at their current institution in a way that will ensure the transfer of those courses. The University encourages such prior planning, and the Office of Undergraduate Admissions will assist prospective transfer students with it. The Office of Undergraduate Admissions encourages prospective transfer applicants to consult the Transfer Course Equivalency database at <https://www.unc.edu/sis/adm/xfereq.html>.

The University will award a maximum of 75 semester hours of transfer credit if the student's last attended institution was a four-year institution. Students may transfer credit hours from a two-year institution only while they are earning their first 64 hours of college credit. For example, if a student has transferred fewer than 64 credit hours from two-year institutions but has earned 64 or more total credit hours (including hours from UNC–Chapel Hill or other four-year institutions), the student cannot transfer any additional credit hours from a two-year institution.

If a student enrolls in a course at a two-year institution concurrently with enrollment in courses at a four-year institution (including UNC–Chapel Hill), transfer credit hours will not be awarded for the course taken at the two-year institution if the hours from the concurrent courses at the four-year institution bring the total earned hours to 64 or more.

For the calculations described herein, credit hours are tallied according to the chronological order in which the courses are taken, not according to the sequence in which documentation of the credits are submitted to the Office of Undergraduate Admissions.

Application and Notification Deadlines

First-year applicants may apply for admission for their choice of one of two deadlines, neither of which is binding. For the latest first-year admission deadlines and notification dates, please visit www.admission.unc.edu.

The transfer application deadline for sophomore and junior admission to the College of Arts and Sciences and the School of Journalism and Mass Communication is March 1 with notification in late April. The admission deadlines and notification dates for junior transfer applicants to the professional schools with programs in dental hygiene, clinical laboratory science, health policy and management, nursing, radiologic science, biostatistics, and education vary by department. Please contact the specific department for additional information.

Deadlines and notification dates for first-year and transfer applicants are subject to change. Please consult the website for the Office of Undergraduate Admissions at www.admission.unc.edu for specific dates.

Appeals of Admissions Decisions

For information on appealing an admissions decision, refer to the “Admissions Appeal Procedure” in the “Admissions” section of this bulletin.

Programs with Limited Admissions

Only a small number of transfer students will be admitted to the professional schools offering majors in journalism and mass communication, education, and the allied health and public health programs. Junior transfer students planning to major in business administration, environmental health science, nutrition, computer science, or information and library science must enroll in the College of Arts and Sciences and complete at least one semester before applying for admission to the professional schools offering these degree programs. Students interested in one of these fields may wish to consider another major as a second choice; however, even if admitted to an alternate program, students cannot be guaranteed subsequent admission to their first choice of major. In addition, notification of acceptance to these programs is generally later than for other programs.

Health Program Majors

Early applications for these programs are encouraged. After completion of the fall semester, a transcript of that semester’s work should be submitted. Applicants should also contact the specific department for additional application materials and specific program requirements.

Junior transfer applicants for the pharmacy program must apply directly to the School of Pharmacy. Junior transfer applicants must

also provide Pharmacy College Admission Test scores as part of the application. Sophomore students must apply directly to the Office of Undergraduate Admissions.

Education Majors

Transfer students should take the SAT Reasoning, ACT Plus Writing, or PRAXIS I basic reading, writing, and mathematics examinations to be considered for admission to teacher education programs. PRAXIS scores must be sent directly to the School of Education at UNC–Chapel Hill by the testing service before students apply for admission. SAT or ACT scores must be sent directly to the Office of Undergraduate Admissions. For more about testing requirements, please visit the School of Education Web site at soe.unc.edu/services/apply/ug/test_req.php.

Music or Dramatic Art Majors

First-year and transfer students applying as music majors should contact the director of undergraduate studies in music at 101 Hill Hall to arrange an audition. Please indicate whether you wish to study voice or an instrument; if an instrument, please indicate which one. Students applying to major in the dramatic arts should contact the director of undergraduate studies in dramatic art at 222 Center for Dramatic Art.

Confirmation of Acceptance

The University requires a nonrefundable enrollment deposit, due by May 1 for first-year admission or mid-May for transfer admission or within two weeks of receipt of the admission decision for students admitted after the deadline, whichever is later.

Degree candidates starting in summer school who intend to continue in the fall must pay their summer fees, as well as the fall term deposits, to reserve a space for the fall term.

Admission of International Students

International students are considered for admission on the same basis as other candidates. They should present results from the SAT Reasoning or ACT Plus Writing examination, as well as transcripts from schools previously attended. International students should also submit results on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) in support of their application if English is not their native language. As a condition of enrollment, all entering students who have completed coursework from a foreign institution that is not accredited within the United States must have their official transcripts evaluated by an accredited evaluation service.

United States immigration law requires proof of financial support for the student’s entire program of study. Before enrollment, applicants must provide documentation that they have sufficient funds in a bank to cover the first year of tuition and living expenses. See the section “Finances and Financial Aid” in this bulletin for information on expenses. The University will issue the necessary visa documentation to those students who are formally admitted to the University. International students should not leave their native country intending to enroll at the University until they have received a formal letter of acceptance and appropriate visa documents.

Questions concerning international student life on the UNC–Chapel Hill campus should be referred to the Foreign Student Advisor, CB# 5240, Room 2004 FedEx Global Education Center,

301 Pittsboro St., The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-5240.

Readmission

Any student who withdraws or for any other reason fails to complete a semester must apply for readmission through the Office of Undergraduate Admissions. Students applying in this manner must submit a nonrefundable application fee or fee waiver request, as indicated in the application. Application for readmission should be made as early as possible and no later than the stated deadline found on the application for readmission. (This deadline is approximately one month before the beginning of the term for which the student is requesting readmission). The readmission application is available at www.admissions.unc.edu.

A student leaving the University with an academic deficiency must restore his or her eligibility in order to be readmitted as a regular student. Restoration of eligibility can be accomplished only by enrolling in summer sessions or through distance-education instruction from the University (see below).

Students who have enrolled in courses at another college or university since their last enrollment at the University of North Carolina at Chapel Hill must submit transcripts of these courses and must have maintained a C average for all such courses attempted in order to be eligible for readmission. The grade point average required for readmission is based on all courses attempted on all campuses. (By contrast, a student's UNC–Chapel Hill grade point average is based on UNC–Chapel Hill courses only.)

Students leaving the University for medical or disciplinary reasons must be cleared by the appropriate office before being readmitted.

Because the University must adhere to enrollment projections, readmission cannot be guaranteed even if the student is academically eligible.

Admission as a Summer School Visitor

Any student who has not been regularly enrolled or has not been admitted for a fall semester in any school in the University should send an application for admission as a visiting summer student to Dean of Summer School, CB# 3340, 134 E. Franklin St. By contrast, those students who are in residence at the University will register for a summer session through their academic dean or advisor and need not make a separate application to the dean of Summer School. A student who plans to restore academic eligibility through work done in a summer session must apply for readmission through the Office of Undergraduate Admissions, CB# 2200, Jackson Hall.

Admissions Confidentiality

The University of North Carolina at Chapel Hill will protect the privacy of all students seeking admission through the Office of Undergraduate Admissions by soliciting and receiving all academic and nonacademic records obtained for the purpose of admission on the condition that they be held in confidence by the University. No information obtained through the admissions process will be shared with individuals, internal or external to the University, other than the chancellor, the provost, and members of the Advisory Committee on Undergraduate Admissions and its subcommittees.

Current federal legislation allows students enrolling at the University access to their files. Students do not have access to their applications.

Exceptions to this policy will be made only at the direction of the chancellor or the provost.

Further Information

For additional information and services related to the admission of first-year and transfer students, please contact the Vice Provost for Enrollment and Undergraduate Admissions, CB# 2200, Jackson Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-2200.

Intra-University Transfer

Transfer from one school or college within the University is possible with the approval of both academic deans concerned.

Other Credit Programs

Carolina Courses Online

Carolina Courses Online is a distance-education program that offers UNC–Chapel Hill courses over the Internet. Class sessions are not required, but courses follow the semester schedule. Access to the World Wide Web and e-mail are required in order to enroll. The courses are administered through the Friday Center for Continuing Education, (919) 962-1134. Undergraduate students in the College of Arts and Sciences are limited to six courses toward a degree at UNC–Chapel Hill through Carolina Courses Online.

See the section in the bulletin under "Distance-Learning Courses via the Friday Center for Continuing Education" for additional information.

Self-Paced Courses

Many undergraduate distance-education opportunities are available through Self-Paced Courses, including online and print-based correspondence courses. Students can enroll at any time, work at their own pace, and take up to nine months to complete a course. Undergraduate students in the College of Arts and Sciences are not allowed to take Self-Paced Courses except in unusual circumstances; written consent of the student's dean is required in order to enroll.

Students found academically ineligible to continue in resident study at the University should consider enrolling in Carolina Courses Online and/or Summer School. If extraordinary circumstances exist, a student may contact his or her dean to discuss using Self-Paced Courses to restore eligibility.

Application for Self-Paced Courses is made to the Friday Center for Continuing Education, CB# 1020, (919) 962-1134. Application forms and a complete catalog of course listings may be obtained from the same office.

Admission to Part-Time Classroom Studies

Part-Time Classroom Studies is the academic unit in the Friday Center for Continuing Education through which area adults (customarily students aged 24 and older) enroll in University courses part time. Both undergraduate and postbaccalaureate students are admitted without respect to race, color, national origin, religion, sex, age, or handicap.

Part-Time Classroom Studies students may register for a maximum course load of eight credit hours per semester. A small

selection of courses is scheduled for the evening hours; the University's daytime courses are also open to Part-Time Classroom Studies students if space permits.

Undergraduates or high school students desiring to enroll through Part-Time Classroom Studies should file an admission application and nonrefundable application fee with the Office of Undergraduate Admissions, CB# 2200, Jackson Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-2200, or at www.admissions.unc.edu. The Part-Time Classroom Studies application is available online at fridaycenter.unc.edu.

Admission is limited for both prospective degree candidates and for those seeking to take courses for personal benefit and enjoyment. To be eligible, students must have been away from a traditional school setting for at least 12 consecutive months and must have graduated from a secondary school. Admission is available to UNC–Chapel Hill faculty/staff employees. Traditional students who have been denied full-time admission to the University are not immediately eligible for enrollment through Part-Time Classroom Studies. All students admitted as prospective degree candidates must meet minimum University requirements for admission. In considering prospective degree candidates for admission, the Office of Undergraduate Admissions shall use the same admissions criteria that it uses to evaluate comparable full-time, degree-seeking students applying to the University. For information about those criteria, please see the sections on first-year and transfer admission above. Students who have a baccalaureate degree may apply online at fridaycenter.unc.edu.

Admission to Part-Time Classroom Studies does not constitute admission to a degree program at the University. Undergraduates wishing to pursue a degree must be accepted for transfer into one of the degree-granting schools or colleges of the University. For a bachelor's degree a minimum of 45 academic credit hours must be earned from UNC–Chapel Hill, and at least 24 of the last 30 academic credits must be earned from UNC–Chapel Hill courses. Beyond these minimum course requirements, students attempting to transfer from Part-Time Classroom Studies into one of the degree-seeking schools or colleges of the University must present evidence that they are prepared to make satisfactory progress towards the degree. Postbaccalaureate students must apply and be accepted to a graduate degree program.

Undergraduate students enrolled through Part-Time Classroom Studies for personal benefit and enjoyment may apply to convert to degree-seeking status. Such applications will be reviewed in light of the criteria for admission to Part-Time Classroom Studies for degree-seeking status.

Orientation and New Student Registration

Summer orientation offers a wide range of programs intended to introduce new students and their parents to the University; to acquaint them with the academic opportunities available to undergraduates; to aid them in their adjustment to campus living; to offer other information, discussion, and academic advice; and to begin the process of becoming an active member of the Carolina community. New student orientation continues when students arrive in the fall with a variety of activities during the Week of Welcome.

Transfer Student Orientation

All new undergraduate students admitted as sophomore or junior transfers are required to attend one of the summer orientation programs designed specifically for transfer students to learn about college life at Carolina.

During this one-day transfer orientation program, new transfer students meet and interact with faculty, staff, and other new transfer students. Students attend a formal welcome, learn about academic advising, learn about the services and educational opportunities, and, if applicable, complete a foreign language placement examination.

To help ensure the availability of preferred courses, transfer students should register for fall classes prior to summer orientation. Transfer students can use the Web registration system to register as soon as their deposit is paid and the personal identification number (PID number) is generated.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Advisory Committee on Undergraduate Admissions
University of North Carolina at Chapel Hill

Statement on the Evaluation of Candidates for Admission

In evaluating candidates for undergraduate admission, the University of North Carolina at Chapel Hill seeks to shape the entering class so that its collective strengths will foster excellence within the University community; enhance the education of everyone within it; provide for the leadership of the educational, governmental, scientific, business, humanistic, artistic, and professional institutions of the state, nation, and world; and enrich the lives of all the people of North Carolina.

In so doing, we aim to help the University fulfill its stated mission: to serve “the people of the state, and indeed the nation, as a center for scholarship and creative endeavor,” and to be “a community engaged in original inquiry and creative expression, while committed to intellectual freedom, to personal integrity and justice, and to those values that foster enlightened leadership for the state and nation,” and indeed the world.

The qualities we seek in each class are those that foster such a community, including intellect, talent, curiosity, and creativity; leadership, kindness, and courage; honesty, perseverance, perspective, and diversity. Although we expect each successful candidate to demonstrate strength in many of these areas, we do not expect every candidate to be equally strong in all of them. Just as there is no formula for admission, there is no list of qualities or characteristics that every applicant must present.

In shaping the class, we evaluate individual candidates rigorously, holistically, and sympathetically. We seek to assess the ways in which each candidate will likely contribute to the kind of campus community that will enable the University to fulfill its mission. This assessment requires not only that we note the achievements and potential of each applicant but also that we understand the context within which achievements have been realized and potential forged.

These comprehensive and individualized evaluations, taken together, do not aim to maximize any single, narrow outcome—for example, the average SAT score or the average eventual GPA of the entering class. Rather, they aim to draw together students who will enrich each other’s education, strengthen the campus community, contribute to the betterment of society, and help the University achieve its broader mission.

Adopted September 5, 2007

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
OFFICE OF UNDERGRADUATE ADMISSIONS

FOUNDATIONS AND PRACTICES REGARDING THE
EVALUATION OF UNDERGRADUATE CANDIDATES
OCTOBER 2012

The Mission of the University

The admissions policies and practices of The University of North Carolina at Chapel Hill derive from and are aligned with the mission of the University. The University's mission statement confirms that the University "embrace[s] an unwavering commitment to excellence as one of the world's greatest research universities." The statement also observes that Carolina exists to "serve as a center for research, scholarship, and creativity and to teach a diverse community of undergraduate, graduate, and professional students to become the next generation of leaders."

Trustee Policy on Undergraduate Admissions

The Board of Trustees' policy on admissions establishes a framework of competitive admissions and mandates that candidates be selected largely on the basis of the University's "special responsibility to residents of North Carolina" and its "judgment of the applicant's relative qualifications for satisfactory performance" in the program to which the applicant seeks admission. At the same time, this policy explicitly states that these two broad selection criteria:

shall not prevent the admission of selected applicants (a) who give evidence of possessing special talents for University programs requiring such special talents, (b) whose admission is designed to help achieve variety within the total number of students admitted and enrolled, or (c) who seek educational programs not readily available at other institutions.

The policy goes on to frame this interest in variety as an affirmation of the University's "commitment to achieve excellence, to provide for the leadership of the educational, governmental, scientific, business, humanistic, artistic, and professional institutions of the state and nation, and to enrich the lives of all the people of North Carolina."

For admission to the first-year or freshman class, the policy specifies several criteria – including "satisfactory evidence of scholastic promise" gleaned from the applicant's academic record, recommendations, test scores, application, and predicted first-year performance – but delegates to the Faculty Advisory Committee on Undergraduate Admissions the authority to approve procedures to assess this evidence.

The Academic Plan

Adopted in 2011, the University's current academic plan, *Reach Carolina*, articulates "six interlocking priorities," all of them designed to help faculty, staff, and students "attain levels of accomplishment and distinction befitting Carolina's mission as a leading public university." These priorities include "ensur[ing] that every student at Carolina ... will have a transformational academic experience." In keeping with this first priority, *Reach Carolina* calls upon the University to "continually re-invigorate the academic experience at Carolina and transform our students' intellectual skills, knowledge of the world, preparation for citizenship, and vision of our common future."

Critical to the provision of these transformational academic experiences, and a distinct priority in its own right, is a commitment to “[a]chieving equity and inclusion” – a commitment borne of our faculty’s academic judgment that diversity is “a vital ingredient of creative change.” *Reach Carolina* defines equity inclusion as “an institutional educational priority that recognize[s] how much Carolina’s learning environment is enhanced by students, faculty, and staff from multiple backgrounds and ethnicities interacting together.”

Other Statements of Guidance Regarding Undergraduate Admissions

The principles inscribed in *Reach Carolina* have been anticipated or echoed in many other documents endorsed by the University’s Board of Trustees, Chancellor, and Faculty Council. In 1995, the Chancellor’s Task Force on the Recruitment and Retention of Minority Students and Faculty emphasized the fundamental educational value of diversity and called upon the University to continue its efforts to identify, recruit, and enroll talented students of every background. In 1998, the Faculty Council passed a resolution encouraging the University to continue its efforts to recruit and enroll students of diverse backgrounds, perspectives, and experiences, since interactions within such a student body constituted a necessary precondition for educational excellence. In 2000, the Chancellor’s Minority Affairs Review Committee found diversity to be “a fundamental prerequisite to both educational excellence and to the University’s ability to serve all the people of the state.”

The University’s first academic plan, adopted in 2003, defined six academic priorities, all grounded in the critical principle that the University must provide “the strongest possible academic experience for undergraduate, graduate and professional students.” These priorities differed in focus but reflected shared judgments about the nature of Carolina academics: that diversity, broadly construed, is fundamental to student success; that different students may contribute to this success in different ways; and that Carolina, to fulfill its mission, must educate leaders who are prepared to engage deeply with and function effectively within an increasingly multicultural society. The 2003 plan observed that Carolina undergraduates “gain from a diverse residential environment that complements and enriches their academic work” and called for greater enrollment of students who would “add to the geographic, intellectual, artistic, and cultural diversity of the student population.” The plan also called upon the University to “increase diversity among faculty, students and staff,” because diversity is “critical to the University’s effectiveness in fully preparing students for the world.”

In 2005, after a formal, year-long assessment found “widespread agreement” among students, faculty, and staff that “they [had] learned and benefited” from their interactions with colleagues from different backgrounds, the University issued its first diversity plan. The plan stated that Carolina could not “achieve its educational, research, and service mission” – including its mission to prepare students to “become leaders in [a] complex world” – without a University community diverse in “social backgrounds, economic circumstances, personal characteristics, philosophical outlooks, life experiences, perspectives, beliefs, expectations, and aspirations.” Calling for “the admission of students” who could contribute to such diversity, the plan also established, as an institutional goal, the “achieve[ment] of critical masses of underrepresented populations,” since the absence of such critical masses “impedes the educational process” and “can place undue pressure on underrepresented students and interfere with all students’ experiencing the educational benefits of a diverse learning environment.”

Guidance of the Faculty Advisory Committee on Undergraduate Admissions

The Faculty Advisory Committee on Undergraduate Admissions is delegated authority by the Trustees to set procedures for assessing undergraduate applications. The Committee has defined procedures designed to help the University achieve its mission by affording each candidate a series of comprehensive, holistic, and individualized evaluations. Since approving the addition of an essay to the first-year application in 1997, the Committee has acted consistently to maintain and strengthen the University's commitment to such evaluations. The Committee added a required teacher recommendation to the application in 2001; affirmed the use of comprehensive review in 2002; and, in 2003, reviewed and affirmed the University's admissions practices, including its flexible and nuanced use of race and ethnicity as one factor among many, in light of the *Gratz* and *Grutter* decisions.

In addition to taking these steps, the Advisory Committee has endorsed two general statements about the practices, procedures, and criteria applicable to the University's undergraduate admissions process. Both statements ground admissions practices in the mission of the University, mandate comprehensive and individualized evaluations for all candidates, and articulate a broad range of criteria to be used in these evaluations.

In 1998, the Committee reviewed and endorsed the Faculty Statement on Principles of Service, Diversity and Freedom of Inquiry. Adopted by the full Faculty Council in April 1998, this statement confirmed that diversity "in its many manifestations" was essential to the fulfillment of the University's educational and service missions, and that such an expansive notion of diversity required that admissions decisions include:

consideration of (1) quantifiable data and qualitative information regarding educational preparation (including, when relevant, class rank, courses, degree(s), educational program, employment, grades, major, standardized test scores, volunteer activities, and work experience); (2) life experiences (including their variety, type, uniqueness, duration, and intensity); (3) factors that may contribute to diversity of presence (including, without limitation, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status); (4) demonstrated ability and motivation to overcome disadvantage or discrimination; (5) desire and ability to extend knowledge-based services to enhance the quality of life of all citizens; and (6) motivation and potential to make a positive contribution to the educational environment of the University and to the University's fulfillment of its mission to serve all the people of the State, to enhance the quality of life for all people in the State, and to improve the conditions of human life.

In September 2007, the Committee unanimously approved a statement on the evaluation of candidates for admission. This statement endorses admissions practices that are designed to yield a "scholarly community" which in turn will help the University achieve its mission:

In evaluating candidates for admission, we do not seek to maximize the average SAT score or the average eventual GPA of the entering class. Rather, we seek to shape the class so that its collective strengths will foster excellence within the University community; enhance the education of everyone within it; provide for the leadership of the educational, governmental, scientific, business, humanistic, artistic, and professional institutions of the state and nation; and enrich the lives of all the people of North Carolina.

In so doing, we aim to help the University fulfill its mission to serve "the people of the state, and indeed the nation, as a center for scholarship and creative endeavor" and to be "a

community engaged in original inquiry and creative expression, while committed to intellectual freedom, to personal integrity and justice, and to those values that foster enlightened leadership for the state and nation.

The qualities sought in each class are those that foster such a scholarly community: intellect, talent, curiosity, and creativity; leadership, kindness, and courage; honesty, perseverance, perspective, and diversity. While each successful candidate will demonstrate strengths in many of these areas, no individual candidate is expected to be equally strong in all of them. Just as there is no formula for admission, there is no list of qualities or characteristics that every applicant must present.

In shaping the class, candidates are evaluated individually, rigorously, and sympathetically. Each candidate is assessed in ways in which he or she will likely contribute to the kind of campus community that will enable the University to fulfill its mission. This assessment requires that not only the noted achievements and the potential of each applicant be considered but also that the context within which achievements have been realized and potential forged is clearly understood.

These comprehensive and individualized evaluations aim to draw together students who will enrich each other's education and strengthen the campus community. In so doing, they help the University achieve its broader mission.

The Evaluation Process

In keeping with principles established by the Advisory Committee, the Office of Undergraduate Admissions assigns no fixed weights or points to any specific parts of the application for admission, and it uses no formula to assess the students who have applied. With the exception of the 18-percent limit on out-of-state enrollment, there are no quotas of any kind. Applications are read over a period of roughly six months by more than thirty admissions officers, who collectively form the admissions committee.

Each application is assigned randomly to one of these committee members. The committee member reads the application, formulates an opinion about whether the applicant should be offered admission, writes a comment defending his or her recommended decision, and distributes the application to a second reader, who repeats the process. Committee members are strictly and repeatedly charged to distribute these second readings randomly – that is, not to assign them to those who they believe will agree with their reasoning.

If the two individual readers agree and believe that the decision is clear, regardless of the recommended decision, a tentative decision is entered. If the two readers do not agree, or if they agree but are unsure of their decision, the application is referred to one of the following for a third read: the director of admissions, the deputy director of admissions, or a sub-committee of the larger admissions committee. Through this process, each completed application is read at least twice, and many if not most are read three or more times. In addition to these preliminary readings, the process includes an additional end of season review for each applicant. While most of the decisions that are reviewed in this way prove to be justified and remain unchanged, committee members approach each case with an open mind, seek first to understand the individual student, and take into account the many qualities that we seek in each entering class.

Once all candidates have been reviewed at least twice and preliminary decisions entered, the admissions committee uses a statistical model to predict the number of spaces in the entering class that are likely to be filled by the applicants who have been earmarked provisionally for admission. After comparing this predicted enrollment to the total number of spaces available for the entering class, the committee may need to fine-tune the number of admitted candidates and then reevaluate applications. If applications need to be reevaluated, that reevaluation is conducted by one of the following: the director of admissions, the deputy director of admissions, or a sub-committee of the larger admissions committee that is specifically constituted for this purpose.

Throughout these many evaluations, members of the admissions committee are expected to exercise their judgment as educators and to make cases for the admission of individual candidates who they believe will contribute substantially to the scholarly community at Carolina and to the achievement of the University's mission. As the Trustee policy stipulates, committee members are charged with assessing each candidate's "relative qualifications for satisfactory [academic] performance." But they are also explicitly and repeatedly encouraged to base their recommendations on everything they know about candidates rather than on one or two criteria. They are also strongly encouraged to seek out students who would bring an interesting or unusual talent, perspective, or set of experiences that might enliven their interactions with their classmates and professors. The goal, again, is to create a class that, taken together, will help all of its students learn more than they might have learned separately, and to provide these students with the kind of experiences that will allow them to prepare themselves effectively for their eventual lives as citizens and leaders.

Criteria for Admission

The evaluation process does not use formulas, and because the goal of each evaluation is to understand the candidate holistically, the relative weight or credit assigned to any individual criterion may vary from candidate to candidate. Candidates for admissions are evaluated on everything the admissions process reveals about them. Because individual students differ widely from one another, it is difficult, if not impossible, to list every criterion that might be used over the course of an admissions season in which 30,000 candidates are evaluated.

Typically, however, more than forty criteria, grouped roughly into eight categories, are used at every stage in the admissions process. Exceptional strength in one or more of these areas, or an exceptional combination of strengths, may make up for relative weaknesses in other areas, provided the candidate demonstrates the capacity to succeed academically at the University.

- **Academic performance criteria:** grade-point average, rank in class, individual grades, trends in grades, and patterns in grades, all viewed within the contexts of the entire applicant pool and the student's high school.
- **Academic program criteria:** rigor, breadth, and pattern of courses taken, all viewed within the context of the entire applicant pool and the student's high school.
- **Standardized testing criteria:** results from SAT Reasoning, ACT with Writing, SAT Subject, Advanced Placement, and International Baccalaureate exams, as well as occasional results from state-mandated end-of-course exams, all viewed in light of the documented strengths and limitations of these tests.

- **Extracurricular activity criteria:** engagement outside the classroom; persistence of commitment; demonstrated capacity for leadership; contributions to family, school, and community; work history; unique or unusual interests.
- **Special talent criteria:** in music, drama, and athletics, but also in other fine arts, in writing, and in science.
- **Essay criteria:** voice, organization, fluency, and persuasiveness; evidence of self-knowledge and reflection; insightfulness; unique or unusual perspectives.
- **Background criteria:** relative advantage or disadvantage, as indicated by family income level, education history of family members, impact of parents/guardians in the home, or high school environment; experience of growing up in rural or center-city locations; status as child or step-child of Carolina alumni.
- **Personal criteria:** curiosity; kindness; creativity; honesty and integrity; motivation; history of overcoming obstacles or setbacks; openness to new cultures and new or opposing ideas; talent for building bridges across divisions in school or community or among individuals from different backgrounds.

Again, this is a list of typical criteria – neither a checklist that all candidates must satisfy nor a limit on what any candidate may present. Because each student is unique, the admissions committee does not arbitrarily limit the range of individual qualities that may be considered. Nor does the committee limit the number of considerations, including background and personal considerations, which may benefit any individual candidate. Students who are first-generation college, for example, may on balance be stronger candidates for admission if they also come from single-parent households or demonstrate a history of building bridges or overcoming obstacles.

In addition to quantifiable data such as grade-point average and rank in class, admissions criteria include many indicators that cannot be easily quantified: individual course grades, as well as trends and patterns in grades; the rigor, breadth, and pattern of courses taken; the fluency, insightfulness, originality, and persuasiveness of the candidate’s application essays; and the curiosity, motivation, persistence, and openness to new ideas that are revealed in the application, and especially in the recommendations and essays.

Race, Ethnicity, and National Origin

While race, ethnicity, or national origin may be used at any stage in the admissions process, it is never used as anything other than one part of the comprehensive, holistic, and individualized review afforded to each candidate. At no point in the process are candidates of different racial or ethnic backgrounds reviewed in separate groups. Nor does the University have explicit or implicit quotas for any particular racial or ethnic group, or for underrepresented students as a whole, or for students of color as a whole. Moreover, any student’s race or ethnicity may act as a “plus” in the decision, depending on the student’s individual circumstances as revealed in his or her application.

Within this flexible and non-numbers-based consideration of race, and in support of the cultivation of diversity broadly construed, the University also aims to enroll critical masses of students who identify themselves as members of groups the University deems underrepresented. In this context, the term “underrepresented” means those groups whose percentage enrollment within the undergraduate student body is lower than their percentage within the general population in North Carolina, a framework

established in the 1981 consent decree between The University of North Carolina system and the United States Department of Health, Education, and Welfare. Given this definition, the University has for more than three decades considered as underrepresented those students identifying themselves as African American or black; American Indian or Alaska Native; or Hispanic, Latino, or Latina.

The race or ethnicity of students who identify themselves as underrepresented may – or may not – receive a “plus” in the admissions decision process. And, while a “plus” that is awarded may be significant in an individual case and tip the balance towards the admission of the student, it is not automatically awarded, and even if awarded, does not necessarily prevent a student from being denied admission. Rather, this factor is always viewed in the context of everything else that the admissions committee knows about a candidate, and in light of the range of contributions the candidate might make to the University community.

Socioeconomic Status

The University works strongly to attract and retain disadvantaged students regardless of race. This is a critical component of the institution’s obligation to the State of North Carolina and indeed to the nation. As part of its broad effort to foster diversity within the scholarly community on campus, the University’s admissions process takes into account the socioeconomic status of each candidate, with an eye towards increasing the number of disadvantaged students who are admitted and eventually enroll. As with other criteria considered by the admissions committee, relative disadvantage is assessed in ways that are both flexible and individualized – a continuum of consideration rather than a simple on-off switch. Assessment of disadvantage must also in turn inform the University’s interpretation of the candidate’s SAT scores and other academic indicators.

Other Aspects of Diversity

Because the University construes diversity broadly rather than narrowly, members of the admissions committee seek to identify students who would offer their classmates and professors an unusual or unique perspective, aptitude, achievement, or experience. As a means to this end, and as part of the holistic and comprehensive review afforded to everyone, committee members evaluate each candidate on the basis of his or her potential contribution to the broad diversity of the student body and the University community.

Advisory Committee on Undergraduate Admissions
Subcommittee on Special Talent
Charge, Membership, and Procedures

Charge

The Statement on the Evaluation of Candidates for Admission, approved by the Advisory Committee on Undergraduate Admissions in September 2007, commits the University to “comprehensive and individual evaluations” of all candidates for undergraduate admission. These evaluations, in the words of the Statement, “aim to draw together students who will enrich each other’s education, strengthen the campus community, contribute to the betterment of society, and help the University achieve its broader mission.”

In keeping with this commitment, the Advisory Committee charges the Subcommittee on Special Talent with advising the Office of Undergraduate Admissions on the admission of students who, in accordance with trustee policy, “give evidence of possessing special talents for University programs requiring such special talents.”

Specifically, the Advisory Committee charges the subcommittee with:

- Recommending to the Advisory Committee policies regarding the admission of students with special talent that are consistent with the mission of the University and with policies established by the UNC-Chapel Hill Board of Trustees and the UNC-system Board of Governors.
- Establishing admissions procedures for students with special talent that maintain the academic integrity of the University; respect the competitiveness of admission to Carolina; recognize the contributions that talented students can make to the education and the experience of everyone within the campus community; and encourage the eventual success, as students and citizens, of those candidates who are admitted and choose to enroll.
- Evaluating prospective students presented by University programs requiring special talent—currently defined as programs administered by the departments of athletics, dramatic art, and music—who (a) have predicted first-year grade-point averages lower than 2.3; (b) require review for possible breaches of community standards for academic or personal behavior; or (c) may only be admitted as exceptions to UNC-system policies and regulations because they do not meet minimum course or admissions requirements established by the Board of Governors.
- Advising the Office of Undergraduate Admissions on the capacity of the students described above to succeed academically and personally at the University, both individually and as a class within the programs that they will join.
- Reviewing the final decisions made by the Office of Undergraduate Admissions, and receiving and responding to the explanation offered by that office should any final decision differ from the decision recommended by the subcommittee.

- Reporting activities, decisions, and outcomes to the Advisory Committee at least once per academic year.

Membership

The subcommittee consists of at least six voting members, the majority of whom are tenured or tenure-track faculty members in the College of Arts and Sciences. With the exception of the Faculty Athletics Representative to the NCAA and the Associate Dean for Academic Advising, who serve as voting members of the subcommittee *ex officio*, voting members are appointed by the chair of the Advisory Committee on Undergraduate Admissions and serve an initial term of three years. Members appointed by the chair may be reappointed for one additional term but may not serve more than six consecutive years.

The subcommittee chair is appointed by the chair of the Advisory Committee and serves a term of one year. The subcommittee chair may be reappointed but may not serve more than three consecutive years.

Procedures

1. The chair is responsible for moderating subcommittee meetings and for ensuring that all members have ample opportunity to voice their opinions and their questions.
2. Recommendations regarding the admission of talented students require a vote of the subcommittee by show of hands. At the request of any subcommittee member, voting will be conducted by secret ballot. With the exception of the Associate Dean for Academic Advising, only faculty members may vote.
3. For cases that require a recommendation before the full subcommittee can meet, the subcommittee authorizes the chair, in consultation with the Office of Undergraduate Admissions and one or more subcommittee members, to act on the case or convey the information to the full subcommittee by secure electronic transmission for a full vote. Recommendations authorized by the chair will be reported at the next regularly scheduled subcommittee meeting.
4. Before each meeting, all members of the subcommittee, including non-voting members, will receive and review the credentials of the prospective students who are on the agenda.
5. At the beginning of each meeting, the subcommittee will discuss the students individually, as a group, and in light of students previously reviewed. As part of this discussion, representatives of the Office of Undergraduate Admissions will present background information about each candidate's curriculum, academic performance, test scores, and high school, as well as any other information they consider necessary for a full and fair consideration of the candidate.
6. Representatives from the University programs will then present each candidate, focusing on the student's academic history and potential, character and personal circumstances, expected contribution to the program, and any other information that they believe will help the subcommittee see the candidate in the appropriate context. The program representatives will also respond to any ques-

tions posed by the subcommittee. These questions will normally range widely and may include, for example, requests for information in the following areas:

- The candidate's academic history, character, and work ethic;
- The performance of the program's previous candidates, both as students and as citizens at the University, and the ways in which the current candidate is similar to or different from these students;
- The extent to which the program is prepared to support the candidate academically and personally, given the likely needs of the individual candidate and the program's entering class as a whole; and
- The approach that the program takes in setting academic standards, monitoring performance, and intervening to assure acceptable outcomes.

While program representatives are present, subcommittee members will direct all questions and discussion to them and not to other members of the subcommittee.

7. Following these presentations, the subcommittee will discuss each candidate and vote to recommend one of the following actions to the Office of Undergraduate Admissions:

- Offer admission to the candidate, provided he or she meets any additional conditions that may be specified by the committee;
- Deny admission to the candidate;
- Defer action until more information can be gathered.

Ordinarily, a vote to defer action should specify what information the subcommittee will require in order to decide whether to admit or deny the candidate, as well as when the subcommittee will reconsider the candidate's credentials.

8. Following the vote, the Office of Undergraduate Admissions will consider the subcommittee's recommendation in making its decision regarding the candidate. The office will communicate both its decision and the subcommittee's recommendation to the program that presented the candidate.

9. At least once per year, the subcommittee will review the progress of past candidates, the threshold used to decide what candidates come before the subcommittee, and the approaches used by each University program to ensure the success of future subcommittee cases.

*Adopted January 2010
Revised November 2012*

2012-2013 Membership

Voting appointed members:

Layna Mosley, Political Science (Chair)

John Akin, Economics

Napoleon Byars, School of Journalism and Mass Communication

Jane Hawkins, Mathematics

Voting *ex officio* members:

Lissa Broome, Faculty Representative to the NCAA and Professor, School of Law

Lee May, Director and Associate Dean, Academic Advising Program

Non-voting *ex officio* members:

Stephen Farmer, Vice Provost for Enrollment and Undergraduate Admissions

Vince Ille, Senior Associate Director of Athletics

Barbara Polk, Deputy Director of Undergraduate Admissions

Harold Woodard, Associate Dean and Director, Center for Student Success and Academic Counseling as Interim Director of the Academic Support Program for Student-Athletes

ADMITTED FIRST-YEAR STUDENTS, 1999-2012

AVERAGE SAT REASONING (CR+M)

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
All	1282	1285	1280	1299	1316	1321	1335	1333	1337	1340	1342	1344	1342	1354
Athletics	1053	1068	1071	1078	1081	1083	1076	1078	1084	1074	1053	1076	1090	1103
Music or drama	1266	1271	1262	1206	1243	1244	1253	1268	1246	1278	1275	1263	1297	1255

AVERAGE CLASS RANK—TOP X PERCENT

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
All	8%	8%	9%	9%	9%	7%	7%	7%	7%	6%	6%	7%	6%	6%
Athletics	35%	32%	37%	28%	33%	33%	31%	33%	32%	33%	34%	33%	33%	30%
Music or drama	18%	18%	15%	27%	25%	17%	14%	14%	14%	16%	19%	22%	19%	17%

ENROLLING FIRST-YEAR STUDENTS, 2012

	ALL STUDENTS				ATHLETICS				
	Athletics	Music or drama	Other		Revenue	Non-revenue		Subcommittee	Other
Number	160	32	3,722		36	124		21	139
Male	59%	50%	40%		86%	52%		86%	55%
First-generation	21%	3%	18%		28%	19%		38%	18%
Fee waiver	9%	0%	7%		22%	5%		19%	7%
Underrepresented	27%	3%	17%		67%	15%		71%	20%
Children of alumni	5%	25%	20%		0%	6%		0%	6%
Non-resident aliens	6%	6%	2%		0%	7%		0%	6%

Figures for 1999-2011 are final and have been reported to Faculty Council; 2012 figures are preliminary and will be reported in February.

Revenue programs include football, men's basketball, and women's basketball.