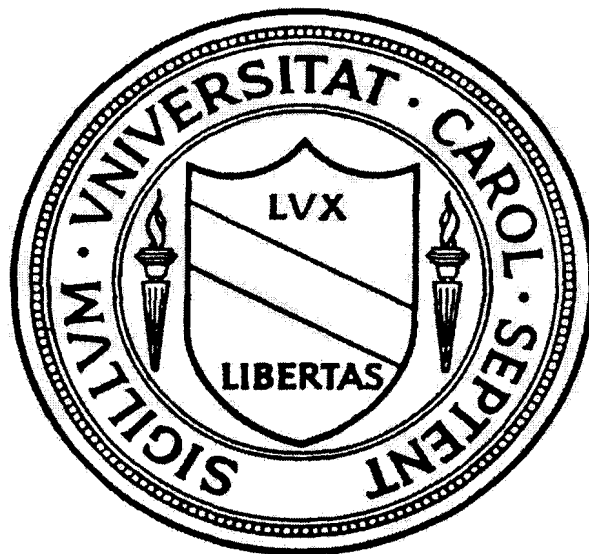

THE UNIVERSITY OF NORTH CAROLINA
AT CHAPEL HILL

FACT BOOK

1988-1989

1989-1990



OFFICE OF INSTITUTIONAL RESEARCH
CB# 3350, 200 CARR BUILDING
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FACT BOOK

Third Edition

June 1990

Office of Institutional Research
CB# 3350, 200 Carr Building
The University of North Carolina at Chapel Hill
Chapel Hill, North Carolina 27599-3350

Staff

Timothy R. Sanford, Director
Robert R. Cornwell, Research Associate
Denise S. Childress, Assistant to the Director
Stephen J. Flannelly, Graduate Research Assistant

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MISSION STATEMENT
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

The University of North Carolina at Chapel Hill has been built by the people of the State and has existed for two centuries as the nation's first state university. Through its excellent undergraduate programs, it has provided higher education to ten generations of students, many of whom have become leaders of the State and nation. Since the nineteenth century, it has offered distinguished graduate and professional programs.

The University is a research university. Fundamental to this designation is a faculty actively involved in research, scholarship, and creative work, whose teaching is transformed by discovery and whose service is informed by current knowledge.

The mission of the University is to serve all the people of the State, and indeed the nation, as a center for scholarship and creative endeavor. The University exists to expand the body of knowledge; to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to improve the condition of human life through service and publication; and to enrich our culture.

To fulfill this mission, the University must;

acquire, discover, preserve, synthesize, and transmit knowledge;

provide high quality undergraduate instruction to students within 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 the nation;

provide graduate and professional programs of national distinction at the doctoral and other advanced levels to future generations of research scholars, educators, professionals, and informed citizens;

extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State; and

address, as appropriate, regional, national, and international needs.

This mission imposes special responsibilities upon the faculty, students, staff, administration, trustees, and other governance structures and constituencies of the University in their service and decision-making on behalf of the University.

"Passed by the Board of Trustees, June 10, 1986."

STATISTICS REFLECTING THE SIZE OF UNC-CH 1975-1989

<u>Year (Fall Semester)</u>	<u>EPA* Employees (faculty and non-faculty)</u>	<u>SPA* Employees (staff)</u>	<u>Full-Time Students</u>	<u>Part-Time Students</u>	<u>Total Students</u>	<u>Square Feet</u>
1975	2,416	4,182	17,482	3,054	20,536	7,499,242**
1976	2,393	4,339	17,301	2,992	20,293	7,700,429**
1977	2,484	4,086	17,361	2,801	20,162	7,191,194
1978	2,557	4,269	17,462	2,832	20,294	7,443,999
1979	2,625	4,364	17,918	3,142	21,060	7,467,080
1980	2,642	4,389	18,252	3,213	21,465	7,847,128
1981	2,658	4,413	18,202	3,373	21,575	8,036,804
1982	2,681	4,427	18,544	3,472	22,016	8,116,568
1983	2,766	4,389	18,286	3,471	21,757	8,214,286
1984	2,733	4,536	18,181	3,431	21,612	8,744,420
1985	2,891	4,668	18,522	3,499	22,021	8,771,755
1986	2,958	4,814	18,884	3,897	22,781	9,241,725
1987	2,915	5,003	18,785	4,136	22,921	9,404,912
1988	2,953	5,171	19,377	4,202	23,579	9,461,891
1989	2,985	5,308	19,382	4,210	23,592	9,587,891

*Includes Full and Part Time Permanent Employees

**Figures prior to 1977 include square footage on NCMH

BASIC STATISTICS FALL 1988

Full-Time Faculty

Total	2,002
Men	1,522
Women	480
White	1,875
Black	50
Other	77
Tenured & Tenure-Track	1,712
Fixed Term	290

Total University Employees

Faculty (Full-Time)	2,002
Faculty (Part-Time)	221
Faculty (Total)	2,223
EPA Non-Faculty (Full-time)	648
EPA Non-Faculty (Part-Time)	82
EPA Non-Faculty (Total)	730
SPA (Full-Time)	4,893
SPA (Part-Time)	278
SPA (Total)	5,171
Total Full-Time Employees (Combined)	7,543
Total Part-Time Employees (Combined)	581
GRAND TOTAL Full & Part-Time (Combined)	8,124

Number of Students

Headcount	23,579
Full-Time	19,377
Part-Time	4,202
FTE	21,390.0

Student Headcount

Men	10,202	(43.3%)
Women	13,377	(56.7%)
White	20,357	(86.3%)
Black	1,840	(7.8%)
Other	1,382	(5.9%)
Undergraduate	15,691	
Graduate	6,252	
Professional	1,636	

Number of Freshmen	3,326
Freshman Average SAT Scores	1101

Office of Institutional Research and EPA/Faculty Benefits
December 21, 1988

BASIC STATISTICS FALL 1989

Full-Time Faculty

Total	2,131
Men	1,600
Women	531
White	1,991
Black	57
Other	83
Tenured & Tenure-Track	1,740
Fixed Term	391

Total University Employees

Faculty (Full-Time)	2,131
Faculty (Part-Time)	165
Faculty (Total)	2,296
EPA Non-Faculty (Full-Time)	640
EPA Non-Faculty (Part-Time)	49
EPA Non-Faculty (Total)	689
SPA (Full-Time)	5,023
SPA (Part-Time)	285
SPA (Total)	5,308
Total Full-Time Employees (Combined)	7,794
Total Part-Time Employees (Combined)	499
GRAND TOTAL Full & Part-Time (Combined)	8,293

Number of Students

Headcount	23,592
Full-Time	19,382
Part-Time	4,210
FTE	21,326.25

Student Headcount

Men	10,282	(43.5%)
Women	13,310	(56.4%)
White	20,151	(85.4%)
Black	1,921	(8.1%)
Other	1,520	(6.4%)
Undergraduate	15,463	
Graduate	6,484	
Professional	1,645	
Number of Freshmen	3,191	
Freshman Average SAT Scores	1111	

Office of Institutional Research and EPA/Faculty Benefits
December 4, 1989

STUDENTS

FALL 1988

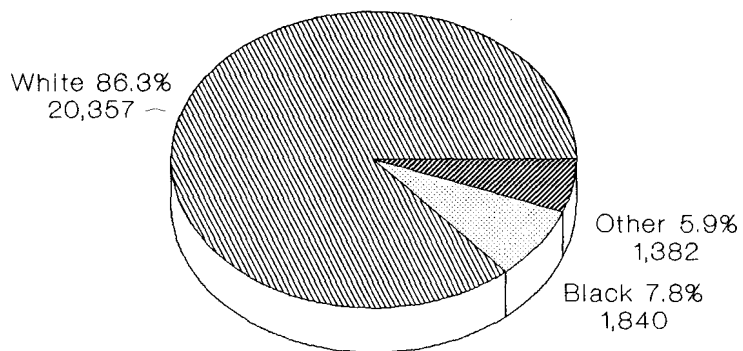
TABLE 1
DISTRIBUTION OF STUDENTS BY LEVEL, RACE AND SEX
Fall 1988

Race/Sex	Fresh	Soph	Junior	Senior	Unclass	Total Undergraduates		Grad	Prof	Total All Levels		
						No.	%			No.	%	
American Indian												
Male	8	8	11	11	1	39	0.2%	9	15	63	0.3%	
Female	6	9	12	15	4	46	0.3%	18	4	68	0.3%	
Subtotal by Race	14	17	23	26	5	85	0.5%	27	19	131	0.6%	
Asian												
Male	42	25	29	27	8	131	0.8%	47	19	197	0.8%	
Female	33	50	42	38	4	167	1.1%	62	16	245	1.0%	
Subtotal by Race	75	75	71	65	12	298	1.9%	109	35	442	1.9%	
Black												
Male	140	95	88	108	8	439	2.8%	118	70	627	2.7%	
Female	289	223	175	225	36	948	6.0%	191	74	1,213	5.1%	
Subtotal by Race	429	318	263	333	44	1,387	8.8%	309	144	1,840	7.8%	
Hispanic												
Male	8	3	9	13	2	35	0.2%	32	8	75	0.3%	
Female	6	7	18	15	5	51	0.3%	37	10	98	0.4%	
Subtotal by Race	14	10	27	28	7	86	0.5%	69	18	173	0.7%	
White												
Male	1,165	1,192	1,432	1,685	295	5,769	36.8%	2,236	856	8,861	37.6%	
Female	1,614	1,593	2,010	2,318	454	7,989	50.9%	2,952	555	11,496	48.8%	
Subtotal by Race	2,779	2,785	3,442	4,003	749	13,758	87.7%	5,188	1,411	20,357	86.3%	
Foreign												
Male	8	6	13	13	2	42	0.3%	334	3	379	1.6%	
Female	7	9	6	7	6	35	0.2%	216	6	257	1.1%	
Subtotal by Race	15	15	19	20	8	77	0.5%	550	9	636	2.7%	
Total	3,326	3,220	3,845	4,475	825	15,691	100.0%	6,252	1,636	23,579	100.0%	

In Fall 1988 the total student population was 23,579. The distribution of the 1988 population by classification, sex, and race is shown in Table 1. Of the total students enrolled, 7.8% were black, 86.3% were white, and 5.9% were other ethnic groups (Figure 1). Figure 2 shows the distribution of the total enrollment by sex.

Distribution of Students By Race

Fall 1988

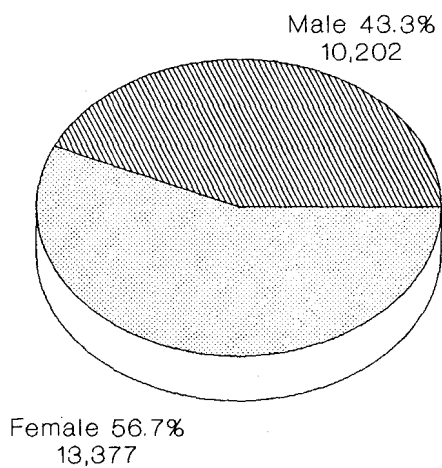


Total Enrollment (23,597)

Figure 1

Distribution of Students By Sex

Fall 1988



Total Enrollment (23,579)

Figure 2

TABLE 2**HEAD COUNT AND FULL TIME EQUIVALENT ENROLLMENT BY SCHOOL AND EDUCATIONAL LEVEL
FALL 1988**

<u>School</u>	<u>Undergraduate</u>		<u>Graduate</u>		<u>Professional</u>		<u>Total By School</u>	
	<u>Head Count</u>	<u>FTE</u>	<u>Head Count</u>	<u>FTE</u>	<u>Head Count</u>	<u>FTE</u>	<u>Head Count</u>	<u>FTE</u>
General College	6,544	6,537.75	0	0.00	0	0.00	6,544	6,537.75
Arts & Sciences	5,579	5,517.75	2,225	1,647.25	0	0.00	7,804	7,165.00
Business Admin	808	796.00	567	525.00	0	0.00	1,375	1,321.00
Education	485	481.25	429	285.25	0	0.00	914	766.50
Info & Lib. Science	0	0.00	167	151.50	0	0.00	167	151.50
Journalism	521	510.00	56	47.00	0	0.00	577	557.00
Law	0	0.00	0	0.00	678	677.00	678	677.00
Dentistry	48	47.75	54	48.75	293	293.00	395	389.50
Medicine	102	101.00	466	317.50	638	633.00	1,206	1,051.50
Nursing	175	169.25	95	68.75	0	0.00	270	238.00
Pharmacy	530	528.75	57	47.25	27	26.25	614	602.25
Public Health	105	102.00	748	625.00	0	0.00	853	727.00
Social Work	0	0.00	151	142.75	0	0.00	151	142.75
Evening College	794	324.25	1,237	739.00	0	0.00	2,031	1,063.25
Grand Total	15,691	15,115.75	6,252	4,645.00	1,636	1,629.25	23,579	21,390.00

Enrollments at the University are divided among fourteen schools/colleges. Table 2 shows the distribution of the Fall 1988 enrollment in head count and full time equivalent enrollment among these schools by level (undergraduate, graduate, and professional). In these reports the professional "level" includes students seeking a Doctor of Medicine, a Doctor of Dental Surgery, a Doctor of Pharmacy degree, and a Juris Doctor.

FALL 1989

TABLE 3

**HEAD COUNT AND FULL TIME EQUIVALENT ENROLLMENT BY SCHOOL AND EDUCATIONAL LEVEL
FALL 1989**

<u>School</u>	<u>Undergraduate</u>		<u>Graduate</u>		<u>Professional</u>		<u>Total By School</u>	
	<u>Head Count</u>	<u>FTE</u>	<u>Head Count</u>	<u>FTE</u>	<u>Head Count</u>	<u>FTE</u>	<u>Head Count</u>	<u>FTE</u>
General College	6,603	6,591.25	0	0.00	0	0.00	6,603	6,591.25
Arts & Sciences	5,508	5,452.00	2,335	1,698.75	0	0.00	7,843	7,150.75
Business Admin	714	709.50	623	592.00	0	0.00	1,337	1,301.50
Education	453	450.25	378	244.75	0	0.00	831	695.00
Info & Lib. Science	0	0.00	177	149.50	0	0.00	177	149.50
Journalism	505	494.00	67	53.75	0	0.00	572	547.75
Law	0	0.00	0	0.00	694	692.75	694	692.75
Dentistry	55	53.00	51	45.50	280	279.25	386	377.75
Medicine	103	102.25	484	316.75	648	642.25	1,235	1,061.25
Nursing	197	192.00	117	90.75	0	0.00	314	282.75
Pharmacy	519	517.25	63	51.00	23	22.75	605	591.00
Public Health	89	86.00	833	659.25	0	0.00	922	745.25
Social Work	0	0.00	185	171.50	0	0.00	185	171.50
Evening College	717	282.00	1,171	686.25	0	0.00	1,888	968.25
Grand Total	15,463	14,929.50	6,484	4,759.75	1,645	1,637.00	23,592	21,326.25

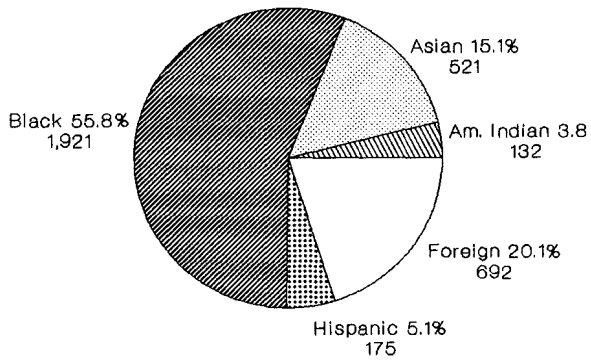
Table 3 presents the same information for 1989 as Table 2 did for 1988. Enrollment in all schools was essentially constant from 1988 to 1989. Undergraduates make up 65.5%, graduates 27.5%, and professionals 7.0% of the total.

TABLE 4
DISTRIBUTION OF STUDENTS BY LEVEL, RACE AND SEX
Fall 1989

<u>Race/Sex</u>	<u>Fresh</u>	<u>Soph</u>	<u>Junior</u>	<u>Senior</u>	<u>Unclass</u>	<u>Total Undergraduates</u>		<u>Grad</u>	<u>Prof</u>	<u>Total All Levels</u>	
						<u>No.</u>	<u>%</u>			<u>No.</u>	<u>%</u>
American Indian											
Male	10	8	10	14	0	42	0.3%	9	13	64	0.3%
Female	13	8	10	12	6	49	0.3%	15	4	68	0.3%
Subtotal by Race	23	16	20	26	6	91	0.6%	24	17	132	0.6%
Asian											
Male	30	44	31	33	9	147	1.0%	53	29	229	1.0%
Female	60	36	48	49	10	203	1.3%	64	25	292	1.2%
Subtotal by Race	90	80	79	82	19	350	2.3%	117	54	521	2.2%
Black											
Male	146	137	95	106	18	502	3.2%	116	67	685	2.9%
Female	254	275	216	191	37	973	6.3%	185	78	1,236	5.2%
Subtotal by Race	400	412	311	297	55	1,475	9.5%	301	145	1,921	8.1%
Hispanic											
Male	8	8	7	9	3	35	0.2%	21	10	66	0.3%
Female	10	7	13	18	8	56	0.4%	45	8	109	0.5%
Subtotal by Race	18	15	20	27	11	91	0.6%	66	18	175	0.7%
White											
Male	1,117	1,220	1,338	1,703	262	5,640	36.5%	2,342	846	8,828	37.4%
Female	1,550	1,640	1,904	2,250	400	7,744	50.1%	3,023	556	11,323	48.0%
Subtotal by Race	2,667	2,860	3,242	3,953	662	13,384	86.6%	5,365	1,402	20,151	85.4%
Foreign											
Male	10	5	6	14	3	38	0.2%	370	2	410	1.7%
Female	9	5	12	7	1	34	0.2%	241	7	282	1.2%
Subtotal by Race	19	10	18	21	4	72	0.5%	611	9	692	2.9%
Total	3,217	3,393	3,690	4,406	757	15,463	100.0%	6,484	1,645	23,592	100.0%

Table 4 shows the distribution of 1989 enrolled students by level, sex, and race. Figure 3 shows the distribution of the non-white students by ethnic group. Figures 4, 5, and 6 show the distribution of the undergraduate, graduate, and professional enrollments by race. Blacks comprise approximately 10% of undergraduate and professional enrollments, but only 5% of the graduate student enrollment.

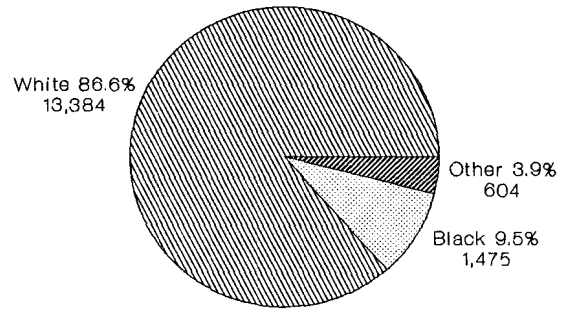
Distribution of Minority Students
Fall 1989



Total Non White Enrollment (3,441)

Figure 3

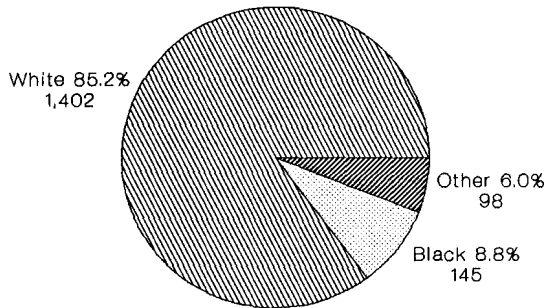
Distribution of Students By Race
Fall 1989



Undergraduate Enrollment (15,463)

Figure 4

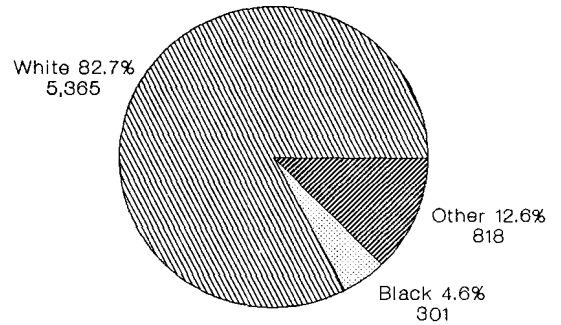
Distribution of Students By Race
Fall 1989



Professional School Enrollment (1,645)

Figure 5

Distribution of Students By Race
Fall 1989



Graduate Enrollment (6,484)

Figure 6

Distribution of Students by Sex Fall 1989

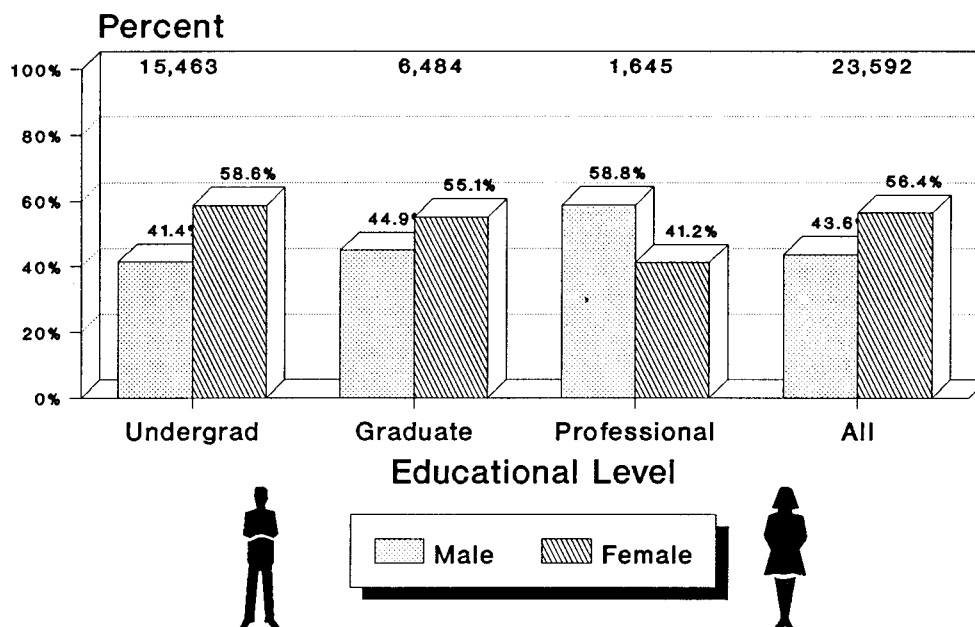


Figure 7

In 1989, 56.4% of the total enrollment was female and 43.6% was male. The percentages for the graduate and undergraduate levels were similar to the total enrollment values. At the professional level the percentages were 58.8% male and 41.2% female. Figure 7 and Table 5 show the distribution by school, level and sex.

TABLE 5

DISTRIBUTION OF STUDENTS BY SCHOOL, EDUCATIONAL LEVEL AND SEX FALL 1989

School	Undergraduate			Graduate			Professional			Total By School		
	Male	Female	Sub Tot	Male	Female	Sub Tot	Male	Female	Sub Tot	Male	Female	Total
General College	2,742	3,861	6,603	0	0	0	0	0	0	2,742	3,861	6,603
Arts & Sciences	2,575	2,933	5,508	1,269	1,066	2,335	0	0	0	3,844	3,999	7,843
Business Admin	379	335	714	429	194	623	0	0	0	808	529	1,337
Education	74	379	453	100	278	378	0	0	0	174	657	831
Info & Lib. Science	0	0	0	45	132	177	0	0	0	45	132	177
Journalism	140	365	505	29	38	67	0	0	0	169	403	572
Law	0	0	0	0	0	0	387	307	694	387	307	694
Dentistry	2	53	55	32	19	51	187	93	280	221	165	386
Medicine	22	81	103	198	286	484	386	262	648	606	629	1,235
Nursing	9	188	197	0	117	117	0	0	0	9	305	314
Pharmacy	163	356	519	35	28	63	7	16	23	205	400	605
Public Health	17	72	89	305	528	833	0	0	0	322	600	922
Social Work	0	0	0	38	147	185	0	0	0	38	147	185
Evening College	281	436	717	431	740	1,171	0	0	0	712	1,176	1,888
Grand Total	6,404	9,059	15,463	2,911	3,573	6,484	967	678	1,645	10,282	13,310	23,592
Percentage Distribution	41.4%	58.6%	100.0%	44.9%	55.1%	100.0%	58.8%	41.2%	100.0%	43.6%	56.4%	100.0%

Distribution of Students by Residency Fall 1989

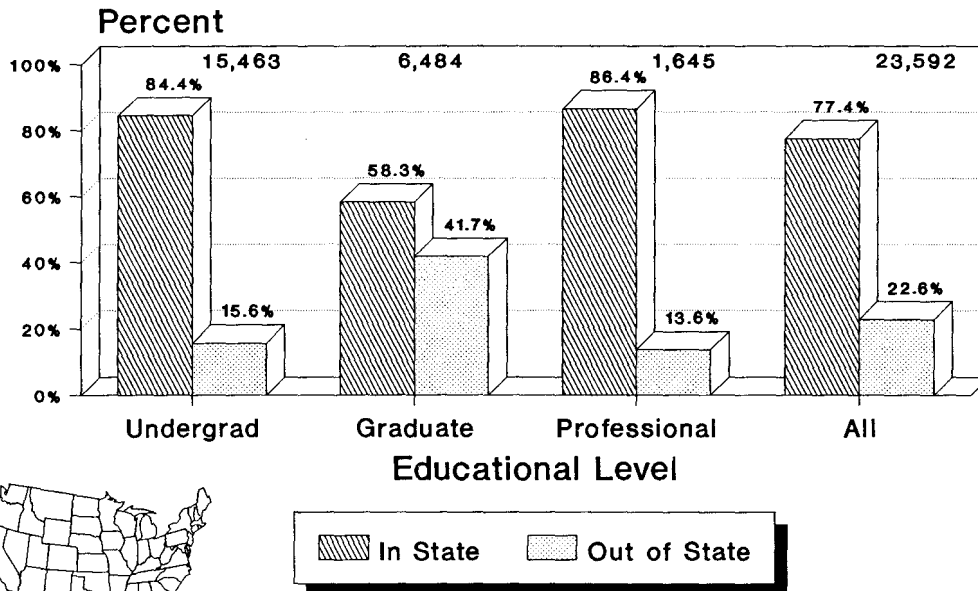


Figure 8

Table 6 and Figure 8 show the distribution of the Fall 1989 enrollment by residency. At the undergraduate and professional levels the students are predominantly in-state with over 80%. At the graduate level the in-state out-of-state division is more nearly equal with 58.3% in-state and 41.7% out-of-state.

TABLE 6
DISTRIBUTION OF STUDENTS BY SCHOOL, LEVEL AND RESIDENCY
FALL 1989

School	Undergraduate			Graduate			Professional			Total By School		
	In State	Out of State	Sub Tot	In State	Out of State	Sub Tot	In State	Out of State	Sub Tot	In State	Out of State	Total
General College	5,483	1,120	6,603	0	0	0	0	0	0	5,483	1,120	6,603
Arts & Sciences	4,526	982	5,508	984	1,351	2,335	0	0	0	5,510	2,333	7,843
Business Admin	611	103	714	291	332	623	0	0	0	902	435	1,337
Education	414	39	453	313	65	378	0	0	0	727	104	831
Info & Lib. Science	0	0	0	114	63	177	0	0	0	114	63	177
Journalism	429	76	505	36	31	67	0	0	0	465	107	572
Law	0	0	0	0	0	0	538	156	694	538	156	694
Dentistry	52	3	55	19	32	51	251	29	280	322	64	386
Medicine	86	17	103	277	207	484	616	32	648	979	256	1,235
Nursing	188	9	197	110	7	117	0	0	0	298	16	314
Pharmacy	501	18	519	41	22	63	17	6	23	559	46	605
Public Health	73	16	89	454	379	833	0	0	0	527	395	922
Social Work	0	0	0	145	40	185	0	0	0	145	40	185
Evening College	686	31	717	995	176	1,171	0	0	0	1,681	207	1,888
Grand Total	13,049	2,414	15,463	3,779	2,705	6,484	1,422	223	1,645	18,250	5,342	23,592
Percentage Distribution	84.4%	15.6%	100.0%	58.3%	41.7%	100.0%	86.4%	13.6%	100.0%	77.4%	22.6%	100.0%

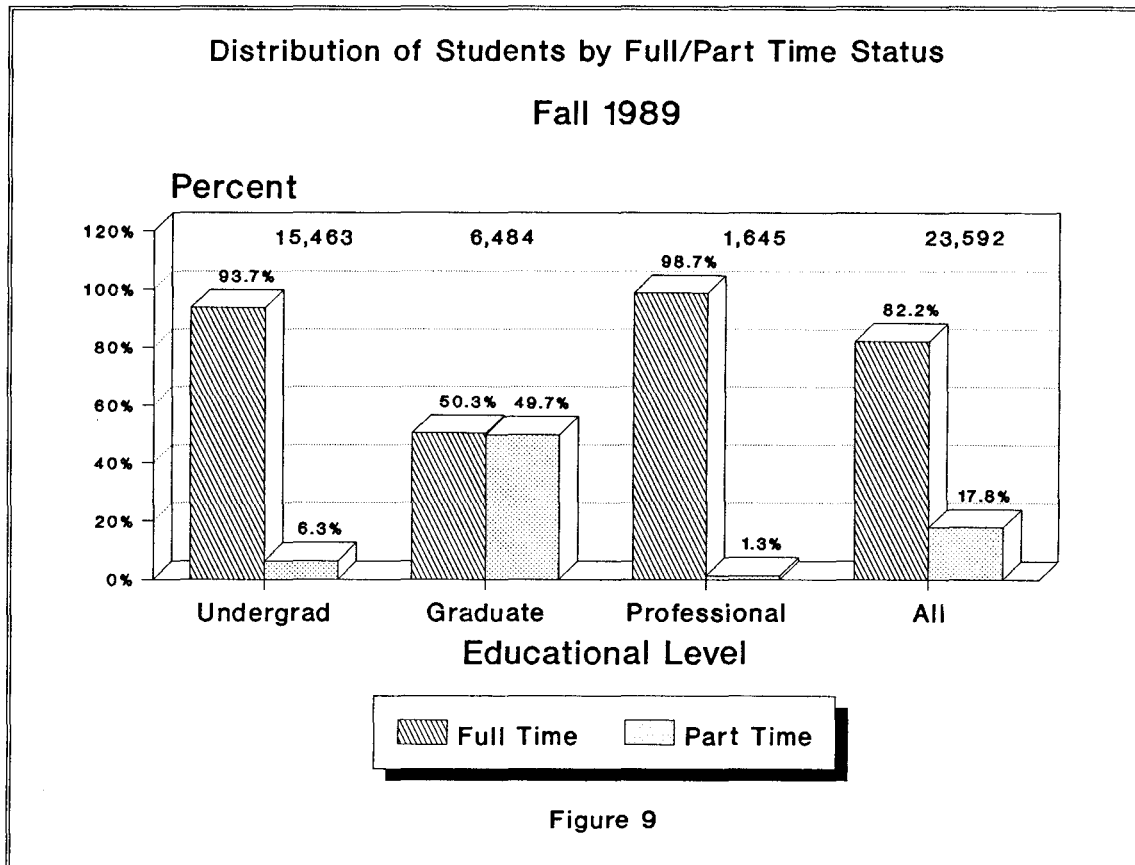


Table 7 and Figure 9 show the distribution of Fall 1989 students by school, level, and full/part-time status. Undergraduate and professional level students are more than 90% full-time while the graduate students are nearly equally divided. For the total enrollment, 82.2% of the students are full-time and 17.8% are part-time. As would be expected, the larger number of part-time students are enrolled in Evening College.

TABLE 7

**DISTRIBUTION OF STUDENTS BY SCHOOL, EDUCATIONAL LEVEL AND FULL/PART TIME STATUS
FALL 1989**

School	Undergraduate			Graduate			Professional			Total By School		
	Full Time	Part Time	Sub Tot	Full Time	Part Time	Sub Tot	Full Time	Part Time	Sub Tot	Full Time	Part Time	Total
General College	6,566	37	6,603	0	0	0	0	0	0	6,566	37	6,603
Arts & Sciences	5,362	146	5,508	1,234	1,101	2,335	0	0	0	6,596	1,247	7,843
Business Admin	701	13	714	555	68	623	0	0	0	1,256	81	1,337
Education	445	8	453	145	233	378	0	0	0	590	241	831
Info & Lib. Science	0	0	0	120	57	177	0	0	0	120	57	177
Journalism	480	25	505	44	23	67	0	0	0	524	48	572
Law	0	0	0	0	0	0	691	3	694	691	3	694
Dentistry	52	3	55	42	9	51	278	2	280	372	14	386
Medicine	100	3	103	238	246	484	633	15	648	971	264	1,235
Nursing	187	10	197	59	58	117	0	0	0	246	68	314
Pharmacy	516	3	519	38	25	63	22	1	23	576	29	605
Public Health	84	5	89	514	319	833	0	0	0	598	324	922
Social Work	0	0	0	139	46	185	0	0	0	139	46	185
Evening College	3	714	717	134	1,037	1,171	0	0	0	137	1,751	1,888
Grand Total	14,496	967	15,463	3,262	3,222	6,484	1,624	21	1,645	19,382	4,210	23,592
Percentage Distribution	93.7%	6.3%	100.0%	50.3%	49.7%	100.0%	98.7%	1.3%	100.0%	82.2%	17.8%	100.0%

TABLE 8
APPLIED/ACCEPTED/ENROLLED BY LEVEL
TRENDS 1973-1989

	<u>1973</u>	<u>1978</u>	<u>1983</u>	<u>1988</u>	<u>1989</u>
Freshman					
Number of Applications	9,035	10,397	12,287	17,569	16,444
Number Admitted	5,050	4,887	5,324	5,517	5,436
Number Enrolled	3,208	3,070	3,186	3,293	3,191
Transfers					
Number of Applications	2,525	2,780	2,719	2,763	2,513
Number Admitted	1,371	1,207	1,116	936	887
Number Enrolled	1,006	821	724	677	629
Graduate Students					
Number of Applications	9,377	9,958	8,902	9,575	11,280
Number Admitted	3,774	3,444	3,392	3,441	3,700
Number Enrolled	1,788	1,553	1,543	1,728	1,791
Law School					
Number of Applications	*	2,033	2,143	2,224	3,213
Number Admitted	*	601	513	560	626
Number Enrolled	242	238	229	228	251
Medical School					
Number of Applications	1,578	2,008	2,091	2,072	2,133
Number Admitted	156	204	232	237	242
Number Enrolled	114	161	160	160	160
Dental School					
Number of Applications	947	940	536	450	347
Number Admitted	170	103	115	92	79
Number Enrolled	83	84	82	72	64

Source: OCR 1400 B1 Applications, Acceptances and Actual Enrollment

*Data Not Available

Table 8 shows trends in applied, accepted, and enrolled statistics from 1973 to 1989. Except for undergraduate transfers and the Dental School, applications have increased over the last 10 years. Enrollment has been relatively constant.

Freshman Admission Data Applications/Acceptances/Enrollment/SAT

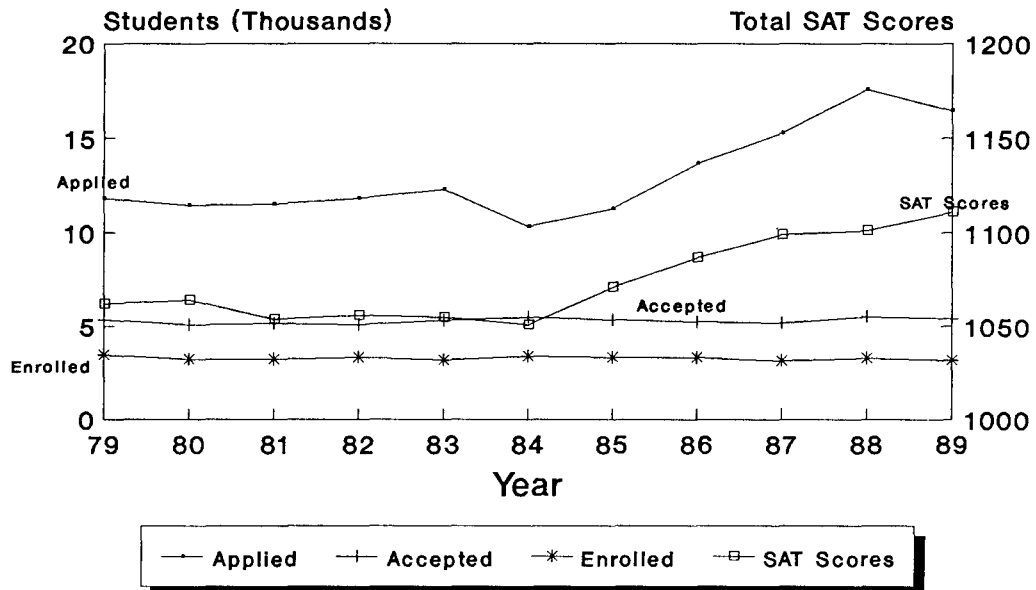


Figure 10

TABLE 9

FRESHMAN APPLICATIONS/ACCEPTANCES/ENROLLMENT AND SAT SCORES, 1979-1989

Year	Number Applications	Number Admitted	Number Enrolled	Average SAT Scores of Enrolled Freshmen
1979	11,816	5,364	3,444	1062
1980	11,445	5,087	3,211	1064
1981	11,498	5,155	3,201	1054
1982	11,796	5,095	3,304	1056
1983	12,287	5,324	3,186	1055
1984	10,323	5,479	3,390	1051
1985	11,274	5,360	3,329	1071
1986	13,652	5,267	3,304	1087
1987	15,290	5,189	3,151	1099
1988	17,569	5,517	3,293	1101
1989	16,444	5,436	3,191	1111

Source: OCR 1400 B1 Applications, Acceptances and Actual Enrollment
NCHED A-4 First Time Freshmen Admissions

FRESHMAN ADMISSION DATA

As shown on the opposing page, freshman applications for admissions declined in 1989 by 1,125 or 6% from fall 1988. However, SAT scores for the entering class continued to rise and reached 1111 as shown in Table 9 at the bottom of the page. Figure 10 at the top of the page shows the overall stability of average SAT scores over the past ten years as well as the relatively stable number of offers of acceptance extended and freshmen enrolled. The graph dramatically demonstrates the extra pressure on admissions over the last few years as applications started increasing in 1985 while acceptances remained constant.

While SAT scores tend to be depicted in displays such as these because people are familiar with them and because they are easy to present, the admissions process at UNC uses SAT scores as only one of many indicators of past and potential success including high school rank in class, courses taken in high school, recommendations, extra-curricular activities, etc. Another important aspect for consideration at Carolina as a public institution is the geographic representation of students from across the state. The 1989 freshman class contains at least one student from each of North Carolina's 100 counties.

TABLE 10
DEGREES AWARDED BY LEVEL AND RACE
1974-1989

	1974-75	1979-80	1984-85	1985-86	1986-87	1987-88	1988-89
American Indian							
Bachelors	6	2	18	19	19	13	15
Masters	3	4	7	5	3	3	9
Doctoral	0	1	1	0	0	1	1
First Professional	0	4	4	5	7	2	3
Subtotal by Race	9	11	30	29	29	19	28
Asian							
Bachelors	11	13	22	21	40	51	42
Masters	5	12	12	9	15	8	20
Doctoral	3	7	6	4	4	4	6
First Professional	1	1	3	6	7	15	6
Subtotal by Race	20	33	43	40	66	78	74
Black							
Bachelors	119	159	214	253	236	217	227
Masters	72	75	64	59	55	58	63
Doctoral	4	10	11	12	11	14	13
First Professional	14	34	40	32	29	47	36
Subtotal by Race	209	278	329	356	331	336	339
Hispanic							
Bachelors	5	17	14	17	17	21	25
Masters	12	7	15	10	13	11	8
Doctoral	5	7	1	4	1	4	5
First Professional	0	2	1	8	4	0	6
Subtotal by Race	22	33	31	39	35	36	44
White							
Bachelors	2,888	2,867	2,913	2,832	2,954	2,884	3,202
Masters	1,020	967	1,005	991	1,026	970	1,079
Doctoral	293	271	227	242	270	244	239
First Professional	380	403	456	384	401	382	405
Subtotal by Race	4,581	4,508	4,601	4,449	4,651	4,480	4,925
Non-Resident Alien							
Bachelors	12	6	8	10	6	9	18
Masters	45	36	57	56	85	107	90
Doctoral	29	11	14	21	25	34	35
First Professional	2	0	1	1	1	1	1
Subtotal by Race	88	53	80	88	117	151	144
Total all Races							
Bachelors	3,041	3,064	3,189	3,152	3,272	3,195	3,529
Masters	1,157	1,101	1,160	1,130	1,197	1,157	1,269
Doctoral	334	307	260	283	311	301	299
First Professional	397	444	505	436	449	447	457
Grand Total	4,929	4,916	5,114	5,001	5,229	5,100	5,554

Table 10 above shows the degrees awarded by level and race from 1974-1989. The overall number of degrees awarded has increased over the period. Since 1974, the number of degrees awarded to black students has shown a significant increase at all levels but the masters level. In the last four years, the number of degrees to minority students have been relatively constant while the totals have shown an increase of approximately 10%.

University of N C at Chapel Hill Degrees awarded 1985-1989

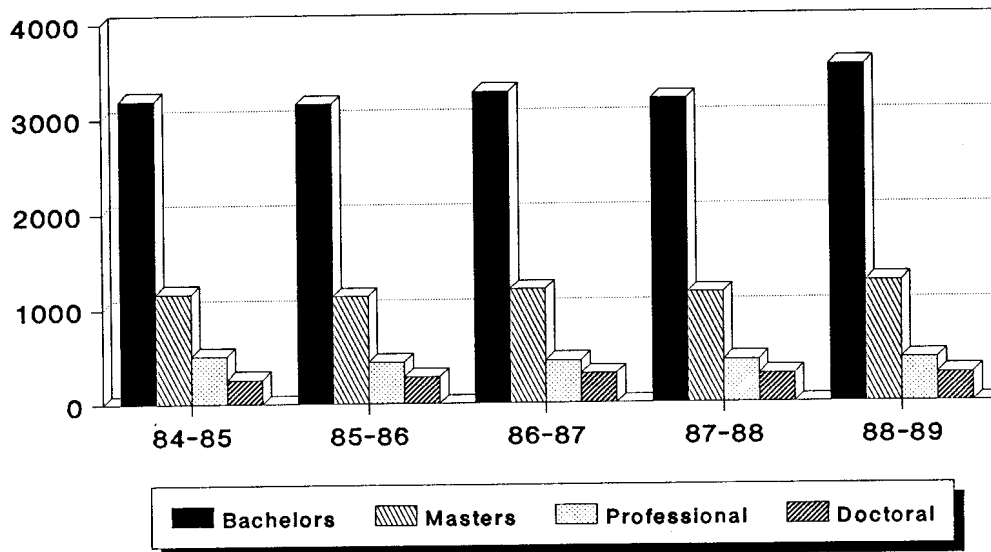


Figure 11

Table 11 on page 22 and Figure 11 above, show the degrees awarded by school and level for the last 5 years. In 1989, 5,554 degrees were awarded, an all time high for the University. Bachelor's degrees make up 63.5% of the total in 1989. The School of Arts and Sciences awards the largest number of degrees at the bachelor's, master's, and doctoral levels.

TABLE 11
DEGREES AWARDED BY SCHOOL
FIVE YEAR COMPARISON

	1984-85	1985-86	1986-87	1987-88	1988-89
Bachelors					
Arts and Sciences	1,998	1,990	2,101	2,011	2,289
Business Administration	369	373	399	355	389
Education	160	173	170	195	218
Journalism	179	180	203	233	248
Dentistry	33	31	22	34	19
Medicine	58	39	49	45	43
Nursing	186	166	138	119	100
Pharmacy	146	136	142	155	167
Public Health	60	64	48	48	56
	3,189	3,152	3,272	3,195	3,529
Masters					
Arts and Sciences	352	348	366	353	381
Business Administration	133	143	173	167	215
Education	149	126	138	109	131
Journalism	11	11	6	15	20
Library Science	60	56	53	63	64
Social Work	90	94	94	106	73
Dentistry	13	19	19	15	15
Medicine	79	68	63	60	61
Nursing	20	25	24	35	29
Pharmacy	12	6	10	11	6
Public Health	241	234	251	223	274
	1,160	1,130	1,197	1,157	1,269
Doctoral					
Arts and Sciences	146	162	166	156	155
Business Administration	8	16	12	7	18
Education	33	40	41	52	34
Journalism	4	3	5	1	1
Library Science	2	2	5	1	3
Medicine	25	25	38	37	46
Pharmacy	1	1	6	2	6
Public Health	41	34	38	45	36
	260	283	311	301	299
First Professional Degree					
Law	264	203	217	205	220
Dentistry	77	72	64	78	74
Medicine	158	154	159	152	147
Pharmacy	6	7	9	12	16
	505	436	449	447	457
Grand Total	5,114	5,001	5,229	5,100	5,554

Office of Institutional Research as of July 28, 1989

Graduation Rates for Freshmen 1974-1985 University of N C at Chapel Hill

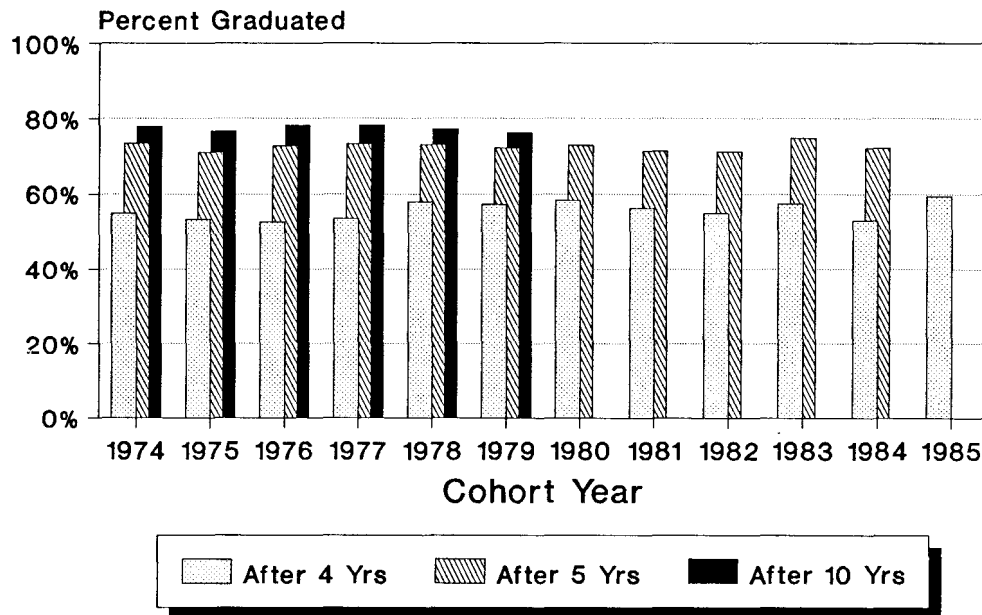


Figure 12

TABLE 12
FRESHMAN CLASS RETENTION AT UNC-CH

Year Class Entered	Number in Class	% Returned as			% Graduated		
		Sophs	Juniors	Seniors	after 4 Years	after 5 Years	after 10 Years
1967	1,688				50.1%	64.3%	
1968	2,115				50.6%	63.7%	
1969	2,394				52.1%	62.7%	73.7%
1970	2,900				46.6%	61.7%	73.4%
1971	3,093				48.9%	65.2%	
1972	2,852				51.9%	71.0%	
1973	3,208				51.7%	69.4%	
1974	2,887	90.3%	81.6%	78.5%	54.9%	73.4%	77.9%
1975	2,957	88.7%	81.5%	78.9%	53.4%	71.1%	76.6%
1976	2,895	89.9%	82.0%	79.3%	52.6%	72.7%	78.1%
1977	3,048	89.1%	81.2%	79.8%	53.6%	73.2%	78.2%
1978	3,070	89.3%	82.3%	78.4%	57.9%	73.1%	77.1%
1979	3,444	88.9%	80.9%	78.6%	57.3%	72.2%	76.1%
1980	3,211	89.9%	82.0%	78.5%	58.2%	72.9%	
1981	3,201	90.1%	81.3%	77.4%	56.2%	71.3%	
1982	3,304	89.7%	80.3%	76.9%	54.9%	71.2%	
1983	3,186	90.1%	84.1%	80.7%	57.4%	74.7%	
1984	3,390	89.2%	82.4%	80.2%	53.0%	72.2%	
1985	3,329	92.1%	86.2%	84.0%	59.4%		
1986	3,304	92.6%	85.9%	84.7%			
1987	3,151	92.2%	89.2%				
1988	3,293	94.9%					
1989	3,191						

FRESHMAN RETENTION AND GRADUATION

Figure 12 on the opposing page shows the graduation rates of UNC's entering freshman classes since 1974 after four, five, and ten years. The rates are remarkably stable but some variation is evident as shown in Table 12 at the bottom of the page. In general, graduation rates have been rising slowly over the years which suggests that students are satisfied with their experiences in Chapel Hill.

Also shown in Table 12 are the year to year retention rates of our undergraduates as they progress from freshmen to seniors. Note that the percentages are based on the number of entering freshmen so that, for example, the row for 1986 freshmen class shows that 92.6% of the original 3,304 freshmen returned for their sophomore year, 85.9% of the original 3,304 returned for their junior year, and 84.7% continued on to their senior year.

Carolina's graduation rates tend to be well above the national average and are only surpassed, for the most part, by highly selective private colleges and universities.

Status of Undergraduates Who Graduated in May 1988

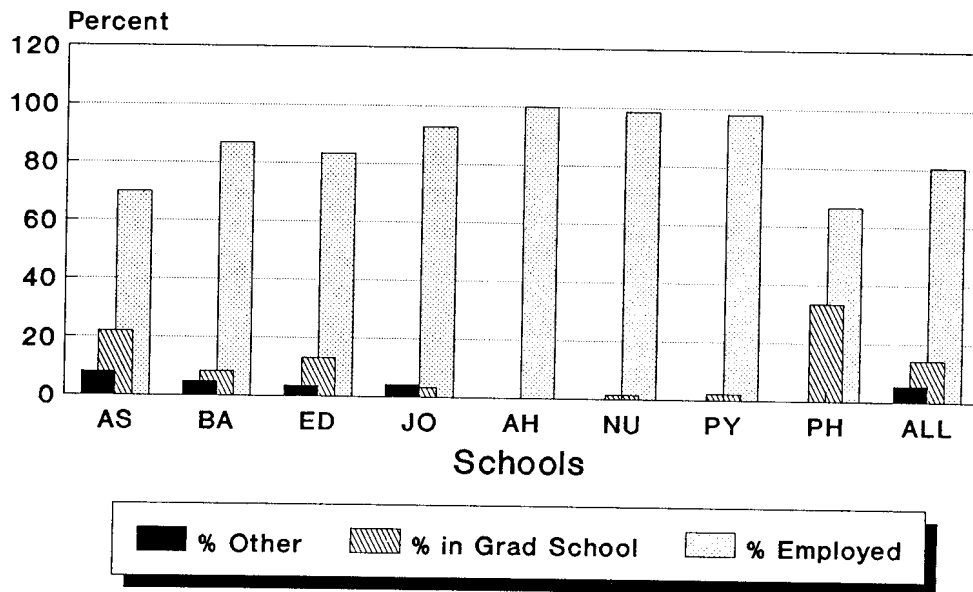


Figure 13

TABLE 13
EMPLOYMENT STATUS OF UNDERGRADUATES
Survey of the Graduating Class of May 1988

School	Number Respondents	Employed	Enrolled Graduate School	Other
Arts and Sciences (AS)	513	70.0%	22.0%	8.0%
Business Administration (BA)	152	86.8%	8.5%	4.7%
Education (ED)	60	83.3%	13.3%	3.4%
Journalism (JO)	97	92.8%	3.1%	4.1%
Allied Health (AH)	20	100.0%	0.0%	0.0%
Nursing (NU)	70	98.6%	1.4%	0.0%
Pharmacy (PY)	95	97.9%	2.1%	0.0%
Public Health (PH)	21	66.6%	33.4%	0.0%
Total	1,028	80.4%	14.3%	5.3%

Table 13 and Figure 13 show the results of a survey of the graduating class of May 1988. A very high percent of the health profession graduates were employed. Arts and Sciences, Education, and Public Health graduates reported the highest percentages enrolled in graduate school.

Source: University Career Planning and Placement Service
Division of Student Affairs
University of North Carolina at Chapel Hill

TABLE 14**A 15-YEAR HISTORY OF MOST POPULAR BACHELOR DEGREE MAJOR PROGRAMS
DEGREES AWARDED 1972-1989**

MAJOR	1972-73	1977-78	1982-83	1987-88	1988-89
Biology	101	164	163	156	195
Business Administration	384	593	550	355	389
Chemistry	75	181	153	101	77
Economics	50	72	175	222	256
Education	403	282	169	195	218
English	185	144	128	165	185
History	160	102	83	83	111
Industrial Relations	70	73	223	194	202
Journalism	100	113	177	233	248
Nursing	80	143	172	119	100
Political Science	252	185	166	158	225
Psychology	203	195	182	205	238
Radio, TV, and Motion Pictures	38	89	124	114	135

Table 14 shows the most popular undergraduate degree programs. In the 1988-89 academic year, Business Administration was the major with the largest number of graduates. In Arts and Sciences, Economics had the largest number with 256.

TABLE 15**UNDERGRADUATE GRADE POINT AVERAGES BY SCHOOL AND CLASS, 1988-1989**

School	Freshmen GPA		Sophomores GPA		Juniors GPA		Seniors GPA		Total All Classes GPA	
	Number	Average	Number	Average	Number	Average	Number	Average	Number	Average
Arts & Sciences					2,645	2.692	2,434	2.714	5,079	2.704
Business Admin.					364	3.095	431	3.076	795	3.084
Dentistry					26	2.599	22	2.676	48	2.645
Education					241	2.789	219	2.858	460	2.826
General College	3,250	2.724	3,102	2.761					6,352	2.748
Public Health					43	3.074	53	2.954	96	2.997
Journalism					248	2.763	255	2.715	503	2.735
Medicine					45	3.063	50	3.075	95	3.070
Nursing					65	2.764	105	2.851	170	2.823
Pharmacy					160	2.744	348	2.772	508	2.765
Total All Schools	3,250	2.724	3,102	2.761	3,837	2.756	3,917	2.780	14,106	2.764

Table 15 shows the undergraduate grade point averages (GPA) by school and class. The average shows an increase from freshman to sophomore and then a small decrease for juniors. Seniors show the highest GPA of 2.780. The decrease at the junior level may be as a result of the change of population from incoming transfer students (the junior class increases in size by some 7% over the sophomore class). The GPA for the entire undergraduate population is 2.764. The Business School and the Medical School show averages above 3.0, the highest of the undergraduate schools.

FACULTY AND STAFF

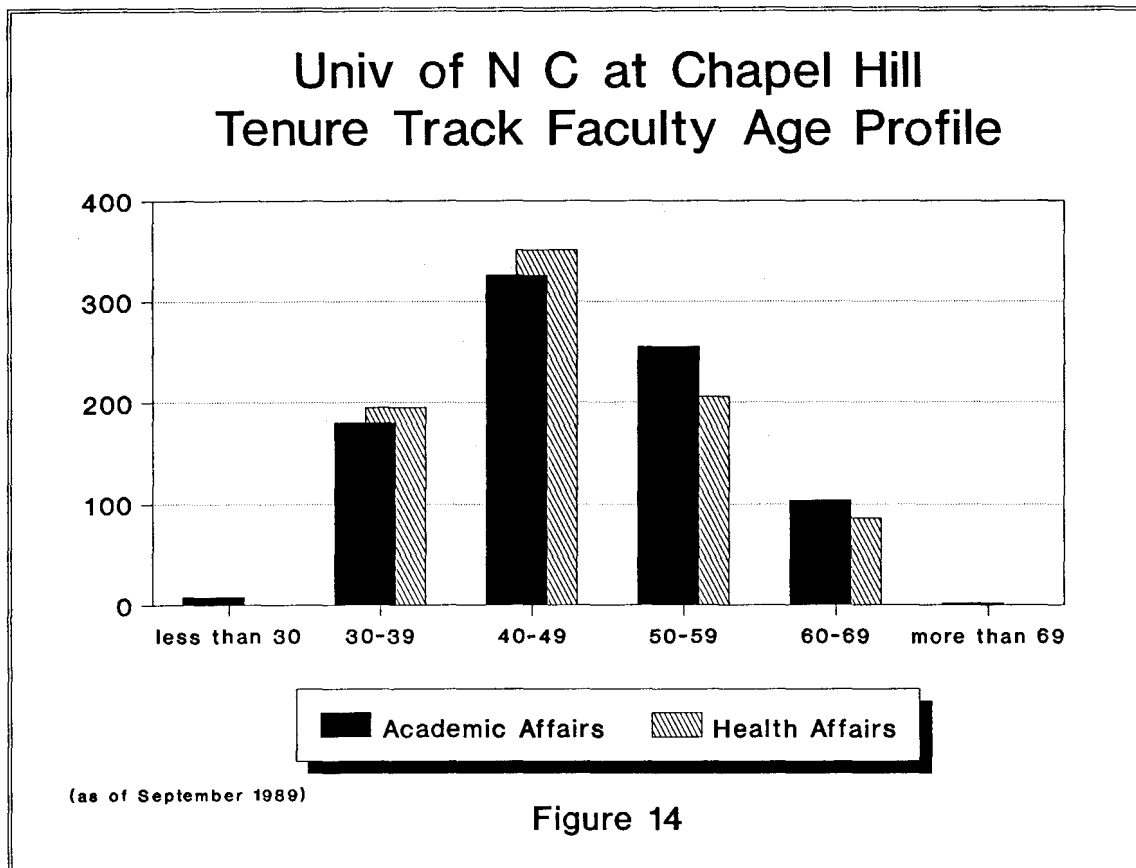


Table 16 and Figure 14 show the age distribution of the *tenure track* faculty. The academic affairs faculty have a slightly older profile than health affairs.

TABLE 16
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
TENURE TRACK FACULTY AGE PROFILE

	Below 30	30-39	40-49	50-59	60-69	Over 69	Total
Academic Affairs	8	180	326	255	104	2	875
Health Affairs	0	195	351	206	86	0	838
Total University	8	375	677	461	190	2	1,713

(as of September 1989)

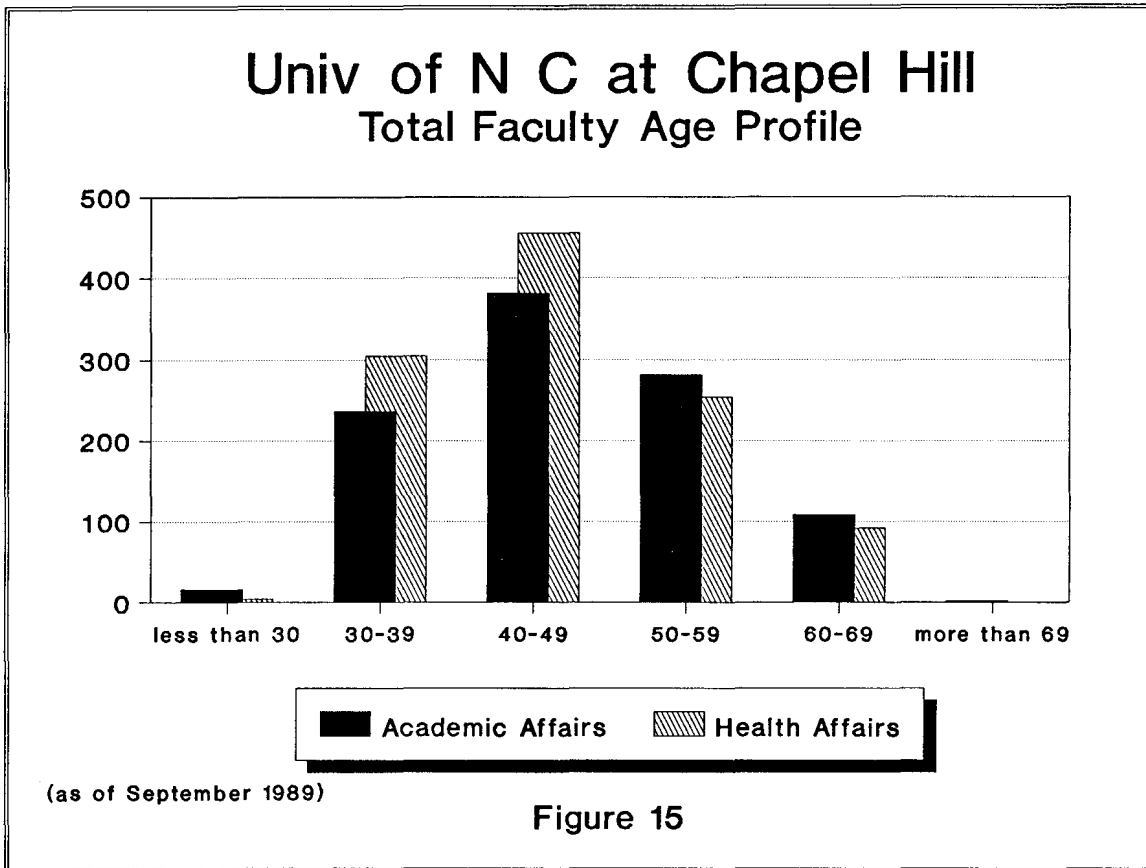


TABLE 17
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
TOTAL FACULTY AGE PROFILE

	Below 30	30-39	40-49	50-59	60-69	Over 69	Total
Academic Affairs	16	236	381	281	109	2	1,025
Health Affairs	4	304	455	253	92	0	1,108
Total University	20	540	836	534	201	2	2,133

(as of September 1989)

On the opposing page Figures 16 and 17 show the distribution of employees by category for 1988 and 1989 respectively. As of September 1988, the total number of permanent appointments to the University is 8,124. The corresponding number in September 1989 is 8,293. These include the three broad categories of University Personnel: faculty, EPA non-faculty (both of whom are exempt from the State Personnel Act) and SPA employees (who are subject to the State Personnel Act). The SPA group comprises well over half of all those employed by the University.

Table 18, on page 32 and 33, shows faculty salaries by School and Rank. University Totals are included at the end of the table for both 9 month and 12 month salaries.

Distribution of Employees by Category Fall 1988

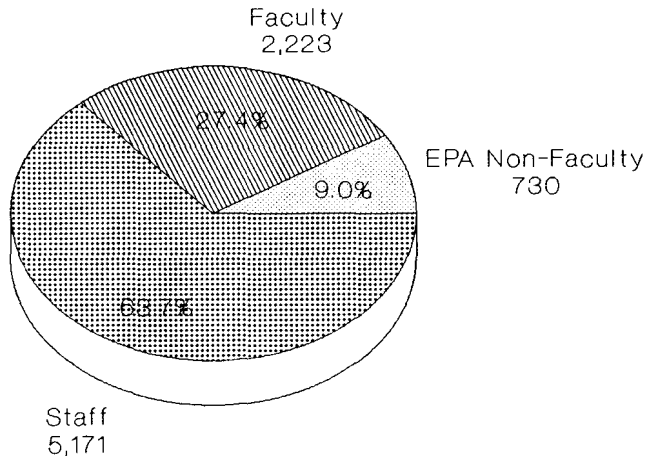


Figure 16

Distribution of Employees by Category Fall 1989

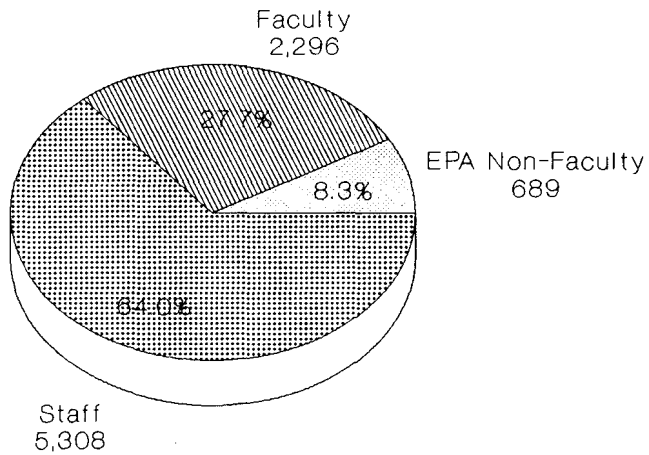


Figure 17

TABLE 18**UNC-CHAPEL HILL AVERAGE FACULTY SALARIES, FALL 1989
BY SCHOOL AND RANK**

School/Rank	High	Low	Average	Median	Number of Faculty
Arts and Sciences					
(9 Month Salaries)					
Professor	\$99,653	\$33,670	\$55,321	\$52,600	350
Associate Professor	\$53,300	\$26,175	\$38,019	\$37,697	172
Assistant Professor	\$49,780	\$24,000	\$31,578	\$30,141	96
Instructor	\$34,000	\$24,012	\$28,402	\$28,000	5
Business Administration					
(9 Month Salaries)					
Professor	\$90,000	\$44,900	\$66,345	\$62,500	36
Associate Professor	\$61,650	\$43,100	\$52,188	\$52,375	16
Assistant Professor	\$55,000	\$43,375	\$49,837	\$51,000	13
Dentistry					
(12 Month Salaries)					
Professors	\$136,487	\$43,801	\$94,532	\$91,351	36
Associate Professor	\$86,302	\$42,961	\$68,169	\$71,222	27
Assistant Professor	\$105,327	\$29,272	\$61,758	\$60,368	24
Education					
(9 Month Salaries)					
Professor	\$69,678	\$42,400	\$52,413	\$52,500	23
Associate Professor	\$66,645	\$33,200	\$42,085	\$39,838	14
Assistant Professor	\$33,382	\$28,200	\$31,261	\$30,845	5
Info & Library Science					
(9 Month Salaries)					
Professor	\$74,700	\$48,900	\$58,870	\$53,400	5
Associate Professor	*	*	*	*	2
Assistant Professor	*	*	*	*	4
Instructor	*	*	*	*	1
Institute of Government					
(12 Month Salaries)					
Professor	\$110,105	\$56,500	\$71,839	\$66,750	18
Associate Professor	\$57,500	\$46,500	\$51,857	\$52,000	7
Assistant Professor	\$49,000	\$35,000	\$40,964	\$39,250	7
Journalism					
(9 Month Salaries)					
Professor	\$87,500	\$41,500	\$60,178	\$57,375	8
Associate Professor	\$44,750	\$33,500	\$39,568	\$40,250	7
Assistant Professor	\$38,850	\$31,000	\$33,254	\$31,100	5
Law					
(9 Month Salaries)					
Professor	\$104,540	\$57,890	\$77,852	\$77,195	27
Associate Professor	*	*	*	*	3
Assistant Professor	*	*	*	*	3
Medicine					
(12 Month Salaries)					
Professor	\$236,446	\$53,284	\$108,048	\$100,000	225
Associate Professor	\$182,000	\$37,671	\$82,469	\$76,200	181
Assistant Professor	\$121,493	\$31,019	\$65,853	\$62,700	151
Instructor	\$84,000	\$31,000	\$62,964	\$72,500	7

TABLE 18**UNC-CHAPEL HILL AVERAGE FACULTY SALARIES, FALL 1989
BY SCHOOL AND RANK**

School/Rank	High	Low	Average	Median	Number of Faculty
Nursing					
(9 Month Salaries)					
Professor	*	*	*	*	1
Associate Professor	\$50,803	\$33,409	\$40,178	\$38,887	20
Assistant Professor	\$39,096	\$32,918	\$35,859	\$35,862	8
Pharmacy					
(12 Month Salaries)					
Professor	\$103,150	\$56,000	\$71,966	\$69,000	7
Associate Professor	\$53,045	\$42,000	\$48,334	\$48,500	11
Assistant Professor	\$46,750	\$39,000	\$42,346	\$42,150	16
Instructor	*	*	*	*	1
Public Health					
(12 Month Salaries)					
Professor	\$122,800	\$49,750	\$77,307	\$74,500	60
Associate Professor	\$75,000	\$44,935	\$56,227	\$53,461	28
Assistant Professor	\$59,565	\$37,407	\$44,567	\$42,971	21
Social Work					
(9 Month Salaries)					
Professor	\$70,000	\$48,796	\$56,405	\$52,759	6
Associate Professor	\$53,193	\$39,088	\$45,085	\$44,006	5
Assistant Professor	*	*	*	*	4
University Totals					
(9 Month Salaries)					
Professor	\$104,540	\$33,670	\$57,507	\$54,791	456**
Associate Professor	\$66,645	\$26,175	\$39,856	\$38,623	239**
Assistant Professor	\$55,000	\$24,000	\$34,191	\$32,084	138**
Instructor	\$34,000	\$24,012	\$28,919	\$28,000	6**
University Totals					
(12 Month Salaries)					
Professor	\$236,446	\$41,184	\$97,690	\$90,621	372**
Associate Professor	\$182,000	\$34,915	\$74,752	\$65,099	266**
Assistant Professor	\$121,493	\$29,272	\$60,737	\$51,931	221**
Instructor	\$84,000	\$31,000	\$60,100	\$66,250	8**

*Salaries omitted when there are fewer than five faculty in a rank

**Totals include several small "Centers" not shown in the other detail

TABLE 19
UNC-CHAPEL HILL FACULTY HIGHEST EARNED DEGREE LEVEL

<u>Doctoral</u>		<u>First Professional</u>		<u>Master's</u>		<u>Bachelor's and Other</u>		<u>Total Faculty</u>
<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	
1,236	61.7%	537	26.8%	201	10.0%	30	1.4%	2,004

Table 19 shows the distribution of faculty at UNC-Chapel Hill by highest earned degree. Approximately 62 percent have a doctoral degree and 27 percent have a “first” professional degree. In this table a “first” professional degree refers to a Juris Doctor, a Doctor of Medicine, a Doctor of Dental Surgery, or a Doctor of Pharmacy. Overall 93.5% of the faculty have the Highest earned degree in their field.

FRINGE BENEFITS COMPARISONS

In 1988 the University retained a national fringe benefits consulting firm, Hewitt Associates, to study the fringe benefits available to university employees. The first part of the study was a comparative analysis of UNC's fringe benefits against a peer group of major, research universities across the country and a set of Research Triangle area companies (listed below). As shown in Figure 18 for both the university comparisons, UNC falls next to last in the group both on the Total Value of the benefits provided (61.9 rating where 100 equals average) and on the value paid for by the University/State (83.0 rating). Figure 19 shows similar data for the Research Triangle area comparisons.

The second part of the study was a survey of 1,000 UNC employees about their perceptions of their benefits and what improvements might be desirable. Table 20 lists the results from employees' rankings of the top five improvements that were desired.

More information on this study will be forthcoming in the future.

BENEFIT INDEX OVERVIEW

The Benefit Index studies compare the actuarial *value* of benefits provided by UNC-Chapel Hill with values of benefits provided by 12 universities (for faculty comparisons) and 11 Research Triangle Park employers (for staff comparisons).

The twelve universities used for the faculty comparison are:

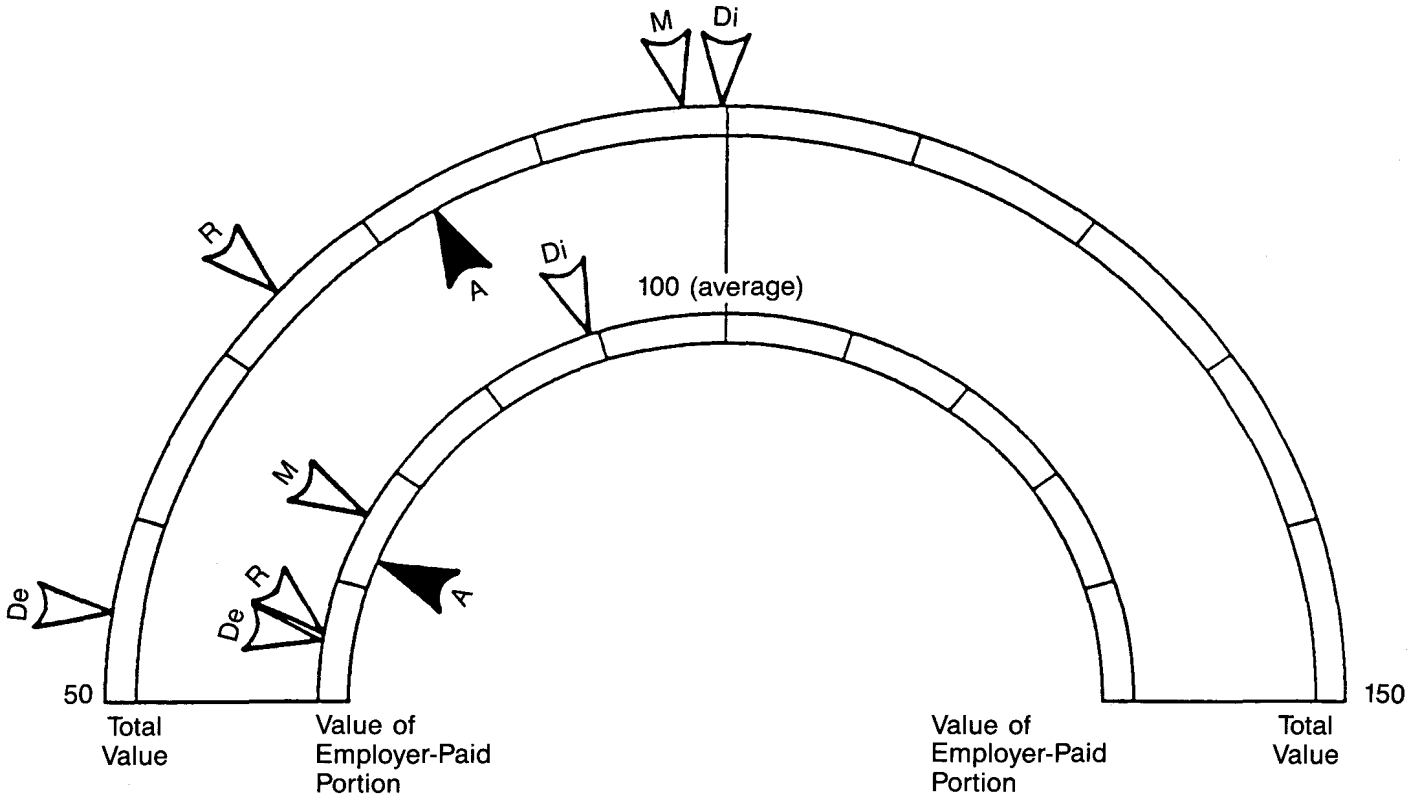
- Duke University
- Harvard University
- Indiana University
- State University System of Florida
- University of California-Berkeley
- University of Illinois
- University of Michigan
- University of Minnesota
- University of Texas at Austin
- University of Virginia
- University of Washington
- University of Wisconsin

The eleven Research Triangle Area employers used for the staff comparison are:

- American Airlines, Inc.
- Burroughs Wellcome Company
- Duke Power Company
- Duke University
- First Union National Bank
- First Wachovia Corporation
- Glaxo Inc.
- International Business Machine Corporation
- Northern Telecom Inc.
- Research Triangle Institute
- SAS Institute

OVERALL RESULTS—UNIVERSITY COMPARISON

Figure 18

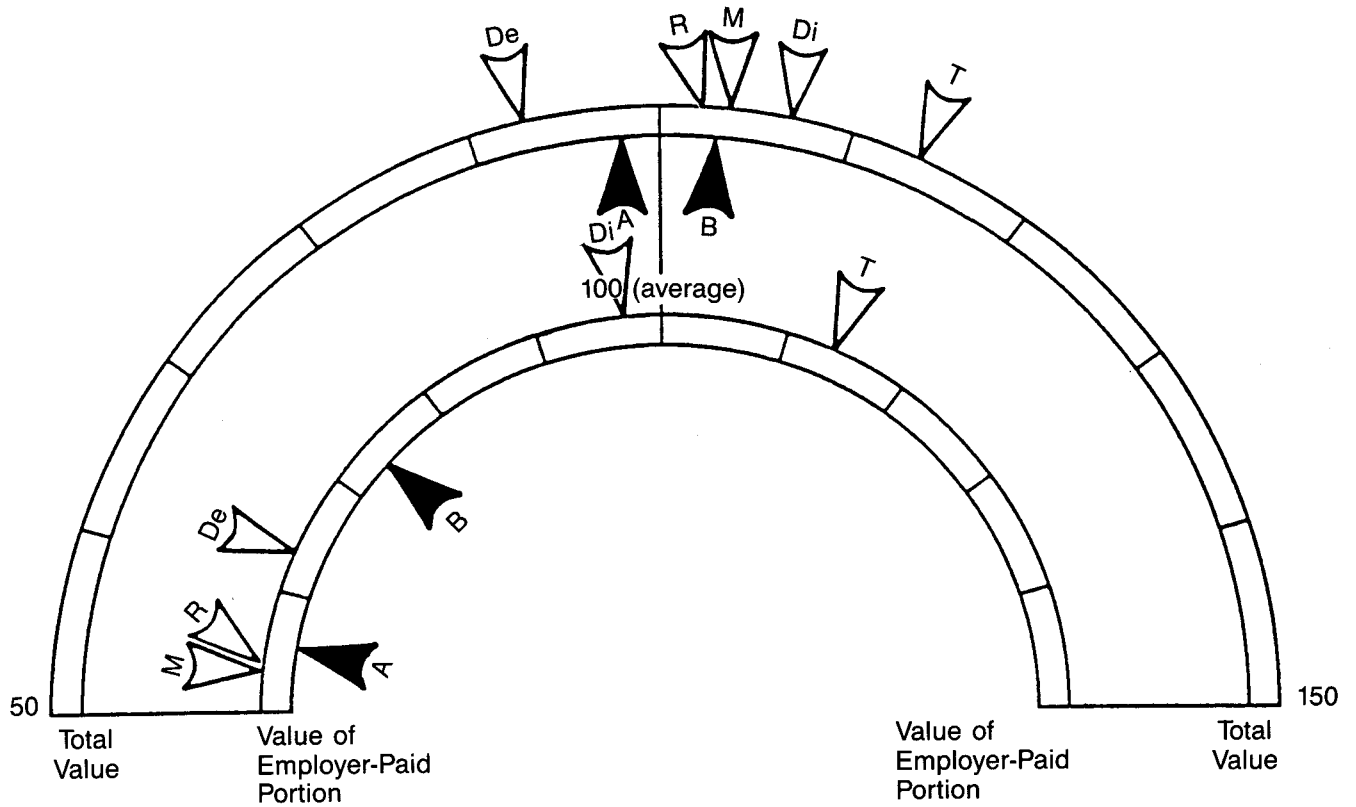


		<u>Employer-Paid Value</u>		<u>Total Value</u>	
		<u>Index</u>	<u>Ranking*</u>	<u>Index</u>	<u>Ranking</u>
Retirement	R	54.9	11th/12th	74.1	11th/12th
Death	De	54.5	Below 12th	54.4	11th/12th
	▽				
Disability	Di	89.2	9th/10th	99.9	7th/8th
	▽				
Medical	M	65.9	Below 12th	98.5	8th/9th
	▽				
All Security Benefits	A	61.9	11th/12th	83.0	11th/12th
	▽				

*The ranking illustrates where UNC benefits fall in comparison to other employers' plans. For example, 11th/12th means that the UNC benefit falls below the benefits at 11 other employers but better than the benefits at one other employer.

OVERALL RESULTS—RESEARCH TRIANGLE COMPARISON

Figure 19



		Employer-Paid Value		Total Value	
		Index	Ranking	Index	Ranking
Retirement	R	53.6	Below 11th	102.3	6th/7th
	▽				
Death	De	62.6	9th/10th	92.7	5th/6th
	▽				
Disability	Di	98.0	8th/9th	106.8	1st/2nd
	▽				
Medical	M	52.4	Below 11th	103.3	3rd/4th
	▽				
All Security Benefits	A	55.5	Below 11th	98.3	6th/7th
	▼				
Time-Off With Pay	T	113.0	Above 1st	113.0	Above 1st
	▽				
All Benefits Including Time Off	B	73.5	Below 11th	102.7	4th/5th
	▼				

TABLE 20

PERCEPTION INDEX OVERVIEW

All Employees Ranking of Priorities for Benefit Improvements/Additions

	Average Ranking*	Ranked As One Of Top Five
Subsidized Health Care Coverage for Dependents	2.3	57%**
Sabbatical (Professional) Leave Program	2.7	27%
Early Retirement Incentive Program	2.8	50%**
Subsidized Dental Care	2.9	67%**
On-Site Child Care Facility	2.9	28%
Additional Retirement Plan Options	3.0	51%**
Subsidized Parking	3.1	65%**
Child Care Options	3.1	23%
Subsidized Dependent Tuition	3.2	29%
Paid Maternity Leave	3.2	20%
Job Sharing/Flex-time Options	3.4	22%
Housing Assistance	3.4	16%
Permanent Whole Life Insurance Options	3.5	23%
Paid Paternity Leave	3.7	6%
Adult Care Options	3.8	10%

*Employees ranked top five benefit areas for improvements/additions; 1=Most desirable area for improvement/addition

** Benefits most commonly cited by employees as the top five benefit areas

FACILITIES

Table 21 shows the distribution of student housing by sex. In 1989 residence halls were used by 28.4% of the total student population. Over half of the students resided in private housing that is off campus.

TABLE 21
DISTRIBUTION OF STUDENT ENROLLMENT BY TYPE OF HOUSING
FALL 1989

	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Resident Student Housing	2,624	11.1%	4,085	17.3%	6,709	28.4%
Married Student Housing	238	1.0%	110	0.5%	348	1.5%
Other University Housing	598	2.5%	680	2.9%	1,278	5.4%
Fraternity/Sorority	600	2.5%	500	2.1%	1,100	4.7%
Off-Campus	5,933	25.1%	8,224	34.9%	14,157	60.0%
Total	9,993	42.4%	13,599	57.6%	23,592	100.0%

Source: Student Housing Report Fall 1989 (NCHED A-2)

The University central campus spans 687 acres. The University's total land holdings (including the central campus) consists of 3,874 acres that include Horace Williams Airport, University Lake, Mason Farm, the Animal Farm, and undeveloped properties.

Table 22 below presents the square footage of University buildings by the type use. These figures do not include those structures currently under construction.

TABLE 22
BUILDING SQUARE FOOTAGE

<u>Type Use</u>	<u>Total Sq Ft</u>
Instruction and Departmental Research	2,438,071
Educational Service Agreements	66,409
Organized Research	1,104,734
Departmental Administration	414,609
General Administration	210,930
Library	976,123
Student Administration	127,494
Computation Center	28,003
Physical Plant	156,835
Auxiliary and Other	3,847,420
Sponsored Project Administration	12,869
Total Utilization	9,383,497

Source: Facilities Planning—Overhead Space Analysis, Fall 1988

TABLE 23
LIBRARY COLLECTIONS
FISCAL YEAR 1989

<u>LOCATION & CATEGORY</u>	<u>NUMBER ADDED DURING YEAR</u>	<u>TOTAL NUMBER END OF YEAR</u>
<u>Academic Libraries</u>		
Number of volumes: (books, bound serials, & government documents)	108,488	3,388,574
Number of titles: (excludes duplicates)	63,586	1,620,461
Serial subscriptions:	-473	36,894
Physical units of all types of microforms:	278,304	2,977,352
<u>Health Sciences Library</u>		
Number of volumes: (books, bound serials, & government documents)	8,373	246,935
Number of titles: (excludes duplicates)	2,228	91,661
Serial subscriptions:	243	4,479
Physical units of all types of microforms:	13,288	36,422

Source: Library Report Fall 1989 (NCHED A-6)

The University library system is made up of 18 libraries that include Academic Affairs libraries (Davis, Wilson, House Undergraduate, and 10 departmental libraries), the Health Sciences Library, and the Law Library. As of June 1989, the University Library held 3,635,509 volumes and 41,373 serial subscriptions.

FINANCIAL DATA

TABLE 24

FULL-TIME STUDENT TUITION AND FEES FOR THE ACADEMIC YEAR

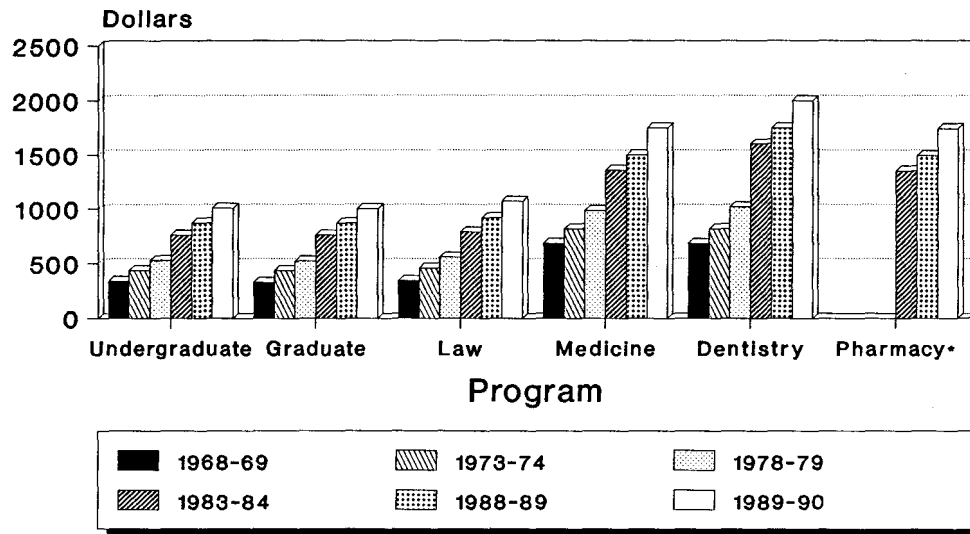
	1968-69	1973-74	1978-79	1983-84	1988-89	1989-90
Undergraduate						
In-State	\$337	\$439	\$529	\$766	\$876	\$1,008
Out-of-State	\$862	\$1,997	\$2,239	\$3,128	\$4,830	\$5,510
Graduate						
In-State	\$327	\$435	\$525	\$793	\$872	\$1,002
Out-of-State	\$852	\$1,993	\$2,235	\$3,124	\$4,826	\$5,504
Law						
In-State	\$345	\$435	\$557	\$793	\$920	\$1,074
Out-of-State	\$870	\$2,017	\$2,267	\$3,155	\$5,890	\$6,744
Medicine						
In-State	\$686	\$822	\$988	\$1,361	\$1,501	\$1,751
Out-of-State	\$1,361	\$2,502	\$2,770	\$3,799	\$9,847	\$12,255
Dentistry						
In-State	\$686	\$822	\$1,023	\$1,601	\$1,751	\$2,001
Out-of-State	\$1,361	\$2,502	\$2,805	\$4,039	\$9,165	\$11,107
Pharmacy						
In-State	*	*	*	\$1,352	\$1,492	\$1,742
Out-of-State	*	*	*	\$3,790	\$5,872	\$6,726

*Professional degrees were not offered in the School of Pharmacy prior to 1981.

For academic year 1989-90, the total cost of tuition and fees charged to full-time undergraduate students with North Carolina residence was \$1,008.00. The cost for full-time non-resident undergraduates was \$5,510.00. Table 24 provides a comparison between the 1988-89 and 1989-90 academic years showing tuition and fee charges for the undergraduate, graduate, and professional levels, as well as providing cost comparisons over a twenty year period at 5 year intervals.

The data clearly indicate that tuition and fees have risen steadily at all levels and among each of the professional schools. Across all levels, the more substantial changes have occurred in the out-of-state student categories in the professional schools.

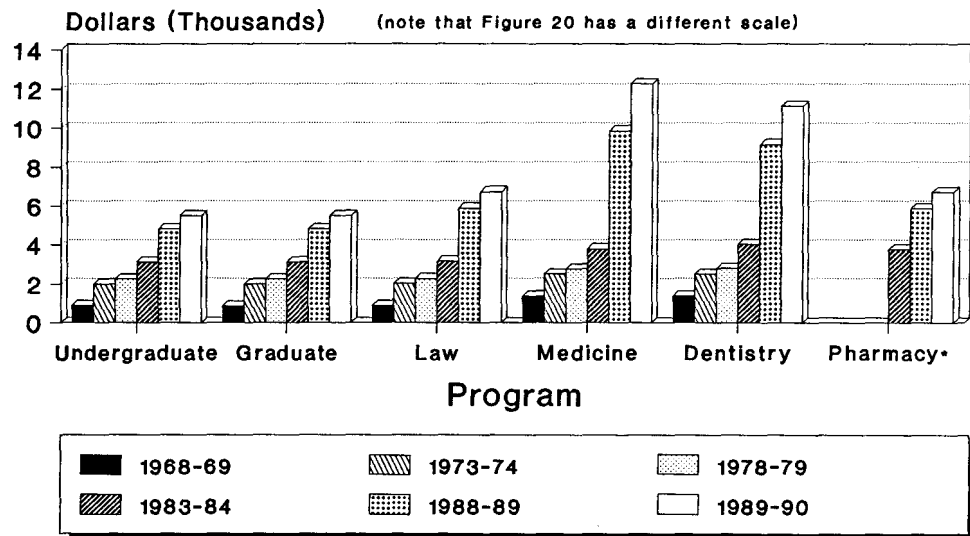
In-State Tuition and Fees A Twenty-One Year Historical Overview



*Pharm D. not offered prior to 1981

Figure 20

Out-of-State Tuition and Fees A Twenty-One Year Historical Overview



*Pharm D. not offered prior to 1981

Figure 21

Tuition and Fees

TABLE 25

**A ONE YEAR COMPARISON
1988-89 versus 1989-90**

Undergraduate:	In-State Residence	15% increase
	Out-of-State Residence	14% increase
Graduate:	In-State Residence	15% increase
	Out-of-State Residence	14% increase
Law:	In-State Residence	17% increase
	Out-of-State Residence	15% increase
Medicine:	In-State Residence	17% increase
	Out-of-State Residence	24% increase
Dentistry:	In-State Residence	14% increase
	Out-of-State Residence	21% increase
Pharmacy:	In-State Residence	17% increase
	Out-of-State Residence	15% increase

TABLE 26

**A TWENTY YEAR COMPARISON
1968-69 versus 1988-89**

Undergraduate:	In-State Residence	160% increase
	Out-of-State Residence	460% increase
Graduate:	In-State Residence	167% increase
	Out-of-State Residence	466% increase
Law:	In-State Residence	167% increase
	Out-of-State Residence	577% increase
Medicine:	In-State Residence	119% increase
	Out-of-State Residence	624% increase
Dentistry:	In-State Residence	155% increase
	Out-of-State Residence	573% increase
Pharmacy: NA-	Professional degrees were not offered in the School of Pharmacy prior to 1981.	

Contracts and Grants 1980-1989

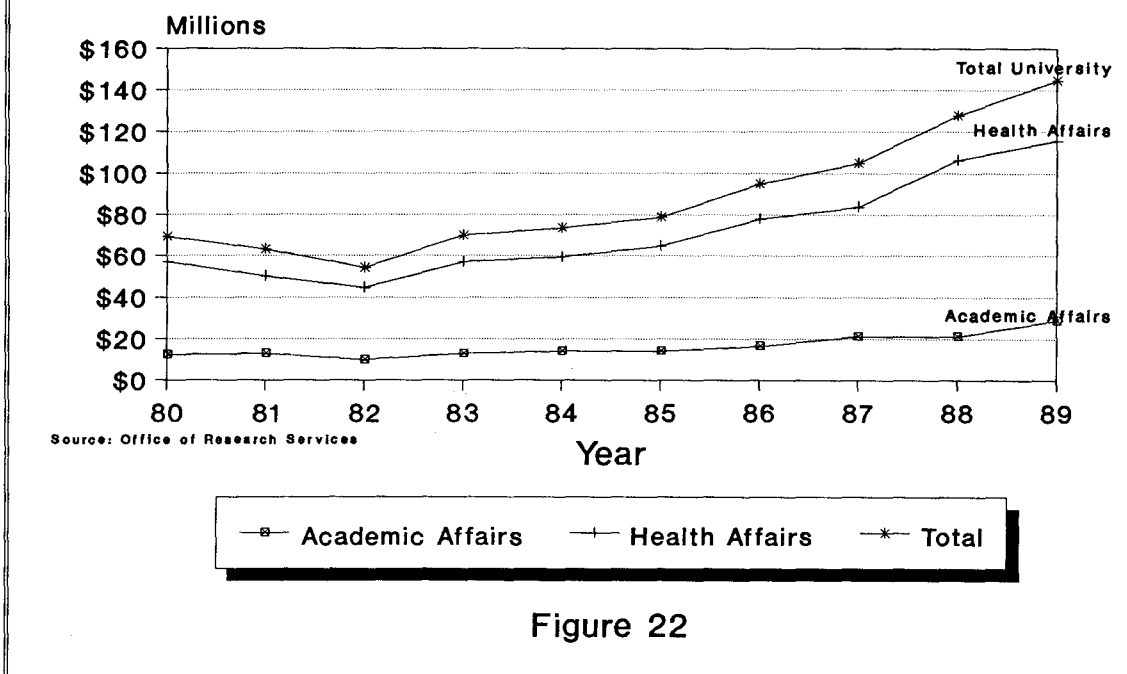


Figure 22

The University Contracts and Grants have grown from \$69,295,160 in 1980 to \$144,505,374 in 1989. Health Affairs represents approximately 80% of the total. The trends in Contracts and Grants are shown in Figure 22 above and Table 27 below.

TABLE 27

TRENDS IN CONTRACTS AND GRANT FUNDING, UNC-CHAPEL HILL FISCAL YEARS 1980-1989

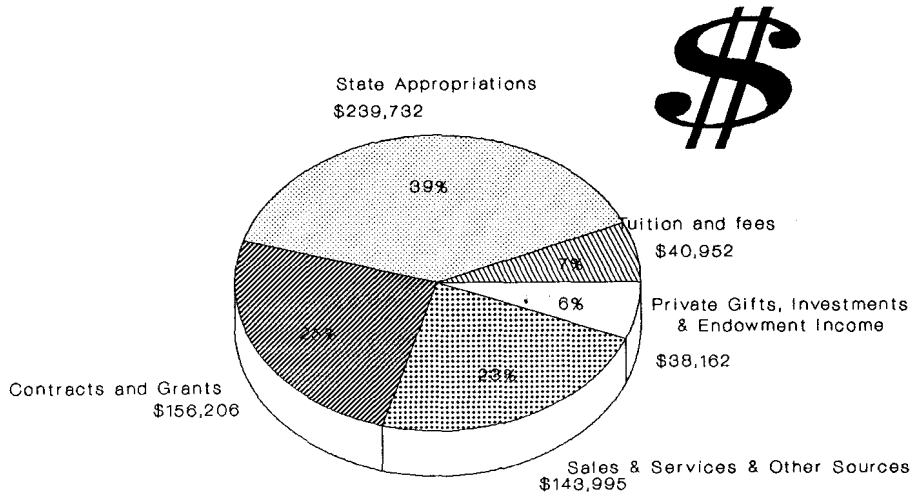
Year	Academic Affairs	Health Affairs	UNC-CH Total
1980	\$12,325,833	\$56,949,327	\$69,275,160
1981	\$12,880,273	\$50,147,939	\$63,028,212
1982	\$9,752,782	\$44,484,077	\$54,236,859
1983	\$13,043,820	\$56,706,527	\$69,750,347
1984	\$14,108,076	\$59,254,455	\$73,362,531
1985	\$14,220,201	\$64,413,701	\$78,633,902
1986	\$16,724,725	\$77,882,718	\$94,607,443
1987	\$21,161,546	\$83,757,782	\$104,919,328
1988	\$21,345,350	\$106,226,110	\$127,571,460
1989	\$28,798,558	\$115,706,816	\$144,505,374

On the opposing page, Figure 23 depicts the distribution of the University's current funds revenues by source for fiscal year 1988-89. State appropriations were the largest single source of revenue, totaling \$239,732,598.

Figure 24 illustrates the distribution of current funds expenditures and transfers for the fiscal year ending 1989. Of the current funds expenditures and transfers, the greatest single expenditure was for instruction: \$252,138,385.

Sources of University Revenues 1988-1989

(\$000's omitted)

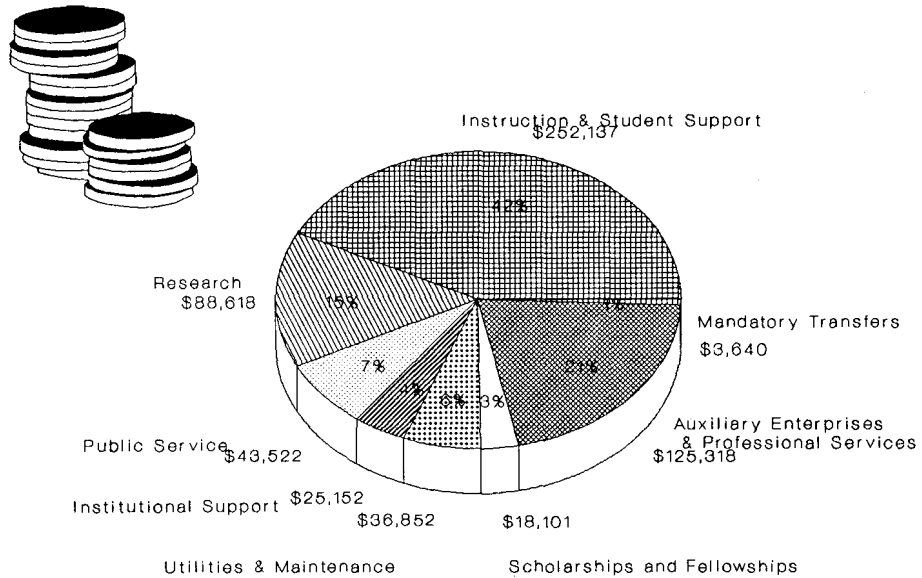


Source:
University of North Carolina at Chapel Hill Annual Report

Figure 23

Uses of Current Funds 1988-1989

(\$000's omitted)



Source:
University of North Carolina Annual Report

Figure 24

SPECIAL REPORT SECTION

THE COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE (CSEQ)

In this edition of the Factbook, we are starting a new feature which will focus, briefly, on a particular research study conducted by this office. This inaugural offering examines the results of the College Student Experiences Questionnaire which we have administered on campus several times since 1984. Steve Flannelly, Graduate Research Assistant, prepared this brief summary of the CSEQ from the original report prepared by Dr. James C. Sadler, Jr., in 1988, "Undergraduate Ratings of Educational Gains and the College Environment, 1985-88." We hope that this Special Report Section will be of interest to you and, as always, we welcome your comments and suggestions.

CSEQ FACTBOOK SUMMARY

The spring of 1988 marked the end of a three-year cohort study that began by surveying the freshman and senior classes in the spring of 1985, and concluded with the surveying of the initial 1985 freshmen class as seniors in 1988. The instrument used in this study was the College Student Experiences Questionnaire (CSEQ), developed by Robert Pace of U.C.L.A. The CSEQ collects estimates of educational gains, information on the amount and quality of effort students put into a variety of campus activities, and student ratings of various aspects of the college environment. Excerpted results from this study can be found in figures 1-4, and the related survey items are outlined below the figures.

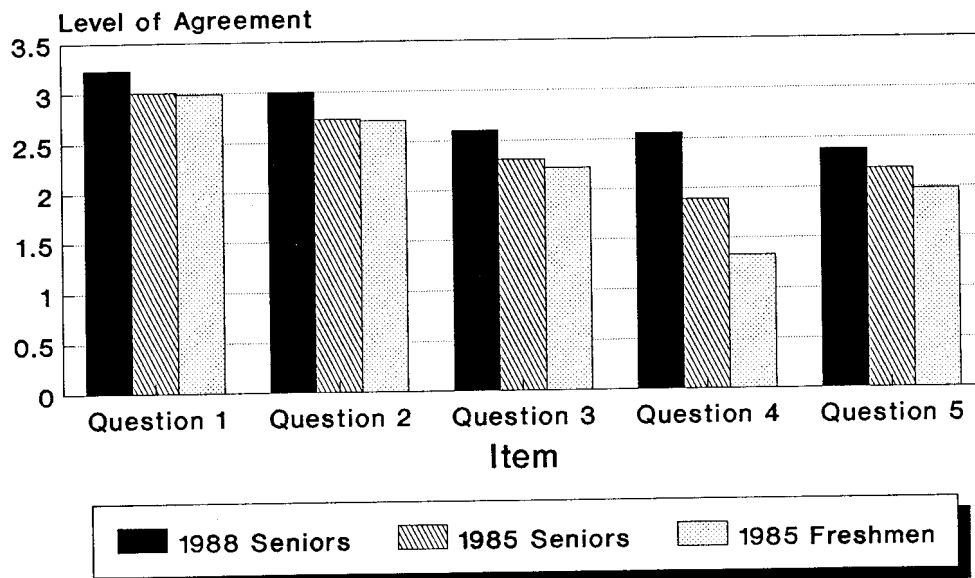
The data in figure 1 suggest that the seniors graduating in 1988 had a somewhat different educational experience than seniors graduating in 1985. Despite the short period of time, several notable developments occurred such as the full implementation of perspectives requirements, greater emphasis on the writing curriculum, and expansion of computer needs and services. These developments are reflected in the increased gains reported by the 1988 seniors in obtaining a broad general education (#1), exposure to literature and the arts (#s 3, 5), writing effectiveness (#2), and familiarity with computers (#4). Counterbalancing these gains is a decrease in progress reported on science and technology items shown in figure 2. These three educational outcomes, already ranked low in 1985 senior average ratings, declined in their 1988 average rating at a statistically significant level.

Figure 3 contains data on the five CSEQ educational goals presented below the graph. In brief, students perceive intellectual and scholarly qualities as receiving greater emphasis at UNC-CH than applied or vocational issues. The significant increase (from 1985 seniors to 1988 seniors) in perceived emphasis on esthetic, expressive, and creative qualities supports gains reported by 1988 seniors in writing and appreciation of literature and the arts.

The above differences between 1985 and 1988 seniors should not deflect attention from those similarities that indicate broad, consistent trends. According to the data from figure 4, students continue to report the greatest progress on goals related to personal development, social competence, and intellectual skills (#s 1, 2, 3). Discussions of educational outcomes often focus on subject matter knowledge acquired in a course setting and exclude other areas for consideration. This study, however, indicates that seniors perceive their greatest educational growth to be in areas related to personal development and social competence, learning experiences that frequently occur outside the classroom.

Figure 1

CSEQ Follow-Up Study

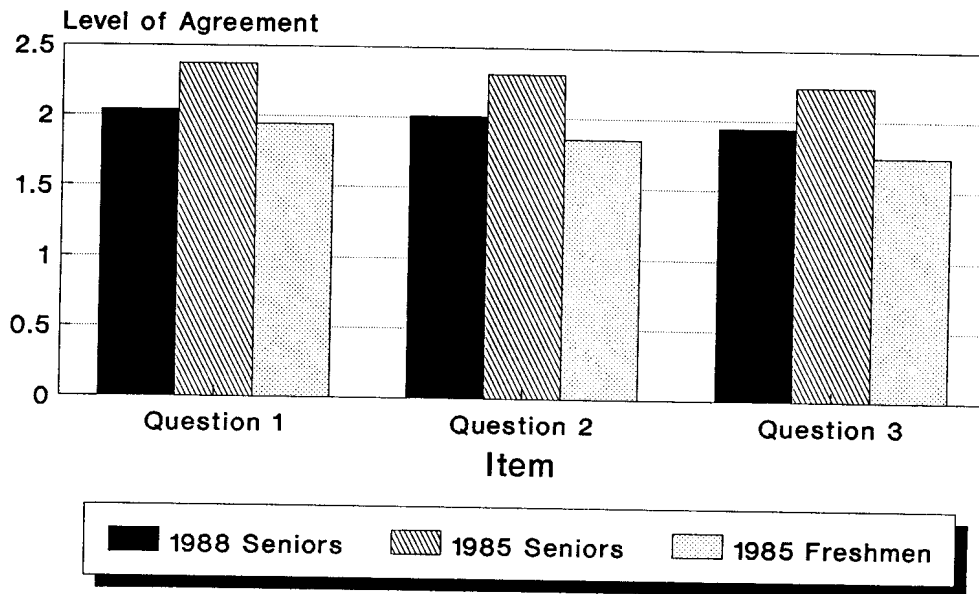


Office of Institutional Research

The following list of educational goals are excerpted from the CSEQ, and represent the items found in figure 1. To understand the data presented, please note the following rating scale for agreement with the item: 1=very little, 2=some, 3=quite a bit, 4=very much.

- (1) Gaining a broad general education about different fields of knowledge.
- (2) Writing clearly and effectively.
- (3) Broadening your acquaintance and enjoyment of literature.
- (4) Acquiring familiarity with the use of computers.
- (5) Developing an understanding and enjoyment of art, music, and drama.

Figure 2 CSEQ Follow-Up Study

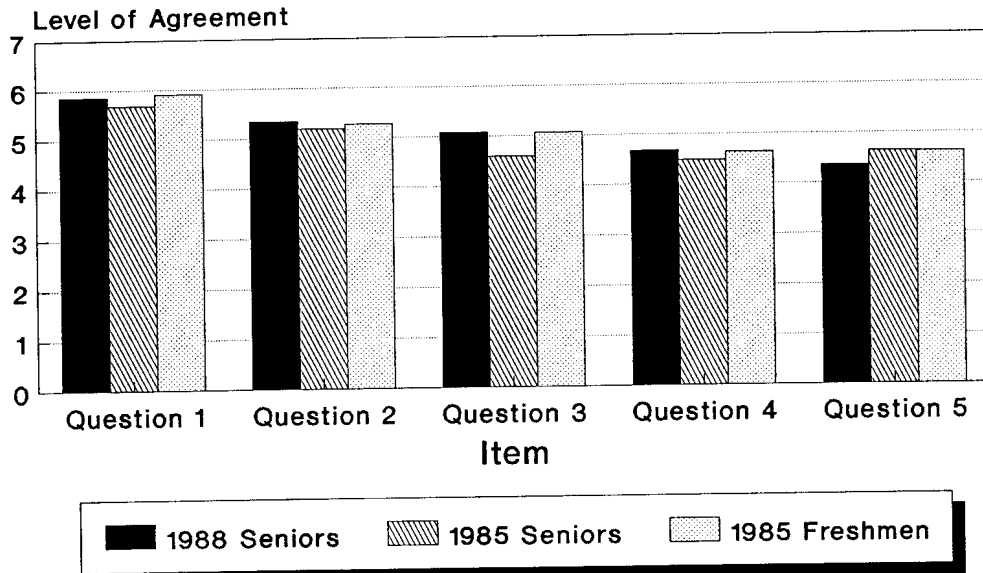


Office of Institutional Research

The following list of educational goals are excerpted from the CSEQ, and represent the items found in figure 2. To understand the data presented, please note the following rating scale for agreement with the item: 1=very little, 2=some, 3=quite a bit, 4=very much.

- (1) Understanding the nature of science and experimentation.
- (2) Becoming aware of the consequences (benefits/hazards/dangers/values) of new applications in science and technology.
- (3) Understanding new scientific and technical developments.

Figure 3 CSEQ Follow-Up Study



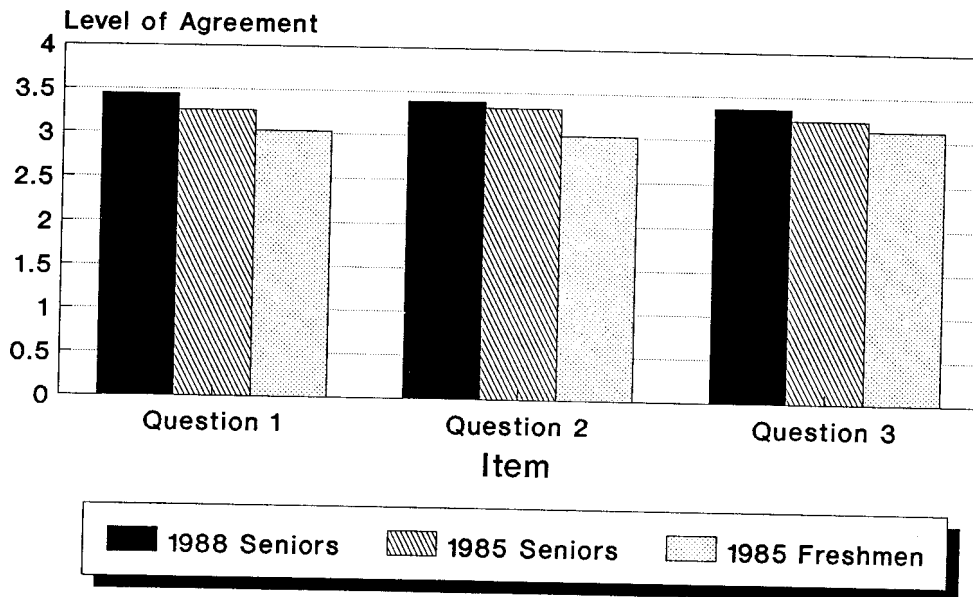
Office of Institutional Research

The CSEQ also asks respondents to rate the extent to which their campus emphasizes various aspects of student development. The questions for figure 3 are presented in the same format as figures 1 and 2, with the rating scale for each item being 1 (weak emphasis) to 7 (strong emphasis).

- (1) Emphasis on the development of academic, scholarly, and intellectual qualities.
- (2) Emphasis on being critical, evaluative, and analytical.
- (3) Emphasis on the development of esthetic, expressive, and creative qualities.
- (4) Emphasis on the personal relevance and practical value of your courses.
- (5) Emphasis on the development of vocational and occupational competence.

Figure 4

CSEQ Follow-Up Study



Office of Institutional Research

The following list of educational goals are excerpted from the CSEQ, and represent the items found in figure 4. To understand the data presented, please note the following rating scale for agreement with the item: 1=very little, 2=some, 3=quite a bit, 4=very much.

- (1) Understanding yourself—your abilities, interests, and personality.
- (2) Ability to learn on your own, pursue ideas, and find information you need.
- (3) Understanding other people and ability to get along with different kinds of people.