



TRANSMITTAL LETTER

The University of North Carolina
General Administration

Transmittal Number 57
March 11, 2008

THIS LETTER TRANSMITS CHANGES TO THE *UNC POLICY MANUAL**

Subject:

- 700.1.1 Policy 700.1.1 Minimum Requirements for Undergraduate Admissions, Chapter 700, Admission, Matriculation, and Other Student Matters, Section 700.1 Undergraduate Admissions. This policy was amended by the Board of Governors on January 11, 2008. If you have any questions pertaining to this Policy, please contact Dr. Alan Mabe, Vice president for Academic Planning at (919) 962-4589.
- 400.3.3.1[G] Guideline 400.3.3.1[G] Guidelines on Performance Review of Tenured Faculty, Chapter 400, Academic programs, Section 400.3 Tenure and Teaching in The University of North Carolina. This Guideline was approved by President Erskine Bowles on March 10, 2008.

These documents are attached herein or can be found on our website at the link below:
<http://www.northcarolina.edu/policy/index.php>

*A Redline version of the amended is attached herein.

Minimum Requirements for Undergraduate Admission

I. Minimum Course Requirements

In addition to the requirement that students should hold a high school diploma or its equivalent, the University of North Carolina Board of Governors has, since 1988, established minimum course requirements for undergraduate admission.¹ The requirements in effect in 2001-02 were first implemented in the fall of 1990, and will continue until the fall semester of 2004, when a second language requirement will be added. Effective in the fall of 2006, a fourth unit of mathematics will be required for admission. These requirements are summarized below. They are based on actions taken by the Board on April 14, 2000, in response to the report *Background on the Increase in UNC Board of Governors' Minimum Course Requirements for Undergraduate Admission*.

Effective until Fall 2004

Four course units² in **English** emphasizing grammar, composition, and literature, and three course units of **mathematics**, in any of the following combinations:

- algebra I and II, and geometry,
- algebra I and II, and one unit beyond algebra II, or
- integrated math I, II, and III.

It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three course units in science, including

- at least one unit in a life or **biological science** (for example, biology),
- at least one unit in **physical science** (for example, physical science, chemistry, physics), and
- at least one **laboratory course**.

Two course units in social studies, including one unit in U.S. history, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

Effective in Fall 2004 and Fall 2005

Six course units in language, including

- four units in English emphasizing grammar, composition, and literature, and
- two units of a language other than English.

Three course units of mathematics, in any of the following combinations:

- algebra I and II, and geometry,
- algebra I and II, and one unit beyond algebra II, or
- integrated math I, II, and III.

It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three course units in science, including

- at least one unit in a life or biological science (for example, biology),

¹ The standard course of study required for graduation from the North Carolina School of Science and Mathematics shall meet or exceed these minimum course requirements. See G.S. 116-235.

² Course units" as defined in these requirements may include those high school-level courses taken and passed by an applicant after graduating from high school, as well as those taken while enrolled as a high school student. For some transfer students and students who graduated from high school prior to 1990, special considerations have been made.

- at least one unit in physical science (for example, physical science, chemistry, physics), and
- at least one laboratory course.

Two course units in social studies, including one unit in U.S. history, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

Effective in Fall 2006

Six course units in language, including

- four units in English emphasizing grammar, composition, and literature, and
- two units of a language other than English.

Four course units of mathematics, in any of the following combinations:

- algebra I and II, geometry, and one unit beyond algebra II,
- algebra I and II, and two units beyond algebra II, or
- integrated math I, II, and III, and one unit beyond integrated math III.

(The fourth unit of math affects applicants to all institutions except the North Carolina School of the Arts.) It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three course units in science, including

- at least one unit in a life or biological science (for example, biology),
- at least one unit in physical science (for example, physical science, chemistry, physics), and
- at least one laboratory course.

Two course units in social studies, including one unit in U.S. history, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

Articulation with Graduation Requirements in the North Carolina Public High Schools

Following the board's change in minimum course requirements, the North Carolina State Board of Education revised the requirements for high school graduation by offering four courses of study: (1) career; (2) college tech prep; (3) college prep; and (4) occupational. These requirements are summarized below. Option 3 tracks the UNC minimum course requirements closely.

NC Course of Study Graduation Requirements				
Content Area	CAREER Course of Study Requirements	COLLEGE TECH PREP Course of Study Requirements	COLLEGE PREP Course of Study (UNC 4-yr. College) Requirements	OCCUPATIONAL Course of Study
English I, II, III, IV	4 credits I, II, III, IV	4 credits I, II, III, IV	4 credits I, II, III, IV	This course of study shall be made available for certain students with disabilities who have an IEP, beginning with first time ninth graders in 2000-01. Curriculum content requirements will be presented to the State Board of Education by May 2000.
Mathematics	3 credits Including Algebra I	3 credits Alg. I, Geometry, Alg. II or Alg. I, Technical Math I & II or Integrated Mathematics I, II & III	3 credits Alg. I, Alg. II, Geometry (or higher level math course for which Alg. II is prerequisite) (Recommended one course unit in 12 th grade) or Integrated Mathematics I, II & III	
Science	3 credits a physical science course Biology earth/env. science	3 credits a physical science course related to career pathway (CP) Biology earth/env. science	3 credits a physical science course a life or biological course (Biology) earth/env. science	
Social Studies	3 credits Govt./Econ. (ELPS) US History World Studies	3 credits Govt./Econ. (ELPS) US History World Studies	3 credits Govt./Econ. (ELPS) US History World Studies (UNC admission policy requires 2 courses to meet minimum admission requirements –	

			US History and 1 elective)	
Second Language	Not Required	Not Required	Not Required Recommended at least two (2) course units in one second language with one course unit taken in 12 th grade	
Computer Skills	A specific course is not required but students must demonstrate proficiency through state testing (starting with the graduating class of 2001)	A specific course is not required but students must demonstrate proficiency through state testing (starting with the graduating class of 2001)	A specific course is not required but students must demonstrate proficiency through state testing (starting with the graduating class of 2001)	
Health & Physical Ed.	1 credit Health/Phys. Ed.	1 credit Health/Phys. Ed.	1 credit Health/Phys. Ed.	
Career/Technical	4 units of credits Select courses appropriate for career pathway to include a second level (advanced) course	4 units of credits Select courses appropriate for career pathway to include a second level (advanced) course	Not required	
Arts Ed. (Visual Arts, Dance, Music, Theatre Arts)	Not required (local decision)	Not required (local decision)	Not required (local decision)	
Electives or other requirements	2 Elective Credits and other credits designated by the LEA Proficiency on exit exam	2 Elective Credits and other credits designated by the LEA Proficiency on exit exam	6 Elective Credits and other credits designated by the LEA Proficiency on exit exam	
Total	Depends on local requirements	Depends on local requirements	Depends on local requirements	

Notification of Stakeholders and Educational Policymakers

The President is directed to develop plans and further recommendations to inform key stakeholders and educational policymakers of the changes in requirements.

II Minimum Admissions Requirements (for HS GPA and SAT scores)

All applicants for first-time admission as freshmen must meet minimum high school GPA and SAT scores. The minimum combined SAT score (on mathematics and critical reading) for admission is 700 or a composite ACT of 15. The SAT (ACT) minimum score is effective for students entering in Fall 2009. The minimum SAT score will be increased to 750 or ACT composite of 16 for students entering in Fall 2011. The minimum SAT score will increase to 800 or ACT composite of 17 for students entering in Fall 2013 and beyond.

The minimum high school GPA for first-time freshmen beginning in Fall 2009 is 2.0. The minimum high school GPA requirement will increase to 2.3 for students entering in Fall 2011 and will increase again to 2.5 for students entering in Fall 2013 and beyond.

The maximum number of chancellor's exceptions is limited to one percent (1%) of the total number of applicants accepted as new freshmen each year. A chancellor's exception may be applied to the SAT minimum requirement and/or the GPA minimum requirement.

Students entering in Fall	Minimum GPA	Minimum SAT	Minimum ACT
Fall 2009	2.0	700	15
Fall 2010	2.0	700	15
Fall 2011	2.3	750	16
Fall 2012	2.3	750	16
Fall 2013 and beyond	2.5	800	17

III. Other Admissions Requirements

All applicants for admission to any campus, except those exempted by current campus policies, must submit a standardized test score. The SAT I is preferred, but students may also submit the ACT.

Students applying for admission for fall 2006 or after, for whom standardized test scores are required, must submit either the new SAT I (which includes the writing component) or the ACT with the writing component. The ACT without the writing component will not be acceptable as a standardized test for admission after the spring semester of 2006.

The President may establish regulations to implement this policy.

Adopted 02/10/84
 Amended 04/12/00
 Amended 04/11/03
 Amended 07/01/07
 Amended 01/11/08
Redline Version

MINIMUM REQUIREMENTS FOR UNDERGRADUATE ADMISSION

I. MINIMUM COURSE REQUIREMENTS

In addition to the requirement that students should hold a high school diploma or its equivalent, the University of North Carolina Board of Governors has, since 1988, established minimum course requirements for undergraduate admission.¹ The requirements in effect in 2001-02 were first implemented in the fall of 1990, and will continue until the fall semester of 2004, when a second language requirement will be added. Effective in the fall of 2006, a fourth unit of mathematics will be required for admission. These requirements are summarized below. They are based on actions taken by the Board on April 14, 2000, in response to the report *Background on the Increase in UNC Board of Governors' Minimum Course Requirements for Undergraduate Admission*, which is available on the world wide web at: www.ga.unc.edu/UNCGA/assessment/MCR_BACKINFO.pdf.

Effective until Fall 2004

Four course units² in **English** emphasizing grammar, composition, and literature, and

Three course units of **mathematics**, in any of the following combinations:

- algebra I and II, and geometry,
- algebra I and II, and one unit beyond algebra II, or
- integrated math I, II, and III.

It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three course units in **science**, including

- at least one unit in a life or **biological science** (for example, biology),
- at least one unit in **physical science** (for example, physical science, chemistry, physics), and
- at least one **laboratory course**.

Two course units in **social studies**, including one unit in **U.S. history**, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

¹ The standard course of study required for graduation from the North Carolina School of Science and Mathematics shall meet or exceed these minimum course requirements. See G.S. 116-235.

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Effective in Fall 2004 and Fall 2005

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(The fourth unit of math affects applicants to all institutions except the North Carolina School of the Arts.) It is recommended that prospective students take a mathematics course unit in the twelfth grade.

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Social Studies	3 credits Govt./Econ. (ELPS) US History World Studies	3 credits Govt./Econ. (ELPS) US History World Studies	3 credits Govt./Econ. (ELPS) US History World Studies (UNC admission policy requires 2 courses to meet minimum admission requirements – US History and 1 elective)	
Second Language	Not Required	Not Required	Not Required Recommended at least two (2) course units in one second language with one course unit taken in 12 th grade	

* Effective for ninth graders entering for the first time in 2000-01.

Note: Courses that meet the following requirements may be taken prior to grade 9: Algebra I & II, Geometry, Advanced Math, Technical Math I & II, English I, Biology, ELPS, US History, World Studies. However, the student must still complete the required number of courses for that subject area in grades in 9-12.

Computer Skills	A specific course is not required but students must demonstrate proficiency through state testing (starting with the graduating class of 2001)	A specific course is not required but students must demonstrate proficiency through state testing (starting with the graduating class of 2001)	A specific course is not required but students must demonstrate proficiency through state testing (starting with the graduating class of 2001)	
Health & Physical Ed.	1 credit Health/Phys. Ed.	1 credit Health/Phys. Ed.	1 credit Health/Phys. Ed.	
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<u>Students entering</u> <u>in Fall</u>	<u>Minimum</u> <u>GPA</u>	<u>Minimum</u> <u>SAT</u>	<u>Minimum</u> <u>ACT</u>
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The President may establish regulations to implement this policy.

Guidelines on Performance Review of Tenured Faculty

Background

At its meeting on May 16, 1997, the Board of Governors adopted the recommendations in the report of the University of North Carolina Committee to Study Post-Tenure Review. A copy of that report is available at General Administration. Post-tenure review is defined in the report as “a comprehensive, formal, periodic evaluation of cumulative faculty performance, the prime purpose of which is to ensure faculty development and to promote faculty vitality” (p. 8).

The report asserts that review of the performance of tenured faculty in the University shall be “to support and encourage excellence among tenured faculty by:

1. recognizing and rewarding exemplary faculty performance,
2. providing for a clear plan and timetable for improvement of performance of faculty found deficient, and
3. for those whose performance remains deficient, providing for the imposition of appropriate sanctions, which may, in the most serious cases, include a recommendation for discharge” (p. 12).

The report also provides broad principles for carrying out such reviews but leaves room for each institution to develop the details of its own process following the release of guidelines by General Administration. In keeping with Section 602 of *The Code*, the Board of Trustees of each constituent institution shall adopt the policies and regulations governing performance reviews of tenured faculty. Institutional policies and procedures will also be approved pursuant to Policy 400.3.3 and should be included in all appropriate documents of the constituent institutions.

The report further specifies that “developing a system of post-tenure review will require reexamination of the effectiveness of current faculty personnel policies as well as planning and program review policies” (p. 13). Initiation of these performance reviews in the University of North Carolina provides constituent institutions with an opportunity to create a policy that examines individual faculty contributions to departmental, school/college, and university goals as well as to the academic programs in which faculty teach. Thoughtful attention to the ways in which post-tenure review can promote faculty vitality across their careers will assure that such reviews lead to increased effectiveness within the university.

Guidelines to assist in formulating institutional policy concerning performance reviews of tenured faculty are set out below. Guidelines adopted in June 1997 were used by constituent institutions to develop their post-tenure review policies. Revision of the guidelines was deemed necessary because of the substantial discrepancies in post-tenure review outcomes noted among constituent institutions over a period of years. A review of constituent institution policies identified practices at some institutions that constrained the rigorous application of post-tenure review as intended by the Board of Governors.

Guidelines

The following guidelines shall be observed in developing institutional policies and procedures for post-tenure review:

1. Institutions shall develop policies and procedures for implementing post-tenure review and revise them as necessary to conform with the following amended guidelines. Proposed revised policies must be submitted to General Administration for approval no later than October 1, 2008. Implementation of revised policies will be effective upon approval pursuant to Policy 400.3.3.

2. Institutional policy statements shall show the relationship between the annual performance review of tenured faculty and the post-tenure review. Annual performance reviews, however, are not a substitute for the “comprehensive, periodic, cumulative review” required by the Board of Governors. The post-tenure review process can be informed by annual reviews but must involve an additional assessment as described in these guidelines.
3. Institutional reviews shall provide for the evaluation of all aspects of the professional performance of faculty whose primary responsibilities are teaching, and/or research, and/or service. If faculty responsibilities are primarily only to one or two of these areas, post-tenure review and resulting recommendations should take this allocation of responsibilities into account.
4. Institutional policies shall assure that faculty performance will be examined relative to the mission of the institution, college, and program.
5. Institutional policies shall assure that each tenured faculty member undergoes accumulative review no less frequently than every five years. (Note: a review undertaken to grant tenure or to decide on promotion qualifies as such a cumulative review.)
6. Institutional policies shall explicitly involve peers in the review process. A peer review committee for a department or academic unit will be selected by a process agreed upon by the tenured faculty in that unit. The faculty member being reviewed will not have the option of selecting members of the peer review committee. The department chair or academic unit head must consult with the peer review committee. Post-tenure review outcomes in an academic unit must be reviewed at one or more higher administrative levels.
7. Institutional policies shall assure that there is written feedback to the faculty member being reviewed as well as a mechanism for faculty response to the evaluation. As intended by the Board of Governors, this feedback should include recognition for exemplary performance. Because performance rewards are often part of the annual review process, the post-tenure review may provide additional support for this form of recognition. A negative review must include a statement of the faculty member’s primary responsibilities and specific descriptions of shortcomings as they relate to the faculty member’s assigned duties. Faculty response to a negative review will also be shared at the next highest administrative level.
8. Institutional policies shall be in compliance with the criteria and procedures for due process and for discharge or other disciplinary action established in Chapter VI of *The Code of the University*.
9. Institutional policies shall require individual development or career plans for all faculty receiving less than satisfactory ratings in the cumulative review. These plans must include specific steps designed to lead to improvement, a specified time line in which improvement is expected to occur, and a clear statement of consequences should improvement not occur within the designated time line. The use of mentoring peers is encouraged, and progress meetings with the department chair or academic unit head must occur on at least a semi-annual basis during the specified timeline. If duties are modified as a result of a less than satisfactory rating, then the development plan should so indicate and take into account the new allocation of responsibilities.
10. As policies are developed, institutions shall consider resource implications of a meaningful performance review system, identifying in advance the sources of support for the process and its outcomes.

Guidelines on Performance Review of Tenured Faculty

Background

At its meeting on May 16, 1997, the Board of Governors adopted the recommendations in the report of the University of North Carolina Committee to Study Post-Tenure Review. A copy of that report is available at General Administration. Post-tenure review is defined in the report as “a comprehensive, formal, periodic evaluation of cumulative faculty performance, the prime purpose of which is to ensure faculty development and to promote faculty vitality” (p. 8).

The report asserts that review of the performance of tenured faculty in the University shall be “to support and encourage excellence among tenured faculty by:

1. recognizing and rewarding exemplary faculty performance,
2. providing for a clear plan and timetable for improvement of performance of faculty found deficient, and
3. for those whose performance remains deficient, providing for the imposition of appropriate sanctions, which may, in the most serious cases, include a recommendation for discharge” (p. 12).

The report also provides broad principles for carrying out such reviews but leaves room for each institution to develop the details of its own process ~~within one year~~ following the release of guidelines by General Administration. In keeping with Section 6.02 of *The Code*, the Board of Trustees of each constituent institution shall adopt the policies and regulations governing performance reviews of tenured faculty. Institutional policies and procedures will also be approved ~~by the Board of Governors pursuant to Policy 400.3.3~~ and should be included in all appropriate documents of the constituent institutions.

The report further specifies that “developing a system of post-tenure review will require reexamination of the effectiveness of current faculty personnel policies as well as planning and program review policies” (p. 13). Initiation of these performance reviews in the University of North Carolina provides constituent institutions with an opportunity to create a policy that examines individual faculty contributions to departmental, school/college, and university goals as well as to the academic programs in which faculty teach. Thoughtful attention to the ways in which post-tenure review can promote faculty vitality across their careers will assure that such reviews lead to increased effectiveness within the university.

Guidelines to assist in formulating institutional policy concerning performance reviews of tenured faculty are ~~as follows:~~ set out below. Guidelines adopted in June 1997 were used by constituent institutions to develop their post-tenure review policies. Revision of the guidelines was deemed necessary because of the substantial discrepancies in post-tenure review outcomes noted among constituent institutions over a period of years. A review of constituent institution policies identified practices at some institutions that constrained the rigorous application of post-tenure review as intended by the Board of Governors.

Guidelines

The following guidelines shall be observed in developing institutional policies and procedures for post-tenure review:

1. Institutions shall develop policies and procedures for implementing post-tenure review. Institutions are encouraged to send a draft of their proposals for initial review by May 1, 1998. Proposals must be submitted no later than July 1, 1998. Implementation of approved policies will begin in the 1998-99 academic year, and revise them as necessary to conform with the following amended guidelines. Proposed revised policies must be submitted to General Administration for approval no later than October 1, 2008. Implementation of revised policies will be effective upon approval pursuant to Policy 400.3.3.
2. Institutional policy statements shall show the relationship between the annual performance review of tenured faculty and the post-tenure review. Annual performance reviews, however, are not a substitute for the “comprehensive, periodic, cumulative review” required by the Board of Governors. The post-tenure review process can be informed by annual reviews but must involve an additional assessment as described in these guidelines.
3. Institutional reviews shall provide for the evaluation of all aspects of the professional performance of faculty whose primary responsibilities are teaching, and/or research, and/or service. If faculty responsibilities are primarily only to one or two of these areas, post-tenure review and resulting recommendations should take this allocation of responsibilities into account.
4. Institutional policies shall assure that faculty performance will be examined relative to the mission of the institution, college, and program.
5. Institutional policies shall assure that each tenured faculty member undergoes a cumulative review no less frequently than every five years. (Note: a review undertaken to grant tenure or to decide on promotion qualifies as such a cumulative review.)
6. Institutional policies shall explicitly involve peers in the review process. A peer review committee for a department or academic unit will be selected by a process agreed upon by the tenured faculty in that unit. The faculty member being reviewed will not

have the option of selecting members of the peer review committee. The department chair or academic unit head must consult with the peer review committee. Post-tenure review outcomes in an academic unit must be reviewed at one or more higher administrative levels.

7. Institutional policies shall assure that there is written feedback to the faculty member being reviewed as well as a mechanism for faculty response to the evaluation. As intended by the Board of Governors, this feedback should include recognition for exemplary performance. Because performance rewards are often part of the annual review process, the post-tenure review may provide additional support for this form of recognition. A negative review must include a statement of the faculty member's primary responsibilities and specific descriptions of shortcomings as they relate to the faculty member's assigned duties. Faculty response to a negative review will also be shared at the next highest administrative level.

8. Institutional policies shall be in compliance with the criteria and procedures for due process and for discharge or other disciplinary action established in Chapter VI of *The Code of the University*.

9. Institutional policies shall require individual development or career plans for all faculty receiving less than satisfactory ratings in the cumulative review. These plans must include specific steps designed to lead to improvement, a specified time line in which improvement is expected to occur, and a clear statement of consequences should improvement not occur within the designated time line. The use of mentoring peers is encouraged, and progress meetings with the department chair or academic unit head must occur on at least a semi-annual basis during the specified timeline. If duties are modified as a result of a less than satisfactory rating, then the development plan should so indicate and take into account the new allocation of responsibilities.

10. As policies are developed, institutions shall consider resource implications of a meaningful performance review system, identifying in advance the sources of support for the process and its outcomes.

~~[This is a rewrite of Administrative Memorandum #371.]~~

Approved.

Erskine B. Bowles, President

March 10, 2008