

**NORTH CAROLINA'S COMMITMENT TO HIGHER EDUCATION:  
ACCESS AND AFFORDABILITY**

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## **INTRODUCTION**

North Carolina has been committed to providing affordable college education to its citizens for over 200 years. The state has continually placed access to quality higher education at the top of its policy agenda. Today, all public, four-year institutions of higher education are organized into a single system, the University of North Carolina (UNC). The 16 campuses of UNC are located throughout the state to provide access to citizens in all geographical areas. The institutions are quite diverse and varied in their missions but all are dedicated to the objective of producing a more educated citizenry for the state.

In this paper, we examine the current organization and status of UNC and its constituent institutions and how key indicators of productivity, excellence, and funding have evolved over the past two decades. We begin with a description of public higher education in North Carolina and how it is currently managed and financed. Next we consider important aspects of UNC as they related to undergraduate and graduate students. Finally, we assess some of the important changes in the faculty. All of these indicators are considered within the context of the current fiscal environment of the state.

## **ORGANIZATIONAL STRUCTURE OF UNC**

The University of North Carolina in Chapel Hill (UNC-CH) was chartered in 1789 as the first public university in the United States. UNC-CH was the only public university to graduate students in the eighteenth century. Today, UNC is a multi-campus university system composed of 16 constituent institutions granting baccalaureate, masters, doctoral, and professional degrees. Among the most important constitutional

and statutory mandates that govern the University of North Carolina is Section 9, Article IX of the Constitution of the State, which states “The General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense.”

The current structure of UNC was established in 1971 when the 16 public institutions of higher education were reorganized into the single system of the University of North Carolina. The stated purpose was “to foster the development of a well-planned and coordinated system of higher education, to improve the quality of education, to extend its benefits, and to encourage an economical use of the state's resources.” The UNC system is governed by a 32-member Board of Governors elected by the two houses of the North Carolina General Assembly. The Board has responsibility for approving degree programs, setting enrollment levels, establishing tuition and fees, and submitting the University’s budget request to the Governor and General Assembly. In addition to the 16-campus University system, North Carolina has a system of 58 public community colleges and institutes governed by a separate Board. These institutions offer two-year college degrees, providing technical and vocational programs and college transfer.

The current president of the University of North Carolina is Molly Corbett Broad. As president, she is responsible for carrying out the educational policies adopted by the Board of Governors. The President is responsible for managing the professional staff in the Office of the President and the day-to-day operations of the University. The President is elected by the Board. Each of the campuses has a Board of Trustees appointed by the

Board of Governors and the Governor of North Carolina and has a Chancellor as its chief executive officer. The local Boards are responsible for searching for new Chancellors and submitting a short list of candidates to the President. The President then submits a recommendation to the Board to be confirmed as a campus chancellor. The President works with the Chancellors of the 16 universities to carry out the mission of the University system and the separate missions of each institution.

In recent years, the Board of Governors has given increasing flexibility and authority to the campus Boards to manage their campus budgets, appoint new faculty and administrators, and set compensation for academic and administrative personnel, in compliance with the policies and procedures of the Board of Governors. The Boards of Trustees are also responsible for the management and oversight of academic policies, awarding of degrees, budget administration, endowments and trust funds, admissions and financial aid, student services and student activities, intercollegiate athletics, campus safety, and parking.

The governance structure of the University of North Carolina is recognized by most stakeholders as a model that “works.” This assessment may be the result of the “balance of powers” in the appointment of the Board and the campus Boards of Trustees. The tension between centralization and autonomy that is inherent in any large state university system has historically been constructive rather than destructive in North Carolina, in part because the authority and responsibilities of each component of the governance structure are continuously evaluated and revised as appropriate. An example of change in governance in response to evolving educational interest is the Board of

Governor's delegation of authority to the campuses in 2003 for hiring, promotion, and compensation for most employees. The delegation of these areas of responsibilities requires each institution to submit its personnel policies to the Board of Governors for their approval.

Of course, the main areas of contention tend to be over funding formulas and the budgetary allocations to the individual campuses. The primary challenge is to provide the differential funding for the research campuses of UNC Chapel Hill (UNC-CH) and North Carolina State University (NCSU) to allow them to remain competitive for nationally prominent research scholars while funding other campuses at a level that allows them to develop and expand their programs consistent with their missions. In the 1990s, the Board of Governors first permitted institutions to propose their own tuition charges in addition to any across-the-board increases and, in 1999, identified several institutions as "focused growth" campuses to receive additional funding in order to accommodate an expected increase in student enrollment.

### **UNC's Constituent Institutions**

The 16 UNC constituent institutions vary widely in their missions, size, emphasis on research, and degree programs. The universities represent six different Carnegie classifications and are geographically located throughout the state (see Figure 1). The individual institutions are:

1. Specialized Institutions

North Carolina School of the Arts (NCSA)

2. Baccalaureate Colleges—General

Elizabeth City State University (ECSU)\*\*  
Winston-Salem State University (WSSU)\*\*

3. Baccalaureate Colleges—Liberal Arts

University of North Carolina at Asheville (UNCA)

4. Master's (Comprehensive) Colleges and Universities

Appalachian State University (ASU)  
Fayetteville State University (FSU)\*\*  
North Carolina Central University (NCCU)\*\*  
University of North Carolina at Pembroke (UNCP)\*\*\*  
University of North Carolina at Wilmington (UNCW)  
Western Carolina University (WCU)

5. Doctoral/Research Intensive Universities

East Carolina University (ECU)  
North Carolina Agricultural and Technical State University\* (NC A&T)\*\*  
University of North Carolina at Charlotte (UNCC)  
University of North Carolina at Greensboro (UNCG)

6. Doctoral/Research Extensive Universities

North Carolina State University (NCSU)  
University of North Carolina at Chapel Hill (UNC-CH)

\* In 2004, North Carolina A&T State University met the criteria for classification as a Doctoral/Research Intensive University

\*\* Historically Black Universities

\*\*\* Historically Native American-serving University

[Figure 1]

The diverse size and missions of the campuses, represented by their six Carnegie classifications, makes generalizations from composite data difficult. With differentiated

missions, the campuses have different academic programs, funding and expenditures per student, tuition and fee levels, mix of undergraduate and graduate programs, and emphasis on research. In addition, the University includes institutions with very different histories. UNC Chapel Hill was the first state-supported institution in the state and is generally classified as the “flagship” institution of the system. NC State University was established as the agricultural and technical land grant institution for the state but now is a fully diversified university and is now the largest institution in the UNC system. The University of North Carolina at Greensboro was initially established as the state’s “Women’s College” but is now a coeducational research-intensive institution. In addition, five UNC institutions are Historically Black Universities (Elizabeth City State University, Winston-Salem State University, Fayetteville State University, North Carolina Central University, and North Carolina Agricultural and Technical State University, an 1890 land grant institution) and one, the University of North Carolina at Pembroke, is an historically Native American-serving institution.

In this paper, data reported for all UNC institutions will generally be reported according to Carnegie classification, with data from the two Doctoral/Research Extensive universities reported separately from the doctoral/research intensive, master’s and baccalaureate universities. In some cases data from the North Carolina School of the Arts (NCSA) is excluded. NCSA, a conservatory-style institution which also includes high school students, does not award tenure, and has an academic program based primarily of performance rather than the academic study of the arts. When NCSA data are included, they do not include high school enrollment. Unless otherwise noted, all data in the text and tables have been provided by the UNC Office of the President.

## **State Appropriations**

Funding for UNC institutions is based on a formula that includes differential funding rates by discipline and level of student. For example, science and engineering programs are funded at a higher dollar amount per student credit hour (SCH) than humanities, and master's and doctoral programs receive greater funding per student than undergraduate programs. These differences in programmatic funding result in different funding levels for each institution. Appropriations per student full-time equivalent (FTE) for each campus and all of UNC are shown in Table 1.

[Table 1]

During the past three years, total UNC state funding per full-time equivalent student has dropped (see Table 1). Overall funding per FTE has declined from \$9,535 in 2000-2001 to \$8,708 in 2003-2004 before rising to \$9,172 in 2004-05. Adjusting for inflation, the real value of state appropriation per FTE in 2004 has declined to approximately \$8,361 in 2000 dollars or a reduction of 12 percent. The decline in state funding reflects the adverse financial status of the North Carolina state budget. In response to looming deficits in the state budget, the legislature and the governor sharply reduced funding for many agencies. Funds for projected enrollment growth at UNC were appropriated each year; however, other reductions in the university's budget offset these increased enrollment funds.



Funding per FTE student varies dramatically across UNC campuses, as shown in Table 1. Individual campus differences reflect increases in enrollment, changes in program mix such as additional doctoral programs, diseconomies of scale and, in the case of campuses such as ECSU, UNCP, and WSSU, special “focused growth” funding (see “Enrollments” below).

One measure of funding by which North Carolina can be compared to other states is the proportion of personal income within the state that is allocated to higher education. *Post-Secondary Higher Education Opportunity*, which tracks a number of measures of state support for universities and students, has compared states based on the appropriation of state tax funds for higher education operating expenses per \$1,000 of personal income in the state. According to this measure, North Carolina ranked fifth nationally, appropriating \$11.05 per \$1,000 of personal income compared to an average of \$6.91 for all states. Appropriations per \$1,000 of personal income between 1976 and 2005 declined by 34.7 percent nationally, while appropriations in North Carolina declined by 22.6 percent, the 13<sup>th</sup> lowest decline in the U. S. (*Postsecondary Higher Education Opportunity*, 2005a). While reductions in state funding have had a serious impact on University budgets, by this measure and others, UNC has fared better than its counterparts in many other states.

### **Other Income Sources and Total Revenues**

While state funding for UNC has declined in recent years, one source of revenue, sponsored programs, has grown dramatically over the past ten years. In FY 2004, the University of North Carolina attracted over \$1 billion of external support for research and

sponsored programs. This represents an 8 percent increase over the previous year, contributing to a five-year gain of 69 percent. Funding for the University's research and public outreach activities comes from state, local, and federal government; business and industry; and associations, foundations, and other not-for-profit organizations. Federal funding accounts for approximately two thirds of the University's awards, and UNC remains very successful in competing for these awards. UNC-CH (17<sup>th</sup> nationally) and NCSU (62<sup>nd</sup> nationally) are consistently among the top 75 institutions the country. In the most recent survey of federal funding obligations to HBCUs, NC A&T was among the top five institutions receiving federal support for science and engineering and was ranked seventh for total R&D support among all HBCUs. The National Institutes of Health are the largest source of federal research funds with 2004 awards exceeding \$300 billion. In addition to the federal funds for research, awards from foundations accounted for 10 percent of this external funding and grants and contracts from state and local governments represented 9 percent.

Total revenues from all sources for UNC in 2002-2003 were \$4.67 billion. State appropriations, the largest source of funds, were \$1.5 billion or 32.1 percent of the total. Grants and contracts from federal, state, and local government along with awards from non-governmental sources represented 18.8 percent of the total budget. Revenues from services and sales totaled \$860 million, 18.4 percent of revenues, with the remainder made up from a variety of sources. As noted above, the importance of state appropriations has been declining while the proportion of total revenues from other sources has been increasing.

## UNDERGRADUATE STUDENT OUTCOMES

### **Tuition and Fees**

Costs to attend UNC institutions have traditionally been among the lowest in the country. In the past five years, however, tuition and fees for students entering UNC have risen substantially. The rate of increase has been much higher than the average for similar institutions around the country (see Table 2). For resident undergraduates at UNC-CH, tuition and fees rose from \$2,211 in 1998-1999 to \$3,856 in 2002-2003. This amounted to a 74.4 percent increase in only five years. In contrast, the national average of tuition and fees for flagship campuses rose only 26.7 percent. As a result, the cost of attending UNC-CH for North Carolina residents, which was 59.9 percent of the average cost at other flagship institutions in 1998-1999, increased to 82.5 percent in 2002-2003. A similar increase was noted in tuition and fees for nonresident students at UNC-CH, for whom costs increased from \$11,377 or 108.8 percent of the national average in 1998-1999 to \$15,140 in 2002-2003, when these costs were 114.3 percent of the national average. Tuition has continued to increase over the past two years, to \$4,359 for resident students and \$17,467 for nonresident in 2004-2005 at UNC-CH.

[Table 2]

The cost for residents attending comprehensive universities in the UNC system rose from \$1,757 to \$2,677 or 52.4 percent during the same 5-year period, increasing the cost of attending these institutions from 60.2 percent to 72.0 percent of the national average. Nonresident costs of attending comprehensive UNC campuses soared from

\$8,857 to \$11,534. Tuition and fees have continued to rise for all classifications of UNC institutions through 2004-2005, although the Board of Governors voted not to increase resident tuition and fees across the board for 2005-2006; campus-based tuition increases were approved for non-resident students and graduate students, and required fees for all students were increased for most campuses.

Table 3 shows a longer history of tuition only for in-state and out-of-state students beginning in 1989-1990, reflecting the addition of campus-initiated tuition increases in 2000-2001. The rapid increase in the cost of higher education in North Carolina is a cause of concern and threatens to undermine the state's historic commitment of low-cost access to quality higher education to all of the citizens of the state.

[Table 3]

### **Enrollment**

Despite state budgetary problems and reductions in funding, UNC's enrollment continues to grow, increasing by 12 percent between 2001 and 2004, when enrollment reached 189,614. Table 4 shows the enrollments separately by institution for each of the last four years. NCSU has the largest enrollment with a head count of 30,663 in 2004 followed by UNC-CH (26,694), while six campuses have headcounts of less than 6,000. Projections are that total enrollment will rise to 218,000 by 2010 or an increase of 15 percent between 2004 and 2010. Thus, UNC is expecting to have almost 30,000 more students in the next six years. Finding the resources to maintain educational quality

while providing appropriate access to the growing number of qualified students will be a major challenge for UNC.

[Table 4]

Higher education enrollment growth in North Carolina is a result of demographic factors and an increased college-participation rate. The number of high school graduates in North Carolina is projected to increase by 118 percent from 1992 to 2012. This increase in high school graduates will push the demand for enrollments in UNC to higher levels. Although high school drop-out rates remain high for North Carolina (41 percent from 9<sup>th</sup> to 12<sup>th</sup> grade), the college-participation rate in North Carolina rose from 52 percent in 1990 to 65 percent in 2000. The state rate is above the national rate of 58 percent and is the highest among the twelve most populous states. The UNC-going rate for North Carolina high school graduates increased from 25 percent to 31 percent in the decade 1993-2003, with comparable increases for white, African American, and Native American students. The rate is expected to stay around 30 percent for the near term. The increased college-going rate resulted in part from efforts by the University, community colleges, and independent colleges in the state, including programs such as GEAR-UP, to reach middle-school students, and a comprehensive website, CFNC.org, which contains extensive information to assist students and their families to plan, apply, and pay for college.

The combination of increases in high school graduates and increases in the college-going rate will continue to place enrollment pressure on UNC in the coming

decade. In anticipation of dramatic enrollment increases from 2000 through 2012, the University conducted a study of the capacity for growth at each institution. This study revealed significant capacity of seven institutions (the five HBUs, UNC Pembroke, and Western Carolina University) that were designated as “focused-growth institutions.” At the same time, the University decided to restrain growth at the North Carolina School of the Arts and UNC Asheville (the liberal arts campus of UNC) in recognition of their special missions. The other seven UNC institutions were given more moderate enrollment targets than the seven focused growth institutions. They have met these targets through a combination of on-campus growth and increased delivery of courses through various modes of distance learning.

Additional state funding for the focused-growth institutions has been received from the state over several years to assist them in meeting expected enrollment growth and building capacity in areas such as recruitment, fundraising, and academic program development. The focused-growth institutions received approximately \$28 million in recurring and \$8.6 million in one-time additional funding between 1999 and 2004. These funds accounted for a 10 percent average increase in funding per student in 2004-2005. As a group, these institutions have increased their enrollments dramatically since 2001, with a combined enrollment increase of 8.4 percent in a single year from 2002 to 2003. Their enrollment grew 363 percent from 1999 to 2004, compared to an increase of 178 percent for UNC overall for the same period. Focused growth institutions are projected to increase enrollment between 2002 and 2007 by 30-45 percent and by 45-75 percent between 2002 and 2012. In addition, these institutions have increased their fund-raising

(which increased from \$15 million to \$25 million between 2001 and 2003) and their competitive grants (up 175 percent from 1999 to 2004).

UNC's enrollment projections were accompanied by analysis of the physical capacity of campuses to accommodate dramatic enrollment growth. By comparing the number of students projected to enroll at UNC and community college campuses to the estimated capacity at each institution, the state's public higher education sector was able to make the case for dramatic expansion of campus facilities necessary to accommodate an increased number of students. The combination of these analyses with strong support from governmental and business representatives resulted in approval by North Carolina voters of a \$3.1 billion bond issue in 2000, the largest higher education bond issue in the United States. UNC's share of the bond issue is \$2.5 billion and has resulted in an aggressive construction program on every UNC campus.

### **Retention and Graduate Rates**

Measures of the success of educational institutions include the rate at which students continue to make academic progress and ultimately graduate from the university. In this section, we review one-year retention rates, freshman to sophomore retention rates by race, and 4-year and 6-year graduation rates. Table 5 presents the one-year retention rates for each of the UNC institutions from 1996 to 2002. This rate has remained relatively stable during this period at about 80 percent for all of the institutions combined and 90 percent for UNC-CH and NCSU. The retention rates are slightly above the national average for each type of institution. Table 6 reports freshman to sophomore retention rates by race for 1987 to 2003. Retention rates for both blacks and whites have

remained relatively stable, with the retention rate for whites tending to be about two percentage points higher than the rate for blacks since 1992.

[Table 5]

[Table 6]

Four-year graduation rates for UNC institutions tend to be above the national average for comparable types of institutions (see Table 7). UNC-CH has by far the highest 4-year graduation rates, averaging almost 70 percent, while UNC-W, ASU, and NCSU all have rates between 35 and 40 percent. Given the large number of part-time students at some of these institutions, more useful measures are the four-year graduate rate of full-time students (Table 8) and the six-year graduation rate (Table 9). The four-year graduation rate for full-time students enrolled in UNC is 61 percent compared to 35 percent for all students. The six-year graduation rates for each of the universities indicate that UNC campuses tend to have higher graduation rates than comparable institutions nationwide. The overall UNC six-year graduation rate averages about 57 percent while the national average is 55 percent.

[Table 7]

[Table 8]

[Table 9]



## **Financial Aid**

Need-based financial aid from campus, federal, and state sources has to some extent offset recent increases in tuition and fees at UNC institutions as shown in Tables 2 and 3. The expansion of grants and scholarships has kept public higher education in North Carolina affordable to most students. In particular, a program of state need-based financial aid requested by the Board of Governors and partially funded by the General Assembly has increased at the same time as tuition and fees and has offset some of the increase in the price of higher education for needy students and families.

Between 1997-98 and 2003-04, state need-based financial aid from a variety of programs increased from approximately \$40 million to \$110.5 million, with aid expected to increase from this source to \$130 million in 2004-05 (see Table 10). These funds go to students at community and independent colleges as well as UNC campuses and have been a significant addition to federal and campus-based financial aid. According to the North Carolina State Education Assistance Authority (NCSEAA), higher education in the state is more affordable for most students than it was in 1999-2000 and compared to national trends (NCSEAA, 2003).

[Table 10]

NCSEAA has begun to track the net price of college at UNC institutions (a weighted average price for in-state students at all UNC campuses including tuition, fees, room, board, housing, personal expenses and transportation) compared to family income and financial aid. The NCSEAA study looks at the impact of price increases on five

income quintiles, from the lowest to the highest income families. Over five years (1997-1998 through 2001-2002), net price for all quintiles increased 25 percent; for the lowest income quintile, grant aid increased 44 percent while borrowing increased only 1 percent. Remaining need after grant aid remained relatively stable (within the increase in the Consumer Price Index) and, according to NCSEAA, was within the capacity for students in all income groups to meet fund via work and low-interest loans. Remaining need after grants *and* loan aid was approximately \$1,200 and \$2,200 for the lowest two income quartiles and was reduced to \$0 for the three highest income quintiles. During the same period, the percent of the net price of college attendance paid by families in the lowest income quintile after grants and loans decreased from 28 percent to 24 percent (see Table 11).

[Table 11]

Another important measure of affordability is student debt upon graduation. For students attending North Carolina institutions in 2001-2002 who had at least one educational loan over four years studied by NCSEAA, average cumulative debt was \$15,048, a figure that (depending on various studies) is between 11 percent and 14 percent less than the national average. This level of indebtedness would require repayment of approximately \$150 per month for 120 months in the first 10 years following graduation.

According to *Postsecondary Higher Education Opportunity*, North Carolina's college participation rate for low-income students (defined as Pell grant recipients) has

increased at a much higher rate than nationally. Although the state's 24.6 percent college participation rate for these students in 2002-2003 was near the national average (24.7 percent), North Carolina's increase in participation between 1997 and 2002 was 3.8 percent, compared to an increase nationally of only 0.9 percent (*Postsecondary Higher Education Opportunity*, 2005b).

In 2003, UNC-CH announced the "Carolina Covenant," a commitment to make it possible for low-income students to graduate debt-free. To be eligible, a family's annual income may not exceed 200 percent of the federal poverty standard, and the family must also qualify for federal student financial aid. Eligible students will graduate debt free if they work on campus 10 to 12 hours weekly in a federal work-study job throughout their four years, instead of borrowing, with the rest of the student's financial need met through a combination of federal, state, university, and private grants and scholarships. UNC-CH was the first public institution in the nation to make such a pledge. It is unlikely that other UNC campuses will be able to make such a commitment to low-income students in the near future.

### **Transfers**

In 1996, the University of North Carolina and the North Carolina Community College System established a Comprehensive Articulation Agreement governing the transfer of credits from community colleges to University campuses. A Transfer Articulation Committee made up of representatives from both higher education systems oversees the transfer agreement, which includes a general education transfer core. This 44-semester-hour core, if completed successfully by a community college student with a 2.00 GPA, is transferable as a block across the community college system and to all UNC

campuses. The agreement also allows for graduates of two-year Associate in Arts and Associate in Sciences degree programs, who are assumed to have completed the general education requirements of the receiving institution, to transfer to UNC campuses with junior status

The Transfer Advisory Committee has developed pre-major agreements for majors that have significant “transfer traffic” from community colleges to the University campuses. Transfer agreements for Associate of Applied Science degrees, which are not designed for transfer, are developed bilaterally between community colleges and individual UNC campuses. UNC publishes a Transfer Student Academic Performance Report each year that is sent to each community college as a means of assessing their students’ success after transfer and the effectiveness of the Transfer Articulation Agreement. The Transfer Articulation Agreement has also been endorsed by over 20 independent colleges in the state as a guide for community college students interested in transferring to non-UNC institutions.

Each fall semester, approximately 4,500 students transfer from North Carolina community colleges to UNC campuses. Approximately 1,800 additional students transfer into UNC institutions each spring semester. Based on the annual Performance Report, these students are successful in the period after their transfer. For example, in 2002-2003, community college transfer students achieved a mean grade point average of 2.70 at UNC institutions after two semesters. Recently, in response to a request from the community college system, the Transfer Advisory Committee has developed a Transfer Assured Admissions Policy which ensures that community college students who meet all transfer and admission requirements but are not admitted to their first-choice UNC

campus are directed to the CFNC.org website and provided information regarding space availability at other UNC campuses. Although for 2004-5 fewer than 40 qualified community college students were not admitted to their UNC campus of choice, this program should ensure an even higher number of successful transfers.

## **GRADUATE STUDENT OUTCOMES**

### **Enrollment**

At the same time that UNC institutions have seen a dramatic increase in undergraduate enrollment, graduate enrollment has also increased, from 34,225 to 39,580 from 2001 to 2004, at rates comparable to the increase in undergraduate enrollment. Enrollment in master's and doctoral programs increased 15 percent from 2001 to 2004, higher than the undergraduate increase of approximately 12percent (see Table 12A).

In 2004, graduate enrollment represented slightly over 20 percent of total UNC enrollment; UNC-CH and NCSU enrolled 44 percent of graduate students, with three doctoral/research intensive institution (ECU, UNCC, and UNCG) accounting for an additional 33 percent. NC A&T achieved doctoral/research intensive status in 2004 and has the highest graduate enrollment among UNC's historically black universities. Comprehensive institutions enroll significant numbers of master's students, with over 1,000 master's degree students enrolled at ASU, NCCU, UNCW, and WCU in 2004 (see Table 12B).

[Table 12A]

[Table 12B]

## **Graduate Tuition**

Graduate tuition and fees at UNC institutions, like undergraduate costs, have increased dramatically in recent years. As shown in Table 13, costs for resident graduate students at UNC-CH represented 54.8 percent of the national average in 1998-1999 but, by 2002-2003, had increased to 78.3 percent compared to other flagship universities. Non-resident graduate tuition at UNC-CH, already 110.5 percent of the U. S. average in 1998-1999, was 121.9 percent by 2002-2003, reaching \$15,692. Tuition at UNC comprehensive institutions (primarily for masters degrees) increased at a somewhat slower rate between 1998-1999 and 2002-2003, increasing from 57 percent to 67.6 percent of the U. S. average for resident graduate students and from 119.8 percent to 122.8 percent for non-resident graduate students in the same period.

[Table 13]

While tuition and fees have increased for graduate students, enrollment has continued to increase as well. However, high rates of tuition and fees and limited tuition waivers, which are budgeted by the General Assembly and allocated to institutions based on graduate enrollment, may have the effect of reducing support for graduate students, as discussed below, particularly for graduate teaching assistants supported institutionally rather than by grant funds.

## **Use of Graduate Student as Instructors**

Teaching assistants are a significant component of the faculty cohort at UNC-CH; at other UNC institutions, teaching assistants deliver a smaller proportion of instruction. According to the Delaware Study, in which UNC has participated since 1999, for 1999-

2000 through 2001-2002, two-thirds of the 491 teaching assistants assigned fall semester sections were at UNC-CH. Teaching assistants made up only 6 percent of faculty system-wide; however, they made up 15 percent of faculty at UNC-CH, 7 percent at UNCG and a lower percentage (from 1 percent to 4 percent) at the other institutions.

In addition to the Delaware data, UNC also collects data on the training, monitoring, and evaluation of graduate teaching assistants (GTAs). According to the most recent report, ten UNC institutions employed graduate teaching assistants in 2002-2003. Reports from these institutions indicate that, for those institutions making considerable use of teaching assistants, GTAs are provided seminars in teaching effectiveness either at the departmental or institutional level, are supervised by full-time faculty members, and receive feedback on their teaching. International GTAs are tested for fluency in English, are provided English as a Second Language Instruction at most institutions, and are not assigned their own lecture or laboratory sections until their fluency is adequate for effective instruction.

Institutional reports reflected a slight decline in the number of sections taught by GTAs in 2002-2003 from reports for 2001-2002. The decline has been attributed initially to the high cost of tuition waivers for graduate students, particularly those from out of state, as tuition rates have increased. The apparent decline in the number of graduate assistants at UNC institutions is being closely monitored by the Office of the President. Although departments and institutions are committed to providing instructional or research experience to their graduate students, the costs of hiring part-time instructors or post-doctoral researchers may be lower than the cost of hiring graduate students with stipends and tuition remissions.

## FACULTY TRENDS

### Composition of Faculty

The number of faculty employed by UNC is increasing as a result of rapid enrollment growth. In 2003, UNC employed 14,603 faculty, up from 12,767 in 2000. The number of full-time faculty in 2003 was 11,405, compared to 10,041 in 2000. In 2001, UNC conducted a comprehensive study of hiring trends, driven primarily by concern about increases in the percentage of non-tenure-track faculty (both full-time and part-time) at UNC institutions. In its report, the committee noted that from 1990 to 2000, the percentage of non-tenure-track faculty increased at UNC institutions but that non-tenure-track faculty made up a smaller percentage of total faculty at UNC institutions and had increased at a slower rate compared to national percentages.

Data indicate that UNC has a much lower percentage of part-time, non-tenure-track faculty and a slightly higher percentage of full-time, non-tenure-track faculty compared to national data. In 2000, *part-time*, non-tenure track faculty made up 21 percent of faculty at UNC institutions, compared to 43 percent among all U. S. institutions and 34 percent among four-year institutions, as reported in the *1999 National Survey of Post-Secondary Faculty*. The UNC percentage of *full-time*, non-tenure track faculty in 2000 was 23 percent, compared to 18 percent at all U. S. institutions with tenure systems and 21 percent at four-year institutions offering tenure.

Non-tenure-track faculty have increased at UNC institutions at a slower rate than the increase nationally. Data from UNC institutions indicate that, from 1990-2000, *part-time*, non-tenure-track faculty (including participants in UNC's Phased Retirement



Program) increased from 15 percent to 21 percent, while *full-time*, non-tenure-track faculty increased from 19 percent to 23 percent (see Table 14). Combined, part-time and full-time, non-tenure-track faculty increased at UNC institutions from 34 percent to 43 percent over ten years, an increase of 9 percentage points compared to a national increase of 20 percentage points in roughly the same period (see Table 15).

[Table 14]

[Table 15]

During the period 1990-2000, UNC institutions saw a decline in tenured and tenure-track faculty paralleling the increase in non-tenure-track faculty. Among all UNC faculty, the percentage of tenured faculty in 2000 was 42 percent, declining from 47 percent in 1990. The percentage of tenure-track faculty in 2000 was 15 percent, down from 19 percent in 1990 (see Table 16). When these two groups are combined, the percentage of these “tenure-stream” (tenure-track and tenured) faculty declined from 66 percent in 1990 to 57 percent in 2000.

[Table 16]

In the years since the UNC Report on Non-Tenure Track Faculty, the trend toward hiring more non-tenure-track faculty has continued, with tenure-stream faculty making up a smaller percentage of total UNC faculty. However, the pattern of these changes is not consistent across all types of faculty appointments. In fall 2003, the

percentage of *non-tenure-track, part-time* faculty was unchanged since 2000 (21 percent), while the percentage of *full-time, non-tenure-track* faculty increased to 25 percent, up 2 percentage points since 2000. Combined, non-tenure track faculty increased by 3 percentage points to 46 percent of all UNC faculty in 2003. At the same time, the percentage of *tenure-track* faculty actually increased slightly at UNC institutions, from 15 percent to 16 percent, while *tenured* faculty percentages have decreased by 4 percent, to 38 percent in 2003 (see Table 16).

The combination of a decreasing proportion of tenured faculty, a higher proportion of tenure-track faculty, and an increase in full-time, non-tenure track faculty may reflect increased retirements or resignations among tenured faculty, with tenure-track and full-time non-tenure track faculty hired both to replace these tenured faculty and meet growing enrollments at UNC institutions. In 2001, the University of North Carolina predicted these trends, projecting that UNC institutions would have to hire more than 10,000 new faculty between 2000 and 2010 to replace retiring faculty members and meet enrollment growth (see Figure 2). However, the increase in full-time, non-tenure track as opposed to tenure-track faculty replacements continues the downward trend in tenure-stream faculty, which declined by 3 percentage points, from 57 percent in 2000 to 54 percent in 2003.

[Figure 2]

The Delaware Study tracks the proportion of teaching assigned to four categories of faculty. (Prior to 1999, the University employed its own methodology for tracking

faculty-teaching load; data on teaching loads were collected from academic departments in categories that are not comparable to the Delaware data.) Combined data for fall semesters from 1999-00 through 2001-02 indicate that, except for lower-division undergraduate classes, tenure-track faculty members (tenured and probationary, which made up 64 percent of instructional staff) taught between 56 percent and 58 percent of sections, all SCHs, and undergraduate SCHs. Tenure-track faculty members taught 50 percent of lower-division undergraduate SCHs over these three years. When the category of “Other Regular” faculty (i.e., full-time non-tenure-track faculty and administrators who teach) are added to tenure-track faculty, these full-time university employees made up 81 percent of faculty and taught between 73 percent and 77 percent of sections, SCHs, undergraduate SCHs, and lower-division SCHs. Two other Delaware categories (“Other Supplemental” or part-time faculty and Teaching Assistants) made up 19 percent of faculty but taught between 22 percent and 24 percent of sections, SCHs, and undergraduate SCHs and 27 percent of lower-division SCHs.

As with other measures, composite numbers reflecting who teaches students at UNC institutions do not reflect the significant differences among faculty teaching assignments at institutions with very diverse missions and academic programs. At UNC-CH, for example, tenure-track faculty made up 66 percent of faculty and taught 50 percent of sections, 54 percent of SCHs and 49 percent of undergraduate SCHs but only 39 percent of lower-division SCHs. Teaching assistants made up 15 percent of faculty but taught 37 percent of lower-division SCHs. “Other Regular” and “Supplemental” faculty made up 19 percent of UNC-CH faculty and taught 24 percent of undergraduate SCHs

but only 9 percent of lower-division SCHs, reflecting the important role teaching assistants play in the instructional program at this research-extensive institution.

### **Faculty Salaries**

To continue to provide quality higher education to the citizens of North Carolina, UNC must maintain nationally prominent faculty at its campuses. To recruit and retain quality faculty, universities must offer competitive salaries and benefits. Historically, salaries by rank in the UNC system have been at or below the national averages when compared to similar public institutions. Table 17 reports average faculty salary by rank for each campus in 2003. The table also compares UNC annual salaries to the national average of comparable institutions nationally, using data from the AAUP salary study. With the exception of salaries at UNC-CH, all of the other doctoral institutions have average salaries below the national average of professor in public doctoral universities. The shortfall in salaries compared to the national average for professors at public institutions ranges from 4 percent at NCSU to 16 percent at ECU. At the lower ranks, salaries at NCSU exceed the national average. A review of all of the salary data for each of the three classifications would support the generalization that salaries at UNC campuses tend to be below the national average for public institutions.

[Table 17]

Over the last six years, salary increases for faculty have been relatively small in nominal terms and in many cases lagged behind the rate of inflation. Table 18 presents

average salaries by campuses for all tenured and tenure-track faculty (Assistant Professors, Associate Professors, and Full Professors) for 1998 through 2003. During this period, the consumer price index rose by 12.9 percent; thus to maintain the real level of income, faculty salaries needed to rise by 12.9 percent. Table 18 shows that average salaries at half of the campuses increased by more than the rate of inflation but half of the campuses had salary increases that fell below this amount. At the upper end, ECU, NC A&T, and UNC-CH had increases in their average annual compensation of 18 percent while UNC-P and Elizabeth City had the smallest increase in average salaries. Table 19 shows the year by year change in real annual salary at NCSU and UNC-CH. The table shows that between 1998 and 2003, the average real salary of faculty of all ranks at NCSU declined by 0.7 percent while the average real salary at UNC-CH rose by 4.5 percent.

[Table 18]

[Table 19]

For UNC-CH and NCSU, specific comparisons to peer institutions may be more important than these comparisons to national averages. Each of these institutions benchmark their programs to a group of 15 comparable universities. We examined salary data for tenure and tenure-track faculty by rank for UNC doctoral/research extensive campuses and their peer groups. In 2003, NCSU's average salary for professors was below 14 of their 15 peer institutions and was essentially the same average salary as the 15<sup>th</sup> institution. The average salary of associate professors at NCSU was higher than only

one of their peers; at the assistant professor level, the average salary for NCSU faculty was higher than three of their peers. For all ranks together, the average salary at NCSU was 10 percent lower than the average at its peer institutions. UNC-CH fared somewhat better, with the average salary for all ranks being greater than 6 of the 15 peer institutions.

### **Employee Benefits**

The most important employee benefits provided by the state of North Carolina to UNC faculty are health and retirement benefits. The health plan appears to be comparable to those offered by other institutions; however, faculty must pay a higher proportion of total health care expenses than employees at other institutions. UNC pays the full cost of employees' premiums. The UNC Office of the President estimates that the average proportion of premiums for employees paid by other institutions is 91 percent. However, UNC pays nothing toward the premium for dependent coverage. On average, other universities pay approximately 64 percent of these costs. Because of the relatively high cost of dependent coverage, UNC lags behind other universities in the number of dependents enrolled in the health plan. The overall cost of premiums paid by UNC is 76 percent, which is lower than the estimated 81 percent subsidy at other universities. In addition, UNC requires faculty to cover a higher percentage of out-of-pocket costs for deductibles, coinsurance, and co-payments. Thus, faculty end up paying 20 percent of total costs compared to 14 percent at other universities. UNC does extend health insurance to eligible retired faculty under the same terms as provided to active employees, a very valuable employee benefit.

Newly hired UNC faculty have a choice between participating in the Teachers and State Employees Retirement System or selecting one of four Option Retirement Plans (ORPs). The state plan is a defined benefit plan that determines benefits based on a formula of 1.82 percent of final salary average per year of employment. Average earnings are based on the employee's highest four consecutive years of earnings. The plan has a five-year vesting requirement. The normal retirement age is 65 with 5 years of service; however, the plan also provides unreduced retirement benefits with 30 years of service regardless of age or at age 60 with 25 years of service. Early retirement with reduced benefits is available at age 50 with 20 years of service or age 60 with 5 years of service.

This retirement plan is somewhat less generous and requires higher faculty contributions than many defined benefit plans offered to faculty at other public universities. In 1999, a report by the UNC Office of the President recommended that legislation be sought to increase the benefit formula multiplier to 2.0 percent, to decrease the employee contribution rate to less than 4.0 percent, and to reduce the final average salary period to three years.

The ORPs are defined contribution plans in which the employee contributes 6 percent of salary and the employer contributes 6.84 percent of salary. UNC ORP employer contribution rates are significantly lower than the average rates of peer institutions, but the combined employer and employee contribution rate is slightly higher than the average of peer institutions. Based on the 1999 study, the average employee contribution rate to optional retirement programs at other institutions was 3.71 percent, compared to the UNC ORP employee contribution rate of 6.0 percent. The average

employer contribution rate at other universities was 8.48 percent, compared to the UNC ORP rate of 6.84 percent. Thus, the same salary employment offers at UNC tend to be worth less in total compensation than such offers of employment by UNC peer institutions because of the lower value of the pension plan.

The UNC ORP 5-year delayed vesting period is not competitive with peer institutions. By design, portability is a key feature of an optional retirement program, and immediate vesting of employer contributions is the norm across the country. The five-year vesting period is often confusing to newly hired faculty members and is cumbersome for UNC to monitor and administer. UNC leaders are currently attempting to get authorization to institute immediate vesting for employer contributions to ORPs.

## **CONCLUSIONS**

North Carolina has a long history of support for its colleges and universities. Higher education has been a major public priority in the state, and the university system continues to be a source of pride. Access to a university education for qualified students “free of expense. . . as far as practicable” has been a historic goal. However, recent state budgetary shortfalls have resulted in reduced funding for UNC, higher tuition for its students, and a real and relative decline in average faculty salaries. While the university has had significant and important reductions in funding, the adverse impact has not been as severe as in many states and has been accompanied by unprecedented growth in campus construction. The focused growth initiative has resulted in increased quality and capacity at seven institutions and allowed for more effective management of enrollment growth at all UNC campuses.



As the population of North Carolina continues to grow, the number and proportion of high school graduates seeking admission to UNC is increasing dramatically. The university and the state must find the funds to support an additional 30,000 students over the next decade. The university must also address declines in faculty compensation in order to retain UNC's quality and competitiveness in light of the challenge of recruiting and retaining 10,000 new faculty in the first decade of the century. Managing enrollment increases and finding new sources of funds are the two major challenges facing UNC.

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Figure 1: UNC Constituent Institutions

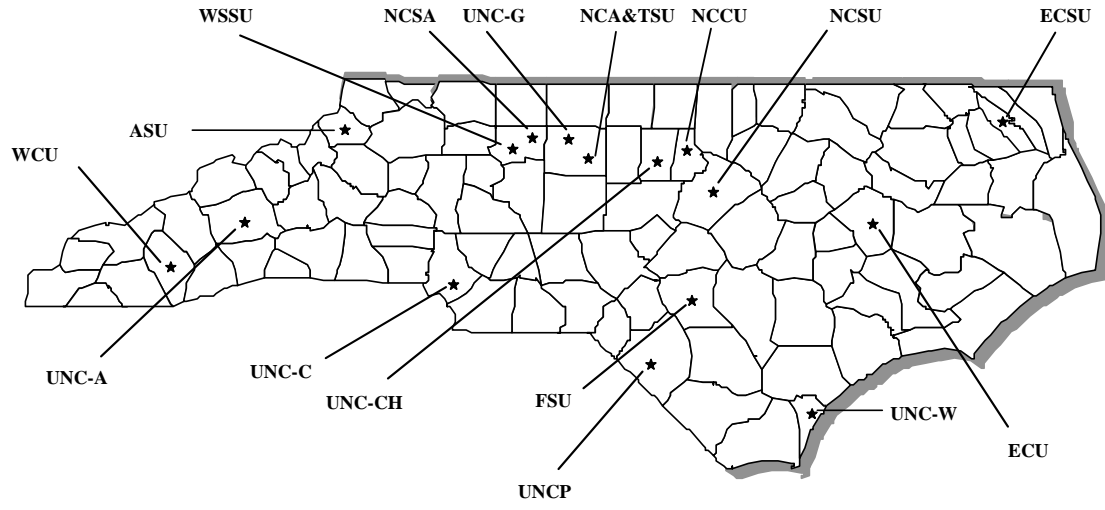
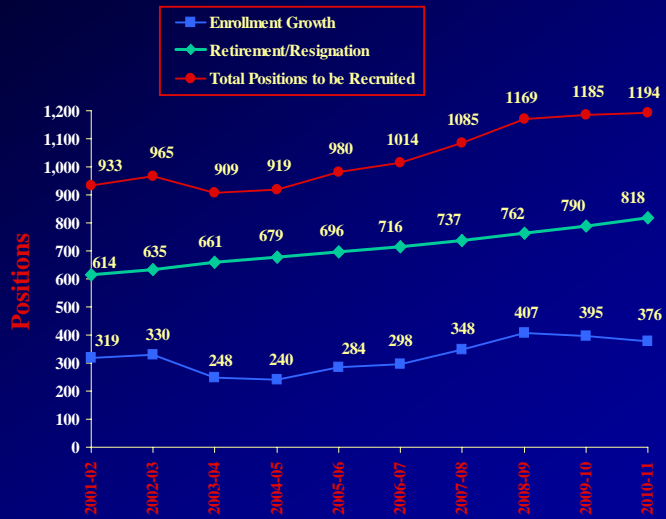


Figure 2: Annual Position Recruitment, FY 2001-02 – FY 2010-11



**Table 1. Appropriations per Budgeted Average Annual FTE Student**

<b>Institution</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Appalachian State University	5,142	5,274	5,272	5,417	6,210	6,522	6,864	7,311	6,991	6,618	6,801	6,933
East Carolina University, AA	5,059	5,314	5,350	5,547	6,214	6,665	6,931	7,213	6,994	6,853	6,661	7,421
Elizabeth City State University	8,546	8,547	8,792	9,106	9,809	10,473	10,403	11,236	11,247	11,786	10,826	11,868
Fayetteville State University	6,281	6,552	6,638	6,865	7,298	7,779	7,883	8,413	8,529	8,417	8,727	8,033
North Carolina A & T State University	6,659	6,684	6,788	6,906	7,525	8,111	8,045	8,614	8,326	7,812	7,610	7,778
North Carolina Central University	6,571	6,579	6,753	7,017	7,765	8,338	8,403	8,631	8,335	8,421	8,251	8,339
North Carolina State University	7,631	8,001	8,053	8,918	9,318	9,757	10,321	10,774	10,469	10,231	9,696	10,267
UNC-Asheville	6,263	6,442	6,807	6,978	7,357	7,806	8,115	8,440	8,415	7,817	7,820	8,242
UNC-Chapel Hill, AA	7,832	8,138	8,152	8,830	9,312	9,984	10,263	10,756	10,583	9,841	9,371	10,143
UNC-Charlotte	4,655	4,970	5,011	5,235	5,897	6,304	6,449	6,813	6,639	6,336	6,241	6,955
UNC-Greensboro	5,523	5,727	5,847	6,214	7,114	7,685	7,875	8,223	8,058	7,802	7,923	8,304
UNC-Pembroke	6,459	6,735	7,075	7,415	7,963	8,390	8,389	8,964	9,153	9,039	8,645	9,013
UNC-Wilmington	4,929	5,017	4,934	5,130	5,845	6,137	6,403	6,737	6,520	6,154	5,879	6,339
Western Carolina University	5,909	6,314	6,424	6,657	7,099	7,558	7,701	8,089	8,003	8,034	7,963	7,867
Winston-Salem State University	7,690	7,958	7,846	8,213	8,737	9,385	9,950	10,761	10,664	10,629	9,938	10,678
Total UNC	6,897	7,209	7,287	7,717	8,356	8,851	9,108	9,535	9,324	8,910	8,708	9,172

**Table 2. Undergraduate Tuition and Required Fees**

<b>Resident undergraduate: Flagship universities</b>					
	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>
<b>North Carolina</b>	2,211	2,314	2,710	3,219	3,856
<b>US Average</b>	3,689	3,809	4,002	4,259	4,675
<b>NC/US (percent)</b>	59.9	60.8	67.7	75.6	82.5

<b>Non resident undergraduate: Flagship universities</b>					
	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>
<b>North Carolina</b>	11,377	11,480	11,876	13,211	15,140
<b>US Average</b>	10,459	10,934	11,442	12,141	13,250
<b>NC/US (percent)</b>	108.8	105	103.8	108.8	114.3

<b>Resident undergraduate: Comprehensive colleges/universities</b>					
	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>
<b>North Carolina</b>	1,757	1,862	2,025	2,255	2,677
<b>US Average</b>	2,917	3,025	3,164	3,379	3,718
<b>NC/US (percent)</b>	60.2	61.6	64	66.7	72

<b>Non resident undergraduate: Comprehensive colleges/universities</b>					
	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>
<b>North Carolina</b>	8,857	9,021	9,244	10,121	11,534
<b>US Average</b>	7,644	7,943	8,274	8,822	9,544
<b>NC/US (percent)</b>	115.9	113.6	111.7	114.7	120.2

Source: "2002-03 Washington State Tuition and Fee Report," January, 2003.  
Washington Higher Education Coordinating Board



**Table 4. Fall Headcount Enrollments, 2001-2004**

<b>Institution</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2010 (projected)</b>
<b>ASU</b>	13,762	14,178	14,343	14,653	16,600
<b>ECU</b>	19,412	20,577	21,756	22,767	27,500
<b>ECSU</b>	2,004	2,150	2,308	2,470	3,270
<b>FSU</b>	5,010	5,308	5,329	5,441	6,260
<b>NCA&amp;TU</b>	8,319	9,115	10,030	10,383	11,000
<b>NCCU</b>	5,753	6,519	7,191	7,727	8,230
<b>NCSA</b>	789	817	792	788	900
<b>NCSU</b>	29,286	29,637	29,854	29,957	36,000
<b>UNCA</b>	3,293	3,391	3,446	3,574	3,760
<b>UNC-CH,AA</b>	25,494	26,028	26,359	26,878	29,250
<b>UNCC</b>	18,308	18,916	19,605	19,845	24,130
<b>UNCG</b>	13,775	14,453	14,870	15,329	18,330
<b>UNCP</b>	3,933	4,432	4,722	5,027	6,140
<b>UNCW</b>	10,799	10,918	11,079	11,574	12,320
<b>WCU</b>	6,863	7,033	7,561	8,396	9,530
<b>WSSU</b>	2,992	3,495	4,102	4,805	4,780
<b>Total UNC</b>	169,792	176,967	183,347	189,614	218,000



**Table 5. One-Year Retention Rates: 1996 - 2002 Cohorts**

	1996	1997	1998	1999	2000	2001	2002	1995-01 Nat'l Avg (by institution type)
<b>NCSU</b>	88.1	87.8	88	88.9	88.7	89	90.1	84.2
<b>UNC-CH</b>	93.6	94.8	93.9	93.9	95	94.7	95.3	
<b>ECU</b>	77.7	78.2	79	76.4	78	76.7	76.6	74.4
<b>UNC-C</b>	76.1	78.7	73.3	73.1	77.7	76.4	75.7	
<b>UNC-G</b>	72.2	73.9	74	73.9	74.9	73.8	75.5	
<b>ASU</b>	82.3	82.9	81.1	84.7	83.2	81.6	83	73.9
<b>FSU</b>	71.2	72.8	74.2	72.6	71	73.9	73.4	
<b>NCA&amp;T</b>	75	76.7	75.5	72.3	76.6	76	73	
<b>NCCU</b>	84.1	77.2	77	72.3	78.5	81.8	78.2	
<b>UNC-P</b>	68.4	71	66.6	67.4	68.6	72.2	67.2	
<b>UNC-W</b>	79.6	78.3	80	79.8	81.8	83.9	85.6	
<b>WCU</b>	67	67.5	69.6	71.5	69.4	70.9	69.1	
<b>ECSU</b>	75.2	76.4	72.9	77.3	81.5	73.2	74.9	70.1
<b>NCSA</b>	62.9	72.6	77.4	79.6	75.2	74.3	74.6	
<b>UNC-A</b>	80.4	77	77.8	76.8	79.8	77.8	77.8	
<b>WSSU</b>	74.8	68	72.9	71.8	73.1	78.3	76.7	
<b>UNC Total</b>	80.8	81.1	80.6	80.3	81.6	81.5	80.9	79

**Table 6. Freshman to Sophomore Retention Rates  
by Race, 1987-2003**

<b>Year</b>	<b>Black</b>	<b>White</b>
1987	78.5	82.4
1992	80.0	82.1
1997	79.5	81.9
2002	79.2	81.5
2003	79.5	82.5

**Table 7. Four-Year Graduation Rates: 1996 -1999 Cohorts**

<b>Institution</b>	<b>1996-00</b>	<b>1997-01</b>	<b>1998-02</b>	<b>1999-03</b>	<b>Nat'l Avg. 1995-99</b>
NCSU	27.5	26.5	29.7	35.5	35.5
UNCCH	66.9	69.4	66.7	70.5	
ECU	25.6	24.5	25.7	25.3	23.9
UNC-C	21.3	22	21.4	23.5	
UNC-G	25.1	27.2	26.2	28.2	
ASU	34.1	32.9	29.7	35.3	22
FSU	23	18	12.1	24.4	
NCA&T	22.8	26.3	23.6	22.7	
NCCU	26.3	28.4	27.5	22.8	
UNC-P	17.8	20.4	21.3	18.7	
UNC-W	37.1	35.3	37.3	40.7	
WCU	22	25.3	22.7	22.6	
ECSU	34	31.4	28.6	27.4	27.7
NCSA	40	44.6	48.2	52.1	
UNC-A	30.7	29.1	25.3	28.1	
WSSU	19.8	24.1	21.8	21.4	
UNC Total	33	33.4	32.7	34.8	29.2

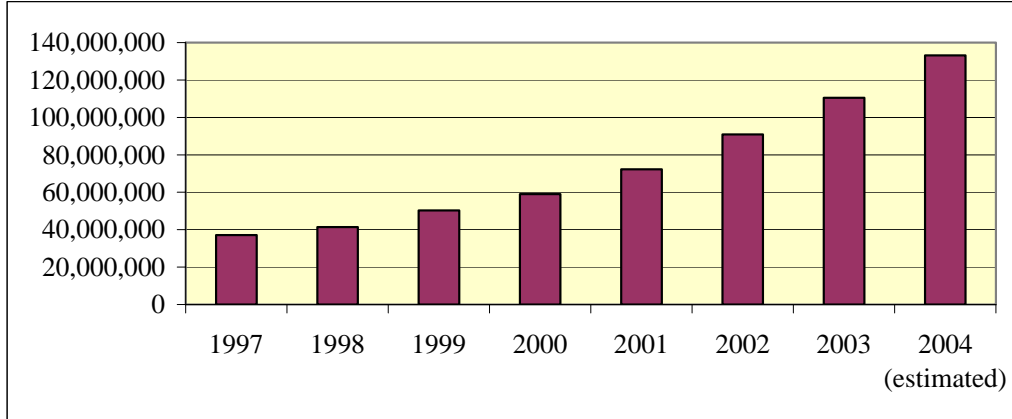
**Table 8. Four-Year Full Time Student Graduation Rates:  
1996 - 1999 Cohorts**

<b>Institution</b>	<b>1996-00</b>	<b>1997-01</b>	<b>1998-02</b>	<b>1999-03</b>
NCSU	48.1	46.2	48.1	53.7
UNC-CH	81.8	83.8	82.3	84.9
ECU	49.5	48.5	48.8	48.1
UNC-C	51.6	49.8	50.7	54
UNC-G	58.3	58.7	59	60
ASU	58.6	57.3	51.7	56.4
FSU	59.7	45.5	32.3	55.2
NCA&T	50.4	53.8	50.2	49.1
NCCU	52.3	62.7	55.2	50.9
UNC-P	51.6	53.9	57.9	51.5
UNC-W	65.8	64.1	66.5	69.3
WCU	52.3	56.1	54.6	50.1
ECSU	63.9	58.1	58.1	51.9
NCSA	97.8	96.2	98.7	97.6
UNC-A	64.4	63.7	55.8	56.1
WSSU	46.8	52.7	45.1	43.4
<b>UNC Total</b>	<b>60.3</b>	<b>60.3</b>	<b>69</b>	<b>60.8</b>

**Table 9. Six-Year Graduation Rates: 1994 - 1997 Cohorts**

<b>Institution</b>	<b>1994-00</b>	<b>1995-01</b>	<b>1996-02</b>	<b>1997-03</b>	<b>Nat'l. Avg 1995-01</b>
NCSU	54.9	57.6	56.3	63.3	64.1
UNC-CH	78.9	79.1	80.4	82.8	
ECU	51.1	52.3	54.4	53.7	47.5
UNC-C	50.4	50.8	45.4	49.1	
UNC-G	46.6	46.1	47.9	50.1	
ASU	59.5	63	60.3	61.2	44.6
FSU	33	37.1	38.5	38	
NCA&T	43.6	44.1	40.1	44.2	
NCCU	49.4	44.7	48.9	48.7	
UNC-P	37.1	37.1	34.1	38.1	
UNC-W	59.8	59	61.5	59	
WCU	44.7	47.1	45.7	48.8	
ECSU	49.6	55.4	52.5	50.5	43.3
NCSA	46.7	55.6	47.6	45.9	
UNC-A	48	53.8	50.7	51.1	
WSSU	44.5	50.7	42.9	47.6	
UNC Total	56.5	57.2	57	58	54.6

**Table 10. Need Based Undergraduate Grant Aid for North Carolinians**



Source: NCSEAA, "Measures of College Affordability in North Carolina." November 2003

**Table 11. Cost of Attendance: Percent paid by families**

	<b>1997-98</b>	<b>2001-02</b>
After Grants		
Lowest income quintile families	55%	47%
Second income quintile families	74%	68%
Third income quintile families	85%	81%
Fourth income quintile families	89%	87%
Highest income quintile families	96%	94%
After Grants and Loans		
Lowest income quintile families	28%	24%
Second income quintile families	40%	38%
Third income quintile families	49%	49%
Fourth income quintile families	53%	55%
Highest income quintile families	53%	57%

Source: NCSEAA, "Measures of College Affordability in North Carolina." November 2003

**Table 12A. Graduate Enrollment, 2001 - 2004**

	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
<b>Masters</b>	24,877	26,869	27,973	28,953
<b>Doctoral</b>	6,097	6,421	6,837	7,263
<b>First Professional</b>	3,251	3,346	3,384	3,364
<b>UNC Total</b>	34,225	36,636	38,194	39,580

**Table 12B. Graduate Enrollment, 2004**

	<b>Masters</b>	<b>Doctoral</b>	<b>1st Professional</b>	<b>Total</b>
<b>NCSU</b>	4,430	2,474	299	7,203
<b>UNCCH</b>	4,738	3,270	2,345	10,353
<b>Research Institute</b>	12,556	1,347	293	14,196
<b>Comprehensive Bac</b>	7,229	172	427	7,828
<b>UNC Total</b>	28,953	7,263	3,364	39,580



**Table 13. Graduate Tuition and Required Fees**

**Resident graduate: Flagship universities**

	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>
<b>North Carolina</b>	2,262	2,354	2,807	3,391	4,043
<b>US Average</b>	4,126	4,256	4,494	4,760	5,166
<b>NC/US (percentage)</b>	54.8%	55.3%	62.5%	71.2%	78.3%

**Non resident graduate: Flagship universities**

	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>
<b>North Carolina</b>	11,368	11,520	11,973	13,702	15,692
<b>US Average</b>	10,288	10,681	11,260	11,920	12,870
<b>NC/US (percentage)</b>	110.5%	107.9%	106.3%	114.9%	121.9%

**Resident graduate: Comprehensive**

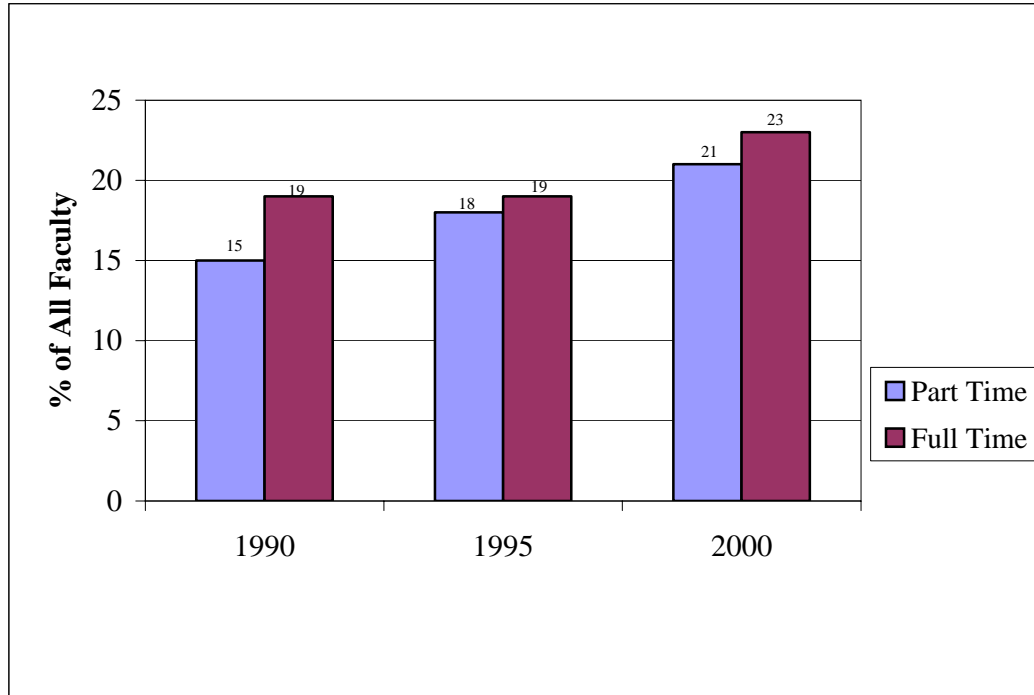
	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>
<b>North Carolina</b>	1,805	1,926	2,070	2,331	2,754
<b>US Average</b>	3,165	3,303	3,475	3,732	4,074
<b>NC/US (percentage)</b>	57.0%	58.3%	59.6%	62.5%	67.6%

**Non resident graduate: Comprehensive**

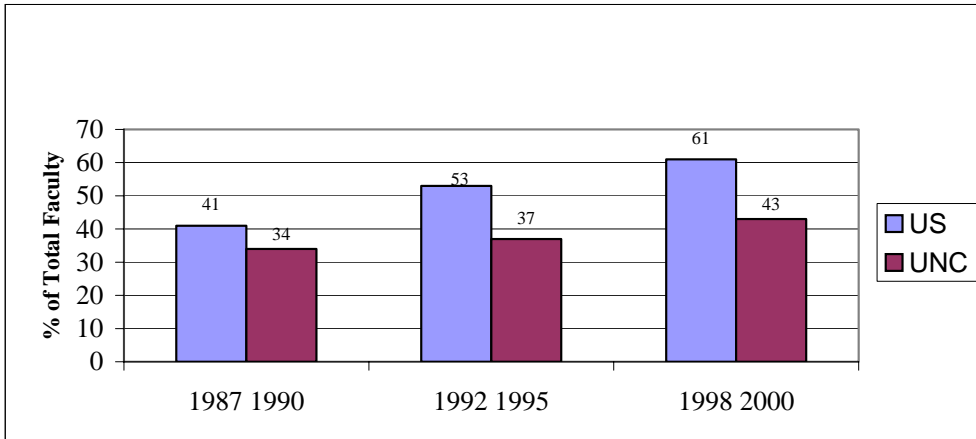
	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>
<b>North Carolina</b>	9,075	9,270	9,288	10,342	11,782
<b>US Average</b>	7,574	7,918	8,272	8,839	9,543
<b>NC/US (percentage)</b>	119.8	117.1	112.3	117	122.8

Source: "2002-03 Washington State Tuition and Fee Report," January 2003.  
Washington Higher Education Coordinating Board.

**Table 14. UNC Part-time and Full-time Non-tenure Track Faculty, 1990-2000**

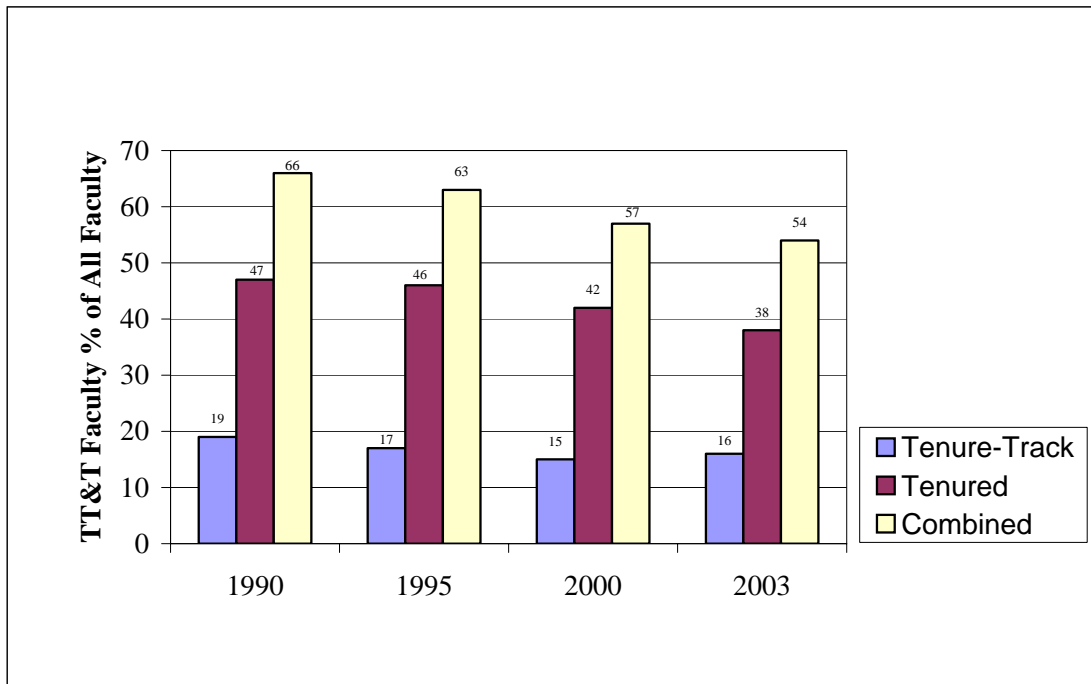


**Table 15. Combined Part-time and Full-time Non-tenure Track Faculty in U.S. and at UNC**



Source: NSOPF: 99, Chronicle of Higher Education, May 4, 2001, and UNC Office of the President

**Table 16. UNC Tenure-Track and Tenured-Faculty, 1990-2003**



**Table 17. Annual Salary by Rank at UNC Campuses and National Averages, 2003**

<b>Doctoral</b>	<b>School</b>	<b>Professor</b>	<b>Associate Professor</b>	<b>Assistant Professor</b>
	UNC-CH	106,262	74,112	61,843
	NCSU	90,934	67,275	59,607
	ECU	79,691	61,031	53,500
	UNCG	81,436	59,845	51,582
	UNCC	84,003	62,393	53,831
<b>National Doctoral</b>				
	Public	94,606	66,275	56,277
	Private	122,158	78,863	68,218
<b>Masters</b>				
	ASU	70,953	58,872	49,832
	FSU	68,217	57,227	52,593
	NC A&T	72,059	61,641	59,104
	NCCU	78,087	61,314	51,447
	UNCP	72,516	52,303	45,846
	UNCW	71,889	56,876	49,547
	WCU	67,613	56,067	48,384
<b>National Masters</b>				
	Public	74,872	59,365	49,795
	Private	81,570	62,934	51,930
<b>Baccalaureate</b>				
	ECSU	61,481	52,826	46,797
	UNCA	69,804	52,027	44,837
	WSSU	63,219	55,287	53,024
<b>National Baccalaureate</b>				
	Pubic	68,996	55,887	46,387
	Private	82,344	60,207	43,201

**Table 18. Average Annual Salary all ranks,\* 1998 to 2003**

<b>NC School</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>Percent increase 1998-2003</b>
ASU	\$53,123	\$56,120	\$58,173	\$59,628	\$61,754	\$61,311	15.4
ECU	\$52,708	\$55,549	\$59,423	\$61,056	\$62,203	\$62,662	18.9
ECSU	\$50,473	\$51,278	\$53,307	\$53,725	\$54,930	\$54,857	8.7
FSU	\$52,812	\$54,763	\$57,501	\$58,617	\$57,544	\$58,388	10.6
NC A&T	\$54,482	\$56,236	\$60,015	\$60,001	\$61,252	\$64,622	18.6
NCCU	\$55,008	\$57,865	\$61,072	\$62,021	\$63,329	\$63,807	16.0
NCSU	\$68,460	\$71,054	\$75,880	\$77,221	\$78,194	\$76,757	12.1
UNCA	\$50,148	\$51,538	\$53,193	\$54,078	\$54,507	\$55,793	11.3
UNCCH	\$74,099	\$79,547	\$84,778	\$85,876	\$87,319	\$87,448	18.0
UNC-C	\$56,437	\$59,310	\$63,318	\$66,538	\$66,553	\$66,113	17.1
UNCG	\$56,519	\$58,767	\$61,091	\$63,148	\$63,925	\$63,821	12.9
UNCP	\$54,219	\$55,565	\$58,368	\$57,895	\$57,894	\$55,497	2.4
UNCW	\$52,797	\$55,602	\$58,273	\$58,414	\$60,499	\$59,906	13.5
WCU	\$51,091	\$53,495	\$55,147	\$55,352	\$55,045	\$56,325	10.2
WSSU	\$51,175	\$53,854	\$55,747	\$56,466	\$58,608	\$56,807	11.0
Change in CPI							12.9

\*Assistant Professor, Associate Professor, and Full Professor.

**Table 19. Real Salary All Ranks\* at NCSU and UNC-CH, 1998 to 2003**

	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>Change 98-03</b>
NCSU	\$68,460	\$69,519	\$71,826	\$71,073	\$70,848	\$67,997	-0.7
UNCCH	\$74,099	\$77,828	\$80,249	\$79,039	\$79,116	\$77,468	4.5

\*Assistant Professor, Associate Professor, and Full Professor