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UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

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Office of Undergraduate Admissions



# Ambassador Handbook

## The Carolina Experience

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“What is it that binds us to this place as to no other? It is not the well or the bell or the stone walls or the crisp October nights or the memory of dogwoods blooming. Our loyalty is not only to William Richardson Davie, though we are proud of what he did 200 years ago today. Nor even to Dean Smith, though we are proud of what he did last March. No, our love for this place is based on the fact that it is, as it was meant to be, the **University of the People.**”

- Charles Kuralt  
UNC’s Bicentennial Celebration, October 12, 1993

“I love UNC. I love the quad in Spring and the Arboretum in the Fall. I love the Pit on a sunny day and Graham Memorial Lounge on a rainy one. I love Roy all the time. But what makes UNC truly special is not our beautiful campus, our distinguished reputation or even our basketball team. **It’s us – the student body – who make UNC what it is.**”

- Eve Marie Carson

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## Welcome!

October 2011

Dear Admissions Ambassador,

We want to thank you for investing in your future alma mater as an Admissions Ambassador. Your role exerts tremendous influence in shaping the incoming first-year class at Carolina, which ultimately changes the face of this university. It's an interesting thought – over the course of a few years much of the student body is here because you attracted them here.

As Assistant Directors on the visit team overseeing Ambassadors, our role is to motivate Ambassadors to continuously think how they can engage prospective students in meaningful conversation about Carolina. How can you stimulate the curiosity of a prospective student with the quality of your insights, thoughts and reflections on life at Carolina? How can you use specific examples of your high-quality peers to show them who their future classmates might be?

This handbook should be a useful guide in your journey as an Ambassador. It asks probing questions and is designed to get you thinking about how you can use your experiences, and those of your classmates, to highlight the quality of our student body and the way they embrace the Carolina culture. It also outlines specific information you can use to answer specific questions. This will keep you from consistently being in that awkward moment when you don't know the answer to a question. The handbook also covers suggestions on how to answer potentially tough questions.

We are always available to discuss with you any aspect of the program you wish to discuss. Andrew's e-mail is [aparrish@admissions.unc.edu](mailto:aparrish@admissions.unc.edu) and his direct line is 843-9798. Jazmin's e-mail is [jazmin.garcia.smith@admissions.unc.edu](mailto:jazmin.garcia.smith@admissions.unc.edu) and her direct line is 962-0672. We are always seeking new and innovative ways to connect intelligent current students with intelligent prospective students. Thank you again for being part of this special organization, which serves this special place. We look forward to getting to know each and every one of you this year.

In Carolina Spirit,

Andrew Parrish  
Assistant Director of Admissions

Jazmin Garcia Smith  
Assistant Director of Admissions

## What is the Admissions Ambassadors Program?

The Admissions Ambassador program exists so that intelligent and service-hearted current students will engage prospective students in meaningful conversation about Carolina. It is a program that allows the Undergraduate Admissions office to highlight the quality of the student body by putting our best students in front of prospective students.

Multiple research studies conclude that current students are the most important factor in a prospective student's college decision. A recent study done for us by Olson, Zaltman and Associates labeled the Zaltman Metaphor Elicitation Technique (ZMET) indicated that having the "right" students is every bit as important—if not more important—as top-notch faculty and courses. ZMET indicated that prospects believe that much of their personal growth will come from the students they encounter both socially and academically. A study completed by the Arts & Sciences Group for UNC indicated that the quality of the study body is the single largest factor in whether a high-ability student chooses to apply to Carolina—more so than quality of faculty, size of facilities, size of student body, or type of resources available.

Richard A. Hesel, Publisher of *StudentPoll* and Principal of Art & Science Group, LLC, says, "In my 25-plus years as a consultant in higher education, and in the course of innumerable recruitment studies conducted for colleges and universities of every size, affiliation, and mission over the years, one finding has remained constant: **the campus visit is the single most influential source of information for students in college choice.** While web sites now surpass publications as a source of influence over the college decisions of prospective students, the campus visit stands in a category all of its own."

Therefore, you carry a heavy responsibility. You help shape the entering first-year class at Carolina. Entering students shape the future of Carolina. Thus, you help shape the future of Carolina. What will you do with this responsibility? How will you use your platform to cultivate relationships with the types of students Carolina is most interested in attracting? Your answers to these questions will drive your experience as an Ambassador and largely influence the legacy you leave on this organization.

In the spring of 2008, the Carolina Admissions Ambassador program underwent some changes. A group of ambassadors came together and began rethinking the structure of the program, and that thought process resulted in the creation of new committees and the development of a new executive team to help lead the program in new directions.

These new committees, working with the exec team, form the backbone of student leadership in our organization. As an admissions ambassador, you are part of a great organization, and are encouraged to be involved in the leading of the program through committee membership. This organization can be as great as you are willing to make it!



## What does it mean to be an Admissions Ambassador?

### Overall Goals and Expectations

#### *The Carolina Admissions Ambassador*

##### *Purpose*

Our purpose is to engage prospective students in meaningful dialogue about Carolina.

##### *Function*

Undergraduate Admissions is the gateway to the University. We are responsible for making a great impression on students and showing them all Carolina has to offer. UNC cannot improve unless we enroll stronger and stronger classes, and the Admissions Ambassadors play an important part in that process. In essence, everyday that you help the Admissions Office enroll the best and brightest students, you increase the value of your diploma!

Representing Carolina is more of an art form than a science. It is distilling the essential from the non-essential. Ambassadors get to the heart of a topic and discuss it deeply. An Ambassador is a story teller, not a lecturer. It's the stories that people most often remember, not facts, dates, etc. Your goal is to weave your experiences, together with some facts about the university, into a story that inspires future students to recognize their potential at UNC.

##### *Research*

Every year, the Office of Undergraduate Admissions administers a survey to all students admitted to UNC, called the Admitted Student Questionnaire (ASQ). Every year, one of the strongest characteristics that appeals to students is the overall quality of the academic experience here (59%)

Interestingly enough, last year the ASQ revealed the second most cited reason for not choosing to enroll at UNC was that the student chose to enroll at a school with a better academic reputation. 39% of the students who turned us down said that the school they chose offered a better academic experience. This shows that while we reached some of the applicant pool with a message of academic excellence, we missed out in reaching others (and possibly some of our top prospects). Also, some of the schools they chose do not have the caliber of students we have, which indicates that we did not reach that student with the best information about the quality of the academic experience here.

Also, as previously mentioned, recent study by the Arts and Sciences Group found that top students want, more than leading professors and state-of-the-art facilities, to be surrounded by other top students in college. Ambassadors are representatives of the student body, and as such, people base their opinions of student quality here on their experiences with Ambassadors. You have the opportunity to show prospective students the caliber of our student community here on campus.

## *The Commitment*

### *Expectations*

As an Ambassador, you will become a very visible part of the Carolina Community; therefore it is important for you to know what is expected of you when you are performing your role as a campus representative.

- ❖ You are expected to keep one weekly tour time open each semester that is not to be filled with anything – group meetings, doctor’s appointments, or studying for tests.
- ❖ You will be told what the recruitment event and phone-a-thon expectation is for each semester.
- ❖ Keep a positive attitude in all that you do.
- ❖ Closely read and respond to email and phone calls in a timely manner.
- ❖ **Never be on time! Be Early!**
- ❖ Keep track of your own schedule; take the initiative to help with events.
- ❖ Accept the challenges of being an Ambassador with enthusiasm, strive to perform to a degree higher than is expected of you, and put your responsibilities into action.

### *Training*

Throughout the year, all Ambassadors participate in training sessions that review the skills needed to be a successful Ambassador. Trainings cover technical details of being an Ambassador, as well as general leadership skills, including public speaking, developing positive communication skills and group facilitation skills.

This organization is one that values consistent reflection, teaching, and learning. As a university community, we value a thirst for learning and reflection and this organization is no different. An unfortunate tendency in our recent past is that Ambassadors believe once they have been trained that they no longer need to refine their skills and there is no need for evaluation. In the spring of 2011, we piloted an evaluation exercise meant to give experienced ambassadors more feedback on the tours that they gave. Our hope is that we are able to build more of a culture of learning and assessment in the future.

Most of this learning will come through the monthly meetings, which are required and imperative for Ambassadors to attend. Monthly meetings allow us to do three things:

1. Discuss what’s currently happening in the program
2. Provide opportunities to learn and assess to enhance your skills as an Ambassador
3. Develop opportunities for Ambassadors to bond with one another

Monthly meetings are a good way to get everyone together in one place at one time to discuss matters of importance to the program. If you have a conflict with the monthly meeting, you must e-mail the tours desk by the Friday before the monthly meeting to ask for an excused absence. Typically, this is because of a class conflict and not because of a group meeting, study session, or other reason. If you do not ask to be excused, you will be followed up with to explain your absence.

New Ambassadors go through a training process designed to teach them how to represent Carolina in the various ways that our Ambassadors work on behalf of our office. This includes how

to answer tough questions, research and data that influences our messaging strategies, and how to give tours, sit on panels, and conduct phone-a-thon calling sessions.

Ambassadors are expected to keep up with current events on campus, so as to be a knowledgeable resource to prospective families.

### *Tours*

**Ambassadors are expected to keep one tour slot open per week to give a tour if called upon. Pick a time that works with your schedule, and make sure you are available at that time every week (no Dr.'s appointments or meetings during this time slot).** Plan to give a tour every single week, no matter the weather, as tours will not stop for anything short of a tornado or hurricane. (Still come for your tour even if the weather is bad! We will put together an alternate activity for visitors, such as a panel, if it is not possible to do the tour) Tours are typically scheduled one week ahead of time via email with the visit coordinators. Ambassadors will be emailed each week and asked to give a tour based on the number of visitors scheduled. It will be assumed that you will conduct a tour when assigned. If you are unable to do so, contact your tour coordinator to see what their replacement policy is.

If you do not have class before-hand, you are expected to arrive 10-15 minutes prior to the tour start time so that you can mingle with guests in the lobby. This is one important way that Carolina distinguishes itself from other Universities. Most schools do not take the time to mingle with visitors before the tour begins, so it helps prospective students both remember and feel more at home at UNC. Please also check in with the visitation coordinator to receive any special instructions for the tour that day.

When you arrive for a tour, please check in with the tour coordinator to receive any special instructions for the day, check out your walkie talkie, and get your name tag.

### *Phone-a-thons*

Phone-a-thons are a way for Undergraduate Admissions to proactively approach prospective and admitted students over the phone and assist them with any questions they have about UNC or the college search process. Ambassadors staff the phones and call students to encourage them to apply, to visit campus or to congratulate them on their admission and personally assist them with any questions. They occur throughout the fall and spring.

### *Recruitment Events*

Ambassadors are asked throughout the year to assist with Admissions Office events, providing tours, participating in panel discussions or visiting high schools and college fairs to serve as representatives of the student body.

### *Communications*

Ambassadors, from time to time, are asked to assist the Admissions Office by providing quotes for publications or feedback on different activities.

## ***Policies***

### *Attendance*

**An important part of being an ambassador is being punctual and following through on commitments.** Once an event is confirmed, the ambassador is expected to attend. Before

committing to an event, be sure that it will fit into your schedule. We understand emergencies, but repeated absences result in dismissal. Sign in when you arrive at the event so your attendance can be documented. If something arises the day of your tour or event that prohibits your attendance, please make every effort possible to contact the Admissions Office (843-9799 or 962-5460). Please speak with someone as opposed to leaving a message.

### *3 Strikes*

Ambassadors are expected to follow through with their commitments. In the event that you miss an event or tour that you signed up to do, and did not contact anyone regarding it, you will receive an email warning. If it happens a second time, you will be placed on probation until you meet with Andrew Parrish or Jazmin Garcia-Smith, the advisor for the Admissions Ambassadors, and clear up any lingering confusion. Finally, if you miss a third event without contacting the Admissions Office or one of the Tour Coordinators, you will be dismissed from the program.

### *Dress Code*

The image of the University is portrayed in your actions as an Ambassador, so your choice of clothing is important. Please dress appropriately. You should appear presentable, but may also dress casual (shorts and sneakers are fine). Please do not wear offensive shirts, clothing from other schools, specific group shirts (Greek Organizations, etc.), ripped jeans, sweats, spaghetti straps or very short skirts. Please also refrain from wearing shirts that “bash” other schools.

### *Humor*

Please bear in mind that some college students tend to have an edgier, more sarcastic sense of humor that may not be shared by the visitors you are serving. Please be mindful of what you say in order to ensure that it is not viewed as offensive or “over-the-line” by your visitors.

### *Expectations for Ambassador Involvement*

An important part of the Ambassador Program is fully participating in various events sponsored by the Office of Undergraduate Admissions. This year’s expectations for new class members are:

<b>Activity</b>	<b>Expectation</b>
Tours	One tour slot every week (when scheduled)
Recruitment Events	2
Phone-a-thons	1
<b>Total Events (plus tours)</b>	<b>3</b>

## **Risk Management**

### *Policies and Procedures*

If an emergency arises with an individual, the ambassador should immediately radio the coordinator at the tours desk. This could be a visitor who has a twisted ankle, heat-stroke or a heart-attack. Occasionally, the coordinator may not be at the desk, but if they must leave, they will leave the radio with one of the admissions representatives at the front desk. The coordinator or admissions representative will immediately call 911 and report the group’s location on campus if necessary. The coordinator or front desk person will find an available recruitment staff member to meet up with the tour to wait with the affected individual, while the Ambassador completes the tour.

In the event of inclement weather on campus where conditions become unsafe to continue the tour (lightning, gale-force winds, etc.) then the Ambassador should find the nearest shelter and radio the tours desk to indicate that they have sought shelter and indicate their present location.

If the campus siren goes off indicating there is an armed intruder on campus or similar emergency, then the Ambassador should immediately find the nearest shelter and radio the tours desk to indicate they have sought shelter and indicate their present location. They should then wait for further instructions from us as further information is available.

### **Walkie-Talkies**

#### *Reason we started using the walkie-talkies*

In the aftermath of the Virginia Tech shootings in 2007, we decided we always needed to have a way to communicate with visitors while they are out on campus should an emergency arise. This is why it is so important to know this information. We hope it never happens to us, but in case it does, we need to be prepared.

#### *While on the tour*

- ❖ Do not turn down the volume or turn the walkie-talkie off
- ❖ Do not change the channel
- ❖ Make sure you keep it in a place where you can hear it

### **Professional Development**

#### **Higher Order Thinking**

As college students, and UNC students specifically, we are encouraged to think at a higher level, to expand our thinking beyond the actual details of what is in front of us and begin making larger picture connections between different ideas. This is applicable to the work you do as an Ambassador as well. It may help to not view each event you participate in or each subject you discuss on a tour as an isolated piece of information, but rather as a small part of a larger whole, the Carolina Experience. We want to portray this campus for what it is – **one giant classroom where there is a seamless learning environment.** When you are giving a tour, you don't talk about each area as a separate process, such as housing, then dining, then academics. Rather, all of these areas are interconnected and should be presented as such. You learn just as much living on campus as you do in the classroom, and the line between these areas is incredibly blurry. Think about the ways in which different experiences at UNC are connected to one another, and see if this frame of reference can help you explain to visitors all UNC has to offer.

What ways can you identify in which you could employ higher-order thinking when you engage prospective students?

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## The Carolina Experience - Academics

### *Overall Goal*

**This is the most important aspect of UNC that Ambassadors discuss with prospective students! Please think deeply and carefully about what experiences you or your friends have had, which you can share with students interested in coming to Carolina!**

Developing a life-long love of learning is the primary reason we are all here at UNC. Visitors will most likely want to hear about classes you have had and how you have felt about the academic environment here, because it will be an important part of their experience as well. Research has shown that 59% of students chose to attend Carolina over other institutions because we offer a better overall academic experience than other schools, and that of students who chose not to attend UNC, 39% said it was because another school offered a better academic experience (2<sup>nd</sup> most often cited reason). This shows how important academics are to prospective students' choices of where to attend, and academic discussions should be given an appropriate amount of attention on your tour. **You will probably be asked some fact-based questions about academics, but the focus of your discussion should be about the quality of students here and how they have contributed to your own learning process.**

### *My Carolina Experience*

How would you describe the learning environment at UNC? How does learning extend beyond the classroom? Do you think UNC is successful in creating a "seamless" learning environment, whereby experiences in classes, in housing and through student life all contribute to your educational experience? If so, in what ways is this manifested?

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How have you seen your “intellectual curiosity” nurtured here at UNC? What resources are there to delve into different subjects and explore your curiosity? What courses or Professors stand out to you? Do you meet other students here who share the same passions or intellectual “thirsts”?

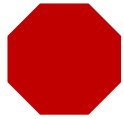
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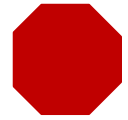
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**STOP!**



What you have written above is the **most important** information in this chapter. Use these responses (and other similar experiences) to describe the Carolina Experience on your tours.



### *Additional Information*

This information may be helpful for answering student's and parent's questions about the academic programs at UNC. **Please use your own experiences and those of your friends primarily, but be ready to answer specific questions with these facts.**

#### *Academics*

##### BY THE NUMBERS:

Last year's enrollment (Fall 2010) was 18,579 undergraduates. Male to female ratio is about 40:60, and over 30% of the student body is African American, Asian, Hispanic/Latino, or American Indian.

18% of each enrolled first-year class is out-of-state, but the overall student body is almost 25% out-of-state.

Class Size: Barely 5% of the classes at UNC are over 100 students and 88% are less than 50, and 70% are less than 30. **51% of the classes are fewer than 20 students.** Upper-level math classes are capped at 35 students, foreign languages at any level max out at 24, and introductory English classes are no larger than 19 students. The average first year seminar class is about 15.

##### GENERAL COLLEGE:

Every student who enters UNC, regardless of declared major, is placed into the College of Arts and Sciences for their first two years. (Advantage: gives students time to explore intellectual interests, to choose a major, or allows students who have already declared to explore other disciplines.). Students must fill certain general education requirements in the College of Arts and Sciences, but students can place out of some of those general education requirements through AP, IB, and SAT II test scores.

As the name suggests, general education requirements allow students to gain insight into disciplines such as literature, science, philosophy, history, and cultural studies.

During their sophomore year, students will either declare a major within the College of Arts and Sciences or apply to one of the University's 5 professional schools, each of which has specific requirements for admission. Those students who definitely know their majors may begin working on prerequisites and major course work while simultaneously fulfilling general education requirements.

If families have very specific questions about course requirements that you have trouble answering, you can direct them to the Advising section of the UNC website, specifically the "Major Worksheets" section for more information.

##### RECITATIONS AND TEACHING ASSISTANTS:

For some reason people have a tendency to have negative opinion of TAs. It is a good idea to share personal positive TA experiences. It might help to point out that Carolina already has some of the top graduate students in the country because we have some of the top graduate programs, and that among those students, not all get to teach, as they have to go through a selection process. It is truly an honor for a graduate student to be selected to teach. (Making TA's truly the best of the best!) While most of our courses are taught by Professors, the ones taught by graduate students are certainly high quality learning environments as well.

Most of the relatively few classes over 100 students will have a recitation section, which you can explain is a smaller discussion section capped at about 20, usually led by a Teaching Assistant, while the Professor will teach the large lecture.

Explain that all TA's are highly trained and chosen by the professors. They have all of the professors' course materials and lecture notes, and they attend all lectures. The advantage to having a professor and a TA for a course is that if you don't understand the way that something is being explained in lecture, your TA might be able to explain it in a different way that clicks with you. Having this system provides students with double the resources, double the office hours, and double the people to e-mail.

All professors and TAs are required to hold office hours during every week (hours when they must be in their offices available to talk to students). Most professors and TAs will make every effort to meet with students in addition to scheduled office hours. All professors and TAs are very accessible by email.

#### OTHER:

You could also mention opportunities for extra academic attention, such as the Math Help Center, tutoring programs, the Writing Center, and the Learning Center.

You can explain the BS and BA degrees as well as the separate professional schools at UNC. (Education, Journalism, Business, Nursing, Allied Health, etc.)

#### HONOR CODE:

The University and its students hold academic integrity in the highest regard. The University and its student body thrive in an environment of free-expression and mutual trust and respect. Every Professor holds their students to the honor code on all assignments, and breaches of the honor code send students to the honor court and are treated extremely seriously. The honor code was written by students and is enforced by students. Describe how students hold each other to the highest standards on their academic work. We want to emphasize the positives here (you DO NOT need to discuss our judicial process, etc.)

#### *Special Academic Opportunities*

Make sure to emphasize these unique offerings when you discuss academics! Please feel free to use your personal experiences or those of friends.

#### STUDY ABROAD:

**Every year, Carolina typically sends more students abroad than any other public university.** Almost 40% of Carolina students study abroad as part of their Carolina Experience. Study Abroad programs are available to all students on six continents. There are over 270 programs in 68 countries, in both foreign languages and English. There are faculty-led programs, UNC-CH programs, and other approved programs.

Students can take anywhere between 12 and 18 credit hours abroad. While abroad, students maintain their status as UNC students, so they can continue to use their financial aid and can register for classes as they would if they were on campus.

From fall 2007 through summer 2008: 1348 UNC students studied abroad through Carolina's study abroad office

Top 3 destinations: Spain, Italy and the United Kingdom

For more information – visit the study abroad website at [studyabroad.unc.edu](http://studyabroad.unc.edu).

#### UNDERGRADUATE RESEARCH:

Approximately 50% of undergraduates participate in research. There are many opportunities for students to assist professors in their research, through labs, independent studies, and the UNC Hospital System, and students can research a number of different disciplines, not just science or medicine. The Undergraduate Research Office is located in the Johnston Center. Students can also look up research opportunities from the Undergraduate Research website, where faculty post thousands of research openings.

More information can be found on their website: [www.unc.edu/depts/our](http://www.unc.edu/depts/our)

#### THE BURCH FELLOWS PROGRAM:

This program gives grants (up to \$6,000) to allow a student to design their own course of study to pursue an interest otherwise not accessible. Direct students and parents to the website if they have any questions. The Burch Fellows office is in the Johnston Center. Burch Fellows students have:

- ❖ Studied the effects of globalization on traditional cultures in Bhutan and Ladakh, India
- ❖ Worked as a rehabilitation volunteer for children with cerebral palsy in Ghana
- ❖ Studied mime and stage combat in England
- ❖ Biked 2,700 miles through Western China to document lives of ethnic minorities
- ❖ Studied voice with an opera singer in New York City
- ❖ Apprenticed under a master door carver in Tanzania
- ❖ Worked with "flying doctors" in Kenya
- ❖ Studied traditional Chinese Medicine in Beijing
- ❖ Researched the Red Colubus monkey in Zanzibar
- ❖ Created a picture dictionary of the Coatzospan Mixtec language
- ❖ Retraced the steps of a Medieval pilgrimage in France and Spain

More information can be found at: [www.burchfellows.unc.edu](http://www.burchfellows.unc.edu)

#### FIRST YEAR SEMINARS:

This program allows first-year students the opportunity to take a specialized seminar class of no more than 20 students. The professors that teach these classes design the course syllabus specifically for each class and first year students can choose from a wide range of fascinating topics such as:

- ❖ Southern Writers in Performance
- ❖ The Drug War, Costs and Benefits
- ❖ Where Did all the Fish Go
- ❖ Geometry and the Symmetry of Nature
- ❖ The Interplay of Physics and Music
- ❖ Social Movements in American Society
- ❖ Ethics and Children's Literature

More information can be found at: [www.unc.edu/fys](http://www.unc.edu/fys)

#### BURCH FIELD RESEARCH:

Burch Field Research Seminars offer some of the most adventurous, hands-on, off-campus educational experiences in the world. They showcase the relationship between faculty research and undergraduate education by combining traditional course work with active, experiential learning.

In these seminars, students can work on faculty-led research projects all over the world. Current and past seminar locations include Vienna, Cape town, Washington, Bosnia, and Prague.

Information can be found at: [www.burchseminars.unc.edu](http://www.burchseminars.unc.edu)

#### APPLES SERVICE LEARNING:

APPLES Service Learning is a student-led program through which students' service experiences are used as a tool for learning. The goal of the program is "to foster socially aware and civilly minded students through participation in an enriched curriculum and hands-on experiences that address the needs of North Carolina communities." Students can participate in semester-long courses or go on fall and spring break service trips.

More information is available at: [www.unc.edu/apples](http://www.unc.edu/apples)

#### ADVISING:

The Advising System is set up in divisions, with full-time advisors assisted by several part-time faculty advisors. An advisor is assigned to each incoming first-year student. We want to make sure to emphasize the positive aspects of the advising system and to encourage students to take advantage of it.

Academic Advising serves all first-year students and sophomores (about 7000 students), as well as juniors and seniors whose primary major is in the College of Arts & Sciences (about 6500 students). Advising assists students with all aspects of their academic planning and collaborates with program or departmental advisors.

More information is available at: [advising.unc.edu](http://advising.unc.edu)

#### CAREER SERVICES:

Career Services is another opportunity for students who need help with internships/job searches. Students can make appointments to meet with a Career Services employee who can guide them through the search and application process for internships and jobs. The office also has a resource center where students can access information that ranges from how to write a resume to specific employer details.

More information can be found at: [careers.unc.edu](http://careers.unc.edu)

#### *Honors Program*

The Honors Program is housed in the Edward Kidder Graham Memorial Building, which features the John Lindsay Morehead Lounge. Also, the Johnston Center for Undergraduate Excellence is located in Graham Memorial. The James M. Johnston Center for Undergraduate Excellence offers four seminar rooms and two medium-sized classrooms, all outfitted with state-of-the-art teaching and communications technology. Parts of the movie *Patch Adams* were filmed in the Morehead Lounge. The Honors Study Abroad Program, the Burch Fellows Program, the

Robertson Scholars Program, and the Office of Undergraduate Research are all located in this building.

Named one of the 8 best in the nation for quality and affordability, the Honors Program enables all Carolina students to choose from more than 120 courses in 30 areas of study.

The honors website is: [honors.unc.edu](http://honors.unc.edu)

***When describing the honors program, use the following excerpt from the Honors website as a base for your descriptions.***

**“Honors with a Difference” – Taken from the Honors Program Website**

“Like Honors programs you'll find at other universities, we offer special Honors seminars and Honors sections of many undergraduate courses — about 120 Honors courses each year, in fact, drawn from more than thirty areas of study. We also offer the opportunity to write a senior Honors thesis in any undergraduate major. The Carolina difference begins with what you won't find as a part of our Honors experience. You won't find Honors students living in special dorms. You won't find Honors students taking a separate curriculum to which other students do not have access. You won't find a small cohort of Honors students who feel that they are the only students into ideas.

What you *will* find is an Honors Program that spearheads a university-wide commitment to providing as stimulating and enriching an academic environment as you can find on any college campus in America. You will find an exciting Honors curriculum that supplements Carolina's excellent general education program. You will find students joining the Honors Program when they first arrive on campus, others who join for their senior year, and still others who join sometime in between. You will find Honors Program students involved in every aspect of campus life. And you will find the Honors Program enlivening the intellectual climate of the campus at large through the University's unique James M. Johnston Center for Undergraduate Excellence.

In short, you will find what is probably the most inclusive and permeable Honors program in the country -- and, we think, one of the best. We're not alone. *The Fiske Guide to Colleges* reports that "Chapel Hill's honors program is nationally recognized as being one of the best and most accessible in the country" (p. 456). The first published guide to Honors programs at flagship state universities (*Ivy League Programs at State School Prices*, 1994) places UNC's Honors Program among only nine to be awarded a three-star rating (the highest given) in all categories of comparison.”

### *Libraries*

There are 15 campus libraries along with a few independent departmental libraries, and most of the 5,492,451 volumes can be checked out for 30 days by students. There is an online card catalog and a research database, both of which can be accessed from the comfort of your own dorm room to provide an abundance of information.

We have an interlibrary agreement with Duke, NC State, and NC Central Universities that allows students to check books out from the libraries at those different schools using their UNC OneCard or to get them within two days on Interlibrary loan. Students can fill out an online request form to have a book shipped to them from those institutions.

### DAVIS:

Davis Library was completed in 1984 and is the largest academic structure in North Carolina. It can seat more than 3,000 students, and there are closed and open carols, faculty studies, open tables, computer work stations, and a free print lab on the third floor.

Davis is open until midnight on week nights.

### THE UNDERGRADUATE LIBRARY:

The Undergraduate Library is open 24 hours a day.

There are two large study rooms with individual carols, study tables, and computer stations. There are 9 group study rooms that groups of students can use to study or work on group projects

The Media Resources Center: Here you can use any electronic media. They also have resources like language tapes that you can use if you would like to brush up on or teach yourself another language.

The ATN help center: here you will find technical support for laptop, technical, and computer problems.

You can get library help from the comfort of your own dorm room or anywhere else through the instant message a librarian program. Library employees will answer any of you library needs over instant message!

### WILSON LIBRARY:

Wilson holds the Southern Historical Collection, the Rare Books collection, and the North Carolina Books collection. The building is open to all students and faculty members. The Rare Book Reading Room in this building has been used in the filming of several movies, such as *Patch Adams*.

### *Carolina Computing Initiative*

Chancellor Hooker began CCI because he realized that professors would hesitate to move forward with technology because they did not want to discriminate against those students without a computer.

The goal of the initiative is to keep students up-to-date with the changing needs of the technological world.

Because of this initiative, all incoming first-years are required to have a laptop computer.

With the laptop packages comes a 4-year warranty, a comprehensive insurance policy, compatibility with the UNC network, and ATN repair services. The laptops are equipped with built-in wireless connectivity, a CD read/write drive, and a DVD player. Grants for the laptops or low-interest loans may also be obtained. Software upgrades are available at a discounted price to all students and faculty.

There are a number of labs and other classes that require students to bring their computers to class. Some students choose to do the majority of their note-taking on their computers even if it is not a class to which they are required to bring their computers (but there are plenty of students who still use notebooks as well).

Students are welcome to bring their own computers. The advantage of using CCI computers is having everything already set up when you come for orientation and the services provided through ITS.

### COMPUTER HELP:

ITS (Information Technology Services) has 5 different divisions that provide central services and technical infrastructure to students, faculty, and staff. ATN (Academic Technology and Networking) is one of those divisions, and students can go to the IT Response Center in the basement of the Undergrad for their technical support needs.

ITS also has a help line – 962-HELP that students can use if they cannot make it to a help center.

### *Tips*

It may be helpful to walk students through the overall academic structure at UNC (two years in general college, applying into professional schools sophomore year, etc.) and also to walk them through a typical first-year schedule. Describe the schedule you had when you were a first year student, in terms of class size, availability of Professors and Graduate instructors, and overall difficulty.

Definitely share any times when professors or graduate students have made time to meet with you outside of class to continue a conversation or assist you with questions you had about a course.

Finally, the more you can focus on specific examples of the high caliber students that study here, the more effective you will be.

### *Potentially Tough Questions*

*Do Teaching Assistants teach lots of classes at UNC?*

Professors teach all levels of undergraduate education from First-Year English on up; however, to permit small classes, recitations, discussion sections, and labs, as well as to allow future professors to hone their skills, graduate instructors do teach some courses at UNC (mainly introductory courses, recitations, and labs). However, in order to be a teaching assistant at UNC, you must be selected, trained, and evaluated. Just being a graduate student alone does not guarantee that you will be permitted to teach. We have an excellent Center for Teaching and Learning that works with TA's and professors on their teaching skills. Each year, the undergraduates vote on the Tanner Awards for exemplary teaching, and each year almost half of these awards go to exceptional teaching assistants. Because they are students themselves and engrossed in cutting-edge research, they are able to relay their enthusiasm and knowledge to their students. One of the greatest benefits of a TA is that they can often explain the same concept from a different angle that might make more sense. They also add an additional person to e-mail, an additional set of office hours, and an additional resource.

*Is it difficult to get my classes?*

Through on-line registration, it is easier than ever to register for classes. Although you may have to take an 8:00am class, you will get the classes you need to graduate. As long as a student has at least a little flexibility in his or her schedule, he or she shouldn't have a problem finding a schedule that meets his or her needs. A few years ago, Institutional Research conducted a survey of students who did not graduate in four years. **The main reasons for failing to graduate on time were students changing majors in the last two years or financial reasons. The percentage of students who did not graduate on time because they could not get their courses was less than 1%, not statistically significant.**

*How difficult is it to get into programs like the business school once you get here? What happens if you are not accepted into a program?*

Each professional school has its own admission criteria and that a student's advisor will work closely with him or her to make sure he or she is on track to complete the prerequisites for a specific program. Students who are not accepted into professional programs as sophomores can continue to work with advisors and re-apply the following year. Students who are not accepted into professional programs can choose an Arts & Sciences major that is very similar. For example, a student who is not accepted into the business school can major in economics. For more specific information on admission into professional schools, direct visitors to their professional school's website to contact them directly.

*What was your GPA? SAT? How much financial-aid did you receive?*

You should not give any personal information to your tour groups. Even if you do not mind sharing the information, people in your group may identify with your situation and assume they will be admitted or receive similar aid. The admissions process is very holistic, not based on GPA or SAT alone, and the admissions process was discussed before the tour. If they have further questions, please direct them to the Admissions Office.

## The Carolina Experience – Student Life

### Overall Goal

The overall goal in describing student life is for students to be aware of the fact that UNC offers more than just a great academic experience. We want students to see how they might be able to engage their peers through various activities and organizations. This could be through student government, sports teams, clubs and organizations, fraternities and sororities, or even just through meeting other students in the Pit. Describe meaningful experiences you have had with other students or in student organizations and discuss the range of opportunities available for students at UNC. **You will probably be asked some fact-based questions, but the focus of this discussion should be about the quality of students here and how they have contributed to your own learning process.**

### My Carolina Experience

Describe an experience that stands out to you related to student life. It might be a club you were involved in, an event you helped organize, or just an interaction you had with other people on campus. How did this experience contribute to your overall education here at UNC? In what ways are student activities linked to the learning process?

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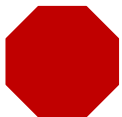
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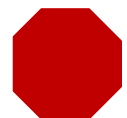
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Why should we include student life on tours? What makes it important for prospective students? Think about the purpose of discussing it on your tours. Is it just to show how many clubs there are on campus, or is there a purpose to having an enriching experience outside of your coursework? How can you present it in a way that shows the connection between academics and student life on your tours?

### STOP!



What you have written above is the **most important** information in this chapter. Use these responses (and other similar experiences) to describe the Carolina Experience on your tours.



### ***Additional Information***

Use this information as some helpful talking points to address student and parent questions regarding life on campus. Remember to use your own experiences primarily, but be ready to answer specific questions with these facts.

### ***Places and Organizations***

#### *The Pit*

You should talk about your experiences here and about how many things take place in the Pit - hanging out with friends, clubs doing “pit-sits”, rallies, campaigns, etc. Be prepared for unique events that may be different than what some visitors are used to seeing (Marijuana Awareness Week, the Pit Preacher, National Coming Out Day, etc.) You can explain these situations by saying that UNC has a diverse student body that prides itself on freedom of expression. This active and vocal student body represents virtually all aspects of society.

According to students, if you were to sit in the Pit for an entire day, you would see every UNC student, which demonstrates just how active and popular a place the Pit is.

The Pit can be a great place to stop and talk for a few minutes. ***Just make sure that your group can hear you if it’s busy!***

#### *Student Stores*

Student stores offers the Bull’s Head book shop, a full technology department on the bottom floor, and a textbook store on the top floor.

All income above operating costs is contributed to student scholarships and grants.

**The building memorializes Josephus Daniels, Secretary of the Navy in Woodrow Wilson’s cabinet, publisher of the Raleigh News and Observer, and longtime University trustee.** Humorously, Daniels is most often remembered for removing the rum ration for sailors in the Navy and replacing it with a coffee ration. As a result, sailors began coming to the mess hall and asking bitterly for a cup of “Jo”, as a way of protesting Daniels’s decision.

#### *Frank Porter Graham Student Union*

The Union reopened for students in the spring of 2004, and its updated amenities include a renovated lounge with flat screen TV and the Alpine Bagel Café on the main floor. Upstairs there are study areas. The first floor has a study area, a lounge, a computer lab and print station, and the Cabaret Theater.

**The building was named for Frank Porter Graham, the 11<sup>th</sup> president of the university. Graham served as a US senator and as a mediator for the United Nations.**

#### *Student Organizations*

UNC has over 600 student organizations, ranging from political groups, service groups, social activism groups, sport clubs, musical groups, academic clubs, etc. (A student can also create his or her own club or organization by simply getting a faculty advisor and creating a constitution/official

documentation. Forms are available online or in the Union. You don't need to point this out unless someone asks, as it is pretty common amongst schools and they will hear it on every tour.)

Examples of some diverse club offerings: The Pirate Club, the Kamikaze Dance Team, the Clogalots, the "Comedy to Overcome Medical Anxiety" club, UNC-CH Ducks Unlimited (a wetland conservation club), the Carolina Swiss Society, the Vegetarian Society, etc.

When mentioning all of the student organizations that Carolina has (showing student excellence), it might be beneficial to talk about FallFest (to show access). While the large number of organizations is an asset to our student life, 600 organizations might sound intimidating. By explaining FallFest, prospective students will recognize how easy it is to join organizations and get involved on campus.

### *Greek Life*

Approximately 17% of the student body participates in a Greek organization. This means that there are plenty of opportunities to get involved, but the Greek system is not so large that a student would feel left out if he or she did not participate.

We have many different types of fraternities and sororities (approximately 50 organizations). It is important to point out that there are social, professional, and service-oriented Greek organizations. The Office of Greek Affairs oversees Greek organizations and promotes cooperation and projects between Greek councils and Greek and non-Greek students.

Students may rush for most organizations at the beginning of any semester, however some fraternities and sororities recruit at different times throughout the year. There is a strict no-hazing policy that each chapter must observe, and the rush process is completely dry.

Some of the organizations have houses, which are located just off campus and each chapter has its own policies regarding when and if students can live in the houses.

### *The Sonja Hayes Stone Center for Black Culture and History*

The Mission of the Center is to encourage and support the critical examination of all dimensions of African-American and African Diaspora cultures through sustained and open discussion, dialogue and debate, and to enhance the intellectual and socio-cultural climate at the University of North Carolina at Chapel Hill and in communities beyond the campus boundaries.

The Stone Center works with numerous departments and units of the University to help promote interdisciplinary inquiry, as well as focused examinations from various interdisciplinary and disciplinary perspectives.

For many consecutive years, UNC has been cited among national leaders with the highest enrollment of African American first year students among the nation's top selective schools as deemed by *U.S. News and World Report*.

In September of 2005, the *Journal of Blacks in Higher Education* ranked UNC first among top universities for percentage of first-year African-American Students

### *The Campus Y*

The Campus Y is the largest student-run organization on campus, and it is dedicated to the pursuit of social justice through pluralism. The Y stands for service, idealism, and the development

of good leaders and citizens. The various committees affect change at Carolina and the surrounding community through community service and advocacy. About 650 students every semester are involved in Campus Y committees and their activities. These students participate in a number of programs ranging from tutoring and mentoring local elementary school students to advocating criminal justice awareness.

### *Diversity*

Carolina is committed to enrolling an excellent and diverse undergraduate student body each year. Carolina has long prided itself on having a rich and diverse community with different ideas, socio-economic backgrounds, ethnicities and geographic make-up. To read our diversity slip sheet that is available in our office click here: [http://www.admissions.unc.edu/pdf/Diversity\\_at\\_UNC.pdf](http://www.admissions.unc.edu/pdf/Diversity_at_UNC.pdf)

The Carolina Covenant is one way we have been a leader in higher education in making college accessible to those for whom college has typically been inaccessible. We were the first public university and the second university overall to fund this sort of program. The Carolina Covenant allows admitted students who fall below 200% of the federal poverty guideline (around \$42,000 for a family of four) to graduate debt-free from Carolina. Through grants and their work-study position (working 8-12 hours per week) Covenant Scholars receive financial aid to account for tuition, fees room, board, as well as money for books/supplies, travel, and personal expenses.

Read more about the Carolina Covenant here: <http://www.unc.edu/carolinacovenant/>

Here are some facts you can use to describe diversity at Carolina.

Racial make-up of 2010 Entering Class: 3,960

- 71% White/Caucasian
- 9% Asian American/Asian
- 7% Hispanic/Latino/Latina
- 9% African American
- 1 % American Indian
- 0.1% Pacific Islander

Carolina has had five black Rhodes Scholars, the highest number in the country, and UNC alumna Karen Stevenson was the first black woman to receive a Rhodes Scholarship.

From 2004 to 2009, Hispanic enrollment has doubled (from 457 in 2004 to 974 in 2009) and Asian American enrollment has increased by nearly one third (from 1,016 in 2004 to 1,344 in 2009).

Carolina's 600 student organizations include the Black Student Movement, Carolina Hispanic Association, Carolina Indian Circle, Asian Student Association, and Theta Nu Xi Multicultural Sorority. Students may also found and lead their own organizations.

Students interested in connecting classroom learning with residence life may choose one of ten specialized living-learning communities. UNITAS, housed in the fifth floor of Carmichael residence hall, is a community sponsored by the Department of Anthropology that actively works to erase stereotypes and prejudice based on gender, race, nationality, religion and sexual orientation. To help break down barriers, UNITAS residents are assigned roommates from different ethnic and cultural

## *Athletics*

### *Competitive Sports*

There are three levels of competition (intramural, club, and varsity) as well as other recreational athletic opportunities.

Intramurals: There are approximately 45 different IM offerings, such as flag football, kickball, inner-tube water polo) There are single-sex and co-ed teams. You can play in any number of intramural sports, and there's a regular season, followed by a tournament, and one team will become sport champion and receive the coveted championship t-shirt.

Thousands of students participate in intramurals every year. (Last year, there were approximately 13,000 different participations recorded)

Club Sports: Club sports have a higher level of competition than intramurals, but not as much commitment as the Varsity level. They have organized practices and often compete at the national level. There are numerous athletic clubs, ranging from traditional basketball, baseball, and soccer, to less common sports like rugby, ice hockey, and Tae Kwon Do.

Club sports will practice several times per week and play other schools' club or varsity teams. There are over 55 club teams at Carolina and last year over 2,000 students participated in these organizations.

Varsity: We have 28 varsity teams that compete in Division I athletics (Atlantic Coast Conference). Students can get involved by attending sporting events, trying out (some teams have walk-on try outs) or by becoming a team manager. (If you have time or interested students, you can also mention how basketball ticket distribution works.)

### *Student Athletic Facilities*

We have two major athletic facilities for students, the Student Recreation Center (SRC) and the Rams Head Recreation Center. There are numerous facilities in each of these centers, including swimming pools, aerobic and workout classes, weight rooms, and rock climbing walls. You may also want to mention that these facilities, including all the classes offered at the SRC, are free for students. All you have to do to gain access is show your ONE card.

Ramshead Center, a state of the art fitness center, opened in fall of 2005. The complex houses several basketball courts, an indoor track, a weight room, a climbing wall, and a multipurpose room.

**In 1997, *Sports Illustrated* named Chapel Hill one of the best college towns in the nation.**

### *Student Dining*

You should not spend time discussing meal plans unless asked, but if you are, here is information on meal plans.

Although students are not required to get a meal plan, you can explain the advantages of having one (65% of students buy a meal plan in the fall semester). The meal plan is adjustable for the first two weeks into the semester at no extra charge for the first adjustment.

Block/Value Plan: block number of meals used per semester or per week, that do not carry over to the next semester/week. These meals can only be used at the all-you-can-eat sections (Lenoir and Ramshead Dining Hall).

Flex Account: You can only put money in a flex account if you buy a block/weekly plan. Flex dollars can be put on the account in sums of \$50, and can only be used for food, but you don't pay sales tax on purchases. Flex dollars carry over to the next semester if you buy another block/weekly plan.

Expense Account: This account is used just like cash, dollar for dollar, and can be used to buy anything – food, books, t-shirts, vending machines, and laundry facilities.

Lenoir Dining Hall has a buffet upstairs. You can mention the set up and some of the different food options. The downstairs is set up in stations where you can pay with cash or card, use flex dollars, or money from another account that is on your student ID. This is not included in your meal plan.

The Ramshead center, Winner of the 2006 *Food Management* magazine's Best Concepts award, has a Starbucks and a dining hall. The Ramshead Dining Hall is open Monday – Friday for breakfast, lunch, and dinner until 8:00PM and Saturday and Sunday for brunch and dinner. The dining hall is divided into five sections 1) pizza, pasta, and deli; 2) steak, fish, and chops; 3) bakery; 4) diner foods; 5) lean and green with vegetarian and vegan selections.

There are a number of spots on campus (mini-marts and other locations) where students can pick up food either on the go or after the dining halls have closed.

You can also mention Franklin Street as a dining option.

Encourage visitors to eat on campus. Suggest that they take advantage of the Rams Head Free Lunch Coupon available in the Jackson Hall Lobby. Familiarize yourself with the schedules for Lenoir and the dining facility at Ramshead so you can suggest an on-campus dining experience. Franklin is always good to mention, but it may be good to suggest on-campus dining for lunch and then Franklin for dinner.

### *Tips*

Spend some time in the Pit with your group and point out any organizations that you are familiar with, so that visitors can see both the large number of organizations offered, but also see that students do have personal connections to these organizations. Point out clubs setting up tables and the cubes as a way to demonstrate involvement on campus.

Make sure you walk your group through Lenoir dining hall so that they can at least get an idea of what a UNC dining facility looks like.

Dining at UNC is all about options. Make sure to mention that most students use a variety of ways to eat, including cooking in their residence hall, eating on Franklin, eating in a dining hall or at the bottom of Lenoir.

## Potentially Tough Questions

*What is Greek life like on campus? Must you join a sorority or fraternity to have a social life here?*

Tell visitors that Greek Life is one option for students, but it is certainly not the only option. 17% of undergraduate students are a part of Greek organizations. Emphasize the hundreds of other clubs and activities students can join. If they are interested in becoming Greek, let them know we have approximately 50 organizations to choose from including Professional, Service, Christian, American Indian, multicultural and historically African-American fraternities and sororities. **Many people want to know that we have a healthy Greek system on campus that they can get involved in, but many others want to know that there is a healthy social scene outside of Greek life. Many people are scared the Greek life dominates UNC, so be sure to stress the balance between Greek and non-Greek activities on campus.** Greek life stresses academics, community service, and brotherhood and sisterhood (strong non-hazing policies, dry rush).

*I have heard that I will be just a number in such a large student body and no one will ever know I am here. Is that true?*

Granted, UNC is larger than most private schools, but we are truly a mid- sized public university. Stress the fact that our class sizes are relatively small (less than 5% of classes have over 100 students and over 50% have less than 20). Discuss sense of community - how all first-years live on campus. You can discuss the ways to bring the campus down to size: get involved in one or more of the almost 600 student organizations. Talk about how easy it is to meet people first in your suite, then your hall, your classes, etc. The way the campus is laid out, all underclassmen are in one central area so it is easy to see people if you hang out in the pit, go to Lenoir for lunch, etc. Most undergraduate classes are on one of the two main quads (McCorkle place or Polk Place) so you see other students that you know all the time. First Year Seminars are also a great way to meet other new students in a small setting (less than 20 students) and offer great academic opportunities. Carolina is small enough that you constantly see people you know, but it's not so small that you can't escape. One of the exciting things about attending a school of Carolina's size is there are always new and exciting opportunities available to you. You will be continually presented with new people and situations.

*Why are so few students from Out-of-State?*

Simply explain that the NC Board of Governors requires 82% of our enrolling class to come from NC, and the remaining 18% from out-of-state, since we are a public University in NC. This only applies to the enrolling class, and our overall student body (because of transfers) is approximately 25% from out-of-state. Do not go into further detail. They may ask about admissions regarding out-of-state students and if they do, please refer them to talk with the admissions office.

*Do out-of-state students stand out against a crowd of North Carolina residents? Since the majority of students are residents, do most people go home on the weekends? Does everyone from NC know everyone else already before they get here?*

Although 82% of the incoming first-year students are North Carolina residents, almost 25% of the student body is from outside of North Carolina and you cannot tell in a crowd who is a resident and who isn't. Out-of-state students and in-state students join the same social groups, live together and are in class together. The campus is full of students on the weekends. In-state students stay in Chapel Hill for most of their weekends. You don't ever find the campus desolate, but most students leave during longer breaks, including out-of-state students. North Carolina residents do not only look to know and hang out with NC students, and you will often find students meeting other NC residents for the first time at Carolina, just as you would find them meeting out of state students.

*Do out-of-state students seem smarter since it is harder for them to get in?*

Although it is more competitive for out-of-state students to enroll at UNC, describe how the whole campus is a community of learners, and how rather than competing with each other, students benefit from having other intelligent students on campus and in their classes with them. Regardless of if they are applying from in-state or out-of-state, UNC seeks students who are self-motivated, intellectually curious students, and this breeds a culture of curiosity on campus. The campus is full of high-achieving students, regardless of where they are from.

*Is there a lot of underage drinking on campus? What is the university doing to control this?*

Discuss that the legal drinking age in NC is 21. Give examples of the many fun things to do that don't involve alcohol (Movies at the student union, Clef Hangers concerts, etc.) Residence Hall workshops take place for students, which discuss alcohol issues. Talk about Fall Fest and other activities that stress alcohol free fun. Discuss the popularity of the substance free residence halls on campus.

*How would you describe the racial relations on campus?*

UNC prides itself on being a diverse campus, drawing students from different races, cultures, religions, backgrounds and geographic areas. Discuss how great it is to meet and make such a diverse group of friends. There are almost 40 student organizations that relate to cultural diversity (Black Student Movement, Chispa, Sangam, etc.), over 20 different religious organizations (Hillel, Hindu Student Organization, etc.). The mission of these organizations is for students to learn more about their own cultural background and also share this information with others on the campus. Discuss Masala, an organization that strives to bring cultural organizations together to unite, educate, and stimulate the campus community concerning issues of diversity and cultural awareness.

*Is there construction all the time?*

Explain that UNC is constantly expanding to meet the needs of its students. Often, construction takes place. While it may not be pleasing to the eye, safety is a primary concern, and common walking routes are rarely disrupted. This is also a good chance to discuss the benefits of construction, such as the new \$250 million physical sciences complex, which has million-dollar electron microscopes. The University is constantly growing and expanding, and the expansion and

construction efforts are part of that growing process. The University doesn't enter into a new project without the best interests of the students in mind.

*You are walking through the Pit, and there is a rally taking place for a political or sensitive issue, how do you explain this situation to your group?*

Try not to see an event like this as an embarrassing thing that you don't want your tour participants to see. See it instead as an opportunity for dialogue. Prospective student want to attend a school where freedom of expression is fundamental and where they can debate important issues. UNC is a place where freedom of expression is encouraged. Not everyone will agree with everyone else. Mention that these demonstrations are typical of college life. We have a driven and vocal student body that stands-up for their beliefs. You might want to mention examples of demonstrations, such as the ones which took place during the tuition-hike debates. College is often a microcosm of real-life. Annually, *Mother Jones Magazine* ranks the ten most active student bodies in the country. Carolina has made that list many times since its inception.

*What is your least favorite thing about UNC?*

People seem to love this question, and it can be a tricky one to answer. Answer it honestly but try to find some sort of positive twist or take on the situation. For example, if you are going to say, "Registration can sometimes be frustrating," you can add that you have some registration periods that were a piece of cake or that there are many students who never complain about having experienced challenging registrations. It is probably good to have an answer for this question ready so it doesn't throw you off guard the first time you hear it.

## The Carolina Experience – Living on Campus

### *Overall Goal*

The overall goal with discussing housing is to give prospective students **a sense of the experience of living on campus and less on the physical details of living in a residence hall.** It is more important for prospective students to understand the feeling of community and opportunities created by living on campus than to know exactly how many co-ed residence halls we have. With that in mind, focus on your own personal experiences (conversations with other students, hanging out with suitemates, RA's, etc.) but be prepared with some of the basic facts and statistics should parents or students ask. **You probably will be asked some fact-based questions, but the focus of this discussion should be about the quality of students here and how they have contributed to your own learning process.**

### *My Carolina Experience*

Take a few minutes to reflect on your personal experiences in living on campus. How did these experiences play a part in your overall Carolina experience? At Carolina, we value “connected learning” and students consistently talk about how what they’re learning in one area overlaps with other areas. How did you see this manifested in your experiences living on campus?

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Were there times where you saw yourself developing and learning because of an interaction with someone in your residence hall or because of an event/program you attended there? Were you exposed to new and different people? Did you meet anyone with whom you could discuss exciting, intellectually stimulating things?

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Thinking about your experience living on campus, if you had to make a highlights video to show people, what memories would be on there? What people do you remember, what events stand out? How will you remember living on campus when you think back over your entire Carolina experience?

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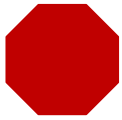
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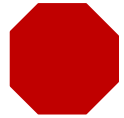
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**STOP!**



What you have written above is the **most important** information in this chapter. Use these responses (and other similar experiences) to describe the Carolina Experience on your tours.



### ***Additional Information***

This information may be helpful for answering questions about housing.

#### *General Information*

The University has changed from using the term “dormitory” to “residence hall”, so please try to adjust your language accordingly.

We do not go in a residence hall because they are locked 24 hours, but there is a typical dorm room set up on south campus in Craige Residence Hall. Families can go there, ring the bell at the door, and obtain a key from the area coordinator’s desk. It is open 12:30-5:30 M-F.

Approximately 8,400 students live on campus (approximately 45%)

All First-Year-Students live on campus (when residence halls are combined with Granville Towers)

All First-Years are required to live on campus; Majority do live on South Campus, but are allowed to live in any residence hall (No specific First-Year housing)

The housing department will make every effort to provide a student with housing all four years

There are several theme housing options, called “Learning Communities”:

- ❖ Sustainability (Morrison) – “Green House” expanding environmental awareness
- ❖ Connected Learning Program (Cobb) – Pursuing passion and education outside classroom
- ❖ Carolina Experience (Koury) – Make a stronger connection to UNC outside of academics
- ❖ Service & Leadership (Ehringhaus) – Make an impact in the community (APPLES)
- ❖ UNITAS (Carmichael) – Explore cultural diversity and erase stereotypes
- ❖ Language Housing (Spanish: Craige North/ Chinese: Teague) – Improve language skills and immerse in culture
- ❖ WELL (McIver) – “Women Experiencing Learning and Leadership”
- ❖ Substance Free Environments (Alexander and Joyner) – Commit to a healthy lifestyle

#### *Rooms/Building Information*

Room Styles:

- ❖ Hall Style (North Campus)
- ❖ Suite Style (South Campus)
- ❖ 2 Room Suite Style (Horton, Hardin, Koury, Craige North)
- ❖ Ram Village Apartments (upper-class students)
- ❖ Odum Village Apartments (undergraduate and graduate students)
- ❖ Baity Hill (married students and student families)

4 all female, 2 all male, and 27 coed halls (for a total of 33 residence halls)

All rooms have an Internet connection per roommate (a port for every pillow), telecom services, and cable television.

Rooms are furnished with single beds, dressers, desks, chairs, and window coverings.

There are computer labs and laundry facilities on every part of campus, and every residence hall has at least one kitchen.

### *Renovations/Updates*

Ehringhaus South has been renamed “Koury Hall”

### *Tips*

It helps to do this presentation in one of the residential quads at the beginning of the tour, because it give students a chance to connect what you are saying with a visual image, and appeals to a broader range of learners (auditory, visual and kinesthetic).

When you talk about housing, do not be negative about any dorm. We want to encourage students to make the best choice for them, so we need to describe positively all of the options available. One of the best ways to address Granville is to give the facts about it (privately owned residence hall that has doubles set up as 4-person suites) but not pass or offer judgment, positive or negative.

If you encounter a question that you are unable to answer or do not feel comfortable answering, you can always direct a family to the website [housing.unc.edu](http://housing.unc.edu) for more information. (They also have typical floor plans, virtual tours, and more details about each residence hall and the application process)

### *Potentially Tough Questions*

#### *Are all the rooms air-conditioned?*

All halls will be air-conditioned for the 2011-2012 academic year, so there are no discounted housing rates.

#### *Questions about South Campus*

If you ask four different students ‘where is the best place to live,’ you will get four different answers: North Campus, South Campus, Mid Campus, or Granville. However, because of the large number of first-year students housed there, the privacy of suite living, the convenience of the South Campus dining facilities, computer labs, and laundry facilities, as well as proximity to Kenan Stadium and the Dean Smith Center, many students feel South Campus is the best place to start your four years at Carolina. In fact, over 75% of enrolled first year students request to live in one of the South Campus communities. There are 25 residence halls on North Campus which house about 47% of

on-campus residents. There are 8 residence halls on South Campus which house about 53% of on-campus residents. With 600 to 1000 students in each South Campus residence hall, it is easy to meet people and make friends instantly.

There have been several recent changes to create an improved atmosphere on South Campus. The recent additions of the Rams Head Center and the Student Academic Services Building (SASB) mean that students no longer have to go to North Campus “for everything”. Likewise, the addition of Ram Village and Odum Village to undergraduate housing has increased the number of students, especially juniors and seniors, who live on South Campus.

## The Carolina Experience – Transportation & Safety

### *Overall Goal*

The goal in discussing transportation and safety on campus is to make prospective students aware of the way students get around on campus as well as how Carolina students approach safety. Don't feel like you have to list every single bus route and exactly how many blue lights there are on campus, but rather describe some of the important things (The U, RU, DPS officers on patrol) and describe how those things have played into your experience at Carolina. **Another important note is to explain that we are one residential campus, not multiple campuses linked by a bus system.** Sometimes visitors get confused when we talk about the bus between North and South campus, and it helps to clarify so that they know that we are one unified campus.

### *My Carolina Experience*

How do you get around campus? What has your experience been with transportation, the bus system, having (or not having) a car on campus, or just walking to class? What things make it easy for you to get around campus? What were some challenges or things that took some time to get used to?

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What measures do you take personally to keep safe at UNC? Think about the programs that are offered, such as Alert Carolina Text Messaging, Residence Hall Safety programs, or other on-campus activities that promote safety. How has participating in these programs helped? In what ways has the University been pro-active in keeping students safe?

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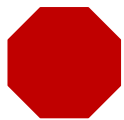
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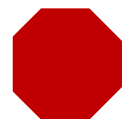
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### **STOP!**



What you have written above is the **most important** information in this chapter. Use these responses (and other similar experiences) to describe the Carolina Experience on your tours.



## *Additional Information*

### *Parking Information*

First year students are NOT allowed to have cars on campus, but parking is distributed through a lottery system with sophomores, juniors, and seniors. However, many local businesses sell parking spaces to students and there is also a limited amount of hardship parking available.

### *Bus System*

Chapel Hill Transit buses are part of a partnership between the town of Chapel Hill, the town of Carrboro and the University. This means that all public buses run through campus at some point, offering students access to almost 30 different bus routes, fare-free. (The Chapel Hill Transit bus system is free for everyone)

Specifically important for students are the U and RU buses which run from 7am until 8pm at 15 minute intervals. Also, there is the Robertson Scholars bus, which transports students back and forth between UNC and Duke University all day, and is free for students. Triangle Transit Buses are available to students as well, at a small fee, and travel between Raleigh, Durham and Chapel Hill.

Buses are available to students 24 hours a day, because after regular routes stop running, there is the Point-2-Point express shuttle (P2P) that runs from 7pm until 3am, and the P2P on call service, which is available to all students starting when the P2P stops running until buses begin again in the morning. (The P2P van is technically on call 24 hours a day for students with transportation needs, such as physical handicap) As a side note, do not describe the P2P as the “party 2 party” bus.

There are free shuttle services to the airport before all major breaks run by the Out-of-State Student Association, and the schedules are available beforehand on their website.

Also available to students is the Zipcar program, which is a car sharing service. The cars can be reserved by phone or online, and a personal card is used to unlock the car during that person’s reservation. For \$7 per hour or \$60 per day gas, insurance, and maintenance are covered.

### *Safety*

The University takes a pro-active rather than a re-active approach to campus safety. The reason that there are a lot of security measures in place is not because the campus and the town are unsafe but rather to keep problems from happening as opposed to dealing with them after they occur. (You can use the metaphor of putting up a stop sign at an intersection BEFORE there’s a crash). Students should be proactive in their own safety by exercising good judgment, walking in groups at night, etc.

- ❖ UNC was the first university in North Carolina with a fully accredited police force. UNC first received accreditation in 1995. There are four police stations located in different parts of campus.
- ❖ Mention the safety call boxes located throughout campus (there are over 100 of them) that is direct 911 call boxes in the case of an emergency.
- ❖ All residence halls are under 24-hour lock.
- ❖ Every year a safety committee takes a “lighting tour” to determine which parts of campus need additional lighting.

- ❖ Crime statistics are available on the Public Safety website.
- ❖ Safe Walk
- ❖ Point 2 Point (P2P)

More information about safety on-campus can be found at the Public Safety website:  
[www.dps.unc.edu](http://www.dps.unc.edu).

### *Tips*

Pointing out visual cues related to transportation; such as bike racks, bus stops, the buses themselves, or the walking paths may help visitors who need visual cues remember the information better.

With regards to safety, be careful how you place emphasis on safety at UNC. Some people tend to think that if we are talking about it a lot, it must mean that campus is unsafe. Focus on the positives and reiterate that we take proactive measures to prevent these things from happening.

### *Potentially Tough Questions*

*Can freshmen park on campus?*

The short answer is no. Explain that parking isn't readily available at UNC, and you can discuss the lottery system for upper-class students. Explain about hardship parking and business renting spaces. This is also a good time to talk about the Point-to-Point shuttle system and Chapel Hill Transit. Talk about how easy it is to get around in Chapel Hill without a car. Discuss the Out of State student organization that runs a free shuttle to the airport for every break. Triangle Transit Authority runs a shuttle twice a day to the airport for \$1.50-(much cheaper than airport parking). Franklin Street has everything undergraduate needs: movie theatres, restaurants, places to hear live music, drug stores, etc.

*The headline of the DTH talks about recent crime occurring on or near campus. How do you discuss this issue to your tour group?*

The town of Chapel Hill has approximately 50,000 residents and the crime statistics for UNC are no more than any other similarly sized town. However, we are not immune from crime and so students should use the same precautions and common sense that keeps them safe in their own hometown. (Remember: you will have students from small towns and large cities on your tours, so be sensitive to the issue of safety). Discuss the emergency phones, UNC police, and security of locked residence halls. Just as you keep your house locked and would not walk alone at night at home, students should take the same precautions here. We have a relatively low crime rate, so our systems are in place as precautionary rather than reactionary measures. Visitors can see University crime statistics on the Public Safety Web Site.

## The Carolina Experience – History and Tradition

### *Overall Goal*

The overall goal with this part of the tour is to give visitors a sense of what it is like to be a part of a University with such a rich history and tradition. UNC was the first public University in the United States, and because of that, we have a long and storied tradition of excellence. **Don't worry about rattling off all the facts and dates about UNC's history, instead, know the major ones (Founded in 1789, Cornerstone for Old East laid October 12, 1793, Opened in 1795) and focus on how the traditions of UNC and UNC's history play a part in your experience here.**

### *My Carolina Experience*

What parts of UNC's history are you most proud of? What traditions or practices at UNC (the Old Well walk, drinking from the well, cheers, etc.) really make you feel a part of UNC? What history or legends stand out to you as indicative of the kind of spirit UNC has, and has had for the last 216 years?

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Why are UNC's history and traditions important to discuss on a tour? How do they contribute, either tangibly or intangibly, to the experience here? Would UNC be the same place that it is if you took away these traditions? How so?

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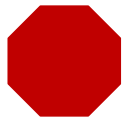
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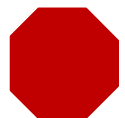
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### **STOP!**



What you have written above is the **most important** information in this chapter. Use these responses (and other similar experiences) to describe the Carolina Experience on your tours.



### *Additional Information*

This information may be helpful for answering student's and parent's questions related to dates and historical buildings. Read through it thoroughly so that you can supplement your experiences with the necessary facts, if asked.

#### *History*

UNC was chartered in 1789, the cornerstone for Old East was laid in 1793, and the university opened to students in 1795, making it the oldest public university in the country.

The town got its name from an old abandoned Anglican Chapel called New Hope Chapel. Residents referred to it as the Chapel on the Hill, which later transformed into Chapel Hill the town.

The town and the University share the same birth date, as the town was formed when the University was chartered.



**Polk Place:** This quadrangle is named for James K. Polk, class of 1818, the eleventh president of the United States. His room in South Building overlooked this area. It was built during the expansion of the campus from 1920 to 1931 in the Colonial style.



**South Building:** The Chancellor's office is located in South Building, which stood roofless for sixteen years from the day its cornerstone was laid in 1798. President Caldwell toured the state to raise money for its construction, and when the building was completed in 1814, it was used for classrooms and as a residence hall. During the 16 years when the building stood half finished, students built study huts in it so that they could have a quiet and peaceful place to study; however, it did not protect them from the rain, which let students occasionally claim that the wet weather had prevented them from completing an assignment.

South Building is currently the University's Administrative building where the Chancellor's and Provost offices are located, as well as the Office for Diversity and Multicultural Affairs



**Old East:** Old East was the first building on Campus and is the oldest public university building in the United States. The Corner Stone was laid on October 12, 1793; every year, October 12<sup>th</sup> is celebrated as University Day. In 1966 the building was declared a National Historic Site. The building initially housed 56 students in 14 rooms, and it also served as the building for classes. Hinton James was the first student of the University. He walked to Chapel Hill from Wilmington, North Carolina, and there is a Residence Hall on South Campus named after him.



**The Old Well:** The Old Well is the visual symbol of Carolina. Most University Publications will have an image of the Old Well. The original well was made of wooden boards and was built for \$200 by a local lumber company. In 1897 President Edwin Alderman issued that the Well be built into its current aesthetic form. The original students of UNC used it as their primary source of water, and as such it was a popular location on campus. There is a legend that if a student drinks water from the well on the first day of classes, he or she will finish the semester with a 4.0 GPA.



**Davie Poplar:** This is the spot where legend has it the vision of the country's first state university began to take shape over 200 years ago. The tree is named after one of the most active founders, William Richardson Davie. According to lore, as long as the tree stands, the University will prosper. In 1871, while the university was closed (1871-1875) due to Reconstruction following the Civil War, the tree was struck by lightning. So, to insure the tree's longevity, a cutting of the tree was planted in 1918, known as Davie Poplar Jr. Later, the original Davie Poplar was attached to two adjacent trees with two wire cables and the core was filled with cement. At our bicentennial in 1993, President Bill Clinton planted Davie Poplar III. Late columnist Tom Collins wrote of the tree, "It is now chock full of cement which, with some cables, is all that's holding it up. But it shall not fall before America does."

As far as the bench, legend has it that if you kiss your boyfriend or girlfriend on the bench you are destined to marry him or her.



**Edward Kidder Graham Memorial:** This building, built in 1931 to memorialize the 9<sup>th</sup> president of the University, Edward Kidder Graham, was constructed to be a student center. **It is the home of the Honors Program and the James M. Johnston Center of Undergraduate Excellence.** The building holds some of the finest classrooms on campus as well as the **John Lindsay Morehead Lounge**. Parts of the movie "Patch Adams" were filmed in this room.



**The Morehead Planetarium:** The Morehead Planetarium was the first planetarium at an American University. The building was donated four years after the John Motley Morehead foundation was established in 1945. Between 1960 and 1975, 43 astronauts were trained in celestial navigation. Every astronaut from the Mercury, Gemini, and Apollo program trained here.



**Morehead-Patterson Bell Tower:** The bell tower was dedicated to the university on Thanksgiving Day, 1931 by the families of John Motley Morehead and Rufus Lenoir Patterson. Morehead's initial intentions were to build the bell tower on the roof of South Building during the post-war building boom of the 1920s. However, after the new library was built and named, not after Morehead as initially planned, but after Louis Wilson, the decision was made to build a freestanding bell tower. Because of its form and position, from the Chancellor's office, the cone of the bell tower appears to sit atop Wilson Library's domed rotunda like a dunce cap, possibly done by Morehead out of spite for not getting the library named for his family.



**Caldwell Monument:** This monument memorializes the first President of the University, Joseph Caldwell, as well as Caldwell's second wife and her son, Professor William Hooper. The monument was the most revered spot on campus until the Old Well took this role after 1897.



**Playmakers Theatre:** This Greek Revival Building was designed by the important pre-Civil War architect Alexander Jackson Davis, and it initially served as a combination of library and ballroom. The structure was completed in 1851, remodeled in 1924, and declared a National Historic Landmark in 1974; it is now used for theatrical productions by the Playmakers Repertory Company.

### *Traditions*



**The School Colors:** As symbols of unity among Carolina students, alumni, and fans, the school colors of light blue and white were first used around 1800 to distinguish between members of the Dialectic and Philanthropic Literary Societies. Throughout the nineteenth century, students were required to be members of either the Di or the Phi. The Di's color was light blue, and the Phi's was white.

At University commencements, balls, and other social events, the student officials, managers, and marshals wore the color of their society, blue or white. Because the Chief Marshal or Chief Ball Manager represented the whole student body, not just his society, he wore both colors.

When the University fielded its first intercollegiate athletic teams in 1888, the question of what colors to wear had already been answered. Light blue and white had come to symbolize membership in the University, not in a single society.



**The School Mascot:** In 1924 Vic Huggins, UNC's head cheerleader, decided that Carolina needed a mascot like N.C. State's Wolf and Georgia's Bulldog. At the time, Jack Merrit, known to his fans as the 'Battering Ram,' was a popular member of UNC's football team. Making use of this nickname, Huggins hit upon the idea of a ram as the Carolina mascot.

The cheerleader went to Charles T. Woollen, the University's Business Manager, and asked him to find twenty-five dollars to buy a ram. They ordered UNC's first mascot from Texas.

The 1924 team had been in a slump and Carolina fans were looking for something to break the jinx. The Tar Heel sports staff joined the campus in hoping that the new mascot would bring the much-needed luck.

The mascot, who was named Rameses, arrived in time for the UNC-VMI game on 8 November 1924. The fans saw a defensive struggle. No one scored until late in the fourth quarter when a UNC player executed a perfect dropkick for a 3--0 victory. Carolina fans credited the first Ramses presence for pulling Carolina past VMI, and giving birth to the long line of rams who have witnessed Tar Heel games.



**The History of the Tar Heel:** What is a Tar Heel? The University not only uses the nickname 'Tar Heels,' but the entire state does as well.

One legend hails back to the Revolutionary War and British General Cornwallis' troops. After fording a river in eastern North Carolina, British troops discovered their feet imbedded in tar. The clever North Carolinians had dumped tar in the river to slow down the invading army. The British were said to observe that if you waded in North Carolina Rivers you would get tar on your heels.

Another version of the nickname's origin has the name first being applied to North Carolinians during the Civil War. One record talks of a battle in Virginia, where their supporting column retreated, but North Carolina troops fought alone. The victorious troops were asked in a condescending tone by some Virginians, who had retreated, 'Any more tar down in the Old North State, boys?' The response came quickly: 'No, not a bit; old Jeff's bought it all up.' The Virginians asked: 'Is that so? What is he going to do with it?' The reply: 'He is going to put it on you'ns heels to make you stick better in the next fight.' General Lee is said to have commented, "God bless the tar heel boys."

### *Tips*

Doing this portion of the tour in the historic McCorkle quad is the best way, as most of the landmarks you will be talking about are visible from there.

Don't feel like you have to give a UNC history lesson. Focus on how being at the first public University in the US has impacted your experience here, and if you are familiar with some historical stories related to that experience, feel free to share them.

In the same vein, when you are at McCorkle place, don't feel like you have to walk around and give the name and date of each building, statue or monument there. Focus on the main features (Old East, the Old Well, and Davie Poplar) and include the others as you see fit.

### *Tough Questions*

*What about the rivalry between Carolina and Duke?*

Academically, this is not an issue, regardless of our athletic relationship with Duke. You should tell visitors that both are excellent schools, and if they have the chance, they should visit both schools to learn about the similarities and differences on their own. They need to make their own comparisons. **DO NOT SAY NEGATIVE THINGS ABOUT OTHER SCHOOLS!**

You might want to mention that despite our famous basketball rivalry, the two schools actually benefit from their proximity: inter-loan library agreement, the opportunity for students from either campus to take classes at the other campus for no additional charge, joint programs such as Latin American studies, radiology, etc. We have a prestigious scholarship, the Robertson, that recognizes the affiliation between these campuses by having 15 students on each campus participate in an exchange program, where students will spend one semester living and taking classes on the other campus.

## Tours

### *The Campus Tour*

Walking tours are a three dimensional way for students to experience all UNC has to offer. We want them to be very personal to you, and we hope that during your tour, your love of Carolina shows through.

**On your tours, be honest yet professional, don't be afraid to be impressive, and don't be afraid if you don't know an answer.** (Please don't make stuff up, but rather say, "I don't know but I'll find out for you.") Base it on your experiences and paint a picture for these prospective students of what Carolina has meant to you, so that they can begin to understand what it might be for them. 59% of students who chose to attend UNC reported that the most appealing thing about UNC was the quality of the overall undergraduate experience. Remember that "experience based tours" *does not always have to be your experience*, it can those of your friends or a generalization of the whole student body experience. Try to find a way to balance the experience with useful facts that visitors may ask you.

Think in terms of Higher Order Thinking: How can we make seamless transitions between different parts of the tour and show that they are all part of one larger Carolina Experience? For example, are there ways to show the connections between housing and academics, or student life and dining, which encourage visitors to think about UNC as a broader experience, rather than treating housing, dining and academics completely separate from one another?

Finally, keep in mind who your audience is. They are interested in UNC, otherwise they wouldn't be here, and they are interested in you, otherwise they would not have chosen to follow your tour. With that in mind, be yourself and be true to UNC; that is what they are here for. Don't feel like you have to "sell" visitors the perfect vision of a University. Remember also that they may, and most likely are, visiting lots of different campuses and they will be packing in lots of tours of the other schools in this area. On the other hand, this may be a visitor's first experience ever with a college campus. Try to appeal to this broader range of experience.

Take a moment and ask yourself a few questions and write your responses below:

What makes Carolina, Carolina?

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What separates us from other schools? (Without talking negatively about other schools)

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How can you make the campus come alive to visitors?

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What makes a Campus Tour different from a Self-Guided Tour (Just using a map)?

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### ***Before the Tour***

Unless you have class, plan to arrive 15 minutes early, put on your nametag, and mingle with guests in the lobby. This is a very important feature of our tours, because it provides a more personal feel, and it is not done by many other universities.

Check in at the tours desk with one of the coordinators, so that they can give you any special instructions for the tour that day. Please check out a walkie-talkie and note the radio number next to your name. All Ambassadors giving a tour should be on the same channel as the visitation coordinator or office staff at the desk. Please do not switch radio channels or turn the volume down too low!

Please be aware of what you say to other ambassadors in the lobby. The impression you give guests starts the moment you enter Jackson Hall. Please do not clump together and chat the whole time before the tour starts. It is OK to say hello to each other but please use this time to greet and welcome guests as well.

### **Giving a Tour**

#### ***Beginning the Tour***

Remember, the first few minutes set the tone for the tour. Think about what you want to say to visitors as your introduction and remember that if you start the tour with a lot of energy, you can expect the same from your group, and vice versa.

#### ***During the Tour***

Please monitor the time on your tours. The tours can last from 70-90 minutes. The tour can end wherever the tour guide sees fit (we will discuss more in training). Wear a watch! If you don't have one, now would be a good time to invest in one. (Or borrow from a friend)

Please monitor your speed and voice projection. With large groups it's best to do your talking when stopped. This will allow everyone to gather around you and hear.

While on the tour route, keep in mind the location of other tour groups. Don't stop in their path unless there is a walkway around your group. Also do not walk one group through another group. This is especially important in congested areas and at the beginning of the tour.

Try to be mindful of the weather. If it is hot and sunny, look for shaded spots and avoid situations in which people have to look into the sun. In case of severe weather, move inside and continue with the information until the weather improves and you can move on.

### ***Ambassador DOs and DON'Ts***

**Do** get to know your audience. Remember, they will often be a diverse group from different states (or countries) and represent a wide variety of cultural and economic backgrounds. You may want to mention and emphasize specific things on your tour depending upon their interests.

**Do** focus on the academics. This includes the General College, Undergraduate Research, First Year Seminars, and the Honors courses.

**Do** lead with experiences, but come prepared with facts and statistics to accurately answer questions.

**Do** look for positive counters to negative situations. Don't mislead but don't be pessimistic. Throughout the handbook are examples of how to answer tough questions and discuss tough topics.

**Do** stay with your group at the information session location until the Admissions Representative arrives (if you're early). We don't want to leave our visitors unattended.

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**Don't** follow directly behind the path of another group. Try to pick different walkways than the groups in front of you so as to avoid a tag-team perception.

**Don't** put down other schools, even in jest. Focus on the strengths of the Carolina experience. We know we're the best, and we don't need to compare ourselves to other schools to prove it!!

**Don't** answer admissions, residency or financial aid questions. If visitors start asking about average SAT scores, GPAs, or in-state/out-of-state admissions, remind them the information session following their tour will answer these questions.

**Don't** speak for the University. You, as a student, have a voice and an opinion but remember that what you say will likely be taken as a general feeling of all UNC students. It is best to preface most statements by saying, "My experience is. . ." or "I think. . ." or "I believe. . ."

**Don't** be afraid if you don't know the answer to a question. Simply tell the person you will try to find out the answer for them, or you can refer them to the Admissions Officer waiting at the Information Session. But don't give information unless you are certain of its accuracy.

**Don't** make assumptions. Most of your audience will not know about our General College requirements. Define terms like UNC One Card, etc.

### *After the Tour*

As you wrap up your tour, we encourage you to end with a 30 second summary of what Carolina means to you. In much the same way as a lawyer makes a closing argument, a good summation of UNC will stick with visitors (research shows that visitors remember the first things and last things that we say to them.).

### *Group Tours*

Various groups come and visit UNC in order to expose their members to life on a college campus. Groups range from community college students to middle school students with everything and anything imaginable in between. We offer group tours so that we can give everyone the chance to visit UNC at least once, even if, and especially if, they wouldn't have access to it any other way. UNC is committed to making our education accessible to all students, and this is one way we can do that.

Treat a group tour the same way you would treat a regular tour. The only difference will be in the interests of your audience. Try to gauge what they are interested in and match the tour to what they want to see. Also note that many groups may have different time constraints or ending places, so be sure to accommodate those factors as well.

After your group tour, it is important to check in with the visitation coordinator to let them know how the group was. We want to make sure that groups that were excellent get invited back to campus, and that groups that did not show you the same respect you showed them are notified of that.



The following chart is a checklist that will be used by a current Admissions Ambassador to evaluate your third tour shadow in which you give the entire tour. It will allow you to receive valuable feedback.

## Tour Evaluation

Person giving tour: \_\_\_\_\_ Person evaluating tour: \_\_\_\_\_

-Check one of the boxes for each requirement and provide suggestions and feedback.

	1 (Didn't fulfill)	2 (Fulfilled part of it but still needs several changes)	3 (Fulfilled to a basic level)	4 (Fulfilled but some slight improvements needed)	5 (Fulfilled completely and no changes needed)	Comments and Suggestions:
Emphasized that UNC is <b>one</b> residential campus						
Talked about <b>Living on Campus</b> & mentioned several quality stories						
Talked about <b>Student Life</b> & mentioned several quality stories						
Talked about <b>Academics</b> & mentioned several quality stories						
Talked about <b>History</b> & mentioned several quality stories						
Conveyed theme of student quality throughout tour						
Knew basic facts						
Was able to handle questions						
Had a route that covered the main areas & accommodated group						
Went through at least 3 buildings						
Speaking was loud and clear						

**What was the best part of the tour?**

**What portion of the tour needs the most improvement?**

## Other Programs and Recruitment Events

### Phone-A-Thons

Phone-A-Thons allow Ambassadors the opportunity to call and talk with recently admitted students, congratulating them and answering any questions they have about UNC. Ambassadors meet at the admissions office and call students through a database, noting any important details about the call in the system.

Most Phone-a-thon calls last only a few minutes, as students don't have too many questions, but occasionally, students have lots of questions, and the conversations they have with Ambassadors often plays a large part in their decision of where to attend school. It is a great program to assist with, and is a lot of fun as well.

### Carolina 101

Carolina 101 is an invitation-only recruitment program for high achieving high school juniors and their parents. Typically, there are three 101 programs that take place on Saturdays in the spring (March/April) each year. As the name implies, it is designed to act as an introduction and general overview of UNC for prospective students.

Ambassadors are needed to participate in panel discussions with faculty members in a particular academic area, and also to give tours.

### Explore Carolina

Explore Carolina is a program for admitted students and their parents. Explore is the largest (total number of visitors) and is the cornerstone of our admitted student yield efforts. The goal of the program is to help students decide where to enroll next year.

Ambassadors will be needed for student panels, parent panels, tours and mix/mingle at registration.

### Scholarship Day

Scholarship Days are the final step in our selection of merit-based scholarships. Students and their parents spend the day (in either January or March) meeting with faculty, current students and staff.

Ambassadors will be needed for panels and tours.

### Academic Days

Academic Days are a series of one-day programs we host in the fall for top prospective students. We held 14 in 2008 and expect to hit 20 in 2009. Prospective students spend about three hours with the academic department discussing a pre-assigned reading, touring facilities and meeting current students in the department.

We will need ambassadors for student panels (major specific) and tours.

## Appendix – Statistics, Facts, & Other Information

### *Famous Tar Heels*

**U.S. President:** James K. Polk

**Writer:** Thomas Wolfe

**Journalists:** Charles Kuralt, Stuart Scott

**Nobel Prize Winners:** Robert Furchgott, Oliver Smithies

**27 Pulitzer Prize Winners Writers:** Jonathan Yardley, Taylor Branch

**41 Rhodes Scholars - 2<sup>nd</sup> most among public universities, more than any other state-supported University (Since 200) and 9<sup>th</sup> most among any school (public or private)**

**Pulitzer Prize Winner Editorial Cartoonist:** Jeff MacNelly

**U.S. Senator and Vice-Presidential Candidate:** John Edwards

**Former White House Chief of Staff and Current UNC System President:** Erskine Bowles

**Former White House Communications Director:** Don Baer

**Former Chairman, President and CEO of Krispy Kreme Doughnuts:** Scott Livengood

**Designer of the Intel 386 and 486 chips:** John Crawford

#### **Athletes:**

Basketball greats Michael Jordan, Vince Carter, Jerry Stackhouse, Antawn Jamison, Rick Fox, Eric Montross, and Rasheed Wallace

Soccer star Mia Hamm and Golfer Davis Love III

Football standouts Dre' Bly and Julius Peppers

**Actors and Actresses:** Andy Griffith, Dan Cortese, Jack Palance, George Grizzard, Billy Crudup, Tally Sessions, Josh Tower, Louise Fletcher, and Sharon Lawrence.

**Fashion Designer:** Alexander Julian

## *Important Statistics*

UNC has an area of 729 contiguous acres

### Room Stats:

4 all female halls

2 all male halls

27 coed Halls (total of 33 residence halls)

### Library Stats:

6,000,000 volumes

3,013 is total seating in Davis

### Academics Stats:

The Top Ten Majors are (in order of descending enrollment): Business Administration, Biology, Journalism and Mass Communication, Psychology, Political science, Communication Studies, History, English, Economics, Nursing

70+ different majors

### Social Life Stats:

Approximately 653 officially recognized organizations (2009-2010)

Approximately 17% of the student body is Greek (about 2,800 students)

Approximately 50 different social Greek organizations

Over 55 different club sports; 28 varsity sports

### Faculty (as of Fall 2005):

14:1 student-to-faculty ratio

2,885 full-time faculty

89% hold a terminal degree in their field

1,387 tenured faculty; 444 on a tenure track

**Student Body (as of Fall 2008):**

28,000 (approx.) total enrollment

17,000 undergrads (approx.); 10,000 (approx.) graduate and professional students

(Fall 2007) Freshman Class Profile

3,900 enrolled freshmen [21,507 applied; 6,900 admitted (32%); 56% enrolled]

Approximately 12.3% African American, 7.5% Asian American, 5.4% Hispanic/Latino, 69.9% White/Caucasian; 3.8% Other/not reported

60:40 is female-to-male ratio

50 different states and 105 different countries represented

**Class Size:**

5% (barely) of classes are over 100 people, only 12% of classes have over 50 students

51% of classes are less than 20 students

15 people is average seminar class size

24 people is cap on most Foreign Language classes

19 students is max on introductory English classes

35 students is max on math classes

**Rankings:**

UNC Chapel Hill ranks as the 5<sup>th</sup> best public university in the country (29<sup>th</sup> Overall), according to *U.S. News and World Report's* "America's Best Colleges (2008)."

**WORK STUDY:**

Approximately 900 students participate in the Federal Work Study Program at UNC Chapel Hill. Students must complete the FAFSA and the PROFILE forms to be considered for work study, which is a need-based, federal aid program. During the first weeks of class, students begin an interview process to help them find a position that fits with their academic and career goals and interests. These positions include: on-campus jobs, community service, and America Reads.

### *Some North Carolina Fun Facts*

These are just some interesting tid-bits about the Tar Heel State that you can throw in your tour whenever it feels comfortable. (People usually love funny facts like these)

- The state motto is “esse quam videri,” which means “to be rather than to seem”
- North Carolina is the largest producer of sweet potatoes in the nation
- The lighthouse in Cape Hatteras is the tallest lighthouse in the US
- Babe Ruth hit his first home run in Fayetteville on March 7<sup>th</sup>, 1914
- Pepsi was invented and first served in New Bern in 1898
- The Venus fly trap is native to Hampstead North Carolina
- High Point is the furniture capital of the world
- Krispy Kreme Doughnut was founded in Winston Salem
- Milk is the official state beverage
- The cardinal is the state bird
- Clogging is the official folk dance, and shagging is the official popular dance
- The gray squirrel is the official state mammal

## Inspiration

### "Hark the Sound" by William Starr Myers, Class of 1897

Hark the sound of Tar Heel voices  
Ringing clear and true  
Singing Carolina's praises  
Shouting N.C.U.

Hail to the brightest star of all  
Clear its radiance shine  
Carolina, priceless gem,  
Receive all praises thine.

'Neath the oaks thy sons and daughters  
Homage pay to thee  
Time worn walls give back their echo  
Hail to U.N.C.

Hail to the brightest star of all  
Clear its radiance shine  
Carolina, priceless gem,  
Receive all praises thine

Though the storms of life assail us  
Still our hearts beat true  
Naught can break the friendships  
formed at  
Dear old N.C.U.

Hail to the brightest star of all  
Clear its radiance shine  
Carolina, priceless gem,  
Receive all praises thine

I'm a Tar Heel born  
I'm a Tar Heel bred  
And when I die  
I'm a Tar Heel dead  
So it's RAH, RAH, Car'lina 'lina  
RAH, RAH, Car'lina 'lina  
RAH! RAH! RAH!