

HANDOUT 1
SCH Enrollment-Change Funding Model

Regular Term Request

Campus: **UNC-ABC**

Program Category	Student Credit Hours			SCH per Instructional Position			Instructional Positions Required		
	UG	Masters	Doctoral	UG	Masters	Doctoral	UG	Masters	Doctoral
Category I	4,515	729	0						
Category II	6,030	484	8	708.64	169.52	115.56	6.371	4.300	0.000
Category III	2,118	288	0	535.74	303.93	110.16	11.255	1.592	0.073
Category IV	0	0	0	406.24	186.23	109.86	5.214	1.546	0.000
Total	12,663	1,501	8	232.25	90.17	80.91	0.000	0.000	0.000
	Total All SCHs								
			14,172				22,840	7,438	0.073
							Subtotal Positions		
									30,351
% of Total	89.4%	10.6%	0.1%						

Campus UG Cost Factor	10.0%	2.284
Total Positions Required		32.635
Instructional Salary Rate of Campus		\$65,322
Instructional Salary Amount		\$2,131,783
Other Academic Costs	44.89%	\$956,957
Total Academic Requirements		\$3,088,740
Library Rate	11.48%	
Library Amount		\$354,587
Gen'l Instit. Support Rate	54.05%	
Neg. Adj't Factor:	50.00%	
Gen'l Instit. Support Amount		\$1,669,464

Total Requirements at UNC-ABC \$5,112,791

Calculation of Appropriation Request

Requirements Generated by SCH Model \$5,112,791

Tuition Revenue:	FTE	Rate	FTE x Rate
In-State U/G FTEs	321	1,821	584,541
Out-of-State U/G FTEs	97	11,263	1,092,511
Res per G.S. 116-143.6	10	1,821	18,210
In-State Grad FTEs	56	1,893	106,008
Out-of-State Grad FTEs	18	11,476	206,568
Total FTEs	502		

Total Expected Revenue 2,007,838

Request Amount \$3,104,953

Instructional Areas and Levels

Instructional Areas

The SCH enrollment change formula groups instruction into four broad instructional areas based on the relative cost of instruction at the discipline level ranging from low to very high. The disciplines (represented as classification of instructional programs or CIP codes developed by the U.S. Department of Education) offered by UNC campuses are assigned into to one of the four areas of instruction based on an analysis of national instructional cost data and are shown in Exhibit 5-1 below.

EXHIBIT 5-1
Areas of Instruction

Category I	<u>CIP</u>	<u>Description</u>
	09	Communications & Journalism
	23	English
	27	Mathematics
	38	Philosophy & Religion
	42	Psychology
	43	Corrections & Criminal Justice
	45	Social Sciences
	54	History
	90	Other
Category II	05	Area, Ethnic, Cultural & Gender Studies
	13	Education *
	16	Foreign Languages, Literatures, & Linguistics
	19	Family & Consumer Sciences
	24	Liberal Arts & Sciences, Humanities
	30	Multi/Interdisciplinary Studies
	31	Parks, Recreation, Leisure & Fitness
	52	Business, Management, & Marketing
Category III	01	Agriculture
	03	Natural Resources & Conservation
	04	Architecture
	11	Computer & Information Sciences
	15	Engineering-related Technologies
	25	Library Science
	26	Biological Sciences
	40	Physical Sciences
	44	Public Administration & Services
	50	Visual & Performing Arts
	51	Health Professions
Category IV	14	Engineering
	66	Nursing

* Based on Board of Governors action, student credit hours for student teaching in Education are placed in Category III for all campuses. Information on student teaching courses are provided annually to Associate Vice President of University-School Programs by each institution's Dean of the School of Education.

**Handout 2: Provost Council Brainstorming
Selected Strategies to Reduce Cost
January 15 , 2009**

Actions Applicable Across the University

Item	Category	Description
1	Consolidation	All Vice Chancellors and University Directors will produce administrative savings through the consolidation of duplicative services and elimination of unnecessary functions.
2	Outsourcing	Evaluate all non-core university functions to determine whether outsourcing will reduce costs or improve effectiveness
3	Reduce Position FTE	Vice chancellors/university directors will review all 12 month positions to determine which ones may be reduced to 9, 10, 11 months.
4	Revenue Generation	All non-instructional programs that either produce or have the ability to produce revenue (These entities will be identified by the vice chancellors/university directors) must submit a plan to their respective vice chancellor/university director by February 18 th to show how they will reduce general funding support and/or contribute revenue to the general fund.
5	Travel	Freeze all nonessential travel.
6	Paper	50% cap/reduction in purchase of paper
7	Motor Pool	Eliminate sedans from motor pool and reimburse use of personal cars at the federal rate.
8	Newsletters	Eliminate all newsletters that are printed for internal distribution.
9	Facilities Mgt.	Review efficiency of processes/procedures for maintenance/repair.
10	Consultants	Suspend/freeze all consultants unless related to accreditation.
11	Utilities	Evaluate savings from reduction of temperature in buildings.
12	Utilities	Turn off power to computers when not in use.
13	Utilities	Reduce all nonessential lighting at night.
14	Summer work weeks	For summer months, adopt 4-9-4 schedule -- 9 hours M-TH, 4 hours F.
15	Efficiency Pool	Establish an "Efficiency Pool" to use for investments that would create efficiencies.
16	Custodial Services	Reduce custodial services and rely on employees to clean their own workspaces, take out trash, recycle, etc.
17	Open Houses	Reduce number of Open Houses on and off campus recruiting events.
18	Health Services	Evaluate the current campus health services for faculty/staff. Charge costs related to salary.
19	Parking	Increase parking fee and establish tiered payment structure. Use additional revenues to replace state appropriations.
20	Laptop Computers	Explore faculty/staff laptop requirement with or without an allowance.
21	IT Services	Reinstate annual maintenance fee per computer.

Actions Specific to Academic Affairs

1	Instruction	Academic Affairs will increase the student faculty ratio to 17:1 by fall 2010.
2	Class size	Increase the cap for classes to 35 for lecture sections and 25 for seminars. Exceptions below this level must be approved by the dean.
3	Course Scheduling	Colleges will implement a class schedule that requires a set distribution across the day and evening.
4	Course Rotation	Colleges will revisit course rotations to offer courses with more efficient numbers.
5	Administrative FTE	Asst. and Associate Deans will teach one class per semester.
6	Administrative FTE	Department heads will teach 3 to 4 classes a year as determined by the dean with at least one in the summer.
7	Administrative FTE	Deans will reduce current academic administration within their college/school wherever possible.
8	Lower Div. Courses	Increase the percentage of tenured/tenure track faculty who teach 100/200 level classes.
9	Current Searches	All deans will return 50% of their previous allocations for faculty searches (FTE and Dollars) to the Provost .
10	One year contracts	Each college will reduce its one year contracts for non-tenure track faculty.
11	Part-time Dollars	Will be reduced by 50%.
12	Current Searches	No more than two candidates will be brought to campus for each position.
13	Faculty Load	Evaluate all faculty release time.
14	Graduate Students	Reduce the number of Graduate Stipends equivalent to \$100,000.
15	Graduate Programs	Accelerate review of Masters degree programs to be completed Spring 2009.
16	Student Workers	Use workstudy more effectively to reduce expenditure of operational funds. Note: Brian is willing to head a task force to explore.
17	Faculty Load	Assure that DL and resident instruction are considered when developing faculty loads. Avoid overloads whenever possible.
18	Operating Budgets	Reduce operating budgets equivalent to a portion of the cost saving for pay for print. Note: all maintenance contracts will disappear.
19	Reduce Position FTE	Reduce some secretarial support to 9 or 10 months and/or reassign duties during summer months.
20	Distance Education	Reclassify selected distance education programs to resident status.
21	Distance Education	Review distance programs and/or courses for possible elimination.
22	Support Staff	Establish guidelines for reallocation of support staff.
23	Travel	Review reimbursement of travel /per diem consistent with duty station.
24	Program Review	Reduce number of reviewers used for program review.
25	Supervision	Look at use of technology for supervision of student-teaching, etc. as opposed to face-to-face method.
26	Summer Orientation	Reduce to one day rather than 2 days.
27	Computer Labs	Reduce number of computer labs on campus.
28	Computer Labs	Reduce number of academic software packages.
29	IT Services	Implement Thin Client, which would reduce the cost of units.
30	Classrooms	Standardize furniture to accommodate use of laptops in classrooms. Buy in bulk.
31	Classrooms/C	Increase class size by purchasing furniture.
32	Computer Labs	Reduce/standardize computer software options.
33	Enrollment Mgt.	Consolidate recruitment process.

Handout 3: Strategies for Fall Semester 2009

Fall 2009 Schedule. We are faced with a very difficult situation. The fall 2009 class schedule is being built now without us knowing the extent of our budget reduction. And we can't wait until March or April. So, we must act now. The deans and I believe the only fiscally responsible action is to bring our staffing in line with our budget. So, we have developed a number of strategies that are designed to accomplish that goal. I have directed the deans to implement these strategies to create the most efficient schedule possible. As you review the strategies below you will recognize that each is designed to increase our S/F ratio.

- All *class enrollment caps* (i.e. the maximum number that can register for a class) will be set at the maximum room capacity. Any variance must be approved by the dean and reported to the Provost with an appropriate rationale. [Additional furniture will be purchased for rooms where capacity can be increased.] Cross-listed courses are to be treated as one section. Only seminars and upper division courses with small enrollments will be scheduled in rooms with a capacity of less than 30. Lecture sections should only be scheduled in rooms with capacities of 30 or greater. The general enrollment expectations for course type is as follows:

Lecture, PE Outdoor (includes distance face to face)	Classroom Capacity
Seminar	25
On-line	25

This standard applies to graduate and undergraduate courses.

- Classes will be scheduled across the entire day and evening according to the guidelines approved by the Council of Deans.
- At least 80% of the Tenured, Tenure-track and multiyear term faculty will be expected to teach 100-200 level courses.
- Deans will conduct an audit of all faculty release time within their college and adjust where appropriate.
- Deans will review rotation of courses to balance efficient use of resources and appropriate student access.
- Low enrolled courses will be cancelled unless required for student graduation.

Handout 4: Long-term Curricular Actions.

Faculty load, class size, efficient and effective scheduling, graduation rate, student retention, and effectiveness of academic advising are all influenced by the quality and size of the curriculum. Too often, majors, both undergraduate and graduate, and liberal studies programs become bloated and students have a difficult time navigating the requirements or even enrolling in required courses. We fail to evaluate the curriculum as a whole to assure that it is sufficiently deep to meet intended student outcomes without going beyond what is necessary to do so.

If we are truly to become efficient, productive and effective, all faculty must critically evaluate our curriculum. Therefore, I am asking each dean to lead the process within their colleges/school to do the following:

- Require each department to establish for each major its primary purpose, focus and intended student outcomes.
- Review the size of each major with the goal of creating an efficient, leading edge and integrated curriculum whose requirements are sufficiently deep and broad to meet disciplinary requirements but are not excessive.
- Evaluate all concentrations within the major and eliminate any that divert resources away from the primary goals of the major.
- Identify all courses not taught within the last 6 semesters and purge them from the curriculum.
- Contribute to the discussion and review of Liberal Studies helping to define its role and its relationship to the major.
- Through the leadership of the Dean of the Graduate School, review all master's programs in relation to the strategic goals of the university and resource availability.
- In conjunction with the Assistant Vice Chancellor for Undergraduate Studies, evaluate the impact of spreading the freshman seminar across fall and spring semesters to balance the use of faculty resources.