Budget Reduction Impact Scenarios
University of North Carolina - Chapel Hill

This report is divided into three major sections: Academic Instruction and Research, General Institutional & Academic Support Units, and AHEC. Please note that in the two higher reduction models, 5% and 7%, we show the additional effects of a reduction at that level; for example 7% scenario represents reductions beyond the 5% level reductions.

1. Academic Instruction and Research

3% Budget Reduction Impact

*Reductions at the 3% level will begin to erode the quality of our instruction, our efforts to increase retention and graduation, the progress that we have made in research and scholarship, and will substantially retard efforts to expand engagement.*

Program Elimination or Reduction
At this level of production we would consider elimination of 8 programs that include academic, outreach, and research activities.

Faculty Position Losses
Approximately 41 FTE from cancelled faculty searches will result in larger class sizes, unfilled distinguished professorships and higher work load for existing faculty. In terms of enrollment this reduces our capacity to serve approximately 603 students at current service levels.

Faculty reductions will weaken efforts to revitalize programs and school relationships in the teacher education programs and will result in losses of experienced clinical professors in health professions, especially Allied Health.

- Faculty support for student preparation to engage with local and state communities, and collaborative learning opportunities will be reduced campus wide.

- In health professions there is a serious impact on curriculum and student learning, reduction in faculty/student ratios in clinics and preclinical laboratories could have an adverse effect on accreditation and historical national school status.

Curricular and Instructional Effects
212 courses in the College of Arts and Sciences and in Journalism & Mass Communication will not be offered. This change alone would affect approximately 5000 undergraduate students and begin to erode our ability to offer courses needed to fulfill graduation requirements.
Approximately 236 (10%) undergraduate class sections will be lost automatically by enforcing the class section size minimum of 10 for undergraduate students. This will affect students’ opportunity to take advanced courses in their majors.

281 graduate sections will be eliminated automatically by enforcing the class section size minimum of 5 for graduate students. Another 100 have exactly 5, and these are likely to increase as well as limit the availability of specialized instruction in many areas of study.

Reduced service and support levels to students in science and technology fields with delays in planned classroom upgrades will diminish the quality of the educational experience.

Reducions in equipment and renovation will render us unable to update and maintain instructional equipment in laboratories and classrooms across the university.

Non-Faculty Staff Losses
With the loss of approximately 39 FTE in the SPA and EPA –NF areas there will be an increase in faculty workload for work that is clerical and technical rather than research or instructional in nature; and the research infrastructure support would be reduced within the academic units.

Release of hundreds of temporary faculty and staff employees
- Increases the work load of existing faculty and staff, slows down existing academic operations, decreases faculty productivity, and inevitably reduces our capacity to serve students.
- Reduces school based academic counseling, recruitment and retention support.
- Leaves less research/scholarly time for faculty to engage in public service (AHEC, CE).
- In patient-care areas the losses will affect the delivery of efficient and quality patient care.

Research and Scholarship
Reduced school-based bridge research funds will cause research activity to decrease or discontinue in certain areas and may result in potential loss of key research faculty to corporation, research centers or other universities.

The inability to provide seed money for investigators, or bridge investigators until their next grant kills both incentive to start research or to continue it when times are tough.

Junior faculty development for research and teaching will be reduced substantially.

Faculty professional travel will be reduced, resulting in fewer national conference presentations which will limit university's national visibility.

Reduction in the staffing and acquisitions of our libraries will affect our scholarly and educational capacity.

Engagement
Reduced support to local and state government officials in capital, budgeting and finance, property tax appraisal and assessment, and in water and natural resources law.
Reduced staff and educational and consultation capacity for the internally recognized TEACCH Program (Treatment and Education for Autistic and Related Communication Handicapped Children) will reduce services to these clients and reduce AHEC faculty.

5% Budget Reduction Impact

*Additional reductions required at the 5% level will have a significant effect on the quality and viability of our degree programs; the loss of faculty and academic support personnel will impede our efforts to increase retention and graduation and the progress that we have made in research and scholarship; affect enrollment in particular professional degree programs; and result in the elimination of some existing engagement efforts. (Serious consideration will be given to furloughs in some academic areas as a way to avoid permanent layoffs in critical workforce related program.)*

Faculty and Staff Losses

A loss of 80 additional faculty FTE and another 43 SPA and 4 EPA –NF staff would jeopardize educational, research, and clinical mission of many of the academic programs. Specifically it will ...

- Significantly reduce efforts to meet the teacher education, research and public school services needs in the area of English as a Second Language across the state.
- Place *accreditation at risk* for clinical programs in dentistry because of a major reduction in faculty/student ratios in clinics and preclinical laboratories.
- Reduce enrollment in the BS in Nursing program which is a critical workforce shortage area.
- Mean a loss of 200 additional sections: 70 courses would be eliminated, seriously affecting faculty/student ratios and course availability for undergraduates and some graduate programs; 130 sections of existing courses will not be offered due to faculty retirements and resignations that will not be replaced; elective course offerings will be further reduced as faculty are forced back into delivery of core curriculum courses. These reductions would affect an additional 5000 students.
- The Pharmaceutical Outcomes and Policy Program in the School of Pharmacy would decrease in teaching capacity and would accommodate fewer students.
- Interdisciplinary offerings will be curtailed and department offerings will be more insular as spaces become reserved for departmental students.
- Reduce online classes directed at outreach because program support staff and adjunct faculty will not be available.
- The number of undergraduate class sections with over 100 students will reach an all time high and exceed current level of 140 in the College of Arts and Sciences.
- 5 day furlough for all employees in some areas will be needed to avoid layoffs and retain teaching faculty.

Graduate Programs

It is worthwhile to make particular note of the effect of reductions on graduate programs. Many graduate students serve as teaching or research assistants. As funds to hire graduate students erode (either from loss of lapsed instructional salaries or research grants) we would be less able to recruit graduate students. Moreover, this would result in further reductions in the number of courses offered for undergraduates, further weakening our instructional program.
Because graduate students also play a key role in research productivity, difficulties in graduate student recruitment would also affect faculty recruitment and productivity.

**Engagement**
Reduce TEACCH staff and AHEC faculty by eliminating faculty travel, computer replacement, and adjunct faculty, affecting service delivery in many rural and underserved areas of the state.

A huge effect will be felt in the community as we eliminate classes in Social Work including Alcohol Tobacco and other Drugs and service learning classes (APPLES) because these programs support NC Certification in Substance Abuse.

**Other Reductions at 5%**
Eliminate graduate student equipment and facilities needed to support their instructional and research responsibilities in several academic areas.

Eliminate faculty development programs in some academic areas affecting our national reputation and the ability to maintain and strengthen our competitive position for research grant funding.

Eliminate funding for outreach program through which the university’s works to inform the work of elected public officials, journalist, and civic leaders.

Eliminate staff overtime pay in some areas and replace with comp time; reduction in the hiring salary of new employees to protect jobs of existing personnel will negatively impact recruitment, retention, morale, and overall service delivery.

Faculty reductions will negatively impact student recruiting for both graduate and undergraduate students. As a result, our attractiveness to prospective employers would be reduced, causing events and career outreach services to yield fewer results.

Increased reductions in distance education programs and student services will negatively impact enrollment and we will not be able to increase our graduation rates as planned nor improve student retention.

Further reductions in the staff, technology and acquisitions of our libraries will seriously affect our reputation and scholarly and educational capacity.

Inadequate oversight of humans and animals in research will lead to loss of grant funding.

Closure of selected research campus institutes will reduce research funding as well as service to the state of North Carolina.
7% Budget Reduction Impact

In addition to the effects noted under the 3% and 5% scenarios, reductions at the 7% level would necessitate cuts in undergraduate and graduate student enrollment; reduce our ability to produce professionals in the high needs areas of nursing, teaching, dentistry, and pharmacy, among others; cause threats to the accreditation of some of our professional programs; challenge our ability to fulfill commitments made as part of our SACS reaccreditations; and topple our library from the ranks of the top 20 research libraries in the country. Campus-wide furloughs and salary reduction options would need to be explored.

Faculty and Staff Losses
An additional 112 FTE in faculty will be lost (over 230 faculty and teaching positions), 55 SPA, and 11 EPA- NF FTE will also be lost at this level of reduction in the academic schools and colleges alone.

- Reductions of this magnitude would involve cuts in student enrollments and severely impacts our ability to attract and retain faculty, students, and sponsored research.
- A loss of over 230 faculty and teaching positions would warrant an enrollment reduction of over 3400 students (approximately, the equivalent of an incoming freshman class).

Reductions in faculty, staff, instructional support resources, and equipment and renovation funds required at this level will render us unable to update and maintain instructional quality and the overall educational experience. Our national ratings and position will be severely diminished and our five year SACS reaccreditation review will be jeopardized because we will be unable to complete the implementation of our required Quality Enhancement Plan.

Additional faculty losses will result in more large classes and more extreme impacts such as...
- An additional 160 courses will not be offered and it will be impossible to accept increased student enrollment.
- By not filling the 3 vacant department chair positions, Dentistry will not be able to develop areas critical to the future of dental care in specialty departments, as well as geriatric dentistry, epidemiology, and oral cancer.
- The additional faculty loss in Medicine would jeopardize the educational, research, and clinical mission of the School.
- Allied Health faculty losses will contribute to an increase in the critical shortage of physical therapists, radiology assistants, and audiologists in rural areas across the state.
- State wide nursing education will be reduced as BSN enrollments will continue to be cut.

Additional reductions in the number of teaching and research assistants further compromise the educational mission of the university. Doctoral students will not be offered assistantships and tenured faculty will not receive this research support in many academic areas.

By reducing support to graduate programs we will see a decline in the quality of applicants to several programs and a loss of diversity; inability to maintain certain programs or loss of accreditation, due to increased time for instructional responsibilities and other commitments to faculty may be compromised.
Unfilled positions from new enrollment growth would be needed to backfill campus cuts rather than growth areas, jeopardizing our five-year SACS review, which proposed a creation of a faculty-rich Quality Enhancement Plan.

Clinical faculty in field education programs will have difficulty providing adequate supervision of MSW students in all aspects of field education training and may severely impact accreditation of the MSW program.

Communications support for the 33 faculty and staff in the School of Social Work will be eliminated (phone, handheld devices, and fax communication services for 33 faculty and staff).

A reduction of this magnitude (7%) in Medicine, Dentistry, Pharmacy, Dentistry, and Nursing would have a devastating effect on our ability to maintain a high level of patient care.

Delays in planned classroom upgrades of technology, room seating, and website management will degrade information sharing with students and other constituencies.

Further reductions in part-time faculty will reduce research/scholarly time for full-time faculty.

The central targeted hiring, spousal hiring, and retention programs for faculty will be capped at current levels and will only be supplemented with turnover resources from existing targeted hires. This will reduce our efforts to diversify our faculty and respond to outside offers.

Sponsored research is a significant economic engine for the state and its citizens and the progress we have made would be severely curtailed.

Reduction in the staffing, technology and acquisitions of our libraries will likely take our library out of the "top 20" in the nation and will seriously affect our reputation and scholarly and educational capacity.
II. General Institutional And Academic Support Units

GIS 3% Budget Reduction Impact

A reduction of 130 positions, supplies and contract service budgets will be difficult but manageable and have the following impacts:

Reductions in supplies and current services will reduce our ability to support basic operational needs.
- Slows financial statement preparation process
- Slows delivery of goods to campus units (can no longer guarantee next day delivery)
- Slows ERP implementation
- Business Continuity, environmental health and safety services will be severely curtailed and will impede our ability to maintain a safe campus environment
- Eliminates exterior window washing
- Increases lifecycle equipment replacement costs

Reductions in travel, training and development, and professional association dues will negatively impact our ability to engage the higher education environment outside of UNC-Chapel Hill, and will disallow personnel to acquire new skills and knowledge which will reduce service quality and awareness of current issues in the field.

Reductions in funding to support the replacement of obsolete computer equipment and peripherals will place UNC-Chapel Hill behind in cutting edge technology.

Reduce after-hour and overtime funding by adding 2nd shift may affect employee retention and recruitment.

Reduction in Kids Camps Supplies may impact program enrollment and result in greater loss of revenue.

Replace cell phones with pagers/radios in Facilities Services – communication with trades people will affect response time and service delivery.

GIS 5% Budget Reduction Impact

An additional 30 positions would be reduced at this level and the impact will be more difficult as services to the campus become strained.

Personnel training for Peoplesoft applications will slow implementation of the administrative systems replacement project which is critical to all business functions and will increase project costs.

Reductions in funding to support website development to support campus decision making will negatively impact quality improvement and accountability obligations.
All university libraries will have to significantly reduce library acquisitions and serials which will negatively impact instruction and research. We will surely fall in the national rankings of research libraries which will affect sponsored research, faculty recruitment and retention, and student recruitment.

Reduction in hours of security personnel could make the university vulnerable to criminal acts.

Reduction in funding to support University Relations/News Services will inhibit the ability to communicate with media sources outside of the university.

The Carolina Computing Initiative would be significantly strained thus negatively impacting the current computing agreement to meet the needs of all students.

Reduction in Housekeeping Service Levels will require a change to the team cleaning approach: offices will be cleaned 4 times per week instead of 5 times per week.

The campus police cannot keep pace with the rapid growth of campus.

Deposits and retrieval from storage will become more difficult and slower due to staff reductions and the consolidation of two warehouses.

Increase difficulty for the human resources offices to meet campus demands.

Elimination of exterior window washing will increase deferred maintenance costs in the future.

Elimination of the cash management fund will reduce purchasing flexibility and increase efficiency cost.

Elimination of funds set-aside for career banding will increase staff turnover and decrease promotional opportunities and morale.

Reduction of finance funding for computer life cycling, printer replacements and monitors – computers will move from 5 year cycle to 6 year cycle.

7% Budget Reduction Impact

All of the 3% and 5% impact items plus...

An additional 38 positions would be reduced at this level and the impact will reach severe levels as students, faculty and the community will experience a serious decline in services.

Elimination of Graduate Research for Diversity Assessment Projects will inhibit growth in a high priority area.
Staff support in critical student service areas, including the Registrar’s and Cashier’s offices, will negatively impact the university’s ability to effectively and professionally serve students and parents and eventually impact enrollment.

Research compliance funding reduction could cause legal repercussions as well as loss of future research grants.

A reduction in research computing funding would jeopardize the university’s ability to systematically maintain research projects.

A reduction will inhibit the ability of University Career Services and Disability Services to adequately serve student needs.

Travel Services will increase turnaround time and responsiveness to community needs for timely expense reimbursement from 2-3 days to 5-6 days.

Central Receiving will decrease delivery of goods to campus units (can no longer guarantee next day delivery).

More serious reduction in Housekeeping Service Levels – change to team cleaning approach, offices will be cleaned 3 times per week instead of 5 times per week.

Business continuity and environmental health unit reductions will decrease the ability to plan for and maintain a safe campus environment.
III. AHEC

3% Budget Reduction Impact

Reduction of state dollars for student housing in AHEC regions will result in increased costs to health science students; fewer students will have community based training, particularly in rural and underserved communities.

Faculty travel reimbursement at a lower rate @0.33/mile will cause faculty to be reluctant to do teaching and off-campus AHEC activities.

Elimination of non-essential travel for Professional Development will cause employee morale and participation in AHEC work to decline.

Elimination of outside printing at 9 AHEC regional centers will mean less visibility of AHEC programs. Additionally, it will shift staff resources away from core programming coordination.

Elimination of AHEC Support for up to 2 FTE faculty ($150K) at 4 academic medical centers and 2 FTE staff ($50K) in Health Science Schools and Libraries. With fewer faculty, information resource support for health care practitioners across state will decline and fewer patients will be seen in specialty clinics.

Reduction of Mental Health Innovation grants to Department of Psychiatry and other mental health education programs will reduce the number of psychiatrists and other providers offering mental health services across the state, especially in rural areas.

Reduction of support for off-campus Nursing Degree programs means fewer Nurses earn advanced degrees; fewer nurses to teach at community college.

Reduction in residents’ salary support by 3% will transfer costs to community teaching hospitals at a time when their revenues are down significantly.

Quality and patient safety initiatives will be severely impacted due to critical nature of EHR position.

A reduction in print holdings at AHEC libraries means less health information to provide quality patient care for North Carolinians.

A reduction in initiatives in student and residency education programs grants will result in fewer resources to implement educational and practice innovation at a time of reduced interest in primary care, thus impacting resident recruitment.
AHEC 5% Budget Reduction Impact

In addition to the 3% items

Elimination of a leadership position will seriously impact state leadership of effort to reform medical education and strengthen quality and patient safety initiatives. By reducing positions in continuing education, library and student programs health practitioners in communities across North Carolina will receive less timely health information to provide quality patient care; education and practice environment will be negatively impacted and health professionals less prepared to address critical health issues such as the health care needs of returning veterans, chronic disease management and prevention.

AHEC 7% Budget Reduction Impact

In addition to the 3% and 5% items

By eliminating the air operations pilot position fewer flights-eliminate 3 pediatric clinics across the state; longer wait times for appointments; families have to drive to Chapel Hill to see specialists; local pediatricians do not receive clinical consultations.

Reducing on-line holdings in AHEC Digital Library means less timely health information resources to provide quality patient care for North Carolinians.