

September 15, 2010

Senator Lavon Heidemann  
Appropriations Committee  
Nebraska Legislature  
State Capitol  
District 1  
Lincoln, NE 68509

Dear Senator Heidemann:

Enclosed is the University of Nebraska's "Agency Efficiency Review Plan" for FY2010-11 and FY2011-12, pursuant to LB 935. As you know, the budget reduction process for public universities differs from that of other state agencies, and is based on a system of shared governance. The University of Nebraska is no exception. Nonetheless, following the adoption of LB 935, we began preparing for the anticipated fiscal challenges facing our state. LB 935 requires a review of: "(a) The consolidation of existing programs within the agency; (b) The opportunities for streamlining existing services; (c) The reforms needed to reduce the number of employees and layers of management within the agency; (d) A review of all mandates and requirements imposed on the agency and the results of eliminating or changing the mandates and requirements; and (e) The structural and operational changes needed for the agency to move from a five-day to four-day work week."

It is clear our state faces a difficult fiscal period, and we share the expectation that all recipients of state funding will be affected. We believe that the University of Nebraska is among the highest priorities of the state and that should be reflected in budget decisions that will have far-reaching implications. We have had a flat state budget for two years and have provided no general salary increases for our employees, who are our greatest resource. While this is not sustainable over the long term if we want to be competitive, we have understood that we needed to be conservative in order to emerge in a strong position as the economy and state budget recover.

We hope that the budget challenges of the next biennium will not force the state to diminish the high quality of education provided by the University, and the opportunities that education brings, for many Nebraskans. I am hopeful that the Governor and members of the Legislature will agree that our state benefits tremendously from a strong University of Nebraska, and that we must continue to provide affordable access to a high quality education, conduct research that is critical to the future of Nebraska, and engage in outreach with citizens across the state.

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The next few years will be challenging, and they will provide a test of our commitment to education and to the future of Nebraska. At a time when the rest of the world has recognized the advantage the U.S. has enjoyed largely because of higher education, and is pulling ahead of us in our own game, we must recommit ourselves to providing affordable access and timely completion of a college education. And while we understand that there are other important and worthwhile state priorities, I question whether Nebraska can afford to make budget decisions that limit access to higher education and its personal and societal benefits as well as its impact on the long-term prospects for Nebraskans and our economy.

I look forward to working with you to address these challenges.

Sincerely,

A handwritten signature in black ink, appearing to read "JB Milliken". The signature is written in a cursive style with a long horizontal stroke at the end.

James B. Milliken  
President

JBM:jbs

cc: Clerk of the Legislature  
Attachment

# **Appendix 1: University of Nebraska Agency Efficiency Review Plan - 2010-2012**

**September 15, 2010**

## **Introduction**

It's clear that the state of Nebraska faces a difficult fiscal period, and the University of Nebraska shares the expectation that all recipients of state funding will feel the impact of these challenging times. The University is committed to doing its part but asks to be treated equitably and fairly. We have lived with a flat state budget for two years and have provided no general salary increases for our employees. While this is not sustainable over the long term if we want to be competitive, we understand that we need to take steps now to emerge in a strong position as the economy and state budget recover. This plan describes the steps we are taking to identify areas of potential savings across the university system that will help us manage our budget in the coming biennium.

As the Appropriations Committee develops biennial budget priorities, we would ask that you seriously consider the role public higher education (and particularly the University of Nebraska) plays in our state, the importance of a college-educated workforce, and the personal and societal benefits of educational attainment. In terms of the economic future of our state and nation, there has never been a more important time to invest in higher education and to encourage college-going and degree completion. If Nebraska is serious about providing an education that will prepare our citizens for the 21<sup>st</sup> century workplace, we need to be serious and consistent about how we fund it. It is important to remember that while K-12 education is funded in large part at the local level, it is exclusively the responsibility of the state to provide public funding for higher education.

## **Context for Investment in Higher Education**

A recent report issued by the College Board shows that the U.S. has fallen from first to 12th in the world in the percentage of adults ages 25 to 34 with postsecondary degrees. Only about 40 percent of young Americans have earned an associate's, bachelor's or advanced degree – well behind Canada, which leads the world with 56 percent, and also lagging behind Korea, Japan, Germany and other nations. Why should this concern us? Because today, more than at any time in our history, it is understood that a college-educated workforce is an essential ingredient for a competitive economy.

The returns from a college education, to the individual and to society, are significant. An earlier College Board report, "Education Pays," demonstrates the positive impact of educational attainment. Compared to high school graduates, individuals with a bachelor's degree:

- Earn nearly \$20,000 per year more;
- Have significantly lower rates of unemployment and incarceration;
- Rely far less on public assistance;

- Enjoy better health;
- Are more likely to vote, volunteer and participate in their community;
- Have children who have better cognitive skills as pre-schoolers and a greater likelihood of going on to college after high school

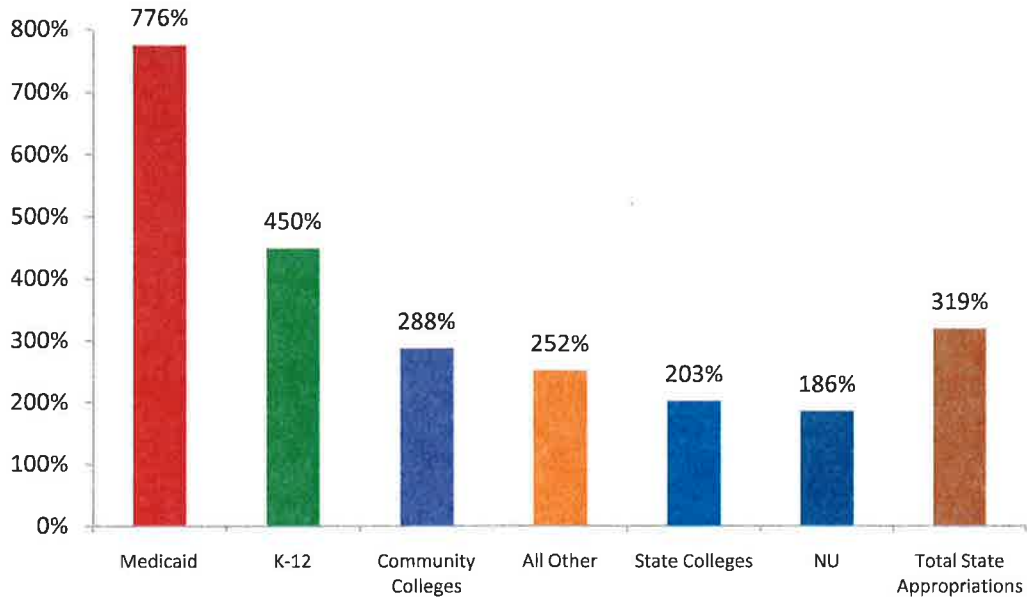
Regaining our competitive advantage in higher education is a clear national priority. That's why the President and a number of national organizations focused on competitiveness have outlined a strategy to help the United States regain its leadership position in the world. In addition, the National Governors Association, of which Governor Heineman is the new vice chair, announced that its primary initiative for the next year focuses on college completion; it's called "Complete to Compete."

Nebraska faces higher education challenges that mirror those of the nation. While Nebraska ranks second in the nation in high school graduation rates, it is 18<sup>th</sup> in college-going rate, with fewer than 65 percent of our high school graduates going on to college. Only about 36 percent of Nebraskans hold an associate's degree or higher and only 27 percent have a bachelor's degree or higher. College completion rates are an additional challenge, and we are working to address this on statewide and university-wide levels. More than 265,000 Nebraskans have some college experience but have not earned a degree.

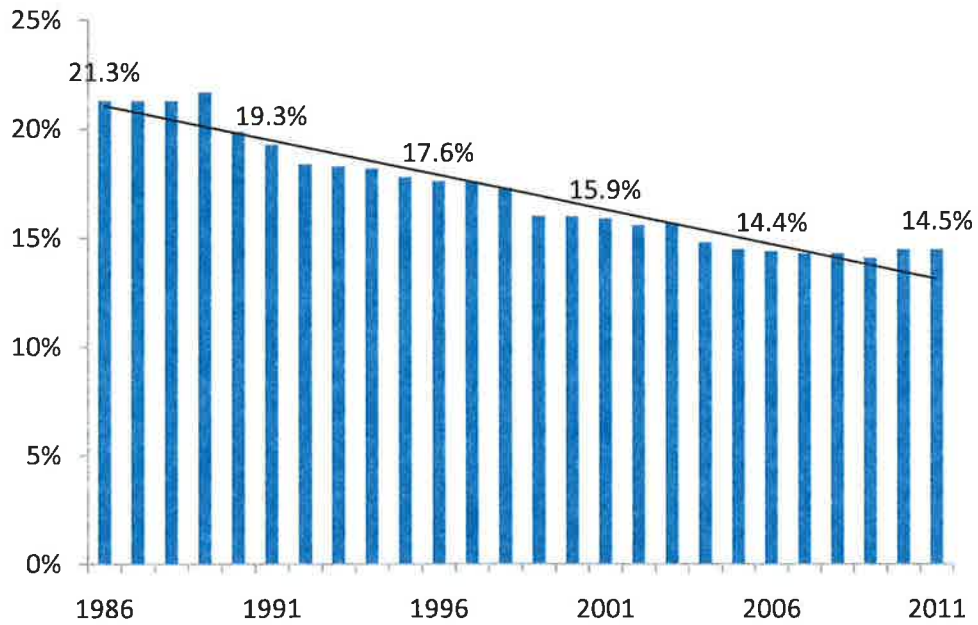
One additional statistic is especially compelling. A new report from Georgetown University assessing the level of education that will be required to fill new jobs through 2018 ranks Nebraska 7<sup>th</sup> in the nation in the percentage of jobs (66 percent) that will require post-secondary education.

Most leaders, including those in Nebraska, have recognized that the standard of competitiveness for a region or a nation is no longer a high school education but some level of post-secondary completion. Nebraska's P-16 Commission, chaired by the Governor, has advanced an agenda that begins with a strong public school curriculum and concludes with timely completion of college. And the NU Board of Regents has adopted strategic priorities with accountability measures regarding access, affordability, enrollment growth and timely degree completion.

Notwithstanding these philosophical commitments, postsecondary education in Nebraska has clearly not been a top priority in the state's budget. Higher education funding in Nebraska has grown much less rapidly over the last decades than other state expenditures and at a rate **40 percent less** that the growth rate of all of state government (*chart 1*). As a result, the University is now a much smaller part of state government than it has been in the past (*chart 2*).



**Chart 1: The University's growth in state appropriations, 1986-2011, is 40% less than overall growth.**



**Chart 2: The percent of state budget appropriated to the University of Nebraska continues to decline.**

## **Focusing on our Strategic Framework as the foundation of our planning**

The University of Nebraska's strategic framework, adopted in 2005, guides the actions and priorities of the Board of Regents and University leadership. The basis of the framework is this:

The University of Nebraska is a four-campus, public university which was created and exists today to serve Nebraskans through quality teaching, research, and outreach and engagement. We strive to be the best public university in the country as measured by the impact we have on our people and our state, and through them, the world. To do that, we must compete effectively with other institutions around the world for talented students and faculty. The future of Nebraska is closely tied to that of its only public university, and this framework guides university-wide and campus planning to help build and sustain a Nebraska that offers its citizens educational and economic opportunity and a high quality of life.

The framework centers on six overarching goals:

1. Access and affordability
2. Quality academic programs
3. Workforce and economic development
4. Research growth
5. Engagement with the State
6. Cost-effectiveness and accountability

Each goal includes specific objectives and measurements of progress, serving as a valuable guide for the University's deliberations relative to the annual operating budget and any reductions that are required. We publish our progress towards University goals, including dashboard indicators of performance relating to 16 metrics set by the Board of Regents. The report is available at [www.nebraska.edu/framework](http://www.nebraska.edu/framework).

## **Consolidation, Streamlining and Reforms**

LB 935 specifically asks agencies to identify opportunities to consolidate existing programs and streamline existing services, and to determine any reforms that are needed to reduce the number of employees and layers of management within the University.

Nebraska's fiscal condition has required the University to make \$58 million in budget cuts and reallocations over the last decade, with an additional \$10 million to be made this fiscal year. These reductions have resulted in a number of changes in business practices and have had a significant impact on our campuses and in communities across the state. Throughout Nebraska, programs and services have been reduced, eliminated or outsourced. A summary of previous budget cuts and their impact is attached (Appendix 1).

Together with the Board of Regents, Chancellors and other University leaders, President Milliken has been discussing the state's budget challenges for some time. The University's goal is to achieve cost-effectiveness and savings, while preserving the integrity of important University programs in teaching, research and engagement. Its objective is to find ways to reduce

costs and be more efficient in order to invest our limited resources in the priorities identified through our strategic planning. In complex, relatively decentralized organizations such as large, modern universities, this is labor-intensive and time-consuming work. A recent study conducted for the University of California, for example, identified a timeline of nearly three years including “diagnosis” of issues, development of solutions that capture savings and implementation of solutions. We understand we do not have the luxury of that much time.

Fortunately, we have the benefit of some past good work done at the University of Nebraska and more recently at other major universities. At Nebraska, we have had a number of task forces and commissions review University operations and make recommendations, some of which have been adopted and others which may provide guidance now. Our new distance education structure, for example, is consistent with recommendations made in the 1999 Burns Commission report. These studies can be found on our website at [www.nebraska.edu/efficiency](http://www.nebraska.edu/efficiency). Some core principles from these recommendations that merit serious consideration today include:

- a. The importance of viewing the University of Nebraska as a single system so that cost-effective changes in operations are carried out across the university, not just on an isolated basis, and so that each campus can maintain focus on priorities that advance its unique mission without having to provide “all things to all people;”
- b. Potential economies that can be gained by streamlining and simplifying the University’s business processing linkages with other state agencies, including the Nebraska Department of Administrative Services;
- c. Reductions in administrative bureaucracy;
- d. More unified management of information technology; and
- e. Need for a mechanism to capture and mandate best practices.

University leaders have also reviewed a number of recent high profile (and high cost) studies conducted at other public universities by external consultants who identified areas that could yield significant potential savings. It is important to note that implementing some of these suggestions can result in significant long-term savings, but may require investment in new processes that may offset some short-term gains. Among the suggestions made in those reports that are relevant to Nebraska are these:

- a. A more strategic rather than transactional approach to procurement including negotiation of university-wide contracts;
- b. A more streamlined human resources organization;
- c. Increased shared services for academic centers and institutes;
- d. Restructuring of research support offices to reduce redundancies and improve support for all campuses;
- e. Better utilization of existing classroom space to support more students;
- f. Consolidation of information technology infrastructure;
- g. Reduced energy consumption;
- h. Increased automation of processes and more effectively leveraging technology to reduce costs in areas such as printing.

Recent successes in consolidation and cost-effectiveness contemplated by LB 935 include:

- A new Student Information System serves not only the University of Nebraska's four campuses but also the three institutions in the Nebraska State College System, providing an efficient and cost-effective platform for management of student activities, including application, enrollment, financial aid and academic reporting.
- The University brought the state colleges into our SAP and ESS systems, saving them from having to purchase and implement a separate system; the implementation of a single system for payroll, which the University has used since 1999, is among the recommendations now being made by outside consultants to other public universities.
- We save money by purchasing property insurance through a consortium of universities.
- We have outsourced some services previously based on the campuses such as laundry and painting, eliminated motor pools at UNO and UNMC, and consolidated printing services at UNO and UNMC.
- Our Online Worldwide platform for distance learning adopts an approach recommended by University task forces and external consultants to more effectively pursue revenues and consolidate unnecessarily redundant cost centers. As the fastest-growing segment of higher education, online education represents a significant opportunity for revenue enhancement.

### **A systemic approach to cost efficiencies**

Traditionally, the process of determining budget reductions and identifying potential cost efficiencies has been a campus-specific activity. This year, we have taken a more systemic approach. With the active support of the Chancellors, President Milliken initiated a cross-campus budget process, with campus academic and business administrators working together to identify programs, services, procedures and approaches that can be better or more efficiently delivered through a cooperative, shared services or other alternative model.

Academic and business leaders are assessing whether there are new ways to collaborate or share resources across campuses to be most cost effective. In other words, looking collectively, are there ways to reduce costs university-wide that would leave each campus better off than simply allocating separate reduction targets to each campus? Can we find unnecessary duplication in either academic or business areas? Are there specialized resources that can be shared? Are there capacities at one campus that could be utilized at another? Can we learn from other universities' initiatives with shared services? Can we identify new opportunities to generate additional revenue?

In the academic areas, the emphasis is on meeting student needs by combining efforts. Deans of colleges with similar missions have been asked to assess areas for collaboration and new opportunities and delivery models. This provides a real opportunity available to those colleges that exist on more than one campus to explore efficiencies through collaboration and achieve savings while still serving students across the University.



In the business areas, university-wide teams of subject-matter experts are analyzing potential savings in six major expense categories: travel, procurement, information technology, facilities, human resources and benefits, and marketing and printing. As work on these areas continues, we also plan to identify additional business areas and processes for University-wide review.

The University's academic and business officers and other senior leaders will evaluate the university-wide ideas generated and develop recommendations that will be considered by the President and the Chancellors for final recommendation and action. Any areas recommended for reduction on a campus will be considered on that campus as part of its established budget process.

Each campus also has planning under way for campus-specific reductions. This is an extension of the work they have done to make reductions in each year of the current biennium. While some recommendations may be implemented immediately, others, particularly those directly affecting academic programs, will require more time. Unlike most state agencies, universities operate under principles of shared governance in which faculty and staff participate along with administrators and governing board members in significant decisions concerning the operations of the university. Thus, campus-specific decisions on major budget reductions involve, at a minimum, the following steps:

- a. Assignment by the President to the Chancellors of a required level of budget reduction.
- b. Preparation of specific reduction recommendations by the Chancellors after consultation with pertinent groups on each campus.
- c. Finalization of plans to reduce the budget, including President's and Board's approval where appropriate.

Each campus has been asked to carefully consider a number of tools and data available as they approach budget planning including (1) annual reviews of academic programs, which provide detail on degree and credit hour production; (2) workload or productivity analysis of programs, which includes not only degree and credit hour production, but success in attracting research funding and valuable outreach activities; and (3) facilities utilization in order to be most effective in managing our building and operations and maintenance budgets.

The Board of Regents approved funding in the 2010-11 budget for one-time strategic investments that will result in long-term savings, such as energy efficiencies and essential deferred maintenance.

## **Review of Mandates and Requirements**

The Education Committee of the Legislature, pursuant to LB 542, has done an important service in identifying statutes and mandates that have an impact on Nebraska's educational institutions. The University is working with Chairman Adams and the Committee on a comprehensive review of areas in which changes in existing statutes might result in cost savings. This section represents a preliminary report of those statutes and mandates affecting the University.

The state's expectations of the University of Nebraska are outlined in a number of statutes that define our role, mission, priorities and responsibilities:

### **85-942. University of Nebraska; mission; priorities.**

*It is recognized that as the state's land grant institution the University of Nebraska is engaged in instruction, research, and public service, and that these three parts of the university's mission are interdependent. However, when viewed in its entirety, the university's first priority shall be undergraduate instruction, the university's second priority shall be graduate and professional instruction and research, and the university's third priority shall be public service.*

### **85-102.02. Universities; program responsibilities.**

*(1) The University of Nebraska-Lincoln shall have responsibility for operating comprehensive programs of undergraduate instruction and primary responsibility, except in the health-related disciplines, for operating comprehensive programs of graduate, postgraduate, and professional instruction, research, and public service as authorized by the Board of Regents of the University of Nebraska consistent with the role and mission assignments provided in Chapter 85, article 9.*

*(2) The University of Nebraska at Omaha shall have responsibility for operating general programs of undergraduate instruction and programs of graduate instruction, research, and public service as authorized by the Board of Regents consistent with the role and mission assignments provided in Chapter 85, article 9.*

*(3) The University of Nebraska at Kearney shall have responsibility for operating general programs of undergraduate instruction and programs of graduate instruction, research, and public service as authorized by the Board of Regents consistent with and limited by the role and mission assignments provided in Chapter 85, article 9.*

*(4) The University of Nebraska Medical Center shall have primary responsibility in the health-related disciplines for operating programs of undergraduate instruction and comprehensive programs of graduate, postgraduate, and professional instruction, research, and public service as authorized by the Board of Regents consistent with the role and mission assignments provided in Chapter 85, article 9.*

**85-1,104. University of Nebraska Institute of Agriculture and Natural Resources; established; administration.**

*A University of Nebraska Institute of Agriculture and Natural Resources shall be established at the University of Nebraska-Lincoln which shall embrace but not be limited to the following divisions or administrative units: (1) College of Agricultural Sciences and Natural Resources; (2) Agricultural Research Division; (3) Cooperative Extension Service; (4) Conservation and Survey Division; and (5) a veterinary medicine and surgery program as a cooperative program only as provided in section 85-180.13. The University of Nebraska Institute of Agriculture and Natural Resources shall be headed by a vice chancellor and each division or administrative unit shall have a dean, director, or other chief administrative officer*

**85-121. Nebraska College of Technical Agriculture at Curtis; creation; location; purpose.**

*For the furtherance and promotion of agriculture and stockraising interests of this state, a technical college of agriculture is hereby established near the town of Curtis in Frontier County, Nebraska. Such college shall be maintained under the conditions prescribed in this section and sections 85-121.03 and 85-121.04 and shall be known as the Nebraska College of Technical Agriculture at Curtis. Such college of agriculture shall be under the control and management of the Board of Regents of the University of Nebraska.*

*The Nebraska College of Technical Agriculture at Curtis shall be devoted to a statewide mission of instruction relating to food and agriculture at less than the baccalaureate degree, with concentration on the applied associate degree. The program shall be organized to provide expedient response to the changes needed in technical education to serve the agricultural industry of the state.*

**Additional mandates and requirements**

In addition to these statutes describing the purpose of each administrative unit of the University, there are a number of specific mandates and state requirements, whether created by law or by practices over a period of years, that have a financial or management impact on the University. Some of these are clearly essential. University activities are listed below, pursuant to the directive of LB 935, not because we are necessarily advocating elimination of the activity. Some of these requirements, however, may no longer be considered priorities of the state, while others may contribute to unnecessary duplication of effort and cost. In such cases, the Legislature may determine that elimination of a mandate may lead to reduction of the number of employees and layers of management, not only within the University, but throughout state government.

Statutory provisions that impact the University: (note that this is not an exhaustive list)

- Statewide responsibility for public service activities §85-936
- Statewide responsibility for continuing education services §85-939
- Research and extension centers, agricultural lab and sub-station and testing stations established §85-201, 206, 209, 212, 216

- Statutes and policies related to the Commission of Industrial Relations impact the Board of Regents' ability to set salaries for faculty at UNK and UNO
- Medical research centers – Eppley Institute for Cancer Research §85-801 and Regional Radiation Health Center §85-805
- Nebraska Safety Center established at UNK for training and research §85-1003
- Nebraska Business Development Center established at UNO to provide a statewide network for assisting new and expanding businesses §81-1273
- Tuition reductions or waivers for dependents of veterans who are killed or permanently disabled in the line of duty; for dependents of firefighters and police officers who are killed in the line of duty; and for spouses and children of National Guard members killed in the line of duty; §85-411, 504, 2307
- Deferred maintenance initiative, LB 605, requiring NU matching funds of \$121 million over 12 years §85-419, 421
- Requirement that at least one percent of appropriation for any public building must be used for acquisition of works of art §85-106.1
- Nebraska Optometry Education Assistance Contract Program §71-1,136.06-08 requires \$618,555 per year of University state appropriations.
- Nebraska Forest Service State Forester program §85-161 and 162 requires approximately \$1.5 million per year of University state appropriations
- Requirement of receipts for reimbursement of travel meal expenses §81-1174
- Requirement to employ an aquaculturist within IANR §85-1,104.01
- Requirement that the University participate in the State's workers' compensation pool rather than a self-funded pool
- Regulations impacting the State fire marshal that changed the delegation of authority to local fire officials in metropolitan class cities
- The Coordinating Commission for Postsecondary Education (CCPE)'s role in oversight of bond issues and approval of programs and facilities that duplicates the role of the Board of Regents
- The practice of not allowing carry forward of fund balances at the end of each biennium
- Requirement that financial transactions be recorded on both the state and University accounting systems
- Requirement that all property must be tagged, regardless of value, and must be inventoried annually
- Fixed bids are not required on audit services by the State Auditor, thus precluding comparison to alternatives in the private sector
- Unclear statutory language regarding the University's administrative role in its health trust account
- Requirement for timesheets to be prepared for all for salaried personnel
- Requirement that claims arising in the normal course of university business such as student accounts must go through the State Claims Board
- Statutes prohibiting favorable co-pay arrangements for less costly pharmacy by mail
- Cash fund has statutorily fixed dollar limits which would be more effective as percentages
- The University lacks receipting powers for grants, contracts

These process and mandate reviews could create opportunities to significantly reduce costs, but are unlikely to entirely address the significant fiscal challenges the State faces next biennium.

### **Four-Day Work Week**

We do not believe that a four-day work week at the University of Nebraska is practical. Campuses are communities, serving a variety of constituencies 24 hours a day, seven days a week. In this regard, the University is very different from other state agencies with standard office hours. And while some administrative and support offices may be able to adjust to such a schedule, the likely energy savings would be modest compared to the disruption and inconvenience it would cause, particularly to students. Over the past few years, a small number of higher education institutions have attempted longer days and shorter weeks, but most are community colleges, which often do not have residential populations or students who enroll in classes five days every week.

This is not an approach we would recommend at the University of Nebraska. We would note, however, that several decades ago each of our campuses except the Medical Center implemented an extended holiday close-down during the period between Christmas and New Year's. Our employees "bank" several paid holidays that state employees take over the course of the year. These holidays are observed in late December and early January, allowing the University to suspend all but essential operations for nearly a two-week period each winter when students are not on campus. This was originally implemented to save energy, and it continues to be successful practice today.

### **Summary**

The leaders of the University of Nebraska recognize the significant budget challenge on the horizon and are prepared to do our part. However, we must not allow current fiscal challenges to diminish educational opportunity for Nebraskans or reverse the impressive gains at the University that hold so much promise for our state. This is not the time for Nebraska to make decisions that limit access to higher education and its personal benefits as well as its impact on the long-term prospects for our state and our economy.

The next few years will provide a test of our stated commitment to education and to the future of Nebraska. At a time when the rest of the world has recognized the advantage the U.S. has enjoyed largely because of higher education, and is pulling ahead of us in our own game, we must recommit ourselves to providing affordable access and timely completion of a college education. We ask the Legislature and Governor to keep this context in mind as they make spending decisions for the state's budget.

## **Appendix 1: Summary of Impact of Budget Cuts 2000-2010**

### **University of Nebraska-Lincoln and Institute of Agriculture and Natural Resources**

#### **Cuts in academic programs**

- Eliminated Museum Studies program (2-year graduate program)
- Eliminated Department of Industrial Systems Technology (8 faculty, 60+ students)
- Eliminated Department of Health and Human Performance (10 faculty, 200 students)
- Reduced summer sessions, UNL (reduced course offerings, increased student fees)
- Closed Grand Island, Lincoln and North Platte Learning Centers (served non-traditional students)
- Eliminated Veterinary Student Contract Program with KSU (later partially restored by legislature)
- Law Library – shift to student fees

#### **Cuts in service programs**

- Closed Veterinary Diagnostic Laboratories, North Platte and Scottsbluff
- Closed South Central Research and Extension Center, IANR (reduced to research farm)
- Eliminated Engineering Extension Service (assisted manufacturing companies)
- Eliminated Bureau of Business Research (partially restored with grant and state funds)
- Eliminated Council on Economic Education (economic education to K-12, partially restored with state funds and donations)
- Eliminated Nebraska Forest Service and Statewide Arboretum (restored by legislature)
- Eliminated state funding of Lentz Center for Asian Culture

#### **Cuts to achieve efficiencies**

- Merged UNL Teachers College and College of Human Sciences
- Eliminated Division of Continuing Studies (reassigned some functions, eliminated others)
- Closed three branch libraries, consolidated collections
- Closed Kellogg Conference Center
- Closed Research Division of Museum (reassigned functions to academic departments)
- Restructured IANR's communication and information technology services into UNL's Communications and Information Services Department
- Reorganized administrative oversight of Extended Education and Outreach, International Affairs

### **University of Nebraska at Omaha**

#### **Academic Restructuring**

- Eliminated College of Continuing Studies
  - Eliminated Dean and Associate Dean positions
  - Vacated leased space in Peter Kiewit Conference Center
- Integrated Fine Arts, Communication and Radio/TV under one college
- Eliminated Learning Center
- Eliminated Office of Faculty Development
- Merged Distance Education with Academic Computing

- Eliminated Bachelor's Degree program in Public Administration
- Eliminated the Education Specialist degree and related faculty position and staff support
- Combined three academic programs (IT Innovation, Information Assurance, and Bioinformatics) into a School of Interdisciplinary Informatics, which resulted in administrative savings
- Integrated some satellite operations (e.g. NBDC) into new College of Business Administration Building, Mammel Hall, and eliminated related rental costs

#### **Administrative Restructuring**

- Eliminated two Vice Chancellor positions
- Merged Academic Affairs and Student Affairs
- Eliminated Assistant Vice Chancellor for Student Services
- Eliminated Purchasing Office
- Eliminated Audio Visual Department
- Outsourced Carpentry, Painting, Printing, and Physical Cable Plant Maintenance services
- Merged New Student Orientation and Recruitment Services
- Merged Telecommunication Services with Information Technology Services

#### **Other Efficiency Achievements**

- Aggregated campus computer and related technology purchases through Information Services division to leverage cost savings
- Eliminated or reallocated over 200 faculty and staff positions

### **University of Nebraska at Kearney**

#### **Cuts in administrative programs**

- Eliminated vice chancellor for student affairs, dean of continuing studies, special projects director
- Eliminated state funding for Student IT workers
- Reduced staffing and support of printing office
- Reduced staffing of groundskeeping, custodial, and clerical/office support
- Reduced travel

#### **Cuts in academic programs**

- Eliminated Mathematics MS program and Statistics and Actuarial Science majors
- Reduced course offerings in Adaptive PE, German, music, chemistry, physics, computer science, mathematics, sociology, management/marketing, education, communication disorders, e-campus, summer school
- Reduced staffing and support for libraries
- Reduced support for Center for Teaching Excellence
- Eliminated Center for Excellence in Leadership
- Reduced support for Research Services Council, Graduate College
- Reduced support for Instructional TV
- Reduced support for academic equipment and computer replacement

#### **Cuts in service programs**

- Eliminated direct support for College Park and North Platte continuing education centers

- Reduced support for Center for Rural Research and Development
- Eliminated support for Public Policy Center

#### **Other**

- Reduced support for Intercollegiate athletics
- Reduced staffing and support for counseling in student career services, learning center, and counseling center

### **University of Nebraska Medical Center**

#### **Cuts in academic programs**

- Reduced faculty positions in Colleges of Medicine, Dentistry, Public Health, Eppley Institute and Munroe Meyer Institute
- Reductions in Library, including 3 FTEs and operating funds
- Reductions in graduate student stipends
- Eliminated the Dermatology Clinical Section within the College of Medicine
- Eliminated \$1,000,000 of state funding for the School of Allied Health Professions
- Eliminated \$1,000,000 of state funding for the College of Medicine

#### **Cuts in service programs**

- Eliminated state funding for Health Professions Tracking
- Eliminated state funding for International Studies
- Eliminated state funding for Biomedical Communications
- Eliminated state funding for Biosafety Office
- Eliminated state funding for Alumni Affairs Office
- Eliminated printed version of UNMC Today, daily campus newsletter

#### **Cuts in administrative programs**

- Reduced staff positions in Colleges of Dentistry, College of Medicine, Vice Chancellor for Research office, Mail Services, Printing, Cashiering, Inventory Control, Alumni Association, Facilities, Vice Chancellor for Academic Affairs office, Sponsored Programs Administration and Accounting offices, and Student Services
- Eliminated \$1,000,000 of state funding for the Institutional Review Board, Sponsored Programs Administration and Sponsored Programs Accounting

#### **Other Measures to achieve savings and efficiencies**

- Reduced state funding for purchased utilities by \$1,000,000 to be recovered by converting to electrical boilers, recommissioning HVAC in new and existing buildings, renegotiating maintenance contracts and installing heat recovery chillers
- Consolidated Purchasing departments with UNO