

IANR Liaison Committee Notes
Thursday, March 22, 2018
1:00-3:00pm
Nebraska East Union, Bluestem Room

In attendance: Don Lee, Kate Brooks, Joel Cramer, Jessie Brophy, Vice Chancellor Mike Boehm, Liz Husmann (recorder)
Phoned in: Aaron Nygren
Excused: Julie Peterson, Jenny Keshwani, Vicki Schlegel

Main Discussion Points:

- *2018-19 Elections*
 - Kate Brooks and Julie Peterson will have served three years on the committee at the end of the semester, therefore, a vote will need to be held this summer to elect two new IANR faculty to the Liaison Committee. The committee will contact department heads, REC directors, center/institute leads, NE Extension Issue Team leaders, and faculty colleagues to develop a shortlist of candidates that the IANR faculty can vote on in the summer.
- *IANR State Outreach*
 - The committee brainstormed ideas to engage with Nebraskans across the state, as well as how to prepare students to be entrepreneurs and give more options to students who aren't going into higher education/research. The committee mentioned the Engler Program as an organization doing great work in this area (engler.unl.edu). Shifting demographics was also brought up, and the committee discussed ways IANR could reach out to metro students, especially in the area of science. Don Lee discussed how the Soybean Board has partnered with Lincoln Public Schools to offer teachers a chance to come to East Campus and engage with the faculty and their research so they can incorporate aspects into their science curriculum. It's a way to ease the teaching burden while also connecting with teachers who can bring their experiences with IANR into public classrooms, thereby amplifying the effect. The committee is interested in exploring and creating similar opportunities for IANR faculty in the future. Later, VC Boehm shared with the committee that IANR leadership has been meeting with the leaders of Nebraska's two and four-year colleges about ways to enhance post-secondary education attainment levels which currently are at 48.2% per the Lumina Foundation's most recent assessment (see attachment). VC Boehm suggested a focus might be on Nebraska's most diverse counties that also have some of the lowest attainment rates.
- *Roads Scholars Tour*
 - The 2018 Roads Scholars Tour will be August 8-10. It was decided that every year the tour will travel to Scottsbluff, though the route will vary. Jessie Brophy asked for some suggestions of non-ag industries to potentially visit (i.e. Union Pacific Railroad). The committee discussed other ways to promote the tour across the campuses, such as having previous attendees send a personalized invite to new faculty to sign up.
- *Leadership Changes in IANR*

- VC Boehm discussed the ongoing dean/department head searches and stressed IANR's commitment to inclusivity across the spectrum of positions in the Institute. He also shared that two ombudspersons positions are being developed, one staffed from the faculty from City Campus and another from the faculty from East Campus. The ombudspeople will be faculty members who serve as impartial resources for other faculty to engage off the record regarding issues, concerns, or complaints. This person could report annually to the IANR Faculty Liaison Committee and the IANR Vice Chancellor's Office, but details need to be worked out between OAA and IANR.

Action Items for Committee:

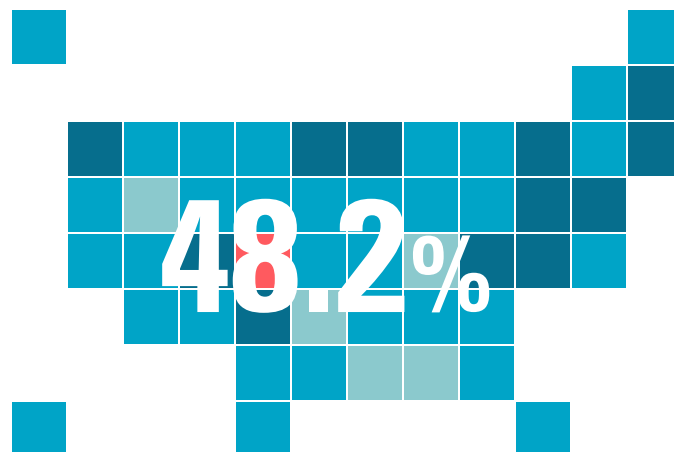
- The members of the committee who participated in meeting agreed to find faculty who are interested in serving on the committee next year and to email them to Liz by the end of the day on **June 15th** so the faculty can vote this summer.
- Jessie Brophy asked for suggestions of places to stop on the way to/from Scottsbluff for the Road Scholars Tour this year.
- Look over the draft of the IANR Faculty Ombudsperson and send any suggestions for changes to VC Boehm.

Meeting adjourned at 3:00 pm

Distributed electronically to the IANR Liaison Committee for review: 3/30/2018

A STRONGER NATION

Learning beyond high school builds American talent



Nebraska's Report 2018



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Nebraska's progress toward the goal

By 2025, 60 percent of Americans will need some type of high-quality credential beyond high school. To count toward this important goal, any credential must have clear and transparent learning outcomes that lead to further education and employment. **Nebraska's attainment rate is 48 percent, but it has not formally established a statewide attainment goal that meet's Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long-term, addresses gaps, and is in statute and/or a strategic plan).**

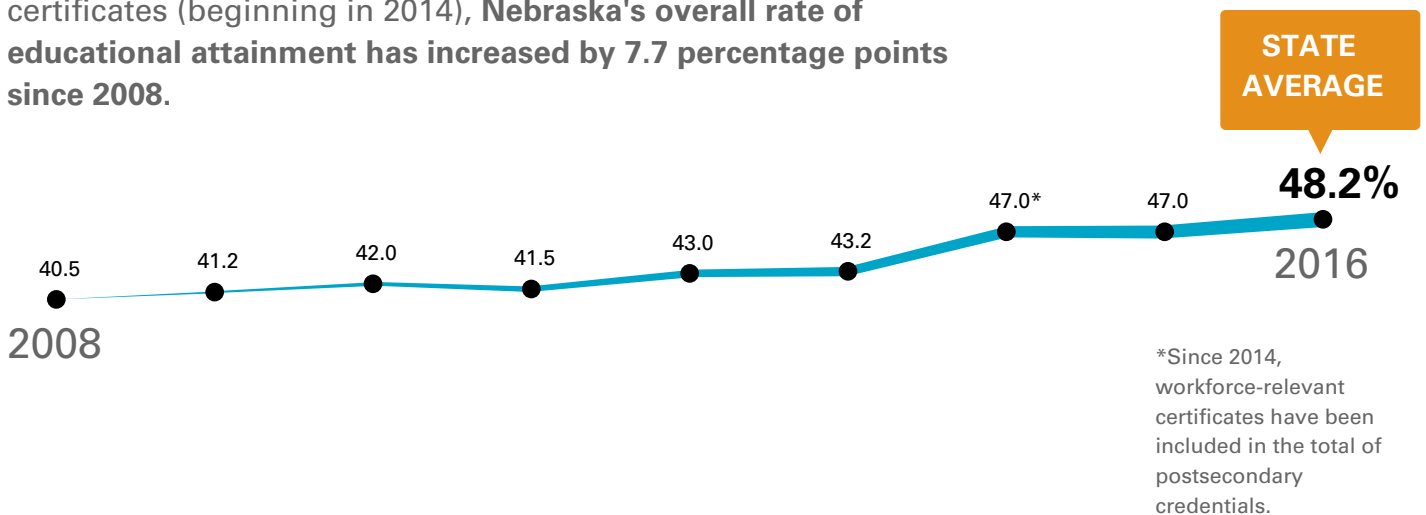
How Nebraska compares to the nation

Educational attainment in Nebraska exceeds the national average, but work remains before it reaches 60 percent.



Nebraska's progress

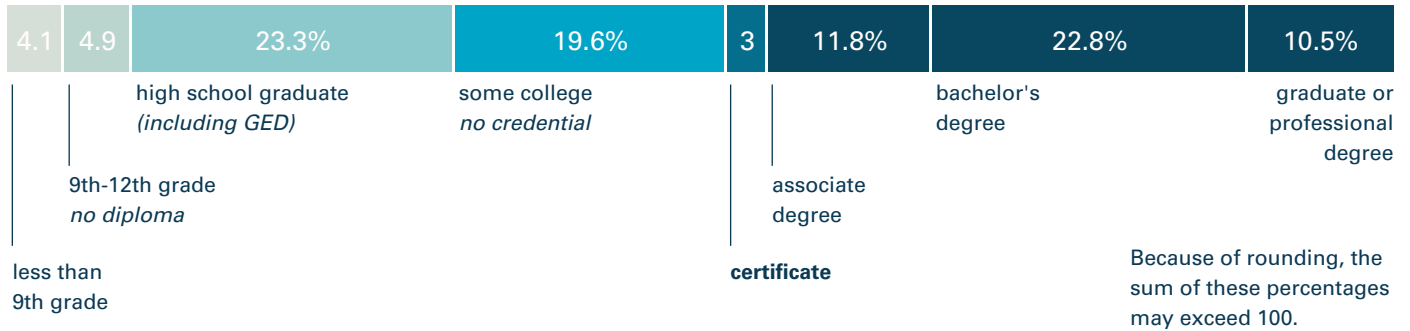
To reach state goals, the state will not only have to maintain current rates of attainment but also significantly increase the number of people who enroll in programs and earn all types of credentials beyond high school. With the inclusion of workforce certificates (beginning in 2014), **Nebraska's overall rate of educational attainment has increased by 7.7 percentage points since 2008.**



Highest Education Level Across Nebraska

NEBRASKA AGES 25-64

48.2% attainment



Nebraska's racial and ethnic disparities

There are **significant gaps** in educational attainment that must be closed – specifically, **gaps linked to race and ethnicity. These gaps persist in every state.** Because educational attainment beyond high school has become the key determinant of economic opportunity **closing these gaps is crucial.**

















































Comparing Nebraska Counties


















Exploring educational attainment at the local level can be especially helpful to state and local leaders as they work on talent development. For example, by pinpointing counties or regions where attainment lags, resources can be targeted where they're needed most. Conversely, in areas of high attainment, other regions may find practices or processes they can emulate.

Compare degree attainment rates across Nebraska's 93 counties. Attainment is shown here as the percentage of people ages 25-64 with at least an associate degree.*

sorted by NAME ▼▲

Attainment	County	Population	Pop. Rank	Attainment	County	Population	Pop. Rank
38.1%	Adams	31,684	11	35.3%	Chase	3,937	61
37.7%	Antelope	6,329	46	34.8%	Cherry	5,832	49
45.8%	Arthur	469	93	40.0%	Cheyenne	10,051	27
34.9%	Banner	798	83	36.1%	Clay	6,163	47
38.5%	Blaine	484	92	24.7%	Colfax	10,414	25
37.2%	Boone	5,332	52	38.4%	Cuming	9,016	31
33.7%	Box Butte	11,194	22	37.1%	Custer	10,807	23
34.3%	Boyd	1,982	75	20.5%	Dakota	20,465	17
34.2%	Brown	2,960	68	47.1%	Dawes	8,979	32
45.8%	Buffalo	49,383	5	26.9%	Dawson	23,640	13
35.5%	Burt	6,546	44	34.1%	Deuel	1,873	78
35.3%	Butler	8,052	36	33.1%	Dixon	5,762	50
41.0%	Cass	25,767	12	31.0%	Dodge	36,757	6
42.2%	Cedar	8,671	33	47.6%	Douglas	554,995	1

 37.9% Dundy	1,831	79	 28.4% Kimball	3,679	62
 40.0% Fillmore	5,720	51	 39.6% Knox	8,571	34
 35.6% Franklin	3,014	67	 51.8% Lancaster	309,637	2
 40.8% Frontier	2,621	72	 38.1% Lincoln	35,550	8
 37.8% Furnas	4,787	57	 38.3% Logan	772	86
 38.2% Gage	21,799	14	 35.3% Loup	591	90
 38.6% Garden	1,930	77	 41.0% Madison	35,015	9
 30.4% Garfield	2,011	74	 44.8% McPherson	493	91
 36.9% Gosper	1,971	76	 30.5% Merrick	7,828	38
 43.5% Grant	641	89	 35.3% Morrill	4,787	58
 36.8% Greeley	2,399	73	 31.0% Nance	3,576	64
 30.8% Hall	61,705	4	 42.1% Nemaha	6,971	42
 41.3% Hamilton	9,186	30	 35.8% Nuckolls	4,265	59
 35.0% Harlan	3,473	65	 37.4% Otoe	16,081	19
 36.0% Hayes	897	82	 30.3% Pawnee	2,652	71
 31.0% Hitchcock	2,825	70	 36.1% Perkins	2,898	69
 43.0% Holt	10,250	26	 42.0% Phelps	9,266	29
 44.3% Hooker	708	88	 47.3% Pierce	7,159	40
 33.6% Howard	6,429	45	 36.9% Platte	32,861	10
 28.2% Jefferson	7,177	39	 39.0% Polk	5,203	54
 30.3% Johnson	5,171	55	 35.8% Red Willow	10,722	24
 37.6% Kearney	6,552	43	 32.4% Richardson	8,060	35
 41.0% Keith	8,018	37	 31.8% Rock	1,390	80
 34.9% Keya Paha	791	84	 30.1% Saline	14,331	20

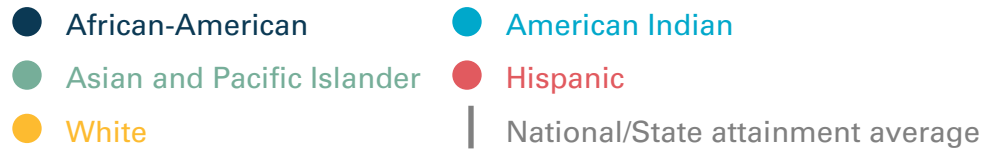
 51.3% Sarpy	179,023	3	 40.8% Thomas	716	87
 43.2% Saunders	21,038	15	 27.7% Thurston	7,127	41
 35.6% Scotts Bluff	36,422	7	 36.0% Valley	4,184	60
 48.8% Seward	17,284	18	 47.2% Washington	20,603	16
 41.1% Sheridan	5,234	53	 53.8% Wayne	9,365	28
 30.5% Sherman	3,054	66	 37.1% Webster	3,603	63
 46.1% Sioux	1,242	81	 36.4% Wheeler	776	85
 41.8% Stanton	5,944	48	 45.4% York	13,794	21
 38.4% Thayer	5,101	56			

Results by race and ethnicity in Nebraska

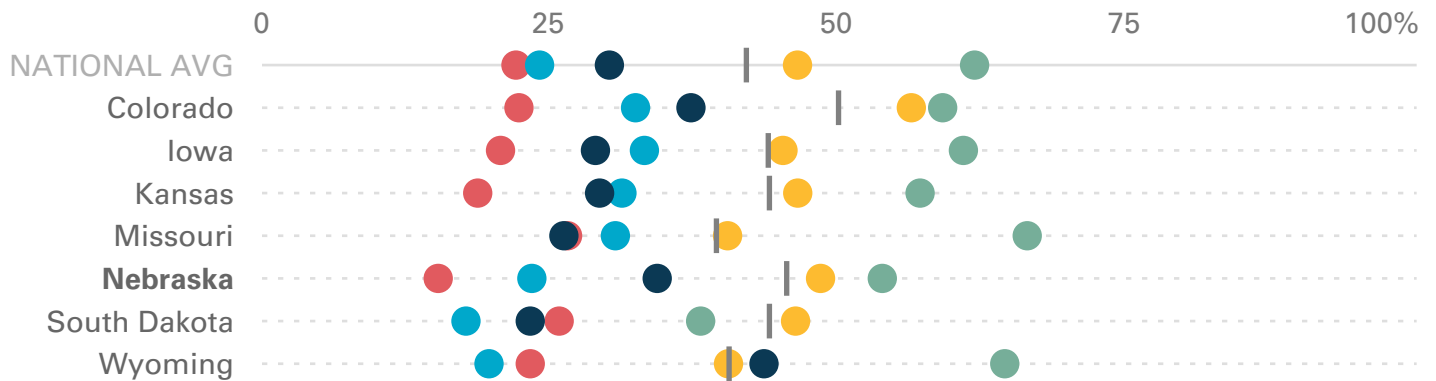
A growing proportion of today’s learners are African-American, Hispanic, and American Indian; and data show persistent and troubling gaps between their attainment levels and those of their white peers. Addressing these gaps – and expanding post-high-school learning opportunities for all – is essential to reducing the inequality that influences much of American life.

Explore **Nebraska's attainment rates across five racial and ethnic groups**, and see how it performs relative to other states. Attainment is shown here as the percentage of residents, ages 25-64 with at least an associate degree.*

filtered by RACE AND ETHNICITY



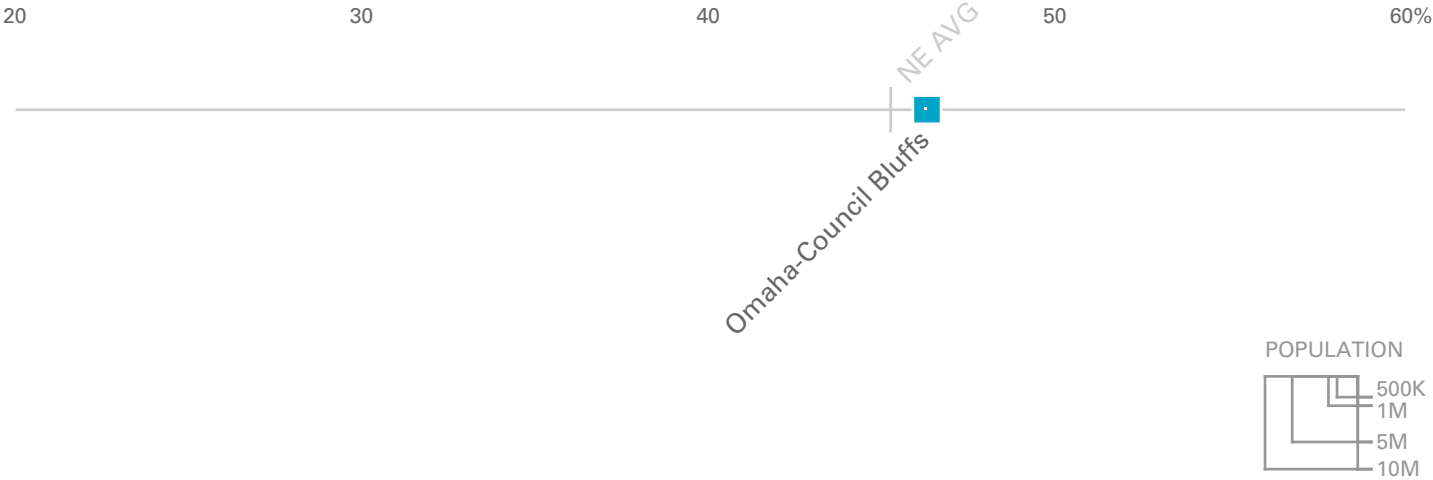
sorted by STATE NAME ▼▲



Nebraska's metro areas

Metropolitan areas are important talent hubs, because the majority of the nation's population lives within these areas.

Explore attainment rates in Nebraska's Metropolitan Statistical Areas (MSAs). Attainment is shown here as the percentage of residents, ages 25-64, with at least an associate degree.



Data sources

Data sources for *A Stronger Nation* are listed below, along with links and additional information.

Attainment and enrollment rates

U.S. Census Bureau American Community Survey (ACS): One-year Public Use Microdata Sample (PUMS). County-level and metro-regional data are from ACS five-year estimates (2012-2016). College enrollment percentages reflect the enrollment of non-degree-holding students, ages 18-54, at public and private two- and four-year institutions.

- U.S. Census Bureau: <http://www.census.gov/programs-surveys/acs>

Persistence and completion rates

Student retention rates (persistence) and degree-completion rates were collected by the National Student Clearinghouse. Graduate degrees awarded were analyzed by the National Center for Education Statistics and IPEDS.

- National Student Clearinghouse, 2016: <http://www.studentclearinghouse.org/>
- National Center for Education Statistics: <https://nces.ed.gov/>
- Integrated Postsecondary Education Data System Completion Survey 2014-2015: <https://nces.ed.gov/ipeds/Home/UseTheData>

Awareness

Data that track public opinion about the importance of earning credentials come from a Gallup-Lumina Foundation survey conducted in 2016.

Population

U.S. Census Bureau Population Division: Annual Estimates of the Resident Population April 1, 2010, to July 1, 2016.

- U.S. Census Bureau Annual Population Estimates: https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=PEP_2016_PEPANNRES&prodType=table

Inclusion of certificates

Attainment rates for 2014, 2015, and 2016 include the estimated percentage of working-age Americans who have earned high-value postsecondary certificates – not just associate degrees and above, as *A Stronger Nation* reported in previous years. This estimated percentage was derived by polling a nationally representative sample of Americans ages 25-64. The surveys were conducted by NORC at the University of Chicago, an independent research institution.

At the state level, the estimated percentage of state residents who have earned high-value certificates was derived by labor market experts at Georgetown University's Center on Education and the Workforce.

- NORC at the University of Chicago: <http://www.norc.org>
- Integrated Postsecondary Education Data System: <https://nces.ed.gov/ipeds/Home/UseTheData>
- Georgetown University's Center on Education and the Workforce: <https://cew.georgetown.edu/>

Defining metro areas

Metro-area data in *A Stronger Nation* are those that apply to the nation's Metropolitan Statistical Areas (MSAs). The term MSA refers to "a large population nucleus, together with adjacent communities having a high degree of social and economic integration with that core." MSAs comprise one or more entire counties, except in New England, where cities and towns are the basic geographic units. The federal Office of Management and Budget defines MSAs by applying published standards to Census Bureau data.

Lumina Foundation is an independent, private foundation in Indianapolis that is committed to making opportunities for learning beyond high school available to all. We envision a system that is easy to navigate, delivers fair results, and meets the nation's need for talent through a broad range of credentials. Our goal is to prepare people for informed citizenship and for success in a global economy.



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Faculty Demographic

Years¹: 2007, 2012, 2017

- In the last ten years the regular, academic workforce of IANR² has increased 21.6% to include 541 faculty members [Figures 1 and 2].
- In 2007, 30.1% of that workforce was female. The female population has increased by nearly ten percentage points, to 39.6%, in 2017 [Figure 3]. When looking only at tenured/tenure-track faculty, the upward trend continues, but the percentages decrease. In 2017, roughly 1-in-4 (23.2%) tenure line faculty were women, up six percentage points since 2007 (17.1%) [Figure 5a].
- Slightly less than one-fifth (19.3%) of the 2017 regular, academic IANR workforce is represented by people of color³: 4.8% historically underrepresented minority (URM)⁴, 7.8% other minority⁵, and 6.7% Nonresident Alien⁶. This is an increase of nearly seven percentage points over five years, when people of color represented 12.4% of the group [Figure 4]. People of color make up just over one-quarter (26.1%) of tenured/tenure-track faculty, an increase from 15.8% in the same five-year period [Figure 6a].
- A review of gender by rank amongst tenured/tenure-track faculty in the most recent year reveals that 36.4% of assistant professors were female, compared to 23.4% of associate professors, and just 9.5% of full professors [Figure 5b].
- People of color made up 42.5% of tenure-track assistant professors in 2017 (6.1% URM, 15.2% Other Minority, and 21.2% Nonresident Alien). Also in that year amongst tenure line faculty, 20.8% of associate professors and 13.7% of full professors were people of color [Figure 6b].

¹Year represents fall term data in 2007, 2012, and 2017.

²Faculty includes both full-time and part-time faculty within the following categories as of the fall census date: tenured/tenure-track faculty, extension educators/professors, research faculty, professors of practice, foresters, and geoscientists. Excludes administrators (i.e. vice chancellors, deans, department heads, directors/chairs), lecturers, instructors, visiting faculty, postdocs, and faculty for Nebraska College of Technical Agriculture.

³People/persons of color refers to individuals who have self-identified as American Indian, Asian, Hawaiian/Pacific Islander, Hispanic, or one or more races or ethnicities.

⁴Underrepresented minority (URM) is based on historically under-represented minority groups in the US. It includes individuals who self-identify as American Indian, Black, Hawaiian/Pacific Islander, and Hispanic races or ethnicities.

⁵Other Minority includes individuals who self-identify as Asian and individuals with multiple ethnic groups for whom URM cannot be determined.

⁶Citizenship (i.e. Nonresident Alien status) data was collected starting in 2009. Prior to that, faculty who were not U.S. citizens self-reported race and ethnicity information under the existing reporting categories.

IANR Faculty Demographic | Fall Term 2007, 2012, 2017

Figure 1. Headcount by Faculty Track

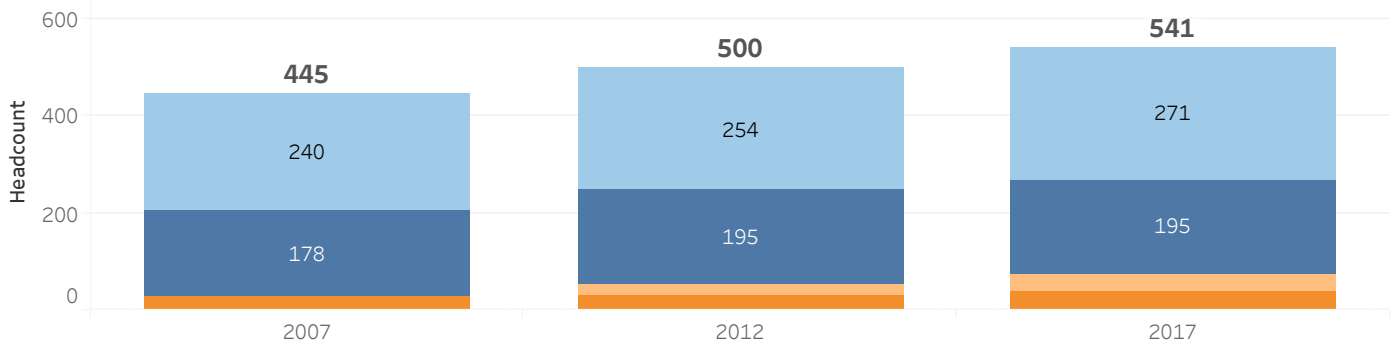


Figure 2. Percent of Headcount by Faculty Track

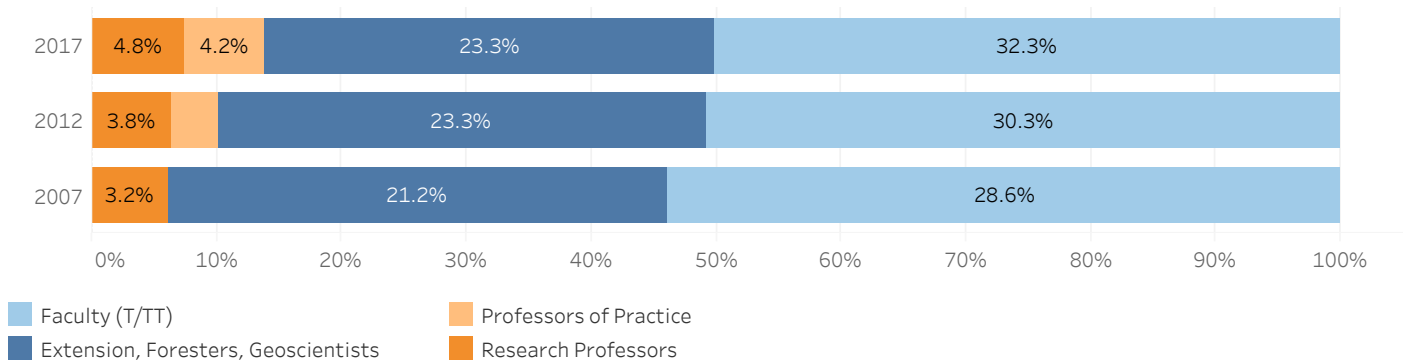


Figure 3. Percent of Headcount by Gender

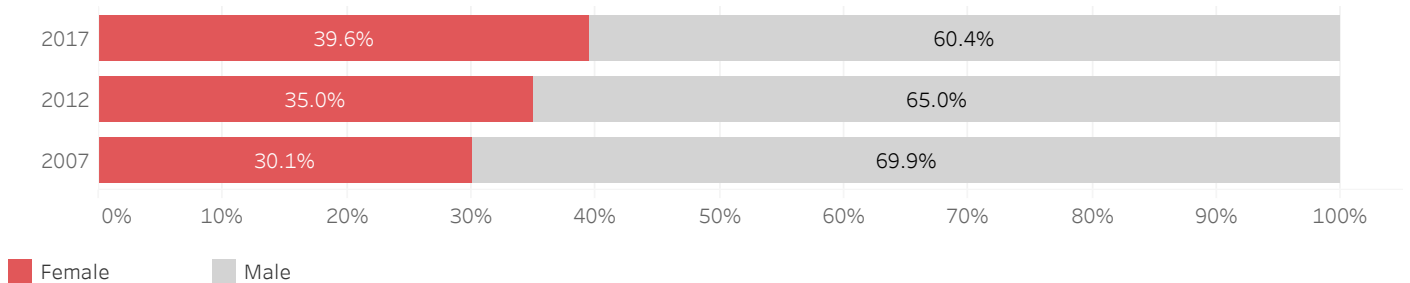


Figure 4. Percent of Headcount by Ethnicity

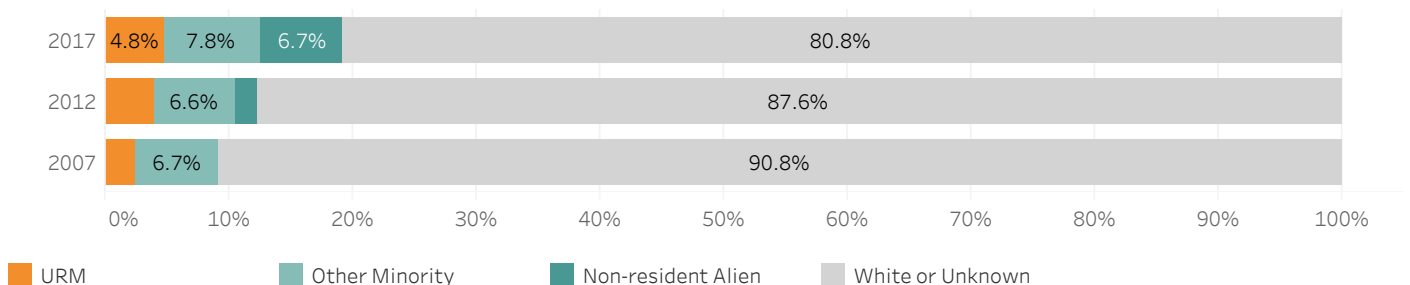


Figure 5a. Percent of Tenure Track Headcount by Gender

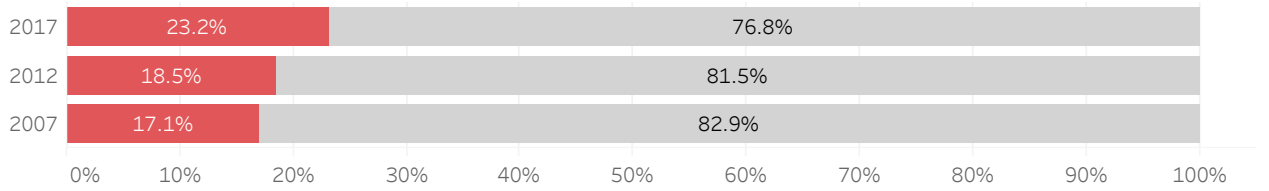


Figure 5b. Percent of Tenure Track Headcount by Gender and Rank

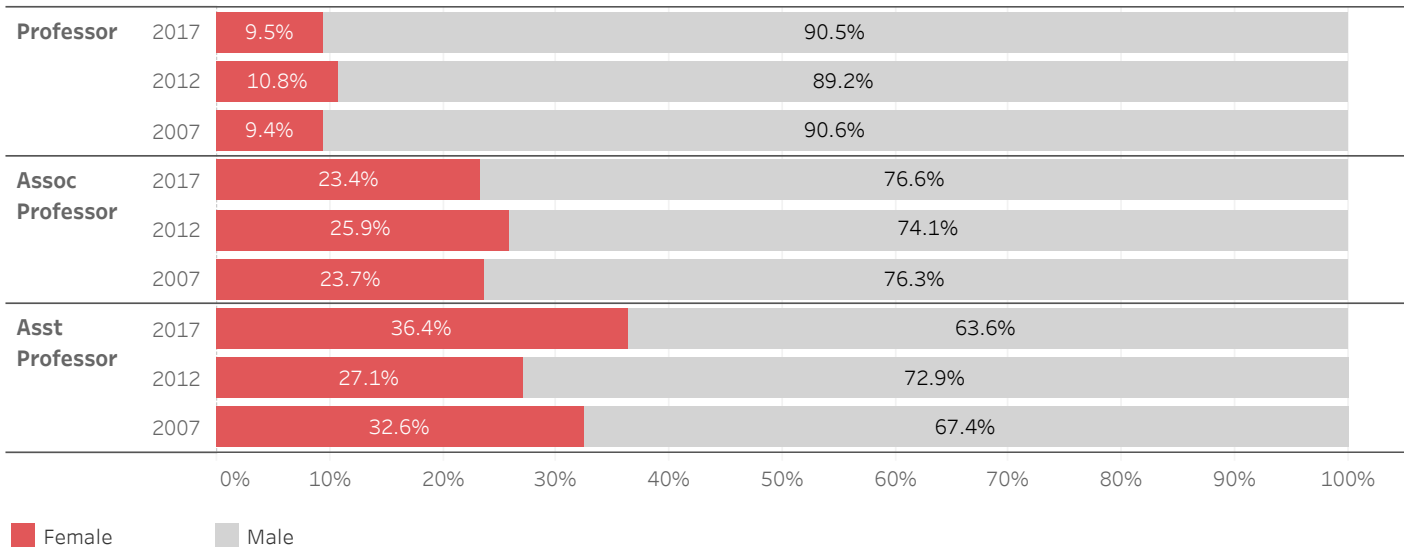


Figure 6a. Percent of Tenure Track Headcount by Ethnicity

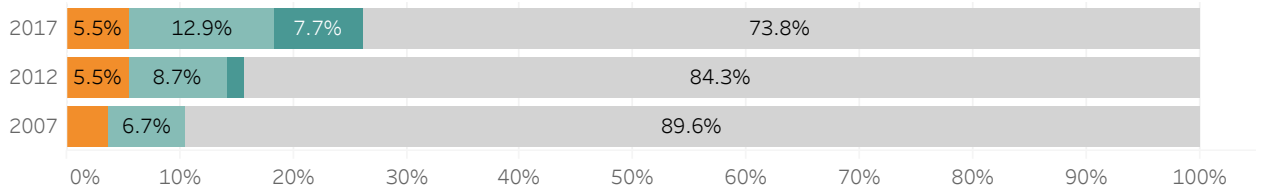
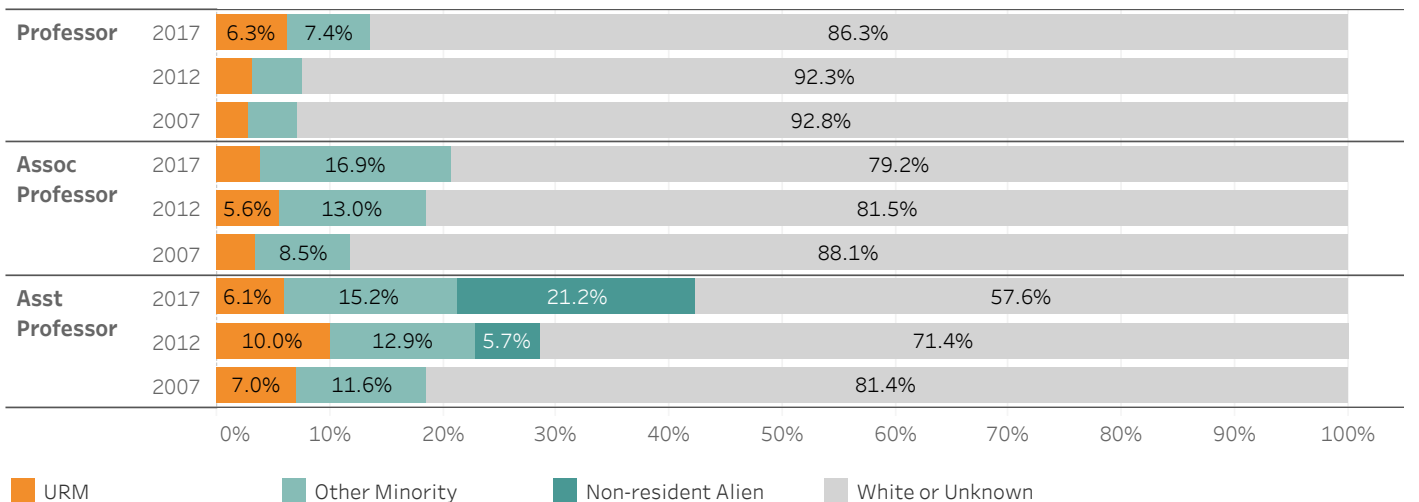


Figure 6b. Percent of Tenure Track Headcount by Ethnicity and Rank



IANR Faculty Ombudsperson

The Institute of Agriculture and Natural Resources is establishing the position of faculty ombudsperson to deal with faculty concerns and complaints. The responsibilities of the faculty ombudsperson include:

- Serve as an advisor to faculty members to assist them in determining the viability of their complaints and issues.
- Direct faculty member to appropriate offices, committees, and university rules and policies.
- Serve when appropriate as an informal mediator of early-stage complaints, to mediate as an impartial party rather than as an advocate for faculty members involved in complaints.

Principles - The IANR faculty ombudsperson operates according to the standards of practice of the [International Ombudsman Association](#) (IOA). These include:

Independence - *Though the faculty ombudsperson reports annually to the IANR Faculty Liaison Committee and the IANR Vice Chancellor's Office, the ombudsperson functions independently of all university and institute offices, and represents neither the university or institute administration nor any individual.*

Neutrality and impartiality - *The ombudsperson does not take sides and remains neutral. The ombudsperson is not an advocate for faculty members or for the university or institute, but rather, acts as a facilitator and is even-handed. The ombudsperson does not have the power to change decisions, but can advise, refer, review, and/or persuade as a neutral and impartial agent. The ombudsperson promotes fair practices and fosters integrity and timeliness in the administration of university policies and practices that affect faculty members.*

Confidentiality - *To the extent permitted by law, conversations with the faculty ombudsperson are confidential except where there appears to be imminent risk of serious harm, where harassment or other illegal activity may be involved, and where there is no other reasonable option.*

Informality - *Meeting with the faculty ombudsperson is an informal and off-the-record process, which includes such means as: listening, providing and receiving information, identifying and reframing issues, and developing a range of responsible options. The faculty ombudsperson pursues resolution of concerns and looks into procedural irregularities and/or broader systemic problems. The faculty ombudsperson does not make binding decisions. The ombudsperson, as an informal resource, does not participate in any university adjudicative or administrative hearing, process, or procedure related to concerns brought to her/his attention.*

History - The modern use of the term began in Sweden with the Swedish Parliamentary Ombudsman, instituted to safeguard the rights of citizens by establishing a supervisory agency independent of the executive branch. Currently, more than 200 colleges and universities have ombudsperson offices.