
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

August 1, 2013

Central Community College

Administrative Office Building, Room 80

3134 W Highway 34

Grand Island, Nebraska

Public notice of meeting

Public notice of time and place of regular meeting was given to Commission members, institutional representatives, news media, the Legislative Fiscal Office and the Department of Administrative Services.

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON AUGUST 1, 2013. THE MEETING WILL BEGIN AT 9:00 A.M. AND ADJOURN AT APPROXIMATELY 2:00 P.M.

AN AGENDA IS MAINTAINED IN THE COMMISSION OFFICE, 140 N. 8TH STREET, SUITE 300, LINCOLN, NEBRASKA.

DR. RON HUNTER, CHAIR

Meeting called to order at 9:02 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Ron Hunter called the meeting to order at 9:02 a.m. and asked for introductions.

Commissioners Present

Colleen Adam
Clark Anderson
Riko Bishop
Dr. Deborah Frison
Dr. Ron Hunter

Mary Lauritzen
Eric Seacrest
Dr. Joyce Simmons
W. Scott Wilson

Commissioners Absent

John Winkleblack
Carol Zink

Commission Staff Present

Dr. Kathleen Fimple
Dr. Marshall Hill
Jason Keese
Kadi Lukesh

Dr. Barbara McCuen
Helen Pope
Dr. Carna Pfeil
Mike Wemhoff

*Dr. Greg Smith, President of
CCC*

**GREETING BY DR. GREG SMITH, PRESIDENT OF CENTRAL
COMMUNITY COLLEGE**

Dr. Greg Smith, President of Central Community College, welcomed the Commissioners and staff, noting his appreciation of the work they do. Central Community College serves a 25-county area, with 25,000 students per year. CCC has been able to keep tuition low with graduation rates being average in comparison to other Nebraska community colleges. There is a College Cabinet meeting this morning, and CCC attendees will be joining the Commissioners today for lunch. A tour is planned for the Commissioners and staff after the meeting, including the Occupational Therapy Program and the new Health & Science Building.

*Minutes of June 13, 2013
Commission meeting approved*

MINUTES OF JUNE 13, 2013 COMMISSION MEETING

Commissioner Simmons moved that the June 13, 2013 minutes be approved. Commissioner Anderson seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

*Chair Hunter congratulates
Commissioner Bishop on her
appointment as Judge on the
Nebraska Court of Appeals*

CHAIRPERSON'S REPORT

Chair Hunter congratulated Commissioner Bishop on her recent appointment as Judge on the Nebraska Court of Appeals. Commissioner Bishop has been with the Commission since 2007 and will be greatly missed. Chair Hunter presented her with a plaque of appreciation for her years of service. Commissioner Bishop commented on the tremendous experience she has had being a part of the Coordinating Commission.

*Chair Hunter appoints
Commissioner Anderson as
interim Vice-Chair*

Chair Hunter appointed Commissioner Clark Anderson as interim Vice-Chair, replacing Commissioner Bishop in that position.

*Dr. Hill speaks about out-of-
service area applications*

EXECUTIVE DIRECTOR'S REPORT

Dr. Marshall Hill reported that the following out-of-service area applications have been authorized:

1. Offered by Central Community College
Interactive two-way video originated from CCC in Columbus, NE
Delivered to Pope John High School in Elgin, NE
 - PSYC 1810 Introduction to Psychology (3 cr.)
-August 19, 2013 – December 13, 2013
2. Offered by Central Community College
Interactive two-way video originated from David City High School in David City, NE
Delivered to Sargent High School in Sargent, NE
 - ENGL 1010 English Composition (3 cr.)
-August 19, 2013 – December 13, 2013
3. Offered by Central Community College
Interactive two-way video originated from Humphrey High School in Humphrey, NE

Delivered to Pope John High School in Elgin, NE

- ENGL 1010 English Composition (3 cr.)
-August 19, 2013 – December 13, 2013

4. Offered by Central Community College
Interactive two-way video originated from Humphrey High School in Humphrey, NE
Delivered to Madison High School in Madison, NE
 - ENGL 1010 English Composition (3 cr.)
-August 19, 2013 – December 13, 2013

Kadi Lukesh introduces her sister Karen Cox

Dr. Hill introduced Kadi Lukesh, Budget Coordinator, to present the Quarterly Budget Report. Ms. Lukesh took a moment to introduce her sister Karen Cox, who is a graduate of Central Community College in Hastings, and is currently executive assistant to the campus president in Grand Island.

Ms. Lukesh presents Quarterly Budget Report

Ms. Lukesh gave an overview of the budget report, noting that this is the end of the fiscal year, and the budget report reflects some changes that will make the next fiscal year easier.

Dr. Hill reports office computer upgrades

Dr. Hill reported that the Legislature provided additional funds to upgrade computers in the office. He is happy to report that with the last six computers installed, all of the staff computers are now upgraded.

Dr. Hill discusses candidates for data analyst position

Dr. Hill stated that this week several candidates were interviewed to fill the data analyst position. Three good candidates have been chosen to complete a project as the final phase of the interview process.

Dr. Hill speaks about REUs

Dr. Hill noted that the Commission has been assigned additional duties in statutes regarding the allocation and distribution of state aid to community colleges. One portion of state aid to community colleges is calculated using Reimbursable Educational Units (REUs). The colleges compile a master course list. Dr. Pfeil, Associate Director, has master course lists for each of the community colleges. Not all courses offered are eligible for reimbursement and support by the state.

Dr. Hill distributed to the Commissioners a memo stating that the Commission will work on three key points related to REUs: 1) ensuring only courses specified in statute to be eligible in the REU funding system will be included, 2) ensuring courses are assigned relative funding "weights" as specified in statutes; and 3) ensuring that each college area is submitting data that complies with those two points.

Public Comment on Matters of General Concern

PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

There was no testimony regarding matters of General Concern.

Chair Hunter closed the public hearing on Matters of General Concern.



Consent Agenda

2013-2014 ITQ Request for Proposals

Consent Agenda item approved

Public Hearing on Academic Programs Committee Items

Dr. Tim Obermier from University of Nebraska at Kearney

Dean Tim Burkink from University of Nebraska at Kearney

Dr. Matthew Schaefer from University of Nebraska-Lincoln

Strayer University new campus in Omaha

Commissioner Lauritzen discusses Strayer University

Dr. Fimple presents the proposal

CONSENT AGENDA ITEMS

Improving Teacher Quality state grant program 2013-2014 Request for Proposals (RFP)

With no discussion on the Consent Agenda Item, Chair Hunter recommended to move forward with the vote.

Commissioner Simmons made a motion to approve the Consent Agenda Item – Improving Teacher Quality state grant program – 2013-2014 Request for Proposals. Commissioner Lauritzen seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. Tim Obermier, Chair of the Industrial Technology Department at UNK, came forward along with College of Business and Technology Dean Tim Burkink, offering to answer questions the Commissioners may have regarding the proposed UNK Industrial Technology Applied Science program.

Dr. Matthew Schaefer, Director of Space, Cyber, and Telecommunications Law from the University of Nebraska-Lincoln, offered to answer questions from the Commissioners on the proposed UNL Space Law JSD program.

Chair Hunter closed the public hearing on Academic Programs Committee items.

ACADEMIC PROGRAMS COMMITTEE

Commissioner Lauritzen presented the Academic Programs Committee information in Commissioner Zink’s absence.

Application to Modify a Previous Authorization to Operate – Strayer University – new campus in Omaha - Criminal Justice – AA, BS, Public Administration – MPA, Accounting – AA, BS, MS, Acquisition and Contract Management – Diploma, AA, Business Administration – Undergraduate Certificate, AA, BBA, Executive Graduate Certificate, MBA, Executive MBA, Economics – AA, BS, Marketing – AA, Health Services Administration – Masters, Human Resource Management – MS, Management – MS, Education – Med, Information Systems – AA, BS, MS, and Information Technology – AA, BS.

Commissioner Lauritzen noted that Strayer University has a presence in Nebraska, as they were approved by the Commission in 2009 to provide associate, baccalaureate, and master’s degrees in business administration for employees at the Verizon Wireless Call Center in Lincoln. This proposal is to offer a full range of programs that are offered at Strayer’s other campuses and to open a new campus in the Omaha area.

Dr. Kathleen Fimple, Academic Programs Officer, presented the proposal.



Dr. Sondra Stallard from Strayer University

Commissioner Lauritzen asked Dr. Sondra Stallard, President Emerita and Director of Accreditation and Regulatory Affairs for Strayer University, to speak about the uniqueness of Strayer's partnership with businesses and the military around the country. Dr. Stallard explained Strayer has made it possible for adult students to continue their education. For example, they work in the Virginia Beach area with students as they come out of the naval military service. Strayer faculty work with them to translate their accomplishments during military service into civilian speak. This is beneficial for students transitioning from the military to civilian life and work.

Dr. Tracy Locklin from Strayer University

Dr. Stallard, and Mr. Tracy Locklin, Senior Associate General Counsel for Strayer University, answered questions from the Commissioners.

Strayer University new campus in Omaha approved

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve the modification to the recurrent authorization to operate for Strayer University to include the certificates, associate, baccalaureate, and master's degrees in the program areas listed on page 4 on a campus in the Omaha metropolitan area, with the following conditions: 1) Strayer University submit its audited financial statement annually to the Coordinating Commission, 2) Strayer University provide to the Coordinating Commission any notice of adverse action or matters of concern from the regional accreditor, any programmatic accreditor, or the U.S. Department of Education, and, 3) Prior to the university offering courses in Omaha:

- a. An appropriate facility is secured and Commission staff visit the facility,
- b. Qualified faculty are hired for the Omaha location and resumes are submitted to the Commission, and
- c. Approval is received from the Middle States Commission on Higher Education and the U.S. Department of Education.

A roll call vote was taken, with all Commissioners voting yes.

UNK – Industrial Technology Applied Science – BS

University of Nebraska at Kearney – Proposal for New Instructional Program: Industrial Technology Applied Science – BS

Dr. Fimple presents the proposal

Dr. Fimple presented the proposal, noting that this program would provide an opportunity for students with an associate degree in certain technical fields to earn a four-year degree. UNK would accept transfer credits from approved programs.

UNK – Industrial Technology Applied Science – BS approved

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Kearney's new instructional program: Industrial Technology Applied Science – BS. A roll call vote was taken, with all Commissioners present voting yes.

UNL – Space Law – JSD

University of Nebraska-Lincoln – Proposal for New Instructional Program: Space Law – JSD

Dr. Fimple presents the proposal

Dr. Fimple presented the proposal, noting that the JSD program focuses on legal and policy issues relating to outer space, as well as global, social,

economic, security, and environmental issues. This type of degree is a research degree for law, requiring students admitted to the program to have completed graduate study of law and typically have a JD, LLM, or Ph.D. in a related subject.

Dr. Matthew Schaefer from UNL

Dr. Matthew Schaefer, Professor of Law and Director of Space, Cyber and Telecommunications Law noted that a foreign student entering this program would already have an undergraduate degree in law and their LLM (Master of Laws). For a U.S. student entering this program, they would be required to have their undergraduate degree and their JD. This program is designed to serve a small number of students but fill a need as it is one of only a few programs of this type in the world. Dr. Schaefer answered questions from the Commissioners.

UNL – Space Law – JSD approved

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln’s new instructional program: Space Law – JSD. A roll call vote was taken, with all Commissioners voting yes.

Dr. Fimple presents 2011-2012 Off-Campus Distance Education Report

Information Item: 2011-2012 Off-Campus Distance Education Report

Dr. Fimple reviewed the report, stating that every year there are reporting issues and errors. A new, more accurate electronic reporting system may be implemented when the new data analyst joins the Commission.

Information Items

Information Items: Report on name changes, deletions, reasonable and moderate extensions, and other institutional activities relating to existing programs

Dr. Nita Unruh from UNK

Dr. Fimple noted that Dr. Nita Unruh from the University of Nebraska at Kearney was present in support of the UNK department name change. Dr. Unruh stated that the name change from the Department of Health, Physical Education, Recreation and Leisure Studies to the Department of Kinesiology and Sports Sciences more accurately describes what the department does.

Program Deletions

Program Deletions

1. UNL – European Studies
2. MPCC – Nebraska Law Enforcement
3. MPCC – Welding and Machine Shop Technology

Programs moved to Inactive Status

Programs moved to Inactive Status

1. NECC – Industrial Technician (diploma)
2. NECC – Renewable Fuels (AS, AAS, diploma, certificate)

Concentration/Emphasis Deletion

Concentration/Emphasis Deletion

1. MPCC – Diesel Technology, removed Railroad emphasis
2. MPCC – Electrical Technology, removed Railroad emphasis

Program Name Change

Program Name Change

1. MPCC – Business Technology to *Business Office Technology*
2. MPCC – Graphic Design to *Graphic Design/Visual Communications*

Program Degree Change

Program Degree Change

1. UNL – BS in Hospitality, Restaurant and Tourism Management to *BA in Hospitality, Restaurant and Tourism Management*

Reasonable and Moderate Extensions

Reasonable and Moderate Extensions

1. MPCC – Business-Events Management (certificate)
2. MPCC – Business-Sports Management (certificate)
3. MPCC – Business-Non-Profit Management (certificate)
4. MPCC – Welding Technology (AAS)
5. WNCC – Law Enforcement (certificate)
6. WNCC – Early Childhood Education (diploma)
7. NECC – Early Childhood Education (AAS)

Department Name Change

Department Name Change

1. UNK – Department of Health, Physical Education, Recreation and Leisure Studies to *Department of Kinesiology and Sports Sciences*

Chair Hunter called for a 10 minute break at 11:02 a.m. The meeting resumed at 11:14 a.m.

Public Hearing on Budget, Construction, and Financial Aid Committee Items

Rebecca Koller, and Ken Hansen from UNMC

PUBLIC HEARING ON BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE ITEMS

Rebecca Koller, Assistant Vice President and Director of Facility Planning and Management for the University of Nebraska, thanked the Commission for its recommendation and along with Ken Hansen, Assistant Vice Chancellor of Facilities Management and Planning, were present to answer questions the Commissioners may have had on the UNMC Cancer Research Center.

Chair Hunter closed the public hearing on Budget, Construction, and Financial Aid Committee items.

BUDGET, CONSTRUCTION AND FINANCIAL AID COMMITTEE

UNMC Cancer Research Center

Mike Wemhoff presents the proposal

University of Nebraska Medical Center Omaha Campus – Cancer Research Center

Commissioner Bishop introduced Mike Wemhoff, Facilities Officer, to present the proposal. Mr. Wemhoff stated that the Cancer Research Center would be a 252,000 gross square foot research facility that is part of a larger complex containing outpatient clinic space, clinical trials, and an inpatient cancer unit. The center would be built on the former Children's

Hospital site. The Cancer Research Center is estimated to cost \$110 million funded by state appropriations and private donations. This is the largest dollar project to come for approval before the Commission.

Ken Hansen from UNMC

Mr. Hansen noted that the clinical side of the facility will be utilized by patients from the local region, along with national and international patients. He and Ms. Koller answered questions from the Commissioners.

UNMC Cancer Research Center approved

Commissioner Bishop, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the University of Nebraska Medical Center Omaha Campus Cancer Research Center. A roll call vote was taken, with all Commissioners present voting yes.

EXECUTIVE COMMITTEE

2013-2014 CCPE Proposed Operating Budget

2013-2014 Proposed Coordinating Commission for Postsecondary Education Operating Budget

Ms. Lukesh presents the Operating Budget

Chair Hunter called on Kadi Lukesh to present the 2013-2014 Proposed CCPE Operating Budget. Ms. Lukesh reviewed the budget, commenting on areas of interest. She noted that the new budget is based on the past two-year budget history.

2013-2014 CCPE Proposed Operating Budget approved

Chair Hunter, on behalf of the Executive Committee moved to approve the 2013-2014 Coordinating Commission for Postsecondary Education Operating Budget as proposed. A roll call vote was taken, with all Commissioners present voting yes.

Dr. Hill announces his new position in Boulder, Colorado

Dr. Hill announced to the Commissioners that he has accepted a new position as Executive Director of the National Council on State Authorization Reciprocity Agreements (NCSARA) in Boulder, Colorado. He stated he is very proud of the work that the Commission does, and appreciates the support he has received and friendships made during his time with the Commission. He will meet privately with the Executive Committee to discuss his recommendations for the Commission to move forward upon his departure.

Chair Hunter called for lunch break at 12:01 p.m. The meeting resumed at 12:42 p.m.

Commissioner Bishop did not return to the meeting.

Public Hearing on Planning and Consumer Information Committee Items

PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS

There was no testimony regarding the public hearing on Planning and Consumer Information Committee items.

Chair Hunter closed the public hearing on Planning and Consumer Information items.

Dr. McCuen presents Section A and Section B of the 2012-2013 Factual Look at Higher Education in Nebraska

PLANNING AND CONSUMER INFORMATION COMMITTEE

Commissioner Lauritzen introduced Dr. Barbara McCuen, Research Coordinator, to present information on Section A (Enrollment) and Section B (Degrees and Other Awards) of the *2012-2013 Factual Look at Higher Education in Nebraska*.

Dr. McCuen distributed handouts on Section A and Section B to the Commissioners and presented an overview of each section. After her presentation, Dr. McCuen spoke on her upcoming retirement and showed a brief slideshow of what her plans are in retirement.

*Next Commission Meeting:
September 19, 2013*

FUTURE MEETINGS

The next Commission meeting will be Thursday, September 19, 2013 at UNL East Campus in Lincoln, NE. Commissioners will have lunch with the University of Nebraska Board of Regents.

Meeting adjourned at 1:37 p.m.

ADJOURNMENT

The meeting was adjourned at 1:37 p.m.

Chemical Engineering—BSCH, MS
Department of Chemical and Biomolecular Engineering
University of Nebraska-Lincoln
Follow-up Report

Background

- The chemical engineering program has been reviewed by the Commission three times in the regular program review process—in **1995, 2002, and 2010**. Each year the average number of graduates from both the baccalaureate and master’s programs exceeded the Commission threshold of 7 and 5, respectively. Each year the average SCH/FTE did not meet the Commission threshold of 300. In 1995 and 2010 the Commission asked for a follow-up report. All three times the program was reviewed the Commission **continued the program, asking for a follow-up report on efficiency at the last review**.
- Rationale for low SCH/FTE provided in **1996**: introductory or “service” courses, such as the required 27 hours of chemistry and 17 hours of math, are taught by other departments. The SCH/FTE reflects primarily upper division courses which are smaller.
- Rationale for low SCH/FTE provided in **2002**: Faculty are heavily involved in instruction for the integrated PhD programs. Those SCH are not reflected in the count for the program.
- Rationale for low SCH/FTE provided in **2010**: none (follow-up report requested).

Summary of UNL’s Report

- The five year average for the SCH/FTE was 232.
- For the past several years it has been departmental policy to encourage students interested in research to enroll directly into the doctoral program. Until 2011 the doctoral program was counted in the engineering unified PhD, so the credit hours generated solely by the master’s students would be quite small even though the department was providing the courses.
- The coursework supporting the MS also supports the Integrated PhD in chemical engineering. Students completing the PhD have completed the requirements for the MS *but often don’t apply for the degree*.
- For those few students who don’t want the research-oriented doctorate, the master’s degree is available, as well as for those who start the PhD program but decide not to complete the dissertation.

Committee Comment

The structure of the program and the previous practice of attributing all credit hours at the doctoral level to the engineering PhD program, have resulted in misleading figures for the program.

Committee Recommendation

Continue the program.

[The next regular program review is due June 30, 2016.]

**Spanish—MAE
University of Nebraska at Kearney
Follow-up Report**

Background

- In **2005** the Commission reviewed the modern language programs at UNK. The modern language department exceeded the Commission productivity threshold for student credit hours per full-time equivalent faculty (SCH/FTE). The Spanish baccalaureate program exceeded the threshold for average number of graduates but the MAE program in Spanish averaged only 1.2 graduates;
- The Commission **deferred their decision**, encouraged UNK to maximize efforts to increase enrollments, and called for **a report on enrollments and number of graduates**.
- In **2008**, UNK reported that they were anticipating increased interest in the Spanish graduate program. There were seven students in the baccalaureate program and five in the master's program. Also, the hiring of a new faculty member, with a second new hire planned, would expand programmatic options. The Commission **continued the program until the next program review**.
- In **2011**, UNK reported that all language programs were under review. The Commission **continued the program requesting a report on the internal review**.

Summary of UNK's Report

- The program averaged .6 graduates (three degrees awarded) between 2007 and 2012 and 3.8 majors. There were a total of 19 majors declared over the five years, with an increase in the last two years (five and seven, respectively).
- The Spanish MAE historically targeted full-time teachers who needed to take most or all of their courses in the summer. The increase of online master's programs in the broader curriculum and instruction program drew these students away from the traditional MAE. As a result, UNK redesigned its program into an entirely online degree.
- The online program was first offered in 2012 when a total of seven students enrolled between spring and summer. This compares to a total of 12 majors over the previous four years put together.
- There are few online master's programs in Spanish. UNK could only identify one in the U.S.
- UNK has awarded 22 teaching degrees with a Spanish endorsement since 2006; an additional 50 students earned an endorsement through the Transition to Teaching program, providing a large pool of potential students for the master's program.
- Other master's programs at UNK that have converted to online format have experienced substantial growth in the subsequent years.

Committee Comment

The Nebraska Department of Education reports that Spanish is a K-12 teacher shortage area. There are no other Spanish programs in western Nebraska, although some classes are available. The conversion to online format at UNK holds potential, evidenced by the increase in enrollments in the first year online.

Committee Recommendation

Continue the MAE program in Spanish.

[Next regular program review due June 30, 2018.]



Application to Modify a Recurrent Authorization to Operate

Institution: Kaplan University - Omaha
Program: Nursing
Degree: Bachelor of Science in Nursing (BSN)

Institution's Existing Degree(s) in Same or Similar Discipline: Diploma in Practical Nursing

Proposal Received by Commission: May 9, 2013
Proposed Start Date: June 2014

Description

The Nebraska campuses of Kaplan University were obtained in 2004 when Hamilton College of Mason City, Iowa, purchased the Nebraska College of Business in Omaha and the Lincoln School of Commerce. In 2007, Hamilton and Kaplan University of Davenport, Iowa merged, with the institutional name becoming Kaplan University. Both were accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools at the time of the merger. The programs included in Kaplan's current authorization for its Omaha campus are listed on the last page of this document.

Kaplan currently offers a diploma in practical nursing on its Omaha campus. The proposed program would provide a path to a BSN for those students as well as those without a nursing credential.

REVIEW CRITERIA

A. The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations

High-----Low
√

Kaplan University provided the audited financial statements for the corporation for the year ending December 31, 2011. Commission staff also had access to statements for the year ending December 31, 2012

that were submitted to the office for financial aid purposes. Commission staff reviewed the documents and found no financial issues of concern in either of the years. One item of note is a change in national accounting rules for valuing Goodwill. The change resulted in the corporation experiencing a decrease in total assets and stockholder equity; nevertheless, it is still well capitalized.

The university's composite financial score in 2012 was 1.67. (The score was 2.4 in 2009 and 2.4 in 2010.) The number is low, likely a result of the change relating to Goodwill, but still falls within the U.S. Department of Education's acceptable ratings of 1.5 to 3.0. (The scale is based on

financial soundness, operating funds, and debt. The range is -1.0 to 3.0; the higher the score, the better the institution’s financial status.)

The university meets the “90 percent rule” of the United States Department of Education. The rule requires that an institution’s revenue from Title IV (federal financial aid programs) cannot exceed 90% of its total revenue. For 2012, the percentage for the Omaha and Lincoln Kaplan campuses was 79.47%, putting it in compliance with the rule. Other Kaplan campuses ranged from 84.13% to 88.4%.

Costs: tuition- \$5,109 per quarter; fees- \$400 per quarter (includes books, medical supplies, and uniforms).

It is difficult to compare programs using quarter hours and those using semester hours, and institutions reporting costs by quarter or by credit hour. For a general comparison, Clarkson College in Omaha costs \$5,352 per semester (12 credit hours) with at least \$252 in mandatory fees; other fees exist for specific courses. This does not include books. At UNMC, tuition for a year is \$8,752 with \$2,700 in fees, and \$2,000 in books and equipment (total: \$13,452). The tuition and fees at Kaplan appear consist with institutions in the Omaha area.

B. The quality of the programs offered, including courses, programs of instruction, degrees, any necessary clinical placements, and the institution’s ability to generate and sustain enrollment

High-----Low
√

Curriculum - The curriculum for the proposed degree program was mapped to the American Association of Colleges of Nursing’s Essentials for Bachelor of Science in Nursing Education and the BSN education requirements of the Nebraska Board of Nursing. It consists of 182 quarter credit hours (120 semester credit hours), divided into three phases.

- Phase I, the largest of the three with 83 quarter hours (55 semester hours), consists of general education courses and beginning courses for nurse education, such as anatomy and physiology, principles of nutrition, and genetics.
- Phase II, 72 quarter hours (47 semester hours), is composed of seven lock-step nursing courses (nursing care of adults, nursing care of children and adolescents, nursing care of the mental health patient, clinical pharmacology, etc.) Seven courses have clinical components.
- In Phase III (27 quarter/18 semester hours) students progress through seven lock-step nursing courses, including community-based nursing; leadership, management, issues, and trends in nursing; and a capstone course. One course has a clinical and the capstone has a practicum required.

A portion of the program would be delivered in a blended format consisting of both online and face-to-face components. The nursing-specific courses would have a heavier face-to-face component than the general education and science courses due to clinical and lab requirements.

The state of Nebraska requires a nursing candidate to have graduated from a nursing program approved by the Nebraska Board of Nursing. The LPN (diploma) program at Kaplan-Omaha has been approved by the Board. A passing grade on the National Council Licensure Examination (NCLEX) is also required. The curriculum for the proposed program would prepare graduates to

sit for the NCLEX exam for RNs. Kaplan would provide free assessments and tutoring for all graduates of the program and pay for the first attempt for the exam and initial state board fees.

Enrollment – Kaplan estimates 125 new students annually or approximately 25 students per cohort (five cohorts per year). This projection is based on the number of inquiries received and the number of LPN graduates. In 2012, there were 213 inquiries about a BSN program (these people were directed to institutions offering a BSN). Kaplan anticipates 500 inquiries once the program is marketed. In addition, many of the graduates from the LPN program have expressed interest in the BSN. IPEDS reports 79 graduates from the LPN program at Kaplan-Omaha in 2011.

There are several other BSN programs in the Omaha area (see table below). IPEDS reports 734 baccalaureate degrees in nursing awarded in 2011 by public and private institutions in Omaha. The Nebraska Department of Labor projects 881 annual openings for registered nurses--which does not require a BSN--in *Nebraska*. Figures for Omaha were not given, but job prospects were deemed “hot”, with an average yearly salary of \$58,926.

Many of the 734 baccalaureate degrees may have been awarded to employed nurses with an associate degree who returned to college to earn the BSN, so the number of degrees awarded cannot be directly compared to the 881 openings. Additionally, there is no way to quantify the need for nurses holding a BSN, but hospitals looking for nurses to serve in an administrative capacity or with some administrative duties are increasingly looking to hire BSNs. Also, hospitals holding or seeking Magnet Recognition (a national program recognizing health care organizations for quality patient care, nursing excellence, and innovations in nursing practice) must demonstrate a plan for 80% of their nurses to hold at least a baccalaureate degree by 2020.

Institution	# of BSN graduates 2011*	Accreditation
Within Omaha area		
UNMC (all locations)	278	CCNE
Clarkson College	113	NLNAC
College of St. Mary**	28	NLNAC
Creighton University	195	CCNE
Grace University	0	
Nebraska Methodist College	120	CCNE
<i>Kaplan University projected</i>	125	CCNE
Outside Omaha area		
Bryan College of Health Sciences	82	NLNAC
Midland University	38	NLNAC
Nebraska Wesleyan**	43	NLNAC
Union College	33	CCNE

*source: IPEDS

**Degree completion only (RN to BSN)

Commission on Collegiate Nursing Education (CCNE): accredits baccalaureate degree programs and higher Accrediting Commission, National League for Nursing (NLNAC): accredits nursing awards at all levels

on professionalism and soft skills. In addition, two career fairs are held on campus every year.

- The Academic Success Center on the Omaha campus utilizes peer tutors selected on the basis of their expertise in specific areas of study as well as outstanding achievement in writing and math. There are 12-15 tutors per term. The center is open 8 am to 10 pm Monday through Thursday, 8-4 on Friday, and 9-1 on Saturday.

Instructional Equipment – The university stated that they would purchase new equipment, furniture, and supplies for a biology lab and a nursing clinical simulation lab. New equipment includes two high-fidelity simulation mannequins, equipment for the simulation control room, two complete hospital room set-ups, washer/dryer combo, lockers, bookshelves, and linen trolleys.

D. The specific locations where programs will be offered or planned locations and a demonstration that facilities are adequate at the locations for the programs to be offered

Classes would be held on the Kaplan University Omaha campus (5425 North 103rd Street). The facility is 42,000 square feet consisting of 27 classrooms, an Academic Success Center, library, computer labs with 200 computers for student use, six restrooms, a student lounge, and academic and administrative offices. The existing biology lab and practical nurse skills lab will be utilized but will require renovation to properly support the BSN program. The facility also includes unfinished space that will be incorporated into the nursing area. Kaplan has pledged to provide the necessary funds for renovation and construction.

E. Assurances regarding transfer of credits earned in the program to the main campus of such institution [if applicable] and clear and accurate representations about the transferability of credits to other institutions located in Nebraska and elsewhere

Students would be able to transfer credits to any other Kaplan University campus. Since Kaplan is accredited by the Higher Learning Commission students should be able to transfer credits in the same manner as they transfer credits earned at any other regionally accredited institution. Acceptance of transfer credits from any institution is at the discretion of the receiving institution.

Kaplan does not have articulation agreements with any Nebraska institution, although the application states that they would be interested in entering into such an agreement/s. Kaplan does have an agreement with eight Nebraska institutions whereby students with an associate degree are eligible for a 10% tuition reduction when they enroll into a baccalaureate program at Kaplan.

F. Whether such institution and, when appropriate, the programs, are fully accredited, or seeking accreditation, by an accrediting body recognized by the United States Department of Education

Kaplan University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The existing LPN (diploma) program is approved by the Nebraska Board of Nursing and Kaplan has applied for approval of the BSN. That approval would be provisional until the first class graduates. On July 10, a sub-committee of the Nebraska Board of Nursing approved step 1 of Kaplan's application. The application cannot proceed to the next step until the program is approved by the Coordinating Commission.

The School of Nursing at Kaplan University is accredited by the Commission on Collegiate Nursing Education (CCNE) through 2021. That accreditation extends to the various campuses, including Omaha. If the Coordinating Commission and Nebraska Board of Nursing approve the BSN program, the dean of Kaplan's School of Nursing will notify CCNE of a substantial change. Kaplan expects that subsequently a focused on-site evaluation would be required.

G. The institution's policies and procedures related to students, including, but not limited to, recruiting and admissions practices

The university's policies and procedures are identified in the Kaplan University Catalog, pages 18-43, which was included with the application. In addition, prospective nursing students must complete two interviews (admissions and nursing), earn a passing score on an admissions exam, complete a student expectation acknowledgment form, pass a national criminal background check, provide evidence of high school graduation with at least a 2.75 GPA, and pass a drug/chemical substance test.

Kaplan reported that they will recruit students using local advertising in print, television, direct mail, radio, internet, and other electronic methods such as social media. They would also present at high schools and to other audiences that might have prospective students such as the staff of nursing homes.

Public Comment – Interested parties' responses to the application

In July 2013, shortly before the Academic Programs Committee meeting, several comments from interested parties were received by the Commission. The Committee decided to postpone consideration of the application in order to provide Kaplan University an opportunity to respond. Kaplan's response was received on August 15 and forwarded to the interested parties. Two responses were received from those parties on August 29. All correspondence will be available at the Commission meeting and/ or by request to the Commission office prior to the meeting date. A summary of the comments and responses follows this page.

Initial comments were received from a special committee of the Association of Independent Colleges and Universities of Nebraska (AICUN), comprised of representatives from Nebraska Methodist College, Bryan College of Health Sciences, Clarkson College, College of St. Mary, Midland University, and Nebraska Wesleyan University (all these institutions offer some level of nursing education). Individual letters were submitted by Metropolitan Community College, Nebraska Wesleyan University, the University of Nebraska Medical Center, and Nebraska Methodist Hospital. All these programs also have nursing education affiliations.

In reply to Kaplan's response, the Commission received letters from AICUN and UNMC.

Summary of Letters Received by the Commission Concerning Kaplan’s Application and Kaplan’s Response

Complaint	Institution	Kaplan Response	Additional/Subsequent Comments
Clinical placements:			
# of placements already strained and declining in Omaha	AICUN, MCC, UNMC	A list of seven fully executed BSN-specific clinical affiliation agreements was provided, later updated to 11 both in and outside Omaha. Each site agrees to accept up to 8 students per clinical group.	AICUN: signed agreement does not assure a certain number of placements UNMC: Kaplan would have 250 students after 2 years and therefore would need that many placements (not 125); the 7 identified sites may not be able to accommodate large numbers of students
Placements for LPN not always appropriate for RN	AICUN, UNMC	Visiting “unused” LPN sites to determine applicability to BSN. Agreements listed for experiences in pediatric day care, inpatient OB, medical-surgical, ER, geriatrics, inpatient and outpatient psych, inpatient hospice, NICU support, home health, vascular therapy, high acuity, adult crisis, and mental health (appropriate for RN/BSN).	
Omaha market is saturated with BSN programs and students needing clinical placements	NWU	One of the agreements is with Columbus Community Medical Center wherein the hospital will provide sleeping rooms and cafeteria discounts to accommodate students from the Omaha metro area. Not all Kaplan	UNMC also works with agencies throughout the state. How will Kaplan coordinate efforts with current programs? AICUN: smaller

Complaint	Institution	Kaplan Response	Additional/Subsequent Comments
	NWU	students reside in the metro; some are equidistant between Omaha and Columbus. Kaplan is working with healthcare community to identify placements in specialty areas and nights and weekends.	facilities will not provide depth and breadth of patient availability needed; night and weekend clinicals do not provide some opportunities such as elective surgeries
Facilities in Omaha and Lincoln often deny placements to students from proprietary institutions		List of 7 verbal agreements and 7 facilities with which they were having discussions.	UNMC: without knowing the identities of these facilities it is difficult to fully evaluate the feasibility of the proposal
Discussions with sites is constant and does not routinely result in additional sites	MCC	Fully executed agreements obtained from 11 facilities. A full-time Clinical Coordinator will be hired at least 3 months prior to initial enrollments in clinical courses.	
Having an agreement only means that the institution and facility agree to work together; does not guarantee sites			AICUN: signed agreement does not ensure a certain number of placements; clinical requests are sought from facilities about year out, so a 3 month advance hire of a clinical coordinator is insufficient
Opportunities at Methodist Hospital are extremely tight; not sufficient additional capacity at Omaha hospitals	Methodist Hospital	Strategy to secure placements includes contacting health care administrators within 100 miles of Omaha.	
Unfair to students to enroll without absolute assurances of alternate clinical placements	Methodist Hospital		

Complaint	Institution	Kaplan Response	Additional/Subsequent Comments
Kaplan should have fully executed clinical placement agreements prior to program start	AICUN		
Faculty:			
No mention of doctorally prepared nurses	AICUN	An experienced nurse educator who is doctorally prepared has recently been hired. A current faculty member is pursuing a doctorate.	Original application listed 3 faculty with doctorates: PhD, MD, and PharmD HLC approved a Doctor of Nursing Practice for Kaplan in 2013.
Use of adjuncts leads to inconsistent quality			
If more faculty were available, existing programs would expand	MCC, AICUN		
125 students would require 5 to 7 additional instructors	MCC	Four of the current nursing faculty in Omaha are completing MSNs from Kaplan, all with anticipated completion dates prior to program inception. Nebraska Board of Nursing requires 4 faculty in place when program opens.	
As of July 1 there were 12 open nursing faculty slots in Omaha	MCC	Two experienced nurse educators, one with an MSN and one who is doctorally prepared have been recently hired.	
No indication of plan to acquire needed faculty	UNMC	Kaplan relies heavily on growing their own faculty. The university provides tuition-free education for their nursing faculty enrolled in the online MSN program and tuition support for nursing doctoral students at Kaplan.	

Complaint	Institution	Kaplan Response	Additional/Subsequent Comments
Finding BSN-prepared preceptors has become increasingly challenging	AICUN		AICUN: Smaller facilities have fewer nurses qualified as preceptors
No plans for faculty development, especially for current LPN faculty and adjuncts	UNMC	All Kaplan full-time faculty have a professional development plan. Six of the LPN faculty are working with the director of nursing to develop their plans to enhance their knowledge of the BSN curriculum and teaching methods.	
General education:			
Preparation of gen ed instructors not indicated	AICUN	The Higher Learning Commission has approved the general education program by virtue of accreditation.	
Does not promote interdisciplinary study	NWU	General education requirements include arts and humanities, math, social sciences, communications, critical thinking, ethics, research and information, and technology literacy.	
Focused only on career preparation			Any nursing program is career focused because student must adhere to board requirements and pass an exam.
Nursing program:			
LPN graduates lagged state average score on exam in 2009-12	AICUN	Pass rates for the national certification exam for the diploma (LPN) program was 100% for the past year (25 out of 25, all on the first attempt). Kaplan's medical assistant program demonstrates commitment to quality: it is nationally accredited	

Complaint	Institution	Kaplan Response	Additional/Subsequent Comments
	AICUN	and the most recent year's pass rate on a national exam was 88% (compared to a national pass rate of 57%). HLC approved a Doctor of Nursing Practice for Kaplan in 2013.	
No articulation agreements with local institutions for transfer of credits		Kaplan would be interested in entering into articulation agreements with any Nebraska institution. Kaplan does have an agreement with eight Nebraska institutions whereby students with an associate degree are eligible for a 10% tuition reduction when they enroll into a baccalaureate program at Kaplan.	
Accreditation is for diploma only; inaccurate description of process to add BSN	MCC	Kaplan's BSN program is accredited. Kaplan reaffirmed with CCNE that the process for adding the Omaha program described in their application to the CCPE is correct. It is the same process recently used with CCNE to add a new BSN program in Maine.	
RN is the terminal board for nursing; associate degree allows students to work while pursuing a BSN; RN to BSN is a stackable program	MCC		
Inquiries about a program do not result in equivalent enrollments—many students are not adequately prepared			

Additional Information: Commission staff consulted several additional resources. A compilation of the information garnered follows.

- Kaplan is approved by the Iowa Board of Nursing to offer the following nursing programs in Iowa: associate degree, RN to BSN, and master's degree, with approval pending for a doctoral program. A representative of the Iowa Board of Nursing reported the following:
Basic complaints were from other institutions with nursing programs, often expressing concern about the availability of clinical placements.
Complaints from students were not substantive. Rather they were of the type typical of most student complaints, e.g., complaint about a grade, conflict with an instructor, or difficulties with administrative functions.
A site visit was recently completed for the associate degree program. The review team reported that both faculty and students were "very pleased" with the program.
- The demand for clinical placements is increasing while hospital censuses are declining. In Nebraska institutions have been coping by seeking placements that are not in the traditional Monday through Friday daytime hours. Placements at mid-sized hospitals outside a metropolitan area would provide the majority of nursing experiences needed by students. One or two areas, such as cardiac care, might only be available in larger hospitals. There is no guarantee at any clinical placement, large or small, that students will experience all of the medical conditions that placement might offer. As a result, all of the LPN and RN programs in Nebraska have simulation labs to enhance learning.
- There is a nursing shortage in Nebraska, especially nurses holding advanced degrees. Some of the shortage is maldistribution. There are sufficient nurses in the metropolitan areas but insufficient numbers in non-metropolitan areas (84 of the state's 93 counties are considered non-metro counties). There are waiting lists for many of the nursing programs. Some of the existing programs could expand but are limited by availability of faculty and clinical placements. If an institution could overcome these obstacles, it would result in more nurses in the field more quickly.

Committee Comment: Kaplan University is accredited by the Higher Learning Commission and the School of Nursing at Kaplan University is accredited by the Commission on Collegiate Nursing Education, the same body that accredits the nursing programs at Creighton University, Nebraska Methodist College, Union College, and the University of Nebraska Medical Center. All the graduates of Kaplan's LPN diploma program in Omaha who took the national licensing exam during the past year passed the exam (i.e., 100% pass rate for the last year).

Clinical placements are clearly a concern for nursing programs throughout the state. With many of the nursing programs located in the state's largest cities, there is a constant demand for placements in the medical facilities located in those larger cities. It appears Kaplan has developed a creative solution for obtaining *some* of the needed placements by reaching out to facilities outside the Omaha metro area. Not only does this provide additional placement options, the experiences in a smaller community health facility are different from some of those available in Omaha. Although this will not meet all of the clinical placement needs for the proposed program, the Commission is encouraged by Kaplan's innovation and further

encourages other institutions to also look for alternative placement options. This will allow all the state's nursing programs to grow to meet the demand for registered nurses.

Having an assurance that an institution will be able to provide clinical placements is part of the Commission's review criteria. However, requiring an institution to provide detailed information on every specific site for all anticipated students is unrealistic. As the second letter from AICUN notes, "The actual number of clinical assignments may vary significantly at a particular location semester to semester and year to year..." Kaplan would not be placing students in clinical sites until 2016. Medical facilities that currently provide clinical opportunities would not know in 2013 the exact number or type of placements that might be available three years in the future. Because of the complexity of arranging clinical placements, institutions employ clinical coordinators. The director of nursing for Kaplan-Omaha is currently negotiating with facilities for placements, but a full-time clinical coordinator will be hired after program approval.

Many of the concerns raised are addressed by the Nebraska Board of Nursing in its application process. The Board must approve all new nursing programs in the state. There is a two-step process, identified in the attached excerpts from the Board of Nursing rules as RN-1 and RN-2 (PN-1 and PN-2 refer to applications for a practical nursing program). RN-2 requires nine items to be submitted (97-019.04A), including documents verifying the provision of qualified faculty; course outlines and syllabi; and a listing of clinical resources, copies of agreements with cooperating agencies, and clinical facility statistical report.

Committee Recommendation: Since the issues surrounding the application are complicated, the committee wishes to have all possible information available at the Commission meeting so the Commission can make a fully informed decision. Therefore, the committee is not forwarding a recommendation to the full Commission, but looks forward to hearing additional details at the meeting.

Reporting Requirements: Kaplan University – Omaha has an annual reporting requirement in place. This program would be included in the report that is due January 31, 2014.

CCPE Authorized Programs for Kaplan University – Omaha

Kaplan University – Omaha is authorized to offer one or more complete degree programs at the associate and baccalaureate levels, limited to the following programs

Associate Degree in Accounting
Associate Degree in Business
Associate Degree in Criminal Justice
Associate Degree in Human Services
Associate Degree in Information Technology
Associate Degree in Interdisciplinary Studies
Associate Degree in Medical Assisting
Associate Degree in Medical Office Management
Associate Degree in Medical Transcription
Associate Degree in Paralegal Studies
Bachelor Degree in Accounting
Bachelor Degree in Business
Bachelor Degree in Communication
Bachelor Degree in Criminal Justice
Bachelor Degree in Health and Wellness
Bachelor Degree in Health Care Administration
Bachelor Degree in Human Services
Bachelor Degree in Information Technology
Certificate in Computer Support Technician
Certificate in Medical Billing and Coding
Certificate in Office Management
Diploma in Dental Assistant
Diploma in Practical Nursing

and any programs in the following CIP series:

- 09 Communication, Journalism, and Related Programs
- 11 Computer and Information Sciences and Support Services
- 30 Multi/Interdisciplinary Studies
- 43 Security and Protective Services
- 44 Public Administration and Social Service Professions
- 52 Business, Management, Marketing, and Related Support Services

97-019 PROCEDURES FOR APPROVING PROGRAMS (INCLUDING SATELLITE PROGRAMS): The application to conduct a program in registered or practical nursing must meet the following requirements and be made on forms provided by the Department, copies of which are attached as RN-1 and RN-2 and PN-1 and PN-2 and incorporated into these regulations by this reference. Only applications which are complete will be considered.

97-019.01 The applying institution must employ a Director at least 12 months prior to the anticipated opening of the program or at least six months prior to the anticipated opening of a satellite program.

97-019.02 At least one qualified faculty member for each course must be employed six months prior to the beginning of a course for the purpose of course development. If a developed course is going to be taught in the satellite program, qualified faculty must be

employed two months prior to the beginning of the course for purposes of program and site orientation.

97-019.03 Form RN-1 or PN-1: This portion of the application must be submitted by the applying institution at least one year prior to the anticipated opening of the new program or six months prior to the opening of a satellite program/campus.

97-019.03A Form RN-1 or PN-1 must be signed by the head of the governing body of the controlling institution making the application.

97-019.03A1 If the controlling institution is a private organization, a copy of its articles of incorporation and of the resolution of its governing body authorizing it to establish a program of registered or practical nursing must be attached.

97-019.03A2 If the controlling institution is a public body, a copy of its statutory authority to establish a program of registered or practical nursing must be attached, along with a copy of the resolution of its governing body authorizing it to establish a program of registered or practical nursing.

97-019.03B Form RN-1 or PN-1 of the application must include the following information with supporting documents:

1. A description of the need that has been identified for establishing a program;
2. A description of the classification of the proposed program;
3. A description of the readiness that has been identified of the community to support the proposed program;
4. A description of the financial resources for the program;
5. A description of the educational philosophy of the controlling institution;
6. A description of the accreditation status of the controlling institution;
7. Specification of the source of authority of the controlling institution to offer a basic educational program in registered or practical nursing and to grant the degree, diploma or certificate;
8. A description of the availability of qualified faculty;
9. A description of the availability of qualified applicants for selection of

- students;
10. A description of the provision for educational facilities including classroom, laboratories, library, conference rooms, and offices;
 11. A description of the provision for clinical resources;
 12. A description of the general education and nursing content of the curriculum including proposed course descriptions; and
 13. A description of the tentative time table for planning and initiating the program.

97-019.03C Approval of RN-1 or PN-1: Upon receipt of the above application, the Board will review the information and direct a survey of the controlling institution for verification of the data contained in the RN-1 or PN-1 portion of the application. Within 90 days of receiving this portion of the application, the Board will evaluate the

feasibility for initiating the program and make written recommendations to the applying institution. Consultation with the Board will be available to the governing body of the program and controlling institution.

97-019.04 Form RN-2 or PN-2: This part of the application must be submitted to the Board by the Director and the initiating controlling institution at least six months prior to the anticipated beginning of teaching the courses, to allow the Board time to evaluate the application.

97-019.04A The RN-2 or PN-2 must include the following information with supporting documents:

1. A tentative time plan for the program;
2. The philosophy and objectives of the program;
3. A budget plan;
4. The provision for qualified faculty as set forth in 172 NAC 97-007;
5. An organization chart showing institution control, administration, relationships, and lines of authority;
6. Course outlines for the first year of the nursing content and course descriptions for the remainder of the program. Course syllabi must include course descriptions, course objectives, course content outline and methods of student evaluation, and relationship of learning activities to proposed course objectives;
7. A listing of the clinical resources that will be used, copies of agreements with the cooperating agencies, and a Clinical Facility Statistical Report, which is included in the RN-1 or PN-1 application;
8. A recruitment plan and admission requirements that will be used to select students; and
9. Position descriptions for faculty that outline responsibilities and functions.

97-019.04B Approval of RN-2 or PN-2: The Board will review the total application. Within 60 days after Form RN-2 or PN-2 of the application has been submitted to the Board, the Board will notify the applicant by registered or certified mail either that it has been approved or that it has been denied.

97-019.04B1 Initial Approval: When approved for admission of students, the educational program will be granted initial approval beginning with the date of enrollment of the first class. Progress reports must be made by the Director as requested by the Board. Consultation of the Board will be available.

97-019.04B2 Continuing Approval: Approval is continued for those programs which continue to meet the requirements of the Board as determined by survey visits, annual reports, and such reports as may be required by the Board. Approval may be continued with or without Board recommendations and/or suggestions.

97-019.04B2a Nursing education programs will be reevaluated every four years with a site visit, or upon request of the nursing education program, or at the discretion of the Board, to ensure continuing compliance with the regulations.

97-019.04B2b Programs must submit an annual report.

2012-2013 Factual Look at Higher Education in Nebraska

**Nebraska's Coordinating Commission
for Postsecondary Education**

Section C: Faculty and Salaries

Faculty and Salary Data for the 2002-2003 through 2012-2013 Academic Years

**Published September 2013
on the Commission Website
www.ccpe.state.ne.us**

**Reporting information from the Integrated Postsecondary Data System (IPEDS)
Surveys of Nebraska Public and Independent Colleges and Universities
(Section C does not include data from for-profit/career schools.)**

**Ten-Year Trends based on the 2002-2003 through 2012-2013 Federal IPEDS Surveys
of Nebraska Public and Independent Colleges and Universities**

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Nebraska's Coordinating Commission for Postsecondary Education does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in the employment or the provision of services.

List of 34 Reporting Institutions

University of Nebraska (5)	Independent Colleges & Universities (20)
Nebraska College of Technical Agriculture	Bellevue University
University of Nebraska at Kearney	Bryan College of Health Sciences (formerly BryanLGH)
University of Nebraska-Lincoln	Clarkson College
University of Nebraska Medical Center	College of Saint Mary
University of Nebraska at Omaha	Concordia University
	Creighton University
Nebraska State College System (3)	Dana College (Closed fall 2010)
Chadron State College	Doane College
Peru State College	Doane College-Lincoln
Wayne State College	Grace University
	Hastings College
Nebraska Community Colleges (6)	Little Priest Tribal College
Central Community College	Midland University (formerly Midland Lutheran College)
Metropolitan Community College	Nebraska Christian College
Mid Plains Community College	Nebraska Indian Community College
Northeast Community College	Nebraska Methodist College of Nursing & Allied Health
Southeast Community College	Nebraska Wesleyan University
Western Nebraska Community College	Summit Christian College
	Union College
	York College

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Section C: Faculty and Salaries

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Section C

Faculty and Salaries

Executive Summary of Data

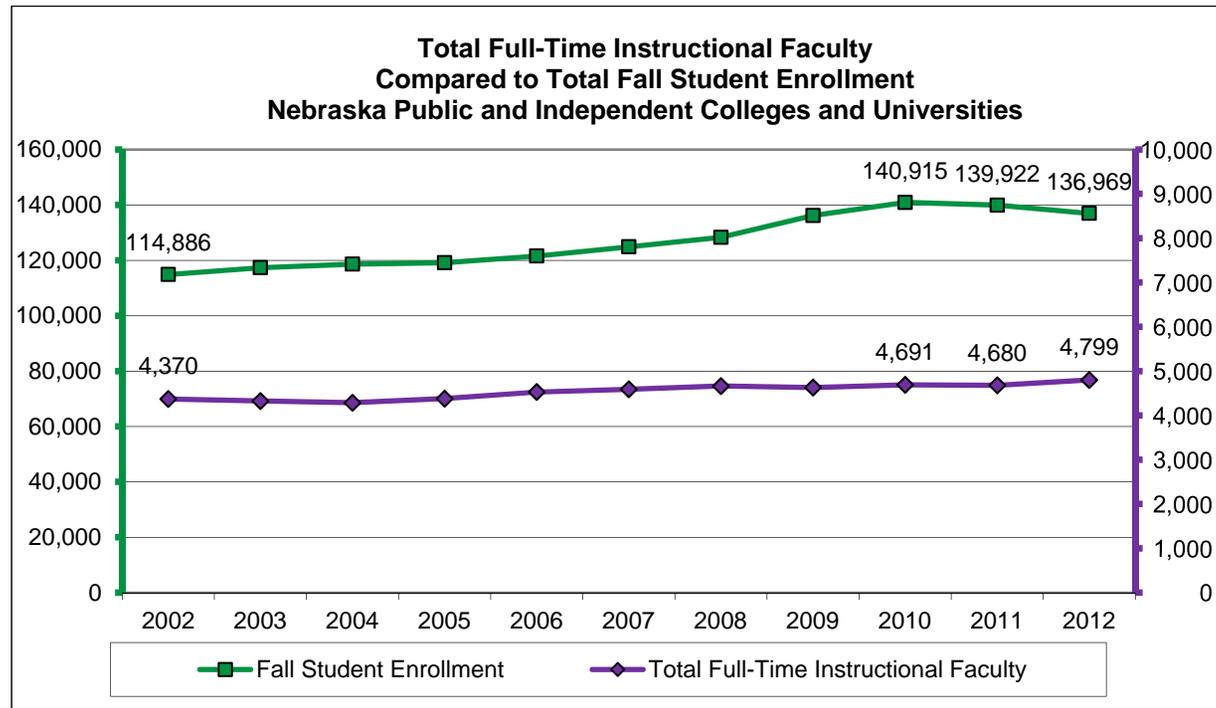
Section C of the *Factual Look at Higher Education in Nebraska* summarizes the numbers and average salaries of **full-time instructional faculty** reported through Integrated Postsecondary Education Data System (IPEDS) surveys of Nebraska's public and independent (not-for-profit) colleges and universities. These institutions do not include the state's for-profit/career schools. Institutions currently report faculty counts and salaries as of November 1 for the academic year. For example, data reported for fall 2012 are for the 2012-2013 academic year. In this section, 10-year trends are presented, based on data collected from the 2002-2003 through 2012-13 IPEDS surveys of Nebraska public and independent colleges and universities. Using these data, the numbers and average salaries of full-time instructional faculty are analyzed by (1) sector, (2) rank, (3) gender, and (4) race/ethnicity. **Data are not available for a comparable analysis of part-time faculty or adjunct faculty who are hired on a course-by-course basis.**

Executive Summary of Data

Faculty Fall 2002 – Fall 2012 and Faculty Salaries 2002-03 – 2012-13

Total Number of Full-Time Instructional Faculty

- Full-time instructional faculty at Nebraska’s public and independent colleges and universities increased from 4,370 in fall 2002 to 4,799 in fall 2012, an increase of 9.8%. Over the same 10 years, total fall student enrollment increased 19.2%.

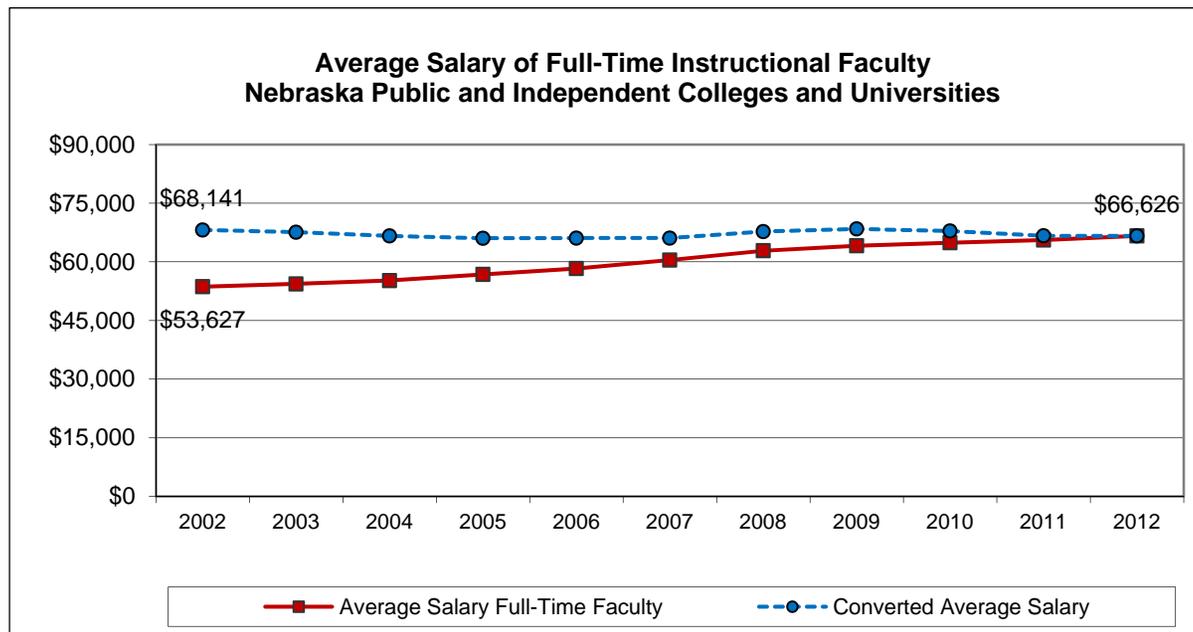


- Increases in faculty generally parallel increases in fall enrollment. However, between fall 2002 and fall 2012, the ratio of total fall enrollment to full-time instructional faculty increased five or six students per faculty member within the Nebraska State College System and the sector comprised of independent institutions. A smaller increase of about one student per faculty member was evidenced at the University of Nebraska. However, at the community colleges, there was a small decrease in the number of students per full-time faculty member from 2002 to 2012. It must be noted that these ratios do not account for the use of part-time or adjunct faculty, on whom institutions may increasingly rely.

- When analyzed by rank¹ and sector, the most significant changes in the numbers of full-time instructional faculty were as follows:
 - 128 more instructors and lecturers at the University of Nebraska, while there were 61 fewer associate and full professors.
 - 22 more professors but 19 fewer assistant and associate professors within the Nebraska State College System.
 - 173 additional faculty with no academic rank at Nebraska’s community colleges.²
 - 198 additional professors, associate professors, and instructors at Nebraska’s independent institutions.

Average Salaries of Full-Time Instructional Faculty

- Between the academic years of 2002-03 and 2012-13, the average salary for full-time faculty at Nebraska’s public and independent institutions increased 24.2%, from \$53,627 to \$66,626.³ However, when salaries are adjusted for inflation by converting them to 2012-13 dollars, the statewide average salary was \$1,515 lower in 2012-13 than it was in 2002-03.



¹Historically, faculty were generally hired on a tenure track leading from instructor to assistant professor to associate professor to full professor. The most common current practice is to hire tenure-track faculty at the assistant professor rank. A lecturer is most frequently a non-tenure track position.

²Faculty are not classified by academic rank at Nebraska’s community colleges.

³All salaries are calculated to be equivalent to 9-month salaries. See the **Explanatory Note** in Section C.5 for information about how average salaries are currently calculated and how they were calculated previously.

- Average faculty salaries generally increased across all four sectors between fall 2002 and fall 2012.

	<u>10-Year Change in Average Salary</u>	<u>10-Year Change in Average Salary Adjusted for Inflation</u>
University of Nebraska	up 21.5%	down 4.4%
Nebraska State College System	up 29.1%	up 1.6%
Nebraska community colleges	up 37.7%	up 8.4%
Nebraska independent colleges and universities	up 29.4%	up 1.8%
Nebraska public and independent total	up 24.2%	down 2.2%

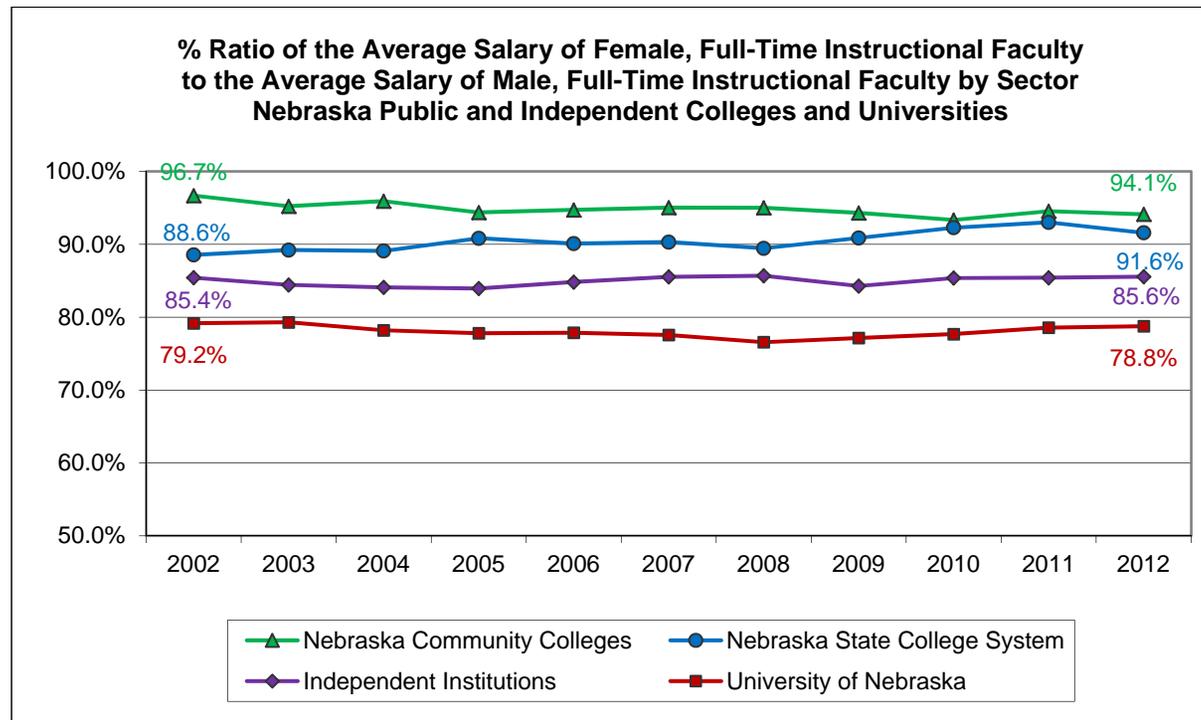
Full-Time Instructional Faculty by Gender

- Between fall 2002 and fall 2012, women accounted for an increased percentage of the full-time instructional faculty at Nebraska’s public and independent colleges and universities.
 - In fall 2002, 38.5% of the full-time instructional faculty were women.
 - By fall 2012, women accounted for 45.7% of the full-time instructional faculty.
- Over the 10-year period, women generally accounted for higher numbers and percentages of the full-time instructional faculty at every level of academic rank at the University of Nebraska, the Nebraska State College System, and Nebraska’s independent colleges and universities.⁴
- However, percentages of female faculty continued to be inversely related to academic rank. From fall 2002 through fall 2012, the lowest percentages of women were at the full professor level, while the highest percentages were at the rank of instructor.
- At the Nebraska community colleges, where faculty are not classified by academic rank, women accounted for 43.0% of the full-time instructional faculty in fall 2002 and for 49.6% in fall 2012.
- In comparison, women constituted 49.7% of the full-time instructional faculty at the independent institutions in fall 2012, while 43.3% of the faculty at the state colleges and 41.9% of the faculty at the University of Nebraska were women.

⁴ The exception is that women accounted for a lower percentage of the assistant professors at the University of Nebraska in fall 2012 than in fall 2002.

Average Salaries of Full-time Instructional Faculty by Gender

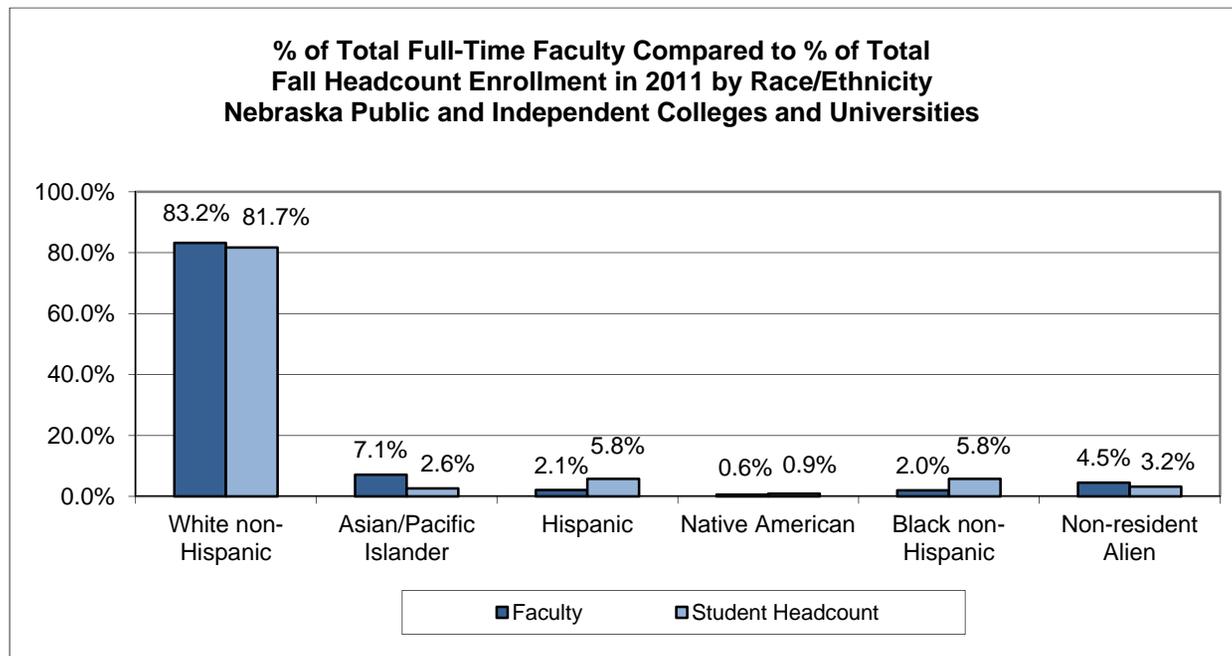
- In 2002-03, the average salary of male, full-time instructional faculty at Nebraska's public and independent colleges and universities was \$57,908, or \$11,147 higher than the average salary received by female faculty. By 2012-13, the average salary paid to male faculty was \$72,697, and the gap between the average salaries of men and women had widened to \$13,201.
- Statewide, the average salary of female full-time instructional faculty was 81.8% of the average salary of male full-time faculty in 2012-13, up slightly from 80.8% in 2002-03. However, as shown in the chart below, the ratio of the average salary of female, full-time faculty to the average salary of their male colleagues varied by sector.



- Over the past 10 years, the ratio of women's average salary to men's has been lower for professors than for faculty in lower ranks. In 2012-13, female professors earned, on the average, 86.5% of the average salary of male professors, 93.4% of the men's average salary at the associate professor level, 90.6% of the average men's salary at the assistant professor level, and 106.6% of the average salary paid to male instructors.
- Female full-time instructional faculty have been paid, on average, as much or more than their male colleagues only at the instructor level.

Total Full-Time Faculty by Race/Ethnicity (Data for fall 2011 are the latest available.)⁵

- In fall 2011, 83.5% of the full-time instructional, research, and other faculty were white non-Hispanics, down from 87.1% in fall 2001.
- Over the 10 years between fall 2001 and fall 2011, total minority faculty – consisting of Asians/Pacific Islanders, Hispanics, Native Americans, and black non-Hispanics – increased 43.1%, from 506 to 724, while white non-Hispanic faculty increased 8.2%, from 4,684 to 5,068. During this period, the number of non-resident alien faculty increased 44.2%, from 190 to 274.
- When percentages of full-time faculty are compared to percentages of total student headcount enrollment by race/ethnicity, as shown in the chart below, Hispanics, black non-Hispanics and Native Americans continued to be underrepresented among the faculty in fall 2011, relative to the percentages of students in these racial/ethnic groups. In contrast, white non-Hispanics, Asians/Pacific Islanders, and non-resident aliens accounted for higher percentages of the faculty than of students of the same race/ethnicity.⁶



⁵Race/ethnicity data are collected for total faculty every two years. Total faculty includes instructional, research, and other faculty. In 2001-02, 0.2% of the faculty was of unknown race/ethnicity. In 2011-12, 0.4% of the faculty was of unknown race/ethnicity.

⁶A non-resident alien is a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Section C.1

Number of Full-Time Instructional Faculty by Sector and Rank

Notes: Summarized data are for Nebraska public and independent colleges and universities.
These institutions do not include for-profit/career schools.

The data summarized in this section are collected through the salary sections of the IPEDS Human Resources survey. The analysis presented in this section does not include part-time instructional faculty because salary data for part-time faculty are not collected.

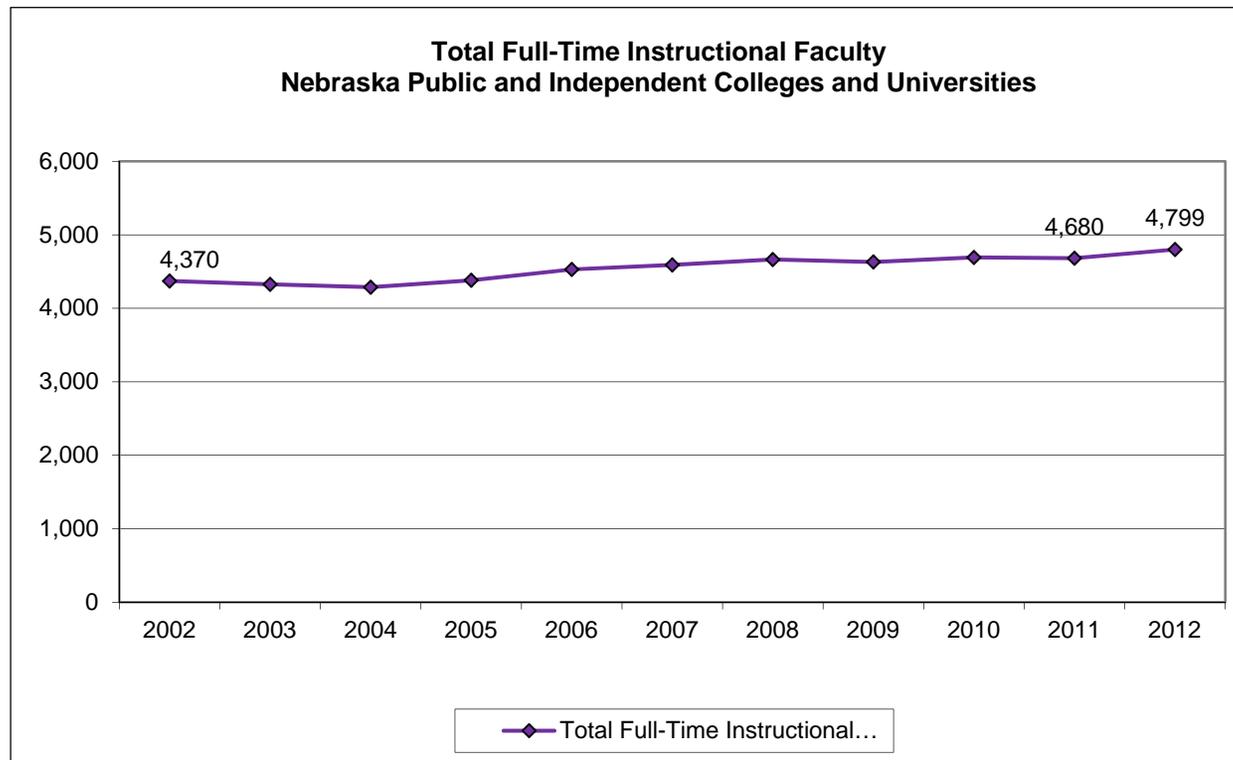
No data pertaining to adjunct faculty are collected through the IPEDS Human Resources survey.

Faculty and salary data are reported as of November 1 for the academic year.

Due to errors in data submission, the data pertaining to the instructional faculty at Creighton University in 2002-03 have been adjusted. This report also reflects data corrections for 2009-10 submitted by the University of Nebraska-Lincoln.

TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY

- Full-time instructional faculty at Nebraska's public and independent colleges and universities increased 9.8%, from 4,370 in fall 2002 to 4,799 in fall 2012.
- As a basis for comparison, fall student enrollment at Nebraska's public and independent institutions increased 19.2%, from 114,886 in fall 2002 to 136,969 in fall 2012.

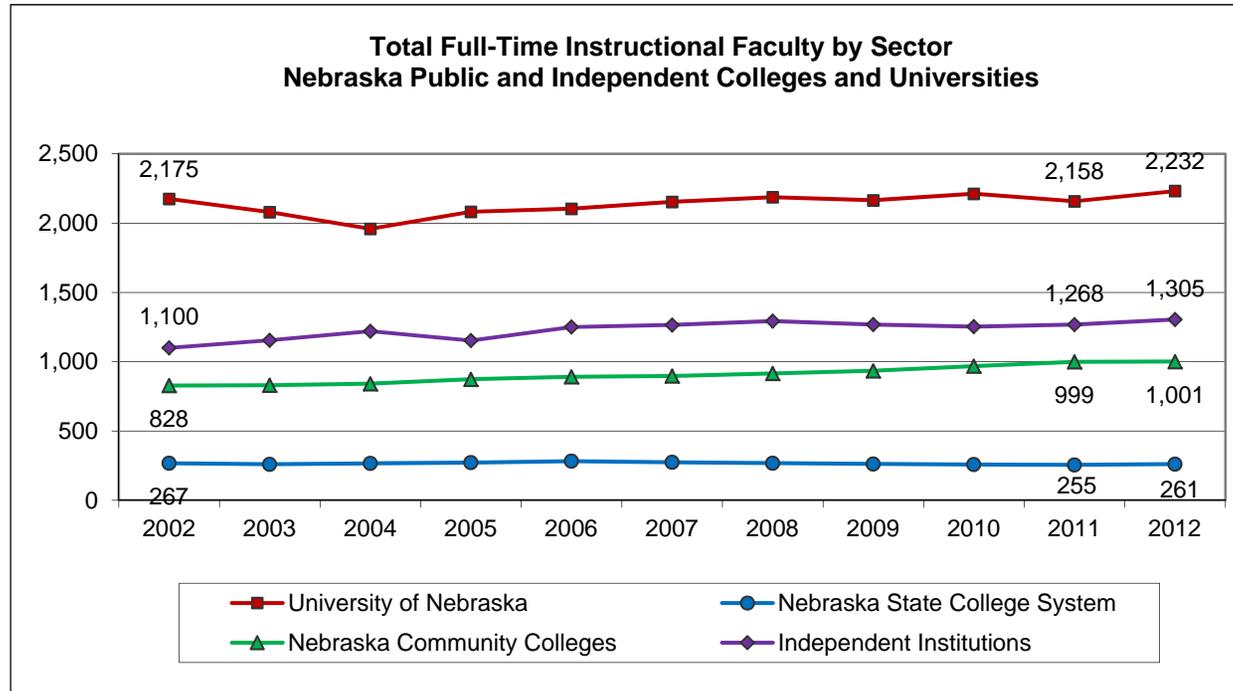


The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY by SECTOR

- Between fall 2002 and fall 2012, changes in the numbers of full-time instructional faculty by sector were as follows:

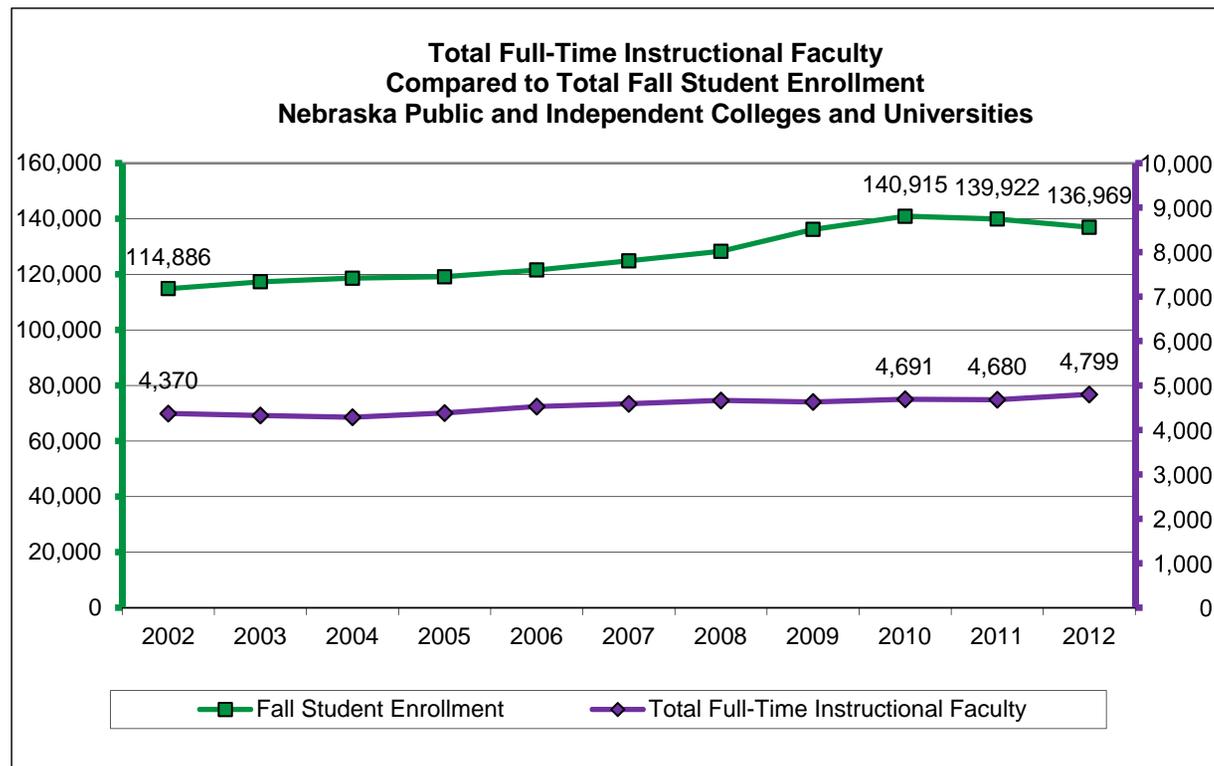
University of Nebraska	up 2.6%	(57)	Nebraska Community Colleges	up 20.9%	(173)
Nebraska Independent Colleges and Universities	up 18.6%	(205)	Nebraska State College System	down 2.2%	(-6)



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

THE TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY Compared to TOTAL FALL STUDENT ENROLLMENT

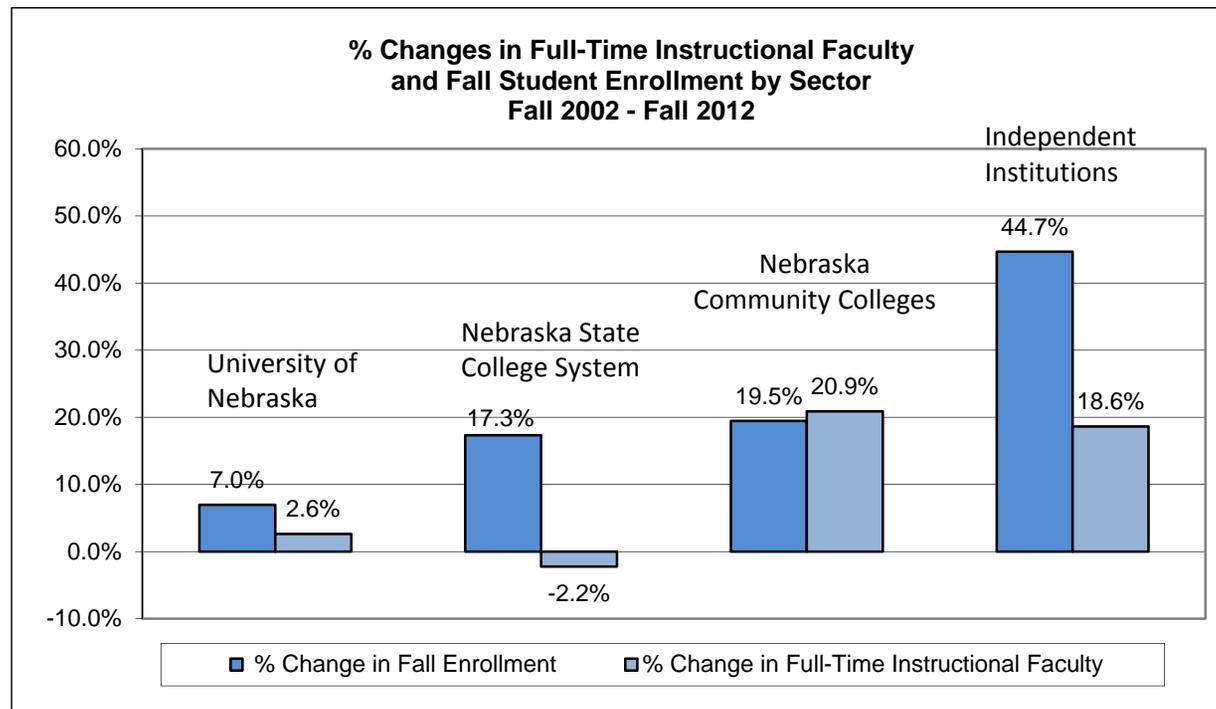
- Increases in the number of full-time instructional faculty generally parallel increases in fall student enrollment.
- Due to the large difference between the number of students and the number of faculty shown in the graph below, increases in student enrollment appear to be more significant than the increases in the number of full-time faculty. However, the correlation between the number of full-time faculty and fall student enrollment, statewide, was 0.89 for 2002 through 2012. This very high correlation indicates there is a strong relationship between the two measures. (As a point of reference, 1.00 indicates a perfect correlation between two variables.)



See **Section A on Enrollment** for total headcount enrollments by sector and by institution.

Percentage Changes in THE TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY and TOTAL FALL ENROLLMENT by SECTOR

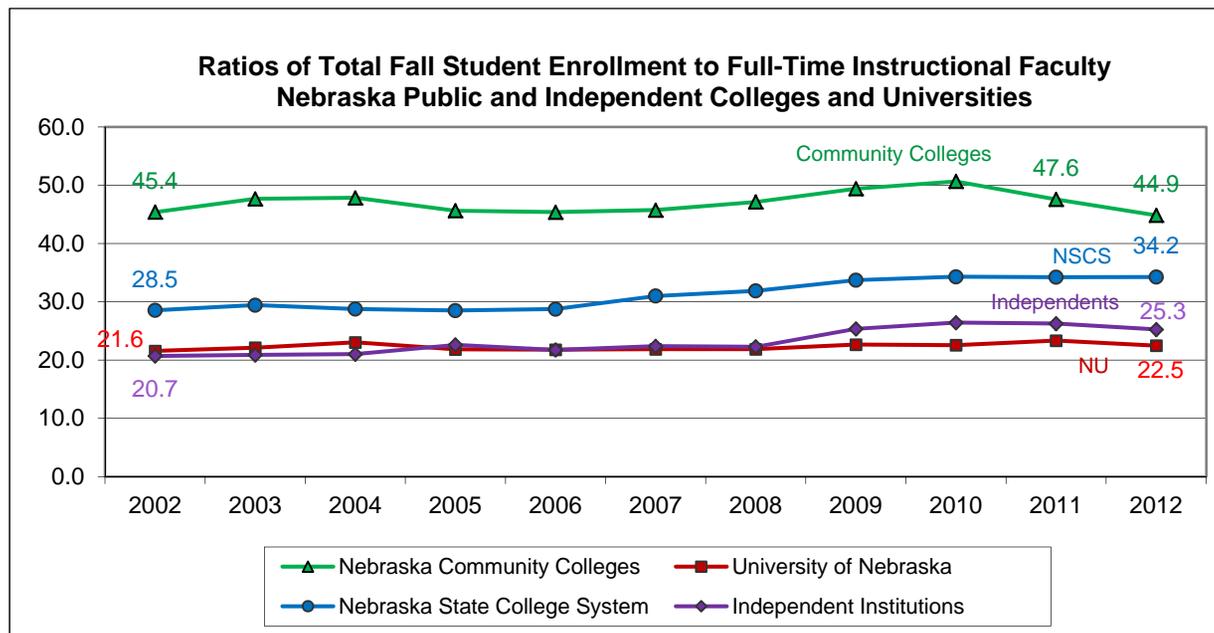
- Although statewide changes in the number of full-time instructional faculty and changes in fall student enrollment are highly correlated, there are significant differences in the relationship between these two variables when they are analyzed by sector.
- As shown in the graph below, the number of full-time faculty at the state colleges decreased while enrollments increased over the period between fall 2002 and fall 2012. At the University of Nebraska, community colleges, and independent institutions, full-time faculty and total student enrollment both increased. At the community colleges, the percentage increase in full-time faculty was slightly higher than the percentage increase in fall enrollment. However, at the University of Nebraska and independent institutions, the percentage growth in the number of full-time faculty was noticeably lower than the percentage growth in enrollment.



NOTE: This chart only compares the percentage changes in the total number of full-time instructional faculty and fall student enrollment. Since instructional faculty also include part-time and adjunct faculty not included in this analysis, changes in fall enrollment and full-time instructional faculty may or may not accurately reflect changes in faculty workloads. Therefore, the above chart should be interpreted only as a broad, general comparison.

RATIOS OF TOTAL STUDENT HEADCOUNT TO FULL-TIME INSTRUCTIONAL FACULTY

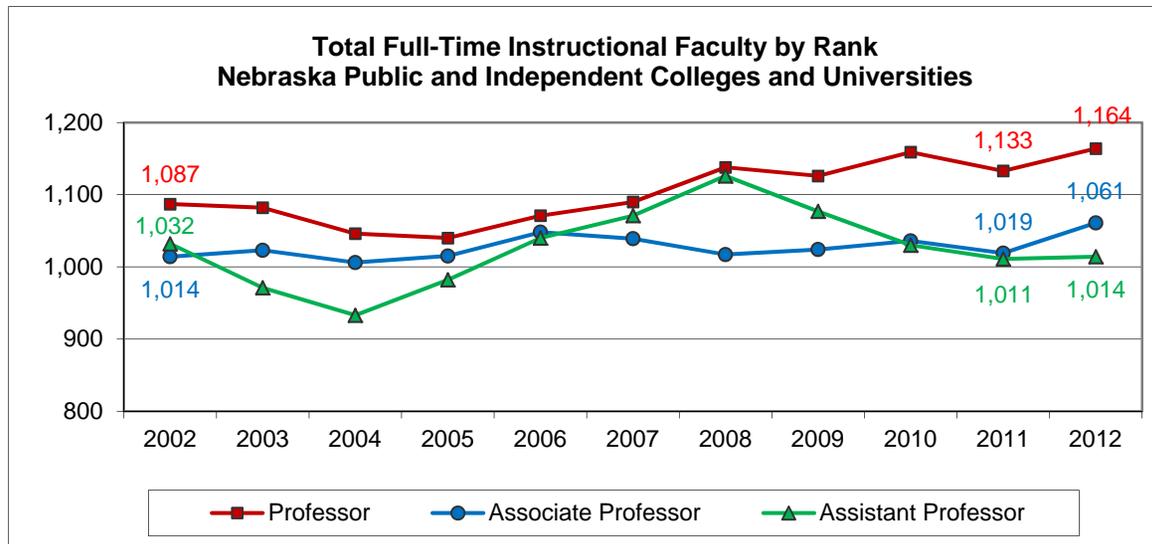
- Given the changes that occurred between fall 2002 and fall 2012 in the number of instructional faculty employed within the public and independent sectors of Nebraska's postsecondary education system, it is logical to ask whether these additions or reductions of faculty were in line with changes in student enrollment.
- IPEDS data are not sufficiently detailed to develop a precise measure of student-to-faculty ratios. However, dividing fall enrollment by the number of full-time instructional faculty provides a general estimate for monitoring whether the number of students per full-time faculty member remained relatively stable as enrollments increased or decreased between fall 2002 and fall 2012. This ratio does not account for the use of part-time or adjunct faculty, on whom institutions increasingly rely.
- As shown in the trend chart below, the estimated student-to-full-time-faculty ratio for the community colleges was slightly lower in fall 2012 than in fall 2002. For the University of Nebraska, the ratio increased 0.9 or about one student per faculty over the 10-year period. In comparison, the estimated student-to-full-time-faculty ratio for the state college system's ratio increased by 5.7 students, and the ratio for Nebraska's independent institutions increased by 4.6 students.



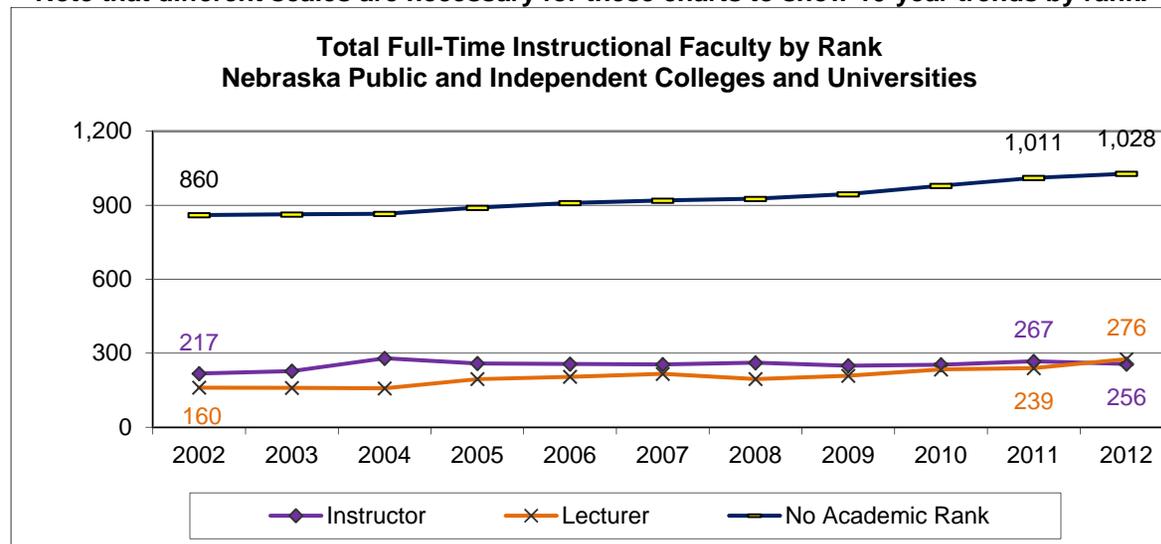
See **Section A on Enrollment** for total headcount enrollments by sector and by institution.

The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY by RANK



Note that different scales are necessary for these charts to show 10-year trends by rank.



When analyzed by rank, the faculty employed by Nebraska public and independent institutions increased between fall 2002 and fall 2012 as follows:

Professors	up 77	7.1%
Associate Professors	up 47	4.6%
Assistant Professors	down 18	-1.7%
Instructors	up 39	18.0%
Lecturers	up 116	72.5%
<u>No Rank</u>	<u>up 168</u>	<u>19.5%</u>
Net Total	up 429	9.8%

Further calculations indicate:

- Full professors accounted for 17.2% of the 447 additional faculty hired (447-18 = 429). Associate professors accounted for 10.5%, while instructors and lecturers accounted for 8.7% and 26.0%, respectively.
- Faculty with no academic rank, almost all at the community colleges, accounted for 37.6% of the 10-year gain in faculty.

The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

**NET INCREASES AND DECREASES IN THE NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY
by SECTOR and by RANK**

- When increases and decreases in the number of full-time instructional faculty are analyzed by both sector and rank as shown below, the greatest changes were evidenced as follows:
 - 128 more instructors and lecturers at the University of Nebraska, while there were 61 fewer associate and full professors.
 - 22 more professors but 19 fewer assistant and associate professors within the Nebraska State College System.
 - 173 additional faculty with no academic rank at Nebraska’s community colleges.
 - 198 additional professors, associate professors, and instructors at Nebraska’s independent institutions. Not including Dana College, which closed in fall 2010, the independent sector gained a total of 245 faculty positions between fall 2002 and fall 2012.¹

Net Increases or Decreases in the Number of Full-Time Instructional Faculty by Sector and by Rank² Nebraska Public and Independent Colleges and Universities 2002–2012							
Sector	Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	No Academic Rank	Total Net Increase or Decrease
University of Nebraska	-22	-39	-2	14	114	-8	57
Nebraska State College System	22	-7	-12	-3	-4	-2	-6
Nebraska Community Colleges	0	0	0	0	0	173	173
Independent Institutions	77	93	-4	28	6	5	205
Nebraska Public & Independent Institutions	77	47	-18	39	116	168	429

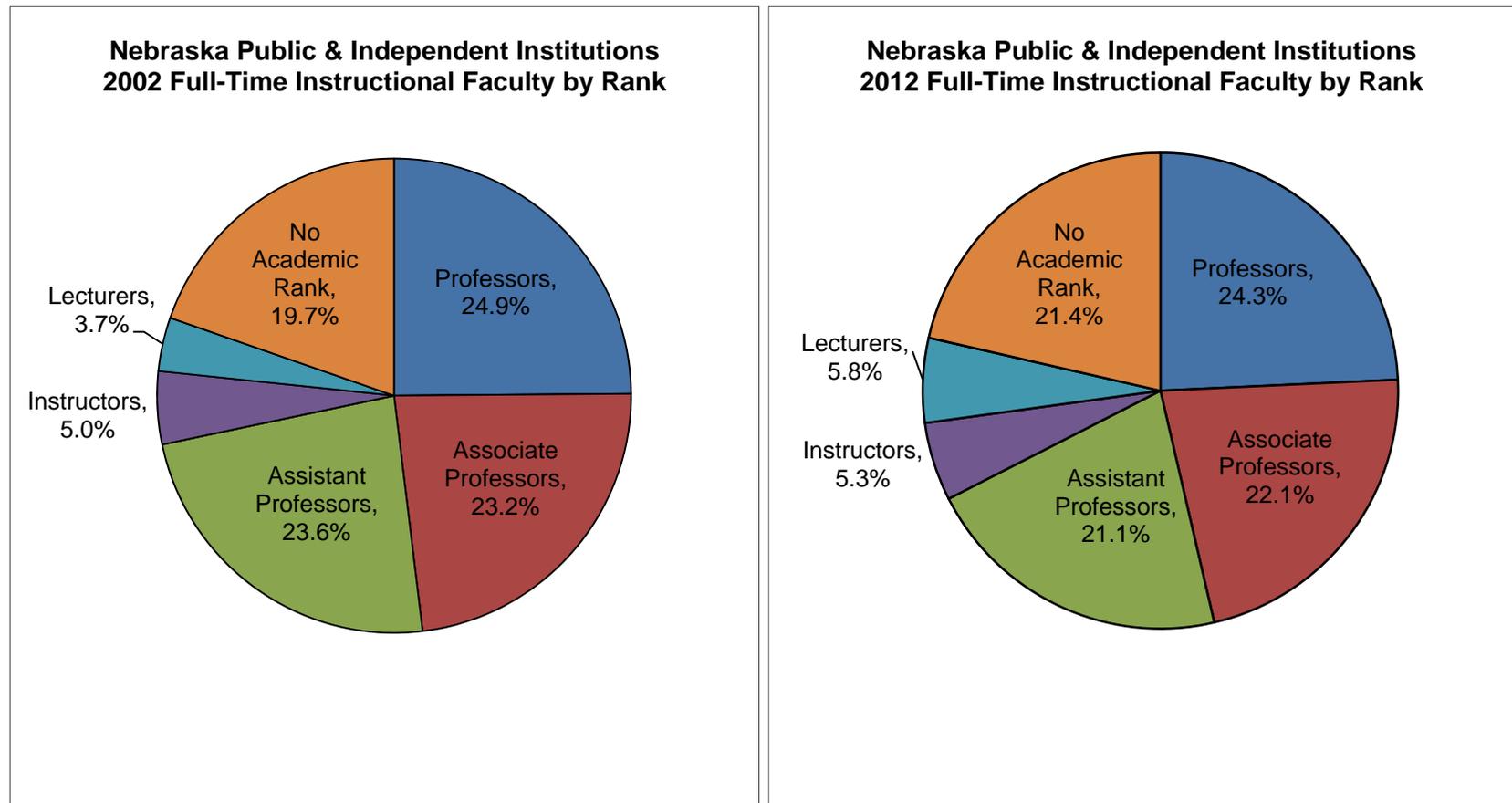
¹Creighton University added 86 new faculty between fall 2002 and fall 2012, primarily at the professor and associate professor levels. Other independent colleges and universities with 15 or more additional faculty were Bellevue University (37), BryanLGH College of Health Sciences (37), Clarkson College (23), College of Saint Mary (19), and Nebraska Wesleyan University (15). When Dana College closed in fall 2010, 32 faculty positions were lost as a result. In 2002, Dana College employed 40 full-time instructional faculty.

²Historically, faculty were generally hired on a tenure track leading from instructor to assistant professor to associate professor to full professor. The most common current practice is to hire tenure-track faculty at the assistant professor rank. A lecturer is most frequently a non-tenure track position.

The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by RANK

- As a result of increases and decreases in faculty, the overall composition of the full-time instructional faculty at Nebraska's public and independent colleges and universities shifted slightly between fall 2002 and fall 2012.
- As shown below, instructors, lecturers, and faculty with no academic rank accounted for slightly higher percentages of the faculty in fall 2012 than in fall 2002, while about the same or lower percentages of the faculty were professors, associate professors, or assistant professors.

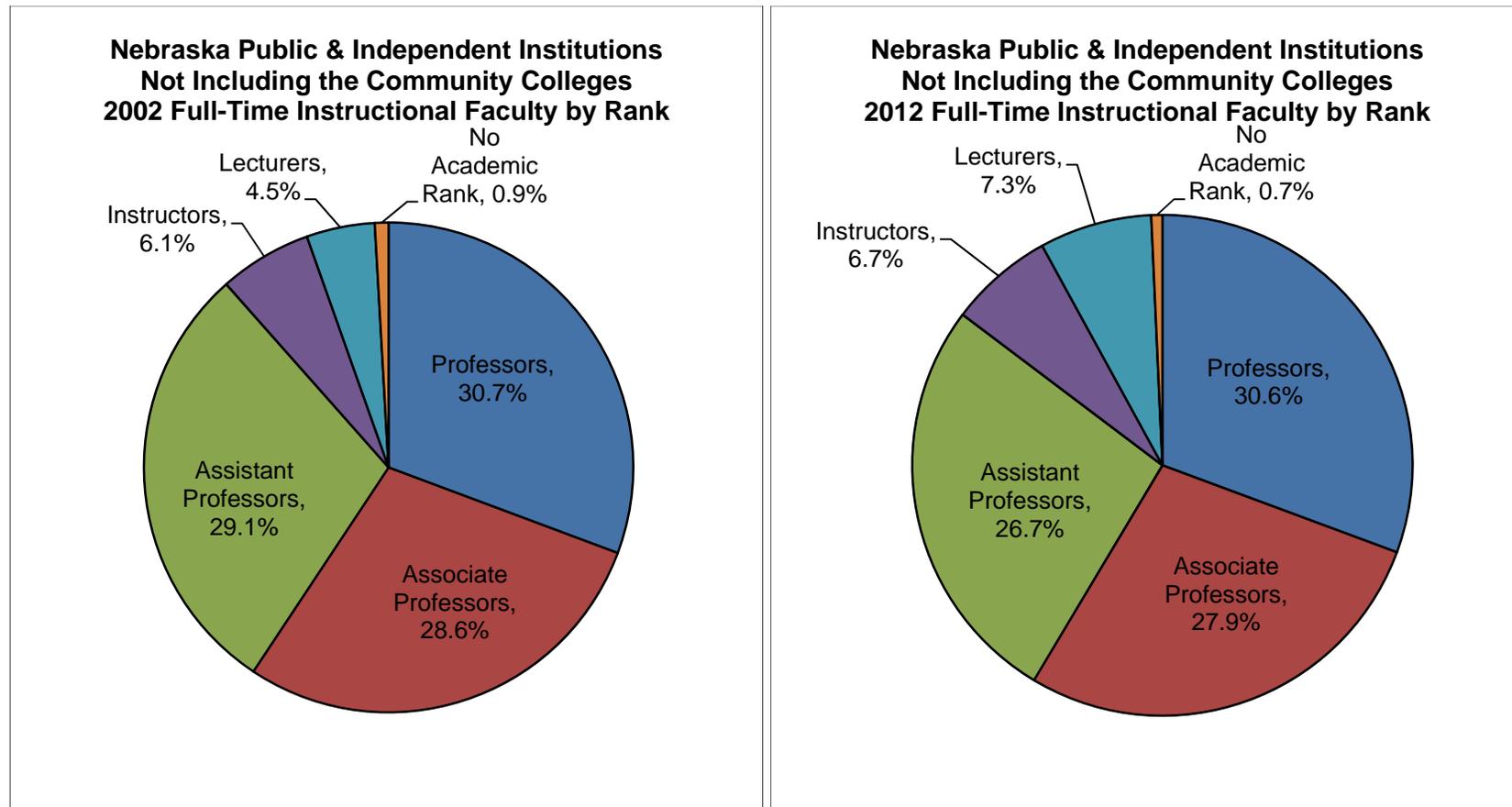


The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by RANK (Continued)

With Community Colleges Excluded

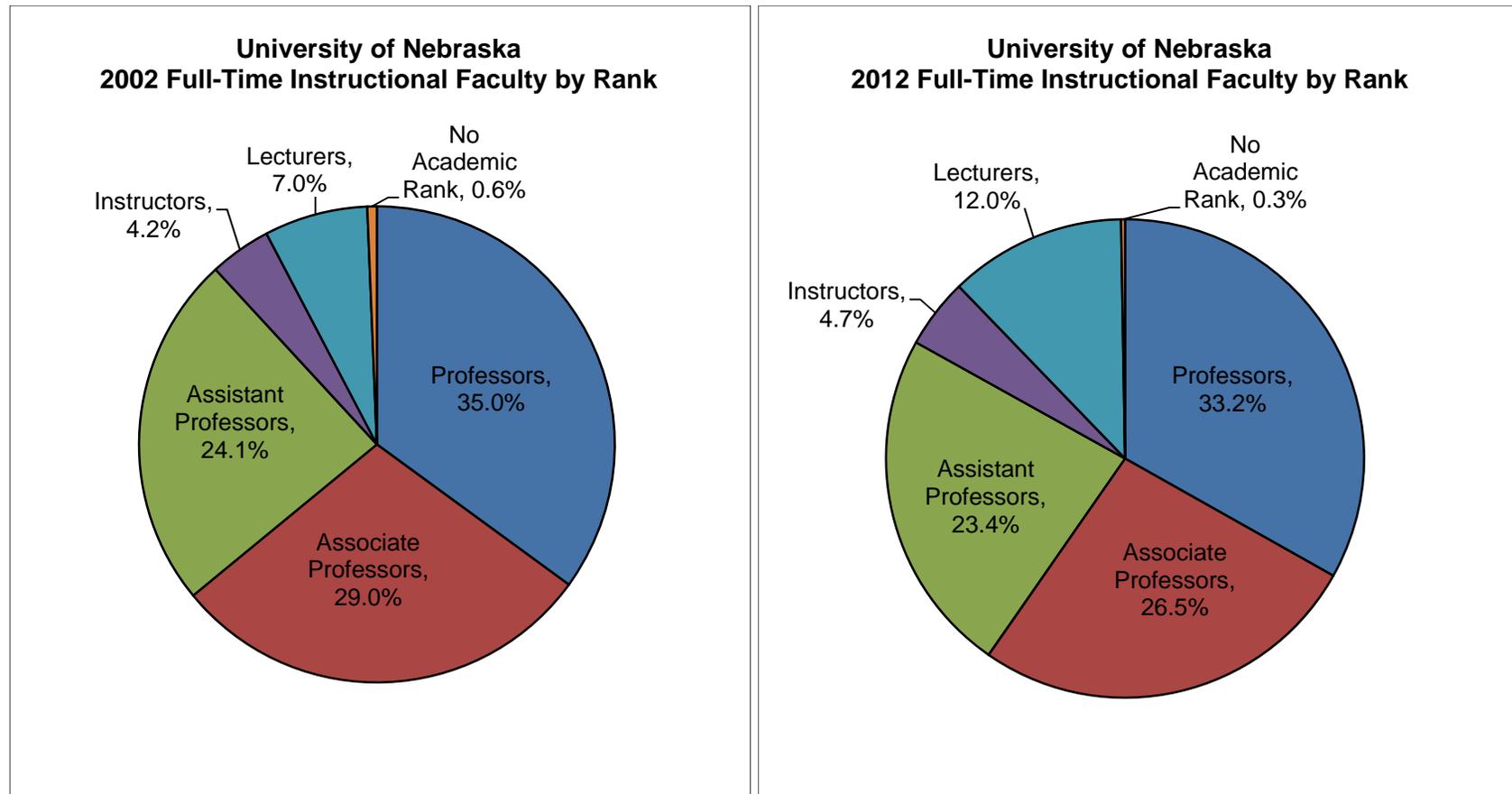
- The following charts exclude the Nebraska community colleges to provide a more direct comparison of the other three sectors¹. As shown below, faculty with no academic rank constituted 0.9% of the faculty at the University of Nebraska, the state colleges and the state’s independent colleges and universities in fall 2002. In fall 2012, faculty with no academic rank accounted for 0.7% of the instructional faculty within these three sectors.
- These charts also show that instructors and lecturers accounted for slightly higher percentages of full-time faculty in 2012 than they did in 2002, while assistant, associate, and full professors accounted for about the same or lower percentages.



¹All Nebraska community college faculty are classified as having no academic rank in the IPEDS database maintained by the Commission.

Percentage of FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK

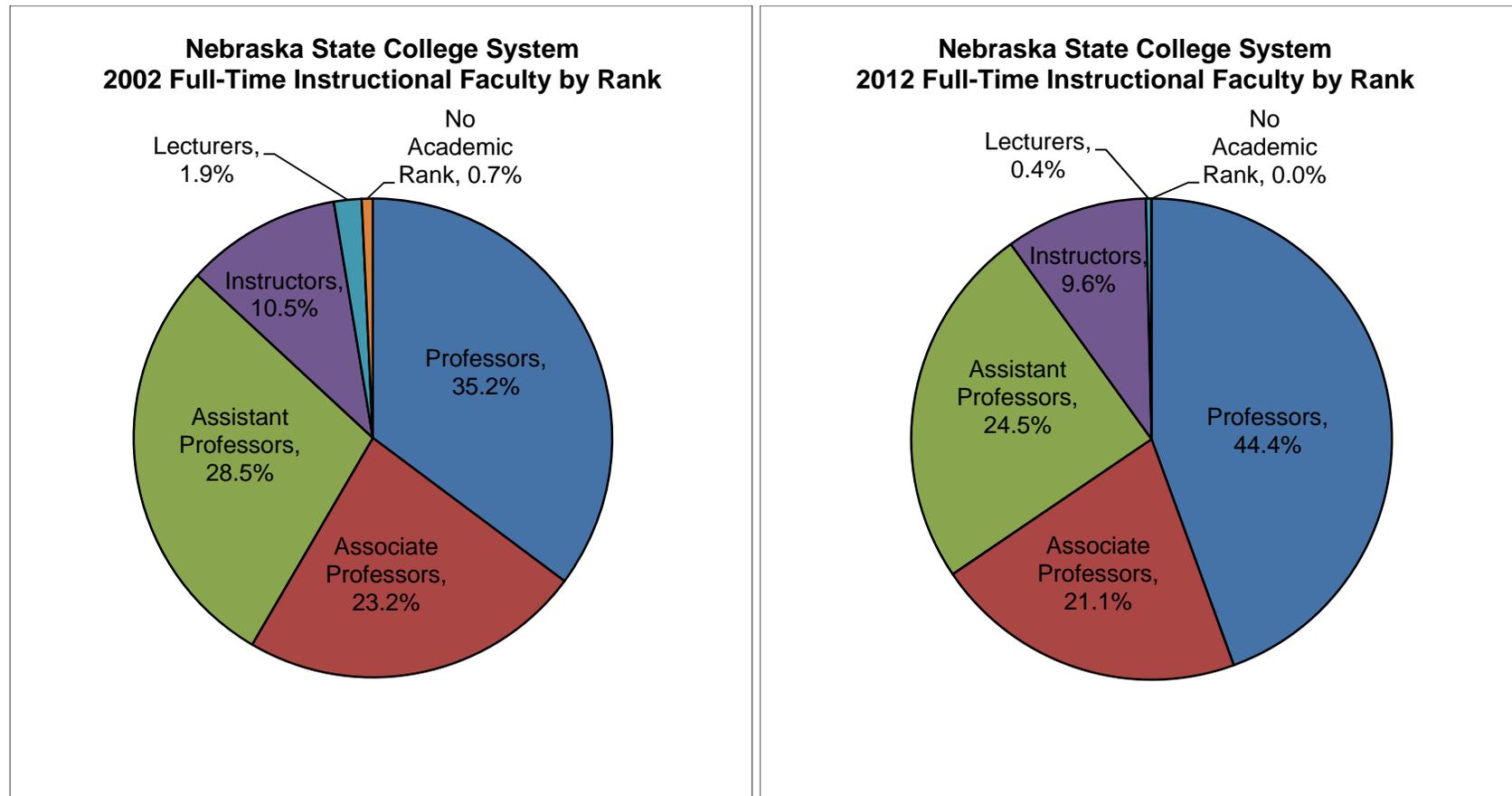
- The most significant changes that occurred between fall 2002 and fall 2012 in the composition of the full-time instructional faculty at the University of Nebraska were the increased percentage of lecturers and the decreased percentage of associate professors.



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

Percentage of FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK (Continued)

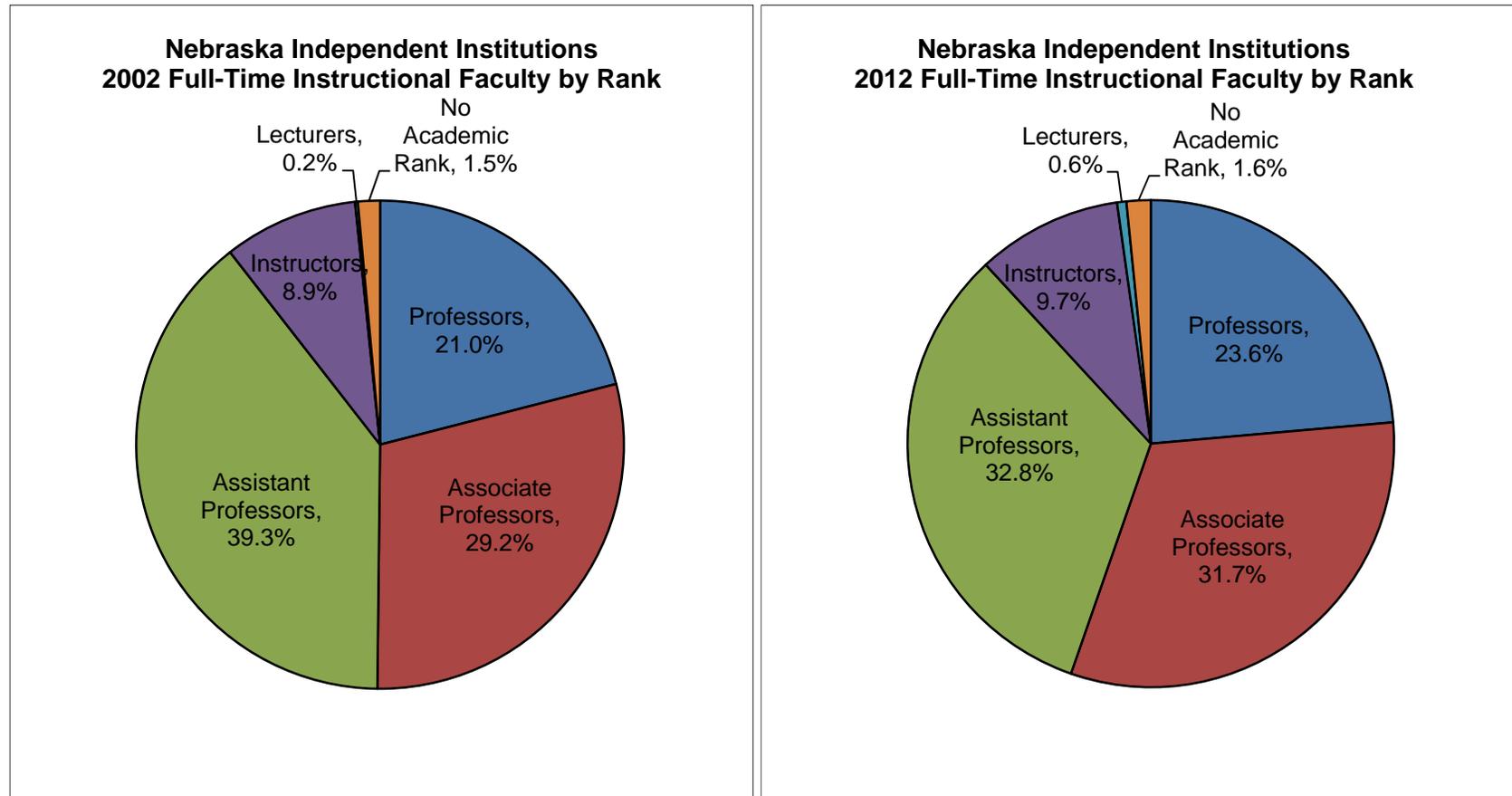
- The overall composition of the instructional faculty employed by the Nebraska State College System shifted between fall 2002 and fall 2012, primarily as a result of a noticeable increase in full professors and a decrease in assistant professors as percentages of full-time instructional faculty.



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

Percentage of FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK (Continued)

- Within the sector of independent institutions, the overall composition of the instructional faculty shifted slightly from fall 2002 to fall 2012. In fall 2012, professors, associate professors, and instructors accounted for higher percentages of the total faculty, while assistant professors accounted for a noticeably lower percentage than they did in fall 2002.



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

Percentage of FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK (Continued)

- Charts showing the overall composition of the faculty employed by Nebraska community colleges are not included in this report since all community college faculty members are classified as having no academic rank.

Section C.2

Average Salaries of Full-Time Instructional Faculty by Sector and Rank

Notes: Summarized data are for Nebraska public and independent colleges and universities.
These institutions do not include for-profit/career schools.

The data summarized in this section are collected through the salary sections of the IPEDS Human Resources survey. The analysis presented in this section does not include part-time instructional faculty because salary data for part-time faculty are not collected.

No data pertaining to adjunct faculty are collected through the IPEDS Human Resources survey.

Salaries reported do not include payments for any benefits. Salaries are adjusted so that *all average salaries reported in this publication are for 9-month appointments.*

Faculty and salary data are reported as of November 1 for the academic year.

Due to errors in data submission, the data pertaining to the instructional faculty at Creighton University in 2002-03 have been adjusted. This report also reflects data corrections for 2009-10 submitted by the University of Nebraska-Lincoln.

INTRODUCTION TO THE SALARY ANALYSES REPORTED IN THIS SECTION

- The average salaries of full-time instructional faculty reported in this section were calculated using the actual dollar amounts paid by institutions reported annually on the IPEDS Human Resources survey.¹

Due to changes in the 2012-13 IPEDS Human Resources survey, average salaries are now calculated using a formula that is different than the formula used in the past. Applying the new formula to the data collected prior to 2012-13 results in average salaries for the public and independent sectors that are different from those published in prior editions of the *Factual Look at Higher Education in Nebraska*, except for the average salaries reported for the Nebraska State College System. Applying the new formula to the data collected from the state colleges prior to 2012-13 results in average salaries that are the same as those published in previous editions of the *Factual Look*.

Please see the **Explanatory Note**, beginning on page C.5.1 at the end of this report, for information about how average salaries are currently calculated and how they were calculated previously.

- In addition to reporting amounts actually paid, average salaries are converted to 2012-13 dollars to take into account the effect of inflation when salaries are compared over the period from 2002-03 to 2012-13.
- Average salaries are converted to 2012-13 dollars using a multiplication factor based on the Consumer Price Index (CPI) that is maintained by the U.S. Bureau of Labor Statistics (BLS).

USE OF THE CONSUMER PRICE INDEX (CPI-U)

The Consumer Price Index (CPI) is a measure of the average change over time of the prices paid by urban consumers for a market basket of consumer goods and services. The Consumer Price Index for All Urban Consumers (CPI-U) that is used in this report is based on the prices paid by a representative sample of U.S. households. The prices paid by these households are determined from a sample of products that represent all of the types of goods and services purchased for household or personal consumption.

The CPI is an index that simplifies the measurement of price changes over time. The BLS has established a 1982-84 reference basis for the current CPI-U by setting the average price level for the 36 months covering 1982, 1983, and 1984 equal to 100. The BLS then measures and expresses price changes in relation to 100, so that any increase or decrease in prices is stated as a percentage change from the baseline prices in 1982-84. An index of 150, for example, means that there has been a 50% increase in consumer prices since 1982-84.

¹Prior to fall 2005, the data reported in this section were collected through the Employees by Assigned Position, Fall Staff, and Faculty Salaries surveys administered through the Integrated Postsecondary Education Data System (IPEDS).

The CPI-U is calculated monthly. Therefore, the CPI-U for a given year can be determined by calculating the average index over the 12 months. For an academic year, the average CPI-U is calculated for the 12 months beginning in July and ending in June.

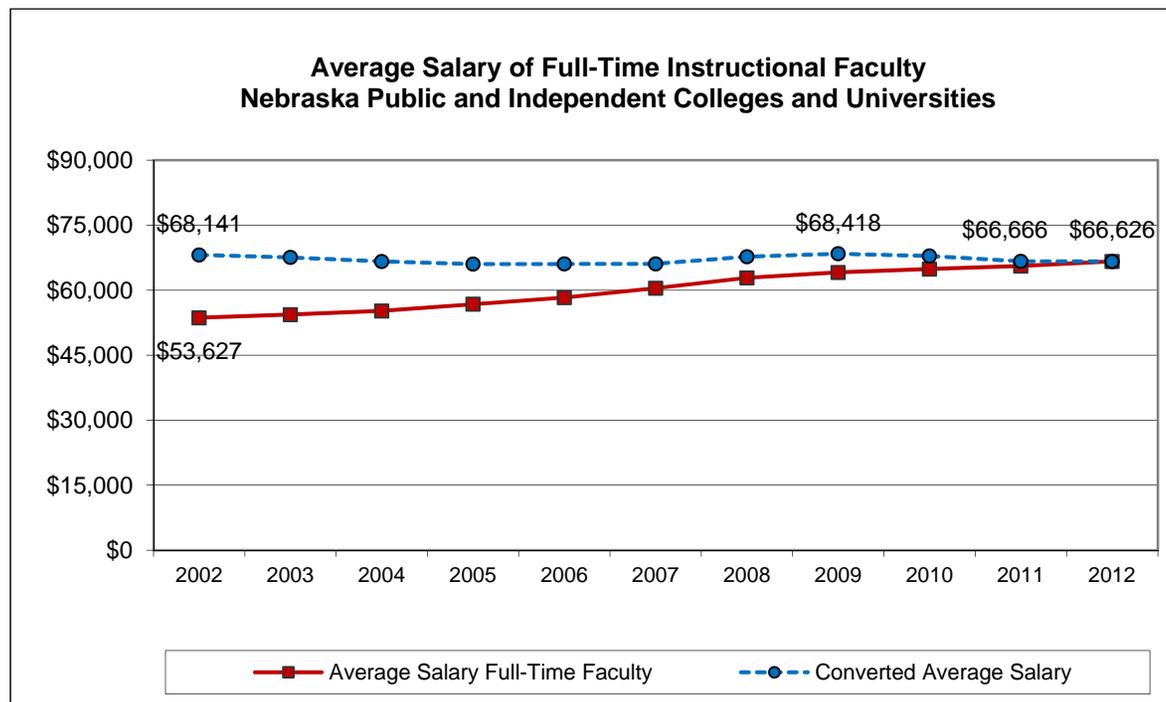
The CPI-U can be used to compare price levels over any period of time by calculating the percentage increase or decrease in the index value from the beginning to the end of the period. For the purposes of this report, the period of interest is the 10 years between the academic years of 2002-03 (July 2002-June 2003) and 2012-13 (July 2012-June 2013).

The average CPI-U for July 2002 through June 2003 was 182.1. For July 2012 through June 2013, the average CPI-U was 231.4, indicating that there was an overall 27.1% increase in consumer prices over the 10 years. Given a 27.1% increase in the general level of prices over the 10 years, salaries also would have to increase 27.1% to have the same amount of purchasing power in 2012-13 as in 2002-03 or, in other words, to keep pace with price inflation.

Additional information about the Consumer Price Index is available from the Bureau of Labor Statistics at www.bls.gov/cpi.

AVERAGE SALARY OF TOTAL FULL-TIME INSTRUCTIONAL FACULTY

- In dollars actually paid, the average salary for full-time faculty at Nebraska's public and independent colleges and universities was \$66,626 in 2012-13, compared to \$53,627 in 2002-03, a 10-year increase of 24.2%, a percentage increase that is lower than the 27.1% 10-year rate of inflation, based on the CPI-U. (See page C.2.2.)
- When average salaries are adjusted for inflation by converting them to 2012-13 dollars, the statewide average salary in 2002-03 was \$68,141, or \$1,515 higher than the average salary in 2012-13, meaning that the average salary in 2012-13 had less buying power than the average salary in 2002-03.
- As shown in the chart below, the highest average salary was in 2009-10 in terms of consumer buying power.
- See the [table on page C.2.5](#) for the average salaries paid from 2002-03 to 2012-13 converted to 2012-13 dollars to take into account the effect of inflation.



Average paid salaries and average salaries converted to current dollars by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

AVERAGE SALARY OF TOTAL FULL-TIME INSTRUCTIONAL FACULTY (Continued)

Actual Average Salary of Full-Time Instructional Faculty at Nebraska's Public and Independent Colleges and Universities Converted to 2012-13 Dollars				
Academic Year	Average Faculty Salary ¹	CPI-U for July-June ²	Multiplication Factor ³	Average Salary Converted to 2012-13 Dollars ⁴
2002-2003	\$53,627	182.092	1.2706	\$68,141
2003-2004	\$54,353	186.108	1.2432	\$67,572
2004-2005	\$55,201	191.700	1.2070	\$66,625
2005-2006	\$56,769	198.942	1.1630	\$66,024
2006-2007	\$58,285	204.112	1.1336	\$66,070
2007-2008	\$60,474	211.684	1.0930	\$66,099
2008-2009	\$62,841	214.656	1.0779	\$67,735
2009-2010	\$64,096	216.759	1.0674	\$68,418
2010-2011	\$64,869	221.062	1.0466	\$67,895
2011-2012	\$65,569	227.565	1.0167	\$66,666
2012-2013	\$66,626	231.374	1.0000	\$66,626
10-Year Increase	24.2%	27.1%		- 2.2%
<p>¹Faculty salaries were reported in the fall of the academic year.</p> <p>²CPI-U is the Consumer Price Index for All Urban Consumers maintained by the U.S. Bureau of Labor Statistics. The CPI-U is calculated monthly. The CPI-U for an academic year is the average CPI-U from July through June.</p> <p>³The multiplication factor for a given year equals the CPI-U for 2012-13 divided by the CPI-U for the year of interest.</p> <p>⁴The average salary converted to 2012-13 dollars equals the paid average salary multiplied by the CPI-U multiplication factor.</p>				

AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by SECTOR

- The charts on the following two pages show, by sector, the increases and decreases in the average salaries paid to full-time instructional faculty between 2002-03 to 2012-13. These charts also show the trends in faculty salaries when they are expressed in 2012-13 dollars to take into account the effect of price inflation.
- The University of Nebraska paid the highest average salaries throughout the 10 years, with an average salary of \$77,527 in 2012-13.
- Faculty at Nebraska’s state colleges received an average salary of \$62,552 in 2012-13, while faculty at independent institutions and community colleges earned \$61,284 and \$51,416, respectively.
- Between 2002-03 and 2012-13, average faculty salaries increased across all four sectors.

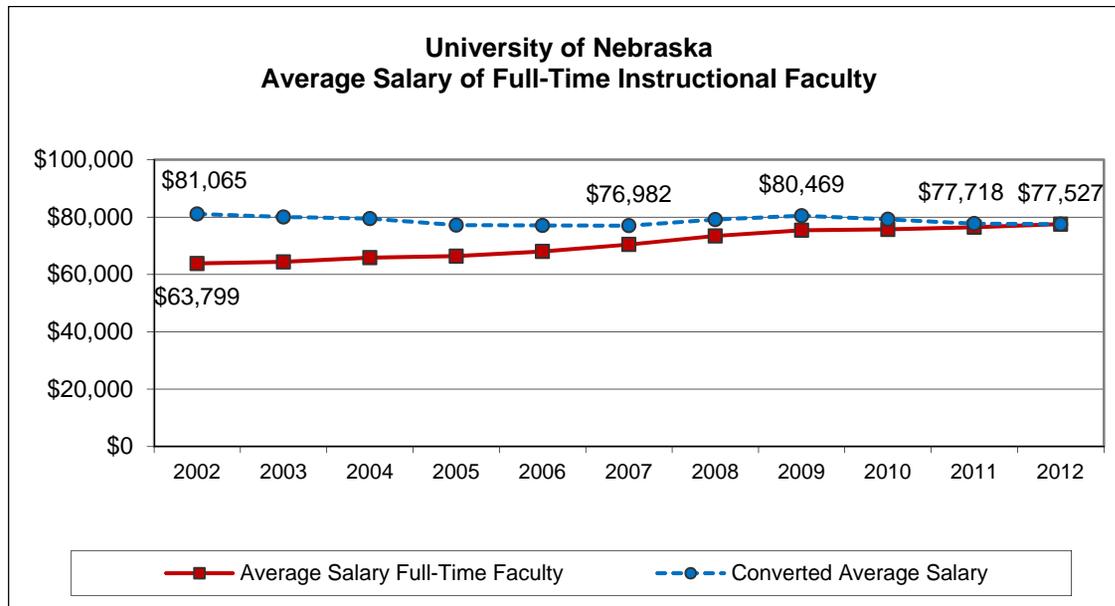
	<u>10-Year Change in Average Salary</u>	<u>10-Year Change in Average Salary Adjusted for Inflation¹</u>
University of Nebraska	up 21.5%	down 4.4%
Nebraska State College System	up 29.1%	up 1.6%
Nebraska community colleges	up 37.7%	up 8.4%
Nebraska independent colleges and universities	up 29.4%	up 1.8%

- Average salaries converted to 2012-13 dollars were at their highest level in 2002-03 and have since declined for faculty employed by the University of Nebraska. For the Nebraska State College System, the highest average salary adjusted for inflation was in 2010-11. For the community colleges, the buying power of an average salary was highest in 2009-10, and for the independent sector, the average faculty salary was highest in 2008-09.

¹Salaries converted to 2012-13 dollars using the CPI-U. See page C.2.2-3 and C.2.5

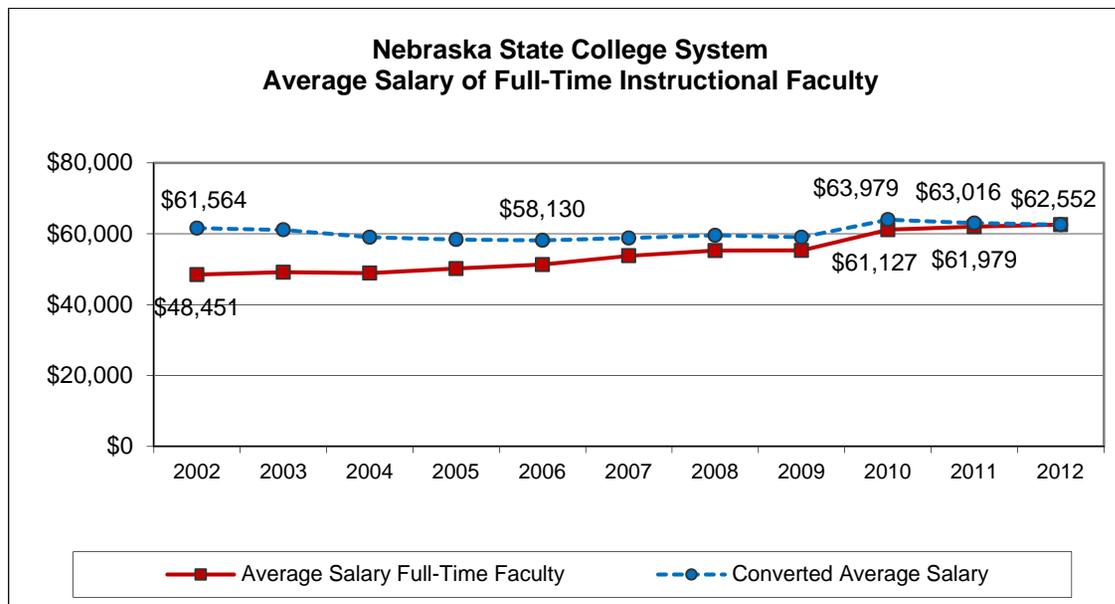
Average paid salaries and average salaries converted to current dollars by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by SECTOR (Continued)



University of Nebraska

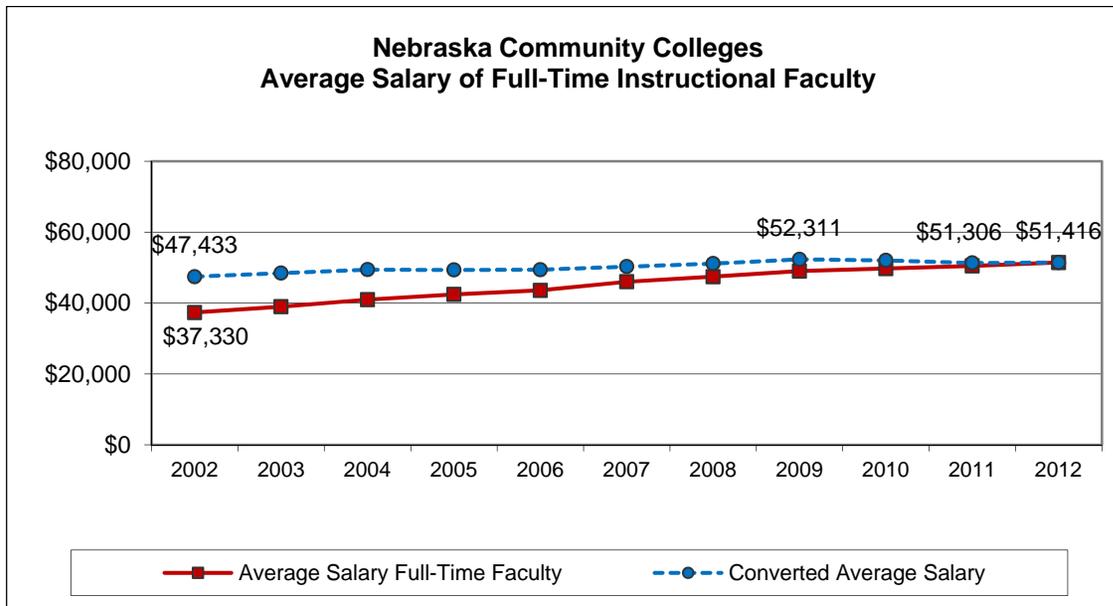
- In dollars actually paid, the average faculty salary at the University of Nebraska increased from \$63,799 in 2002-03 to \$77,527 in 2012-13, or 21.5%.
- Converted to 2012-13 dollars, the average salary of university faculty decreased from 2002-03 to 2007-08, increased for two years, and then decreased again for a net 10-year decrease of 4.4%.



Nebraska State College System

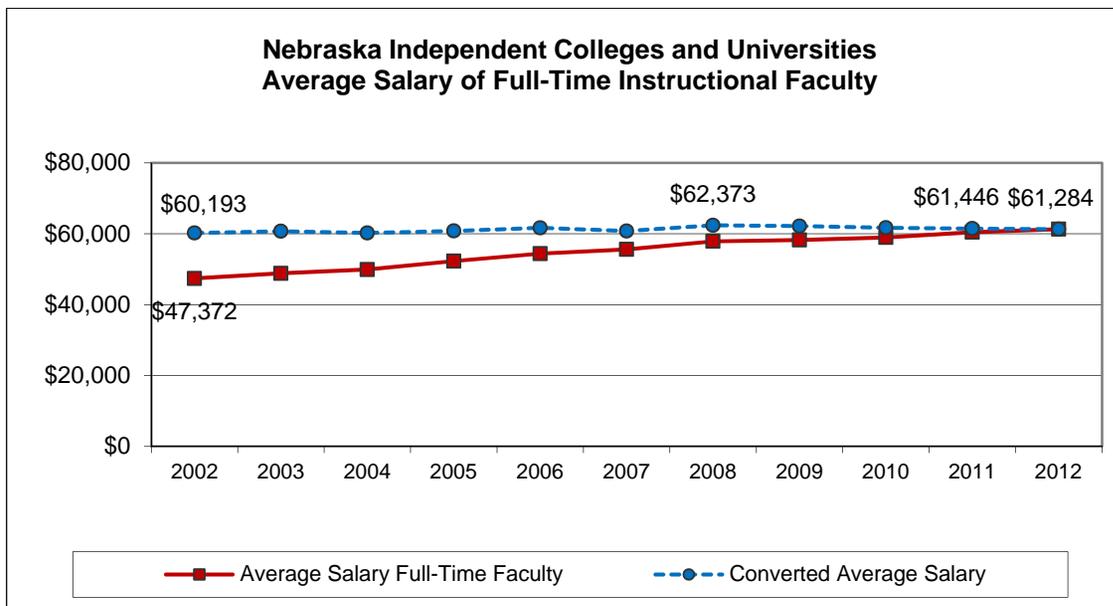
- The average faculty salary paid by Nebraska's state colleges increased from \$48,451 in 2002-03 to \$62,552 in 2011-12, a 10-year increase of 29.1%.
- Converted to 2012-13 dollars, the average salary of faculty at the state colleges decreased from \$61,564 in 2002-03 to \$58,130 in 2006-07, increased to \$63,979 in 2010-11, and decreased to \$62,552 in 2012-13, for a net 10-year increase of 1.6%.

AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by SECTOR (Continued)



Nebraska Community Colleges

- In dollars actually paid, the average salary of faculty employed by Nebraska community colleges gradually increased from \$37,330 in 2002-03 to \$51,416 in 2012-13 for a total 10-year increase of 37.7%.
- Converted to 2012-13 dollars, the average community college salary fluctuated upward from \$47,433 in 2002-03 to \$52,311 in 2009-10, and then decreased to \$51,416, resulting in a net increase of 8.4% between 2002-03 and 2012-13.



Nebraska Independent Institutions

- The average faculty salary for Nebraska's independent institutions increased from \$47,372 in 2002-03 to \$61,446 in 2011-12, and then decreased slightly to \$61,284 in 2012-13, an overall net increase of 29.4%.
- Converted to 2012-13 dollars, the average faculty salary increased from \$60,193 in 2002-03 to \$62,373 in 2008-09 and then decreased to \$61,284 in 2012-13, for a 1.8% net 10-year increase.

The remainder of this section focuses on average salaries by rank and by sector.

AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR

- The charts following this summary show, by academic rank, how average salaries paid between 2002-03 and 2012-13 varied from one sector to another. The tables accompanying the charts summarize the 10-year changes that occurred in the average salaries at each rank, both in dollars actually paid and in 2012-13 dollars to take the effect of inflation into account.
- Between 2002-03 and 2012-13, the average salaries paid by the University of Nebraska were higher than the average salaries paid by the Nebraska State College System, Nebraska's community colleges, and the state's independent institutions.
- The average salaries paid in the independent sector were higher than those paid by the Nebraska State College System from 2002-03 through 2009-10. In 2010-11, the salary gaps between the independent sector and the state colleges narrowed significantly at the professor, associate professor, assistant professor, and instructor levels.¹ However, by 2012-13, the average salaries for faculty at the state colleges were noticeably lower than the average salaries for the independent sector at the professor, associate professor, and assistant professor ranks. At the instructor level, the state colleges paid an average salary that was slightly higher than the average salary for the independent institutions in 2012-13.
- The greatest difference between the salaries paid by the independent institutions and the University of Nebraska was at the professor level. In 2012-13, professors employed by the university earned an average salary that was \$21,950 higher than the average salary paid to professors in the independent sector.
- Over the course of the decade, differences between the average salaries paid by the University of Nebraska and the independent institutions varied by academic rank. In 2012-13, the average salary of associate professors at the University of Nebraska was \$11,929 higher than the average salary of associate professors in the independent sector, while assistant professors at the University of Nebraska earned \$13,684 more, on average, than assistant professors at independent institutions. In comparison, instructors at the university earned only \$2,042 more, on average, than instructors employed in the independent sector.
- Comparing average salary increases across academic ranks, professors received the highest dollar amounts. The 10-year increases for professors were \$18,968 at the University of Nebraska, \$13,988 at the state colleges, and \$17,888 in the independent sector.
- For the 10-year period ending in 2012-13, the largest 10-year percentage increases in average salary at the University of Nebraska were earned by assistant professors (33.0%) and lecturers (26.7%). The highest 10-year salary percentage increases at the state colleges were earned by instructors (30.5%) and associate professors (26.2%). Within the independent sector, the highest percentage increases were received by instructors (36.6%) followed by professors (29.1%).

¹Lecturers are excluded from this comparison because the state colleges and independent institutions employed no lecturers or fewer than nine lecturers during each of the academic years between 2002-03 and 2012-13.

AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR

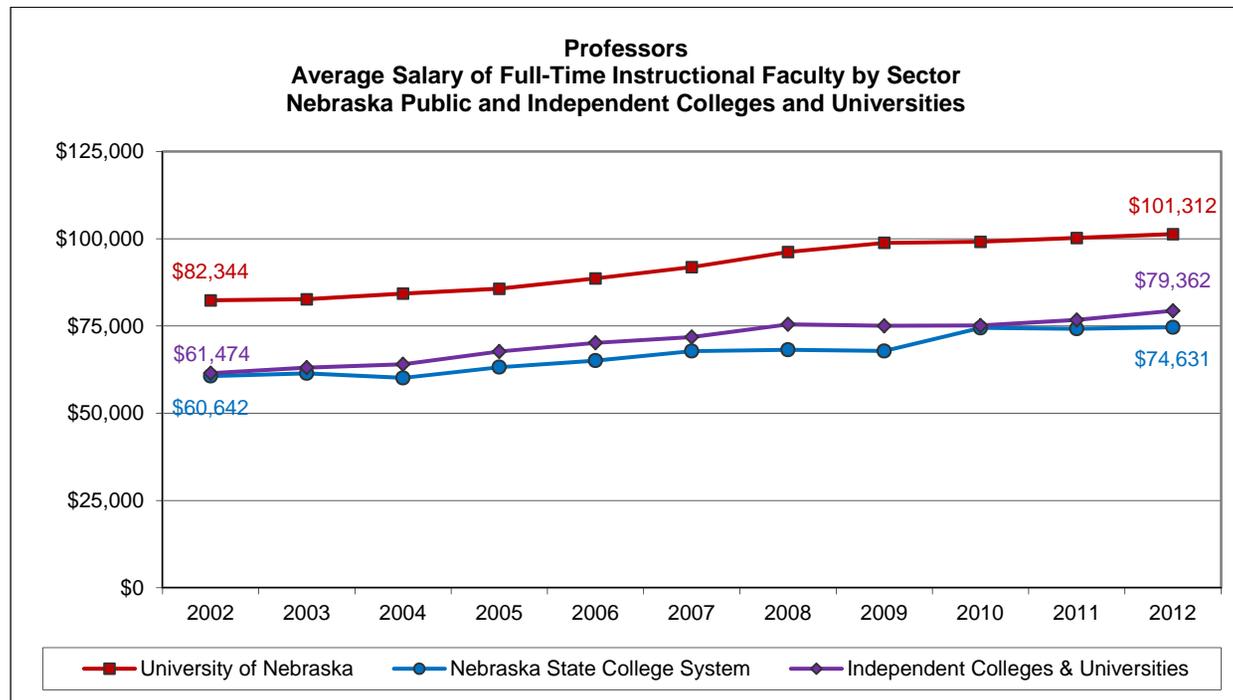
(Continued)

- All Nebraska community college faculty are classified as having no academic rank in the IPEDS database maintained by the Commission, but relatively few faculty members without academic rank have been employed by the University of Nebraska, the Nebraska State College System, or the independent institutions in Nebraska.
- As previously summarized, the average salary of community college faculty increased \$14,086, from \$37,330 in 2002-03 to \$51,416 in 2012-13, a 10-year increase of 37.7%.
- Compared to the salaries in other sectors, the average salary at the community colleges in 2012-13 was \$1,700 higher than the average salary earned by assistant professors at the state colleges, but \$1,997 lower than the average salary paid to assistant professors in the independent sector.

Note: In addition to varying by sector and academic rank, salaries vary significantly by academic discipline. For example, the salaries earned by faculty in business administration are typically higher than the salaries earned by faculty in the liberal arts and social sciences. However, salary data are not collected through IPEDS surveys.

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

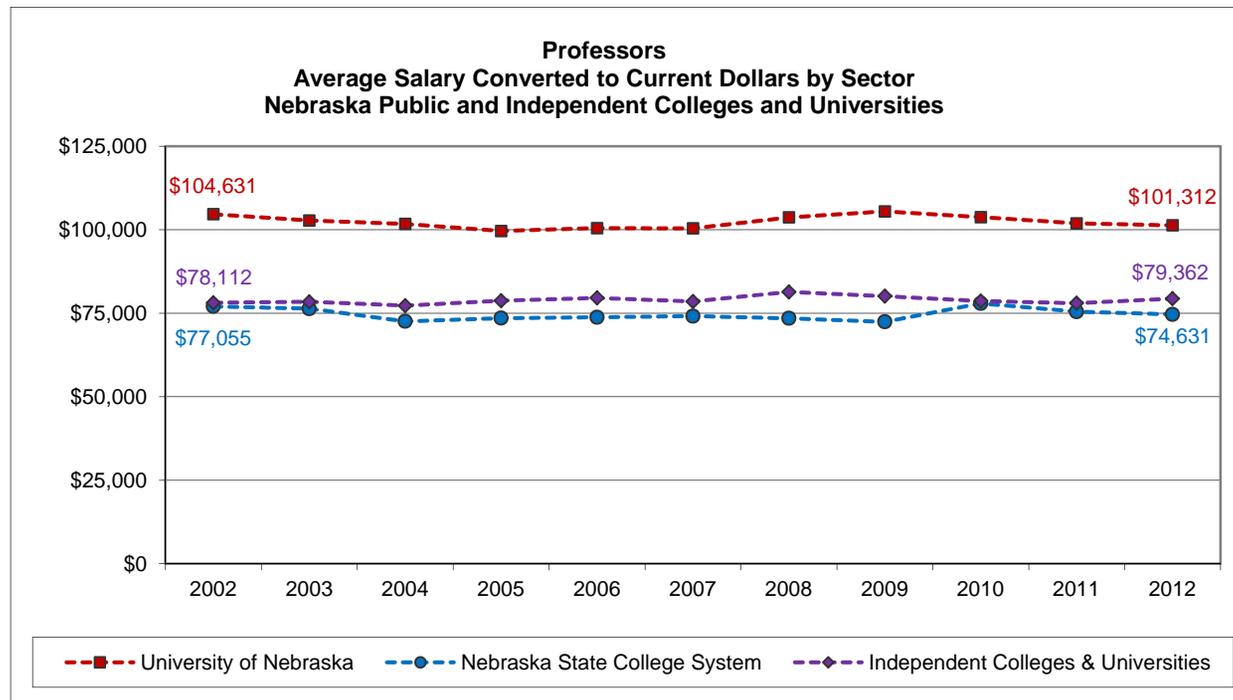
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Professors in Fall 2012	2002-03 Average Salary	2012-13 Average Salary	10-Year Increase in Average Salary	10-Year % Increase in Average Salary
University of Nebraska	740	\$82,344	\$101,312	\$18,968	23.0%
Nebraska State College System	116	\$60,642	\$74,631	\$13,988	23.1%
Nebraska Independent Colleges & Universities	308	\$61,474	\$79,362	\$17,888	29.1%
Nebraska Community Colleges	Not applicable				

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

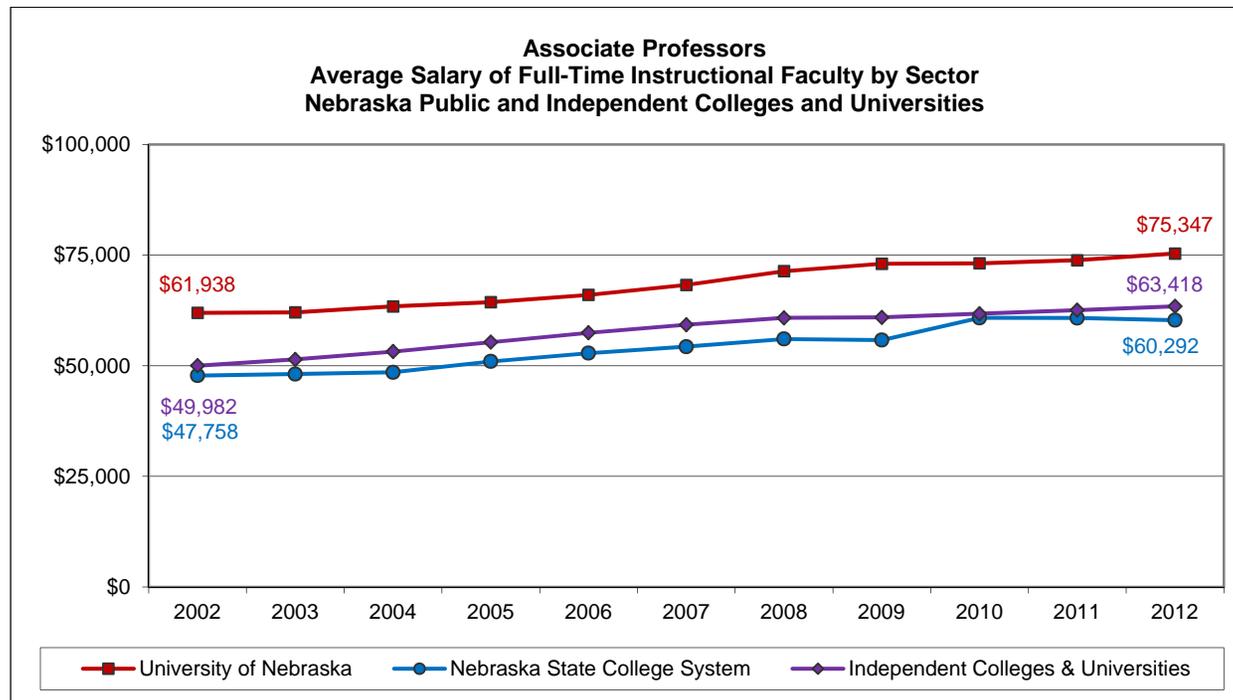
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Professors in Fall 2012	2002-03 Average Salary Converted to 2012-13 Dollars	2012-13 Average Salary Converted to 2012-13 Dollars	10-Year Change in Average Salary Converted to 2012-13 Dollars	10-Year % Change in Average Salary Converted to 2012-13 Dollars
University of Nebraska	740	\$104,631	\$101,312	-\$3,318	-3.2%
Nebraska State College System	116	\$77,055	\$74,631	-\$2,424	-3.1%
Nebraska Independent Colleges & Universities	308	\$78,112	\$79,362	\$1,250	1.6%
Nebraska Community Colleges	Not applicable				

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

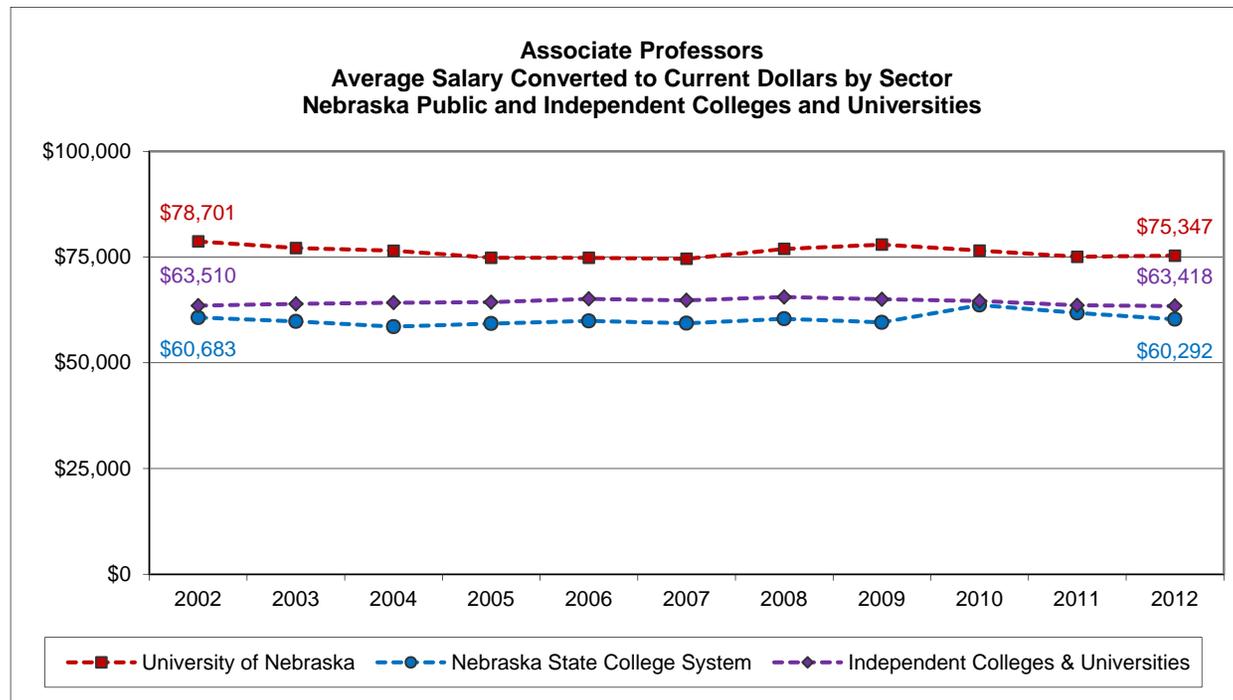
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Associate Professors in Fall 2012	2002-03 Average Salary	2012-13 Average Salary	10-Year Increase in Average Salary	10-Year % Increase in Average Salary
University of Nebraska	592	\$61,938	\$75,347	\$13,409	21.6%
Nebraska State College System	55	\$47,758	\$60,292	\$12,534	26.2%
Nebraska Independent Colleges & Universities	414	\$49,982	\$63,418	\$13,435	26.9%
Nebraska Community Colleges	Not applicable				

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

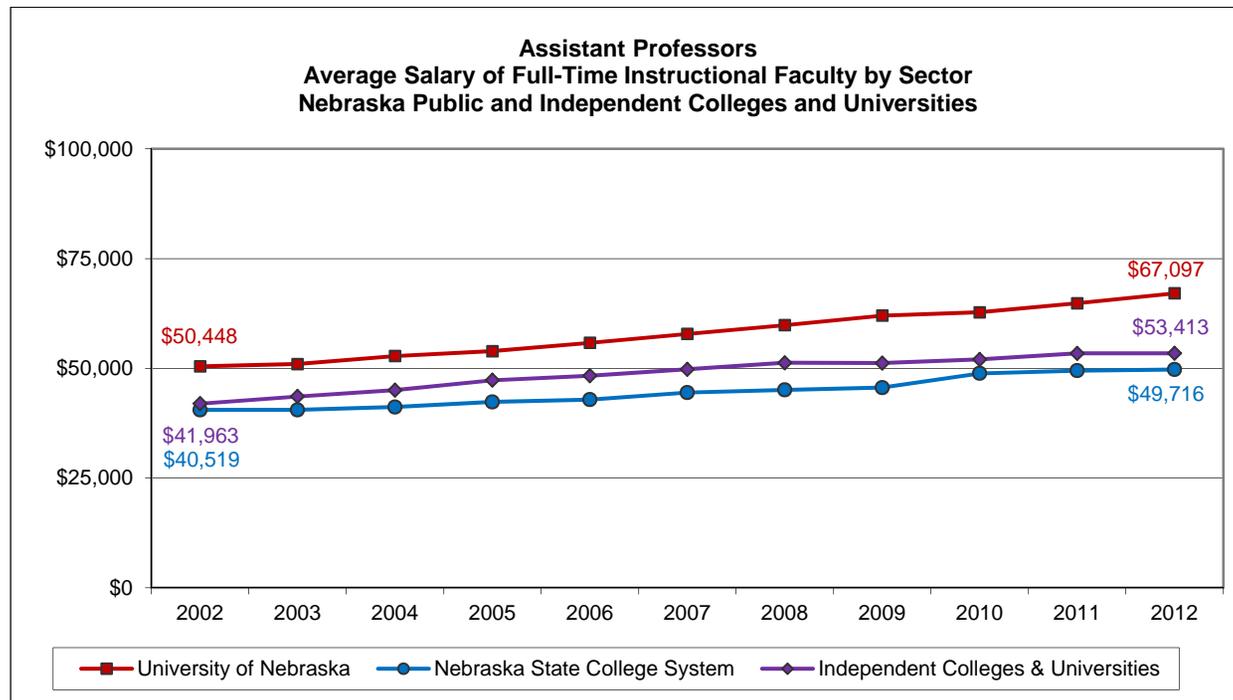
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Associate Professors in Fall 2012	2002-03 Average Salary Converted to 2012-13 Dollars	2012-13 Average Salary Converted to 2012-13 Dollars	10-Year Change in Average Salary Converted to 2012-13 Dollars	10-Year % Change in Average Salary Converted to 2012-13 Dollars
University of Nebraska	592	\$78,701	\$75,347	-\$3,354	-4.3%
Nebraska State College System	55	\$60,683	\$60,292	-\$391	-0.6%
Nebraska Independent Colleges & Universities	414	\$63,510	\$63,418	-\$92	-0.1%
Nebraska Community Colleges	Not applicable				

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

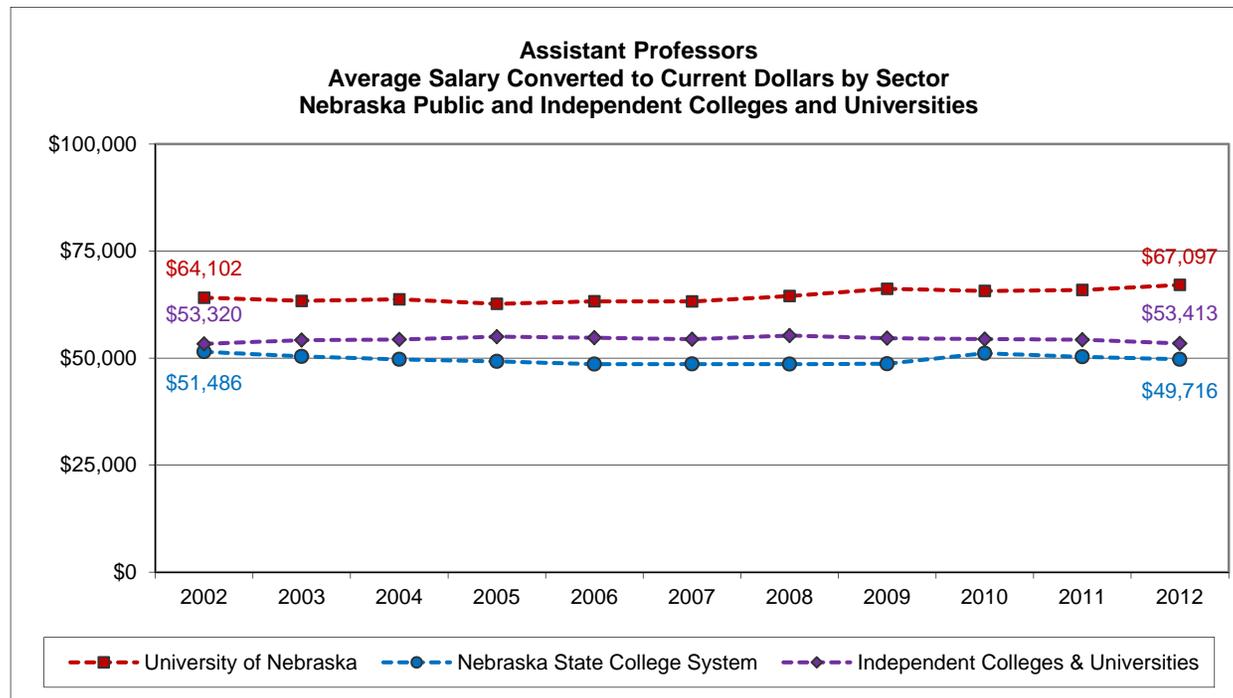
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Assistant Professors in Fall 2012	2002-03 Average Salary	2012-13 Average Salary	10-Year Increase in Average Salary	10-Year % Increase in Average Salary
University of Nebraska	522	\$50,448	\$67,097	\$16,649	33.0%
Nebraska State College System	64	\$40,519	\$49,716	\$9,196	22.7%
Nebraska Independent Colleges & Universities	428	\$41,963	\$53,413	\$11,450	27.3%
Nebraska Community Colleges	Not applicable				

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

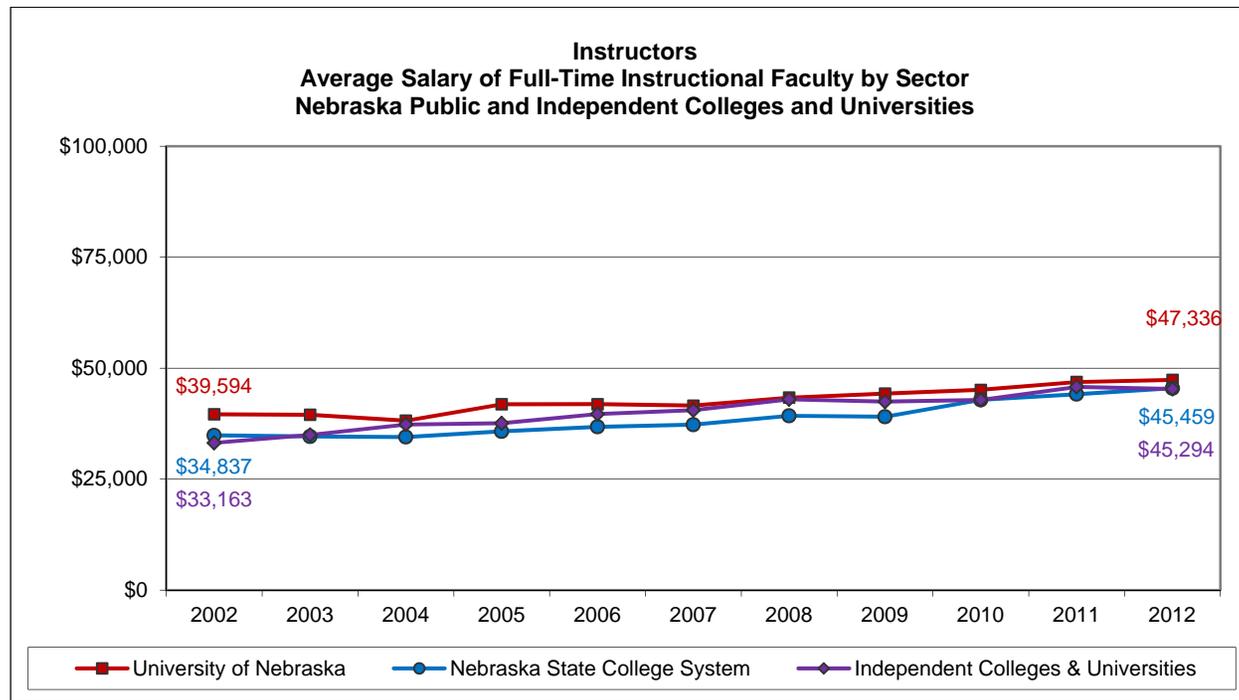
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Assistant Professors in Fall 2012	2002-03 Average Salary Converted to 2012-13 Dollars	2012-13 Average Salary Converted to 2012-13 Dollars	10-Year Change in Average Salary Converted to 2012-13 Dollars	10-Year % Change in Average Salary Converted to 2012-13 Dollars
University of Nebraska	522	\$64,102	\$67,097	\$2,995	4.7%
Nebraska State College System	64	\$51,486	\$49,716	-\$1,770	-3.4%
Nebraska Independent Colleges & Universities	428	\$53,320	\$53,413	\$93	0.2%
Nebraska Community Colleges	Not applicable				

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

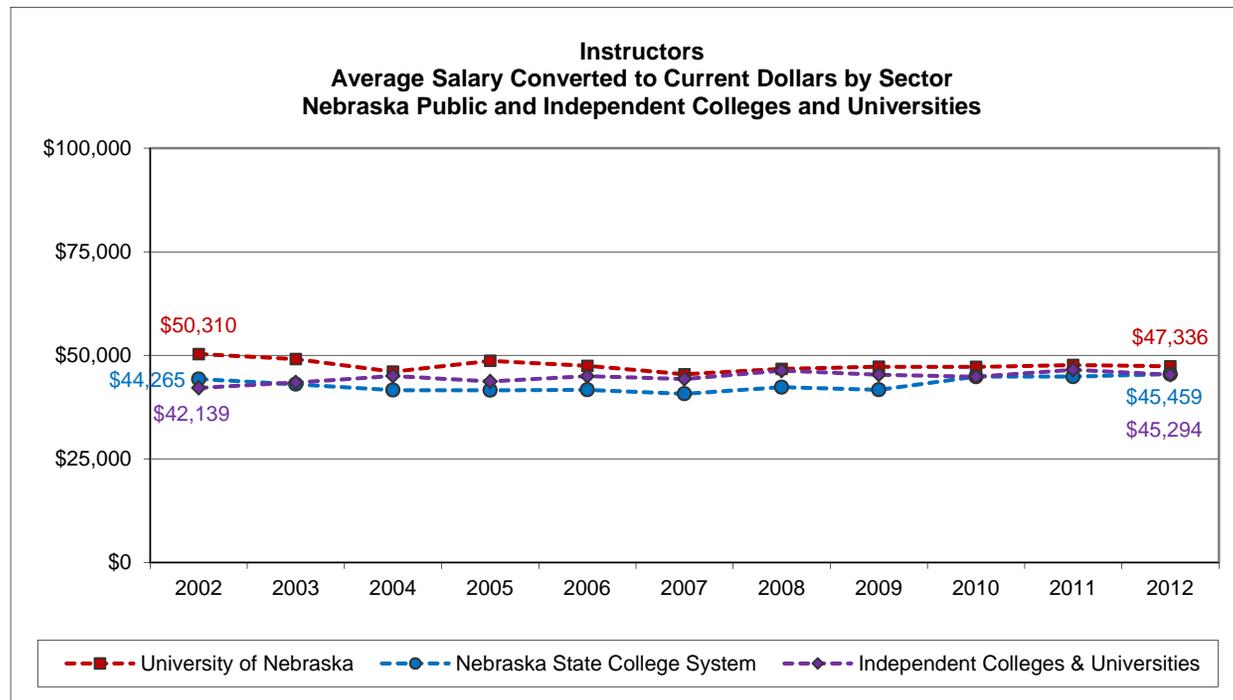
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Instructors in Fall 2012	2002-03 Average Salary	2012-13 Average Salary	10-Year Increase in Average Salary	10-Year % Increase in Average Salary
University of Nebraska	105	\$39,594	\$47,336	\$7,742	19.6%
Nebraska State College System	25	\$34,837	\$45,459	\$10,622	30.5%
Nebraska Independent Colleges & Universities	126	\$33,163	\$45,294	\$12,131	36.6%
Nebraska Community Colleges	Not applicable				

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

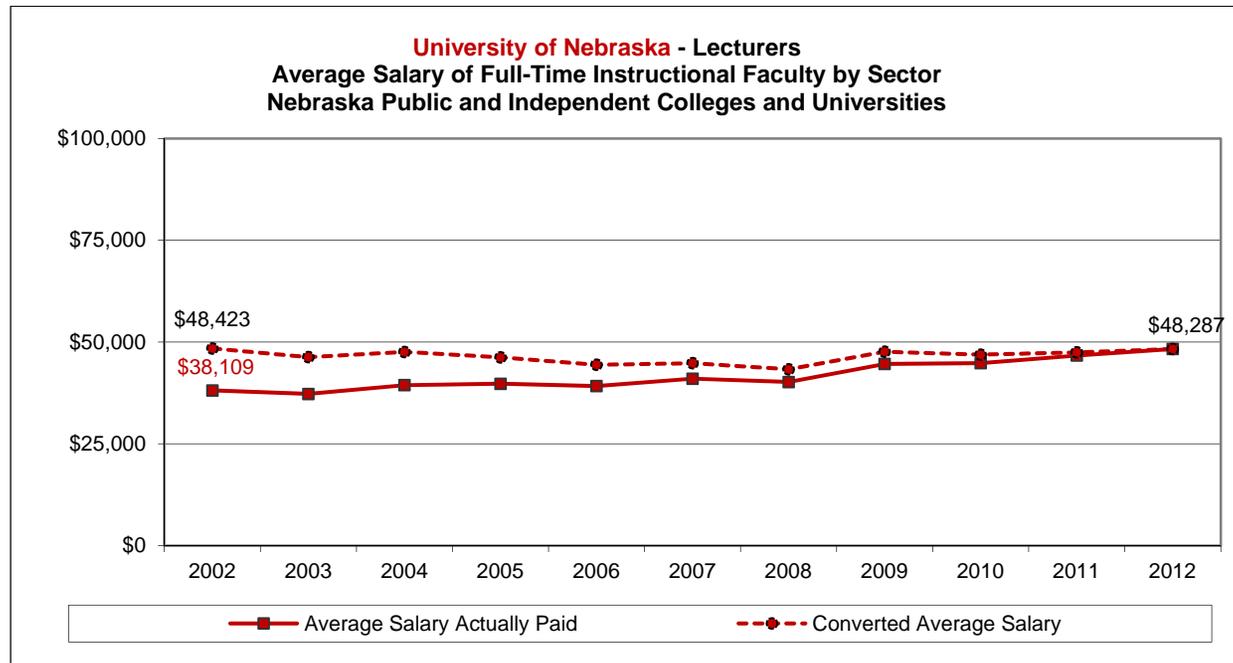
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Instructors in Fall 2012	2002-03 Average Salary Converted to 2012-13 Dollars	2012-13 Average Salary Converted to 2012-13 Dollars	10-Year Change in Average Salary Converted to 2012-13 Dollars	10-Year % Change in Average Salary Converted to 2012-13 Dollars
University of Nebraska	105	\$50,310	\$47,336	-\$2,974	-5.9%
Nebraska State College System	25	\$44,265	\$45,459	\$1,193	2.7%
Nebraska Independent Colleges & Universities	126	\$42,139	\$45,294	\$3,155	7.5%
Nebraska Community Colleges	Not applicable				

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)

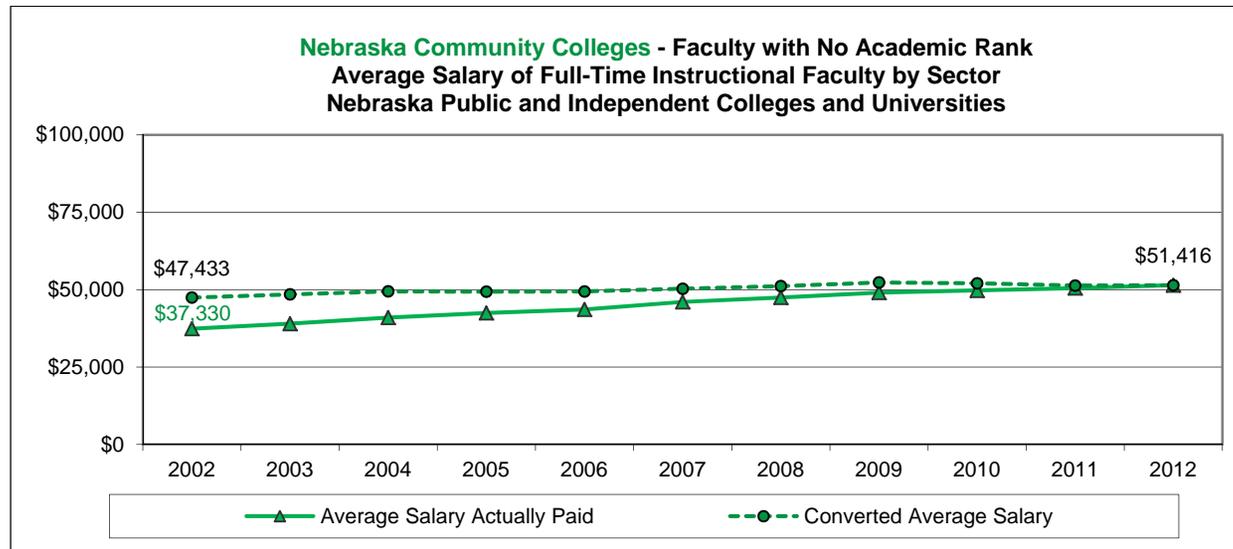


Sector	Number of Lecturers in Fall 2012	2002-03 Average Salary	2012-13 Average Salary	10-Year % Increase in Average Salary	10-Year % Change in Average Salary Converted to 2012-13 Dollars
University of Nebraska	267	\$38,109	\$48,287	26.7%	-0.3%
Nebraska State College System ¹	1	Not applicable			
Nebraska Independent Colleges & Universities ¹	8	Not applicable			
Nebraska Community Colleges		Not applicable			

¹Since lecturers have not been consistently employed by the state colleges or independent institutions, 10-year trend statistics are not applicable. Between fall 2000 and fall 2010, the state colleges employed 0 to 5 lecturers each year, and the independent colleges employed 0 to 8 lecturers, depending on the academic year.

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Faculty with No Academic Rank in Fall 2012	2002-03 Average Salary	2012-13 Average Salary	10-Year % Increase in Average Salary	10-Year % Change in Average Salary Converted to 2012-13 Dollars
Nebraska Community Colleges ¹	1,001	\$37,330	\$51,416	37.7%	8.4%
University of Nebraska ²	6	Not applicable			
Nebraska State College System ²	0	Not applicable			
Nebraska Independent Colleges & Universities ²	21	Not applicable			

¹All Nebraska community college faculty are classified as having no academic rank in the IPEDS database maintained by the Commission.

²Since faculty with no academic rank have not been consistently employed by the University of Nebraska, the state colleges or the independent institutions, 10-year trend statistics are not applicable. Depending on the academic year between 2002-03 and 2012-13, the university employed 3 to 17 faculty without rank, the state colleges employed 0 to 3, and the independent colleges employed 4 to 21.

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

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Section C.3

Number and Average Salaries of Full-Time Instructional Faculty by Gender

Notes: Summarized data are for Nebraska public and independent colleges and universities.
These institutions do not include for-profit/career schools.

The data summarized in this section are collected through the salary sections of the IPEDS Human Resources survey. The analysis presented in this section does not include part-time instructional faculty because salary data for part-time faculty are not collected.

No data pertaining to adjunct faculty are collected through the IPEDS Human Resources survey.

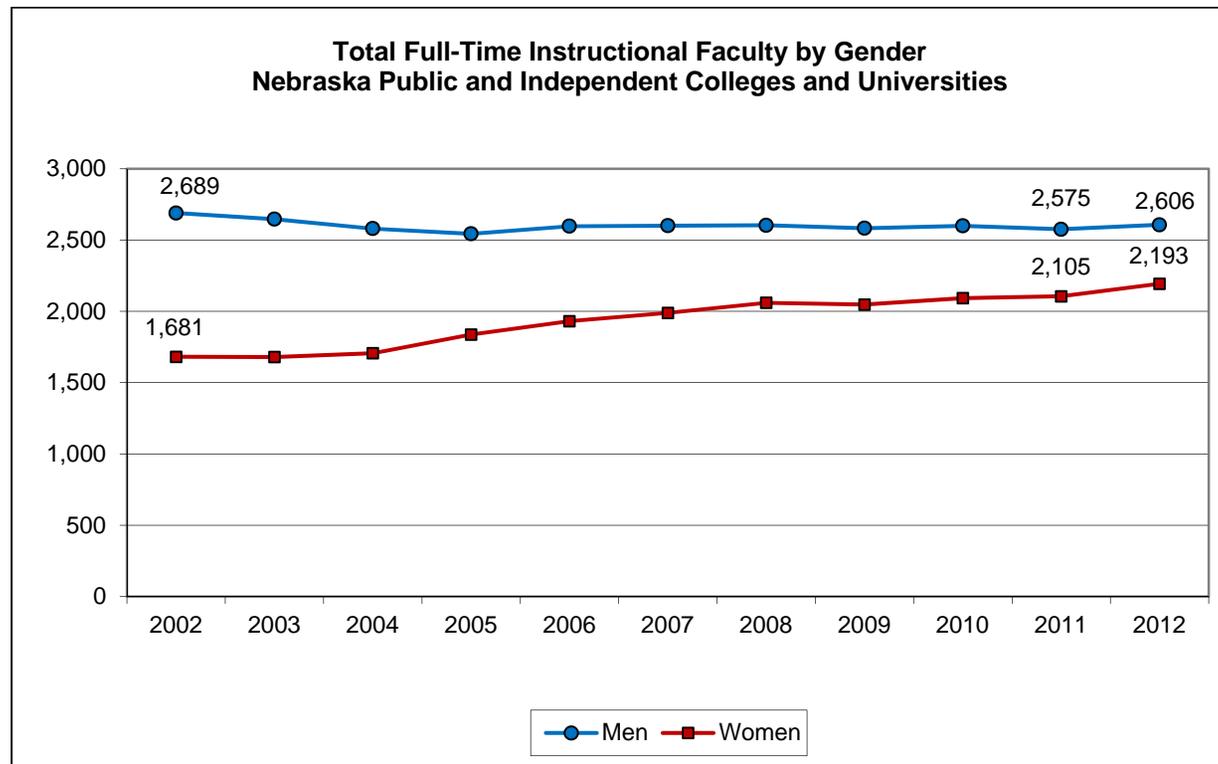
Salaries reported do not include payments for any benefits. Salaries are adjusted so that *all average salaries reported in this publication are for 9-month appointments.*

Faculty and salary data are reported as of November 1 for the academic year.

Due to errors in data submission, the data pertaining to the instructional faculty at Creighton University in 2002-03 have been adjusted. This report also reflects data corrections for 2009-10 submitted by the University of Nebraska-Lincoln.

TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY by GENDER

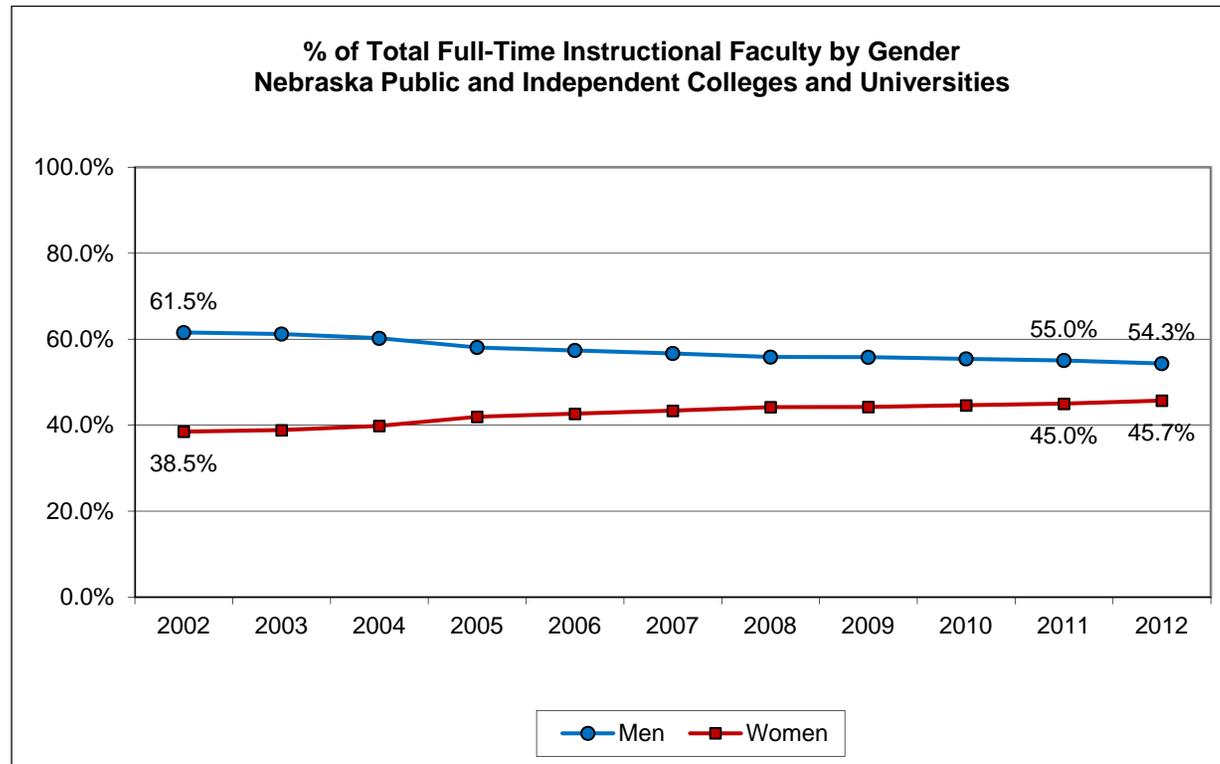
- The total number of male, full-time instructional faculty at Nebraska's public and independent colleges and universities decreased from 2,689 in fall 2002 to 2,606 in fall 2012, a decrease of 83 faculty, or 3.1%.
- In comparison, the total number of female faculty increased from 1,681 to 2,193, an increase of 512 faculty, or 30.5%, over the 10-year period.



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

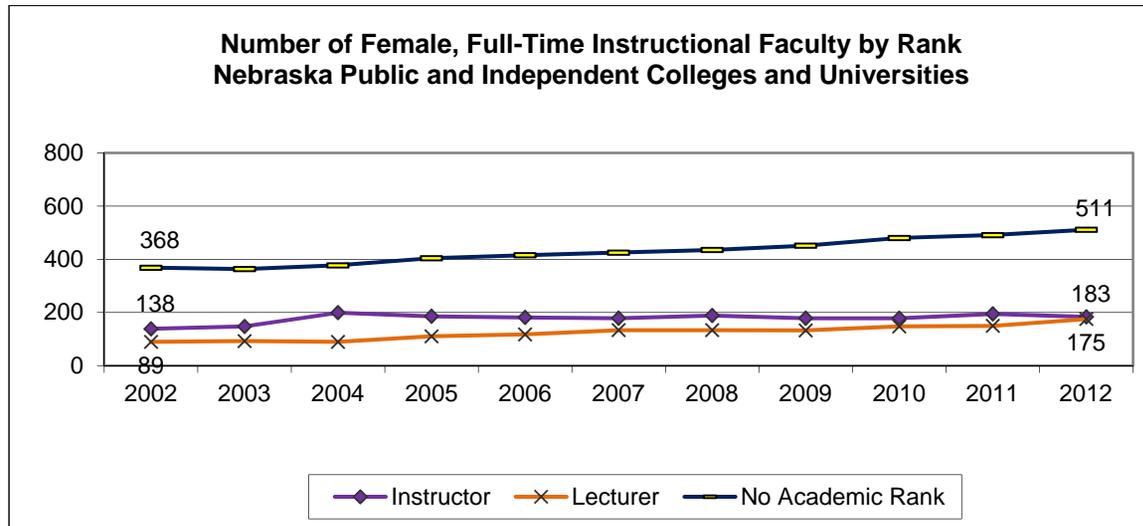
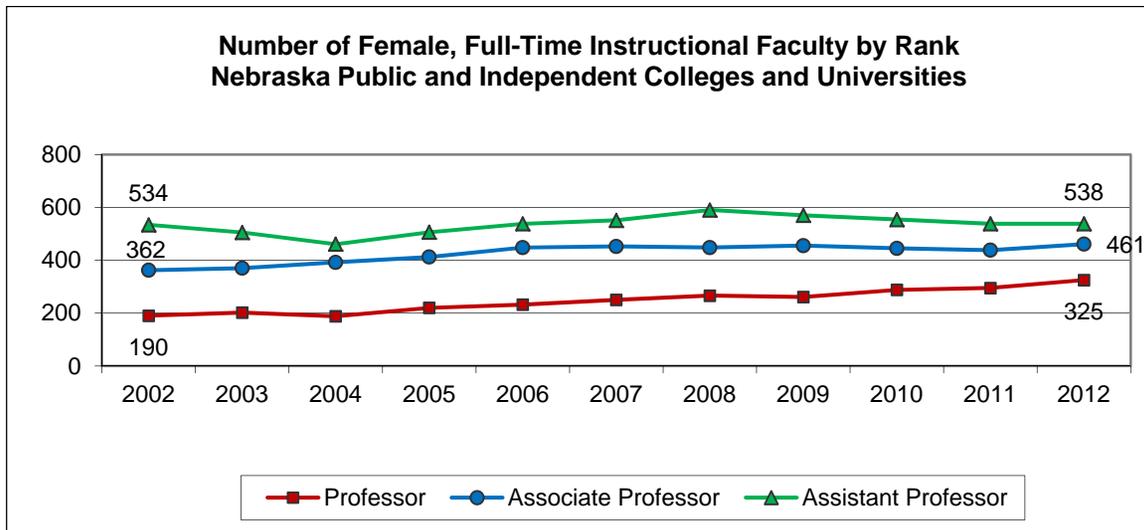
Percentages of TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY by GENDER

- Between 2002 and 2012, women accounted for an increasing percentage of the full-time instructional faculty at Nebraska's public and independent colleges and universities.
- In fall 2002, 38.5% of the full-time faculty were women.
- By fall 2012, women accounted for 45.7% of the full-time faculty.



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

NUMBER OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY by RANK



When analyzed by rank, the numbers of female full-time faculty employed by Nebraska's public and independent institutions increased between fall 2002 and fall 2012 as follows:

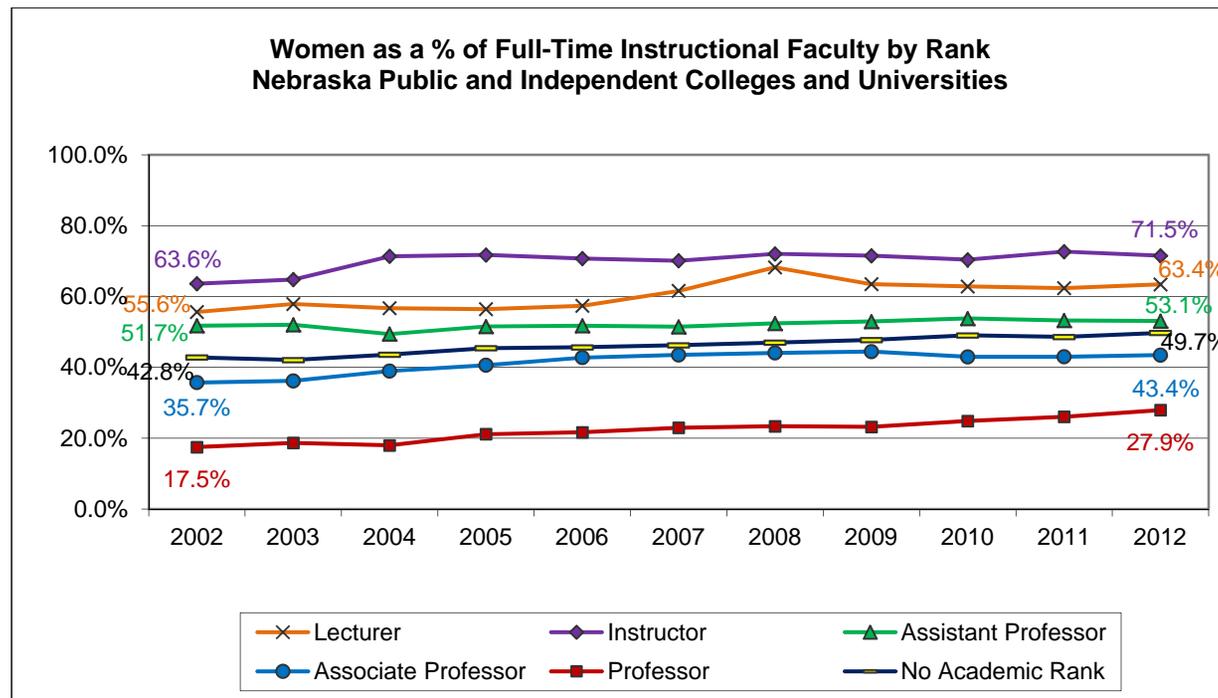
Professors	up 135	71.1%
Associate Professors	up 99	27.3%
Assistant Professors	up 4	0.7%
Instructors	up 45	32.6%
Lecturers	up 86	96.6%
No Rank	up 143	38.9%
<hr/>		
Total	up 512	30.5%

- Increased numbers of female professors and associate professors accounted for 45.7% of the 512 additional female full-time faculty.
- Women with no academic rank, primarily employed at the community colleges, accounted for another 27.9% of the total increase.

The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by RANK

- Expressing the number of women as a percentage of the total number of full-time instructional faculty at each academic rank reveals that women accounted for increasing percentages of the faculty at all ranks between fall 2002 and fall 2012.
- The greatest percentage increase was at the professor level (up 10.4 percentage points).
- The next highest percentages were at the instructor level (up 10.4 percentage points), lecturer level (up 7.8 percentage points), and associate professor level (up 7.7 percentage points).

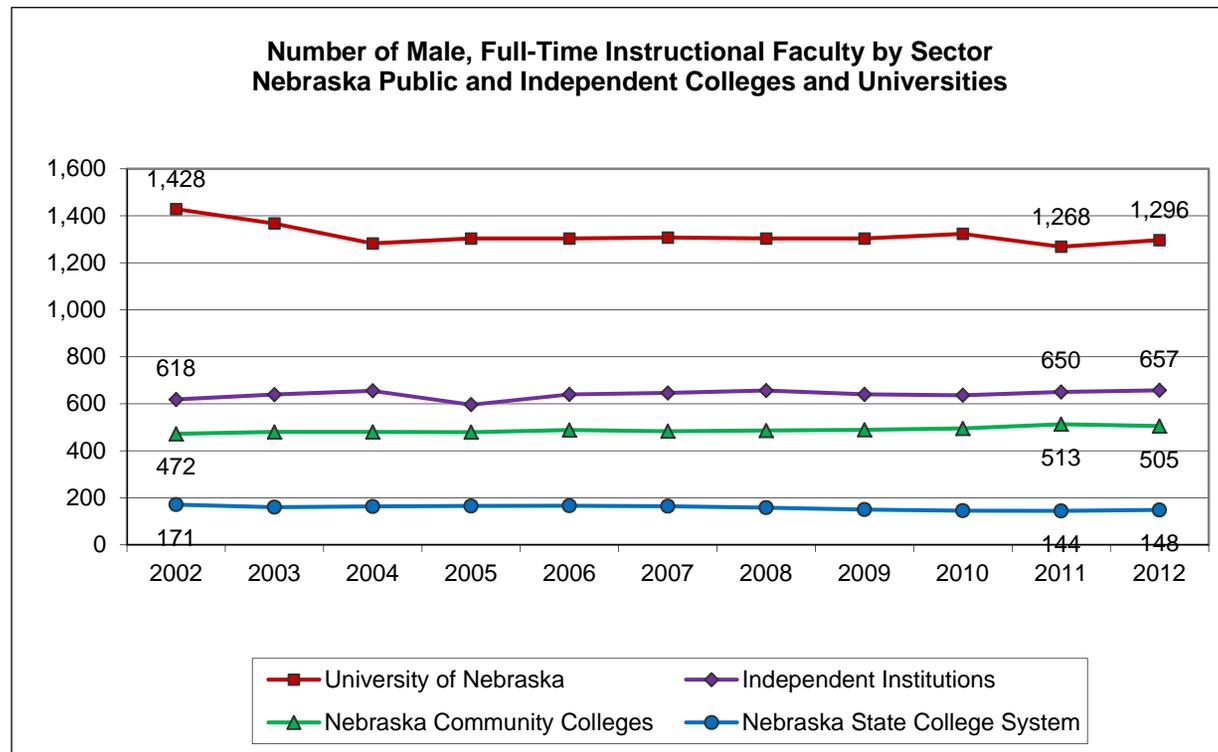


The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

NUMBER OF MALE FULL-TIME INSTRUCTIONAL FACULTY by SECTOR

- When examined by sector, the numbers of male, full-time instructional faculty increased or decreased between fall 2002 and fall 2012 as follows:

University of Nebraska	down 9.2%	(-132)	Nebraska Community Colleges	up 7.0%	(33)
Nebraska Independent Colleges and Universities	up 6.3%	(39)	Nebraska State College System	down 13.5%	(-23)

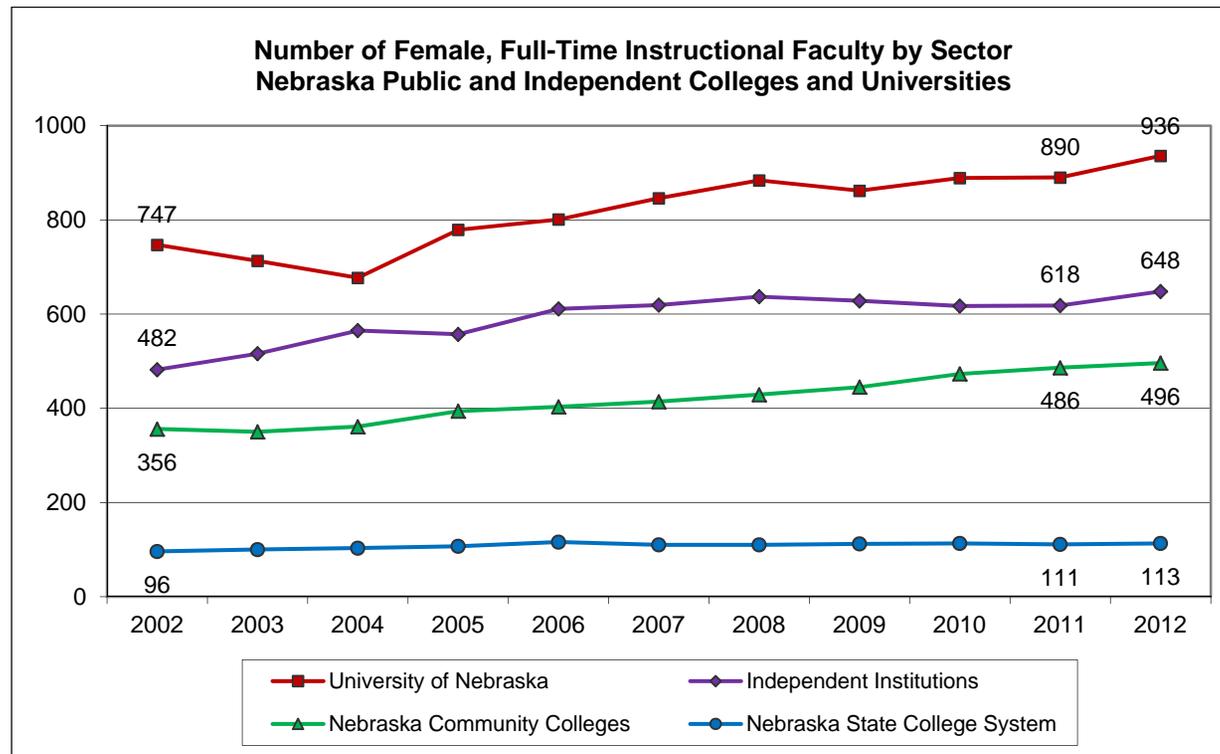


The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

NUMBER OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY by SECTOR

- Between fall 2002 and fall 2012, the number of female, full-time instructional faculty employed within each sector significantly increased:

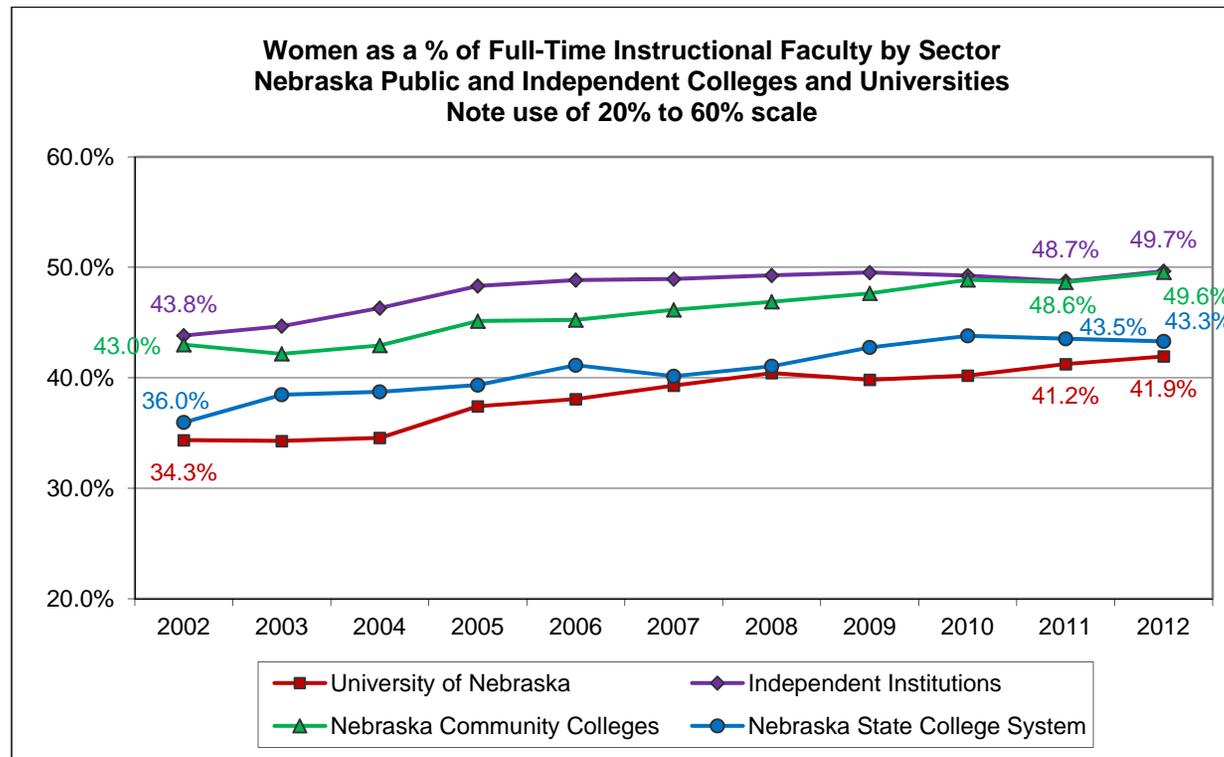
University of Nebraska	up 25.3%	(189)	Nebraska Community Colleges	up 39.3%	(140)
Nebraska Independent Colleges and Universities	up 34.4%	(166)	Nebraska State College System	up 17.7%	(17)



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by SECTOR

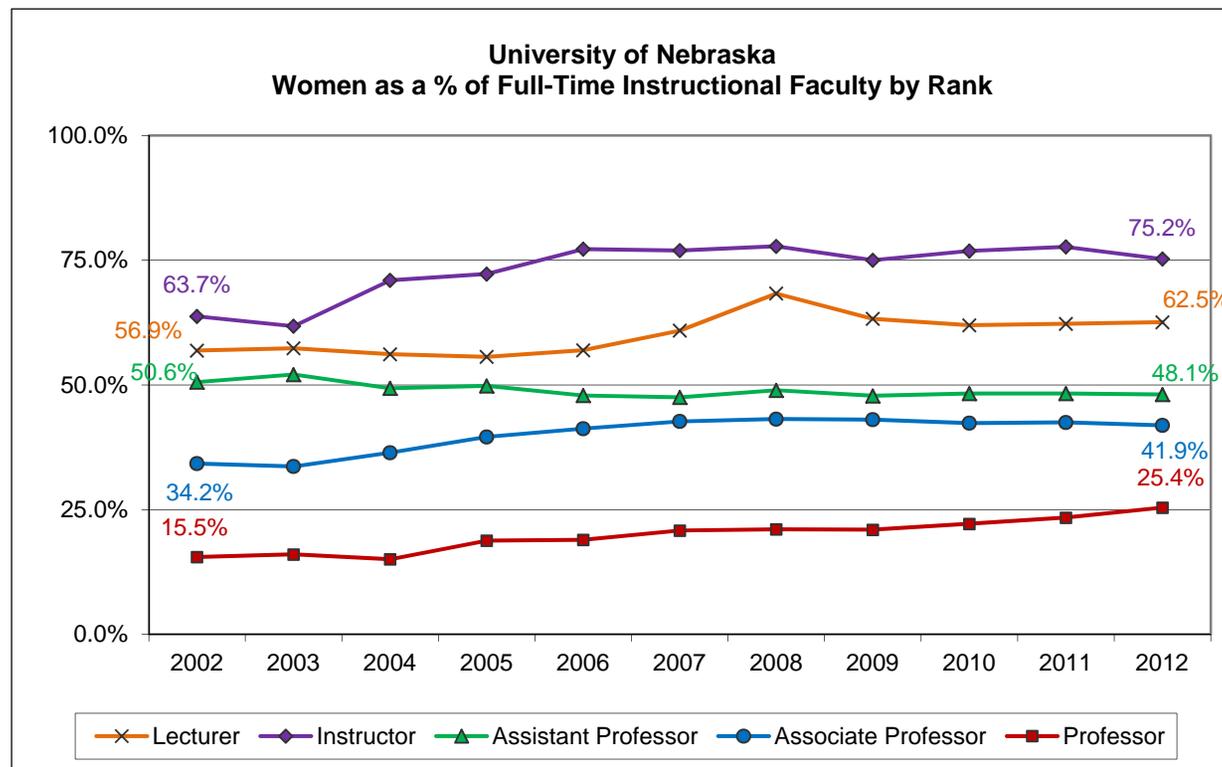
- As a result of the increased number of women faculty within each sector between fall 2002 and fall 2012, women accounted for increasing percentages of the full-time instructional faculty employed by the University of Nebraska, the Nebraska State College System, Nebraska's community colleges, and Nebraska's independent institutions.
- Of the four sectors, Nebraska's community colleges and independent institutions employed the highest and about equal percentages of women in fall 2002 and fall 2012.



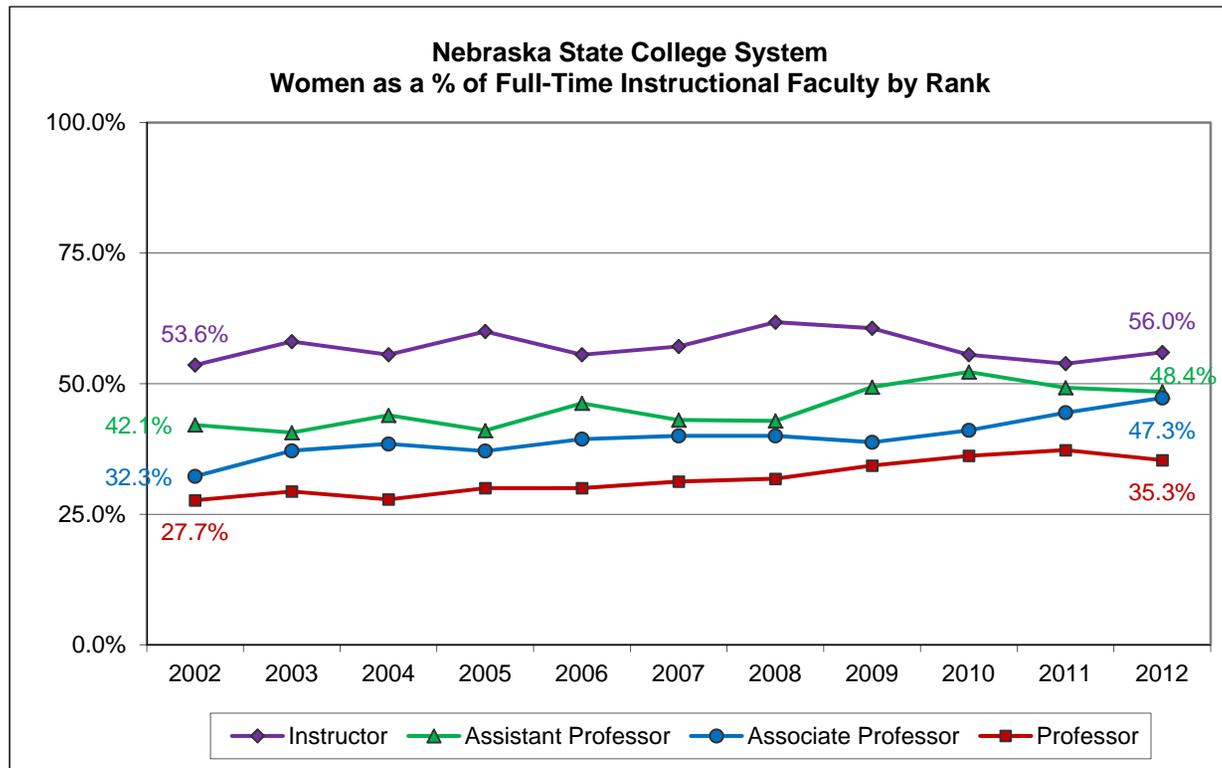
The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK

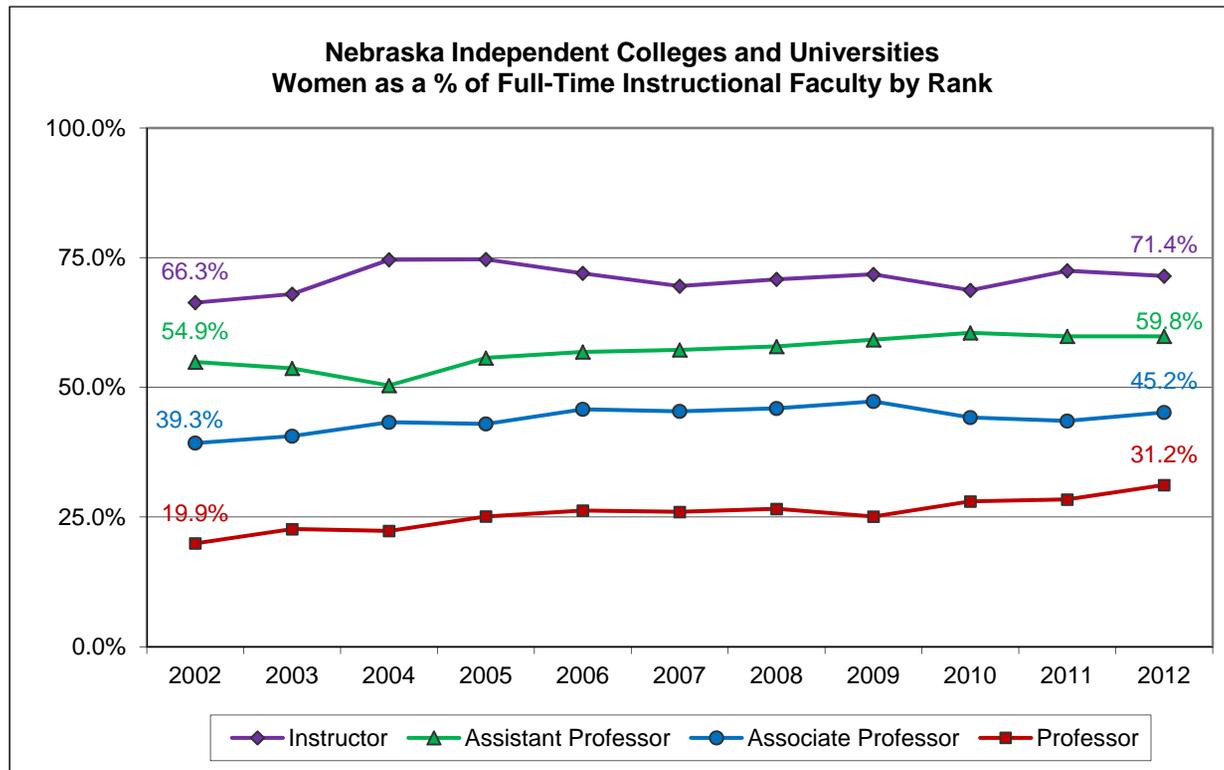
- The charts on this and the following two pages show how women as a percentage of total full-time instructional faculty varied from one academic rank to another within the sectors with tenure systems: the University of Nebraska, the Nebraska State College System, and Nebraska's independent colleges and universities.
- Across all three sectors and at every level of academic rank, women constituted higher percentages of the full-time instructional faculty in fall 2012 than in fall 2002, with only one exception: women accounted for a lower percentage of the assistant professors employed by the University Nebraska in 2012 than they did in 2002.
- In spite of the increases in the percentage of women at each academic rank, percentages of female faculty continued to be inversely related to rank within each of the three sectors. From fall 2002 through fall 2012, the lowest percentages of women were evidenced at the full professor level, while the highest percentages were at the ranks of lecturer and instructor.



WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK (Continued)

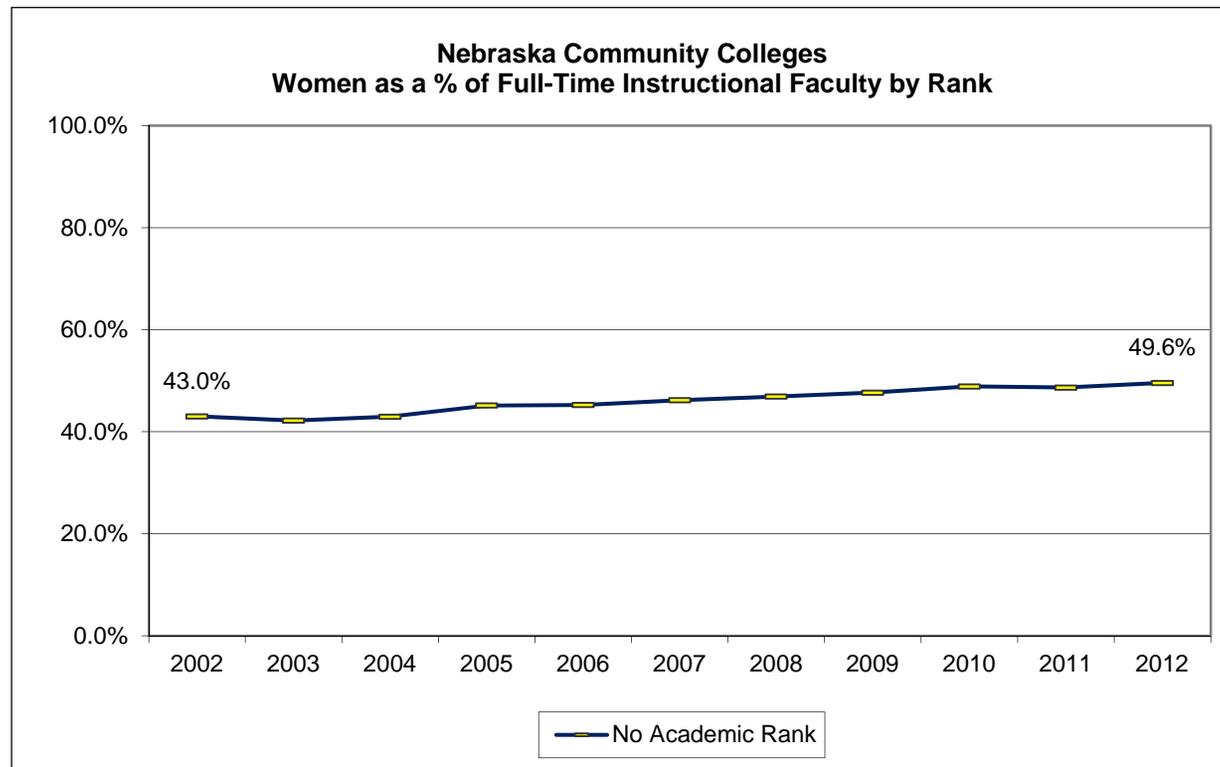


WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK (Continued)



WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK (Continued)

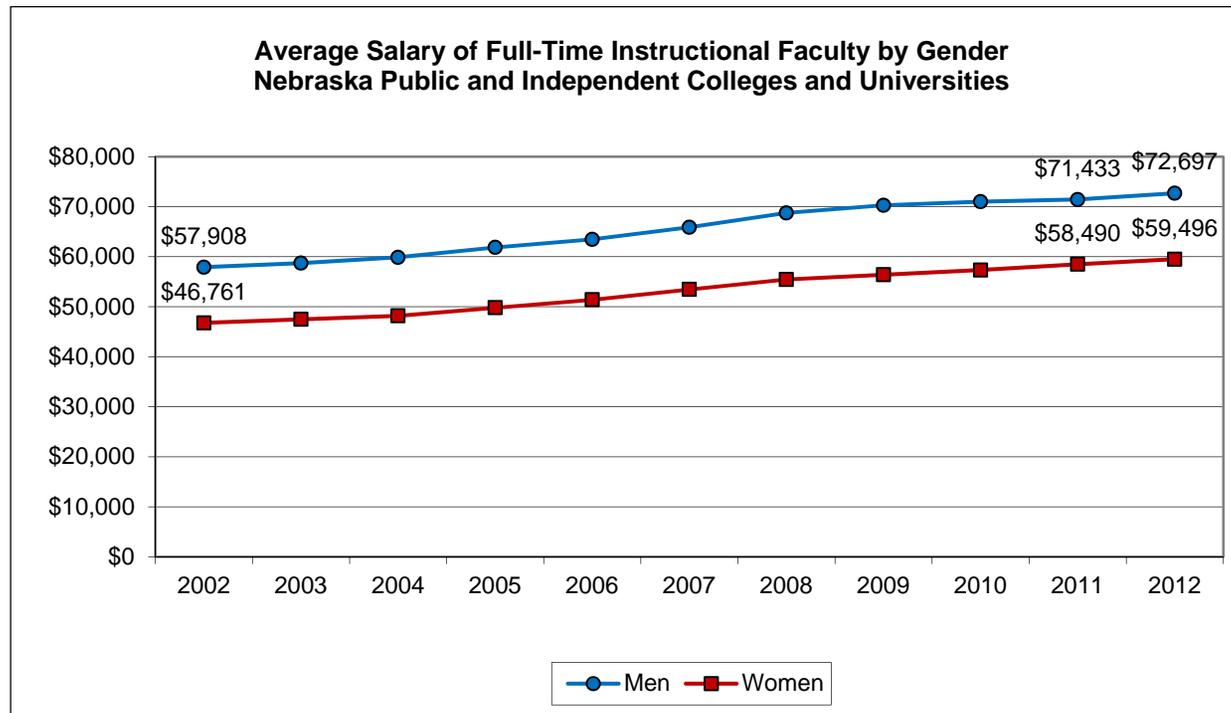
- All Nebraska community college faculty are classified as having no academic rank in the IPEDS database maintained by the Commission for fall 2002 through fall 2012.
- As shown below, women accounted for 49.6% of the full-time instructional faculty at the community colleges in fall 2012, compared to 43.0% in fall 2002.



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY BY GENDER

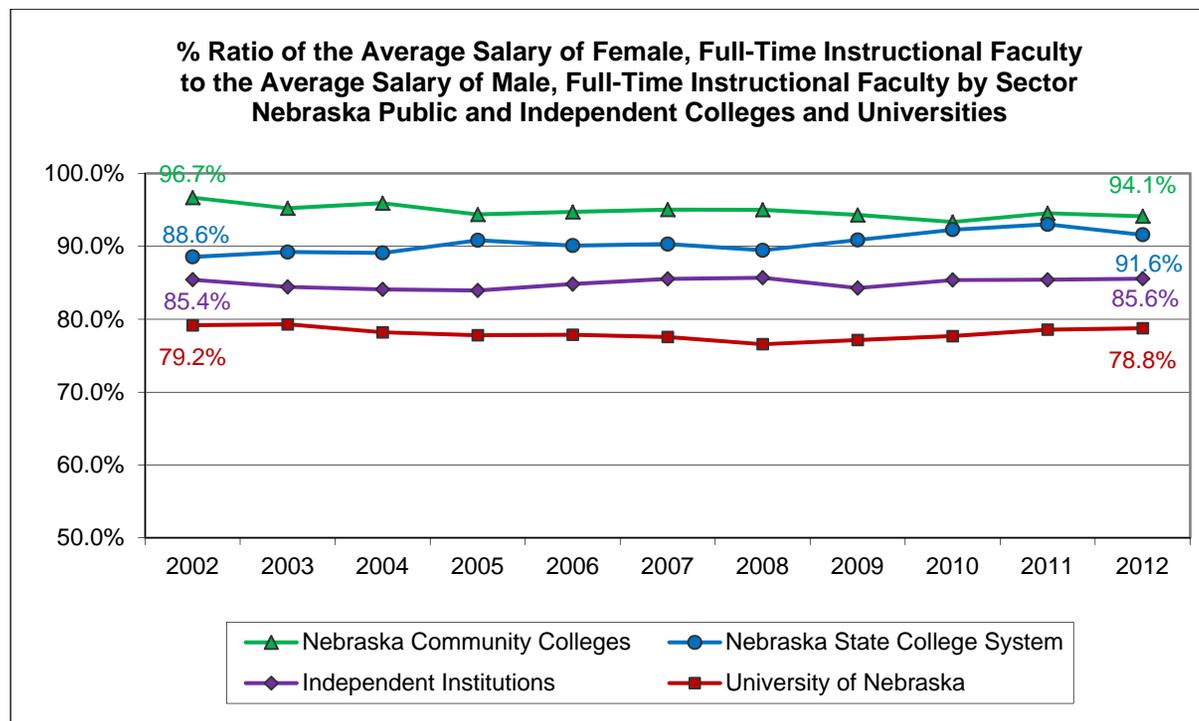
- In 2002-03, the average paid salary of male, full-time instructional faculty at Nebraska's public and independent colleges and universities was \$11,147 higher than the average salary received by female faculty.
- Between 2002-03 and 2012-13, the average salary paid to male faculty increased from \$57,908 to \$72,697 or 25.5%.
- In comparison, the average paid salary of female full-time instructional faculty increased 27.2%, from \$46,761 in 2002-03 to \$59,496 in 2012-13.
- By 2012-13, the gap between the average salaries of men and women had widened to \$13,201. (In 2011-12, the gap was \$12,943.)



Salary data by gender, by rank, by sector, and by institution for full-time instructional faculty for the latest 11 years are available in the spreadsheets titled **Average Salary Total and by Gender** and **Average Salary by Rank and Gender** in the **downloadable Excel workbook for Section C: Faculties and Salaries**.

THE PERCENTAGE RATIO OF THE AVERAGE SALARY OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY TO THE AVERAGE SALARY OF MALE, FULL-TIME INSTRUCTIONAL FACULTY by SECTOR

- Statewide, the average salary of female, full-time instructional faculty was 81.8% of the average salary of male, full-time faculty in 2012-13, up slightly from 80.8% in 2002-03.
- By sector, the lowest ratio was at the University of Nebraska, where women, on the average, earned 78.8% of the men’s average salary in 2012-13.
- The highest ratio was at Nebraska’s community colleges, where the average salary of female, full-time faculty was 94.1% of the average salary received by their male colleagues in 2012-13. However, this ratio was 2.6% lower in 2012-13 than in 2002-03.
- The ratio of women’s average salary to men’s also decreased 0.4% at the University of Nebraska. The ratio increased 3.0% at the schools constituting the Nebraska State College System, but the ratio increased only 0.2% within the independent sector.



Note use of 50% to 100% scale

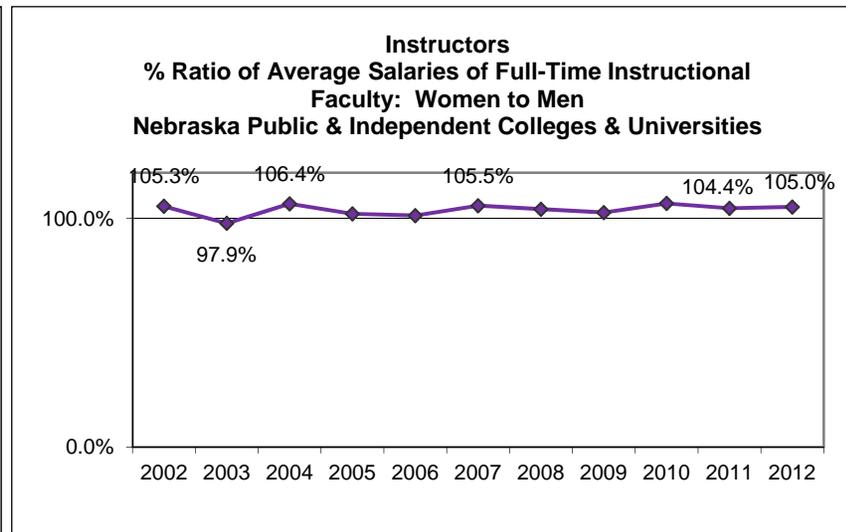
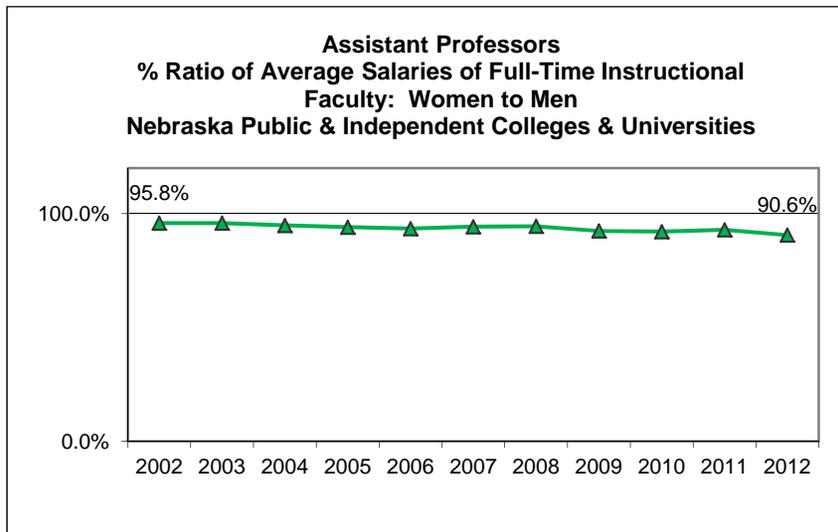
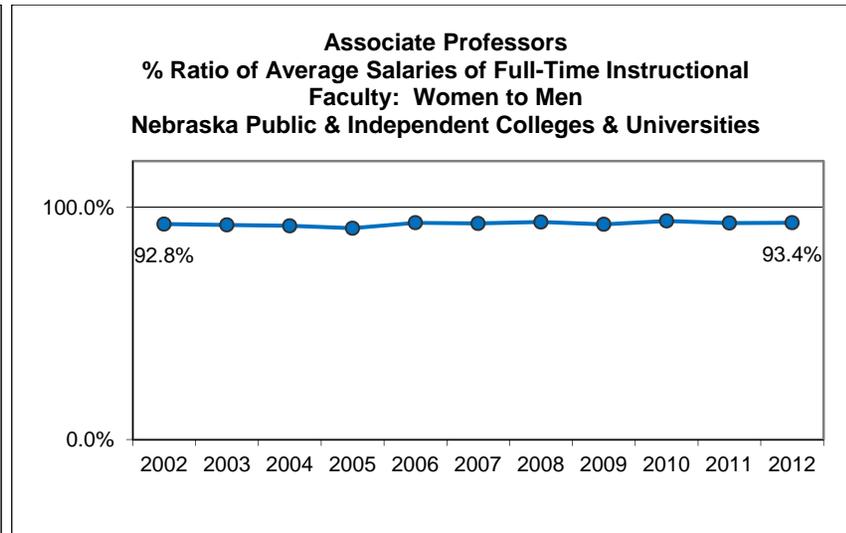
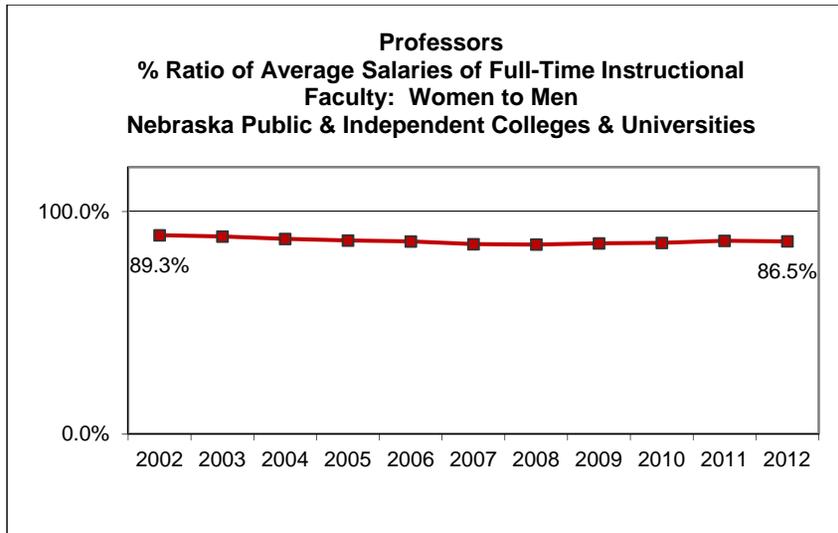
THE PERCENTAGE RATIO OF THE AVERAGE SALARY OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY TO THE AVERAGE SALARY OF MALE, FULL-TIME INSTRUCTIONAL FACULTY by RANK

- The charts on the following two pages show how the ratio of the average salary received by female, and male, full-time instructional faculty varied by rank between 2002-03 and 2012-13.
- In 2002-03, the average salary received by female professors was 89.3% of the average salary of male professors, and in 2012-13, the percentage ratio fell to 86.5%.
- The average salary received by female associate professors increased slightly from 92.8% of the average salary of male associate professors in 2002-03 to 93.4% in 2012-13.
- Among assistant professors, women earned an average salary equal to 95.8% of their male colleagues' average salary in 2002-03, but as of 2012-13, female assistant professors were earning 90.6% of the average salary of male assistant professors.
- Female instructors, on the other hand, earned average salaries that were higher than those received by male instructors during ten of the eleven years charted on the next page. During this period, women's average salary relative to men's peaked in fall 2004, when women were earning 106.4% of the average salary paid to male instructors. In 2012-13, women's salaries at the instructor level were, on average, 105.0% of those of male instructors.
- Among lecturers employed at the University of Nebraska, the ratio of women's average salary to men's increased from 86.1% in 2002-03 to 92.2% in 2004-05 but then decreased to 88.1% in 2012-13.¹
- At Nebraska's community colleges, where faculty are not classified by academic rank, the average salary of female faculty was 94.1% of the average salary of male faculty in 2012-13, down from 96.7% in 2002-03.

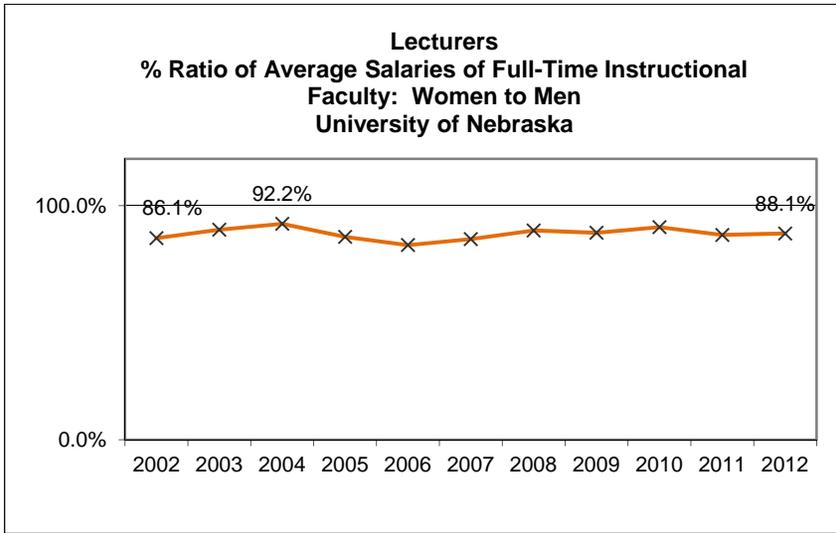
¹Since lecturers have not been consistently employed by the state colleges or independent institutions, 10-year trend statistics are not applicable. Between 2002-03 and 2012-13, the state colleges employed 0 to 5 lecturers each year, and the independent colleges employed 0 to 8 lecturers, depending on the academic year.

THE PERCENTAGE RATIO OF THE AVERAGE SALARY OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY TO THE AVERAGE SALARY OF MALE, FULL-TIME INSTRUCTIONAL FACULTY by RANK

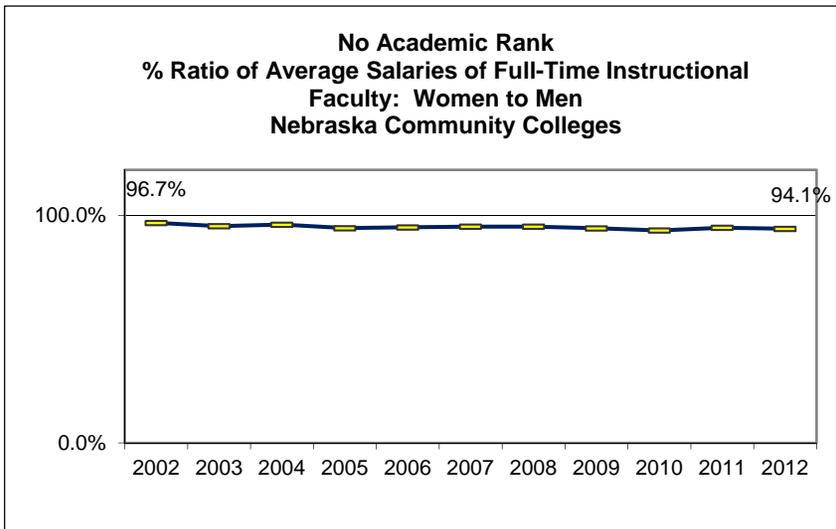
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THE PERCENTAGE RATIO OF THE AVERAGE SALARY OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY TO THE AVERAGE SALARY OF MALE, FULL-TIME INSTRUCTIONAL FACULTY by RANK (Continued)



Note: Since lecturers have not been consistently employed by the state colleges or independent institutions, 10-year trend statistics are not applicable. Between fall 2002 and fall 2012, the state colleges employed 0 to 5 lecturers each year, and the independent colleges employed 0 to 8 lecturers, depending on the academic year.



Note: Since faculty with no academic rank have not been consistently employed by the University of Nebraska, the state colleges, or the independent institutions, 10-year trend statistics are not applicable. Depending on the academic year, the university employed 3 to 17 faculty members without rank, the state colleges employed 0 to 3, and the independent colleges employed 4 to 20 between fall 2002 and fall 2012.

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Section C.4

Number of Full-Time Faculty by Race/Ethnicity¹

Notes: Summarized data are for Nebraska public and independent colleges and universities.
These institutions do not include for-profit/career schools.

The data summarized in this section are collected through the sections of the IPEDS Human Resources survey titled “Fall Staff.” This section of the *Factual Look* focuses only on full-time faculty so that it is consistent with the previous three sections of this report.

Race/ethnicity data are collected for total faculty every two years. The data summarized in this section were collected in 2012-11.

Total faculty includes instructional, research, and other faculty.

Faculty and salary data are reported as of November 1 for the academic year.

Due to errors in data submission, the data pertaining to the instructional faculty at Creighton University in 2002-03 have been adjusted. This report also reflects corrected faculty numbers reported by the University of Nebraska for 2009-10.

Note: The analyses in this section focus on faculty of known race/ethnicity as defined below. Faculty of unknown race/ethnicity are excluded from all calculations under the basic, but not necessarily correct, assumption that these faculty members are proportionately distributed among the total number by rank, tenure status and sector. Only 0.2% of the faculty reported for the 2001–02 academic year and 0.4% of the faculty in 2011-12 were of unknown race/ethnicity.

Beginning with the collection of data during the 2008-09 academic year, IPEDS started the transition to the full adoption of new categories of race/ethnicity. Adoption of these categories became mandatory for the 2011-2012 survey. Beginning with the 2009-2010 edition of the *Factual Look*, the Coordinating Commission adapted its analysis to the new IPEDS categories.

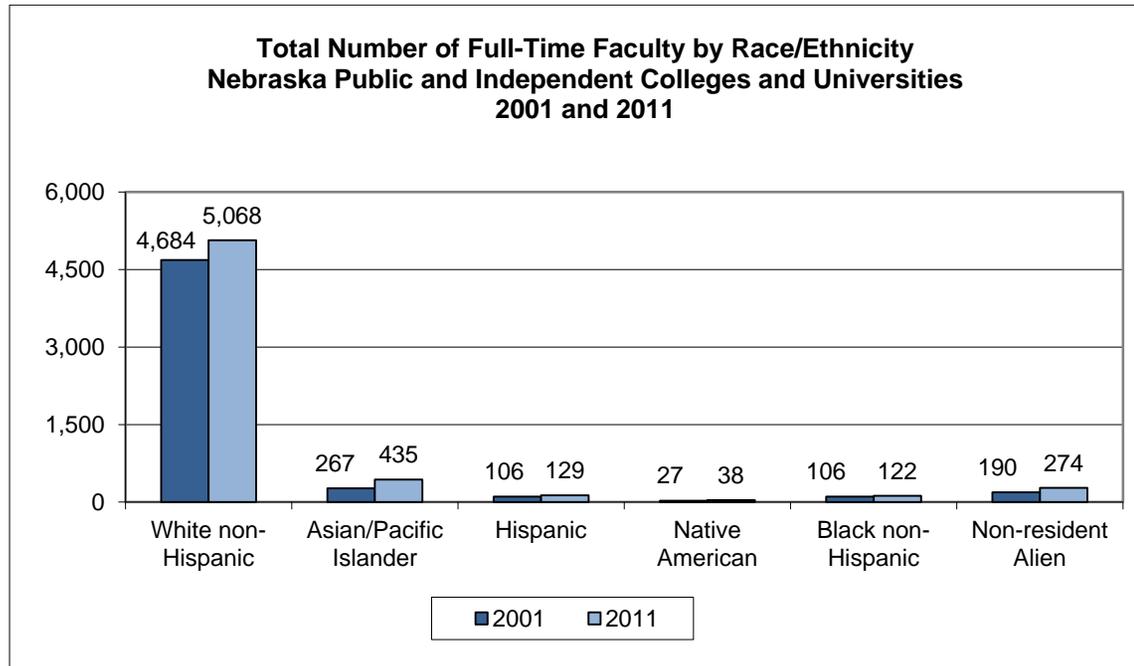
The racial/ethnic categories used by the Commission and the corresponding IPEDS category names and definitions are presented below. The only substantive difference between the old and new classification system is that the old category of “Asian/Pacific Islander” is now a combination of two new categories.

Category Name Used in Commission Reports	IPEDS Category Name	IPEDS Definition of Racial/Ethnic Group ¹
White non-Hispanic	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Asian/Pacific Islander	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
	Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Hispanic	Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Native American	American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Black non-Hispanic	Black or African American	A person having origins in any of the black racial groups of Africa.
Non-resident Alien	Non-resident Alien	A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

¹Source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, April 8, 2009

TOTAL NUMBER OF FULL-TIME FACULTY by RACE/ETHNICITY

- Over the 10-year period between fall 2001 and fall 2011, the total number of full-time faculty of known race/ethnicity at Nebraska’s public and independent colleges and universities increased from 5,380 to 6,066, an increase of 686 faculty or 12.8%.¹
- During this period, the number of non-resident alien faculty increased from 190 to 274, or 44.2%.
- Total minority faculty – consisting of Asians/Pacific Islanders, Hispanics, Native Americans, and black non-Hispanics – increased by 218, from 506 to 724, or 43.1%, while white non-Hispanic faculty increased by 384, or 8.2%, from 4,684 to 5,068.



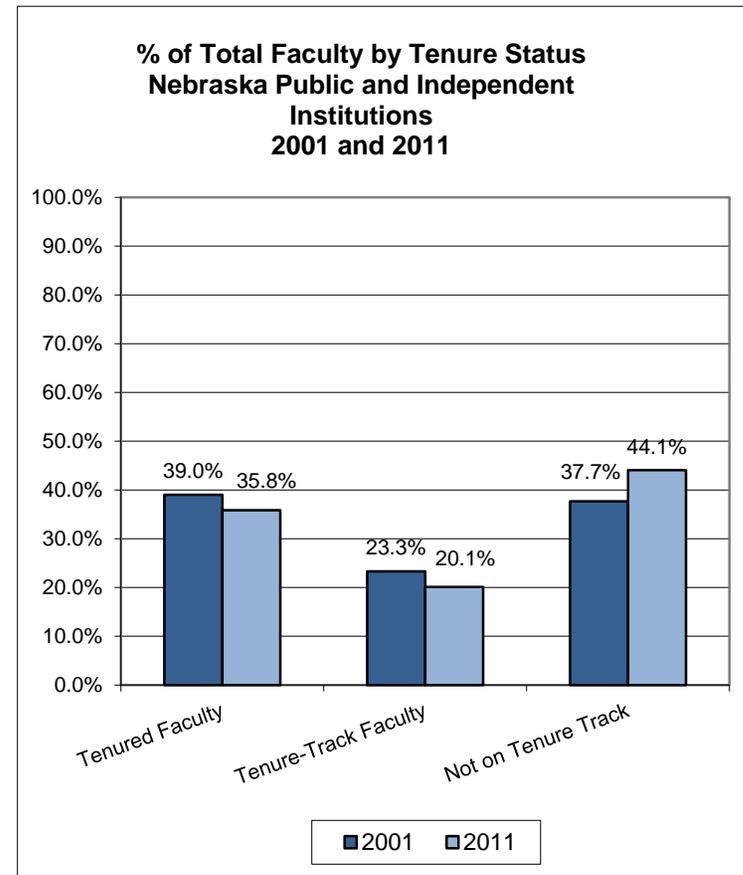
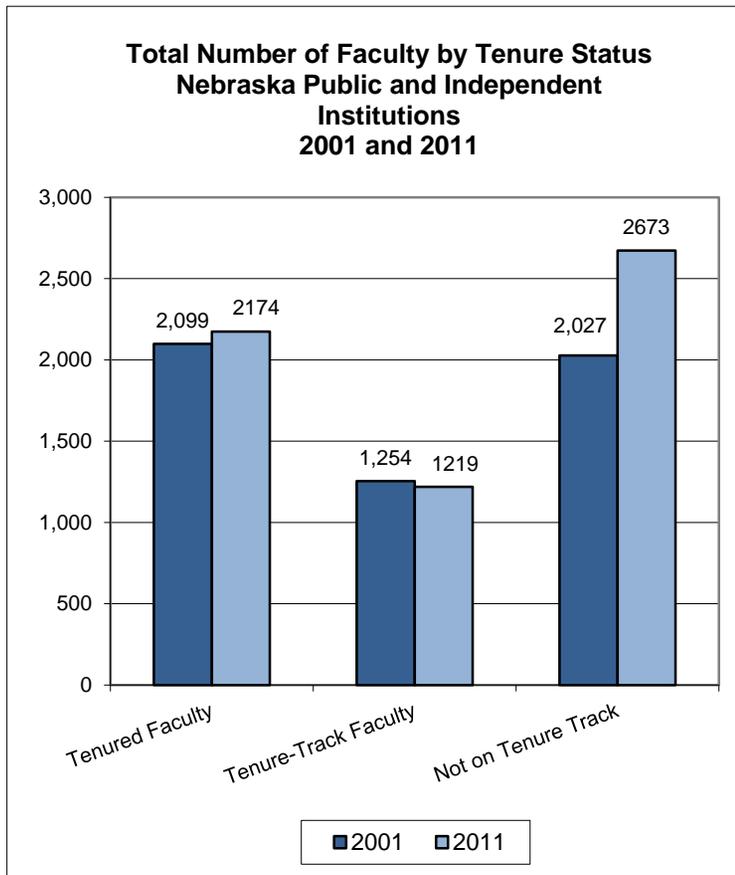
Percentage Increases in Faculty Fall 2001 to Fall 2011		
White non-Hispanic	8.2%	(384)
Asian/Pacific Islander	62.9%	(168)
Hispanic	21.7%	(23)
Native American	40.7%	(11)
Black non-Hispanic	15.1%	(16)
Non-resident Alien	44.2%	(84)

¹Total faculty includes instructional, research, and other faculty. In fall 2001, 0.2% of the faculty was of unknown race/ethnicity. In fall 2011, 0.4% of the faculty was of unknown race/ethnicity.

Race/ethnicity data for total faculty are collected every two years. Total faculty data by race/ethnicity, by sector, and by institution are available in the spreadsheet titled **Total Faculty by Race-Ethnicity** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

TOTAL NUMBER OF FULL-TIME FACULTY by TENURE STATUS

- The charts on the following three pages show how race/ethnicity varies by faculty tenure status for all of Nebraska's public and independent colleges and universities. As shown below, the percentage of faculty of known race/ethnicity in tenured or tenure-track positions decreased between fall 2001 and fall 2011, while the percentage of faculty not on tenure track increased.¹

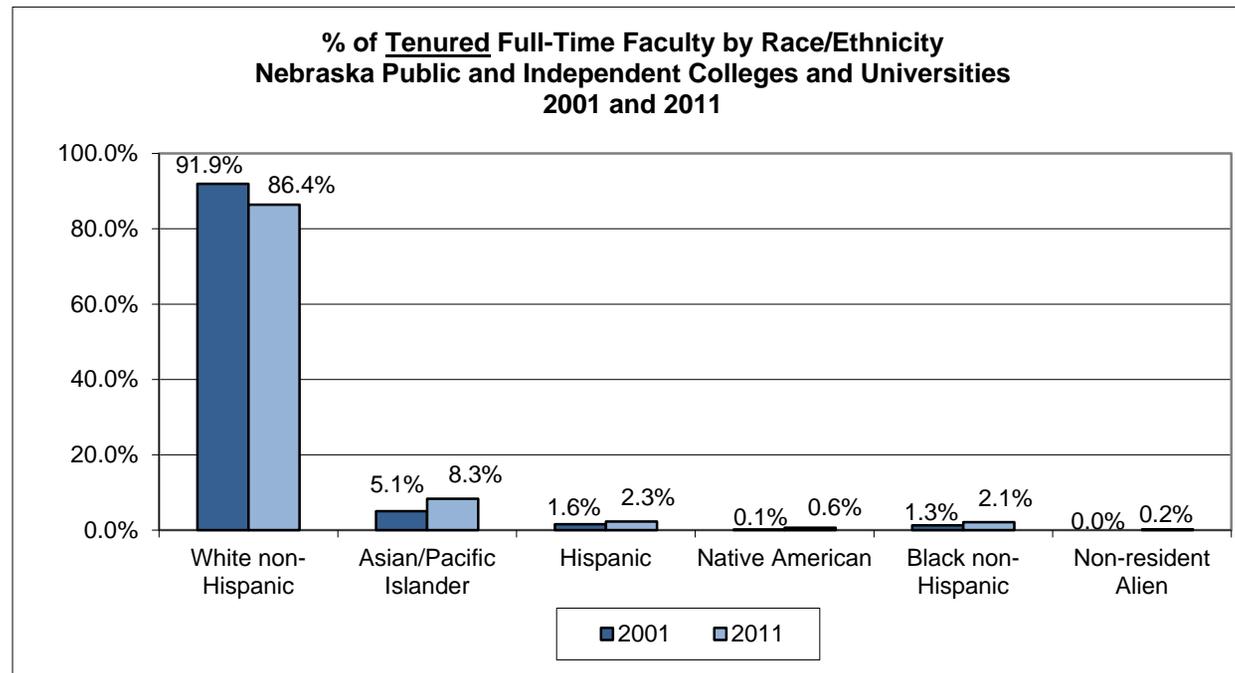


¹Total faculty includes instructional, research, and other faculty. In fall 2001, 0.2% of the faculty was of unknown race/ethnicity. In fall 2011, 0.4% of the faculty was of unknown race/ethnicity.

Race/ethnicity data for total faculty are collected every two years. The data summarized in the above graphs are available in the **spreadsheets for tenured, tenure-track, and non-tenure track faculty by race/ethnicity** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

Percentages of FULL-TIME FACULTY by TENURE STATUS and RACE/ETHNICITY

- White non-Hispanics accounted for 86.4% of the tenured, full-time faculty of known race/ethnicity at Nebraska’s public and independent institutions in fall 2011, down from 91.9% in fall 2001.¹
- Asians/Pacific Islanders accounted for 8.3% of the tenured faculty in fall 2011, an increase of 3.2% from 10 years earlier. In comparison, faculty in each of the other minority/ethnic groups—Hispanic, Native American and black non-Hispanic—made smaller gains of 0.2 to 0.8 percentage points so that, together, they continued to account for only 5.2% of tenured faculty.

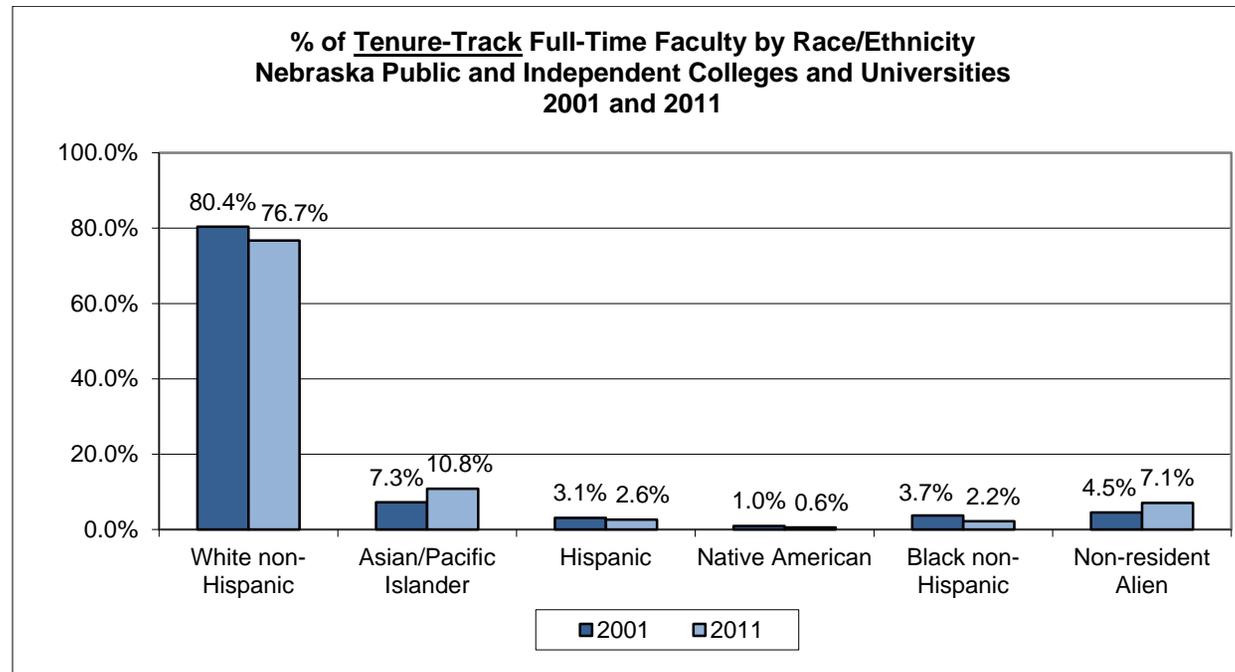


¹Total faculty includes instructional, research, and other faculty. In fall 2001, 0.2% of the faculty was of unknown race/ethnicity. In fall 2011, 0.4% of the faculty was of unknown race/ethnicity.

Race/ethnicity data for total faculty are collected every two years. Total faculty data by race/ethnicity, by sector, and by institution are available in the spreadsheet titled **Total Faculty by Race-Ethnicity** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

Percentages of FULL-TIME FACULTY by TENURE STATUS and RACE/ETHNICITY (Continued)

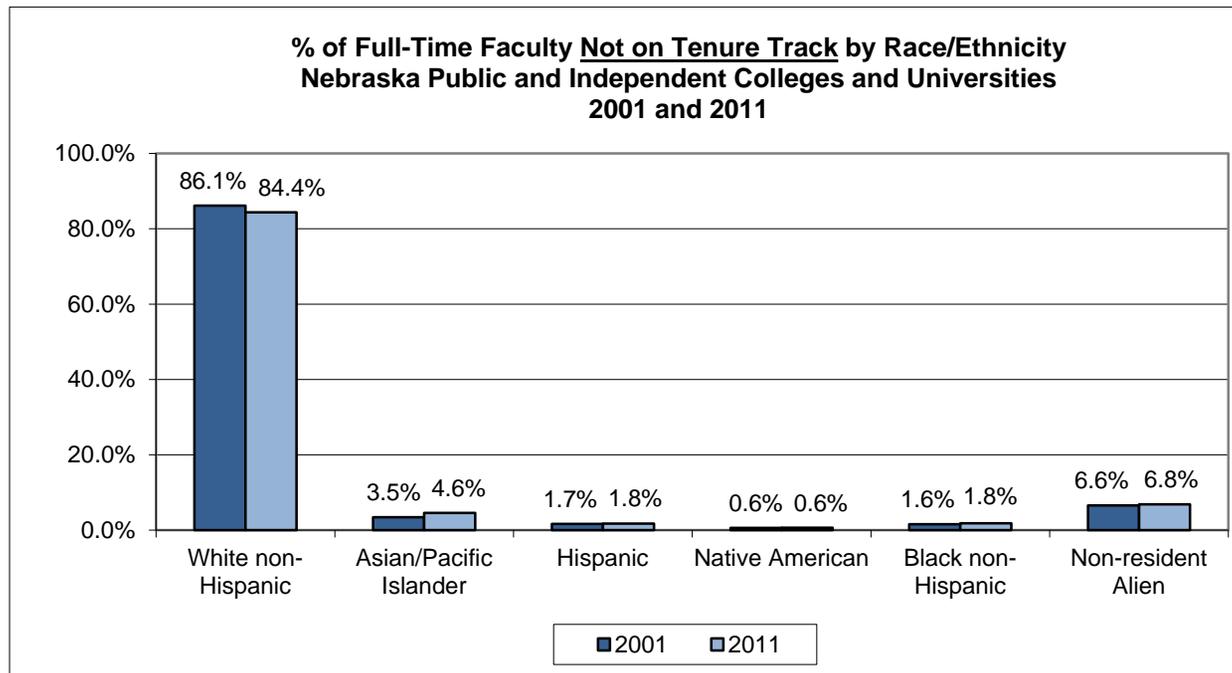
- White non-Hispanics represented 76.7% of the tenure-track, full-time faculty in fall 2011, compared to 80.4% in fall 2001.
- Asian/Pacific Islanders, who accounted for 7.3% of the tenure-track faculty in fall 2001, represented 10.8% of tenure-track faculty in fall 2011. Non-resident aliens also noticeably increased from 4.5% of the tenure-track faculty in fall 2001 to 7.1% in fall 2011.
- In comparison, Native Americans accounted for 1.0% of the tenure-track faculty in fall 2001, and their representation decreased to 0.6% in fall 2011.
- In fall 2001, Hispanics and black non-Hispanics accounted for 3.1% and 3.7% of the faculty, respectively, but these percentages decreased to 2.6% and 2.2% in fall 2011.



Race/ethnicity data for total faculty are collected every two years. Total faculty data by race/ethnicity, by sector, and by institution are available in the spreadsheet titled **Total Faculty by Race-Ethnicity** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

Percentages of FULL-TIME FACULTY by TENURE STATUS and RACE/ETHNICITY (Continued)

- Between fall 2001 and fall 2011, white non-Hispanics accounted for a slightly decreased percentage of the full-time faculty not on tenure track, and Native Americans represented the same small percentage of the non-tenure-track faculty in fall 2011 as they did in fall 2001.
- In terms of their representation among non-tenure-track faculty, Asian/Pacific Islanders increased 1.1%, from 3.5 to 4.6%, while Hispanics, black non-Hispanics, and non-resident aliens¹ each increased 0.1% or 0.2% to 0.8% over the 10-year period.

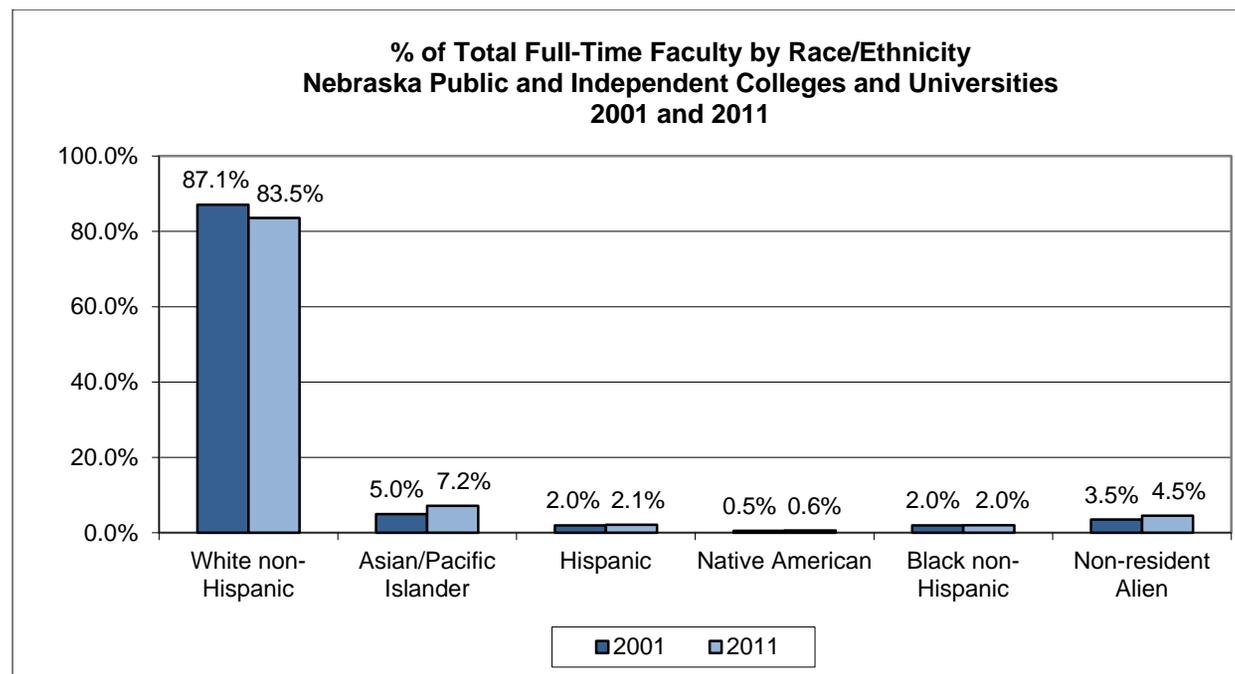


¹Based on a more detailed analysis, 173 (94.5%) of the 183 non-resident aliens in non-tenure-track positions in fall 2011 were employed by the University of Nebraska. Of the 173, 142 (82.1%) were employed by the University of Nebraska-Lincoln, with the majority of the remainder employed by the University of Nebraska Medical Center.

Race/ethnicity data for total faculty are collected every two years. Total faculty data by race/ethnicity, by sector, and by institution are available in the spreadsheet titled **Total Faculty by Race-Ethnicity** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

Percentages of TOTAL FULL-TIME FACULTY by RACE/ETHNICITY

- When the categories of faculty tenure status are combined, white non-Hispanics accounted for 83.5% of the total full-time faculty of known race/ethnicity at Nebraska's public and independent institutions in fall 2011, down from 87.1% in fall 2001.¹
- Non-resident aliens increased from 3.5% of the faculty to 4.5%, a gain of only one percentage point over 10 years.
- Minority faculty – consisting of Asians/Pacific Islanders, Hispanics, Native Americans, and black non-Hispanics – accounted for 11.9% of the faculty in fall 2011, compared to 9.5% in fall 2001, a gain of 2.4 percentage points.

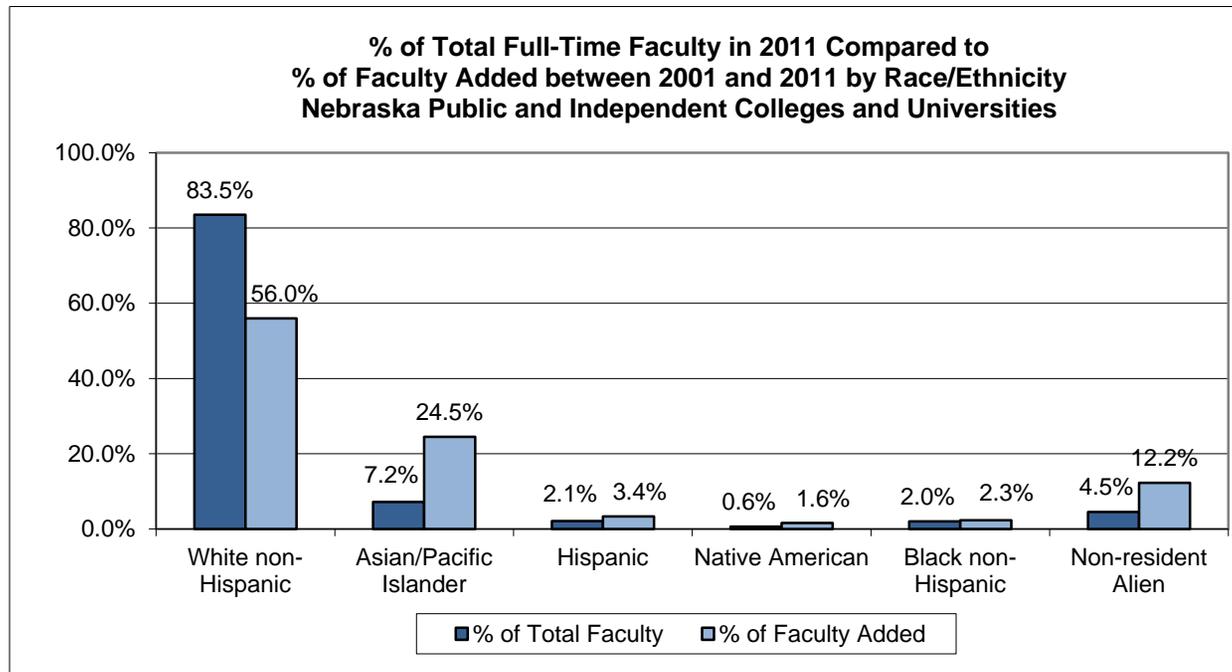


¹Total faculty includes instructional, research, and other faculty. In fall 2001, 0.2% of the faculty was of unknown race/ethnicity. In fall 2011, 0.4% of the faculty was of unknown race/ethnicity.

Race/ethnicity data for total faculty are collected every two years. Total faculty data by race/ethnicity, by sector, and by institution are available in the spreadsheet titled **Total Faculty by Race-Ethnicity** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

Percentages of FULL-TIME FACULTY in 2011 Compared to the Percentages of FACULTY ADDED between 2001 and 2011 by RACE/ETHNICITY

- As shown on the following chart, white non-Hispanics accounted for 83.5% of the full-time faculty of known race/ethnicity in fall 2011 and 56.0% of the additional faculty hired by Nebraska’s public and independent institutions between fall 2001 and fall 2011.
- The biggest gains in faculty were among Asians/Pacific Islanders and non-resident aliens.¹ Asians/Pacific Islanders accounted for 7.2% of the faculty in fall 2011, but 24.5% of the faculty added between 2001 and 2011. Non-resident aliens accounted for 4.5% of the faculty in fall 2011, while they represented 12.2% of the additional faculty hired by institutions over the 10 years.
- Other minority faculty – consisting of Hispanics, Native Americans, and black non-Hispanics – accounted for 4.7% of the faculty in fall 2011, and 7.3% of the faculty added between fall 2001 and fall 2011.

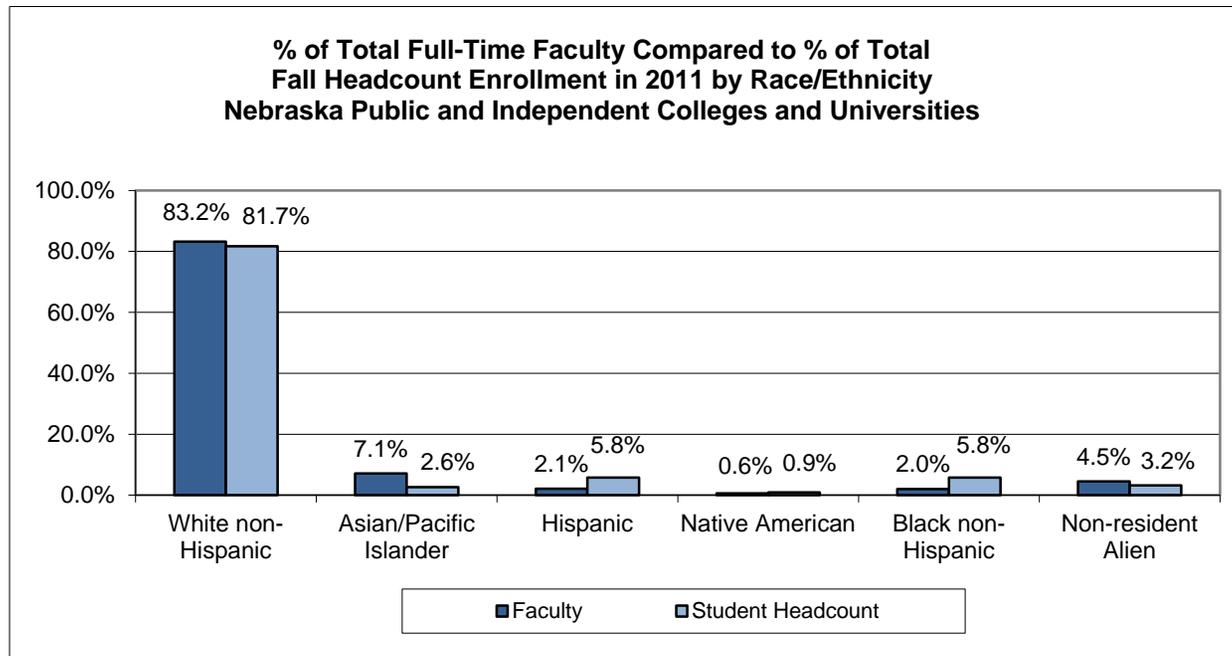


¹ A non-resident alien is a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Race/ethnicity data for total faculty are collected every two years. Total faculty data by race/ethnicity, by sector, and by institution are available in the spreadsheet titled **Total Faculty by Race-Ethnicity** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

Percentages of FULL-TIME FACULTY Compared to Percentages of TOTAL HEADCOUNT ENROLLMENT by RACE/ETHNICITY

- White non-Hispanics accounted for 83.2% of the full-time faculty of known race/ethnicity in fall 2011, compared to 81.7% of fall 2011 total student enrollment at Nebraska’s public and independent colleges and universities.¹
- Black non-Hispanics represented 2.0% of the faculty in fall 2011, compared to 5.8% of fall enrollment, and Hispanics represented only 2.1% of the faculty and 5.8% of fall enrollment, indicating that these minorities were underrepresented among the faculty, relative to student enrollment. Based on the statistics summarized below, Native Americans also were slightly underrepresented among the faculty in fall 2011 since they accounted for 0.6% of the faculty and 0.9% of the students.
- In contrast, Asians/Pacific Islanders and non-resident aliens accounted for higher percentages of the faculty than of total headcount enrollment by 4.5 and 1.3 percentage points, respectively.



¹Total faculty includes instructional, research, and other faculty. In fall 2011, 0.4% of the faculty and 6.3% of the students were of unknown race/ethnicity (from page A.4.2 of Section A of the *Factual Look on Enrollment*).

See **Section A on Enrollment** for detailed information on total headcount enrollment.

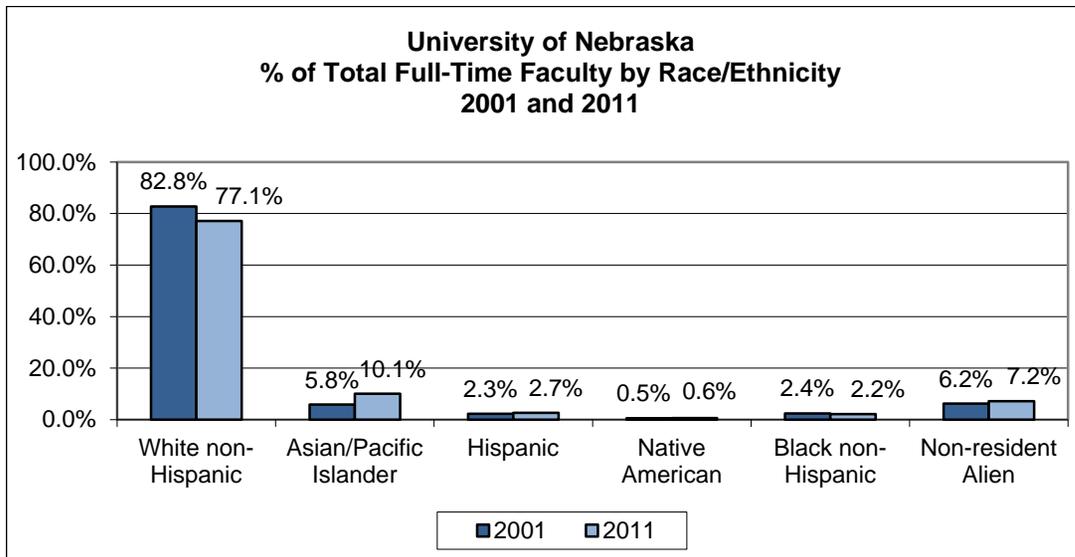
TOTAL FULL-TIME FACULTY by SECTOR and by RACE/ETHNICITY Compared to TOTAL ENROLLMENT

- Graphs on the following pages show the composition of the total faculty by race/ethnicity within each of the four public and independent sectors of higher education in Nebraska in fall 2001 and fall 2011.¹
- In addition, there is a graph for each sector showing how faculty composition compared to total headcount enrollment in fall 2011.
- Based on the data summarized in this series of graphs, the University of Nebraska has the most diverse faculty, while the Nebraska community colleges have the least.
- White non-Hispanics accounted for a lower percentage of the University of Nebraska faculty in fall 2011 than in fall 2001, balanced by a noticeably higher percentage of Asians/Pacific Islanders and slightly higher percentages of Hispanics, Native Americans, and non-resident aliens.
- However, there were no other major shifts in the racial/ethnic composition of the faculty within any of the four sectors.
- Hispanics, Native Americans, and black non-Hispanics continued to account for small percentages of the total faculty within each sector. In general, they were about equally represented or at least slightly underrepresented across all four sectors, relative to minority student enrollments in fall 2011.
- In comparison, Asians/Pacific Islanders were overrepresented among the total faculty of the University of Nebraska, the Nebraska State College system, and Nebraska's independent institutions, relative to the enrollment of students with Asian/Pacific Islander ancestry.
- At the University of Nebraska and independent institutions, non-resident aliens also were an overrepresented minority on the faculty, relative to student enrollment in 2011. However, non-resident aliens were slightly underrepresented among the faculty employed by the state colleges and community colleges.

¹Total faculty includes instructional, research, and other faculty. In fall 2001, 0.2% of the faculty was of unknown race/ethnicity. In fall 2011, 0.4% of the faculty was of unknown race/ethnicity.

Race/ethnicity data for total faculty are collected every two years. Total faculty data by race/ethnicity, by sector, and by institution are available in the spreadsheet titled **Total Faculty by Race-Ethnicity** in the **downloadable Excel workbook for Section C: Faculty and Salaries**.

UNIVERSITY OF NEBRASKA



University of Nebraska

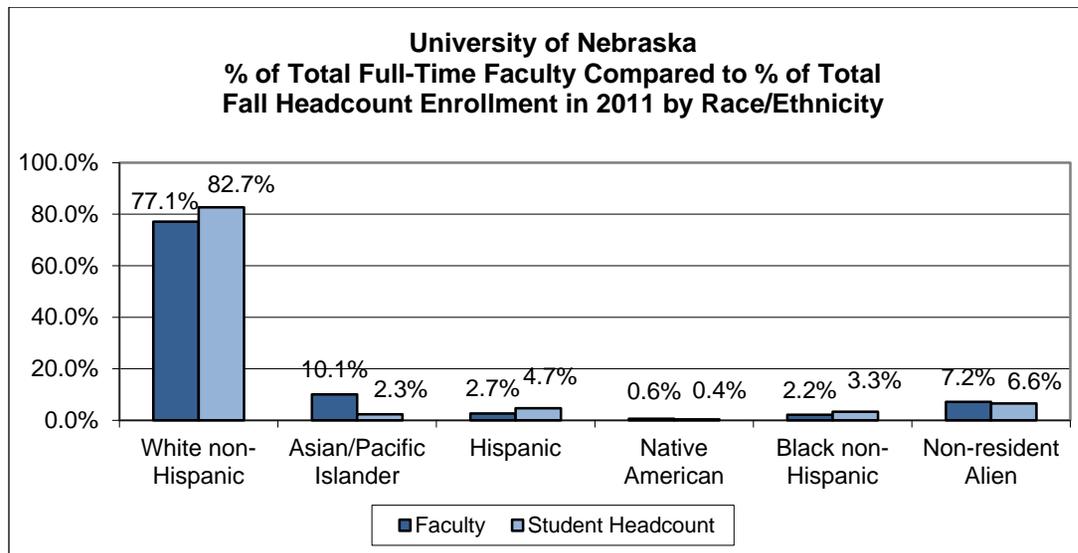
Total number of full-time faculty of known race/ethnicity¹:

Fall 2001	3,000
Fall 2011	3,327

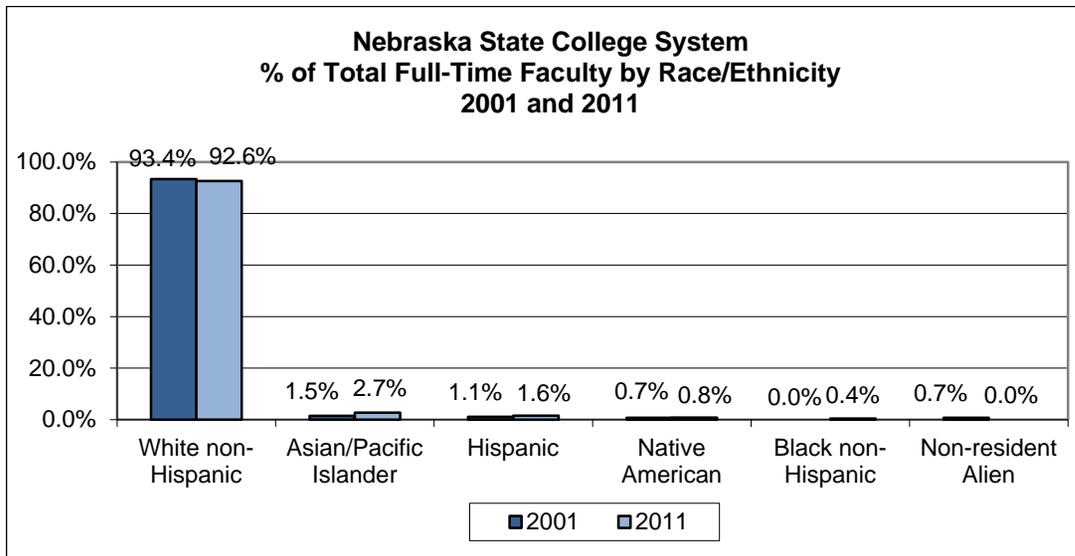
Total headcount enrollment of known race/ethnicity:

Fall 2011	48,169
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¹Total faculty includes instructional, research, and other faculty.



NEBRASKA STATE COLLEGE SYSTEM



Nebraska State College System

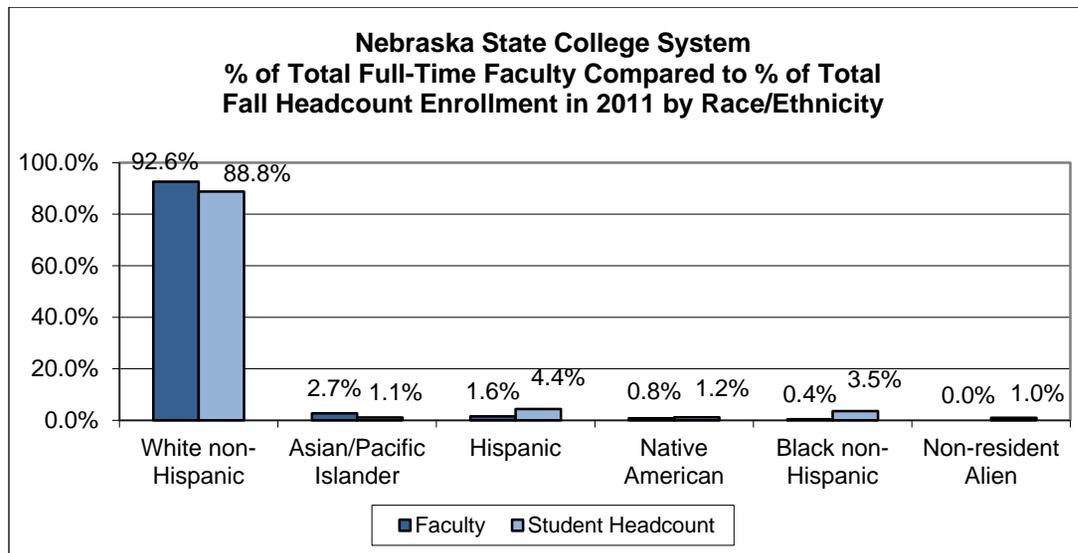
Total number of full-time faculty of known race/ethnicity:¹

Fall 2001	265
Fall 2011	252

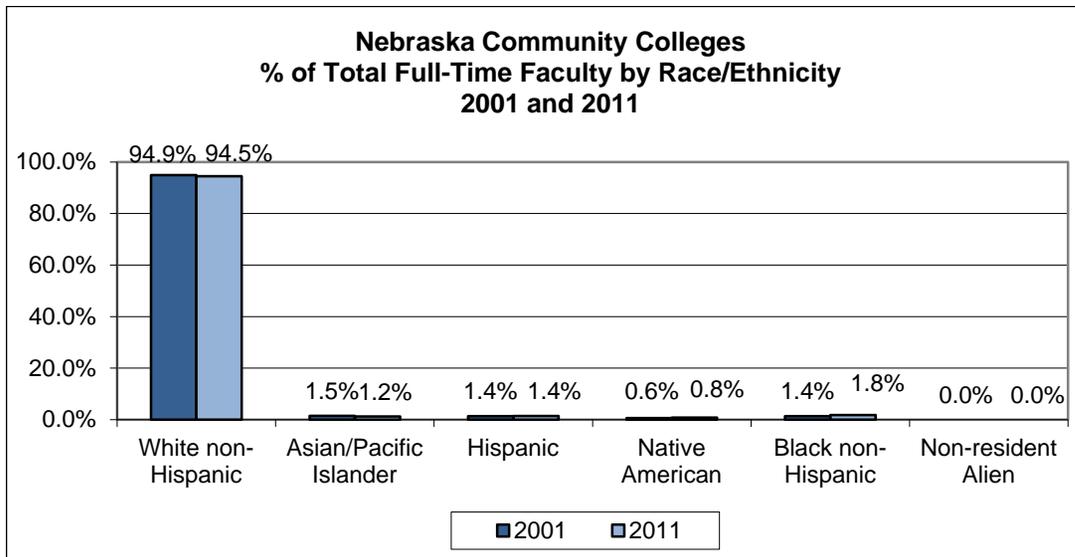
Total headcount enrollment of known race/ethnicity:

Fall 2011	7,826
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¹Total faculty includes instructional, research, and other faculty.



NEBRASKA COMMUNITY COLLEGES



Nebraska Community Colleges

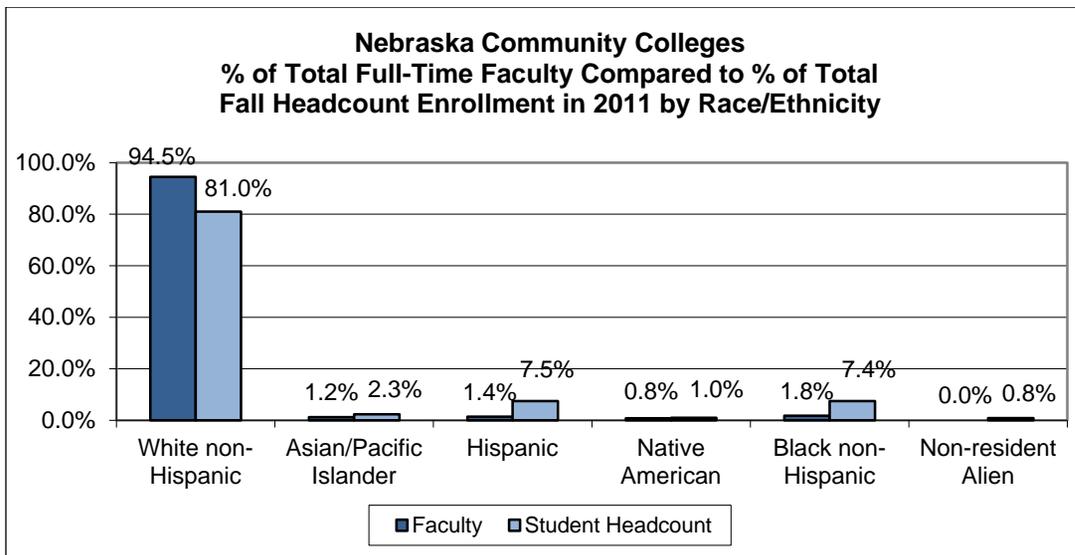
Total number of full-time faculty of known race/ethnicity:¹

Fall 2001	803
Fall 2011	996

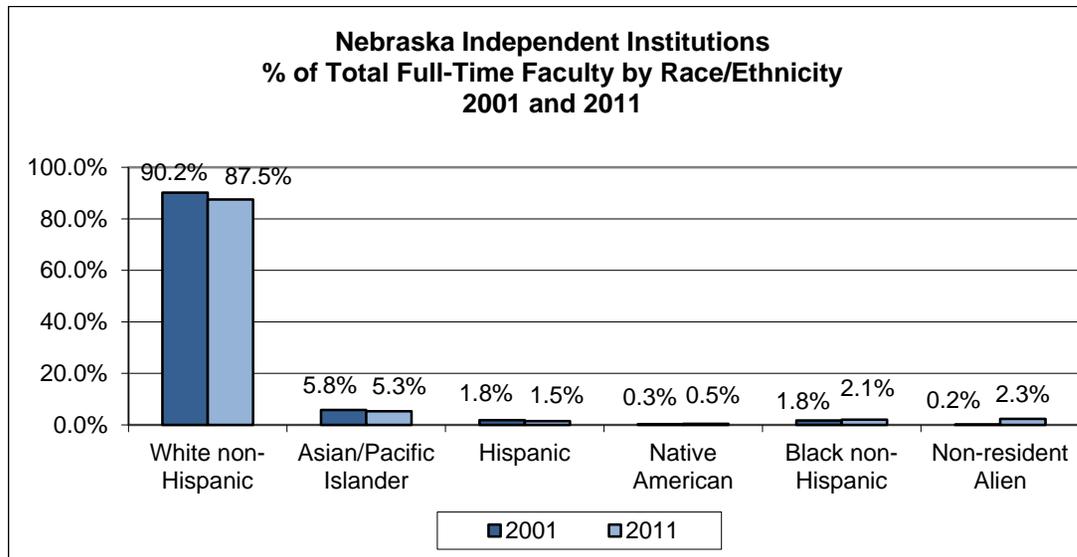
Total headcount enrollment of known race/ethnicity:

Fall 2011	45,364
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¹Total faculty includes instructional, research, and other faculty.



NEBRASKA INDEPENDENT COLLEGES AND UNIVERSITIES



Nebraska Independent Institutions

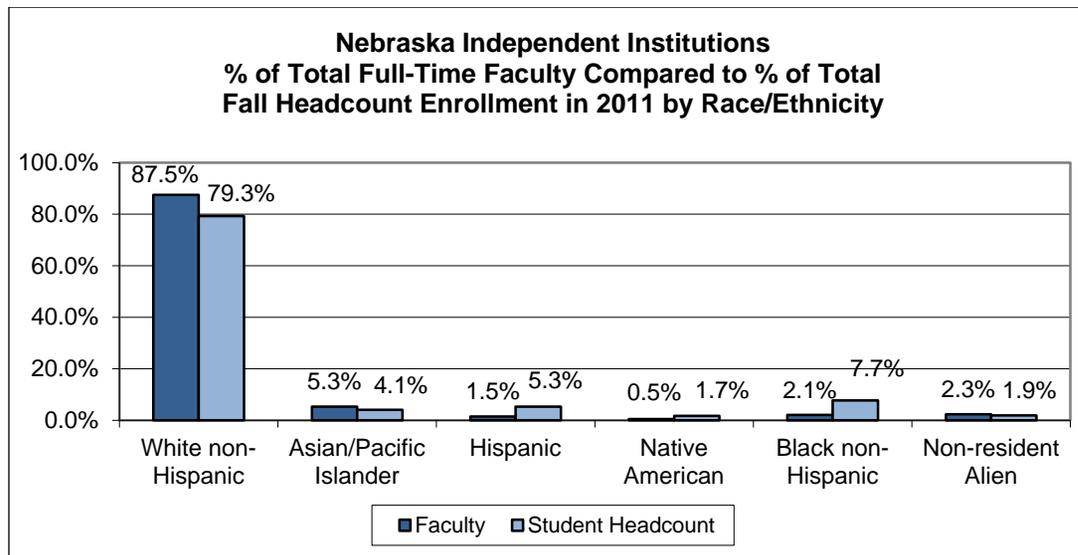
Total number of full-time faculty of known race/ethnicity:¹

Fall 2001	1,312
Fall 2011	1,491

Total headcount enrollment of known race/ethnicity:

Fall 2011	29,862
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¹Total faculty includes instructional, research, and other faculty.



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Section C.5
Explanatory Note
on the Calculation of Average Salaries

CALCULATION OF AVERAGE SALARIES BEGINNING IN 2012-13

Beginning in 2012-13, the number of full-time instructional faculty are reported by gender, academic rank, and length of contract. The categories for each of these three variables are as follows:

Gender: Male or female

Academic rank: Professor, associate professor, assistant professor, instructor, lecturer, or no rank

Contract length: 9-month, 10-month, 11-month, or 12-month

Combining these the three variables results in 48 different groups of faculty for which the number of full-time instructional faculty are reported. For example, an institution reports the number of male professors with 9-month contracts, the number of female professors with 9-month contracts, the number of male associate professors with 9-month contracts, and so forth.

Beginning in 2012-13, total salary outlays (not including any benefits) are reported separately for males and females in each of the six rank categories, resulting in 12 reported total salary outlays. For example, the total salary outlay paid to female professors is reported separately from the total salary outlay paid to male professors.

Using the reported data for a gender-rank category or combination of categories, such as male and female professors combined, an average monthly salary is calculated as follows:

$$\frac{\text{Total Salary Outlay}}{(N_9 \times 9) + (N_{10} \times 10) + (N_{11} \times 11) + (N_{12} \times 12)} = \frac{\text{Total Salary Outlay}}{\text{Total Number of Months}} = \text{Average Monthly Salary}$$

where: N_9 = the number of faculty with 9-month contracts
 N_{10} = the number of faculty with 10-month contracts
 N_{11} = the number of faculty with 11-month contracts
 N_{12} = the number of faculty with 12-month contracts

The average monthly salary is then multiplied by 9 months to calculate the average 9-month salary:

$$\text{Average monthly salary} \times 9 = \text{Average 9-Month Salary}$$

APPLICATION OF THE 2012-13 FORMULA TO PREVIOUSLY COLLECTED DATA

Prior to the 2012-13 collection, full-time instructional faculty were reported by gender and rank, but for only two categories of contract length:

Faculty with 9-month or 10-month contracts
Faculty with 11-month or 12-month contracts

Total salary outlays (not including any benefits) also were reported by gender and rank for the same two categories of contract length, namely for faculty with 9-month or 10-month contracts and for faculty with 11-month or 12-month contracts.

In order to apply the 2012-13 formula to the data collected prior to 2012-13, the assumption is made that all faculty with 9- or 10-month contracts had 9-month contracts. Based on an analysis of the data collected in 2012-13, this is a reasonable assumption to apply to data reported by the public institutions constituting the University of Nebraska, the Nebraska State College System, and the community college sector.

An analysis of the data collected in 2012-13 revealed that all of the faculty with 9- or 10-month contracts were reported to have 9-month contracts at the University of Nebraska institutions and the state colleges. Of the 614 faculty with 9- or 10-month contracts at the community colleges, all but 12 faculty at Mid-Plains Community College had 9-month contracts in 2012-13.

The assumption that all faculty with 9- or 10-month contracts had 9-month contracts does not as accurately reflect the distribution of faculty within the sector consisting of Nebraska's independent (not-for-profit) colleges and universities. Within the independent sector, eight of the 20 institutions reported that all of their faculty with 9- or 10-month contracts had 10-month contracts, rather than 9-month contracts, in 2012-13.¹ Together, these 214 faculty accounted for 27.1% of the 856 faculty in the independent sector with 9- or 10-month contracts.

Historically, the National Center for Education Statistics (NCES) has assumed that all faculty with 9- or 10-month appointments have had 9-month contracts when average salaries are calculated. Applying this assumption has resulted in at least slightly overestimated average salaries for institutions with any faculty on 10-month contracts. However, to remain consistent with average salaries reported by the NCES, the Commission is continuing to make the same assumption, even though the analysis of data collected in 2012-13 indicates that this assumption probably is not as applicable to the independent sector as it is to the public sectors in Nebraska.

In order to apply the 2012-13 formula to the data collected prior to 2012-13, another assumption is made that all faculty with 11- or 12-month contracts had 12-month contracts. Based on an analysis of the data collected in 2012-13, this assumption is reasonable to apply to all four Nebraska sectors included in this report. Of the 1,391 faculty with 11- or 12-month contracts in 2012-13, 1,377 (99.0%) had 12-month contracts and only 14 (1.0%) had 11-month contracts.

CALCULATION OF AVERAGE SALARIES PRIOR TO 2012-13

Prior to 2012-13, Commission staff used the NCES formula for calculating average 9-month salaries for full-time instructional faculty at Nebraska's public and independent institutions. Using this approach, the total salary outlay for full-time instructional faculty with 11- or 12-month contracts was adjusted to the equivalent of the total salary outlay paid to faculty with 9- or 10-month contracts

¹The eight institutions with 100% of their 9- or 10-month on 10-month contracts were Bryan College of Health Sciences, Clarkson College, College of Saint Mary, Doane College-Crete, Grace University, Little Priest Tribal College, Nebraska Christian College, and Union College.

by multiplying the outlay for 11- or 12-month contracted faculty by 0.8182 (9 divided by 11). This “equated” outlay was then added to the outlay for 9- or 10-month faculty, and the resulting sum was then divided by the total number of full-time instructional faculty to determine an average salary. Expressed as a formula, this method for calculating an average 9-month salary is as follows:

$$\frac{SO_{9-10} + (0.8182 \times SO_{11-12})}{N_{9-10} + N_{11-12}} = \text{Average 9-Month Salary}$$

where: SO_{9-10} = total salary outlay for faculty with 9- or 10-month contracts
 SO_{11-12} = total salary outlay for faculty with 11- or 12-month contracts
 N_{9-10} = total number of faculty with 9- or 10-month contracts
 N_{11-12} = total number of faculty with 11- or 12-month contracts

Since a 9-month salary is three-quarters of a 12-month salary, it is unknown why the NCES used 0.8182, rather than 0.75, as a multiplier to adjust the total paid to faculty with 11-month or 12-month contracts to the equivalent of 9-month salaries. In effect, the 0.8182 multiplier is based on the assumption that all faculty in the 11-or-12-month category had 11-month contracts. However, based on the data reported for 2012-13, 0.75 is a more logical multiplier for the majority of public and independent institutions in Nebraska. In 2012-2013, 95% of the faculty at Nebraska public and independent institutions were on 9-month or 12-month contracts. In contrast, only 5.1% had 10-month contracts, and only 0.3% were contracted for 11 months of the year.

Commission staff recomputed the average 9-month salaries for 2002-03 through 2011-12 using the above NCES formula, but with 0.75 as the multiplier to convert 11-or-12-month salaries to 9-month equivalents. The resulting average 9-month salaries were then compared to the average salaries that were computed using the 0.8182 multiplier (and reported in previous editions of the *Factual Look*) and to the average salaries calculated using the new formula that was introduced in 2012-13. As expected, this comparative analysis revealed that the average salaries computed using the 0.75 multiplier were noticeably lower than those computed using the 0.8182 multiplier, due to the lower weighting of the 11- or 12-month salary outlays. The analysis also showed that the average salaries computed with the formula introduced in 2012-13 were generally close to the average salaries calculated using the 0.75 multiplier.

The table on the next page shows the state-wide average 9-month salaries for all public and independent institutions from 2002-03 through 2011-12 using the three different formulas: (1) the formula with the 0.8182 multiplier, (2) the formula with the 0.75 multiplier, and (3) the new formula introduced in 2012-13. In this case, the new formula results in average salaries that are 0.1% to 0.7% lower than the average salaries computed using the 0.75 multiplier. In comparison, the new formula results in average salaries that are 2.5% to 2.9% lower than the average salaries computed using the 0.8182 multiplier.

A more detailed analysis of the average salaries computed using the 0.75 multiplier and the new formula showed, however, that the new formula results in higher, lower, or the same average salaries, depending on whether an institution or sector has any faculty with 11- or 12-month appointments and on whether the monthly average salaries of these faculty are higher or lower than the average monthly salary of faculty with 9- or 10-month appointments. Since the state colleges have reported that none of their faculty have more-than-9-month contracts, their average salaries are the same, regardless of which of the three formulas is used.

**Statewide Average 9-Month Salaries for Full-Time Instructional Faculty
at Nebraska Public and Independent Colleges and Universities**

Year	81% Formula ¹	75% Formula ²	Difference between 75% and 81% Formulas		New Formula in 2012-13 ³	Difference between New & 81% Formulas		Difference between New & 75% Formulas	
	NE Average Salary	NE Average Salary			NE Average Salary				
2002-03	\$55,140	\$53,753	-\$1,387	-2.5%	\$53,627	-\$1,513	-2.7%	-\$126	-0.2%
2003-04	\$55,740	\$54,420	-\$1,321	-2.4%	\$54,353	-\$1,388	-2.5%	-\$67	-0.1%
2004-05	\$56,705	\$55,420	-\$1,286	-2.3%	\$55,201	-\$1,504	-2.7%	-\$219	-0.4%
2005-06	\$58,296	\$57,026	-\$1,270	-2.2%	\$56,769	-\$1,527	-2.6%	-\$257	-0.5%
2006-07	\$59,838	\$58,545	-\$1,292	-2.2%	\$58,285	-\$1,553	-2.6%	-\$261	-0.4%
2007-08	\$62,121	\$60,753	-\$1,368	-2.2%	\$60,458	-\$1,663	-2.7%	-\$295	-0.5%
2008-09	\$64,556	\$63,117	-\$1,439	-2.2%	\$62,841	-\$1,715	-2.7%	-\$275	-0.4%
2009-10	\$65,819	\$64,410	-\$1,409	-2.1%	\$64,096	-\$1,722	-2.6%	-\$314	-0.5%
2010-11	\$66,821	\$65,306	-\$1,515	-2.3%	\$64,869	-\$1,953	-2.9%	-\$438	-0.7%
2011-12	\$67,501	\$65,951	-\$1,550	-2.3%	\$65,569	-\$1,932	-2.9%	-\$382	-0.6%

Data Source: CCPE database as of August 20, 2013. Data were processed in the 2012 EXCEL workbooks for Section C of the 2012-13 *Factual Look*. The comparison shown in this table was processed in the workbook 2012_Comparison of 75%_81%_New Formula Results.xlsx.

¹Formula using 0.8182 as the multiplier to adjust 11- or 12-month salaries to 9-month equivalents.

²Formula using 0.75 as the multiplier to adjust 11- or 12-month salaries to 9-month equivalents.

³New formula introduced in 2012-13 with the assumption that all faculty have 9-month or 12-month contracts. This formula is based on total number of contract months, rather than on numbers of faculty,

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