



University-wide Committee on Gender Equity 2002 Report to the Board of Regents June 1, 2002

Preface

On April 19, 1991, representatives from each campus of the University of Nebraska reported to the Board of Regents certain facts and impressions concerning the status of women throughout the University of Nebraska. As a result of these reports and a reemphasized concern for the status of women at the University of Nebraska, the Board of Regents appointed a committee to reexamine policies and procedures in place and to evaluate the more recently developed measures designed to enhance gender equity, and to supplement present policies and procedures as necessary.

On September 6, 1991, Regent Charles Wilson who chaired the Board's Gender Equity Committee presented the recommendations of the committee. The Board unanimously adopted this report. The report contained seven goals and specific strategies designed to strengthen and supplement existing board policies.

Following the passage of the seven Gender Equity goals, in 1991 there was a period of campus activity generated to meet those goals. However, within a short time the goals lost their momentum but surfaced annually to meet the reporting requirement to the Board of Regents.

In 1997, University of Nebraska President, L. Dennis Smith convened a task force to assess the University's progress toward meeting the Gender Equity Goals and Strategies. The impact of this study was dramatic. With its visits to each campus, the committee widely distributed the goals among faculty, staff and students for the first time. The public and private hearings and subsequent discussion of goals had a noticeable impact on campus level discussion and actions regarding Gender Equity.

The University-wide Committee on Gender Equity is composed of representatives from all four campuses- UNK, UNL, UNMC and UNO. Committee members meet on a regular basis to share ideas, assess progress and make recommendations to the Board of Regents on the progress of the Gender Equity goals.

The 2001-2002 University-wide Gender Equity Committee members are: Carol Lomicky, UNK, Jane Ziebarth-Bovill, UNK, Linda Crump, UNL, Nancy Lewis, UNL, Ellen Davis-Hall, UNMC, Myrna Newland, UNMC, Karen Falconer Al-Hindi, UNO, Kim Sosin, UNO, and Shari Clarke, UNCA

University of Nebraska at Kearney 2002 Gender Equity Annual Report

Major Accomplishments

- An on-campus childcare facility now exists at UNK
- The Chancellor has organized women in managerial positions on the campus.
- The group meets each month for lunch and informal discussion. Plans call for expanding the group to include faculty and staff women
- UNK hosted the “No Limits” NU Women’s Studies Conference
- Continual support of the UNK Women Studies Program
- A 13% increase in gender representation of technical and paraprofessional positions (*Affirmative Action Plan 2001*)
- Seven of the 17 members of the Chancellor's Coordinating Council are women. This is up from two years ago when five of the 17 members were women (*Affirmative Action Plan 2001*)
- Of the administrative openings this fiscal year, the Vice Chancellor of Student Affairs and the Dean of Business and Technology positions were filled with women (*Affirmative Action Plan 2001*)
- Twenty-six women and 20 men received grants at UNK for this fiscal year. Out of the 46 individuals to be awarded grants, the top four grant awards, with respect to total dollar amounts, went to females (*Office of Special Programs*)

Challenges

- Recruiting, promoting, and retaining female faculty and staff members
- Achieving full capacity of the center to generate sufficient revenues in the UNK Child Development Center.
 - Obtaining educational resources and supplies
 - Providing a summer program for school-aged children
 - Articulating campus needs for playground and facility equipment
 - Providing a flexible schedule for parents using the childcare facility
- Providing more on-campus gender equity events and seminars
- Rewarding, recognizing, and mentoring women faculty, staff, and students
- Cultivating leadership skills among women faculty, staff, and students

Progress Report on Specific Issues

Climate Survey

The Gender Equity Committee and the UNK Chancellor support continued investigation in conducting a climate survey of the local campus. The Gender Equity Committee is in the process of establishing a plan for implementing a climate survey related to gender equity.

Childcare

The UNK campus childcare program opened August 27, 2001, with a staff of three full-time teachers and 15 paid assistants. There is strong student involvement in the childcare program especially among education students in early childhood courses, the Early Training Center program, the Professional Teacher Education 290: Human Services Field Experience, and the Speech, Language and Hearing clinic. Also, students in family and consumer sciences, psychology and nursing programs are participating in activities at the UNK Child Development Center. In addition, student organizations have contributed time and resources to the childcare center. Program activities incorporate language arts, science, math, and creative movement. A total of 38 children are enrolled in the UNK Child Development Center. Current enrollment in the infant care is six full-time and three part-time individuals. There are two full-time and six part-time individuals in the toddler section. A total of 11 full-time, 10 part-time, and four drop-in children are in the pre-school/kindergarten area. Twenty-four faculty/staff members and 28 UNK students have children currently enrolled in the campus childcare program (note: these numbers reflect total numbers of individual parents, some of whom are married to each other). The UNK Child Development Center encourages strong parental and campus involvement. The facility, which is licensed for children up to age 12, is not currently at full enrollment (48 children). A childcare program for school-aged children will be implemented this summer. Short-term needs include toddler outdoor equipment and riding toys.

Mentoring

All four colleges have mentoring programs for new faculty members. UNK also has a staff-mentoring program that is in its second year of operation. The staff-mentoring program matches new employees with veteran staff members who have similar interests. Chancellor Johnston and the Gender Equity Committee support establishing a more formalized mentoring program for all new hires to the institution. The Office of Graduate Studies and Research recognizes faculty who effectively mentor graduate students with an annual mentoring award. Two years ago, UNK created a mentoring and networking organization for alumni and undergraduate women called the Gold Torch Society. The Society is comprised of 25 women alumni and 25 current UNK undergraduate women.

Recruitment and Retention

The proportion of total female faculty increased by two percent from 37.5% in 2000 to 39.7% in 2001 (*Institutional Research Office*). However, from 1998 to 2002, 46.55% of hired faculty members were female (*Vice Chancellor for Academic Affairs*). Two female faculty members and one male faculty member were granted tenure last year. Four male associate professors and no female associate professors were promoted to full professors. One male assistant professor and six female assistant professors were promoted to associate professors. One female lecturer was promoted to senior lecturer (*Vice Chancellor for Academic Affairs*).

A review of applicant responses to survey questions about reasons for declining a position at UNK indicates that low salary was the main reason. One female faculty applicant stated that the primary reason she declined a job at UNK was location. She wanted to live in a more urban area. Exit interview information also indicated that the issue of low salary was the primary reason when people leave UNK. Out of seven respondents, one female from the office/service staff mentioned gender climate as a reason for leaving UNK (*UNK Exit Surveys, 2001*).

Women's Studies Program

The UNK Women's Studies program continues to grow and develop. The program is an interdisciplinary program of research and study. Both the College of Natural and Social Sciences and the Fine Arts College have faculty that offer courses in Women's Studies. The College of Education and the Business and Technology College do not currently offer courses in Women's Studies. Recently, the UNK Women's Studies program hosted the "No Limits" Conference. Representatives from UNO, UNL, and UNK participated in the conference. Twenty-nine students from Nebraska, Kansas, and Iowa presented papers. A variety of UNK faculty, staff, and students attended the event. The UNK Staff Senate awarded the Department of the Month Award to the Women's Studies program in April.

Major Recommendations

- Create a formal mentoring (orientation) program for new hires
- Develop mentoring relationships that involve community representatives and university employees
- Create a baseline report describing the mentoring activities in each college
- Explore ways to recognize individuals who effectively mentor faculty and staff
- Continue to support and recognize the UNK Staff Mentoring Program
- Actively support the Gold Torch Society
- Complete a climate survey that relates to gender equity issues
- Review exit survey procedures
- Initiate formal data gathering activities to establish clear assessment benchmarks related to gender equity. [Some of the benchmarks would include but not be limited to: salary comparisons, leadership positions, awards/rewards, and committee composition]
- Provide faculty clear and easily accessible information that explains delayed tenure policies regarding childbirth, sick children, and elderly parent support.
- Explore ways to support the UNK Child Development Center. Encourage campus organizations to contribute time and resources to the childcare facility
- Actively seek out and encourage female faculty and staff to participate in leadership development such as the University-wide Equity in Opportunity Administrative Fellowships and the Summer Institute for Women in Higher Education Administration at Bryn Mawr
- Request institutional support for faculty and staff to participate in gender equity events, conferences, and professional leadership development activities
- Continue to support and assist the Women's Studies program. Encourage faculty from the College of Education and the Business and Technology College to teach courses in the Women's Studies program.

University of Nebraska-Lincoln 2002 Gender Equity Annual Report

Major Accomplishments

The UNL campus has a Comprehensive Diversity Plan. The goals of that plan are to create a campus where tolerance and respect are encouraged and modeled; to support programs that explore the experiences, perspectives and contributions of various cultures, groups and individuals; to create a truly diverse community of faculty and staff that reflects both our multicultural society and individual differences, and achieve among faculty and staff representative numbers of groups historically denied access because of race or gender; and to create a truly diverse community of students. In addition to this campus plan some units such as the Institute of Agriculture and Natural Resources (IANR) have developed unit diversity plans.

Permanent funding from the Central Administration contributed to support the hiring of 20 female tenured/tenure track faculty on campus. Since the last report to the regents, females filled 41.4% of the faculty and academic/administrative searches on campus. UNL has been successful in the recruitment of women faculty. More women faculty have taken on leadership roles within some academic units. In the College of Journalism and Mass Communications there are three female administrators, two department chairs and one associate dean.

The recruitment of female students in some programs continues to rise. One example is that for the first time in the history of the College of Law there are more women enrolled in the first year class than men. In the College of Fine and Performing Arts of the 179 new undergraduate students 102 were female and 77 were male. The gender balance within that College stands at 360 female and 307 male students.

Challenges

Within some academic units we continue to have women who perceive the climate as unwelcoming. Unfair treatment by supervisors remains the most widely reported problem on exit interviews for all gender and races.

Budget reductions make the hiring situation uncertain on the campus. Local media presented the recent debate regarding the need for a truly diverse faculty and student body and the misunderstanding about the value of opportunity hires for the University.

Update on Past Issues

Gender/Climate Surveys

The Chancellor has engaged an organization to conduct a survey of all employees to assess the local climate and to provide a process to improve the local climate. The survey is not limited to issues of gender; however, the engagement process to improve the local climate should enable issues related to

the climate for women to be enhanced.

Mentoring

Many women and some men on the campus continue to provide support and mentoring for other women on campus. Programs like the Cather Circle are designed to bring successful women alumni back to campus to mentor female students.

Various units on campus have formal mentoring plans for new faculty. Other units have a more informal process. However, there are still units on campus where the issue of mentoring has been overlooked.

Women's Studies Program

Current interdisciplinary programs like Women's Studies and Ethnic Studies support diversity because of the curricular opportunities they create for students. UNL's Women's Studies program is one of the longest standing programs in the country.

UNL does not have any faculty lines in their Women's Studies Program, unlike our peer institutions. Courses in Women's Studies like "Introduction to Women's Studies" is highly enrolled and many times the courses are taught *pro bono* or as an overload. Course offerings of "Diversity Research Methods" and "Women, Gender and Science" support the role and mission of UNL. However, support for these courses have only been temporarily funded.

Women's Studies has co-sponsored visiting scholars with several programs and colleges. UNL, UNO and UNK Women's Studies directors continue to collaborate on programs system-wide.

Child Care

UNL continues to provide limited childcare for the campus. This childcare does not meet the needs of the campus and there are efforts underway to assess the possibility of expanding these services. The greatest obstacle has been the funding for this effort.

Recruitment & Retention

The percentage of female faculty who resigned as a percentage of the total number of female faculty who left the university declined. (Retirements among both male and female faculty increased.)

Support for Women Faculty, Staff & Administrators

UNL sponsored two faculty to attend the Bryn Mawr Summer Institute for Women in Higher Education Administration last summer.

Women on campus have been supported to attend national leadership seminars. Many supervisors continue to provide developmental support for women in their units. However, there are some units on campus where budget constraints do not permit the ideal level of developmental support.

UNL has become a member of the Nebraska Network for Women in higher Education, a networking group that coordinates with the ACE Office of Women in Higher Education.

Campus Programming – Gender Issues

In addition to the programming offered by Women's Studies there is a plethora of speakers and activities related to gender issues, most supported by colleges, departments, the Sr. Vice Chancellor of Academic Affairs Diversity Enhancement funds, and Equity Access & Diversity Programs.

Recommendations

- Continue to explore enhanced child care on campus
- Work with local campus communities to enhance retention of female faculty, administrators, students and staff
- Continue and enhance efforts to recruit female faculty, administrators, students and staff
- Regular periodic assessment of climate issues on campus
- Continued support for Domestic Partner Benefits

University of Nebraska Medical Center 2002 Gender Equity Annual Report

The Chancellor's Commission on Gender Related Issues met on a regular basis throughout 2001/2002. Three areas of focus were chosen for this year. They were: *Establishment of UNMC as a World-Class leader in the development and promotion of women; evaluation of job classification and salaries; and the exploration of issues related to workplace climate.*

Major accomplishments:

Establishment of UNMC as a World-Class leader in the development and promotion of women

As a first step to achieving this goal, the Commission undertook a project to evaluate how UNMC-COM compared with nine peer institutions in areas that are supportive of women. A representative from each of the Colleges of Medicine (COM) was contacted for a gender-related activity analysis. Findings included:

- Faculty Development Opportunities. Eight of the nine institutions had faculty development activities ranging from single events to broad-ranging programs with emphasis on educational development, leadership, career management and mentoring. UNMC-COM has one of the strongest programs in faculty development.
- Mentoring. Five of the nine institutions either had a mentoring program or were beginning one. With the support of the Chancellor UNMC-COM initiated a campus-wide formal mentoring program that currently has 40 faculty and staff mentees.
- Leadership Development. Eight of the nine peer institutions provide financial support for external leadership development programs for women. UNMC-COM continues to provide financial support for both external and internal leadership development programs for women.
- Exit interviews for faculty. Only UNMC and one other institution had a formal exit interview policy. Two had informal interviews only. Most recent UNMC data on an inquiry regarding "factors that influence decision to leave," revealed that 45% of respondents indicated that higher salary in the new position was a factor in leaving UNMC.

Another source for comparison was the AAMC Benchmarking Data for Women in the Colleges of Medicine. (From *Women in U.S. Academic Medicine*, Statistics, 2000-2001, Division of Medical School Affairs, Association of American Medical Colleges). This resource provided the following comparisons with peer institutions:

- At peer institutions the average percent of women faculty was 25%, while UNMC-COM has 27% women faculty.
- Among peers, 12% of women faculty and 36% of male faculty are full professors. At the UNMC-COM 9% of women faculty and 28% of male faculty are full professors.

- Peer COM statistics showed that 9% of women faculty, on average, departed their institutions in 2000. UNMC-COM departure rate for full and part-time women faculty was 14%. Twenty-nine percent of all departures at UNMC-COM are women, the same as the average of our peer institutions.
- Nationally, the year 2000 average for women in COM leadership positions was 0.5 senior associate deans, 2 associate deans, and 1.75 assistant deans. UNMC has one woman at each of these levels.

Salary Equity and Market Issues

The commission examined anecdotal and other data and noted the following concerns leading to the associated recommendations:

- Clerical positions, which are predominantly held by women, have market analyses on an as needed basis to determine whether UNMC pay scales reflect, exceed, or fall below the current market. In the future these analyses will be on a regular basis. Additional job classifications may be needed to allow advancement of clerical staff as skill levels and expertise grow in technical or specialized areas, such as grant preparation.
- Managerial/Professional levels pose a challenge to assess for gender-related pay discrepancies. More opportunities exist for study at these levels. The ability to carry out this evaluation hinges on the availability of relevant data for gender comparisons.
- Faculty positions pose the greatest challenge in the evaluation of gender-related salary discrepancies. A need exists to obtain relevant information on how faculty salaries are determined to be able to assess for salary equity.

Exploration of issues related to workplace climate

A small sample-size qualitative study was designed to collect data on workplace climate issues for women. Data were collected from a cross-sectional sample of nurses within the organization who volunteered to participate in five focus groups of which four were NHS employees working with UNMC faculty. Questions asked were: (1) What helped or hindered nurses' sense of autonomy, decision-making and participation within the organization; and (2) What helped or hindered nurses' sense of value, trust, and communication within the environment.

- A report on the results of this study has been completed and a recommendation was made to strongly promote an overall culture of respect in the workplace.
- A daylong workshop on "Building a Foundation for Cultural Competency" was held on September 29, 2001 with 85 attendees. A cultural competency survey is currently underway at UNMC. Gender-related perceptions will be part of the data generated.

Challenges:

- There remains a need to assess gender-related salary equity at the Faculty and Managerial/Professional levels.
- There remains a need to hire and retain more qualified women Faculty and promote them into positions of leadership within the organization.
- Opportunities must be provided for women in Clerical and Managerial/Professional positions to advance or be promoted appropriately to higher positions within the organization, especially when work performance and responsibilities exceed expectations and current job descriptions.
- Expand programs for leadership development, career management, and mentoring.

Follow-up on Recommendations from 2001

- A campus salary equity study remains to be done due to SAP issues but will be facilitated by Nu-Values as it is implemented across campus.
- A review of best practices in support of gender equity was carried out, comparing UNMC (College of Medicine only) to its peer institutions.

Specific Recommendations for enhancing gender equity on the UNMC campus:

- We support the need for a University wide, gender-related climate survey to be carried out by an independent body in 2002, however, in the absence of a University-wide study; a campus-specific study would be acceptable.
- The Commission continues to recommend that a UNMC salary equity analysis be completed and communicated as soon as new systems allow.
- Continue practices that encourage the development and promotion of women.
- Collect benchmarking data for women faculty throughout UNMC including rank & tenure, length of time in rank, new hires and promotions, departures of faculty, and women in decanal positions.

**University of Nebraska at Omaha
2002 Gender Equity Annual Report**

Major Accomplishments

Recruitment and Retention

A continued focus on recruitment and retention of women was a goal in the 2001 report. The emphasis on hiring female faculty members and the use of diversity funds for some positions aided gender equity. UNOmaha received 22.7% of the diversity funds this year. The funding was used for 10 new hires. Since December, UNOmaha has hired 2 more tenure track faculty, both males, and lost two males to retirement. Overall, the faculty is 63% males and 37% females. Two tenured female faculty will leave at the end of 2001-02.

The Dual Career Program was a goal in the report in 2001 and has become a higher priority this year at UNOmaha. The Office of Academic Affairs is taking a more pro-active approach to aiding faculty with partners who seek connections to the Omaha community. Additionally, the University of Nebraska system, with the cooperation of all Dual Career programs, is developing a business/education brochure illustrating key components of the Dual Career Program at the University of Nebraska.

Table 1: Comparison of new tenure-track faculty hires by gender at UNOmaha with national figures, 2001-02 Academic Year.

	UNOmaha Percentages	National Percentages
Men	45% (19 new hires)	53%
Women	55% (23 new hires)	47%

Child Care

UNOmaha's Child Care Center provides high quality care to children of students, staff, faculty, and alumni. Maintaining and enhancing childcare availability was a goal in the 2001 report. A comprehensive needs assessment should be done to understand how much child care is needed, how much is locally available, and at what costs.

Salary Equity

Through market impacting, UNOmaha established higher starting pay rates in positions heavily dominated by females, e.g., cashiers, sales clerks, staff secretaries, retail assistants, clerical assistants, child care assistants. This may help to reduce staff turnover, noted as an issue (below). A disparity analysis of 2001-02 AAUP faculty salaries shows no statistically significant difference between males and females.

Leadership Training

Leadership training was a goal in the 2001 gender equity report. UNOmaha's Training and Development Course Catalog offers courses aimed at helping all employees improve skills or enhance work performance. Women are the majority of attendees. 4 Roles of Leadership, Leading with Strengths, Performance Evaluation, and Skills for Success are examples.

In January 2001, UNOmaha initiated a Women's Leadership Institute with UNMC, College of St. Mary, and Creighton University. Women of administrative promise were nominated to participate in a series of workshops and networking sessions, followed by an internship. Among the outcomes of the Institute are two promotions and a monthly networking breakfast. Strengthening coalitions of support for women staff, faculty and administrators across NU system in professional development was an overall NU goal in the 2001 report.

Another goal in the 2001 report was to expand leadership opportunities for female students. In Fall 2001 UNOmaha students established a Feminist Majority Leadership Alliance. With support from the Feminist Majority Foundation and faculty sponsors, this group provides leadership training and opportunities. Student Organizations and Leadership Programs addressed male/female communication at its fall, 2001 leadership conference.

Benefits

The NU System approved contraceptives for health insurance coverage and extended maternity leave from 6 weeks to 8 weeks.

Mentoring

Mentoring for female faculty was a goal in the 2001 report. Efforts at the college level range from "department-focused" to highly involved and multi-layered. For example, the College of Public Affairs and Community Service assigns primary responsibility for mentoring to departments, where senior faculty mentor junior ones. However, the dean's office supplies mentoring support as well as direct services. In the College of Business, the Associate Dean has a newly developed mentoring plan, in addition to departmental plans. Similarly, there is a wide range of department mentoring programs. Communication, for example, pursues a strategy that includes formal and informal elements and involves the entire department.

Interdisciplinary Studies programs are important to retention and mentoring for faculty with interests in Chicano/Latino Studies, Native American Studies, and Women's Studies. The last of these is particularly important for female faculty. Among UNOmaha's Women's Studies program's initiatives during the past year were a faculty workshop (cosponsored with the Center for Faculty Development) entitled "The Inclusive Classroom: Gender, Race and Class," and a half-day teaching workshop cosponsored with UNL's and UNK's Women's Studies programs. Both events were well attended and received very strong reviews.

Challenges

Recruitment and Retention

During the past year, Human Resources obtained exit interviews from half of the women staff leaving UNOmaha, 32 of 75 (64 excluding those dismissed and deceased) and was able to garner information about or from many of the others. Of the 32 exit interviews of women who resigned, many were for reasons not associated with the job (retiring, moving, going to school, etc.). Of those whose exits were associated with the job, 10 mentioned leaving for a better job or pay and three mentioned problems with the supervisor.

Departing faculty often choose not to complete exit interviews. Among female faculty interviewed, one mentioned dual career issues, and one mentioned childcare problems and the need for more resources for working mothers.

Conducting exit interviews with more women faculty and staff is a challenge. One key to obtaining an exit interview seems to be catching people before they leave campus.

Mentoring

Mentoring plans are in place and tend to focus on new faculty hires. We need to continue to mentor female faculty members beyond the beginning of their careers and encourage application for promotion, especially to full professor.

Salary Equity

In the past, the University monitored classification and compensation for gender equity and should continue to do so under the new classification and compensation system: NU Values. A comprehensive gender equity analysis of staff salaries has not been completed in several years and is needed.

Women's Resource Center

The UNOmaha Women's Resource Center provides important services to campus women. A review of demand for these services and the center's ability to meet the demand is required in order to ensure that the center's resources are adequate to its charge.

Information about Gender-related Activities

The information flow, particularly to students, about programs and opportunities relating to women, should be improved. Opportunities are missed because the word does not reach those who could benefit.

Follow-up on recommendations from the last two years

The follow-up on former UNOmaha goals are noted where relevant in the accomplishments and challenges above. Two 2001 NU-wide goals remain:

- Support university-wide gender-related climate survey.
- Increase and strengthen funding for Women's Studies programs on each campus.

Recommendations

- Conduct a comprehensive needs assessment for childcare to learn if UNOmaha has unmet childcare needs and to ascertain the availability and cost of local child care facilities.
- Conduct a gender equity analysis of staff salaries on a regular basis, perhaps every two years. [Note to committee—this could be a UN-wide recommendation because it appears that this may be being done but not on a coordinated basis]
- Increase and strengthen funding for Women's Studies programs (UN continuation goal from 2001).
- Continue to recruit and retain women faculty and administrators with emphasis on mentoring both new hires and tenured women for promotion, named professorships, and administrative roles.
- Monitor the results for women of applying the new NU Values system.

General Recommendations of University-wide Committee on Gender Equity

- Increase and strengthen funding for Women's Studies programs (UN continuation goal from 2001)
- Continue to recruit and retain women faculty and administrators with emphasis on mentoring both new hires and tenured women for promotion, named professorships, and administrative roles.
- Work with local campus communities to continue and enhance efforts to retain and recruit female faculty, administrators, students and staff.
- Complete a climate survey that relates to gender equity issues.
- Actively seek out and encourage female faculty and staff to participate in leadership development such as the University-wide Equity in Opportunity Administrative Fellowships and the Summer Institute for Women in Higher Education Administration at Bryn Mawr that encourage the development and promotion of women.